

# Employee Handbook

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# Introduction

## Board of Education

### Duties and Powers of the Board of Education

#### DUTIES

Examples of the duties of the Board are to:

1. Employ a Director of Schools;
2. Approve positions of employment and salary ranges for such positions;
3. Elect, upon the recommendation of the Director of Schools, teachers who are eligible for tenure, fix salaries, and make written contracts with such tenured teachers;
4. Dismiss tenured teachers, upon sufficient proof of improper conduct, inefficient service, or neglect of duty, insubordination and incompetence;
5. Suspend or dismiss students when the progress or efficiency of the school makes its necessary;
6. Develop and implement an evaluation plan for all certificated employees and to submit the plan to the Commissioner of Education for approval.  
(For additional duties, consult Policy ABB dated 7/6/94.)

#### DISCRETIONARY POWERS

Examples of the discretionary powers are to:

1. Consolidate schools whenever, in its judgment, efficiency would be improved;
2. Formulate general policies for the operation of the schools of the district;
3. Approve an organization of the school program and courses of study recommended by the Director of Schools;
4. Evaluate the work and effectiveness of the educational program;
5. Help interpret the education program to the community by providing for the dissemination of school information necessary for creating a well-informed public.  
(For additional powers, consult Policy ABB dated 7/6/94.)

#### NUMBER, TERMS AND DISTRICT REPRESENTATION

The Board is composed of **seven members** who are elected to serve three year terms. Two Board members are elected as **at-large** representatives, while the other five represent the **five city districts**.

(For additional information, consult Policy ABC dated 7/6/94.)

**For those interested in appearing before the Board of Education, please consult Policy BCBI dated 4/7/97.**

Vision Statement

By the year 2001, the Cleveland City Schools will serve as a model for educational excellence and lifelong learning.

## **Mission Statement**

The mission of the Cleveland City Schools is to develop responsible citizens who will set the standards for excellence in a global society.

## **Strategic Planning**

Cleveland City Schools is committed to the strategic planning process. Using an external consultant, community focus groups, parents, teachers, students and staff, the system has developed a strategic plan for the years 1997-2001.

*The priority areas are as follows:*

### **Accountability**

Monitor achievement of all students and link program improvement to funding.

### **Curriculum/Instruction/Assessment**

Ensure relevance and highest quality instruction.

### **Communications**

Ensure communications within the schools and between schools and students, parents, and the greater community.

### **Facilities**

Provide facilities that support high levels of student achievement and comply with state and federal requirements.

### **Safe/Secure Schools**

Provide a learning environment where students can focus on learning without fear.

### **Staff Development**

Equip all employees with research-based methods to improve student achievement.

### **Technology**

Use available technologies to assist students in obtaining essential skills and knowledge and to support employees in performing their duties.

### **Guiding Beliefs**

Cleveland City School system is guided by the following beliefs:

**Students** should:

1. Be responsible for their learning and behavior.
2. Be provided a safe, nurturing environment in which to learn.
3. Be provided equity and excellence in learning opportunities.
4. Value and respect themselves and others who represent different cultures and beliefs (in order to be successful in a global society).
5. Have multiple opportunities to develop critical thinking skills and to work cooperatively.
6. Expect highly skilled, caring effective school personnel who model continuous learning.
7. Be provided the resources (materials, facilities, technology, human) which would enable them to fully develop their potential and to contribute to society.
8. Understand that learning is a progressive and life-long process.
9. Be provided instruction in a way that accommodates different rates and styles of learning.
10. Be provided with appropriate measures of learning that accommodate multiple intelligences.

**Personnel** should:

1. Assume responsibility for the education of all students.
2. Be among the best and brightest, who represent diversity, loyalty, dedication and openness to innovation and who demonstrate the belief that all children **can** learn.
3. Take pride in their work and promote a positive image of our system.
4. Be evaluated fairly and be provided appropriate staff development and adequate resources.
5. Be rewarded and compensated for their leadership and excellence.

The **Community** should:

1. Be educated on the developmental needs of children.
2. Be educated on the developmental needs of children.
3. Be partners in planning, problem solving and promoting.
4. Understand the roles and responsibilities of the system.
5. Understand its roles and responsibilities in serving the needs of children.
6. Expect wise and efficient use of all resources.

**Programs** should:

1. Meet the needs of children in a constantly changing society.
2. Reflect multicultural diversity.
3. Be continually evaluated and improved.
4. Be relevant and rigorous.
5. Exceed state minimums.
6. Reflect current research on teaching and learning.
7. Be delivered by well-trained and effective personnel.
8. Be intellectually stimulating to learners and to teachers.

# Bradley/Cleveland Public Education Foundation

## Mission Statement

The mission of the Bradley/Cleveland Public Education Foundation is to support the Bradley County and Cleveland City School Systems by providing resources for enhancing education in the our community and fostering the bond between education and the community.

## Activities

The Foundation has seven members who serve as the Executive Committee. An Executive Director manages the day to day activities of the Foundation

The Executive Committee meets monthly and reviews the financial condition as well as approves distribution of funds.

## Teacher Mini-Grants

Each year, the Foundation awards teacher mini-grants to teachers on a competitive basis. Teachers submit a grant proposal describing the project that would enhance learning in a class or classrooms in their school. An objective review board consisting of administrators and Foundation members then reviews these proposals. During the grant review, no individual teachers' names are disclosed until the final choices have been made. The grant award amount varies from year to year depending on the contributions to the Foundation; however, the individual grant awards usually range from a minimum of \$750 to a maximum of \$1,500.

## Scholarships

Through the Foundation contributions, scholarships are made available to a qualified, deserving Cleveland High School senior.

The first Foundation scholarship entitled **Mitchell L. Parkinson Memorial Scholarship** was awarded in 1999 and donated in memory of Mitchell, a 1968 CHS graduate, by his family members, his wife and two brothers. Currently, funds are also available for the **Larry Bivens Memorial Scholarship** and the **Eric Johnson Memorial Scholarship**.

## Other Designated Contributions

From time to time, other individual or corporate benefactors donate funds designated for specific projects. For example, the Foundation has received donations earmarked for the Cleveland High School Health Occupation program, Academy of Business, and Creative Writing class.

In other incidences, donations have been given to special programs such as Accelerated Reader and Career Education.

## Payroll Deduction

The Bradley Cleveland Public Education Foundation was officially incorporated in January 2003 under the Tennessee Nonprofit Corporation Act. The Corporation is organized as a public benefit 501c (3) corporation exclusively for charitable purposes under the provisions of the Internal Revenue Code of 1986. Thus, all donations are tax-deductible under full provision of the IRS guidelines.

Employees who are interested in contributing to the Foundation may do so through payroll deduction. For more information, contact the Foundation Office at 476-0034.

## Supervisory Assistance

Supervisors in the Administrative Office Building (AOB) are ready and willing to help all employees with problem-solving and other concerns that they might have.

The following is a list of the supervisors assigned for various areas. The AOB telephone number is 472-9571.

<b>Area of Supervision</b>	<b>Supervisor Assigned</b>	<b>Phone Extentions (472-9571)</b>
Application (Employment)	Doug Greene	21
Attendance (Reports)	Larry Payne	17
Bids	Audrea McBrayer	28
Budget (Federal)	Cindy Geren	13
Budget (General)	Brenda Carson	12
Buses	Jack Coleman	472-9576
Career Awareness	Steve Clariday	472-8098
Career Ladder	Doug Greene	21
Chorus-Elementary	Cathy Goodman	18
Cleveland Education Foundation	Paul Ramsey	30
Communications	Paul Ramsey	30
Community Learning Center	Tamara Taylor	19
Computers (see Technology)	Joan Bradburn	36
Cross Zoning	Larry Payne	17
Custodial Services/Janitors	Doug Greene	21
D.A.R.E.	Larry Payne	17
Drama (Secondary)	Larry Payne	17
Drug Free Schools	Ann Culbreth	31
Early Childhood (Regular)	Cathy Goodman	18
Early Childhood (Special Ed.)	Ione Carter	16
Education Edge	Steve Clariday	472-8098
Elementary Instruction (Pre K-5)	Cathy Goodman	18
English as Second Language (ESL)	Ann Culbreth	31
Extended Contracts	Cathy Goodman	18
Extended School Programs	Tamara Taylor	19
Field Trips	Doug Greene	21
Fine Arts (Curriculum) Elementary	Cathy Goodman	18
Fine Arts (Curriculum) Secondary	Larry Payne	17
504 (Employee Concerns)	Doug Greene	21

504 (Student Concerns)	Paul Ramsey	30
Food Services	Shelly Copeland	23
Foreign Languages	Larry Payne	17
Grants	Dee Dee Finison	476-1160
Health and Physical Ed.	Larry Payne	17
Homebound Instruction	Ione Carter	16
Home Schools	Ann Culbreth	31
IDEA	Ione Carter	16
Interpreters	Ione Carter	16
Licensure (Teacher)	Doug Greene	21
Licensure (Bus Driver)	Tommy Green	472-9576
Maintenance	Tommy Green	472-9576
Nurse Services	Ione Carter	16
<i>Pathways</i>	Paul Ramsey	30
Payroll	Audrea McBrayer	28
Payroll Benefits	Kathy Phillips	20
Personnel Records	Doug Greene	21
Preliminary Reports	Larry Payne	17
Public Relations	Paul Ramsey	30
Purchase Orders	Audrea McBrayer	28
Psychological Services	Ione Carter	16
Pony (delivery between schools)	Larry Payne	17
SACS	Dee Dee Finison	476-1160
School Counseling	Ione Carter	16
School Safety	Doug Greene	21
School-to-Work	Steve Clariday	472-8098
Secondary Instruction (6-12)	Larry Payne	17
Speech Therapy	Ione Carter	16
Special Services	Ione Carter	16
Staff Development	Dee Dee Finison	476-1160
STaR Center	Dee Dee Finison	476-1160
Strategic Planning	Dee Dee Finison	476-1160
Student Observers	Doug Greene	21
Student Teachers	Doug Greene	21
Substitute Teachers	Doug Greene	21
Summer School	Dee Dee Finison	476-1160
Testing	Ann Culbreth	31
Teacher of the Year	Paul Ramsey	30
Technology (Design)	Joan Bradburn	36
Technology (Purchasing)	Joan Bradburn	36
Technology (Support,Repair)	Hugh Pritchett	46
Technology (Training)	Melody Buckner	41
Textbooks	Larry Payne	17
Title I (NCLB)	Ann Culbreth	31
Title II (NCLB)	Ann Culbreth	31
Title IV (Drug Free Schools) NCLB	Ann Culbreth	31
Title VI (Gender Issues)	Larry Payne	17
Title IX (Civil Rights Issues)	Larry Payne	17
Tuition	Rea Bivens	14
Vocational	Steve Clariday	472-8098
Workman's Compensation	Audrea McBrayer	28

## The Employee

### After-School Meetings

1. Teachers are required to attend all faculty meetings, in-service sessions, and other called meetings.
2. Thursday afternoons will be set aside for staff meetings, meetings called by the administration, and meetings of a professional nature. School meetings will be scheduled on the **second and fourth** Thursdays. System-wide meetings will be scheduled on the **first and third** Thursdays.
3. Parent-teacher meetings are an integral part of the school program. Therefore, teachers are expected to attend such meetings. Teachers unable to attend a meeting should **notify the principal prior to the meeting**.

### Assignment and Transfer

#### Certified Personnel

##### Assignment

The Director of Schools shall assign personnel to the various schools by May 15 preceding the school year for which such persons are employed while allowing each principal to assign more specific responsibilities within each school.

When personnel certification and qualifications are equal, seniority within the system may be considered in assignment.

With the exception of substitute teachers, members of an immediate family shall not be assigned to the instructional staff in the same school plant unless some unusual circumstance exists which makes it in the best interest of the educational program as determined by the Director of Schools. No employee shall be under the direct supervision of a member of his/her immediate family.

Immediate family shall be defined as spouse, child, parent, parent-in-law, brother, sister, brother-in-law, and sister-in-law.

Extra assignments for which supplements are provided may not be relinquished in part by the employee without the approval of the person making the assignment.

**Source: Board of Education Policy GBE, dated 7/6/94.**

## Transfers

The Director of Schools shall transfer and/or reassign employees as he/she deems necessary. The Director of Schools is responsible for developing and disseminating procedures for transfer.

All employees transferred shall receive written notification of the transfer with reasons prior to the transfer.

**Source: Board of Education Policy GBM, dated 10/5/98.**

## Support Personnel

### Assignment

The Director of Schools shall make assignments by May 15 preceding the school year for which such personnel are employed.

Each employee's immediate supervisor will develop a schedule.

**Source: Board of Education Policy, dated GCE, dated 7/6/94.**

### Probationary Period

A probationary period is defined as the first six (6) months of employment for a new employee or for an employee who has been rehired following a break in service.

The probationary period shall be used to allow the immediate supervisor to closely observe and evaluate the employee, and to encourage effective adjustment to the position. Only employees who meet acceptable standards of work during the probationary periods shall be retained.

<h2>Benefits</h2>
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### Group Health

The system provides group health insurance for **all full-time employees** who qualify for the insurance. The Board selects the carrier for all insurance.

### Dental Insurance

Dental insurance is also available through a payroll deduction plan.

### Life Insurance

## Tax-Sheltered Annuities – 403 (b) Plans

Board-approved companies for tax-sheltered annuities shall include all companies presently having contracts with employees. The Board may approve at least two no-load/no sales fee/no surrender charge companies for employee participation. The two companies must be willing to provide educational materials and seminars for system employees as required by the Director of Schools.

1. Additional no-load/no sales fee/no surrender charge companies may be approved upon written request if thirty-five signed contracts are submitted to Director of Schools.
2. Written request for a change in contract deductions shall be submitted to the payroll office at least ten days prior to writing of the payroll.

