

DEO Virtual Community Meeting

December 10, 2020

knoxschools.org/deo

Welcome

Superintendent Bob Thomas

Rosa Mar and Tomma Battle, co-chairs

Shannon Jackson

Executive Director of Teaching and Learning

Fall 2020 Enrollment

	In-person	Virtual
Elementary	68.5% (17,658)	31.5% (8,103)
Middle	63.6% (8,721)	36.4% (4,997)
High School	68.9% (12,953)	31.1% (5,852)
Total	67.5% (39,332)	32.5% (18,952)

** As of 9/4/20. Students without an official virtual learner designation on that date are excluded from the reported totals.*

Spring 2021 Enrollment

	In-person	Virtual
Elementary	81% (20,728)	19% (4,844)
Middle	74.4% (10,135)	25.6% (3,486)
High School	75% (13,889)	25% (4,629)
Total	77.5% (44,752)	22.5% (12,959)

Student Demographics (Largest TN Districts)

	Metro Nashville	Hamilton	Knox	Rutherford	Shelby	State	KCS Rank (Highest to Lowest)	Higher/ Lower than State Avg
Student Enrollment (2019)	81,407	44,376	59,224	45,579	106,377	973,659	3	N/A
Economically Disadvantaged	44.3%	35.4%	27.6%	20.7%	59.8%	34.9%	4	L
Students with Disabilities	13.0%	12.8%	13.7%	9.3%	11.5%	13.5%	1	H
English Learners	16.8%	6.2%	4.8%	6.4%	7.4%	4.6%	5	H
Chronically Absent	16.0%	12.7%	15.8%	8.9%	18.4%	12.5%	3	H

National Perspective

NAEP 2019 / The Nation's Report Card

4th Grade Math

- Highest-performing jurisdiction is DoDEA with 54%.
- Minnesota is second with 53% performing at or above grade level
- National average is 40%
- Tennessee average is 40%

4th Grade Reading

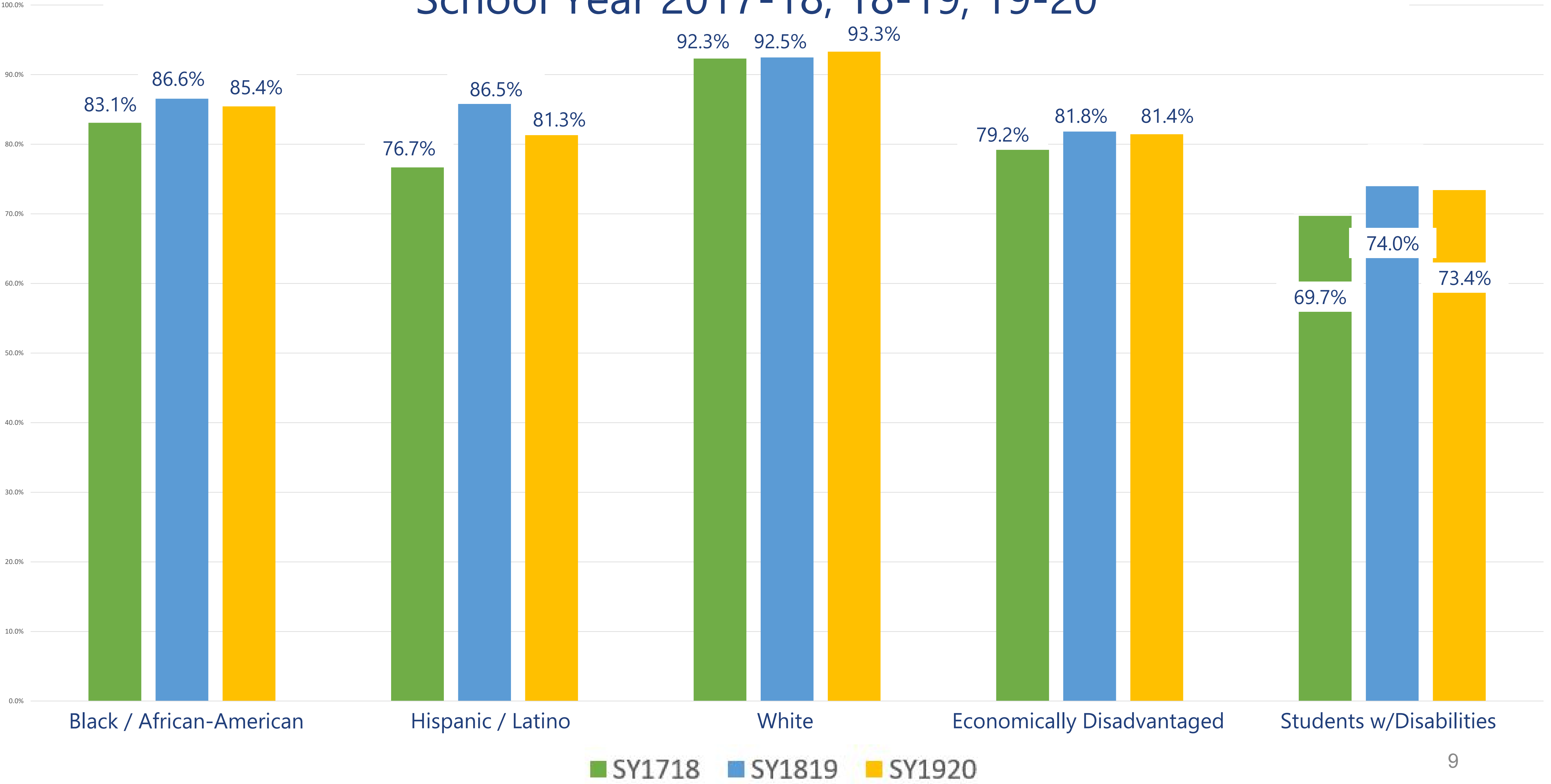
- Highest-performing jurisdiction is DoDEA with 49%.
- Massachusetts is second with 45% performing at or above grade level
- National average is 34%
- Tennessee average is 35%

Student Achievement

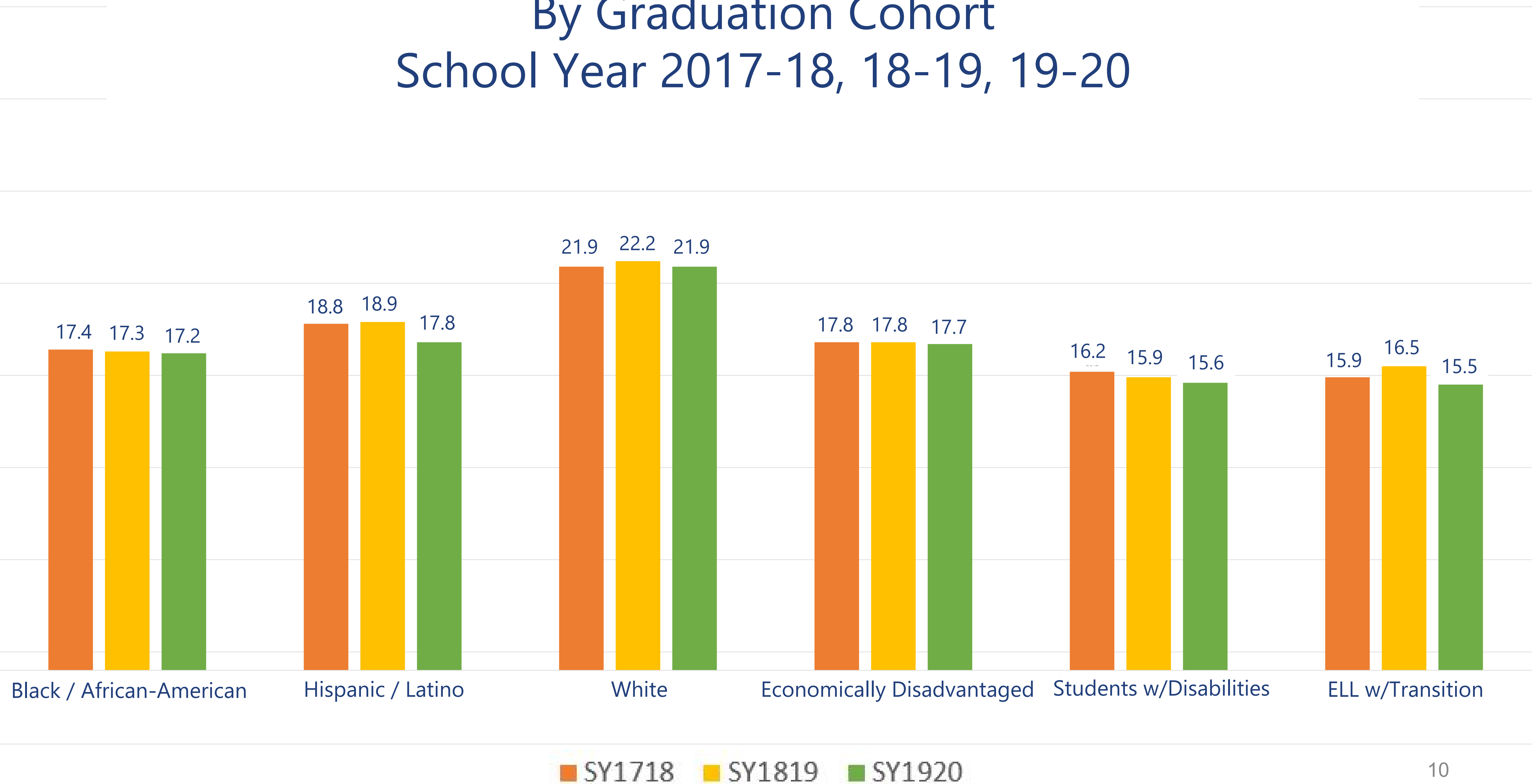
	Metro Nashville	Hamilton	Knox	Rutherford	Shelby	State	KCS rank (Highest to lowest)	Higher / Lower than State average
% of Students Proficient	26.4%	37.0%	39.4%	41.8%	22.7%	36.4%	2	H
Mathematics	26.1%	38.8%	37.7%	41.9%	23.8%	37.0%	3	H
English Language Arts	26.1%	34.1%	40.1%	40.5%	21.2%	34.9%	2	H
Social Studies	24.9%	39.5%	46.5%	46.9%	22.0%	38.7%	2	H
% of 3rd Grade Reading Proficient	28.8%	36.1%	40.2%	40.0%	22.8%	37.1%	1	H
Graduation Rate (4 years)	80.2%	86.6%	89.8%	95.6%	79.2%	89.1%	2	H
Ready Graduate	29.7%	37.2%	48.7%	48.7%	19.6%	40.3%	1	H
ACT (Avg. Composite)	18.5	19.6	21.1	20.8	17.5	20.0	1	H

