

Classified Communications Group Minutes
October 8, 2024

Dr. Jean Luna-Vedder, Director of Schools: Welcome

Dr. Kimmie Sucharski, Director of Accountability: ESSA Update
See page 12 for handout.

Melissa Izatt, Chief Human Resources Officer: Classified Staff Appreciation Day
October 23rd – Business Affairs, Onsite and Volunteer Recognition
November 20th – Technology

Sharing a positive story from your school/location

Northwest High: Keeping up school spirit in a variety of ways – particularly in their participation in the flash mob at the pep rally on Friday for home coming with the staff and SROs. The entire staff was involved, our principal was our dancing queen and did all the choreography. The Chamber will be at NWHHS for breakfast and to tour our building to see the career pathways we offer. Northwest Volleyball won districts and we will be hosting regional today. As head coach I would like to thank everyone for their support.

Woodlawn Elementary: Combined our PreK classes, it is working well at our school. Our teachers are working with students on behavior and at times question if a student is present because their behavior has improved so much. I really think modeling of the other students is helping.

Kenwood Middle: Our AVID students have embraced the responsibility of supporting their classmates in developing strong organizational skills. They go beyond simply checking binders by actively modeling organization and helping peers get organized. This leadership fosters a collaborative and supportive learning environment for all students. Our Knight football team has earned a spot in the championship game, which will be held at Fortera Stadium at Austin Peay State University. Kickoff is at 6:00 PM.

Kirkwood Middle: We had a teacher who had a surgery and was out for a couple weeks. She was so appreciative of the kindness shown by our staff, and her amazing team, family and students to make her recovery so much less stressful. She's been really appreciative for the staff that has supported her during that time. We also have our Cobra store that students get Cobra cash for when they are behaving well and doing something in class. It has been such a success for our students. It's good they put the store together and it's just wonderful. Lastly, we do have a book vending machine at the school that has been so successful. Students absolutely love it and it really helped them with reading and they have incentives to be able to get money for the vending machine and really enjoy it.

Barksdale Spanish Immersion: Won National Blue Ribbon, one of 356 schools in the nation.

Classified Questions

ID badges were not sent in bulk like previous years. Is Central Office sending them? If not, how are students getting them? Bus drivers are telling students if they don't have them they will not be allowed on the bus.

Norm Brumblay, Chief Operations Officer: It was anticipated at the close of the 23-24 school year that the student ID cards would be collected by schools to be reissued to students for use in the 24-25 school year. That did not occur as expected, so a bulk card order had to be placed and 10,000 cards have already been received and distributed. Usage of the ID cards was good last year and several students were located quickly and safely using the system. This significantly reduced frustration for CMCSS, parents, and for law enforcement. We are eager to improve accountability on our buses using the cards once again, however until such time as they are uniformly embraced in our schools, no student will be prevented from riding a bus who is not in possession of one.

Since a bus driver is at the mercy of the principal of the school for any disciplinary issues on the school bus why do we not have administrators riding the problem routes so they can response to the principal of the issues that happen. Transportation does not have enough monitors to cover all these problem routes and there may only be a certain school route that would need an administrator or monitor to ride where the other routes the bus driver runs may not need this person. It is hard to drive a bus safely and deal with issues that arise while in transport and still maintain order. Safety is our first priority even with the distraction's students cause on some routes. I would challenge each of you to review some full videos or better yet, ride some of these problem routes so you can feel our environment on just one of many routes in a single day. This would confirm the need for an administrator to ride these routes and take action on what they experience since the disciplinary action comes from the school and not transportation. These disruptive students could still go to school just not transported by a bus since it is a "privilege" to ride.

Norm Brumblay, Chief Operations Officer: Yes, when administrators address individual students on the bus, we've seen a significant change in behavior. In fact, when a principal boards a bus to ride due to overwhelming discipline problems, the students will show their best behavior. This is a clear indication that the presence of administrators can have a positive impact on student conduct. Unlike the relationship with the driver, this results from the administrators knowing their students and how to interact with them individually. Drivers need support from school staff to gain and keep control of their bus. This can be accomplished when all parties work together as a team and follow guidelines for disciplinary actions. Drivers and Administrators should communicate with parents well before behavior gets out of hand.

