

Parent Advisory Committee

November 10, 2022

Dr. Jean-Luna Vedder delivered a Director of Schools update.

- The plan for opening Kirkwood early has gone to the County Commission, and it is now on their consent agenda for the upcoming meeting, meaning it's part of their general up or down vote.
- This vote will keep us on our 2024 timeline.
- We have decided, knowing our growth, we are going to include the additional 12 classrooms that would have been part of an expansion in future years.
- Kirkwood high school is coming along. The rezoning opt-out form has been sent. The deadline is November 18th.
- A proposal will go to the school board next week for a 5% pay raise for all school system employees. We are doing this for many reasons, but mainly to ensure our employees know their value and that we are financially competitive with Districts around us. If approved by the Board, that will actually go to the County Commission in December.
- Inclement weather planning has begun. We do have an inclement weather plan that has been approved by the school board. As proposed, our plan is very much like it would have been 5 years ago.
- There is an option for using remote days if we need to.
- If you serve or have family members that serve - thank you!

Carol Joiner, General Counsel, delivered an update on the laws that we are working to implement for this year.

- The full list of laws that have been passed and that the school system is working to implement can be found in the presentation, [linked here](#). Public Chapters referenced in the presentation are provided below:
- [Public Chapter 670](#)
 - As enacted, requires that the compensation of county school board members be included in the school district budget submitted to the county legislative body, rather than being fixed by the county legislative body; prohibits reducing a county school board member's compensation from the prior year; limits the amount of compensation paid to a county school board member to be no more than the compensation fixed for members of the county legislative body.
- [Public Chapter 1093](#)
 - As enacted, allows a teacher holding the teacher's second or third teaching permit to apply to the department of education for a limited license to continue teaching the course or subject area taught pursuant to the teacher's current temporary permit; not applicable to a limited license to teach a physical education class, a course for which an end-of-course examination is required, or a special education course; adds other related provisions.
- [Public Chapter 932](#)

- As enacted, prohibits the granting of a temporary permit to teach a physical education class, special education course, or course for which an end-of-course examination is required; authorizes endorsement exemption to a teacher to teach any course or subject area, except a physical education class or a special education course, for the 2022-2023 and 2023-2024 school years; revises other related provisions; requires the department of education to report certain information regarding endorsement exemptions and temporary permits.
- [Public Chapter 1141](#)
 - As enacted, establishes qualifications necessary to receive an occupational teaching license.
- [Public Chapter 821](#)
 - As enacted, authorizes, from July 1, 2022, to July 1, 2025, retirees who have been retired for at least 60 days from TCRS or from a superseded system administered by the state, or from a local retirement fund, to accept re-employment as a kindergarten through twelfth grade teacher, substitute teacher, or school bus driver without loss or suspension of retirement benefits if certain conditions are met.
- [Public Chapter 991](#)
 - As enacted, revises the evaluation criteria for educators.
- [Public Chapter 914](#)
 - As enacted, allows teachers to use results from benchmark assessments, including, but not limited to, state-adopted benchmark assessments or a universal screener approved by the state board of education, to measure student achievement.
- [Public Chapter 781](#)
 - As enacted, requires LEAs and public charter schools to submit the contact information of the LEA's or public charter school's child abuse coordinator and alternative child abuse coordinator to the department of children's services at the beginning of each school year; authorizes a person to report directly to the department and law enforcement when alleged child abuse involves someone who is affiliated with the school.
- [Public Chapter 841](#)
 - As enacted, clarifies that all employees working directly with students of an LEA or public charter school must complete an annual child abuse training program identified by the department of education or that meets the guidelines established by the department of children's services.
- [Public Chapter 1021](#)
 - As enacted, requires that each LEA employee who works directly with students in the LEA, instead of only teachers, be trained at least once every three years on the detection, intervention, prevention, and treatment of human trafficking in which the victim is a child.
- [Public Chapter 897](#)

