



Arlington Community Schools Board Retreat - Board Meeting
November 14, 2022 4:00 PM
12060 Arlington Trail, Arlington, TN 38002

1. Call to Order and Roll Call
2. Discussion
 - 2.A. Suggested TSBA Legislative Agenda
 - 2.B. School/District Access
 - 2.C. ACS Calendar of Events
 - 2.D. Amending Policy 1.1061 Code of Ethics
 - 2.E. Other Discussion Items
3. Adjournment



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RESOLUTION #1

APPRECIATION TO KEYS FILLAUER

Submitted by the TSBA Board of Directors

WHEREAS, Keys Fillauer has nobly served as the President of the Tennessee School Boards Association during the year of 2022;

WHEREAS, he served as TSBA President-Elect in 2021, Vice President in 2020, and Treasurer in 2019;

WHEREAS, he previously served on the TSBA Board of Directors as the East District Director from 2014-2016 as well as a TSBA At-Large Member in 2010;

WHEREAS, he has served on the Oak Ridge Board of Education since 2001;

WHEREAS, he has served as Chairman of the School Board since 2009 and was the Parliamentarian from 2007-2009;

WHEREAS, he is a Level V Master School Board Member and was selected for TSBA's All Tennessee School Board in 2012;

WHEREAS, he served on the Oak Ridge Boys and Girls Club Board from 2000-2007, with four of those years as Vice President;

WHEREAS, he serves as the current Foreman for the Anderson County Grand Jury;

WHEREAS, he currently serves on the Knoxville Ronald McDonald House Board of Directors and served two terms as President;

WHEREAS, he heads an organization, KFI, Inc., that has raised over \$900,000 for the Ronald House;

WHEREAS, he is a member of the Oak Ridge Sports Hall of Fame and Anderson County Hall of Fame;

WHEREAS, he was recently selected as a Paul Harris Fellow by the Oak Ridge Rotary Club;

WHEREAS, he has a Bachelor of Science degree from the University of Tennessee in Chattanooga and is a retired teacher and coach of thirty-one years;

WHEREAS, he is currently the President of Fillauer Family Partnership; and

WHEREAS, he and his wife, Melanie, have one son, Parks, who is currently working as a Neuropsychology Resident at the Michael DeBakey Veterans Hospital in Houston, Texas.

NOW, THEREFORE, BE IT RESOLVED, that the Tennessee School Boards Association expresses appreciation and admiration to Keys Fillauer for his relentless dedication to the schools, educators, and students of Tennessee; and

BE IT FURTHER RESOLVED THAT THE TENNESSEE SCHOOL BOARDS ASSOCIATION bestows upon him Honorary Lifetime Membership.

RESOLUTION #2

RESOLUTION SUPPORTING USE OF TEMPORARY ASSISTANCE FOR NEEDY FAMILIES (TANF) FUNDS

Submitted by the TSBA Board of Directors

WHEREAS, the Board of Directors of the Tennessee School Boards Association (TSBA) is charged with carrying out the purposes of the Association which include the general advancement and improvement of public education in Tennessee and providing the General Assembly with pertinent information incident to passage of sound educational legislation;

WHEREAS, the Temporary Assistance for Needy Families (TANF) is a program authorized under federal law that was developed to provide funds to assist needy families, end the dependence on government benefits, prevent and reduce the incidence of out-of-wedlock pregnancies, and encourage the formation and maintenance of two-parent families;

WHEREAS, Tennessee receives approximately \$191 million each year in TANF funds, and at one time, maintained approximately \$798 million of unused funds in reserve;

WHEREAS, Tennessee maintains flexibility in spending these funds and has the option to expand TANF-funded services to underfunded areas;

WHEREAS, the state's funding formula is the method used in determining how Tennessee education funding is generated and distributed among Tennessee schools;

WHEREAS, several programs dealing with social services, such as guidance, school health, psychology, and social work, are funded by the state and deal directly with TANF purposes;

WHEREAS, using even a portion of unused TANF funds could support local boards of education when funding programs in these key areas and serving students who are eligible for TANF funds under federal law; and

WHEREAS, local boards of education struggle to fully fund these programs as the state's funding formula does not adequately meet the needs of districts when funding these programs.

NOW, THEREFORE, BE IT RESOLVED, that the Tennessee School Boards Association hereby urges the General Assembly to allow local boards of education to use TANF funds for costs related to funding programs that support social services.

RESOLUTION #3

RESOLUTION SUPPORTING THE USE OF FUNDS TO PAY FOR THE PRAXIS

Submitted by the TSBA Board of Directors

WHEREAS, the Board of Directors of the Tennessee School Boards Association (TSBA) is charged with carrying out the purposes of the Association which include the general advancement and improvement of public education in Tennessee and providing the General Assembly with pertinent information incident to passage of sound educational legislation;

WHEREAS, each year, school districts struggle to fill open teaching positions;

WHEREAS, this is especially troubling when considering how many teachers are eligible for retirement;

WHEREAS, approximately 8,000 teachers were eligible to retire as of June 30, 2022 – making that over one thousand more compared to the prior year;

WHEREAS, Tennessee could provide incentives for individuals entering into the teaching profession, such as creating a program to fund the Praxis tests for new teachers or educators seeking an additional endorsement;

WHEREAS, state law requires all students wishing to receive a teaching license to pass a test that measures professional knowledge and a standardized or criterion-referenced test for each desired area of endorsement;

WHEREAS, currently, the majority of academic licensure areas require two assessments: one content area assessment and one which measures pedagogy, and these assessments cost approximately \$150 per administration;

WHEREAS, additional endorsements require that educators submit qualifying scores on required content assessments which cost, on average, \$150 per administration; and

WHEREAS, providing these incentives for the teaching profession would make strides in overcoming teacher shortages as well as attract more qualified individuals to enter the teaching profession.

NOW, THEREFORE, BE IT RESOLVED, that the Tennessee School Boards Association urges the General Assembly to provide incentives for individuals wishing to enter the teaching profession in Tennessee or seeking an additional endorsement by reimbursing that individual for successful completion of the Praxis.

RESOLUTION #4

**RESOLUTION SUPPORTING THE USE OF FUNDS FOR SPECIAL EDUCATION
SCHOLARSHIPS**

Submitted by the TSBA Board of Directors

WHEREAS, the Board of Directors of the Tennessee School Boards Association (TSBA) is charged with carrying out the purposes of the Association which include the general advancement and improvement of public education in Tennessee and providing the General Assembly with pertinent information incident to passage of sound educational legislation;

WHEREAS, each year, school districts struggle to fill open teaching positions;

WHEREAS, this is especially troubling when considering how many teachers are eligible for retirement;

WHEREAS, approximately 8,000 teachers were eligible to retire as of June 30, 2022 – making that over one thousand more compared to the prior year;

WHEREAS, Tennessee could provide incentives for individuals entering into the teaching profession, such as creating a scholarship to assist individuals wishing to pursue teaching careers in special education;

WHEREAS, there are over 9,200 special education paraprofessionals, and if a scholarship was provided for college level juniors and seniors, it is estimated that over 500 paraprofessionals would be eligible for the scholarship program;

WHEREAS, as a result, several hundred new special education teachers would graduate with a commitment to teach in a Tennessee public school; and

WHEREAS, providing these types of incentives for the teaching profession would make strides in overcoming teacher shortages as well as attract more qualified individuals to enter the teaching profession in high need areas, such as special education.

NOW, THEREFORE, BE IT RESOLVED, that the Tennessee School Boards Association urges the General Assembly to provide incentives for individuals wishing to enter the teaching profession by creating a college student scholarship program to attract individuals to teach special education.

RESOLUTION #5

RESOLUTION SUPPORTING THE OPTION FOR DISTRICTS TO HIRE TEACHER CANDIDATES

Submitted by the TSBA Board of Directors

WHEREAS, the Board of Directors of the Tennessee School Boards Association (TSBA) is charged with carrying out the purposes of the Association which include the general advancement and improvement of public education in Tennessee and providing the General Assembly with pertinent information incident to passage of sound educational legislation;

WHEREAS, school districts struggle to fill open teaching positions and would benefit from additional options available to allow districts more flexibility when recruiting for these open teaching positions;

WHEREAS, when considering the process to become certified to teach in Tennessee, teacher candidates must meet certain requirements, such as completing an educator preparation program that includes completing at least one clinical practice, such as student teaching, within a public school;

WHEREAS, the process to become certified to teach can place certain challenges on many teacher candidates, such as being unemployed and the uncertainty of a full-time teaching position;

WHEREAS, an option to help alleviate some of these concerns would be to allow school districts the ability to hire a teacher candidate as a full-time teacher while using the first-year of teaching to fulfill his/her student teaching requirement; and

WHEREAS, allowing the school district to hire this individual would benefit both the district and the teacher candidate as the district would be able to fill an open position and the teacher candidate would be compensated for his/her time in the classroom.

NOW, THEREFORE, BE IT RESOLVED, that the Tennessee School Boards Association hereby urges the General Assembly to allow school districts the option of hiring teacher candidates that only need to complete their student teaching requirements as full-time teachers.

RESOLUTION #6

**RESOLUTION SUPPORTING THE OPTION FOR MILITARY VETERANS TO
OBTAIN AN OCCUPATIONAL TEACHING LICENSE**

Submitted by the TSBA Board of Directors

WHEREAS, the Board of Directors of the Tennessee School Boards Association (TSBA) is charged with carrying out the purposes of the Association which include the general advancement and improvement of public education in Tennessee and providing the General Assembly with pertinent information incident to passage of sound educational legislation;

WHEREAS, school districts struggle to fill open teaching positions and would benefit from additional options available to allow districts more flexibility when recruiting for these open teaching positions;

WHEREAS, an additional option would be to allow a military veteran the ability to receive an occupational teaching license who has not yet earned a bachelor's degree;

WHEREAS, when considering open teaching positions, school districts are seeing an increased need in individuals who are qualified to teach high need areas, such as CTE courses, and with the background and experience of some military veterans, school districts would have the option to consider these individuals for the job;

WHEREAS, school districts would need to ensure that these individuals are qualified for the job, and therefore, military veterans who wish to utilize this option would need to meet certain criteria, such as a minimum length of time serving in the military, a minimum amount of college credits already earned, pursuing a bachelor's degree with a teaching endorsement, employed by a school district, etc.; and

WHEREAS, allowing the school district to hire military veterans to fill some of these high need areas would benefit both the district and the military veteran as the district would be able to fill an open position and the military veteran would be able to continue pursuing his/her passion in education while being employed full-time within a school district.

NOW, THEREFORE, BE IT RESOLVED, that the Tennessee School Boards Association hereby urges the General Assembly to allow military veterans the option of obtaining an occupational teaching license that is based on military qualifications, such as training and experience, that would align to qualifications currently required for an individual to receive an occupational teaching license as determined by the State Board of Education.

RESOLUTION # 7

**RESOLUTION REGARDING VIRTUAL SCHOOL STUDENTS
AND MAINTENANCE OF EFFORT**

Submitted by Johnson County Board of Education

WHEREAS, the Johnson County Board of Education is charged with governing the school district so that all students receive the best educational opportunities in order to graduate prepared to enter a postsecondary institution or the workforce;

WHEREAS, while the responsibility and accountability of the school district rests on the Board, it lacks fiscal independence and must work with its local funding body to ensure that local funding obligations are met each school year; and

WHEREAS, the law outlines the obligations of local funding bodies to maintain their funding efforts of the school district by requiring that they appropriate at least as much money as they did the prior year; and

WHEREAS, Boards recognize the financial realities and challenges that local funding bodies face in meeting the local funding obligations, and often times, request only those increases in funding that are required by law; and

WHEREAS, situations may arise when these requirements for additional funding cause an increase in maintenance of effort, placing budgetary challenges on the local funding body;

WHEREAS, a concern for Boards is that these budgetary challenges would hinder efforts for maintenance of effort requirements to be met by their local funding body;

WHEREAS, now, Boards who maintain a virtual school within their district are faced with a new concern: an increase in enrollment of non-resident students in the district's virtual school potentially raising maintenance of effort to a level that creates an additional burden on local taxpayers;

WHEREAS, to ensure enrollment within virtual schools is not discouraged, Boards and their local funding body could agree to exclude the number of students enrolled in a virtual school if it causes an increase in maintenance of effort; and

WHEREAS, allowing the Board and the local funding body to have this discretion would provide support to districts facing financial challenges while not imposing an undue burden on taxpayers that already go above and beyond maintenance of effort requirements.

NOW, THEREFORE, BE IT RESOLVED, that the Johnson County Board of Education urges the General Assembly to allow local boards of education and their local funding body to enter

into a temporary agreement to exclude the number of students enrolled in the district's virtual school from maintenance of effort calculations if the number of virtual students causes an increase in the local funding body's maintenance of effort requirements.

RESOLUTION #8

**RESOLUTION SUPPORTING A STATEWIDE REVIEW AND CORRECTION OF
UNNECESSARY REQUIREMENTS ON EDUCATORS**

*Submitted by Williamson County Board of Education and Lauderdale County Board of
Education*

WHEREAS, the future well-being of the great state of Tennessee relies on a high-quality public education system that prepares all students for college, careers, citizenship and lifelong learning; and

WHEREAS, over many years, state and local governing bodies have created policies, practices, procedures, and other requirements that affect educators in Tennessee that, while the requirements may have been well-intended and in many cases helpful, Tennessee's educators have been spending growing amounts of time, resources, and energy on these voluminous requirements; and

WHEREAS, many of the requirements have outlived their usefulness and have caused considerable collateral damage in many Tennessee schools, including driving excellent teachers out of the profession, and undermining school climate, and draining precious resources; and

WHEREAS, because educators are vital to the well-being of, not only the children, but all citizens of Tennessee, Tennesseans cannot afford for our educators to be hampered by regulatory overload that uses their valuable time, resources, training, and talent to focus on requirements not directly related to student outcomes and wellbeing; and

WHEREAS, the volume of requirements on our educators must be lowered in order to foster engaging school experiences that promote joy in learning, depth of thought and breadth of knowledge for students.