KCS Graduation Rate By Subgroup

School Year 2017-18, 18-19, 19-20

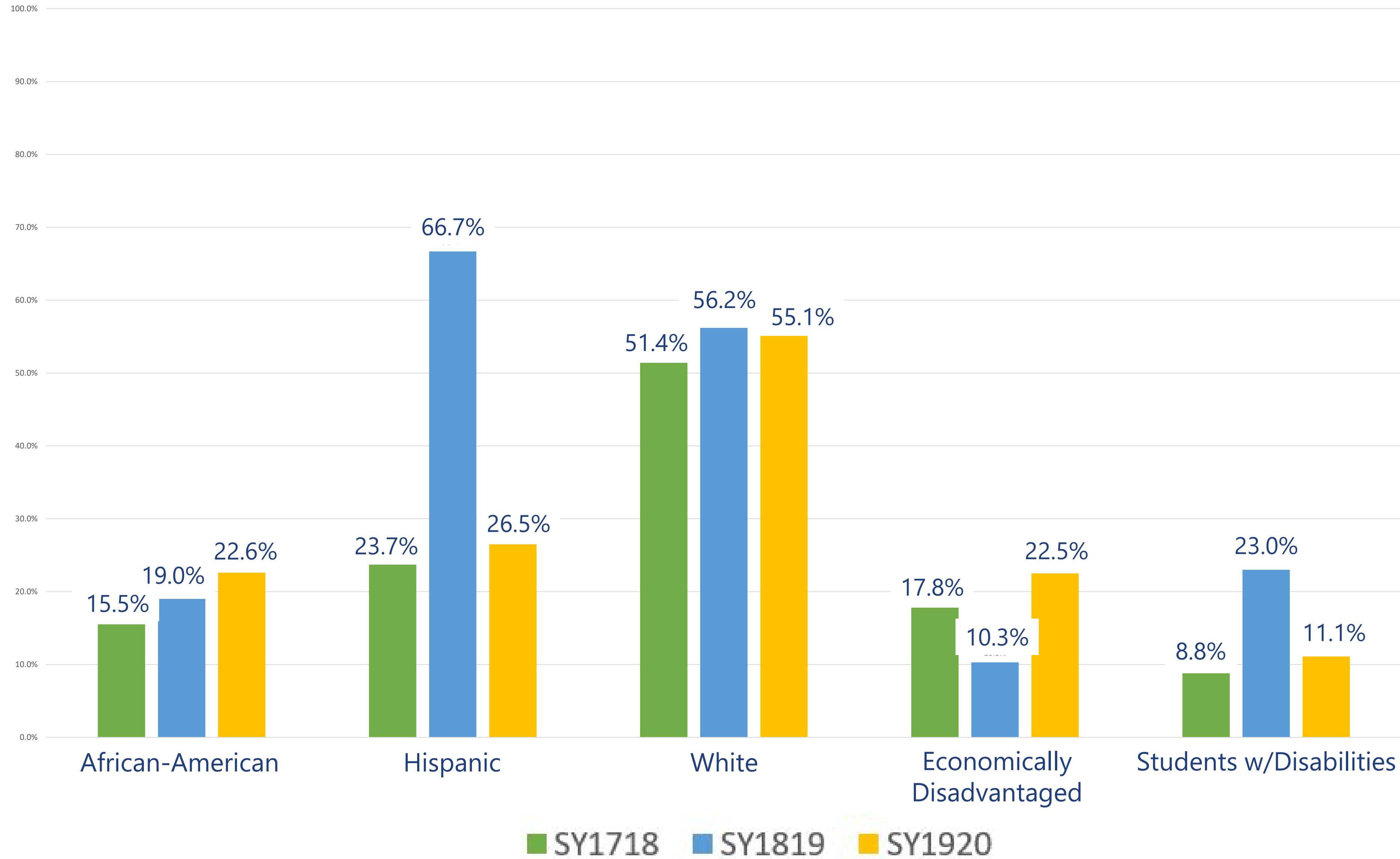


KCS Mean ACT Composite By Graduation Cohort School Year 2017-18, 18-19, 19-20



KCS Ready Grad By Subgroup

School Year 2017-18, 18-19, 19-20



Ready Graduate Indicator

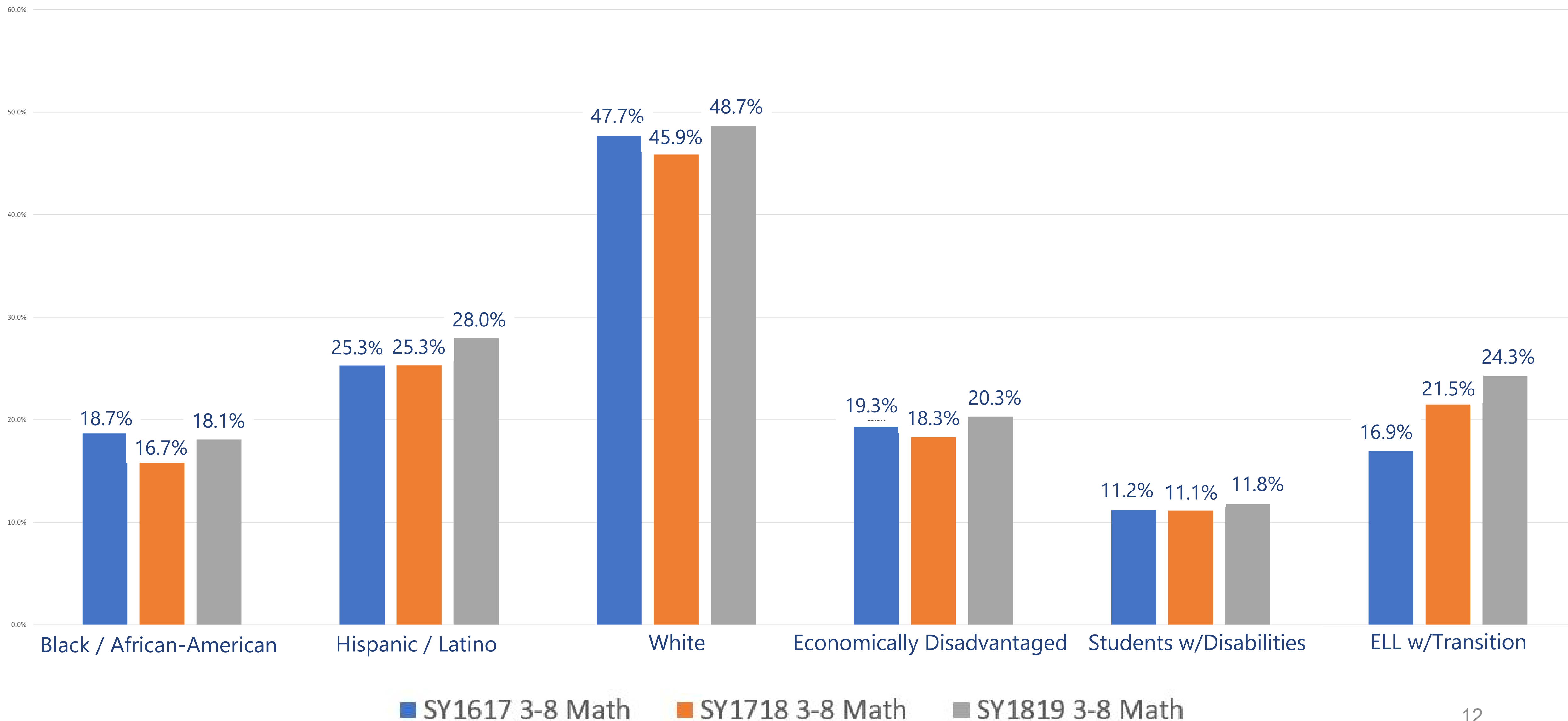
- ACT score of 21+ ***OR***
- 4 EPSOs
- 2 EPSOs and Industry Certification w/in CTE program of study ***OR***
- 2 EPSOs + 31 on ASVAB AFQT

EPSO – Early Post Secondary Opportunity

ASVAB - Armed Services Vocational Aptitude Battery

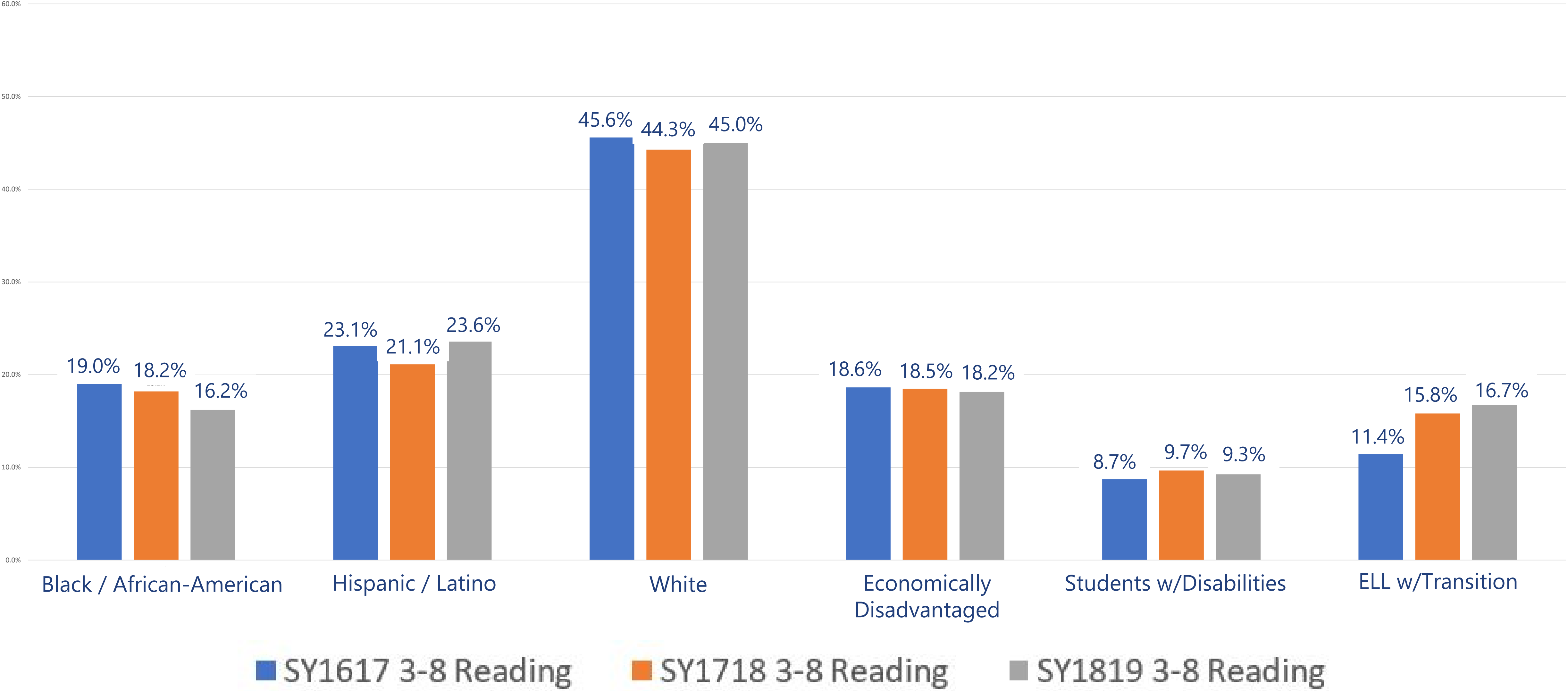
KCS 3rd-8th Grade Math By Subgroup

Percent "On Track" or "Mastered"



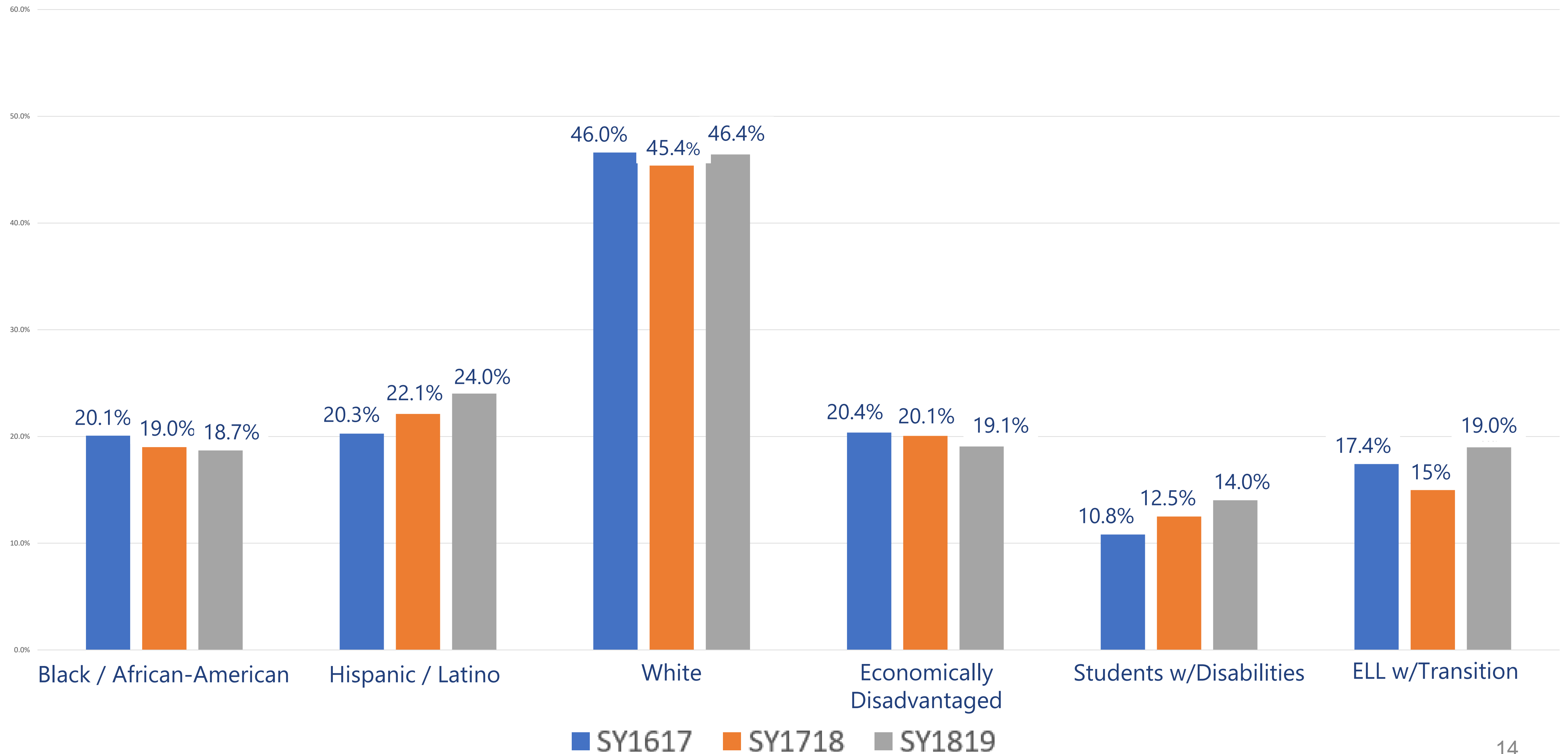
KCS 3rd-8th Grade Reading By Subgroup

Percent "On Track" or "Mastered"



KCS 3rd-Grade Reading By Subgroup

Percent "On Track" or "Mastered"



Instruction

Every school year, elementary students are grouped based on how they are performing at any given time. This process is especially heightened this year as teachers work to identify and close learning gaps in various subjects from last spring.

