



Dr. Marlon King
Superintendent

School Configuration Update

I would like to share Q&A around the reconfiguration idea. I'm using the rule of three by sharing only three questions. I'll return with future memos and/or articles containing more insight around the idea. I don't want to overwhelm my readers with too much, so let me lift three things to ponder. I think it's important to offer suggestions and insight as we think through the best ideas for our system. I hope these three questions will cause you to reflect and share your thoughts.

Q1. What is Controlled Choice?

Controlled Choice is a system which is designed to create diverse, academically rigorous schools with equal access to educational resources for schools. It began in 1980 when the Cambridge School Committee voted to desegregate schools by moving away from a neighborhood schools model. What does this mean to Fayette County Public Schools? Due to the Consent Order, we must offer Controlled Choice for students at OES and BCES.

Families have to complete this option annually by ranking their school choice in order. When capacity is reached at a school, the district makes the choice to ensure balance regardless of your choice.

NOTE: As OES continues to grow, we will reach capacity; therefore, families will have no options if BCES was chosen as the 2nd choice. It will become the assignment regardless of choice in order to balance the class and/or school.

Q2. What is the status of TSRI - The School Reconfiguration Idea?

TSRI is still being researched. TSRI has been communicated to both the Department of Justice (DOJ) and Legal Defense Fund (LDF) attorneys. After conversing with the DOJ and LDF attorneys, their general sense is that TSRI further desegregates schools; however, we still have the autonomy to present whatever idea we think is best for our community. While desegregation is important, I believe that providing students with access and opportunity is equally as important, as referenced in my earlier summary regarding TSRI.

Ultimately, it is our goal to reach unitary status so that we have the flexibility to operate our schools without court oversight. I have had ongoing conversations with varied groups and families. Many families who blatantly opposed the idea have become comfortable and more supportive around it as they understand the purpose and overall strength of the idea. While I am not solid and will not move forward with TSRI until more work is done, I will continue to research and find the best remedy for our system's context. While student enrollment, school building capacity, and transportation are the most critical concerns at this point, I will continue to explore possible solutions.

Q3. How do we see our students - as a name or as a number?

With increase in our BEP funds for student growth, it's clear that increasing enrollment continues to be a concern. When I served as a principal in the district, Oakland had become overcrowded, which was not unusual. At that time, a few remedies to eliminate this problem were to utilize the gym foyer as classroom space, eliminate multiple extracurricular classes or find shared space (i.e. Art, Computer), allow specialty classroom teacher(s) to travel from class to class, use the outfitted Science Lab (currently used for STEM) as a classroom, and house classrooms in multiple portables. Is this what we want to return to? Of course not! Eliminating these new programs and spaces will impede our new offerings (i.e. STEM, STAR, Art, etc.) that we have implemented to become a stronger school system. We have plans to offer more clubs such as drama, chess, etc. and other programs to make our schools comparable to surrounding systems. Some people use Google, Wikipedia, other databases, or even their own revelation to collect data (i.e. enrollment, achievement, etc.) about our system to make suggestions and analyses about the reconfiguration and other ideas. Please consider the source that provides data analyses around our school system. These person(s) only see numbers and not names (i.e. human beings). Receiving data analyses from a secondary source other than the office of the superintendent is risky, as there are bound to be some data points that haven't been considered thoroughly, which prevents one from seeing the full picture. A clear example of using secondary

analyses is our bus route fiasco, which was based on data analyses used from a secondary source. As a result, small children are walking long distances to catch buses. This is what I mean by are we looking at numbers or names (i.e. human beings). If we follow the class size maximum that the state recommends and what sources suggest about our capacity, we might find ourselves repeating history. Classrooms would house 25 students in grades K-3; 30 students in grades 4-6; and 35 in grades 7-12, in addition to the foyer-classroom.

