



CLEVELAND CITY SCHOOLS

EVERY CHILD, EVERY DAY

EMPLOYEE HANDBOOK

Updated July 27, 2016

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INTRODUCTION

BOARD OF EDUCATION

Duties

It shall be the duty of the Board:

1. To employ a Director of Schools;
2. To approve positions of employment and salary ranges for such positions;
3. To elect, upon recommendation of the Director of Schools, teachers who are eligible for tenure, fix salaries, and make written contracts with such tenured teachers;
4. To manage and control all public schools under its jurisdiction;
5. To purchase all supplies, furniture, fixtures, and material of every kind through the executive committee;
6. To visit the schools whenever, in the judgment of the Board, such visits are necessary;
7. To dismiss tenured teachers, upon sufficient proof of improper conduct, inefficient service, or neglect of duty, insubordination, and incompetence;
8. To suspend or dismiss students when the progress or efficiency of the school makes it necessary;
9. To provide proper record books and suitable office and sufficient equipment for the Director of Schools;
10. To require the Director of Schools and the Chairman of the Board to prepare a budget and when such budget has been approved by the Board, to submit it to the local funding body;
11. To have prepared a copy of the minutes of each meeting of the Board and to mail a copy to each Board member and the president of the local education association;
12. To adopt and enforce minimum standards and policies governing student attendance; and
13. To develop and implement an evaluation plan for all certificated employees and to submit the plan to the Commissioner of Education for approval.

Discretionary Powers

The Board shall have the power:

1. To consolidate schools whenever, in its judgment, efficiency would be improved;
2. To require school children and employees to submit to a physical examination when there is reason to believe a need exists;
3. To permit school buildings and school property to be used for public, community, or recreational purposes;
4. To employ legal counsel to advise the Board;
5. To make rules providing for the organization of school safety patrols;
6. To formulate general policies for the operation of the schools of the district;
7. To approve an organization of the school program and courses of study recommended by the Director of Schools;
8. To evaluate the work and effectiveness of the educational program;
9. To provide for the planning, expansion, improvement, construction, maintenance, use and disposition of the physical facilities of the school system; and
10. To help interpret the education program to the community by providing for the dissemination of school information necessary for creating a well-informed public.

Members

The school board member is a state officer, an agent of the state operating on the local level, and a local officer in terms of function and scope of duty. Members of the Cleveland City Board shall have the authority only when acting as a Board legally in session. The Board shall not be bound in any way by any statement or action on the part of an individual member except when such statement or action is in pursuance of specific instruction of the Board.

It shall be the policy of the Board to make its members, the district staff, and the public aware that only the Board has the authority to take official action.

Members of the Cleveland City Board of Education are specifically prohibited from contracting personally with the Board or participating in incurring debts beyond the legitimate school income for any particular school year. Board members are expressly charged with the duty to comply with the school laws of Tennessee and to require the Director of Schools and all teachers to do likewise.

Board Operation, Goals, and Objectives

The Board's primary objective is to establish purposes, programs, and procedures which will produce the educational achievement needed by students of the school system. The Board shall fulfill these responsibilities by functioning primarily as a legislative body to formulate and adopt policy and by evaluating the results.

In accordance with these principles, the Board shall seek to achieve the following goals:

1. To provide leadership so that the goals and objectives of the school system can be effectively carried out;
2. To conduct board business openly, soliciting and encouraging broad-based involvement in the schools' decision making processes by the public, students and staff;
3. To concentrate the Board's collective effort on its policy-making and planning responsibilities;
4. To formulate board policies which best serve the educational interests of each student and which conform to state and federal laws;
5. To provide the Director of Schools with sufficient and adequate guidelines for implementing board policies; and
6. To maintain effective communication with the public, staff, and students in order to be aware of attitudes, opinions, desires, and ideas.

Duties of Board Members

The duties of an individual board member shall be as follows:

1. To become familiar with State school laws, regulations of the State Department of Education, and school board policies, rules and regulations;
2. To have a general knowledge of the educational aims and objectives of the system;
3. To work harmoniously with other board members without trying either to dominate the Board or neglect his/her share of the work;
4. To vote and act impartially for the good of the school system;
5. To accept the will of the majority vote in all cases and give support to the resulting action;
6. To represent the Board and the school system to the public in such a way as to promote both interest and support; and
7. To refer complaints to the Director of Schools and to abstain from individual counsel and action in regard to staff members.

