

## Parent Advisory Committee Notes

### **Dr. Huff delivered a Director's update**

- We are currently working on the budget. Our CFO is working with all Department heads to establish what needs to be in the budget.
- Also, as you are aware, the Governor has proposed a new funding formula for the state of Tennessee. We are watching that conversation closely.
- We are well on our way with Kirkwood Middle School. We are about 80% complete, we have an administrative team named, and we are well on our way to completion.
- We are in the middle of reviewing two charter applications for our school system that we received. Our review committee has worked very hard to review those materials, going through a thorough review of both applications. Based on state law, districts have 90 days to make decisions about their charter applications. The review committee will make a recommendation to the Board for them to consider, and they will ultimately make a decision about whether to approve or deny those applications.

### Questions:

- Where will they be?
  - We cannot be sure where they would be located until the review process has been completed.
- How can parents get involved in that process?
  - There are CMCSS parents on our review committee, and we have also posted both of the applications on [our website](#) so you may review them as you would like and listen to the recordings of the interviews. Additionally, there will be a feedback form available for each application in the coming days. You will be able to access those forms [here](#).
- How is staffing going for the middle school?
  - Very well - our last step will be hiring special education teachers, and we're waiting for an estimate on that.

### **Lauren Richmond, the CMCSS Safety and Health Coordinator, delivered an update on Safety precautions in the district.**

- The district has a safety management plan that all schools/district leaders receive training to implement.
- There are tabletop scenarios that take place at schools that allow school leaders to know how to respond in different situations.
- The CMCSS emergency line is a new addition, not to replace 911, but to give us a faster response to emergencies that may take place at the school level.
  - 28 emergency line calls as of the beginning of March.
- Standard Response flipchart gives schools quick insight into how to respond to different emergency situations.
  - The protocol is on the back of the flipchart as a quick reference.

- All employees wear badges, and there is an all-call card in the badge that employees can use for emergency calls. There are also emergency ID cards for people that may have medical emergencies to put critical information on their person.
- Alertus - a desktop application that allows people to remotely put schools on lockdown.
- Radios in every school building - SROs and Admins have radios with a panic button. If they cannot call 911, they can use that button and discretely notify Central Office and emergency personnel.
- Visitor Management System - all visitors have to provide a driver's license that allows front office staff to run visitors through a check on the sex offender registry list. There is also an emergency button that an office staff member can hit that notifies emergency personnel if there is someone on the list in the building.
- CRASE training - 28 schools completed this year. Law enforcement conducts these trainings, and it helps train employees on how to respond in the event of an active shooter.
- Schools receive four security audits each year, and law enforcement conducts those trainings. The audits check to see if law enforcement can get past front office employees, if there are doors propped open, etc.
- Required Drills
  - Fire drills occur every 30 days. One must be conducted during the first 30 school days
  - 4 fire safety announcements each year
  - 4 lockdown drills - one in the first month of school
  - One tornado drill
  - One additional drill by administrator choice
  - All employees must watch an active threat plan video. Students in middle and high school watch these as well, but not elementary students
  - 1 drill involving Cardiac Emergency Medical Response Team
- Tennessee School Security Assessments
  - We complete this assessment in order to get safe school grant funds. It looks for general vulnerabilities.
- Threat Assessment Teams
  - If there is a threat/potential threat at a school, the school will determine if it's a credible threat/non-credible threat. The school immediately intervenes to prevent possible acts of violence. All SROs trained.
- Tracking System - for things that always require law enforcement investigations
  - The total number of threats we have received this year is lower than in previous years.
    - 2019-2020 - 63 total threats until March (March 13, 2020 was the last day of school)
    - 2021-2022 - 47 total threats to date
- CAD notifications
  - If there is a 911 call within a half-mile radius of a school where a weapon is involved, we get text messages, and our district sheriff's department liaison will investigate to see if we need to do anything about it.

- Tobacco Charges
  - Vape sensors have allowed us to track tobacco offenses more easily. We have seen an increase in these data points.
    - High School
      - 2019-2020 - 85
      - 2021-2022 - 147
    - Middle School
      - 2019-2020 - 21
      - 2021-2022 - 31
- Drug offenses
  - This would catch marijuana and THC offenses
    - High School
      - 2019-2020 - 55
      - 2021-2022 - 85
    - Middle School
      - 2019-2020 - 4
      - 2021-2022 - 25
  - There has been an increase here as well
- Security stakeholders meeting
  - Discuss safety and security issues, concerns, emergency management plan, etc.
- Safety and Security Award program
  - Awarding top 10 schools \$500 to go toward enhancing their safety and security measures. They have to complete all drills by the deadline, 90 and above on security audits, tabletop score of 100, etc.
- Storm Ready
  - We applied in 2019. The National Weather Service came out and toured each of our schools, looked at our maps, and assessed whether we met the qualifications. Each school got a banner.