A lot of our bus drivers quit due to the disciplinary issues they experience on just one route of many they run daily. What is the cost of training a new driver vs. having an administrator on these problem routes when there are only a few students that cause this disruptive environment? If these few issues were resolved, drivers would not quit and administrators would not have to ride continuously. Solving the driver shortage and being more cost-effective long term. Is it more important to lose a bus driver or restrict a disruptive student from the school bus but they could still go to school?

Norm Brumblay, Chief Operations Officer: Our goal is to retain all new hires in our department because the loss of drivers is not only detrimental to our department, but also to the community. We have made strides regarding student management, with our student discipline and behavior coordinator, the updates made to the bus discipline guidelines and data tracking. Data collected shows a decrease in the number of referrals but an increase in adherence to the guidelines set for bus conduct. The job is challenging, and support is needed at all levels.

At the first of the school year they assign drivers with new routes. With this change there are many issues that are radioed with so many misplaced kids, where the stops are, who belongs at what stop, and so on. Why do they change up the drivers causing so many issues?

Norm Brumblay, Chief Operations Officer: While we strive to maintain consistency in routing over the summer, several key factors influence how routes are ultimately distributed. These factors include parents completing the email request for bus service at the end of the school year, changes to district school zones, driver surveys (particularly for those retiring or not returning), and the continual growth of our city. When our team evaluates these factors, decisions are made with efficiency in mind. The last three years have brought more routing changes than ever before, mainly due to the opening of the Kirkwood campus. The parent survey for bus service is crucial in ensuring accurate and correct student routing. This survey gives our routing team the necessary information to assign students to buses before InfoFinder is activated in late July. Continuing to collaborate with our schools and emphasizing the importance of survey completion can help streamline the process as we prepare to begin transporting students in August.

Has anyone else been having issues with the plumbers fixing things or they work on things and sign off on the work orders and it still isn't fixed properly?

Norm Brumblay, Chief Operations Officer: If you are not getting work orders repaired correctly the first time please call Kevin Scott 358-4212. He needs to be aware of this information as we are focusing on doing things right the first time!

We will soon be utilizing a new work order system (should be on-line the end of this month) that will allow our requesters to approve the work performed and sign off on the work order before it can be closed out in the system. Our Maintenance personnel are instructed to let our dispatcher know if the problem will require another trade to complete. This new system will allow the Work Order requester to follow each change on the work order to know its status and to improve our process.

When are the new soda machines going to be filled and when will Pepsi pick up their machines from the schools?

Norm Brumblay, Chief Operations Officer: Coca-Cola and Pepsi are both actively working on the switch over. We are working closely with them to ensure this transition happens as quickly as possible. The process for both companies is 2 steps. Both companies have a separate equipment team and product fill team. The machines must be empty for pickup/placement. Therefore, it takes each company two trips for them to complete. To expedite the transition Coca-Cola is going ahead and placing their machines even if Pepsi has not picked theirs up yet, unless space prohibits this. An exact timeline is unable to be provided by the companies but they both look to have their parts completed within a month. We appreciate your patience during this transition. Thank you.

Why are some new EA's making more than other EA's that have been here for several years? No experience and never have worked in the position before nor even a school setting. I find it extremely frustrating how the pay scale is determined especially with someone starting out. I understand if an EA had prior experience, but when an EA is making \$2 more an hour than someone that has been here for 8 years that's an issue. I understand the pay increase that we get yearly, but it still doesn't make any sense I also understand the difference about SPED pay too and that's not my question though. Could you please explain in detail how the pay scale is determined and why it's this way?

Dr. Erica Christmas, Director of Classified Employment: This situation does not occur often but when it does, it is usually the result of someone switching career paths. For example, if a food service assistant or custodian transfers to an EA position, they will likely begin at step 2. The same would occur if the classified position is a higher pay grade and the employee transfers (a bus driver would be a good example of this). If someone has been in the district for several years but held various positions, it could result in steps being lower than someone who has only ever held an EA position. This is a good time to remind everyone that steps do not equal years of service. The calculation of wages due to transfers that are promotions, demotions, and lateral moves are included in our compensation plan [HUM-A046](#).