## Workman's Compensation

The school system provides the Workman's Compensation Program through the Tennessee School Boards Association/Gallagher Bassett. If an injury should occur, complete the form entitled "**First Report of Injury**" and **deliver it to your supervisor or principal within 24 hours.**

Physicians authorized to administer care under this program are:

- |   |  |
|---|--|
| 1. Dr. William Johnson<br>Cleveland Surgical Associates<br>2175 Chambliss Avenue NW<br>Cleveland, TN 37311<br>Phone: 472-5423 | 3. Dr. James L. Knabb<br>2301 North Ocoee St.<br>Cleveland, TN 37311<br>Phone: 479 -9647                               |
| 2. Dr. Chalmer Chastain, Jr.<br>2850 Westside Drive NW<br>Cleveland, TN 37311<br>Phone: 472-1511                              | 4. Dr. J. Patterson Stone<br>Southeast TN Orthopedics<br>102 Dunhill Place<br>Cleveland, TN 37311<br>Phone: 472 - 1567 |

## Complaints and Grievances

### Definitions

A grievance shall mean a complaint by an employee that he/she has been treated unfairly or inequitably within his/her professional rights.

All time limits consist of school days, except that when a grievance is submitted with fewer than ten (10) days remaining before the close of the current school term, time limits shall consist of all weekdays.

### Procedures

The Board desires for an employee and his/her immediate supervisor to resolve problems through free and informal communication. If, however, the informal process fails to satisfy the employee, a grievance may be processed as follows:

*Step 1*

The employee must present the grievance in writing to the immediate supervisor who will arrange for a meeting to take place within five (5) days after receipt of the grievance. Within five (5) days of the meeting, the grievant shall be provided with the supervisor's written response.

*Step 2*

If the grievance is not resolved at Step 1, the grievant may refer the grievance to the Director of Schools within five (5) days after receipt of the *Step 1* answer. The Director of Schools shall arrange a meeting to take place within five (5) days of the Director of Schools' receipt of the appeal. Within five (5) days of the meeting, the grievant shall be provided with the Director of the Schools' written response.

*Step 3*

If the grievance is not resolved at *Step 2*, or the time limits expire without the issuance of the Director of Schools' written reply, the grievant may request a review by the Board with five (5) school days after the employee receives the written decision or within five (5) days after the time limits for *Step 2* have expired. The request shall be made in writing through the Director of Schools, who shall attach all related documents and forward the request to the Board. The Board shall review the case and render a decision within ten (10) days based upon documents submitted.

If determined by the Board to be warranted, a hearing shall be held for the employee. The time of the hearing shall be the next regular board meeting or an earlier date agreed to by the Board. The Board shall render a decision in writing within ten (10) days following the hearing. Copies of the Board's decision shall be sent to the aggrieved employee and to the Director of Schools. The Board shall be the final arbiter of all grievances.

## General Provisions

At each step, one employee of the school system or an attorney may accompany each party. Failure by the aggrieved at any level to appeal a grievance to the next level within the specified time limit shall be deemed to be acceptance of the decision rendered at that time. Nothing in this document shall be construed as denying a teacher the right to consult with any supervisory or administrative officer in the school system. At any level, time limits may be mutually extended.

## **TITLE VI & IX (Sexual Harassment/Gender Bias)**

### GRIEVANCE PROCEDURES

## **Introduction**

The following grievance procedures have been developed to expedite a prompt and equitable resolution of complaints of sex discrimination that may be made against Cleveland City Schools, any school within the system, or any official of the system. These procedures are to be followed by all complainants whether they be students, parents of students, applicants for employment, or employees of Cleveland City Schools. The use of this grievance procedure insures due process and accessibility to all parties concerned as well as promptness in handling of all complaints.

Exhaustion of these procedures is not a prerequisite for the filing of complaints with the Office of Civil Rights.

## **Procedure**

All allegations of sex discrimination originating at the local school level, except those allegations made by employees of Cleveland City Schools, will be referred to the principal. The principal will arrange a conference within five (5) days following the referral, with the meeting place and time agreed upon by both parties.

The principal will file a written report of all discrimination charges with the Coordinator of Title IX or Federal Rights Coordinator (Peggy Pesterfield) giving complete details and disposition of the complaint within a period of five (5) days following the local school conference. This report will contain a statement signed by the complainant as to whether or not the complaint has been resolved.

Complaints not resolved at the local school, complaints against the school system, or complaints of employees of the school system should be filed in writing with the Office of the Director of Schools by the complainant. The Director of Schools will arrange a conference with the complainant within fifteen (15) days with the time and date agreed upon by both parties. The Director of Schools will prepare a written report for his files giving the specific disposition of all sex discrimination complaints referred to his office.

If the allegations cannot be resolved at the level of the Office of the Director of Schools, the complainant may request a hearing before the Cleveland City Board of Education at its next regularly scheduled meeting. The hearing request should be in writing to both the Director of Schools and the Chairman of the School Board. When hearings before the board occur, all parties involved have the right of due process. The Director of Schools will prepare a written report of the hearing describing the board's action with regard to the complaint. The complainant will receive a copy and a copy will remain in the Director's office.

**(Source: Board of Education Policy GAE dated 7/7/97)**

## Contracts

### Certified Personnel

Professional staff members are those personnel whose employment status *requires* certification in accordance with rules and regulations of the State Board of Education.

**(Source: Board of Education Policy GB dated 7/6/94)**

All professional personnel must make a written contract with the Board of Education.

The Director of Schools shall establish the salary rating of each person employed and shall recommend such salary rating to the Board for its approval.

Contracts of ten-month professional personnel shall include two-hundred (200) days of responsibility. Eleven-month personnel work the two-hundred days plus a minimum of twenty (20) days for the eleven month employees. Twelve month employees shall work the full twelve months except for legal holidays and vacation earned. Each contract shall provide for specific holidays.

The school calendar adopted by the Board each year shall become part of each employee's contract. (See section entitled "Calendar")

**(Source: Board of Education Policy GBA dated 7/6/94)**

### Support Personnel

The support staff members are personnel whose regular employment *does not require* certification in accordance with rules and regulations of the State Department of Education. Support personnel include the following employees: bookkeepers, secretaries, clerks, maintenance employees, custodial employees, cafeteria employees, instructional assistants and transportation employees.

**(Source: Board of Education Policy GC dated 7/6/94)**

All support personnel must make a written contract with the Board.

Each employee will be paid the salary for which he/she qualifies by reason of assignment as approved by the Board.

**(Source: Board of Education Policy GCA dated 7/6/94)**

### Extended Contracts (Extended Learning Program)

All Extended Learning Program activities must be staffed with educators who have the appropriate licensure and endorsement. If an activity does not require a specific endorsement, the educator's training and experience related to the need will be considered. Non-educators are ineligible.

Career Level II and III educators have priority of opportunity to staff all ELP activities if they are appropriately licensed and can meet the need of the program. When activities cannot be filled by Career Level II/III educators, other appropriately licensed educators may be used.

The **length and rate of pay** of an extended contract is as follows:

<u>Contract Length</u>	<u>Number of Hours</u>	<u>Rate of Pay</u>
Two weeks	70 hours	\$1,000
Four weeks	133 hours plus 7 hours vacation pay	\$2,000
Six weeks	203 hours plus 7 hours vacation pay	\$3,000
Eight weeks	266 hours plus 14 hours vacation pay	\$4,000

### **Categories of activities, examples**

School systems should be creative and flexible within the absolute guideline of meeting high priority student needs.

Examples of acceptable extended contract activities include:

1. Enrichment programs for gifted and talented students;
2. Formalized programs to deal with at-risk students;
3. Parent involvement projects;
4. Extended programs for handicapped;
5. Developmental programs based on student needs;
6. Remediation (acceleration) programs based on student needs;
7. Enrichment programs for all students;
8. Curriculum/materials development/program assessment and evaluation;
9. Professional development/teachers training other teachers;
10. Community involvement;
11. Adult literacy and education
12. Administering and conducting day-care activities.
13. After-school tutoring in Extended School Program.

## D i s c r i m i n a t i o n / H a r a s s m e n t

Employees shall be provided a work environment free from sexual, racial, ethnic, and religious discrimination/harassment. It shall be a violation of this policy for any employee or any student to discriminate against or harass an employee through disparaging conduct or communication that is sexual, racial, ethnic, or religious in nature. The following guidelines are set forth to protect employees from discrimination/harassment.

Employee discrimination/harassment will not be tolerated. Discrimination/harassment is defined as conduct, advances, gestures, or words either written or spoken of a sexual, racist, ethnic, or religious nature which:

1. Unreasonably interfere with the individual's work or performance; or
2. Create an intimidating, hostile, or offensive work environment; or
3. Imply that submission to such conduct is made an explicit or implicit term of employment;
4. Imply that submission to or rejection of such conduct will be used as a basis for an employment decision affecting the harassed employee.

Alleged victims of sexual, racial, ethnic, and religious discrimination/harassment shall report these incidents immediately. This report should be made to the immediate supervisor except when the immediate supervisor is the offending party. If the immediate supervisor is the offending party, the report may be made to the Federal Rights Coordinator or the Complaint

Manager. Allegations of discrimination/harassment shall be fully investigated (as set forth in Complaints and Grievances GAE). An oral complaint may be submitted, however such complaint must be reduced to writing to ensure a more complete investigation. The complaint should include the following information:

- Identity of the alleged victim and person accused;
- Location, date, time and circumstances surrounding the alleged incident;
- Description of what happened;
- Identity of witnesses; and
- Any other evidence available.

The privacy and anonymity of all parties and witnesses to complaints will be respected. However, because an individual's need for confidentiality must be balanced with obligations to cooperate with police investigations or legal proceedings, to provide due process to the accused, to conduct a thorough investigation or to take necessary action to resolve a complaint, the identity of parties and witnesses may be disclosed in appropriate circumstances to individuals with a need to know.

A substantial charge against an employee shall result in disciplinary action up to and including termination. A substantial charge against a student may result in corrective or disciplinary action up to and including suspension. There will be no retaliation against any person who reports discrimination/harassment or participates in an investigation. However, any employee who refuses to cooperate or gives false information during the course of any investigation may be subject to disciplinary action. The willful filing of a false report will itself be considered harassment and will be treated as such.

An employee disciplined for violation of this policy may appeal the decision by contacting the Federal Rights Coordinator or the Complaint Manager.

**(Source: Board Policy GAO dated 9/14/98)**

## Dress Code

All employees must dress neatly and in a manner that is consistent with their duties and responsibilities and yet befitting their assignment.

## Instructional Assistants

### Absences

### Compensatory Time

The classroom teacher(s), team leader, or department chairperson usually is responsible for developing and assigning the duties for the instructional assistant with the concurrence of the building principal. A variety of tasks for assistants may include, but not be limited to, the following:

### Clerical Duties

Clerical duties may include:

1. Check attendance and complete the daily or weekly report.
2. Collect and count lunch money and make the daily report.
3. Order supplies.
4. Collect and count money for workbooks, *Weekly Reader*, etc., and prepare the order.
5. Collect picture money and complete order forms.
6. Collect dues for parent organizations and give money to membership chairperson.
7. Type and/or prepare tests and other necessary materials.
8. Create instructional materials/bulletin boards following teacher direction.
9. Sort and staple multi-page lessons.
10. Grade papers and workbooks that require objective answers.
11. Average numerical grades at secondary level.  
NOTE: Classroom teacher has total responsibility for accuracy and assignment of grades and will maintain direct, first-hand involvement in reading and assigning grades on daily papers at all grade levels.
12. Record grades on grade cards and in record books.
13. File papers and keep curriculum files orderly.
14. Fill out demographic data on grids on test booklets/answer sheets.
15. Transfer six-weeks' grades from record book to report cards/cumulative folders.
16. Laminate materials
17. Complete classroom inventory at the end of the year.
18. Assist with completion of permanent records and reports due at the end of the school year.
19. Enter data into computer.

## Custodial Duties

Custodial duties may include:

1. Assist with behavior management at all times.
2. Supervise rest period for primary grades.
3. Accompany children to the restroom, water fountain, cafeteria, library, and gym.
4. Assist teachers with playground supervision, field trips, and parties.
5. Help familiarize a new student with the school.
6. Treat cuts and scrapes.
7. Take temperature, if child seems to have fever.
8. Call parents, if child becomes ill at school.
9. Care for sick child until parent/caretaker arrives.

## Instructional Duties

Instructional duties may include activities in the following areas:

1. Language Arts:
  - a. Read aloud to the children.
  - b. Listen to children read individually.
  - c. Be available to help children sound out difficult words.
  - d. Use flash cards to review textbook vocabulary.

- e. Encourage children to use flash cards to build complete sentences, including punctuation.
- f. Review lessons with those who need extra practice.
- g. Make reading charts to accompany the textbook and to reinforce basic skills.
- h. Monitor independent seatwork and provide individual help, if necessary.
- i. Make instructional reading games and supervise their use.
- j. Help children use an encyclopedia or a dictionary.
- k. Monitor independent work in the library/computer lab/Accelerated Reader.
- l. Encourage proper letter formation/spacing in handwriting.
- m. Encourage the writing of original stories and essays.
- n. Dictate spelling words and sentences for those who need extra practice.

2. Mathematics:

- a. Use flash cards for drill in addition and subtraction.
- b. Listen to children count individually by 2's, 5's, 10's.
- c. Play "store" to give children practice in counting money and making change.
- d. Help children place rulers properly when learning to measure.
- e. Provide individual help with telling time.
- f. Assist in making graphs and calendars.
- g. Demonstrate and assist students in the use of the computer.

3. Art:

- a. Prepare bulletin board materials.
- b. Mix paint and supervise its use.
- c. Cut and distribute clay.
- d. Provide materials for making murals and collages.
- e. Supervise as children dramatize stories and help make props.

4. Music:

- a. Sing songs with children.
- b. Play records for sing-a-longs.
- c. Lead children in rhythm activities.

5. Social Studies:

- a. Check to be certain that each child knows his/her full name, parents' names, address, and telephone number.
- b. Help prepare displays and bulletin boards.
- c. Provide assistance when children are using a map or globe.
- d. Show videos, films, and filmstrips.

6. Science:

- a. Accompany children and teacher on nature walks.
- b. Display collections of leaves, rocks, seeds, etc.
- c. Help children plant seeds and care for plants.
- d. Set up simple experiments.
- e. Encourage children to collect newspaper and magazine articles related to science.
- f. Discuss the weather and the daily forecast.

