



AMENDED AGENDA

METROPOLITAN BOARD OF PUBLIC EDUCATION
2601 Bransford Avenue, Nashville, TN 37204
Regular Meeting – February 23, 2021 – 5:00 p.m.
Christiane Buggs, Chair

I. CONVENE and ACTION

- A. Call to Order
- B. Establish Quorum

II. GOVERNANCE ISSUES- OUR ORGANIZATION

A. Actions

1. Consent

- a. Approval of Minutes – 01/26/21 - Meeting
- b. Awarding of Purchases and Contracts
 - 1. Ahead, Inc.
 - 2. Allied Electric Motor Co.
 - 3. Apple, Inc.
 - 4. Franklin Covey Client Sales, Inc.
 - 5. McGrath Rent Corp dba Mobile Modular Management
 - 6. Millsaps Gowan Government Relations
 - 7. Nashville Teacher Residency
 - 8. Nearpod, Inc.
 - 9. TNTP, Inc.
 - 10. Vanderbilt University Medical Center

c. Special Course Adoptions

- 2. A Proclamation, Recognizing the Importance of Arts Education

III. REPORTS

A. Director's Report

- Core Tenet: Empower and Equip Leaders at All Levels
 - Signature Initiative: Leadership Framework
 - Focused Outcomes: Academics, SEL, Transitions

Metropolitan Board of Public Education

Agenda

February 23, 2021

- IV. WRITTEN INFORMATION TO THE BOARD
 - A. **Sales Tax Collections as of February 20, 2021**

- V. ANNOUNCEMENTS

- VI. ADJOURNMENT

METROPOLITAN NASHVILLE PUBLIC SCHOOL BOARD MEETING –
January 26, 2021 *This meeting was held virtually in accordance with Governor Bill Lee’s Executive Order #16 that allows Local Governments to hold public meeting electronically to the COVID-19 health crisis.*

Members Present: Christiane Buggs, chair, Freda Player-Peters, Fran Bush, Gini Pupo-Walker, Rachael Anne Elrod vice-chair, Christiane Buggs, Emily Masters, Abigail Tylor, John Little and Sharon Gentry

Meeting called to order: 5:00 p.m.

CONVENE AND ACTION

- A. Call to Order
Christiane Buggs called the meeting to order.

GOVERNANCE ISSUES

- A. 1. Consent
 - a. Approval of Minutes – 10/27/2020 - Meeting
 - b. Awarding of Purchases and Contracts
 - 1. Apple, Inc.
 - 2. Carter Group, LLC
 - 3. Case Restoration Company
 - 4. Council of the Great City Schools (CGCS)
 - 5. Envirowerks, LLC
 - 6. IDSC Holdings, LLC dba Snap-on Industrial, a Division of IDSC Holdings LLC
 - 7. IGAEB, LLC
 - 8. Jarrett Builders, Inc. (2 Contract Amendments)
 - 9. Jason Carter Backhoe (2 Contract Amendments)
 - 10. Johnson Control Fire Protection LP
 - 11. Levy Industrial Contractors, Inc.
 - 12. Meharry Medical College
 - ~~13. Orion Building Corporation (2 Contracts)~~

14. Personal Computer Systems, Inc. (2 Purchases)
 15. Pollock Printing Company, Inc.
 16. Richland Industries, LLC
 17. SSDC Services Corporation
 18. Walker Building Group, LLC
- c. Capital Improvement Budget – Recommended Approval Capital Needs Committee

Emily Masters pulled A-1-b-(13) Orion Building Corporation (2 Contracts)

Motion to approve consent agenda
By Sharon Gentry, seconded Abigail Tylor
Motion Passes
Vote: 9-0

Motion to deny A-1-b-(13) Orion Building Corporation (2 Contracts)
By Emily Masters, seconded Abigail Tylor
Motion Fails
Vote: 5 (no) – 2 (yes – Abigail Tylor and Emily Masters) – 2 (abstain – John Little and Fran Bush)

Motion to approve A-1-b-(13) Orion Building Corporation (2 Contracts)
By Sharon Gentry, seconded Gini Pupo-Walker
Motion Passes
Vote: 5 – 4 (abstain – John Little, Fran Bush, Emily Masters, Abigail Tylor)

2. Resolution Regarding Teacher Evaluations for the 2020-2021 Academic Year

WHEREAS, the Metropolitan Nashville Public Schools Board of Education is elected by the people of Davidson County to govern the Metropolitan Nashville Public Schools; and T.C.A. §49-2-203 authorizes local boards of education to govern their respective districts; and

WHEREAS, the Metropolitan Nashville Public Schools Board of Education acknowledges that in the 2020-2021 school year teachers face unprecedented challenges in their professional duties due to COVID-19; and

WHEREAS, the COVID-19 pandemic has altered every aspect of teaching, requiring each educator to deal with unique situations and experiences in the performance of their duty, from virtual to in-person instruction, address the academic and emotional needs of students, and cope with health concerns caused by the pandemic; and

WHEREAS, such variances of instruction and professional conditions makes it impossible to implement consistent and equitable evaluation of teachers in the 2020-2021 school year; and

WHEREAS, given on April 2, 2020, Governor Bill Lee signed Public Chapter 652 which suspends aspects of teacher evaluation and allowed the State Board of Education to promulgate necessary rules to address issues created by COVID-19 in the 2019-2020 school year. In doing so, the State established a precedent for suspending teacher evaluations as the pandemic situation warrants;

THEREFORE, BE IT RESOLVED that we, the **METROPOLITAN NASHVILLE BOARD OF EDUCATION** hereby urge the State of Tennessee to suspend all state-required teacher evaluations for school year 2020-2021 as an important step in the fair treatment of educators, allowing them to focus instead on student safety, health protocols, remediation, and recouping lost instruction time from the prior school year.

BE IT FURTHER RESOLVED that approval of this resolution in no way diminishes the importance of the Board's vision, goals, or objectives related to the performance and professionalism of the educators of Metropolitan Nashville Public Schools, nor does it diminish the Board's expectation for high academic standards, accountability measures, or student assessments to inform effective instruction.

**Motion to approve Resolution Regarding Teacher Evaluations for the 2020-2021 Academic Year
By Abigail Tylor, seconded Freda Player-Peters
Motion Passes
Vote: 9-0**

3. Charter School Renewals:

Motion to approve the renewal of Cameron College Prep's charter.

**By Freda Player-Peter, seconded John Little
Motion Passes**

Vote: 6-3 (Abigail Tylor, Emily Masters, Rachael Anne Elrod

Motion to approve the renewal of East End Prep's charter.

By Christiane Buggs, seconded Gini Pupo-Walker

Motion Passes

Vote: 6-3 (Abigail Tylor, Emily Masters, Rachael Anne Elrod.

Motion to approve the renewal of STEM Prep's charter.

By Gini Pupo-Walker, seconded Christiane Buggs

Motion Passes

Vote: 6-3 (Abigail Tylor, Emily Masters, Rachael Anne Elrod.

Motion to approve the renewal of Nashville Collegiate Prep's charter.

By Christiane Buggs, seconded Freda Player-Peters

Motion Passes

Vote: 6-3 (Abigail Tylor, Emily Masters, Rachael Anne Elrod.

Motion to approve the renewal of Liberty Collegiate/Republic High Schools charter.

By John Little, seconded Freda Player-Peters

Motion Passes

Vote: 6-3 (Abigail Tylor, Emily Masters, Rachael Anne Elrod.

DIRECTOR'S REPORT

- A. Our Students – Dr. Battle and staff gave a report.
- B. Reopening of Metro Nashville Public Schools, Learning Loss amongst our IEP, Special Education and Traditional Students – Administration and staff answered Fran Bush's questions.

ANNOUNCEMENTS

- A. Sharon Gentry announced that 24 students from Whites Creek High School have already received credit from the MNPS partnership with Whites Creek High School.
- B. Emily Masters read a "Thank You" letter for teachers.
- C. John Little announced that he would be attending a PTA meeting at Stanford Montessori School on Feb. 4th.
- D. Freda Player Peters announced Croft Middle School would be holding Open Houses on Jan. 28 and Feb. 4. She congratulated Glenclyff Elementary for the receiving America's Entrepreneurial School destination. She also announced The School at Vanderbilt Math and Science is accepting 8th grader applicants.
- E. Gini Pupo-Walker thanked the EL Office for offering virtual resources for MNOS parents.
- F. Abigail Tylor announced that Bellevue Middle School is hosting a 5th grade Open House on Jan. 28.
- G. Rachael Anne Elrod announced that Cole Elementary has an important parent meeting on Jan 28.
- H. Christiane Buggs congratulated the Principal of Year Matthew Portell, from Fall Hamilton Elementary School. She announced the Board Retreat would be held Feb. 5.

Ms. Buggs adjourned the meeting at 9:35 p.m.



Chris M. Henson
Board Secretary

Christiane Buggs
Board Chair

Date

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(1) VENDOR: Ahead, Inc.

SERVICE/GOODS (SOW): Dell VXRail Hyperconverged Server System, Installation, and Configuration

SOURCING METHOD: Metro Government RFP

TERM: February 24, 2021 through December 16, 2024

FOR WHOM: MNPS Students, Staff, and Public

COMPENSATION: Total compensation under this purchase will not exceed \$138,310.36

OVERSIGHT: Technology Services

EVALUATION: Quality of network performance and vendor support

MBPE CONTRACT NUMBER: Metro Gov. Contract 6483847

SOURCE OF FUNDS: Capital Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(2) VENDOR: Allied Electric Motor Co.

SERVICE/GOODS (SOW): Provision of HVAC Motors Service and Repair on an as-needed basis, an Indefinite Delivery/Indefinite Quantity (IDIQ) contract.

SOURCING METHOD: RFP 98208

TERM: February 24, 2021 through February 23, 2026

FOR WHOM: MNPS Schools and Facilities

COMPENSATION: Contractor shall be paid on a project-by-project quote in accordance with the terms and conditions of the request and contract.

Total compensation under this contract is not to exceed \$500,000.

