

AGENDA

METROPOLITAN BOARD OF PUBLIC EDUCATION Metropolitan Nashville Public Schools 2601 Bransford Avenue, Nashville, TN 37204 Regular Meeting – January 13, 2009 – 5:00 p.m. David A. Fox, Chair

<u>TIME</u>			<u>PAGE</u>
5:00	I.	<u>CONVENE</u>	
		A. Establish Quorum	
		B. Pledge of Allegiance	
		C. Recognition of Audience Guests	
		D. Student Board Member Report	
		E. In Memoriam – Steven Bowman	1
5:20	II.	<u>PUBLIC PARTICIPATION</u>	GP-3.1
		<i>We will now hear from those persons who have requested to appear at this Board meeting. For expediency reasons, speakers are requested to limit remarks to three minutes or less. Comments will be timed.</i>	
		A. Sarah Hiestand – Standard School Attire	
		B. Ronnie Greer – Hiring of Director of Schools	
		C. Erick Huth – Issues Impacting Teachers and Learners	
5:35	III.	<u>SPECIAL REPORT</u>	GP-3
		A. District Status Report – Dr. Connie Smith	
6:40	V.	<u>GOVERNANCE ISSUES</u>	
		A. Actions	
		1. Consent	GP-8.3
		a. Approval of Minutes – 12/9/08 Regular Meeting	2
		b. Recommended for Approval – Architectural Firms for year 2008-2009	24
		c. Change Order #2 for Neely's Bend Elementary School – Shankle-Lind, LLC – M-376	25
		d. Information to the Board: Diversity Business Enterprise training classes for MNPS General Contractors held on the following dates: December 15, 2008 and January 13, 2009 at 2:00 P.M.	
		e. Recommended Amendment to Lease Agreement between the Nashville Alliance for Public Education and MNPS for Office Space for the Alliance in the Martin Professional Development Center	26
		f. Awarding of Bids and Contracts	
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		14. Contractor to be awarded for E-Rate-funded wiring and related equipment (Execution of contract is on a very tight schedule to meet E-Rate requirements. Award will be made by Board meeting.)	39
		15. Wal-Mart Foundation	39

	2. Student Disciplinary Appeal		
	3. Notice of Motion to Approve CLASS Resolution on the Need for End of Course Assessments		41
	4. Notice of Motion to Approve CLASS Resolution on LEA's Maintaining the Responsibility of Making School Calendar Decisions		43
	5. Notice to Adopt Code of Ethics – Public Chapter 898		45
6:50	VI. <u>REPORTS</u>		
	A. Director's Report	EE-10	
	• New Teacher Induction and Support		48
	B. Board Chairman's Report	GP-5	
	• Budget and Finance Committee		
	• Governance Committee		
7:45	VII. <u>ANNOUNCEMENTS</u>	GP-2.6	
7:55	VIII. <u>WRITTEN INFORMATION TO THE BOARD</u> (not for discussion)		
	A. Board Calendar Items		56
	B. Sales Tax Collections as of 12-20-08	EE-7	57
	C. Fiscal Year 2008-2009 Operating Budget Financial Report	EE-7	58
7:55	IX. <u>ADJOURNMENT</u>	GP-2.6	

IN MEMORIAM

STEVEN L. BOWMAN 4/19/73 – 1/1/09

Steven L. Bowman, age 35 years old, passed away January 1, 2009. Mr. Bowman had worked in the Maintenance Department since 2006; prior to that he worked in the Operations Department for 10 years. Steve was an excellent worker, very dependable, and had a good sense of humor. He will be sadly missed by his family, and most especially his co-workers.

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TOPIC	DISCUSSION/MOTION	FOLLOW-UP/OUTCOME
• Roll Call	Members Present: David A. Fox, Chair; Gracie Porter, Vice-Chair; Dr. Jo Ann Brannon; Alan Coverstone; Dr. Sharon Gentry; Steve Glover; Karen Y. Johnson; Ed Kindall; Mark North; Brittany McShand and Sierra Scivally, Student Board Members	
• Pledge of Allegiance	Mr. Fox called the meeting to order at 5:01 p.m. Led by Councilman Duane Dorniny.	
• Student Board Member Report	Ms. McShand reported on the Student Advisory Council Meeting that was held on November 18th. At that meeting, Hands on Nashville helped the students develop action plans that would best fit their schools' problems. Ms. Scivally announced that on December 2 nd , Teens Making a Change (T-MAC) invited former Tennessee Titan Al Smith to speak to the group. Mr. Smith presented the group with useful information on life and planning for their futures. She also announced that Whites Creek's Drama Department held a production entitled <i>Real Life</i> on December 5-6. The next T-MAC meeting will be hosted by Big Picture High School on December 16 th at Rocketown.	
• Student Showcase – Shayne Elementary	Students from Shayne Elementary performed several songs for the Board and audience.	
AWARDS AND RECOGNITIONS		
• Dollar General PENCIL Partnership with Hattie Cotton Elementary	Mr. Fox and Mr. Henson presented Dollar General with a Certificate of Recognition for their more than 25-year PENCIL partnership with Hattie Cotton Elementary School.	
• Karen Sosa – Grand Prize Winner of the Keep Nashville Beautiful Art Contest	Mr. Fox and Mr. Henson presented Ms. Sosa, a student at Una Elementary School, with a Certificate of Recognition for winning the grand prize in the Keep Nashville Beautiful Art Contest.	
• Hillsboro High School Football Team – 4A State Champions	Mr. Fox and Mr. Henson presented the Hillsboro High School football team with a Certificate of Recognition for winning the 4A State Championship.	
PUBLIC PARTICIPATION		
• Teresa West – Director of Schools Search	Ms. West read the following letter to the Board from Doug Collier, President of SEIU. Dear School Board Member, Having reviewed the list of people being considered for Director of Schools for MNPS, we were surprised to see a glaring omission. Paul Doyle, a longtime administrator with MNPS, who is both qualified and highly respected in the education community, is not mentioned as being under consideration.	

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• Teresa West – Director of Schools Search - continued	Upon further investigation, our Union has discovered that Mr. Doyle has not been considered for the position because officials charged with the Director search seem to have misplaced his application materials. As we understand events, Mr. Doyle applied for the Director of Schools job when it was an interim position. When Metro officials decided to designate the position a permanent one, rather than as an interim position, Mr. Doyle spoke with Mr. Attea, who is with the search firm of Hazard, Young and Attea, as to whether he needed to reapply for the position. Mr. Attea informed Doyle on several occasions – both by phone and by email – that Doyle's application materials were in order and that he did not need to reapply. Once the deadline for application passed and Mr. Doyle inquired about the status of his application, he was told by MNPS officials that they had no record of his application. This is a troubling development under any circumstance, but especially so during the trying times that Metro Schools now face. As the difficult search for a Director of Schools at MNPS continues, it is crucial that all viable candidates who applied for the job, in good faith, are considered. We are asking that Mr. Doyle's application be considered in the search, along with all other viable candidates. This helps maintain fairness and integrity of the process and would make sure that our community gets to see the full range of talented individuals who want to make Nashville's schools the best. Our children deserve no less. Thank you for your time and consideration. Ms. Carpenter spoke to the Board concerning school choice and Title 1 issues.	
• Mary Carpenter – Concerns about School Choice and Title 1		
GOVERNANCE ISSUES		
• ACTIONS • Consent Agenda	Ms. Porter read the following consent agenda items: V-A-1-a- Approval of Minutes –11/25/08 Regular Board Meeting; V-A-1-b – Recommended Extension of Contract for Roof Design & Consultant – Benchmark, Inc. – L-912; V-A-1-c- Recommended Extension of Contract for Design of ADA Renovations – The Larkin Group – L-1492; V-A-1-d- Change Order #2 for Roof Replacement at J.T. Moore Middle School – Burrell Roofing Co., Inc. –M-393; V-A-1-e- Awarding of Bids and Contracts (1) Discovery Education Assessment, LLC, and (2) University Community Health Services, Inc. Mr. Glover moved to adopt the consent agenda. Ms. Johnson seconded.	VOTE: For–9-0 Unanimous

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• Student Disciplinary Appeal	Ms. Johnson moved to affirm the Administration's decision and not grant a hearing to the student. Mr. Glover seconded	VOTE: For-9-0 Unanimous
• Motion to Approve Resolution to Support Appointed Superintendents	Mr. Glover made the motion to adopt the Support Appointed Superintendents Resolution. Ms. Porter seconded. WHEREAS, the appointment of school superintendents was the cornerstone of the Education Improvement Act of 1992, patterning school governance after the business model, with elected school boards responsible for setting policy and board-appointed chief executive officers in charge of day-to-day administration of schools; and WHEREAS, the Education Improvement Act and the appointment of superintendents have provided greater flexibility at the local level to operate schools and made school systems more accountable for results; and WHEREAS, the appointment of superintendents provides a broader pool of qualified candidates and removes residency limitations, allowing the selection to be based solely on professional qualifications and leadership skill rather than the political savvy of only those individuals living in a particular district and willing to run for office, and WHEREAS, the appointed superintendent is accountable to the Board of Education and may be replaced for failure to achieve the standards and goals established by the local board and the state; and WHEREAS, the appointment of the superintendent ensures cooperation and a common vision with the Board of Education to improve student achievement and overall school performance; and WHEREAS, history in Tennessee has shown that most elected superintendents are voted out of office after one term – just around the time school systems, students and the community can begin to benefit from their increased knowledge and experience; and WHEREAS, only three states in the entire country (Alabama, Florida, and Mississippi) continue to participate in the outdated practice of electing school superintendents, electing less than one percent of the more than 15,000 superintendents in the United States; and	VOTE: 9-0 Unanimous

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TOPIC	DISCUSSION/MOTION	FOLLOW-UP/OUTCOME
• Motion to Approve Resolution to Support Appointed Superintendents - continued	WHEREAS, the Tennessee General Assembly will undoubtedly continue to face pressure to revert to elected superintendents, particularly from some local funding bodies reluctant to increase education funding and improve schools systems budgets and frustrated with the lead advocacy roles of appointed superintendents; THEREFORE, BE IT RESOLVED THAT the Metropolitan Nashville Board of Education encourages the Tennessee General Assembly to place the interest of students above any other by recognizing the value of appointed superintendents and rejecting any attempt to revert to superintendent elections.	
• Charter School Application Review Committee Recommendations	Mr. Coverstone made the following remarks concerning the Charter School Application Review process: "I would like to thank all the members of the school district staff who participated with the Charter School Review Committee's core team this year. As noted in our previous report, we learned a great deal about the process, and we would not have been able to arrive at this point without you. I must thank our committee chair, Carol Swann, who will bring the committee's recommendations regarding the three applicants to you in a few minutes. Her tireless dedication and coordination kept us on task and helped us to manage a large undertaking in what we have already pointed out to be too little time. Mary Johnston and Tracy Utley also worked consistently to ensure that we followed proper procedures and deliberated effectively. Thanks also to Dr. Danielle Mezera from the Mayor's office, Mr. Marc Hill from the Chamber of Commerce, and Mr. Avi Poster who is one of the most tireless education advocates I have ever known. No matter what the future of Nashville's School system holds, we know that charter schools will play a part. The aims of the District's Charter Policy are to promote innovation and choice so that the children of Nashville are educated in dynamic and ever-improving schools that meet their particular needs. Both state law and common sense dictate that MNPS needs to approach the chartering of schools deliberately and with seriousness of purpose. Starting a new school is hard, and starting one in an environment of isolation is even harder. The Committee wants to commend and thank each of this year's applicants for their willingness to partner with the District in advancing our common mission to bring exemplary education to the children of Nashville. Without exception, your passion is unquestioned, your dedication appreciated, and your persistence inspired. The Committee realizes that welcoming charter schools cannot mean opening the doors to all comers regardless of preparation and fit.	