Other Duties

Other duties assigned by the principal may include, but not limited to, the following:

1. Monitor lunchroom.
2. Answer telephone.
3. Supervise hall duty and/or bus duty.
4. Assist in libraries
5. Provide release time for secretaries to eat lunch and to complete reports.

## Interim Positions

### Kindergarten Classrooms

1. An instructional assistant will work with the kindergarten teacher from 7:45 a.m. through dismissal of kindergarten students or conclusion of lunchroom duty. He/she will be assigned to another teacher or other specific assignment after lunchroom responsibilities are concluded. The instructional assistant may return to the kindergarten classroom at 3:00 p.m. to review the work expectations for the following day.
2. If the kindergarten teacher is absent for a limited number of days, the instructional assistant will serve as the substitute teacher for the kindergarten classroom and remain in the kindergarten classroom in the afternoon to plan and prepare for the next day. The person secured as the substitute will function as the instructional assistant, which includes the responsibility for monitoring the lunchroom and working with other teachers/assignments in the afternoon.
3. If the teacher to whom the kindergarten assistant is assigned in the afternoon is absent, the instructional assistant will work with that teacher's substitute in that grade in the afternoon.
4. The instructional assistant may remain in the kindergarten classroom for the entire day for a period of time at the beginning and end of the school year, to be determined by the principal.
5. It is expected that custodial-type responsibilities in restrooms and other clean-ups be limited to emergencies and/or accidents. Routine maintenance is the responsibility of the custodian.

## Orientation

The building principal, an experienced instructional assistant in the building, and/or the director of the program under which the instructional assistant is employed, will conduct an orientation for instructional assistants. Topics may include the school system's educational philosophy, education ethics for assistants, and the *Employee Handbook*.

## Pay Periods

## Problem Solving

In resolving problems that arise, the instructional assistant experiencing problem should discuss this problem in a personal conference with the supervising teacher. If this approach is not feasible or if the results are not satisfactory, the instructional assistant should confer with the principal.

Conversely, the teacher experiencing a problem with the instructional assistant should discuss this problem in a personal conference with instructional assistant. If this approach is not feasible or if the results are not satisfactory, the instructional assistant should confer with the principal.

## Relationships with Others

### **Community**

The instructional assistant should:

1. Present to the public a favorable image of the school.
2. Answer questions by the parents or others outside the school with positive statements. Do not attempt to evaluate students. Refer the person to the teacher or principal.
3. Be tactful and courteous with parents to enhance good public relations.
4. Assist the teacher in providing a warm welcome to new pupils and the parent(s).
5. Recognize that the instructional assistant is part of a “team” and develop respect for the team relationships in the learning process, including teachers, principals, librarians, supervisors, and Director of School.
6. Attempt to help the teacher send home happy, well-informed pupils—which is the best type of public relations.

### **Teacher(s) and Instructional Assistant**

One of the primary functions of the instructional assistant is to free the professional teacher from routine tasks that decrease the amount of instructional time. However, it is imperative that the relationship between the teacher and instructional assistant be one of mutual respect and understanding. The teacher should:

1. Project a positive image of the instructional assistant to the students. Treat the assistant as a special person in the classroom, not as a helper, since youngsters will treat him/her as the teacher does.
2. Be certain that the assistant understands the objectives of the program and knows the duties. Share the housekeeping chores. do NOT request that the instructional assistant perform personal work, such as running errands, typing term papers, and the like.
3. Prepare a schedule for the assistant that is specific and complete.

4. Designate an area for keeping materials and leaving directions. The instructional assistant should be able to enter the classroom while instruction is in progress, know exactly where to pick up assignments and start working without disturbing the students.
5. Be sensitive to the time required to complete an assigned task. Frequently, a task takes longer than anticipated to complete. Therefore, request the preparation of material at least twenty-four hours before they are needed.
6. Communicate about objectives and duties as problems occur and talk things out as they happen.
7. Give praise for a job well done. Recognition of good work will increase productivity and promote a positive climate in the classroom.
8. Be sure to correct, question, and criticize the instructional assistant in private. The opportunity should be reciprocal.
9. Give the instructional assistant the same support and loyalty that is expected in return.
10. Treat the instructional assistant as an important human being. Be sensitive to needs and express interest in him/her as a person.

### **Instructional Assistant and Teacher(s)**

Several things should be considered in the instructional assistant – teacher relationship.

1. The teacher and the assistant must work as partners to make the relationship successful in helping children learn. When an assistant has been assigned to work closely with a teacher, team, or department, it is necessary for the adults to work toward the same goals and work together in harmony.
2. The more skills an instructional assistant brings to the classroom, the more valuable he/she becomes as a team member. Teachers are not generally accustomed to supervising another adult; therefore, the presence of an assistant in the room can be a valuable asset, or it can cause the teacher more extra work than it seems to be worth.
3. The instructional assistant should have the ability to direct himself/herself after the teacher gives clear instructions. If the teacher finds it necessary to stop frequently to give the assistant an assignment and provide direction, then the teacher is reducing the already small amount of time he/she has to spend with the children.
4. Although the responsibilities are many and contributions valuable which the assistant may make, the assistant will not replace the certified teacher as an instructor.
5. The instructional assistants should cooperate wholeheartedly with plans and procedures of the regular teacher.
6. Questions or problems concerning children should be discussed freely with the teacher as they occur.

7. The practice of confidentiality will strengthen and maintain the confidence of the regular classroom teacher.
8. The classroom teacher has the responsibility for planning, instructing, and evaluating. All major decisions concerning classroom management and discipline will be his/her professional responsibility. The assistant's suggestions and council may be useful in helping the teacher affect the objectives desired. Final decisions are the responsibility of the classroom teacher.
9. Don't hide a "light under a basket". Let the teacher know about special talents or abilities. Use them to make a valuable contribution which will, perhaps, give enjoyment and satisfaction to both students and adults.

### **Instructional Assistant and Students**

The instructional assistant should

1. Treat youngsters with respect at all times. An assistant is an adult model from whom the children learn. Children learn to respect by being respected.
2. Take cues from the teacher in learning how to manage children and a classroom. Don't hesitate to ask questions.
3. Become familiar with all of the school and classroom routines. Know what to do in situations such as fire drills, accidents, collections, etc. Even when these duties have not been assigned, the knowledge will enable the assistant to take over, if necessary, and increase his/her worth to the teacher.
4. Release the teacher for high-level teaching. This primary objective will be more nearly reached with a job well-done by the assistant.
5. Become involved with the students. Don't stand on the sidelines. Talk to them about their work when they are working individually. Join in group activities, whenever it is appropriate. If in doubt, ask the teacher when it is proper to participate.
6. Keep the line of communication open with students and teachers. Engage in friendly conversation when they are unoccupied and it will be easier to talk over problems when the going gets rough.
7. Be sensitive to the needs and feelings of youngsters.

Keep in mind at all times that assistants have the same ethical responsibilities as teachers. Privileged information about children and parents should **not** be discussed out of school.

### **Required Work Days**

# Leaves and Absences

## Bereavement Leave

Two (2) days of bereavement leave are provided to professional employees for use at the time of death of a member of the immediate family.

One of the two days may be used at the death of a close friend or relative who is not covered in the definition of immediate family.

For definition of “immediate family”, refer to the section on Sick Leave.

## Court Appearances

If a teacher appears in state court because of a personal interest, whether as a plaintiff, defendant or witness or voluntarily appears in behalf of family or friends, or when a teacher is required to appear in court either as a defendant or plaintiff in a civil case, personal leave or leave without pay shall be granted in accordance with the established board policies on leave.

**(Source: Board of Education Policy GBRHA, dated 7/6/94)**

## Emergency Leave

An immediate supervisor may grant a professional employee emergency leave during the workday for a sudden, unexpected occurrence demanding immediate attention. Leave shall be taken as personal leave, sick leave or leave without pay. The employee who uses emergency leave shall confirm said leave on appropriate forms the day after returning to work.

Principals or administrative supervisors shall keep a tally of the amount of time individual employees are released under this policy and when the total time reaches one (1) day, the employee shall be charged with one (1) day of applicable leave.

## Family and Medical Leave

### **Purpose**

To entitle employees to take reasonable leave for medical reasons, for the birth or adoption of a child, and for the care of a child, spouse or parent who has a serious health condition.

### **Eligibility**

Anyone who has been employed for at least twelve (12) months by the Board or anyone who has at least 1,250 hours of service during the previous twelve month period.

### **General Principles**

1. Any licensed employee shall be granted, upon request, up to twelve (12) weeks unpaid leave for the birth or adoption of a child or the care of a child, spouse, or parent who has a serious health condition. (Any female requesting leave due to pregnancy and childbirth can be granted at least four (4) months leave.)
2. Any licensed employee on maternity leave shall be permitted to use accumulated sick leave during the period of actual physical disability only. Otherwise, the maternity leave shall be unpaid leave. A teacher may use up to thirty (30) days of accumulated sick leave for the adoption of a child. If both adoptive parents are teachers only one parent may request leave. Written verification from the adoption agency or other entity handling the adoption shall be required before the leave is granted.
3. A physician's statement may be required by the Director of Schools when determining the period of actual physical disability.
4. Request for leaves and extension of leaves shall conform to state law governing all leaves of absence.

### **Restrictions**

1. For foreseeable leave, the employee shall provide the Director with at least thirty (30) days written notice before the beginning of the anticipated leave.
2. The Director may require that a request for leave be supported by certification issued by a health care provider with the following information:
  - a. the date on which the serious health condition commenced;
  - b. the probable duration of the condition;
  - c. the appropriate medical facts within the knowledge of the health care provider regarding the condition; and
  - d. a statement that the eligible employee is needed to care for the son, daughter, spouse or parent and an estimate of the amount of time that such employee needs.
3. If there is any reason to doubt the validity of the certification provided, the Director may require, at the expense of the Board, an opinion of a second health care provider.
4. Any employee requesting leave under the Family and Medical Leave Act shall include in the leave any applicable accumulated sick leave.
5. **Intermittent Leave** – When a licensed employee requests foreseeable leave for planned medical treatment and the employee would be on leave for greater than 20% of the total number of working days in the period during which the leave would extend, the school may require that such employee elect either to take the leave for periods of a particular duration, not to exceed the duration of the planned medical treatment or to transfer temporarily to an available alternative position offered by the Board for which the employee is qualified, and that has equivalent pay and benefits and better accommodates recurring periods of leave.
6. **Period Near the End of an Academic Term** – If leave is taken more than five (5) weeks prior to the end of the term, the Director may require the employee to continue taking leave until the end of the term if the leave is at least three (3) weeks of duration and the return of employment would occur during the three (3) week period before the end of the term.

If the leave is taken within five (5) weeks prior to the end of the term, the Director may require the employee to continue taking leave until the end of the term if the leave is greater than two (2) weeks duration and the return to employment would occur during the two (2) week period before the end of the term.

### **Requirement of the Board**

1. The employee shall be restored to the same position of employment or an equivalent position with no loss of benefits, pay or other terms of employment.
2. The employee shall be kept under any group health plan for the duration of the leave.
3. The Board may recover 100% of the premium paid under the following conditions:
  - a. the employee fails to return from leave after the period of leave has expired;
  - b. the employee fails to return to work for a reason other than the continuation, recurrence, or onset of a serious health condition or other circumstances beyond the control of the employee.

**(Source: Board of Education Policy GBRIC, dated 9/14/98)**

### **Jury Duty**

When a teacher is summoned for jury duty he/she shall appear in court and specify a seven (7) day period within twelve months that he/she will be available for jury duty. The following procedures shall regulate the leave for jury duty for teachers:

1. The teacher shall present written evidence that he/she had been summoned to serve on a jury; and,
2. The teacher shall be entitled to the usual compensation, less the amount paid by the court.

### **Leave Without Pay**

The following guidelines for leave without pay for professional personnel shall apply:

1. The individual requesting the leave must have completed a minimum of fifteen (15) years service in the Cleveland City Schools to be eligible for this leave.
2. Personal leave of absence must be for a full school year and the request must be made a minimum of sixty (60) days prior to the beginning of a new school year.
3. Not more than three percent (3%) of the professional personnel in the school system may be on personal leave of absence at any one time.
4. Not more than five percent (5%) or a total of two (2) professional personnel (whichever is less) in any one school may be on a personal leave of absence at any one time.
5. This leave will only be granted to teachers who expect to return to the Cleveland City Schools after one (1) year. Acceptance of another position in education by a teacher while using this leave will invalidate said leave of absence.
6. To request a second personal leave of absence, the individual must have worked a minimum of ten (10) years since the initial leave.

**(Source: Board of Education Policy GBRIA, dated 2/6/95)**

### **Long-term Leaves of Absence for Professional Personnel**

Any employee holding a position requiring a license to teach may be granted leave for military service, legislative service, maternity, adoption, recuperation of health, and may be granted leave for educational improvements or other sufficient reason without loss of tenure

or other status. All leaves shall be required in writing at least thirty (30) days in advance on forms provided by the Director of Schools' office.

The 30-day notice may be waived or reduced by the Director upon submission of a certified statement by a physician. The application for leave forms shall require:

1. A description of the type of leave requested;
2. The requested dates for beginning and ending the leave; and
3. A statement of intent to return to the position from which the leave is granted.

The Director of Schools will act upon each request in accordance with Board policy within fifteen (15) days. Each applicant shall be notified in writing of the Director's action. All leaves, except military leave, shall be from a specific date to a specific date. However, the Director upon written request may extend any leave from the teacher. Military leave shall be granted for whatever period may be required. The procedure and condition for extend a leave are the same as those used when originally requesting and granting the leave.

Positions vacated for less than twelve (12) months by teachers on leave shall be filled with an interim certified teacher while the teacher is on leave. If the teacher returns from leave within 12 months, the interim teacher shall relinquish the position, If the leave exceeds twelve (12) months, the teacher shall be placed in the same or comparable position upon return.

Part-time leaves may be granted by the Director upon written request for the same conditions as for full-time leave.

Any teacher on leave shall notify the Director of Schools at least thirty (30) days prior to the date of return if the teacher does not intend to return to the position from which he/she is on leave.