NOW, THEREFORE, BE IT RESOLVED, the Williamson County and Lauderdale County Boards of Education call on the Governor, state legislature, and state education boards and administrators to establish a comprehensive, collaborative, and thoughtful review program of Tennessee laws, rules, regulations, and policies governing teachers to recommend improvements to reduce educator workloads to facilitate teacher focus on the mission of educating Tennessee's children.

RESOLUTION # 9

**RESOLUTION REQUESTING GENERAL ASSEMBLY TO AMEND TENNESSEE
CODE ANNOTATED § 49-6-3115 TO ALLOW SCHOOL DISTRICTS TO MAKE
RETENTION DECISIONS FOR THIRD AND FOURTH GRADE STUDENTS**

*Submitted by Bells City Board of Education, Collierville Board of Education, Crockett County
Board of Education, and Hardeman County Board of Education*

WHEREAS, the role of the Bells City Board of Education, Collierville Board of Education, Crockett County Board of Education, and Hardeman County Board of Education is defined in Board Policy 1.101, which includes striving to provide the best educational opportunities possible for all children; and

WHEREAS, these Boards of Education believe that retention decisions regarding children should be research-based, informed by multiple data sources, and include parental input; and

WHEREAS, the Tennessee State Board of Education's Promotion and Retention Policy 3.300 lists a minimum of factors to be considered when identifying students for retention, including:

1. The student's ability to perform at the expectations of the current grade-level standards;
2. The results of local assessments, screening, or monitoring tools;
3. State assessments, as applicable;
4. The overall academic achievement of the student;
5. The student's likelihood of success with more difficult material if promoted to the next grade;
6. The student's attendance record; and
7. The student's social and emotional maturity; and

WHEREAS, the same Tennessee State Board of Education policy notes that "Retention shall be considered only when it is in the best interests of the student;" and

WHEREAS, retention may have adverse effects on students, including those with disabilities and at-risk students; and

WHEREAS, other states that have adopted legislation regarding retention of third grade students have included a provision allowing school districts to promote students not proficient in ELA as measured by standardized tests based on school district data demonstrating an understanding of ELA via alternative knowledge assessments.

NOW, THEREFORE, BE IT RESOLVED, that Bells City, Collierville, Crockett County, and Hardeman County Boards of Education urge the General Assembly to amend Tennessee Code Annotated § 49-6-3115 to allow school districts to make retention decisions for all students

based upon the totality of data, discussion among stakeholders, and the expertise of education professionals regarding the best interests of each student.

RESOLUTION #10

RESOLUTION SUPPORTING OUR STUDENTS AND TEACHERS BY REQUESTING THE TENNESSEE GENERAL ASSEMBLY TO AMEND T.C.A. 49-6-3115 TO ALLOW SCHOOL DISTRICTS TO MAKE RETENTION DECISIONS FOR THIRD-GRADE AND FOURTH-GRADE STUDENTS

Submitted by Lauderdale County Board of Education, Moore County Board of Education, and Williamson County Board of Education

WHEREAS, the Lauderdale County Board of Education, Moore County Board of Education, and Williamson County Board of Education are charged with governing their school districts so that all students receive the best educational opportunities in order to graduate prepared to enter a postsecondary institution or the workforce; and

WHEREAS, during its 2021 first extraordinary session, the Tennessee General Assembly adopted Public Chapter No.1, now codified as T.C.A. 49-6-3115, which provides in pertinent part that, “Beginning with the 2022-2023 school year, a student in third-grade shall not be promoted to the next grade level unless the student is determined to be proficient in English language arts (ELA) based on the student achieving a performance level rating of “on track” or “mastered” on the ELA portion of the student's most recent Tennessee comprehensive assessment program (TCAP) test”; and

WHEREAS, T.C.A. 49-6-3115 provides that, notwithstanding the aforementioned provision, a third-grade student who is not proficient in ELA as determined by the student achieving a performance level rating of “approaching” on the ELA portion of the student's most recent TCAP test may be promoted if:

- a. The student is an English language learner and has received less than two (2) years of ELA instruction;
- b. The student was previously retained in any of the grades K-3;
- c. The student is retested before beginning the next school year and scores proficient in ELA;
- d. The student attends a learning loss bridge camp before the beginning of the upcoming school year, maintains a 90% attendance rate at the camp, and the student's performance on the post-test at the end of the learning loss bridge camp demonstrates adequate growth as determined by the Department of Education; or
- e. The student is assigned a tutor through the Tennessee accelerating literacy and learning corps to provide the student with tutoring services for the entirety of the upcoming school year based on tutoring requirements established by the Department of Education; and

WHEREAS, T.C.A. 49-6-3115 provides that a third-grade student who is not proficient in ELA as determined by the student achieving a performance level rating of “below” on the ELA portion of the student's most recent TCAP test may be promoted if:

- a. The student is an English language learner and has received less than two (2) years of ELA instruction;
- b. The student was previously retained in any of the grades K-3;
- c. The student is retested before beginning the next school year and scores proficient in ELA; or
- d. The student attends a learning loss bridge camp before the beginning of the upcoming school year, maintains a ninety (90%) percent attendance rate at the camp, and is assigned a tutor through the Tennessee accelerating literacy and learning corps to provide the student with tutoring services for the entirety of the upcoming school year based on tutoring requirements established by the Department of Education; and

WHEREAS, a student who is promoted to the fourth grade pursuant to this process must show adequate growth on the fourth grade ELA portion of the TCAP test, as determined by the Department of Education, before the student may be promoted to the fifth grade; and

WHEREAS, in states that have adopted legislation regarding the retention of third-grade students, the educational outcomes for the students who have been retained have been mixed, with one reported negative outcome being that retention laws can have adverse effects on students with disabilities and at-risk students; and

WHEREAS, other than Tennessee, most, if not all, of the states that have adopted legislation regarding the retention of third-grade students have included in that legislation a provision allowing school districts to promote students who were not proficient in ELA as measured by standardized state tests but yet showed progress based on school district data, demonstrating an understanding of ELA via alternative knowledge assessments; and

WHEREAS, Tennessee’s failure to afford school districts the discretion to make retention decisions based on all school district information on each student adversely and disproportionately affects students who, for many reasons, might not perform well on standardized tests but yet demonstrate an understanding of ELA via alternative knowledge assessments.

NOW, THEREFORE, BE IT RESOLVED, that Lauderdale County, Moore County, and Williamson County Boards of Education urge the General Assembly to amend T.C.A. 49-6-3115 to allow school districts to make retention decisions for third-grade and fourth-grade students based upon all school district information on each student.

RESOLUTION # 11

**RESOLUTION REQUESTING GENERAL ASSEMBLY TO AMEND TENNESSEE
CODE ANNOTATED § 49-6-3115 TO ALLOW SCHOOL DISTRICTS TO MAKE
RETENTION DECISIONS FOR THIRD AND FOURTH GRADE STUDENTS**

Submitted by Lakeland Board of Education

WHEREAS, the role of the Lakeland Board of Education is defined in Board Policy 1.101, which includes striving to provide the best educational opportunities possible for all children; and

WHEREAS, the Lakeland Board of Education believes that retention decisions about children should be research-based, informed by multiple data sources, and include parental input; and

WHEREAS, the Tennessee State Board of Education's Promotion and Retention Policy 3.300 states that "factors used to identify students who may be considered for retention shall, at a minimum, include:

1. The student's ability to perform at the expectations of the current grade-level standards;
2. The results of local assessments, screening, or monitoring tools;
3. State assessments, as applicable;
4. The overall academic achievement of the student;
5. The student's likelihood of success with more difficult material if promoted to the next grade;
6. The student's attendance record; and
7. The student's social and emotional maturity; and

WHEREAS, the same Tennessee State Board of Education policy notes that "Retention shall be considered only when it is in the best interests of the student;" and

WHEREAS, retention based solely on one data point could have adverse effects on students, including those with disabilities and at-risk students; and

WHEREAS, other states that have adopted legislation pertaining to third-grade retention have included provisions allowing LEAs to use alternative assessment data to identify students for retention; and

WHEREAS, currently, school systems do not receive third-grade ELA test scores, which determine which students may be required to participate in Summer Learning Camps or face retention, until well after parents or guardians have made plans for the summer; and

WHEREAS, parents should have information regarding state-required remediations like Summer Learning Camps as early in the summer as possible so they can make decisions in the best interest of their students.

NOW, THEREFORE, BE IT RESOLVED, that the Lakeland Board of Education urges the General Assembly to amend Tennessee Code Annotated § 49-6-3115 to allow school districts to make retention decisions for all students based upon the totality of data, discussion among stakeholders, and the expertise of educational professionals regarding the best interests of each student AND urges that all third-grade ELA TCAP results be returned to school systems by May 31st at the latest.

RESOLUTION # 12

**RESOLUTION REQUESTING GENERAL ASSEMBLY TO AMEND TENNESSEE
CODE ANNOTATED § 49-6-3115 TO ALLOW SCHOOL DISTRICTS TO MAKE
RETENTION DECISIONS FOR THIRD AND FOURTH GRADE STUDENTS**

*Submitted by Weakley County Board of Education
(Submitted after deadline)*

WHEREAS, the role of the Weakley County Board of Education is defined in Board Policy 1.101, which includes striving to provide the best educational opportunities possible for all children; and

WHEREAS, the Weakley County Board of Education believes that retention decisions regarding children should be research-based, informed by multiple data sources, and include parental input and teacher input, as outlined by Board Policy 4.603; and

WHEREAS, the Tennessee State Board of Education's Promotion and Retention Policy 3.300 lists a minimum of factors to be considered when identifying students for retention, including:

1. The student's ability to perform at the expectations of the current grade-level standards;
2. The results of local assessments, screening, or monitoring tools;
3. State assessments, as applicable;
4. The overall academic achievement of the student;
5. The student's likelihood of success with more difficult material if promoted to the next grade;
6. The student's attendance record; and
7. The student's social and emotional maturity; and

WHEREAS, the same Tennessee State Board of Education policy notes that "Retention shall be considered only when it is in the best interests of the student;" and

WHEREAS, retention may have adverse effects on students, especially at-risk students; and

WHEREAS, other states that have adopted legislation regarding retention of third grade students have included a provision allowing school districts to promote students not proficient in ELA as measured by standardized tests based on school district data demonstrating an understanding of ELA via alternative knowledge assessments; and

WHEREAS, Tennessee's failure to afford school districts the discretion to make retention decisions based on all school district information on each student adversely and disproportionately affects students who, for many reasons, might not perform well on standardized tests but yet demonstrate an understanding of ELA via alternative knowledge assessments.

NOW, THEREFORE, BE IT RESOLVED, that the Weakley County Board of Education urges the General Assembly to amend Tennessee Code Annotated § 49-6-3115 to allow school districts to make retention decisions for all students based upon the totality of data, discussion among stakeholders, and the expertise of education professionals regarding the best interests of each student.

RESOLUTION # 13

**RESOLUTION SUPPORTING OUR STUDENTS AND TEACHERS BY REQUESTING
THE TENNESSEE GENERAL ASSEMBLY TO AMEND T.C.A. 49-6-3115 TO ALLOW
SCHOOL DISTRICTS TO MAKE RETENTION DECISIONS FOR THIRD AND
FOURTH GRADE STUDENTS**

*Submitted by Oneida Special Board of Education
(Submitted after deadline)*

WHEREAS, the Oneida Special Board of Education is charged with the responsibility of providing the best educational opportunities possible for all children as governed by Board Policy 1.101. In discharging that responsibility, the Oneida Special Board of Education sets school district goals and objectives as defined in Board Policy 1.700. Those goals and objectives include:

1. An integration of academic, physical, social, and emotional growth experiences for each student;
2. The recognition of achievement in all endeavors;
3. To structure the overall instructional program to provide sufficient alternatives to meet a variety of individual needs and aspirations;
4. To ensure that each student's interests, capacities, and objectives are considered in his/her learning program; and

WHEREAS, the Oneida Special Board of Education believes that the Tennessee General Assembly's decision to adopt Public Chapter No.1, now codified as T.C.A. 49-6-3115, should be amended to include research-based information from classroom achievement evaluations, educator and administration counsel, school district data, parental guidance; and

WHEREAS, the Tennessee State Board of Education's Promotion and Retention Policy 3.300 describes numerous requirements and objectives that must be met before retention is considered for a student, those requirements include:

1. The student's ability to perform at the current grade level;
2. The results of local or state assessments, screening, or monitoring tools;
3. The overall academic achievement of the student;
4. The student's chance for success with more difficult material if promoted to the next grade;
5. The student's attendance record;
6. The student's social and emotional maturity; and

WHEREAS, the Tennessee State Board of Education Policy 3.300 and Oneida Special School District Policy 4.603 also states that retention may only be considered "when it is in the best interests of the student;" and

WHEREAS, nationwide data has proven that retention can presumably have negative effects on students, particularly those with disabilities and students classified as at-risk. In states that have adopted third-grade retention laws, the reported educational outcomes for retained students have varied, further proving retention may disproportionately affect certain students; and

FURTHERMORE, states that have adopted third-grade retention laws, have also included a provision within legislation that allows school districts to promote students who were not proficient in ELA as measured by standardized tests. The progress of these students was monitored through classroom achievement evaluations, educator and administration counsel, school district data, and various academic assessments.

NOW, THEREFORE, BE IT RESOLVED, that the Oneida Special Board of Education urges the Tennessee General Assembly to amend T.C.A. 49-6-3115 to allow school districts to make retention decisions for all students based upon a multitude of factors including, but not limited to, school district achievement data, classroom and educator evaluations, and parental discretion.