- Differentiated small-group instruction after whole-group instruction to reinforce, remediate, or enrich
- Core extension work is differentiated for readiness (30-45 minutes daily)
- Gifted and Talented Coaches support students in classrooms and small-group settings
- Students needing specific support have additional small groups: Intervention for reading and math, English-language services, Special Education services

Current Elementary Participation: Response To Instruction and Intervention (RTI²)

Reading

- Tier II – Mild intervention, +362 over last year
- Tier III – More intense intervention, +258 over last year

Math

- Tier II is +151 over last year
- Tier III is +64 over last year

Interventions are small-group, specific to the student's deficit area, and scheduled during the school day for 30-45 minutes depending on the student's required intensity level. The students take a progress monitoring assessment every two weeks, and RTI² school teams meet to review student progress every 4.5 weeks.

Increased Rigor in Tier I

GRADE 4 MODULE 1

A Great Heart

Invite students to examine the complexity of the human heart. Not only is it a biological wonder, it is also a symbol of human caring. What does it mean to think with our hearts? How do people demonstrate “great heart? What can we do to have healthy hearts?

Core Texts

- *The Circulatory Story* (I)
by Mary K. Corcoran
- *Love That Dog* (L)
by Sharon Creech
- *The Clinic of Dr. Samuel D. Gross* (Art)
by Thomas Eakins

L = Literary text
I = Informative text



**WIT &
WISDOM™**
MORE MEANINGFUL ENGLISH

**Benchmark
ADVANCE**

ENGLISH ELA/ELD

Groundwork – Previous 5 Years

Advanced Academics	Curriculum Review	Early Literacy	Equity in Course Offerings
Goal: Parity between overall school enrollment and sub-group enrollment, leading to success rate on post-secondary credit earned.	Goal: Review curriculum for windows and mirrors to various cultures and to ensure positive representation of cultures is included in the curriculum	Goal: Safeguard early literacy learning through evidence-based instruction, identify students who need additional help early, intervene and release	Goal: Identify barriers to course offerings and find district-wide solutions
Strategy: Study schools that have higher subgroup participation in advanced academics than others and learn about their strategies; Middle School Honors Academy (54 middle school teachers)	Strategy: Pilot a vetted curriculum (<i>Wit and Wisdom</i>)	Strategy: Adopt K-12 ELA curriculum that supports early literacy foundational skills and has a knowledge build in readings and tasks.	Strategy: Build QuEST Traditional with course offerings that students across the district want to take but do not have access to in their master schedules.
Persons Directly Responsible: Shannon Siebe, Heather Casteel, and Christy Seals	Persons Directly Responsible: Linda Barnes and Janet Sexton	Persons Directly Responsible: Linda Barnes and Janet Sexton	Persons Directly Responsible: Theresa Nixon and Cheryl Sheridan

Current Work

EPSO (Early Post-Secondary Offerings)	Curriculum Revision	Literacy
Goals: Align EPSO offerings with students’ interests and aptitude through strategic and individualized counseling; Develop skills and vision for EPSO participation in grades 6-8.	Goal: Review US History for inclusion, update primary sources, and develop skills to research lines of inquiry	Goal: Recover lost learning and continue to train teachers in the Science of Reading; systematically assess, intervene, adapt, enrich to solidify the foundational reading skills; develop the knowledge of the world with a knowledge-building curriculum
Strategies: YouScience and Pre-ACT to guide counseling, piloting Freshman Seminar Middle School Framework for developing EPSO identity (IB, Pre-AP, launching Cambridge)	Strategies: Professional Development with UTK History Department for US History teachers; African American History teacher and LatinX teacher crosswalk with US History course	Strategies: Train teachers throughout the year using their student work as the foundation for decision-making; demonstration classrooms; new curriculum (budget shortfall has impacted this) We have four elementary schools in Year 2 of <i>Wit and Wisdom</i> for grades 3-5.
Persons Directly Responsible: Shannon Siebe, Christy Seals	Person Directly Responsible: Katherine Petko	Person Directly Responsible: Janet Sexton

Data for Early Post-Secondary Opportunities

				Percentage of EPSO Credit by Year			
High School Demographics SY2021				2017	2018	2019	2020
American Indian	0.35%		American Indian	0.39%	0.39%	0.37%	0.30%
Asian	3.00%		Asian	7.61%	6.93%	6.94%	6.47%
Black	15.49%		Black	6.71%	9.48%	8.41%	8.64%
Hispanic	10.11%		Hispanic	3.80%	4.69%	5.03%	6.08%
Pacific Islander	0.19%		Pacific Islander	0.42%	0.49%	0.46%	0.25%
White	70.85%		White	81.07%	78.02%	78.79%	78.26%
Economically Disadvantaged	19.16%		ED	7.79%	13.46%	14.50%	17.43%
Non-Economically Disadvantaged	80.84%		Non-ED	92.21%	86.54%	85.50%	82.57%
Students With Disabilities	13.1%		SWD	0.75%	3.53%	3.64%	5.00%
Non-Students With Disabilities	86.9%		Non-SWD	99.25%	96.47%	96.36%	95.00%

Advanced Placement (AP)
 International Baccalaureate (IB)
 Cambridge

Industry Certifications
 Dual Enrollment
 ASVAB

Early Post-Secondary Opportunities Offered at Each School

School	AP	Dual Enrollment	IB	National Industry Cert	Statewide Dual Credit
AUSTIN EAST HIGH SCHOOL	7	1		5	3
BEARDEN HIGH SCHOOL	21	14		19	1
CAREER MAGNET ACADEMY AT PELLISSIPPI ST		32		2	
CARTER HIGH SCHOOL	7	4		9	
CENTRAL HIGH SCHOOL	21	14		14	1
FARRAGUT HIGH SCHOOL	31	8		17	
FULTON HIGH SCHOOL	13	5		15	3
GIBBS HIGH SCHOOL	13	14		14	
HALLS HIGH SCHOOL	15	14		26	1
HARDIN VALLEY ACADEMY	26	20		21	3
KARNS HIGH SCHOOL	14	8		20	
L & N STEM ACADEMY	21	4		5	2
PAUL L. KELLEY VOLUNTEER ACADEMY				2	
POWELL HIGH SCHOOL	9	9		18	
SOUTH DOYLE HIGH SCHOOL	14	2		14	
WEST HIGH SCHOOL	11	7	47	13	

Beginning in School Year 2021-2022, Carter High and South-Doyle High will offer Cambridge courses.

Number of Students Participating in Early Post-Secondary Opportunities

School	AP	Dual Enrollment	IB	National Industry Cert	Statewide Dual Credit
AUSTIN EAST HIGH SCHOOL	140	20		61	49
BEARDEN HIGH SCHOOL	764	176		480	102
CAREER MAGNET ACADEMY AT PELLISSIPPI ST		112		19	
CARTER HIGH SCHOOL	102	41		120	
CENTRAL HIGH SCHOOL	272	82		250	10
FARRAGUT HIGH SCHOOL	858	166		567	
FULTON HIGH SCHOOL	172	48		243	76
GIBBS HIGH SCHOOL	245	59		297	
HALLS HIGH SCHOOL	273	140		477	1
HARDIN VALLEY ACADEMY	535	185		491	341
KARNS HIGH SCHOOL	272	67		355	
L & N STEM ACADEMY	265	25		209	50
PAUL L. KELLEY VOLUNTEER ACADEMY				19	
POWELL HIGH SCHOOL	193	101		233	
SOUTH DOYLE HIGH SCHOOL	147	10		255	
WEST HIGH SCHOOL	351	57	409	405	
Note: Students are only counted once in each category.					

Most EPSOs are only available to 11th- and 12th-graders. There are a few for 9th- and 10th-graders.

Overall Participation in EPSOs

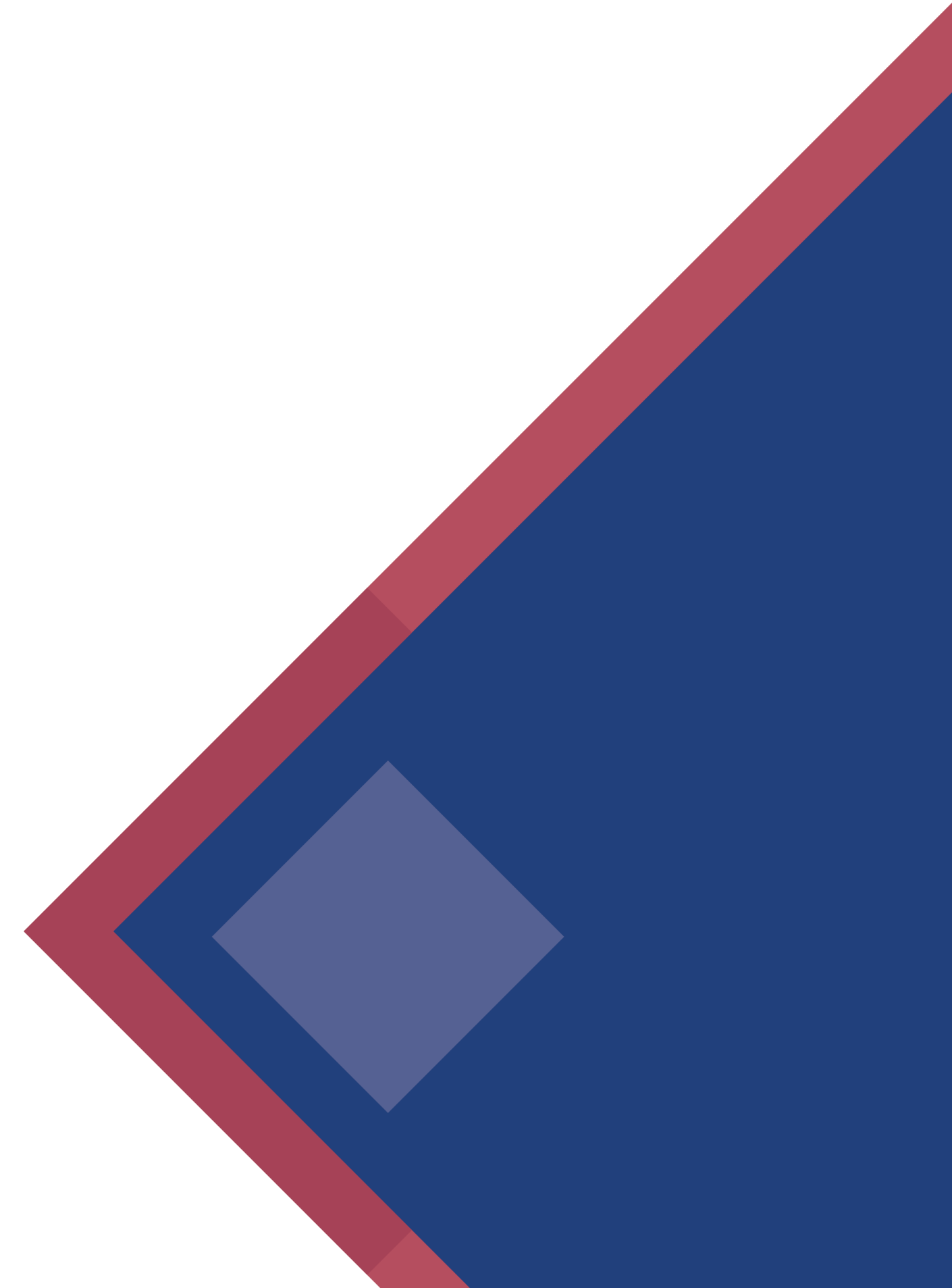
School Name	AP	Dual Enrollment	IB	Natl. Industry Cert.	Statewide Dual Credit
AUSTIN EAST HIGH SCHOOL	185	20		62	54
BEARDEN HIGH SCHOOL	1,260	290		589	102
CAREER MAGNET ACADEMY AT PELLISSIPPI ST		292		19	
CARTER HIGH SCHOOL	133	74		129	
CENTRAL HIGH SCHOOL	402	109		300	10
FARRAGUT HIGH SCHOOL	1,819	273		741	
FULTON HIGH SCHOOL	306	52		294	79
GIBBS HIGH SCHOOL	351	98		350	
HALLS HIGH SCHOOL	399	218		623	1
HARDIN VALLEY ACADEMY	820	333		572	374
KARNS HIGH SCHOOL	411	85		439	
L & N STEM ACADEMY	450	27		339	50
PAUL L. KELLEY VOLUNTEER ACADEMY				19	
POWELL HIGH SCHOOL	291	185		276	
SOUTH DOYLE HIGH SCHOOL	252	18		293	
WEST HIGH SCHOOL	520	130	1,298	438	
Note: This is an enrollment tally. Students are counted more than once if they are taking more than one course in a category.					