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• Charter School Application Review Committee Recommendations – continued	However, we must do more than simply allowing applicants to apply if they wish. We need policies and procedures that will help us to recruit strong applicants that fit our needs, partner with applicants during the application process, and work with new schools so that their resource needs and transition periods are well-managed. If we get the relationship right, our schools will learn as much from the charters as the charters receive from us and all the students of the District will prosper. If we get the process wrong, we will harm both the charter applicants and the children they attempt to serve by setting both up to fail rather than to succeed. Chartering schools is a sub-contracting responsibility of the Board of Education, and it must be taken seriously. Too often, the process became an afterthought for people who were too busy with other duties to offer meaningful and timely evaluation of charter applicants so that we can be sure we make wise decisions. Whether the cause is structural or attitudinal, we cannot continue to create the impression that we do not take the chartering process more seriously.” Mr. Coverstone made a motion to approve the following recommendations from the Charter School Application Committee: To convene a working group to review the charter law, policy, and process in MNPS. The working group will be composed of the members of the Core Committee from this year’s charter review process and solicit other useful perspectives at the discretion of the working group to include charter school principals and representatives of interested community organizations. The charge of the working group shall be to compile and present recommendations to: The Advocacy Committee of the Board for the purpose of promoting changes to state law; The Director of Schools and full Board of Education for the purpose of revising the District’s Standard Operating Procedure on Charter Schools, and; The Director of Schools for the purpose of suggesting mission, duties, and job description of a Charter School Office or Division to facilitate cooperation between MNPS, prospective charter applicants, and	

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Charter School Application Review Committee Recommendations – continued	operating charter schools. All work of the Charter School Working Group will be advisory, and the Board and Director of Schools will retain final authority to approve or deny recommendations. Ms. Porter seconded. Mr. Coverstone stated that the recommendation will proceed in three parts: the Advocacy that the Board cannot control due to state law, fine tuning the current changes to the state guidelines, working with the newly established Charter School office to ensure it is a service-oriented organization. These changes would be recommended to the Director of Schools for potential modification. Ms. Porter stated that last year after the charter school application review process, she expressed to the Board the importance of establishing a Charter School Office. She hoped that the first step of establishing that proposal was the hiring of Dr. Utley. Once this office is expanded, it will result in quality charter schools in MNPS. Mr. Coverstone stated that all three applicants impressed the committee with their commitment to children. The Committee sincerely hopes that the recommendations made tonight will serve as the beginning of strong relationships and schools. Ms. Swan presented Smithson-Craighead's amended Charter School application recommendations to the Board. The Charter School Review Committee recommends that the Metropolitan Nashville Public School Board of Education approve the 2008 amended application of Smithson Craighead to establish a middle school (grades 5-8) as submitted. We are pleased to establish another school with a strong focus on the middle years and are optimistic that the principal, when identified, will be someone with a strong background in understanding and educating adolescents, focusing on the development of the whole child and preparing them for success in high school and beyond. The committee also understands that the plan for the school, as outlined, places a great deal of responsibility on the principal and would recommend that this individual be identified as quickly as possible in order to be able to take advantage of opportunities such as the Principal Leadership Academy. The committee recognizes that this school has made a good-faith effort to address our prior concerns and has responded adequately. Smithson-Craighead has presented a plan that is innovative, particularly with respect to their parent involvement, and already has a track record that speaks to their	VOTE: 9-0 – Unanimous

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• Charter School Application Review Committee Recommendations – continued (Smithson-Craighead Middle School)	ability to run a successful school. We know the challenges of meeting the ambitious goals we required in this revision will take hard work and consistent dedication, and we look forward to partnering with Smithson-Craighead to be sure that the children who choose to attend Smithson-Craighead Middle School are well-served by that choice. Below is our rationale from the first application and how this school has addressed those concerns: The major deficiencies in this application centered on the educational plan and instructional goals. The committee had concerns with the following: • Instructional goals and objectives are vague. The committee did not understand what the created courses listed on page 13 of the application would look like. ◦ Smithson-Craighead's amended application presents a much clearer picture of what their course offerings will look like and schedules of student days that are comprehensive and well thought out. • Textbooks and supplemental materials are not mentioned. ◦ Textbooks are listed in detail and are aligned with the new 2009-10 Tennessee State standards. They are taken from the state approved textbook list. • While there is a computer lab mentioned, there is no concrete reference to technology standards or software that will be purchased. ◦ Student use of the computer lab and goals for student mastery are presented in the amended application. Smithson-Craighead has taken the Tennessee state standards for technology and has indicated that all students will attend one lab class per week. Additionally, each classroom will have five computers that will enable teachers to utilize technology throughout the curriculum areas. The software choices and on-line learning sites are proven best practice resources that are appropriate for middle school age students.	

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Charter School Application Review Committee Recommendations – continued (Smithson-Craighead Middle School)	- The schedule is of concern to the committee – the master schedule is confusing and it is unclear what a student or teacher day will look like. - The student and teacher schedules are well-thought out and are much clearer in the amended application. - Also in the schedule is only one 50-minute period per week for physical education, and the State of Tennessee requires 90 minutes. The committee could not discern where this would be accomplished in the schedule as presented. - This deficiency has been addressed and the adequate number of minutes for physical education has been added to the schedule. - There is no apparent plan for guidance counselors to help 8th grade students create their 4-year plans for high school or for communicating the high school requirements to students and parents. - Smithson Craighead has created a robust plan for transitioning 8th graders to high school and initiating their 4-year plans. These plans will involve collaboration between guidance counselors, parents, teachers and students. - The staffing plan, and also some course offerings, may cause certification issues for grades 7 and 8. - This deficiency has been corrected and is no longer a concern. - It is uncertain if Smithson-Craighead will offer courses for high school credit. - Smithson-Craighead will be offering courses for high school credit in accordance with state standards. Those courses are Algebra I, Physical Science and Spanish I. - The State of Tennessee has adopted new standards in Language	

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Charter School Application Review Committee Recommendations – continued (Smithson-Craighead Middle School)	Arts/Reading, Math and Science for 2009-10. The committee saw no evidence in the application that Smithson Craighead is aware of these changes and how they will adjust to accommodate them. - Smithson-Craighead has obviously studied the 2009-10 state standards and has provided great detail as to how they will incorporate those standards into the curriculum. - Professional development on the new 2009-10 standards will be required. It is unclear to the committee if this will occur prior to the start of school. - Smithson- Craighead has contacted Mrs. Sandra Tinnon, MNPS Associate Superintendent of Middle Schools, for a training schedule and will participate in all training offerings along with other MNPS educators. - The application alludes to possible gender specific classrooms, but does not provide details or outline professional staff development. - There is a detailed section concerning gender specific classrooms with current research cited. All classes, except those offered for high school credit, will be single gender. There will be many opportunities for mixed gender interaction, including lunch, field trips, school assemblies and other school functions. - Smithson-Craighead states in their application that they will use ability-based learning as a basis for their curriculum. However, no research is provided to assure the committee that ability-based learning is considered best practice for middle school students. - Adequate research was presented on ability-based learning, along with numerous professional development opportunities for teachers and detailed student achievement goals. - The goal that Smithson-Craighead has presented for year one to be 82% proficient in all TCAP subjects while making safe harbor in	

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Charter School Application Review Committee Recommendations – continued (Smithson-Craighead Middle School)	year two meets the State's requirement for AYP, but sets the bar below the actual goals of 86% in reading, and 89% in math. This is problematic for the committee as it assumes a low expectation from the beginning. This deficiency has been corrected and the percentages have been raised to 94% in reading, and 93% in math. Mr. Fox asked what was the Charter School Committee's rationale for recommending approval of Smithson-Craighead's amended application without the naming of a principal for the proposed middle school? Ms. Swann stated that was a concern of the committee, but since Smithson-Craighead had identified a candidate and seemed to understand the qualities needed in a good leader, the committee believed that they would do a good job in hiring a principal. Ms. Porter asked if the committee had considered the Smithson-Craighead Board in dealing with the non-assignment of a principal. Ms. Swann stated that the Board did recognize that their Board consisted of many educators who understood MNPS requirements concerning principals. This also affected the decision to trust that Smithson-Craighead would select a capable principal. Mr. Glover asked if there was a legal requirement that a principal be hired before the application is approved. Ms. Swann said no. Mr. Kindall moved to accept the committee recommendation to accept Smithson-Craighead's amended Charter School application. Ms. Porter seconded. Ms. Swann presented the committee's recommendation for Nashville Academy of Science and Technology's amended charter school application. The Charter School Review Committee recommends that the Metropolitan Nashville Public School Board of Education deny the 2008 amended application of Nashville Academy of Science and Technology (NAST) as submitted. While the Nashville Academy made an effort to answer the committee's concerns, we are still not convinced that this school would ensure an excellent education for MNPS students as it has been presented to us. The requirements of building a high school are many, and the margin for error is slim. Accreditation, graduation, and preparation for college or employment raise the bar considerably when applying for a high school	VOTE: 9-0 Unanimous

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Charter School Application Review Committee Recommendations – continued (NAST)	charter. The committee wishes to be clear, however, that the concept of Nashville Academy of Science and Technology is one that we eagerly embrace for our students. While we could recommend the creation of a Middle School while the high school application is completed, the law does not permit us to amend the submitted application prior to approval, and NAST chose not to offer the middle school separately. While the high school admission issues, and the lack of precision that a high school application requires, raise serious enough concerns to recommend denial in this case, the committee respects the applicant's motives and commitment to a high school and hopes that the District will be able to work with the applicants to prepare an application that will overcome the serious issues in this application. Our reasoning is explained in detail below: The major deficiencies in this application centered on the educational plan, instructional goals and budget. The committee had concerns with the following: - Instructional goals are unclear and lack specificity. - While the instructional goals are defined more clearly, they still do not account for the changes in state standards due in 2009-10. - NAST does not acknowledge the change in Tennessee State Standards for 2009-10, especially as they relate to high school standards and elimination of Gateway exams. - While NAST does acknowledge that they will follow the 2009-2010 Tennessee State Standards, it does not appear to the committee that they are aware of their import. Some examples include: ➤ Graduation requirements that still do not acknowledge the change in math and science (4 years of each) ➤ No mention of the graduation requirement that all students must take 3 classes of a subject outside of the core curriculum, for example, Art I, II, and III,	

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Charter School Application Review Committee Recommendations – continued (NAST)	or Music I, II, and III. ➤ Classes which may be offered that are not already on the State approved list have no course codes, which indicates that NAST has not been granted permission to offer them ➤ Continual mention of the Gateway examinations, which are going to be replaced with more rigorous end-of-course tests. ➤ Along with these concerns, the committee is especially concerned with the proposed enrollment and admissions policies, which appear to have 80 students in each of grades 5-8, but goes down to 40 in grade 9. NAST failed to explain the attrition of one-half of their students, including where the other 40 would go, if only 40 can stay. The committee is very concerned with this seemingly selective admissions policy. Their budget also reflects this drop in student enrollment. - One of the requirements of establishing a charter school according to MNPS policy is that it is a center for innovation and different from anything that MNPS already offers. While this application does revolve around an innovative concept, it appears that the applicant simply copied the MNPS program of studies for curriculum offerings and that is problematic for the committee. ○ As stated above, many of the course offerings are not yet permitted by the State of Tennessee. - The committee is concerned that at least some of the research cited to justify one-to-one laptop computers for students is over ten years old. Technology research over three years old is generally considered obsolete. ○ NAST cited more relevant research to support their laptop initiative beginning in the 9th grade, but has failed to	

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Charter School Application Review Committee Recommendations – continued (NAST)	indicate other technologies that are newer and much more relevant will be taught. Examples include Web 2.0, social networking sites for teachers and students, PDA and cell phone technologies that are currently being used throughout the country to infuse technology into the curriculum. - The committee is not clear on the proposed reading curriculum. - NAST still does not address this specifically, and while the Math and Science curriculums are described in great detail, all that is given for reading and English on page 33 is that NAST will follow state standards. The committee requested much more specificity and it was not offered in this amended application. - The instructional goals are not specific enough and the committee has serious reservations concerning the high school curriculum. - As stated above, the high school curriculum is not adequate for the new 2009-10 state standards. Aside from the aforementioned, NAST mentions sending their students who are failing to MNPS summer school. This would work except for those courses which MNPS does not offer. The committee is unclear how students failing those courses would be able to make up the credits. - The committee is not sure of the highly qualified status of the teaching staff or the qualifications for hiring. - NAST does indicate that all teachers will have a bachelor's degree, at a minimum, and meet highly qualified standards according to NCLB. - The exact methods of formative assessment are unspecified. - Formative assessments are still not specified enough so that MNPS Assessment evaluators are satisfied that they will be able to inform student instruction.	

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• Charter School Application Review Committee Recommendations – continued (NAST)	• On page 129 of the application it is stated that “teachers at NAST will have a good sense of where their students are at the beginning of the year and have measurable goals for where they will be at the end of the year.” However, the method by which this will be accomplished is unclear and how it will be communicated to the staff is unspecified. ○ While NAST does explain how data driven decision making will work at the school, they still do not offer a timeline of exactly when this will happen. The committee expected to see exactly what assessments would be given at the beginning of the school year and how that would inform instruction. • Also unclear are methods of teacher observation and how teachers will be evaluated. ○ This section was much clearer in the amended application. • The application lacks clear professional development strategies to ensure teachers are trained in how to use data to inform instruction. ○ NAST is still unclear concerning professional development. Although it is indicated that teachers will participate in some professional development at least once per month, exactly what that would look like is not specified. NAST gives some generalities, but no specifics. • The teaching day is unclear – the committee does not see how collaborative planning time can be accomplished within the published schedule. ○ The student schedules provided do not alleviate the committee’s concerns that there will be common planning time for teachers, nor do they show any kind of master schedule. • The plans for intervention and remediation, should students fail to make AYP, lack detail and specificity. Methods of assessment and	

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Charter School Application Review Committee Recommendations – continued (NAST)	appropriate testing instruments are not identified in the application. The committee is unclear how students would be referred for disabilities screening based on academic performance. - Testing instruments and methods of assessment and screening are still not specified in the amended application. - The application does not adequately address how this school will meet the needs of students with disabilities. Specifically, it is unclear how they will request support, transportation or relocation services from MNPS for students with “extreme cases”. - MNPS special education staff still is not satisfied that NAST will provide a full continuum of special education services that is independent of MNPS. NAST also states that they support relocating students to a different school and that they expect assistance from MNPS for either transportation or relocation services for “extreme cases”. What exactly makes a case “extreme” is not identified. - The finances for this school are unclear. A charter must prove that it is financially sustainable for the entire five years of the contract. NAST’s liquid assets are likely not adequate for year one. - MNPS budget staff has indicated that this school could more than likely sustain itself as submitted in the amended budget. - NAST seems to be relying on a substantial loan and offers proof only of a pre-approval letter for a line of credit. - NAST does provide other financial resources in the amended application. - There is no building identified, and the money NAST has budgeted for building rental is inadequate. - There is still no building identified, although our budget staff spoke with the identified realtor and there are on-going	