### **Pay and Benefits**

All leave granted in conformance with this policy shall be without pay except as may be covered by sick leave in the case of maternity leave. The employee shall have the opportunity to continue participation, at their own expense, in group insurance plans subject to restrictions of the insuring carrier.

**(Source: Board of Education Policy GBRI, dated 11/3/97)**

### **Military Leave**

Employees who are members of any reserve component of the Armed Forces of the United States shall be granted leave of absence for all periods of military service during which they are engaged in the performance of duty or training in the service of the state or the United States. Reservists who anticipate military duty during the school year must give written notice to the Director of Schools, within thirty (30) days of the beginning of the school year, of the dates of the anticipated duty. While performing such duty or training, the employee shall be paid his/her regular salary up to a maximum of fifteen (15) working days in any one (1) calendar year, plus such additional days as may result from any call to active state duty.

An employee called to active duty by the governor to enforce the laws of the state shall be paid his/her regular salary for such time as he/she is engaged in the performance of his/her duty, and any time spent in active state duty shall not count against the fifteen-day period of leave allowed for military service.

Request for leaves and extension of leaves shall conform to state law and board policy governing all eaves of absence. **Failure to comply with applicable laws and policies shall constitute grounds for dismissal.**

The employee shall supply a copy of the orders for duty, including the dates of departure and return it to the Director of Schools prior to, or simultaneous with, requesting leave.

Military leave for support personnel shall be the same as for certificated employees.

**(Source: Board of Education Policy GBRID, dated 7/6/94)**

### Professional and Personal Leave

Personal and professional leave shall be granted in accordance with laws of the State of Tennessee and rules and regulations of the State Board of Education. Any professional employee shall be allowed professional and/or personal leave earned at the rate of one (1) day for each half year employed for a total of two (2) days per year. **Any personal and professional leave remaining unused at the end of a year shall be credited to sick leave.** If, at the termination of services, any professional employee has been absnet for more days that leave has been earned, an amount sufficient to cover the excess days used shall be deducted from the employee's final salary payment.

Subject to the following conditions, personal leave may be taken at the discretion of the employee:

1. Except in emergency, each employee shall give the principal or supervisor advance notice in writing at least five (5) days prior to the requested leave.
2. The approval of the school principal shall be required:
  - a. If more than ten percent (10%) of the teachers in any given school request its use on the same day;
  - b. If requested during any prior established student examination period.
3. The Director of Schools must approve such leave if requested on the day immediately preceding or following a holiday or vacation period.
4. The Director of Schools must approve any request for leave the last ten (10) days of the school year.

Professional leave is a short, temporary absence for the purpose of attending workshops and other meetings relating to school business or serving on boards and commission which meet during daytime hours when appointed by a mayor, city council, county executive or county commission.

In addition, professional employees shall be granted leave to serve on any board or commission of the state when the Governor or General Assembly makes the appointment. Such leave shall not be counted against any other accumulated leave credits. Again, the

employee shall notify the principal or supervisor at least five (5) days prior to the leave being taken.

**(Source: Board of Education Policy GBRHE, dated 7/6/94)**

## Requesting/Reporting Leave Forms

### Sick Leave

Sick leave for full-time professional employees shall be accrued at the rate of one (1) day for each twenty contract days worked. Paraprofessional staff earn sick leave at the same rate.

Sick leave shall be defined as: illness of a **professional full-time employee** (i.e., teachers, instructional assistants, administrators/supervisors) from natural causes or accident, quarantine, or illness or death of a member of the immediate family of a professional employee, including the employee's spouse, parents, grandparents, children, grandchildren, brothers, sisters, mother-in-law, father-in-law, daughter-in-law, son-in-law, brother-in-law, sister-in-law.

A signed statement listing the cause of absence shall be provided by the employee on forms furnished by the Board and shall promptly be given to the immediate supervisor in support of all claims for sick leave pay. **A falsified statement shall be grounds for dismissal.**

A certificate from the physician on forms furnished by the Board **may** be required in support of any claim for sick leave.

When an employee is sick beyond the limit of his/her sick leave accumulation, the substitute teacher, must have a certificate or permit and must be paid according to the state salary scale

Permanent, cumulative sick leave records for each active professional employee shall be kept in the Director of Schools' office.

A professional employee, upon employment, may transfer his/her accumulated sick leave from another Tennessee school system, provided that the Director of Schools of the system in which the accumulated leave was held provides notarized verification.

Sick leave for maternity purposes may be taken during the period of physical disability only. A teacher may use up to thirty (30) days of accumulated sick leave for the adoption of a child. If both adoptive parents are teachers only one parent may request leave. Written verification from the adoption agency or other entity handling the adoption shall be required before the leave is granted.

The total accumulated sick leave shall mean the total number of sick leave days that have been earned but not yet used. Sick leave that can be accumulated will be unlimited. All teachers may be advanced sick leave in an amount equal to the number of days that may be earned prior to the expiration of their present contract. If the teacher resigns prior to the expiration of his/her present contract, these days must be reported and funds for the same will be withheld from the final pay check.

The Cleveland City Board of Education pays professional staff, upon retirement, ten dollars for each of the first fifty days of unused sick leave. Upon retirement, unused sick leave may be used as additional credit to improve retirement benefits.

A Sick Leave Bank has been established. For details and regulations, employees may contact the Cleveland Education Association Sick Leave Bank committee or contact Doug Greene, Supervisor of Administrative Services (472-9571, ext. 21)

The immediate supervisor may require a physician's certificate for any absence within the sick leave regulation. Frequent and misuses of sick leave by an individual are sufficient grounds for requiring a physician's certificate stating the reason for the absence.

**(Source: Board of Education Policy GBRHB, dated 9/14/98)**

## Leaving School

School personnel should not leave the building during the regular school day without permission from the principal or his/her designee.

## Lunch Reports

Every elementary school teacher is to get a daily count of those students eating lunch and report this to the cafeteria cashier.

## Non-Discrimination

The Cleveland City School System does not discriminate against prospective or current students or current students or employees on the basis of sex, handicap, race, color, religion, or national origin, pursuant to the requirements of Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and other applicable statutes. Inquiries and charges of violation to Title VI of the Civil Rights Act of 1964 or Title IX of the Education Amendment of 1972 or similar inquiries and charges of violation of Section 504 of Rehabilitation Act of 1973, and other applicable statutes.

Inquiries and charges of violation of Title VI of the Civil Rights Act of 1964 or Title IX of the Education Amendment of 1962 or similar inquiries and charges of violation of Section 504 of the Rehabilitation Act of 1973 should be directed to the Director of Schools or his designee, phone 423-472-9571, 4300 Mouse Creek Rd, Cleveland, Tennessee, 37312.

## Non-Renewal

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

1. The Board shall be notified at the next regular board meeting; and

2. Written notice of non-renewal shall be hand delivered or sent to the employee by registered mail so that it will be received by the employee **prior to** April 15.

The principal is responsible for discussing deficiencies with the non-tenured teacher and providing assistance for overcoming these deficiencies.

Upon completion of the non-tenure period, any teacher who is re-employed in the system is entitled to tenure status for which the teacher is qualified by college training and certification, providing that the Director of Schools shall recommend to the Board that the teacher be re-elected, thereby attaining tenure status.

**Source: Board of Education Policy GBG, dated 7/6/94**

## Payroll Deductions

### Resignation

#### Certified Personnel

Voluntary termination of employment may occur as a result of retirement or resignation.

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

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

1. The incapacity on the part of the teacher to perform the contract as evidenced by the certified statement of a physician approved by the Board;
2. The release by the Board of the teacher from the contract which the teacher has entered into with the Board.

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

Upon a breach of contract, the Board, with a motion recorded in its minutes, may file a complaint with the Commissioner and request the suspension of the teacher's certificate. After the Commissioner has provided the teacher an opportunity for defense during a hearing, the Commissioner may suspend the certificate for no less than thirty (30) days and no more than three hundred sixty-five (365) days.

**Source: Board of Education Policy, dated 07/06/94**

#### Support Personnel

Support personnel shall give the immediate supervisor written notice of resignation at least

four (4) weeks (twenty (20) working days) in advance of the effective date of voluntary termination. The twenty (20) working days may be waived by the Director of Schools for justifiable reason.

## Procedure

The immediate supervisor shall forward copies on the day received to the Director of School's office.

The payroll office will prepare final payment for the next appropriate scheduled payday.

**Source: Board of Education Policy GCO, dated 7/6/94**

## Retirement

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

Employees eligible for retirement benefits may elect to retire at any age according to the provisions of the retirement system.

Central office personnel shall assist employees in securing retirement benefits; however, it shall be the responsibility of the retiring employee to file for benefits.

Retired teachers may substitute up to one hundred (100) days per year without loss of retirement benefits, and may substitute for an additional ninety (90) days if the Director of Schools certifies in writing to the Board that no other qualified personnel are available to substitute teach.

**Source: Board of Education Policy, dated 08/07/95**

Instructional assistants, after six months of employment with Cleveland City Schools, become class "A" members of the Tennessee Consolidated Retirement System (TCRS). The Cleveland Board of Education contributes the employees' portion and matching portion of the total wages.

## Salary Schedule

## School Calendar

No later than the end of the school year, the Board will adopt, upon the recommendation of the Director of Schools, an official school calendar for the succeeding school year.

The regular school year shall be 200 days and scheduled as follows:

- A minimum of 181 student attendance days;
- A minimum of five days in-service education for all certificated personnel;
- One day for parent-teacher conferences;
- Ten days paid vacation for all certificated personnel; and
- Four administrative work days.

Extended contracts shall include twenty days for each additional month employed.

### **In-Service Education**

Each day of in-service education included in the school calendar shall be equivalent to not less than six hours of planned activities.

### **Discretionary Days**

Four discretionary days shall be included in the calendar and may be designated by the Board as student attendance days, in-service days or administrative days, which may be used by administrators, faculty and staff for preparation for commencement of classes, record keeping, grading examinations, parent-teacher conferences and other classroom functions. The Board has designated these days as administrative/work days.

**Source: Board of Education Policy AEA, dated 07/06/94**

## School Day

The minimum length of the school day shall be seven (7) hours total for all grades. There may be only three (3) scheduled abbreviated days during the school year.

All teachers shall be on duty at least seven and one-half (7 ½) hours and such additional time as the administrative organization requires.

The length of the kindergarten day shall be at least four (4) hours. Modifications resulting in a school day of less than the above specified length must be approved by the Commissioner of Education at the request of the local Board.

**Source: Board of Education Policy AF, dated 07/06/94**

## Co-Curricular Activities

### Approved Parties

Two parties per school term shall be the maximum permitted in the Cleveland City Schools. If held, these parties shall be at Christmas and St. Valentine's Day. Birthday parties for individuals shall be prohibited. Sharing of refreshments at scheduled breaks will **not** be considered a party.

## Audio/Visual Resources

Audio-visual resources may be located in the library or other central locations and be checked out as needed. Please note that equipment checked out on short term basis must be returned immediately after use.

## Extended School Program (ESP)

Cleveland City Schools provides an after-school child-care program known as the Extended School Program or ESP. The program provides a safe and fun alternative for working parents who do not want their children to remain at home alone.

Students enrolled will benefit from social, physical, and educational development activities. The program includes crafts, sports, games, art and music education, field trips, foreign language, homework time, enrichment activities, computer instruction and more.

All locations have a site director and program assistants who are either college graduates or students majoring in elementary education and have a love for working with children.

**Who can attend?**

ESP is available to any city or county resident enrolled in grades one through six. Kindergarten students may participate during the schools' holiday schedule, during school closings or in the summer program.

Enrollment is limited to maintain a small ratio of children to adults. Children may enroll for one day, two days, or for a full week. Enrollment may occur at any time during the year, although priority is always given to those needing full-week care.

**ESP Locations and Schedule**

Currently, ESP is in operation at five schools: **Arnold, Mayfield, Ross, Stuart, and Yates**. The regular hours of operation are:

3:00 p.m. until 6:00 p.m.	Monday through Friday
12:30 p.m. until 6:00 p.m.	Staff Development/Early Release Days
7:00 a.m. until 6:00 p.m.	School Holidays, Staff Development Days (full days), and summers

ESP sites are closed on Memorial Day, July Fourth, Labor Day, Thanksgiving Day, Christmas Eve, Christmas Day, New Year's Eve, and New Year's Day.

**State Approval**

All ESP sites meet the requirements and are approved as a child care program as certified by the Tennessee Department of Education.

**Cost**

In addition to a weekly fee, there is a one-time \$25 per child registration fee. This fee, however, is waived for all Cleveland City Schools' employees.

Tuition is to be paid each Friday and reduced tuition is available to families with more than one child enrolled, to those who qualify through the Department of Children's Services, and to students enrolled in the free or reduced lunch program.

For more information about the program, please contact Patty Talley (472-9571, ext. 11 or Dr. Rodney Fitzgerald (472-9571, ext. 30). Additional information is available by talking with the site director at each of the school locations.

## Child Abuse and Neglect

It is the policy of the Cleveland City Board of Education to promote, protect, and provide for the physical, mental, and emotional health and safety of all students in this school system and to cooperate with individuals, or organizations, and agencies who share this responsibility with us. The school system will assume its duty to identify abused and neglected children, to act as a support to the local child protective service program, and to otherwise encourage prevention as well as correction of problems in the all-important parent-child systems in which our students develop.

It is recognized that all employees of this Board have a legal responsibility to report suspected cases of child abuse and neglect. The legal basis for this responsibility is provided by the Child Abuse Prevention and Treatment Act (PL-93-247), Chapter 12 of Title 37 of Tennessee Code Annotated as amended in 1977, and this policy. Teachers and other employees whose work gives them a privileged status with respect to the personal lives of students have an additional moral and professional responsibility to promote the welfare of students and to observe and report situations which indicate that a child's welfare may be in jeopardy. The employee who acts in a possible abuse or neglect case should do so with concern for at least two sets of rights – the right of the child to life, food, shelter, clothing, and security and the rights of parents to be treated with respect and to be given needed help and support. School employees are to report suspicion of abuse or neglect. **The validation of abuse and neglect is not the responsibility of the school.**

All personnel are to be alert for any evidence of child abuse and neglect. For a complete definition of “child abuse”, please refer to Policy JGFE. Cleveland City Schools' employees are to follow these regulations in suspected cases of child abuse and neglect in accordance with policy JGFE dated 10/05/98.

