

Parent Advisory Committee
There were 15 members in attendance

Dr. Huff provided a Director's update.

- TSBA (The Tennessee School Board Association) is leading a search for our new director.
- You all should have received an invitation to participate in a listening session for members of the parent advisory committee. This meeting is invite-only for the Parent Advisory group; there is a community session for other members of the public/parents.
- Open enrollment - this year is somewhat different. We have our schools and programs of choice open right now. January 14-February 11 will be the open window. We did not identify available seats this year due to our zoning. That will change capacities at some of our schools. Somewhere around March, we anticipate being able to identify open seats.

Questions:

- Are you putting your name in the running?
 - Honestly, I'm still thinking about it. I have not decided yet. My focus for now has been keeping everything running smoothly, so I have not thought about it to make a decision yet. I still want to think about it and discuss it with my family.

Mr. Norm Brumblay, Chief Operations Officer, delivered an update on the Secondary rezoning.

- Mr. Brumblay showed the 30-year historic growth chart. Right now, our enrollment is sitting at 37,769.
- Consistently, we have been growing as a district since 85-86. The 30-year average is 677 new students per year. What is important to know is that we have not built a new school in 8 years.
- Kirkwood Middle School is about halfway complete as of today. Planned to open in August 2022.
- As of Monday, the Commission approved the funding for the new high school, projected to open in 2023. We are in the process of contracting that right now.
- In total, these projects will total up to \$150,000,000 of local taxpayer funding. With this investment, there comes a need to rezone to fill the new capacity and ensure we are being efficient.
- We have not done a comprehensive rezoning like this one in 15 years.
- We wanted to ensure we had the best experience, technology, and support possible to assist in this effort.
- In August, the district put out an RFP, and after reviewing the responses we received, we awarded the bid to RSP & Associates - a firm that has worked with over 130 different school districts and specializes in K-12 Rezoning Projects.

- RSP & Associates compiled multiple data points from both the school district and from the county and city; they worked very closely with the Regional Planning Commission. We have conducted meetings with several internal and external stakeholders, and now we are beginning our public feedback processes.
- RSP & Associates produced some models that we could review and discuss, future growth modeling, and enrollment projections.
- Elementary - not changing right now, but these are the elementaries that are experiencing growth challenges right now:
 - Barksdale
 - Hazelwood
 - Northeast
 - Oakland
 - Pisgah
 - Rossvie
 - Sango
- Middle and High Schools
 - They share zoning boundaries
 - Biggest challenges right now are Northeast, Rossvie, and West Creek at the middle school level
 - Clarksville and Rossvie at the high school level
 - Understanding these numbers is key to understanding how the proposed lines have been drawn right now, and how the plan is intended to relieve these particular areas
- Criteria for zoning is established by Board policy
 - Our Zoning Team ranked priorities
 - Equitable distribution was the first priority, along with Socioeconomics. Proximity, low impact were lowest.
- The Regional Planning Commission tracks residential growth
 - More homes contracted in the past 90 days than anywhere else in the US - national real estate magazine.
 - Map shows where all the growth is - primarily occurring in 60 percent of the county - Northeast, Rossvie, West Creek, Clarksville boundaries
 - That had to be considered as part of the Zoning planning
- Anticipated growth of 90,000+ people by 2040 - equates to about 15,000+ students
- The next 5 years are showing as many as 2,000 ELEM, 1,000 middle, and 1,600 high school
- To balance enrollment, adjustments were made to Northeast, Rossvie, West Creek, and CHS boundaries.
- Mr. Brumblay showed the charts that provide the differences between current capacity and what we will see with the adjustment.
- Timeline - this work began with the Zoning team in November, and we met throughout November and December. The board heard the recommendation on January 4.
- Public meetings will occur on January 17 and 18, and February 1.

- There are currently surveys living on the cmcss website. Please use those resources to provide feedback.
- cmcss.net/zoning

Questions:

I appreciated the boundary criteria, because it helps make more sense of why the lines are drawn the way they are; what do we mean by equitable distribution of resources?

- We want to ensure that our school communities can provide the same education to all students to meet their needs. We do not want to create any issues in drawing the lines where one school is left with significantly more resources than other schools.

Doesn't that correspond with socioeconomics? What resources does that refer to? What do we mean by resources?

- When we talk about resources, we are talking about economic data, but we are also referring to academic resources and programming; this reference also includes things like Partners in Education (PIE) partners, booster clubs.

We have rezoning for new schools - what is our plan for ensuring that we're using our existing capacity well? Making the most efficient use of those buildings?