BRADLEY/CLEVELAND PUBLIC EDUCATION FOUNDATION

Mission

The Bradley/Cleveland Public Education Foundation is a 501(c)(3) organization established in 2003 to partner with Bradley County and Cleveland City Schools to raise community awareness, gain financial support and enhance teaching and learning.

Vision

The Public Education Foundation's vision is to be a national leader in funding public education and to become financially self-sufficient because of stakeholder enthusiasm, support and contribution. The result—providing for classroom resources and programming needs without limit, supporting teaching excellence through advancing professional development, and measurable student academic success with vision for their future and financial support for post-secondary education.

Values Statement

We believe:

1. An educated public is foundational to a healthy, productive society;
2. Every child has the right to be educated to his/her highest level of ability in an environment that fully strengthens the educational process;
3. Private financial support should enhance public support of education;
4. Private donors to the educational process should be appropriately thanked and recognized for their contributions.

Providing Classroom Resources and Programming Needs

Mini-Grants

Annually, academic grants are awarded on a competitive basis. Tied to school improvement plans and system objectives, the grants must directly benefit students academically. The schedule for proposal submission and grant awards, guidelines and recipient requirements can be found on the Foundation's website at www.bcpef.org.

All submitted proposals are reviewed and scored anonymously by the Education Family Committee comprised of 1 teacher from each school. Final award decisions are based on cumulative scores of each grant by the Foundation's Grants Committee comprised of professionals with grant writing or award experience.

Major Project or Program Support

System-wide, school-wide or teaching team projects are supported through the Foundation upon request. Marrying charitable donors with academic projects and programs relating to the donor's interest or focus is a Foundation commission. As the 501(c)(3) entity for both school systems, BCPEF can access funds from donor foundations requiring that designation.

Supporting Teaching Excellence Through Advancing Professional Development

National Board for Professional Teaching Standards is a program begun over 25 years ago—a program initiated by teachers for teachers to develop, recognize and retain our nation's most accomplished educators and improve their overall effectiveness in the classroom. A set of national standards has been put in place along with a system to certify teachers within 25 teaching fields who meet these rigorous standards. The Public Education Foundation's Executive Committee has committed to supporting this program financially. To view eligibility and requirements or to make application, contact the Foundation's office at 423.476.0034 or visit the website at www.bcpef.org.

Scholarships

The Bradley/Cleveland Public Education Foundation (BCPEF) administers scholarship funds established to benefit graduates of the high schools of Cleveland and Bradley County. Its Scholarship Administration Policy is available to anyone interested in this service.

Invest in Education

Because the Foundation believes that a well-educated public is the foundation of our society and the basis of a healthy, progressive community, it encourages broad-based support for its work. The educational family—teachers, administrators, and all ancillary workers—are encouraged to support BCPEF and can do so through payroll deduction or direct on-line giving at www.bcpef.org. Donors within all Levels of Giving to include Scholar, Vision 100, and Legacy Giving, are recognized on this website and updated regularly.

SUPERVISORY ASSISTANCE

Supervisors and District Staff in the Administrative Offices Building (AOB) and the STaR Center are ready and willing to help all employees with problem-solving and other concerns that they might have. The following is a list of those responsible for various areas. Important phone numbers are: AOB is (423) 472-9571, STaR Center is (423) 476-1160, and Maintenance/Transportation is (423) 472-9576.