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TOPIC	DISCUSSION/MOTION	FOLLOW-UP/OUTCOME
Charter School Application Review Committee Recommendations – continued (Global Academy)	discussions. - There is no Network Administrator's salary identified, but one will be needed to maintain all the technology for the school. - A Network Administrator's salary was identified in the amended application. Mr. Coverstone stated that the committee would like to see this type of high school in the district. But we must ensure that the submitted applications are developed in such a way that will result in student success. Ms. Johnson asked if the committee would have a conversation with NAST representative to ensure the next submitted application will meet all requirements. The next application should be as excellent as possible. Mr. Coverstone said he hopes that there will be those types of discussions with NAST before the next application period. Mr. Glover moved to adopt the committee's recommendation to deny Nashville Academy of Science and Technology's amended application. Ms. Porter seconded. Ms. Swann presented the recommendations for Global Academy. The Charter School Review Committee recommends that the Metropolitan Nashville Public School Board of Education approve the 2008 amended application of Global Academy to establish a K-8 school, beginning with grades K-3 in the first year, as submitted. The committee is excited by the incredible energy and dedication of the school's founder. Equally exciting is the vision to become an IB Early Years school. The global vision of the school and its commitment to securing external resources that will make opportunities for travel and other unique experiences available to students offer incredible promise. The committee was impressed with the applicant's attention to detail, willingness to work collaboratively with the district and their enthusiasm for the undertaking. It is our sincere hope that Global Academy will give us the opportunity to forge new connections between our charter schools and the district as we work together to advance student achievement for the children of Nashville. Our reasoning is explained in detail below:	VOTE: 9-0 Unanimous

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TOPIC	DISCUSSION/MOTION	FOLLOW-UP/OUTCOME
Charter School Application Review Committee Recommendations – continued (Global Academy)	The major deficiencies in this application centered on the educational plan, instructional goals and budget. The committee had concerns with the following: - MNPS charter school policy clearly states that an expectation for establishment of a charter school is that it will follow specified tier levels: K-4, 5-8, or 9-12. This school proposes to begin with grades 2, 3, and 4, with no clear rationale as to why they wish to deviate from the established tier levels. - Global Academy corrected the tier level concerns of the committee and proposes to begin with Kindergarten -3rd grades as allowed in MNPS policy. - The financial picture for this school is unclear. The monies are not broken down and placed on the correct lines on the budget form as required by the State and it is difficult to understand. Some of the submitted applications did not include a budget at all. - Global Academy corrected this deficiency, submitting their budget on the appropriate forms as well as outlining their separate and considerable financial picture. The committee is convinced that this school will be self-sustaining for the length of the five year charter. - Professional development plans are not clear to the committee – how teachers will be trained in reviewing and using assessment data to inform instruction. - Professional development is outlined very specifically, down to how many hours of each kind of professional development a teacher will be given and who will be contracted to deliver the training. Professional development goals are clear and focused on improving student achievement. - The code of conduct appears to direct appeals to discipline to the Director of Schools and that is incorrect.	

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TOPIC	DISCUSSION/MOTION	FOLLOW-UP/OUTCOME
• Charter School Application Review Committee Recommendations – continued (Global Academy)	○ This deficiency has been corrected in the amended application. • ELL curriculum and interventions are not clearly outlined. ○ Our ELL staff has given this school an excellent rating on the amended application. Global has defined research-based strategies for ELL students and has identified how they intend to utilize them. • Proposal does not include a discussion of ongoing formative assessment tools to be used to align with the Core Knowledge curriculum the school proposes to adopt. ○ According to our Assessment and Evaluation staff evaluators; this concern has been adequately addressed, although there is still room for some improvement. • It is not specific how both summative and formative assessments will be used to inform instruction. ○ This concern has been addressed and the committee is satisfied that this school will utilize both formative and summative assessments to inform instruction. • Methods for intervention and remediation, should students fail to make AYP, lack specificity and detail. ○ Global improved on this answer and our Assessment staff is convinced that they are on the right track should there be students who fail to make AYP. • Teacher schedules are unclear, as is the student day. As outlined, the scheduling time blocks and how they are utilized with students are not obvious to the committee. ○ Global Academy presented schedules and explained their student and teacher day in much greater detail. The	

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TOPIC	DISCUSSION/MOTION	FOLLOW-UP/OUTCOME
Charter School Application Review Committee Recommendations – continued (Global Academy)	committee is satisfied that this schedule is adequate for student needs. Mr. Kindall asked if the committee knows where the school will be located? Mr. Coverstone stated a building has not been selected, but the money is available and they are easily capable of finding a space. Mr. Coverstone stated that Global Academy has a very strong Board and has given the committee great confidence that they will be a successful school. Dr. Brannon asked if Global would be targeting a specific area? Ms. Swann stated that Global will be targeting the North/East Nashville areas. Ms. Johnson said she is excited that the school will be utilizing the IB Early Years Programme. Ms. Porter stated that it seems that most Charter Schools are targeting inner city or areas where there are a high number of students on free and reduced lunch. Why is it that all charter schools target those areas? That is something the Board should consider. Mr. Kindall stated that he shared some of Ms. Porter's concerns. It seems that rather than school thinking in the terms of locating all across the district, charter schools seem to target the North/East Nashville areas. Dr. Gentry asked, has the committee considered suggesting location options to the charter applicants in the future? Transportation is a concern of charter schools, therefore there should be an even distribution of charter schools throughout the district. Ms. Swann stated that the committee has had some discussion around encouraging charter schools to locate throughout the district. Ms. Porter stated that the district must be considered first with the quality of the charter schools not quantity. Concerning transportation and placement of charters the district must think globally. Mr. Fox thanked the Charter School Committee for their hard work and dedication. Mr. Glover moved to adopt the committee's recommendation to accept Global Academy's application. Ms. Porter seconded. Mr. Glover moved to adopt Amendment #1 of the 2008-09 Operating Budget. Ms. Johnson seconded. Mr. North made the following motion: Pursuant to TCA 49-2-203(b)(5) that the Board employ legal counsel for the limited purpose of advising it regarding the duties, responsibilities and the authority of the School Board as it relates to other governmental department and offices and other issues related to No Child Left Behind including executive branch/Mayoral take-over, receivership, trusteeship, restructuring or	VOTE: 9-0 Unanimous VOTE: 9-0 Unanimous
2008-09 Operating Budget Amendment #1		
Motion to Approve Legal Counsel for Metro Board of Education		

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TOPIC	DISCUSSION/MOTION	FOLLOW-UP/OUTCOME
• Motion to Approve Legal Counsel for Metro Board of Education - continued	other change in governance. And any other area where there is the potential for the appearance of a conflict of interest with the Metropolitan Department of Law or the executive branch. I further move that the Chair make a recommendation at the next regular scheduled Board meeting as to whom to employ, the necessary step to employ the attorney, and the terms of employment. Ms. Porter seconded. Mr. Coverstone noted the importance of being prepared but believes the timing is less of a legal question and more of a political question, given that the Board is not currently in a legal conflict. Therefore, it seems the Board has the luxury of time to sort through issues. He believes the Board needs outside support, and more specifically, clear input from the Mayor. He stated that he would be willing to defer obtaining legal counsel if the Mayor's Office would agree to meet with the Board and share his vision for the future of MNPS, discoveries regarding Mayoral take-over, and opinions of the Director of Schools candidates. Mr. Kindall said the only time he remembers the Board of Education hiring separate legal counsel was during the desegregation lawsuit. The Board does not want to give the impression that it is at odds with the Mayor's Office. He shares many of Mr. Coverstone's concerns but would like to have a personal discussion with the Mayor. Mr. North stated that he was in agreement with Mr. Coverstone. As a Board, at some point an independent entity will be needed in order to provide direction. Dr. Brannon said she is in support of improving communication between the governmental entities and the Board. Mr. Fox stated that the Board has a meeting scheduled with the Mayor in January. The Board asked Mr. Fox to research selecting legal counsel for the Board. Ms. Porter stated that when School Boards and other entities within the city work together, rewards are greater. Many of these issues are based on the assumption that MNPS will fail. She believes that MNPS is moving forward and must continue to stay focused. Mr. Fox stated he believes this issue is a concern. In order for the Board to be at maximum effectiveness, we must have collaboration with the Mayor's Office. Mr. North moved to defer the motion to the January 27th Board meeting Ms. Porter seconded.	VOTE: 9-0 Unanimous
• Graduation Rates	REPORTS Dr. Changas presented the 2007-08 MNPS graduation results to the Board. However, for No Child Left Behind (NCLB) purposes, this rate will be	

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TOPIC	DISCUSSION/MOTION	FOLLOW-UP/OUTCOME
Graduation Rates - continued	counted in 2008. This delay allows districts to count those general education students who graduate in four years plus one summer, and special education and ELL students who graduate in five years plus one summer. For the last six years, improving the graduation rate has been a district priority. It is important to keep in mind that students in the class of 2008 began school in the fall of 2004. Annual NCLB graduation rate targets were first established for districts and schools in 2004, and 2003-04 was the first year that schools were credited only for those students graduating "on time." The 2003-04 graduation rate for each school or district served as a baseline in the calculation of future targets. The State determined annual targets by dividing the gap between the 2003-04 graduation rate and the 2013-2014 goal of 90% into equal increments. By the State's NCLB formula, the graduation rate for MNPS shows an increase of 14.4 percentage points over the past four years, from 58.2% in 2003-04 to 72.6% in 2007-08. Although the graduation rate is not yet where we want it, our recent improvement is quite impressive for an urban district of over 70,000 students and a poverty rate of over 72%. Prior to this four-year increase, the district graduation rate had remained virtually flat for three years at approximately 58%. Mr. North asked if the effectiveness of various programs in connection with the graduation rates could be tracked? Dr. Changas said many of the incentives were district-wide, and many initiatives started at the same time. So, it is difficult to pinpoint one particular program. But, we are having discussions with Edvantia around some of those issues. Mr. Kindall stated that he is happy to hear the district is working on improving Smaller Learning Communities. Is there any way to research the influence of the Pearl-Cohn High School Business Magnet program on the graduation rates? The district must find a way to determine whether or not the programs are successful. Dr. Changas said it is difficult to monitor results of a particular program at a school. Mr. Briggs stated that one thing the district is beginning to focus on is increasing the rigor of the ACT scores. The ACT scores give an insight on how students will do in college. We are working hard on programs to help better prepare students for college with programs such as content recovery, instead of credit recovery. The focus must be on all of the elements that affect student success, not only AYP.	
- Board Chairman's Report - Budget and Finance Committee	Mr. Glover made a motion for the Administration to bring to the Budget and Finance Committee meeting on December 15th, a plan for reducing the current budget by \$3 million to be implemented by December 31st. Mr. Kindall seconded.	VOTE: 9-0 - Unanimous

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TOPIC	DISCUSSION/MOTION	FOLLOW-UP/OUTCOME
Director Search	Mr. Fox announced that a public reception will be held at the Martin Center for Dr. Santiago Wood, and at 6:30 the Board will have dinner and interview Dr. Wood. A public reception for Dr. Doris McEwen (December 17th) and Dr. Jesse Register (December 18th) will be held at the Martin Center at 4:30 p.m., and the Board will have dinner and second interviews on those days. The Board will hold a Special Meeting on Saturday, December 20th, to deliberate the selection of the next Director of Schools.	
ANNOUNCEMENTS		
Student Board Members	Mr. Kindall thanked Ms. Scivally and Ms. McShand for their service to the Board.	
WRITTEN INFORMATION TO THE BOARD		
- Board Calendar Items - Policy Updates		
ADJOURNMENT		
- Adjournment - Signatures	Mr. Coverstone made the motion to adjourn at 7:53 p.m.  Chris M. Henson Board Secretary David A. Fox Board Chair Date	

III. GOVERNANCE ISSUES

A. ACTION

2. CONSENT

b. RECOMMENDATION FOR APPROVAL – ARCHITECTURAL FIRMS FOR YEAR 2008-2009 (CONTROL NO. (A-XXXXX))

In accordance with the Board of Education's policy for selecting architects, the following architectural firms are being recommended for the 2008-2009 year:

Project	Recommended Firm
Crieve Hall Elementary (Renovation & 10 CR Addition)	Facilities Design Group
Glengarry Elementary (10 CR Addition)	Lose
Glenview Elementary (11 CR Addition)	Hart Freeland Roberts
Haywood Elementary (16 CR Addition)	Gilbert McLaughlin
Wharton Elementary (Renovation)	Hastings Architecture Associates
Madison Middle (Renovation)	Thomas Miller

It is recommended that these architectural firms be approved.

Legality approved by Metro Department of Law – Control No. A-XXXXX

FUNDING: Various funds will be charged against individual school projects.

January 13, 2009

III. GOVERNANCE ISSUES

A. ACTION

2. CONSENT

c. CHANGE ORDER # 2 – NEELY’S BEND ELEMENTARY – SHANKLE-LIND, LLC. – M-376 (CONTROL NO. A- XXXXX)

You are requested to make the following changes to this Contract:

- | | | |
|---|--------|--------------------|
| 1. Mill around perimeter of area and re-pave to promote drainage towards existing catch basin. Re-stripe lines as required. | ADD | \$ 4,941.74 |
| 2. Furnish and install motor operator cover for Cafeteria roll-up gate. | ADD | \$ 528.99 |
| 2. Re-work site area in front of office area to promote drainage. Install new catch basin in existing storm line and tie existing rainwater leaders into new catch basin. | ADD | \$11,052.29 |
| 4. Credit for remaining In-Contract Contingency | DEDUCT | \$ 270.66 |
| TOTAL | | \$16,252.36 |

It is recommended that this change order be approved.

Legality approved by Metro Department of Law – Control No. A- XXXXX

FUNDING: 29-12-9210-572

January 13, 2009

**LEASE AGREEMENT
BY AND BETWEEN
THE METROPOLITAN NASHVILLE BOARD OF PUBLIC EDUCATION
OF THE
GOVERNMENT OF NASHVILLE AND DAVIDSON COUNTY
AND
THE NASHVILLE ALLIANCE FOR PUBLIC EDUCATION**

This **LEASE AGREEMENT** ("hereinafter Lease"), made and entered into the 26th day of August, 2008 by and between **THE METROPOLITAN GOVERNMENT OF NASHVILLE AND DAVIDSON COUNTY** by and through the **METROPOLITAN NASHVILLE BOARD OF PUBLIC EDUCATION** (hereinafter "Lessor"), and **THE NASHVILLE ALLIANCE FOR PUBLIC EDUCATION** (The "Alliance") (hereinafter "Lessee").

