



AMENDED AGENDA

METROPOLITAN BOARD OF PUBLIC EDUCATION
2601 Bransford Avenue, Nashville, TN 37204
Regular Meeting – November 24, 2015 - 5:00 p.m.
Sharon Dixon Gentry, EdD, Chair

TIME

- 5:00 I. CONVENE and ACTION
- A. Establish Quorum
 - B. Pledge of Allegiance
- 5:05 II. AWARDS AND RECOGNITIONS GP-3
- A. Music for All Advocacy in Action Award
 - B. Parent Ambassadors
- 5:15 III. AND THE GOOD NEWS IS... GP-3.1
- A. DuPont Hadley Middle Prep
 - B. TN Promise
 - C. STEM Investing in Innovation (i3) Grant
 - D. USDA Farm to School Grant
- 5:30 IV. GOVERNANCE ISSUES
- A. Actions
 - 1. Consent
 - a. Recommended Approval of Supplement #1 for Southeast Early Learning Center – Allard Ward Architects
 - b. Recommended Approval of Supplement #1 for Glenview Elementary School Additions – Hart Freeland Roberts
 - c. Recommended Approval of Request #5 for LEED Consultation at Various Schools (Southeast Early Learning Center) – Hastings Architecture Associates, LLC
 - d. Awarding of Purchases and Contracts
 - (1) Dell Marketing LP (2 purchases)
 - (2) Georgia State University
 - (3) Hearing Bridges
 - (4) Insight Education Group, Inc.
 - (5) Mobile Fixture and Equipment Co.
 - (6) RD Herbert & Sons Company
 - e. Tenure List
- 5:45 V. REPORTS GP-8.3
- A. Director's Report
 - 1. PASSAGE
 - B. Committee Reports
 - 1. Capital Needs
 - 2. **Teaching and Learning**

- C. Board Chairman's Report
 - 1. Announcements
 - 2.

- 6:30 VI. WRITTEN INFORMATION TO THE BOARD (not for discussion)
 - A. Sales Tax Collections as of November 20, 2015
 - B. Fiscal Year 2015-2016 Operating Budget Financial Reports
 - C. Transportation Update
 - D. Substitute Teachers Update
 - E. Upcoming Committee Meetings
 - 1.

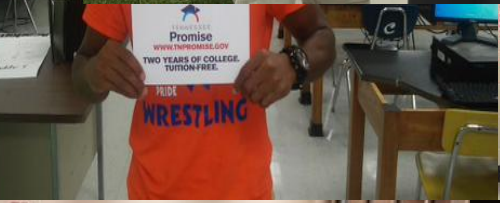
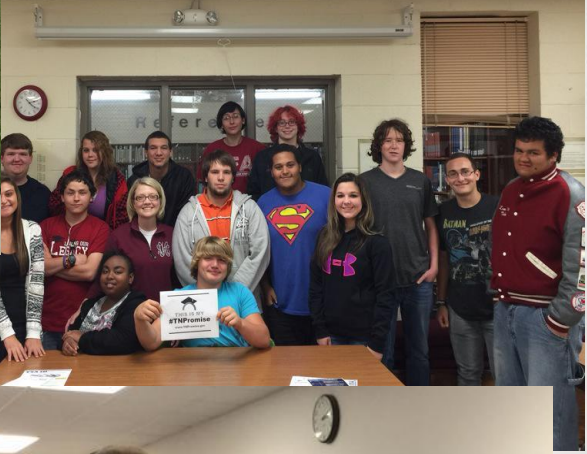
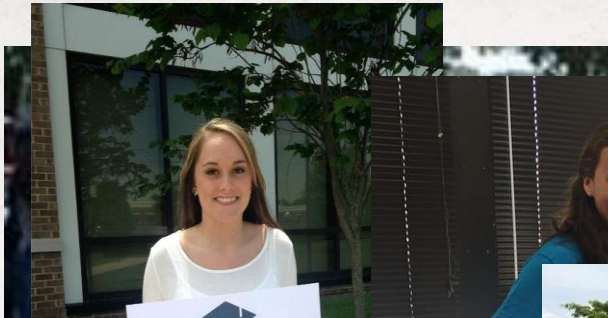
- 6:30 VII. ADJOURNMENT

