

**Teacher Advisory Council  
Meeting Minutes  
01-23-2020**

**Present:**

**Bob Thomas-Superintendent  
August Askins-Holston Middle  
Elishia Basner-West Hills Elementary  
Dave Brooks-Adrian Burnett Elementary  
Megan Christian-Bearden High  
Paula Hancock (representing Tanya Coats)-KCEA  
Amy Cox-Halls Elementary  
Rachel Evans-South-Doyle Middle  
Sherry Fischbach-West Valley Middle  
Anthony Hancock-Bearden Middle  
Tiffany Holmes-Lonsdale Elementary  
Doug James-Austin East High  
Michelle Keaton-Paul Kelly Academy  
Whitney Parson-Farragut High  
Lynn Shuryan-Norwood Elementary  
Laurie Smith-Cedar Bluff Elementary  
Michelle Staal-Northwest Middle  
Ali Umbarger-Sunnyview Primary**

**Not Present:**

**Natalie Dowling-Carter High  
Lucius Irvin-South Doyle Middle  
Stephanie Lewis-Gap Creek Elementary  
Stacey Reece-West High**

**Guests:**

**Carly Harrington-Communications Director  
Janice Cook-Director of School Culture  
Keith Wilson-Director of CTE**

**Welcome**

- Superintendent Thomas welcomed members and guests
  - Discussed process for deciding when to cancel school due to illness.
    - Daily monitoring of attendance numbers
    - Daily monitoring of staffing fill rates
    - Frequent consultation with Health department
  - Teachers shared attendance related issues at their schools.
    - Shortage of substitutes resulting in classes being divided
    - Some bus routes running behind schedule due to bus drivers out ill
- Superintendent Thomas briefly discussed upcoming budget
  - Governor Lee's State of the State address will help with a more specific breakdown.
  - BEP and local revenue looks positive
  - Budget permitting, salary increases are a priority for next year. The goal continues to be for KCS to be in the top 20% of districts in teacher salary.
- PECCA report by Paula Hancock
  - MOU agreement includes language for a 4% increase provided that budgeting resources are adequate.
  - Changes have been made to the way state compares salaries, so the goal has been changed to Top 20 by 2024.
  - Intensive Assistance Program (IAP) will see some changes as a revised process to help staff to meet goals is being created.

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**Continuation of Grade Band Discussions of future agenda items**

- TAC Members met in grade band groups to discuss and plan for future TAC meeting agendas.
  - **Elementary Group:**
    - Textbook adoption and how it pertains to upcoming budget and selection criteria
    - Training for new series? Timely-well before school starts?
    - Help in schools for behavior issues?
    - Cultural competency→can that money be used more effectively? For example, more help in schools for behaviors?
    - Criteria for IAP- How does a teacher end up there? What is procedure to help teachers to improve? Who is helping teachers? Where does the funding come from?
  - **Middle School Group**
    - Disparities in Education at Middle School level
      - What is being done to address the low number of minority groups having access to honors / advanced classes?
    - What happened to Honors Academy?
      - Honors Criteria – High School may want to look at the Disciplinary Core Idea (DCI) scores from the TNReady and align to what is offered at high school.
    - Social / Emotional – trainings and support for teachers and staff, funding, programs and training for more teachers in TCI
  - **High School Group**
    - Fine Arts Funding
      - Choral Music, Instrumental Music, and Dance
      - Fine Arts Curriculum
      - Challenges for vertical alignment
    - Consistency of TEAM or Tiger Evaluation
    - ESPO (Early Post-Secondary Opportunities)
      - Consistency / Staffing
    - Facility / Community Areas
      - Crosswalks
      - Age of Facilities and Upgrades
    - Fundraising
      - Posted list of approved and non-approved vendors
      - Expedited approval to provide time to pursue different venues

**Keith Wilson Presentation of CTE and revised Perkins Plan**

- Mr. Wilson presented a handout and information on transition to Perkins V for Career and Technical Education
  - Strengthening Career and Technical Education for 21<sup>st</sup> Century
    - Expanded grade focus to begin at 5<sup>th</sup> grade
    - Career awareness, exploration and planning
    - Advisement for students and parents in helping students find career areas for which they are most suited
    - Sharing information about available career and educational opportunities
    - Aligning students with high demand, high salary careers

