AGENDA

METROPOLITAN BOARD OF PUBLIC EDUCATION
2601 Bransford Avenue, Nashville, TN 37204
Regular Meeting – June 25, 2024 – 5:00 p.m.
Rachael Anne Elrod, Chair

I. CONVENE and ACTION
- A. Call to Order
- B. Establish Quorum
- C. Pledge of Allegiance
- D. Adoption of Agenda

II. DIRECTOR'S REPORT
- A. State of Schools

III. PUBLIC PARTICIPATION

The Board will hear from those persons who have requested to appear at this Board meeting. In the interest of time, speakers are requested to limit remarks to two minutes or less. Comments will be timed.

IV. GOVERNANCE ISSUES
- A. Actions
  1. Consent
     - a. Minutes – 06.11.2024 – Regular Meeting
     - b. Awarding of Purchases and Contracts
       1. Advanced Mechanical Contractors, Inc.
       2. Allied Instructional Services, LLC
       3. Amergis Healthcare Staffing, Inc.
       4. Austin Peay State University
       5. Conexión Américas
       6. Covert Results, LLC
       7. Demand Mechanical, LLC dba Demand Mechanical
       8. Family & Children's Service (2 contracts)
       9. McCloskey Mechanical Contractors, Inc.
       10. Metropolitan Nashville Education Association (MNEA)
       11. Mid-South Bus Center, Inc.
       12. REA Service, LLC
       13. Riverside Assessments, LLC dba Riverside Insights
       14. S.M. Lawrence Company, Inc.
       15. Southern Heating & Cooling, Inc.
       16. Spot Coolers
       17. STARS Nashville (2 contracts)

18. System Integrations, Inc.
19. The Radon Guy, Inc. dba The Radon Guys
20. TriStar Mechanical, LLC
21. Vanderbilt University

c. Consolidated Funding Application
d. Student Handbook
e. FY 24-25 Operating Budget
f. Memorandum of Understanding with MNEA
g. Board Policies: 1.501 Visitors to the Schools, 1.800 School Calendar, 2.403 Surplus Property Sales, 2.806 Bids and Quotations, 3.202 Emergency Preparedness Plan, 3.205 Security, 3.400 Student Transportation Management, 5.307 Physical Assault Leave, 5.701 Substitute Teachers, 5.802 Qualifications and Duties of the Director of Schools, 6.203 School Admissions, 6.300 Code of Conduct, 6.309 Zero Tolerance Offenses, 6.318 Admission of Suspended or Expelled Students

V. BOARD REPORTS

VI. ANNOUNCEMENTS

VII. WRITTEN INFORMATION TO THE BOARD

A. Sales Tax Collections as of June 20, 2024

VIII. ADJOURNMENT

If any accommodations are needed for individuals with disabilities who wish to be present at this meeting, please request the accommodation through hubNashville at https://nashville.gov/hub-ADA-boards or by calling (615) 862-5000. Requests should be made as soon as possible, but 72 hours prior to the scheduled meeting is recommended.

METROPOLITAN NASHVILLE PUBLIC SCHOOL BOARD MEETING – June 11, 2024

Members Present: Rachael Anne Elrod, Chair, Freda Player, Vice-chair, Erin O'Hara Block, Cheryl Mayes, Berthena Nabaa-McKinney (arrived at 5:11 pm), TK Fayne (arrived at 5:11 pm), Abigail Tylor, Emily Masters and Sharon Gentry

Student Members Present: Christine Tran

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

CONVENE AND ACTION

A. Call to Order – Rachael Anne Elrod called the meeting to order.
B. Pledge of Allegiance - Led by Mark North, Director of High School Athletics.
C. Adoption of Agenda
   Motion to adopt the agenda as listed.
   By Sharon Gentry, seconded Cheryl Mayes
   Vote: 7-0 – unanimous

AWARDS AND RECONGITIONS

A. Nashville State Community College Partnership – The Board and Dr. Battle recognized the partnership.
B. TSSAA Boys' and Girls' Track & Field State Champions and Runners-Up – The Board and Dr. Battle recognized the students.

DIRECTOR'S REPORT

A. TCAP Data – Dr. Battle gave a brief update on incoming TCAP data.
B. MNPS ReImagined – Dr. Battle and staff presented a report.

PUBLIC PARTICIPATION

A. Christiane Buggs – Addressed the Board concerning PENCIL Foundation.

GOVERNANCE ISSUES

a. Minutes – 05.28.2024 – Regular Meeting

b. Awarding of Purchases and Contracts

1. **Brightly Software, Inc.**
2. **College Board**
3. **Education Strategy Group, LLC**
4. **Frontline Technologies Group, LLC dba Frontline Education**
5. **Genesis Roofing Company**
6. **Jacquelyn Akbari dba Worthington Advisory**
7. **QuaverEd, Inc.**
8. **S&SFirestone,Inc.dbaS&STireorBestOne Tire**
9. **School Specialty, LLC**
10. **SitelogIQ, Inc.**
11. **Southern Tire Mart, LLC**
12. **The Metropolitan Transit Authority**
13. **Trane U.S., Inc.**

The agenda was adopted by unanimous consent.

BOARD REPORTS

A. Jeffery Barrie – Briefly presented to the Board concerning the work of the Tennessee Environmental Council.

ANNOUNCEMENTS

A. Rachael Anne Elrod – Announced that the Board will only hold one meeting in July on July 23rd.

Ms. Elrod adjourned the meeting at 6:28 p.m.



Chris M. Henson	Rachael Anne Elrod	Date
Board Secretary	Board Chair	

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(1) VENDOR: Advanced Mechanical Contractors, Inc.

SERVICE/GOODS (SOW): For the provision of HVAC repair and replacement services on an as-needed basis.

SOURCING METHOD: RFP 371370

TERM: June 26, 2024 through June 25, 2029

FOR WHOM: MNPS Schools and Facilities

COMPENSATION: Contractor will be compensated in accordance with section 2.2 on a project-by-project basis.

Total compensation for this contract is not to exceed $10,000,000.

Total compensation is based on an estimated yearly amount of $2,000,000.

OVERSIGHT: Facilities

EVALUATION: Based on the quality and timeliness of the services provided and adherence the requested scopes of work.

MBPE CONTRACT NUMBER: 7591076

SOURCE OF FUNDS: Capital Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(2) VENDOR: Allied Instructional Services, LLC

SERVICE/GOODS (SOW): Contractor to provide qualified and experienced personnel for orientation and mobility training services to meet the demands of Individualized Education Programs (IEPs) and Students with Disabilities (SWDs).

SOURCING METHOD: RFP 370405

TERM: June 26, 2024 through June 25, 2026

FOR WHOM: Exceptional Education Students

COMPENSATION: Contractor will be compensated in accordance with Exhibit A.

Total compensation for this contract is not to exceed $150,000.

Total compensation is based on an estimated yearly amount of $75,000.

OVERSIGHT: Exceptional Education

EVALUATION: Based on the quality and timeliness of personnel provided to perform the requested services.

MBPE CONTRACT NUMBER: 7590092

SOURCE OF FUNDS: Operating Budget and Federal IDEA Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(3) VENDOR: Amergis Healthcare Staffing, Inc.

SERVICE/GOODS (SOW): For the provision of staffing services on an as-needed basis, including but not limited to, Exceptional Education positions such as Paraprofessionals.

SOURCING METHOD: The Interlocal Purchasing System (TIPS) RFP 230703

TERM: July 1, 2024 through September 30, 2026

FOR WHOM: All MNPS Schools

COMPENSATION: Contractor will be compensated in accordance with Exhibit A.

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

Total compensation is based on an estimated yearly amount of $125,000.

OVERSIGHT: Exceptional Education

EVALUATION: Based on the timeliness and quality of the recruiting services.

MBPE CONTRACT NUMBER: 7591218

SOURCE OF FUNDS: Operating Budget

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(4) VENDOR: Austin Peay State University

SERVICE/GOODS (SOW): For the provision of dual enrollment courses between MNPS and Austin Peay State University.

SOURCING METHOD: Sole Source

TERM: July 1, 2024 through June 30, 2029

FOR WHOM: MNPS Teachers and Students

COMPENSATION: Contractor will be compensated in accordance with Exhibit D.

Total compensation for this contract is not to exceed $100,000.

Total compensation is based on an estimated yearly amount of $25,000.

OVERSIGHT: College & Career Readiness

EVALUATION: Based on the increase in dual enrollment participation and TN Ready Graduate rates.

MBPE CONTRACT NUMBER: 7578595

SOURCE OF FUNDS: Operating Budget

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(5) VENDOR: Conexión Américas

SERVICE/GOODS (SOW): Amendment #4 increases the contract value and adds Attachment E: Contractor's Proposed Expanded Services to the contract. Conexión Américas serves as a partner by providing services to GEAR UP students and families. Services include case management services, student services/teacher support through virtual lessons, educational video content, resources and referrals, and professional development and support for staff.

SOURCING METHOD: Amendment of a Previously Board Approved Contract

TERM: June 26, 2024 through September 30, 2025

FOR WHOM: GEAR UP Students and Families

COMPENSATION: This amendment increases the contract value by $30,000.

Total compensation for this contract is not to exceed $615,000.

OVERSIGHT: Federal Programs

EVALUATION: Based on the adherence to the scope of work and the quality of services provided.

MBPE CONTRACT NUMBER: 10419

SOURCE OF FUNDS: Federal Funds – GEAR UP Grant

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(6) VENDOR: Covert Results, LLC

SERVICE/GOODS (SOW): For the provision of comprehensive armed security services at The Covenant School. MNPS serves as the Local Education Agency (LEA) on behalf of The Covenant School to use grant funds through Project SERV to cover the security services provided by the contractor on a regular basis at The Covenant School.

SOURCING METHOD: Authorized Noncompetitive Procurement

TERM: July 1, 2024 through May 12, 2025

FOR WHOM: The Covenant School

COMPENSATION: Contractor will be compensated in accordance with section 14 of the contract.

Total compensation for this contract is not to exceed $185,000.

Total compensation is based on an estimated yearly amount of $185,000.

OVERSIGHT: Federal Programs

EVALUATION: Based on the quality and timeliness in meeting the scope of services defined within the contract.

MBPE CONTRACT NUMBER: 7591248

SOURCE OF FUNDS: Federal Funds – Project SERV

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(7) VENDOR: Demand Mechanical, LLC dba Demand Mechanical

SERVICE/GOODS (SOW): For the provision of HVAC repair and replacement services on an as-needed basis.

SOURCING METHOD: RFP 371370

TERM: June 26, 2024 through June 25, 2029

FOR WHOM: MNPS Schools and Facilities

COMPENSATION: Contractor will be compensated in accordance with section 2.2 on a project-by-project basis.

Total compensation for this contract is not to exceed $10,000,000.

Total compensation is based on an estimated yearly amount of $2,000,000.

OVERSIGHT: Facilities

EVALUATION: Based on the quality and timeliness of the services provided and adherence the requested scopes of work.

MBPE CONTRACT NUMBER: 7591077

SOURCE OF FUNDS: Capital Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(8) VENDOR: Family & Children's Service

SERVICE/GOODS (SOW): Amendment #5 extends the contract term, increases the contract value, and updates the list of schools for the 2024-25 school year. The contract is for the provision of Family Resource Centers.

SOURCING METHOD: Amendment of a Previously Board Approved Contract

TERM: June 26, 2024 through June 30, 2025

FOR WHOM: MNPS Students and Families

COMPENSATION: This amendment increases the contract value by $250,500.

Total compensation for this contract is not to exceed $2,206,500.

OVERSIGHT: Student Support Services

EVALUATION: Based on the quality and timeliness of the services provided and adherence to the requested scope of work.

MBPE CONTRACT NUMBER: 10427

SOURCE OF FUNDS: Operating Budget

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(8) VENDOR: Family & Children's Service

SERVICE/GOODS (SOW): Amendment #2 extends the contract term, increases the contract value, and updates the list of schools for the 2024-25 school year. The contract is for the provision of services and coordination for up to twenty-six (26) Community Achieves (CA) schools. Contractor will bring expertise that will allow for the expansion of the community school model, personnel who will be responsible for the overall operation of programs, and services at their assigned school.

SOURCING METHOD: Amendment of a Previously Board Approved Contract

TERM: June 26, 2024 through June 30, 2025

FOR WHOM: MNPS Students, Families, and Staff

COMPENSATION: This amendment increases the contract value by $1,449,000.

Total compensation for this contract is not to exceed $5,843,000.

OVERSIGHT: Student Support Services

EVALUATION: Based on the quality and timeliness of the services provided and adherence to the requested scope of work.

MBPE CONTRACT NUMBER: 7530130

SOURCE OF FUNDS: Federal Funds – ESSER 3

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(9) VENDOR: McCloskey Mechanical Contractors, Inc.

SERVICE/GOODS (SOW): For the provision of HVAC repair and replacement services on an as-needed basis.

SOURCING METHOD: RFP 371370

TERM: June 26, 2024 through June 25, 2029

FOR WHOM: MNPS Schools and Facilities

COMPENSATION: Contractor will be compensated in accordance with section 2.2 on a project-by-project basis.

Total compensation for this contract is not to exceed $10,000,000.

Total compensation is based on an estimated yearly amount of $2,000,000.

OVERSIGHT: Facilities

EVALUATION: Based on the quality and timeliness of the services provided and adherence the requested scopes of work.

MBPE CONTRACT NUMBER: 7591079

SOURCE OF FUNDS: Capital Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(10) VENDOR: Metropolitan Nashville Education Association (MNEA)

SERVICE/GOODS (SOW): Amendment #3 extends the term, updates the compensation rates for the President, and increases the contract value. The contract is for MNEA to reimburse MNPS the salaries and benefits for the MNEA President, Vice President, and Organizing Director.

SOURCING METHOD: Amendment of a Previously Board Approved Contract

TERM: June 26, 2024 through June 30, 2025.

FOR WHOM: MNEA

COMPENSATION: Amendment #3 increases the contract value by $144,684.02 to cover the cost that MNEA will reimburse MNPS for the full cost of employee salaries and benefits as outlined below. Compensation below is subject to any increases approved by MNPS policy and changes in benefits enrollment or premiums.

(a) Employee #453029 / Paula Pendergrass for the time period of July 15, 2024 through June 30, 2025.

Salary: $120,218.73
Annual ER Cost (MED/DEN/VIS/HEARING (EE only)): $24,440.13
EE Life: $25.22
Total: $144,684.02

Total compensation for this contract covering all three positions since the contract origination and this new amendment is not to exceed $917,383.11.

OVERSIGHT: Human Resources

EVALUATION: Based on prompt and accurate performance.

MBPE CONTRACT NUMBER: 7518051

SOURCE OF FUNDS: Not Applicable

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(11) VENDOR: Mid-South Bus Center, Inc.

SERVICE/GOODS (SOW): For the purchase of twenty-five (25) Exceptional Education buses. These buses are lift buses (D) for two dedicated wheelchair stations plus 24 ambulatory and integrated child seat passengers.

SOURCING METHOD: RFQ 373375

TERM: June 26, 2024 through June 25, 2025

FOR WHOM: Exceptional Education Students

COMPENSATION: Contractor will be compensated in accordance with Exhibit A.

Total compensation for this purchase is not to exceed $4,500,000.

OVERSIGHT: Transportation

EVALUATION: Based on the timeliness and completion of the buses in accordance with the requested specifications.

MBPE CONTRACT NUMBER: 7591196

SOURCE OF FUNDS: Capital Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(12) VENDOR: REA Service, LLC

SERVICE/GOODS (SOW): For the provision of HVAC repair and replacement services on an as-needed basis.

SOURCING METHOD: RFP 371370

TERM: June 26, 2024 through June 25, 2029

FOR WHOM: MNPS Schools and Facilities

COMPENSATION: Contractor will be compensated in accordance with section 2.2 on a project-by-project basis.

Total compensation for this contract is not to exceed $10,000,000.

Total compensation is based on an estimated yearly amount of $2,000,000.
OVERSIGHT: Facilities

EVALUATION: Based on the quality and timeliness of the services provided and adherence the requested scopes of work.

MBPE CONTRACT NUMBER: 7591080

SOURCE OF FUNDS: Capital Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(13) VENDOR: Riverside Assessments, LLC dba Riverside Insights

SERVICE/GOODS (SOW): Contractor to provide various sole sourced clinical assessment kits, test booklets, software, and manuals.

SOURCING METHOD: Sole Source

TERM: August 28, 2024 through August 27, 2027

FOR WHOM: Exceptional Education Students

COMPENSATION: Contractor will be compensated in accordance with Attachment A. Total compensation for this contract is not to exceed $300,000.

Total compensation is based on an estimated yearly amount of $100,000.

OVERSIGHT: Exceptional Education

EVALUATION: Based on the quality of the products provided and effectiveness of the products in classroom application.

MBPE CONTRACT NUMBER: 7590626

SOURCE OF FUNDS: Operating Budget and Federal IDEA Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(14) VENDOR: S.M. Lawrence Company, Inc.

SERVICE/GOODS (SOW): For the provision of HVAC repair and replacement services on an as-needed basis.

SOURCING METHOD: RFP 371370

TERM: June 26, 2024 through June 25, 2029

FOR WHOM: MNPS Schools and Facilities

COMPENSATION: Contractor will be compensated in accordance with section 2.2 on a project-by-project basis.

Total compensation for this contract is not to exceed $10,000,000.

Total compensation is based on an estimated yearly amount of $2,000,000.

OVERSIGHT: Facilities

EVALUATION: Based on the quality and timeliness of the services provided and adherence the requested scopes of work.

MBPE CONTRACT NUMBER: 7591081

SOURCE OF FUNDS: Capital Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(15) VENDOR: Southern Heating & Cooling, Inc.

SERVICE/GOODS (SOW): For the provision of HVAC repair and replacement services on an as-needed basis.

SOURCING METHOD: RFP 371370

TERM: June 26, 2024 through June 25, 2029

FOR WHOM: MNPS Schools and Facilities

COMPENSATION: Contractor will be compensated in accordance with section 2.2 on a project-by-project basis.

Total compensation for this contract is not to exceed $10,000,000.

Total compensation is based on an estimated yearly amount of $2,000,000.

OVERSIGHT: Facilities

EVALUATION: Based on the quality and timeliness of the services provided and adherence the requested scopes of work.

MBPE CONTRACT NUMBER: 7591078

SOURCE OF FUNDS: Capital Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(16) VENDOR: Spot Coolers

SERVICE/GOODS (SOW): Amendment #1 increases the contract value. The contract is for the provision of qualified contractors to provide quotes on rental equipment on an as-needed basis.

SOURCING METHOD: Amendment of a Previously Board Approved Contract

TERM: June 26, 2024 through May 12, 2025

FOR WHOM: MNPS Facilities

COMPENSATION: This amendment increases the contract value by $400,000.

Total compensation for this contract is not to exceed $1,650,000.

OVERSIGHT: Facilities

EVALUATION: Based on the quality of the rental equipment requested and the timeliness in receiving the rental equipment.

MBPE CONTRACT NUMBER: 7497194

SOURCE OF FUNDS: Operating Budget

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(17) VENDOR: STARS Nashville

SERVICE/GOODS (SOW): Amendment #1 extends the term of the contract, updates the Criminal Background Check clause, and incorporates the Boycott of Israel Act. The contract is for the provision of restorative practice services.

SOURCING METHOD: Amendment of a Previously Board Approved Contract

TERM: June 26, 2024 through June 30, 2025

FOR WHOM: MNPS Students and Staff

COMPENSATION: This amendment increases the contract value by $500,000.

Total compensation for this contract is not to exceed $6,576,611.

OVERSIGHT: Student Support Services

EVALUATION: Based on the quality and timeliness of the services provided and adherence to the requested scope of work.

MBPE CONTRACT NUMBER: 7527893

SOURCE OF FUNDS: Various Operating Budgets, ESSER Bridge Funding, and Federal Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(17) VENDOR: STARS Nashville

SERVICE/GOODS (SOW): Amendment #1 extends the term of the contract, updates the Criminal Background Check clause, and incorporates the Boycott of Israel Act. The contract is for the contractor to serve as the lead agency for school-based mental health counselors and social workers, providing a coordinating position to partner with the Office of Counseling Services.

SOURCING METHOD: Amendment of a Previously Board Approved Contract

TERM: June 26, 2024 through June 30, 2025

FOR WHOM: MNPS Students and Staff

COMPENSATION: This amendment increases the contract value by $1,500,000.

Total compensation for this contract is not to exceed $13,500,000.

OVERSIGHT: Student Support Services

EVALUATION: Based on the following: (1) monitoring of collaborative referrals assigned for tiered supports, crisis intervention, or subsistence needs; (2) monitoring and timely response to crisis interventions using the MNPS Suicide Screener and Threat Assessment Protocol; (3) progress monitoring of evidence-based Tier 2 and Tier 3 services being provided; (4) progress monitoring of service effectiveness towards the goal of increasing mental health supports for students, decreasing the number of disciplinary incidents, and increasing student attendance; (5) quantity and quality of professional learning opportunities provided to students, staff, and community members; (6) quality and timeliness of services provided and adherence to the scope of work documents.

MBPE CONTRACT NUMBER: 7527894

SOURCE OF FUNDS: Various Operating Budgets, ESSER Bridge Funding, and Federal Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(18) VENDOR: System Integrations, Inc.

SERVICE/GOODS (SOW): For the provision to purchase, install, maintain, and repair video surveillance and threat detection systems.

SOURCING METHOD: RFP 373381

TERM: July 1, 2024 through June 30, 2029

FOR WHOM: MNPS Schools and Facilities

COMPENSATION: Contractor will be compensated in accordance with Exhibit A.

Total compensation for this contract is not to exceed $15,000,000.

Total compensation is based on an estimated yearly amount of $3,000,000.

OVERSIGHT: Safety & Security

EVALUATION: Based on performance of the provided products to meet advertised capabilities and the workmanship/support provided by vendor.

MBPE CONTRACT NUMBER: 7591242

SOURCE OF FUNDS: Operating Budget

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(19) VENDOR: The Radon Guy, Inc. dba The Radon Guys

SERVICE/GOODS (SOW): For the provision of radon mitigation services, including repair, replacement, and new installation of commercial radon mitigation equipment and systems, as well as related projects on an as-needed basis.

SOURCING METHOD: RFP 371376

TERM: June 26, 2024 through June 25, 2029

FOR WHOM: All MNPS Facilities

COMPENSATION: Contractor will be compensated in accordance with Exhibit A.

Total compensation for this contract is not to exceed $1,250,000.

Total compensation is based on an estimated yearly amount of $250,000.

OVERSIGHT: Facilities

EVALUATION: Based on the quality and timeliness of the services provided and adherence the requested scopes of work.

MBPE CONTRACT NUMBER: 7589877

SOURCE OF FUNDS: Operating Budget

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(20) VENDOR: TriStar Mechanical, LLC

SERVICE/GOODS (SOW): For the provision of HVAC repair and replacement services on an as-needed basis.

SOURCING METHOD: RFP 371370

TERM: June 26, 2024 through June 25, 2029

FOR WHOM: MNPS Schools and Facilities

COMPENSATION: Contractor will be compensated in accordance with section 2.2 on a project-by-project basis.

Total compensation for this contract is not to exceed $10,000,000.

Total compensation is based on an estimated yearly amount of $2,000,000.

OVERSIGHT: Facilities

EVALUATION: Based on the quality and timeliness of the services provided and adherence the requested scopes of work.

MBPE CONTRACT NUMBER: 7591075

SOURCE OF FUNDS: Capital Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(21) VENDOR: Vanderbilt University

SERVICE/GOODS (SOW): Amendment #1 extends the contract term and increases the total revenue amount to be received. Vanderbilt University to provide reimbursement to MNPS to cover half the salary and fringe cost for a Research-Practice Partnership (RPP) Manager, pursuant to the non-binding statement of intent between Vanderbilt and MNPS to establish a research-practice partnership.

SOURCING METHOD: Amendment of a Previously Board Approved Contract

TERM: June 26, 2024 through June 30, 2026

FOR WHOM: Research, Assessment & Evaluation

COMPENSATION: This amendment increases the contract amount to be received by $144,000.

Total compensation to be reimbursed to MNPS for this contract is not to exceed $360,441.89.

OVERSIGHT: Research, Assessment & Evaluation

EVALUATION: Based on the timely reimbursement of funds.

MBPE CONTRACT NUMBER: 7563595

SOURCE OF FUNDS: Revenue

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Consolidated Checklist

This checklist is a means of communication between TDOE and LEAs regarding the allowability and allocability of the items submitted in the funding application. Please follow the steps below to ensure that the funding application contains items that are in compliance with program requirements.

- After the LEA submits the application, TDOE will review the application and mark each section as OK, Not Applicable, or Attention Needed. If the application contains no items that are marked as Attention Needed, the application will be approved.
- If the application contains items that are marked as Attention Needed, the application will be returned to the LEA with a status of not approved. The LEA will review the checklist for items that are marked Attention Needed and make the necessary changes to those items. Only the checked items in the sections marked Attention Needed are to be corrected and/or explained. Each section marked Attention Needed also has a place where TDOE may provide notes to explain those items. The LEA should check for notes and additional comments.
- Once the LEA has made the necessary adjustments, the LEA will resubmit the application for approval. If TDOE determines that the item has been corrected, Attention Needed will be changed to OK by the TDOE Reviewer. If the items that were marked Attention Needed still have not been corrected, the application will be returned again to the LEA with a status of not approved.
- Applications that contain no items that are marked Attention Needed will be approved.

General Checklist Comment

Thank you for sharing information on your plan to hire additional teachers for FY25. Please be sure to provide an update to this page when you fill the position and note that you are within ratio. If the LEA will continue to be out of ratio into the school year, please contact me at hannah.gribble@tn.gov for next steps.	Hannah Gribble	6/12/2024 9:08:51 AM

Checklist Description (Collapse All Expand All)

1. Allocations	OK	Debby Thompson	6/13/2024 7:19:45 AM
1.01 ESEA Consolidated Administration			
1.02 School-wide Pool			
2. Cover Page and Contacts	OK	Kate Smitheal	6/12/2024 8:10:14 AM
2.01 Cover Page			
2.02 Contact Page			
3. ESEA Requirements	OK	Debby Thompson	6/13/2024 7:19:45 AM
3.01 Consolidated Administration			
3.02 Administration			
3.03 State or Local Funds			
4. Consolidated Administration	OK	Debby Thompson	6/13/2024 7:19:45 AM
4.01 Budget & Budget Narratives			
4.02 Program Details			
5. Title I-A	OK	Debby Thompson	6/13/2024 7:19:45 AM
5.01 Budget & Budget Narratives			
5.02 Program Details			
5.03 Student Eligibility (Targeted Assistance Programs)			
5.04 Personnel Details			
5.05 Preschool Counts			
5.06 School Eligibility			
5.07 District Set Asides & Overview			
5.08 Allocation Designations			
5.09 PPA List			
5.10 Related Documents			
6. Homeless Students	OK	Vanessa Waters	6/12/2024 10:54:28 AM
6.01 Homeless Students			
7. Title I Family Engagement	OK	Vanessa Waters	6/13/2024 4:25:55 PM
7.01 Family Engagement			
8. Foster Care Students	OK	Jackie Jacobson	6/12/2024 6:49:39 AM
8.01 Foster Care Students			
9. Title I CSR Teachers	Not Applicable	Heather Farley	5/24/2024 8:31:57 AM
9.01 If the LEA has indicated a number for # of CSR Teachers on the Program Details page.			
10. Title I-A Neglected	OK	Scott Indermuehle	6/12/2024 7:04:12 AM
10.01 Budget & Budget Narratives			
10.02 Program Details			
11. Title I, Part C	Not Applicable	Heather Farley	5/23/2024 10:29:33 AM

	11.01 Budget & Budget Narratives			
	11.02 Program Details			
	11.03 Personnel Details			
	12. Title I-D Delinquent (LEA)	OK	Scott Indermuehle	6/12/2024 7:04:12 AM
	12.01 Budget & Budget Narratives			
	12.02 Program Details			
	13. Title II-A	OK	Michelle Harless	6/12/2024 10:49:34 AM
	13.01 Budget & Budget Narratives			
	13.02 Program Details			
	13.03 Personnel Details			
	13.04 Related Documents			
	14. Title II-A CSR Teachers	Not Applicable	Heather Farley	5/23/2024 10:29:33 AM
	14.01 If the LEA has indicated a number for # of CSR Teachers on the Program Details page.			
	15. English Learner Requirements	OK	Hannah Gribble	6/12/2024 9:07:39 AM
	15.01 Program Details - include comparing the ratio to the EL October Count number			
	15.02 Consortia Budget Review			
	15.03 Program Details - Title III			
	15.04 Personnel Details			
	15.05 Related Documents			
	15.06 Other			
	16. Title III Consortium	Not Applicable	Heather Farley	5/23/2024 10:18:19 AM
	16.01 Budget & Budget Narratives			
	17. Title III	OK	Hannah Gribble	6/12/2024 9:07:39 AM
	17.01 Budget & Budget Narratives			
	18. Non-public/Private Schools page	OK	Michelle Harless	6/12/2024 10:49:34 AM
	18.01 Non-public/Private Schools			
	18.02 Program Details			
	18.03 Related Documents			
	19. IDEA Requirements	OK	Brett Printz	6/13/2024 12:39:02 PM
	19.01 System-Wide Personnel Page			
	19.02 Personnel Details (6-21)			
	19.03 Personnel Details (3-5)			
	19.04 Private School Details (IDEA)			
	19.05 General Purpose Special Education Budget			
	19.06 Special Transportation			
	19.07 State Special Education Expenditure Report			
	19.08 Shared Related Documents			
	20. IDEA Part B	OK	Brett Printz	6/13/2024 12:39:02 PM
	20.01 Budget & Budget Narratives			
	20.02 Equipment Purchases			
	20.03 Adjustment to Local Effort			
	20.04 School-wide Program			
	20.05 Coordinated Early Intervention Services			
	20.06 CCEIS Mandatory			
	20.07 Non-supplanting/Maintenance of Effort			
	21. IDEA Preschool	OK	Brett Printz	6/13/2024 12:39:02 PM
	21.01 Budget & Budget Narratives			
	21.02 Equipment Purchases			
	21.03 Adjustment to Local Effort			
	21.04 School-wide Program			
	21.05 Coordinated Early Intervention Services			

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Cover Page and Overview

LEA Information

* LEA ID#	* LEA Name
190	Metropolitan Nashville Public Schools

LEA Official Address

* Street	* City
2601 Bransford Ave	Nashville
* Zip Code	* Last Four Digits from the ZIP+4 Digit Postal Code
37204	2811
Phone	LEA Website
(615)259-4636	https://mnps.org

District Assessment Information URL

The district assessment information URL is required per TCA § 49-6-6007. The information shall include:

1. the name of the test,
2. the purpose and use of the test,
3. the grade or class in which the test is to be administered,
4. the tentative date or dates on which the test will be administered, and
5. how and when parents and students will be informed of the results of the test.