GP-2.6

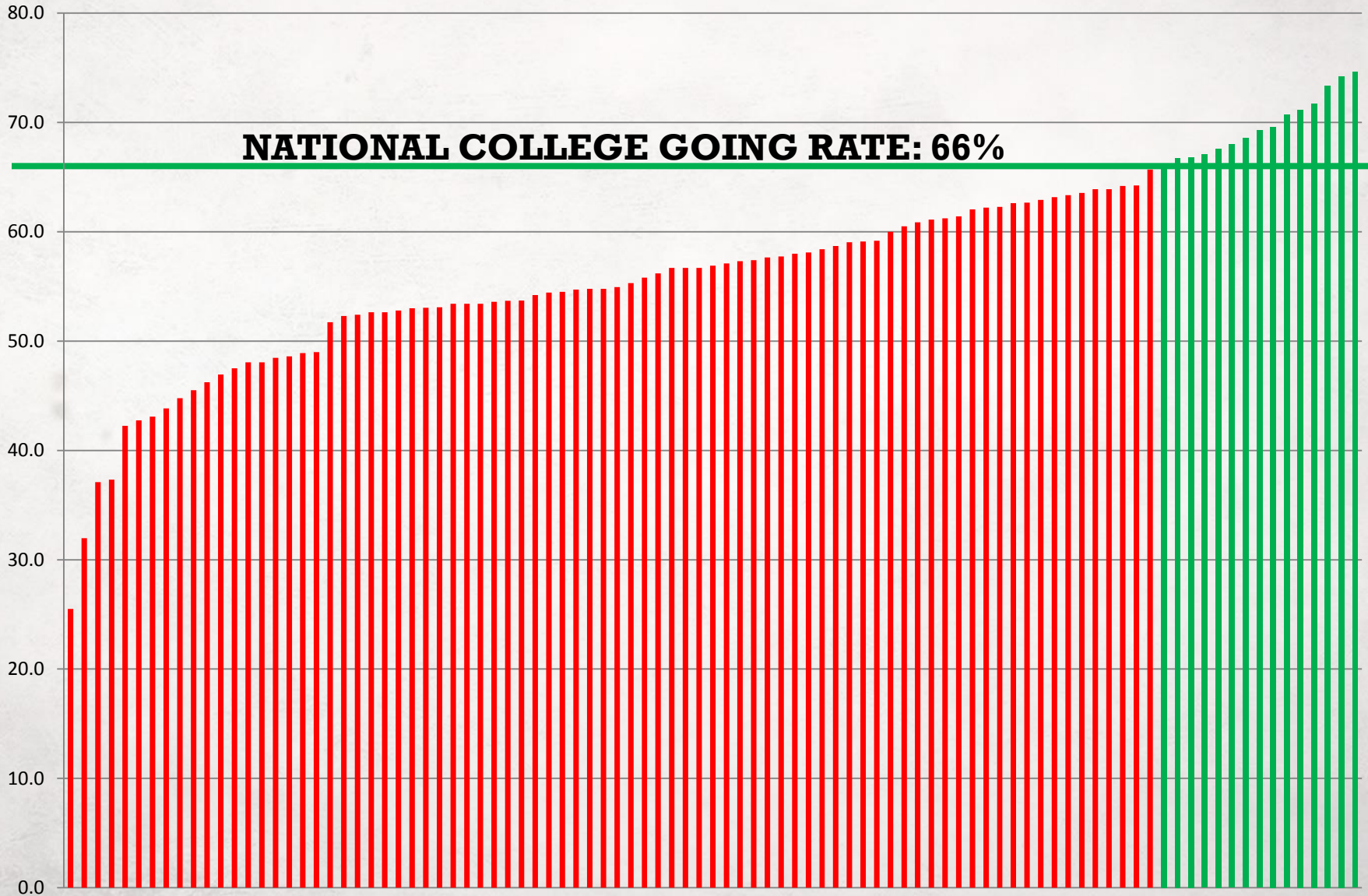
TN Promise Update

Mike Krause





COLLEGE GOING IN TENNESSEE'S 95 COUNTIES



72,865 Students

2007 Cohort of High School Freshmen

10,545 students
did not graduate high school



22,334 students
entered the workforce



40,235 students
enrolled in postsecondary



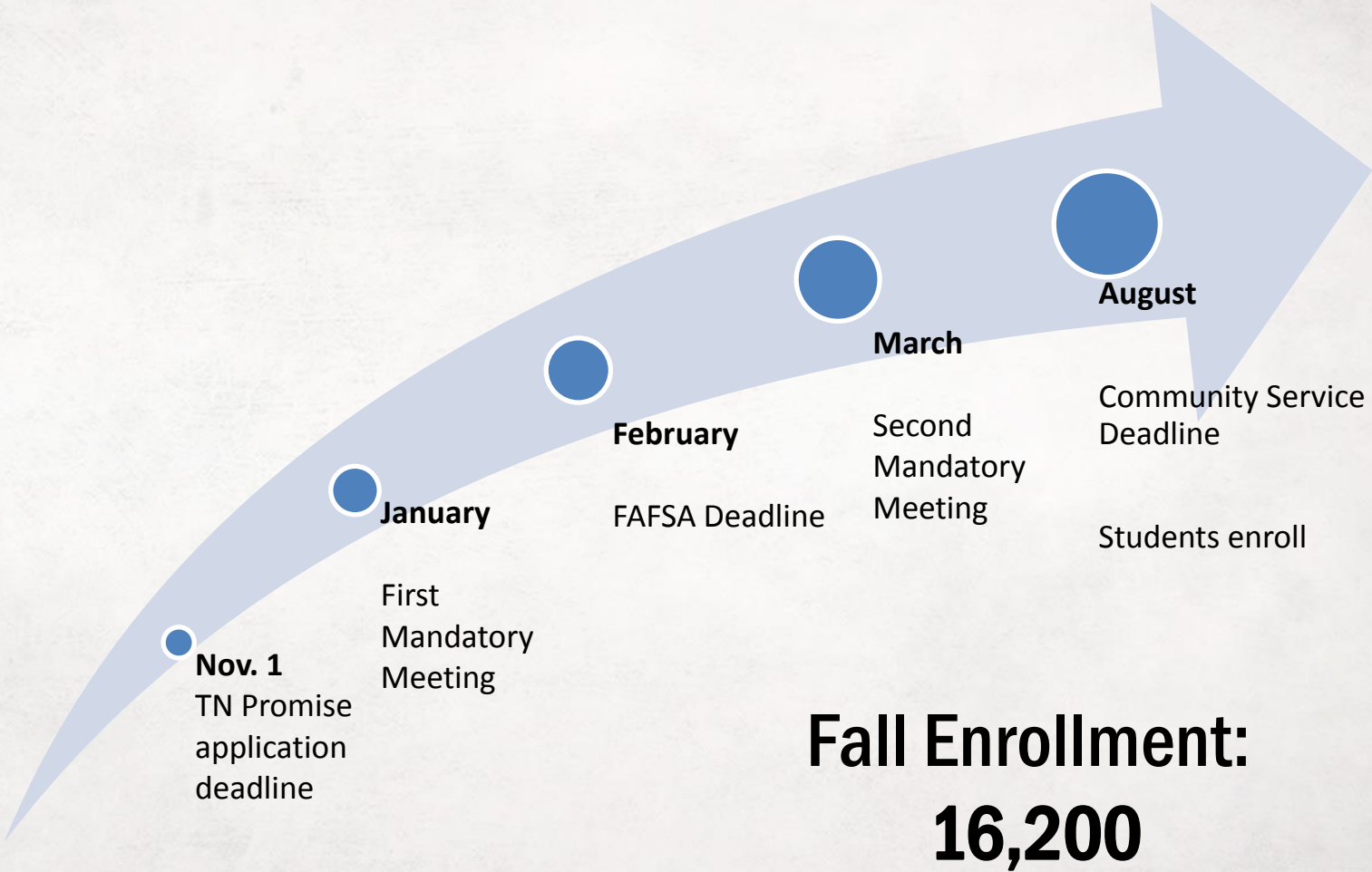
\$9,030
average income

16% chance
of earning above
minimum wage

Tennessee Promise Program Structure



TENNESSEE PROMISE TIMELINE



GETTING STUDENTS IN



**Cohort 1 Fall Enrollment:
16,200**

**Tennessee now #1
FAFSA state in nation**

**40% of all new financial
aid submissions
nationwide**

**24 percent Community
College enrollment jump**





Mike. Krause@tn.gov



@MikeKrauseTN

MNPS Tennessee Promise Participation Rates

High School	# of Seniors	# Signed up as of 11/17/15	% Signed Up as of 11/17/15
ACADEMY AT OLD COCKRILL	350	81	23%
ACADEMY HICKORY HOLLOW	85	62	73%
ANTIOCH HIGH SCHOOL	326	326	100%
CANE RIDGE HIGH SCHOOL	395	279	71%
EAST NASHVILLE MAGNET SCHOOL	140	140	100%
GLENCLIFF COMP HIGH SCHOOL	300	264	88%
HILLSBORO HIGH SCHOOL	266	251	94%
HILLWOOD COMPREHENSIVE HS	240	240	100%
HUME FOGG ACADEMIC HIGH SCHOOL	224	88	39%
HUNTERS LANE HIGH SCHOOL	400	334	84%
JOHN OVERTON HIGH SCHOOL	426	349	82%
JOHNSON ALTERNATIVE LRNG CTR	1	1	100%
KIPP NASHVILLE COLLEGIATE HS	48	0	0%
LEAD ACADEMY	60	37	62%
MAPLEWOOD HIGH SCHOOL	163	163	100%
MARTIN L KING JR MAGNET HS	184	112	61%
MCGAVOCK COMP HIGH SCHOOL	400	400	100%
METRO NASHVILLE VIRTUAL SCHOOL	91	32	35%
MNPS MIDDLE COLLEGE HS	39	39	100%
NASHVILLE BIG PICTURE HS	30	30	100%
NASHVILLE SCHOOL OF THE ARTS	180	118	66%
PEARL-COHN HIGH SCHOOL	125	125	100%
SIMON YOUTH ACAD AT OPRY MILLS	38	38	100%
STRATFORD HIGH SCHOOL	125	125	100%
WHITES CREEK HIGH SCHOOL	157	157	100%
Total	4636	3634	78%

Metro Schools to Receive \$3 Million to GROW STEM Opportunities for Middle School Students

MNPS is one of 13 highest-rated applicants in the 2015 *Investing in Innovation* (i3) grant competition of over 400 proposals. The i3 grant competition is the Obama Administration’s signature education innovation initiative. *Girls Realizing Opportunities With STEM: GROW STEM* is an i3 Development project that will test promising strategies for improving Science, Technology, Engineering, and Math (STEM) Education through high quality STEM extended learning and mentoring to inspire middle school girls’ interest in STEM, improve achievement, and address gaps in the STEM pipeline.

While all students can take advantage of and will reap the benefits of GROW STEM, many of its components will be aimed specifically at female students with a goal of increasing the percentage of females in STEM Academies, STEM courses and advanced math and science courses. MNPS will partner with several community agencies, such as the Nashville Technology Council, the STEM Innovation Hub, Alignment Nashville, UT Extension, Nashville After Zone Alliance, Pencil Foundation, Girl Scouts of Middle TN and many local universities.

Several of our high school Academies have a STEM focus, such as engineering, information technology, biotechnology, and safety and security technology. After exploring career options in middle school, students select their academy focus and learn in a relevant, hands- on environment through problem-based learning (PBL) and real-world application. Although the Academy model has been successful, there continues to be a persistent gap in the percentage of female students enrolling in STEM-themed academies: over the last two school years, just 36% of students enrolled in our STEM-themed academies were female (compared to 73% female enrollment in our health and human services academies). This isn’t surprising based on national trends: the share of bachelor’s degrees earned by women is 19% in engineering and 18% in computer science—the two fields experiencing the largest gender gaps (NSC, 2015).

Through *GROW STEM*, MNPS will develop and evaluate the impact of a STEM extended learning and mentorship model for middle school girls that addresses the challenges of improving achievement and motivating girls to pursue STEM.

GROW STEM Target Middle School Demographics							
School	# Students	% Low-Income	% White	% Black	% Hispanic	% Asian	% ELL
Bailey STEM Magnet	445	95%	13%	78%	6%	3%	5%
Croft Design Center	737	72%	40%	21%	32%	7%	16%
Goodlettsville Prep	538	86%	33%	48%	16%	2%	5%
Isaac Litton	340	83%	39%	54%	6%	2%	3%
Madison	756	90%	17%	65%	17%	1%	7%
McMurray	729	96%	18%	12%	50%	20%	49%
Oliver	787	56%	49%	31%	11%	9%	8%
TOTAL/AVERAGE	4,332	83%	30%	44%	20%	6%	13%

STEM-Themed Academies at Feeder High Schools	
Hunters Lane	Academy of Design & Technology
John Overton	Academy of Information Technology; Academy of Engineering; Academy of Biotechnology Health Sciences
Stratford STEM Magnet	Academy of National Safety & Security Technologies; Academy of Science & Engineering

<i>GROW STEM</i> Extended Learning Strategies	
Afterschool Girls STEM Clubs	Each school will offer an Afterschool Girls STEM Club for 30 girls (2 days/week, 2 hours/day, 40 weeks; 160 total contact hours annually). Led by two Lead STEM Teachers at each school, the afterschool clubs will provide broad exposure to hands-on, PBL STEM instruction using <i>Engineering Everywhere</i> . Girls will explore a broad range of STEM topics (i.e., urban landscapes, insulated homes, safety helmets, bioplastics, prosthetics, pandemics, bioinspired gear, etc.).
Saturday STEM Sessions	We will offer monthly Saturday STEM Sessions for middle school girls at three feeder high schools (30 students/high school, 5 hours/day, 10 sessions/year; 50 contact hours annually). Sessions will build on afterschool activities and provide more in-depth exposure to STEM via STEM instruction provided by UT Extension, STEM field trips, STEM speakers, and STEM mentoring (peers in STEM academies, female STEM college students, and STEM professionals).
STEM Summer Camps	We will offer theme-based STEM Summer Camps at three high school sites (2 weeks in Year 1 to launch program and 3 weeks in Years 2-5; 45 students/site; 75 contact hours annually). We will build on the afterschool program and Saturday sessions by exposing girls to a specific camp theme (i.e., Engineering, Robotics, Coding, or Energy & Sustainability). Each camp will include an introduction to the theme with PBL activities using <i>EE</i> ; STEM field trips; STEM speakers; and STEM mentoring. Themes will be adjusted each year based on student interest.
STEM Mentoring	Lack of STEM identity and limited exposure to female STEM role models have been cited as major barriers to STEM persistence for females and minorities. To address this challenge, <i>GROW STEM</i> will incorporate STEM mentoring, including peer mentors (high school females in STEM-themed academies), female college mentors (STEM majors), and female STEM professionals.

<i>GROW STEM</i> Professional Development Strategies	
Engineering Everywhere PD and STEM PLC	STEM Lead Teachers will participate in <i>EE</i> PD workshops, which will be offered at MNPS. One of our local partners, Dr. Stacy Klein-Gardner (Director of the Center for STEM Education for Girls at Harpeth Hall School), is a certified <i>EE</i> trainer and will lead PD efforts; provide ongoing guidance on implementation; and help support sustainability through ongoing support. STEM Lead Teachers will also participate in a STEM PLC, which will collaborate virtually each week and meet monthly for continued support.
STEM Externships	Through several partners, MNPS offers Teacher Externships to help teachers develop PBL curriculum in a real-world setting to provide students with industry exposure and applied learning. STEM Lead Teachers will participate in STEM externships each summer to expose them to real-world industry and support PBL curriculum development to use in extended learning activities.
STEM Conferences	To increase exposure to best practices in STEM education and to disseminate i3 results to a broader audience, STEM Lead Teachers and program staff will attend at least one STEM conference annually, such as the National Science Teachers Association Annual STEM Forum, Center for STEM Education for Girls conferences, and Tennessee STEM Innovation Hub conferences.
PBL Training and Support	MNPS is committed to integrating PBL across the district and has provided PBL training via the Buck Institute for Education in all MNPS high schools to support rigorous and relevant curriculum and student engagement. Beginning in the 2015-16 school year, MNPS is extending PBL training from the Buck Institute into its middle schools. STEM Lead Teachers will participate in this training, which will further develop their PBL instructional approach and help build a culture for STEM and PBL instruction across the district.

Metro School Selected for USDA Farm to School Planning Grant

The United States Department of Agriculture (USDA) Food and Nutrition Service (FNS) has selected MNPS to receive a Fiscal Year 2016 Farm to School Planning Grant in the amount of \$38,682. Over the course of the next year, the district will be part of a cohort of schools and districts planning robust farm to school programs and sharing their processes, successes, and lessons learned.

Because of our urban, predominantly low-income demographic, students have relatively little access to agriculture or knowledge of the farming industry and there is a need for better understanding of nutritious food and education. For this project, we will focus on 7 high-needs schools as our prioritized pilot schools: Casa Azafran Early Learning Center, Fall Hamilton Elementary, Glengarry Elementary, Glenview Elementary, Park Avenue Elementary, Rosebank Elementary, and Wright Middle School. These schools are all over 85% economically disadvantaged.

This planning grant will allow integration of nutrition education and practice at targeted schools through a network of established and targeted community partners, creating a pilot to replicate throughout the district. We will identify sources of locally grown food, procure it, and promote this initiative to both schools and communities. We will educate students and staff about the process that moves food from the farm to school, and add healthy food preparation classes, while working to address the nutrition disparity felt by low-income families. MNPS' Farm to School Program's overarching objective is to have our comprehensive *Farm to School Action Plan* in place by the end of our 18-month planning period.