During the first semester of 2020-21, **33.1%** of students were enrolled in at least one of the following types of courses:

- Advanced Placement
- International Baccalaureate
- Dual Enrollment
- National Industry Certification

Strategies To Support Students

- AVID
- MYP, Pre-AP, Cambridge IGSE
- Flexible Pathways
- YouScience
- Freshman Seminar
- RTI² – Intervention For Reading and Math



Summary

Our goal is to provide all students with a strong, evidence-based start, with early intervention for students who need additional support, so all students are ready to engage in coursework that prepares them to enter adulthood with choices for their career.

Jason Myers

Executive Director of Student Supports

Dr. Gwynetta Hampton

Special Education Supervisor

Inna Slisher

ELL Supervisor

KCS | KNOX COUNTY SCHOOLS

Special Education

Increased Inclusion Rate: 70.84%

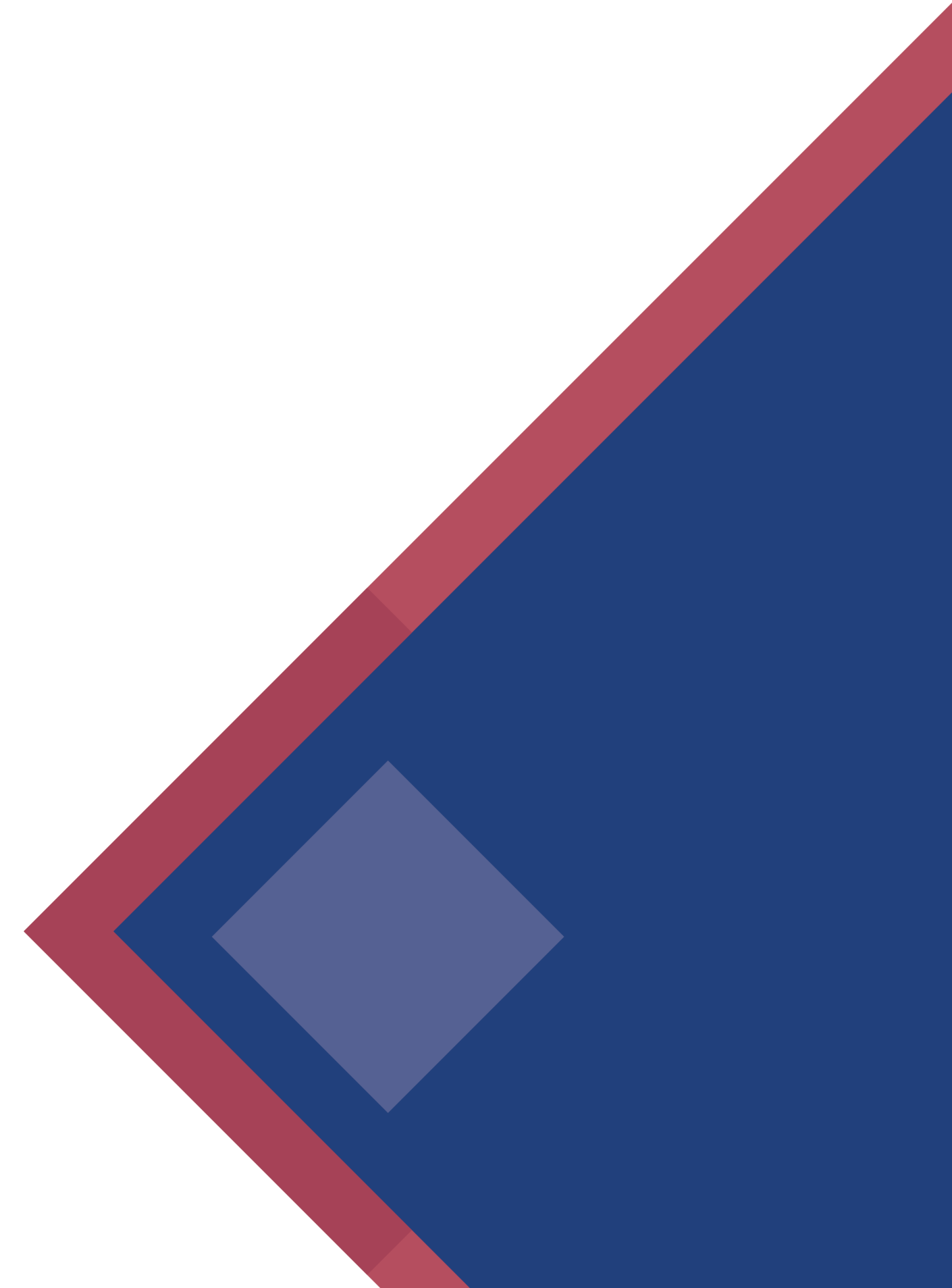
Increased by ~3% per year during the last three school years.

Improved Progress Monitoring

Adjusted to provide more detailed information for families.

Expanded Student Programs

- Project Search
- UT Futures
- CTE Collaboration
- School-To-Work Transition



Special Education

COVID-19 Recovery

- Child Find
- Initial Evaluation
- Annual Individualized Education Program (IEP)
- Prioritized teacher trainings to account for increased use of virtual tools

Special Education

Metrics

- Graduation rate
- Percentage on-track and approaching
 - ELA
 - Math
 - Science
- Suspensions
- Attendance
- Least Restrictive Environment
- IEP Progress

English Language Learners

ELL classes focus on increasing proficiency in listening, speaking, reading, and writing. Teachers work closely with content teachers to provide our ELL students with the greatest possible opportunity to achieve academic success as well as support families with any needs.

Metrics

- WIDA / ACCESS Data
- Languages
- Overall Enrollment

WIDA Access Data

WIDA provides resources to multilingual learners based on six access levels. Within KCS, enrollment is as follows:

- Entering – 749 students
- Emerging – 580 students
- Developing – 899 students
- Expanding – 865 students
- Bridging – 183 students
- Reaching – 14 students

Languages

Among our ELL students, the following languages are most common:

Spanish – 2,634 (81%)

Mayan – 241 (7%)

Arabic – 157 (5%)

Swahili – 143 (4%)

Kirundi – 72 (2%)

Top ELL Schools

The following schools have the largest ELL enrollments:

Elementary

Cedar Bluff – 146

Lonsdale – 125

Norwood – 94

Middle

Northwest – 111

Bearden – 75

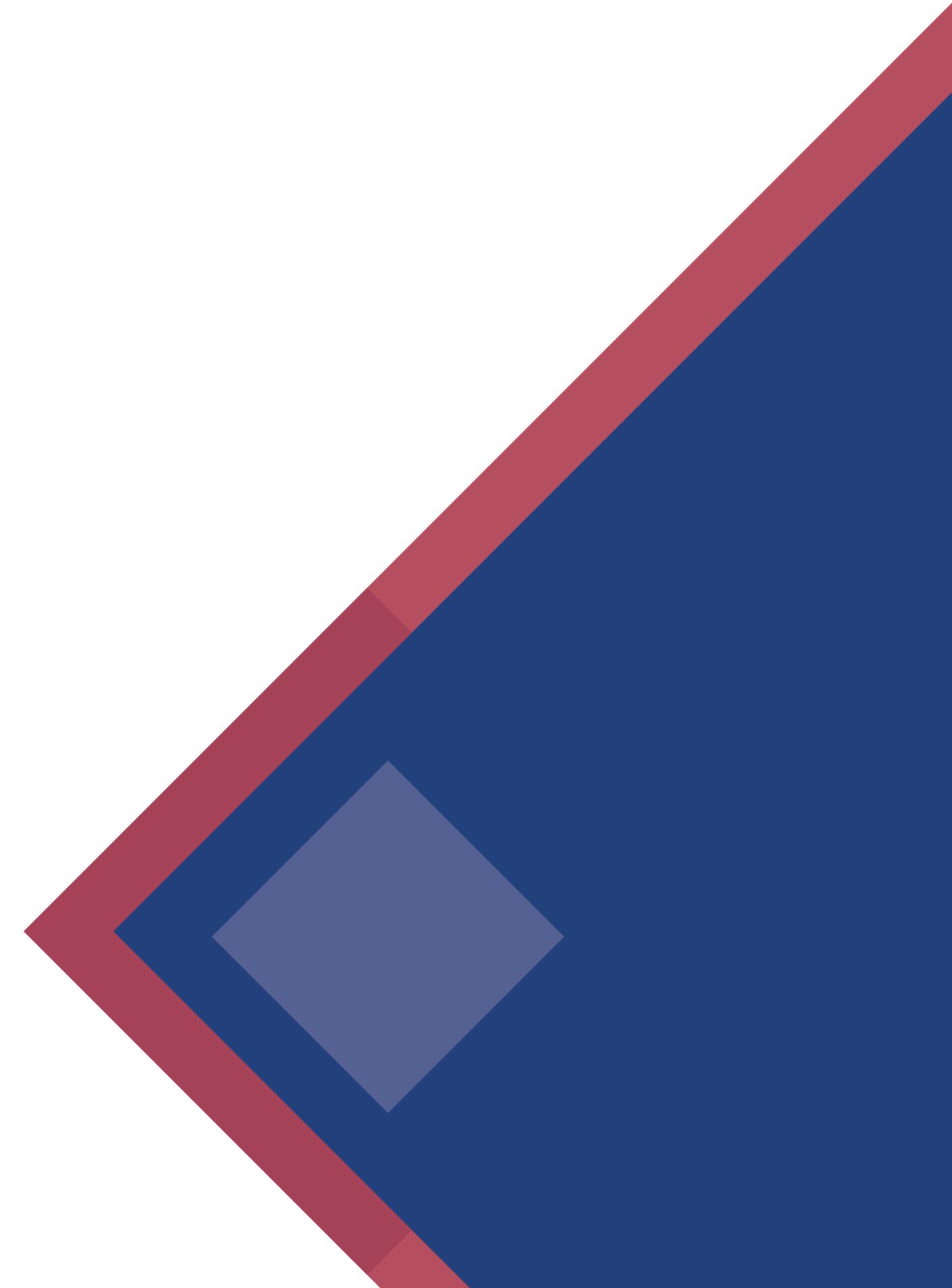
Whittle Springs – 70

High

Fulton – 116

Central – 89

Austin-East – 74



English Language Learners



Progress

- Parent Engagement
 - Family Community Liaisons (Languages include Spanish, Chinese, Kirundi, Swahili and Arabic)
- Welcome Center Supports
 - Translation services
 - Educational screenings
 - Resource referrals (i.e., Adult ESL, citizenship classes, health clinics, etc.)
 - Contact welcome.center@knoxschools.org or (865) 594-1720
- ELL Support
 - Enrollment
 - Teacher / school supports

English Language Learners

Next Steps

- Enhanced connections with Community Partners
 - Centro Hispano, Bridge Refugee Services, Knoxville Internationals Network, United Way, Knox Education Foundation and more
 - Support and training for families
- Improve Communication
 - Work with KCS Public Affairs and community partners
 - Multiple languages, multiple platforms (social media, School Messenger, website, etc.)
 - Guidance from Family Community Liaisons on connection points
- Launch Newcomer Academy
 - This program will specifically target students identified as “newcomers.” The goal is to improve graduation rates among ELLs.