Why is it that the ELL Department is having a family orientation just for Spanish speaking parents on October 8th? What about the ELL families who are not Spanish speaking, is this not a denial of equal support/services using federal dollars? I ask because in this world of instant communication with instant reaction, this can appear to favor one group over another.

Dr. Schanda Doughty, Chief Academic Officer: Last year we had these family sessions that were open to anyone and we had really low attendance or no one attended at all. This year our first one was to focus on our largest speaking population outside of English which is Spanish in hope to get attendance up. There is a lot of really great information and resources in the sessions and if attendance goes up we will look for other volunteers for other languages.

Why are Big Brothers and Big Sister allowed to speak with students without a consent form from parents?

Anthony Johnson, Chief Communications Officer: School-based BBBS partnerships should have official agreements/parent consent forms on file at the school. For the community-based BBBS program, a mentor (big) should provide an official parent consent/permission form to meet with a student at school. Best practice is to have a notebook with all parent/guardian consent forms and when the mentor arrives they sign-in at the front desk and in the notebook. If schools have any questions about the consent forms or concerns with mentors, they can contact Kyle Pearce from BBBS at kyle@bbbsclarksville.org or 931-647-1418.

Why do AGE students get to graduate and students that are at the Alternative School can-not walk if they still have time? Why do AGE students get to wear their own clothing when they were kicked out of school for a violation?

Dr. Schanda Doughty, Chief Academic Officer: The director of the Age Program last year made the decision to host a voluntary graduation ceremony if those students that meet state graduation requirements. That is a conversation we are having as we move forward. In regards to why they get to wear their own clothing, they are scanned in and their personal items are secured there's only a small percent of age eligible students and at this point not enforcing a stricter dress code for them then CMCSS dress code.

Why do AGE students get the same diploma as high school students that did not get in trouble? Why can't they get an alternative diploma? Why have policies if they are not going to be followed and give parents what they want because they complain?

Dr. Schanda Doughty, Chief Academic Officer: Age students are held to the same academic standard as other students in the district. The student is removed from their school and facing court consequences because of their behavior but they still have the right to earn a regular diploma.

Why say classified staff employees received a pay raise when it was a cost of living raise and not a step grade increase?

Dr. Erica Christmas, Director of Classified Employment: The total raise calculation is comprised of a COLA and a step increase (pending positive annual evaluation). For this year, our COLA increase was 5% and employees who earned a step increase saw an additional 2% increase due to moving to the next higher step on our salary schedule.

Melissa Izatt, Chief Human Resources Officer: Grade increases happen with market analysis. If the person with this question still has an additional question or needs clarification, please let myself or Erica Christmas know.

Why was the Christmas break cut short this year?

Dr. Schanda Doughty, Chief Academic Officer: The calendar committee meets every year to develop the school calendar 2 years in advance and has to ensure that the school year meets the established criteria by the state. We've gotten lots of stakeholder feedback that's highlighted that people prefer that our nine weeks and semesters end at those natural breaks. The way that the school calendar fell in order for the semester to end it might appear as though Christmas break is shorter but it is ensuring we have the appropriate number days in the calendar. The other option would be to back it up and if we backed it up we would have to be into July.

Dr. Jean Luna-Vedder, Director of Schools: Last year's break was unusually long so it may seem this year's is shorter. It is just how the day of the week Christmas fell.

When special transfers are requested, and a student does not go to the intended school, how many days or months before another special transfer can be requested?

Christopher Causey, Chief of Staff: According to the Policy there is not a set timeframe. Therefore, another application can be submitted at any time. (Please review [STS-P001](#) Special Transfer Application Procedure and [INS-A037](#) Special Transfer Request)

Does it make a difference if the special transfer is because of behavior problems?

Christopher Causey, Chief of Staff: No, a parent can apply for any reason. However please remember, according to the policy [STS-P011](#) Revocation of Special Transfer Procedure; "Approval may be revoked by the principal due to excessive tardies, absenteeism, misconduct, or poor academic performance, by notifying the parent and Student Services in writing." When parents sign the form, they are acknowledging the Special Transfer can be revoked for the above reasons.

When is the next Market Analysis and what positions will be considered?