RESOLUTION #14

**RESOLUTION REQUESTING GENERAL ASSEMBLY TO AMEND TENNESSEE
CODE ANNOTATED § 49-6-3115 TO ALLOW SCHOOL DISTRICTS TO MAKE
RETENTION DECISIONS FOR THIRD AND FOURTH GRADE STUDENTS**

*Submitted by Fayetteville City Board of Education
(Submitted after deadline – same as Resolution #9)*

WHEREAS, the role of the Fayetteville City Board of Education is defined in Board Policy 1.101, which includes striving to provide the best educational opportunities possible for all children; and

WHEREAS, the Fayetteville City Board of Education believes that retention decisions regarding children should be research-based, informed by multiple data sources, and include parental input; and

WHEREAS, the Tennessee State Board of Education's Promotion and Retention Policy 3.300 lists a minimum of factors to be considered when identifying students for retention, including:

1. The student's ability to perform at the expectations of the current grade-level standards;
2. The results of local assessments, screening, or monitoring tools;
3. State assessments, as applicable;
4. The overall academic achievement of the student;
5. The student's likelihood of success with more difficult material if promoted to the next grade;
6. The student's attendance record; and
7. The student's social and emotional maturity; and

WHEREAS, the same Tennessee State Board of Education policy notes that "Retention shall be considered only when it is in the best interests of the student;" and

WHEREAS, retention may have adverse effects on students, including those with disabilities and at-risk students; and

WHEREAS, other states that have adopted legislation regarding retention of third grade students have included a provision allowing school districts to promote students not proficient in ELA as measured by standardized tests based on school district data demonstrating an understanding of ELA via alternative knowledge assessments.

NOW, THEREFORE, BE IT RESOLVED, that the Fayetteville City Board of Education urges the General Assembly to amend Tennessee Code Annotated § 49-6-3115 to allow school districts to make retention decisions for all students based upon the totality of data, discussion

among stakeholders, and the expertise of education professionals regarding the best interests of each student.

RESOLUTION #15

**RESOLUTION REQUESTING GENERAL ASSEMBLY TO AMEND TENNESSEE
CODE ANNOTATED § 49-6-3115 TO ALLOW SCHOOL DISTRICTS TO MAKE
RETENTION DECISIONS FOR THIRD AND FOURTH GRADE STUDENTS**

*Submitted by Kingsport City Board of Education
(Submitted after deadline)*

WHEREAS, the role of the Kingsport City Board of Education is defined in Board Policy 1.101, which describes the actions taken by the Board to provide the best educational opportunities possible for all children; and

WHEREAS, the Kingsport City Board of Education believes that retention decisions regarding children should be research-based, informed by multiple data sources, and include parental/guardian input; and

WHEREAS, the Tennessee State Board of Education's Promotion and Retention Policy 3.300 lists a minimum of factors to be considered when identifying students for retention, including:

1. The student's ability to perform at the expectations of the current grade-level standards;
2. The results of local assessments, screening, or monitoring tools;
3. State assessments, as applicable;
4. The overall academic achievement of the student;
5. The student's likelihood of success with more difficult material if promoted to the next grade;
6. The student's attendance record; and
7. The student's social and emotional maturity; and

WHEREAS, the same Tennessee State Board of Education policy notes that "Retention shall be considered only when it is in the best interests of the student;" and

WHEREAS, retention may have adverse effects on students, including those with disabilities and at-risk students; and

WHEREAS, other states that have adopted legislation regarding retention of third grade students have included a provision allowing school districts to promote students not proficient in ELA as measured by standardized tests based on school district data demonstrating an understanding of ELA via alternative knowledge assessments.

NOW, THEREFORE, BE IT RESOLVED, that the Kingsport City Board of Education urges the General Assembly to amend Tennessee Code Annotated § 49-6-3115 to allow school districts to make retention decisions for all students based upon the totality of data, discussion among

stakeholders, and the expertise of education professionals regarding the best interests of each student.

RESOLUTION #16

RESOLUTION SUPPORTING OUR STUDENTS AND TEACHERS BY REQUESTING THE TENNESSEE GENERAL ASSEMBLY TO AMEND T.C.A. 49-6-3115 TO ALLOW SCHOOL DISTRICTS TO MAKE RETENTION DECISIONS FOR THIRD-GRADE AND FOURTH-GRADE STUDENTS

*Submitted by Carter County Board of Education and Putnam County Board of Education
(Submitted after deadline – same as Resolution #10)*

WHEREAS, the Carter County Board of Education and Putnam County Board of Education are charged with governing their school districts so that all students receive the best educational opportunities in order to graduate prepared to enter a postsecondary institution or the workforce; and

WHEREAS, during its 2021 first extraordinary session, the Tennessee General Assembly adopted Public Chapter No.1, now codified as T.C.A. 49-6-3115, which provides in pertinent part that, “Beginning with the 2022-2023 school year, a student in third-grade shall not be promoted to the next grade level unless the student is determined to be proficient in English language arts (ELA) based on the student achieving a performance level rating of “on track” or “mastered” on the ELA portion of the student's most recent Tennessee comprehensive assessment program (TCAP) test”; and

WHEREAS, T.C.A. 49-6-3115 provides that, notwithstanding the aforementioned provision, a third-grade student who is not proficient in ELA as determined by the student achieving a performance level rating of “approaching” on the ELA portion of the student's most recent TCAP test may be promoted if:

- a. The student is an English language learner and has received less than two (2) years of ELA instruction;
- b. The student was previously retained in any of the grades K-3;
- c. The student is retested before beginning the next school year and scores proficient in ELA;
- d. The student attends a learning loss bridge camp before the beginning of the upcoming school year, maintains a 90% attendance rate at the camp, and the student's performance on the post-test at the end of the learning loss bridge camp demonstrates adequate growth as determined by the Department of Education; or
- e. The student is assigned a tutor through the Tennessee accelerating literacy and learning corps to provide the student with tutoring services for the entirety of the upcoming school year based on tutoring requirements established by the Department of Education; and

WHEREAS, T.C.A. 49-6-3115 provides that a third-grade student who is not proficient in ELA as determined by the student achieving a performance level rating of “below” on the ELA portion of the student's most recent TCAP test may be promoted if:

- a. The student is an English language learner and has received less than two (2) years of ELA instruction;
- b. The student was previously retained in any of the grades K-3;
- c. The student is retested before beginning the next school year and scores proficient in ELA; or
- d. The student attends a learning loss bridge camp before the beginning of the upcoming school year, maintains a ninety (90%) percent attendance rate at the camp, and is assigned a tutor through the Tennessee accelerating literacy and learning corps to provide the student with tutoring services for the entirety of the upcoming school year based on tutoring requirements established by the Department of Education; and

WHEREAS, a student who is promoted to the fourth grade pursuant to this process must show adequate growth on the fourth grade ELA portion of the TCAP test, as determined by the Department of Education, before the student may be promoted to the fifth grade; and

WHEREAS, in states that have adopted legislation regarding the retention of third-grade students, the educational outcomes for the students who have been retained have been mixed, with one reported negative outcome being that retention laws can have adverse effects on students with disabilities and at-risk students; and

WHEREAS, other than Tennessee, most, if not all, of the states that have adopted legislation regarding the retention of third-grade students have included in that legislation a provision allowing school districts to promote students who were not proficient in ELA as measured by standardized state tests but yet showed progress based on school district data, demonstrating an understanding of ELA via alternative knowledge assessments; and

WHEREAS, Tennessee’s failure to afford school districts the discretion to make retention decisions based on all school district information on each student adversely and disproportionately affects students who, for many reasons, might not perform well on standardized tests but yet demonstrate an understanding of ELA via alternative knowledge assessments.

NOW, THEREFORE, BE IT RESOLVED, that the Carter County and Putnam County Boards of Education urge the General Assembly to amend T.C.A. 49-6-3115 to allow school districts to make retention decisions for third-grade and fourth-grade students based upon all school district information on each student.

RESOLUTION #17

**RESOLUTION SUPPORTING OUR STUDENTS AND TEACHERS BY REQUESTING
THE TENNESSEE GENERAL ASSEMBLY TO AMEND T.C.A. 49-6-3115 TO ALLOW
SCHOOL DISTRICTS TO MAKE RETENTION DECISIONS FOR THIRD-GRADE
AND FOURTH-GRADE STUDENTS**

*Submitted by Lawrence County Board of Education
(Submitted after deadline)*

WHEREAS, the Lawrence County Board of Education is charged with governing the school district so that all students receive the best educational opportunities in order to graduate prepared to enter a postsecondary institution or the workforce; and

WHEREAS, during its 2021 first extraordinary session, the Tennessee General Assembly adopted Public Chapter No.1, now codified as T.C.A. 49-6-3115, which provides in pertinent part that, “Beginning with the 2022-2023 school year, a student in third-grade shall not be promoted to the next grade level unless the student is determined to be proficient in English language arts (ELA) based on the student achieving a performance level rating of “on track” or “mastered” on the ELA portion of the student's most recent Tennessee comprehensive assessment program (TCAP) test”; and

WHEREAS, T.C.A. 49-6-3115 provides that, notwithstanding the aforementioned provision, a third-grade student who is not proficient in ELA as determined by the student achieving a performance level rating of “approaching” on the ELA portion of the student's most recent TCAP test may be promoted if:

- a. The student is an English language learner and has received less than two (2) years of ELA instruction;
- b. The student was previously retained in any of the grades K-3;
- c. The student is retested before beginning the next school year and scores proficient in ELA;
- d. The student attends a learning loss bridge camp before the beginning of the upcoming school year, maintains a 90% attendance rate at the camp, and the student's performance on the post-test at the end of the learning loss bridge camp demonstrates adequate growth as determined by the Department of Education; or
- e. The student is assigned a tutor through the Tennessee accelerating literacy and learning corps to provide the student with tutoring services for the entirety of the upcoming school year based on tutoring requirements established by the Department of Education; and

WHEREAS, T.C.A. 49-6-3115 provides that a third-grade student who is not proficient in ELA as determined by the student achieving a performance level rating of “below” on the ELA portion of the student's most recent TCAP test may be promoted if:

- a. The student is an English language learner and has received less than two (2) years of ELA instruction;
- b. The student was previously retained in any of the grades K-3;
- c. The student is retested before beginning the next school year and scores proficient in ELA; or
- d. The student attends a learning loss bridge camp before the beginning of the upcoming school year, maintains a ninety (90%) percent attendance rate at the camp, and is assigned a tutor through the Tennessee accelerating literacy and learning corps to provide the student with tutoring services for the entirety of the upcoming school year based on tutoring requirements established by the Department of Education; and

WHEREAS, a student who is promoted to the fourth grade pursuant to this process must show adequate growth on the fourth grade ELA portion of the TCAP test, as determined by the Department of Education, before the student may be promoted to the fifth grade; and

WHEREAS, in states that have adopted legislation regarding the retention of third-grade students, the educational outcomes for the students who have been retained have been mixed, with one reported negative outcome being that retention laws can have adverse effects on students with disabilities and at-risk students; and

WHEREAS, other than Tennessee, most, if not all, of the states that have adopted legislation regarding the retention of third-grade students have included in that legislation a provision allowing school districts to promote students who were not proficient in ELA as measured by standardized state tests but yet showed progress based on school district data, demonstrating an understanding of ELA via alternative knowledge assessments; and

WHEREAS, Tennessee's failure to afford school districts the discretion to make retention decisions based on all school district information on each student adversely and disproportionately affects students who, for many reasons, might not perform well on standardized tests but yet demonstrate an understanding of ELA via alternative knowledge assessments.

NOW, THEREFORE, BE IT RESOLVED, that the Lawrence County Board of Education urges the General Assembly to amend T.C.A. 49-6-3115 to allow school districts to make retention decisions for third-grade and fourth-grade students based upon all school district information on each student and not solely on a one time annual state exam and/or portion of a state mandated exam as it currently exist.

RESOLUTION #18

**RESOLUTION REQUESTING THE TENNESSEE GENERAL ASSEMBLY TO AMEND
T.C.A. 49-6-3115 TO ALLOW SCHOOL DISTRICTS TO MAKE RETENTION
DECISIONS FOR ALL STUDENTS**

*Submitted by Lebanon Special Board of Education
(Submitted after deadline)*

WHEREAS, the Lebanon Special Board of Education is charged with governing the school district so that all students receive the best and most equitable educational opportunities for all children; and

WHEREAS, during its 2021 first extraordinary session, the Tennessee General Assembly adopted Public Chapter No.1, now codified as T.C.A. 49-6-3115, which provides in pertinent part that, “Beginning with the 2022-2023 school year, a student in third-grade shall not be promoted to the next grade level unless the student is determined to be proficient in English language arts (ELA) based on the student achieving a performance level rating of “on track” or “mastered” on the ELA portion of the student's most recent Tennessee comprehensive assessment program (TCAP) test”; and

WHEREAS, T.C.A. 49-6-3115 provides that, notwithstanding the aforementioned provision, a third-grade student who is not proficient in ELA as determined by the student achieving a performance level rating of “approaching” on the ELA portion of the student's most recent TCAP test may be promoted if:

- a. The student is an English language learner and has received less than two (2) years of ELA instruction;
- b. The student was previously retained in any of the grades K-3;
- c. The student is retested before beginning the next school year and scores proficient in ELA;
- d. The student attends a learning loss bridge camp before the beginning of the upcoming school year, maintains a 90% attendance rate at the camp, and the student's performance on the post-test at the end of the learning loss bridge camp demonstrates adequate growth as determined by the Department of Education; or
- e. The student is assigned a tutor through the Tennessee accelerating literacy and learning corps to provide the student with tutoring services for the entirety of the upcoming school year based on tutoring requirements established by the Department of Education; and

WHEREAS, T.C.A. 49-6-3115 provides that a third-grade student who is not proficient in ELA as determined by the student achieving a performance level rating of “below” on the ELA portion of the student's most recent TCAP test may be promoted if:

- a. The student is an English language learner and has received less than two (2) years of ELA instruction;
- b. The student was previously retained in any of the grades K-3;
- c. The student is retested before beginning the next school year and scores proficient in ELA; or
- d. The student attends a learning loss bridge camp before the beginning of the upcoming school year, maintains a ninety (90%) percent attendance rate at the camp, and is assigned a tutor through the Tennessee accelerating literacy and learning corps to provide the student with tutoring services for the entirety of the upcoming school year based on tutoring requirements established by the Department of Education; and

WHEREAS, a student who is promoted to the fourth grade pursuant to this process must show adequate growth on the fourth grade ELA portion of the TCAP test, as determined by the Department of Education, before the student may be promoted to the fifth grade; and

WHEREAS, in states that have adopted legislation regarding the retention of third-grade students, the educational outcomes for the students who have been retained have been mixed, with one reported negative outcome being that retention laws can have adverse effects on students with disabilities and at-risk students; and

WHEREAS, other than Tennessee, most, if not all, of the states that have adopted legislation regarding the retention of third-grade students have included in that legislation a provision allowing school districts to promote students who were not proficient in ELA as measured by standardized state tests but yet showed progress based on school district data, demonstrating an understanding of ELA via alternative knowledge assessments; and

WHEREAS, Tennessee's failure to afford school districts the discretion to make retention decisions based on all school district information on each student adversely and disproportionately affects students who, for many reasons, might not perform well on standardized tests but yet demonstrate an understanding of ELA via alternative knowledge assessments.