Witnesseth:

WHEREAS, Lessor is a public corporation created pursuant to T.C.A. §§ 7-1-101 et seq. and vested with the authority to Lease real property pursuant to Article 1, § 1.01 of the Metropolitan Charter and T.C.A. § 49-2-203 (b)(4); and

WHEREAS, Lessee is vested with the authority to enter into lease agreements for real property; and

WHEREAS, Lessee desires to lease from Lessor a portion of the real property commonly known as The Martin Professional Development Center as depicted on the attached floorplan, together with all improvements, fixtures and appurtenant rights thereto (hereinafter "Premises") located at 2400 Fairfax Avenue, Nashville, Tennessee 37212, for general office use (hereinafter "the Permitted Use");

WHEREAS, Lessor desires to lease Lessee the Premises for the Permitted Use, such use being in the best interests of the public school system and the community which the school system serves;

WHEREAS, The Board of Directors of the Nashville Alliance for Public Education raised over \$3 million toward the project construction and as an organization contributed \$100,000 toward construction of this space at the Martin Professional Development Center;

WHEREAS, the Premises were established with the Lessor for use by the Nashville Alliance from the inception of the project;

NOW, THEREFORE, for valuable consideration, the receipt and adequacy of which is hereby acknowledged and for the mutual promises hereinafter set out, and

III. GOVERNANCE ISSUES

A. ACTION

2. CONSENT

AWARDING OF BIDS AND CONTRACTS

(1) **WHO:** A to Z In-Home Tutoring

WHAT: Amendment to existing performance contract to change the list of schools where services will be delivered and the compensation. The original contract provides extended-day tutoring as required under the "No Child Left Behind" (NCLB) law. The services include individual or small-group instruction in reading, language, math and homework. The State Department of Education (SDOE) approved the contractor. Under the NCLB, twenty-seven MNPS Title 1 schools are required to offer parents the opportunity to select a State-approved contractor to provide tutoring for their children. The term of the original contract is from July 1, 2007 to June 30, 2012.

FOR WHOM: Lowest-achieving eligible students (those receiving free or reduced meals) enrolled at Brookmeade, Napier, Shwab and Tusculum Elementary; Margaret Allen, Antioch, Apollo, Jere Baxter, Brick Church, Cameron, Donelson, Ewing Park, H. G. Hill, Joelton, Litton, West End and Wright Middle; and Antioch, Glencliff, Hillwood, Hunters Lane, Maplewood, McGavock, Stratford and Whites Creek High Schools

HOW MUCH: \$50.00 per hour not to exceed \$677,500 for the second year of the contract and \$1,059,100 for the full term of the contract. Compensation for the first year of the contract was \$45.43 per hour. Compensation is determined by the SDOE.

HOW THIS CONTRACT WILL BE EVALUATED:

1. Contractor-generated student assessment data:
Basic/Not Boring Incentive Publications
2. MNPS-generated student assessment data:
 - A. Grade-level TCAP Skill Proficiency in Reading, Vocabulary and/or Reading Composite
 - B. Reading Assessments
 - C. Word Recognition Level
 - D. Grades
 - E. Sight Words
 - F. ThinkLink Reading/Math Skill Mastery
 - G. Staff and Parent Surveys.
3. State Department of Education Evaluation Instrument:
Data collected by the Contractor or MNPS will be provided to the SDOE as part of the evaluation process.

MBPE Contract Number 2-454781-03A1
For Federal Programs and Grants
Metro Legal Control Number: Approved Template
Source of Funds: Title I

III. GOVERNANCE ISSUES

A. ACTION

2. CONSENT

AWARDING OF BIDS AND CONTRACTS

(2) **WHO:** Alternatives Unlimited, Inc.

WHAT: Performance contract to provide extended-day tutoring as required under the “No Child Left Behind” (NCLB) law. The services include individual or small-group instruction in reading, language, math and homework. The State Department of Education (SDOE) approved the contractor. Under the NCLB, twenty-seven MNPS Title 1 schools are required to offer parents the opportunity to select a State-approved contractor to provide tutoring for their children. The term of the contract is from September 1, 2008 to August 31, 2013.

FOR WHOM: Lowest-achieving eligible students (those receiving free or reduced meals) enrolled at Shwab and Tusculum Elementary; Margaret Allen, Jere Baxter, Brick Church, Cameron, H. G. Hill, Joelton, and Wright Middle; and Glenclyff, Hunters Lane, Maplewood, McGavock and Stratford High Schools

HOW MUCH: \$67.75 per hour not to exceed \$271,000 for the first year of the contract. Compensation is determined by the SDOE.

HOW THIS CONTRACT WILL BE EVALUATED:

1. MNPS-generated student assessment data:
 - A. Grade-level TCAP Skill Proficiency in Reading, Vocabulary and/or Reading Composite
 - B. Reading Assessments
 - C. Word Recognition Level
 - D. Grades
 - E. Sight Words
 - F. ThinkLink Reading/Math Skill Mastery
 - G. Staff and Parent Surveys.
2. State Department of Education Evaluation Instrument:

Data collected by the Contractor or MNPS will be provided to the SDOE as part of the evaluation process.

MBPE Contract Number 2-000170-00
For Federal Programs and Grants
Metro Legal Control Number: Approved Template
Source of Funds: Title I

III. GOVERNANCE ISSUES

A. ACTION

2. CONSENT

AWARDING OF BIDS AND CONTRACTS

(3) **WHO:** ATS Educational Consulting Services – Project Success

WHAT: Amendment to existing performance contract to change the list of schools where services will be delivered and the compensation. The original contract provides extended-day tutoring as required under the “No Child Left Behind” (NCLB) law. The services include individual or small-group instruction in reading, language, math and homework. The State Department of Education (SDOE) approved the contractor. Under the NCLB, twenty-seven MNPS Title 1 schools are required to offer parents the opportunity to select a State-approved contractor to provide tutoring for their children. The term of the original contract is from September 1, 2007 to August 31, 2012.

FOR WHOM: Lowest-achieving eligible students (those receiving free or reduced meals) enrolled at Brookmeade, Napier, Shwab and Tusculum Elementary; Margaret Allen, Antioch, Apollo, Jere Baxter, Brick Church, Cameron, Donelson, Ewing Park, H. G. Hill, Joelton, Litton, West End and Wright Middle; and Antioch, Glenclyff, Hillwood, Hunters Lane, Maplewood, McGavock, Stratford and Whites Creek High Schools

HOW MUCH: \$45.16 per hour not to exceed \$27,100 for the second year of the contract and \$90,700 for the full term of the contract. Compensation for the first year of the contract was \$42.40 per hour. Compensation is determined by the SDOE.

HOW THIS CONTRACT WILL BE EVALUATED:

1. Contractor-generated student assessment data:
Initial Placement Motion
2. MNPS-generated student assessment data:
 - A. Grade-level TCAP Skill Proficiency in Reading, Vocabulary and/or Reading Composite
 - B. Reading Assessments
 - C. Word Recognition Level
 - D. Grades
 - E. Sight Words
 - F. ThinkLink Reading/Math Skill Mastery
 - G. Staff and Parent Surveys.
3. State Department of Education Evaluation Instrument:
Data collected by the Contractor or MNPS will be provided to the SDOE as part of the evaluation process.

MBPE Contract Number 2-552837-00A1
For Federal Programs and Grants
Metro Legal Control Number: Approved Template
Source of Funds: Title I

III. GOVERNANCE ISSUES

A. ACTION

2. CONSENT

AWARDING OF BIDS AND CONTRACTS

(4) **WHO:** Bright Sky Learning, LLC

WHAT: Amendment to existing performance contract to change the list of schools where services will be delivered and the compensation. The original contract provides extended-day tutoring as required under the "No Child Left Behind" (NCLB) law. The services include individual or small-group instruction in reading, language, math and homework. The State Department of Education (SDOE) approved the contractor. Under the NCLB, twenty-seven MNPS Title 1 schools are required to offer parents the opportunity to select a State-approved contractor to provide tutoring for their children. The term of the original contract is from September 1, 2007 to August 31, 2012.

FOR WHOM: Lowest-achieving eligible students (those receiving free or reduced meals) enrolled at Brookmeade, Napier, Shwab and Tuscumum Elementary; Antioch, Jere Baxter, Brick Church, Cameron, Donelson, Ewing Park, H. G. Hill, Joelton, Litton, West End and Wright Middle; and Antioch, Glencliff, Hillwood, Hunters Lane, Maplewood, McGavock, and Stratford High Schools

HOW MUCH: \$42.34 per hour not to exceed \$542,000 for the second year of the contract and \$732,800 for the full term of the contract. Compensation for the first year of the contract was \$30.28 per hour. Compensation is determined by the SDOE.

HOW THIS CONTRACT WILL BE EVALUATED:

1. Contractor-generated student assessment data
 - A. WRAT 4: Math, Reading and Spelling
 - B. Franklin Assessments: Decoding and/or ABC Skills
 - C. DRP
2. MNPS-generated student assessment data:
 - A. Grade-level TCAP Skill Proficiency in Reading, Vocabulary and/or Reading Composite
 - B. Reading Assessments
 - C. Word Recognition Level
 - D. Grades
 - E. Sight Words
 - F. ThinkLink Reading/Math Skill Mastery
 - G. Staff and Parent Surveys
3. State Department of Education Evaluation Instrument:
Data collected by the Contractor or MNPS will be provided to the SDOE as part of the evaluation process.

MBPE Contract Number 2-000138-00A1
For Federal Programs and Grants
Metro Legal Control Number: Approved Template
Source of Funds: Title I

III. GOVERNANCE ISSUES

A. ACTION

2. CONSENT

AWARDING OF BIDS AND CONTRACTS

(5) **WHO:** Club Z! In-Home Tutoring Services Inc.

WHAT: Amendment to existing performance contract to change the list of schools where services will be delivered and the compensation. The original contract provides extended-day tutoring as required under the "No Child Left Behind" (NCLB) law. The services include individual or small-group instruction in reading, language, math and homework. The State Department of Education (SDOE) approved the contractor. Under the NCLB, twenty-seven MNPS Title I schools are required to offer parents the opportunity to select a State-approved contractor to provide tutoring for their children. The term of the original contract is from September 1, 2007 to August 31, 2012.

FOR WHOM: Lowest-achieving eligible students (those receiving free or reduced meals) enrolled at Brookmeade, Napier, Shwab and Tusculum Elementary; Margaret Allen, Antioch, Apollo, Jere Baxter, Brick Church, Cameron, Donelson, Ewing Park, H. G. Hill, Joelton, Litton, West End and Wright Middle; and Antioch, Glencliff, Hillwood, Hunters Lane, Maplewood, McGavock, Stratford and Whites Creek High Schools

HOW MUCH: \$67.75 per hour not to exceed \$135,500 for the second year of the contract and \$199,100 for the full term of the contract. Compensation for the first year of the contract was \$50.88 per hour. Compensation is determined by the SDOE.

HOW THIS CONTRACT WILL BE EVALUATED:

1. Contractor-generated student assessment data
 - A. GRADE and GMADE, Reading and Math Level Indicator
 - B. Kaufman Test of Educational Achievement
2. MNPS-generated student assessment data:
 - A. Grade-level TCAP Skill Proficiency in Reading, Vocabulary and/or Reading Composite
 - B. Reading Assessments
 - C. Word Recognition Level
 - D. Grades
 - E. Sight Words
 - F. ThinkLink Reading/Math Skill Mastery
 - G. Staff and Parent Surveys.
3. State Department of Education Evaluation Instrument:
Data collected by the Contractor or MNPS will be provided to the SDOE as part of the evaluation process.

MBPE Contract Number 2-00139-00A1
For Federal Programs and Grants
Metro Legal Control Number: Approved Template
Source of Funds: Title I

III. GOVERNANCE ISSUES

A. ACTION

2. CONSENT

AWARDING OF BIDS AND CONTRACTS

(6) **WHO:** Cool Kids Learn, Inc.

WHAT: Amendment to existing performance contract to change the list of schools where services will be delivered and the compensation. The original contract provides extended-day tutoring as required under the "No Child Left Behind" (NCLB) law. The services include individual or small-group instruction in reading, language, math and homework. The State Department of Education (SDOE) approved the contractor. Under the NCLB, twenty-seven MNPS Title 1 schools are required to offer parents the opportunity to select a State-approved contractor to provide tutoring for their children. The term of the original contract is from September 1, 2007 to August 31, 2012.

FOR WHOM: Lowest-achieving eligible students (those receiving free or reduced meals) enrolled at Napier, Shwab and Tusculum Elementary; Margaret Allen, Antioch, Jere Baxter, Brick Church, Cameron, Ewing Park, Joelton, and West End Middle; and Hunters Lane, Maplewood and Whites Creek High Schools

HOW MUCH: \$71.31 per hour not to exceed \$298,100 for the second year of the contract and \$425,300 for the full term of the contract. Compensation for the first year of the contract was \$50.88 per hour. Compensation is determined by the SDOE.

HOW THIS CONTRACT WILL BE EVALUATED:

1. Contractor-generated student assessment data:
Great Source Curriculum Program
2. MNPS-generated student assessment data:
 - A. Grade-level TCAP Skill Proficiency in Reading, Vocabulary and/or Reading Composite
 - B. Reading Assessments
 - C. Word Recognition Level
 - D. Grades
 - E. Sight Words
 - F. ThinkLink Reading/Math Skill Mastery
 - G. Staff and Parent Surveys.
3. State Department of Education Evaluation Instrument:
Data collected by the Contractor or MNPS will be provided to the SDOE as part of the evaluation process.