OVERSIGHT: Facility Planning & Construction

EVALUATION: Quality and timeliness of goods and services provided.

MBPE CONTRACT NUMBER: 7506244

SOURCE OF FUNDS: Operating Budget

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(3) VENDOR: Apple, Inc.

SERVICE/GOODS (SOW): For the purchase of seven (7) 16-inch MacBook Pro's with Touch Bar and 4-year Apple Care.

SOURCING METHOD: State of Tennessee Sourcing Event 553

TERM: Immediate Purchase

FOR WHOM: Cane Ridge High School

COMPENSATION: Total compensation under this purchase will not exceed \$ 27,076.

OVERSIGHT: Learning Technology

EVALUATION: Quality of products and timeliness of services provided

MBPE CONTRACT NUMBER: Purchase Order to be issued pending Board approval

SOURCE OF FUNDS: Federal Funds - Carl Perkins Grant

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(4) VENDOR: Franklin Covey Client Sales, Inc.

SERVICE/GOODS (SOW): Amendment #1 switches the contract number over to 7486188, increases the total compensation by \$300,000, and updates the Criminal Background Check language in the contract. Contractor provides Franklin Covey Leader in Me (LiM) behavior intervention curriculum to requesting MNPS schools in grade bands K-12. Intervention curriculum includes all associated subscriptions/licenses, materials, and/or professional development training.

SOURCING METHOD: Amendment of a previously approved Board contract

TERM: February 24, 2021 through August 13, 2024

FOR WHOM: All MNPS Schools

COMPENSATION: Amendment #1 increases the total compensation by \$300,000.

Total compensation under this contract is not to exceed \$400,000.

OVERSIGHT: Exceptional Education

EVALUATION: Quality of the products and trainings provided. Effectiveness of the products and trainings in classroom application.

MBPE CONTRACT NUMBER: 7486188 (previously 2-00804-00)

SOURCE OF FUNDS: Individual School Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(5) VENDOR: McGrath Rent Corp dba Mobile Modular Management

SERVICE/GOODS (SOW): For the purchase, delivery, and complete setup of two (2) new 20' x 40' Modular Classroom Buildings in accordance with the terms, conditions, and specifications as detailed in RFQ#100210.

SOURCING METHOD: ITB 100210

TERM: February 24, 2021 through June 30, 2021

FOR WHOM: Facility Planning & Construction

COMPENSATION: Contractor shall be paid \$65,620 per modular building being purchased.

Total compensation under this contract is not to exceed \$131,240.

OVERSIGHT: Facility Planning & Construction

EVALUATION: Based on the quality and adherence of the modular buildings to the MNPS required specifications as well as the timeliness of delivery.

MBPE CONTRACT NUMBER: 7506811

SOURCE OF FUNDS: Capital Funds - MNPS Tornado Repairs

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(6) VENDOR: Millsaps Gowan Government Relations

SERVICE/GOODS (SOW): MNPS will reimburse Shelby County Schools (Fiscal Agent for 2021) for governmental consulting service expenses of the Coalition of Large School Systems (CLASS) in Tennessee.

SOURCING METHOD: Professional (Legal) Services

TERM: Fiscal Year 2021-2022

FOR WHOM: Board of Education

COMPENSATION: Total compensation under this agreement will not exceed \$ 37,500.

OVERSIGHT: Board of Education

EVALUATION: Quality and timeliness of services provided

MBPE CONTRACT NUMBER: Joint agreement between Shelby County Schools, Knox County Schools, Hamilton County Schools, and Davidson County Schools

SOURCE OF FUNDS: Operating Budget

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(7) VENDOR: Nashville Teacher Residency

SERVICE/GOODS (SOW): Nashville Teacher Residency will recruit, train, and place candidates within high-need schools.

SOURCING METHOD: Purchase Exception Report

TERM: Work has already taken place without a PO.

FOR WHOM: All MNPS

COMPENSATION: Total compensation for this purchase will not exceed \$ 68,000.

OVERSIGHT: Human Resources

EVALUATION: Quality of services provided.

MBPE CONTRACT NUMBER: No Contract

SOURCE OF FUNDS: Operating Budget

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(8) VENDOR: Nearpod, Inc.

SERVICE/GOODS (SOW): For the purchase of Nearpod's lesson, video, training, activity creation, and delivery platform.

SOURCING METHOD: Cooperative Choice Partners 18/056KD-39

TERM February 24, 2021 through February 1, 2022

FOR WHOM: MNPS Priority Schools

COMPENSATION: Total compensation under this contract will not exceed \$53,544.

OVERSIGHT: Schools of Innovation

EVALUATION: Quality and timeliness of services provided.

MBPE CONTRACT NUMBER: Purchase Order to be issued pending Board approval

SOURCE OF FUNDS: Federal Funds - Priority School Improvement Grant

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(9) VENDOR: TNTP, Inc.

SERVICE/GOODS (SOW): Contractor to provide MNPS staff with professional development in school-based leadership. Services may be ordered by individual schools or centrally at the district level on an Indefinite Delivery/Indefinite Quantity (IDIQ) basis.

SOURCING METHOD: RFQ 58122

TERM: February 24, 2021 through July 14, 2025

FOR WHOM: All MNPS

COMPENSATION: Contractor shall be paid in accordance with Exhibit A of the Contract.

Total compensation under this contract is not to exceed \$300,000.

OVERSIGHT: Federal Programs

EVALUATION: Based on the quality and effectiveness of professional development provided.

MBPE CONTRACT NUMBER: 7497855

SOURCE OF FUNDS: Individual School Budgets, Federal, or School-based Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(10) VENDOR: Vanderbilt University Medical Center

SERVICE/GOODS (SOW): Amendment #2 to update the contract number from 2-243685-00 Addendum 2 to R12 contract number 10167, extend the term to 6/30/2022, and to increase the not-to-exceed amount by \$15,000 for a new not-to-exceed value of \$80,000. Amendment #1 to extend the term to 6/30/2021, increase the not-to-exceed amount by \$45,000 to a new not-to-exceed value of \$65,000, and updated scope to include tournament coverage. Contract is for the provision of Athletic Trainers for MNPS Athletic events.

SOURCING METHOD: Amendment of a previously approved Board contract

TERM: February 24, 2021 through June 30, 2022

FOR WHOM: MNPS Athletic Teams

COMPENSATION: Amendment #2 increases the compensation of the contract by \$15,000.

Total compensation under this contract is not to exceed \$80,000.

OVERSIGHT: Athletic Department

EVALUATION: Quality of services provided.

MBPE CONTRACT NUMBER: 10167 (previously 2-243685-00 Add 2)

SOURCE OF FUNDS: Operating Budget

Special Courses for Consent Agenda

New Courses for English Learners:

SIFE Citizenship: The purpose of this elective is to introduce non-English proficient Recently Arrived English Learner (RAEL) students with interrupted or minimal prior education to Social Studies. Students in this class will build valuable background knowledge, academic vocabulary and new content understanding in geography, history and government of the United States; and to the rights, duties, and responsibilities to those who live here. This course will prepare students for upcoming high school social studies courses and cross curricular academic experiences. Special attention will be given to content.

SIFE Math: This course is designed for WIDA Entering level Recently Arrived English Learners (RAELs) with limited, minimal or no formal instruction in math. The course will focus on introducing and strengthening basic math knowledge through the study of mathematical vocabulary, symbols, operations, visual representations, and concepts. This course serves to better prepare students for participation in the study of math throughout secondary school and exposure to standards for mathematical practice, mathematical modeling and literacy standards for math.

SIFE Science: This course is designed to introduce non-English proficient Recently Arrived English Learner (RAEL) students with interrupted or minimal prior education to Science. Students in this class will build valuable background knowledge and new content understanding in Ecology, Biology, Physical Science, and Chemistry. This course will prepare students for upcoming high science courses and cross curricular academic experiences. Special attention will be given to content, language and literacy building strategies.

SIFE Tech: The Technology RAELs course is designed for students with limited or no experience using technology. The course will develop students' general technological literacy skills and capabilities, so they will be better prepared to use technology in the secondary school environment and for success in a highly technical society. A hands-on program of study will be used to teach the development and applications of technology in the academic and personal lives of students. Special attention will be given to computer applications, technology tasks, and language parity. Complex academic language, unction and structure are highlighted in order to provide access into projects and task in order to build important skills.

Charter School Special Courses:

Leadership I, II, III, & IV: This is the first of a four-year course sequence that culminates in a four-year portfolio. The four aims of our graduate profile are grounded in a basic self-other-world model. We believe living inspired and purposeful lives requires being able to stand firmly in one's identity (self), to contribute to one's many communities (other), and to competently chart and travel one's life journey in the service of others (world). In order to do this, we believe scholars will require a reliable Inner Compass, demonstrable Intellectual Prowess, an ability to Thrive in a Diverse World, and Wayfinding skills.

Previously approve courses: (the state asks LEAs to reply every 3 years)

AICE Marine Science: Students have a strong desire for more science electives. Students taking Marine Science build on foundational skills studied in Biology and it supports their progression of knowledge. The emphasis throughout is on the understanding of concepts and the application of ideas to new contexts as well as on the acquisition of knowledge, and the course encourages creative thinking and problem-solving skills which are transferable to any future career path. It is expected that practical activities will underpin the teaching of the whole course. Cambridge International Marine Science can form part of an ideal subject combination for learners who want to study Marine Biology or Environmental Science at university or to follow a career in shipping, fisheries, tourism or aquaculture.

Advanced Seminar: Advanced Seminar is an elective class focused on the development of the skills necessary to create and facilitate complex-text centered seminars/discussions with their peers in the class and across the school. The course involves the acquisition of skills that include the following: choosing strong texts (print, visual, and multi-modal), creating effective pre- and post- Paideia-aligned activities that are engaging and content-rich, developing facilitative skills that lead to productive dialogue and group dynamics, assessing written and oral products of their peers, and mapping the flow of discussion and dialogue expertly.

