



## **ALLIANCE FOR EDUCATIONAL EQUITY COMMUNITY MEETING**

**Tuesday, April 26, 2022**

**6 – 7:30 pm**

**Fulton High School**

This document summarizes feedback that was gathered during breakout sessions at the April 26 community meeting. KCS responses in bold type were compiled after the meeting, in response to questions generated during the event.

### **BREAKOUT – ACADEMICS**

#### Feedback / Family and Community

- Provide a liaison who stays with families through the entire K-12 experience.
- Focus on building relationships. (How do we “see” and “hear” each other?)
  - Have some community members “role play” professional development with our newer teachers to build their relationships and to build teachers' confidence in communicating with families.
  - Focus on building environments of safety and trust for families.
  - Create videos for each Home Literacy Report release.

#### Feedback / Tutoring

- Share flier with attendees for distribution on their websites.
- Connect with Rosalyn Tillman for Pellissippi support.

### **BREAKOUT – STUDENT SUPPORTS (SPECIAL EDUCATION AND ELL)**

#### Feedback

- Good care at Cedar Bluff Preschool.
- West Hills Knoxville Internationals Network / English as a second language classes for parents.
- ELL teachers are superstars.
- Class sizes are large in Pre-K.
- Parent resources for kids ages 3-5 years old who need more care.
- Supports for Pre-K families.
- Educate parents about the IEP process.
- Communications about IEP mean that staff gets concerns about everyday things.
- After-hours language support.
- ELL transition times are noisy.
- Discipline for students with disabilities (SWD) exceeds the 1.0 risk ratio.
- IEP training for teachers on how to communicate with English-Language Learner (ELL) parents.
- Provide preschool data for SWD / ELL.
- No full-time opportunities for SWD in Pre-K

- Parent engagement
- Prepare Pre-K parents

## **BREAKOUT – SCHOOL CULTURE, OMBUDSMAN**

### Feedback

- Surveys geared towards all caregivers (including grandparents, aunts / uncles, etc.).
- Cultural responsiveness (lens) training / implicit bias.
- How do we engage community, particularly homogeneous communities?
- How does cultural responsiveness training get presented to students?
  - **KCS response: Many schools are providing students opportunities to gain cultural awareness through classroom instruction, student activities, and student clubs. The School Culture Department is strengthening collaboration with the KCS Teaching and Learning Department and school instructional leaders to develop inclusive and developmentally appropriate learning opportunities for students that support the Cultural Responsiveness (CR) competency of “acknowledging and recognizing diversity,” through knowledge and understanding of self, and the skills to learn about others.**
  - **Our current focus has been providing district and school staff with the foundational CR Training, and working with school leaders to embed CR in their student support services and disciplines (e.g., PBIS, Responsive Practices, School Counseling, Social Work). The Department of School Culture works with schools to empower and equip school staff to lead and facilitate these conversations with students. Specifically, the session was piloted at West High School with a People of Change (POC) student club that holds the mission, “We gather together to have real discussions about culture, integrity, social justice, and life in order to encourage and inspire the ethical and social change we need to see in ourselves and in our #onewest community.” Other schools have provided CR instruction to students through restorative practices in reconciling peer conflict, through providing insight on differing perspectives.**
- How can caregivers / parents help to incorporate cultural responsiveness?
  - **KCS response: Since August 2020, the Department of School Culture has partnered with the KCS Family Advisory Council for feedback and guidance in how to strengthen family engagement. They have provided insight in the areas of school and district communication, family events, and instructional resources / tools. Each school is allowed to have a caregiver / parent representative and currently not all schools are represented. Parents, caregivers, and community stakeholders can support CR by providing guidance through serving on FAC and other committees, volunteering at schools, building family networks, and participating in surveys.**
- How does trauma-informed understanding shape social work / absenteeism?
  - **KCS response: Having an understanding of trauma and implementing trauma-informed practices enables social workers and other school staff to provide targeted support for stakeholders and to respond in a way that builds healthy, pro-social skills rather than just focusing on a problem.**

## BREAKOUT – DISCIPLINE

### Feedback

- Suspension – The goal doesn't have an equity component.
  - **KCS response: This will be included next year.**
- To the group – What story does the data tell?
  - Supportive of students not being at school if they are disrupting learning
  - How do we prevent the behaviors? Shared information regarding the proactive piece / school culture.
- Is this the first time we are using the risk ratio?
  - **KCS Response: This data point has been used in past reports.**
- Would like to see the list of infractions.
  - **KCS Response: Data were shared during the breakout session at the AEE Community meeting on April 26, 2022 and are available at [this link](#).**
- “It's not our kids, it's the teachers”, concern about communication between the school and home, training of teachers.
- What suspensions are discretionary? Principal chooses whether to suspend or not.
  - During meeting, KCS staff explained guidelines as to what are suspendable offenses.
  - **Additional KCS response: [Policy J-191](#) outlines suspendable offenses.**
- Asked about providing discipline statistics by school
  - **KCS Response: Due to school size, the data could identify students on small campuses; therefore, the decision was made to present the data in a cumulative format.**
- Need to look at discipline stats more deeply: subgroups, types of infractions.
- Is there a way to intervene?
  - **KCS Response: KCS uses restorative practices, PBIS, and behavior planning.**
- What do we do for repeat offenders – wrap-around responses?
  - **KCS Response: KCS has restorative interventionists that support the return of students from major offenses.**
- Regarding data, are we rejecting evidence? The risk ratio doesn't mean the number of actual suspensions.
  - **KCS Response: The risk ratio and number of suspensions are two different data points that are reviewed consistently.**
- Are black / brown students more often suspended if they are disruptive?
  - **KCS Response: The data suggest that this could be true on some campuses. However, the data identify teachers that have high instances of office referrals and these situations are addressed by principal intervention(s), professional development, etc.**
- Look at the how's and why's behind suspensions, look for inequities.
- Are we addressing the fact that suspensions impact a student's access to education?
  - **KCS Response: The district recognizes that student suspensions have an adverse impact on academic achievement, and are an important factor related to both discipline and academic equity.**
- Is training provided for teachers, such as Adverse Childhood Experiences (ACEs) training?
  - **KCS response: ACEs training is incorporated into trauma-informed practices, and each school has access to trauma-informed practices.**

## BREAKOUT – PERSONNEL, TRAINING AND STAFF DEVELOPMENT

[KCS note: Feedback in this breakout was minimal]

## **BREAKOUT – COMMUNICATIONS**

[KCS note: This breakout session did not have any attendees from the public]