- Half of our buildings are over 40 years old, so maintenance is definitely something we think about. (FAC-P001) is the procedure we use to establish the necessary projects we need to maintain the schools as part of our budget.
- We do walkthroughs with engineers to determine what maintenance is needed, and we bring that request and that budget to the county commission.

Parent participants also expressed their desire on behalf of their school populations for as much transparency as possible and an emphasis on effectively communicating the zoning process. Expressed that many parents they represent feel flustered and nervous about the process. District leadership appreciated that feedback.

Are we looking at social/emotional support for the new students to schools? Having been a kid who moved a lot, it's hard. Can we establish a mentor program, something like that so that kids in the new school would have specific support?

- District leadership expressed appreciation for this feedback and question from the representative.

Can you explain the difference between the building permit data and the lot data?

- Approved residential lots give us a long-term view of where we will likely see new homes within 5-10 years. Engineers draw out preliminary subdivision plans (Plats). They are presented to the planning commission. Once approved by the planning commission they are presented to elected officials (City Council and County Commission). Once approved by the governing body it becomes an approved subdivision with a known quantity of future lots (homes). There are currently almost 5,000 approved lots in Montgomery County waiting to be constructed. Active building permits give us a short-term view of where we will soon see new homes within 1-2 years. Builders purchase a permit when they are ready to begin construction on a lot. Construction must begin

within 6 months from when a permit is issued. Realtors often list homes while they are still under construction and some subdivisions build out quicker than others. For example; a subdivision with 100 lots and 25 active permits is generating students faster than a subdivision with 200 lots and 10 active permits. This gives us a pretty good idea of where the short-term growth is occurring. There are almost 2,000 active building permits in Montgomery County awaiting completion, sale, and occupancy.

Mr. Brumblay's full presentation can be accessed [here](#).

Mr. Christopher Reneau, Chief Financial Officer, provided information about the budget.

- 64% of our money comes from the state, and then (24) percent from local dollars.
- BEP - Basic Education Program- just what do we need to do to provide the basic education for a student.
- It has 48 components. The state will plug the amount they're going to spend on education, and that totals out to what we get.
 - To educate our 38,000 students, this is how much you are going to get. Then, the state takes a look at your tax revenue, and they balance out what they are going to pay.
- Instructional salaries - teachers, principals, social workers.
 - What you may notice is that there are a lot of positions that we don't have listed here. Those are things we do not get from the state.
- The BEP also allocates money based on ratios. For instance, we receive funding for 1 teacher for every 20 elementary students in our district.
- 44% of state allocation is salaries
- 14% goes to social security, retirement, benefits
- 12% classroom - nurses, assistants, multipliers based on student population
- There is also money for district-level expenses - Director of Schools salary, technology, administrative positions, custodians, transportation, maintenance
- Governor Lee, has tasked Commissioner Penny Schwinn to come up with a new funding formula
- 18 subcommittees to discuss funding priorities
- There were town halls, online submissions, district spending opportunities
- The current proposal:
 - Base - every student gets X amount
 - Weights - If I'm a student who has unique learning needs, rural students, charter schools, etc., there is a weight applied
 - Direct funding - ALL Corps, fast-growing districts, etc.
 - Outcomes - performance

Questions:

- What about title I schools? It seems like sometimes teachers want to do more, and it seems like principals don't have any answers to give them.

- That's federal money - in a lot of cases, our Federal Projects director is always looking for more.
 - We will look into that specific situation more thoroughly.
- I like the focus on outcomes as a piece of this. It may help us see where there are things that are working and things that are not.
- When should this be taking place?
 - The Governor wants it to move quickly, but the legislature has to take it up.
- If you look at public school systems, there has not been a whole lot that has changed...if we can incentivize greater competition, maybe that is a good thing. How will the school system react to that?
 - It is hard to say without numbers. We are certainly continuing to pay attention so we can respond and know what this is going to look like.
- It seems like a very consequential change. How would some of those outcomes affect kids who are not interested in academics? I would not want a system to disadvantage some kids because they have different interests or strengths and them not get the same level of attention as the kids who have outcomes included in the formula. It will be important to ensure the system does not incentivize districts and schools to prioritize some kids over other kids.
- This question is not about funding. Are teachers/staff allowed to tell (other parents/family members with possible close contacts) if a student has COVID?
 - Our contact tracing process changed a lot this year from what you may remember last year, and there have been several changes in state law that put contact tracing mostly as the responsibility of the health department. Due to FERPA, we can release any information about students to others; even if we were to not identify a student, if the information could be traced back to the student too easily, we would be in violation.

Mr. Reneau's full presentation can be accessed [here](#).