AVID I, II, III, IV: AVID program is a program that placed underserved students of average ability in rigorous college preparatory courses. It provides the students with training, tutoring, and support to enable them to achieve at higher levels. The AVID course is designed to give students skills in note taking, organization, communication, study skills, and the collaborative process. It utilizes direct instruction and cooperative learning to impart these skills. Emphasis is on the reading, writing, and study skills necessary to be successful in advanced courses.

Composition Advanced: This course will help each student maximize his or her individual unlimited potential and to ensure that every student graduates and becomes a life-long learner prepared for success in college, career and life. This class is paired with English III so that teachers have more opportunities to teach the 11th grade Writing standards.

Freshman Seminar: Our guided study program will provide students with the skills, disposition, and direct supervision to ensure they complete their work and experience academic success. We will identify the students who lack the prerequisite skills essential for their success and then provide them with the additional time and support until they master the skills essential to their academic successes.

Integrated Math IA Link: This course is for students with an IEP who will take Integrated Math IA and IB and Integrated Math IIA and IIB. MNPS high schools are on an A/B block schedule. This course will allow students to take Integrated Math IA every day during grade 9, Math IB every day during grade 10, etc.

Integrated Math IIA Link: This course is for students with an IEP who will take Integrated Math IA and IB and Integrated Math IIA and IIB. MNPS high schools are on an A/B block schedule. This course will allow students to take Integrated Math IA every day during grade 9, Math IB every day during grade 10, Math IIA every day during grade 11, and Math IIB every day during grade 12.

Integrated Math II B Link: This course is for students with an IEP who will take Integrated Math IA and IB and Integrated Math IIA and IIB. MNPS high schools are on an A/B block schedule. This course will allow students to take Integrated Math IA every day during grade 9, Math IB every day during grade 10, etc.

Integrated Math IIB Link: This course is for students with an IEP who will take Integrated Math IA and IB and Integrated Math IIA and IIB. MNPS high schools are on an A/B block schedule. This course will allow students to take Integrated Math IA every day during grade 9, Math IB every day during grade 10, Math IIA every day during grade 11, and Math IIB every day during grade 12.

Peer Tutoring: This is an elective course designed to enable students to acquire sufficient knowledge and skills to serve as peer tutors for students with disabilities who are integrated into their school. The curriculum will focus on the following areas: normalization, exceptionalities technology, instructional techniques, and social skills.

A PROCLAMATION, RECOGNIZING THE IMPORTANCE OF ARTS EDUCATION

WHEREAS, all students have the right to an arts education that includes dance, media arts, music, theatre, and visual arts taught by certified arts educators, in partnership with community providers; and

WHEREAS, arts education has the power to change students' lives; and

WHEREAS, arts education is a key to re-igniting students' learning in a post-COVID-19 world; and

WHEREAS, arts education helps nurture healthy, inclusive communities where all points of view are respected; and

WHEREAS, arts education experiences help students understand their own cultural roots and appreciate others' cultural roots and traditions; and

WHEREAS; arts education supports the social and emotional well-being of students and fosters a more positive, safer school environment.

WHEREAS; arts education is part of the well-rounded education for every student as outlined in the Every Student Succeeds Act and in state law.

THEREFORE, BE IT PROCLAIMED, that we, the METROPOLITAN NASHVILLE BOARD OF EDUCATION recognize the importance of ARTS EDUCATION, and pledge to our intent to maintain and grow our arts education programs in the 2021-22 school year and beyond.

**Metropolitan Nashville Public Schools
Sales Tax Collections
As of February 20, 2021**

General Purpose Fund

MONTH	2020-2021 Projection	TOTAL 2020-2021 COLLECTIONS	\$ Change For Month - FY21 Projection	% Change For Month - FY21 Projection	% Increase / Decrease Year To-Date
September	\$10,442,535.28	\$16,063,940.60	\$5,621,405.32	34.99%	34.99%
October	15,728,349.66	17,319,356.16	\$1,591,006.50	9.19%	21.60%
November	16,130,860.78	18,439,547.58	2,308,686.80	12.52%	18.37%
December	16,817,893.12	19,337,618.23	\$2,519,725.11	13.03%	16.92%
January	15,566,275.66	18,621,880.27	\$3,055,604.61	16.41%	16.81%
February	21,347,760.76	26,271,718.18	\$4,923,957.42	18.74%	17.25%
March	14,841,021.36				
April	13,731,993.19				
May	14,800,895.31				
June	11,832,832.92				
July	12,549,430.43				
August	14,571,551.53				
TOTAL	\$178,361,400.00	\$116,054,061.02	\$20,020,385.77		17.25%

Debt Service Fund

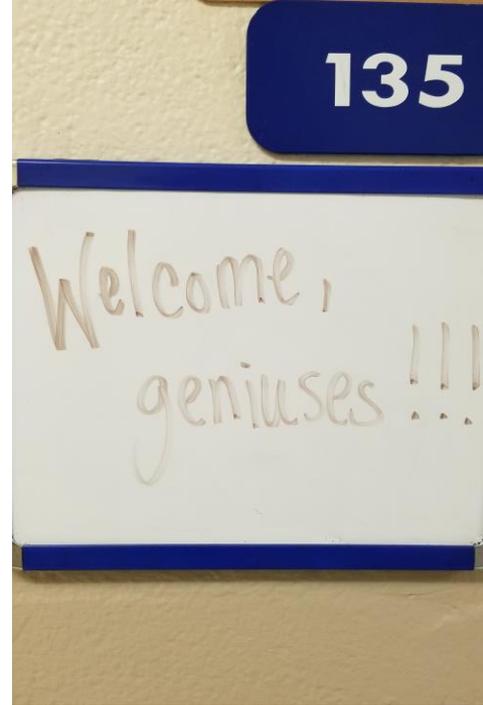
MONTH	2020-2021 Projection	TOTAL 2020-2021 COLLECTIONS	\$ Change For Month - FY21 Projection	% Change For Month - FY21 Projection	% Increase / Decrease Year To-Date
September	\$2,937,010.78	\$4,480,242.54	\$1,543,231.76	34.45%	34.45%
October	4,119,856.66	4,830,378.68	\$710,522.02	14.71%	55.75%
November	4,235,529.35	5,142,800.73	\$907,271.38	17.64%	70.70%
December	4,184,356.08	5,393,273.17	\$1,208,917.09	22.42%	78.92%
January	4,105,799.46	5,193,653.43	\$1,087,853.97	20.95%	83.60%
February	5,053,412.87	7,327,197.75	\$2,273,784.88	31.03%	84.39%
March	3,689,870.75				
April	3,706,814.34				
May	4,477,693.06				
June	4,298,994.80				
July	4,420,888.47				
August	4,514,873.37				
TOTAL	\$49,745,100.00	\$32,367,546.30	\$7,731,581.09		23.89%

Director's Report

February 23, 2021



METRO
NASHVILLE
PUBLIC
SCHOOLS



Phase-in Update

- TODAY: 5th and 9th Grade
- February 26: 6th, 7th and 8th Grades
- March 3: 10th, 11th, and 12th Grades

COVID-19 Update

Current COVID Risk Score:

(On a scale from 0 to 10, with 0 being best and 10 being worst)

4.1

Current Metric*

7 Day Positive Test Rate

5.7

7 Day Average of New Cases Per 100k Residents

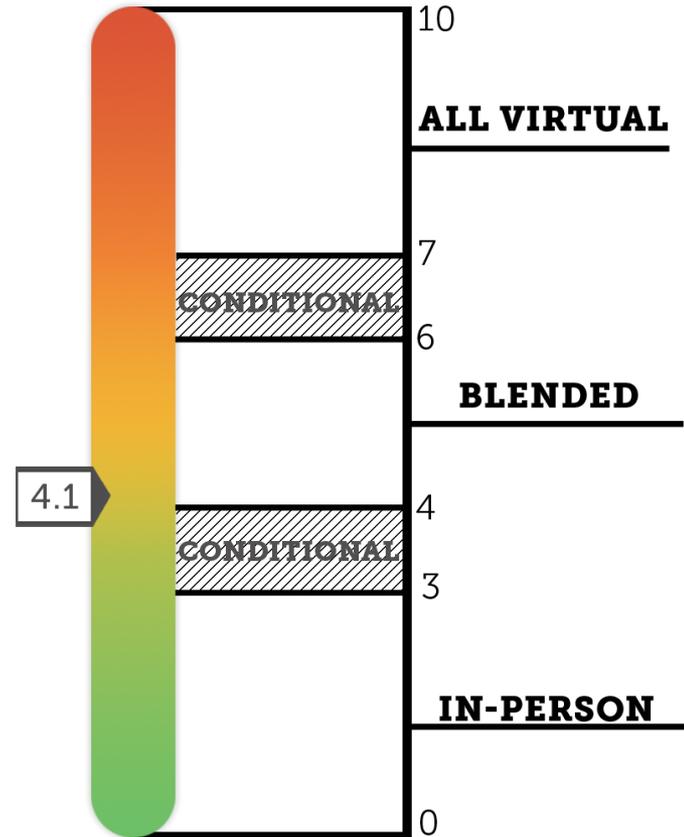
19.5

Transmission Rate

0.82

*Source:

<https://www.asafenashville.org/reopening-key-metrics/>



MNPS Vaccinations

- Vaccinations started Saturday
- Vanderbilt Health at 100 Oaks
- 500 shots per day
- 5,900 out of 6,500 appointments scheduled as of Monday
- Vanderbilt will open more appointment slots as supply is confirmed and need is identified



MNPS Employees of the Year

- **Support Staff of the Year**

- **Jeremy Lee**, Secretary/Clerk at Nashville School of the Arts
- **Mary Lymon**, Parapro at McKissack Middle School
- **Molly Finney**, Transportation Representative
- **Mose Farmer**, Materials Management Supervisor in the Supply Center

- **Teachers of the Year**

- **Crystal Hicks**, Robert Churchwell Elementary
- **Shanielle Keese**, East Nashville Magnet Middle School
- **Janelle Ganske**, Hillsboro High School

- **Principal of the Year**

- **Dr. Gregory Stewart**, Nashville School of the Arts

Human Resources Update

Core Tenet

Equip and empower leaders at all levels

Dr. Christopher R. Barnes
Chief of Human Resources



METRO
NASHVILLE
PUBLIC
SCHOOLS

Core Tenets

Re-envision
central office as a
support hub

Empower and
equip leaders at
all levels

Create and
support
engaging,
rigorous and
personalized
learning
experiences for
all students

Identify and
eliminate
inequities

School Board's Budget Priorities



EMPLOYEE COMPENSATION



ACADEMIC & SOCIAL-EMOTIONAL LEARNING INTEGRATION



INSTRUCTIONAL MATERIALS & IMPLEMENTATION SUPPORT



INFRASTRUCTURE AND TECHNOLOGY SUPPORT



HUMAN RESOURCES



SCHOOLS OF INNOVATION



COMMUNITY & PARENT ENGAGEMENT

School Board's Budget Priorities



EMPLOYEE COMPENSATION

NEW YORK TIMES BESTSELLER

"Pink makes a strong, science-based case for rethinking motivation—and then provides the tools you need to transform your life."