* District Assessment URL - *Please enter **only** the URL (link) for the LEA's assessment website.*

https://www.mnps.org/learn/academics/assessments/tests_and_assessments
See https://cdnsm5-ss13.sharpschool.com/UserFiles/Servers/Server_32970243/File/Learn/Assessments/Assessments/State%20Assessments%20Calendar/DRAFT%20State%20Assessment%20Calendar%202024-25.pdf at bottom of assessment page.

Director of Schools

* Name	* Email	* Phone
Dr. Adrienne Battle	DirectorOfSchools@mnps.org	615-259-8420

ESEA Director

* Name	* Email	* Phone
Sarah Chin	sarah.chin@mnps.org	615-947-4595

IDEA Director

* Name	* Email	* Phone
Debra McAdams	debbie.mcadams@mnps.org	615-259-8657

SAM.GOV Information

* SAM Registration Annual Renewal Date
12/14/2024

* Address Listed under SAM Registration Including **ZIP+4 Postal Code**
2601 Bransford Avenue, Nashville, TN 37204-2811

* UEI (Unique Entity Identification)
DC5WJ5K96NM8

* Cage Code for SAM Registration
5R1J8

* Contact Personnel Name for SAM Registration
Barry Booker

* SAM Contact Email Address
barry.booker@mnps.org

* Backup personnel assigned for SAM registration
Tracy Harper

Federal Funds Question

* Will you spend $750,000 or more in federal funds in this fiscal year?
Yes ▼

Assurance

☑ * The information provided above is accurate as of the date of submission of the consolidated funding application.

Consolidated Project

Consolidated Project begins July 1, 2024 and ends Sept. 30, 2025*

*Tydings Amendment: Section 421(b) of the General Education Provisions Act states that any funds that are not obligated at the end of the federal funding period shall remain available for an additional 12 months.

Resources

Click here to open the FY25 Consolidated Funding Application Guide.

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Cover Page and Overview

Application Contacts and Consolidated Funding Application (CFA) Roles.

Contacts are names that are selected on the CFA Contacts page; the *LEA Data View* role allows a name to be selected.

The following Roles allow individuals to answer application questions and/or change the application status: the *LEA Authorized Representative, LEA Fiscal Representative, Consolidated Update,* and *Consolidated Director.*

User Access

The *Consolidated* roles or *Data View* roles can be assigned by the district user access administrators or the ePlan.Help@tn.gov team.

Click here to access the LEA user access form.

Workflow and Notifications

Not Started	The application cannot be edited until the draft is started. *LEA Consolidated Update, LEA Consolidated Director, LEA Fiscal Representative,* or *LEA Authorized Representative* roles can move the application into *Draft Started* status.
Draft Started	*LEA Consolidated Update, LEA Consolidated Director, LEA Fiscal Representative,* or *LEA Authorized Representative* roles can edit the CFA in the *Draft Started* status (or *Revision Started* for revisions).
Draft Completed	The *LEA Consolidated Director* role can click *Draft Completed* (or *Revision Completed for revisions).*
LEA Fiscal Representative Approved or Not Approved	The *LEA Fiscal Representative* can click *Approved* or *Not Approved.*
TDOE FPO Divisional Coordinator Reviewed or Returned	The *TDOE FPO Divisional Coordinator* can click *Reviewed* or *Returned.*
TDOE FPO Director Approved or Not Approved	The *TDOE FPO Director* can click *Approved* or *Not Approved.*
LEA Authorized Representative Approved or Not Approved	The *LEA Authorized Representative* can click *Approved* or *Not Approved.*

Reimbursement Requests

LEAs can complete reimbursement requests after the *LEA Authorized Representative* has approved the application.

Resources

Click here to open the Technical Application Guide: FY25 CFA.

Click here to open the Federal Spending Handbook for the FY25 Consolidated Funding Application

Click here to open the What's New: FY25 CFA overview.

TDOE Contacts

ESSA Coordinator	Heather.Farley@tn.gov
IDEA Coordinator	Jamie.Eldridge@tn.gov
Fiscal Consultant	Robert.Mynhier@tn.gov
Single Sign On (SSO)	DT.Support@tn.gov

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	6/14/2024 2:44:49 AM	Debby Thompson	Status changed to 'TDOE FPO Director Approved'.	S
	6/13/2024 4:23:37 PM	Heather Farley	Status changed to 'TDOE FPO Divisional Coordinator Reviewed'.	S
	6/13/2024 3:27:32 PM	Adrienne Battle	Status changed to 'LEA Authorized Representative Approved'.	S
	6/13/2024 2:09:27 PM	Sarah Chin	Status changed to 'LEA Fiscal Representative Approved'.	S
	6/13/2024 2:08:13 PM	JOSHUA WRIGHT	Status changed to 'Draft Completed'.	S
	6/13/2024 12:44:26 PM	Brinn Obermiller	Status changed to 'TDOE FPO Director Returned Not Approved'.	S
	6/12/2024 6:36:56 AM	Heather Farley	Status changed to 'TDOE FPO Divisional Coordinator Reviewed'.	S
	6/11/2024 10:37:51 AM	Adrienne Battle	Status changed to 'LEA Authorized Representative Approved'.	S
	6/11/2024 8:54:45 AM	Sarah Chin	Status changed to 'LEA Fiscal Representative Approved'.	S
	6/11/2024 7:58:20 AM	JOSHUA WRIGHT	Status changed to 'Draft Completed'.	S
	6/10/2024 12:17:39 PM	Heather Farley	Status changed to 'TDOE FPO Divisional Coordinator Returned – Revisions Needed'.	S
	6/7/2024 1:59:55 PM	Adrienne Battle	Status changed to 'LEA Authorized Representative Approved'.	S
	6/7/2024 9:39:28 AM	Sarah Chin	Status changed to 'LEA Fiscal Representative Approved'.	S
	5/31/2024 7:46:10 AM	JOSHUA WRIGHT	Status changed to 'Draft Completed'.	S
	5/24/2024 3:48:09 PM	Jamie Eldridge	Status changed to 'TDOE FPO Divisional Coordinator Returned – Revisions Needed'.	S
	5/10/2024 4:18:21 PM	Adrienne Battle	Status changed to 'LEA Authorized Representative Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	5/10/2024 12:45:14 PM	Sarah Chin	Status changed to 'LEA Fiscal Representative Approved'.	S
	5/10/2024 12:38:41 PM	JOSHUA WRIGHT	Status changed to 'Draft Completed'.	S
☐	4/24/2024 7:08:37 AM	Geneva Taylor	FY24 CFA Title V Allocation Update Good morning, Under Title V, Part B, local educational agencies (LEAs) may be eligible to receive funds under one of two programs: the Small, Rural School Achievement (SRSA) grant program (administered by the U.S. Department of Education (ED)) or the Rural and Low-Income School (RLIS) grant program (administered by the Tennessee Department of Education (department)). LEAs that are eligible for both programs must choose one to participate in and should have received an email from ED regarding this decision back in March. SRSA applications are due to ED May 10. Once ED communicates which LEA are participating in RLIS and which are participating in SRSA, the department will calculate and load allocations for Title V, Part B. Notifications regarding the timeline will be communicated as soon as details become available. Best, Brinn Obermiller | Senior Director of ESEA Oversight Federal Programs & Oversight (615) 864-5045 Brinn.Obermiller@tn.gov tn.gov/education #TNBestforAll We will set all students on a path to success. *Email generated by:*	C

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	3/4/2024 10:34:54 AM	JOSHUA WRIGHT	Status changed to 'Draft Started'.	S
	3/1/2024 2:49:19 PM	Spencer Yonce	Status changed to 'Not Started'.	S

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Allocations

Allocation Type	(1) ESEA Con. Admin	(2) Title I-A CFDA: 84.010A	(3) School-wide Pool	(4) Title I-A Neglected CFDA: 84.010A	(5) Title I-C	(6) Title I-D LEA CFDA: 84.010A	(7) Title I-D SA CFDA: 84.013A	(8) Title II-A CFDA: 84.367A	(9) Title III CFDA: 84.365A	(10) Title IV CFDA: 84.424A	(11) Title V CFDA: 84.358A	(12) IDEA, Part B CFDA: 84.027A	(13) IDEA Preschool CFDA: 84.173A	Total
Original	$0.00	$34,254,458.38	$0.00	$233,745.19	$133,926.87	$304,450.00	$0.00	$4,164,826.86	$2,488,873.13	$2,586,772.33	$0.00	$21,381,249.00	$492,368.00	$66,040,669.76
Incoming Carryover	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Outgoing Carryover	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Reallocated	$0.00	$651,439.18	$0.00	$2,242.77	$0.00	$0.00	$0.00	$96,265.09	$0.00	$0.00	$0.00	$0.00	$0.00	$749,947.04
Additional	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Released	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Consortium	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Special Award	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
FER Released	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Total	$0.00	$34,905,897.56	$0.00	$235,987.96	$133,926.87	$304,450.00	$0.00	$4,261,091.95	$2,488,873.13	$2,586,772.33	$0.00	$21,381,249.00	$492,368.00	$66,790,616.80

Allocation Transfers	(1) ESEA Con. Admin	(2) Title I-A CFDA: 84.010A	(3) School-wide Pool	(4) Title I-A Neglected CFDA: 84.010A	(5) Title I-C	(6) Title I-D LEA CFDA: 84.010A	(7) Title I-D SA CFDA: 84.013A	(8) Title II-A CFDA: 84.367A	(9) Title III CFDA: 84.365A	(10) Title IV CFDA: 84.424A	(11) Title V CFDA: 84.358A	(12) IDEA, Part B CFDA: 84.027A	(13) IDEA Preschool CFDA: 84.173A	Total
From Title I-A	$1,979,364.96	($1,979,364.96)	$0.00											$0.00
From Title I-A Neglected	$100.00			($100.00)										$0.00
From Title I-C	$0.00		$0.00		$0.00									$0.00
From Title I-D LEA	$100.00					($100.00)								$0.00
From Title II-A	$500,000.00	Original $0.00 Carryover $0.00	$0.00		Original $0.00 Carryover $0.00	Original $0.00 Carryover $0.00	Original $0.00 Carryover $0.00	($500,000.00)	Original $0.00 Carryover $0.00	Original $0.00 Carryover $0.00	Original $0.00 Carryover $0.00			$0.00
From Title III	$100.00		$0.00						($100.00)					$0.00
From Title IV	$0.00	Original $2,069,417.86 Carryover $0.00	$0.00		Original $0.00 Carryover $0.00	Original $0.00 Carryover $0.00	Original $0.00 Carryover $0.00	Original $517,354.47 Carryover $0.00	Original $0.00 Carryover $0.00	($2,586,772.33)	Original $0.00 Carryover $0.00			$0.00
From Title V	$0.00		$0.00								$0.00			$0.00
From IDEA, Part B			$0.00									$0.00		$0.00
Total	$2,479,664.96	$34,995,950.46	$0.00	$235,887.96	$133,926.87	$304,350.00	$0.00	$4,278,446.42	$2,488,773.13	$0.00	$0.00	$21,381,249.00	$492,368.00	$66,790,616.80

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Contacts

Required Contacts	
Type	**Contact(s)**
Director of Schools [Select at least 1 contact(s)]	Adrienne Battle - 5-6
ESEA Bookkeeper [Select at least 1 contact(s)]	Nicole Buchanan - 1-2 Sean McGuire - 1-2
ESEA Director [Select at least 1 contact(s)]	Sarah Chin - 1-2
Family Engagement Liaison [Select at least 1 contact(s)]	Michael White - 5-6 JOSHUA WRIGHT - 1-2
Foster Care Point of Contact [Select at least 1 contact(s)]	Catherine Knowles - 1-2 Maya Young - 5-6
Homeless Children Liaison [Select at least 1 contact(s)]	Catherine Knowles - 16+ JOSHUA WRIGHT - 1-2
Homeschool Coordinator [Select at least 1 contact(s)]	Tammy Lee - 11-15
IDEA Bookkeeper [Select at least 1 contact(s)]	Daniel Killian - 16+
IDEA Director [Select at least 1 contact(s)]	Debbie McAdams - 16+
IDEA, Part B Contact [Select at least 1 contact(s)]	Debbie McAdams - 16+ Daniel Killian - 16+ Tieawasa Hodack - 7-10
IDEA Preschool Contact [Select at least 1 contact(s)]	Debbie McAdams - 16+ Daniel Killian - 16+
Justice-Involved Youth Contact (Attendance Officer unless otherwise noted) [Select at least 1 contact(s)]	Martha Martin - 3-4
Migrant Liaison [Select at least 1 contact(s)]	Catherine Knowles - 1-2 Maya Young - 5-6
Private Schools Contact [Select at least 1 contact(s)]	Lateasha Johnson - Less than one year
Relief Funding Contact [Select at least 1 contact(s)]	JOSHUA WRIGHT - 1-2 Sarah Chin - 1-2
Title I-A Contact [Select at least 1 contact(s)]	Michael White - 5-6 Sarah Chin - 1-2
Title I: N & D Contact [Select at least 1 contact(s)]	Catherine Knowles - 1-2 Beth Luken - 5-6
Title II-A Contact [Select at least 1 contact(s)]	JOSHUA WRIGHT - 1-2 Stephanie Wyka - 1-2
Title III-EL Contact [Select at least 1 contact(s)]	Molly Stovall - 5-6 JOSHUA WRIGHT - 1-2
Title IV Contact [Select at least 1 contact(s)]	JOSHUA WRIGHT - 1-2
Title V Contact [Select at least 1 contact(s)]	Sarah Chin - 1-2

Treasurer or CFO [Select at least 1 contact(s)]	Barry Booker - 7-10 Jorge Robles - Less than one year

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - ESEA Requirements

Hovering on a column header will display additional information about that column's data.

Grant	Original Allocation	Con Admin Contribution	Con Admin %	Direct Admin	Direct %	Indirect	Indirect %	Total Admin	Total Admin %	Max Allowed Admin %
Title I, Part A	$36,975,315.42	$1,979,364.96	5.35 %	$0.00	0.00 %	$685,968.60	1.86 %	$2,665,333.56	7.21 %	20.00 %
Title I, Part A-Neglected	$235,987.96	$100.00	0.04 %	$0.00	0.00 %	$13,419.43	5.69 %	$13,519.43	5.73 %	20.00 %
Title I, Part C	$133,926.87	$0.00	0.00 %	$0.00	0.00 %	$0.00	0.00 %	$0.00	0.00 %	20.00 %
Title I, Part D LEA	$304,450.00	$100.00	0.03 %	$0.00	0.00 %	$14,923.87	4.90 %	$15,023.87	4.93 %	20.00 %
Title II, Part A	$4,778,446.42	$500,000.00	10.46 %	$0.00	0.00 %	$100,000.00	2.09 %	$600,000.00	12.56 %	20.00 %
Title III	$2,488,873.13	$100.00	0.00 %	$0.00	0.00 %	$45,500.00	1.83 %	$45,600.00	1.83 %	2.00 %
Title IV	$0.00	$0.00	0.00 %	$0.00	0.00 %	$0.00	0.00 %	$0.00	0.00 %	2.00 %
Title V	$0.00	$0.00	0.00 %	$0.00	0.00 %	$0.00	0.00 %	$0.00	0.00 %	20.00 %

ESEA Shared Related Documents

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - ESEA Requirements

Required Documents
This page is currently not accepting Related Documents.

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Consolidated Admin Pool

Indirect Cost Guide	
Total Allocation	$2,479,664.96
Existing Budget In Categories Not Eligible for Indirect Cost	$10,000.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$2,469,664.96
Indirect Cost Rate	6.32%
Max Available Budget In Categories Eligible for Indirect Cost	$2,322,860.20
Max Indirect Cost	$146,804.76

Account Number		Total
72210 - Support Services/Regular Instruction Program		$2,479,664.96
82130 - Principal		$0.00
99100 - Transfers Out		$0.00
	Total	$2,479,664.96
	Adjusted Allocation	$2,479,664.96
	Remaining	$0.00

Budget Detail

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Consolidated Admin Pool

72210 - Support Services/Regular Instruction Program - $2,479,664.96 ▼

Budget Detail		Narrative Description
Account Number:	72210 - Support Services/Regular Instruction Program	28.9 FTE as detailed on the Program Details page of the Consolidated Admin section of this application. ORIGINAL: Amount will increase when carryover funds are programmed.
Line Item Number:	189 - Other Salaries & Wages	
Strategic Plan:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$1,635,664.96	
Line Item Total:	$1,635,664.96	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of social security expenses of employees budgeted in this category. ORIGINAL: Amount will increase when carryover funds are programmed.
Line Item Number:	201 - Social Security	
Strategic Plan:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$131,500.00	
Line Item Total:	$131,500.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of certificated retirement expenses of employees budgeted in this category. ORIGINAL: Will increase when carryover funds are programmed.

Line Item Number:	204 - Pensions	
Strategic Plan:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$155,000.00	
Line Item Total:	$155,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of life insurance expenses of employees budgeted in this category. ORIGINAL: Amount will increase when carryover funds are programmed.
Line Item Number:	206 - Life Insurance	
Strategic Plan:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$2,500.00	
Line Item Total:	$2,500.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of medical insurance expenses of employees budgeted in this category. ORIGINAL: Will increase when carryover funds are programmed.
Line Item Number:	207 - Medical Insurance	
Strategic Plan:		
Optional Program Code:		

Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$305,000.00	
Line Item Total:	$305,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of dental insurance expenses of employees budgeted in this category. ORIGINAL: Amount will increase when carryover funds are programmed.
Line Item Number:	208 - Dental Insurance	
Strategic Plan:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$5,000.00	
Line Item Total:	$5,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of unemployment insurance expenses of employees budgeted in this category. ORIGINAL: Amount will increase when carryover funds are programmed.
Line Item Number:	210 - Unemployment Compensation	
Strategic Plan:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$1,500.00	
Line Item Total:	$1,500.00	

Account Number:	72210 - Support Services/Regular Instruction Program	Support employee pension costs. ORIGINAL: Will increase when carryover funds are programmed.
Line Item Number:	211 - Local Retirement	
Strategic Plan:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$79,000.00	
Line Item Total:	$79,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of medicare expenses of employees budgeted in this category. ORIGINAL: Will increase when carryover funds are programmed.
Line Item Number:	212 - Employer Medicare	
Strategic Plan:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$32,000.00	
Line Item Total:	$32,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	External experts such as Brustein Manasevit to advise and provide training on matters of ESEA compliance
Line Item Number:	308 - Consultants	
Strategic Plan:		
Optional		

Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$30,000.00	
Line Item Total:	$30,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Mileage for persons paid from Consolidated Admin to carry out their job function. Out of town travel for professional development is not budgeted here but in 72210-524 in accordance with guidance provided by the State at Consolidated Application Workshop.
Line Item Number:	355 - Travel	
Strategic Plan:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$17,500.00	
Line Item Total:	$17,500.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Administrative supplies and materials for all ESSA Admin funded staff and Titles. Includes copy paper, notebooks, folders, pens, postits
Line Item Number:	499 - Other Supplies and Materials	
Strategic Plan:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$45,000.00	

Line Item Total:	$45,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Conference registration, supplies, out-of-town travel and materials to provide professional development to employees funded by Consolidated Administration. Conferences include Bruestein, Association Educational Federal Finance Administrators, National Title I Conference. Includes TAFPA annual membership $250.
Line Item Number:	524 - In-Service / Staff Development	
Strategic Plan:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$30,000.00	
Line Item Total:	$30,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Office equipment all ESEA Admin staff. Includes computers, monitors.
Line Item Number:	790 - Other Equipment	
Strategic Plan:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$10,000.00	
Line Item Total:	$10,000.00	

Total for 72210 - Support Services/Regular Instruction Program:	$2,479,664.96
Total for all other Account Numbers:	$0.00
Total for all Account Numbers:	$2,479,664.96
Adjusted Allocation:	$2,479,664.96

Remaining: $0.00

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Consolidated Admin Pool

Indirect Cost Guide	
Total Allocation	$2,479,664.96
Existing Budget In Categories Not Eligible for Indirect Cost	$10,000.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$2,469,664.96
Indirect Cost Rate	6.32%
Max Available Budget In Categories Eligible for Indirect Cost	$2,322,860.20
Max Indirect Cost	$146,804.76

Filter by Location: All - $2,479,664.96 ▼

Account Number	72210 - Support Services/Regular Instruction Program	Total
Line Item Number		
189 - Other Salaries & Wages	1,635,664.96	1,635,664.96
201 - Social Security	131,500.00	131,500.00
204 - Pensions	155,000.00	155,000.00
206 - Life Insurance	2,500.00	2,500.00
207 - Medical Insurance	305,000.00	305,000.00
208 - Dental Insurance	5,000.00	5,000.00
210 - Unemployment Compensation	1,500.00	1,500.00
211 - Local Retirement	79,000.00	79,000.00
212 - Employer Medicare	32,000.00	32,000.00
308 - Consultants	30,000.00	30,000.00
355 - Travel	17,500.00	17,500.00
499 - Other Supplies and Materials	45,000.00	45,000.00
524 - In-Service / Staff Development	30,000.00	30,000.00
790 - Other Equipment	10,000.00	10,000.00

Line Item Number	Account Number	72210 - Support Services/Regular Instruction Program	Total
Total		2,479,664.96	2,479,664.96
		Adjusted Allocation	2,479,664.96
		Remaining	0.00

Program Details

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Consolidated Admin Pool

*** Provide a description of the reasonable and necessary administrative activities and personnel (including travel, supplies, and equipment used to administer the grant programs included). All programs contributing funds to the consolidated administration pool must be administered with these funds. Funds in this pool may NOT be used to administer grant programs that have not contributed to the pool. All information described must match information in the consolidated administration budget and personnel table.**

Consolidated Admin funds are used for personnel, travel expenses for conferences, services, supplies, and equipment to administer the program, as well as professional consulting and resources. Consolidated Administration funds are used for the purpose of supporting and overseeing all federal funds received by the district as approved by the Tennessee Department of Education. The Federal Programs department is led by a Chief Strategy Officer. Program Directors oversee compliance, grants, and Title I schools. School Budget Partners are assigned to a group of schools to provide leadership for school planning and provide technical assistance in programming Title I funds. Technical assistance to schools includes training sessions for School Improvement Team leads in each Title I school. Grants management is provided by Program Management and Compliance staff, Program Assistants and Specialists, and Fiscal Management, and Program Evaluation staff.

Systemwide Administration - (Usually personnel working in the central office)

	Headcount	FTE
Administration		
Resource Specialist		
Program / Project Director	5.00	4.20
Other (specify) School Budget Strategy Partner	13.00	12.60
Other (specify) Fiscal Management	4.00	3.50
Other (specify) Program Evaluation	1.00	0.50
Other (specify) Program Assistants and Specialists	3.00	3.00
Other (specify) Program Management and Compliance	7.00	5.10
Total	33.00	28.90

Resources

Click here to open the Consolidated Funding Application Guide.

