

Meeting Takeaways and Recommendations

Students with Disabilities and Gifted Students Subcommittee

1. GENERAL INFORMATION

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| Date: | January 25, 2022 | Time: | 1:30 pm - 2:30 pm |
| Location: | Microsoft TEAMS - Click here to join the meeting | | |
| Chair: | Brad Turner | | |
| Members in Attendance: | Brad Turner Carol Westlake Lori Smith Stephen Smith Sandra Edwards David Martin Lynette Porter Jennifer Aprea LeAnn Simmerman Mandy Fisher Anna Thorsen Wendy Tucker Senator Bill Powers Representative Sam Whitson | | |
| *Member names in bold indicate those present for this meeting. | | | |

2. DIRECTIONS

Topic

Please consider policy questions outlined in this document. Subcommittees may provide more policy ideas or considerations as well.

Subcommittee Policy Reflections and Feedback

| Policy Idea | Subcommittee Feedback |
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| Policy: Definition of Economically Disadvantaged | Current: Direct Certification |
| Policy: Definition of Concentration of Poverty | Current: Attending a Title I School |
| Policy: Definition of Sparsity | Current: Students per square mile (federal is 10, but the range is 10-25 students) 25 students per square mile |
| Policy: Teacher Salaries | Question: What, if any, requirements should the formula require on investing new education dollars into existing educator salaries moving forward? |
| Policy: Teacher Salaries | Question: Are there any other policies for teacher salaries that should be included? |
| Policy: Tutoring | Question: This is required for students who score at "Below" on the 3 rd grade TCAP beginning SY23-24. Should there be funding included in the formula for this legally required support? |
| Policy: CTE | Question: Please review the CTE content and provide feedback on how TN may choose to address CTE considerations. |
| Policy: K-2 Weight | Question from the Steering Committee: How might you consider a K-2 weight or additional investment in the earlier grades? Overall weight for K-2 grade levels to ensure additional intervention, supports, and enrichment are provided |
| Policy: Outcomes | Question from the Steering Committee: They would like to see outcomes options for middle school. What outcomes does your subcommittee recommend? |
| Policy: Outcomes | Question from the Steering Committee: They would like to see other outcomes options for elementary school. What outcomes does your subcommittee recommend? |

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| <p>Policy: Accountability</p> | <p>Question from the Steering Committee: What accountability measures should be included in any new formula proposal, or what ideas do you have?</p> <p>Accountability that allows for knowing the funds were used for the needs of the students (services defined in IEP, expected hours of service, etc.)</p> |
| <p>Policy: Reporting</p> | <p>Question: What information should be included in public reporting for school and for district level financials?</p> |
| <p>Policy: Funding Year</p> | <p>Question: Should funding reflect the current year or the prior year (as it does now)? For fast-growing districts, it may be beneficial to receive the funds in real time to meet the costs of that year and for declining enrollment districts, it may be harder to adjust budgets in real time. Given that challenge, are there mitigation ideas?</p> <p>Current year funding, this will allow for better supports for students with disabilities, but a threshold or a safeguard for declined enrollment is needed</p> |
| <p>Policy: ADM Shifts</p> | <p>Question: Student enrollment may fluctuate down in a given year (up or down). Should there be any consideration for hold harmless or fixed costs, or should the funding be specific and reflective of the actual enrollment?</p> |
| <p>Policy: Maintenance of Effort</p> | <p>Question: How should we consider Maintenance of Effort at the local level? (It provides consistent funding but may deter local investment because of the requirement to continue).</p> |
| <p>Policy: Professional Development and Training</p> | <p>Question: Are there any professional development opportunities or additional supports that should be provided?</p> <p>Professional development to understand individual disabilities and gifted students, their needs, and how to serve them.</p> <p>Funds to incentivize certification or complete training (i.e. certain # of teachers complete a certification or training) – connect to outcomes</p> |
| <p>Policy - Outcomes</p> | <p>Content</p> |

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| | <p>Define outcomes that would move a school - % of teachers receive training on how to meet the needs of students with disabilities (accommodations, modifications, etc.)</p> <p>Funding tied to accountability needs safeguards so those measures do not adversely impact students with disabilities</p> |
| Policy | Content |
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