—MEHMET C. OZ, MD, coauthor of *You: The Owner's Manual*

Daniel H. Pink

author of *A Whole New Mind*

DRIVE

The Surprising Truth
About What Motivates Us

“The best use of money as a motivator is to hire great people and then pay them enough to take the issue of money off the table.”

Reasons for Teacher Turnover

Reports from the [University Council for Educational Administration](#) and [the Learning Policy Institute](#) show factors that contribute to teacher dissatisfaction and turnover, including:

- Testing and accountability pressures
- Lack of opportunity for advancement
- Non-competitive salaries
- Inadequate facilities
- Large class sizes

HOW MUCH IS EDUCATION WORTH IN TENNESSEE?

Avg. Starting
Salary¹
\$37,951
NATIONAL
RANK #28

Avg. Salary²
\$51,349
NATIONAL
RANK #37

Teacher Pay Gap³
79¢ on the
dollar

Per Student
Spending⁴
\$9,417
NATIONAL
RANK #46



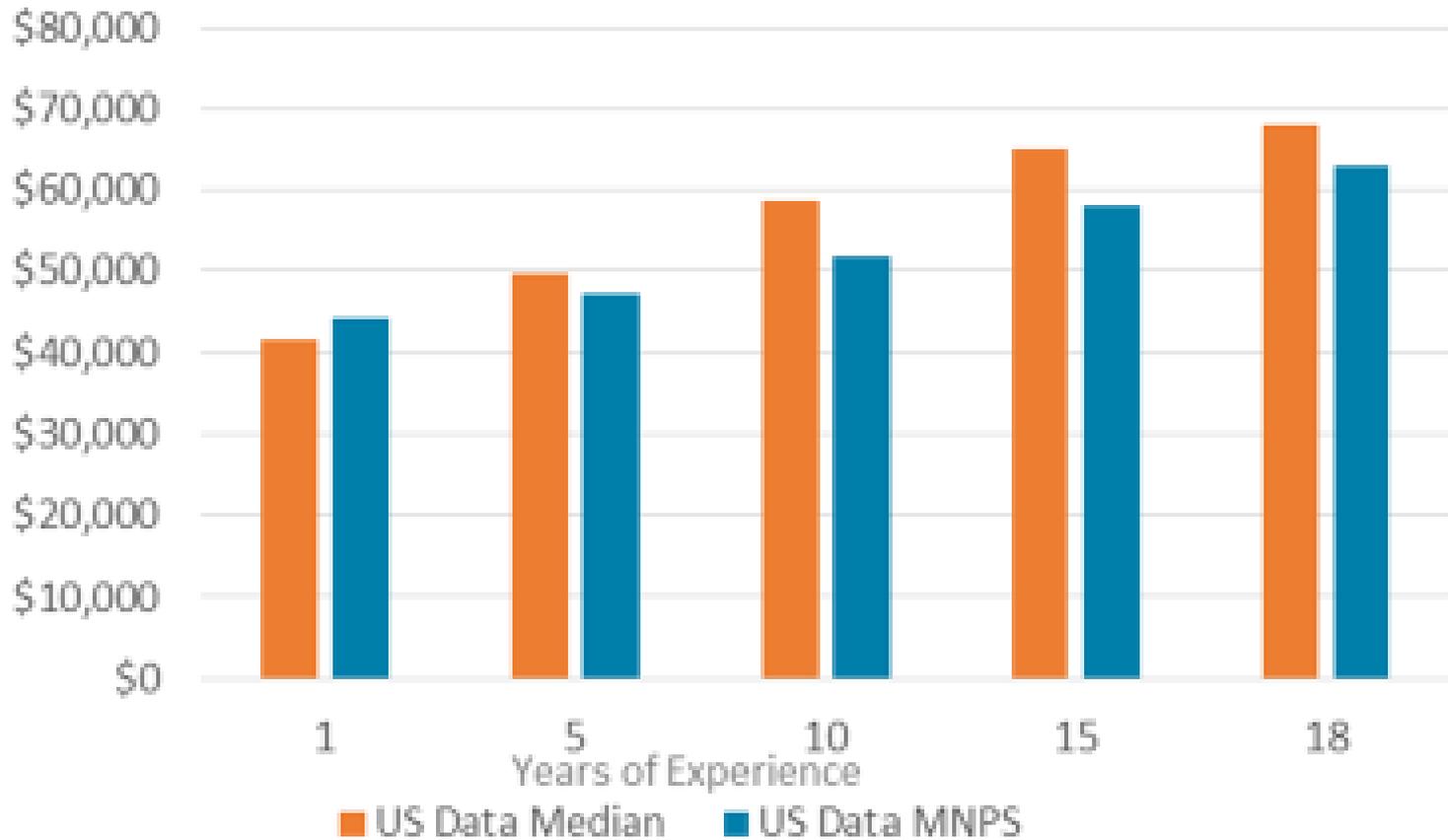
¹ [State Teacher Salary Benchmark Data](#), FY 2018-19, NEA CBMA, June 2020

² [State Rankings](#), FY 2018-2019, NEA Research, June 2020: KY and ND reported the same average salary; hence both are ranked as 31

³ Compared to other professionals with the same education and years of experience. [Economic Policy Institute](#), September 2020

⁴ Expenditure per student in fall enrollment. [State Rankings](#), FY 2018-19, NEA Research, June 2020

Funding for MNPS teacher salaries lags the national average.





METRO NASHVILLE
PUBLIC SCHOOLS

HIRE *FORWARD*

HR Main Goals

OBTAIN

TRAIN

RETAIN

HR Main Goals

OBTAIN

Create and support engaging, rigorous and personalized learning experiences for all students

Identify and eliminate inequities

National Data Trends

**Economic
Policy
Institute**

The teacher shortage is real, large and growing, and worse than we thought

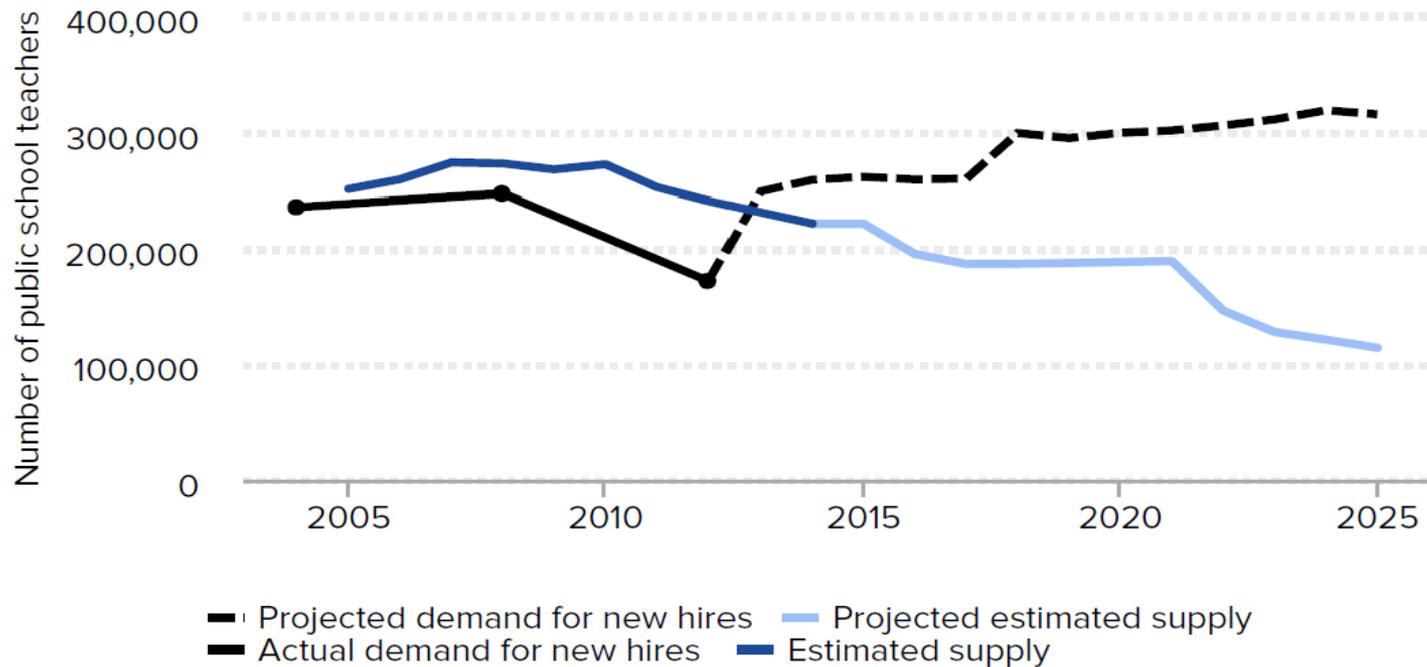
The first report in 'The Perfect Storm in the
Teacher Labor Market' series

Report • By Emma García and Elaine Weiss • March 26, 2019

National Data Trends

Teacher shortage as estimated by Sutchter, Darling-Hammond, and Carver-Thomas

Projected teacher supply and demand for new teachers, 2003–2004 through 2024–2025 school years



National Data Trends

Why it matters:

A shortage of teachers harms students, teachers, and the public education system as a whole. Lack of sufficient, qualified teachers and staff instability threaten students' ability to learn.