504 Issues (Student & Employee).....	Kellye Bender
After School University (ASU).....	Tamara Humphries
Alternative Education.....	Debby Torres
At-Risk Programs	Debby Torres
Application for Employment	Cathy Goodman
Attendance (State Reporting)	Michael Kahrs
Bids.....	Cindy Geren
Budget (Federal).....	Matt Carson
Budget (General)	Cindy Geren
Buses/Transportation.....	Hal Taylor
Career & Technical Education (CTE)	Renny Whittenbarger
Career Ladder	Cathy Goodman
Cleveland Education Foundation.....	Lynn Voelz
Communications/Media.....	Andrea Byerly
Cross Zoning	Doug Moore
Custodial Services/Janitors.....	Hal Taylor
Data	Michael Kahrs
EIS State Reporting.....	Michael Kahrs
English Learners (EL).....	Kellye Bender/Christy Duncan
Extended Contracts	Jeff Elliott
Extended School Programs.....	Tamara Humphres
Federal Projects.....	Kelly Kiser
Field Trips	Renny Whittenbarger
Fine Arts	Jeff Elliott
Food Services.....	Susan Miller
Fundraisers.....	Renny Whittenbarger
Grants.....	Kelly Kiser
Health & Physical Education.....	Dee Dee Finison
Homebound Instruction	Joy Hudson
Home School Students	Debbie Creech
IDEA	Joy Hudson
Insurance	Brenda White
Interpreters	Joy Hudson
Licensure (Teacher)	Cathy Goodman
Licensure (Bus Driver)	Hal Taylor
Maintenance	Hal Taylor
Nurses.....	Kellye Bender/Dee Dee Finison
Payroll (Full-time Employees).....	Matt Carson
Payroll (Part-time Employees).....	Malorie Cissom
Personnel Records.....	Cathy Goodman
Public Relations	Andrea Byerly
Purchase Orders	Malorie Cissom
Psychological Services	Joy Hudson
PONY (School Mail)	Hal Taylor
Response to Intervention (RIT).....	Melissa Bishop
SACS Accreditation	Kelly Kiser
School Counselors	Kellye Bender
School Safety	Hal Taylor/Scotty Hernandez
Schoolnet.....	Michael Kahrs

Speech Therapy	Joy Hudson
Special Services	Joy Hudson
Staff Development	Kelly Kiser
STaR Center	Andrew Phillips
Strategic Planning.....	Kelly Kiser
Students in Transition	Kellye Bender
Student Management System & Records	Michael Kahrs
Student Observers.....	Cathy Goodman
Student Teachers.....	Cathy Goodman
Substitute Teachers.....	Cathy Goodman
Testing	Michael Kahrs
Teacher of the Year	Doug Moore
Technology	Andrew Phillips
Textbooks	Jeff Elliott
Title I, II, and IV.....	Kelly Kiser
Title III.....	Kellye Bender
Title VI	Doug Moore
Tuition	Andrea Byerly
Workforce Development.....	Renny Whittenbarger
Workman's Compensation	Brenda White
World Languages.....	Jeff Elliott

DATA MANAGEMENT & TESTING

STAFF

- Michael A. Kahrs, Supervisor, (423) 472-9571, ext. 2014
- Kathy Blackner, Database Administrator & Assessment Support, (423) 476-1160, ext. 2205
- Michelle Stansberry, Data Quality & Technical Support Specialist, (423) 476-1160, ext. 2212

OFFICE 365 PORTAL

Log on to the CCS Webmail (Outlook). In the top right corner, click on 'Sites'. Choose 'Data Management & Assessment'. Our SharePoint site includes...

- Assessment and Data Release Calendar
- All files and walkthroughs needed to access our managed sites
- Latest updates

DATABASES/WEBSITES MANAGED

- Batelle for Kids (Online Professional Development)
- Blackboard Connect (Automated Mass Messaging)
- EIS (State Database)
- EdTools/Randa (State Portal)
- Pearson Access (TCAP/EOC Vendor Data)
- PowerSchool (Student Management System)
- PowerTeacher PRO Gradebook
- Schoolnet
- TNCompass (Teacher Observations)
- TVAAS

TESTING

- Advanced Placement (AP)

- Cleveland City Schools currently offers high school students the opportunity to test and receive Advanced Placement credit in American History, Biology, Calculus, Chemistry, Literature, Psychology, and Statistics.
- End of Course (EOC)
 - End of Course (EOC) tests are state-administered and are given at CHS at the conclusion of the following courses: Biology I, Chemistry I, and U.S. History. The scores are mandated to count as 25% of the student’s final average. Results are also used in calculations at the state level for comparison with other districts and state averages in both achievement and growth.
- ACT
 - The ACT test is given in 11th grade at no cost to the student. The ACT test results are used for class placement, college admissions, and scholarship/grant determination.
- National Assessment of Education Progress (NAEP)
 - Administered by the U.S. Department of Education, students in grades 4, 8, and 12 are randomly chosen to be part of the nation-wide effort to provide a standard measurement of what U.S. students know and can do in various subject areas. The results do not directly affect students, teachers, or schools, but are used to make comparisons between states and internationally.
- TCAP Achievement
 - The TCAP Achievement tests are state-administered and are given in Science and Social Studies for grades 3-8 system-wide. The scores are mandated to count as 15% of a student’s final average in grades 3-5 and 20% in grades 6-8. Results are also used in calculations at the state level for comparison with other districts and state averages in both achievement and growth.
- TNReady State Assessments
 - The TNReady Assessments are state-administered and cover the following areas: grades 3-8 (English/Reading and Mathematics), grades 9-12 (English 1, English 2, English 3, Algebra 1, Geometry, and Algebra 2). The scores are mandated to count as 15% of a student’s final average in grades 3-5, 20% in grades 6-8, and 25% in grades 9-12. Results are also used in calculations at the state level for comparison with other districts and state averages in both achievement and growth.

