

Meeting Takeaways and Recommendations

Parent Choice and Voice

1. GENERAL INFORMATION

Date:	November 23, 2021	Time:	11:30 am - 12:30pm
Location:	Microsoft TEAMS		
Chair:	Dr. Derwin Sisnett		
Members in Attendance:	<p> Dr. Derwin Sisnett Melanie Allen Dr. Maya Bugg Sarah Carpenter Denny Darnell Sherry Hage Christy Carroll Highfill Dwight Hunter Wendy Jarvis Tom Marino Nate Morrow Bob Nardo Latoya Robinson Dr. Sonia Stewart Blair Taylor Kevin Tennant Josh Thomas Jennings Wilson April Garza-Wright Dr. Berthena Nabaa McKinney Sabi Kumar <i>*Member names in bold indicate those present for this meeting.</i> </p>		

2. DIRECTIONS

Topic

Please list specific resources that you would like to see incorporated into the funding formula. (In other words, what resources do you think are most important so that the cost of those

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resources can be included. It does not mean a district **MUST** spend money in a certain way, only that they would be funded to do so). Please indicate whether each resource is a:

- **Must Have:** Those resources required as a result of federal and/or state law, for safety, or similar.
- **Should Have:** Those resources that may not be mandatory but are essential to ensure the student or student group receives access to a quality education.
- **Nice to Have:** Those resources that are not mandatory and not essential, but (1) may provide a clear and added benefit to students and (2) have a clear return on the investment related to student achievement and future success.
- **Long Shot:** All other resource ideas.

MUST HAVE

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SHOULD HAVE

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NICE TO HAVE

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LONG SHOT

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4. FINAL THOUGHTS

Initial Notes and Resource Recommendations (uncategorized)

Chair asked – what do we want to be true for all students

- All students to have access to a well-rounded education (ex. Art) (should have)
- Best practice ratios for nurses and mental health counselors
- High dosage, low ratio tutoring
- Every child and every classroom has an excellent teacher and resources and support in the classroom, including highly qualified teachers in the subjects they are teaching
- Appropriate pathways for every child to find their success after they leave public schools (college bound, life goal, trade, etc.). Start this in elementary school – by starting these opportunities and experiences early students will have experienced lots of opportunities by the time they enter high school. Make sure they are prepared to participate in the global society in meaningful way
- Provide needed services to ELLs and their families. Provide easier access – especially in rural areas. Particularly remember undocumented students/families
- Social emotional development – programming that supports this and the development of school families (should have)- wrap around support services needed to eliminate barriers that exist
- Strong developmentally appropriate Pre-k program to prepare kids early

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- Enrichment – summer learning opportunities – ways that go beyond the classroom that bring them to learning settings that are fun and engaging (ex. robotics, debate, art, sports). Consider after school care and activities, and out of school time that can be used to enhance learning. Think about it in a different bucket than core school day – not just a longer school day. Partnerships with community organizations
- Teachers eligible for retirement – focus on how to recruit and retain teachers across state
- PD for teachers to build them within the hours of the school day instead of after hours (this can tie into enrichment and retirement pieces above)
- Meeting significant special needs – many charter schools don't meet these needs due to special ed funding/IDEA not passing to the charter level (per pupil funding needs to vary based on child's needs and needs to follow the child where they enroll – either at their school or partner with another school to sponsor meeting the needs)
- Tenn care money for which students are eligible (medical services)— really need to look at this now
- Classroom ratios and teacher assistants – particularly in early grades
- Students in poverty – provide resources needed to overcome obstacles for learning to take place – more equitable to support student needs. Funding model based largely on obstacles that correlate with poverty challenges
- More money to fund education
- Long shot /should have – Facilities – poverty, rural, dense communities – deferred maintenance/ school facilities / wrap around infrastructure challenges (housing, health and wellness facilities)
- Universal approaches (great teacher in every classroom) – all students

The group will categorize this list individually and start here next meeting