MBPE Contract Number 2-551951-00
For Federal Programs and Grants
Metro Legal Control Number: Approved Template
Source of Funds: Title I

III. GOVERNANCE ISSUES

A. ACTION

2. CONSENT

AWARDING OF BIDS AND CONTRACTS

(7) **WHO:** Educational Enterprises, Inc.

WHAT: Performance contract to provide extended-day tutoring as required under the "No Child Left Behind" (NCLB) law. The services include individual or small-group instruction in reading, language, math and homework. The State Department of Education (SDOE) approved the contractor. Under the NCLB, twenty-seven MNPS Title 1 schools are required to offer parents the opportunity to select a State-approved contractor to provide tutoring for their children. The term of the contract is from September 1, 2008 to August 31, 2013.

FOR WHOM: Lowest-achieving eligible students (those receiving free or reduced meals) enrolled at Tusculum Elementary, Jere Baxter Middle and Maplewood High Schools

HOW MUCH: \$39.85 per hour not to exceed \$54,200 for the first year of the contract. Compensation is determined by the SDOE.

HOW THIS CONTRACT WILL BE EVALUATED:

1. MNPS-generated student assessment data:
 - A. Grade-level TCAP Skill Proficiency in Reading, Vocabulary and/or Reading Composite
 - B. Reading Assessments
 - C. Word Recognition Level
 - D. Grades
 - E. Sight Words
 - F. ThinkLink Reading/Math Skill Mastery
 - G. Staff and Parent Surveys.
2. State Department of Education Evaluation Instrument:

Data collected by the Contractor or MNPS will be provided to the SDOE as part of the evaluation process.

MBPE Contract Number 2-479409-00
For Federal Programs and Grants
Metro Legal Control Number: Approved Template
Source of Funds: Title I

III. GOVERNANCE ISSUES

A. ACTION

2. CONSENT

AWARDING OF BIDS AND CONTRACTS

(8) **WHO:** Kastle Instructional Recovery, LLC

WHAT: Amendment to existing performance contract to change the list of schools where services will be delivered and the compensation. The original contract provides extended-day tutoring as required under the "No Child Left Behind" (NCLB) law. The services include individual or small-group instruction in reading, language, math and homework. The State Department of Education (SDOE) approved the contractor. Under the NCLB, twenty-seven MNPS Title 1 schools are required to offer parents the opportunity to select a State-approved contractor to provide tutoring for their children. The term of the contract is from July 1, 2007 to June 30, 2012.

FOR WHOM: Lowest-achieving eligible students (those receiving free or reduced meals) enrolled at Shwab and Tusculum Elementary; Margaret Allen, Jere Baxter, Brick Church and Cameron Middle; and Hunters Lane and Maplewood High Schools

HOW MUCH: \$33.88 per hour not to exceed \$271,000 for the second year of the contract and \$696,300 for the full term of the contract. Compensation for the first year of the contract was \$31.80 per hour. Compensation is determined by the SDOE.

HOW THIS CONTRACT WILL BE EVALUATED:

1. Contractor-generated student assessment data
 - A. Spectrum
 - B. CCC Program
 - C. ThinkLink
 - D. STAR Reading
 - E. TCAP Coach
 - F. Gateway Coach
2. MNPS-generated student assessment data:
 - A. Grade-level TCAP Skill Proficiency in Reading, Vocabulary and/or Reading Composite
 - B. Reading Assessments
 - C. Word Recognition Level
 - D. Grades
 - E. Sight Words
 - F. ThinkLink Reading/Math Skill Mastery
 - G. Staff and Parent Surveys.
3. State Department of Education Evaluation Instrument:
Data collected by the Contractor or MNPS will be provided to the SDOE as part of the evaluation process.

MBPE Contract Number 2-565071-00A1
For Federal Programs and Grants
Metro Legal Control Number: Approved Template
Source of Funds: Title I

III. GOVERNANCE ISSUES

A. ACTION

2. CONSENT

AWARDING OF BIDS AND CONTRACTS

(9) **WHO:** The Minerva Group, LLC d/b/a Huntington Learning Center

WHAT: Amendment to existing performance contract to change the list of schools where services will be delivered and the compensation. The original contract provides extended-day tutoring as required under the "No Child Left Behind" (NCLB) law. The services include individual or small-group instruction in reading, language, math and homework. The State Department of Education (SDOE) approved the contractor. Under the NCLB, twenty-seven MNPS Title 1 schools are required to offer parents the opportunity to select a State-approved contractor to provide tutoring for their children. The term of the contract is from July 1, 2007 to June 30, 2012.

FOR WHOM: Lowest-achieving eligible students (those receiving free or reduced meals) enrolled at Brookmeade, Napier, Shwab and Tusculum Elementary; Margaret Allen and Cameron Middle; and Maplewood and McGavock High Schools

HOW MUCH: \$38.71 per hour not to exceed \$677,500 for the second year of the contract and \$741,100 for the full term of the contract. Compensation for the first year of the contract was \$36.34 per hour. Compensation is determined by the SDOE.

HOW THIS CONTRACT WILL BE EVALUATED:

1. Contractor-generated student assessment data
 - A. California Achievement Test
 - B. Slosson Oral Reading Assessment
 - C. Huntington Math Placement Exam
2. MNPS-generated student assessment data:
 - A. Grade-level TCAP Skill Proficiency in Reading, Vocabulary and/or Reading Composite
 - B. Reading Assessments
 - C. Word Recognition Level
 - D. Grades
 - E. Sight Words
 - F. ThinkLink Reading/Math Skill Mastery
 - G. Staff and Parent Surveys.
3. State Department of Education Evaluation Instrument:
Data collected by the Contractor or MNPS will be provided to the SDOE as part of the evaluation process.

MBPE Contract Number 2-478588-01A1
For Federal Programs and Grants
Metro Legal Control Number: Approved Template
Source of Funds: Title I

III. GOVERNANCE ISSUES

A. ACTION

2. CONSENT

AWARDING OF BIDS AND CONTRACTS

(10) **WHO:** MTS Tutorial Services, Inc.

WHAT: Performance contract to provide extended-day tutoring as required under the "No Child Left Behind" (NCLB) law. The services include individual or small-group instruction in reading, language, math and homework. The State Department of Education (SDOE) approved the contractor. Under the NCLB, twenty-seven MNPS Title 1 schools are required to offer parents the opportunity to select a State-approved contractor to provide tutoring for their children. The term of the contract is from September 1, 2008 to August 31, 2013.

FOR WHOM: Lowest-achieving eligible students (those receiving free or reduced meals) enrolled at Napier and Tusculum Elementary; Jere Baxter, Ewing Park, Joelton, Litton and Wright Middle Schools

HOW MUCH: \$45.17 per hour not to exceed \$406,500 for the first year of the contract. Compensation is determined by the SDOE.

HOW THIS CONTRACT WILL BE EVALUATED:

1. MNPS-generated student assessment data:
 - A. Grade-level TCAP Skill Proficiency in Reading, Vocabulary and/or Reading Composite
 - B. Reading Assessments
 - C. Word Recognition Level
 - D. Grades
 - E. Sight Words
 - F. ThinkLink Reading/Math Skill Mastery
 - G. Staff and Parent Surveys.
2. State Department of Education Evaluation Instrument:

Data collected by the Contractor or MNPS will be provided to the SDOE as part of the evaluation process.

MBPE Contract Number 2-644414-00
For Federal Programs and Grants
Metro Legal Control Number: Approved Template
Source of Funds: Title I

III. GOVERNANCE ISSUES

A. ACTION

2. CONSENT

AWARDING OF BIDS AND CONTRACTS

(11) **WHO:** Somali Community Center of Nashville

WHAT: Performance contract to provide extended-day tutoring as required under the "No Child Left Behind" (NCLB) law. The services include individual or small-group instruction in reading, language, math and homework. The State Department of Education (SDOE) approved the contractor. Under the NCLB, twenty-seven MNPS Title 1 schools are required to offer parents the opportunity to select a State-approved contractor to provide tutoring for their children. The term of the contract is from September 1, 2008 to August 31, 2013.

FOR WHOM: Lowest-achieving eligible students (those receiving free or reduced meals) enrolled at Cameron Middle and Glenclyff and Stratford High Schools

HOW MUCH: \$8.07 per hour not to exceed \$67,750 for the first year of the contract. Compensation is determined by the SDOE.

HOW THIS CONTRACT WILL BE EVALUATED:

1. MNPS-generated student assessment data:
 - A. Grade-level TCAP Skill Proficiency in Reading, Vocabulary and/or Reading Composite
 - B. Reading Assessments
 - C. Word Recognition Level
 - D. Grades
 - E. Sight Words
 - F. ThinkLink Reading/Math Skill Mastery
 - G. Staff and Parent Surveys.
2. State Department of Education Evaluation Instrument:

Data collected by the Contractor or MNPS will be provided to the SDOE as part of the evaluation process.

MBPE Contract Number 2-332185-01
For Federal Programs and Grants
Metro Legal Control Number: Approved Template
Source of Funds: Title I

III. GOVERNANCE ISSUES

A. ACTION

2. CONSENT

AWARDING OF BIDS AND CONTRACTS

(12) **WHO:** Tennessee Department of Education

WHAT: Grant contract to fund travel expenses associated with mandatory professional development training on behavioral threat assessment based on studies of school shooting incidents. The term of the contract is from April 14, 2008 to October 14, 2009.

FOR WHOM: Linking Youth in Nashville with Comprehensive Services Team

HOW MUCH: \$3,400

HOW THIS CONTRACT WILL BE EVALUATED: Attendees' assessment of training effectiveness

MBPE Contract Number 2-100069-06
For Curriculum & Instruction/Special Education
Metro Legal Control Number A-22691

AWARDING OF BIDS AND CONTRACTS

(13) **WHO:** Mayor's Office of Emergency Management

WHAT: Memorandum of Understanding (MOU) for MNPS to acknowledge receipt of equipment in the past and to use and maintain it under terms of a grant from the Tennessee Emergency Management Agency to the Mayor's Office of Emergency Management to enhance the capabilities of first responders for homeland security. The term of the MOU is from August 1, 2003 and shall continue in perpetuity.

FOR WHOM: MNPS Office of Safety and Security

HOW MUCH: \$49,748.25 for communications equipment received in 2004 and \$181,000 for lockdown controls for ventilation systems at six high schools installed in 2005

HOW THIS CONTRACT WILL BE EVALUATED:

Evaluation is not pertinent. This is a requirement of State and Metro auditors.

MBPE Contract Number 2-214918-00
For Student Services/Safety and Security
Metro Legal Control Number: Approved by 11/10/08 email

III. GOVERNANCE ISSUES

A. ACTION

2. CONSENT

AWARDING OF BIDS AND CONTRACTS

(14) **WHO:** To Be Determined Prior to Board Meeting

WHAT: Performance contract to provide new and replacement installation, maintenance and repair of infrastructural wiring and the acquisition and installation of components for data, voice, audio-visual and video networks. Services meet the eligibility requirements for E-Rate funding. The term of the contract is from July 1, 2009 to June 30, 2014.

FOR WHOM: MNPS Information Technology (IT)

HOW MUCH: Approximately \$4 million per year

HOW THIS CONTRACT WILL BE EVALUATED: Inspection by MNPS IT personnel to confirm that

1. Each installation meets MNPS wiring and cabling standards
2. Asset tags and inventory labels are affixed to all electronics

MBPE Contract Number: To be determined

For Information Technology

Metro Legal Control Number: To be determined

Source of Funds: Capital and Operating Budgets

AWARDING OF BIDS AND CONTRACTS

(15) **WHO:** Wal-Mart Foundation

WHAT: Grant contract to fund the acquisition of specialized chairs, adapted eating utensils and adapted writing devices to meet Individualized Education Program (IEP) objectives. This is a one-time award.

FOR WHOM: MNPS students with physical and mental disabilities including autism

HOW MUCH: \$1,500

HOW THIS CONTRACT WILL BE EVALUATED: Extent to which items support attainment of IEP objectives

MBPE Contract Number 2-222788-00

For Curriculum & Instruction/Special Education

Metro Legal Control Number A-22778

Course Description for AP Studio Art/ IB Visual Art

The AP/IB course provides students with opportunities to make personal, sociocultural and aesthetic experiences meaningful through an emphasis on the production and understanding of art.

The AP/IB course requires an inquiring and integrated approach towards visual arts in their various historical and contemporary forms. This course will promote both visual and contextual knowledge of art from various cultures. The course will encourage the pursuit of quality work through experimentation and purposeful creative work in various expressive media.

Students will be expected to be externally assessed either through the submission of a 24 piece portfolio to the College Board or the mounting of a show with a visiting assessor from the International Baccalaureate Organization.

RESOLUTION

A RESOLUTION OF THE METROPOLITAN NASHVILLE BOARD OF EDUCATION ENCOURAGING THE TENNESSEE GENERAL ASSEMBLY AND THE TENNESSEE BOARD OF EDUCATION REQUIRE STUDENTS TO PASS A CORE SET OF END OF COURSE ASSESSMENTS IN ORDER TO GRADUATE FROM HIGH SCHOOL

WHEREAS, the State of Tennessee has boldly embraced a path to higher academic standards in K-12 public education through the Tennessee Diploma Project; and

WHEREAS, the Tennessee Board of Education has approved, as part of this transition, the elimination of Gateway Examinations, which were a “high stakes” requirement for graduation from high school, and has approved replacing the Gateways with a series of End of Course (EOC) assessments; and

WHEREAS, the End of Course assessments will count as 25% of a student’s course grade, and the Tennessee Board of Education intends to conduct statistical analysis to determine whether students’ course grades and EOC scores are within a reasonable range of each other, but passing any particular EOC, or any combination of EOCs, will not be a requirement for high school graduation; and

WHEREAS, the EOCs will still be the assessment of record for the purposes of compliance and accountability for the federal No Child Left Behind Act; and

WHEREAS, under this arrangement the End Of Course exams will essentially become a “high stakes” assessment for schools and school districts, but not for students, creating an undesirable and inadequate accountability structure for student achievement; and

WHEREAS, higher standards are less meaningful when they are not measured rigorously and tied to student accountability; and

THEREFORE, BE IT RESOLVED THAT the Metropolitan Nashville Board of Education encourages the Tennessee General Assembly and the Tennessee Board of Education to require students to pass a core set of End of Course assessments, (or an appropriate weighted sum of EOCs) in order to graduate from high school, so as to ensure that the high standards Tennessee has rightfully adopted are achieved.