**Definition** – Child abuse is defined as any wound, injury, disability, or physical or mental condition which is of such nature as to reasonably indicate that it has been caused by brutality, abuse, or neglect or which on the basis of available information reasonably appears to have been caused by such.

Abuse may be 1) physical – as bruises, burns, lesions, strangulation, cuts, or other injury requiring medical attention, 2) emotional – including abandonment, unreasonable confinement, excessive demands, scapegoating, terrorizing, berating, rejection or 3) sexual – involving molestation, exploitation, exhibitionism, rape, and incest.

Neglect includes the failure to provide a child with adequate nutrition, clothing, shelter, or medical care. It may also include overwork, lack of supervision, or failure to encourage school attendance.

**Reporting Child Abuse or Neglect** – Any employee who has reasonable cause to believe that a particular child has received harm as a result of abuse or neglect must report such abuse or neglect to the Bradley County Department of Children's Services at 476-8594 (24 hour answering service). The report will be made as soon as possible to facilitate efforts to protect the child. The employee may consult with principal, nurse, or psychologist but retains prime responsibility for the reporting.

Tennessee law presumes that the persons reporting abuse or neglect is acting in good faith and holds them immune from any liability, civil or criminal, which might otherwise be imposed. Persons who knowingly fails to report abuse or neglect as required by law is guilty of a misdemeanor.

School employees shall also reasonably assist appropriate agencies with efforts to investigate and correct situations of reported abuse or neglect. The confidentiality of records section of the Family Rights and Privacy Act is waived in cases where the health and safety of students is involved. Our policy of recording the name of any person having access to student records does apply. No report of suspected abuse or neglect is to be made a part of the student's school record.

**Information to Be Reported** – The Child Abuse and Neglect Report Form should include, to the extent known by the reporter, the name, address, and age of the child, the name and address of the person responsible for the care of the child, and the facts requiring the report.

**Validating the Reported Harm** – In no case shall the school personnel initiate home visit or interview to validate the report. It is the responsibility of Children's Services to investigate report. School personnel are instructed to assist Children's Services (DCS) and juvenile agents with their efforts to check out reports. Our usual practice of requiring parental signature for access to student records is waived under Section 99.36 of the Regulations for the Family Educational Rights and Privacy Act. This allows school officials to provide information without parental permission to appropriate persons in an emergency to protect health or safety. School officials are urged to apply discretion to determine when the investigation exceeds the provisions of Section 99.36 and requires parental permission. The usual procedure for documenting the viewing of the records will be followed.

It is expected that persons from the Children's Services visiting schools to investigate reports of harm will sometimes request an interview with the child in question. Such interviews will be arranged by the principal and will include the principal or his designee.

No entry will be made on the student's permanent record to indicate that a report of harm has been filed in his behalf.

**Custody of Endangered Child** – When an investigation shows a child to be living in danger of neglect and removal of the child is warranted, the child welfare authorities (Department of Children's Services or Juvenile Court officers) would be expected to make the physical transfer of custody in a non-school setting. If a child is taken from school by Child Welfare authorities, the principal should receive a copy of the court order that authorizes this action. The principal should further be assured that the parent or guardian of the child in question has been notified of this action. It is not the responsibility of the school to explain the situation to an irate parent. Exceptions to these procedures by a child welfare agent should be immediately reported to the Central Office by the principal.

**Follow-Up** – It is the responsibility of school officials to follow-up on reported cases of harm or cases in which the school has assisted investigation. Child Welfare Agency confidentiality requirements are similar to those of the school and do permit interagency cooperation to the extent of knowledge that endangered children are being protected.

Battered, molested, or neglected children who continue to attend our schools have special

needs that the school is responsible to meet. If a particular situation calls for special resources or services to meet the needs of a child, the school staff will provide these services if possible and, if not possible from available resources, at least identify and request the assistance needed.

**Confidentiality of Information** – The report of the employee will be kept confidential. The Juvenile Court may find it necessary on occasion to hear the testimony of the school employee. More often abuse cases do not come to trial but are resolved by the agencies involved through assistance and support rather than punitive action. In any event the reporting party is presumed to be acting in good faith and is specifically protected by law from possible liability arising from his action in reporting.

**In-Service Training** – Appropriate in-service activities and information will be developed to assist employees in four major areas of responsibility toward the abused and neglected children we service:

- (1) The policies and regulations regarding reporting of cases of suspected harm;
- (2) The detection and early identification of situations where abuse and/or neglect is taking place;
- (3) The professional educator's special challenges in working with victims of abuse or neglect;
- (4) Preventing child abuse by teaching and developing coping and problem-solving skills and abilities.

## Cleveland City Schools

### Community and Political Activities

#### Community Activities

Employees have a right to express their views on any issue but must, in each case, make clear that the view expressed is not the official view of the Board or school system.

#### Political Activities

Employees may, on their own time, campaign for or against any candidate or referendum, but they shall not use the classroom or system position for political forum nor engage in any political promotion or solicitation during school hours.

Any employee who intends to campaign for an elective public office that infringes upon a contracted agreement shall present a proposed solution to the Board for consideration. The essential element to be determined by the Board is whether the activities proposed by the employee are consistent with his services to the school system and the best interests of education.

**(Source: Board of Education Policy GAH dated 7/6/94)**

## Cumulative Records

Student records are to be maintained with the highest level of accuracy and confidentiality.

- I. Cumulative Record
  - A. At the beginning of the year, the teacher should become acquainted with the academic and health records of each student.
  - B. The cumulative record should contain **only** the following:
    1. Yellow Standardized Test Record – the classroom teacher will record standardized achievement test scores and will be responsible for recording results of vision and hearing screenings.
    2. Blue Special Services Record – appropriate portion of the record will be completed by the specialist providing service(s).
    3. Current Report Card (for grades 3 – 6)
    4. Pupil Profile Record – an individual report of achievement test results containing stanine and percentile data. This form should be discarded when the current pupil profile is filed. If requested, the old record may be given to parents after a parent conference.
    5. Immunization Record
    6. Home Language Survey Form
    7. Birth Certificate and Social Security number
    8. Student grades
  - C. General directions for completing Cumulative Record
    1. Use **black ink only**.
    2. Be neat – **do not cross out mistakes** – either erase or make a new record.
    3. Be sure **all information** is complete and correct.
    4. When a student leaves the school, his/her records must be updated and sent to the principal's office.
    5. Remember that this is a **permanent record!** Correct and neat records give a good impression of our school system.
    6. When preparing a new record for an incoming transfer student, an appropriate number of grade spaces should be left blank for recording information for prior years when that information becomes available.
  - D. Elementary School Record (Grades K – 6)
    1. Give present grade and school year.
    2. An asterisk by the letter grade indicated that the student is working below grade level.
    3. 1,2,3,4,5,6 are grades for each reporting period.
    4. Record grades only for those grades that apply.
    5. Give school presently attending and teacher's name.
    6. At the end of the year, check promoted as **yes** or **no**.
    7. Record involvement in PAT and/or Title I in the section marked Special Academic Programs.
  - E. Grades 7 – 8
    1. Give present grade and school year.
    2. Give school presently attending.
    3. Give the teacher's name.
    4. At the end of the year, check promoted **yes** or **no**.
    5. List any significant activities and/or honors.

- F. Grades 9 – 12
1. Permanent records are filed in the Guidance Office.
  2. Guidance personnel are responsible for keeping records current.

## Discipline

Students attending Cleveland City Schools are expected to exercise self-discipline appropriate for their age, maturity, and activity with which they are involved. The second level of responsibility for discipline of students rests with the teacher assigned to supervise a particular group of students. Teachers who need assistance in the discipline of a student should take that student to the office or secure assistance from the office. Teachers of music, art reading, special services, and physical education and librarians are fully responsible for the discipline of students assigned to them. These students should not be sent back to the classroom during the time when they are scheduled in the above activities.

A discipline code has been developed and implemented in each school in the system. Building principals will supply copies for all staff members.

### **Corporal Punishment**

If paddling is necessary, it must be done in the presence of another professional staff member (in any event, the principal must be notified in writing using the form provided). This is the only corporal punishment that is approved. There will be no slapping, shaking, hair pulling, or use of the hand on the body of the child. The only exception to the paddling rule is in the primary grades where spanking with the hand on posterior of the child is permitted. Be strict, particularly at the beginning of the year.

NOTE: All paddles used to administer corporal punishment must have prior approval of the principal.

### **Detention**

- a. Students and/or parents must be notified one day prior to keeping the student after school.
- b. If a student is kept after school, it is the teacher's responsibility, at the elementary level, to notify parents.
- c. The teacher must send (to the office) a list of all the students that are scheduled to stay after the regular school day.
- d. Room detention may be given for such actions as: failure to prepare assignments, misbehavior in the room, tardiness, etc.

## Evaluations

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

The Board has adopted a state-approved model for evaluating professional personnel and standard forms to be used in evaluating support personnel.

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

## Licensed Teaching Personnel

The Board shall use guidelines developed by the state Board of Education for implementation of an approved evaluation system. Annual evaluation shall be made of apprentice teachers who have not gained tenure and professional license. Professionally licensed educators will be evaluated at least twice during the life of the license.

The Board shall annually submit for state review and approval, the evaluations and recommendations of all apprentice teachers who are in the **final** apprentice year. Evaluation deadlines for first and second year apprentice teachers will be **March 1** and professionally licensed teachers shall be **May 15**.

Teachers shall be evaluated for the following purposes:

1. **Accountability** – to assure that evaluation considers the effectiveness in the classroom and in the school.
2. **Professional Growth** – to provide a focus for professional growth in an area(s) which has the greatest capacity for facilitating student performance.
3. **Cohesive School Structure** – to increase and focus the dialogue within schools on the goal(s) of improved services to students.

A school administrator and/or designee(s) will conduct evaluations. All evaluators shall be trained and certified through state-sanctioned training in the evaluation procedures before conducting evaluation. The principal shall be responsible of the final evaluation decision.

Evaluations shall use multiple data sources which include but are not limited to:

1. Classroom or position observations including planning and reflecting information and/or review;
2. Review of previous evaluations and an educator self-assessment;
3. Conferences;
4. Examination of professional growth;
5. Review of indicators of student progress; and
6. Examination of assessment techniques, results and applications.

As part of the evaluation process, a growth plan shall be developed for all teachers. The plan shall be developed collaboratively by the teacher and the immediate supervisor and/or principal. The plan shall include identified area(s) for growth, action plan, and progress reporting procedures.

## Non-Licensed Personnel

Non-licensed administrative/support personnel shall be evaluated once during the six-month probationary period and at least one (1) additional time following successful completion of the probationary period during the first year of employment. Support personnel employed for more than one (1) year shall be evaluated at least once a year.

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

**(Source: Board of Education Policy GBI, dated 12/07/98)**

## Field Trips

Non-educational field trips involving transportation (school buses or private vehicles) are prohibited.

Educational field trips are permitted.

- Pre-planning and class preparation must be done prior to the trip.
- A post-trip classroom activity must follow the trip.

For all planned field trips, the following procedures must be followed:

- Submit **at least two weeks in advance** the following forms:
  1. A Field Trip Request Form giving the date, time, place, and purpose of the trip;
  2. A Transportation Request Form, if applicable;
  3. Cafeteria Form indicating the class will miss absent from regular lunch schedule.
- If the principal approves, the requests will be submitted to proper personnel:
  1. Field Trip Request Form - Supervisor of Administrative Services (Doug Greene)
  2. Transportation Request Form – Supervisor of Transportation (Tommy Green)
  3. Cafeteria Form – Cafeteria Manager
- Written approval must be obtained from the parents **prior** to the trip.

## Fund Raising

All fund raising projects must conform to the policy of the Board of Education. Board Policy **requires** that project plans be submitted to the Board by the principal **no later than the October Board meeting**.

## Homework

1. If homework is properly employed, it can be of value in learning.
2. There are important factors to be considered in relation to homework.
  - a. Purpose of homework
    - (1) To extend the learning situation from school to the home
    - (2) To provide for drill and enrichment
    - (3) To strengthen skills
    - (4) To establish good study habits

- (5) To provide opportunity to make up work missed
- (6) As motivation for extending interest

b. Guiding Principles

- (1) Homework should be varied as to kinds, length, and frequency.
- (2) Time should be carefully considered; a total of two hours per week per subject should be a maximum. Students with different learning abilities should be considered when assigning homework. The slow learner will not be able to complete a homework assignment as quickly and efficiently as the average or advanced student.
- (3) The pupil must know what to do, how to do it, and why he has to do it. Teachers are responsible for teaching and not the parents.
- (4) Homework should provide a challenge.
- (5) Homework should never be given as a punishment.
- (6) Homework should be graded by the teacher immediately and returned to the student.
- (7) Homework should not be assigned until the material has been taught in class.

## In-Service Education

### Guidelines for Planning Approvable In-service Education Activities

#### **Definition**

In-service education is defined as a program of planned activities designed to increase the competencies needed by all certified personnel in the performance of their professional responsibilities. In this context, “competencies” are defined as the knowledge, skills, and attitudes which enable personnel to carry out their tasks with maximum effectiveness.

#### **Legal Basis**

Tennessee Code Annotated, Section 49-1709, prescribes in-service education activities:

1. Inservice days shall be used according to a plan recommended by the local Director of Schools in accordance with the provisions of this section and other applicable statutes, and adopted by the local Board of Education. A copy of which plan indicating all individuals or agencies contributing to the in-service training of school personnel shall be filed with the State Commissioner of Education on or before September 1 of the current school year and approved by him.
2. The needs of apprentice teachers shall be given priority in the planning of in-service activities. Apprentice teachers shall be assisted by supervising teachers in the development of competencies required by the State Certification Commission and the local Board of Education.

3. The plan shall also give priority to staff development activities. Staff development activities shall include an assessment of teacher and administrator evaluation made previously by the State Certification Commission and the local school system. Career Level III teachers and supervisors shall be assigned to aid those teachers seeking to improve teaching competencies.

