

## Parent Advisory Committee

February 9, 2023

### Dr. Huff began the meeting.

- We have three new parent representatives joining us (from New Providence, Woodlawn, Cumberland Heights, and West Creek Elementary).
- Question - are there parameters that we abide by as we express things to our constituents from the notes?
  - You are welcome to continue sharing as you have been - we do not share anything in these meetings ahead of our Board.
  - If you get questions about things, they are typically things that we are getting questions about as well.
  - Always feel free to share those questions with us, or reflect any feedback you get in the Question of the Month format.

### Dr. Luna-Vedder shared a Director's Update.

- We have been celebrating teachers of the year the last few weeks. Our finalists this year are from Burt Elementary, Kenwood Middle, and Northwest High.
- Open enrollment is still going on until February 16th. This includes all of our schools of choice and any schools that have open space.
- The joint land acquisition committee has continued to meet. After the Kirkwood complex is completed, we do not have any other land, so we are working to purchase some land and we are getting closer to identifying space that would work (likely for another elementary school).
- We are focusing heavily on employee retention. We have been spending a lot of time working on retention strategies and ensuring that we are the best district to work in in Tennessee.
- **Questions: What is Middle College?**
  - Current 10th graders have the opportunity to apply. It's located on APSU for Juniors and Seniors, and they take increased dual enrollment where they can graduate with an associate's degree at no cost.
  - TCAT is similar, but will provide students a certificate for a technical certification.
- **Do those programs have capacity? Do we tend to hit that capacity?**
  - Typically middle college does. Historically we have not hit our capacity at TCAT, but we tailor that program to students who academically may not be the highest-performing, so we typically do have capacity at TCAT.

### Dr. Kimmie Sucharski delivered an update on TNReady/TCAP and ESSA

- TNReady is the state assessment that we deliver as part of TCAP. End of Course assessments are taken at the high school level.
- Dr. Sucharski shared the assessment calendar.
  - WIDA Access - February 13 - April 3
  - ACT - March 21
  - TCAP MSAA - March 13-April 28

- TCAP Achieve and End of Course:
  - 3-5 ELA, Math, Sc paper-pencil (April 17-May 2)
  - 6-8 ELA, Math, Sc and SS Computer based (April 17-May 2)
  - High School (April 17-May 2)
- Our assessment laws are based on those requirements at the federal level. One of these rules is that the District has to have a 95% participation rate in the assessment. If you do not get that participation rate, the federal funding you receive is at risk.
- Advanced placement:
  - Those are paper and pencil tests.
  - They have to score a 3,4,5 to obtain college credit
- Parent Access to Data:
  - You always have access to your child's data on the state website. There are two years of data already in there, and it includes information about your child's strengths, areas where they can improve, etc.
- AMO Context for 2022-2023:
  - The state has not released what we are working toward on our Annual Measurable Objectives. The state has received new federal guidance they are working to comply with.
  - That does not stop us from setting goals. We know that we need to be increasing 2-5% across all of those academic areas, reducing chronic absenteeism, etc. But we do not know what our targets are.
- Dr. Sucharski shared all of the indicators that are used to determine district-level and school-level accountability. This information is accessible on Dr. Sucharski's slides.

### Questions:

- Is there any talk of moving away from AP more toward dual enrollment? Is there an advantage to one over the other? It feels trickier with the AP.
  - We have talked about this for a long time; in a lot of times, the AP course is the first opportunity where students can get exposure to that level of rigor that is in a college class. The AP class is a chance to have the college rigor without the structure of a college class, because that can be a challenge for a student who does not have the experience of college (first generation students, for instance).
  - Matt Slight: I would recommend doing both. They provide different experiences.
- How does 3rd grade retention factor into this?
  - There are some nuances - appeal opportunities, local data, etc. - but we are working to operate under the current expectations of the law, which is that students who are not proficient on ELA TCAP in 3rd grade must attend tutoring, summer school, or both in order to be promoted to the 4th grade.
  - There are several proposals in the legislature to address this. We are waiting to see how they ultimately decide to respond.

Dr. Sucharski's full presentation can be accessed [here](#).

**Matt Slight presented the current state of the Code of Conduct Review**

- Our code of conduct is a living document that we review and refine every year.
- We know that students are very different from how they have been in years past. The rate of change in our students is exponential. Our world is changing at a rapid pace, and the challenges students face are different. We have to adapt our expectations to ensure they continue to be high and also meet students' needs.
- Mr. Slight shared the overview of feedback collection for the code of conduct. This information is included in his slides.
- We want to ensure that we are responding to behavior the right way - when a student cannot do math, we teach. When a student cannot behave, we punish. We have to figure out ways to respond to those behaviors so that students' cannot disrupt learning, but also receive the support they need to learn.
- We need to ensure our teachers have the support and encouragement they need to support students too, so they don't feel unsupported.
- Mr. Slight walked through the consequences that are in the code of conduct and the categories.
- What did the data tell us from our survey?
  - The code of conduct needs clarity, consistent application, and student accountability.

#### **Questions:**

- I think that's too much to ask of teachers. As a parent, I am frustrated when my students' learning gets interrupted. Can we provide more resources that allow students to get the support they need?
  - We have worked to provide some of those things in the budget; social workers, psychologists, etc.
  - We have also been working with the Sheriff's department to ensure we can put as many SRO's in our schools as possible and provide that support.
- What supports are there for families?
  - Strengthening families program - brings together a cohort of families for a 12-week program to build their skills at responding to the behavior they see in their children. Helping to create more supportive home environments.
    - We are also scaling that program to more schools.
  - It's about helping families be prepared for that escalation, similar to how we are helping teachers.
  - What we are talking about here is not intervention in lieu of consequences - it's intervention with consequences
- The perception is that behavior is getting worse and worse, what do the data say?
  - The data are in alignment with that perception. But it's not just us - that's everywhere. That's why this work is so critical.
- What classifies as abuse for teachers? I know of this situation where a student was incredibly disrespectful, and the student was allowed to come back to class the next day.
  - There are a lot of things that go into that - holding students accountable when there are diverse needs, discretion at the teacher level, etc. can get complicated.
- What laws are around behavior? Is it as similar as academic expectations?

- There is more than what we've seen before. A lot of the thoughts are shifting more toward behavior and how we can meet those needs, along with the academic needs of students.
- I learned yesterday - behavior is communication. When kids misbehave, they're trying to tell you something. My personal experience has been with a girl on a bus having problems. She was experiencing some trauma, and that's what our kids are all dealing with right now. I feel like our school system is taking baby steps on providing these supports, but are we being proactive enough to give those supports.
  - We are using data to try and catch those aspects where students are in need of supports.
  - We also have to talk to each other. If you find out a student is struggling, we have to communicate with principals, administrators, etc. so people can get support.
- How can we give students some in-between support between the teacher and the SRO? Is there a person who can be a mentor, that's not enforcement, that's not the teacher, etc. who can provide some of that support?
  - We are working to provide those kinds of support - we have more mental health supports now than we've ever had before. We know there is probably more we can put in, and we are working to put as much in as we can.

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