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- Comprehensive Local Needs Assessment
  - Identify areas of strengths, weaknesses or gaps in CTE system and programs of study
  - Involve stakeholders and partners
  - Implementation of local action plan
- Accountability to state
  - Yearly monitoring of use of resources
  - Ensuring all groups of students are being served
- Role of Advisory Councils have shifted in Perkins V
  - Ongoing consultation with LEA
  - Membership expanded to include
    - teachers
    - local business owners and employees
    - secondary teachers and administrators
    - post-secondary teachers and administrators
    - CTE education representatives
    - career and academic counselors
    - specialized instructional support staff
    - workforce development boards
    - parents and students
    - representatives from special populations
    - representatives of agencies serving children and youth who may be out-of-school, homeless, at-risk, or incarcerated
    - representatives of Indian tribes and tribal organizations
  - WBL (work base learning) courses expansion to include health science, clinical experiences, speakers, field trips and work experience opportunities
- Request for Participation
  - TAC members weigh in and give feedback regarding ways CTE can be beneficial
  - Participation in upcoming survey
  - Consider additional opportunities to participate in other advisory meetings and convenings as plan is developed
- Questions and Answers:
  - Do all high schools offer CTE courses?
    - CTE classes are offered at all high schools. There are 16 recognized career clusters. Not all classes are offered at each high school
  - What is the average retention rate of CTE teachers? Is there a focus at the state level on offering incentives?
    - Recruiting and retention of CTE teachers is a challenge. In many cases, the pay for teachers is at a lower rate than that of trade industries.
    - Trade professionals must earn a teacher's license in order to teach. This requires an investment of tuition cost and time by the individual.
  - Would it be possible to offer a sample elective course where students may experience several different types of electives over a semester before choosing an elective pathway?
    - Middle School career exploration is available in some schools.

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- Comment: With limited credit flexibility students are at a huge disadvantage when they start along an elective path, then learn it is not within their skill or interest set.

### **Janice Cook continued the November council meeting discussion of teacher and student support**

- Ms. Cook presented a handout, then opened the floor for Q&A discussion
  - Is TCI just going over the common-sense practices an experienced teacher should already know?
    - TCI Crisis Intervention training is a 3-day course which teaches 9 steps of interventions to be used to match level of student behavior.
      - Helps staff learn things to consider when dealing with a child
        - Ms. Cook presented a demonstration of trauma informed process using a raw, a boiled, and a plastic egg to represent degrees of resiliency and fragility of students
      - Mandates require trauma informed discipline practices.
      - Staff learns how to evaluate whether the student needs to learn social and personal competency, or if there are other issues which need to be addressed.
      - School is a place for students to have the opportunity to learn that there are consequences to poor choices, but students still need to be taught how to make correct choices so that they can learn.
      - The last step in the process teaches methods to safely hold a child to avoid injury to the student and the teacher while de-escalating the situation
  - What do we offer to help in supporting staff?
    - A cultural support team including a psychologist, social worker and school counselors is available
  - How do we support teachers experiencing trauma? How do we encourage teachers experiencing a traumatic semester/year to return?
    - It is important to look at students and staff to learn what specific kind of support is needed
  - Suggestion: assessing or surveying teacher needs and feelings as well as the affects a traumatic year has on their overall wellness would be helpful.
    - There is not a current plan for a survey, but having a team to relate to, and a support team that can walk beside the teacher without judgement is a goal.
    - Teachers with shared experiences who have found success in using the strategies should be teaming and offer a morale boost of those who are facing challenges.
    - Micro-team of experts in specific skills to support and help where needed
    - Mobile teams to target in specific need classrooms and schools to put a plan in place.
    - LCSW onboarding from a private practice hired through grant funds will walk beside and help teachers to prepare a plan.
    - Partner with people to help them learn how to think differently in the classroom.
  - Are colleges considering these issues in their teacher licensure programs?
    - There is still a lot of work to be done and legislative changes will push toward it.
  - A member pointed out the need for cultural sensitivity in the training methods and in the classroom.

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**Superintendent Thomas-Wrap Up**

- Items will be planned for February agenda based on grade band discussion and notes.

❖ **Next Meeting-Thursday, February 27, 2020**