Brian Hartsell

Disciplinary Hearing Authority

Prevention

- Goal is to decrease the number of students who receive consequences for their behaviors, by proactively intervening. Programs include:
- Positive Behavior Intervention and Supports (PBIS)
- Written Behavior Intervention Plans
- Cultural Responsiveness Training
- Deployment of Behavioral Intervention for Tier 2 & 3 students
- Trauma-Informed Practices

Consequences / Discipline

- While KCS does not wish for any student to receive negative consequences for their actions, we must also maintain a safe learning environment for all students.
- Some students view consequences as a learning experience and change their future behaviors.
- Appeals committee
- Modifications
- Guidelines / policies
- Monthly tracking of schools
- Discipline data (w/support from REA)
- Disciplinary Hearings
- Updates on state law
- Trauma-informed discipline

Restoration

- KCS believes every student deserves a second chance. Often the supports and training we provide for students help them re-enter their school and not repeat past poor decisions.
- Restorative Practices
- Mental Health support
- Counselor support

Knox County Schools Discipline Due Process and Suspension Procedures

- Alleged infraction
- Administration Speaks with Student/Parent
- Gather statements/supporting information
- S-Team is held for General Education Students
- Manifestation is held for Special Education Students

Hearing Procedures

- All suspensions of 1-4 days are reviewable if requested.
- All suspensions of 5 days or longer are appealable if requested. They must have a DH (Disciplinary Hearing) at the school.
- All appeals are heard by the DHA (Disciplinary Hearing Authority).
- Parents may still appeal to the Director of Schools or School Board.
- All suspensions of 45 days or more are reviewed for comparison of policy vs. length of suspension.

Demographics (K-12)

	School Year 20-21	Percent
American Indian	219	0.4%
Asian	1,821	3.1%
Black	10,225	17.2%
Hispanic	6,715	11.3%
Pacific Islander	153	0.3%
White	40,296	67.8%

*Data from first 20 days of enrollment

Out-of-School Suspension Incidents (First 45 Days)

	SY1920	SY2021	Difference between SY1920 and SY2021
American Indian	2	2	0
Asian	8	3	-5
Black	868	279	-589
Hispanic	101	54	-47
Pacific Islander	2	2	0
White	870	342	-528
Non-ED*	857	356	-501
ED*	945	321	-624
Non-SWD*	1251	483	-768
SWD*	551	194	-357
Non-ELL*	1739	634	-1105
ELL*	63	43	-20
Female	541	185	-356
Male	1310	497	-813

*For comparison, ED/SWD/ELL data were taken from the “20-day” enrollment file. Approximately 55 incident records did not have data and are not reflected in the OSS table for those variables.

** Please note that in the fall semester of School Year 2020-21, approximately 68% of students were receiving in-person instruction.

In-School-Suspension Incidents (First 45 Days)

	SY1920	SY2021	Difference between SY1920 and SY2021
American Indian	6	0	-6
Asian	7	1	-6
Black	285	63	-222
Hispanic	73	21	-52
Pacific Islander	0	0	0
White	382	96	-286
Non-ED*	406	97	-309
ED*	342	82	-260
Non-SWD*	570	148	-422
SWD*	178	31	-147
Non-ELL*	693	164	-529
ELL*	55	15	-40
Female	212	60	-152
Male	541	121	-420

*For comparison, ED/SWD/ELL data were taken from the “20-day” enrollment file. Approximately 5 incident records did not have data and are not reflected in the ISS table for those variables.

** Please note that in the fall semester of School Year 2020-21, approximately 68% of students were receiving in-person instruction.

Restorative Learning Center Incidents (First 45 Days)

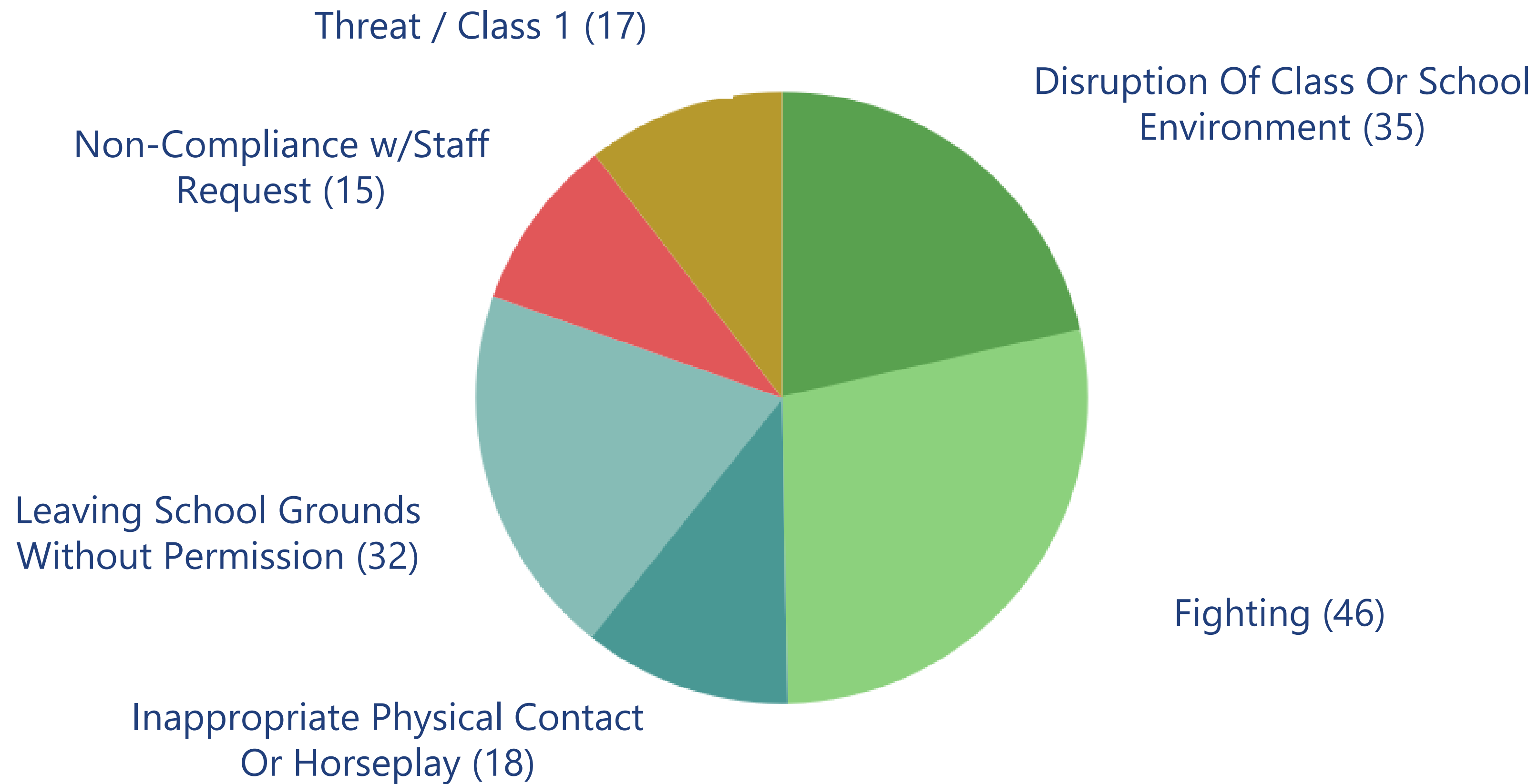
	SY1920	SY2021	Difference between SY1920 and SY2021
American Indian	3	6	3
Asian	7	2	-5
Black	1172	237	-935
Hispanic	161	48	-113
Pacific Islander	0	1	1
White	863	334	-529
Non-ED*	1035	370	-665
ED*	1147	258	-889
Non-SWD*	1533	424	-1109
SWD*	649	204	-445
Non-ELL*	2054	579	-1475
ELL*	128	49	-79
Female	750	169	-581
Male	1456	459	-997

*For comparison, ED/SWD/ELL data were taken from the “20-day” enrollment file. Approximately 25 incident records did not have data and are not reflected in the RLC table for those variables.

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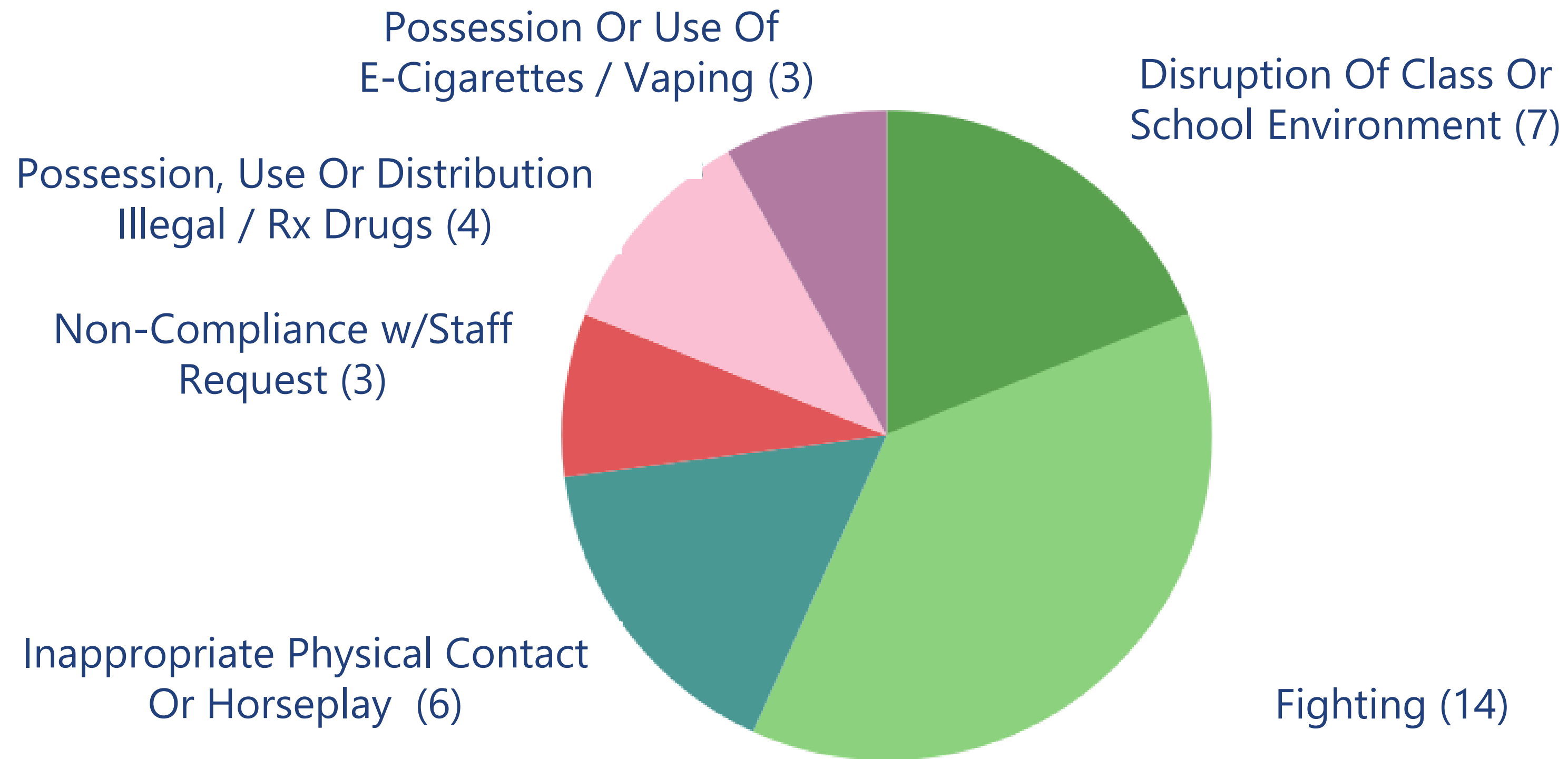
Top Incidents Resulting in Suspension