High teacher turnover consumes economic resources that could be better deployed elsewhere.

National Data Trends

Why it matters: Focused Outcomes

MNPS is working to deliver outcomes in four areas:

Literacy

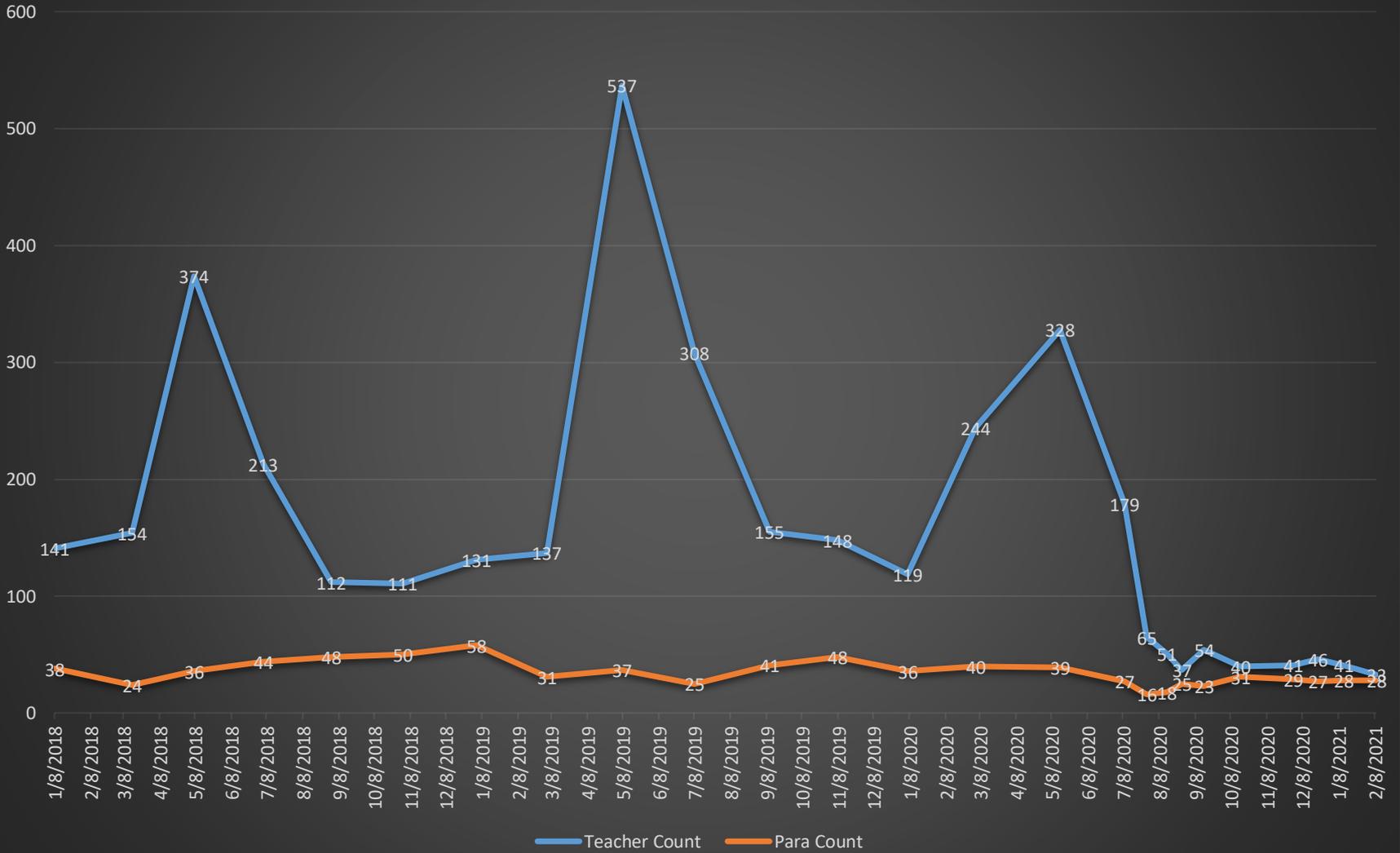
Math

Social and Emotional Wellbeing

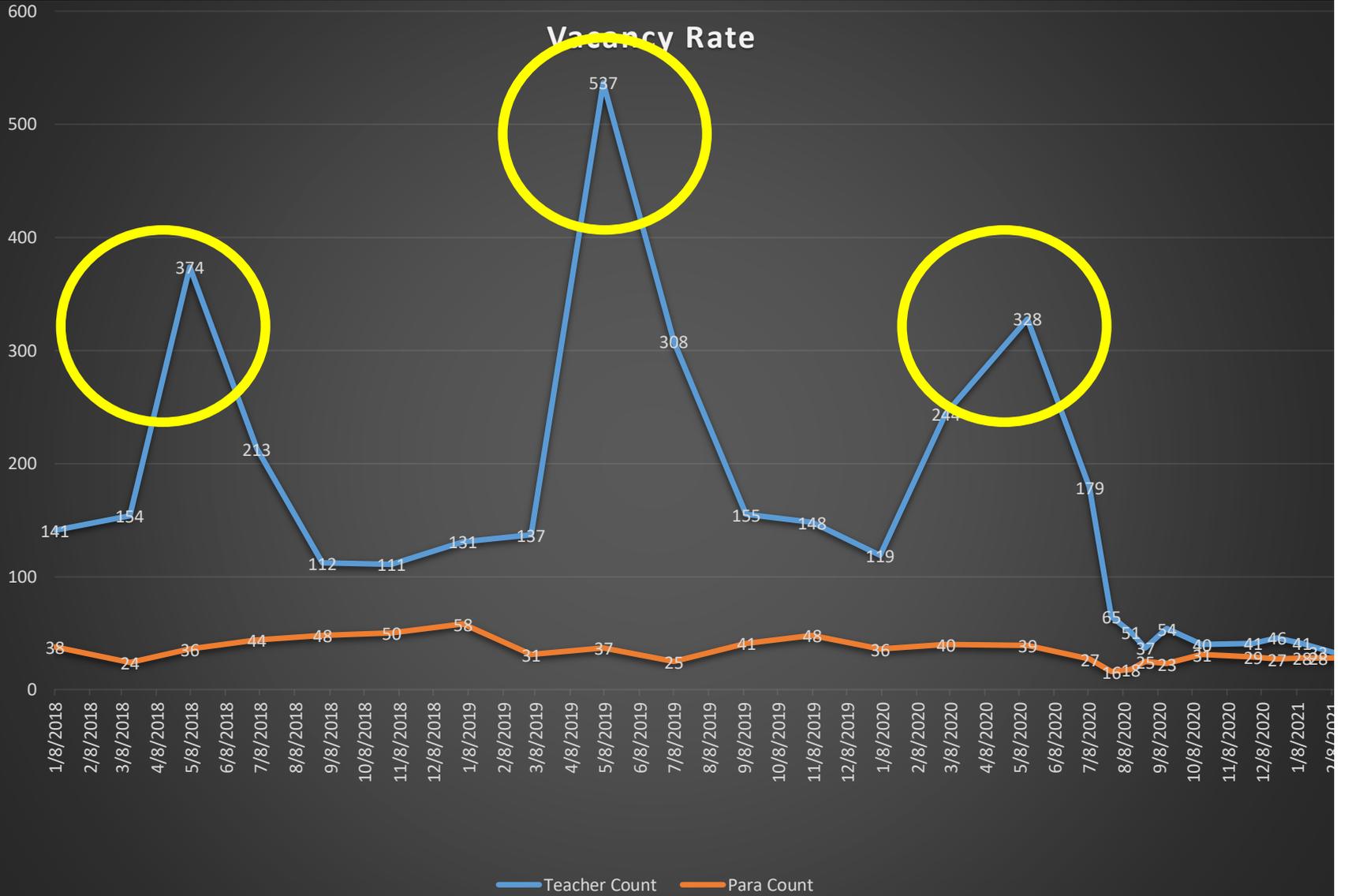
Successful transitions of students

A strong, stable work force is critical in each of these areas.