NOW, THEREFORE, BE IT RESOLVED, that the Lebanon Special Board of Education urges the General Assembly to amend T.C.A. 49-6-3115 to allow school districts to make retention decisions for all students based upon the totality of data, discussion among stakeholders, and the expertise of education professionals regarding the best interests of each student.

RESOLUTION #19

**RESOLUTION SUPPORTING OUR STUDENTS AND TEACHERS BY REQUESTING
THE TENNESSEE GENERAL ASSEMBLY TO AMEND T.C.A. 49-6-3115 TO ALLOW
SCHOOL DISTRICTS TO MAKE RETENTION DECISIONS FOR THIRD-GRADE
AND FOURTH-GRADE STUDENTS**

*Submitted by Tullahoma City Board of Education
(Submitted after deadline)*

WHEREAS, T.C.A. 49-6-3115 provides that a third-grade student who is not proficient in ELA as determined by the student achieving a performance level rating of "below" on the ELA portion of the student's most recent TCAP test may be promoted if:

- a. The student is an English language learner and has received less than two (2) years of ELA instruction;
- b. The student has an IEP that outlines deficiencies in reading;
- c. The student was previously retained in grade K through 3 prior to this year;
- d. The student attends a learning loss bridge camp, maintains a 90% attendance rate at the camp, and demonstrates adequate growth on the post-test; AND
- e. The student receives high-dosage, low ratio tutoring using the TN ALL Corps grant or an equivalent high-dosage, low ratio tutoring model for the entirety of fourth grade;

WHEREAS, T.C.A. 49-6-3115 provides that a third-grade student who is not proficient in ELA as determined by the student achieving a performance level rating of "approaching" on the ELA portion of the student's most recent TCAP test may be promoted if:

- a. The student is an English language learner and has received less than two (2) years of ELA instruction;
- b. The student has an IEP that outlines deficiencies in reading;
- c. The student was previously retained in grade K through 3 prior to this year;
- d. The student attends a learning loss bridge camp, maintains a 90% attendance rate at the camp, and demonstrates adequate growth on the post-test OR
- e. The student receives high-dosage, low ratio tutoring using the TN ALL Corps grant or an equivalent high-dosage, low ratio tutoring model for the entirety of the fourth grade;

WHEREAS, a student who is promoted to the fourth grade pursuant to this process must show adequate growth on the fourth grade ELA portion of the TCAP test, as determined by the Department of Education, before the student may be promoted to the fifth grade;

WHEREAS, research has shown that retaining students may produce short-term positive outcomes but may in fact lead to more significant negative academic and non-academic outcomes in the long term; and

NOW, THEREFORE, BE IT RESOLVED, that the Tullahoma City School Board of Education urges the General Assembly to amend T.C.A. 49-6-3115 to allow school districts to make retention decisions for third-grade and fourth-grade students, like all other grade levels, based upon all school district information on each student.

Fall District Meeting Attendance

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2022
UC	58	59	82	49	67	38	47	50	41	57	60
SW	70	59	58	62	42	53	49	46	56	50	57
SE	81	95	103	96	89	67	45	47	107	46	47
NE	146	126	137	108	73	79	81	102	91	112	90
E	114	86	96	109	76	121	117	105	76	140	104
SC	105	104	79	89	73	65	90	100	71	76	68
D	60	68	73	43	45	56	61	53	65	67	54
NW	91	63	109	84	88	93	93	82	95	83	62
MC	82	78	68	72	58	39	52	45	76	44	72
TOTAL	807	738	805	712	611	611	635	630	678	675	614

2022

	Total # of BM's and SU's	% Attending	2020 Virtual	2021 Virtual
UC	129	47%	34	37
SW	79	72%	32	24
SE	127	37%	51	54
NE	112	80%	63	68
E	185	56%	77	80
SC	139	49%	58	70
D	76	71%	53	50
NW	178	35%	41	53
MC	120	60%	52	55
TOTAL	1145	54%	461	491

23 COSSBA
MEMBERS



2022 Fall District Meeting Survey Comments

Question 1: Should the General Assembly allocate Temporary Assistance for Needy Families (TANF) money to help fund programs in school districts that involve social services?

Southwest

- Would like information on how we could use TANF funds for Yes or Special Education to recruit and pay scholarship programs.
- I figure that a board that is considering building a multimillion dollar football facility can pay for those positions and save national debt.
- Yes as long as the money does alleviate the money used to pay social service avenues. We don't need to take away anymore pay from teachers.

Upper Cumberland

- TANF – We all know the success of public educated children is directly related to their parents education level or feeling of necessity in education. How can these funds be targeted to educate or promote parents to feel the need for educating their children. Can parents attend adult classes with this money?
- Only if districts can use money for positions. Paying for a program is great but if districts have to pay for the positions it is a strain on the district's budget.
- School districts have best structure to spend TANF funds in the spirit of the law.
- Money should be allocated if services are required by law.
- Concern over what strings will be attached.

Delta

- The funding to implement these programs, which is minimal in the grand scheme of things, will certainly help our schools, families, and local communities. The benefits of these programs far outweigh the cost.

Northwest

- Yes – but what happens when the money runs out?

Southeast

- After school programs, school psychological – comes from ed. fund summer learning camps. \$798 mil WOW!!! Public schools are doing more social services than educating. Strings attached could be a bad idea.
- I know that our teachers and educators feel like social service workers.
- Yes – as long as the strings that are added.
- Summer Camp money is coming from TANF.
- School systems need a full time social worker funded by TANF funds.
- Fund programs not positions. Where does the money come from to pay for the positions/programs once the funds are depleted? What is the catch?

- I am in support of public schools receiving as much funding as possible, as we are severely under-funded and everyone involved in education is underpaid/compensated.
- As long as attached strings aren't burdensome.
- I can't support without knowing the strings attached to the use of federal funds.

South Central

- Psychological services, social work address out of wedlock pregnancies.
- What are the strings attached? Does only human resources have say on how it is spent or does the BOE have say on how it is spent?
- Need more info on TANF.
- Could TANF funds cover parenting classes – students with repeat behavior problems – missing school, etc.

Northeast

- Will local board have flexibility?
- I don't like idea of federal dollars doing state school social services!! It really depends on the federal strings attached – I might say no. I definitely can't say yes without more info.

East

- Schools just need to educate children; all the other services need to be paid for through DCS or other gov. programs. Our funds need to be used for teaching only.
- Yes, but not if strings such as Title IX strings exist.
- TANF: Fed money is often tied to program evaluations. Would our school systems need to provide evidence of, for example, how we promote two-parent families? Or our numerical goals for reducing pregnancies out-of-wedlock?
- Strongly opposed to the potential strings.
- Social services continue to be one of a district's needs. They continue to grow within our students health and well-being.
- Yes, not only for social services. Let the district determine the greatest need for the money.

Mid Cumberland

- If we build partnerships with organizations that are using TANF, are we still beholden to the strings or just the organization beholden to the strings?

Question 2: Should the General Assembly provide funding to pay the costs of the Praxis for new teachers and those seeking additional endorsements?

Southwest

- I would rather see existing teachers pay raised. On the other hand if anyone wants to go into business for their selves they must endure the inputs; again save national debt.
- Is this a one time cost? What about teachers who have to take Praxis more than once?
- There is no reason any test should be that high. Should work on bringing that price down.
- Reimburse passed Praxis.
- As long as it's a one time pay for closing vacancy but not used to take lightly.

Upper Cumberland

- Praxis for TN teachers to stay or pay back if leave during a period.
- Begin conversation for TN to develop its own Praxis.
- Free the 1st time.
- Payment for Praxis should only be for successful completion. What is the pass-fail rate.
- Add must agree to work in TN school.
- One time only.
- With the stipulation of working in a TN school for a specific time or the funds will require a repayment.

Delta

- I feel like we could use this money elsewhere. I personally don't believe \$150 will make an impact.
- Praxis??

Northwest

- Yes – as long as they pass.
- Do we need Praxis??
- Our school district provides reimbursement for tests. I think this should stay at a local level – not federal.

Southeast

- Do away with the Praxis!
- I am somewhat split on this question. In some way, it feels that if you give someone something it is not as beneficial and it they pay for it themselves. Pay for it and reimburse at tenure??
- When do we stop? Most apprenticeship jobs/programs pay for all training/tests.
- Definitely.
- Do away with Praxis. A money drain! If it is going to be required, pay for it.
- Teachers would have to pass the Praxis to get reimbursed. 3,300 educators coming out of colleges in TN, not nearly enough.
- Some states discussed letting individuals that had not even went to college into the school system to teach students. So of course I think TN should pay for Praxis/reimburse.

- Why do we need the Praxis? Eliminate the Praxis for those eligible to teach in college.
- “Yes” depends on single use or reimbursement of passing score.
- Praxis would be a nice perk to pay for – however, it may not be the highest priority of other ideas to incentivize more people to enter field and remove barriers for entry.

South Central

- This should be a non-issue! Pay for the Praxis.
- There should be a requirement/commitment to work in district/position for a certain amount of time.
- Teacher should be able to add an endorsement to their license through passing the Praxis (special education, EL, etc.) – example middle school math, HS math, etc. – teacher should be able to take Praxis to get HS endorsement.
- Veteran’s program with maybe focus on CTE programs.
- Would the Praxis reimbursement cover any person holding an active teacher license in the state or only those actively teaching currently in a school?
- Would it pay for retaking Praxis? Doesn’t reimburse if you fail?
- Praxis – yes but need guidelines of some sort in place – one try.

Northeast

- No – they need to take initiative. All other professors pay their license/test until employer takes over.
- (a) Teach in the area for number of years, (b) paying teacher insurance would help retain teachers in our district, (c) paid PD days up to three days per year.
- As for the Praxis, pay for the assessment regardless whether they pass or fail.
- No - \$150 cost of the test is not our problem with retaining teachers. The cost of that test is cheap compared to other professions.

East

- Yes, it would help some, but is a drop in the bucket for the overall problem.
- Only with a commitment to sign a contract for years of service. We wouldn’t want to pay these fees then have teachers just up and work somewhere else.
- Yes, and GA should pay for edTPA as well.
- Do away with it has no value in classroom.
- Definitely provides encouragement to be an educator.
- If teachers fail the Praxis exam, will they still be reimbursed?
- There is a need to reexamine edTPA. This is not an indicator of ability – just how well students can perform.

Mid Cumberland

- I would like to do away with the Praxis.
- Allow districts to get waivers for special circumstances and to help speed up filing vacancies.
- Would like to lobby the federal government to grant waivers 3-5 years to pass the praxis. We need teachers in the classroom.

- Ideally, would like to get rid of the praxis. It's ridiculous and especially in SPED. Keeping SPED teachers from teaching with reading test.
- I would prefer the idea of eliminating the Praxis requirement. These are among other options for licenses – also would recommend eliminating the edTPA.
- Need reciprocating between states if teachers want to move here from another state – i.e., no praxis if moving here from another state.
- Waiver for SPED to teach without completing the praxis.

Question 3: Should the General Assembly provide funding for scholarships benefitting paraprofessionals seeking a special education endorsement?

Southwest

- People should pay their own way. My wife put herself through school. It's not the governments place to pay everyone's bill!
- Great help for vacancy.

Upper Cumberland

- If it will apply to other also beside SPED.
- Depending on endorsement and legal requirements.

Delta

- Funding for paraprofessional scholarships should be funded from lottery dollars.

Northwest

- No – we just need better teacher salaries overall!
- Currently, we are partnering with UTM GYOwn...may do this already.
- Broaden cope to other content need areas?
- Scholarships for all teacher candidates.
- Provide scholarships to all potential teachers.

Southeast

- Could be the same as Praxis. Strings attached.
- Many, many, many years ago when special ed. became part of public education the State paid for my masters in Special Ed. at UTC.
- Include other hard to fill areas like secondary math.
- I'd add speech and language pathologist, ESL, and secondary math.
- Add speech and language pathologists and secondary math and ESL.

South Central

- I would support if it was for anyone wanting to teach.
- With guidelines – maybe forgivable grant rather than scholarships.
- There should be a requirement/commitment to work in district/position for a certain amount of time.
- With an employment provision.

Northeast

- Concerns that people may be getting quantity but not quality.

East

- All endorsement areas.
- Yes, if it includes speech teachers and school psychologists should be included.

Mid Cumberland

- Why limit this to SPED? Could we expand this to most hard-to-fill positions, like math and science teachers?

Question 4: Should the General Assembly allow districts to hire teacher candidates that only need to complete their student teaching requirements?