SYSTEM CALENDAR

Employees are encouraged to submit pictures and stories for inclusion in the following year’s Cleveland City Schools’ System Calendar. Please email submissions to Andrea Byerly (abyerly@clevelandschools.org).

FEDERAL PROJECTS AND STAFF DEVELOPMENT

IN-SERVICE EDUCATION (REFERENCE BOARD POLICY 5.113)

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

In-service education is a program of planned activities designed to increase the competencies needed by all personnel in the performance of their responsibilities. Competencies are defined as the knowledge, skills, and attitudes which enable personnel to perform their tasks with maximum effectiveness.

Approvable Activities for In-Service

- 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.)
- Instructional assessment and improvement studies.
- Workshops and/or other activities based on the assessed needs of a school or school system.

- Development and coordination of system- and school-wide curriculum.
- Studies of teaching methods and strategies, classroom management, child development, curriculum and instruction, motivation, community involvement, planning and evaluation.
- Workshops, seminars, institutes, state-sponsored activities, teacher-centered 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.)
- Specific training for instructional assignments.
- Service as a free consultant, excluding travel expenses for a local or an area in-service program. (Maximum credit is one day.)

PERSONNEL

AFTER-SCHOOL MEETINGS

Teachers are required to attend all faculty meetings, in-service sessions, and other called meetings.

The following schedule will be used to determine school and system-level meeting dates: School/Building level meeting dates, second and fourth weeks; system level meeting dates, first and third weeks. (Administrative Procedure 5.603.1)

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 (REFERENCE BOARD POLICY 5.115)

BENEFITS

Group Health (Reference Board Policy 3.600)

The system provides group health insurance for all full-time employees who qualify for the insurance through the State of Tennessee Benefits Administration.

Dental Insurance

Dental insurance is also available through a payroll deduction plan.

Life Insurance

\$25,000 in life insurance coverage is provided to all fulltime employees at no cost to the employee. Additional life insurance is available through a payroll deduction plan.

Tax-Sheltered Annuities – 403(b) Plans (Reference Board Policy 3.600)

Workman's Compensation (Reference Board Policy 3.602)

The school system provides Workman's Compensation insurance through the Tennessee School Boards Association. If an injury should occur, a claim form entitled "First Report of Injury" is to be completed by a school official, not the injured employee. The school official should report the claim electronically on the TSBA Risk Management website (www.tnrmmt.net) within 24 hours.

Physicians authorized to administer care under this program are:

- American Family Care, 170 Mouse Creek Rd NW, Cleveland, TN 37312, (423) 443-3876
- Dr. Chamler Chastain, Jr. Family Medical Center, 2850 Westside Dr, Cleveland, TN 37311, (423) 472-1511
- Healthworks of Cleveland, 1060 Peerless Crossing NW, Cleveland, TN 37312, (423) 614-0777

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.

TEAM Evaluation Grievances

- Through this procedure, principals and teachers may challenge the following, relative to their evaluation:
 - Accuracy of the data
 - Adherence to the evaluation policies adopted by the State Board of Education
- Step I: Evaluator
 - A written grievance must be submitted to the evaluator no later than fifteen (15) days from the end of the summative evaluation, otherwise it will be considered untimely and invalid.
 - Grievance forms will be provided in the Administrative Procedures Handbook at each school.