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part A

Indirect Cost Guide	
Total Allocation	$34,995,950.46
Existing Budget In Categories Not Eligible for Indirect Cost	$93,322.74
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$34,902,627.72
Indirect Cost Rate	6.32%
Max Available Budget In Categories Eligible for Indirect Cost	$32,827,904.18
Max Indirect Cost	$2,074,723.54

Account Number	Total
71100 - Regular Instruction Program	$28,024,079.40
71150 - Alternative Instruction Program	$0.00
71200 - Special Education Program	$0.00
72120 - Health Services	$0.00
72130 - Other Student Support	$3,089,667.53
72210 - Support Services/Regular Instruction Program	$2,791,122.75
72250 - Education Technology	$0.00
72410 - Office of the Principal	$0.00
72520 - Human Resources/Personnel	$0.00
72610 - Operation of Plant	$0.00
72710 - Transportation	$405,112.18
73100 - Food Service	$0.00
73400 - Early Childhood Education	$0.00
82130 - Principal	$0.00
99100 - Transfers Out	$685,968.60
Total	$34,995,950.46
Adjusted Allocation	$34,995,950.46
Remaining	$0.00

Budget Detail

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part A

71100 - Regular Instruction Program - $28,024,079.40 ▼

Budget Detail		Narrative Description
Account Number:	71100 - Regular Instruction Program	Teachers at traditional public schools providing direct instruction to students at Title I schools paid from within individual school allocations. All schools use school-wide Title I model and student-based budgeting. Supplement-not-supplant methodology has been submitted to the State. Metropolitan Nashville Public Schools uses Student Based Budget to fund schools in which dollars follow students based on need using objective, measurable, and weighted characteristics. Though budgeting is already a complex process, transitioning to a student-based budget was imperative to achieving educational equity. The strategic and compliant braiding of local and grant funds is implemented to best support each school's budget. This method applies to both the budgeting of staff and non-staff expenses. Funds are allocated on budgets to afford the best return on investment while supporting the needs identified through the school improvement plan, and schools utilize all their funding sources to best address the needs of their students. As the "purpose of a schoolwide program is to upgrade the entire educational program of the school in order to raise the achievement of the lowest-achieving students" [ESEA section 1114], and as each school has developed a comprehensive schoolwide plan designed to meet "the educational needs of all students, including each subgroup of students defined in section 1111(c)(2) (economically disadvantaged students; students from major racial and ethnic groups; children with disabilities; and English learners)" [ESEA section 1114(b)(7)(A)(i)] and address "the needs of all students but particularly the needs of students who are failing, or are at risk of failing, to meet the challenging State academic standards" [ESEA section 1114(b)(6), (7)(A)(iii)], funding these positions with Title I funds allows schools to strategically braid their local, state, and federal funds so that they may invest in additional interventionists, teachers, support staff, interventions, instructional materials, and equipment in order to increase the achievement of their lowest-achieving students. Specific FTE and positions are identified in the uploaded document on the Personnel Details (Regular School-Year - K-12 School-level) page: 229.65 FTE TEACHER positions (TPS)
Line Item Number:	116 - Teachers	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$13,015,300.86	
Line Item Total:	$13,015,300.86	
Account Number:	71100 - Regular Instruction Program	Parapros from individual traditional public school allocations. Specific FTE and positions are identified in the uploaded document on the Personnel Details (Regular School-Year - K-12 School-level) page: 16.35 FTE PARAPRO positions (TPS)
Line Item Number:	163 - Educational Assistants	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional	TPS	

Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$537,361.87	
Line Item Total:	$537,361.87	
Account Number:	71100 - Regular Instruction Program	Interventionists and tutors from individual traditional public school allocations. Exception pay for teachers working additional hours to provide instruction to students. Specific FTE and positions are identified in the uploaded document on the Personnel Details (Regular School-Year - K-12 School-level) page: 10.5 FTE INTERVENTIONIST positions .25 FTE TUTOR positions (TPS)
Line Item Number:	189 - Other Salaries & Wages	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$773,804.30	
Line Item Total:	$773,804.30	
Account Number:	71100 - Regular Instruction Program	Estimate of social security expenses of the employees budgeted in this category.
Line Item Number:	201 - Social Security	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		

Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$826,050.27	
Line Item Total:	$826,050.27	
Account Number:	71100 - Regular Instruction Program	Estimate of retirement expenses of the certificated employees budgeted in this category.
Line Item Number:	204 - Pensions	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$812,619.52	
Line Item Total:	$812,619.52	
Account Number:	71100 - Regular Instruction Program	Estimate of life insurance expenses of the employees budgeted in this category
Line Item Number:	206 - Life Insurance	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		

Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$50,000.00	
Line Item Total:	$50,000.00	
Account Number:	71100 - Regular Instruction Program	Estimate of health insurance expenses of the employees budgeted in this category.
Line Item Number:	207 - Medical Insurance	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$4,970,331.80	
Line Item Total:	$4,970,331.80	
Account Number:	71100 - Regular Instruction Program	Estimate of dental insurance expenses of the employees budgeted in this category.
Line Item Number:	208 - Dental Insurance	
Strategic Plan:		
LEA Set Asides:		

Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$50,000.00	
Line Item Total:	$50,000.00	
Account Number:	71100 - Regular Instruction Program	Estimate of unemployment expenses of the employees budgeted in this category.
Line Item Number:	210 - Unemployment Compensation	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$20,000.00	
Line Item Total:	$20,000.00	
Account Number:	71100 - Regular Instruction Program	Estimate of retirment expenses of the support employees budgeted in this category.
Line Item Number:	211 - Local Retirement	
Strategic Plan:		
LEA Set Asides:		

Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$70,020.85	
Line Item Total:	$70,020.85	
Account Number:	71100 - Regular Instruction Program	Estimate of medicare expenses of the employees budgeted in this category.
Line Item Number:	212 - Employer Medicare	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$205,793.34	
Line Item Total:	$205,793.34	
Account Number:	71100 - Regular Instruction Program	Title I funded teachers, interventionists, and tutors at Charter Schools (not MNPS employees so their personnel expenses hit our books as Consultant) Title I funded teachers are above the TDOE required student to teacher ratio. Specific FTE and positions are identified in the uploaded document on the Personnel Details (Regular School-Year - K-12 School-level) page: 64.59 FTE TEACHER positions 2 FTE INTERVENTIONIST positions 7 FTE TUTOR positions
Line Item Number:	399 - Other Contracted Services	
Strategic Plan:		
LEA Set Asides:		

Admin Costs:		
Optional Program Code:	Charter	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$4,468,507.71	
Line Item Total:	$4,468,507.71	
Account Number:	71100 - Regular Instruction Program	Equitable Services to Private School students instructional funds. Instructional services are provided via third-party contractors selected via RFP.
Line Item Number:	399 - Other Contracted Services	
Strategic Plan:		
LEA Set Asides:	Non-Public Instructional Funds	
Admin Costs:		
Optional Program Code:	Equitable Services	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$340,748.46	
Line Item Total:	$340,748.46	
Account Number:	71100 - Regular Instruction Program	Management Consultant expenses for traditional public schools to provide instruction to students (i.e., Southern Word which helps "youth develop their voices and map their own future" extending "programming into music production and writing of all genres")
Line Item Number:	399 - Other Contracted Services	
Strategic Plan:		
LEA Set		

Asides:	
Admin Costs:	
Optional Program Code:	TPS
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$55,624.66
Line Item Total:	$55,624.66

Account Number:	71100 - Regular Instruction Program
Line Item Number:	429 - Instructional Supplies & Materials
Strategic Plan:	
LEA Set Asides:	
Admin Costs:	
Optional Program Code:	TPS
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$1,526,301.86
Line Item Total:	$1,526,301.86

Instructional Supplies and Materials including but not limited to paper, pencil, crayons, calculators, maps, science materials, math manipulatives.

Account Number:	71100 - Regular Instruction Program
Line Item Number:	471 - Software
Strategic Plan:	

Instructional software purchased by schools based on school need such as IXL, Smore, Accelerated Reader, Starfall, Quaver SEL, Nearpod, Move This World, etc.

LEA Set Asides:	
Admin Costs:	
Optional Program Code:	TPS
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$208,291.16
Line Item Total:	$208,291.16

Account Number:	71100 - Regular Instruction Program
Line Item Number:	722 - Regular Instruction Equipment
Strategic Plan:	
LEA Set Asides:	
Admin Costs:	
Optional Program Code:	TPS
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$93,322.74
Line Item Total:	$93,322.74

Equipment purchases by schools including student laptops, iPads, Smart Boards

Total for 71100 - Regular Instruction Program:	$28,024,079.40
Total for all other Account Numbers:	$6,971,871.06
Total for all Account Numbers:	$34,995,950.46
Adjusted Allocation:	$34,995,950.46

Remaining:	$0.00

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part A

72130 - Other Student Support - $3,089,667.53 ▼

Budget Detail		Narrative Description
Account Number:	72130 - Other Student Support	School counselors and social workersfrom individual traditional public school allocations. Supplemental and in addition to those earned by the staffing formula. Specific FTE and positions are identified in the uploaded document on the Personnel Details (Regular School-Year - K-12 School-level) page: 9.67 FTE COUNSELOR positions (TPS)
Line Item Number:	123 - Guidance Personnel	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$659,473.00	
Line Item Total:	$659,473.00	
Account Number:	72130 - Other Student Support	1 FTE Homeless Program Assistant 1 FTE Homeless Transportation Specialist 1 FTE Homeless Education Community Partnership Specialist 2 FTE Homeless Education Outreach Specialist
Line Item Number:	189 - Other Salaries & Wages	
Strategic Plan:		
LEA Set Asides:	Students Experiencing Homelessness	
Admin Costs:		
Optional Program Code:	SEH	
Location Code:	Davidson County (190)	

Quantity:	1.00	
Cost:	$300,000.00	
Line Item Total:	$300,000.00	
Account Number:	72130 - Other Student Support	Family engagement positions from individual traditional public school allocations. Supplemental and in addition to those earned by the staffing formula. Specific FTE and positions are identified in the uploaded document on the Personnel Details (Regular School-Year - K-12 School-level) page: .5 FTE PARENT/FAMILY positions (TPS) .2 FTE RESOURCE SPEC
Line Item Number:	189 - Other Salaries & Wages	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$41,576.67	
Line Item Total:	$41,576.67	
Account Number:	72130 - Other Student Support	Estimate of social security expenses of the employees budgeted in this category.
Line Item Number:	201 - Social Security	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location	Davidson County (190)	

Code:		
Quantity:	1.00	
Cost:	$38,929.18	
Line Item Total:	$38,929.18	
Account Number:	72130 - Other Student Support	Social Security for FTE in Homeless Set Aside
Line Item Number:	201 - Social Security	
Strategic Plan:		
LEA Set Asides:	Students Experiencing Homelessness	
Admin Costs:		
Optional Program Code:	SEH	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$18,600.00	
Line Item Total:	$18,600.00	
Account Number:	72130 - Other Student Support	Estimate of retirement expenses of the certificated employees budgeted in this category.
Line Item Number:	204 - Pensions	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location	Davidson County (190)	

Code:		
Quantity:	1.00	
Cost:	$38,933.80	
Line Item Total:	$38,933.80	
Account Number:	72130 - Other Student Support	Estimate of life insurance expenses of the employees budgeted in this category.
Line Item Number:	206 - Life Insurance	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$5,000.00	
Line Item Total:	$5,000.00	
Account Number:	72130 - Other Student Support	Life Insurance for FTE in Homeless Set Aside
Line Item Number:	206 - Life Insurance	
Strategic Plan:		
LEA Set Asides:	Students Experiencing Homelessness	
Admin Costs:		
Optional Program Code:	SEH	

Location Code: Davidson County (190) **Quantity:** 1.00 **Cost:** $2,500.00 **Line Item Total:** $2,500.00	
Account Number: 72130 - Other Student Support **Line Item Number:** 207 - Medical Insurance **Strategic Plan:** **LEA Set Asides:** **Admin Costs:** **Optional Program Code:** TPS **Location Code:** Davidson County (190) **Quantity:** 1.00 **Cost:** $108,835.00 **Line Item Total:** $108,835.00	Estimate of medical insurance expenses of the employees budgeted in this category.
Account Number: 72130 - Other Student Support **Line Item Number:** 207 - Medical Insurance **Strategic Plan:** **LEA Set Asides:** Students Experiencing Homelessness **Admin Costs:** **Optional Program Code:** SEH	Medical Insurance for FTE in Homeless Set Aside

Location Code: Davidson County (190) **Quantity:** 1.00 **Cost:** $60,000.00 **Line Item Total:** $60,000.00	
Account Number: 72130 - Other Student Support **Line Item Number:** 208 - Dental Insurance **Strategic Plan:** **LEA Set Asides:** Students Experiencing Homelessness **Admin Costs:** **Optional Program Code:** SEH **Location Code:** Davidson County (190) **Quantity:** 1.00 **Cost:** $2,500.00 **Line Item Total:** $2,500.00	Dental insurance for FTE in Homeless Set Aside
Account Number: 72130 - Other Student Support **Line Item Number:** 208 - Dental Insurance **Strategic Plan:** **LEA Set Asides:** **Admin Costs:** **Optional Program** TPS	Estimate of dental insurance expenses of the employees budgeted in this category.

Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$1,500.00	
Line Item Total:	$1,500.00	
Account Number:	72130 - Other Student Support	Estimate of unemployment insurance expenses of the employees budgeted in this category.
Line Item Number:	210 - Unemployment Compensation	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$1,000.00	
Line Item Total:	$1,000.00	
Account Number:	72130 - Other Student Support	Unemployement insurance for FTE in Homeless Set Aside
Line Item Number:	210 - Unemployment Compensation	
Strategic Plan:		
LEA Set Asides:	Students Experiencing Homelessness	
Admin Costs:		
Optional	SEH	

Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$445.00	
Line Item Total:	$445.00	
Account Number:	72130 - Other Student Support	Local retirement for FTE in Homeless Set Aside
Line Item Number:	211 - Local Retirement	
Strategic Plan:		
LEA Set Asides:	Students Experiencing Homelessness	
Admin Costs:		
Optional Program Code:	SEH	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$38,460.00	
Line Item Total:	$38,460.00	
Account Number:	72130 - Other Student Support	Estimate of retirment expenses of the support employees budgeted in this category.
Line Item Number:	211 - Local Retirement	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional	TPS	

Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$1,000.00	
Line Item Total:	$1,000.00	
Account Number:	72130 - Other Student Support	Estimate of medicare expenses of the employees budgeted in this category.
Line Item Number:	212 - Employer Medicare	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$10,165.22	
Line Item Total:	$10,165.22	
Account Number:	72130 - Other Student Support	Medicare for FTE in Homeless Set Aside
Line Item Number:	212 - Employer Medicare	
Strategic Plan:		
LEA Set Asides:	Students Experiencing Homelessness	
Admin Costs:		

Optional Program Code:	SEH	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$4,350.00	
Line Item Total:	$4,350.00	
Account Number:	72130 - Other Student Support	Homeless Program cell phone.
Line Item Number:	307 - Communication	
Strategic Plan:		
LEA Set Asides:	Students Experiencing Homelessness	
Admin Costs:		
Optional Program Code:	SEH	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$1,000.00	
Line Item Total:	$1,000.00	
Account Number:	72130 - Other Student Support	Homeless program employee mileage.
Line Item Number:	355 - Travel	
Strategic Plan:		
LEA Set Asides:	Students Experiencing Homelessness	
Admin Costs:		

Optional Program Code:	SEH	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$6,000.00	
Line Item Total:	$6,000.00	
Account Number:	72130 - Other Student Support	Local mileage for employees budgeted in this series
Line Item Number:	355 - Travel	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$100.00	
Line Item Total:	$100.00	
Account Number:	72130 - Other Student Support	Communities in Schools. Focus and Priority Schools set aside. $910,000 Community In Schools supports the priority and focus schools through site coordination and case management. Site Coordinators connect the schools, students, and families with the following supports: Social emotional development: Case managed students build age appropriate social emotional skills needed for academic and adult success as measured by improvement in their overall SEAD assessment score by the end of the school year. Increased attendance: Improve attendance categories of chronically absent case managed students. Severely and moderately chronically absent students to improve their attendance
Line Item Number:	399 - Other Contracted Services	
Strategic Plan:		
LEA Set Asides:	Support for Focus and Priority Scho...	

Admin Costs:		category and ultimately impact student achievement. Supplement Basic needs: Students and their families are connected to and know how to access basic needs supports. CIS provide or connect students to nonacademic (housing, food, technology, mental health, etc.) supports above and beyond what is provided at the district level.
Optional Program Code:	CIS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$910,000.00	
Line Item Total:	$910,000.00	
Account Number:	72130 - Other Student Support	Title I funded parent and family engagement personnel expenses at Charter Schools (not MNPS employees so their personnel expenses hit our books as Consultant). Specific FTE and positions are identified in the uploaded document on the Personnel Details (Regular School-Year - K-12 School-level) page: 4.03 FTE PARENT/FAMILY positions
Line Item Number:	399 - Other Contracted Services	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	Charter	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$216,668.60	
Line Item Total:	$216,668.60	
Account Number:	72130 - Other Student Support	Management Consultant expenses for traditional public schools to engage families including parent classes.
Line Item Number:	399 - Other Contracted Services	
Strategic Plan:		
LEA Set Asides:		

Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$38,042.62	
Line Item Total:	$38,042.62	
Account Number:	72130 - Other Student Support	Non-public parent involvement setaside.
Line Item Number:	399 - Other Contracted Services	
Strategic Plan:		
LEA Set Asides:	Non-Public School Parent and Family...	
Admin Costs:		
Optional Program Code:	Equitable Services	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$3,441.90	
Line Item Total:	$3,441.90	
Account Number:	72130 - Other Student Support	PI Setaside. Management consultant expenses for vendors to facilitate family/parent engagement sessions
Line Item Number:	399 - Other Contracted Services	
Strategic Plan:		
LEA Set	Required Parent and Family Engageme...	

Asides:		
Admin Costs:		
Optional Program Code:	PFE	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$3,000.00	
Line Item Total:	$3,000.00	
Account Number:	72130 - Other Student Support	Reservation of funds for FY25 set aside for $1,000
Line Item Number:	399 - Other Contracted Services	
Strategic Plan:		
LEA Set Asides:	Reservation of Funds	
Admin Costs:		
Optional Program Code:	RESFUNDS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$1,000.00	
Line Item Total:	$1,000.00	
Account Number:	72130 - Other Student Support	Parent involvement supplies and materials from school allocations (PI Setaside). including books and DVDs for SEL training, paper, markers, scissors
Line Item Number:	499 - Other Supplies and Materials	
Strategic Plan:		
LEA Set		

Asides:	Required Parent and Family Engageme...	
Admin Costs:		
Optional Program Code:	PFE	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$317,889.00	
Line Item Total:	$317,889.00	
Account Number:	72130 - Other Student Support	Supplies and printing to engage families such as agendas,newsletters, folders, supplies for family engagement nights, etc.
Line Item Number:	499 - Other Supplies and Materials	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$150,687.04	
Line Item Total:	$150,687.04	
Account Number:	72130 - Other Student Support	Supplies to support homeless students including standard student attire, backpacks, paper, binders, folders.
Line Item Number:	499 - Other Supplies and Materials	
Strategic Plan:		

LEA Set Asides:	Students Experiencing Homelessness
Admin Costs:	
Optional Program Code:	SEH
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$80,000.00
Line Item Total:	$80,000.00

Account Number:	72130 - Other Student Support
Line Item Number:	499 - Other Supplies and Materials
Strategic Plan:	
LEA Set Asides:	Required Parent and Family Engageme...
Admin Costs:	
Optional Program Code:	PFE
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$18,070.50
Line Item Total:	$18,070.50

PI Setaside. Supplies and materials to support parent engagement at the district level including books and DVDs for SEL training as well as instructional supplies such as paper, markers, scissors

Account Number:	72130 - Other Student Support
Line Item Number:	524 - In-Service / Staff Development
Strategic Plan:	

Professional development conference registration and travel to benefit Homeless Program.

Three team members (Director of Special Populations and two Hero Outreach Specialists) will attend the National Association for the Education of Homeless Children and Youth conference in Orlando, FL from November 16-19, 2024.

The National Association for the Education of Homeless Children and Youth (NAEHCY)

LEA Set Asides:	Students Experiencing Homelessness	Conference is an annual event that brings together educators, advocates, policymakers, and service providers to discuss and address issues related to homeless students and youth. Attendance is required for MV grant recipients by TDOE.
Admin Costs:		
Optional Program Code:	SEH	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$10,500.00	
Line Item Total:	$10,500.00	

Total for 72130 - Other Student Support:	$3,089,667.53
Total for all other Account Numbers:	$31,906,282.93
Total for all Account Numbers:	$34,995,950.46
Adjusted Allocation:	$34,995,950.46
Remaining:	$0.00

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part A

72210 - Support Services/Regular Instruction Program - $2,791,122.75 ▼

Budget Detail		Narrative Description
Account Number:	72210 - Support Services/Regular Instruction Program	Assistant principal, library, attendance, data, coach, dean, graduation advisor, school improvement lead, and classroom management specialist program support positions from individual traditional public school allocations Specific FTE and positions are identified in the uploaded document on the Personnel Details (Regular School-Year - K-12 School-level) page: 1.2 FTE ASST PRINC positions (TPS) 11.8 FTE LIBRARY/DATA positions (TPS) 7.2 FTE RESOURCE SPEC positions (TPS)
Line Item Number:	189 - Other Salaries & Wages	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$1,017,929.69	
Line Item Total:	$1,017,929.69	
Account Number:	72210 - Support Services/Regular Instruction Program	Stipends paid to teachers for participation in professional development activities. MNPS current daily wage rate for stipends = $85 per day therefore the budgeted amount will provide for approximately 80 stipend days.
Line Item Number:	196 - In-Service Training	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	

Quantity:	1.00	
Cost:	$4,280.45	
Line Item Total:	$4,280.45	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of social security expenses of the employees budgeted in this category.
Line Item Number:	201 - Social Security	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$51,612.08	
Line Item Total:	$51,612.08	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of retirement expenses of the certificated employees budgeted in this category.
Line Item Number:	204 - Pensions	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location	Davidson County (190)	

Code:		
Quantity:	1.00	
Cost:	$30,230.48	
Line Item Total:	$30,230.48	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of life insurance expenses of the employees budgeted in this category.
Line Item Number:	206 - Life Insurance	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$2,000.00	
Line Item Total:	$2,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of medical insurance expenses of the employees budgeted in this category.
Line Item Number:	207 - Medical Insurance	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location	Davidson County (190)	

Code:		
Quantity:	1.00	
Cost:	$214,405.76	
Line Item Total:	$214,405.76	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of dental insurance expenses of the employees budgeted in this category.
Line Item Number:	208 - Dental Insurance	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$5,000.00	
Line Item Total:	$5,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of unemployment insurance expenses of the employees budgeted in this category.
Line Item Number:	210 - Unemployment Compensation	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	

Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$3,000.00	
Line Item Total:	$3,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of retirement expenses of the support employees budgeted in this category.
Line Item Number:	211 - Local Retirement	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$45,769.89	
Line Item Total:	$45,769.89	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of medicare expenses of the employees budgeted in this category.
Line Item Number:	212 - Employer Medicare	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	

Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$14,759.98	
Line Item Total:	$14,759.98	
Account Number:	72210 - Support Services/Regular Instruction Program	Local mileage for employees budgeted in this series
Line Item Number:	355 - Travel	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$100.00	
Line Item Total:	$100.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Title I funded assitant principal and resource specialist personnel expenses at Charter Schools (not MNPS employees so their personnel expenses hit our books as Consultant). Specific FTE and positions are identified in the uploaded document on the Personnel Details (Regular School-Year - K-12 School-level) page: 9.89 FTE ASST PRINC positions 3.5 FTE RESOURCE SPEC positions
Line Item Number:	399 - Other Contracted Services	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program	Charter	

Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$1,143,560.69	
Line Item Total:	$1,143,560.69	
Account Number:	72210 - Support Services/Regular Instruction Program	Supplies and materials including books for school level PD Management consultant/contracted services by schools for PD including Curriculum Associates, Communities in Schools, Ron Clark Academy, SkilPath, ASCD. Conference registration, out of town travel and related expenses for professional development from within school allocations including materials for in-house PD efforts. Some examples include travel to conferences such AVID, Model Schools, NAESP, and ISTE. Books for PD book studies and PLCs such as Teach Like a Champion, Teaching with Poverty in Mind, etc. Travelers include teachers, instructional coaches and administrators at Title I schools.
Line Item Number:	524 - In-Service / Staff Development	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$247,473.73	
Line Item Total:	$247,473.73	
Account Number:	72210 - Support Services/Regular Instruction Program	PD supplies (book study), services (guest speakers), and travel (registration and out of town travel for Education Leadership Conference https://www.engagementassembly.org/event/57b33061-3cdf-4095-ae2f-3ada5df513ae/summary). We will have 5 positions attend the conference: Family Engagement Coordinator and 4 Family Involvement Specialists. This professional development is called "National Assembly for Family Engagement In Education." Description: This conference will bring together educators, practitioners, families, policy makers, researchers, and funders to learn best practices build capacity. The session will focus on educator preparation, parent leadership, research, policy and practice.
Line Item Number:	524 - In-Service / Staff Development	
Strategic Plan:		
LEA Set Asides:	Required Parent and Family Engageme...	
Admin Costs:		
Optional	PFE	

Program Code:	
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$11,000.00
Line Item Total:	$11,000.00

Total for 72210 - Support Services/Regular Instruction Program:	$2,791,122.75
Total for all other Account Numbers:	$32,204,827.71
Total for all Account Numbers:	$34,995,950.46
Adjusted Allocation:	$34,995,950.46
Remaining:	$0.00

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part A

72710 - Transportation - $405,112.18 ▼

Budget Detail		Narrative Description
Account Number:	72710 - Transportation	Transportation for students experiencing homelessness.
Line Item Number:	599 - Other Charges	
Strategic Plan:		
LEA Set Asides:	Students Experiencing Homelessness	
Admin Costs:		
Optional Program Code:	SEH	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$250,000.00	
Line Item Total:	$250,000.00	
Account Number:	72710 - Transportation	Transportation for foster students.
Line Item Number:	599 - Other Charges	
Strategic Plan:		
LEA Set Asides:	Foster Student Transportation	
Admin Costs:		
Optional Program Code:	FSTRTRANSPORT	
Location Code:	Davidson County (190)	

Quantity:	1.00
Cost:	$150,000.00
Line Item Total:	$150,000.00

Account Number:	72710 - Transportation
Line Item Number:	599 - Other Charges
Strategic Plan:	
LEA Set Asides:	
Admin Costs:	
Optional Program Code:	TPS
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$5,112.18
Line Item Total:	$5,112.18

Supplemental student transportation to enable before/after school tutoring.

Total for 72710 - Transportation:	$405,112.18
Total for all other Account Numbers:	$34,590,838.28
Total for all Account Numbers:	$34,995,950.46
Adjusted Allocation:	$34,995,950.46
Remaining:	$0.00

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99100 - Transfers Out - $685,968.60 ▼

Budget Detail		Narrative Description
Account Number:	99100 - Transfers Out	District plans to take all indirect costs to which it is entitled.
Line Item Number:	504 - Indirect Cost	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:	Indirect Cost	
Optional Program Code:	IC	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$685,968.60	
Line Item Total:	$685,968.60	

Total for 99100 - Transfers Out:	$685,968.60
Total for all other Account Numbers:	$34,309,981.86
Total for all Account Numbers:	$34,995,950.46
Adjusted Allocation:	$34,995,950.46
Remaining:	$0.00

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Indirect Cost Guide	
Total Allocation	$34,995,950.46
Existing Budget In Categories Not Eligible for Indirect Cost	$93,322.74
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$34,902,627.72
Indirect Cost Rate	6.32%
Max Available Budget In Categories Eligible for Indirect Cost	$32,827,904.18
Max Indirect Cost	$2,074,723.54

Filter by Location: All - $34,995,950.46

Account Number / Line Item Number	71100 - Regular Instruction Program	72130 - Other Student Support	72210 - Support Services/Regular Instruction Program	72710 - Transportation	99100 - Transfers Out	Total
116 - Teachers	13,015,300.86					13,015,300.86
123 - Guidance Personnel		659,473.00				659,473.00
163 - Educational Assistants	537,361.87		0.00			537,361.87
189 - Other Salaries & Wages	773,804.30	341,576.67	1,017,929.69	0.00		2,133,310.66
196 - In-Service Training			4,280.45	0.00		4,280.45
201 - Social Security	826,050.27	57,529.18	51,612.08	0.00		935,191.53
204 - Pensions	812,619.52	38,933.80	30,230.48	0.00		881,783.80
206 - Life Insurance	50,000.00	7,500.00	2,000.00	0.00		59,500.00
207 - Medical Insurance	4,970,331.80	168,835.00	214,405.76	0.00		5,353,572.56
208 - Dental Insurance	50,000.00	4,000.00	5,000.00	0.00		59,000.00

Account Number Line Item Number	71100 - Regular Instruction Program	72130 - Other Student Support	72210 - Support Services/Regular Instruction Program	72710 - Transportation	99100 - Transfers Out	Total
210 - Unemployment Compensation	20,000.00	1,445.00	3,000.00	0.00		24,445.00
211 - Local Retirement	70,020.85	39,460.00	45,769.89	0.00		155,250.74
212 - Employer Medicare	205,793.34	14,515.22	14,759.98	0.00		235,068.54
307 - Communication		1,000.00	0.00	0.00		1,000.00
355 - Travel		6,100.00	100.00	0.00		6,200.00
399 - Other Contracted Services	4,864,880.83	1,172,153.12	1,143,560.69	0.00		7,180,594.64
429 - Instructional Supplies & Materials	1,526,301.86					1,526,301.86
471 - Software	208,291.16	0.00				208,291.16
499 - Other Supplies and Materials	0.00	566,646.54	0.00	0.00		566,646.54
504 - Indirect Cost					685,968.60	685,968.60
524 - In-Service / Staff Development		10,500.00	258,473.73	0.00		268,973.73
599 - Other Charges	0.00	0.00	0.00	405,112.18		405,112.18
722 - Regular Instruction Equipment	93,322.74					93,322.74
Total	28,024,079.40	3,089,667.53	2,791,122.75	405,112.18	685,968.60	34,995,950.46
					Adjusted Allocation	34,995,950.46
					Remaining	0.00

Program Details

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part A

Program Administration: The reasonable and necessary costs to manage Title I in a compliant and effective manner.

☑ **The LEA is utilizing consolidated administration to administer Title I.** Information regarding the administration of the grant can be found in the Consolidated Administration Program Details page of the consolidated funding application.

☐ **The LEA is not utilizing consolidated administration to administer Title I.** Provide a summary of how the Title I program will be administered, including the title of the staff responsible for the grant administration, the FTE(s) to be supported by Title I funds, and all other funding sources that will contribute to Title I administrative staff salaries/benefits.