Black Subgroup / School Year 20-21 / Through 11.2.20



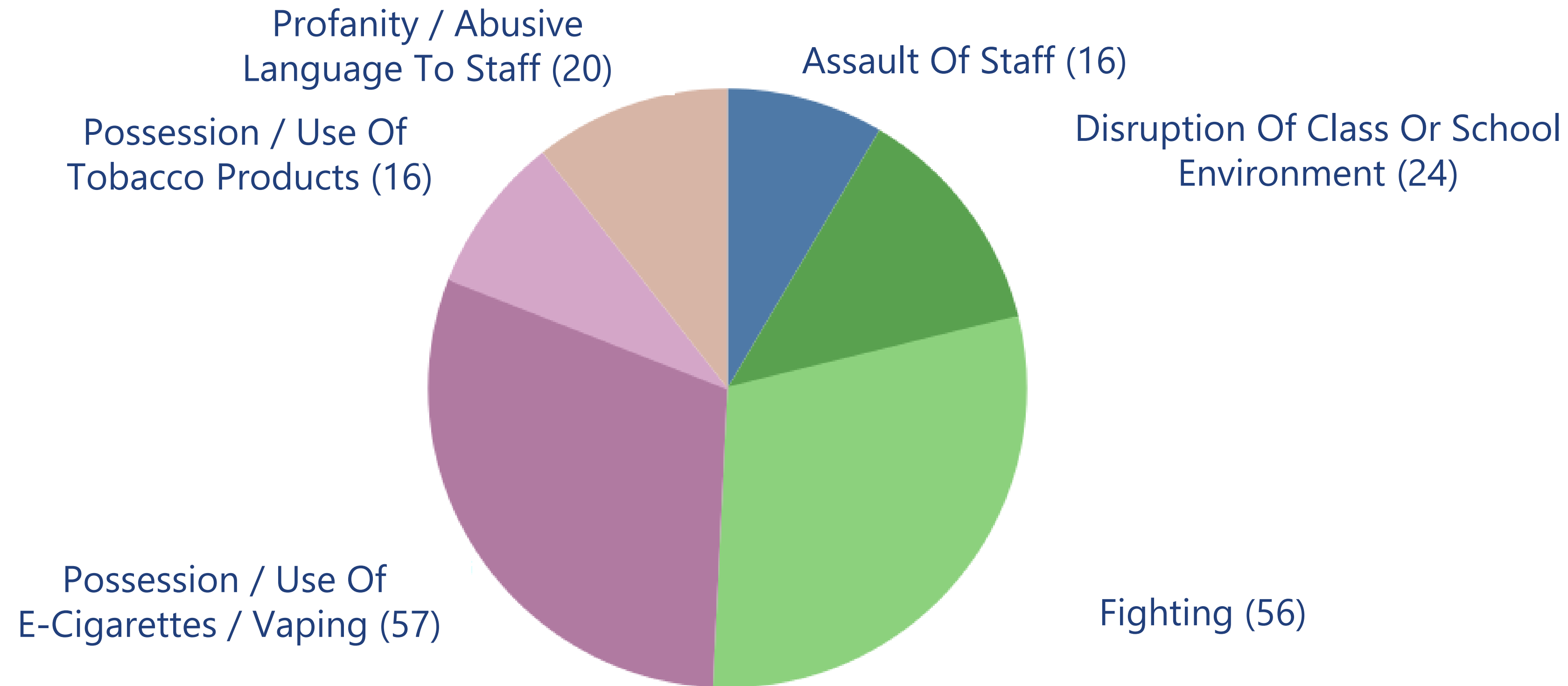
Top Incidents Resulting in Suspension

Hispanic Subgroup / School Year 20-21 / Through 11.2.20



Top Incidents Resulting in Suspension

White Subgroup / School Year 20-21 / Through 11.2.20



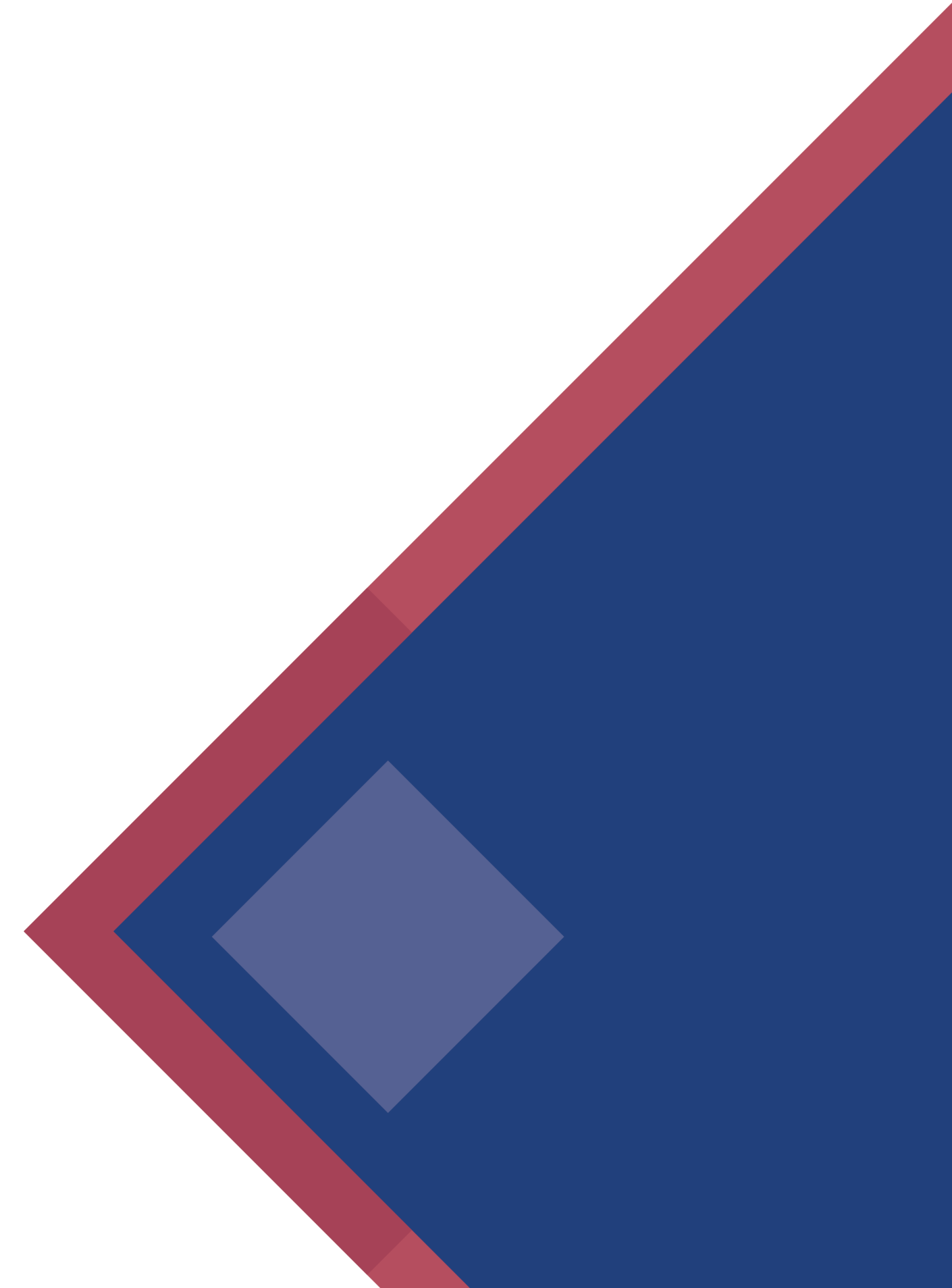
Janice Cook

Director of School Culture

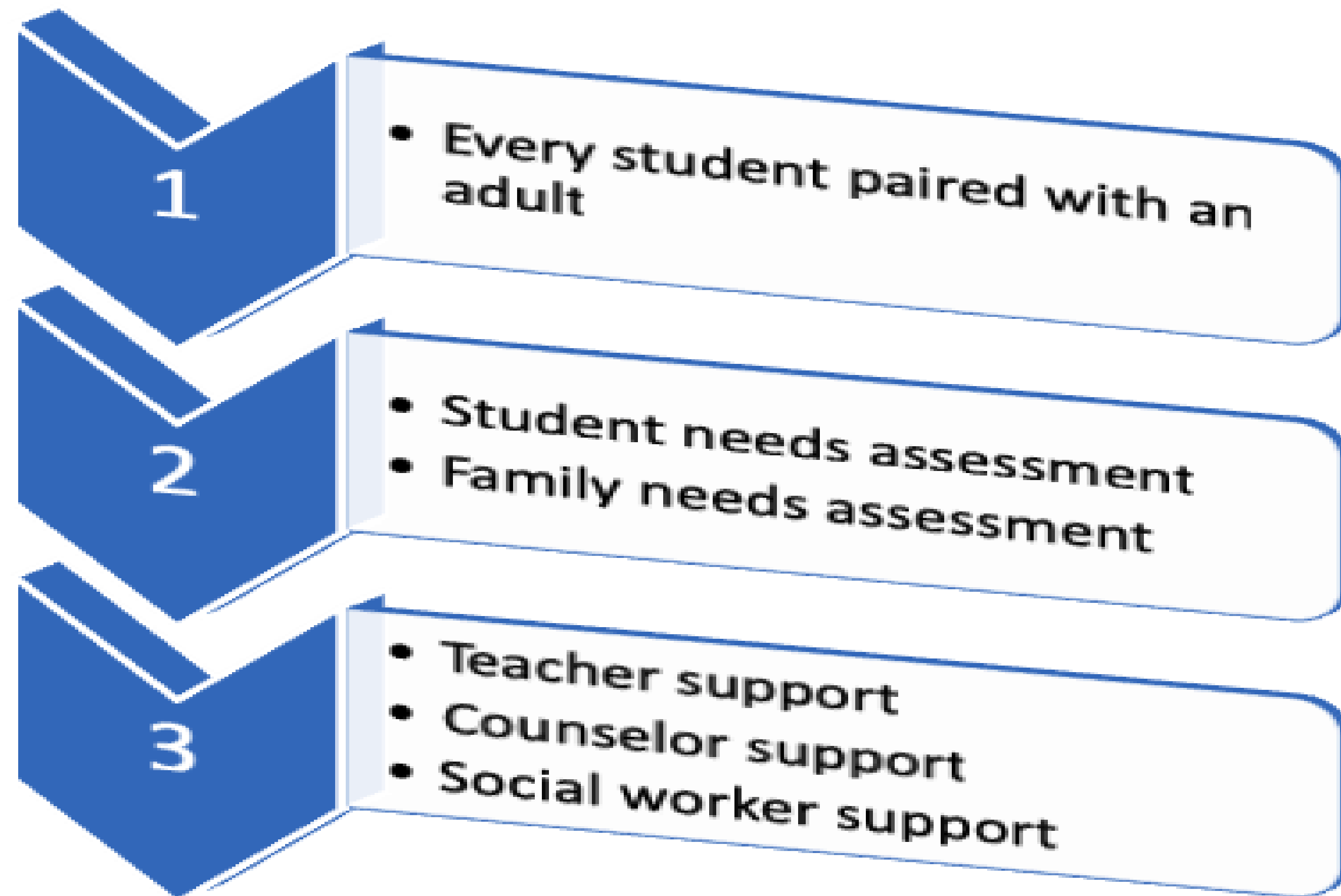
Educational Equity

Multi-Tiered Foundation of Support

- School Connectedness
 - 1-2-3 Connect
 - Attendance
 - Cultural Responsiveness
- Trauma-Informed Practices
 - Restorative Discipline
 - Positive Behavior Intervention and Supports
- Social and Emotional Learning



1-2-3 Connect



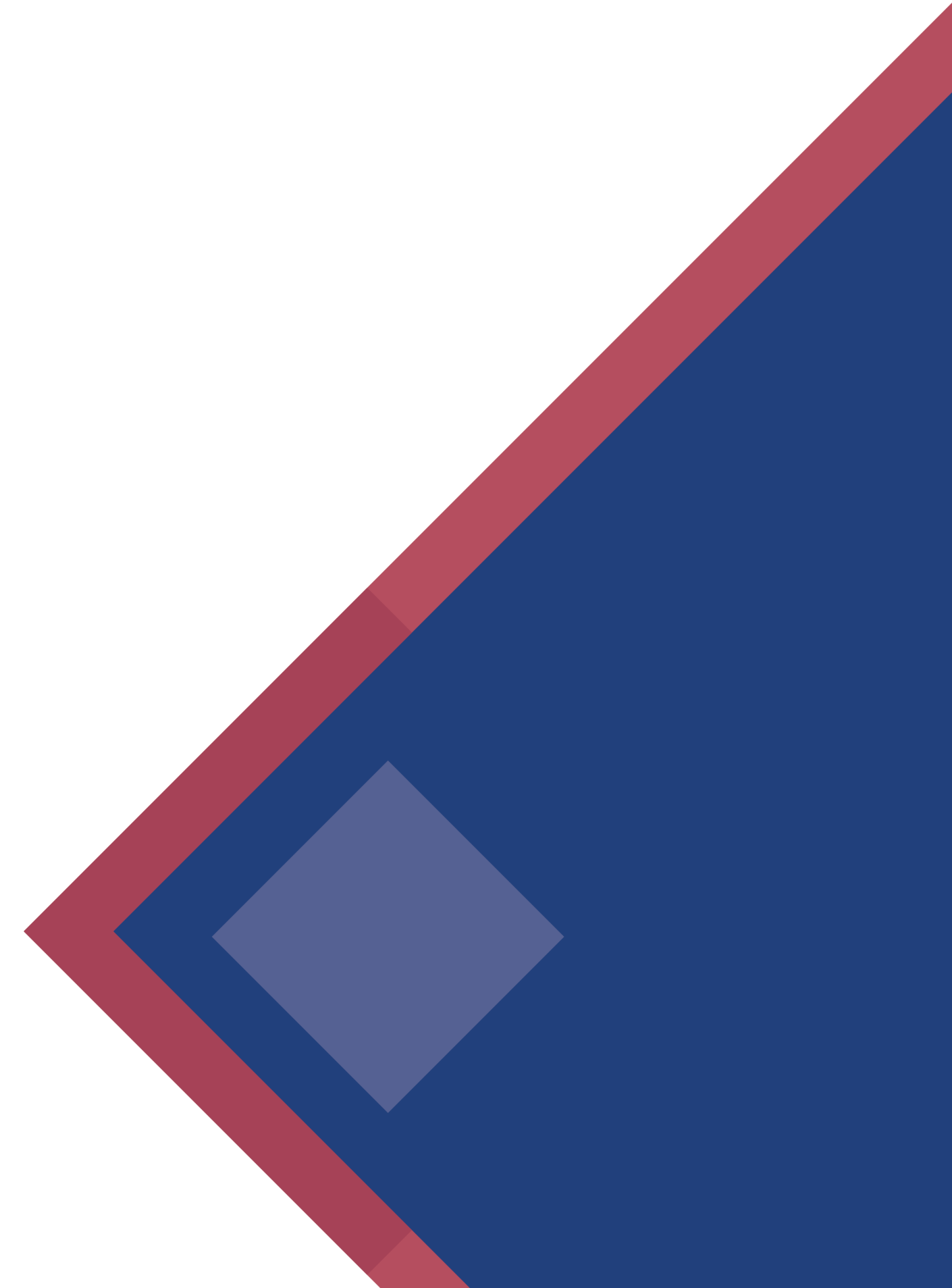
School Connectedness

Attendance

Percentage of enrolled students who attend school each day

Chronic Absenteeism

Percentage of students who have missed more than 10% of school for any reason (includes excused and unexcused absences)