- Required components of grievance:
 - Teacher or principal's name, position, school, and additional title, if any
 - Name of the teacher or principal's immediate supervisor
 - Name of the evaluator/reviewer
 - Date the challenged summative evaluation was received
 - Evaluation period in question
 - Basis for the grievance
 - Corrective action desired by the grievant
 - Sufficient facts or other information to begin an investigation
- Failure to state specific reasons shall result in the grievance being considered improperly filed and invalid.
- After receiving the grievance, the evaluator shall:
 - Examine the document presented by the grievant and such other documentation as may be relevant and available
 - Communicate a decision, in writing, to the grievant within fifteen (15) days of receipt of the grievance
 - At their discretion, correct any procedural errors made during the evaluation process
- Step II: Director of Schools
 - A written grievance must be submitted by the grievant to the Director of Schools or designee no later than fifteen (15) days of receipt of the decision rendered in Step I.
 - A designee may not be used if the complainant is a principal
 - The Director of Schools will:
 - Hold informal discussion with grievant
 - Hear facts, allegations, and testimony by appropriate witnesses as soon as practical
 - Communicate, in writing, a decision to the grievant within fifteen (15) days of the discussion with grievant
 - Take any action necessary, based on the circumstances, to immediately correct any procedural errors made in the evaluation process
- Step III: Local Board of Education
 - Teachers and principals may request a hearing before the Board of Education by submitting a written grievance and all relevant documentation to the Board of Education within fifteen (15) days of receipt of the decision rendered in Step II.
 - The Board of Education, based on a review of the record, may:
 - Grant or deny a request for a full Board hearing
 - Affirm or overturn the decision of the Director of Schools with or without a hearing before the Board
 - If a hearing is granted, the Board will:
 - Hold such hearing no later than thirty (30) days after the receipt of a request for a hearing
 - Give written notice of the time and place of the hearing to the grievant, Director of Schools, and all administrators involved.
 - Communicate its decision, in writing, to all parties no later than thirty (30) days after the conclusion of the hearing
 - The Board of Education shall serve as the final step for all grievances.

Title VI & IX (Sexual Harassment/Gender Bias) (Reference Board Policy 5.500)

Certified Personnel (Reference Board Policy 5.102)

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

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")

Support Personnel (Reference Board Policy 5.102)

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.

All support personnel are at-will employees.

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

In-Service Training

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

It is expected that instructional assistants will attend a minimum of six-hours of in-service prior to the arrival of students. The instructional assistants will receive six hours of "comp" time during the year at a designated time decided by system personnel and /or the building principal.

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.

DRESS CODE

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

ELEMENTARY INSTRUCTIONAL ASSISTANTS

Elementary Teacher Assistants will spend the majority of their day assisting teachers in classroom instruction. These duties will be performed with direct guidelines from the teacher and with the supervision of the building principal. (*Administrative Procedure 5.103.2*)

INTERIM POSITIONS (REFERENCE BOARD POLICY 5.700)

LEAVES AND ABSENCES

Bereavement Leave

Two (2) days of bereavement leave are provided, in a fiscal year, 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. (*BOE Policy 5.302*)

Court Appearances (Reference Board Policy 5.301)

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.

Emergency Leave (Reference Board Policy 5.301)

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 (Reference Board Policy 5.305)

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.

Jury Duty (Reference Board Policy 5.301)

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.

Sabbatical Leave (Reference Board Policy 5.308)

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

Regular employees or teachers shall be entitled to a leave of absence without pay not exceeding one (1) year to further education on a full-time basis, provided such academic work entails a minimum of at least eight (8) hours per semester or twelve (12) quarter hours per quarter. No regular employee or teacher shall be eligible for more than one (1) such leave every seven (7) years of consecutive service with the school system.

Long-Term Leaves of Absence for Professional Personnel (Reference Board Policy 5.304)

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.

Military Leave (Reference Board Policy 5.306)

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 leaves 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.

Professional and Personal Leave (Reference Board Policy 5.303)

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.

Certified employees shall earn personal and professional leave at the rate of one 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. Certified full-time employees are permitted a third personal leave day which may not be credited to sick leave.

Non-certified employees are allowed two (2) personal days which may be credited to sick leave if unused at the end of the year.

If, at the termination of services, any employee has been absent for more days than leave has been earned, an amount sufficient to cover the excess days used shall be deducted from the employee's final salary payment.