BE IT FURTHER RESOLVED THAT the Metropolitan Nashville Board of Education applauds the General Assembly, the Tennessee Board of Education and the Governor for embracing more rigorous academic standards in K-12 public education in Tennessee.

Board of Education, Chair	Date
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County Clerk	Date
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Approved:	
Mayor	Date

Vetoed:	
Mayor	Date

RESOLUTION

A RESOLUTION OF THE BOARD OF EDUCATION FOR METROPOLITAN NASHVILLE BOARD OF EDUCATION REQUESTING THE TENNESSEE GENERAL ASSEMBLY TO LEAVE ALL SCHOOL CALENDAR DECISIONS UNDER CONTROL OF LOCAL EDUCATION AGENCIES

WHEREAS, the Metropolitan Nashville Board of Education is elected by the people to manage and control the public schools in Davidson County; and

WHEREAS, all across the State of Tennessee local communities choose their school board members to control the local educational agency; and

WHEREAS, the Metropolitan Nashville Board of Education understands that the local school calendar can have an impact on many aspects of our community; and

WHEREAS, such impact is felt by many stakeholders including families, the tourism industry and other local businesses; and

WHEREAS, the largest impact is felt by the most important stakeholders in public education: the students; and

WHEREAS, a school calendar which is set by the local education agency can offer high school students optimal opportunity to access higher education opportunities for college preparation and job readiness training by coordinating calendars with local universities and community colleges; and

WHEREAS, a school calendar which is set by the local education agency can be planned to allow high students to participate in end of course and other high stakes testing in December, prior to winter break, regardless of whether the schools follow a traditional or block schedule; and

WHEREAS, a school calendar which is set by the local education agency can be planned to give the highest achieving students the greatest amount of instruction prior to taking Advanced Placement tests; and

WHEREAS, a school calendar which is set by the local education agency allows locally elected officials to address the specific needs of their students and their communities;

NOW, THEREFORE, BE IT RESOLVED BY THE METROPOLITAN NASHVILLE BOARD OF EDUCATION AS FOLLOWS:

The Metropolitan Nashville Board of Education requests that the General Assembly recognize the most important function of a school calendar is to serve the educational needs of the students; and

BE IT FURTHER RESOLVED THAT the General Assembly recognize that it has already provided for equal educational opportunities across Tennessee by mandating a uniform one hundred and eighty (180) days of classroom instruction which must be in any calendar set by a local education agency; and

BE IT FURTHER RESOLVED THAT the General Assembly recognize that it has provided for teacher education by mandating five (5) days of in-service education per year which must be included in any calendar set by a local education agency; and

BE IT FURTHER RESOLVED THAT the General Assembly recognize that it has provided for parental involvement by mandating one (1) day for parent-teacher consultation that must be included in any calendar set by a local education agency;

BE IT FURTHER RESOLVED THAT the General Assembly recognize that it has established twelve (12) state holidays which are reflected in calendars established by local education agencies; and

BE IT FURTHER RESOLVED THAT, the General Assembly recognize that it has already passed legislation regarding commencement of the school year (Tenn. Code Ann. § 49-6-3004(f)); and

BE IT FURTHER RESOLVED THAT, the Tennessee General Assembly leave setting school calendars in the hands of the school boards elected by their communities to manage and control their local schools.

Board of Education, Chairman **Date**

County Clerk **Date**

Approved: _____
Mayor **Date**

Vetoed: _____
Mayor **Date**

CODE OF ETHICS

METROPOLITAN NASHVILLE PUBLIC SCHOOLS

Section 1. Definitions.

- (1) "School district" means Metropolitan Nashville Public Schools, which was duly created by a public or private act of the General Assembly; and which includes all boards, committees, commissions, authorities, corporations or other instrumentalities appointed or created by the school district or an official of the school district.
- (2) "Officials and employees" means and includes any official, whether elected or appointed, officer, employee or servant, or any member of any board, agency, commission, authority or corporation (whether compensated or not), or any officer, employee or servant thereof, of the school district.
- (3) "Personal interest" means, for the purpose of disclosure of personal interests in accordance with this Code of Ethics, a financial interest of the official or employee, or a financial interest of the official's or employee's spouse or child living in the same household, in the matter to be voted upon, regulated, supervised, or otherwise acted upon in an official capacity.

Section 2. Disclosure of personal interest in voting matters. An official or employee with the responsibility to vote on a measure shall disclose during the meeting at which the vote takes place, before the vote and to be included in the minutes, any personal interest that affects or that would lead a reasonable person to infer that it affects the official's or employee's vote on the measure. In addition, the official or employee may, to the extent allowed by law, recuse himself or herself from voting on the measure.

Section 3. Disclosure of personal interest in non-voting matters. An official or employee who must exercise discretion relative to any matter other than casting a vote and who has a personal interest in the matter that affects or that would lead a reasonable person to infer that it affects the exercise of the discretion shall disclose, before the exercise of the discretion when possible, the interest on the attached disclosure form and file the disclosure form with the school district's central office. In addition, the official or employee may, to the extent allowed by law, recuse himself or herself from the exercise of discretion in the matter.

Section 4. Acceptance of gifts and other things of value. An official or employee, or an official's or employee's spouse or child living in the same household, may not accept, directly or indirectly, any gift, money, gratuity, or other consideration or favor of any kind from anyone other than the school district that a reasonable person would understand was intended to influence the vote, official action or judgment of the official or employee in executing decision-making authority affecting the school district.

It shall not be considered a violation of this policy for an official or employee to receive entertainment, food, refreshments, meals, health screenings, amenities, foodstuffs, or

beverages that are provided in connection with a conference sponsored by an established or recognized statewide association of school board officials or by an umbrella or affiliate organization of such statewide association of school board officials.

Section 5. Ethics Complaints. The school district may create a School District Ethics Committee (the "Ethics Committee") consisting of three members who will be appointed to one-year terms by the Chairman of the Board of Education with confirmation by the board of education. At least two members of the committee shall be members of the board of education. The Ethics Committee shall convene as soon as practicable after its appointment and elect a chair and a secretary. The records of the Ethics Committee shall be maintained by the secretary and shall be filed in the office of the director of schools, where they shall be open to public inspection.

Questions and complaints regarding violations of this Code of Ethics or of any violation of state law governing ethical conduct should be directed to the chair of the Ethics Committee. Complaints shall be in writing and signed by the person making the complaint, and shall set forth in reasonable detail the facts upon which the complaint is based.

The School District Ethics Committee may investigate any credible complaint against an official or employee charging any violation of this Code of Ethics, or may undertake an investigation on its own initiative when it acquires information indicating a possible violation, and make recommendations for action to end or seek retribution for any activity that, in the Committee's judgment, constitutes a violation of this Code of Ethics. If a member of the Committee is the subject of a complaint, such member shall recuse himself or herself from all proceedings involving such complaint.

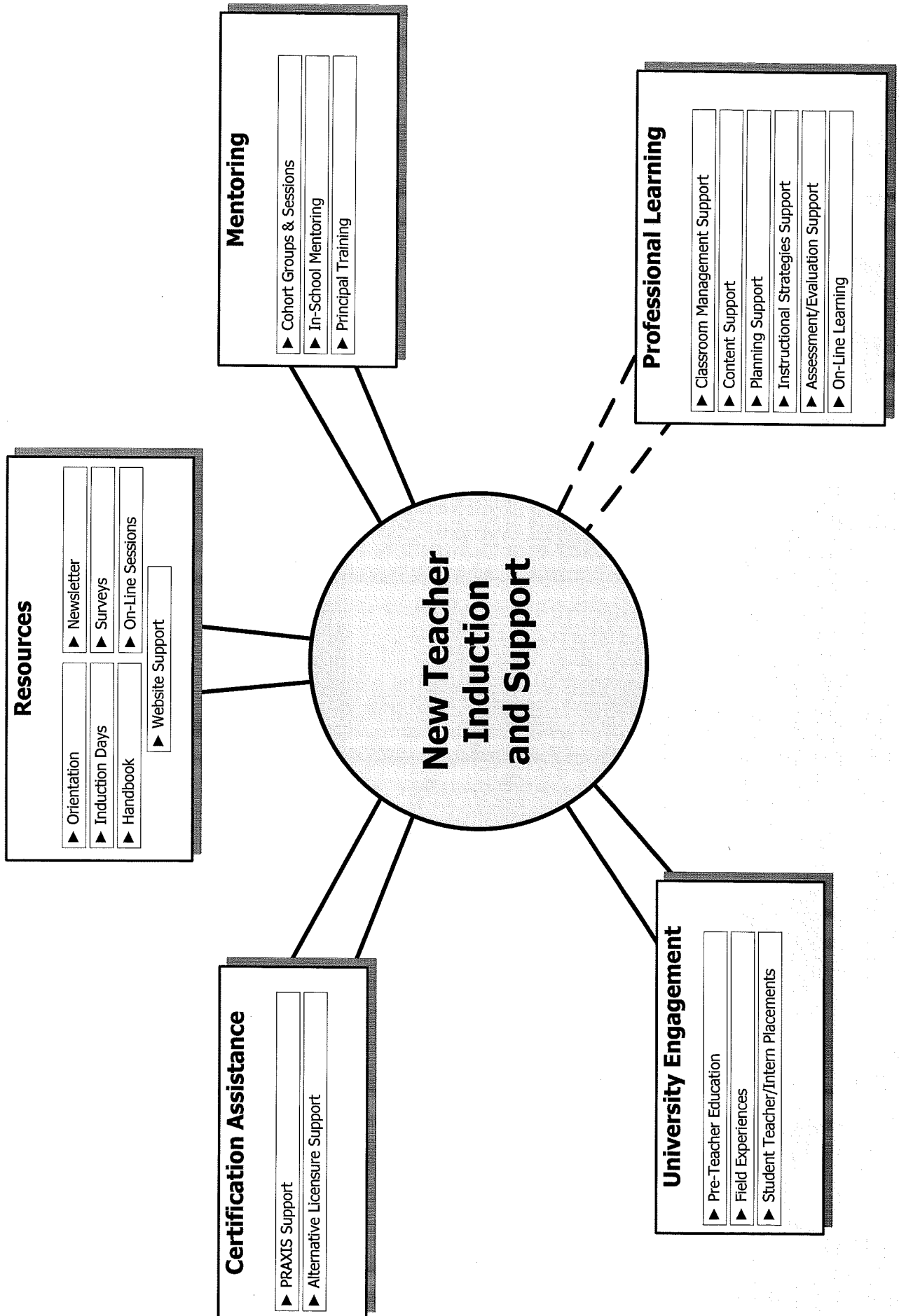
The Committee may:

- (1) refer the matter to the Board Attorney for a legal opinion and/or recommendations for action;
- (2) in the case of an official, refer the matter to the school board body for possible public censure if the board body finds such action warranted;
- (3) in the case of an employee, refer the matter to the official responsible for supervision of the employee for possible disciplinary action if the official finds discipline warranted;
- (4) in a case involving possible violation of state statutes, refer the matter to the district attorney for possible ouster or criminal prosecution;

Page 3 of 3

The interpretation that a reasonable person in the circumstances would apply shall be used in interpreting and enforcing this Code of Ethics. When a violation of this Code of Ethics also constitutes a violation of a personnel policy or a civil service policy, the violation shall be dealt with as a violation of the personnel or civil service provisions rather than as a violation of this Code of Ethics.