Key partners and their roles are as follows:

- Agricultural Partnerships (**The TN Department of Agriculture** will assist with facilitating relationships with farmers and food providers.)
- Community Awareness and Outreach (**Alignment Nashville** is an extensive network of partners that has developed principles of collaboration that align the resources of community organizations to the MNPS' strategic plan. Using an integrated design and implementation process, a structure of community collaboration and oversight, a set of guiding principles, and project management technology, Alignment Teams create and scale up tactics that make progress toward systemic change. The School Nutrition Alignment Team will assist with engaging farmers and educational partners through its ongoing efforts. **Community Food Advocates** is a hunger anti-poverty organization established with the mission of providing healthy, affordable food in a just and sustainable food system. They offer additional outreach to the farming community.)
- Local Healthy Food Providers (**Green Door Gourmet, Nashville Farmers Market, Nashville Grown, Josh Corlew/Nashville Urban Farmer** are local entities that will complement procurement efforts, broadening linkages to the Middle Tennessee farm community. Green Door Gourmet and Mr. Corlew will also host school field trips and provide onsite school education.
- Post-Secondary Support Partners (**University of Tennessee Extension, Vanderbilt University Medical Center Dietetic Internship** both offer healthy cooking demonstrations, nutrition education and healthy living activities for students and staff. Vanderbilt also assists with evaluation; for example, through their school lunch audit Vanderbilt Dietetic Interns analyze the selection and consumption of different food groups by students in high needs schools.

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

a. RECOMMENDED APPROVAL OF SUPPLEMENT #1 FOR SOUTHEAST EARLY LEARNING CENTER – ALLARD WARD ARCHITECTS

We are requesting approval to make the following changes to this contract:

1. Additional compensation to add energy modeling to the scope of design work	<u>\$6,000</u>
TOTAL	\$6,000

It is recommended that this supplement be approved.

Legality approved by Metro Department of Law.

FUNDING: 45016.80405716

Date: November 24, 2015

b. RECOMMENDED APPROVAL OF SUPPLEMENT #1 FOR GLENVIEW ELEMENTARY SCHOOL ADDITIONS – HART FREELAND ROBERTS

We are requesting approval to make the following changes to this contract:

1. Revised compensation due to increase in Fixed Limit Construction Costs	<u>\$100,201</u>
TOTAL	\$100,201

It is recommended that this supplement be approved.

Legality approved by Metro Department of Law.

FUNDING: 45015.80404815

Date: November 24, 2015

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. RECOMMENDED APPROVAL OF REQUEST #5 FOR LEED CONSULTATION AT VARIOUS SCHOOLS (SOUTHEAST EARLY LEARNING CENTER) – HASTINGS ARCHITECTURE ASSOCIATES, LLC

We are requesting approval to issue a Purchase Order against the existing contract for LEED Consultation Services for the Southeast Early Learning Center in the amount of \$38,500.

It is recommended that this request be approved.

Legality approved by Metro Department of Law.

FUNDING: 45016.80405716

Date: November 24, 2015

d. AWARDING OF PURCHASES AND CONTRACTS

(1.a.) VENDOR: Dell Marketing LP

SERVICE/GOODS: Requisition #118586, to purchase fifty-five (55) Dell laptop computers for use in the Technology and Information Services Department. This purchase piggybacks the Wilson County contract with Dell Marketing LP.

TERM: November 25, 2015 through June 30, 2016

FOR WHOM: Technology and Information Services

COMPENSATION: Total purchase is not to exceed \$76,258.60.

OVERSIGHT: Technology and Information Services

EVALUATION: Quality of products and timeliness of delivery.

MBPE Contract Number: Wilson County contract #13ABX

Source of Funds: Capital Funds - Technology

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

d. AWARDING OF PURCHASES AND CONTRACTS

(1.b.) VENDOR: Dell Marketing LP

SERVICE/GOODS: Requisition #119654, to purchase seventy-five (75) Dell laptop computers to be installed at Shayne Elementary School. This purchase piggybacks the Wilson County contract with Dell Marketing LP.

TERM: November 25, 2015 through June 30, 2016

FOR WHOM: Students attending Shayne Elementary School

COMPENSATION: Total purchase is not to exceed \$49,050.

OVERSIGHT: Technology and Information Services

EVALUATION: Quality of products and timeliness of delivery.

MBPE Contract Number: Wilson County contract #13ABX

Source of Funds: Federal Funds – Focus School Grant (Title IA)

d. AWARDING OF PURCHASES AND CONTRACTS

(2) VENDOR: Georgia State University

SERVICE/GOODS: Contractor will provide Reading Recovery coursework and professional development for a 2015-2016 cohort of twenty-three (23) MNPS teachers. This will be the second cohort of MNPS teachers to participate in the program.

TERM: November 25, 2015 through June 30, 2016

FOR WHOM: Selected MNPS teachers

COMPENSATION: Total compensation under this contract is not to exceed \$160,000.

OVERSIGHT: Leadership and Learning - Literacy

EVALUATION:

1. Rate of successful completion of the course of study by participating MNPS teachers.
2. Retention rate of teachers completing the program.

MBPE Contract Number: 2-00111-03

Source of Funds: Operating Budget

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

d. AWARDING OF PURCHASES AND CONTRACTS

(3) VENDOR: Hearing Bridges

SERVICE/GOODS: Educational interpreter services for MNPS students with impaired hearing, as outlined in their Individual Education Plans (IEP). This contract is awarded from MNPS Request for Proposals (RFP) #16-7.

TERM: November 25, 2015 through November 24, 2020

FOR WHOM: MNPS students with impaired hearing

COMPENSATION: Contractor's hourly rate for services is \$55 during normal business hours and \$60 for holiday/night/weekend support.

Total compensation under this contract is not to exceed \$250,000.

OVERSIGHT: Leadership and Learning – Exceptional Education

EVALUATION: Quality and timeliness of services provided.

MBPE Contract Number: 2-214529-00

Source of Funds: Operating Budget

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

d. AWARDING OF PURCHASES AND CONTRACTS

(4) VENDOR: Insight Education Group, Inc.

SERVICE/GOODS: Fifth Amendment to the contract, adding an on-line subscription to "ADVANCEfeedback" and twenty-two (22) days of on-site professional development/training/research for the 2015-2016 school year at Robert Churchwell Museum Magnet Elementary School.

TERM: July 1, 2013 through June 30, 2016

FOR WHOM: Staff at Robert Churchwell Museum Magnet Elementary School

COMPENSATION:

ADVANCEfeedback on-line subscription: \$3,804

Professional Development/Training: 22 days @ \$2,918 per day

This Amendment increases total compensation under the contract by \$68,000.

Total compensation under this contract is not to exceed \$244,400.

OVERSIGHT: Federal Programs

EVALUATION: Post-training evaluations by training attendees.

MBPE Contract Number: 2-00564-00A5

Source of Funds: Federal Funds – School Improvement Grant (SIG II)

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

d. AWARDING OF PURCHASES AND CONTRACTS

(5) VENDOR: Mobile Fixture and Equipment Co.

SERVICE/GOODS: Steamers, kettles, combination ovens, convection ovens, and blast chillers. This contract is awarded from MNPS Invitation to Bid #B16-12.

TERM: November 25, 2015 through November 24, 2018

FOR WHOM: Nutrition Services

COMPENSATION: Total compensation under this contract is not to exceed \$1,000,000.

OVERSIGHT: Nutrition Services

EVALUATION: Timeliness of delivery and quality of products purchased.

MBPE Contract Number: 2-489936-02

Source of Funds: Nutrition Services Fund

d. AWARDING OF PURCHASES AND CONTRACTS

(6) VENDOR: RD Herbert and Sons Company

SERVICE/GOODS: Requisition #120048, for emergency roof repair at Gower Elementary School.

TERM: November 1, 2015 through December 31, 2015

FOR WHOM: Students and staff at Gower Elementary School

COMPENSATION: Total purchase is not to exceed \$35,719.

OVERSIGHT: Facility and Grounds Maintenance

EVALUATION: Quality and timeliness of services provided.

MBPE Contract Number: N/A

Source of Funds: Capital Funds – Roof Repairs

Teachers Eligible for Tenure Pending Board of Education Approval November 2015

Teachers are eligible for tenure in Tennessee when they have completed a probationary teaching period of 5 years in a seven year span and have received TEAM evaluation composite scores of 4 (above expectations) or 5 (significantly above expectations) for the last two years of the probationary period (Tennessee Code Annotated 49-5-503). The state Department of Education finalizes TEAM scores for the prior year in October. Once we have received final scores, we review service time and TEAM ratings to determine who is eligible for tenure. This year, the state changed its evaluation database, which has delayed evaluation reporting in some cases. Please note that there could be a handful of teachers who are eligible for tenure later this school year based on their evaluation data.

We are pleased to present the 138 teachers below for tenure. Their commitment to the district and outstanding performance in the classroom makes them more than worthy for this honor.

Kaitlyn Melissa Adamczyk, Crieve Hall Elementary	Donna K. Gardner, Una Elementary
Shelley Adkins, West End Middle	Sandra Anika Gardner, McMurray Middle
Annie Amundson, Hume-Fogg High	Inez Giannola, Thurgood Marshall Middle
Cornelius E. Allen, Mckissack Middle	Katie Suzanne Good, John Overton High
Anna Alpizar, Old Center Elementary	Jeffrey Gregory, Cockrill Elementary
Sarah A. Altmann, Murrell School	Shenika L. Gregory, John Early Middle
Leslie Arms, Eakin Elementary	Barbara E. Griffin, Two Rivers Middle
Treaundra Shinille Arms, Shwab Elementary	Zena Gunn, John Early Middle
Daniel Atkeson, The Academy at Old Cockrill	Jenna Hagen, Tusculum Elementary
Terrance L Bankett, Jere Baxter Middle	Zaporach Hardison, Dupont Elementary
Samuel O. Banks, Apollo Middle	Emily Renee Harris, Dodson Elementary
Traci L. Basley, Jere Baxter Middle	Brandi Nicole Harvey, Una Elementary
Lesley Gayle Baxter, Amqui Elementary	Daniel Hayes, Granbery Elementary
Brian L. Beard, Park Avenue Elementary	Leslie A. Hester, Stratton Elementary
Mary J. Bender, Alex Green Elementary	Jennifer Hicks, Creswell Middle
Wintress Latrece Bennett, Margaret Allen Middle	Denise A. Hinds, John F. Kennedy Middle
Rita L. Black, Eakin Elementary	Leslie M. Holman, Paragon Mills Elementary
Charity Blair, Crieve Hall Elementary	Yolanda T. Holmes, John F. Kennedy Middle
Jessica Blake, West End Middle	Elizabeth Holton, The Academy at Old Cockrill
Janet Simpson Brown, Murrell School	Rebecca Y. Hornsby, Glendale Elementary
Lish K. Burgess III, Cane Ridge High	Allison Sain Housholder, Crieve Hall Elementary
Tymekia M. Butler, Tulip Grove Elementary	Emily Elyse Howell, McMurray Middle
Jessica Marie Chapman, The Academy at Hickory Hollow	Sara Hoyal, Hunters Lane High
Michelle Clay, Chadwell Elementary	Katherine Huff, Una Elementary
Guy M. Coffin, Cane Ridge High	Deneise C. Jack, Chadwell Elementary
Shelby Lyn Dalton, Robert Churchwell Elementary	Julie Jolly, West End Middle
William K. Dearing, John Overton High	Lakesha Jones, Bailey Middle
Paige Francescon Denson, Lockeland Elementary	Hannah E. Kasperson, Dupont Hadley Middle
Karen Dorris, Bailey Middle	Gina Grimes Kelley, John Overton High
Tiffany S. Downs, Tulip Grove Elementary	Edward Knauss, The Academy at Opry Mills
Todd Grant Duncan, Hunters Lane High	Greta Knudson, Madison Middle School
Kevin E. Edwards, Martin Luther King Magnet	Michelle Karletha Koger, McMurray Middle
Kim Folsom, Dan Mills Elementary	Caitlin N. Koppes, Andrew Jackson Elementary
Tracy C. Foxx, Lockeland Elementary	Angela Marie Kovach, Granbery Elementary
Andrea Annette Fuller, John B. Whitsitt Elementary	Michael Kozak, McGavock High
Laura Galbreath, Tulip Grove Elementary	Leighton K. Lancaster, Hillsboro High
	Audrey Lewis, Una Elementary