Dr. Erica Christmas, Director of Classified Employment: We are currently reviewing job descriptions for technology and transportation for this year's market analysis cycle. This picks up where we left off with our five-year cycle. We started an "off cycle" in SY 22-23, when all classified positions were reviewed. Then, in 23-24 no large groups were reviewed. With this year, we are picking up where we left off with Tech and Transportation.

My calendar year at the Alternative School is set for middle school days, but I do middle and high school. Why would I not be considered for High School when we have intakes and things that can be

done before the school year starts? We have things that need to be collected and completed before students start their first day of school.

Dr. Schanda Doughty, Chief Academic Officer: This is a conversation that needs to start with the principal to make sure everything is aligning. If the principal believes hours need to be extended or job descriptions altered they need to reach out to their level director to determine next steps.

Is there any way that classified employees can qualify to work the after-school programs even if it takes them over 40 hours a week? It doesn't make sense that certified teachers are able to participate when they put in way more than 40 hours a week when you add up all the time they spend outside of class grading, prepping etc. Since the funding comes from separate areas, it seems like we shouldn't turn away people who want to work with the kids to facilitate those programs just because it would put them over 40 hours.

Dr. Erica Christmas, Director of Classified Employment: This question is getting into labor law and budget impact situations. To keep it brief, our classified employees are nonexempt. If they go over 40 hours, they are to be paid time and a half. Something that is not a part of our budget. This is in contrast to our teachers who are categorized as exempt employees and do not qualify for overtime.

Jeffrey Taylor, Chief Financial Officer: We would have to pay overtime for those positions. I know we have added money for that this year, it is limited as to what we can pay out. We just have to be careful from a budgetary standpoint.

Why does it take several months after a child has graduated or transferred out of district for Technology Charges to be sent to the schools' bookkeeper? By the time, charges are received, it is too late to attempt to collect or withhold records.

David Holman, Chief Technology Officer: General practice is when we collect laptops at the end of the school year we submit all of those charges onsite. As we collect the computer the charge gets submitted. Worst case scenario those parents and everyone would know about those charges within 24 hours, typically they know within minutes depending on whether or not the email systems queued up. This instance there must be something that's different or we collected it in a different way. Maybe the school collected it and held on to it so it didn't get to us in time.

Why is truancy in elementary schools not enforced? Parents disregard any warnings because they know it will not be pursued.

Christopher Causey, Chief of Staff: It is enforced. If there is a specific student situation. I need to know a name so that I can respond about the situation. Each case is different based on evidence and documents received. Therefore, if you have specific questions about a situation I can respond about that situation. The only difference between Elementary and Middle/High is the Attendance Teachers do not have individually meetings with students. However, the process is still the same minus the individual student meetings. If there is a specific situation please reach out to me.

When a student causes damages to an employee's personal items, such as glasses or jewelry who is responsible for the damages?

Melissa Izatt, Chief Human Resources Officer: If the damage is due to assault or vandalism while an employee is on duty that would be something that would fall within the district responsibility. However, a lot of times when we get claims for cell phones and that's something

that you should not be using during that time, therefore it will not be covered. Several will say they use it as a timer. If it's laying out on the table and somebody takes it that will not be covered. If someone was breaking up a fight and glasses were broken, that is something the district would most likely cover. Of course, there's limitations to that but if whatever situation like that you have you are always welcome to ask about.

I need to understand what the definition of “in the right direction” means; I just witnessed a student grab an employee by her hair and pull her to the ground; this isn’t the first time; and the words “safe hands, calm body” is not working. When are the employees and other students going to be protected? It is unsafe for some students to be in the room with general population. I am not stating that those students do not deserve an education but I am stating that they need a different environment to achieve their goals.

Dr. Schanda Doughty, Chief Academic Officer: Some of the supports that we have in place for situations like this, each location is assigned Behavior Consultants and we hold weekly behavior huddles with certified behavior analyst, principals and assistant principals. School administration can join the huddles and bring up unique situations they are having to ensure they get the support needed. We have a Behavior Coordinator that oversees and manages all of the behavior interventions. If principals and assistant principals are not reaching out for help, we cannot support.

Getting substitutes is hard on a good day, is there something the district can do about taking personal days before long weekends and fall/spring break? Why was the rule of no personal days before a holiday or long weekend taken away?