Personal leave may be taken at the discretion of the employee after giving the principal adequate but at least (1) day's notice (unless in an emergency situation) except in the following circumstances:

1. Advanced approval of the principal is required:
 - If more than ten percent (10%) of the teachers in any given school request its use on the same day
 - If requested during any prior established student examination period
2. Advanced written approval of first the principal and then the Director of Schools is required for:
 - Staff development days
 - In-service days
 - Parent conference days
 - Days immediately preceding or following a holiday or vacation period
 - First and last ten (10) days of the school year

NOTE: Any employee who takes leave without permission will forfeit pay for each day absent.

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

Requests shall be submitted to the principal at least five (5) days prior to the requested leave of absence.

In addition, certified employees shall be granted leave to serve on any board or commission of the state when the appointment is made by the Governor or General Assembly. Such leave shall not be counted against any other accumulated leave credits. The employee shall notify the principal at least five (5) days prior to leave being taken.

Requesting/Reporting Leave Forms

All leave reporting forms are on the Cleveland City Schools website: clevelandschools.org

Sick Leave (Reference Board Policy 5.302)

Professional Personnel

The time allowed for sick leave for professional personnel shall be one (1) day for each month employed during the school year and shall accumulate for an unlimited number of days.

Sick leave shall be defined as: illness of a teacher from natural causes or accident, quarantine, or illness or death of a member of the immediate family of a teacher, including the teacher's wife or husband, parents, grandparents, children, grandchildren, brothers, sisters, mother-in-law, father-in-law, daughter-in-law, son-in-law, brother-in-law, and sister-in-law.

A signed statement listing the cause of absence shall be provided by the employee on forms furnished by the Director of Schools 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 pay.

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

Support Personnel

Sick leave shall be the same for support personnel as for certified employees.

The time allowed (days earned) for sick leave shall be one (1) day for each month an employee is employed.

Sick leave shall be unlimited.

At the termination of the employment of any employee, all unused sick leave accumulated by the employee that is not being transferred to another Tennessee system shall be terminated.

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

Sick Leave Bank

Professional Personnel

A sick leave bank is available for all professional personnel who are eligible for accumulated sick leave. Guidelines and procedures for operation are available at the Administrative Office Building.

Support Personnel

A sick leave bank is available for all support personnel who are eligible for accumulates sick leave. Guidelines and procedures for operation are available at the Administrative Office Building.

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. A field trip report is necessary at least two weeks prior to the event. School Cafeteria food and non-food supplies are ordered a week to ten days in advance. Therefore, the Cafeteria Manager may not be able to fill your order if it is not received in time.

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 (REFERENCE BOARD POLICY 5.200, 5.201, AND 5.202)

RESIGNATION/RETIREMENT

Certified, Tenured Personnel (Reference Board Policy 5.200)

Certified, Non-Tenured Personnel (Reference Board Policy 5.201)

Support Personnel (Reference Board Policy 5.202)

TEACHER PROFESSIONAL SALARY SCHEDULE

Cleveland City Schools provides two additional pay lanes for professional staff working towards a declared master's degree, Master's Plus 30, or Master's Plus an EdS. They are the BS + 16 and MA + 16. Employees must have the institution of higher education complete a verification form stating the hours have been completed as partial fulfillment of the requirements for the declared degree. An official transcript must accompany the form. Forms are available upon request at the administrative office building.

STUDENT DISCRIMINATION/HARASSMENT AND BULLYING/INTIMIDATION AND CYBERBULLYING (REFERENCE BOARD POLICY 6.304)

CHILD ABUSE AND NEGLECT (REFERENCE BOARD POLICY 6.409)

EVALUATIONS (REFERENCE BOARD POLICY 5.109)

FUNDRAISING

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.

SPECIAL SERVICES/HEALTH SERVICES

SPECIAL SERVICES

General Program

Special Education and related services are provided to eligible students. Federal law assures every student the right to a free and appropriate public education regardless of their disability. IDEA is focused on improving educational results for children with disabilities. Federal law also further guarantees the right to an education in the "least restrictive environment," which means in the general education classroom with students without disabilities.

Special Education Framework

Step One: Screening

The following procedures are used for identifying students in need of intervention, and therefore at risk for having an educational disability. As part of the RTI2 Framework, CCS will conduct a universal screening of academic skills for all students. A universal screener is a brief screening assessment used to determine whether students demonstrate the skills necessary to achieve grade-level standards. Universal screening reveals which

students are performing at or above the level considered necessary for achieving long-term success (general outcome measures). This data can also serve as a benchmark for measuring the improvement of a group, class, grade, school, or district (see RTI2 Manual, 2013).