Melissa Beth Lindsey, McGavock High
Teresa Ruf Lipinski, Julia Green Elementary
Bryan Lowe, Antioch High
Tosha D. Mannings, Antioch High
Tiffany Jemeise Martin, Stratford High
Salih Mayi, Antioch High
Lori McCaskill, McGavock High
Wendy W. McDowell, Glengarry Elementary
Dedrick Messenger, Dan Mills Elementary
Dexter Moragne, Thurgood Marshall Middle
Rachel Motta, Cane Ridge Elementary
Christopher B. Murray, Hillsboro High
Frances Anne Muscatello, J. E. Moss Elementary
Laquilla D. Nabors, Madison Middle School
Alex A. Nation, John Early Middle
Meggan Nave, Dan Mills Elementary
Amber Christine Nelson, John Overton High
Carleen Leslie Noble, Dan Mills Elementary
Lance Enrique Olivas, Apollo Middle
Erin A. Oliver, Old Center Elementary
Hope E. Oliver, Whites Creek High
Sharon Denise Osborne, Park Avenue Elementary
Larissa Caroline Ottinger, Cane Ridge High
Ashley Overbay, Fall-Hamilton Elementary
Angela B. Overton, Chadwell Elementary
Erin Taylor Parker, Percy Priest Elementary
Shreyas Patel, Hillsboro High
Ryan Payne, Una Elementary
Annette Nichole Prophater, Wright Middle
Damon Ray, Hume-Fogg High
Romie Taiwan Reed, Stratford High
Catherine Rhodes, J.E. Moss Elementary
Olivia Rodney, Dodson Elementary
Heather Marie Roland, Croft Middle
Frances Evelyn Rushton, East Nashville High
Tamika L. Samples, Robert Churchwell Elementary
Stephen Todd Schumacher, Lockeland Elementary
Alaina Michelle Schwartz, Crieve Hall Elementary
Erin Chumley Scobey, Dupont Elementary
Gwyn Shepard, Harpeth Valley Elementary
Leticia Elcy Skae, Hillsboro High
Tera Ann Sneed, Chadwell Elementary
Tameeka R. Southern, McGavock High
Lara Cates Stancil, Una Elementary
Rachel Jones Stevens, Glendale Elementary
Robin Stewart, Una Elementary
Cherish L. Stringfield, Hillsboro High
Kathryn Marie Tarter, Andrew Jackson Elementary
Tiffany Thomas, Gateway Elementary
Vanessa L. Thomas, Robert Churchwell Elementary
John E. Tongate, Hillsboro High
Jessica Lynn Tosh, Donelson Middle
Thomas Trenkler, Apollo Middle

Christine M. Van Loon, Apollo Middle
Charity Lynn Vinson, Two Rivers Middle
Beth Ann Waight, Norman Binkley Elementary
Amy Beth Waters, Crieve Hall Elementary
Kimley Webb, Alex Green Elementary
Rebecca Miller Welch, Dan Mills Elementary
Jeremy Wells, Inglewood Elementary
Kayleigh A. Wettstein, J. E. Moss Elementary
Kaitlin Slade Wilder, Murrell School
Catherine Jones Williams, Martin Luther King
James A. Wilson, Dupont Elementary
John Wayne Womack Jr., McGavock High



{ School Board Presentation

November 2015

Initial Implementation

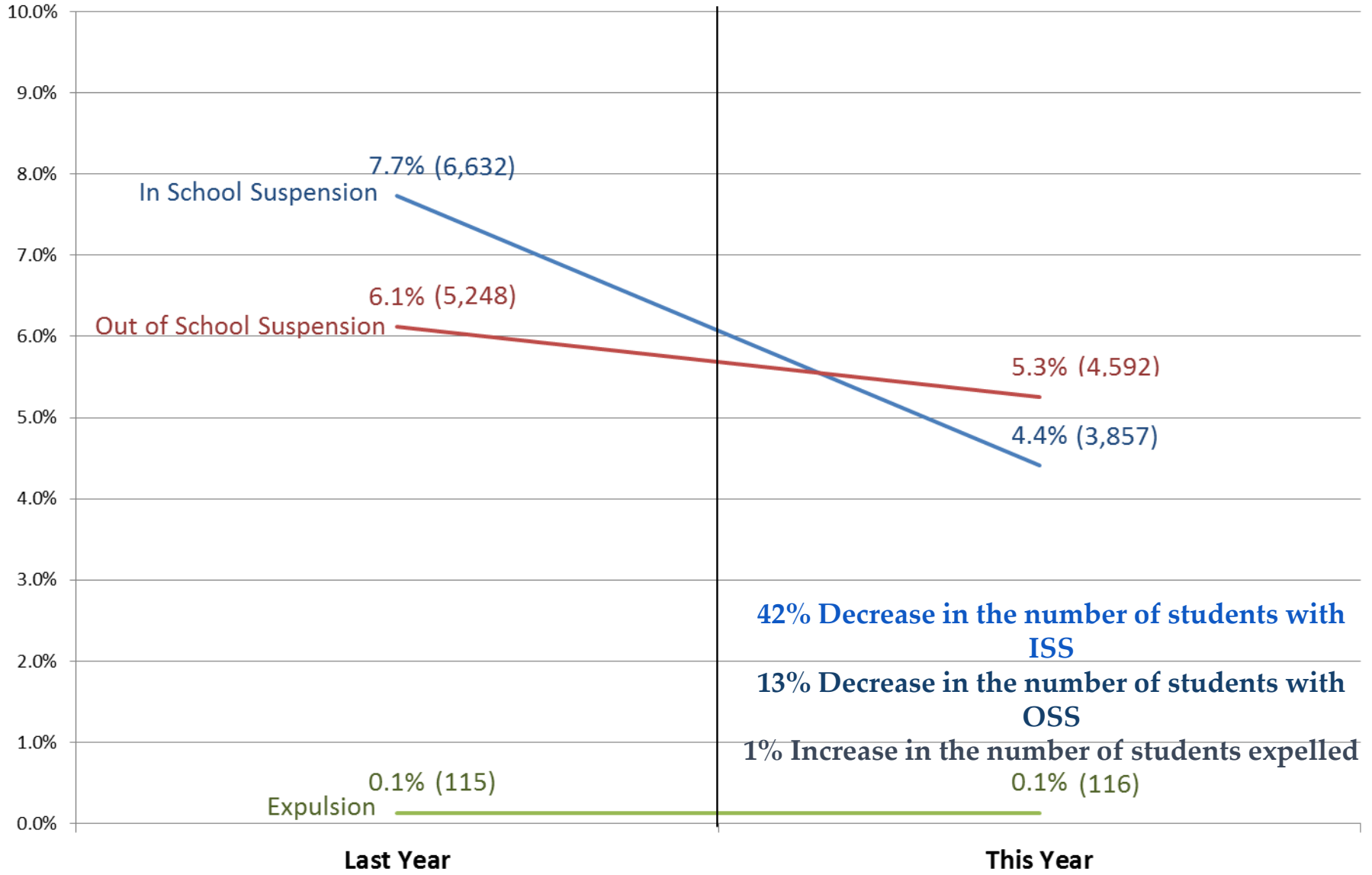
2014-2015

- ⌘ Steering Committee Established
- ⌘ Five Sub Committee's Developed
 - ⌘ Policy and Procedures
 - ⌘ Social and Emotional Learning
 - ⌘ Law Enforcement
 - ⌘ Community Engagement
 - ⌘ Student/Parent Voice and Efficacy

Outcomes

- ⌘ A series of community events were held to get public feedback surrounding the disciplinary practices in schools.
- ⌘ The Student and Parent Handbook was rewritten to include a progressive discipline matrix and language surrounding restorative practices.
- ⌘ All Principals participated in Federal Compliance Training that included the new handbook.
- ⌘ Additional trainings provided to reinforce the need for new disciplinary practices.
- ⌘ To date more than 800 staff members representing more than 30 schools have been trained in Restorative Practices
- ⌘ A PASSAGE convening was held with community partners to discuss impact and comparison to other participating districts.

This chart reflects a year to date comparison between the percentage of students with discipline responses this year versus last school year.



Discipline and Support Referrals

Discipline Counts 8/1/15-11/2/15	In School Suspension		Local Discipline		Out-of-School Suspension	
	#Incident	#Student	#Incident	#Student	#Incident	#Student
School A	1	1	51	38	138	88
School B	212	110	42	31	117	82
School C	1	1	133	73	77	59

Collaborative Student Referrals 8/1/15-10/30/15	Behavior Specialist	Centerstone	Mental Health Coop	School Counselor	School Social Worker	STARS	Vanderbilt	# Students Referred
School A	0	2	0	0	2	0	0	4
School B	3	0	0	7	8	0	2	20
School C	1	0	4	1	18	25	8	57