Melissa Izatt, Chief Human Resources Officer: Last week we had almost 1700 absences. and on Friday alone there was almost 500. We have more subs now than we've had in four years but when you have absences that climb that high it's very difficult to fill every one. When I was teacher it was implemented that no personal days taken before or after a holiday break. That went on until 2011, then it was removed from practice. I was not in the role at that time, therefore I was not part of that decision making. I would say that decision was based on feedback from employees and leaders. What is in place now is 10% max absences for personal days with a timeline to submit a leave request that is monitored by the administrators. To implement a change now is something that would go through collaborative conferencing if we were to change a policy like that. At times we have to look at not the number of subs but the number of absences. This past Friday was not leading up to a holiday or break and it will be lower this Friday because we have been proactive on the Fridays before a holiday or break.

Dr. Jean Luna-Vedder, Director of Schools: I remember the same thing as a building administrator at the time. I think the reality was human nature. Nobody in this room but you know it was almost like people thought well you won't let me take a personal day I'll take a sick day. So the policy didn't really decrease the absences it actually increased the unexpected absences and it was a little bit counterproductive. Like Melissa said, it's still 10% per building for personal days on those days and you know to treat people like adults if you have a wedding and you it's leading into a holiday weekend it's not fair to you to say you can't take that Friday.

Dr. Erica Christmas, Director of Classified Employment: From the sub program side one thing we are doing is any sub that cancels on a Friday, we are not accepting any excuse notes.

Last Month in the Classified Rep meeting the CFO stated that we are allowed to use this year’s funds on next year’s students. I think that this would help with our stress starting up the year, but I have a few concerns. My biggest concern is space. We do not have the capability to store supplies for 1-3

months for the next school year. We do not have extra storage rooms or empty classrooms. Another concern is knowing what will be needed. We are constantly evolving ideas on how to best help our students. That means last minute ideas and new ideas come up over the summer that need to be implemented before students walk in the building. If we are allowing funds to be spent on next year students, would you consider a percentage of the funds to be held to the next year and not be penalized for it. This would allow us to save, for example, 10%-15% of our allocations for the following school year. Then if we are below that 10%-15% threshold, we would still be eligible to be fully funded the next year. I truly believe this would accomplish the same goal as purchasing in advance, but would not require us to store items in an already packed school. I appreciate how hard everyone worked this year to get our funds early, but it is so hard to try and spend every penny so we get fully funded the next year and have to look at our admin to say “I’m sorry we do not have funds yet”. At no fault of our own. Is this something that can be considered in the future?

Jeffrey Taylor, Chief Financial Officer: We have no issues if schools buy a couple of months’ worth of basic supplies/materials at the end of the school year for the next school year. With school being out for summer, there should be available space to store these items, or you could go ahead and distribute these items to the teachers to hold in their classrooms for the following year. We realize teachers or administrators may have professional development during the summer that will spark new ideas they want to implement, however, just like at the district level, there is a budget that must be considered for any new ideas which can take time and approval before implementing them.

We did discuss this past year about allowing schools to keep 10% in their actual account at the end of the year, but it was decided after looking at the balance this spring to not allow this since we did allow schools to purchase items for the first couple of months of the following school year. By allowing them to keep an additional amount in the accounts, it’s adding another calculation for the allocation process which will take additional time to distribute the allocations at the beginning of the school year. If there is a situation where we have an emergency and need to buy certain supplies/materials prior to the allocations being spent, please contact Deede Bagwell and she will work with Business Affairs on how to address situations like this.

How/Why do students continuously transfer within the district?

Christopher Causey, Chief of Staff: Parent/Legal Guardians make the decision to move for various reasons.

When will the district switch to clear backpacks?

Anthony Johnson, Chief Communications Officer: Every safety protocol and procedure we are going to look at continuously. We took a deep dive into this with a focus group that was researching best practices. Right now, there is very mixed reviews about using clear backpacks. There is research that shows it does not necessarily help the school safety. We implemented clear bags for events because it is more for the size of the bag that is the safety concern. If you condense the size of the bag and make it smaller, it is harder to conceal a weapon. With backpacks that is not a reality to reduce the bag size, since we require them to bring books, laptops, and XYZ. Only 2-4% of schools across the nation have clear backpacks, meaning it is a smaller percentage. With research one larger school within the first month of school turned around and forgot the policy because they could not get enough clear backpacks for students. That is another item we have to think about, with 50% of the school district being free and reduced lunches, the school district would be responsible for sourcing and getting backpacks. At the end of the day with law enforcement is this something we need to continue to review or are there other protocols that will be better. We do not

want something that will give people the false sense of safety. At the end of the day we need to address the threat assessments, it does not matter how they would bring it in we need to help the individuals that are suffering and wanting to do harm are getting the resources they need. A focus this year has been the threat assessment portal. Administration can require a clear backpack on a case by case situation.