Southwest

- It seems that question #4 needs to be better thought out in terms of specific details. The questions asked by board members indicate a lack of considered detail in terms of how this program would be facilitated. Great in concept – needs more work! It was quite a “hot-potato” issue in the meeting, so what objections need to be better considered?
- Finish the program.
- I agree with this but there must be mentor teachers involved. We must make sure they are not just thrown into the classroom. It would be good to get them paid sooner.
- Case by case basis. They will be students that should qualify. They will be a lot that should not, may not be ready for alone class time.
- Undecided – who would mentor that teacher? Classroom management is a real problem for first year teachers anyway, so coming into the classroom w/out the internship/student teaching experience could be problematic. Would these students be college graduates? Pedagogy concerns.
- Will not help.

Upper Cumberland

- Yes – with reservations.
- I foresee this as an extra burden on senior teachers to help them out their first years. Mentoring is always available but you need to pay these sr. teachers. Teachers have the gift of nurturing, compassion, helping. But they are not making the money they need to be required all these extra activities. Pay them competitive wages.
- General Assembly should give LEA’s the most flexibility possible to address teacher shortages.
- I think a shorter student teaching time would be good maybe like 6 months (semester).
- Possibly – with stipulations or criterion that has been met – they should have to be vetted.
- Maybe with strict stipulations.
- Provide requirements that should be met passed all classes etc. should not be blanket that all applicants qualify.
- Mentor program needed in addition.

Delta

- Only if we can use them in Title I schools.
- Yes – with some stipulations in place – mentor teacher or maybe team teaching only for 1st year.
- Do a data dive to find out the terms of student teaching programs across the state (e.g., eight weeks versus a semester or year).

Northwest

- We already have options to do this.

- The mentor teacher should be compensated additional funds to perform this additional work.
- Student teaching sometimes shows someone teaching is not their career – some check to see candidate serious about teaching.
- Scholarships for all teacher candidates.

Southeast

- Hiring teacher candidates for a year after graduating w/diploma – give them that year for student teaching and completing the Praxis exams.
- Allow teachers to be hired only if a mentor teacher is hired to be in the classroom with the probationary teacher. Could be a retired teacher placed in the classroom. The retired teacher could be paid less since she doesn't have the same responsibility. This has happened and is not a new concept.
- Education is too rigid. Teachers need flexibility. There are pros and cons with this question.
- Yes – only if the supervision.
- Only teacher candidates with a mentor should be able to do this.
- Student teaching is very important maybe with a mentor teacher and pay the student teacher and if they pass the course they get the job. They, the school system, pays the student teacher. The student teacher does not pay the school.
- Mentoring for new teachers who lack student teaching is vital!
- I am hesitant to hire teachers without finishing student teaching first. Mentor teachers or retired teachers hired to mentor the new teachers would be incredibly important.
- The concern would be who mentors the student teacher? That's a heavy lift.
- Grow your own – student teaching at same school? Typically at another? SPED supervisor who mentor.
- Not without some form of mentorship that also does not place another task or burden on existing teachers.
- Willing to pay for them to do their student teaching.
- Pay for the mentor must be considered.
- I would rather see legislation to change so that student teachers can be paid while they are student teaching. The student teachers still need consistent mentoring (and mentors should be paid for providing the mentorship).

South Central

- No on question 4 based on lack of experience to handle classroom issues out of hand.
- Yes – provided they have a time line to finish, and the evaluation in the classroom is maintained.
- As long as a good mentor teacher is assigned to the teacher candidate.
- A really strong student teaching experience is invaluable. To eliminate that is without much study is risky for schools and students.
- Many students go into student teaching and decide teaching is not for them. How does that person being a fulltime teacher before student teaching affect the students involved

with - could be a year lost for student. The final stage is the most important because it is actually hands-on.

- There should be a requirement/commitment to work in district/position for a certain amount of time.
- Mentor teacher pay.
- As a former teacher who was only 21 starting, some of these teachers are incredibly close in age to our high school students. I worry you would run into issues on the high school level with professionalism. This should only be allowed in the event a good mentor teacher program is in place.
- Yes with stipulations – need good mentor program with it and have funding to compensate student teacher and mentor.
- If edTPA is no longer required. Very time consuming.
- It don't love it, but possibly – it would get an almost-teacher in the classroom sooner. You would need to have mentors for student teachers, if this goes through.
- Supply mentors?? ETPA - ?100 day contracts? for mentors – guidelines for staying in system.
- Add guidelines that they must stay with district x amount of years.
- Have concerns that the responsibilities of teaching and finishing school would be difficult.

Northeast

- Strongly consider this if internship year is clearly noted on contract.
- You can't lump all candidates together in this. Should be a case by case situation! Strict criteria needs to be in place in ed programs!
- Needs to add some contract to make sure system benefits.
- With no requirement to hire the next year since better than a sub.

East

- General Assembly should fund a living wage salary for student teachers.
- I would be more supportive of a waiver program than a change in law.
- I like the waiver idea. Districts must have support in place.
- Yes, the option to hire.
- Only if other options are not available to the district. Needs a waiver for mentors, etc.
- Must have a mentor.
- Yes, with mentorship training.
- Question 4 hits home for our district. We've been hit with the teacher shortage and one school particularly which has a student teacher in the building. If these college students could work on a waiver then it would benefit the students more than a non-degree substitute.
- In a system with shortages, a mentor teacher would still be needed to work with, guide, and oversee the "student teaching." Who will pay the mentor teacher additional funds for his/her mentoring? This should be a waiver option. Our teachers are tutoring, teaching in the summer, etc... mentoring a college student who has his/her own classroom would

require a financial incentive, leave time to mentor that new teacher. And if we are in a shortage, how will we find leave time?

- Must have a mentorship in place with proven, well-seasoned teachers.
- With modifications as discussed.
- No, need boundaries like waiver better don't destroy the opportunity to learn as a student teacher.
- Agree with as the waiver option.
- Yes, with guidance from a peer.

Mid Cumberland

- Yes – only if the teachers are supervised by university.
- I like the idea of putting the decision to hire at the district level to ask for a waiver based on specific circumstances. We need more local authority. Whenever possible. And certainly in light of the crisis related to teacher shortage. Find a way.
- Can we provide local appeals to the local school board to provide waivers to fill hard to fill positions?
- Can we allow substitute teaching to count towards that as well?
- Would like student teachers to have a mentor.
- Districts could be able to apply for a special type of license. Districts can mentor the individual and can make appropriate decisions about ability to teach.

Question 5: Should the General Assembly allow military veterans the option of obtaining a temporary teaching certification?

Southwest

- Again, more specific detail needed. What will they teach? What are the parameters of approved subjects? CTE? I see some benefits here but needs more work. Well considered, this could work.
- When it comes to CTE, anyone that has real life experiences and wants to teach their area of expertise should have a path to do so without hoops to jump through.
- As is written, no, but I feel this would be a good idea in career field classes such as welding/plumbing and other CTE.
- G.I. Bill provides a way to become a certified teacher.
- Use CTE pathway. Not opposed but do not understand why this specifies military.
- Needs more work – and limited positions – not regular classrooms.
- To elaborate on question 5, I would love to see it more trade specific.
- Veterans it depends on what they teach not children!! In classroom but trade classes.
- Only if there are guidelines on CTE and experiences.
- Veterans? Explain temporary? CTE classes specialized subjects yes, but not just any and all positions.
- Only through trade school experiences that correlate with their military training.
- Started out as undecided – but lean more towards NO. Florida does not impress me. Would definitely expect them to be actively pursuing a teaching endorsement at an accredited university.
- Yes please!
- No except highly specialized areas (CTE).
- Not in general.

Upper Cumberland

- Yes – with reservations.
- Not without proper education.
- Only for specific teaching positions.

Delta

- Why not open it up to all professionals that have multiple years in a teachable subject?
- RE: Veterans – could these folks help tutor students (3rd graders) in specific subjects, while under the supervision of administrators and veteran teachers? Could this be used toward their certification? Same for those needing to complete student teaching.
- Closer look at military veterans. One option for school districts, but not first option.

Northwest

- Yes, if they have content knowledge that lends itself to our current need.
- We need military veterans in the school systems to teach today's students respect and proper behavior.

- Teachers need to be able to transmit knowledge to children. Military can do this but one size does not fit all – delivery may be an issue. Yes where appropriate.

Southeast

- Many veterans will not want to jump thru all the hoops to get to teach in a public school. Having a college education, bachelors, masters, doesn't make a great teacher.
- Not only military but American career of any service.
- Why just military? Not completely against this, but can they only teach CTE classes?
- High quality instruction is key for student success. This needs to be a component of any program to allow non-teachers employed before certification is attained.
- Being "military" isn't enough to be a teacher.
- Occupational teaching CTE programs requirements too hard for these teachers.
- With passing of content/certification in area.
- Yes – if qualified.
- Drop Praxis!
- I think the wording needs to be specific to explain the concept of military veterans with certain certifications and the positions would be in CTE – It sounds like we are just letting veterans step into any classroom and teach. The stated criteria in example slide is crucial to include.

South Central

- Yes – provided they have the background to teach.
- Perhaps – again with guidelines and expectations – intense mentoring and regular feedback – similar to progress monitoring.
- Not without having a complete psychological evaluation.
- Only CTE courses. Military can work toward degree while in service – even education.
- CTE only.
- No – no bachelor or course of study yet. Different than above.
- Limit this to CTE only.
- Have them take and pass a psychological background check.
- Yes – with proper vetting.
- Probably not – if this goes ahead, this should only be for CTE. I wouldn't want someone teaching an academic course without a degree.
- Tech./Voc. Classes – PTSD – problems? – ROTC – dealing with behavior of students. Need more info and guidelines.
- Only for career (tech) prep classes, not gen ed – where their specialty is.

Northeast

- Yes – preferably for CTE.
- CTE type – with honorable discharge.
- Would be in agreement with it – up for everyone that meets set criteria.
- Not without basic assurances met – (1) CTE; (2) honorable discharge; (3) Praxis passed?

- Honorably discharged and more suited to technical (CTE) schools maybe. Using vets as SROs!
- CTE/OCC only.
- Beneficial for career and technical ed students.
- Needs work- maybe CTE.
- CTE maybe. Would consider CTE only but still have questions regarding backgrounds.
- Yes if only for CTE.
- CTE and Vocational only.
- The military question makes more sense if it's specified that they teach in an area they have training and experience in the area they would teach i.e. CTE areas.
- Military vets getting temp cert is a really bad idea.
- I suggest on #5 that we offer it also to our first responders as well make sure of the mental soundness of all individuals.
- Too broad, needs to be more specific regarding degrees and how do we evaluate mental health like PTSD?
- Any veteran or law enforcement personnel should pass a psychological exam before being hired.
- I do think on the last question that it needs to specify to some type of CTE requirements. I like the idea and think this could be opened up to other areas (not just military veterans).
- Opportunities for military veterans (expanded) to include all personnel with experience in CTE areas plus to given the opportunities along with military personnel to use their certified training and experience in public ed.
- For CTE or foreign languages - mental health clearance.
- The military veteran option might be ok in certain areas, but we have to think of mental health of the applicants. Especially at the elementary level.
- Specific to their skill set.

East

- This should or may be already just CTE based. Military experience I would think would not suit a regular teaching position. Also, I don't think a CTE teacher would want to pursue a bachelor's degree.
- Depends on their college degree status.
- CTE only.
- I would model similar to Florida.
- With regulations similar to Florida like idea of veterans with military leadership training.
- 60 credits? Not enough.
- CTE?
- I would want the veterans to get quite a bit of training and make sure they are comfortable in teaching children.
- Yes, only for CTE.
- Reconsider the "pursuing a bachelor's degree" if they have extensive (far more than 48 months of service) hands on training. In many instances, military veterans have went through leadership training and training to assist/empower them to teach others.

- I would want very clear specifics regarding what courses would be open to this. Lots of concerns about military expectations for behavior/discipline. Teaching and training are different.
- CTE areas and any other criteria that would benefit the subject.
- CTE only.
- Would support 9-12. Not in K-8 only in the CTE world.
- Yes, for CTE. No instructional classroom.
- Should a veteran undergo a psychological evaluation?
- Yes, for sure!
- Occupational/CTE – yes, elementary ed – no.
- Yes, with a probation time with peer guidance.
- Regarding questions 4 and 5: I believe these are excellent ideas that allow us to go outside the box and be creative to fill a need and fix the problem of a teacher shortage. We will increase our pool of potential teacher into an otherwise untapped population that may have the ability to teach and will possess the technical skills. I would be in favor of eliminating the need for bachelors for number 5. A director of schools can assess if an individual has a gift for teaching.
- As a 38 year veteran of military service, I feel we should put an age in years of service requirement. Example age 30 with 10 years of service. A person who joins at age 18 fulfills his initial obligation in 4 years should not be considered due to military.

Mid Cumberland

- No – unless they have a college degree or equivalent.
- Maybe better for CTE, depending upon the experience, and increase the college credits to 90 (or ¾ of college credits needed to graduate). Also, with honorable discharge.
- Degree or equivalent.
- Would be willing to consider this provision if temporary teaching certification is directly related to area of training and expertise of the veteran and the subject/program to be taught. Florida model seems to be a good place for a start to this conversation. Probably best fit for CTE programs.
- Clearly the issue of CTE teachers is beyond frustrating. People currently working in “the field” are not going to take a pay cut plus have to pay for and take additional courses to come teach. We’ve been trying to find a welding teacher for 4 years. We work annually with TCAT – anything you can do to help with this would be helpful.
- Items #4 and #5 – I’m supportive as long as these ideas do not lower the standards for the profession. We may need to ensure these candidates are supported and have everything they need to be successful.
- Military vets: like the idea of making allowances for relative experience (i.e. CTE).
- Would there be any kind of mental health screening? Many of our veterans suffer with PTSD.
- Do not want veterans to be able to teach. What do they have to offer a classroom experience. Just because Florida is doing it doesn’t mean we have to even consider it.