Use of Funds for PreK: For purposes of federal funding, "elementary schools" are schools serving any combination of pre-kindergarten through grade six (PreK-6) (TCA §49-6-301(a)). Indicate below whether funds from this grant will be directed to PreK students and/or instructional staff (i.e., teachers, coaches, paraprofessionals).

☐ Check the box if the LEA uses grant funds from this program to support pre-K.

* How many pre-K students are served with grant funds from this program?

* How many instructional staff (i.e., teachers, coaches, paraprofessionals) are served with grant funds from this program?

School-wide Planning: Each year districts are required to work with and support Title I schools in the development of school plans that align with identified priority needs, contain all required plan components, and budget school-level Title I funds. Districts are also required to review and approve Title I school-wide plans to ensure that all required components are included.

Describe how the school actively and consistently involves all planning team members and other stakeholders in the development, implementation, and revision of the school plan throughout the year.

School improvement planning for the next school year begins with the process of reviewing data and determining the prioritized needs in alignment with the district goals and priorities. This includes a root cause and return on investment (ROI) analysis for the current year. Every school has identified stakeholders that serve as the School Improvement Team. Stakeholders include representation from various areas of the school and include a parent and community member. One member of this team is the School Improvement Team Lead (SIT Lead). Each school receives support and technical assistance from an assigned Partner School Budget Strategy (Partner SBB) and an assigned Executive Director of School Support (administrators who oversee a network of schools). The School Improvement Team meets at least once quarterly to address specific areas of school improvement planning and parent and family engagement. The SIT Lead is responsible for coordinating with the school administration to schedule the team meetings to review school data and determine if the school improvement plan is realizing the anticipated results or if the plan needs to be revised.

Describe the process for reviewing the effectiveness of school-wide programs.

In addition to the regularly scheduled school meetings, charter schools hold Milestone Meetings in the Fall and traditional public schools hold monthly Instructional Leadership Teams (ILT) meetings to measure student outcomes with formal and informal data. These meetings bring together all stakeholders, including the Executive Directors and Partner SBBs. The School Improvement Team utilizes the information gathered to base decisions concerning the alignment of funding to student needs for the upcoming academic school year. This process is implemented to ensure each school has the potential of

meeting gains in academic achievement. Documentation of the meetings and the processes are collected by the SIT Lead and uploaded to the school's digital binder. Planning for the following school year begins in February using assessment data to form ROI conclusions for the next budgeting cycle.

School-wide & Targeted Assistance Programs

* Identify the type(s) of services and supports to be provided for students with Title I funding.

- [x] Academic interventions (RTI support)
- [x] Guidance services
- [x] Social services
- [x] Behavioral services
- [ ] Nursing services
- [x] Extended year services
- [x] Extended day services
- [x] Academic enrichment
- [x] Early post-secondary opportunities
- [x] Instructional technology
- [x] Instructional software
- [x] Instructional supplies & materials
- [ ] Class-size reduction
  - # of CSR Teachers
- [ ] Other - (please specify)

* Provide a general description of the programs, services and supports selected above to be supported with Title I funds in participating schools. - (If implementing both school-wide and targeted assistance programs, include a separate description for each program type.)

Title I Schoolwide schools use their funds for a variety of activities to support their school goals as written in their School Improvement Plans. Schools use their funds for additional personnel, exception pay for teachers who tutor students before/after school, professional development activities, instructional equipment, instructional materials and supplies, and family engagement activities.

Title I, Part A Parent and Family Engagement

* Provide a clear description of how the LEA reduces barriers and provides opportunities for the informed participation of parents and family members in Title I parent and family engagement activities, including parent and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children. (ESEA §1116)

The Family Engagement (FE) Team offers PD training for our district's leadership, faculty and staff that includes specific strategies based on best practices on how to effectively engage with our immigrant and refugee families:

· Effective communication (e.g., effective use of language for machine translation; adapting language to better reach most vulnerable populations; creating systems to maintain consistent, continuous communication, etc.)

· Building trusting relationships (e.g., best practices on how to do home visits, understanding our families' backgrounds and funds of knowledge to establish trusting relationships, etc.)

The FE Team also creates materials in collaboration with other MNPS departments and community partners which are translated into different languages and easily accessible that are aimed at building capacity in our families (e.g., best practices to support students' academic development and general well-being at home)

Intentional strategies such as the ones noted above are intended to strategize and maximize family participation, particularly among those individuals who are LEP or have disabilities. As noted above, transportation services are also provided as needed. The district and schools use a multitude of communication methods to communicate and engage with all families, including families of students with disabilities, such as the website, communication apps (Remind and POSSIP), email, written communications (Family Engagement Policy, Parent Compact, newsletters), TEAMS meetings, in person meetings, student conferences, Student Handbook, Parent Advisory Councils, Milestone Meetings, ILT meetings, and board meetings. Translations of printed materials such as invitations to family engagement events are provided to families as appropriate to ensure that families with limited English proficiency feel and know they are welcome at these events. Additionally, schools offer family engagement events at varying times throughout the year to ensure that all families are able to participate in some of the family engagement events hosted by the school. During FE events, schools may utilize a translator to engage family members with limited English proficiency. Schools may also provide FE events specially designed to engage families with limited English proficiency.

Funding Coordination

Check all funding sources the LEA receives and coordinates with Title I funding in support of the district plan.

* Title I, Part C (Education of Migratory Children)
No ▼

* Title II, Part A (Teacher & Principal Training and Recruitment)
Yes ▼

* Title III, Part A (English Language Acquisition)
Yes ▼

* Title IV, Part A (Student Support & Academic Enrichment)
No ▼

* Title IV, Part B (21st Century Community Learning Centers)
Yes ▼

* Title V, Part B, Subpart 1 (Small, Rural School Achievement)
No ▼

* Title V, Part B, Subpart 2 (Rural & Low Income Schools)
No ▼

* Title IX, Part C (McKinney-Vento Homeless Assistance)
Yes ▼

* IDEA Part B (Individuals with Disabilities Act)
Yes ▼

* IDEA Preschool
Yes ▼

* Carl D. Perkins (Vocational Technical Education Act)
Yes ▼

Education Service Coordination & Integration:

Identify the instructional programs that are coordinated and integrated with Title I services to: ensure increased program effectiveness, reduce fragmentation, and eliminate duplication.

* Head Start
Yes ▼

* Even Start
No ▼

* Other preschool programs
Yes ▼

* Services for youth at risk of dropping out
Yes ▼

* Career & technical education programs
Yes ▼

* English as a second language programs
Yes ▼

* Services for migrant or formerly migrant students
No ▼

If Yes, enter the district's projected migrant student population for the current application year

* Services for children & youth in neglected & delinquent facilities
Yes ▼

* Services for children & youth experiencing homelessness
Yes ▼

Resources

Click here to open the Consolidated Funding Application Guide.

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part A

N/A (or check areas as appropriate)

1. Pre-school - Grade 2: (Developmentally appropriate measures must be used.)

Pre-K Only

Targeted Assistance Program		Data Source	Describe the criteria & data sources to be used in order to identify eligible students.
Regular Year	Summer		
☐	☐	Select... ▼	

2. Grades 3 - 12:

Targeted Assistance Program		Data Source	Describe the criteria & data sources to be used in order to identify eligible students.
Regular Year	Summer		
☐	☐	Select... ▼	

3. Late-arriving students or students for whom LEA criteria data is not available.

Targeted Assistance Program		Data Source	Describe the criteria & data sources to be used in order to identify eligible students.
Regular Year	Summer		
☐	☐	Select... ▼	

Resources

Click here to open the Consolidated Funding Application Guide.

Homeless Students

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	2023-24	2024-25
Total number of homeless students enrolled in the LEA	3234	4,089
Title I, Part A homeless set aside amount	$506,298.29	$ 774,355.00
Title I, Part A homeless set aside per pupil amount	$156.55	$ 189.3751528491

*** Describe how the LEA determined Title I, Part A homeless set-aside amount. In the description, explain how the LEA used its needs assessment, per-pupil ratio, and data trends to determine the amount. Also, provide detailed information on how the LEA also considers the availability and utilization of community-based organizations (CBOs) (i.e., churches, services clubs, food banks, etc).**

Each year the district's McKinney-Vento liaison and HERO Program staff conduct a needs assessment related to services for students experiencing homelessness based on input from LEA staff, school personnel, homeless service providers, community partners, families, and students experiencing homelessness. The results of this assessment guide the planning and budgeting process for the next year. The McKinney-Vento liaison develops plans and goals for the upcoming year, and funding for the programming is shared between the McKinney-Vento grant funds and the Title I set aside amount for homeless education based on allowable expenses.

Our community has experienced a 30% increase in family homelessness over the past year, and rising housing costs suggest this trend will continue. The HERO Program works with more than sixty community-based organizations who provide resources and direct supports to students experiencing homelessness. CBOs routinely collaborate with our program and support our families with weekly food boxes, school clothing, tennis shoes, socks, underwear, winter coats, school supplies, hygiene products, household goods, gas cards, and sports equipment. These strategic community partnerships enable us to devote the majority of our direct funding to staffing, outreach, and school of origin transportation for our students.

*** Describe how the LEA prevents barriers to enrollment.**

The primary strategies for eliminating barriers to enrollment are professional development sessions, individual staff training/coaching, and community awareness about the federal law and district policy that require immediate enrollment of students experiencing homelessness. The Homeless Education Program staff conducts extensive trainings throughout the year for district enrollment center staff, school staff, and community partners. Annual trainings address the policies and procedures that are in place to facilitate immediate enrollment of students experiencing homelessness as well as the services and supports that are available to students and families.

In addition to the district-wide McKinney-Vento training conducted for all district staff, HERO Program staff conducted more than one hundred individual or group consultation meetings for school staff. Posters for parents and students detailing McKinney-Vento rights are also posted in all schools and in more than 100 non-school locations throughout the community. The district launched an on-line registration process during the 2020-2021 school year to eliminate enrollment barriers for those who lack transportation, and students and families who are experiencing homelessness can easily progress through that platform even if they lack documents that are typically required for enrollment.

*** Describe what services, resources, and supports are provided to help close the achievement gap between homeless and non-homeless students.**

Monitoring of the academic progress of all students in the district is conducted at regular intervals by school staff during data meetings that are held every 5-6 weeks and at regularly scheduled MTSS meetings. In order to ensure that schools offer the most appropriate interventions and supports for students experiencing homelessness, each Partner SBB requires their schools to print a current report of their McKinney-Vento students in advance of these meetings. School social workers, counselors, and school-level homeless liaisons regularly review and assess the needs of their McKinney-Vento students. The most appropriate supports and interventions are developed by school staff based on the identified gaps.

With our ARP 1.0 funding, we added four quadrant-based outreach staff members to the HERO Program team, and we will retain two of these positions in the upcoming year. These team members will provide on-going consultation and support to school staff to address student specific needs and to build school resources. Additionally, targeted outreach and recruitment for the district's tutoring program and summer offerings is conducted by staff of The HERO Program and school staff.

*** Describe what student-centered factors the LEA uses to determine the best interest of the student attending the school of origin or the local attendance area school requested by the parent, guardian, or unaccompanied youth.**

Each child and youth in transition has the right to remain at his or her school of origin or to attend any school that housed students who live in the attendance area in which the child or youth is living are eligible to attend. This right to the school of origin also applies when children and youth in transition wish to move with their cohort from a feeder school to a higher school. Maintaining a student in his/her school of origin is important for both the student and our school district. Keeping students in their schools of origin enhances their academic and social growth while permitting the district to benefit from increased test scores and achievement shown to result from student continuity.

Therefore, school placement determinations will be made based on the "best interest" of the child or youth with a presumption that keeping the homeless child or youth in the school of origin is in the child's or youth's best interest, unless that is against the wishes of the child's or youth's parent or guardian, or in the case of an unaccompanied youth, the youth. Parents and youth can declare their wishes when they complete the McKinney-Vento Needs Assessment. When determining a child's or youth's best interest, the following student-centered factors will be considered:

- The age of the child or youth
- The impact of mobility on the student's education, achievement, and health
- Personal safety issues
- Priority of the request of the child's or youth's parent or guardian or (in the case of an unaccompanied youth) the youth
- A student's need for special instruction (e.g., special education and related services)
- The length of the anticipated stay in a temporary shelter or other temporary location
- The time remaining in the school year
- School placement of siblings

*** Describe the transportation services that are available to homeless students and how the LEA ensures that there is no delay in getting required transportation services to students within 1-2 days of enrollment. Enrollment is defined as "attending classes and participating fully in school activities" [42 U.S.C. § 11434a(1)].**

All students who attend their school of zone and who live more than 1.25 miles from school (1.5 miles for high schools) are eligible for school bus transportation. Exceptions are made for certain areas where unsafe walking conditions exist. Public bus transportation through WeGo Public Transit is provided at no cost to all Metro Schools high school students through the Stride program. The free service also is available to middle school students attending an MNPS optional school. Students attending the zoned school are immediately eligible for transportation services following enrollment.

Students experiencing homelessness who wish to remain in their school of origin receive transportation services coordinated by The HERO Program and the district's transportation department. School of origin transportation options include the following: district school bus, contracted car service, mileage reimbursement to families who transport students on their own, and public bus transportation for parents/guardians and the student when feasible and appropriate. In order to expedite these transportation arrangements and limit delays in transportation services, The HERO Program has one full-time Transportation Specialist who focuses solely on school of origin transportation. This specialist dedicates 100% of her time to reviewing, requesting, and monitoring all school of origin transportation requests to ensure the prompt delivery of services. The specialist is in daily contact with the district transportation team and with families to facilitate transportation services in a timely manner.

Funding Coordination

Check the boxes to indicate which funding sources will be coordinated with Title I, Part A Homeless set-aside funds.

- [x] McKinney-Vento Subgrant
- [ ] ESSER 3.0
- [x] ARP Homeless 1.0
- [x] ARP Homeless 2.0
- [x] ARP Homeless System Navigator

The LEA is utilizing a portion of the Title I, Part A homeless set aside to support the district homeless liaison.

- ( ) Yes
- (•) No

% **If yes, identify the percentage of funds to be used**

- [x] *** Assurances**

The LEA has developed and implemented a clear, written transportation policy and dispute resolution process for students experiencing homelessness.

Resources

Click here to open the Consolidated Funding Application Guide.

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part A

Documents

Type	Document Template	Document/Link
(CFA TI) Foster Care Transportation Procedures [Upload at least 1 document(s)]	N/A	Foster Care Transportation Procedure

BID Meetings

	2022-23	2023-24
Total number of students in foster care enrolled in the LEA	302	647
Total number of BID meetings held in the school year.	93	88
How many of the BID meetings resulted in students remaining in their school of origin?	53	35
Title I, Part A foster care transportation set aside (for the following Fiscal Year) This field will auto-populate from the District Set-Aside page.	$100,000.00	$ 150,000.00

The LEA is utilizing Title I funds to transport children in foster care to their school of origin. (NOTE: Title I funds used for these transportation costs cannot come from the set aside for homeless students.)

- (●) Yes
- ( ) No

*** Assurances**

The LEA has developed and implemented clear written procedures for transporting youth in foster care to their school of origin. The transportation plan includes the following components: 1) best interest determination (BID) meeting must occur within five days of the district being notified that a child has entered foster care; 2) transportation must be in place within five days of the BID meeting; 3) process has been developed for disputing transportation and how interim transportation will be provided in the event of a dispute along with how costs will be covered in the interim; 4) plan addresses how the district will provide transportation when there is minimal or no additional cost (i.e., method, responsible party); 5) plan describes how additional costs will be addressed (Title I set-aside, general purpose fund, etc.) and 6) plan is agreed upon and signed by the LEA and DCS.

The LEA provides training to building level administrators and enrollment personnel on foster care and education stability.

In order to facilitate the educational stability of children receiving foster care services, the LEA is providing for the immediate and appropriate enrollment of each eligible student.

Resources

Click here to open the Consolidated Funding Application Guide.

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part A

Systemwide Instruction & Support - Staff in this table are those who are supported with district-wide set aside funds (i.e. professional development, preschool, extended day) and work across multiple school sites as needed, but still report to central office. Staff assigned to one or more schools for a set period of time must be supported with funds spiraled to schools and should appear in the school-level personnel table.

	Headcount	FTE
Coaches / Consulting Teachers		
Instructional Paraprofessionals		
Non-Instructional Paraprofessionals		
Interventionists		
Parent and Family Engagement		
Other (specify) Homeless Education Program Assistant	1.00	1.00
Other (specify) Homeless Education Transportation Specialist	1.00	1.00
Other (specify) Homeless Education Community Partnership Spec	1.00	1.00
Other (specify) Homeless Education Outreach Specialist	2.00	2.00
Total	5.00	5.00

Systemwide Administration for Districts NOT Consolidating - Staff in this table are those who work in the central office on the direct administration of the grant. If the district is consolidating funds for grant administration, no staff can be entered in this table.

	Headcount	FTE
Administration		
Resource Specialist		
Program / Project Director		

Other (specify)		
Total	0.00	0.00

Resources

Click here to open the Consolidated Funding Application Guide.

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part A

Instructions

1. LEAs may report Title I, Part A - Personnel Details via the table below OR the optional excel template.
2. If the LEA elects to report using the table, update the table columns below. **Do not use the Template column in the table and do not upload a template document.**
3. If the LEA elects to use the template, enter the total number of Headcount and FTE included in the template into the Template column of the table. **Do not use the other table columns.**

Title I, Part A - Personnel Details (Regular School-Year - K-12 School-level) Optional Uploads

Documents		
Type	**Document Template**	**Document/Link**
(CFA Title I, Part A) Personnel Details (Regular School Year - K-12 School Level)	CFA Title I, Part A Personnel Details (Regular School Year - K-12 School Level)	MNPS Title I Positions 2024.05.07

Regular School-Year - Staff in this table are those who work in Title I schools and are supported with funds spiraled to schools.

School Name	LEA ID - School Number	Teachers		Paraprofessionals		Interventionists		School Counselors		Parent and Family Engagement		Other 1 - Specify		Other 2 - Specify		Other 3 - Specify		Check here if the LEA is reporting Headcount and FTE via the uploaded template. - Enter total FTE and HC included in the Template in the columns below. **Do not use the other table columns.**		Grand Total	
		Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
A. Z. Kelley Elementary	190-0001																	3	3.00	3	3
Alex Green Elementary	190-0005																	6	5.30	6	5.3
Amqui Elementary	190-0010																	7	6.60	7	6.6
Andrew Jackson Elementary	190-0015																	0	0.00	0	0
Antioch High School	190-0020																	7	7.00	7	7
Antioch Middle	190-0023																	5	4.10	5	4.1
Apollo Middle	190-0025																	3	3.00	3	3
Aventura Community School	190-8015																	0	0.00	0	0
Bellevue Middle	190-0040																	0	0.00	0	0
Bellshire Elementary	190-0045																	5	4.20	5	4.2
Cambridge Early Learning Center	190-7005																	0	0.00	0	0
Cane Ridge Elementary	190-0082																	7	5.30	7	5.3
Cane Ridge High School	190-0077																	7	7.00	7	7
Carter-Lawrence Elementary	190-0670																	3	2.18	3	2.18
Casa Azafran Early Learning Center	190-7020																	0	0.00	0	0
Chadwell Elementary	190-0105																	5	4.50	5	4.5
Charlotte Park Elementary	190-0110																	2	1.70	2	1.7
Cockrill Elementary	190-0120																	2	2.00	2	2
Cole Elementary	190-0130																	3	3.00	3	3
Cora Howe School	190-0443																	0	0.00	0	0
Crieve Hall Elementary	190-0145																	0	0.00	0	0
Croft Middle	190-0148																	2	1.30	2	1.3
Cumberland Elementary	190-0150																	6	6.00	6	6
Dan Mills Elementary	190-0160																	0	0.00	0	0
Dodson Elementary	190-0165																	6	4.50	6	4.5
Donelson Middle	190-0175																	2	1.90	2	1.9

DuPont Elementary	190-0180																2	1.20	2	1.2
DuPont Hadley Middle	190-0190																1	1.00	1	1
DuPont Tyler Middle	190-0185																2	1.90	2	1.9
Eagle View Elementary School	190-0115																5	4.30	5	4.3
Eakin Elementary	190-0195																0	0.00	0	0
Early College High	190-0437																0	0.00	0	0
East End Preparatory School	190-8009																21	9.52	21	9.52
East Nashville Magnet High School	190-0203																7	5.80	7	5.8
East Nashville Middle	190-0296																5	3.25	5	3.25
Explore Community School	190-8060																28	7.00	28	7
Fall-Hamilton Elementary	190-0220																4	2.90	4	2.9
Gateway Elementary	190-0235																3	2.14	3	2.14
Glencliff Elementary	190-0240																3	2.50	3	2.5
Glencliff High School	190-0245																3	2.80	3	2.8
Glendale Elementary	190-0250																0	0.00	0	0
Glengarry Elementary	190-0255																2	1.40	2	1.4
Glenview Elementary	190-0265																6	3.60	6	3.6
Goodlettsville Elementary	190-0270																2	1.30	2	1.3
Goodlettsville Middle	190-0275																2	1.50	2	1.5
Gower Elementary	190-0280																0	0.00	0	0
Granbery Elementary	190-0290																0	0.00	0	0
H. G. Hill Middle	190-0295																0	0.00	0	0
Harpeth Valley Elementary	190-0300																0	0.00	0	0
Harris-Hillman Special Education	190-0302																0	0.00	0	0
Hattie Cotton Elementary	190-0140																3	2.70	3	2.7
Haynes Middle	190-0305																4	3.05	4	3.05
Haywood Elementary	190-0310																4	4.00	4	4
Head Middle	190-0315																2	0.95	2	0.95
Henry C. Maxwell Elementary	190-0318																2	2.00	2	2
Hermitage Elementary	190-0320																3	1.10	3	1.1
Hickman Elementary	190-0327																3	1.80	3	1.8
Hillsboro High	190-0335																0	0.00	0	0
Hull-Jackson Elementary	190-0350																3	1.70	3	1.7
Hume - Fogg High	190-0355																0	0.00	0	0
Hunters Lane High	190-0358																9	9.00	9	9
Ida B. Wells Elementary	190-0080																3	2.20	3	2.2
Inglewood Elementary	190-0360																2	1.40	2	1.4

Intrepid College Preparatory Charter School	190-8048																	5	3.85	5	3.85
Isaac Litton Middle	190-0365																	0	0.00	0	0
Isaiah T. Creswell Middle School of the Arts	190-0700																	3	2.30	3	2.3
Ivanetta H. Davis Learning Center at Bordeaux	190-7010																	0	0.00	0	0
J. E. Moss Elementary	190-0370																	7	5.00	7	5
James Lawson High School	190-0374																	0	0.00	0	0
Jere Baxter Middle	190-0375																	5	4.30	5	4.3
Joelton Elementary	190-0380																	1	1.00	1	1
John B. Whitsitt Elementary	190-0390																	3	2.10	3	2.1
John Early Middle	190-0386																	3	2.10	3	2.1
John F. Kennedy Middle	190-0393																	4	3.50	4	3.5
John Overton High	190-0395																	10	5.80	10	5.8
John Trotwood Moore Middle	190-0490																	0	0.00	0	0
Johnson Alternative Learning Center	190-0740																	1	1.00	1	1
Jones Elementary	190-0387																	4	3.10	4	3.1
Julia Green Elementary	190-0415																	0	0.00	0	0
KIPP Academy Nashville	190-8002																	13	5.70	13	5.7
KIPP Academy Nashville Elementary School	190-8095																	13	6.10	13	6.1
KIPP Nashville College Prep	190-8042																	11	5.10	11	5.1
KIPP Nashville College Prep Elementary	190-8085																	13	6.10	13	6.1
KIPP Nashville Collegiate High School	190-8011																	7	3.10	7	3.1
Knowledge Academy @ The Crossings	190-8110																	5	3.10	5	3.1
Lakeview Elementary	190-0430																	2	2.00	2	2
Lead Academy	190-8003																	7	3.04	7	3.04
LEAD Cameron	190-8010																	9	4.94	9	4.94
LEAD Southeast	190-8013																	9	4.33	9	4.33
Liberty Collegiate Academy	190-8005																	4	2.65	4	2.65
Lockeland Elementary	190-0435																	0	0.00	0	0
Madison Middle	190-0622																	5	4.40	5	4.4
Maplewood High	190-0445																	9	7.80	9	7.8
Margaret Allen Middle	190-0450																	1	1.00	1	1
Martin Luther King Jr School	190-0456																	0	0.00	0	0

May Werthan Shayne Elementary School	190-0608																	0	0.00	0	0
McGavock Elementary	190-0465																	1	0.80	1	0.8
McGavock High	190-0470																	7	6.60	7	6.6
McMurray Middle	190-0480																	4	3.30	4	3.3
Meigs Middle	190-0330																	0	0.00	0	0
MNPS Virtual School	190-0003																	0	0.00	0	0
Moses McKissack Middle	190-0035																	3	1.30	3	1.3
Mt. View Elementary	190-0493																	4	3.10	4	3.1
Murrell at Glenn School	190-0505																	1	0.30	1	0.3
Napier Elementary	190-0510																	3	3.00	3	3
Nashville Big Picture High School	190-0053																	0	0.00	0	0
Nashville Classical	190-8044																	3	1.23	3	1.23
Nashville Classical West	190-8043																	0	0.00	0	0
Nashville Prep	190-8008																	3	2.05	3	2.05
Nashville School Of The Arts	190-0512																	0	0.00	0	0
Neely's Bend Elementary	190-0515																	2	1.90	2	1.9
Norman Binkley Elementary	190-0525																	2	1.40	2	1.4
Old Center Elementary	190-0535																	6	3.05	6	3.05
Paragon Mills Elementary	190-0540																	6	6.00	6	6
Park Avenue Elementary	190-0545																	4	3.75	4	3.75
Pearl-Cohn High	190-0555																	6	5.80	6	5.8
Pennington Elementary	190-0565																	0	0.00	0	0
Percy Priest Elementary	190-0570																	0	0.00	0	0
Purpose Prep	190-8046																	3	2.62	3	2.62
RePublic High School	190-8100																	5	5.00	5	5
Robert Churchwell Elementary	190-0618																	4	3.70	4	3.7
Rocketship Nashville Northeast Elementary	190-8050																	0	0.00	0	0
Rocketship United	190-8070																	6	5.10	6	5.1
Rose Park Middle	190-0595																	1	0.40	1	0.4
Rosebank Elementary	190-0600																	0	0.00	0	0
Ross Early Learning Center	190-7015																	0	0.00	0	0
Ruby Major Elementary	190-0607																	2	2.00	2	2
Shwab Elementary	190-0610																	2	1.80	2	1.8
Smith Springs Elementary School	190-0750																	3	3.00	3	3
Smithson Craighead Academy	190-8001																	4	3.08	4	3.08
Stanford Elementary	190-0615																	0	0.00	0	0
STEM Prep Academy	190-8006																	5	3.35	5	3.35

STEM Prep High School	190-8075																	4	3.05	4	3.05
Stratford STEM Magnet School	190-0620																	12	9.55	12	9.55
Stratton Elementary	190-0625																	4	4.00	4	4
Strive Collegiate Academy	190-8090																	1	1.00	1	1
Sylvan Park Elementary	190-0630																	0	0.00	0	0
The Academy at Hickory Hollow	190-0720																	0	0.00	0	0
The Academy at Old Cockrill	190-0614																	0	0.00	0	0
The Academy at Opry Mills	190-0612																	0	0.00	0	0
Thomas A. Edison Elementary	190-0208																	4	3.80	4	3.8
Thurgood Marshall Middle	190-0633																	3	2.60	3	2.6
Tom Joy Elementary	190-0635																	6	5.30	6	5.3
Transitions at Bass	190-0725																	0	0.00	0	0
Tulip Grove Elementary	190-0637																	3	2.18	3	2.18
Tusculum Elementary	190-0645																	3	2.70	3	2.7
Two Rivers Middle	190-0650																	2	1.10	2	1.1
Una Elementary	190-0655																	3	2.70	3	2.7
Valor Flagship Academy	190-8045																	0	0.00	0	0
Valor Voyager Academy	190-8080																	0	0.00	0	0
W. A. Bass Adult Program	190-0125																	0	0.00	0	0
W.A. Bass Alternative Learning Center	190-0126																	0	0.00	0	0
Warner Elementary	190-0675																	5	4.70	5	4.7
Waverly-Belmont Elementary School	190-0755																	0	0.00	0	0
West End Middle	190-0690																	0	0.00	0	0
Westmeade Elementary	190-0695																	2	1.80	2	1.8
Whites Creek High	190-0704																	9	7.70	9	7.7
William Henry Oliver Middle	190-0538																	3	1.52	3	1.52
Wright Middle	190-0715																	3	3.00	3	3
Total		0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	526	378.33	526	378.33

Resources

Click here to open the Consolidated Funding Application Guide.