Dr. Jean Luna-Vedder, Director of Schools: Clear backpacks are not great quality and we are talking about a lot of weight being put in them, they are not like older ones that you can get four years out of them. It would be a huge financial responsibility if the district had to pay for them.

Why doesn't the school offer proper/confidential places for staff and students to pump?

Melissa Izatt, Chief Human Resources Officer: Employees should have a designated space and given breaks to do that. Each location should have a designated space, not be a bathroom or closet. The employee should not be wandering around the building every day to find a spot. Same thing for students, it is a Title IV violation and cannot impact their grades and time outside classroom. We go over this within training all the time with school administration.

We need more training on enrollment requirements. Different schools do different procedures which is confusing. If we can meet on a PD day and do mock enrollments we will all be on the same page.

Christopher Causey, Chief of Staff: I support this request because the Administrative Assistants need to follow the same process. We have yearly training to address inconsistency but I am all for continuous improvement training throughout the year.

When school employees follow the district rules and the parent/guardian don't like the answer the parent/guardian go back to Student Services and then Student Services override the policy without school employees knowing or being notified. School staff look and feel incompetent. Why does Student Services not have to follow the same policy as school staff?

Christopher Causey, Chief of Staff: Student Services does follow the same policy as school staff. At times by the time it gets to Student Services when the school has said "no", they have provided more documentation than what was provided to the school. What we need to get better at is communicating back to the school why it was approved and not just letting them know it was approved. Sometimes Student Services says "no" then we get more documentation. It does happen from time to time and it is because more documentation was provided. Other times they get qualified under FIT and it looks different at that point. We need to get better with saying you were right in saying "no" but this is why we approved it.

Why are we not using FIT for the way it was intended? For instance, after we had a student late 43 times, the parent admitted in an email that the student was being dropped off at the Aunts house to come to our school. After asking for Proofs of Residency, mom did not get us anything. We had home visits done on the Aunts house and the last house on record and mom and student OWNED and LIVE at a house in another school district. Mom decided to fill out FIT form and was approved. I thought FIT meant families in transition?

Dr. Schanda Doughty, Chief Academic Officer: This was a very specific situation. There is a FIT Liaison assigned to each school that you can reach out to. It is part of their responsibilities to check the eligibility for students and reach out to them to request to view their file.

Christopher Causey, Chief of Staff: At Student Services we are meeting to review students that were FiT but maybe do not qualify anymore. We decided to do this at the beginning of the school year and now meeting on a monthly basis.

Why do we ask for multiple proofs of residency but we don't stipulate one needs to be tied to the house or month to month? For instance, we can accept Driver's License and car insurance as two. When we know you can have a license with an old address for years and car insurance can go anywhere. By not requiring at least one utility/Mortgage/lease it is easy to defraud the system. If we push zoning why do we offer so many loopholes? Maybe a solution would be to make it principles discretion on what schools will accept as POR?

Christopher Causey, Chief of Staff: We follow the [Proof of Tennessee Residency](#) guidance and [STS-F031](#) Statement of Residence. Principles discretion would create inconsistency.

With an increase in late buses it adds a significant amount of work for our attendance person in the form of cleanup reports and inaccurate attendance. (Mainly Middle and High) Since we can't sustain bus drivers can we hire part time office to support buildings in the morning?

Dr. Schanda Doughty, Chief Academic Officer: When I was a principal we knew which kids were on those buses and we would encourage those teachers not to submit their attendance until those late buses arrived. If that is not working in your building please reach out to your level directors and let us help you brainstorm on how other schools are handling the situation.

We have seen an increase of our student's struggle since Pre-k hours have been increased to eight hours. It is an extremely long day in which causes an increase of behavior issues. Any chance of their hours going back to 9:30 to 2:30?