NEW TEACHER INDUCTION and SUPPORT MODEL



Office of New Teacher Induction

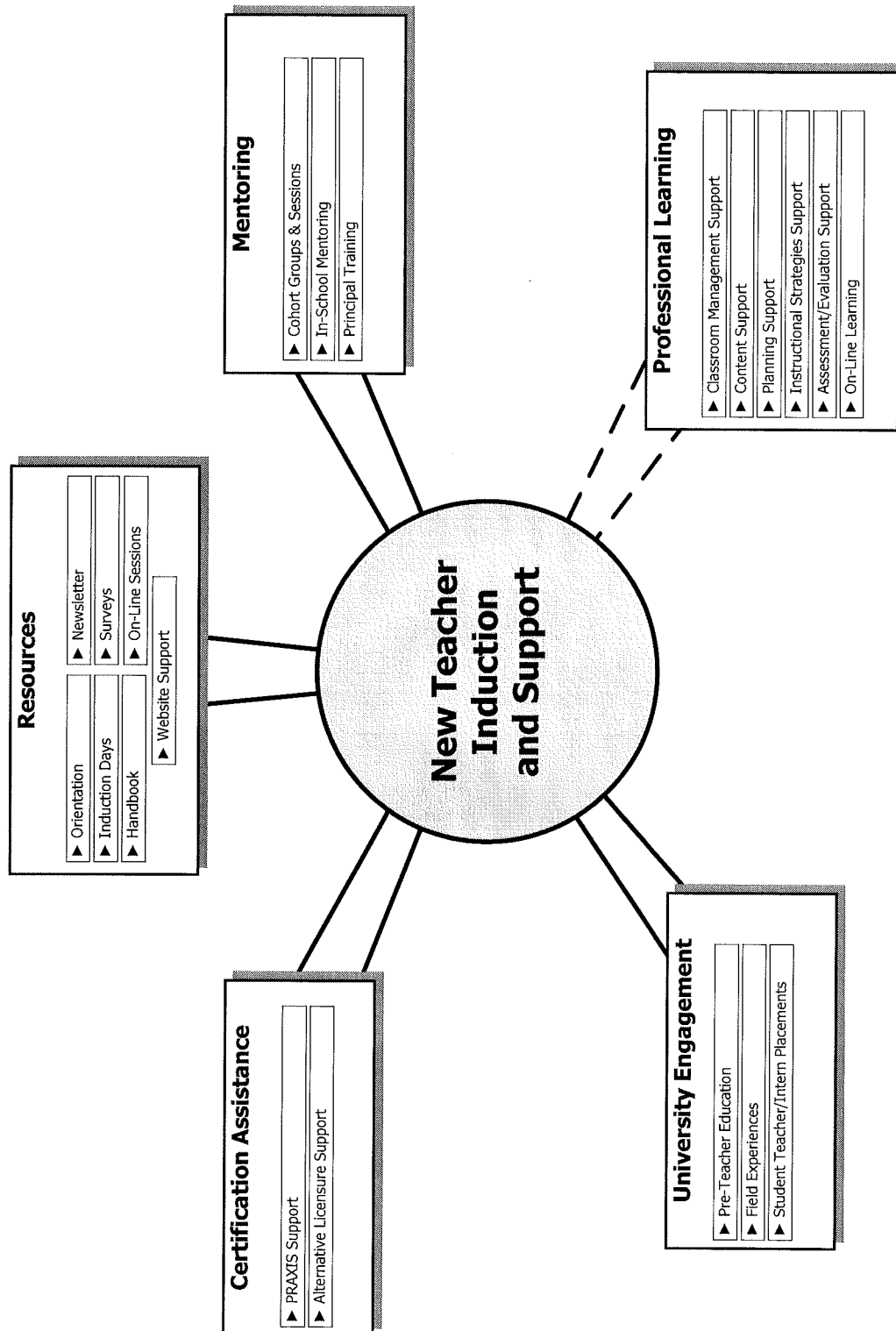
**Metropolitan Nashville Public Schools
Human Resources Department**

The Office of New Teacher Induction focuses on development and support of new teachers by providing appropriate resources and mentoring services to ensure success during the early years of teaching.

New Teacher Induction and Support Model

- A support model for the Office of New Teacher Induction has been developed.
- Components included in the model will offer new teachers a pathway that provides both guidance and assistance.
- *Research indicates that the single most important factor in improving student achievement is the effectiveness of the classroom teacher.*
- Who benefits? Our students!

NEW TEACHER INDUCTION and SUPPORT MODEL



NEW TEACHER INDUCTION and SUPPORT MODEL

- **Resources**
 - Orientation
 - Induction Days
 - Website Support
 - Handbook
 - Newsletter
 - Surveys
 - On-line Sessions
- **Mentoring**
 - Cohort Groups & Sessions
 - In-School Mentoring
 - Principal Training
- **University Engagement**
 - Pre-Teacher Education
 - Field Experiences
 - Student Teacher/Intern Placements

NEW TEACHER INDUCTION and SUPPORT MODEL

- **Certification Assistance**
 - Praxis Support
 - Alternative Licensure Support
- **Professional Learning**
 - Classroom Management Support
 - Content Support
 - Planning Support
 - Instructional Strategies Support
 - Assessment/Evaluation Support
 - On-Line Learning

Mentoring is considered an essential core element in the New Teacher Induction Model.

With initial and ongoing support in place, new teachers will have the opportunity to maximize their effectiveness from the beginning of their career.

Desired Results:

1	Establish the Office of New Teacher Induction
2	Utilize K-12 Insight for new teacher surveys
3	Formulate research-based decisions generated from a centralized database of new teacher information
4	Develop and implement the New Teacher Induction and Support Model
5	Develop a district-wide mentoring program for new teachers

Desired Results:

6	Collaborate with MNPS departments to identify career development opportunities for new teachers
7	Work with colleges and universities regarding student teacher placement to positively impact teacher recruitment
8	Identify appropriate and specific teacher retention goals through the analysis of baseline data from the previous eight years.
9	Create an easily replicable process within HR to obtain real-time metrics of importance to the Office of New Teacher Induction, including within school year and between school year teacher retention and mobility data, and survey information on new teachers.

Accountability

- MNPS Strategic Plan (Spring 2008)
- Tennessee Comprehensive Systemwide Planning Process (TCSPP; November 2008)
- Council of Chief State School Officers (CCSSO) District Audit (February 2008)
- Teacher Retention and Mobility, 2000-2008 Report (Spring 2009)

BOARD OF EDUCATION
CALENDAR OF UPCOMING EVENTS

<u>DATE</u>	<u>TIME</u>	<u>EVENT</u>	<u>LOCATION</u>
January 25		School Board Week	
January 27	5:00 p.m.	Board Meeting	Board Room
February 10	5:00 p.m.	Board Meeting	Board Room
February 24	5:00 p.m.	Board Meeting	Board Room

Sales Tax Collections - General Purpose Fund
As of December 20, 2008

MONTH	TOTAL 2007 - 2008		FY2008 - 2009		TOTAL 2008 - 2009	\$ Change For		\$ Change For		% Change		% Increase /	
	COLLECTIONS	Projection	103.86%	COLLECTIONS	2009	Month -	Projection	Month -	Collections	For Month -	Collections	Year-To-Date	Decrease
September	\$ 13,860,535.86	\$ 14,395,020.37		\$13,970,376.16			(\$424,644.21)		\$109,840.30		0.79%		0.79%
October	14,136,351.07	14,681,471.46		13,889,945.45			(791,526.01)		(246,405.62)		-1.77%		-0.49%
November	14,469,902.42	15,027,885.08		13,762,594.64			(1,265,290.44)		(707,307.78)		-5.14%		-2.03%
December	14,235,110.43	14,784,039.14		13,582,612.83			(1,201,426.31)		(652,497.60)		-4.80%		-2.71%
January	13,737,620.15	14,267,364.83											
February	18,565,676.46	19,281,598.74											
March	12,808,221.58	13,302,127.16											
April	12,228,781.38	12,700,342.82											
May	14,901,770.61	15,476,406.80											
June	13,972,031.18	14,510,815.13											
July	13,606,028.96	14,130,699.28											
August	14,857,885.28	15,430,829.18											
TOTAL	\$ 171,379,915.38	\$ 177,988,600.00		\$55,205,529.08			(\$3,682,886.97)		(\$1,496,370.70)				-2.71%

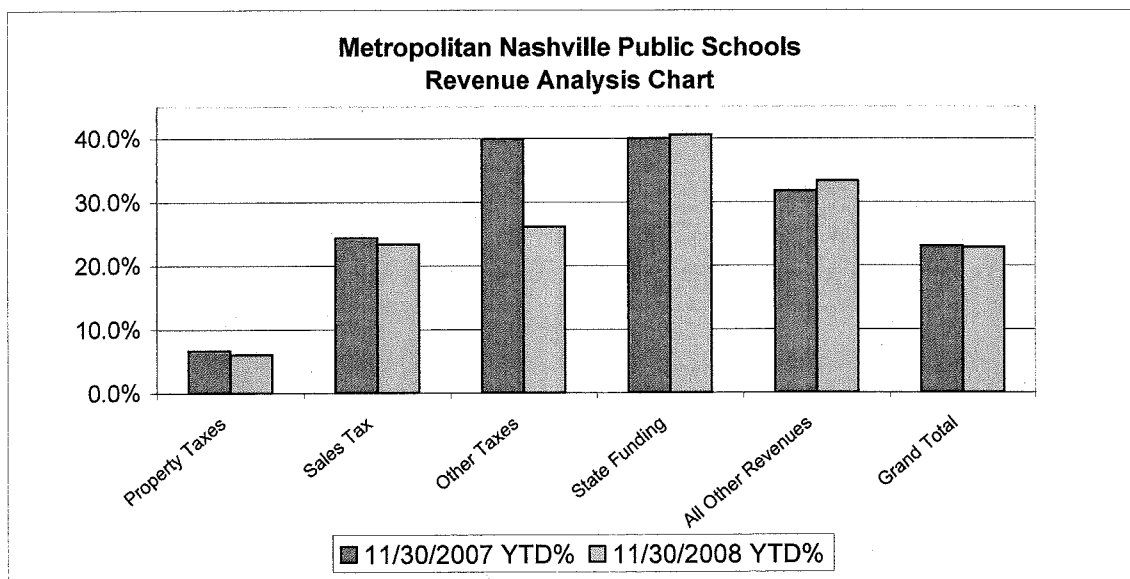
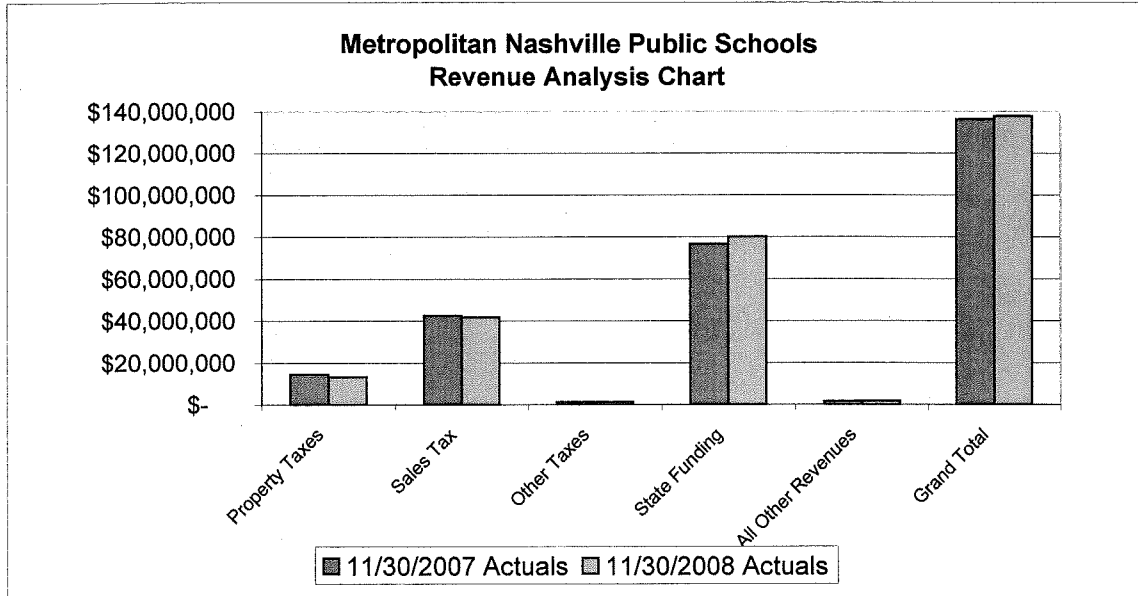
**Metropolitan Nashville Public Schools
General Purpose Fund # 35131
Monthly Budget Accountability Report
November 30, 2008**

	Without State Bonus				With State Bonus			
	FY08 Annual Budget	FY08 YTD Actuals Through Nov	FY08 YTD % Through Nov	FY09 Annual Budget	FY09 YTD Actuals Through Nov	FY09 YTD % Through Nov	FY09 YTD Budget Available Nov	
REVENUES:								
Charges, Commissions, & Fees	1,208,500	226,435	18.74%	750,000	218,815	29.18%	531,185	
Other Governments & Agencies	191,853,200	76,746,759	40.00%	195,195,200	78,031,612	39.98%	117,163,655	
Taxes, Licenses, & Permits	394,975,800	58,111,344	14.71%	401,306,500	56,078,245	13.97%	345,228,255	
Fines, Forfeits, & Penalties	5,300	3,625	68.40%	6,200	152,060	2452.58%	(145,860)	
Transfers From Other Funds and Units	2,205,700	468,209	21.23%	2,772,000	231,916	8.37%	2,540,084	
All Other Revenues	1,297,700	797,272	61.44%	1,468,100	1,060,805	72.26%	407,295	
TOTAL REVENUES	591,546,200	136,353,644	23.05%	601,498,000	135,773,453	22.57%	465,724,614	
EXPENSES:								
Salaries:								
Regular Pay	377,843,500	139,739,916	36.98%	388,156,700	148,652,113	38.30%	239,504,587	
Overtime	1,471,400	1,386,462	94.23%	2,308,800	1,132,016	49.03%	1,176,784	
All Other Salary Codes	8,666,900	3,008,034	34.71%	9,089,800	3,182,541	35.01%	5,914,390	
Total Salaries	387,981,800	144,134,412	37.15%	399,555,300	152,966,670	38.28%	246,595,761	
Fringes	110,782,700	39,999,316	36.11%	112,537,900	42,308,177	37.59%	70,222,329	
Other Expenses:								
Utilities	24,027,900	7,872,782	32.77%	24,294,500	8,365,611	34.43%	15,928,889	
Professional and Purchased Services	9,364,800	2,999,835	32.03%	9,206,400	4,203,672	45.66%	5,002,728	
Travel, Tuition, and Dues	1,034,700	374,716	36.21%	1,505,800	496,841	33.00%	1,008,959	
Communications	2,367,500	1,596,687	67.44%	6,124,400	1,278,886	20.88%	4,845,514	
Repairs and Maintenance Services	2,288,200	1,163,704	50.86%	2,851,300	1,576,416	55.29%	1,274,884	
Internal Service Fees	6,111,500	3,009,356	49.24%	6,723,100	2,665,999	39.65%	4,057,101	
Transfers To Other Funds and Units	12,046,000	5,197,880	43.15%	13,539,700	4,984,114	36.81%	8,555,586	
All Other Expenses	41,595,700	19,916,421	47.88%	44,423,700	23,465,551	52.82%	20,958,149	
Total Other Expenses:	98,836,300	42,131,381	42.63%	108,668,900	47,037,090	43.28%	61,631,810	
TOTAL EXPENSES	597,600,800	226,265,109	37.86%	620,762,100	242,311,937	39.03%	378,449,900	