Quantifying the Need for RTI

Academic Systems

Behavioral Systems

Intensive, Individual Interventions

- Individual Students
- Assessment-based
- High Intensity
- Of longer duration

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

- All students
- Preventive, proactive

4,369 – 8,739

5-10%

5-10%

8,739 – 13,108

10-15%

10-15%

65,542 – 74,218

75-85%

75-85%

Intensive, Individual Interventions

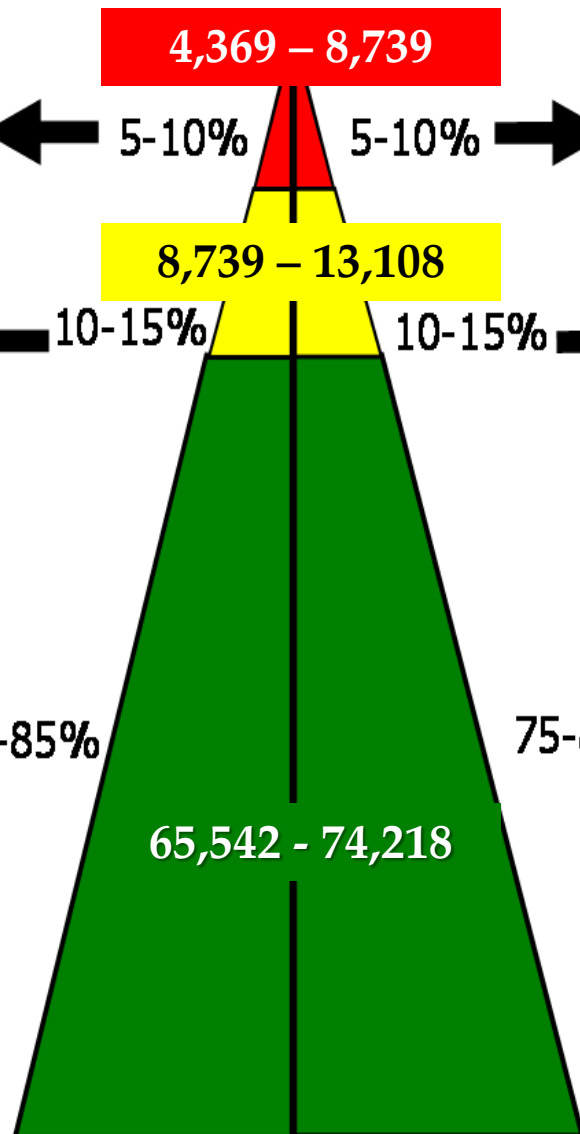
- Individual Students
- Assessment-based
- Intense, durable procedures

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

- All settings, all students
- Preventive, proactive



- ‡ Mental Health Collaborative
- ‡ Mentoring Alliance
- ‡ Efforts to Outcome s Data Comparison
- ‡ Threat Assessment Team
- ‡ SRO and school security training in restorative practices
- ‡ Student Health Strategic Planning
- ‡ Restructuring of the Metro Student Attendance Center
- ‡ Faith based leader engagement
- ‡ Common support referral process

Program Expansion

PASSAGE and Community Achieves have resulted in the development of the following initiatives/programs.

SWOT Analysis

Strengths:

- ⌘ PASSAGE makes the connection between disciplinary practices and student performance outcomes.
- ⌘ Prioritizes the use of support services to meet the needs of students
- ⌘ Acknowledges that Adverse Experiences impact students mental/physical health and their ability to perform cognitively
- ⌘ Seeks to engage parents and community as partners to address complex issues

Weaknesses:

- ⌘ It is a new philosophy
- ⌘ Perception “making schools unsafe”
- ⌘ Administrative support
- ⌘ Compliance after the fact
- ⌘ Restorative Practices training for all certified staff
- ⌘ Not enough support to address immediate needs

SWOT Analysis

Opportunities:

- ⌘ Fostering a greater understanding of Adverse Childhood Experiences
- ⌘ To engage stakeholders that may not be actively involved in supporting students/families
- ⌘ Developing positive school climates based on restorative practices
- ⌘ Students/parents view schools as supportive environments
- ⌘ Expedite the delivery of support services for students/families in need

Threats:

- ⌘ Lack of community support
- ⌘ Faculty/administrative buy in
- ⌘ The continued escalation of community based youth violence
- ⌘ Funding and time for professional development
- ⌘ Prioritization in budgeting discussions

Future Consideration

“The Ask”

- ⌘ That the fair and equitable treatment of all students continue to be prioritized by district/city leadership in support of our efforts to close gaps in achievement and exclusionary practices
- ⌘ That the school system continue to leverage resources that engage, support, and empower parent/community
- ⌘ Consider the prioritization of Restorative Practices as a district philosophy with funding for professional development
- ⌘ A restorative practices coordinator and center in all schools to address disciplinary issues

Positive and Safe Schools Advancing Greater Equity Building a Sustainable Community-Based Smart Education System*

November 20, 2015
Martin Professional Development Center

Tony R. Majors, Ed. D.
Chief Support Services Officer
Metropolitan Nashville Public Schools

Tom Ward
President/CEO
Oasis Center, Inc.

Alethea Frazier Raynor, Ph. D.
Co-Director, District and Systems Transformation
Annenberg Institute for School Reform at Brown University

Tia Martinez, J.D.
Consultant
Forward Change Consulting

- | | | |
|------|---|-------------------|
| I. | Welcome and Introductions | 8:30-8:45 |
| II. | The Nashville PASSAGE Story
Tony Majors
Tom Ward | 8:45-9:15 |
| III. | Setting the Context: National Data Review
Alethea Frazier Raynor
Tia Martinez | 9:15-9:45 |
| | Break | 9:45-10:00 |
| IV. | The Nashville PASSAGE Data Story
Tia Martinez | 10:00-11:00 |
| V. | Finding the Opportunities in the Challenges
Creating a “Smart Education System” | 11:00-11:30 |

* TheAnnenberg Institute for School Reform defines “[smart education systems](#)” as systems that coordinate educational supports and services wherever they occur – at school, at home, and in the community – to provide all children with equitable opportunities and high-quality learning experiences.

PASSAGE is funded with support from The Atlantic Philanthropies.



The PASSAGE steering committee, a diverse collection of community and school district leadership, began its work on April 1st. To date, we have met four times, with each session moving us to a greater level of understanding and clarity about the complexity of the work in which we are engaged. In each meeting, we have come to the realization that this is a very long journey whose destination is still to be defined. The committee, however, is committed to working thoughtfully and thoroughly, understanding that there is no simple “silver bullet” to be found, but rather a new and innovative model to be built. This model will capture the best this community can aspire to as we look to restore and transform the opportunities and trajectory of life for all our children.

Vision Statement

PASSAGE is committed to creating a system that supports young people’s development through education by creating a culture that replaces discipline disparities towards minorities while promoting equity for all students through restorative and transformative practices.

This project will:

- Affirm the value and worth of all our children through the beliefs we espouse and the values we model
- Create evidence-based community and district practices that ensure equity and safety
- Give voice to all stakeholders
- Establish a dynamic system of sharing and collaboration between local stakeholders and those participating in the partner cities

Mission Statement

The PASSAGE initiative is committed to creating safe, positive schools and neighborhoods that ensure and promote equity for all children and youth. The results of our work will be evidenced by the engagement of all stakeholders in our city leading to the reduction of discipline disparities that exist in schools and the community.

PASSAGE Steering Committee Members:

Alethea	Frazier Raynor	Annenberg Institute
Tony	Majors	MNPS
Tom	Ward	Oasis Center
Dottie	Critchlow	MNPS
Maury	Nation	Vanderbilt University
Marlene	Pardue	MNPD
Bradley	Redmond	MNPS
Mary	Meador	DCS
Ronald	Woodard	MNPS
Tracy	Bruno	MNPS
Ainka	Jackson	Metro Public Defender's Office
Patricia	Stokes	Urban League
Jim	Laursen	Community Representative

Patricia	Conner	TN Department of Education
Lorraine	Stallworth	MNPS
Ben	Jordan	Stand for Children
Michael	O'Neil	Juvenile Court
Nicole	Lewis	Oasis Center
Sheila	Calloway	Juvenile Court

The Steering Committee will:

- Enlist the most essential voices from the community to participate in gathering public opinion
- Identify the key areas for sub-work
- Guide the creation of strategies to be implemented by sub-groups in information gathering
- Direct the work of the sub-groups, as they understand the seriousness and complexity of the problem and the need for new models of intervention
- Synthesize the reports of the work groups into cohesive and progressive action plans to inform intentional future steps

Tier 2 sub-committees:

The heavy lifting and inclusion of all stakeholder voice will occur in the sub-committee work designed and set to begin in July.

1. District Policy/ Student-Parent Handbook
2. Law Enforcement/Juvenile Justice
3. Student Voice & Efficacy
4. Social Emotion Learning
5. Community Engagement

Each Tier 2 Sub-committee will:

- Identify the key issues needing attention within the sub-area
- Review relevant local and national history on topic (ex. Attendance) and system response over time
- Identify the audiences needing to be surveyed for deeper understanding
- Will make policy and procedural recommendations
- Establish timeline for completion of initial phase of work

The steering committee met on Friday, June 13, to complete the next steps in designing the framework for the sub-committee work. Community members, respected experts, students, teachers, and administrators were assigned to sub-committees. A tentative date was set for a kickoff meeting in July designed to frame the task and issue challenge to the new voices coming to the table. We are attempting to bring in Allison R. Brown, formerly a Trial Attorney for the United States Department of Justice in the Civil Rights Division's Educational Opportunities Section, to speak to the group at the July meeting. Data collection and analysis, partnerships with key stakeholders, diplomacy, and overall relationship-building are the cornerstones of her work. She has mastered each of these in pursuit of equity so that all students can be afforded a quality education regardless of their race, ethnicity, color, national origin, gender, sexual orientation, disability status, English language proficiency, or religion.

Alignment with Social and Emotional Learning and Community Achieves:

Kyla Kregel and Dorothy Critchlow

Disparate Discipline Project: PASSAGE

PASSAGE is committed to creating a system that supports young people's development through education by creating a culture that replaces discipline disparities towards minorities while promoting equity for all students through restorative and transformative practices.

This project will:

- Affirm the value and worth of all our children through the beliefs we espouse and the values we model.
- Create evidence-based community and district practices that ensure equity and safety
- Give voice to all stakeholders
- Establish a dynamic system of sharing and collaboration between local stakeholders and those participating in the partner cities.

Mission Statement

The PASSAGE initiative is committed to creating safe, positive schools and neighborhoods that ensure and promote equity for all children and youth. The results of our work will be evidenced by the engagement of all stakeholders in our city leading to the reduction of discipline disparities that exist in schools and the community.

The Steering Committee will:

- Enlist the most essential voices from the community to participate in gathering public opinion
- Identify the key areas for sub-work
- Guide the creation of strategies to be implemented by sub-groups in information gathering
- Direct the work of the sub-groups, as they understand the seriousness and complexity of the problem and the need for new models of intervention.
- Synthesize the reports of the work groups into cohesive and progressive action plans

The Tier 2 Sub-committees will:

- Identify the key issues needing attention within the sub-area
- Review relevant local and national history on topic (ex. Attendance) and system response over time
- Identify the audiences needing to be surveyed for deeper understanding
- Will make policy and procedural recommendations
- Establish timeline for completion of initial phase of work

PASSAGE Community Forum
Break Out Sessions Feedback Overview
1.29.15/ 2.5.15/2.12.15/5.12.15

Common themes among all sessions...

1) How do you feel about what you heard tonight?

Youth

- Feel labeled because of certain schools
- All sides of the stories are not told nor listened to
- Level of Consequence is harsh (Cell Phones, SSA) Some suspensions are petty
- The data is shocking

Group 1

- Student Voice needs to be heard
- Parents do not know what resources are available, what their rights or even responsibilities are.
- Teachers can't do it alone. They have tons on their plates and are being asked to manage so many different young people, issues, and behavioral things that come from the varying home environment.
- This isn't new, this has been going on for years (30 + years)
- There should be diversity/culture training for teachers
- The basis for suspensions seems ambiguous
- ISS means nothing, and the youth don't do or learn anything from it.