Step Two: Pre-Referral Interventions

Students who have been identified as “at risk” will receive appropriate interventions in their identified area(s) of deficit. These interventions are often determined by school-based teams by considering multiple sources of data. Within the RTI2 Framework, academic interventions are provided through Tier II and/or Tier III interventions (see RTI2 Manual, 2013).

Step Three: Monitor Progress

When pre-referral interventions are being provided, the effectiveness of the intervention will be monitored to ensure its effectiveness. For academic deficits within the RTI2 Framework, progress can be monitored using Curriculum Based Measures (CBMs). Progress monitoring will be done in the area(s) of deficit using an instrument that is sensitive to change (see RTI2 Manual, 2013).

Step Four: Referral

If a student is suspected of an educational disability and/or is not making progress with pre-referral interventions, he/she may be referred for a psycho-educational evaluation. A referral may be made by the student’s teacher, parent, or outside sources. Immediately after a referral is made, all available information relative to the suspected disability, including information from the parent and information about the interventions that have been implemented, will be collected. All relevant information must be considered before determining whether additional data, such as medical information or evaluation results, are needed. This decision cannot be made by an individual teacher or administrator but must be made by a team of professionals.

Documentation already provided throughout tiered interventions will be vitally important to the special education referral process. This information is reviewed at a team meeting with the student’s parents prior to making a special education referral. Once a referral is made, parents will sign the consent for initial assessment form and will be provided a copy of their procedural safeguards and prior written notice.

Step Five: Evaluation

Referral information and input from the child’s team lead to the identification of specific areas to be included in the evaluation. All areas of suspected disability must be evaluated. In addition to determining the existence of a disability, the evaluation should also focus on the educational needs of the student as they relate to a continuum of services.

After the completion of the comprehensive evaluation, and the Instructionally Appropriate Individual Education Plan (IAIEP) team meets to determine whether the evaluation results indicate the existence of a disability and whether the child exhibits a need for special education. When a student becomes eligible for special education services, the development of the Instructionally Appropriate Individual Education Plan (IAIEP) should focus on educational needs that cannot be met in the general education program. Goals in the IAIEP are based on the specific skills deficit area(s) of the child and results of the initial or most recent evaluation of the child.

Step Six: Determine Eligibility

Once written parental consent is obtained, the LEA must conduct all agreed upon component of the evaluation and determine eligibility within sixty (60) calendar days. The determination of eligibility for special education services is two-pronged: after completion of the evaluation, the IEP team meets to determine whether the evaluation results indicate the existence of a disability and whether the identified disability adversely impacts the student’s educational performance such that he needs the most intensive intervention (i.e. special education). The parent is provided a copy of the psycho-educational evaluation and the eligibility report at the time of this meeting. If the student has been found eligible as a student with an educational disability, an IEP is developed within thirty (30) calendar days.

Other requirements for determining eligibility for special education include the following: The student's assessment may include information from a variety of sources, such as aptitude and achievement tests, parent input, teacher recommendations, physical condition, social or cultural background, and/or adaptive behavior. Information obtained from these sources should be documented and carefully considered. Determination of eligibility is made by the IEP team upon a review of all components of the assessment. A student is not eligible for special education services if it found that the determinant factor for eligibility is either lack instruction in reading or math or limited English proficiency.

HEALTH SERVICES

Immunizations

A student may be counted in the average daily attendance if he/she meets one of the following:

- *Legally immunized;
- Has an acceptable religious or medical exemption;
- Is as immunized as he/she can be

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

- 4 doses of DPT (diphtheria, pertussis, 3 doses of DPT vaccine or TD (tetanus) vaccine, (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 -- 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 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

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

TECHNOLOGY

GENERAL USE POLICIES

Community and Political Activities

Employees will refrain from using system technology resource to solicit or engage in political activities.

Use of Electronic Mail (Reference Board Policy 1.805)

Use of the Internet (Reference Board Policy 4.406)

Web Pages (Reference Board Policy 4.407)

TECHNOLOGY ACCEPTABLE USE POLICY

1. **Acceptable Use-** The use of technology must be consistent with the educational objectives of the school district. Use of another organization's network or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of any U.S. or state regulation is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material or material protected by a trade secret. Commercial activities, product advertising or political lobbying are also prohibited.