General Comments

Southwest

- One big issue I see is 1st year teachers of pK in a low income class are required by state to provide snacks for their classroom but the parents cannot afford to provide so the teachers are. It's very costly. Also teachers are having to pay out of pocket for necessities in their classrooms.
- It's amazingly easy to spend federal funds on everything from upgraded board room media or to ridiculous vehicles to save miles on personal vehicles to complete a job that you were hired to do. (Have the tools for your job, don't show up and expect someone to supply); take care of existing teachers; make the job desirable again.
- Third grade retention!!

Upper Cumberland

- What are you proposing districts do about Title IX? When does comment window close?
- No on Title IX new proposed changes.

Delta

- We are our own worst enemy. Why do we hamstring our teachers with red tape and road blocks that we, as educators, install in front of them. Cut the tape, make it simple.
- Title IX – What happened to common sense? Another example of wasted finances.
- Change retirement for teachers to 25 years.
- Career Technical Education (CTE) teachers are very difficult to recruit/retain so please consider legislation that make the hiring and retention practices less difficult as these professionals did not attend college to become teachers. Most CTE professionals have several years of experience in their field which makes them qualified in most areas to transfer their knowledge to students.
- Retention bill/law to be repealed!
- Pay teachers' student loans back in full for a 5 year commitment.
- Multiple programs for certifications/licensures that gives LEA's flexibility is key to helping school district's fill teacher shortages.
- It would be good to see policies in place for work life balance, mental health days, and paid maternity leave.
- Amend the 3rd grade TCAP scores and local schools to determine retention.
- Need a push to get/retain/hire teachers. More funding in state budget to help districts especially with the shortage and competition across the state.
- I also think we need to "sweeten the pot" to encourage more college students to become educators in the first place. We need professionals in all subject areas and especially in secondary schools. Consider "sweetening the pot" for your best teachers by allowing them to mentor probationary teachers in the building (e.g., military, bachelors holders without student teaching).
- Add years to hold districts harmless for student enrollment when TISA is implemented – maybe 2 or 3 years instead of 1 year.

Northwest

- 3rd grade retention.
- All of these non-traditional routes to the classroom must maintain the current standards. There should be a built in review for these programs so that adjustments can be made. There is more to being an effective teacher than knowledge of the subject.
- Federal funding – overthrow of the federal government education system?? I'm in!! Is the state department of ed “really” acting any different than the federal department of ed??
- The state legislature should allow the formation of special school districts for communities to better operate their public schools.

Southeast

- Want to see less support for charter schools. Need social workers. Need methods to attract new educators. Need to provide money for educators to get advanced degrees. Need better salaries for TN educators. All children are unique. We need to stop trying to shove all students in to the same mold. We are testing students to death and making life decisions about test results. Would like to see grow new endorsements extend to librarians and counselors. Allow retired teachers 100% w/100% retirement. TVAAS should not be 35% of evaluation for educators.
- “Support” more opportunities to permit otherwise qualified individuals to teach in public schools i.e. military, degreed persons outside the field of education, person with extensive training in business and industry.
- Keep our current teachers – provide extra pays to them. More money.

South Central

- Need more information on Title 4 and 9 and Tennessee law and the new Tennessee law based on sexual identification.
- 3rd grade TCAP retention needs to be abolished.
- 3rd grade retention.
- Please fight against the 3rd grade TCAP assessment.
- TCAP assessment for 3rd grade.
- Change 3rd grade retention law!
- Change “grade assignments” of schools (A-F)
- 3rd grade retention law – change.
- Rehired retired teachers should receive 100%/100%.
- Raising the base pay significantly to help with hiring, retention, and respect for profession. Get rid of the new 3rd grade retention policy. Get rid of the 70% 3rd grade TCAP policy for districts; it's not realistic. Abolish corporal punishment. Find other ways to assess students (instead of TCAP). Everyone loses – teacher, districts, students. The push to CTE (without emphasis on academic programs) seems unfair. The library oversight should go. The state shouldn't decide.
- Free lunch program for all students. Current program is not for all districts.
- Addressing teacher shortages – review tenure requirements. More flexibility to maintaining tenure throughout either districts and/or state and not restricted to just one district.

Northeast

- Reduce tuition at state universities so teachers (and others) aren't in debt.
- Title IX prevents discrimination on gender/sex. Lee has said males that are "changed" can't compete in women's sports. How do we not lose funding?
- Bus driver shortage is huge. Can assembly pass incentive to provide funding?
- Pass legislation banning derogatory school names. Redskins for one. Indian has pros and cons.
- 3rd grade retention – approaching category is too broad.
- Age appropriate materials – classroom libraries – was this the intent of the legislation or the interpretation of the TDOE?
- We need to revise CTE licensure requirements. People are not leaving industry jobs to teach because they lose compensation and the requirements to become certified to teach takes time and more money.
- TN should be spending more money on education. They love to brag about the huge state surplus.
- TN needs to step up and provide all students a free lunch. It is a burden to put on the school system's budget.
- Some kind of emphasis on the grow your own program. Especially, in the junior and senior classes in high school.
- CTE teachers need the flexibility to be hired without a teaching degree. As we continue to struggle to get our trade jobs being filled, we need a way to hire someone without having them pass the Praxis and return to school.
- Needs some help in recruiting bus drivers. It costs more now to pay for a CDL license than in the past. May also need a requirement that an TA or some sort of assistant to be a monitor on the buses.

East

- 40%, 35%, 25%; student growth; other measures
- Remove requirements for retired teachers to get their certificate reinstated.
- Please push to stop forcing the agendas to promote sexual topics in public schools. The biggest conversations I have with parents involve concerns of this forced ideas on their children. Foster these relationships with parent/child not teaching these things by schoolteachers.
- Push to stop common core.
- Cook meals in cafeterias instead of all the microwaved foods. Source good, nutritious, homecooked type foods.
- If school funding depends on complying to all the gov rules, then these topics should be voted on by the citizens of the United States.
- Taxpayers shouldn't have to be held hostage to a few people that have outrageous ideas about public education. People will eventually just give up and pull their children from public school if we don't act now.
- Our state government waste so much money, they are no reason they can't fund these problems.

- I am opposed to the Title IX proposed requirements and think TN should figure out how to discontinue taking funds from the Federal Gov.
- Need a neutral public charter school commission.
- Third grade retention.
- All these are good intentions but more of these address the problem of teacher leaving profession for various reason. Teacher shortage will not improve with problems teachers face daily - discipline testing record keeping are a plethora of reason are address.
- 3rd grade retention criteria changed to 40% and below. We have talked to several reps in the town that are now open to changing. Appeal needs to be handled at the district level in response to the TDOE.
- I would like info on the “Grow Your Own” program to be available to school districts. I have called and emailed multiple offices with no real info.
- Need to discuss waiver for teachers that are up for tenure, however because of test scores they cannot be granted tenure. Many scores are a result of pandemic and will cause issues retaining teachers. Also need to address third grade retention law. If this is not addressed this will be detrimental across the state for students.
- Remove the requirements for retired teachers to renew their certificates.
- Can former teachers who are school board members now, now do the “addressing teacher shortage possibilities?” Page 72.
- Reduce the requirements needed for speech teacher assistants. Even though is a shortage of speech pathologists it would be very helpful if more SP assistants were available to help the pathologists in a variety of ways. It would be an encouragement for those teaching if the word “sick” days was removed from days teachers can be absent. That way teachers who have for example have a year of sick leave they don’t just go home, and the system has to replace them while they’re home drawing sick leave with a doctor’s statement that they can’t work. This would be an incentive for teachers not to be absent and if they can leave the classroom, draw their “leave” time, and go ahead and get another job. All that has to happen is to take “sick” of the leave days and call it something else like “accumulated leave.”

Mid Cumberland

- Sounds like each dept. in a school need to work to apply for on behalf of a teacher. The schools need to submit a defense on behalf of the potential teacher.
- More local control!
- We are not addressing the main issue. The teaching profession is a thankless profession. They are under constant scrutiny. Social media. Underpaid. They are beholden to some “state” performance program that does not address the social issues that our schools are seeing now, i.e., furries, parent involvement (both lack of and helicopter), lack of support from the system that they are in. Title 9.
- In addition to considering what the fiscal impact of education bills is, the General Assembly should have to consider the work and opportunity costs of new legislation: Does this bill create additional work for teachers and staff? Does this bill improve educational outcomes for students? Do the districts have the necessary resources and funds to comply with this bill?

- We have to work on ways to make Tennessee a supportive, rewarding environment for teachers: better pay, fewer burdens, more appreciation.
- Smaller classes will create a better experience for teachers, administrators, and students alike. I am for anything we can do to make that possible and have competent teachers.
- Focus on bus driver shortage also...
- Eliminate charter school commission – final decision on charter school should be decided by the local boards.
- Eliminate Praxis requirements.
- Eliminate printed textbooks for every student. Supply only class room textbook that can be loaned out when requested. The cost of supplying textbook for every student is an outstanding cost to taxpayers.
- Local control for our state government means more state control.
- I appreciate these ideas and efforts, but they all feel like we're just chipping away at the edges without addressing the root of the problem. If you poll college freshman to ask why they aren't pursuing a career in education, it's not going to be because they can't pay for the Praxis. It's because of teacher pay and the lack of respect of the profession. We should keep pressure on the general assembly. Any time they seek to put more restrictions on teachers that paint them in an untrustworthy and unprofessional light. We should continue to push for better compensation and benefits for teachers. That's how we rebuild a pipeline of high-quality teachers. The measures proposed here are fine bandaids for the current crisis, but they are not going to solve the problem when public education continues to be demonized by our leaders.
- TSBA should always do what is best for our students.
- TISA - Why are the "gifted" or academically advanced students not receiving more?
- Want to see more lottery money spent on education.
- Expansion of Title IX, it infringes on our state and community. We are going to lose students from families who will desire voucher for private schools.
- Fast growing districts can't wait for infrastructure funding. Three years is too long for Rutherford County.
- Find a way to let someone with a teaching license, a Master's Degree, and a SPED endorsement who hasn't passed that reading praxis BUT has passed every other Praxis to go into a SPED classroom (8 years classroom experience and 5 years parapro SPED experience, won't leave SPED because of her love for SPEC. This is SO WRONG!
- There was a lot of conversation about creating pathways for individuals to a teaching degree but not yet completed the requirements to be certified such as teaching home and proxy test. There was not a discussion about individuals who hold a Bachelor's in science such as biochemistry, Chemistry, Physics, Math, etc. They may not have a certification but have the background and understanding of the subject matter to teach to children in middle school and high school. It would be great to create pathways for individuals who graduated and a specific degree and can teach that subject.
- Districts to be more involved in hiring process.
- Option for more virtual days than 2 per semester – we are now set up to go virtual so if we need it, let's be able to use it.

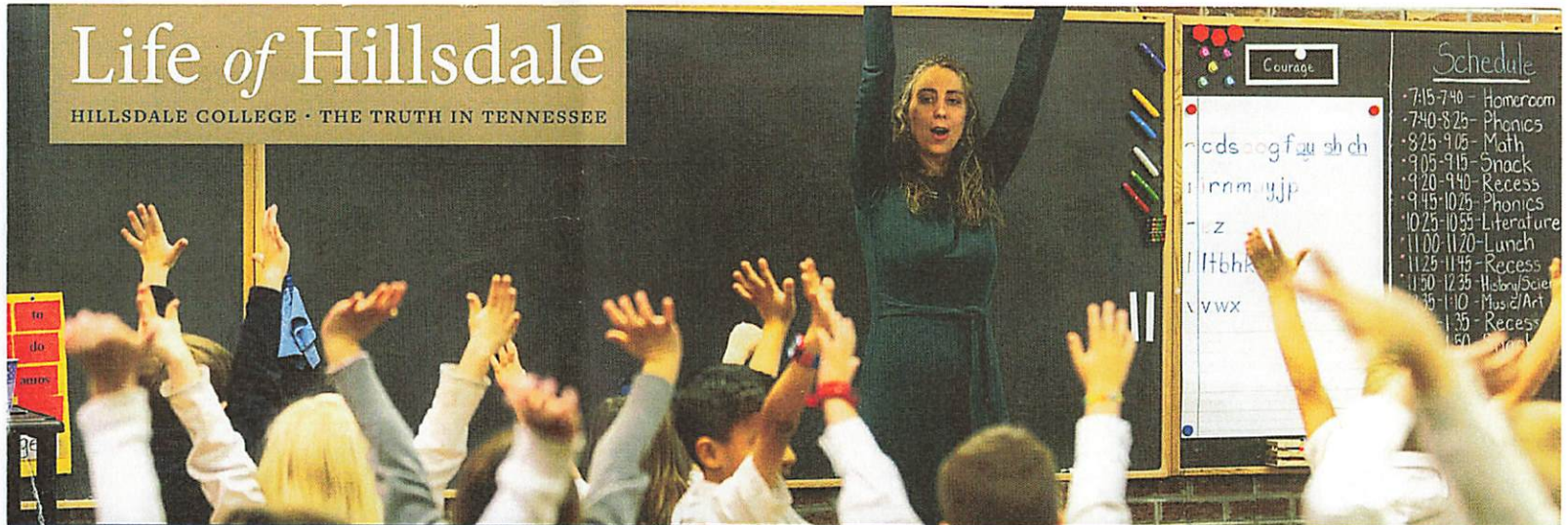
- More district control to hire qualified individuals that do not have a teaching degree – if they meet district qualifications.
- Could state board help with decision process to return to district instead of EPP.
- Could partner with approved EPP but would provide districts more in the process since we have more contact with applicant.