Attendance vs. Chronic Absenteeism (example)

- Attendance: 10 students with the opportunity to attend 10 days
 - One student missed three days
 - One student missed two days
 - Two students missed one day
- Attendance rate = 93%
- Chronic absenteeism rate = 40%

In-Person Attendance

Race / ethnicity	Attendance %	Chronically absent %	Chronically absent #
African-American	91	28	1,800
Asian	97	6	53
Hispanic	93	23	1,184
Native American	91	31	45
Pacific Islander	91	31	31
White	95	15	4,706

Virtual Attendance

Race / ethnicity	Attendance %	Chronically absent %	Chronically absent #
African-American	94	19	794
Asian	99	2	18
Hispanic	96	11	215
Native American	97	10	9
Pacific Islander	94	18	10
White	97	9	1,008

All Students

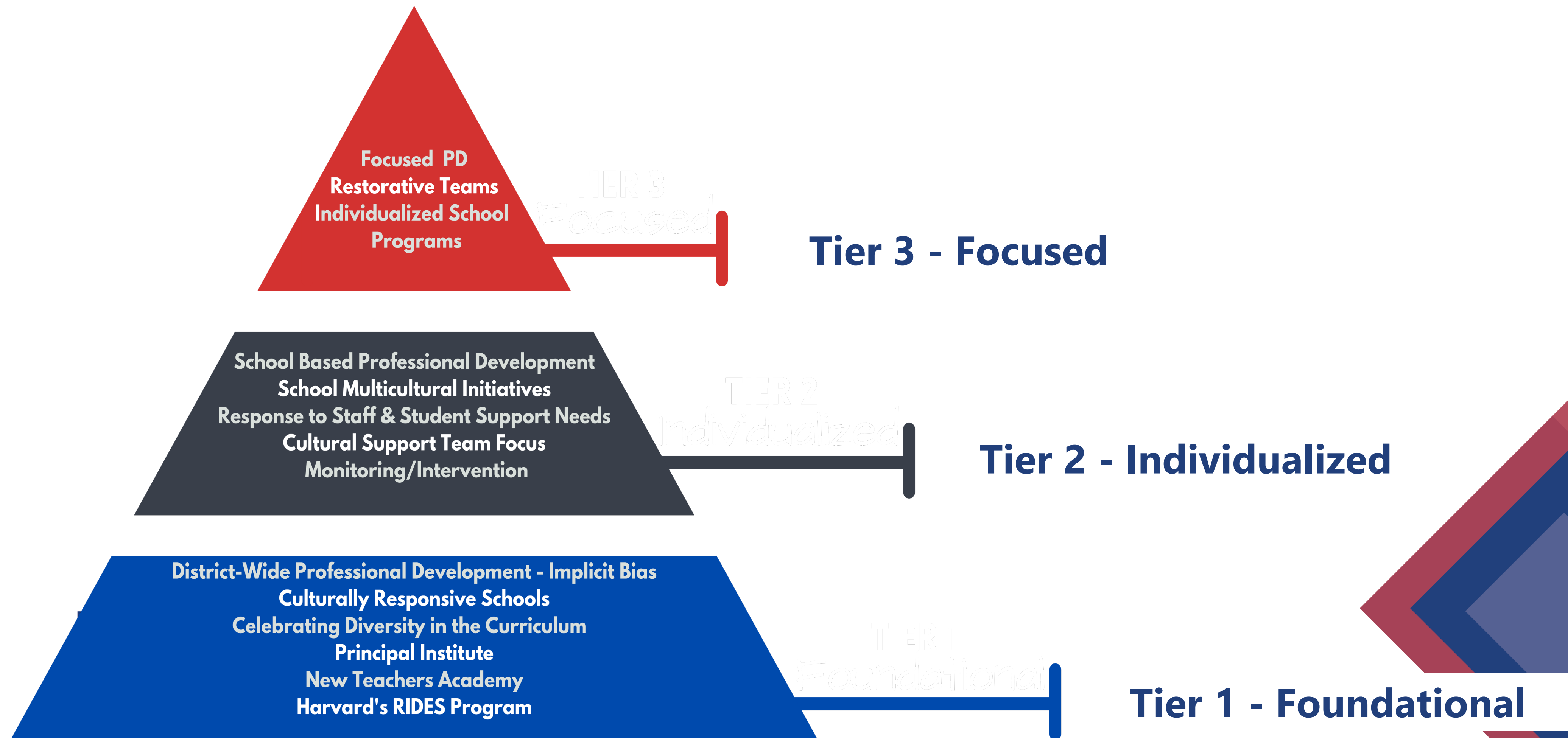
Race / ethnicity	Attendance %	Chronically absent %	Chronically absent #
African-American	92	25	2,594
Asian	99	4	71
Hispanic	94	20	1,399
Native American	93	23	54
Pacific Islander	92	26	41
White	95	14	5,714

Examples of supports offered:

- Grant funding to provide headphones for virtual learners and offered technology day on a Saturday to help virtual learners
- Collaborated with community partners to secure hot spots for students
- School counselors and social workers call virtual learners weekly as a check-in to provide technology assistants and determine any barriers for attending school
- Home visits to assist when students are having difficulty logging on
- One day per week social worker to provide interventions to students and families
- Hispanic Attendance Night to review attendance policy with parents
- At the beginning of the year our Kirundi interpreter calls all the families from Africa to review the policy and let them know what the social worker does and how they can help with any needs or barriers to attendance before it becomes an issue.
- Several schools have a Hispanic Parent Night/Open House. During the open house grades, successful virtual learning, attendance, and parent questions/concerns are addressed.
- Conduct a home visit / hand-deliver/ pick up enrollment paperwork, relay materials to from school like Chromebooks, deliver food bank supplies, or clothing center clothing if transportation is an issue
- If there is a barrier of communication via phone (no minutes or no email), we will text parents frequently, and can even send screenshots of attendance, etc.
- Some high schools assign mentors for students that were truant last school year

Cultural Responsiveness

Tiers of Cultural Support



Cultural Responsiveness Professional Development (Fall 2020)

- 1,100+ staff have been trained in CR 101: Exploring Your Cultural Lens
- 100+ staff have been trained in CR 102: Creating Culturally Responsive Classrooms

CR 101:
Exploring Your Cultural Lens

The graphic features three cars on a dark road. The central car is larger and has its headlights on, illuminating the road ahead. Two smaller cars are positioned to the left and right of the central car. The text "CHECK YOUR BLINDSPOTS" is written in blue at the bottom left.

- Define culture, cultural competency, and cultural responsiveness
- Discuss implicit bias and the impact it has in the school setting
- Collaborate on ways to increase inclusivity in the school setting

CR 102:
Creating Culturally Responsive Classrooms

The graphic features a stack of colorful school supplies (ruler, pencil, eraser, paper) on the left. Below the supplies is an illustration of four diverse students (two boys and two girls) standing together and smiling.

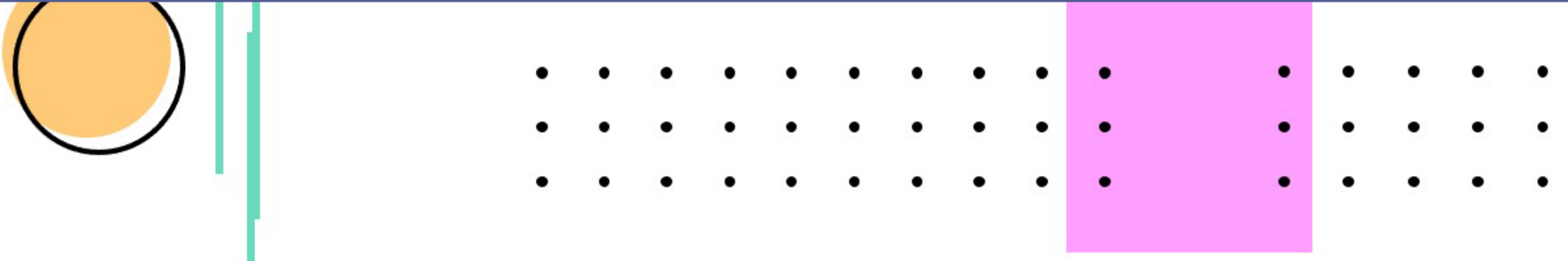
A pedagogical approach, referred to as “classroom management in the service of social justice” (Weinstein, Tomlinson-Clarke and Curran 2004, p.27).

- Define Culturally Responsive Classroom Management (CRCM) with a focus on the 5 essential elements.
- Discuss CRCM considerations and strategies.
- Collaborate on ways to increase inclusivity within the classroom climate.

Cultural Responsiveness Training: What's Next?

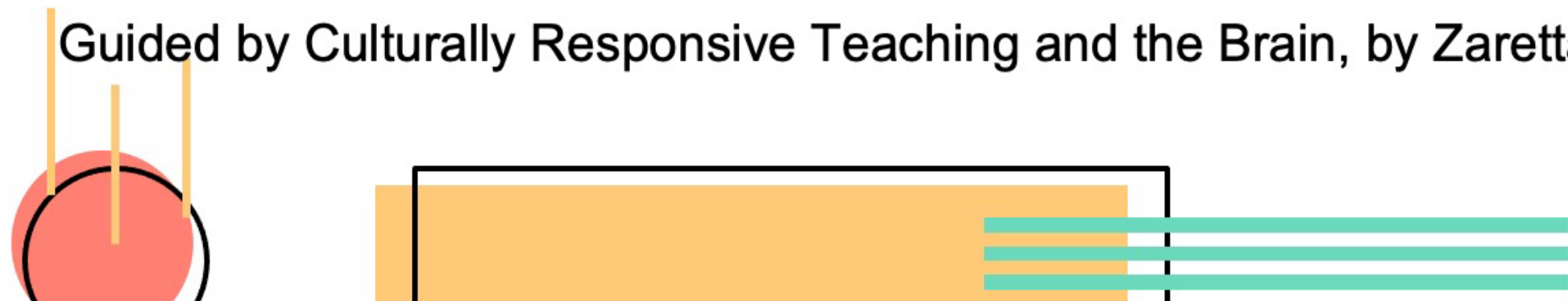
“Framing Culturally Responsive Instruction”

This training will be developed through collaboration of the departments of School Culture, Teaching and Learning, English Language Learning, and Special Education.