Dr. Schanda Doughty, Chief Academic Officer: We are currently reviewing this, we have heard this from a variety of different sources and considering this moving forward.

What is CMCSS' plan for behavior issues? There has been an increase of behavior issues every year and not enough help in the building to assist with them. What's the plan to give aides and teachers more help?

Dr. Schanda Doughty, Chief Academic Officer: I am going to add to what I said earlier, last year we piloted a collaborative behaviors team at some elementary schools and saw great success in those collaborative behaviors. This year we rolled it out in every elementary and middle school. Outside of those teams we have behavior huddles zooms. Lots of layers of support including Board Certified Behavior Analysts. Please reach out to us and give us the opportunity to help.

We started a new school year introducing inclusion (IPK). However, many teachers have not been trained and feel completely lost on how to assist some students in their classroom. Why were teachers not provided training over the summer before starting the school year?

Dr. Schanda Doughty, Chief Academic Officer: We can always do better. There is training coming in November. The teams are working hard to put something together for this. We do believe the right work for kids and research will tell us that we just need to provide training. Which we will in November, January, and looking at an Engage Session.

Has anyone else been having issues with the plumbers fixing things or they work on things and sign off on the work orders and it still isn't fixed properly?

Norm Brumblay, Chief Operations Officer: Kevin Scott is our Building Maintenance Manager, if you are aware of any repairs that were not fixed please reach out to him. He needs to know that so he can address the issue. If you put in a work order and it was not repaired, call Kevin Scott at 931-358-4212 and let him know, just make sure you had a work order. We are working on a work order tracking system that should be online next month. That will allow you to sign off on the work order and allow us to track that to prevent this situation.

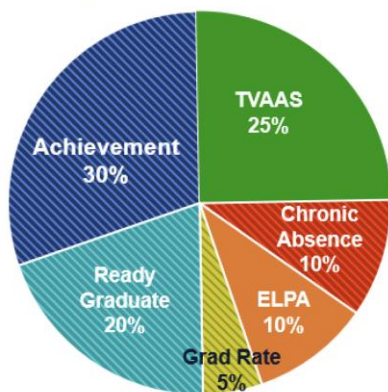
Use of TCAP Assessments

Federal Accountability, School Letter Grades and Educator Evaluation July 2024

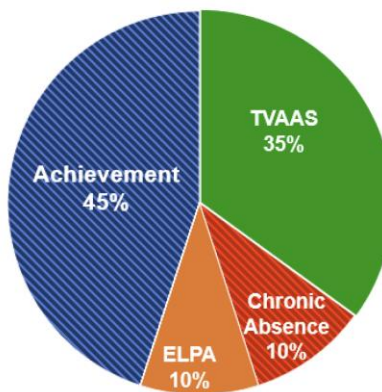
The Tennessee Comprehensive Assessment Program (TCAP) assessments are used in various accountability and evaluation systems including federal accountability, School Letter Grades, and educator evaluation. This document provides a snapshot of the TCAP assessments used across these systems in 2023-24.

	Achievement Indicator for Federal Accountability	Growth Indicator ¹ for Federal Accountability	Achievement Indicator for School Letter Grades	Growth and Growth 25 ² Indicators for School Letter Grades	Growth measure for Educator Evaluation
English Language Arts (ELA)					
ELA Grade 2		X ³		X ³	X ³
ELA Grades 3-8	X	X	X	X	X
English I		X	X	X	X
English II	X	X	X	X	X
Math					
Math Grade 2		X ³		X ³	X ³
Math Grades 3-8	X	X	X	X	X
Algebra I/Integrated Math I	X	X	X	X	X
Geometry/Integrated Math II ⁴		X	X	X	X
Algebra II/Integrated Math III ⁵		X	X	X	X
Science					
Science Grades 3-4			X	X ⁶	X ⁶
Science Grades 5-8			X	X	X
Biology			X	X	X
Social Studies					
Social Studies Grades 6-8			X	X	X
U.S. History			X	X	X

High School A-D Model



K-8 School A-D Model



Key

Absolute



Best of AMO and Absolute



For state designations, **60%** of each model will be based on **all students** and **40%** will be based on performance of historically underserved **student groups**