Group 2

- The process to be "heard" is difficult
- Children know what is right and wrong...they feel when they are being discriminated against
- There needs to be a culture change
- Parents and students need to know the rules (how is this communicated?)
- After a school is "doing better" the resources should not be removed

Group 3

- The school system mimics the Juvenile Justice system...The system is feeding drop outs
- There should be alternatives to minor infractions
- ReEvaluate Principal discretion
- Due Process is being violated

Group 4

- There are some serious racial issues within the system
- There is Lack of communication
- There should be more diversity in the solutions
- We should have stories of teachers

Group 5

- There should be a policy about Charter school students returning to MNPS

- Make school meetings a requirement for parents.
- Nashville can be an example to lead the charge for change
- Be ProActive
- Build better Relationships

2) What are your additional concerns regarding school discipline? What effective forms of school discipline are you aware of? What would you like to be different regarding the schools' discipline process?

Youth

- Students need information
- Written up w/o knowing
- Teachers are harassing and demeaning
- Disciplined for frivolous reasons
- There should be more eye-witness accounts
- In School Reflection (ISR) could be more effective...
- We are human beings

Group 1

- Shock that there is so much autonomy given to administrators with regard to discipline code
- ALC students commit infractions just to come back (smaller class sizes)
- Meet the students on their level
- Infractions should help community (Assign Community Service Hours)
- Create a discipline coach- more time and attention paid to explaining, modeling and truly teaching correct behaviors and expectations to youth
- Teachers should be trained with local resources
- Schools cannot be passive with new rules
- Alternatives to ISS/OSS are needed (i.e. lunch detention versus ISS), Saturday School
- Youth need real, guided opportunities to work out issues that occur between them- need Mentors and Counselors

Group 2

- Teachers should learn parents and students (building relationships)
- There are no policies for students acting in self defense
- There should be more training and mentoring

Group 3

- Printable data that is easy to comprehend and correlates with discipline
- Raise expectations for children (culture shift)
- How do we make changes that support teachers?

Group 4

- There should be fairness across the board
- Learn to speak the language of our youth...provide a safe place
- Where is the achievement data of students who have been suspended?
- Stop disciplining students based on their past...
- There should be a Non-Negotiable list that students cannot be suspended or expelled for...
- There should be a Positive Reward System

Group 5

- ISS could stand for Instructional Student Support- Support is brought in during this time to help with make-up work, credits...Students stay in-house and work with teachers... students do something to repair whatever harm they've done (i.e. repairing damages school property, cleaning, etc.)
- We need to build capacity to build relationships
- We need parents who care, who give feedback, who help

3) How can parents and community assist schools as part of the solution?

Youth

- Be present to know what is going on in schools
- We need more community organizations involved (churches, mentors)
- More "parent conferences"...offer more times for parents to meet with teachers

Group 1

- More cultural diversity training for all stakeholders
- What evidence based practices work?
- Morning buddies with parents and teachers
- Mayoral candidates to get involved and become aware of how much transportation is an issue/barrier to accessing positive supports for youth/families

Group 2

- Parents need incentives
- Consequences should be explained not just handed out in a handbook
- Have meetings so parents may connect and assist each other
- Allow High School counselors to counsel

Group 3

- Parents should have a more productive stance in the schools
- Have an alternative to OSS (Community Service Partnerships)
- Is there a way to force parents to come to school?
- Communicate better with parents

Group 4

- There should be a contract with parents and students that is explained in depth
- Community Workshops/Parenting Classes

- Parent Focus Groups
- Closer Alliance with teachers and parents
- Technology should be used better

Group 5

- More male role models
- More staff and personnel that reflect the demographics of the school that is being served
- Training for deescalating situations (teachers need this)
- Mental health service support is needed

**Metropolitan Nashville Public Schools
Sales Tax Collections
As of November 20, 2015**

General Purpose Fund

MONTH	2015-2016 Projection	TOTAL 2015-2016 COLLECTIONS	\$ Change For Month - FY16 Projection	% Change For Month - FY16 Projection	% Increase / Decrease Year To-Date
September	\$16,451,223.00	\$14,924,830.91	(\$1,526,392.09)	-10.23%	-10.23%
October	16,896,474.00	17,209,957.25	\$313,483.25	1.82%	-3.77%
November	17,346,786.00	18,173,906.40	\$827,120.40	4.55%	-0.77%
December	17,093,563.00	-			
January	16,739,414.00	-			
February	21,615,305.00	-			
March	15,370,787.00	-			
April	15,624,198.00	-			
May	18,713,808.00	-			
June	17,587,875.00	-			
July	17,992,611.00	-			
August	19,434,356.00	-			
TOTAL	\$210,866,400.00	\$50,308,694.56	(\$385,788.44)		-0.77%

Debt Service Fund

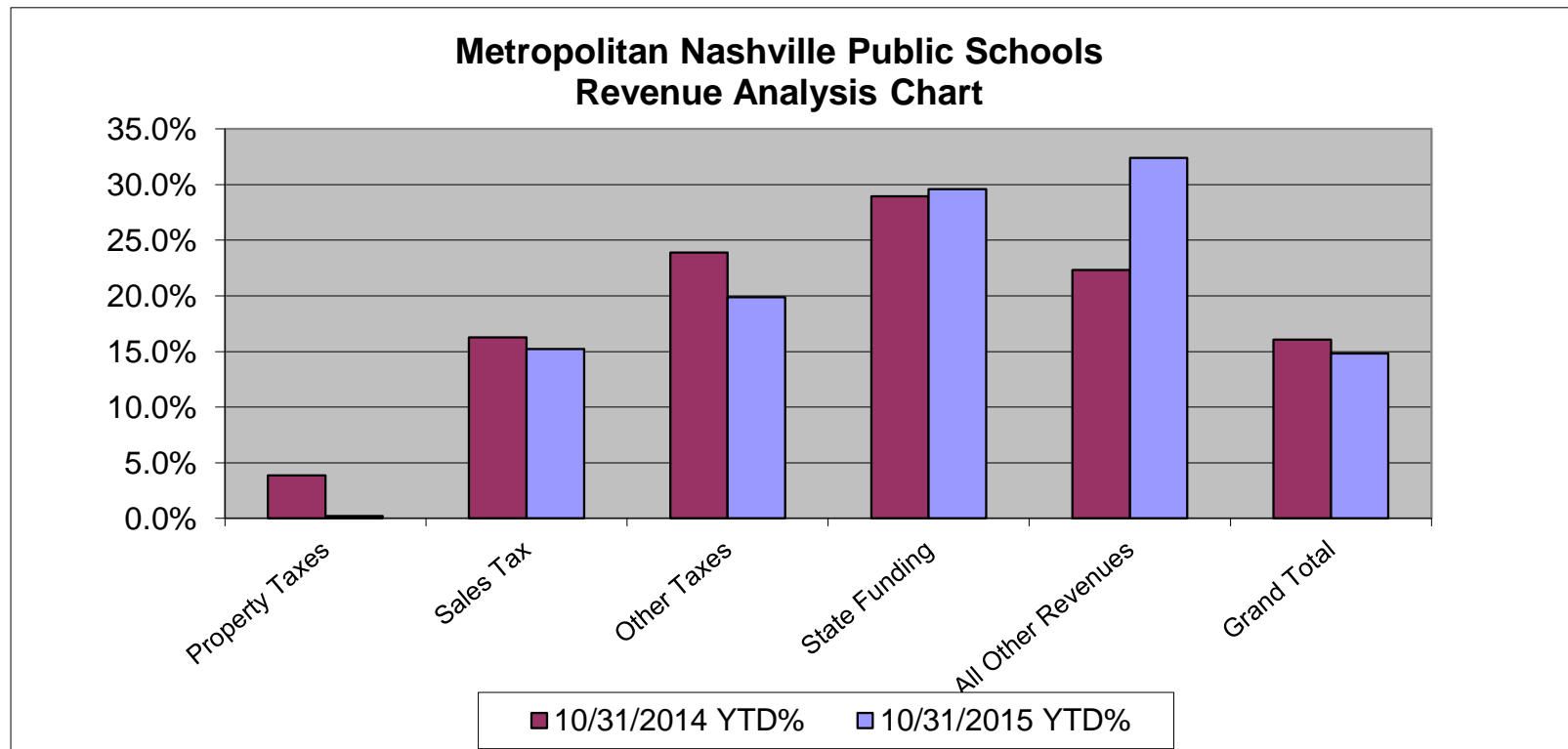
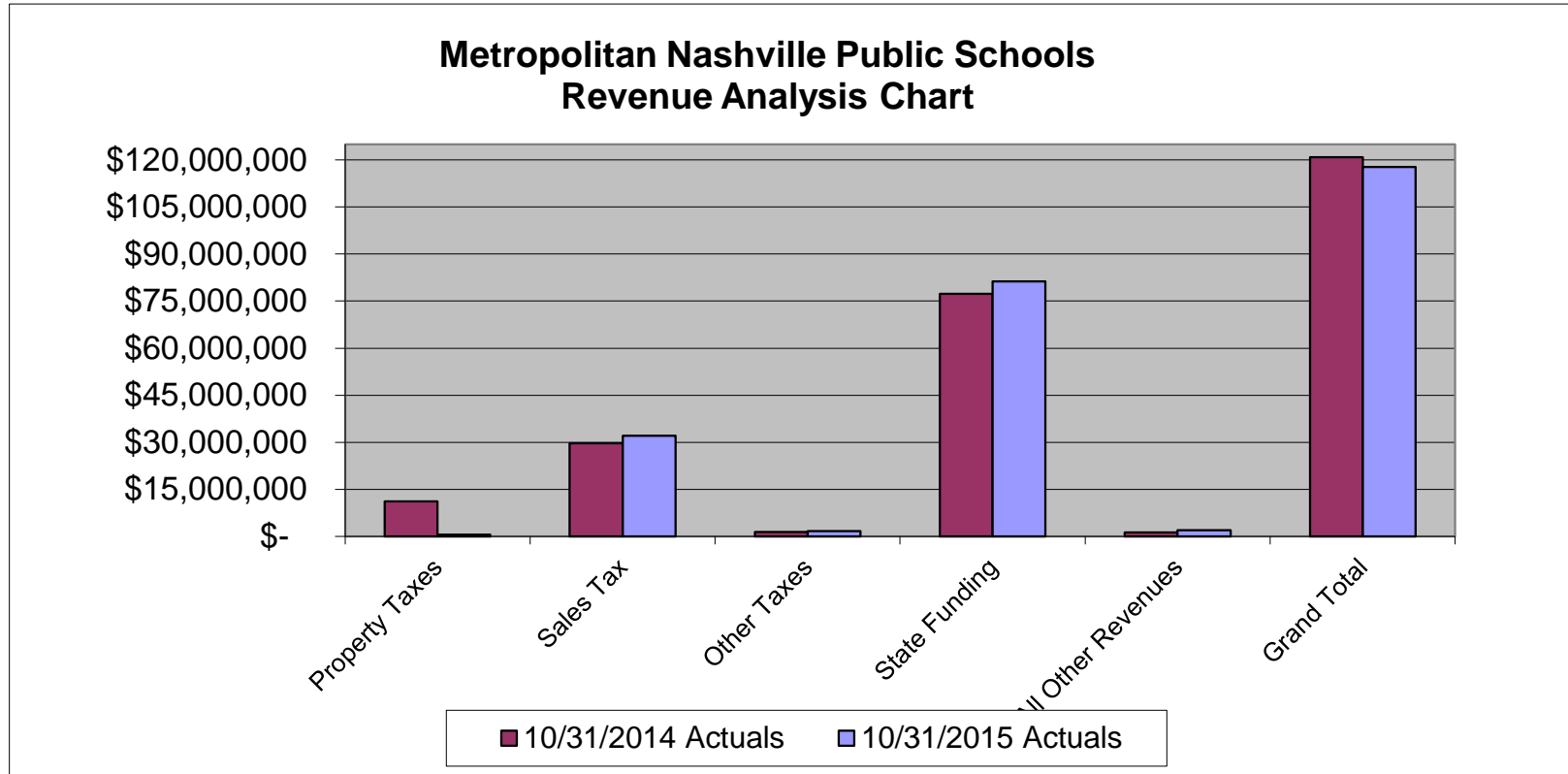
MONTH	2015-2016 Projection	TOTAL 2015-2016 COLLECTIONS	\$ Change For Month - FY16 Projection	% Change For Month - FY16 Projection	% Increase / Decrease Year To-Date
September	\$2,719,479.00	\$2,467,158.36	(\$252,320.64)	-10.23%	-10.23%
October	2,793,082.00	2,844,902.57	\$51,820.57	1.82%	-3.77%
November	2,867,522.00	3,004,248.78	\$136,726.78	4.55%	-0.77%
December	2,825,662.00	-			
January	2,767,120.00	-			
February	3,573,132.00	-			
March	2,540,877.00	-			
April	2,582,767.00	-			
May	3,093,498.00	-			
June	2,907,374.00	-			
July	2,974,279.00	-			
August	3,212,608.00	-			
TOTAL	\$34,857,400.00	\$8,316,309.71	(\$63,773.29)		-0.77%