2022 Fall District Meeting
Survey Results

	South Central		Southeast		Upper Cumberland		Southwest		Delta		Northwest		Mid Cumberland		Northeast		East		Totals		
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
Question 1: Temporary Assistance for Needy Families (TANF) Funds	51	1	35	1	47	2	40	1	47	1	42	0	51	4	62	2	67	14	442	26	468
	98.08%	1.92%	97.22%	2.78%	95.92%	4.08%	97.56%	2.44%	97.92%	2.08%	100.00%	0.00%	92.73%	7.27%	96.88%	3.13%	87.72%	17.28%	94.44%	5.56%	
Question 2: Paying for the Praxis	52	2	34	1	46	6	38	3	48	1	34	7	55	2	57	7	77	5	441	34	475
	96.30%	3.70%	97.14%	2.86%	88.46%	11.54%	92.68%	7.32%	97.96%	2.04%	82.93%	17.07%	96.49%	3.51%	89.06%	10.94%	93.90%	6.10%	92.84%	7.16%	
Question 3: Funding for Special Education Scholarship	52	0	36	1	50	1	39	2	48	0	39	3	54	2	63	1	77	6	458	16	474
	100.00%	0.00%	97.30%	2.70%	98.04%	1.96%	95.12%	4.88%	100.00%	0.00%	92.86%	7.14%	96.43%	3.57%	98.44%	1.56%	92.77%	7.23%	96.62%	3.38%	
Question 4: Option to Hire Teacher Candidates	44	9	29	6	36	12	19	20	45	3	40	2	54	2	53	11	67	15	387	80	467
	83.02%	16.98%	82.86%	17.14%	75.00%	25.00%	48.72%	51.28%	93.75%	6.25%	95.24%	4.76%	96.43%	3.57%	82.81%	17.19%	81.71%	18.29%	82.87%	17.13%	
Question 5: Teaching Certification for Military Veterans	40	7	29	6	40	12	13	25	46	2	34	8	44	8	39	24	68	10	353	102	455
	85.11%	14.89%	82.86%	17.14%	76.92%	23.08%	34.21%	65.79%	95.83%	4.17%	80.95%	19.05%	84.62%	15.38%	61.90%	38.10%	87.18%	12.82%	77.58%	22.42%	

Life of Hillsdale

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The Teacher in the Classical Classroom

Today there is confusion about the role of the teacher. It stems from a larger confusion about the role of education in the life of the student. The unfortunate truth is that education is seen primarily as a kind of job training, reducing students to receptacles for information and teachers to its delivery system.

This is not how education should be.

We've arrived here because the most important decisions about education are made by centralized bureaucracies instead of by parents, the people who know and love the children best.

In a good school, teachers and parents form a natural partnership. Teachers come to know and love their students and, like parents, want to help them grow in intellect and virtue. There are few professions that are

as noble and have as large an effect—both for the individual student, who learns to flourish, and for the country as a whole, which benefits from a good and happy people.

In many schools, teachers are frustrated. They are constrained by the educational bureaucracy, which hinders their freedom to lead the classroom as they know best. They must teach from scripts in particular textbooks and measure student success (and their own) according to standardized tests. Their freedom to tailor instruction to the individuals sitting in front of them—the children they have come to know and care for—is hampered.

Teachers in well-run classical schools, on the other hand, are free—free to motivate students with love and wonder. Their classrooms are full of engaging questions, the search for truth, and the finest works of

science, philosophy, or music. These are the things that help students form a passion for learning that lasts long beyond graduation. Moreover, teachers at these schools love their work. They see their students grow into fine young men and women, and there are few more gratifying things in life than that.

The classroom should never be a place where students are told what to think by teachers who are told what to say. It should be a place of love, wonder, and friendship. These are the types of schools Hillsdale hopes to see thrive in Tennessee and across the nation. Teachers in these schools are given the freedom to change lives and communities for the better. Their students will have the best chance to grow up to be good and happy people. That is precisely what parents want for their children, and it is what teachers want, too.

Best regards,



Larry P. Arnn
President of Hillsdale College



To learn more, or to sign up for future updates from Hillsdale College about its outreach to families in Tennessee, scan the QR code or visit hillsdale.edu/TN.

Hillsdale's K-12 Outreach

Hillsdale College teaches K-12 schools to provide an education that is both classical and American in its orientation, one that is rooted in the liberal arts and sciences, offers a firm grounding in civic virtue, and cultivates moral character. To learn more about this work, visit k12.hillsdale.edu or call 517-437-7341.



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MISCONCEPTIONS LIMITING YOUR
DISTRICT MEAL PROGRAM?**

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An ever-growing number of K-12 school districts are experiencing the advantages that come from outsourcing their meal programs. Among many things, these positives include the increased revenue that comes with happier students and improved meal participation and the cost savings that result from the implementation of proven operational processes.

Yet some districts, communities and parents still shy away from the concept because of some powerful misconceptions. Often just hearing the term “outsourcing” evokes a negative response — a fear of losing valued staff members, an unwelcome change in food variety as food service companies are only concerned with their own financial objectives and the end of generations-old in-house traditions that come about when the district “loses control”.

But as school officials in districts that previously rejected outsourcing can attest, considering privatization for the food service program enabled them to leverage a multitude of important advantages offered by external management partners. Now, their programs are more productive, achieve significant cost savings and earn high grades from their students.

Is your district being held back from achieving similar benefits because you or your community still believe common misconceptions? If so, it may be time for a “reality check” to determine what you’re missing and what you could gain from a school meal program partner.

Misconception 1: Outsourcing will reduce current staff wages, hours and benefits — or put our school’s beloved employees out of work.

Reality Check: It’s a common misconception that all outsourcing partners arrive with their own staff, thereby putting valued employees and community members out of work.

However, quality partners realize the value of retaining existing staff members who are committed to their jobs, schools and the students they serve. Special care of your dining staff members begins during the transition from a school-run program to a partner-run program and continues throughout the relationship.

While employees will need to apply for positions and pass all background checks, many are able to not only retain their jobs but also often enjoy more competitive wages, improved benefits and professional development opportunities. Employees will have access to specialized job training in the latest and best food service management practices and modern kitchen techniques and, based on their performance, are often rewarded for their achievements both financially and with career advancement opportunities.

These opportunities not only benefit existing meal-program employees, but the district as a whole.

Misconception 2: Large “for profit” companies are motivated by their own financial objectives and don’t care about our students and community.

Reality Check: This misconception typically arises from districts’ overall perception of large corporations in general, rather than specifically about school meal-program partners. In reality, the most effective food and nutrition services partners not only care about your students and the district, but can improve the quality of life for students and the community as a whole.

For example, great partners launch nutritional awareness programs that promote healthy habits, participate in community events, job fairs and make efforts to partner with locally owned companies. If the products meet procurement quality and safety standards, an outsourcing partner may even source ingredients from local farms and purveyors, which supports the community’s economy.

Another thing to keep in mind is that a conscientious meal-program partner will look beyond the day-to-day operation of your school cafeteria and recognize the ever-changing food preferences of K-12 students, thereby working to meet their desires, so they actually enjoy school meals and participate in the meal program more often.

For example, Aramark conducts an annual survey to understand students’ ever changing attitudes and behaviors about school meals. Through our proprietary [Student ViewPOINT Dining surveys](#), school districts gain valuable and actionable insights, such as:

- Students will eat breakfast at school twice as often if offered more foods they prefer
- Students will eat more lunches at school if they have more convenient options, easily accessible in a shortened period of time
- Students prefer to eat lunch at school when presented in a food court style with different, dedicated food stations
- Students expect to see food promotions and new menu highlights as they would in a retail setting
- Students will make healthier choices if freshly prepared options, fruits and vegetables are available

Misconception 3: We’ve handled our own dining services for generations without problems, and we don’t want to lose control.

Reality Check: Your district’s meal-program staff members undoubtedly take great pride in their ability to deliver a consistent food program that students love, meets government regulations and stays on budget. But, while these critical objectives may have been easy to accomplish in the past, we’re living in a very different world: Student tastes have evolved, regulations are stricter and budgets are growing tighter. Even the best in-house meal program teams are becoming strained under mounting pressure. Why spend countless tax dollars and struggle to reach goals when you could easily exceed them with budget to

spare? Often, community members and even school staff members aren't aware of the financial drawbacks, funding issues, difficulty keeping up with USDA regulations and other issues districts face when they choose to manage everything in-house. Outsourcing and working with an experienced food service provider will help make better use of tax dollars and ensure kids are getting the nutritious meals they need to do well in school.

Furthermore, a trusted partner brings proven operational processes to your district — from meal production and safety to sanitation and waste management. These highly refined processes help schools realize greater operational efficiencies. By working with an experienced partner, you won't lose control — you'll continue to oversee the operation in partnership with the service provider and, using a collaborative approach, you'll also gain helpful insights and access to resources that ensure long term program success for the whole district.

What Can You Do? Now that we've debunked these common misconceptions, let's talk about your next steps. When choosing an outsourcing partner, it's imperative you select a provider you can trust to uphold your community values and support your students' ongoing success. Ensure the partner you choose has a reliable strategy.

For example, Aramark meets today's intensifying challenges head-on in five critical ways:

1. Delivering meal programs that meet USDA requirements for nutritional standards set forth in the Healthy, Hunger Free Kids Act
2. Leveraging experienced school nutrition teams, proven operational processes and resource networks
3. Bringing innovative ideas to menu planning and the cafeteria environment
4. Using annual student survey data to help develop menus based on students actual food preferences
5. Delivering a financially viable food service program that minimizes use of general fund dollars to subsidize the food program or generates a surplus for reinvestment back into the district

When a school meal-program partner has the right systems, processes and expertise in place, offers staff training and advancement opportunities — student satisfaction and participation, regulation compliance and the financial viability of the program all increase. Why let outdated misconceptions hold your school's meal program back from being even better in the future than it is today?



Tennessee Investment in Student Achievement Public Chapter 966

On May 2, 2022, Governor Bill Lee signed the Tennessee Investment in Student Achievement (TISA) Act into law. This new law will completely replace the Basic Education Program (BEP) funding formula and will determine how school districts receive funding starting in the 2023-2024 school year. This document outlines different components of TISA and is intended to explain how the new formula will operate.

Major Definitions

The list below includes several terms that will be used throughout this document. The actual law has additional terms included in the definition section.

- **Baseline Funding Amount**¹ - includes the following:
 - BEP allocations from the 2022-2023 school year;
 - Coordinated School Health grants; and
 - School Safety grants.
- **Concentrated Poverty**² – student is enrolled in a school that is eligible for Title I schoolwide designation.
- **Economically Disadvantaged**³ – students that are homeless, foster, runaway, migrant, or qualified as direct certification under federal law. Direct certification is a process conducted by the states and by local educational agencies (LEAs) to certify eligible children for free meals without the need for household applications.⁴ This includes, but is not limited to, families receiving Supplemental Nutrition Assistance Program and Temporary Assistance for Needy Families.
- **Existing Educator**⁵ – individual evaluated under the state law and provides direct services to students.
- **Fiscal Capacity Calculation**⁶ – 50% from the Center for Business and Economic Research (CBER) model and 50% from the Tennessee Advisory Commission on Intergovernmental Relations (TACIR).

¹ Public Acts of 2022, Chapter No. 966, Sect. 1 - TCA 49-3-104(3)

² Public Acts of 2022, Chapter No. 966, Sect. 1 - TCA 49-3-104(6)

³ Public Acts of 2022, Chapter No. 966, Sect. 1 - TCA 49-3-104(10)

⁴ <https://www.fns.usda.gov/direct-certification-national-school-lunch-program-report-congress-state-implementation-progress-1>

⁵ Public Acts of 2022, Chapter No. 966, Sect. 1 - TCA 49-3-104(11)

⁶ Public Acts of 2022, Chapter No. 966, Sect. 1 - TCA 49-3-104(13)

- **Small District**⁷ – school district with a membership of one thousand (1,000) or fewer students.
- **Sparse District**⁸ – county school district with fewer than twenty-five (25) students per square mile.
- **Unique Learning Need (ULN)**⁹ – defined through rulemaking by the department of education and will include students in any of the following categories: (multiple categories can apply)
 - IDEA;
 - ELL;
 - Characteristics of dyslexia;
 - Gifted; and
 - Limited English proficiency.

⁷ Public Acts of 2022, Chapter No. 966, Sect. 1 - TCA 49-3-104(18)

⁸ Public Acts of 2022, Chapter No. 966, Sect. 1 - TCA 49-3-104(19)

⁹ Public Acts of 2022, Chapter No. 966, Sect. 1 - TCA 49-3-104(23)

Funding Allocations

This section identifies the funding mechanisms found in TISA.

Base Funding – the base funding amount is \$6,860. This is generated by every student enrolled in a public school.

- The base funding is a statewide average of 70% state and 30% local funding.¹⁰ Fiscal capacity will determine the exact percentage for each district.¹¹

Weighted Funding¹²

- Weighted funding is a statewide average of 70% state and 30% local funding.¹³ Fiscal capacity will determine the exact percentage for each district.¹⁴

Weighted Allocation	Multiplying Factor	Formula for Calculation	Amount
Economically Disadvantaged	25%	Base x 25%	\$1,715
Concentrated Poverty	5%	Base x 5%	\$343
Small District	5%	Base x 5%	\$343
Sparse District	5%	Base x 5%	\$343
Level 1 ULN	15%	Base x 15%	\$1,029
Level 2 ULN	20%	Base x 20%	\$1,372
Level 3 ULN	40%	Base x 40%	\$2,744
Level 4 ULN	60%	Base x 60%	\$4,116
Level 5 ULN	70%	Base x 70%	\$4,802
Level 6 ULN	75%	Base x 75%	\$5,145
Level 7 ULN	80%	Base x 80%	\$5,488
Level 8 ULN	100%	Base x 100%	\$6,860
Level 9 ULN	125%	Base x 125%	\$8,575
Level 10 ULN	150%	Base x 150%	\$10,290

¹⁰ Public Acts of 2022, Chapter No. 966, Sect. 1 - TCA 49-3-109(a)(1)

¹¹ Public Acts of 2022, Chapter No. 966, Sect. 1 - TCA 49-3-109(c) and (d)

¹² Public Acts of 2022, Chapter No. 966, Sect. 1 - TCA 49-3-105(b)

¹³ Public Acts of 2022, Chapter No. 966, Sect. 1 - TCA 49-3-109(a)(1)

¹⁴ Public Acts of 2022, Chapter No. 966, Sect. 1 - TCA 49-3-109(c) and (d)

Direct Funding¹⁵

- All direct funding comes from the state.¹⁶
- Generated for the following students:
 - Rising 4th grader that received a performance level of “below” or “approaching” on the ELA portion of the student’s most recent TCAP;
 - CTE students;
 - Juniors or seniors participating in the ACT or ACT retake;
 - Any student in grades K-3; and
 - Any student that attends a charter school.