N/A

Summer School Personnel Funded with Title I-A

School Name	LEA ID - School Number	FUNDING (School Allocations / District Set-Aside)	STAFFING (Salary / Stipend / Both)	Teachers		Paraprofessionals		Instructional Facilitators		Site Administrator / Clerical		School Counselors		Parent and Family Engagement		Other - Specify	
				Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
A. Z. Kelley Elementary	190-0001	Select...	Select...														
Alex Green Elementary	190-0005	Select...	Select...														
Amqui Elementary	190-0010	Select...	Select...														
Andrew Jackson Elementary	190-0015	Select...	Select...														
Antioch High School	190-0020	Select...	Select...														
Antioch Middle	190-0023	Select...	Select...														
Apollo Middle	190-0025	Select...	Select...														
Aventura Community School	190-8015	Select...	Select...														
Bellevue Middle	190-0040	Select...	Select...														
Bellshire Elementary	190-0045	Select...	Select...														
Cambridge Early Learning Center	190-7005	Select...	Select...														
Cane Ridge Elementary	190-0082	Select...	Select...														
Cane Ridge High School	190-0077	Select...	Select...														
Carter-Lawrence Elementary	190-0670	Select...	Select...														
Casa Azafran Early Learning Center	190-7020	Select...	Select...														
Chadwell Elementary	190-0105	Select...	Select...														
Charlotte Park Elementary	190-0110	Select...	Select...														
Cockrill Elementary	190-0120	Select...	Select...														
Cole Elementary	190-0130	Select...	Select...														
Cora Howe School	190-0443	Select...	Select...														
Crieve Hall Elementary	190-0145	Select...	Select...														
Croft Middle	190-0148	Select...	Select...														
Cumberland Elementary	190-0150	Select...	Select...														
Dan Mills Elementary	190-0160	Select...	Select...														
Dodson Elementary	190-0165	Select...	Select...														
Donelson Middle	190-0175	Select...	Select...														

DuPont Elementary	190-0180	Select...	Select...															
DuPont Hadley Middle	190-0190	Select...	Select...															
DuPont Tyler Middle	190-0185	Select...	Select...															
Eagle View Elementary School	190-0115	Select...	Select...															
Eakin Elementary	190-0195	Select...	Select...															
Early College High	190-0437	Select...	Select...															
East End Preparatory School	190-8009	Select...	Select...															
East Nashville Magnet High School	190-0203	Select...	Select...															
East Nashville Middle	190-0296	Select...	Select...															
Explore Community School	190-8060	Select...	Select...															
Fall-Hamilton Elementary	190-0220	Select...	Select...															
Gateway Elementary	190-0235	Select...	Select...															
Glencliff Elementary	190-0240	Select...	Select...															
Glencliff High School	190-0245	Select...	Select...															
Glendale Elementary	190-0250	Select...	Select...															
Glengarry Elementary	190-0255	Select...	Select...															
Glenview Elementary	190-0265	Select...	Select...															
Goodlettsville Elementary	190-0270	Select...	Select...															
Goodlettsville Middle	190-0275	Select...	Select...															
Gower Elementary	190-0280	Select...	Select...															
Granbery Elementary	190-0290	Select...	Select...															
H. G. Hill Middle	190-0295	Select...	Select...															
Harpeth Valley Elementary	190-0300	Select...	Select...															
Harris-Hillman Special Education	190-0302	Select...	Select...															
Hattie Cotton Elementary	190-0140	Select...	Select...															
Haynes Middle	190-0305	Select...	Select...															
Haywood Elementary	190-0310	Select...	Select...															
Head Middle	190-0315	Select...	Select...															
Henry C. Maxwell Elementary	190-0318	Select...	Select...															
Hermitage Elementary	190-0320	Select...	Select...															
Hickman Elementary	190-0327	Select...	Select...															

Hillsboro High	190-0335	Select...	Select...															
Hull-Jackson Elementary	190-0350	Select...	Select...															
Hume - Fogg High	190-0355	Select...	Select...															
Hunters Lane High	190-0358	Select...	Select...															
Ida B. Wells Elementary	190-0080	Select...	Select...															
Inglewood Elementary	190-0360	Select...	Select...															
Intrepid College Preparatory Charter School	190-8048	Select...	Select...															
Isaac Litton Middle	190-0365	Select...	Select...															
Isaiah T. Creswell Middle School of the Arts	190-0700	Select...	Select...															
Ivanetta H. Davis Learning Center at Bordeaux	190-7010	Select...	Select...															
J. E. Moss Elementary	190-0370	Select...	Select...															
James Lawson High School	190-0374	Select...	Select...															
Jere Baxter Middle	190-0375	Select...	Select...															
Joelton Elementary	190-0380	Select...	Select...															
John B. Whitsitt Elementary	190-0390	Select...	Select...															
John Early Middle	190-0386	Select...	Select...															
John F. Kennedy Middle	190-0393	Select...	Select...															
John Overton High	190-0395	Select...	Select...															
John Trotwood Moore Middle	190-0490	Select...	Select...															
Johnson Alternative Learning Center	190-0740	Select...	Select...															
Jones Elementary	190-0387	Select...	Select...															
Julia Green Elementary	190-0415	Select...	Select...															
KIPP Academy Nashville	190-8002	Select...	Select...															
KIPP Academy Nashville Elementary School	190-8095	Select...	Select...															
KIPP Nashville College Prep	190-8042	Select...	Select...															
KIPP Nashville College Prep Elementary	190-8085	Select...	Select...															

KIPP Nashville Collegiate High School	190-8011	Select...	Select...															
Knowledge Academy @ The Crossings	190-8110	Select...	Select...															
Lakeview Elementary	190-0430	Select...	Select...															
Lead Academy	190-8003	Select...	Select...															
LEAD Cameron	190-8010	Select...	Select...															
LEAD Southeast	190-8013	Select...	Select...															
Liberty Collegiate Academy	190-8005	Select...	Select...															
Lockeland Elementary	190-0435	Select...	Select...															
Madison Middle	190-0622	Select...	Select...															
Maplewood High	190-0445	Select...	Select...															
Margaret Allen Middle	190-0450	Select...	Select...															
Martin Luther King Jr School	190-0456	Select...	Select...															
May Werthan Shayne Elementary School	190-0608	Select...	Select...															
McGavock Elementary	190-0465	Select...	Select...															
McGavock High	190-0470	Select...	Select...															
McMurray Middle	190-0480	Select...	Select...															
Meigs Middle	190-0330	Select...	Select...															
MNPS Virtual School	190-0003	Select...	Select...															
Moses McKissack Middle	190-0035	Select...	Select...															
Mt. View Elementary	190-0493	Select...	Select...															
Murrell at Glenn School	190-0505	Select...	Select...															
Napier Elementary	190-0510	Select...	Select...															
Nashville Big Picture High School	190-0053	Select...	Select...															
Nashville Classical	190-8044	Select...	Select...															
Nashville Classical West	190-8043	Select...	Select...															
Nashville Prep	190-8008	Select...	Select...															
Nashville School Of The Arts	190-0512	Select...	Select...															
Neely's Bend Elementary	190-0515	Select...	Select...															
Norman Binkley Elementary	190-0525	Select...	Select...															
Old Center Elementary	190-0535	Select...	Select...															

Paragon Mills Elementary	190-0540	Select...	Select...															
Park Avenue Elementary	190-0545	Select...	Select...															
Pearl-Cohn High	190-0555	Select...	Select...															
Pennington Elementary	190-0565	Select...	Select...															
Percy Priest Elementary	190-0570	Select...	Select...															
Purpose Prep	190-8046	Select...	Select...															
RePublic High School	190-8100	Select...	Select...															
Robert Churchwell Elementary	190-0618	Select...	Select...															
Rocketship Nashville Northeast Elementary	190-8050	Select...	Select...															
Rocketship United	190-8070	Select...	Select...															
Rose Park Middle	190-0595	Select...	Select...															
Rosebank Elementary	190-0600	Select...	Select...															
Ross Early Learning Center	190-7015	Select...	Select...															
Ruby Major Elementary	190-0607	Select...	Select...															
Shwab Elementary	190-0610	Select...	Select...															
Smith Springs Elementary School	190-0750	Select...	Select...															
Smithson Craighead Academy	190-8001	Select...	Select...															
Stanford Elementary	190-0615	Select...	Select...															
STEM Prep Academy	190-8006	Select...	Select...															
STEM Prep High School	190-8075	Select...	Select...															
Stratford STEM Magnet School	190-0620	Select...	Select...															
Stratton Elementary	190-0625	Select...	Select...															
Strive Collegiate Academy	190-8090	Select...	Select...															
Sylvan Park Elementary	190-0630	Select...	Select...															
The Academy at Hickory Hollow	190-0720	Select...	Select...															
The Academy at Old Cockrill	190-0614	Select...	Select...															
The Academy at Opry Mills	190-0612	Select...	Select...															
Thomas A. Edison Elementary	190-0208	Select...	Select...															

Thurgood Marshall Middle	190-0633	Select...	Select...															
Tom Joy Elementary	190-0635	Select...	Select...															
Transitions at Bass	190-0725	Select...	Select...															
Tulip Grove Elementary	190-0637	Select...	Select...															
Tusculum Elementary	190-0645	Select...	Select...															
Two Rivers Middle	190-0650	Select...	Select...															
Una Elementary	190-0655	Select...	Select...															
Valor Flagship Academy	190-8045	Select...	Select...															
Valor Voyager Academy	190-8080	Select...	Select...															
W. A. Bass Adult Program	190-0125	Select...	Select...															
W.A. Bass Alternative Learning Center	190-0126	Select...	Select...															
Warner Elementary	190-0675	Select...	Select...															
Waverly-Belmont Elementary School	190-0755	Select...	Select...															
West End Middle	190-0690	Select...	Select...															
Westmeade Elementary	190-0695	Select...	Select...															
Whites Creek High	190-0704	Select...	Select...															
William Henry Oliver Middle	190-0538	Select...	Select...															
Wright Middle	190-0715	Select...	Select...															
Total																		

Resources

Click here to open the Consolidated Funding Application Guide.

N/A

Preschool Personnel Funded with Title I-A

School Name	LEA ID - School Number	FUNDING (School Allocations / District Set-Aside)	Teachers		Paraprofessionals		Instructional Facilitators		Clerical		School Counselors		Parent and Family Engagement		Other - Specify	
			Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
A. Z. Kelley Elementary	190-0001	Select...														
Alex Green Elementary	190-0005	Select...														
Amqui Elementary	190-0010	Select...														
Andrew Jackson Elementary	190-0015	Select...														
Antioch High School	190-0020	Select...														
Antioch Middle	190-0023	Select...														
Apollo Middle	190-0025	Select...														
Aventura Community School	190-8015	Select...														
Bellevue Middle	190-0040	Select...														
Bellshire Elementary	190-0045	Select...														
Cambridge Early Learning Center	190-7005	Select...														
Cane Ridge Elementary	190-0082	Select...														
Cane Ridge High School	190-0077	Select...														
Carter-Lawrence Elementary	190-0670	Select...														
Casa Azafran Early Learning Center	190-7020	Select...														
Chadwell Elementary	190-0105	Select...														
Charlotte Park Elementary	190-0110	Select...														
Cockrill Elementary	190-0120	Select...														
Cole Elementary	190-0130	Select...														
Cora Howe School	190-0443	Select...														
Crieve Hall Elementary	190-0145	Select...														
Croft Middle	190-0148	Select...														
Cumberland Elementary	190-0150	Select...														
Dan Mills Elementary	190-0160	Select...														
Dodson Elementary	190-0165	Select...														

Donelson Middle	190-0175	Select...															
DuPont Elementary	190-0180	Select...															
DuPont Hadley Middle	190-0190	Select...															
DuPont Tyler Middle	190-0185	Select...															
Eagle View Elementary School	190-0115	Select...															
Eakin Elementary	190-0195	Select...															
Early College High	190-0437	Select...															
East End Preparatory School	190-8009	Select...															
East Nashville Magnet High School	190-0203	Select...															
East Nashville Middle	190-0296	Select...															
Explore Community School	190-8060	Select...															
Fall-Hamilton Elementary	190-0220	Select...															
Gateway Elementary	190-0235	Select...															
Glencliff Elementary	190-0240	Select...															
Glencliff High School	190-0245	Select...															
Glendale Elementary	190-0250	Select...															
Glengarry Elementary	190-0255	Select...															
Glenview Elementary	190-0265	Select...															
Goodlettsville Elementary	190-0270	Select...															
Goodlettsville Middle	190-0275	Select...															
Gower Elementary	190-0280	Select...															
Granbery Elementary	190-0290	Select...															
H. G. Hill Middle	190-0295	Select...															
Harpeth Valley Elementary	190-0300	Select...															
Harris-Hillman Special Education	190-0302	Select...															
Hattie Cotton Elementary	190-0140	Select...															
Haynes Middle	190-0305	Select...															
Haywood Elementary	190-0310	Select...															
Head Middle	190-0315	Select...															

Henry C. Maxwell Elementary	190-0318	Select...															
Hermitage Elementary	190-0320	Select...															
Hickman Elementary	190-0327	Select...															
Hillsboro High	190-0335	Select...															
Hull-Jackson Elementary	190-0350	Select...															
Hume - Fogg High	190-0355	Select...															
Hunters Lane High	190-0358	Select...															
Ida B. Wells Elementary	190-0080	Select...															
Inglewood Elementary	190-0360	Select...															
Intrepid College Preparatory Charter School	190-8048	Select...															
Isaac Litton Middle	190-0365	Select...															
Isaiah T. Creswell Middle School of the Arts	190-0700	Select...															
Ivanetta H. Davis Learning Center at Bordeaux	190-7010	Select...															
J. E. Moss Elementary	190-0370	Select...															
James Lawson High School	190-0374	Select...															
Jere Baxter Middle	190-0375	Select...															
Joelton Elementary	190-0380	Select...															
John B. Whitsitt Elementary	190-0390	Select...															
John Early Middle	190-0386	Select...															
John F. Kennedy Middle	190-0393	Select...															
John Overton High	190-0395	Select...															
John Trotwood Moore Middle	190-0490	Select...															
Johnson Alternative Learning Center	190-0740	Select...															
Jones Elementary	190-0387	Select...															
Julia Green Elementary	190-0415	Select...															
KIPP Academy Nashville	190-8002	Select...															

KIPP Academy Nashville Elementary School	190-8095	Select...														
KIPP Nashville College Prep	190-8042	Select...														
KIPP Nashville College Prep Elementary	190-8085	Select...														
KIPP Nashville Collegiate High School	190-8011	Select...														
Knowledge Academy @ The Crossings	190-8110	Select...														
Lakeview Elementary	190-0430	Select...														
Lead Academy	190-8003	Select...														
LEAD Cameron	190-8010	Select...														
LEAD Southeast	190-8013	Select...														
Liberty Collegiate Academy	190-8005	Select...														
Lockeland Elementary	190-0435	Select...														
Madison Middle	190-0622	Select...														
Maplewood High	190-0445	Select...														
Margaret Allen Middle	190-0450	Select...														
Martin Luther King Jr School	190-0456	Select...														
May Werthan Shayne Elementary School	190-0608	Select...														
McGavock Elementary	190-0465	Select...														
McGavock High	190-0470	Select...														
McMurray Middle	190-0480	Select...														
Meigs Middle	190-0330	Select...														
MNPS Virtual School	190-0003	Select...														
Moses McKissack Middle	190-0035	Select...														
Mt. View Elementary	190-0493	Select...														
Murrell at Glenn School	190-0505	Select...														
Napier Elementary	190-0510	Select...														
Nashville Big Picture High School	190-0053	Select...														
Nashville Classical	190-8044	Select...														

Nashville Classical West	190-8043	Select...														
Nashville Prep	190-8008	Select...														
Nashville School Of The Arts	190-0512	Select...														
Neely's Bend Elementary	190-0515	Select...														
Norman Binkley Elementary	190-0525	Select...														
Old Center Elementary	190-0535	Select...														
Paragon Mills Elementary	190-0540	Select...														
Park Avenue Elementary	190-0545	Select...														
Pearl-Cohn High	190-0555	Select...														
Pennington Elementary	190-0565	Select...														
Percy Priest Elementary	190-0570	Select...														
Purpose Prep	190-8046	Select...														
RePublic High School	190-8100	Select...														
Robert Churchwell Elementary	190-0618	Select...														
Rocketship Nashville Northeast Elementary	190-8050	Select...														
Rocketship United	190-8070	Select...														
Rose Park Middle	190-0595	Select...														
Rosebank Elementary	190-0600	Select...														
Ross Early Learning Center	190-7015	Select...														
Ruby Major Elementary	190-0607	Select...														
Shwab Elementary	190-0610	Select...														
Smith Springs Elementary School	190-0750	Select...														
Smithson Craighead Academy	190-8001	Select...														
Stanford Elementary	190-0615	Select...														
STEM Prep Academy	190-8006	Select...														
STEM Prep High School	190-8075	Select...														
Stratford STEM Magnet School	190-0620	Select...														
Stratton Elementary	190-0625	Select...														

Strive Collegiate Academy	190-8090	Select...														
Sylvan Park Elementary	190-0630	Select...														
The Academy at Hickory Hollow	190-0720	Select...														
The Academy at Old Cockrill	190-0614	Select...														
The Academy at Opry Mills	190-0612	Select...														
Thomas A. Edison Elementary	190-0208	Select...														
Thurgood Marshall Middle	190-0633	Select...														
Tom Joy Elementary	190-0635	Select...														
Transitions at Bass	190-0725	Select...														
Tulip Grove Elementary	190-0637	Select...														
Tusculum Elementary	190-0645	Select...														
Two Rivers Middle	190-0650	Select...														
Una Elementary	190-0655	Select...														
Valor Flagship Academy	190-8045	Select...														
Valor Voyager Academy	190-8080	Select...														
W. A. Bass Adult Program	190-0125	Select...														
W.A. Bass Alternative Learning Center	190-0126	Select...														
Warner Elementary	190-0675	Select...														
Waverly-Belmont Elementary School	190-0755	Select...														
West End Middle	190-0690	Select...														
Westmeade Elementary	190-0695	Select...														
Whites Creek High	190-0704	Select...														
William Henry Oliver Middle	190-0538	Select...														
Wright Middle	190-0715	Select...														
Total																

Resources

Click here to open the Consolidated Funding Application Guide.

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part A

This page is to collect information on schools within the district using Title I, Part A funds either as a district set-aside or part of a school allocation to provide services to preschool program(s).

If the district has a preschool program within a K-12 Title I school where funds are utilized (I.e. local/state/VPK) to fund the preschool program, do not complete this page.

If Title I funds are not used after funds to provide services to any of the preschools, check N/A.

N/A

Preschool Counts

School Name	LEA ID - School Number	Number of Preschool Classes Serving Title I Students Funded with Title I SW or TA				Total Number of Students Enrolled in this Preschool	Total Number of Low-Income Students Enrolled in this Preschool	Percent of Students from Low-Income families	Preschool Title I Funded: Schoolwide (SW) or Targeted Assistance (TA)
		In a Separate Location		Serving Students in the Zone	From Multiple School Zones				
A. Z. Kelley Elementary	190-0001	Select... ▼						%	Select... ▼
Alex Green Elementary	190-0005	Select... ▼						%	Select... ▼
Amqui Elementary	190-0010	Select... ▼						%	Select... ▼
Andrew Jackson Elementary	190-0015	Select... ▼						%	Select... ▼
Antioch High School	190-0020	Select... ▼						%	Select... ▼
Antioch Middle	190-0023	Select... ▼						%	Select... ▼
Apollo Middle	190-0025	Select... ▼						%	Select... ▼
Aventura Community School	190-8015	Select... ▼						%	Select... ▼

Bellevue Middle	190-0040	Select... ▼						%	Select... ▼
Bellshire Elementary	190-0045	Select... ▼						%	Select... ▼
Cambridge Early Learning Center	190-7005	Select... ▼						%	Select... ▼
Cane Ridge Elementary	190-0082	Select... ▼						%	Select... ▼
Cane Ridge High School	190-0077	Select... ▼						%	Select... ▼
Carter-Lawrence Elementary	190-0670	Select... ▼						%	Select... ▼
Casa Azafran Early Learning Center	190-7020	Select... ▼						%	Select... ▼
Chadwell Elementary	190-0105	Select... ▼						%	Select... ▼
Charlotte Park Elementary	190-0110	Select... ▼						%	Select... ▼
Cockrill Elementary	190-0120	Select... ▼						%	Select... ▼
Cole Elementary	190-0130	Select... ▼						%	Select... ▼
Cora Howe School	190-0443	Select... ▼						%	Select... ▼
Crieve Hall Elementary	190-0145	Select... ▼						%	Select... ▼
Croft Middle	190-0148	Select... ▼						%	Select... ▼
Cumberland Elementary	190-0150	Select... ▼						%	Select... ▼
Dan Mills Elementary	190-0160	Select... ▼						%	Select... ▼
Dodson Elementary	190-0165	Select... ▼						%	Select... ▼
Donelson Middle	190-0175	Select... ▼						%	Select... ▼

DuPont Elementary	190-0180	Select... ▼						%	Select... ▼
DuPont Hadley Middle	190-0190	Select... ▼						%	Select... ▼
DuPont Tyler Middle	190-0185	Select... ▼						%	Select... ▼
Eagle View Elementary School	190-0115	Select... ▼						%	Select... ▼
Eakin Elementary	190-0195	Select... ▼						%	Select... ▼
Early College High	190-0437	Select... ▼						%	Select... ▼
East End Preparatory School	190-8009	Select... ▼						%	Select... ▼
East Nashville Magnet High School	190-0203	Select... ▼						%	Select... ▼
East Nashville Middle	190-0296	Select... ▼						%	Select... ▼
Explore Community School	190-8060	Select... ▼						%	Select... ▼
Fall-Hamilton Elementary	190-0220	Select... ▼						%	Select... ▼
Gateway Elementary	190-0235	Select... ▼						%	Select... ▼
Glencliff Elementary	190-0240	Select... ▼						%	Select... ▼
Glencliff High School	190-0245	Select... ▼						%	Select... ▼
Glendale Elementary	190-0250	Select... ▼						%	Select... ▼
Glengarry Elementary	190-0255	Select... ▼						%	Select... ▼
Glenview Elementary	190-0265	Select... ▼						%	Select... ▼
Goodlettsville Elementary	190-0270	Select... ▼						%	Select... ▼

Goodlettsville Middle	190-0275	Select... ▼						%	Select... ▼
Gower Elementary	190-0280	Select... ▼						%	Select... ▼
Granbery Elementary	190-0290	Select... ▼						%	Select... ▼
H. G. Hill Middle	190-0295	Select... ▼						%	Select... ▼
Harpeth Valley Elementary	190-0300	Select... ▼						%	Select... ▼
Harris-Hillman Special Education	190-0302	Select... ▼						%	Select... ▼
Hattie Cotton Elementary	190-0140	Select... ▼						%	Select... ▼
Haynes Middle	190-0305	Select... ▼						%	Select... ▼
Haywood Elementary	190-0310	Select... ▼						%	Select... ▼
Head Middle	190-0315	Select... ▼						%	Select... ▼
Henry C. Maxwell Elementary	190-0318	Select... ▼						%	Select... ▼
Hermitage Elementary	190-0320	Select... ▼						%	Select... ▼
Hickman Elementary	190-0327	Select... ▼						%	Select... ▼
Hillsboro High	190-0335	Select... ▼						%	Select... ▼
Hull-Jackson Elementary	190-0350	Select... ▼						%	Select... ▼
Hume - Fogg High	190-0355	Select... ▼						%	Select... ▼
Hunters Lane High	190-0358	Select... ▼						%	Select... ▼
Ida B. Wells Elementary	190-0080	Select... ▼						%	Select... ▼

Inglewood Elementary	190-0360	Select... ▼						%	Select... ▼
Intrepid College Preparatory Charter School	190-8048	Select... ▼						%	Select... ▼
Isaac Litton Middle	190-0365	Select... ▼						%	Select... ▼
Isaiah T. Creswell Middle School of the Arts	190-0700	Select... ▼						%	Select... ▼
Ivanetta H. Davis Learning Center at Bordeaux	190-7010	Select... ▼						%	Select... ▼
J. E. Moss Elementary	190-0370	Select... ▼						%	Select... ▼
James Lawson High School	190-0374	Select... ▼						%	Select... ▼
Jere Baxter Middle	190-0375	Select... ▼						%	Select... ▼
Joelton Elementary	190-0380	Select... ▼						%	Select... ▼
John B. Whitsitt Elementary	190-0390	Select... ▼						%	Select... ▼
John Early Middle	190-0386	Select... ▼						%	Select... ▼
John F. Kennedy Middle	190-0393	Select... ▼						%	Select... ▼
John Overton High	190-0395	Select... ▼						%	Select... ▼
John Trotwood Moore Middle	190-0490	Select... ▼						%	Select... ▼
Johnson Alternative Learning Center	190-0740	Select... ▼						%	Select... ▼
Jones Elementary	190-0387	Select... ▼						%	Select... ▼
Julia Green Elementary	190-0415	Select... ▼						%	Select... ▼

KIPP Academy Nashville	190-8002	Select... ▼						%	Select... ▼
KIPP Academy Nashville Elementary School	190-8095	Select... ▼						%	Select... ▼
KIPP Nashville College Prep	190-8042	Select... ▼						%	Select... ▼
KIPP Nashville College Prep Elementary	190-8085	Select... ▼						%	Select... ▼
KIPP Nashville Collegiate High School	190-8011	Select... ▼						%	Select... ▼
Knowledge Academy @ The Crossings	190-8110	Select... ▼						%	Select... ▼
Lakeview Elementary	190-0430	Select... ▼						%	Select... ▼
Lead Academy	190-8003	Select... ▼						%	Select... ▼
LEAD Cameron	190-8010	Select... ▼						%	Select... ▼
LEAD Southeast	190-8013	Select... ▼						%	Select... ▼
Liberty Collegiate Academy	190-8005	Select... ▼						%	Select... ▼
Lockeland Elementary	190-0435	Select... ▼						%	Select... ▼
Madison Middle	190-0622	Select... ▼						%	Select... ▼
Maplewood High	190-0445	Select... ▼						%	Select... ▼
Margaret Allen Middle	190-0450	Select... ▼						%	Select... ▼
Martin Luther King Jr School	190-0456	Select... ▼						%	Select... ▼

May Werthan Shayne Elementary School	190-0608	Select... ▼						%	Select... ▼
McGavock Elementary	190-0465	Select... ▼						%	Select... ▼
McGavock High	190-0470	Select... ▼						%	Select... ▼
McMurray Middle	190-0480	Select... ▼						%	Select... ▼
Meigs Middle	190-0330	Select... ▼						%	Select... ▼
MNPS Virtual School	190-0003	Select... ▼						%	Select... ▼
Moses McKissack Middle	190-0035	Select... ▼						%	Select... ▼
Mt. View Elementary	190-0493	Select... ▼						%	Select... ▼
Murrell at Glenn School	190-0505	Select... ▼						%	Select... ▼
Napier Elementary	190-0510	Select... ▼						%	Select... ▼
Nashville Big Picture High School	190-0053	Select... ▼						%	Select... ▼
Nashville Classical	190-8044	Select... ▼						%	Select... ▼
Nashville Classical West	190-8043	Select... ▼						%	Select... ▼
Nashville Prep	190-8008	Select... ▼						%	Select... ▼
Nashville School Of The Arts	190-0512	Select... ▼						%	Select... ▼
Neely's Bend Elementary	190-0515	Select... ▼						%	Select... ▼
Norman Binkley Elementary	190-0525	Select... ▼						%	Select... ▼
Old Center Elementary	190-0535	Select... ▼						%	Select... ▼

Paragon Mills Elementary	190-0540	Select... ▼						%	Select... ▼
Park Avenue Elementary	190-0545	Select... ▼						%	Select... ▼
Pearl-Cohn High	190-0555	Select... ▼						%	Select... ▼
Pennington Elementary	190-0565	Select... ▼						%	Select... ▼
Percy Priest Elementary	190-0570	Select... ▼						%	Select... ▼
Purpose Prep	190-8046	Select... ▼						%	Select... ▼
RePublic High School	190-8100	Select... ▼						%	Select... ▼
Robert Churchwell Elementary	190-0618	Select... ▼						%	Select... ▼
Rocketship Nashville Northeast Elementary	190-8050	Select... ▼						%	Select... ▼
Rocketship United	190-8070	Select... ▼						%	Select... ▼
Rose Park Middle	190-0595	Select... ▼						%	Select... ▼
Rosebank Elementary	190-0600	Select... ▼						%	Select... ▼
Ross Early Learning Center	190-7015	Select... ▼						%	Select... ▼
Ruby Major Elementary	190-0607	Select... ▼						%	Select... ▼
Shwab Elementary	190-0610	Select... ▼						%	Select... ▼
Smith Springs Elementary School	190-0750	Select... ▼						%	Select... ▼
Smithson Craighead Academy	190-8001	Select... ▼						%	Select... ▼
Stanford Elementary	190-0615	Select... ▼						%	Select... ▼

STEM Prep Academy	190-8006	Select... ▼						%	Select... ▼
STEM Prep High School	190-8075	Select... ▼						%	Select... ▼
Stratford STEM Magnet School	190-0620	Select... ▼						%	Select... ▼
Stratton Elementary	190-0625	Select... ▼						%	Select... ▼
Strive Collegiate Academy	190-8090	Select... ▼						%	Select... ▼
Sylvan Park Elementary	190-0630	Select... ▼						%	Select... ▼
The Academy at Hickory Hollow	190-0720	Select... ▼						%	Select... ▼
The Academy at Old Cockrill	190-0614	Select... ▼						%	Select... ▼
The Academy at Opry Mills	190-0612	Select... ▼						%	Select... ▼
Thomas A. Edison Elementary	190-0208	Select... ▼						%	Select... ▼
Thurgood Marshall Middle	190-0633	Select... ▼						%	Select... ▼
Tom Joy Elementary	190-0635	Select... ▼						%	Select... ▼
Transitions at Bass	190-0725	Select... ▼						%	Select... ▼
Tulip Grove Elementary	190-0637	Select... ▼						%	Select... ▼
Tusculum Elementary	190-0645	Select... ▼						%	Select... ▼
Two Rivers Middle	190-0650	Select... ▼						%	Select... ▼
Una Elementary	190-0655	Select... ▼						%	Select... ▼
Valor Flagship Academy	190-8045	Select... ▼						%	Select... ▼

Valor Voyager Academy	190-8080	Select... ▼						%	Select... ▼
W. A. Bass Adult Program	190-0125	Select... ▼						%	Select... ▼
W.A. Bass Alternative Learning Center	190-0126	Select... ▼						%	Select... ▼
Warner Elementary	190-0675	Select... ▼						%	Select... ▼
Waverly-Belmont Elementary School	190-0755	Select... ▼						%	Select... ▼
West End Middle	190-0690	Select... ▼						%	Select... ▼
Westmeade Elementary	190-0695	Select... ▼						%	Select... ▼
Whites Creek High	190-0704	Select... ▼						%	Select... ▼
William Henry Oliver Middle	190-0538	Select... ▼						%	Select... ▼
Wright Middle	190-0715	Select... ▼						%	Select... ▼
Total									

Resources

Click here to open the Consolidated Funding Application Guide.