As the superintendent, a taxpayer, and a parent whose child is a name and not a number in the school system, I will continue to share ideas around ways for us to become better and provide programming and opportunities for our students. I advocate that students are more than numbers, and I will not eliminate programs due to overcrowding. I will always consider the human aspect and empathize with students, teachers, school leaders, and families that classroom sizes should be intimate for better student engagement and learning. Our teachers and students deserve the very best opportunities to maximize teaching and learning, and I am determined to ensure that we offer just that. Be clear- piling students in classrooms, closets, and foyers and eliminating new programs will not be an option with the school board and this administration. We have made too much progress to return to the days of counting kids as numbers and not by name (i.e. human beings). Our (school board and superintendent) commitment to making FCPS is stronger now than ever before. More questions and answers around TSRI are coming soon. Stay tuned for future questions and answers.



Pre-K Family Engagement Night Reschedule Date

Audience: Parents of Pre K Aged Children

The Pre-K Family Engagement Night at Buckley-Carpenter

Elementary has been rescheduled for Tuesday, March 13 at 6:00 PM. Please come join us for fun activities, community resources, registration information, and snacks.



Calendar Change

March						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
25	26	27	28	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
1	2	3	4	5	6	7

Due to the number of school days missed because of flooding, March 16th will now be a full day for all students, teachers, and staff.



Pre-Kindergarten Registration

Fayette County Public Schools will be hosting Pre-K registration March 13-15. Click here for details: <http://bit.ly/2GXXvbl>



Fayette County Public Schools
PRE-KINDERGARTEN REGISTRATION

**Registration for the 2018-19 Pre-K Program is
March 13-15 at each Pre-K location.**

Tuesday, March 13th 8 AM - 3 PM
Wednesday, March 14th 9 AM - 5 PM
Thursday, March 15th 8 AM - 3 PM

Click here for more information!



Kindergarten Registration

FCPS Kindergarten registration will be held March 13-15 from 8:00 AM – 4:00 PM. Click here for details: <http://bit.ly/2I8uICs>



Fayette County Public Schools
KINDERGARTEN
Registration

**March 13th, 14th, & 15th
8 a.m. - 4 p.m.**

Click here for more information!



Tennessee Educator Survey Information

Audience: Teachers and Administrators

The 2018 Educator Survey is now open. All certificated personnel should complete this survey. Educators who have not received a survey invitation may [click here](#) and request that their link be resent to their preferred email address.



Teacher Licensing Renewal Requirements (PDPs)

Audience: Teachers and Administrators

Please review the attached Professional Development Points Fact Sheet from the TN Teacher Licensing Office. **ALL** teachers are required to have 60 Professional Development Points (PDPs) to renew their teaching license. Professional Development Points are earned from professional learning activities designed to increase educator effectiveness. This year **we are allowing** teachers to use the PIPELINE Training to count toward the state required PDPs. You may contact your Chief of School for a PIPELINE sign-in sheet so that you may upload it to your TNCompass account. If you have any questions, contact Kathy Redditt in the Human Resources department.

Click here to view the PDP fact sheet: <http://bit.ly/2I9gxNo>



Why I Choose Fayette Schools

As a direct result of the leadership over the last three years, I have seen positive changes take place. People really care about what happens in the schools. The teachers genuinely care about the students as well and make a point to make connections with them. I have had opportunities to take dual enrollment courses at UT Martin. The advanced coursework offered at Fayette-Ware helped me to achieve a 32 on the ACT. In addition, participating in competitions through clubs has put me at the regional, state, and even national level. These experiences have taught me that I have no limit.



Fayette-Ware Junior, Jordan Blizzard



A Display of Craftsmanship

What a beauty! The Residential Construction students at Fayette-Ware's College and Career Technical Education Academy displayed a gorgeous mantel they constructed. With these skills, they can expect to be taking orders soon!



Middle School Softball Underway

With warmer weather right around the corner, spring sports practice is underway! These middle school girls are getting into the swing of things by engaging in some batting practice.