### **Development of In-service Plans**

Development of a comprehensive in-service plan is a significant educational endeavor for each local school system. A minimum of five (5) days of in-service education, each of which shall be equivalent to not less than six (6) hours of planned activities, shall be developed. All five (5) of these days shall be identified in the annual school calendar. Inservice credit shall not be allowed for participation in activities which are scheduled during regular teaching days or at any time for which participants are being paid for other than in-service reasons.

A recommended sequence for developing system-wide in-service education programs is to (1) assess needs, (2) establish priorities, (3) develop objectives, (4) design in-service activities, and (5) evaluate. The system-wide plan should reflect the assessed needs of all professional staff. When a system submits building level objectives and activities they must be consistent with the system-wide plan.

### **Accountability** (Monitoring and/or Audit of Inservice Plan)

Included in the system in-service plan shall be a calendar with specific information listing approved activities which shall serve as a check list for completion of in-service activities. At the end of the school year and the conclusion of in-service for each academic year, this check list shall be completed by the person designated by the supervisor responsible for local in-service education. This list should be mailed to the Commissioner of Education, Office of Staff Development. This information will be used for annual monitoring of in-service education and for validating the successful completion of the five (5) days required by law.

### **Local In-service Committee**

A committee composed of representatives from each of the following categories shall comprise the system-wide in-service planning committee membership: Director of Schools or designee; Instructional Supervisor; principal; and teacher(s). Adequate representation of teaching staff is critical to the successful implementation of the plan. If possible, a college or university consultant, parents, or other appropriate representatives should be involved.

### **Resources**

To provide the resources needed for planned in-service activities, the local board of education is encouraged to adopt an adequate budget for this purpose. The coordination of all available funds for covering costs that meet local in-service needs should be pursued.

### **Designing Approvable Activities**

Resources needed and appropriate instructional strategies to achieve specific objectives must be identified when designing approvable in-service activities. A variety of possible strategies and activities should be included, such as: group sessions, workshops, seminars, demonstrations, observations, interviews, brainstorming, buzz sessions, micro-teaching, simulation, role-playing, visitations, practice and feedback situations and other activities emphasizing personal interactions.

### **Approvable Activities for Inservice**

1. In-service activities designed to develop the competencies of apprentice teachers. (Priority shall be given to these activities. Supervising teachers shall be designated to work with these teachers.)
2. Instructional assessment and improvement studies.
3. Workshops and/or other activities based on the assessed needs of a school or school system.
4. Development and coordination of system and school-wide curriculum
5. Studies of teaching methods and strategies, classroom management, child development, curriculum and instruction, motivation, community involvement, planning and evaluation.
6. Workshops, seminars, institutes, state sponsored activities, teacher center activities, professional organization sponsored activities, and college or university sponsored activities which are related to a teacher's assignment or to a school's or system's objectives. (To validate these activities a written record of attendance/participation must be maintained.)
7. Specific training for instructional assignments.
8. Service as a free consultant, excluding travel expenses for a local or an area in-service program. (Maximum credit is one day.)

### **Submission of the In-service Plan**

The in-service plan must be approved by the local board of education and signed by the Director of Schools and Board Chairman prior to submission to each District Service Center Office for review and recommendation for approval by June 30 of each calendar year. Plans for meeting the approved Guidelines shall then be submitted to the Commissioner of Education for final approval.

### **Contract**

The Director of Schools employs instructional assistants in the Cleveland City Schools upon recommendation of the building principal and appointment.

The annual contract for instructional assistants provides for the number of days students are counted present in school, which is currently one hundred eighty one (181) days, as specified in the school calendar annually approved by the Board of Education.

## Discipline

Instructional assistants must support the teacher in maintaining discipline in the classroom. However, no corporal punishment may be applied or witnessed by a non-professional. (Please refer to the section “Discipline” for further information.)

## Evaluations

The teacher(s), team of teachers, team leader, or department chairperson twice during the school year will formally evaluate instructional assistants. The first evaluation will be prior to December 1; the second will be prior to March 15.

f. , and other aspects of the student’s environment.

## In-Service Training

In-service training session will be conducted for instructional assistants on topics of general interest, such as emergency first aid procedures, classroom management, preparation of materials, and the like.

It is expected that a minimum of six-hours of orientation and in-service training be planned for instructional assistants prior to the arrival of students. The instructional assistants will take six hours of “comp” time during the year at a time that is mutually acceptable to him/her, the teacher(s) with whom he/she works, and the building principal. Comp time is to be taken increments of one-half or full days only.

## School Day

1. Instructional assistants in K - 6 schools are required to be on duty from 7:45 a.m. to 3:15 p.m. on school days.
2. Assistants in schools serving grades 7 - 12 are required to be on duty from 7:15 a.m. to 2:45 p.m. on school days.
3. A daily break will be provided for each assistant on a schedule to be determined by the building principal and the teacher(s) to whom the assistant is assigned.

# The Instructional Program

## LESSON PLANS

1. Basic to any program of effective instruction is the formulation and implementation of adequate lesson plans. Planning helps the teacher to become familiar with the subject content to be taught and to utilize time for instruction. It provides the assurance that the class is moving at a satisfactory pace and covering the necessary materials in all areas of study. Planning also insures:
  - a. The presentation of content material in a sequential order;
  - b. A minimum amount of uncertainty and groping from lesson to lesson for both the teacher and student;
  - c. The order of activities, so that the day has purpose;
  - d. Ample time for the assembling of materials and teaching aids;
  - e. Provides an effective method of evaluation for content covered, assignments made, and methods employed.
2. The principal shall review unit/lesson plans periodically.
3. The three phases of planning are:
  - a. The initial phase of planning should be a yearly plan. The teacher should look closely at the content of the subject to be covered. By studying the material, the teacher should determine the limits for the different areas within the subject and the sequence in which those areas should be presented.
  - b. The next phase of planning should be a yearly plan. The teacher should look closely at the content of the subject to be covered. By studying the material, the teacher should determine the limits for the different areas within the subject and the sequence in which those areas should be presented.
  - c. The last phase of planning shall be the weekly plan. These plans should be very specific as to content to be covered, materials to be used, and procedures to be followed. The plans should cover sufficient aims, methods, assignments, and evaluation.

## Use of Supplementary Instructional Materials

The Board encourages teachers to utilize a wide array of instructional resources. It is incumbent on the teacher to exercise professional judgment when considering the use of such materials. The following guidelines shall be used in determining the advisability of classroom use of supplementary materials:

1. Is the name of the organization publishing and sponsoring the material clearly shown?
2. Is the author a recognized and reputable writer in the field in which he is writing?
3. Is the material timely and up-to-date?
4. Is the material free of obtrusive or objectionable advertising?

5. Is the material well prepared and suited to the maturity level of the students for whose use it is intended?
6. Does the material supplement and enrich that which is available in the regularly approved texts and reference books?
7. Is the material helpful; in achieving the goals set up for a particular course or courses?
8. If the material promotes or supports the point of view of any special interest group, is that point of view presented objectively and based upon authoritative data?
9. If this material is placed in the classroom will it be balanced by materials presenting other points of view?
10. Can the materials be used in the classroom without obligating the school in any way to any individual or group?

## Library Policies

1. The school libraries will be open for checking out books fifteen minutes before school opens and fifteen minutes after it closes.
2. All children except first graders may check out books from the beginning of school until the library closes.
3. All first graders may check out books after the first six weeks of school. Until this time, classroom collections will be maintained. Story times, etc will be scheduled in the library.
4. Books may be checked out in accordance with individual school policy.
5. Books will be due one week prior to closing of school for Christmas holidays. (No books will be checked out after the due date.)
6. The circulation of books will stop two weeks prior to the closing of school for the summer.
7. Libraries will be closed one week prior to the closing of school except for the use of reference books. (In special cases, the principals and librarian may make exceptions.)

## Lunch Reports

Lunch reports will be prepared according to the plan developed by the Child Nutrition contact person in each school.

## Non-Tenure

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

## Parent Conferences

At least one (1) time during the school year, conferences shall be scheduled in which parents and teachers may discuss any pertinent problems or other matters of concern regarding the development and education of each student. These scheduled conferences shall not use any portion of the 180 days of classroom instruction. The Director of Schools shall be responsible for assuring system-wide conferences.

Conferences shall be physically accessible to all students, parents and/or guardians.

**Source: Board of Education Policy IHAB, dated 5/10/99.**

## Personnel

### Evaluation

The immediate supervisor must decide before the completion of the probationary period as to whether an employee has successfully passed the probationary period or should be dismissed prior to the end of the probationary period.

### Conditions of Employment during the Probationary Period

The following shall apply during the probationary period:

#### *Accumulation of and use of sick leave and vacation days*

1. Probationary employees will be allowed to accumulate sick leave and vacation days in accordance with the appropriate Board policies during the probationary period.
2. Holidays for probationary employees will follow the same procedures as for regular employees.

#### *Retirement*

Newly hired employees are eligible for membership in the Tennessee Consolidated Retirement System after six (6) months employment.

## *Transfer*

Should a probationary employee submit and receive a request for voluntary transfer during the probationary period, a new probationary period will begin.

**(Source: Board of Education Policy GCG, dated 7/6/94)**

## Purchasing

1. The school will not be responsible for any purchase made by a teacher unless such purchase has been granted prior approval by the principal.
2. Teachers are asked to compile for purchase consideration a listing of materials or equipment needed to improve the teaching for which they are responsible.

## Reporting Student Progress

Student progress reports shall be provided at least once every 6 weeks during the school year. The reporting procedure shall be in writing and shall be uniform for all reporting periods during each school year. Each report shall be signed by the parents and returned promptly to the school.

Student progress reports shall indicate the student's conduct, attendance, and academic progress and other information necessary to communicate effectively with the parents.

In addition to the regular progress reports, principals and teachers are required to contact parents at no less than the midpoint of each grading period if their children are working at a failing level, making unsatisfactory progress, or if a child's performance drops more than one letter grade.

Parents shall be notified by the teacher as early in the school year as possible (no earlier than the fourth reporting period but at least by the end of the fifth reporting period) if retention is being considered.

## Driver's License Revocation

Any student fifteen (15) years of age or older who becomes academically deficient shall be reported to the Department of Safety for driver's license revocation.

A student shall be deemed academically deficient if he/she has not received passing grades in at least two (2) full unit subjects or their equivalency at the end of each term on the block schedule.

A copy of the notice sent to the Department of Safety by the attendance teacher or the Director of Schools shall also be mailed to the student's parent or guardian.

**Source: Board of Education Policy IHAB, dated 5/10/99.**

## Requests for Materials and/or Services from the Administrative Office Building

Teachers and principals establish the following procedures to expedite effective use of materials and services:

1. **General practice** - Requests from a given school are to be made through the principal's office to the AOB. They will be processed on the basis of the order in which they are received.
2. **Textbooks** - Only written requests signed by the Principal will be filled. Two copies of the request on appropriate form should be submitted. One copy of the order will be retained to use in updating inventory.
3. **Requests for Printing Services** - Requests should be accompanied by a clear copy of the material to be printed and sufficient paper to do the number of copies requested. All printing requests must come to the AOB through the building principal's office, and not directly from the teachers. Sufficient notice (preferably a week) should be given when requesting services.

### Resignation

All school system employees shall give the Director of Schools a written notice of resignation at least thirty (30) days in advance of the effective date of resignation.

### Retirement

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

Employees eligible for retirement benefits may elect to retire at any age according to the provisions of the retirement system.

Central office personnel shall assist employees in securing retirement benefits; however, it shall be the responsibility of the retiring employee to file for benefits.

Retired teachers may substitute up to one hundred (100) days per year without loss of retirement benefits and may substitute for an additional ninety (90) days if the Director of Schools certifies in writing to the Board that no other qualified personnel are available to substitute teach.

Employees of the Cleveland City Board of Education participate in the Tennessee Consolidated Retirement System (TCRS).

**Source: Board of Education Policy GBQ, dated 8/7/95.**

SACS

Each teacher shall have earned:

1. At least a bachelor's degree from an institution accredited by the Southern Association or another regional accrediting agency; and
2. a college major, or a minimum of twenty-four (24) semester hours from a member institution in the subject area or grade level at which the teacher works, or an emergency state certificate required for the position; and
3. A minimum of twelve (12) semester hours in professional education course appropriate to the grade level or subject area of assignment as part of the requirement above or in addition thereto.

As an additional requirement, each teacher shall earn at least six (6) semester hours of credit or the equivalency as approved by the state committee during each five-year period of employment. The six (6) semester hours of credit or the equivalency shall be designed to increase competency in the areas of responsibility, and may be earned through such activities as workshops, seminars, professional meetings, travel, publications, presentation of professional papers, self-study activities, and professional experiences.

Staff members who elect to earn any of the professional growth credit hours through equivalent activities may choose only those activities for which the board of education and the chief executive office of the school or school system have given prior approval. The following policies are applicable:

1. Workshops, seminars and meetings shall be sponsored by the school or school system and directed by professionally competent persons. Such seminars, workshops and meetings shall have clearly defined purpose and designed to improve the professional competency in the subject area of the participant. One-half unit of credit may be awarded for each eight (8) contact hours spent in such workshops, seminars or meetings.
2. Professional meetings or conventions under the sponsorship of a collegiate institution, and educational system or professional association may be considered for equivalent credit. One-half unit of credit may be awarded for each twelve (12) hours of actual attendance at these meetings.
3. If travel is to be considered for equivalent credit, the travel must include professional experiences designed to increase the competency of the participant in his area of work. If a local board approves travel as an equivalent growth activity, specific travel for an individual should have prior approval by the principal. A planned itinerary prepared by the staff member shall be filed with the school personnel papers. One-half unit of credit may be allowed for each two weeks (14 days) of travel or major portion thereof (8 days).
4. Publication on educational topics and papers presented at

educational meetings may be considered for equivalent credit. One-half unit of credit may be allowed for each 2000 written words or for each 25 minutes of oral presentation.

5. Participation in a self-study or on a Visiting Committee for purposes of accreditation may be considered for equivalent credit. One unit of credit may be allowed for committee membership in the self-study, service as a coordinator of a self-study or membership on a Visiting Committee.