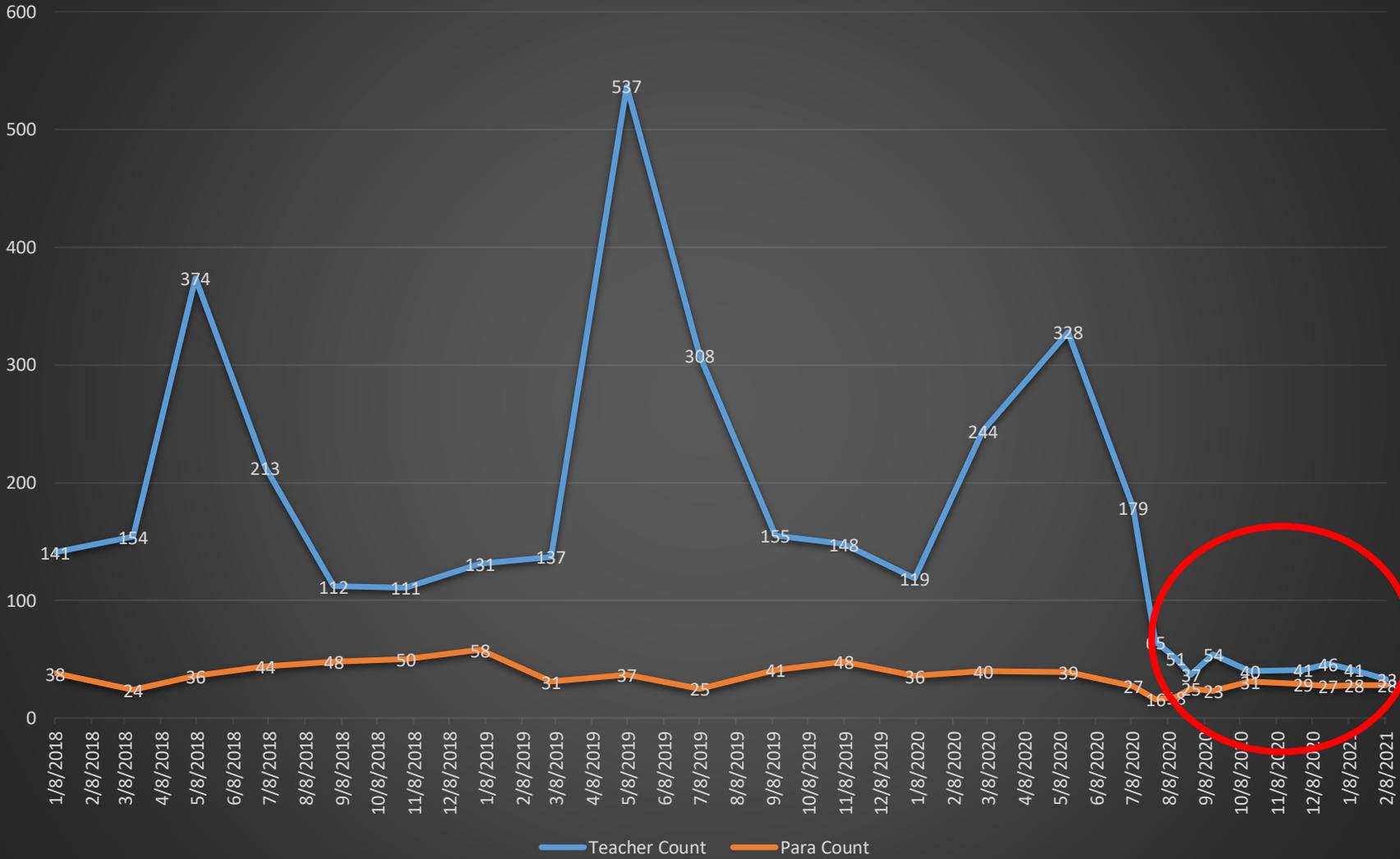
Vacancy Rate



Vacancy Rate



Vacancy Rate



A Year Ago

By Tier

Elementary	35
Middle School	59
High School	38
Total	132

Today

By Tier

Elementary School	8
High School	11
Middle School	5
Priority School	3
Total	27

A Year Ago

Hard To Staff Areas

Math	20
Ex Ed	31
EL	17

Today

Hard To Staff Areas

Math	3
Ex Ed	14
EL	5

A Year Ago

Today

Hard To Staff Areas

Para Professional 50

Para Pro Vacancies

Elementary School 15

High School 7

Middle School 3

Priority School 2

Grand Total 27

Current
State:
School
Vacancy
Count

Certificated Vacancies

Zero vacancies –	107 schools
One vacancy –	20 Schools
Two vacancies –	3 schools
Three or More vacancies –	1 School



Our Mission

The mission of Julia Green Elementary School is to create a foundation that encourages compassion, tolerance, integrity, and a commitment to learning.

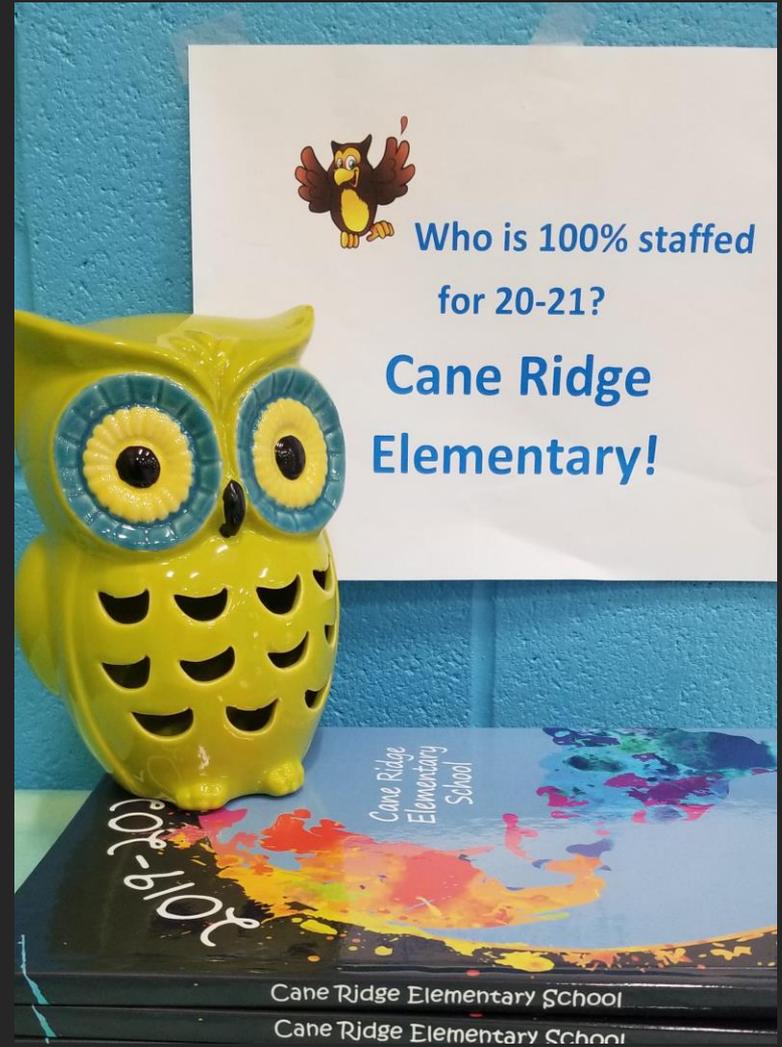
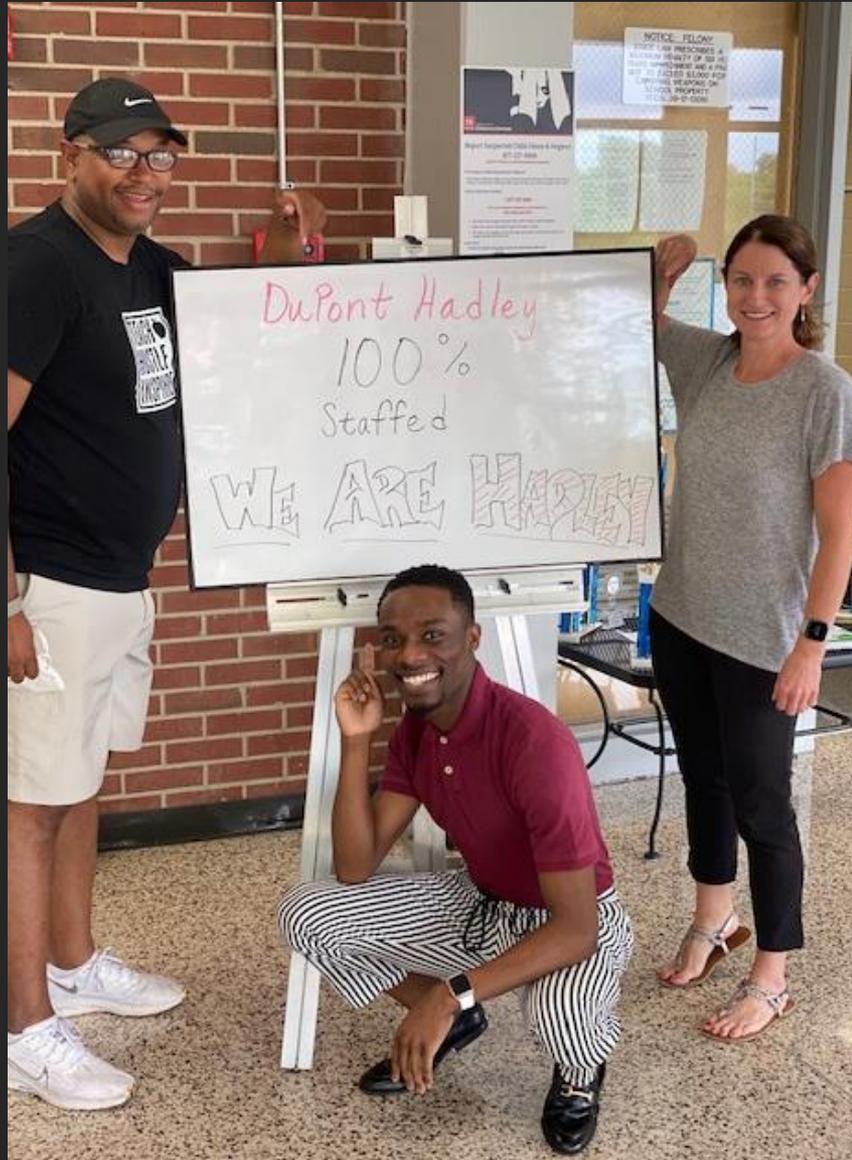
Welcome to Julia Green Elementary!

100%



Staffed

PERCY PRIEST • GLENDALE • EAKIN
CARTER LAWRENCE • JULIA GREEN
SYLVAN PARK • WAVERLY BELMONT
WEST END • J.T. MOORE
HILLSBORO
#BETTERTOGETHER





FULL HOUSE....NO VACANCIES!

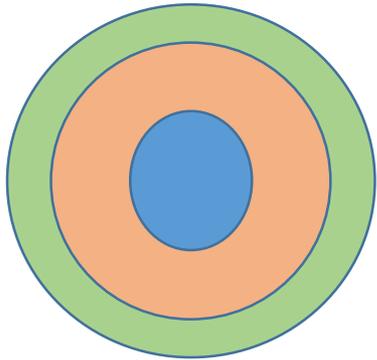


MNPS Human Resources @MNPS... · 2h ✓

Let's hear it for Goodlettsville Elementary!
100% fully staffed for the 2020-2021
school year! Come join MNPS!