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part A

N/A - If your district is not using funds for class size reduction select N/A.

School Name	Grade CSR Teacher Will Serve	Projected Grade Enrollment	Actual Grade Enrollment - *Available Sept. 2024.*	State/Local Funded Teachers	Title I CSR Teachers	Projected State and Local Teacher to Student Ratio	Actual State and Local Student to Teacher Ratio	Grade Span CSR Teacher Will Serve	Grade Span Projected Enrollment	Grade Span State/Local Funded Teachers	Grade Span Title I CSR Teachers	Grade Span Projected State and Local Teacher to Student Ratio
▼	Select... ▼					NaN	NaN	Select... ▼				NaN

*** 1. Describe the district's use of funds for Class Size Reduction (CSR), the evidence upon which the district is relying for its use, and how CSR is in support of one or more of the strategies in the district plan.**

*** 2. What level of evidence does the district's use of CSR meet?**

- STRONG EVIDENCE from at least one well-designed and well-implemented experimental study.
- MODERATE EVIDENCE from at least one well-designed and well-implemented quasi-experimental study.
- PROMISING EVIDENCE from at least one well-designed and well-implemented correlational study.
- DEMONSTRATES A RATIONALE for using the intervention (the study suggests that the intervention is likely to improve a relevant outcome.)

*** 3. Was there a favorable effect on the use of CSR?**

- Yes
- No

*** 4. Was the use of CSR implemented in a setting similar to your district (e.g., rural, urban, grade span, etc.)?**

- Very Much
- Somewhat
- A little
- Not at all

*** 5. Was the use of CSR implemented with populations similar to your district (e.g., English language learners, low socioeconomic status, specific ethnicity)?**

- Very Much
- Somewhat
- A little
- Not at all

Using ESEA Funds for Class-Size Reduction

LEAs utilizing ESEA funds for class size reduction teachers must also submit documentation that the teacher(s) hired are highly-effective by Oct. 1 each year. More information can be found here.

Resources

Click here to open the Consolidated Funding Application Guide.

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part A

Identifying and Ranking Schools Documents

Documents		
Type	**Document Template**	**Document/Link**
(CFA TI) Identifying and Ranking Schools Supporting Documentation [Upload at least 1 document(s)]	N/A	MNPS ED Data File - 2023.10.01
(CFA TI) Title I Skipped Schools Letter	N/A	
(CFA) Title I School-wide Waiver Approval Letter [Upload up to 1 document(s)]	N/A	MNPS Schoolwide Program Waiver Approval

Low Income Data - Dates of data used cannot be changed once the original CFA is approved.

Identify the method(s) the LEA will use to identify low income students.

☐ Free/Reduced Lunch	Month & Year of Date Used
☑ Direct Certification (for CEP and/or non-CEP schools)	Month & Year of Date Used: October 2023
☐ TANF Eligibility	Month & Year of Date Used
☐ Medicaid	Month & Year of Date Used
☐ Census	Month & Year of Date Used

Ranking & Identifying Title I Schools

☐ Check if the LEA has a single attendance area (only one school in each grade span).

☐ Check if the LEA has less than 1,000 students enrolled.

NOTE: If any of the above are checked, all schools in the LEA are eligible for Title I services.

* Identify the ranking the LEA will use to group schools in order to make eligibility determinations:

- (●) District-wide ranking
- ( ) Grade-span ranking

Identify the method the LEA will use to identify Title I eligible schools:

- [x] District-wide poverty percentage (total district poverty/total district enrollment)
- [ ] Grade-span poverty percentages (for each grade span, total grade span poverty/total grade span enrollment)

List the districtwide grade span poverty averages for each grade span group served

Grade Span	Poverty Average
1.	%
2.	%
3.	%

Check all that apply:

- [x] 35% rule (all schools at or above 35% poverty are eligible)
- [ ] The LEA will prioritize high schools with 50% or more poverty
- [x] The LEA has received a waiver to implement school-wide programs in one or more schools with less than 40% poverty and waiver approval is uploaded to Related Documents.

Schools "Skipped" in Rank Order

For any school not served with Title I-A funds (marked as "skip school" on the School Eligibility page), indicate the amount and source of state or local supplemental funds that are used to provide services to low-achieving students in lieu of the funds that would have been provided by Title I-A. A "Skipped Schools Letter" providing justification must be uploaded to the Title I Related Documents page of this application.

School Name	Funding Source	Amount
		$

Resources

Click here to open the Consolidated Funding Application Guide.

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part A

The underlined items in the column headings on this page can be clicked for sorting. For example, to sort your schools alphabetically by school name, click on "School Name"

School Name (159 Buildings)	LEA ID - School Number	First Year of Operation	School Type	Grade Span	Service	K-12 Public Enrollment	K-12 Non-Public Attendance Area	All Students (K-12 Public Enrollment + Non-public Attendance Area)	Poverty Factor	K-12 Low Income Students						Sort Order (Asc)	Eligibility For Service	Eligibility by Other Factors	School Designation
										Public Count	Adjusted Public Count	NonPublic Count	Total Low-Income L+M	Percent (K+M)/I	Adjusted Percent N/I				
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
W.A. Bass Alternative Learning Center	190-0126	1963	Public School	9,10,11,12	SW	109	0	109	DC x 1.6 Multiplier	73	109	0	109	66.97%	100.00%		☑	☐	None
Murrell at Glenn School	190-0505	1989	Public School	K,1,2,3,4,5,6,7	SW	34	0	34	DC x 1.6 Multiplier	26	34	0	34	76.47%	100.00%		☑	☐	None
Napier Elementary	190-0510	2000	Public School	PK,K,1,2,3,4,5	SW	254	1	255	DC x 1.6 Multiplier	237	254	1	255	93.33%	100.00%		☑	☐	None
Carter-Lawrence Elementary	190-0670	2004	Public School	PK,K,1,2,3,4,5	SW	181	0	181	DC x 1.6 Multiplier	120	181	0	181	66.30%	100.00%		☑	☐	None
Tom Joy Elementary	190-0635	1989	Public School	PK,K,1,2,3,4,5	SW	423	12	435	DC x 1.6 Multiplier	271	423	0	423	62.30%	97.24%		☑	☐	CSI
Robert Churchwell Elementary	190-0618	1963	Public School	PK,K,1,2,3,4,5	SW	280	14	294	DC x 1.6 Multiplier	229	280	2	282	78.57%	95.92%		☑	☐	None
Johnson Alternative Learning Center	190-0740	1963	Public School	5,6,7,8,9,10,11,12	SW	116	0	116	DC x 1.6 Multiplier	69	110	0	110	59.48%	94.83%		☑	☐	None
Park Avenue Elementary	190-0545	1999	Public School	PK,K,1,2,3,4,5	SW	290	23	313	DC x 1.6 Multiplier	205	290	3	293	66.45%	93.61%		☑	☐	None
Pearl-Cohn High	190-0555	1986	Public School	9,10,11,12	SW	545	40	585	DC x 1.6 Multiplier	359	545	0	545	61.37%	93.16%		☑	☐	CSI
East Nashville Middle	190-0296	1963	Public School	6,7,8	SW	255	0	255	DC x 1.6 Multiplier	147	235	0	235	57.65%	92.16%		☑	☐	None
Ida B. Wells Elementary	190-0080	1963	Public School	PK,P4,P3,K,1,2,3,4,5	SW	191	17	208	DC x 1.6 Multiplier	144	191	0	191	69.23%	91.83%		☑	☐	CSI
KIPP Academy Nashville Elementary School	190-8095	2015	Charter School	K,1,2,3,4	SW	332	31	363	DC x 1.6 Multiplier	237	332	0	332	65.29%	91.46%		☑	☐	None
John Early Middle	190-0386	2002	Public School	6,7,8	SW	168	18	186	DC x 1.6 Multiplier	128	168	2	170	69.89%	91.40%		☑	☐	CSI
Transitions at Bass	190-0725	1963	Public School	10,11,12	SW	20	0	20	DC x 1.6 Multiplier	11	18	0	18	55.00%	90.00%		☑	☐	None
KIPP Nashville College Prep Elementary	190-8085	2017	Charter School	K,1,2,3,4	SW	416	0	416	DC x 1.6 Multiplier	233	373	0	373	56.01%	89.66%		☑	☐	Reward
Fall-Hamilton Elementary	190-0220	1970	Public School	PK,K,1,2,3,4,5	SW	226	14	240	DC x 1.6 Multiplier	133	213	0	213	55.42%	88.75%		☑	☐	Reward
Jones Elementary	190-0387	1963	Public School	P3,P4,K,1,2,3,4,5	SW	229	36	265	DC x 1.6 Multiplier	152	229	4	233	58.87%	87.92%		☑	☐	CSI
Moses McKissack Middle	190-0035	1963	Public School	6,7,8	SW	120	19	139	DC x 1.6 Multiplier	81	120	2	122	59.71%	87.77%		☑	☐	CSI
Chadwell Elementary	190-0105	1963	Public School	PK,K,1,2,3,4,5	SW	415	35	450	DC x 1.6 Multiplier	242	387	6	393	55.11%	87.33%		☑	☐	None
Cora Howe School	190-0443	1970	Public School	K,1,2,3,4,5,6,7,8,9,10,11,12	SW	76	0	76	DC x 1.6 Multiplier	41	66	0	66	53.95%	86.84%		☑	☐	None
Alex Green Elementary	190-0005	1987	Public School	PK,K,1,2,3,4,5	SW	425	72	497	DC x 1.6 Multiplier	295	425	5	430	60.36%	86.52%		☑	☐	None
KIPP Academy Nashville	190-8002	2007	Charter School	5,6,7,8	SW	391	0	391	DC x 1.6 Multiplier	206	330	0	330	52.69%	84.40%		☑	☐	Reward
Cumberland Elementary	190-0150	1998	Public School	P3,P4,K,1,2,3,4,5	SW	481	112	593	DC x 1.6 Multiplier	308	481	14	495	54.30%	83.47%		☑	☐	None
Jere Baxter Middle	190-0375	1997	Public School	6,7,8	SW	379	69	448	DC x 1.6 Multiplier	225	360	6	366	51.56%	81.70%		☑	☐	CSI
Amqui Elementary	190-0010	1999	Public School	PK,K,1,2,3,4,5,6,7	SW	548	7	555	DC x 1.6 Multiplier	282	451	1	452	50.99%	81.44%		☑	☐	Reward
Bellshire Elementary	190-0045	1963	Public School	PK,K,1,2,3,4,5	SW	338	71	409	DC x 1.6 Multiplier	206	330	2	332	50.86%	81.17%		☑	☐	CSI
Nashville Prep	190-8008	2011	Charter School	5,6,7,8	SW	207	0	207	DC x 1.6 Multiplier	105	168	0	168	50.72%	81.16%		☑	☐	Reward
Hull-Jackson Elementary	190-0350	1997	Public School	PK,PS,K,1,2,3,4,5	SW	226	0	226	DC x 1.6 Multiplier	111	178	0	178	49.12%	78.76%		☑	☐	None
KIPP Nashville College Prep	190-8042		Charter School	5,6,7,8	SW	347	0	347	DC x 1.6 Multiplier	167	267	0	267	48.13%	76.95%		☑	☐	Reward
Explore Community School	190-8060	2015	Charter School	K,1,2,3,4,5,6,7,8	SW	560	0	560	DC x 1.6 Multiplier	267	427	0	427	47.68%	76.25%		☑	☐	Reward
Haynes Middle	190-0305	2003	Public School	6,7,8	SW	252	83	335	DC x 1.6 Multiplier	178	252	3	255	54.03%	76.12%		☑	☐	CSI
Paragon Mills Elementary	190-0540	1965	Public School	PK,K,1,2,3,4,5	SW	518	27	545	DC x 1.6 Multiplier	258	413	0	413	47.34%	75.78%		☑	☐	None
Hattie Cotton Elementary	190-0140	1996	Public School	PK,K,1,2,3,4,5	SW	205	67	272	DC x 1.6 Multiplier	126	202	1	203	46.69%	74.63%		☑	☐	None
Maplewood High	190-0445	1963	Public School	9,10,11,12	SW	691	63	754	DC x 1.6 Multiplier	348	557	4	561	46.68%	74.40%		☑	☐	CSI
Brick Church Middle	190-0063		Public School	6,7,8	SW	246	83	329	DC x 1.6 Multiplier	149	238	3	241	46.20%	73.25%		☑	☐	CSI
East End Preparatory School	190-8009	2011	Charter School	K,1,2,3,4,5,6,7,8	SW	755	0	755	DC x 1.6 Multiplier	345	552	0	552	45.70%	73.11%		☑	☐	Reward
Warner Elementary	190-0675	1963	Public School	PK,K,1,2,3,4,5	SW	382	83	465	DC x 1.6 Multiplier	212	339	0	339	45.59%	72.90%		☑	☐	Reward
Madison Middle	190-0622	1963	Public School	6,7,8	SW	359	78	437	DC x 1.6 Multiplier	196	314	2	316	45.31%	72.31%		☑	☐	CSI
Whites Creek High	190-0704	1978	Public School	9,10,11,12	SW	607	172	779	DC x 1.6 Multiplier	344	550	4	554	44.67%	71.12%		☑	☐	CSI
The Academy at Opry Mills	190-0612	2012	Public School	11,12	SW	31	0	31	DC x 1.6 Multiplier	14	22	0	22	45.16%	70.97%		☑	☐	None
The Academy at Old Cockrill	190-0614	1963	Public School	11,12	SW	31	0	31	DC x 1.6 Multiplier	14	22	0	22	45.16%	70.97%		☑	☐	None
Liberty Collegiate Academy	190-8005	2011	Charter School	5,6,7,8	SW	267	0	267	DC x 1.6 Multiplier	118	189	0	189	44.19%	70.79%		☑	☐	Reward
East Nashville Magnet High School	190-0203	1963	Public School	9,10,11,12	SW	547	0	547	DC x 1.6 Multiplier	241	386	0	386	44.06%	70.57%		☑	☐	TSI
Stratton Elementary	190-0625	1996	Public School	PK,K,1,2,3,4,5	SW	438	52	490	DC x 1.6 Multiplier	215	344	1	345	44.08%	70.41%		☑	☐	None
Dodson Elementary	190-0165	1968	Public School	PK,K,1,2,3,4,5	SW	400	76	476	DC x 1.6 Multiplier	206	330	0	330	43.28%	69.33%		☑	☐	Reward
RePublic High School	190-8100	2011	Charter School	9,10,11,12	SW	622	0	622	DC x 1.6 Multiplier	269	430	0	430	43.25%	69.13%		☑	☐	None
Stratford STEM Magnet School	190-0620	1963	Public School	6,7,8,9,10,11,12	SW	756	210	966	DC x 1.6 Multiplier	413	661	0	661	42.75%	68.43%		☑	☐	ATSI
Old Center Elementary	190-0535	1963	Public School	PK,K,1,2,3,4,5	SW	325	40	365	DC x 1.6 Multiplier	151	242	3	245	42.19%	67.12%		☑	☐	Reward
Inglewood Elementary	190-0360	1963	Public School	PK,K,1,2,3,4,5	SW	192	36	228	DC x 1.6 Multiplier	95	152	1	153	42.11%	67.11%		☑	☐	None
LEAD Cameron	190-8010	2011	Charter School	5,6,7,8	SW	493	0	493	DC x 1.6 Multiplier	205	328	0	328	41.58%	66.53%		☑	☐	None
Purpose Prep	190-8046	2013	Charter School	K,1,2,3,4,5	SW	417	0	417	DC x 1.6 Multiplier	172	275	0	275	41.25%	65.95%		☑	☐	Reward
Apollo Middle	190-0025	1967	Public School	6,7,8	SW	507	39	546	DC x 1.6 Multiplier	222	355	5	360	41.58%	65.93%		☑	☐	CSI
Cockrill Elementary	190-0120	1996	Public School	PK,K,1,2,3,4,5	SW	253	67	320	DC x 1.6 Multiplier	129	206	3	209	41.25%	65.31%		☑	☐	None
Isaiah T. Creswell Middle School of the Arts	190-0700	1963	Public School	6,7,8	SW	250	0	250	DC x 1.6 Multiplier	102	163	0	163	40.80%	65.20%		☑	☐	None
Smithson Craighead Academy	190-8001	2007	Charter School	K,1,2,3,4,5	SW	333	0	333	DC x 1.6 Multiplier	132	211	0	211	39.64%	63.36%		☑	☐	Reward
Glenview Elementary	190-0265	2006	Public School	PK,K,1,2,3,4,5	SW	609	16	625	DC x 1.6 Multiplier	247	395	0	395	39.52%	63.20%		☑	☐	None
Gateway Elementary	190-0235	1964	Public School	K,1,2,3,4,5	SW	290	33	323	DC x 1.6 Multiplier	127	203	1	204	39.63%	63.16%		☑	☐	None

School Name (159 Buildings)	LEA ID - School Number	First Year of Operation	School Type	Grade Span	Service	K-12 Public Enrollment	K-12 Non-Public Attendance Area	All Students (K-12 Public Enrollment + Non-public Attendance Area)	Poverty Factor	K-12 Low Income Students						Sort Order (Asc)	Eligibility For Service	Eligibility by Other Factors	School Designation
										Public Count	Adjusted Public Count	NonPublic Count	Total Low-Income L+M	Percent (K+M)/I	Adjusted Percent N/I				
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
Antioch Middle	190-0023	1963	Public School	6,7,8	SW	681	49	730	DC x 1.6 Multiplier	281	450	11	461	40.00%	63.15%		☑	☐	CSI
J. E. Moss Elementary	190-0370	1988	Public School	PK,K,1,2,3,4,5	SW	718	20	738	DC x 1.6 Multiplier	284	454	9	463	39.70%	62.74%		☑	☐	Reward
Cane Ridge Elementary	190-0082	2012	Public School	PK,K,1,2,3,4,5	SW	690	49	739	DC x 1.6 Multiplier	283	453	6	459	39.11%	62.11%		☑	☐	None
The Academy at Hickory Hollow	190-0720	2010	Public School	11,12	SW	70	0	70	DC x 1.6 Multiplier	27	43	0	43	38.57%	61.43%		☑	☐	None
Haywood Elementary	190-0310	1963	Public School	PK,K,1,2,3,4,5	SW	604	16	620	DC x 1.6 Multiplier	236	378	1	379	38.23%	61.13%		☑	☐	None
Eagle View Elementary School	190-0115	2018	Public School	PK,K,1,2,3,4,5	SW	639	39	678	DC x 1.6 Multiplier	254	406	4	410	38.05%	60.47%		☑	☐	None
Hunters Lane High	190-0358	1986	Public School	9,10,11,12	SW	1385	209	1594	DC x 1.6 Multiplier	591	946	8	954	37.58%	59.85%		☑	☐	ATSI
Two Rivers Middle	190-0650	1963	Public School	6,7,8	SW	243	79	322	DC x 1.6 Multiplier	119	190	0	190	36.96%	59.01%		☑	☐	None
Cole Elementary	190-0130	1963	Public School	PK,K,1,2,3,4,5	SW	777	33	810	DC x 1.6 Multiplier	293	469	7	476	37.04%	58.77%		☑	☐	Reward
Lakeview Elementary	190-0430	1967	Public School	PK,K,1,2,3,4,5	SW	503	32	535	DC x 1.6 Multiplier	189	302	7	309	36.64%	57.76%		☑	☐	Reward
Thomas A. Edison Elementary	190-0208	2004	Public School	PK,K,1,2,3,4,5	SW	641	56	697	DC x 1.6 Multiplier	241	386	16	402	36.87%	57.68%		☑	☐	None
Neely's Bend Elementary	190-0515	1963	Public School	P3,P4,K,1,2,3,4,5,6,7	SW	409	79	488	DC x 1.6 Multiplier	174	278	2	280	36.07%	57.38%		☑	☐	Reward
Wright Middle	190-0715	1965	Public School	6,7,8	SW	499	31	530	DC x 1.6 Multiplier	189	302	2	304	36.04%	57.36%		☑	☐	CSI
Margaret Allen Middle	190-0450	2002	Public School	6,7,8	SW	292	18	310	DC x 1.6 Multiplier	109	174	3	177	36.13%	57.10%		☑	☐	CSI
DuPont Tyler Middle	190-0185	1969	Public School	6,7,8	SW	299	64	363	DC x 1.6 Multiplier	129	206	0	206	35.54%	56.75%		☑	☐	CSI
Rocketship United	190-8070	2015	Charter School	P4,K,1,2,3,4	SW	499	0	499	DC x 1.6 Multiplier	175	280	0	280	35.07%	56.11%		☑	☐	Reward
Shwab Elementary	190-0610	1989	Public School	PK,K,1,2,3,4,5	SW	277	20	297	DC x 1.6 Multiplier	104	166	0	166	35.02%	55.89%		☑	☐	None
McMurray Middle	190-0480	1964	Public School	6,7,8	SW	506	12	518	DC x 1.6 Multiplier	180	288	0	288	34.75%	55.60%		☑	☐	None
KIPP Nashville Collegiate High School	190-8011	2014	Charter School	9,10,11,12	SW	467	0	467	DC x 1.6 Multiplier	162	259	0	259	34.69%	55.46%		☑	☐	None
John B. Whitsitt Elementary	190-0390	2000	Public School	PK,K,1,2,3,4,5	SW	469	38	507	DC x 1.6 Multiplier	175	280	0	280	34.52%	55.23%		☑	☐	Reward
STEM Prep Academy	190-8006	2011	Charter School	5,6,7,8	SW	506	0	506	DC x 1.6 Multiplier	174	278	0	278	34.39%	54.94%		☑	☐	None
Tusculum Elementary	190-0645	2017	Public School	PK,K,1,2,3,4,5	SW	655	26	681	DC x 1.6 Multiplier	229	366	3	369	34.07%	54.19%		☑	☐	None
Donelson Middle	190-0175	1963	Public School	6,7,8	SW	431	116	547	DC x 1.6 Multiplier	182	291	1	292	33.46%	53.38%		☑	☐	ATSI
Lead Academy	190-8003	2017	Charter School	9,10,11,12	SW	484	0	484	DC x 1.6 Multiplier	161	258	0	258	33.26%	53.31%		☑	☐	None
Hickman Elementary	190-0327	2000	Public School	PK,K,1,2,3,4,5	SW	352	57	409	DC x 1.6 Multiplier	132	211	4	215	33.25%	52.57%		☑	☐	None
Knowledge Academy @ The Crossings	190-8110	2016	Charter School	5,6,7,8,9,10,11,12	SW	544	0	544	DC x 1.6 Multiplier	179	286	0	286	32.90%	52.57%		☑	☐	None
Goodlettsville Middle	190-0275	2016	Public School	6,7,8	SW	410	69	479	DC x 1.6 Multiplier	157	251	0	251	32.78%	52.40%		☑	☐	None
Tulip Grove Elementary	190-0637	1989	Public School	PK,K,1,2,3,4,5	SW	522	80	602	DC x 1.6 Multiplier	193	309	4	313	32.72%	51.99%		☑	☐	None
Smith Springs Elementary School	190-0750	2015	Public School	PK,K,1,2,3,4,5	SW	805	60	865	DC x 1.6 Multiplier	274	438	11	449	32.95%	51.91%		☑	☐	None
Cane Ridge High School	190-0077	2008	Public School	9,10,11,12	SW	1936	132	2068	DC x 1.6 Multiplier	666	1066	5	1071	32.45%	51.79%		☑	☐	ATSI
Ruby Major Elementary	190-0607	2005	Public School	P3,P4,K,1,2,3,4,5	SW	546	93	639	DC x 1.6 Multiplier	203	325	0	325	31.77%	50.86%		☑	☐	None
Una Elementary	190-0655	1987	Public School	PK,K,1,2,3,4,5	SW	706	40	746	DC x 1.6 Multiplier	232	371	7	378	32.04%	50.67%		☑	☐	Reward
Glendiff High School	190-0245	1963	Public School	9,10,11,12	SW	1064	74	1138	DC x 1.6 Multiplier	358	573	3	576	31.72%	50.62%		☑	☐	CSI
John F. Kennedy Middle	190-0393	2001	Public School	6,7,8	SW	689	58	747	DC x 1.6 Multiplier	226	362	16	378	32.40%	50.60%		☑	☐	None
Charlotte Park Elementary	190-0110	1963	Public School	PK,K,1,2,3,4,5	SW	481	43	524	DC x 1.6 Multiplier	163	261	4	265	31.87%	50.57%		☑	☐	Reward
A. Z. Kelley Elementary	190-0001	2006	Public School	PK,K,1,2,3,4,5	SW	745	91	836	DC x 1.6 Multiplier	261	418	4	422	31.70%	50.48%		☑	☐	TSI
DuPont Elementary	190-0180	1963	Public School	PK,K,1,2,3,4,5	SW	313	51	364	DC x 1.6 Multiplier	114	182	0	182	31.32%	50.00%		☑	☐	None
Glendiff Elementary	190-0240	1975	Public School	PK,K,1,2,3,4,5	SW	559	55	614	DC x 1.6 Multiplier	188	301	2	303	30.94%	49.35%		☑	☐	None
McGavock Elementary	190-0465	1963	Public School	PK,1,2,3,4,5	SW	250	38	288	DC x 1.6 Multiplier	88	141	0	141	30.56%	48.96%		☑	☐	None
STEM Prep High School	190-8075	2015	Charter School	9,10,11,12	SW	504	0	504	DC x 1.6 Multiplier	152	243	0	243	30.16%	48.21%		☑	☐	None
Joelton Elementary	190-0380	1989	Public School	PK,K,1,2,3,4,5	SW	264	81	345	DC x 1.6 Multiplier	100	160	3	163	29.86%	47.25%		☑	☐	Reward
Strive Collegiate Academy	190-8090	2015	Charter School	6,7,8	SW	229	0	229	DC x 1.6 Multiplier	66	106	0	106	28.82%	46.29%		☑	☐	Reward
Nashville Big Picture High School	190-0053	2003	Public School	9,10,11,12	SW	150	0	150	DC x 1.6 Multiplier	43	69	0	69	28.67%	46.00%		☑	☐	None
McGavock High	190-0470	1971	Public School	9,10,11,12	SW	1893	485	2378	DC x 1.6 Multiplier	656	1050	27	1077	28.72%	45.29%		☑	☐	TSI
Goodlettsville Elementary	190-0270	2023	Public School	PK,K,1,2,3,4,5	SW	397	100	497	DC x 1.6 Multiplier	138	221	4	225	28.57%	45.27%		☑	☐	None
Antioch High School	190-0020	1997	Public School	9,10,11,12	SW	2132	159	2291	DC x 1.6 Multiplier	636	1018	18	1036	28.55%	45.22%		☑	☐	ATSI
Glengarry Elementary	190-0255	1963	Public School	PK,K,1,2,3,4,5	SW	386	23	409	DC x 1.6 Multiplier	115	184	0	184	28.12%	44.99%		☑	☐	Reward
Mt. View Elementary	190-0493	1999	Public School	PK,K,1,2,3,4,5	SW	836	56	892	DC x 1.6 Multiplier	244	390	8	398	28.25%	44.62%		☑	☐	None
DuPont Hadley Middle	190-0190	1963	Public School	6,7,8	SW	377	102	479	DC x 1.6 Multiplier	109	174	34	208	29.85%	43.42%		☑	☐	None
Henry C. Maxwell Elementary	190-0318	2001	Public School	PK,K,1,2,3,4,5	SW	565	81	646	DC x 1.6 Multiplier	168	269	9	278	27.40%	43.03%		☑	☐	None
Thurgood Marshall Middle	190-0633	2006	Public School	6,7,8	SW	580	59	639	DC x 1.6 Multiplier	163	261	3	264	25.98%	41.31%		☑	☐	None
Hermitage Elementary	190-0320	1963	Public School	P3,P4,K,1,2,3,4,5	SW	276	69	345	DC x 1.6 Multiplier	86	138	1	139	25.22%	40.29%		☑	☐	None
Nashville Classical	190-8044	2013	Charter School	K,1,2,3,4,5,6,7,8	SW	535	0	535	DC x 1.6 Multiplier	134	214	0	214	25.05%	40.00%		☑	☐	Reward
Intrepid College Preparatory Charter School	190-8048	2013	Charter School	5,6,7,8,9,10,11,12	SW	855	0	855	DC x 1.6 Multiplier	209	334	0	334	24.44%	39.06%		☑	☐	None
John Overton High	190-0395	1963	Public School	9,10,11,12	SW	1959	347	2306	DC x 1.6 Multiplier	552	883	7	890	24.24%	38.59%		☑	☐	None
Norman Binkley Elementary	190-0525	1963	Public School	PK,K,1,2,3,4,5	SW	680	88	768	DC x 1.6 Multiplier	181	290	0	290	23.57%	37.76%		☑	☐	None
LEAD Southeast	190-8013	2013	Charter School	5,6,7,8,9,10,11,12	SW	848	0	848	DC x 1.6 Multiplier	200	320	0	320	23.58%	37.74%		☑	☐	None
William Henry Oliver Middle	190-0538	2004	Public School	6,7,8	SW	467	173	640	DC x 1.6 Multiplier	147	235	0	235	22.97%	36.72%		☑	☐	None
Rose Park Middle	190-0595	1965	Public School	6,7,8	SW (waiver)	321	0	321	DC x 1.6 Multiplier	73	117	0	117	22.74%	36.45%		☑	☐	Reward
Isaac Litton Middle	190-0365	1963	Public School	6,7,8	SW	285	49	334	DC x 1.6 Multiplier	75	120	0	120	22.46%	35.93%		☑	☐	Reward
Harris-Hillman Special Education	190-0302	1975	Public School	P3,P4,K,1,2,3,4,5,6,7,8,9,10,11,12	SW	142	0	142	DC x 1.6 Multiplier	32	51	0	51	22.54%	35.92%		☑	☐	None