METROPOLITAN NASHVILLE PUBLIC SCHOOLS

Revenue Analysis FY2008 and FY2009

Description	FY08 YTD Actuals through Nov 2007	FY08 Annual Revenue Budget	YTD %	FY09 YTD Actuals through Nov 2008	FY09 Annual Revenue Budget	YTD %
Property Taxes	\$ 14,455,395	\$ 217,545,200	6.6%	\$ 13,230,357	\$ 218,622,700	6.1%
Local Option Sales Tax	42,485,563	174,497,900	24.3%	41,641,815	178,060,300	23.4%
Other Taxes, License, Permits	1,170,385	2,932,700	39.9%	1,206,073	4,623,500	26.1%
State Funding	76,746,759	191,857,600	40.0%	80,046,045	197,209,700	40.6%
All Other Revenues	1,495,541	4,712,800	31.7%	1,663,595	4,996,300	33.3%
Grand Total	\$ 136,353,644	\$ 591,546,200	23.1%	\$ 137,787,886	\$ 603,512,500	22.8%



Metropolitan Nashville Public Schools
General Purpose Fund #35131
Expenditures by Function
For the Fiscal Year Ending June 30, 2009

Function #	Function Name	FY2009 Amended Budget	FY2009 YTD Actuals @ Nov 30, 2008	% Spent
ADMINISTRATION				
1100	OFFICE OF DIRECTOR OF SCHOOLS	479,600	186,432	38.9%
1110	BOARD OF EDUCATION	385,000	127,724	33.2%
1150	BUSINESS AND FACILITY SERVICES	380,900	110,503	29.0%
1180	ADA COMPLIANCE	102,200	38,010	37.2%
1190	ALIGNMENT NASHVILLE	150,000	40,219	26.8%
1200	HUMAN RESOURCES	2,655,300	1,067,527	40.2%
1205	EMPLOYEE RELATIONS	657,600	256,568	39.0%
1300	EMPLOYEE BENEFIT SERVICES	643,300	224,727	34.9%
1500	PURCHASING DEPARTMENT	376,000	121,024	32.2%
1600	FISCAL SERVICES	1,815,300	514,697	28.4%
1650	POSTAGE	410,000	177,229	43.2%
1700	STUDENT ASSIGNMENT SERVICES	702,400	194,876	27.7%
1750	CUSTOMER SERVICE CENTER	736,000	245,515	33.4%
1800	PUBLIC INFORMATION	661,200	190,369	28.8%
	TOTAL ADMINISTRATION	\$ 10,154,800	\$ 3,495,421	34.4%
CURRICULUM AND INSTRUCTION				
2050	LEARNING SUPPORT SERVICES	4,099,500	1,612,616	39.3%
2060	STUDENT DISCIPLINE SERVICES	1,173,000	369,558	31.5%
2109	FEDERAL PROGRAMS AND GRANTS	945,700	393,406	41.6%
2110	SUBJECT AREA COORDINATORS	1,532,300	538,378	35.1%
2112	CENTRAL GUIDANCE SERVICES	248,600	81,655	32.8%
2125	IN-SCHOOL SUSPENSION	1,837,300	661,242	36.0%
2126	HOMEBOUND PROGRAM - REGULAR EDUCATION	160,100	40,205	25.1%
2132	DRUG/ALCOHOL EDUCATION PROGRAM	102,200	37,724	36.9%
2136	GIFTED/TALENTED PROGRAM	2,204,400	826,965	37.5%
2145	INTERNATIONAL BACCALAUREATE PROGRAM	220,600	98,977	44.9%
2160	PSYCHOLOGICAL SERVICES	3,824,900	1,343,718	35.1%
2170	ASSESSMENT AND EVALUATION	2,512,500	1,048,930	41.7%
2171	CENTRAL LIBRARY SERVICES	1,228,600	337,626	27.5%
2178	INFORMATION TECHNOLOGY	11,679,400	4,139,618	35.4%
2180	TEXTBOOK PROGRAM	7,592,900	7,660,755	100.9%
2185	ESSENTIAL LITERATURE	70,000	65,481	93.5%
2200	DISTRICT STAFF DEVELOPMENT	2,086,500	687,185	32.9%
2202	OFFICE OF NEW TEACHER DEVELOPMENT	287,100	32,773	11.4%
2203	STAFF DEVELOPMENT SERVICES	441,600	82,987	18.8%
2204	AVID PROGRAM	940,500	279,327	29.7%
2215	PRINCIPAL LEADERSHIP ACADEMY	140,000	140,000	100.0%
2230	ELEMENTARY READING SPECIALIST	4,950,400	1,844,732	37.3%
2240	SUPPLEMENTARY TEACHER PAY	124,800	52,953	42.4%
2282	HANDS ON SCIENCE PROGRAM	437,000	190,263	43.5%
2307	ROTC TEACHING PROGRAM	610,600	205,727	33.7%
2308	PALS TEACHING PROGRAM	867,000	289,684	33.4%
2310	PRINCIPALS	37,689,700	14,727,012	39.1%
2311	GUIDANCE SERVICES	16,709,700	6,345,202	38.0%
2312	LIBRARY SERVICES	10,803,300	4,069,477	37.7%
2313	REGULAR/VOCATIONAL SUBSTITUTES	6,957,800	3,449,611	49.6%
2314	HEALTH SERVICES	3,299,100	921,912	27.9%
2315	SPECIAL EDUCATION SUBSTITUTES	811,400	165,616	20.4%
2316	SCHOOL FUNDING ALLOCATION	3,651,200	1,135,248	31.1%
2320	REGULAR TEACHING	219,266,800	85,992,445	39.2%
2321	PRE-K INSTRUCTION	4,867,100	1,384,447	28.4%
2322	CLASSROOM PREPARATION DAY	608,600	631,169	103.7%
2323	ENGLISH LANGUAGE LEARNER - SUPERVISION	164,200	61,910	37.7%
2324	ENGLISH LANGUAGE LEARNER	18,807,500	6,923,054	36.8%
2325	MAKING A CHANGE (MAC) PROGRAM	664,000	138,901	20.9%
2332	SMALLER LEARNING COMMUNITIES (SLC)	586,500	191,255	32.6%
2336	VANDERBILT MATH & SCIENCE PROGRAM	300,000	254,669	84.9%
2371	CAMPUS SUPERVISORS	4,055,600	1,412,707	34.8%
2381	BAND UNIFORMS	90,000	-	0.0%
2382	STATE TEACHER ONE TIME BONUS	2,014,500	2,014,763	0.0%
2386	FEE WAIVERS	350,000	113,229	32.4%
2388	CREDIT RECOVERY PROGRAM	680,000	4,307	0.6%
2505	VOCATIONAL EDUCATION SUPERVISION	242,800	99,263	40.9%
2520	VOCATIONAL EDUCATION TEACHING	8,303,000	2,949,889	35.5%
2555	METROPOLITAN GOVERNMENT IT CHARGES	4,506,600	1,993,500	44.2%

Metropolitan Nashville Public Schools
General Purpose Fund #35131
Expenditures by Function
For the Fiscal Year Ending June 30, 2009

Function #	Function Name	FY2009 Amended Budget	FY2009 YTD Actuals @ Nov 30, 2008	% Spent
2600	ALTERNATIVE LEARNING PROGRAMS	2,581,500	964,048	37.3%
2650	NON-TRADITIONAL SCHOOLS	1,538,100	518,367	33.7%
2700	OPENING SCHOOLS PLAN	4,206,000	1,364,657	32.4%
2711	SPECIAL EDUCATION GUIDANCE	131,200	51,178	39.0%
2805	SPECIAL EDUCATION SUPERVISION	903,600	376,294	41.6%
2810	SPECIAL EDUCATION PRINCIPALS	717,100	296,598	41.4%
2820	SPECIAL EDUCATION TEACHING	56,005,300	20,727,836	37.0%
2998	EXTENDED CONTRACT	1,800,000	573,161	31.8%
2999	CAREER LADDER	3,091,200	59,753	1.9%
	TOTAL CURRICULUM AND INSTRUCTION	\$ 466,720,900	\$ 182,973,961	39.2%
ATTENDANCE AND SOCIAL SERVICES				
3100	ATTENDANCE SERVICES	1,046,700	376,971	36.0%
3200	SOCIAL SERVICES	1,999,100	670,381	33.5%
	TOTAL ATTENDANCE AND SOCIAL SERVICES	\$ 3,045,800	\$ 1,047,352	34.4%
TRANSPORTATION				
4110	TRANSPORTATION SUPERVISION	2,151,500	853,691	39.7%
4120	STOCKROOM	115,900	42,357	36.5%
4130	OPERATION OF SCHOOL BUSES	16,750,300	6,190,394	37.0%
4131	OPERATION OF SPECIAL EDUCATION BUSES	7,688,400	3,031,337	39.4%
4136	SUPPORT BUS DRIVERS	413,600	156,951	37.9%
4137	BUS MONITORS	3,172,700	1,222,680	38.5%
4160	MAINTENANCE OF VEHICLES	4,065,200	1,657,213	40.8%
4319	MTA MAGNET CONTRACT	350,000	225,620	64.5%
	TOTAL TRANSPORTATION	\$ 34,707,600	\$ 13,380,243	38.6%
OPERATION OF PLANT				
5110	SUPERVISION	680,200	281,679	41.4%
5120	PORTABLE MOVING	355,000	539,169	151.9%
5200	CARE OF GROUNDS	2,320,800	937,134	40.4%
5210	CUSTODIAL SERVICES	27,478,700	11,135,195	40.5%
5211	CUSTODIAL SERVICES - SPECIAL EDUCATION	390,700	133,814	34.2%
5220	UTILITY SERVICES, NATURAL GAS	4,747,000	507,737	10.7%
5230	UTILITY SERVICES, WATER & SEWER	2,776,600	1,129,062	40.7%
5240	UTILITY SERVICES, ELECTRICITY	15,707,900	6,731,529	42.9%
5250	UTILITY SERVICES, TELEPHONES	1,300,000	577,314	44.4%
5260	UTILITY SERVICES, WASTE DISPOSAL	731,000	280,153	38.3%
5280	RADIO TRANSMISSION	522,600	170,237	32.6%
5315	FIXED ASSET SERVICES	367,400	139,197	37.9%
5320	DELIVERY & MAIL SERVICE	433,700	166,586	38.4%
5325	SAFETY AND SECURITY	1,915,900	831,738	43.4%
5326	ATHLETIC EVENT SECURITY	170,000	72,276	42.5%
5330	MAINTENANCE OF OPERATIONS EQUIPMENT	215,000	50,911	23.7%
	TOTAL OPERATION OF PLANT	\$ 60,112,500	\$ 23,683,731	39.4%
MAINTENANCE OF BUILDINGS				
6110	MAINTENANCE SUPERVISION	492,100	230,452	46.8%
6120	CONSTRUCTION SUPERVISION	416,200	159,395	38.3%
6300	MAINTENANCE OF FACILITIES	15,602,700	7,172,876	46.0%
	TOTAL MAINTENANCE OF BUILDINGS	\$ 16,511,000	\$ 7,562,723	45.8%
FIXED CHARGES				
7311	RETIREES GROUP INSURANCE-CERTIFICATED	12,655,700	5,082,379	40.2%
7315	EMPLOYEE DEATH BENEFITS	74,000	26,667	36.0%
7316	EMPLOYEE INJURIES ON THE JOB REIMBURSEMENT	1,465,100	732,551	50.0%
7318	RETIREMENT SICK LEAVE PAY-CERTIFICATED	1,020,700	277,115	27.1%
7319	RETIREMENT SICK LEAVE PAY-SUPPORT	208,100	47,940	23.0%
7320	BUILDINGS AND CONTENTS INSURANCE	590,500	295,250	50.0%
7321	BOILER & ELEVATOR INSPECTION	50,000	15,585	31.2%
7325	INSURANCE RESERVE	14,700	3,000	20.4%
7340	LIABILITY INSURANCE	540,600	523,512	96.8%
7499	GUARANTEED PENSION PAYMENT	4,285,000	1,785,417	41.7%
7777	PROPERTY TAX REFUND	2,986,400	7,173	0.2%
7900	LEGAL SERVICES	207,000	96,000	46.4%
	TOTAL FIXED CHARGES	\$ 24,097,800	\$ 8,892,588	36.9%

Metropolitan Nashville Public Schools
General Purpose Fund #35131
Expenditures by Function
For the Fiscal Year Ending June 30, 2009

Function #	Function Name	FY2009 Amended Budget	FY2009 YTD Actuals @ Nov 30, 2008	% Spent
ADULT AND COMMUNITY SERVICES				
8100	COMMUNITY EDUCATION	215,000	107,500	50.0%
8119	DISTRICT DUES	67,100	67,050	99.9%
8320	ADULT EDUCATION PROGRAM	784,100	285,636	36.4%
	TOTAL ADULT AND COMMUNITY SERVICES	\$ 1,066,200	\$ 460,186	43.2%
	OPERATING TRANSFER TO CHARTER SCHOOLS FUND	\$ 4,066,000	\$ 1,563,289	38.4%
	REIMBURSABLE PROJECTS	\$ 2,294,000	\$ 1,267,205	55.2%
	GRAND TOTAL:	\$ 622,776,600	\$ 244,326,700	39.2%