An Eye on Eliminating Inequities

- Certificated Admin (410): 50% Diversity
- Support Employee (3797): 54% Diversity
- Certificated Employee (6262): 29% Diversity



Local Metro Area

Tennessee Region

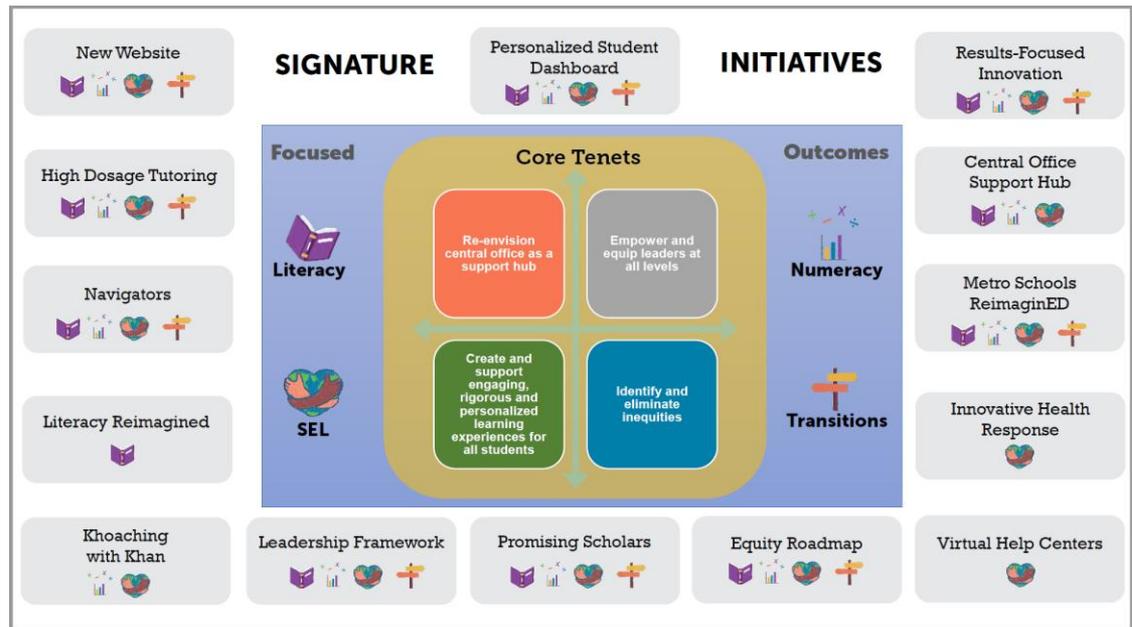
Nationally

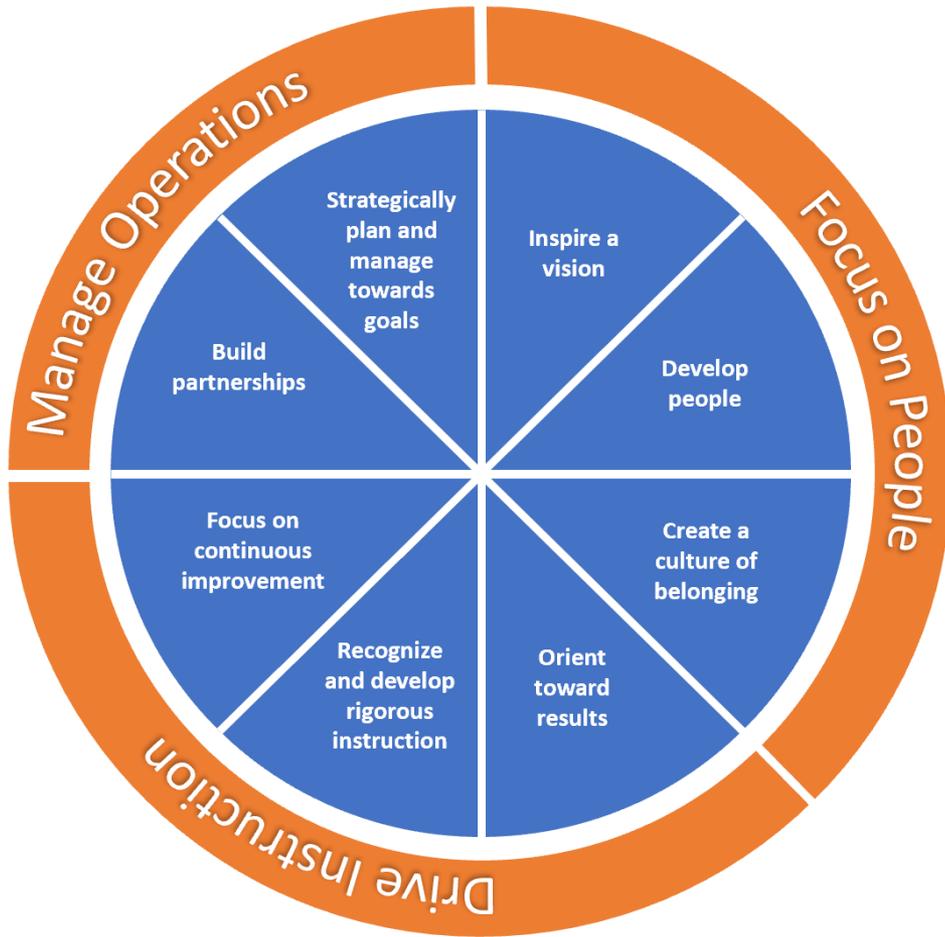
HR Main Goals

TRAIN

Empower and
equip leaders at
all levels

Leadership Framework



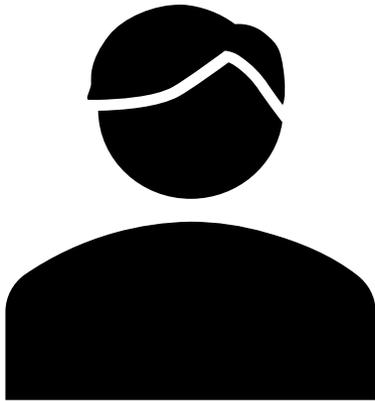


Nashville
Public Education
FOUNDATION

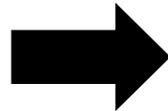
What best
practice
says

Staffing schools with effective principals is one of the surest ways districts can see success.

Research using Tennessee data shows that the impact of leadership extends well beyond test scores.



Effective principals



Higher attendance
Lower chronic absenteeism



More positive school climates

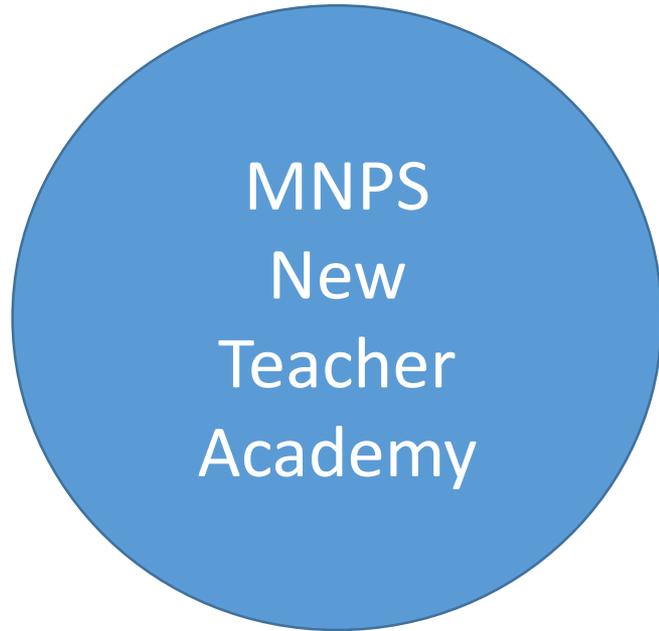


Higher teacher satisfaction



Lower turnover among effective teachers
(and higher turnover among ineffective ones)

"How Principals Drive School Success" (TERA Research Brief)
https://peabody.vanderbilt.edu/TERA/principal_quality.php



We will develop a clear onboarding plan for new employees for their first five years of employment. We will provide new employees with the foundational knowledge and experiences needed to positively transition into our organization.