- As enacted, authorizes LEAs to provide up to two days of the required 180 days of classroom instruction through remote instruction in accordance with certain criteria.
- [Public Chapter 936](#)
 - As enacted, requires LEAs to conduct remote learning drills; requires that teacher training programs provide instruction on strategies for virtual instruction to candidates seeking a license to teach or a license to serve as an instructional leader.
- [Public Chapter 960](#)
 - As enacted, enacts the "School Safety and Removal Act;" authorizes alternative schools and alternative programs to provide remote instruction to students attending the school or program.
- [Public Chapter 367](#)
 - As enacted, requires, if an appeal of a mandatory retention in third grade based on a student's scores on the ELA portion of the student's TCAP test is filed, it must be filed by the student's parent or guardian; requires an LEA or public charter school to include information about third grade retention in information the LEA or charter school must send to a student's parent upon determining that the student has a significant reading deficiency.
- [Public Chapter 979](#)
 - As enacted, revises various provisions relative to computer science education.
- [Public Chapter 1080](#)
 - As enacted, establishes the grading scale that must be used to assign letter grades to students enrolled in grades nine through 12 for purposes of reporting students' grades for postsecondary financial assistance; specifies that the state board or an LEA may develop a grading system for purposes other than reporting students' grades for postsecondary financial assistance.
- [Public Chapter 744](#)
 - As enacted, enacts the "Age-Appropriate Materials Act of 2022"; requires each public school to maintain, and post on the school's website, a list of the materials in the school's library collection; requires each local board of education and public charter school governing body to adopt a policy to establish procedures for the development and review of school library collections.
- [Public Chapter 1137](#)
 - As enacted, expands the membership of the state textbook and instructional materials quality commission; requires the commission to issue guidance for LEAs and public charter schools to use when reviewing materials in a library collection; creates other duties in regard to library collections.
- [Public Chapter 1002](#)
 - As enacted, redefines "obscene" to include material that has educational value; makes various changes to the internet acceptable use policy LEAs are required to adopt; enacts requirements governing providers of digital and online resources; enacts and revises other related provisions.
- [Public Chapter 909](#)

- As enacted, requires the commissioner of education to withhold a portion of the state education finance funds that an LEA is otherwise eligible to receive if the LEA fails or refuses to determine a student's gender, for purposes of participation in school sports, by the student's sex at the time of birth; exempts an LEA that fails or refuses to determine a student's gender, for purposes of participation in school sports, by the student's sex at the time of birth if the LEA's failure or refusal to do so is required by a court or other legally binding order.
- [Public Chapter 1005](#)
 - As enacted, prohibits males from participating in public higher education sports that are designated for females.
- [Public Chapter 959](#)
 - As enacted, requires that high school students be taught about the virtues of capitalism and the constitutional republic form of government in the United States and Tennessee, as compared to other political and economic systems such as communism and socialism, as part of the social studies curriculum.
- [Public Chapter 1075](#)
 - As enacted, establishes certain requirements to be followed if a state governmental entity or an LEA receives a complaint from a person who alleges that antisemitism has occurred on the premises of a public school serving any of the grades K-12, or through electronic outreach from a public school serving any of the grades K-12.
- [Public Chapter 878](#)
 - As enacted, removes authority of the department of safety to deny a license to a minor for unsatisfactory academic progress; retains provisions for denial of a license, with certain exceptions, to a minor when the person is a student who is not enrolled in school.

Questions:

- What if the 3rd grade scores do not come back in time? We also have not counted these scores for several years, so how can we be sure they will ultimately be used?
 - We are communicating that concern with the state, because that is one of the major concerns that we have highlighted for the state.
- This is what you are bound to now?
 - Yes, we are bound to the standards set in this law currently. If the law changes, then we will adapt our practices to be in compliance with that.
- Why can't a child use their universal screener data, if teachers are allowed to do that very same thing in their evaluations?
 - That is a concern that we have escalated to the state, as well.
- What about third graders who have been retained before?
 - Tentatively, we will say that elementary school students cannot be retained more than once. That is our understanding.
- What are we doing from a mental health standpoint to ensure students do not feel overwhelmed, anxious, etc. due to the pressure that they may feel in that environment?

- I cannot answer that question specifically, but I will ensure that question gets escalated to our Instruction Team.
- What does the practice testing look like?
 - I cannot answer that question specifically, but I will ensure that question gets escalated to our Instruction Team.
- When you look at the academic data, how many of our students are on track/approaching?
 - I cannot answer that question specifically, but I will ensure that question gets escalated to our Instruction Team.
- There are several capacity issues already, it's concerning to think about how this may influence the way capacity looks at our third grade.
- How is tutoring going into our preparation for this law?
 - I cannot answer that question specifically, but I will ensure that question gets escalated to our Instruction Team.
- What does the legislature mean by computer science?
 - That will be defined more clearly by the legislature.