Questions:

- What are some of the types of threats you are tracking?
  - Student thinks someone has a weapon, threat received like a bomb threat, etc.
- Can you break out the sensor data out into vape versus traditional cigarettes?
  - The sheriff's department has that information.
- Was there a change in the way the tobacco and drug data were collected?
  - We're not aware of that, but we can check.
- What do the sensors monitor?
  - THC, smoke/air quality, can pick up on words (read lips), will pick up on aggression...it serves a lot of purposes. The sensor is not itself a camera, but it's connected to a camera.
  - There is a sensor that goes off with the watches/cell phones so administrators/SROs can respond.
- Is it possible to put these in buses and on elementary schools?
  - It is possible to put them multiple places, but that would come at an expense. We hope we do not see a need to put them in elementary schools.

- How are we preventing this? I know we are starting to catch more of these offenses, but what are we doing to prevent and educate?
  - It is part of our health curriculum, so that is one way we educate students about the dangers.
- Does the sensor have a database? Is it multilingual?
  - Yes, we can program words into it, but we're not sure about it being multilingual. We can look into it.
- Where are the sensors (which buildings)?
  - With our grant, we are purchasing 4 for each middle and high school that are part of the pilot program.
- Is it possible to tamper with the sensors?
  - It is tamper-proof - it starts to siren if it is tampered with.
- How long have they been in the schools?
  - Just this school year.
  - We are looking to join a class action suit against Juul. It's no cost to join, but school districts could receive payout for joining the lawsuit. It could provide us additional funding to combat these issues.
- Are our schools sturdy against tornadoes?
  - That is part of what that assessment looked at. In general, it's one of the safest places to be.
- I have a concern to share about pickup time. One day, the SRO saw someone was having chest pains, they had to get an ambulance out, etc. If the line had been very congested, it could have been a seriously terrible situation for the ambulance being able to get it. Have we ever looked at car circles and the safety of those areas?
  - There is a team of people looking into that (Operations Department, SROs, etc.) It's almost an impossible scenario when you think of it that way (from the perspective of an ambulance being blocked).

**Ms. Richmond's full presentation can be found [here](#).**

**Matt Slight, Director of Social and Emotional Learning, presented an update on the review cycle for the Code of Conduct.**

- Notes for improvements are made throughout the year by district leaders
- We analyze district discipline data
- Stakeholder input is collected
- All of those data are collected and reviewed to propose changes
- Timeline
  - January - principals and assistant principals submit changes
  - February - strong classroom managers are tapped to provide feedback
  - March/April - proposed changes are shared with stakeholder groups
  - May - additional input is reviewed and changes are proposed
  - June - proposed changes are presented to the school board

- Key question for review - does the current code of conduct meet our stakeholder expectations and value about student behavior while also being effective?
- Mr. Slight went through all of the proposed changes that have been shared so far. For more information about those proposed changes, please review the full slide deck.
- Feedback:
  - Middle school daughter - teacher made a comment to her about her shorts one day. It was really traumatizing to my daughter - it's hard for middle school girls when they get called out on shorts. They have long legs, sometimes they look short but they're really not. Boys don't always get the same scrutiny. Sometimes it's just one person's opinion and can be subjective. How can we make it more consistent?
  - Is it expected that parents and students are going to read this language every year and understand/interpret it?
    - The expectation is always that our families will read and understand, but we also work to educate at the building level. Administrators go through these individual offenses, particularly those that are most prevalent/important. The formatting of these offenses throughout the document is very clear so that students and families understand the offenses and the consequences.
  - The point system seemed to provide some impartiality - will we still have that in place for students?
    - We have received advice from outside counsel in special education that the point system did not always result in punishments that were proportionate with the offense (automatically getting 90 points resulted in a remandment, when the offense could have been something as minor as a tardy).
    - We track points now as a means to identify interventions. Are multiple behaviors adding up?
  - Is the code of conduct mainly for middle and high? How does it work at the elementary level?
    - We consider the developmental appropriateness more. The way you would appropriately discipline a student in Kindergarten is different from a 5th grader. They never go above - they look at what the middle school/high school offense is and they apply developmentally appropriate consequences.
  - I hear teachers (at the elementary level) say "there's nothing we can do." Does the Code of Conduct limit teachers' ability to discipline?
    - That is a misunderstanding. There are still consequences associated with those infractions. We will still refer them. The consequences may look a little different.
    - There are also differences if a student has a disability or a 504 plan. So that's a separate issue entirely.
  - Is there a different consequence if a student with disabilities is attacked?
    - The difference only applies if the infractor has an IEP or 504 plan.

- I am noticing that a lot of the infractions point to a referral of a school counselor. Does that system work? Are there any backlogs in that system? Are they overwhelmed?
  - They (the referrals) will increasingly be made optional in the next edition of the code.
- Why was school counseling taken out of specials?
  - It is reflective of that shift that counselors need to be spending more of their time responding to counselor referrals.
  - The counselor has time now to schedule, rather than it happening as a rotation. They are still getting the same amount of time, and they are spending more time with scheduled opportunities rather than those rotation times.

**Mr. Slight's full presentation about the current revisions to the Code of Conduct can be found [here](#).**