Outcome Incentive Dollars¹⁷

- Subject to appropriations and state funded.¹⁸
- Allocation is based on the achievement of students in the school district.
- Outcomes will be established by rules promulgated by the department of education.
- Commissioner will convene a group of individuals to advise him/her on outcome incentive dollars and outcome goals. This group will include a school board member.

Fast Growth Stipends¹⁹

- Subject to appropriations and state funded.²⁰ This will include two types of stipends: growth and infrastructure. Funds must be utilized on the growth stipend first. If additional funds remain, then they may be distributed to the infrastructure stipend.
- Growth Stipend eligibility:²¹
 - A school district must experience a growth in excess of 1.25% of the total allocation generated by students in non-virtual schools in the current year as compared to the prior year.
 - Stipend amount is equal to the increase in allocations in excess of 1.25%.
 - Example: allocation growth of 2.0% would equal a fast growth stipend of 0.75%.
- Infrastructure Stipend eligibility:²²
 - A school district must experience an ADM growth in non-virtual schools exceeding 2% for each year of a three-consecutive year period.
 - Per-student dollar amount based on the number of students in non-virtual schools for the current school year in excess of the 2% ADM growth from the prior year.
 - Example: current year ADM growth of 2.1% will meet the eligibility requirement.

¹⁵ Public Acts of 2022, Chapter No. 966, Sect. 1 - TCA 49-3-105(c)

¹⁶ Public Acts of 2022, Chapter No. 966, Sect. 1 - TCA 49-3-109(a)(2)(A)

¹⁷ Public Acts of 2022, Chapter No. 966, Sect. 1 - TCA 49-3-106

¹⁸ Public Acts of 2022, Chapter No. 966, Sect. 1 - TCA 49-3-109(a)(2)(b)

¹⁹ Public Acts of 2022, Chapter No. 966, Sect. 1 - TCA 49-3-107

²⁰ Public Acts of 2022, Chapter No. 966, Sect. 1 - TCA 49-3-109(a)(2)(C)

²¹ Public Acts of 2022, Chapter No. 966, Sect. 1 - TCA 49-3-107(b)

²² Public Acts of 2022, Chapter No. 966, Sect. 1 - TCA 49-3-107(c)

Additional Grants

- Subject to appropriations.²³
- Eligible districts must meet at least one of the following criteria:
 - Criteria #1:²⁴
 - Be located within a distressed or at-risk county; and
 - The fiscal capacity and local contribution increase the district's maintenance of effort requirement.
 - Criteria #2:²⁵ (Sevier County)
 - Located in a county with an active tourism development zone agreement executed before July 1, 2023; and
 - Has a population of 98,300 – 98,400 according to the 2020 federal census.

Cost Differential Factor²⁶

- Subject to appropriations.
- Eligible districts must meet both of the following criteria:
 - Located in a county in which the cost of living is greater than the statewide average; and
 - Located in a county where the ratio between the county's non-governmental wages and the statewide non-governmental wages is greater than one (1).
- The department will determine the amount awarded to an eligible district.

Charter School Funding

- Each school district where a charter school is located must allocate an amount equal to:²⁷
 - The total state and local funds generated by students enrolled in the charter school for the prior year (state and local match);
 - Average per pupil local funds received during the current school year above those required by the funding formula (local funds above the local match);
 - Per pupil state and local funds received in the current school year beyond those funds calculated from the prior year; and
 - All appropriate allocations under federal law (IDEA, ESEA, etc.).

²³ Public Acts of 2022, Chapter No. 966, Sect. 1 - TCA 49-3-108(d)(1)(a)

²⁴ Public Acts of 2022, Chapter No. 966, Sect. 1 - TCA 49-3-108(d)(1)(a)(i)

²⁵ Public Acts of 2022, Chapter No. 966, Sect. 1 - TCA 49-3-108(d)(1)(a)(ii)

²⁶ Public Acts of 2022, Chapter No. 966, Sect. 1 - TCA 49-3-108(d)(2)

²⁷ Public Acts of 2022, Chapter No. 966, Sect. 69 - TCA 49-13-112(a)

Subject Specific Provisions

This section highlights different areas of TISA, including the implementation process and other requirements.

Implementation

- TISA will begin in the 2023 – 2024 school year. Each year, the department will develop a guide on reporting requirements. It will also identify districts that qualify as sparse or small.²⁸
- Every student will generate three (3) types of funding: base, weighted, and direct.²⁹
- Base and weighted funding is subject to a local contribution. Direct funding is completely state funded.
- Based on enrollment data from the previous year.³⁰ Enrollment begins on the first day the student is enrolled and assigned to a class and ends the last day the student is enrolled and assigned to a class.³¹
- Students that graduate early can be counted in the district average daily membership (ADM) until the student's expected graduation date for funding purposes.³²
- Districts must submit all required records and reports before a full and complete settlement is made between the district and the department.³³

Hold Harmless – Implementation

- Year 1 (2023-2024)³⁴ – if a school district's allocated TISA funds total less than the baseline funding amount, the district will receive additional funds that will equal 100% of the difference between the allocated TISA funds and the baseline funding amount.
- Year 2 (2024-2025)³⁵ – if a school district's allocated TISA funds total less than the baseline funding amount, the district will receive additional funds that will equal 75% of the difference between the allocated TISA funds and the baseline funding amount. School district must have been eligible for the Year 1 hold harmless.
- Year 3 (2025-2026)³⁶ – if a school district's allocated TISA funds total less than the baseline funding amount, the district will receive additional funds that will equal 50% of the difference between the allocated TISA funds and the baseline funding amount. School district must have been eligible for the Year 1 and 2 hold harmless.

²⁸ Public Acts of 2022, Chapter No. 966, Sect. 1 - TCA 49-3-103(b) and (d)

²⁹ Public Acts of 2022, Chapter No. 966, Sect. 1 - TCA 49-3-105(a)

³⁰ Public Acts of 2022, Chapter No. 966, Sect. 1 - TCA 49-3-105(f)

³¹ Public Acts of 2022, Chapter No. 966, Sect. 1 - TCA 49-3-104 (1) and(16)

³² Public Acts of 2022, Chapter No. 966, Sect. 1 - TCA 49-3-105(d)

³³ Public Acts of 2022, Chapter No. 966, Sect. 1 - TCA 49-3-108(e)

³⁴ Public Acts of 2022, Chapter No. 966, Sect. 1 - TCA 49-3-108(b)(1)

³⁵ Public Acts of 2022, Chapter No. 966, Sect. 1 - TCA 49-3-108(b)(2)

³⁶ Public Acts of 2022, Chapter No. 966, Sect. 1 - TCA 49-3-10 8(b)(3)

- Year 4 (2026-2027)³⁷ – if a school district’s allocated TISA funds total less than the baseline funding amount, the district will receive additional funds that will equal 25% of the difference between the allocated TISA funds and the baseline funding amount. School district must have been eligible for the Year 1, 2 and 3 hold harmless.

Hold Harmless – In General³⁸

- Allocated education funding for a school district will not decrease more than 5% from one year to the next. If the funding decreases below 5%, the department of education will allocate additional funds to ensure the decrease is no more than 5%. This does not apply to districts that are receiving the Hold Harmless – Implementation as outlined above.

Professional Development³⁹

- The department of education will create or procure a professional development series on TISA.
- It will be made available to directors of schools, board members, charter school governing bodies, the state board of education, the public charter school commission, and any employees of these entities.
- The department will create or procure a professional development series for employees that is tailored to individual job duties.

Programs

- Each district may use funds to employ a school nurse. The district must notify the department of education if they decide to not employ a nurse.⁴⁰
- Coordinated School Health will be included in the base funding.⁴¹ Each district will annually submit a plan that must include how funds will be spent for student health and wellness, how the district currently addresses health needs, and who will serve as the coordinated school health director.⁴²
- School safety grants will be included in the base funding.⁴³ School districts may use funding for programs to address school safety and must submit an annual school safety plan to the Tennessee School Safety Center.⁴⁴

³⁷ Public Acts of 2022, Chapter No. 966, Sect. 1 - TCA 49-3-108(b)(4)

³⁸ Public Acts of 2022, Chapter No. 966, Sect. 1 - TCA 49-3-108(c)

³⁹ Public Acts of 2022, Chapter No. 966, Sect. 1 - TCA 49-3-110

⁴⁰ Public Acts of 2022, Chapter No. 966, Sect. 27

⁴¹ Public Acts of 2022, Chapter No. 966, Sect. 1 - TCA 49-3-104(3)(B)

⁴² Public Acts of 2022, Chapter No. 966, Sect. 37

⁴³ Public Acts of 2022, Chapter No. 966, Sect. 1 - TCA 49-3-104(3)(D)

⁴⁴ Public Acts of 2022, Chapter No. 966, Sect. 61

Rulemaking⁴⁵

- Several provisions require rulemaking. The department of education will be responsible for the rulemaking process. The state board of education will issue a positive, neutral, or negative recommendation for the rules prior to their submission to the Government Operations Committees of the General Assembly. The Government Operations Committees review all agency rules and are the final major step in the rule approval process.

Teacher Pay Raises

- A portion of any annual increase in the base funding can be restricted to a salary increase for existing educators. The state board of education is then required to increase the minimum salary schedule based on the amount of fund restricted for salary increases.⁴⁶
 - Each year the state board of education approves a minimum salary schedule for all teachers in the state. Every district must ensure their salary schedule meets or exceeds the minimum salary schedule.

TISA Reporting⁴⁷

- Districts will be able to provide feedback and recommendations on TISA.
- The department of education will create the following each year:
 - An academic analysis of each school district;
 - Accountability report cards for each school district;
 - An executive summary of feedback and recommendations from school districts; and
 - Reviews of TISA by relevant experts.
- The Comptroller's Office of Research and Education Accountability (OREA) will conduct a study on TISA to determine its effectiveness.

TISA Review Committee⁴⁸

- A review committee will be established that operates like the current BEP Review Committee.
- Membership will include teachers, school boards, directors of schools, county governments, municipal governments that operate LEAs, finance directors of urban school systems, finance directors of suburban school systems, and finance directors of rural school systems.

⁴⁵ Public Acts of 2022, Chapter No. 966, Sect. 1 - TCA 49-3-115

⁴⁶ Public Acts of 2022, Chapter No. 966, Sect. 1 - TCA 49-3-105(e)

⁴⁷ Public Acts of 2022, Chapter No. 966, Sect. 1 - TCA 49-3-111

⁴⁸ Public Acts of 2022, Chapter No. 966, Sect. 1 - TCA 49-3-113

Accountability Requirements

This section outlines the two major accountability provisions contained in TISA.

Accountability Reports

- Each school district has to produce a report that includes the following:⁴⁹
 - Establish goals for student achievement that include a goal of 70% proficiency (“on track” or “mastered”) in third grade ELA TCAP;
 - Describe how the school district’s budget and expenditures for prior school years enabled the district to make progress towards those goals.
- Reports must be presented to the public for comment before submission to the department.⁵⁰
- A school district that operates a school that receives a “D” or “F” letter grade may be required to appear for a hearing before the state board of education, or state board committee, to report on the school’s performance and spending decisions.⁵¹
- The state board of education may recommend that the department of education impose one (1) or more of the following corrective actions:⁵²
 - Require the school district to submit for approval, and implement a corrective action plan; or
 - Audit and investigate the school district’s academic programming and spending.
- Costs of implementing a corrective action plan will be split between the department of education and the school district, subject to approval by the state board of education.⁵³

Progress Review Board

- A board will be created that consists of the commissioner of education, chair of the state board of education, and four appointees by the Lt. Governor and Speaker of the House.⁵⁴
- The board will establish a minimum goal for each school district’s third-grade performance of the English Language Arts (ELA) portion of the TCAP assessment.⁵⁵
 - Goal is to increase the students that are “on track” or “mastered”.
 - First, the review board will take the statewide goal of 70% and subtract each school district’s current proficiency percentage.
 - Example: 70% (statewide goal) – 30% (school district’s current proficiency) = 40%
 - Second, the review board will take the difference (40% in the previous example) and establish a three-year goal that is equal to a 15% increase in the difference.
 - Example: Difference = 40%. Three-year improvement requirement is 15% of the 40% or 6%.

⁴⁹ Public Acts of 2022, Chapter No. 966, Sect. 1 - TCA 49-3-112(a)

⁵⁰ Public Acts of 2022, Chapter No. 966, Sect. 1 - TCA 49-3-112(b)

⁵¹ Public Acts of 2022, Chapter No. 966, Sect. 1 - TCA 49-3-112(c)(1)(A)

⁵² Public Acts of 2022, Chapter No. 966, Sect. 1 - TCA 49-3-112(c)(1)

⁵³ Public Acts of 2022, Chapter No. 966, Sect. 1 - TCA 49-3-113(d)

⁵⁴ Public Acts of 2022, Chapter No. 966, Sect. 1 - TCA 49-3-114(a)

⁵⁵ Public Acts of 2022, Chapter No. 966, Sect. 1 - TCA 49-3-114(c)(1)

- At the end of the three-year period, the school district's third-grade ELA performance should increase to 36%.
- The board will review performance every year to determine if school districts are meeting their goals.⁵⁶
- If a school district does meet its three-year goal, then the review board will determine if further action is needed. Further action would be additional training for the school district.⁵⁷
- The review board will update the requirement every three (3) years.

⁵⁶ Public Acts of 2022, Chapter No. 966, Sect. 1 - TCA 49-3-114(c)(2)

⁵⁷ Public Acts of 2022, Chapter No. 966, Sect. 1 - TCA 49-3-114(c)(3)