2. **Privileges** -The use of school network and the Internet is a privilege, not a right, and inappropriate use will result in cancellation of these privileges. The Supervisor of Technology and the Director of Schools will deem whether use is inappropriate and act accordingly. An employee may have NO EXPECTATION OF PRIVACY. The school system can and will conduct searches. School equipment is not for personal use.

Contents of school owned devices are not private and may have to be accessed by the administration and disclosed to attorneys, investigative agencies, and possibly the court. Do not use school system equipment to access, store or transmit any materials that are pornographic or defamatory or that degrade any person in a protected class as defined under antidiscrimination laws. Do not download any program without the express permission of the school system technology department. Do not add either USB or any other type of wireless device to the network in order to obtain internet or printing access. Ad Hoc networks between computers is not permitted.

3. **Etiquette**- Individuals are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

(a) Be courteous and polite. Offensive or inflammatory speech will not be tolerated.

(b) Use appropriate language. Profanity and/or obscenity are not permitted at any time. (c) Do not reveal personal information about one's self, students or colleagues.

(d) Electronic mail (e-mail), messaging, and text messaging are not guaranteed to be private. People who administrate these systems do have access to all mail and messages. We are required by law to log all incoming and outgoing mail and messages for one year. Messages relating to or in support of illegal activities may be reported to the authorities. Electronic messages will be stored for one year and may be distributed to or reviewed by people who were not the original intended recipients. Email accounts are provided for each employee by the system at no charge for the educational purposes. POP3 mail accounts may not be set up on any system equipment.

(e) Use the network in such a way that you will not disrupt the work of others. The following are unacceptable activities: Using the e-mail/network for personal correspondence, playing games, maintaining personal financial records, gossiping, streaming video or audio, carrying on romances, shopping, viewing and downloading pornography. Using school equipment to access non-school sanctioned Blogs, Wikis or Chat Rooms is prohibited.

(f) Assume that information accessible via the Internet is private property, and is trademark and copyright protected. Do not quote websites or personal communications without the author's prior written consent.¹

(g) Do not make copies of any software programs or other copyrighted materials without the express consent of the school system technology staff.

4. **Vandalism** - Vandalism will result in a cancellation of privileges and possible legal action. Vandalism is

defined as any intentional effort to alter/destroy equipment or software, destroy data of another user, and/or the Internet or other networks that are connected to the Internet backbone. This includes, but is not limited to, the uploading or creation of computer viruses, and/or hacking of network databases, network file servers and downloading and/or installation of any software without the express permission of the Technology Department of Cleveland City Schools. A staff member may be

¹ The U.S. Copyright Law of 1976 provides for Fair Use in Education defined as a paragraph for commentary, parody, research and education, 3 min or less video, and 1000 words or less or 3% of a body of prose, and 250 words or less of a body of poetry.

held liable for the cost of restoring technology resources interrupted as a result of their or the actions of students under their supervision.

5. Security- Security on any computer system is a high priority, especially when the system involves many users. Any attempts to disable security programs is unacceptable. Never share your password or account with anyone. An individual has full responsibility for the use of his/her account, and can be held responsible for any policy violations that are traced to the account. Employees are expected to protect the privacy of student information. Students are prohibited from accessing or working on any teacher's computer. Use of the school network to create or access Blogs, Wikis, and Chat Rooms for unprofessional behavior is prohibited. Use of social media to post your personal information is discouraged. Your personal information on such sites should make no mention of your employment at Cleveland City Schools. Employees are prohibited from storing any student or staff information that could be used for identify theft on removable storage devices or wireless transfer devices.

6. Permission - By signing this Acceptable Use Policy, you are granted permission to access computer and network resources and you are agreeing to Board Policies governing technology.

7. Board Policies- Use of Cleveland City Schools technology by employees and students is governed by Board Policy. The following policies are explicit in their definition of uses of technology resources and the consequences of abuse of same: Use of Internet 4.406 ; Use of Electronic Mail 1.805 ; and Web Pages 4.407.

Additional policies with related information: Use of Copyrighted Material 4.404 and Student Publications 6.704.

8. Exception of Terms and Conditions- These terms and conditions reflect the entire agreement of the parties and supersede all prior oral and written agreements and understandings of the parties. These terms and conditions shall be governed and interpreted in accordance with the laws of the State of Tennessee and the United States of America. Other exceptions include Cleveland City Schools' Technology Support.