**Metropolitan Nashville Public Schools
General Purpose Fund # 35131
Monthly Budget Accountability Report
October 31, 2015**

	FY15 Annual Budget	FY15 YTD Actuals Through Oct	FY15 YTD % Through Oct	FY16 Annual Budget	FY16 YTD Actuals Through Oct	FY16 YTD % Through Oct	FY16 YTD Budget Available Oct
REVENUES:							
Charges, Commissions, & Fees	\$ 570,000	\$ 239,675	42.05%	\$ 1,230,000	\$ 775,107	63.02%	\$ 454,893
Other Governments & Agencies	266,976,900	77,285,185	28.95%	274,940,000	81,310,789	29.57%	193,629,211
Taxes, Licenses, & Permits	479,364,600	42,316,753	8.83%	512,950,800	34,466,201	6.72%	478,484,599
Fines, Forfeits, & Penalties	6,200	0	0.00%	1,200	0	0.00%	1,200
Transfers From Other Funds and Units	3,696,800	228,536	6.18%	2,500,000	365,895	14.64%	2,134,105
All Other Revenues	1,448,000	809,716	55.92%	2,378,000	837,382	35.21%	1,540,618
TOTAL REVENUES	\$ 752,062,500	\$ 120,879,865	16.07%	\$ 794,000,000	\$ 117,755,374	14.83%	\$ 676,244,626
EXPENSES:							
Salaries:							
Regular Pay	\$ 406,267,587	\$ 126,568,668	31.15%	\$ 420,130,147	\$ 132,092,838	31.44%	\$ 288,037,309
Overtime	915,700	910,200	99.40%	913,800	701,074	76.72%	212,726
All Other Salary Codes	14,925,813	3,188,639	21.36%	5,546,400	3,231,766	58.27%	2,314,634
Total Salaries	422,109,100	130,667,507	30.96%	426,590,347	136,025,678	31.89%	290,564,669
Fringes	145,982,100	45,387,813	31.09%	154,991,563	46,217,955	29.82%	108,773,608
Other Expenses:							
Utilities	28,135,300	7,396,130	26.29%	26,448,479	7,285,947	27.55%	19,162,532
Professional and Purchased Services	44,512,366	13,243,085	29.75%	44,250,742	13,084,385	29.57%	31,166,357
Travel, Tuition, and Dues	1,991,803	656,999	32.99%	2,392,893	593,340	24.80%	1,799,553
Communications	2,973,996	819,637	27.56%	3,152,855	1,072,454	34.02%	2,080,401
Repairs and Maintenance Services	2,922,389	2,001,804	68.50%	4,724,550	1,508,592	31.93%	3,215,958
Internal Service Fees	1,437,400	479,131	33.33%	1,841,700	638,629	34.68%	1,203,071
Transfers To Other Funds and Units	81,230,163	29,159,470	35.90%	86,449,521	26,906,944	31.12%	59,542,577
All Other Expenses	58,772,883	17,583,239	29.92%	59,157,350	22,650,089	38.29%	36,507,261
Total Other Expenses:	221,976,300	71,339,495	32.14%	228,418,090	73,740,380	32.28%	154,677,710
TOTAL EXPENSES	\$ 790,067,500	\$ 247,394,815	31.31%	\$ 810,000,000	\$ 255,984,013	31.60%	\$ 554,015,987

METROPOLITAN NASHVILLE PUBLIC SCHOOLS
Revenue Analysis
FY2015 and FY2016

Description	FY15 YTD Actuals through Oct 2014	FY15 Annual Revenue Budget	YTD %	FY16 YTD Actuals through Oct 2015	FY16 Annual Revenue Budget	YTD %
Property Taxes	\$ 11,246,970	\$ 291,326,300	3.9%	\$ 609,342	\$ 293,426,500	0.2%
Local Option Sales Tax	29,646,643	182,083,300	16.3%	32,134,788	210,866,400	15.2%
Other Taxes, License, Permits	1,423,140	5,955,000	23.9%	1,722,071	8,657,900	19.9%
State Funding	77,285,185	266,976,900	28.9%	81,310,789	274,940,000	29.6%
All Other Revenues	1,277,927	5,721,000	22.3%	1,978,384	6,109,200	32.4%
Grand Total	\$ 120,879,865	\$ 752,062,500	16.1%	\$ 117,755,374	\$ 794,000,000	14.8%



**Metropolitan Nashville Public Schools
General Purpose Fund #35131
Expenditures by Function
For the Fiscal Year Ending June 30, 2016**

Function #	Function Name	FY2016 Budget	FY2016 YTD Actuals @ Oct 31 2015	% Spent
ADMINISTRATION				
1100	OFFICE OF DIRECTOR OF SCHOOLS	\$ 745,300	\$ 232,753	31.2%
1110	BOARD OF EDUCATION	417,000	141,138	33.8%
1150	CHIEF FINANCIAL OFFICER	353,400	54,067	15.3%
1190	ALIGNMENT NASHVILLE	200,000	50,000	25.0%
1200	HUMAN CAPITAL	6,130,700	1,754,264	28.6%
1205	EMPLOYEE RELATIONS	689,000	261,859	38.0%
1300	EMPLOYEE BENEFITS	803,700	297,879	37.1%
1400	CHIEF OPERATING OFFICER	216,600	73,080	33.7%
1500	PURCHASING	846,400	236,402	27.9%
1600	FISCAL SERVICES	1,408,000	499,886	35.5%
1625	SCHOOL AUDIT	696,400	262,525	37.7%
1650	POSTAGE	275,000	200,119	72.8%
1700	STUDENT ASSIGNMENT SERVICES	1,127,400	352,145	31.2%
1750	CUSTOMER SERVICE CENTER	711,700	248,463	34.9%
1800	COMMUNICATIONS	1,282,300	235,141	18.3%
	TOTAL ADMINISTRATION	\$ 15,902,900	\$ 4,899,720	30.8%
LEADERSHIP AND LEARNING				
2050	LEADERSHIP AND LEARNING	4,008,700	1,421,815	35.5%
2059	OFFICE OF INNOVATION	760,500	136,685	18.0%
2060	STUDENT SUPPORT SERVICES	1,356,100	417,114	30.8%
2109	FEDERAL PROGRAMS AND GRANTS	289,200	83,813	29.0%
2112	CENTRAL SCHOOL COUNSELING SERVICES	373,700	88,965	23.8%
2125	IN-SCHOOL SUSPENSION	1,323,800	245,185	18.5%
2126	HOMEBOUND PROGRAM - REGULAR EDUCATION	166,600	21,705	13.0%
2132	DRUG/ALCOHOL EDUCATION PROGRAM	20,000	-	0.0%
2136	GIFTED/TALENTED PROGRAM	2,594,600	844,160	32.5%
2137	ADVANCED ACADEMICS	1,043,800	238,145	22.8%
2160	PSYCHOLOGICAL SERVICES	4,556,900	1,473,285	32.3%
2170	RESEARCH, ASSESSMENT, AND EVALUATION	2,232,600	314,626	14.1%
2171	CENTRAL LIBRARY INFORMATION SERVICES	832,100	339,789	40.8%
2174	INFORMATION MANAGEMENT AND DECISION SUPPORT	4,332,800	1,383,719	31.9%
2178	INFORMATION TECHNOLOGY	12,307,700	4,017,589	32.6%
2180	TEXTBOOKS	5,813,100	4,401,616	75.7%
2200	DISTRICT STAFF DEVELOPMENT	2,514,500	727,141	28.9%
2203	LEARNING TECHNOLOGY	2,877,200	1,256,605	43.7%
2215	PRINCIPAL LEADERSHIP ACADEMY	140,000	140,000	100.0%
2232	LITERACY PROGRAM	2,679,800	390,548	14.6%
2240	SUPPLEMENTARY TEACHER PAY	94,900	107,345	113.1%
2282	STEM (SCIENCE TECHNOLOGY ENGINEERING MATHEMATICS)	259,600	73,945	28.5%
2307	ROTC TEACHING PROGRAM	571,100	139,729	24.5%
2310	PRINCIPALS	48,257,300	16,980,242	35.2%
2311	COUNSELING SERVICES	16,246,200	4,673,992	28.8%
2312	LIBRARY SERVICES	12,238,600	3,533,188	28.9%
2313	SUBSTITUTES - REGULAR/CTE	7,397,300	1,878,655	25.4%
2314	HEALTH SERVICES	4,937,900	1,181,146	23.9%
2315	SUBSTITUTES - SPECIAL EDUCATION	1,044,300	184,686	17.7%
2316	SCHOOL FUNDING ALLOCATION	4,135,300	2,194,286	53.1%
2320	REGULAR TEACHING	277,232,100	89,576,414	32.3%
2321	PRE-K INSTRUCTION	5,346,700	2,223,537	41.6%
2322	CLASSROOM PREPARATION DAY	665,200	663,217	99.7%
2323	ENGLISH LANGUAGE LEARNER - SUPERVISION	1,583,500	614,395	38.8%
2324	ENGLISH LANGUAGE LEARNER	14,420,100	2,940,143	20.4%
2328	PRE-K MODEL CENTERS	5,070,900	1,524,054	30.1%
2332	SMALLER LEARNING COMMUNITIES (SLC)	464,000	199,387	43.0%
2336	VANDERBILT MATH & SCIENCE PROGRAM	750,000	285,883	38.1%
2350	MUSIC MAKES US	714,000	180,126	25.2%
2371	CAMPUS SUPERVISORS	3,511,200	852,947	24.3%
2395	HOMEWORK HOTLINE	80,000	28,052	35.1%
2505	CAREER & TECHNICAL EDUCATION SUPERVISION	295,600	98,297	33.3%
2520	CAREER & TECHNICAL EDUCATION	7,524,000	2,654,568	35.3%
2555	METROPOLITAN GOVERNMENT IT CHARGES	1,621,500	562,300	34.7%