LEADING IN CLASSROOMS

YEAR 1	PROFESSIONAL LEARNING	NEW-STAFF ONBOARDING	YEAR 1
SUMMER Excitement Anticipation	<ul style="list-style-type: none"> ✓ Toolbox Essentials [NTA] <ul style="list-style-type: none"> • Curric. support, instr. strategies • TIER I, PBIS, SEL, restorative practice ✓ Foundations of Differentiation, [NTA] <ul style="list-style-type: none"> • Environment & Management 	<ul style="list-style-type: none"> ✓ MNPS Insiders [NTA] <ul style="list-style-type: none"> • New-hire logistics, benefits, etc. • Kids and context: Who/Where/Why 	SUMMER Excitement Anticipation
FALL Survival Disillusionment		<ul style="list-style-type: none"> ✓ Workload Management [NTA] <ul style="list-style-type: none"> • Self-care and efficiency strategies ✓ Staff Belonging [school, district] <ul style="list-style-type: none"> • Affirmation and celebration ✓ Milestone Preparation [school] <ul style="list-style-type: none"> • TEAM, p-t conferences, EOC cycle • 1st parent/guardian conferences • Preparing for EOC testing cycle 	FALL Survival Disillusionment
SPRING Rejuvenation Reflection	<ul style="list-style-type: none"> ✓ Serving Diverse Populations [NTA] <ul style="list-style-type: none"> • Bias, privilege, and pedagogy • Culturally-sustaining teaching • Crucial Conversations with students 	<ul style="list-style-type: none"> ✓ Learning-Focused Convos. [school] <ul style="list-style-type: none"> • Peer-to-peer obsvns. and dialogue ✓ Prof. Learning Comms. [school, district] <ul style="list-style-type: none"> • Extended learning, problem-solving 	SPRING Rejuvenation Reflection
YEAR 2	PROFESSIONAL LEARNING	EXTENDED LEARNING	YEAR 2
SUMMER	<ul style="list-style-type: none"> ✓ SEL and the Brain <ul style="list-style-type: none"> • Trauma, emotion, and cognition ✓ Foundations of Differentiation, Pt. 2 <ul style="list-style-type: none"> • Curriculum 	<ul style="list-style-type: none"> ✓ Professional Learning Communities <ul style="list-style-type: none"> • PLCs extend the exploration and refinement of PD into school contexts -- and in some cases across school contexts 	SUMMER
FALL			FALL
SPRING	<ul style="list-style-type: none"> ✓ Foundations of Differentiation, Pt. 3 <ul style="list-style-type: none"> • Instruction ✓ Blended Learning <ul style="list-style-type: none"> • Integration of tech & tradition 	<ul style="list-style-type: none"> ✓ Learning-Focused Conversations <ul style="list-style-type: none"> • Peer-to-peer observations and dialogue along a coaching spectrum 	SPRING
YEAR 3	PROFESSIONAL LEARNING	EXTENDED LEARNING	YEAR 3
SUMMER	<ul style="list-style-type: none"> ✓ Foundations of Differentiation, Pt. 4 <ul style="list-style-type: none"> • Measurement: Eval, Assmt, Grades 	<ul style="list-style-type: none"> ✓ Professional Learning Communities <ul style="list-style-type: none"> • PLCs extend the exploration and refinement of PD into school contexts -- and in some cases across school contexts 	SUMMER
FALL			FALL
SPRING	<ul style="list-style-type: none"> ✓ Project-Based Learning <ul style="list-style-type: none"> • Ins-and-outs of cross-curricular PBL 	<ul style="list-style-type: none"> ✓ Learning-Focused Conversations <ul style="list-style-type: none"> • Peer-to-peer observations and dialogue along a coaching spectrum 	SPRING
YEARS 4+	PROFESSIONAL LEARNING	EXTENDED LEARNING	YEARS 4+
<p>"Upper level" professional learning allows educators to explore topics beyond their foundations. If early-career offerings are akin to 100-level courses, then veteran content offerings are like 200-, 300-, and 400-level courses. The focus becomes more particularized or refined from level to level. For instance, if teachers wish to extend their learning about <i>Differentiation: Curriculum</i>, then they may join a PLC book study about Wiggins and McTighe's "Understanding by Design" model. Or they may attend a PD "lab" specifically about Essential Questions in Elementary Math or disciplinary literacy in Secondary Social Studies. In other words, a deep learning dive.</p>			

HR Main Goals

Re-envision
central office as a
support hub

Empower and
equip leaders at
all levels

Create and
support
engaging,
rigorous and
personalized
learning
experiences for
all students

Identify and
eliminate
inequities

RETAIN

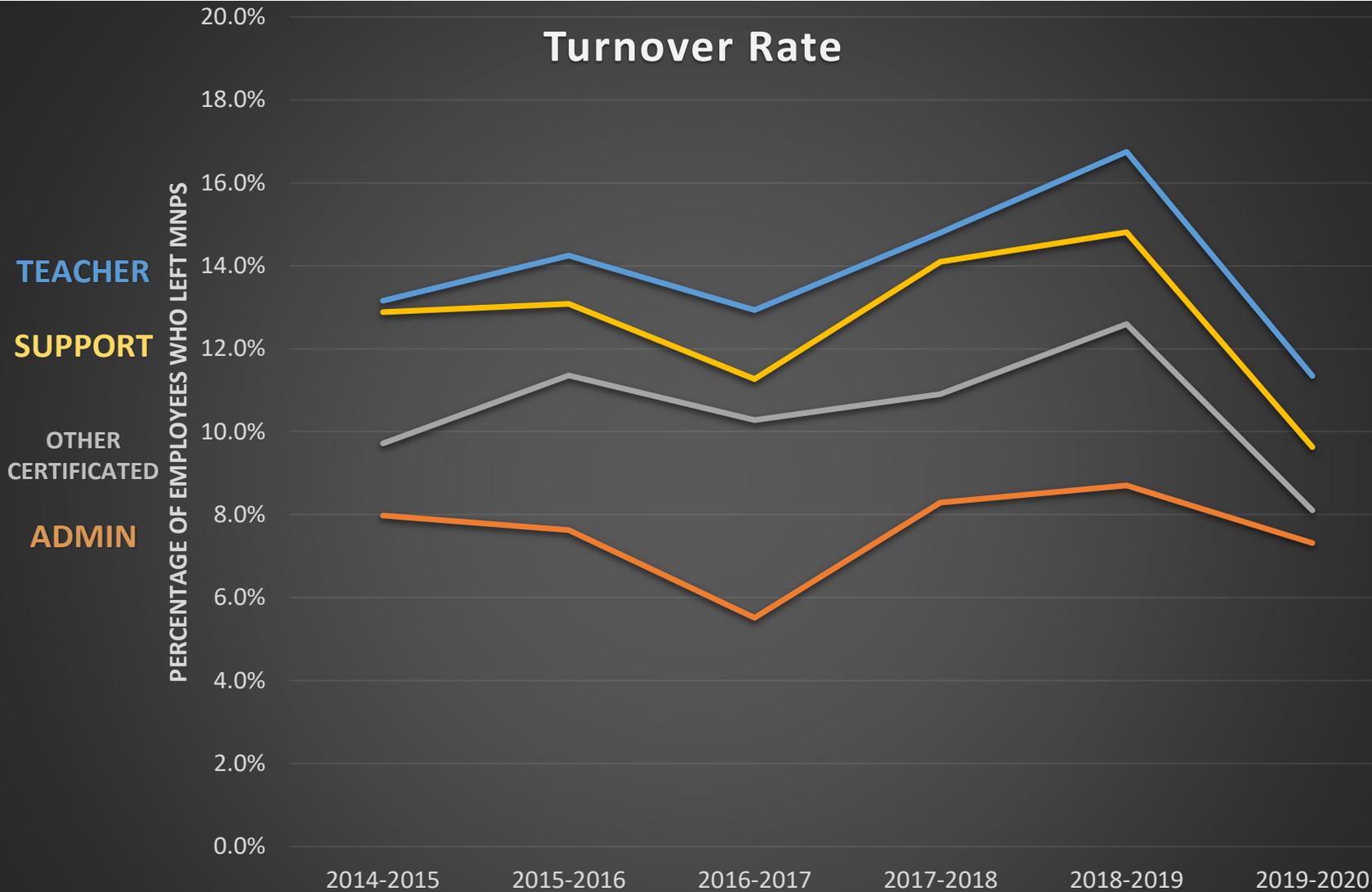
Academic Impact

- Research has shown that a stable workforce improves student test scores and creates an environment in which teachers collaborate and improve in terms of increasing their value-added scores and other valuable outcomes.
- Students of teachers in the same grade level in the same school did worse in years when teacher turnover rates were higher.

Financial Impact

- [The National Commission on Teaching America's Future](#) estimates the cost of replacing each new teacher to be \$8,750 in an urban district.
- The Learning Policy Institute estimates the cost of onboarding a new teacher at \$20,000.

Turnover Rate



Focused



Literacy



SEL

Core Tenets

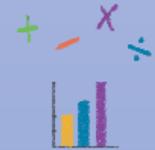
Re-envision
central office as a
support hub

Empower and
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Outcomes

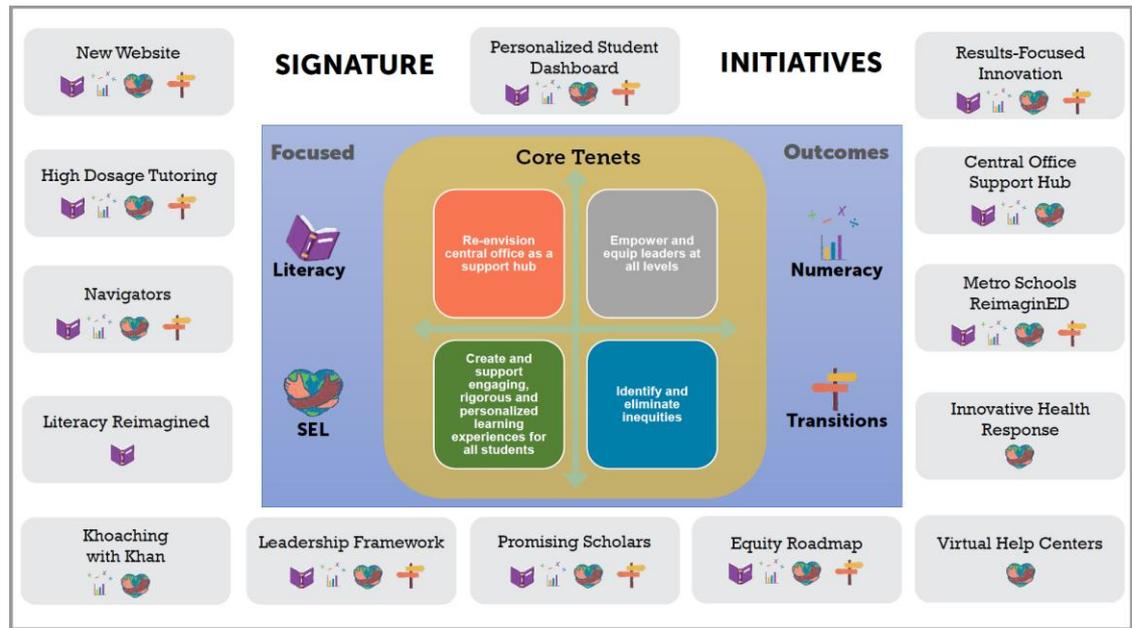


Numeracy



Transitions

Leadership Framework



Future Challenges

Providing greater supports to new teachers.

Improving our ability to hire earlier and better.

Shift from a reactive to predictive state.

Board Support

- Communicate about opportunities and advantages to working with MNPS.
- Funnel questions and concerns to HR department for resolution and information.



HIRE *FORWARD*