***Based on the questions above, Dr. Huff is going to request members of the Instruction and Curriculum Department come to deliver an update for families at the next Parent Advisory Committee.**

Elizabeth Vincent, Director of Continuous Improvement, delivered information about the draft 2023 Legislative Priorities for CMCSS.

Mrs. Vincent is typically the notetaker for presentations, so there are no notes for this portion of the meeting. The full presentation can be accessed [at this link](#), and a summary of the legislative priorities as approved by the Board of Education are listed below:

2023 CMCSS Legislative Priorities:

Maintain Board-Appointed Directors of Schools.

The practice of Board-employed Directors of Schools promotes greater collaboration between a Board and a District, allows Districts to recruit high-quality candidates to their Director of Schools positions, and is considered a best practice across the nation. The Clarksville-Montgomery County Board of Education supports Board-employed Directors of Schools and urges the General Assembly to reject any proposals that would lead to the election of school superintendents in this state.

Maintain Local Decision Making for School Calendars.

Each Board of Education should be responsible for designing its own calendar based on what is best for the community served.

Extend Tuition Fee Waivers to Classified Staff and Current School Board Members.

Providing local school districts with as many tools necessary to retain its employees is essential during the current labor climate. The Clarksville-Montgomery County Board of Education supports the granting of a 25% tuition discount to Tennessee public universities and community colleges for dependents of full-time classified employees who have been employed with a school district for at least 5 years and sitting School Board Members.

Protect the Professional Educators Collaborative Conferencing Act (PECCA).

PECCA requires collaborative conferencing on salaries and wages, insurance, fringe benefits, leave, grievance procedures, payroll deductions, and working conditions. The current policy allows the Board to address these matters according to Board policy. The Clarksville-Montgomery County Board of Education supports the Professional Educators Collaborative Conferencing Act (PECCA) as currently written.

Provide Flexibility to Districts to Alleviate Critical Shortage Areas.

The Clarksville-Montgomery County School System has implemented several innovative models for recruiting qualified teachers to classrooms to ensure a high-quality education for students. However, the current shortages that the District is experiencing as a result of fewer candidates enrolling in teacher preparation and the immense growth of our region have presented unprecedented challenges to recruitment efforts. The Clarksville-Montgomery County Board of Education urges the General Assembly to explore any options available to provide flexibility to districts as they work to fill classrooms not only by recruiting new candidates to the field but also by reducing barriers for current employees to become qualified for critical shortage areas.

Ensure Equitable and Adequate School Funding.

In the inaugural year of receiving funding calculations aligned to the Tennessean Investment in Student Achievement (TISA) funding formula, the Clarksville-Montgomery County Board of Education urges the General Assembly to ensure that Tennessee will continue its historic investments in K-12 public education and invest fully in each of the components of the TISA formula. CMCSS also believes that the General Assembly should invest more money dedicated specifically toward allowing districts to increase the amount of School Resource Officers in buildings.

Allow the Use of Multiple Measures to Implement the Third-Grade Retention Law.

A student's ability to read proficiently at the end of 3rd Grade is an incredibly important academic milestone, and the Clarksville-Montgomery County Board of Education certainly recognizes the importance of those proficiency levels. However, the current requirement in the 3rd Grade Retention Law from the 2021 Special Legislative Session to base retention decisions primarily on 3rd-grade TCAP scores prevents districts from working with families to make those decisions

based on a student's full range of data available on his/her literacy abilities. The General Assembly should ensure that Districts have the flexibility to use multiple indicators beyond TCAP Assessment data to determine retention plans for students.

Clarify Expectations for Teachers Under the Age-Appropriate Materials Act.

The implementation of the Age-Appropriate Materials Act presented some challenges for local districts in how broadly the requirements of the law were meant to be applied. The General Assembly should clarify expectations for teachers and classroom libraries under the Age-Appropriate Materials Act to reduce burdens on classroom teachers' abilities to ensure students have access to high-quality reading materials.