Metropolitan Nashville Public Schools
General Purpose Fund #35131
Expenditures by Function
For the Fiscal Year Ending June 30, 2016

Function #	Function Name	FY2016 Budget	FY2016 YTD Actuals @ Oct 31 2015	% Spent
2600	ALTERNATIVE LEARNING PROGRAMS	3,072,200	977,016	31.8%
2650	NON-TRADITIONAL SCHOOLS	7,804,700	2,505,937	32.1%
2700	OPENING NEW SCHOOLS	1,727,300	493,930	28.6%
2710	STUDENT ASSIGNMENT PLAN	5,581,000	1,122,960	20.1%
2711	SPECIAL EDUCATION GUIDANCE	156,600	50,941	32.5%
2805	SPECIAL EDUCATION SUPERVISION	1,017,000	437,837	43.1%
2810	SPECIAL EDUCATION PRINCIPALS	638,500	226,056	35.4%
2820	SPECIAL EDUCATION TEACHING	70,040,200	19,847,966	28.3%
2999	CAREER LADDER	1,500,000	3,851	0.3%
	TOTAL LEADERSHIP AND LEARNING	\$ 556,222,500	\$ 176,959,527	31.8%
ATTENDANCE AND SOCIAL SERVICES				
3100	ATTENDANCE SERVICES	357,200	117,596	32.9%
3210	CLUSTER BASED STUDENT SUPPORT	5,683,900	1,644,984	28.9%
3250	FAMILY & COMMUNITY SERVICES	1,888,600	470,133	24.9%
3260	COMMUNITY ACHIEVES	1,195,100	313,035	26.2%
	TOTAL ATTENDANCE AND SOCIAL SERVICES	\$ 9,124,800	\$ 2,545,750	27.9%
TRANSPORTATION				
4110	TRANSPORTATION SUPERVISION	3,156,800	1,247,393	39.5%
4120	STOCKROOM	133,000	69,042	51.9%
4130	OPERATION OF SCHOOL BUSES	12,863,400	3,254,241	25.3%
4131	OPERATION OF SPECIAL EDUCATION BUSES	6,707,300	2,524,292	37.6%
4136	SUPPORT BUS DRIVERS	624,200	44,392	7.1%
4137	BUS MONITORS	5,495,600	1,884,624	34.3%
4160	MAINTENANCE OF VEHICLES	4,554,100	2,223,586	48.8%
4319	MTA BUS PASSES	767,700	77,206	10.1%
	TOTAL TRANSPORTATION	\$ 34,302,100	\$ 11,324,776	33.0%
OPERATION OF PLANT				
5120	PORTABLE MOVING	455,000	481,582	105.8%
5212	CUSTODIAL AND CARE OF GROUNDS	20,730,800	6,598,815	31.8%
5220	UTILITY SERVICES, NATURAL GAS	3,326,000	252,979	7.6%
5230	UTILITY SERVICES, WATER & SEWER	2,965,900	1,013,004	34.2%
5240	UTILITY SERVICES, ELECTRICITY	22,722,300	7,453,275	32.8%
5250	UTILITY SERVICES, TELEPHONES	1,317,000	287,728	21.8%
5260	UTILITY SERVICES, WASTE DISPOSAL	925,100	242,969	26.3%
5280	RADIO TRANSMISSION	321,200	126,829	39.5%
5315	FIXED ASSET AND INVENTORY CONTROL	3,169,600	1,243,218	39.2%
5320	DELIVERY & MAIL SERVICES	676,500	195,481	28.9%
5325	SAFETY AND SECURITY	2,697,200	817,192	30.3%
5326	ATHLETIC EVENT SECURITY	605,000	116,567	19.3%
	TOTAL OPERATION OF PLANT	\$ 59,911,600	\$ 18,829,639	31.4%
MAINTENANCE OF BUILDINGS				
6110	MAINTENANCE SUPERVISION	684,600	129,548	18.9%
6120	CONSTRUCTION SUPERVISION	547,500	177,363	32.4%
6300	MAINTENANCE OF FACILITIES	18,514,800	6,100,788	33.0%
	TOTAL MAINTENANCE OF BUILDINGS	\$ 19,746,900	\$ 6,407,699	32.4%
FIXED CHARGES				
7130	UNEMPLOYMENT COMPENSATION	500,000	-	0.0%
7210	RENTAL LAND AND BUILDING	56,100	23,361	41.6%
7311	RETIRES GROUP INSURANCE-CERTIFICATED	21,125,000	7,162,905	33.9%
7315	EMPLOYEE DEATH BENEFITS	74,000	29,333	39.6%
7316	EMPLOYEE INJURIES ON THE JOB REIMBURSEMENT	3,110,500	1,555,250	50.0%
7318	RETIREMENT SICK LEAVE PAY-CERTIFICATED	1,830,100	148,585	8.1%
7319	RETIREMENT SICK LEAVE PAY-SUPPORT	208,100	62,362	30.0%
7320	BUILDINGS AND CONTENTS INSURANCE	947,600	473,800	50.0%
7321	BOILER & ELEVATOR INSPECTION	80,000	29,410	36.8%
7325	INSURANCE RESERVE	14,700	6,187	42.1%
7340	LIABILITY INSURANCE	1,290,600	682,023	52.8%
7499	GUARANTEED PENSION PAYMENT	4,285,000	1,428,333	33.3%

**Metropolitan Nashville Public Schools
 General Purpose Fund #35131
 Expenditures by Function
 For the Fiscal Year Ending June 30, 2016**

Function #	Function Name	FY2016 Budget	FY2016 YTD Actuals @ Oct 31 2015	% Spent
7777	PROPERTY TAX REFUND	6,027,900	-	0.0%
7900	LEGAL SERVICES	192,000	96,000	50.0%
	TOTAL FIXED CHARGES	\$ 39,741,600	\$ 11,697,550	29.4%
ADULT AND COMMUNITY SERVICES				
8119	DISTRICT DUES	76,100	68,858	90.5%
8320	ADULT EDUCATION PROGRAM	363,700	117,780	32.4%
	TOTAL ADULT AND COMMUNITY SERVICES	\$ 439,800	\$ 186,638	42.4%
	OPERATING TRANSFER TO CHARTER SCHOOLS FUND	\$ 73,008,000	\$ 22,237,200	30.5%
	REIMBURSABLE PROJECTS	\$ 1,599,800	\$ 895,514	56.0%
	GRAND TOTAL:	\$ 810,000,000	\$ 255,984,013	31.6%

METROPOLITAN NASHVILLE PUBLIC SCHOOLS

METROPOLITAN NASHVILLE-DAVIDSON COUNTY, TENNESSEE

336 WOODYCREST AVENUE
NASHVILLE TENNESSEE 37210

OFFICE: 615-313-0404
FAX: 615-256-4490

To: MNPS Board of Education

From: Fred Carr, Chief Operating Officer

Date: November 18, 2015

Subject: Detailed Update on Bus Driver Issue

This memo contains an update on the bus driver shortage facing Metro Nashville Public Schools and steps being taken to mitigate the situation and ensure students arrive at schools safely and on-time.

Exit Interviews

A process is being initiated so that designated human capital department employees will conduct exit interviews with drivers leaving MNPS>

Union Leadership Meetings

Several School Board members met with Steelworkers Union representatives and Union members of the transportation department and have shared concerns with the Transportation Department and me.

Driver Advisory Committee Meetings

Executive Director Marsh has re-established the driver advisory committee with representation from each cluster to meet quarterly and discuss current issues and needs in the department. Monitors have not traditionally been a part of this group, however, we are now going to involve monitors on this committee to represent their point of view and identify needs from their perspective.

Driver Status Meetings

Meetings with all clusters have been completed and data summarized. The key concerns are the driver pay scale, lack of step increases, and the need for a 40 hour work week. There were several concerns expressed about needing additional support from principals regarding student behavior on the buses.

Compensation Task Force

An internal task force has been established to take the following action:
(1) Analyze information from driver's meetings and exit Interviews, (2) Synthesize and create a set of recommendations to present to Executive Staff along with budgetary impact.

These recommendations have been finalized and will be shared with the full committee next week. The full committee includes drivers, both union and non-union. These recommendations will be presented at the District's Executive Leadership Team

meeting on Monday, November 23. If approved, the proposals will be released to the drivers and School Board.

School Bus Consultants

There are approximately 47 driver applicants in the pipeline pending interviews, background checks and drug tests. Seven of them are retired police officers. SBC expects to have drivers in the seat by early December. This number will depend on how many retired drivers versus other retired metro support employees apply. The retired drivers will have a much shorter training/orientation period than those candidates who do not have their CDL and need to complete the entire training class.

Driver Recruitment and Training (October 12 – current)

Applicants – 61 Interviewed – 46

Offers of Employment (pending background checks) – 30 out of 46

Eight driver trainees are in class now. Four have just started and will be tested out in approximately four weeks. Three are about two-thirds complete and one will be tested out next week.

22 driver candidates are in the pipeline now waiting on background and drug testing results.

Seven drivers who left for financial reasons within the past three years want to return if the “hour back” and “pay scale” are adjusted. They have called and are eager to return if MNPS makes these adjustments. They were excellent drivers and only left because they needed 40 hours a week.

To: MNPS Board of Education
From: Susan Thompson, CHCO
Date: November 19, 2015
Re: Substitute Teachers

This memo provides an update to the Board on substitute teachers. Please reach out with any questions.

RFP Process

Vendor proposals still being accepted through December 2.

Recruitment

Since our last report, we have on boarded 49 substitutes. We attended the Urban League Young Professional Recruitment Fair Friday, November 13. We will be recruiting at an MNPS Networking Event for December and May graduates Thursday, November 19. We are also partnering with Relode, a software company that helps source, recruit and organize candidates.

We have made a concerted effort to focus on recruiting more quality substitutes to serve in the absence of our regular classroom teachers. Having a higher quality candidate means they are less likely to remain in the sub pool but be selected for more permanent roles within the district. Principals have hired 17 substitutes for certificated interim positions or full-time support roles in the past ten days. Since the start of school, 75 substitutes have been hired for full-time positions within the district.

Teacher Absenteeism

Since our last report, 13,139 substitute teacher requests and 4,679 substitute support employee requests (secretaries, etc.) have been made for the following reasons:

- Sick leave – self (54%)
- Vacancies in the school (28%)
- Professional leave (25%)
- Sick leave – family (12%)
- Personal leave (10%)
- Bereavement (2%)
- Court appearances (1%)
- Injury on duty (1%)
- Religious leave (0.4%)