The Tennessee Secondary School Committee may allow equivalent credit for professional growth for the listed activities with no approval. Any proposal to allow equivalent professional growth credit for any other activities must have specific prior approval of the State Committee.

A complete record of any activity for which equivalent credit is allowed or the college credit earned shall be maintained in the personnel file of the individual staff member. Each individual staff member has the responsibility for providing documentation for his/her SACS credit.

## School Day

### Leaving School

School personnel should not leave the building during the regular school day without permission from the principal or his/her designee. All employees are expected to sign in and out through the school office.

### Length

The school day for teachers is seven and one-half hours except for those days when required meetings are scheduled. Elementary school day is from 7:45 a.m. until 3:15 p.m. Secondary school day is from 7:15 a.m. until 2:45 p.m.

## School Food Services

### SCHOOL LUNCH AND BREAKFAST PROGRAM

The school lunch and breakfast program is an integral part of the total educational program of elementary and secondary schools. The objective of the school lunch is to offer a nutritionally adequate meal that provides at least one-third to one-half of the child's nutritional requirements for the entire day.

The school cafeteria provides a natural setting for experiences which will contribute to the child's knowledge of foods and to his emotional, social, and physical development.

The administration, operation, and supervision of the school lunch and breakfast program is directly the responsibility of the same educational authorities who control all other phases of the school program. The Director of Schools with the assistance of the school lunch staff

carries out the regulations and policies set by the State Board of Education in accordance with Federal and State laws.

The Cleveland City Board of Education has established policies and works with the recommendations from the State School Lunch Staff and local food services contact person.

## GENERAL ORGANIZATION

The operation of the cafeterias is under the direction of the school food services contact person who is responsible to the Director of Schools and the Board of Education. A manager is in charge of each cafeteria. The school lunch staff, a manager and her workers, are members of the school staff.

Some of the responsibilities delegated to the Principal in connection with the lunchroom are:

1. To cooperate with the manager and supervisor in the overall operation of the lunchroom.
2. To supervise the dining room.
3. To establish serving schedules.
4. To provide the lunch count by 9:00 a.m. (including parents eating at school).
5. To inform the cafeteria manager of any special activities affecting the cafeteria well in advance of the event.
6. To comply with free lunch, competitive food, and other policies affecting school lunch established by the local Board of Education.
7. Encourage teacher involvement in the following areas; encourage children to eat their meal or at least try a bite or two of each item on their tray, monitor taste testing parties, conduct scheduled tours of kitchen, encourage sound eating habits, promote nutrition education, and assist with collection of funds and distribution of meal tickets.
8. Encourage parent-teacher organizations to support the school lunch program and become involved in menu planning and other school lunch related activities.

## PRICE OF ADULT MEALS

State and Federal requirements state that all production costs for meals must be recovered when these meals are served to adults. Based on these requirements the price of an adult meal for faculty/staff at all city school cafeterias is \$2.00. Meals served to other adults will be \$2.50. Special occasion meals (Thanksgiving and Christmas) will be \$3.00. These prices are in effect until further notice.

## FREE AND REDUCED PRICE POLICY SUMMARY

Participation in the National School Lunch and Breakfast Program requires that we offer free and reduced price lunches and breakfasts without overt identification to children who apply and qualify according to the federal poverty guidelines. Cleveland City Schools has adopted a system for the distribution of meal tickets. The cooperation of all cafeteria personnel and members of the school staff is required to implement this program. Since Federal regulations specify that no child who eats free or reduced should be overtly identified, ALL SCHOOL PERSONNEL should avoid comments about these children both in and out of school.

## COMPETITIVE FOOD POLICY

The policy of the Cleveland City Schools is that foods served at school should contribute to the development of sound food habits and to the daily nutritional needs of children.

No sales of competitive foods will be allowed at elementary or secondary schools from the beginning of the school day to the end of the last lunch period. Proceeds from the sale of competitive foods after the above-mentioned times (including student organization sales) must inure to the benefit of the school or of organization of students approved by the school principal.

## EXTRA CURRICULAR USE OF FOOD SERVICE FACILITIES

1. The school lunch manager or designated member of her school staff should be on duty any time the kitchen and/or related equipment is in use.
2. All school organizations desiring to have a special activity in the school cafeteria should first secure the permission of the principal. The organization representative should then make arrangements with the cafeteria manager and place the function on the cafeteria schedule. Arrangements should be made at least 2 weeks in advance to allow sufficient lead time for planning and purchasing.
3. All purchases for special events must be invoiced directly to the person or organization responsible.
4. The person or organization sponsoring a special event shall be responsible for paying all invoices and cafeteria labor charges.

## School Visitors

All school visitors are **required** to report to the school office.

# Special Services

## PROCEDURE FOR PROVIDING SPECIAL SERVICES

- I. Pre-referral Intervention
  - A. Teacher attempts intervention in regular classroom
  - B. Pre-referral intervention procedures are documented and results evaluated by support team.
  - C. Team determines need for comprehensive evaluation based on results.
  
- II. Referral
  - A. If decision made for comprehensive evaluation written parental consent obtained. Parent given copy of Rights of Children with Disabilities and Parent Responsibilities when consent is requested.
  - B. Developmental/Social/Medical case history obtained from parent.
  - C. Student assessed by appropriate specialist
  - D. Evaluation team reviews assessment data and determines eligibility for special services based on handicapping condition.
  - E. Parents invited to M-Team meeting
  - F. M-Team convenes to consider whether child is eligible for Special Services.
  
- III. Areas/Procedures (determined by individual assessment plan)
  - A. Vision/Hearing
  - B. Classroom Observation
  - C. Academic Achievement
  - D. Intellectual Functioning
  - E. Gross/Fine Motor Skills
  - F. Visual/Auditory Skills
  - G. School & Home Behaviors
  - H. Audiological Evaluation
  - I. Functional Vision Assessment
  - J. Personality Assessment
  - K. Vocational Assessment
  - L. Developmental/Social/Medical History
  - M. ADD/ADHD
  - N. Others as Needed
  
- IV. Referral Sources
  - A. Teachers
  - B. Principal
  - C. Parent/Guardian
  - D. Student
  - E. Guidance Counselor

- V. Placement & Programming
  - A. Parents informed of their rights
  - B. Individualized education program (IEP) for student developed by M-Team
  - C. Decision on appropriate placement made by M-Team
  - D. Special Education and related services provided according to the IEP
  - E. Name of student and other pertinent data is entered on State Handicapped Census
  - F. Student continues in Special Services until graduation or no longer eligible
  
- VI. Transition
  - A. A prevocational assessment is conducted at age 14 for each student.
  - B. A transition plan is developed by age 16 for post school. Transition plans can be addressed at earlier age, if appropriate.

ALL FORMS USED FOR REFERRAL, EVALUATION, OR PROVIDING SPECIAL SERVICES ARE AVAILABLE FROM THE PRINCIPAL OR RESOURCE TEACHER IN EACH SCHOOL

## Student Grading and Retention

### ELEMENTARY SCHOOL GRADING

#### KINDERGARTEN

##### **First Reporting Period**

A meeting of parent(s) will be scheduled prior to the first day of school to explain the procedures, curriculum, and expectations of kindergarten students. No report to parents will be issued at this time.

##### **Second Reporting Period**

An individual assessment of kindergarten skills will be completed during the summer or the first six weeks of school. An individual conference with all parent(s) will be scheduled to review the skills assessment and any visual and/or hearing problems and to explain the "Kindergarten Skills Checklist."

##### **Third Reporting Period**

Individual conferences with parent(s) of children experiencing difficulty may be scheduled.

The "Kindergarten Skills Checklist" will be issued.

##### **Fourth Reporting Period**

Individual conferences with parent(s) of children experiencing difficulty may be scheduled.

The “Kindergarten Skills Checklist” will be issued.

### **Fifth Reporting Period**

A meeting of parents whose children perform in the average or above range on the Metropolitan Readiness Test will be scheduled to explain the MRT. A written report of each child’s performance will be given to his/her parents and a general explanation of the report will be given to the group. Parents may request individual conferences for more information.

Individual conferences with parent(s) whose children perform in the below average range on the Metropolitan Readiness Test will be scheduled to explain the MRT, the child’s performance, and possible placement for the next school year.

The “Kindergarten Skills Checklist” will be issued.

### **Sixth Reporting Period**

During the last three weeks of this reporting period, a conference will be scheduled with parent(s) of children who are experiencing difficulty and should have another year’s experience in Kindergarten, should be placed in a transition class, or, for Various reasons, should be placed in a regular first grade.

The “Kindergarten Skills Checklist” will be given to parent(s) at the close of this reporting period.

### **NOTE: Transfer Students**

A conference with parent(s) of pupils who have transferred into the system must be scheduled at the close of the six-week reporting period in which the pupil entered.

## **GRADES ONE AND TWO**

### **First Reporting Period**

“Report to Parents” will be issued at the close of this period.

An “Optimal Report to Parents” using “yes” or “no” answers to specific statements may be issued to first grade students at the discretion of individual faculties.

### **Second Reporting Period**

During the last three weeks of this reporting period, fifteen-minute conferences will be scheduled with parents of all first and second grade pupils.

Three afternoons prior to Thanksgiving holidays will be scheduled for completing conferences. Pupils will be dismissed early on each of those days,

During the conferences, teachers may discuss a child’s progress based on a “Report to Parents”.

“Report to Parents” will be sent to parents who do not attend conferences.

### **Third Reporting Period**

“Report to Parents” will be issued at the close of this reporting period.

#### **Fourth Reporting Period**

At the close of this reporting period, a fifteen-minute conference will be scheduled with parents of children who are not making satisfactory progress. At the conclusion of the conference, the parent will sign the “Report to Parents”.

Parents should be told at this time that there is a possibility their child will be retained.

“Report to Parents” will be issued at the close of this reporting period.

#### **Fifth Reporting Period**

“Report to Parents” will be issued at the close of this reporting period.

#### **Sixth Reporting Period**

A fifteen-minute conference within the first three weeks of this reporting period will be scheduled with parents of students who are to be retained.

In compliance with the policy of the Board of Education, if a child has previously been retained (kindergarten excluded), he/she will be placed in the next grade.

“Report to Parents” will be issued at the end of this reporting period.

#### **NOTE: Transfer Students**

A conference with parents of pupils who have transferred into the system must be scheduled within six weeks of the date of entry.

### **GRADES THREE, FOUR, FIVE AND SIX**

The “Report to Parents” used in Grades 3-6 will be used for each of the six weeks grading periods. Each student will be graded according to his/her ability level.

A grade of **A, B, C, D, or F** will be given in reading, writing, arithmetic, spelling, English, science, health, and social studies.

A grade of **E S, N, or U** will be given in handwriting, physical education, art and music.

A grade of **S, N, or U** will be given in conduct.

#### **First Reporting Period**

“Report to Parents” will be issued at the close of this reporting period.

#### **Second Reporting Period**

At the end of this reporting period, fifteen minute conferences will be scheduled with parents of all pupils in grades 3-6.

During the conferences, teachers may discuss a child’s progress based on the “Report to Parents”.

“Report to Parents” will be sent to parents who do not attend conferences.

Three afternoons prior to Thanksgiving holidays will be scheduled for completing conferences. Pupils will be dismissed early on each of those days.

### **Third Reporting Period**

“Report to Parents” will be issued at the close of this reporting period.

### **Fourth Reporting Period**

At the close of the fourth reporting period, a fifteen minute conference will be scheduled with parents of children who are not making satisfactory progress or who are running into problems. At the conclusion of the conference, the parent will sign the “Report to Parents”, the original will be given to the parent.

Parents should be told at this time there is possibility their child will be retained.

“Report to Parents” will be sent to parents who do not attend conferences.

### **Fifth Reporting Period**

“Report to Parents” will be issued at the end of this reporting period.

### **Sixth Reporting Period**

Within the first three weeks of this reporting period, a fifteen-minute conference will be scheduled with parents of students who are to be retained. In compliance with the policy of the Board of Education, a child may be retained once in the primary and once in the intermediate grades.

“Report to Parents” will be issued at the end of this reporting period.

### **NOTE: Transfer Students**

A conference with parents of pupils who have transferred into the system must be scheduled within the six weeks of the date of entry.

### **Student Retention**

1. Each teacher shall notify the principal in writing of all pupils recommended for possible retention before the **end of the fifth report period.**
2. In grades **K-8** each teacher shall schedule a parent conference to discuss possible retention of any student **at the close of the fourth report period.** Principals may attend the conference either by choice or upon request of the teacher. In the event parents do not respond to the request for conferences, the principal must be notified. It then becomes the responsibility of the principal to determine the method of notification.
3. In grades **9-12** student grade classification is based on the number of units earned. At those grade levels the school administration and guidance department will assume the responsibility for informing parents and students of the possibility of failing to reach the next grade classification.
4. If additional principal, teacher, and parent conferences are deemed necessary, they shall be arranged **prior to the time the final report is made.**

5. The principal shall notify the Director of Schools in writing of all pupils recommended for retention **at least 2 weeks prior to the end of the final report period**. The principal and teacher shall make the final recommendation.
6. The Director of Schools and principal shall approve all pupils recommended for retention **before** it is final.

Note: A teacher's decision to retain a student is not subject to the approval of the parent.

7. Considerations relating to retaining students:
  - a. Has the student been retained before? If so, how many times?
  - b. Are the principal and teacher in agreement on the retention decision?
  - c. Is a retention in the best interest of the student?

## Student Health Issues

### Immunizations

#### **DETERMINING IF STUDENTS MEET IMMUNIZATION REQUIREMENTS TO ATTEND SCHOOL**

A student may be counted in the average daily attendance if he/she is:

1. \*Legally immunized;
2. Has an acceptable religious or medical exemption;
3. is as immunized as he/she can be

A student is legally immunized if he/she meets the following standards:

#### **FOR EVERYONE IN SCHOOL OF ANY AGE**

#### **ACCEPTABLE ALTERNATE ONLY FOR THOSE AGE SEVEN OR OLDER**

4 doses of DPT (diphtheria, pertussis, tetanus) vaccine

3 doses of DPT vaccine or TD (tetanus, diphtheria) vaccine or a combination of these vaccines -- one of which was given on or after the sixth birthday

4 doses of polio vaccine

3 doses of polio -- one of which was given on or after sixth birthday

1 dose of measles vaccine -- given on or after first birthday, or a history of measles disease diagnosed and attested to by a physician

1 dose of measles vaccine -- given on or after first birthday, or a history of measles disease diagnosed and attested to by a physician

1 dose of rubella vaccine -- given on or after first birthday (females)

1 dose of rubella vaccine -- given on or after first birthday (females)

who have attained their thirteenth birthday need not receive rubella vaccine).