School Name (159 Buildings)	LEA ID - School Number	First Year of Operation	School Type	Grade Span	Service	K-12 Public Enrollment	K-12 Non-Public Attendance Area	All Students (K-12 Public Enrollment + Non-public Attendance Area)	Poverty Factor	K-12 Low Income Students						Sort Order (Asc)	Eligibility For Service	Eligibility by Other Factors	School Designation
										Public Count	Adjusted Public Count	NonPublic Count	Total Low-Income L+M	Percent (K+M)/I	Adjusted Percent N/I				
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
Westmeade Elementary	190-0695	1963	Public School	K,1,2,3,4,5	SW	470	295	765	DC x 1.6 Multiplier	160	256	16	272	23.01%	35.56%		☑	☐	None
Head Middle	190-0315	1963	Public School	6,7,8	SW (waiver)	383	0	383	DC x 1.6 Multiplier	85	136	0	136	22.19%	35.51%		☑	☐	Reward
Croft Middle	190-0148	2003	Public School	6,7,8	SW (waiver)	465	101	566	DC x 1.6 Multiplier	125	200	0	200	22.08%	35.34%		☑	☐	None
Rosebank Elementary	190-0600	1963	Public School	PK,K,1,2,3,4,5	None	427	120	547	DC x 1.6 Multiplier	113	181	2	183	21.02%	33.46%		☐	☐	None
MNPS Virtual School	190-0003	2011	Public School	4,5,6,7,8,9,10,11,12	None	152	0	152	DC x 1.6 Multiplier	31	50	0	50	20.39%	32.89%		☐	☐	None
May Werthan Shayne Elementary School	190-0608	2004	Public School	PK,K,1,2,3,4,5	None	790	174	964	DC x 1.6 Multiplier	198	317	0	317	20.54%	32.88%		☐	☐	Reward
Valor Voyager Academy	190-8080	2015	Charter School	5,6,7,8	None	513	0	513	DC x 1.6 Multiplier	93	149	0	149	18.13%	29.04%		☐	☐	Reward
Early College High	190-0437	2006	Public School	9,10,11,12	None	160	0	160	DC x 1.6 Multiplier	28	45	0	45	17.50%	28.13%		☐	☐	Reward
H. G. Hill Middle	190-0295	1970	Public School	6,7,8	None	432	301	733	DC x 1.6 Multiplier	125	200	5	205	17.74%	27.97%		☐	☐	None
Pennington Elementary	190-0565	1963	Public School	PK,K,1,2,3,4,5	None	291	73	364	DC x 1.6 Multiplier	63	101	0	101	17.31%	27.75%		☐	☐	None
Valor Flagship Academy	190-8045	2014	Charter School	5,6,7,8,9,10,11,12	None	1404	0	1404	DC x 1.6 Multiplier	227	363	0	363	16.17%	25.85%		☐	☐	Reward
James Lawson High School	190-0374	2023	Public School	9,10,11,12	None	1230	953	2183	DC x 1.6 Multiplier	339	542	0	542	15.53%	24.83%		☐	☐	None
Andrew Jackson Elementary	190-0015	1969	Public School	PK,K,1,2,3,4,5	None	458	182	640	DC x 1.6 Multiplier	90	144		144	14.06%	22.50%		☐	☐	None
Eakin Elementary	190-0195	1963	Public School	K,1,2,3,4,5	None	557	227	784	DC x 1.6 Multiplier	110	176	0	176	14.03%	22.45%		☐	☐	Reward
Aventura Community School	190-8015	2023	Charter School	K,1,2,3	None	204	0	204	DC x 1.6 Multiplier	28	45	0	45	13.73%	22.06%		☐	☐	None
Nashville School Of The Arts	190-0512	1983	Public School	9,10,11,12	None	569	0	569	DC x 1.6 Multiplier	75	120	0	120	13.18%	21.09%		☐	☐	None
West End Middle	190-0690	1963	Public School	6,7,8	None	328	198	526	DC x 1.6 Multiplier	69	110	0	110	13.12%	20.91%		☐	☐	Reward
Waverly-Belmont Elementary School	190-0755	1963	Public School	K,1,2,3,4,5	None	545	344	889	DC x 1.6 Multiplier	114	182	0	182	12.82%	20.47%		☐	☐	None
Bellevue Middle	190-0040	1970	Public School	6,7,8	None	379	355	734	DC x 1.6 Multiplier	91	146	2	148	12.67%	20.16%		☐	☐	None
Granbery Elementary	190-0290	1964	Public School	K,1,2,3,4,5	None	702	216	918	DC x 1.6 Multiplier	101	162	2	164	11.22%	17.86%		☐	☐	Reward
Dan Mills Elementary	190-0160	2000	Public School	PK,K,1,2,3,4,5	None	607	89	696	DC x 1.6 Multiplier	77	123	0	123	11.06%	17.67%		☐	☐	Reward
Nashville Classical West	190-8043		Charter School	K,1	None	49	0	49	DC x 1.6 Multiplier	5	8	0	8	10.20%	16.33%		☐	☐	None
Gower Elementary	190-0280	1989	Public School	PK,K,1,2,3,4,5	None	566	608	1174	DC x 1.6 Multiplier	119	190	0	190	10.14%	16.18%		☐	☐	None
Stanford Elementary	190-0615	2002	Public School	PS,PK,K,1,2,3,4,5	None	305	0	305	DC x 1.6 Multiplier	28	45	0	45	9.18%	14.75%		☐	☐	None
Sylvan Park Elementary	190-0630	1963	Public School	K,1,2,3,4,5	None	445	241	686	DC x 1.6 Multiplier	59	94	0	94	8.60%	13.70%		☐	☐	Reward
Martin Luther King Jr School	190-0456	1963	Public School	7,8,9,10,11,12	None	1219	0	1219	DC x 1.6 Multiplier	100	160	0	160	8.20%	13.13%		☐	☐	Reward
Hillsboro High	190-0335	1963	Public School	9,10,11,12	None	1242	1967	3209	DC x 1.6 Multiplier	255	408	0	408	7.95%	12.71%		☐	☐	TSI
Crieve Hall Elementary	190-0145	1963	Public School	K,1,2,3,4,5	None	500	167	667	DC x 1.6 Multiplier	51	82	2	84	7.95%	12.59%		☐	☐	Reward
Harpeth Valley Elementary	190-0300	1996	Public School	PK,K,1,2,3,4,5	None	716	409	1125	DC x 1.6 Multiplier	53	85	0	85	4.71%	7.56%		☐	☐	Reward
Hume - Fogg High	190-0355	1963	Public School	9,10,11,12	None	892	0	892	DC x 1.6 Multiplier	41	66	0	66	4.60%	7.40%		☐	☐	Reward
John Trotwood Moore Middle	190-0490	1969	Public School	6,7,8	None	407	1152	1559	DC x 1.6 Multiplier	67	107	0	107	4.30%	6.86%		☐	☐	Reward
Meigs Middle	190-0330	2004	Public School	6,7,8	None	523	0	523	DC x 1.6 Multiplier	19	30	0	30	3.63%	5.74%		☐	☐	Reward
Lockeland Elementary	190-0435	1963	Public School	K,1,2,3,4,5	None	322	0	322	DC x 1.6 Multiplier	11	18	0	18	3.42%	5.59%		☐	☐	Reward
Glendale Elementary	190-0250	1963	Public School	PK,K,1,2,3,4,5	None	399	0	399	DC x 1.6 Multiplier	12	19	0	19	3.01%	4.76%		☐	☐	Reward
Julia Green Elementary	190-0415	1963	Public School	K,1,2,3,4,5	None	503	717	1220	DC x 1.6 Multiplier	15	24	0	24	1.23%	1.97%		☐	☐	Reward
Percy Priest Elementary	190-0570	1963	Public School	K,1,2,3,4,5	None	545	901	1446	DC x 1.6 Multiplier	7	11	0	11	0.48%	0.76%		☐	☐	Reward
W. A. Bass Adult Program	190-0125	1963	Public School	9,10,11,12	None	0	0	0	DC x 1.6 Multiplier	0	0		0	0.00%	0.00%		☐	☐	None
Cambridge Early Learning Center	190-7005	1990	Public School	PK	None	0	0	0	DC x 1.6 Multiplier	0	0		0	0.00%	0.00%		☐	☐	None
Casa Azafran Early Learning Center	190-7020	2014	Public School	PK	None	0	0	0	DC x 1.6 Multiplier	0	0		0	0.00%	0.00%		☐	☐	None
Ivanetta H. Davis Learning Center at Bordeaux	190-7010	1963	Public School	P3,P4	None	0	0	0	DC x 1.6 Multiplier	0	0		0	0.00%	0.00%		☐	☐	None
Ross Early Learning Center	190-7015	1988	Public School	PK	None	0	0	0	DC x 1.6 Multiplier	0	0		0	0.00%	0.00%		☐	☐	None
Totals:						76,404	15,405	91,809		26,376	41,646	362	42,008	29.12%	45.76%				

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part A

Required Set-Asides	Amount
***Students Experiencing Homelessness:** (Add further details about the Homeless Set-Aside on the Homeless Students page of the application.)	774,355.00
***Required Parent and Family Engagement for Public Schools:** For LEAs receiving $500,000 or more in Title I allocations: • 1% of your Title I allocation is $349,959.50. Enter this amount as the required family engagement set-aside. • Note that 90% of the public school amount (number above) is $314,963.55 and must be distributed to your schools for Parent and Family Engagement activities. Your total Required Parent and Family Engagement amount from budget tags is $349,959.50. **1. Provide a clear description of how the parent and family engagement set-aside will be utilized including district- and school-level purchases, programming, instructional materials, and professional development.** As required by law, 1% of our districts' Title I allocation is set aside for Parent Involvement with 90% of the set aside allocated to schools as shown on the PPA page. Title I schools use their funds to implement family engagement resource libraries and to purchase materials/supplies for parent meetings. The goal of this activity is to provide ongoing communication, training sessions, and resources for our families in our schools. Activities begin when school starts and are held throughout the school year. Communication is translated into several languages to meet the needs of our families. Families who speak a language other than English make up over 35% of our district. District level funds will be used by the Family Engagement Team to address the District's Core Tenets: 1. Re-envision central office as a support hub. 2. Empower and equip leaders at all levels. 3. Identify and eliminate inequalities. 4. Create and support engaging, rigorous and personalized learning experiences for all students. Activities will focus on: ▪ Identifying and supporting students to improve classroom behavior with Family Resource kits offered through the Advocacy Centers. These kits include tools and resources with how-to use videos (offered in 3 different languages –English, Spanish, and Arabic) that promote calming and self-regulation strategies. Families can utilize these materials at home to help students attain their goal of improvement and self-regulation to ultimately increase school success.	349,959.50

- Strengthening and developing trust and healthy relationships with all families, focusing on two-way communication and feedback through the Family Support Sessions video series. The Support Session videos are pre-recorded, 3-5 minutes on varied topics such as supporting reading at home, restorative parenting, effective parent-teacher conferences, motivating students, healthy relationships, supporting your LGBTQ+ child, conflict vs. bullying, and suicide prevention. Schools can send families links to the videos at any time throughout the year in 3 different languages – English, Spanish, and Arabic.
- Assisting Non-English background families by continuously expanding our translated materials including video recordings (voice-over; editing automatic translations for accurate subtitling, etc.), as well as acquiring books that support our newcomer families' English language learning at home, and which will be distributed through the LEAF project in collaboration with MNPS English Language Department.
- Facilitating Bridging Differences Family & Student Voice Project: Sharing our Stories, Owning our Strengths. Families and students are asked to respond to the question "What do you value most about your culture and/or identity?" Stories will then be edited and produced into a documentary that will be shared on the MNPS YouTube channel and in staff professional development.
- PD supplies for book studies, services such as guest speakers, and travel expenses such as out of town travel and registration for the Education Leadership Conference in order to stay current on effective family engagement

2. Please list the schools to be impacted along with the category(ies) of each of these schools (all Title I schools, Elementary, Middle, High, Title I ATSI and Title I CSI, Title I Priority, Title I Reward):

All Title 1 schools identified in PPA List

Additional Parent and Family Engagement for Public Schools: (for districts with allocations less than $500,000 electing to set aside funds for FE OR districts reserving amounts above the required 1%)

Your total Additional Parent and Family Engagement Amount from Budget Tags is $0.00.

1. Provide a clear description of this Parent and Family Engagement initiative including a justification for personnel, instructional materials, professional development, and other narratives.

2. Please list the schools to be impacted along with the category(ies) of each of these schools (all Title I schools, Elementary, Middle, High, Title I ATSI and Title I CSI, Title I Priority, Title I Reward):

Set Asides for Services to Students in Non-Public/Private Schools	Amount
***Non-Public Private Schools Instructional Funds:** (line I from the Non-Public Equitable Services page)	340,748.46

Your total Non-Public Private Schools Instructional Funds Amount from Budget Tags is $340,748.46.

1. Provide a clear description of this initiative including a justification for personnel, instructional materials, professional development, and other narratives.

Participating private schools have access to services provided by a third party contracted vendor (selected via an RFP process) for supplemental instructional services (for eligible students) and allowable Title I related professional development. Certified teachers, who are employees of the third-party vendor, will provide direct instructional services to eligible students (1:1 and/or small groups

during the school day or after school) per week throughout the school year in reading/language arts and math as well as identified subjects in high school. These services will be offered in person, and virtual options will be based on the choice of the vendor the school selects to provide equitable service.

We have a vendor that offers research-based professional development during the school year but also host training events during the summer for teachers who have students receiving these Title I services in their classes. MNPS oversees this program and reviews and keeps all thorough documentation of services on file. All of these decision points were discussed during consultation, and nonpublic schools provided input and described their needs.

2. Please list the schools to be impacted along with the category(ies) of each of these schools (all Title I schools, Elementary, Middle, High, Title I Focus, Title I Priority, Title I Reward):

Born Again Christian Academy
Christ the King School
Ezell Harding Christian Academy
Father Ryan High School
F. H. Jenkins Elementary School
Goodpasture
Jesus Only Academy
Lipscomb Academy
Nashville Christian School
St. Ann School
St. Bernard Academy
St. Clement
St. Edward School
St. Henry School
St. Joseph
St. Pius X Classical Academy
The Academy of G.O.D

***Non-Public Private Schools Parent and Family Engagement:** (line E from the Equitable Services Program Details- Title I, Part A page for LEAs receiving over $500,000 in Title I Allocations)	3,441.90

1. Provide a clear description of how the parent and family engagement set-aside will be utilized including district- and school-level purchases, programming, instructional materials, and professional development.

Participating non-public school officials noted during consultation that their family engagement needs are services such as workshops and meetings, brochures and newsletters, family resource bags, and more. These family engagement services and materials will be provided by a third-party vendor that will provide supplemental Title I instructional services. The purpose is to provide information and trainings to equip family members and parents on topics such as reading, math, homework help, effective planning, and other academic topics based on needs and as determined in consultation with participating Title I schools.

Additional District-wide Instructional Initiatives	Amount
English as a Second Language Programs:	

1. Provide a clear description of this initiative including a justification for personnel, instructional materials, professional development, and other narratives. **2. Please list the schools to be impacted along with the category(ies) of each of these schools (all Title I schools, Elementary, Middle, High, Title I ATSI and Title I CSI, Title I Priority, Title I Reward):**	
Extended School Day & School Year Programs: **1. Provide a clear description of this initiative including a justification for personnel, instructional materials, professional development, and other narratives.** **2. Please list the schools to be impacted along with the category(ies) of each of these schools (all Title I schools, Elementary, Middle, High, Title I ATSI and Title I CSI, Title I Priority, Title I Reward):**	
Foster Student Transportation: **1. Provide a clear description of this initiative including a justification for personnel, instructional materials, professional development, and other narratives.** Transportation helps provide students in foster care educational stability by affording them the opportunity to remain at their school of origin. It is MNPS's responsibility to limit the educational disruption for students in foster care. Foster transportation requests are made by DCS and received by the MNPS Foster POC. The MNPS Foster POC makes a formal request to MNPS Transportation. MNPS Transportation routes the student within five days of receiving the request. Five days following a transportation request, the MNPS Foster POC follows up with DCS to determine if transportation has begun for the student. If transportation hasn't started, the MNPS Foster POC follows up with MNPS Transportation. By providing transportation to their school of origin through MNPS's school buses or via the contracted car service provider, educational disruption is limited. MNPS provides school bus transportation at no additional cost to MNPS for students in foster care staying at their school of origin. Students in foster care needing transportation to their school of origin will promptly receive that transportation in a cost-effective manner and in accordance with federal law; and if there are additional costs incurred in providing transportation to the school of origin, the additional costs will be equally shared between MNPS and DCS. When additional costs exceed the Title I set-aside, the additional costs will be negotiated between MNPS and DCS. MNPS will ensure that a student in foster care, to include a student awaiting foster care placement, remains in his/her school of origin while any disputes regarding transportation costs are being resolved. **2. Please list the schools to be impacted along with the category(ies) of each of these schools (all Title I schools, Elementary, Middle, High, Title I ATSI and Title I CSI, Title I Priority, Title I Reward):** A. Z. Kelley Elementary – Target Support and Improvement MNPS Virtual School – Alex Green Elementary – Amqui Elementary - Reward Andrew Jackson Elementary –	150,000.00

Antioch High School - Additional Targeted Support and Improvement

Antioch Middle - Priority & Comprehensive Support and Improvement

Apollo Middle - Priority & Comprehensive Support and Improvement

Moses McKissack Middle - Priority & Comprehensive Support and Improvement

Bellevue Middle –

Bellshire Elementary - Priority & Comprehensive Support and Improvement

Nashville Big Picture High School –

Cane Ridge High School – Additional Targeted Support and Improvement

Ida B. Wells Elementary - Priority & Comprehensive Support and Improvement

Cane Ridge Elementary –

Chadwell Elementary –

Charlotte Park Elementary - Reward

Eagle View Elementary School –

Cockrill Elementary -

Cole Elementary - Reward

Hattie Cotton Elementary -

Crieve Hall Elementary - Reward

Croft Middle -

Cumberland Elementary –

Dan Mills Elementary - Reward

Dodson Elementary - Reward

Donelson Middle - Additional Targeted Support and Improvement

DuPont Elementary -

DuPont Tyler Middle - Priority & Comprehensive Support and Improvement

DuPont Hadley Middle -

Eakin Elementary - Reward

East Nashville Magnet High School - Targeted Support and Improvement

Thomas A. Edison Elementary -

Fall-Hamilton Elementary - Reward

Gateway Elementary -

Glencliff Elementary -

Glencliff High School - Priority & Comprehensive Support and Improvement

Glendale Elementary - Reward

Glengarry Elementary - Reward

Glenview Elementary -

Goodlettsville Elementary -

Goodlettsville Middle -

Gower Elementary -

Granbery Elementary - Reward

H. G. Hill Middle -

East Nashville Middle -

Harpeth Valley Elementary - Reward

Haynes Middle - Priority & Comprehensive Support and Improvement

Haywood Elementary -

Head Middle - Reward

Henry C. Maxwell Elementary -

Hermitage Elementary -

Hickman Elementary -

Meigs Middle - Reward

Hillsboro High - Targeted Support and Improvement

Hillwood High -

Hull-Jackson Elementary -

Hume - Fogg High - Reward

Hunters Lane High - Additional Targeted Support and Improvement

Inglewood Elementary -

Isaac Litton Middle - Reward

J. E. Moss Elementary - Reward

Jere Baxter Middle - Priority & Comprehensive Support and Improvement

Joelton Elementary - Reward

John Early Middle - Priority & Comprehensive Support and Improvement

Jones Elementary - Priority & Comprehensive Support and Improvement

John B. Whitsitt Elementary - Reward

John F. Kennedy Middle -

John Overton High -

Julia Green Elementary - Reward

Lakeview Elementary – Reward

Liberty Collegiate Academy (Charter School) -

Lockeland Elementary - Reward

Middle College High -

Cora Howe School -

Maplewood High - Priority & Comprehensive Support and Improvement

Margaret Allen Middle – Comprehensive Support and Improvement

Martin Luther King Jr School - Reward

McGavock Elementary -

McGavock High - Targeted Support and Improvement

McMurray Middle –

John Trotwood Moore Middle - Reward

Mt. View Elementary -

Murrell at Glenn School -

Napier Elementary -

Nashville School Of The Arts -

Neely's Bend Elementary - Reward

Norman Binkley Elementary -

Old Center Elementary - Reward

William Henry Oliver Middle -

Paragon Mills Elementary –

Park Avenue Elementary -

Pearl-Cohn High - Priority & Comprehensive Support and Improvement

Pennington Elementary -

Percy Priest Elementary - Reward

Rose Park Middle - Reward

Rosebank Elementary -

Ruby Major Elementary -

May Werthan Shayne Elementary School - Reward

Shwab Elementary -

The Academy at Opry Mills -

The Academy at Old Cockrill -

Stanford Elementary -

Robert Churchwell Elementary –

Stratford STEM Magnet School - Additional Targeted Support and Improvement

Madison Middle - Priority & Comprehensive Support and Improvement

Stratton Elementary -

Sylvan Park Elementary - Reward

Thurgood Marshall Middle –

Tom Joy Elementary - Priority & Comprehensive Support and Improvement

Tulip Grove Elementary –

Tusculum Elementary –

Two Rivers Middle -

Una Elementary - Reward

Carter-Lawrence Elementary –

Warner Elementary - Reward

West End Middle – Reward

Westmeade Elementary -

Isaiah T. Creswell Middle School of the Arts -

Whites Creek High - Priority & Comprehensive Support and Improvement

Wright Middle - Priority & Comprehensive Support and Improvement

The Academy at Hickory Hollow -

Smith Springs Elementary School –

Waverly-Belmont Elementary School -

Smithson Craighead Academy - Reward

KIPP Academy Nashville - Reward

Lead Academy -

Liberty Collegiate Academy - Reward

STEM Prep Academy -

Nashville Prep - Reward

East End Preparatory School - Reward

LEAD Cameron -

KIPP Nashville Collegiate High School -

LEAD Southeast -

KIPP Nashville College Prep - Reward

Nashville Classical – Reward

Valor Flagship Academy - Reward

Purpose Prep – Reward

Intrepid College Preparatory Charter School -

Rocketship Nashville Northeast Elementary -

Explore Community School - Reward

Knowledge Academies

Rocketship United - Reward

STEM Prep High School –

Valor Voyager Academy - Reward

KIPP Nashville College Prep Elementary - Reward

Strive Collegiate Academy - Reward

KIPP Academy Nashville Elementary School -

RePublic High School -

Preschool Programs:

1. Provide a clear description of this initiative including a justification for personnel, instructional materials, professional development, and other narratives.