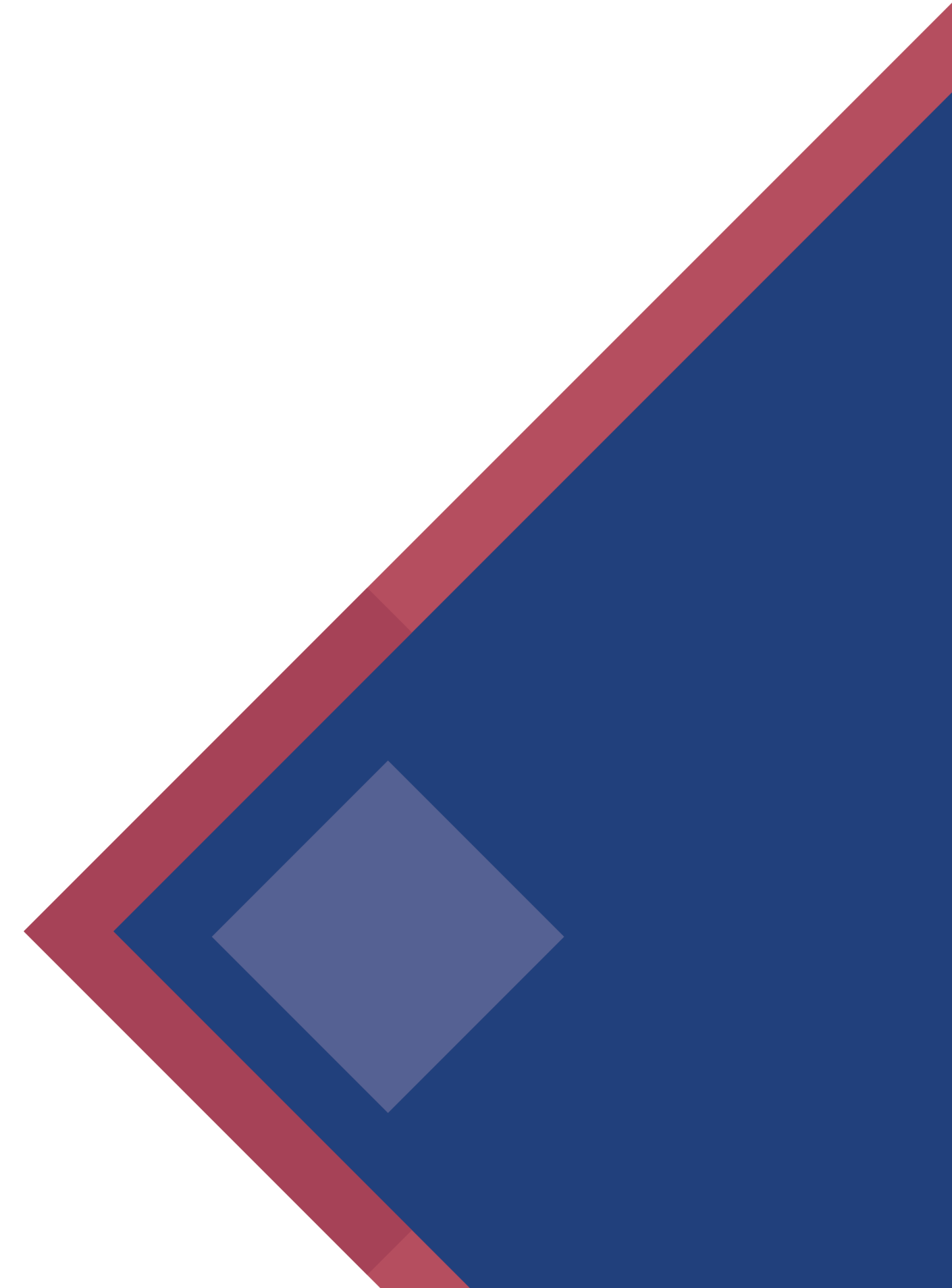


CR 103:
FRAMING
Culturally Responsive
Instruction

Guided by Culturally Responsive Teaching and the Brain, by Zaretta Hammond



Trauma-Informed



What is a trauma-informed school?

In a trauma-informed school, the adults in the school community are prepared to recognize and respond to those who have been impacted by traumatic stress. Those adults include administrators, teachers and staff. In addition, students are provided with clear expectations and communication strategies to guide them through stressful situations. The goal is to not only provide tools to cope with extreme situations but to create an underlying culture of respect, support and safety.

Trauma-Informed Discipline

(a) As a strategy to address adverse childhood experiences, as defined in § 49-1-230, each LEA and public charter school shall adopt a trauma-informed discipline policy. Each trauma-informed discipline policy must:

- (1) Balance accountability with an understanding of traumatic behavior;
- (2) Teach school and classroom rules while reinforcing that violent or abusive behavior is not allowed at school;
- (3) Minimize disruptions to education with an emphasis on positive behavioral supports and behavioral intervention plans;
- (4) Create consistent rules and consequences; and
- (5) Model respectful, nonviolent relationships.

(b) The department of education shall develop guidance on trauma-informed discipline practices that LEAs must use to develop the policy required under subsection



State of Tennessee

PUBLIC CHAPTER NO. 421

HOUSE BILL NO. 405

By Representatives Love, Lamar, Powell, Clemmons, Camper, Stewart, Freeman,
Parkinson, Hardaway

Substituted for: Senate Bill No. 170

By Senators Robinson, Gilmore, Akbari, Yarbrow

AN ACT to amend Tennessee Code Annotated, Title 49, relative to adverse childhood experiences (ACEs).

WHEREAS, a child's reaction to trauma can interfere with brain development, learning, and behavior, all of which have a potential impact on a child's academic success as well as the overall school environment; and

WHEREAS, by understanding and responding to trauma, school administrators, teachers, and staff can help reduce its negative impact, support critical learning, and create a more positive school environment; and

WHEREAS, trauma-informed discipline policies and behavioral interventions can better meet the educational needs of students who have experienced trauma; now, therefore,

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF TENNESSEE:

SECTION 1. Tennessee Code Annotated, Title 49, Chapter 6, Part 41, is amended by adding the following as a new section:

(a) As a strategy to address adverse childhood experiences, as defined in § 49-1-230, each LEA and public charter school shall adopt a trauma-informed discipline policy. Each trauma-informed discipline policy must:

- (1) Balance accountability with an understanding of traumatic behavior;
- (2) Teach school and classroom rules while reinforcing that violent or abusive behavior is not allowed at school;
- (3) Minimize disruptions to education with an emphasis on positive behavioral supports and behavioral intervention plans;
- (4) Create consistent rules and consequences; and
- (5) Model respectful, nonviolent relationships.

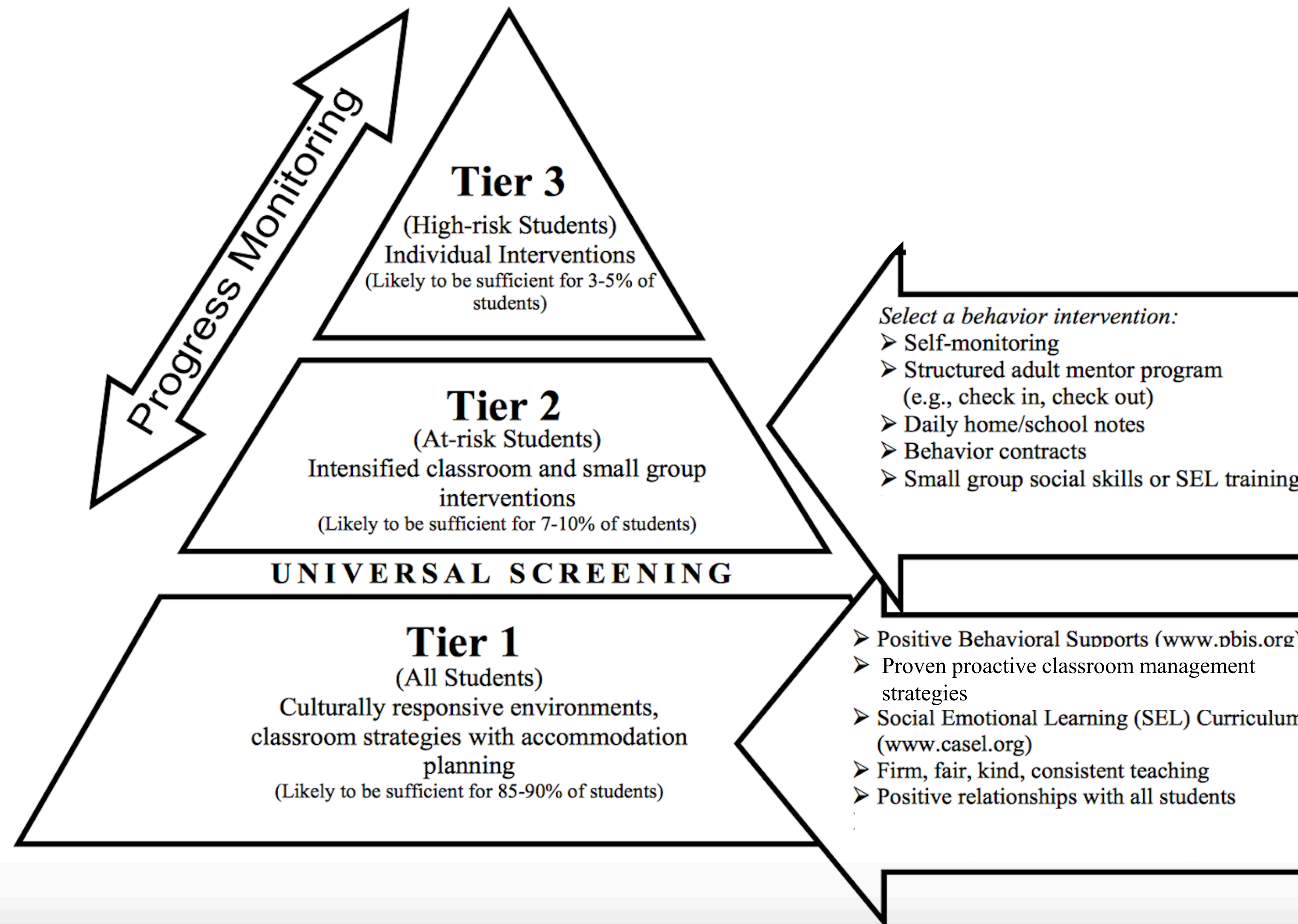
(b) The department of education shall develop guidance on trauma-informed discipline practices that LEAs must use to develop the policy required under subsection

How is KCS addressing Trauma-Informed Discipline?

- Creation of new discipline guidelines
- Professional development for staff
- Trauma-Informed schools (state designation)
- Use of restorative practices
- Trauma-Informed training specialist

Positive Behavior Interventions and Supports (PBIS)

Three-Tiered RtI Model for Behavior and Social/Emotional Support



Virtual Behavioral Health Facilitator

- Works with students, staff and parents
- Develops behavior plans to support student
- Provides consultation and feedback for teachers
- In the process of creating a comprehensive support matrix to clearly identify student needs and monitor student progress

PBIS

- Ongoing Tier 1 & 2 training, with individual schools throughout the school year
- New Teacher Academy training
- PBIS fidelity monitoring throughout the year
- Partnership training with UT (RTI²-B), currently being implemented with ongoing training
- Individual support for teachers as required

EAST TENNESSEE 2020-2021

Bronze Level

MODEL OF DEMONSTRATION SCHOOLS

Ocoee Middle School
Bradley County

Holston View Elementary School
Bristol City

Unaka Elementary School
Carter County

West Side Elementary School
Elizabethton City

Highland Elementary School
Greeneville City

Dandridge Elementary School
Jefferson County

New Market Elementary School
Jefferson County

Rush Strong School
Jefferson County

Central High School
Knox County

Vine Middle School
Knox County

Madisonville Intermediate School
Monroe County

Sevierville Intermediate School
Sevier County

Holston Elementary School
Sullivan County

Sweetwater Junior High School
Sweetwater City

Unicoi Elementary School
Unicoi County

Paulette Elementary School
Union County



Tennessee Behavior
Supports Project



EAST TENNESSEE 2020-2021

Silver Level

MODEL OF DEMONSTRATION SCHOOLS

Eagleton Elementary School
Blount County

The Howard School
Hamilton County

Cloudland Elementary School
Carter County

Jefferson Elementary School
Jefferson County

Keenburg Elementary School
Carter County

Jefferson Middle School
Jefferson County

Midway Elementary School
Claiborne County

Holston Middle School
Knox County

Clifton Hills Elementary School
Hamilton County

Central Heights Elementary School
Sullivan County

Horace Maynard Middle School
Union County



RTI2-B
SILVER SCHOOL

Restorative Practices



Restorative Practices

- School team trainings
 - Emphasis on relationship-building balanced with accountability
- Ongoing restorative staff training (assistant, interventionist, liaison)
- Individual support for teachers
- Focus on virtual restorative practices

Multi-Tiered Restorative Practices

All secondary schools have at least one restorative practice staff member.

Six schools have restorative teams: Northwest Middle, Vine Middle, South-Doyle Middle, Bearden Middle, Central High, Fulton High

Restorative Assistant – Restorative Interventionist – Restorative Liaison

School	Restorative learning classroom (students)	Restorative Interactions (approx.)
Vine Middle	1,084	710
South-Doyle Middle	739	1,410
Northwest Middle	207	2,095
Bearden Middle	560	1,751
Fulton	700	2,024
Central	652	900

Examples of what happens within the Restorative Practice program

Restorative learning days

Restorative conversations and conferences

Walk and Talks

Check in/check out

Restorative resets

Peer Mediation/conflict resolution

Community Building Circles

Positive Behavior Support Recognitions

Social Emotional Learning activities

Next Steps and Final Thoughts

Bob Thomas

Questions? Send us an email:

deo@knoxschools.org