1 dose of mumps vaccine -- given on or after the first birthday, or a history of mumps disease diagnosed and attested to by a physician

who have attained their thirteenth birthday need not receive rubella vaccine).

1 dose of mumps vaccine -- given on or after the first birthday, or a history of mumps disease diagnosed and attested to by a physician

\* Legal immunizations are those required for a child to attend school. Most physicians and health departments would recommend more.

### **Policy for Treatment of Lice**

1. All suspected cases of lice should be reported to the principal and the school nurse will be notified.
2. The school nurse will screen all students in the suspected person's classroom.
3. The parent of any student who is found to have lice will be notified by telephone or by letter.
4. The student must be cleared by the school nurse, or a note from Bradley County Health Department or a private doctor before returning to class. The decision of these health care providers will be final.
5. If referred to the Health Department by school nurse or principal the Bradley County Health Department will do the following:
  - a. Accept referrals of cases of head lice from schools that are a particular problem at the discretion of school principal or school nurse.
  - b. Counsel each family member on treatment and precautions that need to be taken at home.
  - c. Check each family member and determine that he/she is free of lice and nits before sending note to family to admit child to school.
  - d. Notify Cleveland City School Supervisor of Attendance (472-99571) if student will not be able to return to school within two days.
  - e. Provide assistance in schools with a severe problem if local health department time and personnel are available.

Substitute Teacher Procedures

Substitute teachers are those teachers used to replace teachers on leave or to fill temporary vacancies. All substitute teachers shall be employed by the Director of Schools and paid by the Board.

Substitute teachers with the best training and most experience will be included on the preferred substitute list. For planned absences, a substitute with a teacher's certificate shall be selected from the preferred list if possible. Each principal shall be provided names of all approved substitute teachers.

All substitutes shall be responsible for providing correct addresses and phone numbers and for notifying the principal if they wish to terminate their service as substitutes.

When a teacher is unable to meet classes for any reason, the following procedures shall be observed:

1. The teacher shall notify the principal as soon as possible;
2. The principal shall secure a qualified substitute teacher who has been approved by the Director of Schools; and
3. The regular teacher shall notify the principal the day before intending to return to the classroom; upon receipt of notice the principal shall notify the substitute teacher.

Substitute teachers shall assume the same responsibilities and have the same authority as the regular teacher, including bus duty and playground supervision.

When substituting for a teacher whose sick leave has been exhausted or for a regular teacher who has been absent for twenty (20) consecutive days, a substitute teacher must possess a teaching certificate with endorsement in the discipline(s) to be taught. When substituting for a teacher without sick leave, the substitute shall be certified and paid according to the state salary schedule.

Retired teachers may substitute one hundred (100) days per year without loss of retirement benefits, and may substitute for additional ninety (90) days if the Director of Schools certifies in writing to the State Board of Education that no other qualified personnel are available to substitute teach.

All teacher aides, secretaries, and clerks are approved substitute teachers for use in emergency situations. Emergency use shall be defined as less than a full day due to the regular or substitute teacher being unable to arrive on time or remain for the full day.

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

In order to make the work of the substitute teacher as satisfactory as possible, the regular teacher shall make available:

1. Daily schedule (academic and supervisory);
2. Class rolls; and

3. Lesson plans and other information for the day's activities. In case of emergency when plans are not provided, the principal shall provide the substitute with directions for the day.

The Director of Schools shall be responsible for providing appropriate training and development programs for substitute teachers.

All substitute teachers will be given a copy of the local school's guidelines on the first day they substitute in the school. These guidelines shall contain, but shall not be limited to:

- a. Attendance procedures;
- b. Lunchroom schedule and procedures;
- c. Procedures for supervising student behavior;
- d. Names and assignments of regular staff members;
- e. Emergency evacuation procedures; and
- f. Other helpful information particular to the local school.

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

## **SUBSTITUTE TEACHER PROCEDURE**

1. The Personnel Department will provide each school with an updated substitute list monthly.
2. Teachers or principals needing a substitute would call the sub coordinator's mailbox at the AOB (472-9571, extension 48) and leave the following information:
  - a. Teacher's name, school, grade or teaching assignment, date of absence, parking information (if pertinent), and time to report to work.
  - b. The teacher may request one particular substitute.
3. Calls should be made, if at all possible, at least the evening before- if a last minute illness occurs after 6:45 AM, the teacher must call the school principal.
4. Calls to the sub coordinator **must** occur before 6:45 AM.
5. In the event the sub coordinator is called away on an emergency, the voice mailbox will tell callers to notify their respective school principal.
6. Long term subs will be worked out with the Principal and Personnel as in the past.
7. Teacher may book a particular sub themselves in advance, but must report it to the sub coordinator immediately at voice mail box # 48. (Be aware that all subs must be on the system-approved list in order for the system to pay them.) Principals should a list that is updated monthly.
8. The voice mail system will not work from a rotary dial phone. A touch tone phone must be used.
9. If a school books a sub for an additional day, the principal should report that to the sub coordinator via the voice mail box.
10. If a substitute has to break a previous commitment, he/she will be instructed to notify the particular school and **NOT** the sub coordinator. The principal will then contact the sub coordinator's mail box.

11. For last minute subs, the principal should begin calling names from the bottom of the high school substitute list, working backwards. The sub coordinator disconnects her phone at 7:00 a.m. and plugs in the fax machine to fax the daily sub lists to each school. Therefore, the sub coordinator will be unable to receive phone calls until her phone is reconnected.

Substitute teaching at best is a very trying and difficult job. It is, therefore, imperative that the classroom teacher provide the proper information, materials and other help necessary to enhance the job the substitute teacher does.

It is the responsibility of the classroom teacher to prepare a substitute folder which will be available on or in the teacher's desk at all times.

The following is a list of items which will be contained in the substitute folder:

Lesson Plan

Assistance for Substitute Teacher

Substitute Teacher Checklist

Teacher Checklist of Substitutes

NOTE: The teacher should look closely at the list of items to be provided, contained in the "Substitute Teacher Checklist".

## Tardiness

Punctual arrival at the beginning of the school day is expected of all students.

The first part of the day is often the best instructional time and sets the tone for the remainder of the day. Parents of students who arrive late **three or more times** in a reporting period will receive a letter from the principal informing them of the situation and encouraging prompt arrival in the future.

## Tennessee State Curriculum Guides

The Tennessee Comprehensive Curriculum Guide for Grades K-8 (the blue book) is available in the elementary and middle schools, individual course guides for Grades 9-12 are currently available or being developed by the Tennessee Department of Education. These state guides are the duly adopted curriculum guides for Cleveland City Schools.

## Textbooks

1. Students should be instructed as to the proper care and use of textbooks. Teachers shall accept responsibility for seeing that all textbooks issued are returned. Teachers will also be responsible for notifying parents and principals for lost or damaged textbook(s).
2. A semester check of all textbooks shall be made. The name of the student and the title of

the book lost shall be submitted to the principal's office.

3. Complete textbook inventories shall be made at the beginning and end of the school year. (Forms will be issued through the principal's office.)
4. Grade cards of students who lose books and fail to pay for them shall be turned in to the office. Principals will be responsible for notifying parents.

## Textbook Depository

**All K-6 textbooks** not needed in the classroom must be sent to the depository. They **must not** be stored in the individual schools. To obtain textbooks from the depository, requests must be made through the principal. In the event books are not in stock and cannot be secured from other schools, they will be placed on order and the principal will be notified.

## Tutoring Students

A teacher is not to engage in the tutoring of any student for pay from private sources while the student is under his/her supervision. In no instance should tutoring for pay from private sources involve the use of school facilities and materials, except those materials regularly issued to students.

NOTE: This policy is not to preclude organized system-sponsored programs.

## Truancy Procedures

Regular school attendance by all students enrolled in the system is fully expected by the administration and the Board of Education. The school principal shall carefully check excuses for absences. Absences may be excused only for the following reasons:

- Personal illness
- Death in the immediate family
- Religious holidays observed by persons of the student's faith

Reasons for an absence **must** be given in writing or in person by the parent or guardian. When absences become excessive a doctor's note will be required to consider an absence excused.

The principal (or designee) will inform attendance personnel when a student reaches the 5th, 10th, 15th, and 20th day of unexcused absence. The attendance supervisor will take appropriate action at each of these points as outlined below.

This truancy program is an endeavor on the part of the Juvenile Court of Bradley County to engage in cooperative efforts with the Cleveland City School System to reduce truancy.

The program is comprised of the following:

1. **Early Identification of Truants:** After a child is identified with having five unexcused absences, the student, parent and teachers are contacted to identify problems and develop a plan for resolution of the difficulties.

If the student accumulates a total of ten (10) unexcused absences, then a Truancy Complaint is filed against the student. If the parent/guardian is identified as “failing to send” a child to school, then a complaint may also be filed against that parent/guardian, when appropriate.

2. **Court Hearings on the School Site:** The Juvenile Court will hold official hearings biweekly on site at selected schools, or at the Central Office. If it is determined that the truancy did occur, then the major focus of the Court will become identification of those sources of the problem, and the development of a plan to resolve the problem. Children currently on active status (on probation or have pending charges) with the Juvenile Court will not be handled through the Truancy Court process, but will be subject to regular Juvenile Court proceedings.
3. **Parental Involvement:** Parents must be notified as soon as possible of their child’s failure to attend school. Parental cooperation is essential to improving attendance. If parents are identified as being obstacles to improving attendance and the development of appropriate educational response on the part of the child, then the Court will deal with those parents in the appropriate manner in Juvenile Court, whether by custody or failure to send proceedings.
4. **School and Community Resources:** All available school and community resources will be used to develop innovative and effective interventions for the child and/or their parents. Should it become necessary, the Program Advisory Committee will be assisted in implementation of this program through utilization of Juvenile Court resources, and those provided by the Tennessee Children’s Plan, and our community.
5. **Performance Evaluation:** The following goals have been set to measure the success of the program:
  - A. The percentage of daily unexcused absences will decrease annually at each school.
  - B. The percentage of students who must reappear before the Truancy Court after successful termination, will annually decrease at each school.
  - C. The percentage of students referred to Truancy Court will decrease each year.



Satisfactory  
 Needs Improvement  
 Unsatisfactory

The basic grading system for academic subjects in Grades 3-12 is to be expressed by the letters A, B, C, D, and F, with corresponding numerical values.

93-100  
 85-92  
 75-84  
 70-74  
 Below 70

Conduct will be marked as follows:

Satisfactory  
 Needs Improvement  
 Unsatisfactory

Conduct grades are based on behavior and should not be deducted from scholastic grades.

Music, Art, Handwriting, Computer Instruction, and Physical Education at levels 1-6 will be also use the E, S, N, U scale described above.

Grades given at the end of each 6-week period will be determined from daily work, oral and written assignments, and tests. The teacher will weigh the value of grades given for various assignments within the 6-week period in computing the grade. This procedure will enable the teacher to allow for individual student differences in the grading process. Plus and minus evaluations are discouraged and will not be recorded on the cumulative record.

Semester grades will be determined by an average of grades for each of the three 6-week periods and a semester exam when given. The final grade of the year will be determined by averaging the two semester grades.

The student shall be responsible for making up work missed during excused absences. The work of a student whose grades are unsatisfactory but are withheld because of a failure to complete the required work shall be reported as incomplete (I). If the incomplete work is not removed prior to the end of the next grading period it will then become an F.

- Academic grades are based on the work by the pupil in terms of the objectives of the course. Each student should be evaluated in terms of his physical, mental, emotional, and social ability to do the work required. If a student is functioning below grade level in any subject, this must be noted on the grade card. A student who consistently makes Aís on below level work should be reevaluated for possible placement at a higher instructional level.

4. Academic grades are not to be lowered as a means of disciplinary action. Any teacher who feels that a student is misbehaving to the extent that he/she is disturbing the class should consult the principal if he/she is unable to handle the situation satisfactorily.

## DUPLICATING MATERIALS

Proper use of duplicating materials is encouraged. However, teachers are cautioned against excessive use, including the use of duplicated materials as busy work.

Minimum guidelines for using volunteers.

1. A volunteer should not work for an extended period in areas where his/her child is a student.
2. Volunteers will be scheduled in a class by the principal or his/her designee.
3. Any problems which arise should be brought to the attention of the principal.

## PRINCIPALS' EVALUATION OF TEACHERS

### EVALUATION MODEL

Cleveland City Schools has adopted the Tennessee Model for Local Evaluation enhanced by local additions.

### EVALUATION SCHEDULE

Teacher Status Observations Each Eval	Evaluation Cycle
Probationary License Three	Yearly
Non-Tenured Apprentice Three	Yearly
Tenured Apprentice Two	Yearly
Non-Tenured Career Level I, II, III Two	Yearly
Tenured Career Level I, II, III Two	Every 3 Years
Tenured Non-Career Ladder Two	Every 3 Years

The STATE MODEL FOR LOCAL EVALUATION shall be the instrument used for

the evaluation of all professional personnel with the following additions:

1. Each certified teacher must have on file an appropriate unit lesson plan.
2. When a certified teacher changes status or when there is a significant change in assignment (e.g. Probationary to Apprentice; from Apprentice to Career Level I; or from one subject or grade level to another) that teacher must submit a new unit plan and lesson plan.
3. When a certified teacher's Development Plan indicates a focus on planning, a new unit plan and lesson plan shall be required.
4. Approved and trained peer evaluations will continue to be utilized at the option of the teacher being evaluated.
5. The Teacher Conference Information Gathering Form and the Development Plan will be updated yearly.