2. Please list the schools to be impacted along with the category(ies) of each of these schools (all Title I schools, Elementary, Middle, High, Title I ATSI and Title I CSI, Title I Priority, Title I Reward):

Professional Development Initiative:

1. Provide a clear description of this initiative including a justification for personnel, instructional materials, professional development, and other narratives. **2. Please list the schools to be impacted along with the category(ies) of each of these schools (all Title I schools, Elementary, Middle, High, Title I ATSI and Title I CSI, Title I Priority, Title I Reward):**	
Reservation of funds for FY26 (not to exceed 15%): Reservation of funds for FY26 (not to exceed 15%) **1. Provide a clear description of this initiative including a justification for personnel, instructional materials, professional development, and other narratives.** Reserving funds for FY26. Will plan to reallocate to other budget lines if needs arise throughout the year. Total is less than 15%. **2. Please list the schools to be impacted along with the category(ies) of each of these schools (all Title I schools, Elementary, Middle, High, Title I ATSI and Title I CSI, Title I Priority, Title I Reward):** All Title I schools	1,000.00
Salary Equalization: **1. Provide a clear description of this initiative including a justification for personnel, instructional materials, professional development, and other narratives.** **2. Please list the schools to be impacted along with the category(ies) of each of these schools (all Title I schools, Elementary, Middle, High, Title I ATSI and Title I CSI, Title I Priority, Title I Reward):**	
Supplemental Funds for Services to Neglected Youth: **1. Provide a clear description of this initiative including a justification for personnel, instructional materials, professional development, and other narratives.** **2. Please list the schools to be impacted along with the category(ies) of each of these schools (all Title I schools, Elementary, Middle, High, Title I ATSI and Title I CSI, Title I Priority, Title I Reward):**	
***Support for Focus and Priority Schools:** **1. Provide a clear description of this initiative including a justification for personnel, instructional materials, professional development, and other narratives.** Planned expenditures include consultants around chronic absenteeism (Communities in Schools) and instructional support to enable the implementation of instructional strategies and school improvement efforts to increase graduation rates/recovered credits and stem summer learning loss; supplemental compensation, materials and transportation for student tutoring; and professional development consultation and training stipends. **2. Please list the schools to be impacted along with the category(ies) of each of these schools (all Title I schools, Elementary, Middle, High, Title I ATSI and Title I CSI, Title I Priority, Title I Reward):** Additional supports to benefit a maximum of 25% of the district's Title I schools (other than iZone Schools) that fall into one or more of the following categories: 1) Identified as a Target School on the district Academic Performance Framework 2) Identified as an ATSI or CSI school 3) Ranked below the 15th percentile statewide for student success rates (bottom 25% of MNPS schools).	910,000.00

Total:	2,529,504.86

Allocation Designations

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part A

Allocation Amounts		Amount
Title I-A Regular Allocation (Includes funds transferred in)		36,975,315.42
Carryover/Additional funds	+	0.00
Total Allocation Amount	$	36,975,315.42

School Allocations		Amount
Total Allocation Amount		36,975,315.42
Subtract Total Set Asides	-	2,529,504.86
Total Indirect Costs	-	685,968.60
Total Amount Contributed to Consolidated Administration (public and non-public schools)	-	1,979,364.96
Total Amount reserved for District Administration-if not using Consolidated Administration (public and non-public schools)	-	0.00
Total Available for School Allocations	$	31,780,477.00

Per Pupil Amount (PPA) for 100% Factor		Amount
Total Available for School Allocations		31,780,477.00
Divide by total number of low-income students in Title I served schools (public schools)	÷	37,143.00
100% Factor	x	1.00
FINAL PPA	$	855.62

PPA List

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part A
School/Attendance Area Allocation

Average Per Pupil Amount (PPA) $ 855.62

School/ Attendance Area	Sort Order	Poverty Factor	Poverty %	# of Public Low Income Students	PPA Per Low Income Student	Total PPA Amount E X F	Family Engagement	Total G + H	Include In School-Wide Pool
A	B	C	D	E	F	G	H	I	
Napier Elementary		DC x 1.6 Multiplier	100.00	254	1,100.00	279,400.00	1,405.00	280,805.00	☐
Murrell at Glenn School		DC x 1.6 Multiplier	100.00	34	1,100.00	37,400.00	188.00	37,588.00	☐
W.A. Bass Alternative Learning Center		DC x 1.6 Multiplier	100.00	109	1,100.00	119,900.00	603.00	120,503.00	☐
Carter-Lawrence Elementary		DC x 1.6 Multiplier	100.00	181	1,100.00	199,100.00	1,001.00	200,101.00	☐
Tom Joy Elementary		DC x 1.6 Multiplier	97.24	423	1,100.00	465,300.00	2,339.00	467,639.00	☐
Robert Churchwell Elementary		DC x 1.6 Multiplier	95.92	280	1,100.00	308,000.00	1,549.00	309,549.00	☐
Johnson Alternative Learning Center		DC x 1.6 Multiplier	94.83	110	1,100.00	121,000.00	642.00	121,642.00	☐
Park Avenue Elementary		DC x 1.6 Multiplier	93.61	290	1,100.00	319,000.00	1,604.00	320,604.00	☐
Pearl-Cohn High		DC x 1.6 Multiplier	93.16	545	1,100.00	599,500.00	3,014.00	602,514.00	☐
East Nashville Middle		DC x 1.6 Multiplier	92.16	235	1,100.00	258,500.00	1,410.00	259,910.00	☐
Ida B. Wells Elementary		DC x 1.6 Multiplier	91.83	191	1,100.00	210,100.00	1,057.00	211,157.00	☐
KIPP Academy Nashville Elementary School		DC x 1.6 Multiplier	91.46	332	1,100.00	365,200.00	1,836.00	367,036.00	☐
John Early Middle		DC x 1.6 Multiplier	91.40	168	1,100.00	184,800.00	929.00	185,729.00	☐
Transitions at Bass		DC x 1.6 Multiplier	90.00	18	1,100.00	19,800.00	111.00	19,911.00	☐
KIPP Nashville College Prep Elementary		DC x 1.6 Multiplier	89.66	373	1,100.00	410,300.00	2,301.00	412,601.00	☐

School/ Attendance Area	Sort Order	Poverty Factor	Poverty %	# of Public Low Income Students	PPA Per Low Income Student	Total PPA Amount E X F	Family Engagement	Total G + H	Include In School-Wide Pool
A	B	C	D	E	F	G	H	I	
Fall-Hamilton Elementary		DC x 1.6 Multiplier	88.75	213	1,100.00	234,300.00	1,250.00	235,550.00	
Jones Elementary		DC x 1.6 Multiplier	87.92	229	1,100.00	251,900.00	1,267.00	253,167.00	
Moses McKissack Middle		DC x 1.6 Multiplier	87.77	120	1,100.00	132,000.00	664.00	132,664.00	
Chadwell Elementary		DC x 1.6 Multiplier	87.33	387	1,100.00	425,700.00	2,295.00	427,995.00	
Cora Howe School		DC x 1.6 Multiplier	86.84	66	1,100.00	72,600.00	421.00	73,021.00	
Alex Green Elementary		DC x 1.6 Multiplier	86.52	425	1,100.00	467,500.00	2,350.00	469,850.00	
KIPP Academy Nashville		DC x 1.6 Multiplier	84.40	330	1,100.00	363,000.00	2,162.00	365,162.00	
Cumberland Elementary		DC x 1.6 Multiplier	83.47	481	1,100.00	529,100.00	2,660.00	531,760.00	
Jere Baxter Middle		DC x 1.6 Multiplier	81.70	360	1,100.00	396,000.00	2,096.00	398,096.00	
Amqui Elementary		DC x 1.6 Multiplier	81.44	451	1,100.00	496,100.00	3,031.00	499,131.00	
Bellshire Elementary		DC x 1.6 Multiplier	81.17	330	1,100.00	363,000.00	1,869.00	364,869.00	
Nashville Prep		DC x 1.6 Multiplier	81.16	168	1,100.00	184,800.00	1,145.00	185,945.00	
Hull-Jackson Elementary		DC x 1.6 Multiplier	78.76	178	1,100.00	195,800.00	1,250.00	197,050.00	
KIPP Nashville College Prep		DC x 1.6 Multiplier	76.95	267	1,100.00	293,700.00	1,919.00	295,619.00	
Explore Community School		DC x 1.6 Multiplier	76.25	427	1,100.00	469,700.00	3,097.00	472,797.00	
Haynes Middle		DC x 1.6 Multiplier	76.12	252	1,100.00	277,200.00	1,394.00	278,594.00	
Paragon Mills Elementary		DC x 1.6 Multiplier	75.78	413	1,100.00	454,300.00	2,865.00	457,165.00	
Hattie Cotton Elementary		DC x 1.6 Multiplier	74.63	202	979.00	197,758.00	1,134.00	198,892.00	
Maplewood High		DC x 1.6 Multiplier	74.40	557	979.00	545,303.00	3,821.00	549,124.00	

School/ Attendance Area	Sort Order	Poverty Factor	Poverty %	# of Public Low Income Students	PPA Per Low Income Student	Total PPA Amount E X F	Family Engagement	Total G + H	Include In School-Wide Pool
A	B	C	D	E	F	G	H	I	
Brick Church Middle		DC x 1.6 Multiplier	73.25	238	979.00	233,002.00	1,361.00	234,363.00	
East End Preparatory School		DC x 1.6 Multiplier	73.11	552	979.00	540,408.00	4,175.00	544,583.00	
Warner Elementary		DC x 1.6 Multiplier	72.90	339	979.00	331,881.00	2,113.00	333,994.00	
Madison Middle		DC x 1.6 Multiplier	72.31	314	979.00	307,406.00	1,986.00	309,392.00	
Whites Creek High		DC x 1.6 Multiplier	71.12	550	979.00	538,450.00	3,357.00	541,807.00	
The Academy at Old Cockrill		DC x 1.6 Multiplier	70.97	22	979.00	21,538.00	172.00	21,710.00	
The Academy at Opry Mills		DC x 1.6 Multiplier	70.97	22	979.00	21,538.00	172.00	21,710.00	
Liberty Collegiate Academy		DC x 1.6 Multiplier	70.79	189	979.00	185,031.00	1,477.00	186,508.00	
East Nashville Magnet High School		DC x 1.6 Multiplier	70.57	386	979.00	377,894.00	3,025.00	380,919.00	
Stratton Elementary		DC x 1.6 Multiplier	70.41	344	979.00	336,776.00	2,422.00	339,198.00	
Dodson Elementary		DC x 1.6 Multiplier	69.33	330	979.00	323,070.00	2,212.00	325,282.00	
RePublic High School		DC x 1.6 Multiplier	69.13	430	979.00	420,970.00	3,440.00	424,410.00	
Stratford STEM Magnet School		DC x 1.6 Multiplier	68.43	661	979.00	647,119.00	4,181.00	651,300.00	
Old Center Elementary		DC x 1.6 Multiplier	67.12	242	979.00	236,918.00	1,798.00	238,716.00	
Inglewood Elementary		DC x 1.6 Multiplier	67.11	152	979.00	148,808.00	1,062.00	149,870.00	
LEAD Cameron		DC x 1.6 Multiplier	66.53	328	979.00	321,112.00	2,726.00	323,838.00	
Purpose Prep		DC x 1.6 Multiplier	65.95	275	979.00	269,225.00	2,306.00	271,531.00	
Apollo Middle		DC x 1.6 Multiplier	65.93	355	979.00	347,545.00	2,804.00	350,349.00	
Cockrill Elementary		DC x 1.6 Multiplier	65.31	206	979.00	201,674.00	1,399.00	203,073.00	

School/ Attendance Area	Sort Order	Poverty Factor	Poverty %	# of Public Low Income Students	PPA Per Low Income Student	Total PPA Amount E X F	Family Engagement	Total G + H	Include In School-Wide Pool
A	B	C	D	E	F	G	H	I	
Isaiah T. Creswell Middle School of the Arts		DC x 1.6 Multiplier	65.20	163	979.00	159,577.00	1,383.00	160,960.00	
Smithson Craighead Academy		DC x 1.6 Multiplier	63.36	211	719.00	151,709.00	1,842.00	153,551.00	
Glenview Elementary		DC x 1.6 Multiplier	63.20	395	719.00	284,005.00	3,368.00	287,373.00	
Gateway Elementary		DC x 1.6 Multiplier	63.16	203	719.00	145,957.00	1,604.00	147,561.00	
Antioch Middle		DC x 1.6 Multiplier	63.15	450	719.00	323,550.00	3,766.00	327,316.00	
J. E. Moss Elementary		DC x 1.6 Multiplier	62.74	454	719.00	326,426.00	3,971.00	330,397.00	
Cane Ridge Elementary		DC x 1.6 Multiplier	62.11	453	719.00	325,707.00	3,816.00	329,523.00	
The Academy at Hickory Hollow		DC x 1.6 Multiplier	61.43	43	719.00	30,917.00	388.00	31,305.00	
Haywood Elementary		DC x 1.6 Multiplier	61.13	378	719.00	271,782.00	3,340.00	275,122.00	
Eagle View Elementary School		DC x 1.6 Multiplier	60.47	406	719.00	291,914.00	3,534.00	295,448.00	
Hunters Lane High		DC x 1.6 Multiplier	59.85	946	719.00	680,174.00	7,659.00	687,833.00	
Two Rivers Middle		DC x 1.6 Multiplier	59.01	190	719.00	136,610.00	1,344.00	137,954.00	
Cole Elementary		DC x 1.6 Multiplier	58.77	469	719.00	337,211.00	4,297.00	341,508.00	
Lakeview Elementary		DC x 1.6 Multiplier	57.76	302	719.00	217,138.00	2,782.00	219,920.00	
Thomas A. Edison Elementary		DC x 1.6 Multiplier	57.68	386	719.00	277,534.00	3,545.00	281,079.00	
Neely's Bend Elementary		DC x 1.6 Multiplier	57.38	278	719.00	199,882.00	2,262.00	202,144.00	
Wright Middle		DC x 1.6 Multiplier	57.36	302	719.00	217,138.00	2,760.00	219,898.00	
Margaret Allen Middle		DC x 1.6 Multiplier	57.10	174	719.00	125,106.00	1,615.00	126,721.00	

School/ Attendance Area	Sort Order	Poverty Factor	Poverty %	# of Public Low Income Students	PPA Per Low Income Student	Total PPA Amount E X F	Family Engagement	Total G + H	Include In School-Wide Pool
A	B	C	D	E	F	G	H	I	
DuPont Tyler Middle		DC x 1.6 Multiplier	56.75	206	719.00	148,114.00	1,654.00	149,768.00	
Rocketship United		DC x 1.6 Multiplier	56.11	280	719.00	201,320.00	2,760.00	204,080.00	
Shwab Elementary		DC x 1.6 Multiplier	55.89	166	719.00	119,354.00	1,532.00	120,886.00	
McMurray Middle		DC x 1.6 Multiplier	55.60	288	719.00	207,072.00	2,798.00	209,870.00	
KIPP Nashville Collegiate High School		DC x 1.6 Multiplier	55.46	259	719.00	186,221.00	2,583.00	188,804.00	
John B. Whitsitt Elementary		DC x 1.6 Multiplier	55.23	280	719.00	201,320.00	2,594.00	203,914.00	
STEM Prep Academy		DC x 1.6 Multiplier	54.94	278	719.00	199,882.00	2,798.00	202,680.00	
Tusculum Elementary		DC x 1.6 Multiplier	54.19	366	719.00	263,154.00	3,622.00	266,776.00	
Donelson Middle		DC x 1.6 Multiplier	53.38	291	719.00	209,229.00	2,384.00	211,613.00	
Lead Academy		DC x 1.6 Multiplier	53.31	258	719.00	185,502.00	2,677.00	188,179.00	
Knowledge Academy @ The Crossings		DC x 1.6 Multiplier	52.57	286	719.00	205,634.00	3,008.00	208,642.00	
Hickman Elementary		DC x 1.6 Multiplier	52.57	211	719.00	151,709.00	1,947.00	153,656.00	
Goodlettsville Middle		DC x 1.6 Multiplier	52.40	251	719.00	180,469.00	2,268.00	182,737.00	
Tulip Grove Elementary		DC x 1.6 Multiplier	51.99	309	719.00	222,171.00	2,887.00	225,058.00	
Smith Springs Elementary School		DC x 1.6 Multiplier	51.91	438	719.00	314,922.00	4,452.00	319,374.00	
Cane Ridge High School		DC x 1.6 Multiplier	51.79	1066	719.00	766,454.00	10,705.00	777,159.00	
Ruby Major Elementary		DC x 1.6 Multiplier	50.86	325	719.00	233,675.00	3,019.00	236,694.00	
Una Elementary		DC x 1.6 Multiplier	50.67	371	719.00	266,749.00	3,904.00	270,653.00	

School/ Attendance Area	Sort Order	Poverty Factor	Poverty %	# of Public Low Income Students	PPA Per Low Income Student	Total PPA Amount E X F	Family Engagement	Total G + H	Include In School-Wide Pool
A	B	C	D	E	F	G	H	I	
Glencliff High School		DC x 1.6 Multiplier	50.62	573	719.00	411,987.00	5,884.00	417,871.00	
John F. Kennedy Middle		DC x 1.6 Multiplier	50.60	362	719.00	260,278.00	3,810.00	264,088.00	
Charlotte Park Elementary		DC x 1.6 Multiplier	50.57	261	719.00	187,659.00	2,660.00	190,319.00	
A. Z. Kelley Elementary		DC x 1.6 Multiplier	50.48	418	719.00	300,542.00	4,120.00	304,662.00	
DuPont Elementary		DC x 1.6 Multiplier	50.00	182	719.00	130,858.00	1,731.00	132,589.00	
Glencliff Elementary		DC x 1.6 Multiplier	49.35	301	719.00	216,419.00	3,091.00	219,510.00	
McGavock Elementary		DC x 1.6 Multiplier	48.96	141	719.00	101,379.00	1,383.00	102,762.00	
STEM Prep High School		DC x 1.6 Multiplier	48.21	243	719.00	174,717.00	2,787.00	177,504.00	
Joelton Elementary		DC x 1.6 Multiplier	47.25	160	719.00	115,040.00	1,460.00	116,500.00	
Strive Collegiate Academy		DC x 1.6 Multiplier	46.29	106	719.00	76,214.00	1,267.00	77,481.00	
Nashville Big Picture High School		DC x 1.6 Multiplier	46.00	69	719.00	49,611.00	830.00	50,441.00	
McGavock High		DC x 1.6 Multiplier	45.29	1050	719.00	754,950.00	10,467.00	765,417.00	
Goodlettsville Elementary		DC x 1.6 Multiplier	45.27	221	719.00	158,899.00	2,196.00	161,095.00	
Antioch High School		DC x 1.6 Multiplier	45.22	1018	719.00	731,942.00	11,789.00	743,731.00	
Glengarry Elementary		DC x 1.6 Multiplier	44.99	184	719.00	132,296.00	2,135.00	134,431.00	
Mt. View Elementary		DC x 1.6 Multiplier	44.62	390	719.00	280,410.00	4,623.00	285,033.00	
DuPont Hadley Middle		DC x 1.6 Multiplier	43.42	174	719.00	125,106.00	2,085.00	127,191.00	
Henry C. Maxwell Elementary		DC x 1.6 Multiplier	43.03	269	719.00	193,411.00	3,125.00	196,536.00	
Thurgood Marshall Middle		DC x 1.6 Multiplier	41.31	261	719.00	187,659.00	3,207.00	190,866.00	

School/ Attendance Area	Sort Order	Poverty Factor	Poverty %	# of Public Low Income Students	PPA Per Low Income Student	Total PPA Amount E X F	Family Engagement	Total G + H	Include In School-Wide Pool
A	B	C	D	E	F	G	H	I	
Hermitage Elementary		DC x 1.6 Multiplier	40.29	138	719.00	99,222.00	1,527.00	100,749.00	☐
Nashville Classical		DC x 1.6 Multiplier	40.00	214	719.00	153,866.00	2,959.00	156,825.00	☐
Intrepid College Preparatory Charter School		DC x 1.6 Multiplier	39.06	334	719.00	240,146.00	4,728.00	244,874.00	☐
John Overton High		DC x 1.6 Multiplier	38.59	883	719.00	634,877.00	10,832.00	645,709.00	☐
Norman Binkley Elementary		DC x 1.6 Multiplier	37.76	290	719.00	208,510.00	3,760.00	212,270.00	☐
LEAD Southeast		DC x 1.6 Multiplier	37.74	320	719.00	230,080.00	4,689.00	234,769.00	☐
William Henry Oliver Middle		DC x 1.6 Multiplier	36.72	235	719.00	168,965.00	2,583.00	171,548.00	☐
Rose Park Middle		DC x 1.6 Multiplier	36.45	117	719.00	84,123.00	1,775.00	85,898.00	☐
Isaac Litton Middle		DC x 1.6 Multiplier	35.93	120	719.00	86,280.00	1,576.00	87,856.00	☐
Harris-Hillman Special Education		DC x 1.6 Multiplier	35.92	51	719.00	36,669.00	786.00	37,455.00	☐
Westmeade Elementary		DC x 1.6 Multiplier	35.56	256	719.00	184,064.00	2,599.00	186,663.00	☐
Head Middle		DC x 1.6 Multiplier	35.51	136	719.00	97,784.00	2,118.00	99,902.00	☐
Croft Middle		DC x 1.6 Multiplier	35.34	200	719.00	143,800.00	2,572.00	146,372.00	☐
		Total Low Income		37,143	**Total Allocations**	31,780,477.00	320,889.00	32,101,366.00	
					Remaining	0.00			

Related Documents

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part A

Required Documents		
Type	**Document Template**	**Document/Link**
(CFA TI) Foster Care Transportation Procedures [Upload at least 1 document(s)]	N/A	Foster Care Transportation Procedure
(CFA TI) Identifying and Ranking Schools Supporting Documentation [Upload at least 1 document(s)]	N/A	MNPS ED Data File - 2023.10.01

Optional Documents		
Type	**Document Template**	**Document/Link**
(CFA TI) Title I Skipped Schools Letter	N/A	
(CFA) Title I School-wide Waiver Approval Letter [Upload up to 1 document(s)]	N/A	MNPS Schoolwide Program Waiver Approval
(CFA) Additional Supporting Documents	N/A	DRAFT MNPS Assessment Calendar 2024-2025
(CFA Title I, Part A) Personnel Details (Regular School Year - K-12 School Level)	CFA Title I, Part A Personnel Details (Regular School Year - K-12 School Level)	MNPS Title I Positions 2024.05.07

Program Assurances

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part A

☑ *** The Local Educational Agency (LEA) hereby assures the State Educational Agency (SEA) that the LEA follows all regulations applicable for Title I-A, including those outlined below.**

1.	Ensure that migratory children and formerly migratory children who are eligible to receive Title I service are selected to receive services on the same basis as other children selected to receive Title I services. (1112(c)(1))
2.	Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding Title I services. (1112(c)(2))
3.	Participate, if selected in the National Assessment of Education Progress in reading and mathematics in grades 4 and 8. (1112(c)(3))
4.	Coordinate and integrate services with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication and reduce fragmentation of the instructional program. (1112(c)(4))
5.	Provide for the educational stability of children in foster care by designating a foster care liaison and adhering to the guidelines, policies and procedures set forth in 14 Del. C, §202A, 14 Del. Admin. C. §903, 14 Del. Admin. C. §505 and the MOU Between the DOE, LEAs and DSCYF (effective 7/1/18) which expands upon the Title I provisions related to foster care including, but not limited to best interest decisions and transportation
6.	Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care. (1112(c)(5)(B))
7.	Ensure that all teachers and paraprofessionals working a program supported with funds under this part meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification. (1112(c)(6))
8.	Ensure that services to provide early childhood education services to low-income children below the age of compulsory school attendance comply with performance standards established under 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).
9.	Establish and implement a district-wide salary schedule, a policy to ensure equivalence among schools in teachers, administrators and other staff, and policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. (1118(c)(2)(A))
10.	Demonstrate that the methodology used to allocate state and local funds to each school receiving Title I funds ensures that such schools receive all of the state and local funds it would otherwise receive if it were not receiving Title I funds. (1118(b)(2))
11.	Conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in Title I programs with meaningful consultation with parents. (1116(a)(1))
12.	Jointly develop with, agree on with, and distribute to, parents and family members of Title I participating children a written parent and family engagement policy. (1116(a)(2))
13.	Conduct, with meaningful parent and family involvement, an annual revision of the content and evaluation of the effectiveness of the parent and family engagement policy in improving the academic quality of Title I schools. Use the evaluation findings to design evidence-based strategies for more effective parent involvement. (1116 (2)(D);1116 (2)(E))
14.	Involve parents and family members of Title I participating children in the decisions regarding how funds reserved for parent and family engagement are allotted for parental involvement activities. (1116(a)(3)(B))

15.	Notify parents of students attending Title I school at the beginning of each school year of the parents' right to request and receive in a timely manner, information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following: (i) whether the student's teacher-(I)has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; (II) is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived; and (III) is teaching in the field of discipline of the certification of the teacher; (ii) whether the child is provided services by paraprofessionals and their qualifications. (1112(e)(1)(A))
16.	Provide to each individual parent of a child in a Title I school, information on the level of achievement and academic growth of the student, if applicable and available, on each of the state academic assessments required under this part; and timely notice that the student has been assigned, or has been taught for four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned. (1112(e)(1)(B))
17.	Notify, by the beginning of each school year, parents of students attending Title I schools of their right to request and receive in a timely manner, information regarding any state or local educational agency policy regarding student participation in any assessments mandated by section 1111(b)(2) and by the state or local educational agency, which shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable. (1112(e)(2)A))
18.	Post on the local educational agency's website and, where practicable, on the website of each school serviced by the local educational agency, for each grade served by the local educational agency, information on each assessment required by the state to comply with section 1111, other assessments required by the state, and where such information is available and feasible to report, assessments required districtwide by the local educational agency, including: (i) subject matter to be assessed; (ii) purpose for which the assessment is designed and used; (iii) the source of the requirement for the assessment; and (iv) where such information is available. (1112(e)(2)(B))
19.	Use Title I funds to supplement the funds that would, in the absence of such federal funds, be made available from state and local funds to each school receiving Title I funds. (1118(b)(1))
20.	Demonstrate compliance with Section 1118(b)(1), within two years of the enactment of the Every Student Succeeds Act, through a methodology used to allocate state and local funds to each school receiving Title I funds to ensure that each school receives all of the state and local funds it would otherwise receive if it were not receiving Title I funds. (1118(b)(2), 1118(b)(5))
21.	Maintain the local educational agency's fiscal effort in accordance with Section 8521. (1118(a))
22.	Provide services to Title I schools that, taken as a whole, are at least comparable to services in schools that are not receiving Title I funds. (1118(c)(1)(A))
23.	Develop a written assurance that the local education agency has established and implemented an agency-wide salary schedule, a policy to ensure equivalence among schools in teachers, administrators and other staff, and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. (1118(c)(2))
24.	Review all expenditures from the previous year's Consolidated Funding Application (CFA) and review the effectiveness level of each expenditure.

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part A-Neglected

Indirect Cost Guide	
Total Allocation	$235,887.96
Existing Budget In Categories Not Eligible for Indirect Cost	$7,679.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$228,208.96
Indirect Cost Rate	6.32%
Max Available Budget In Categories Eligible for Indirect Cost	$214,643.50
Max Indirect Cost	$13,565.46

Account Number		Total
71100 - Regular Instruction Program		$218,449.50
71150 - Alternative Instruction Program		$0.00
72120 - Health Services		$0.00
72130 - Other Student Support		$0.00
72210 - Support Services/Regular Instruction Program		$4,019.03
72610 - Operation of Plant		$0.00
72710 - Transportation		$0.00
73100 - Food Service		$0.00
99100 - Transfers Out		$13,419.43
	Total	$235,887.96
	Adjusted Allocation	$235,887.96
	Remaining	$0.00

Budget Detail

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part A-Neglected

71100 - Regular Instruction Program - $218,449.50

Budget Detail		Narrative Description
Account Number:	71100 - Regular Instruction Program	Hermitage Hall: Transition Coordinatoor= $64,272 Educational Assistants 2.5 (from 20- 22 per hour) $80,207.84
Line Item Number:	399 - Other Contracted Services	
Strategic Plan:		
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$144,479.84	
Line Item Total:	$144,479.84	
Account Number:	71100 - Regular Instruction Program	Youth Villages: School Liaison ($25,617) - Transition Coordinator- liaison between the school staff and our staff in hopes to increase school participation, school support, develop more continuity when it comes to education needs. Tutoring Services ($5,377.69) - Contracted from Catapult. One hundred thirty three hours of tutoring services from Catapult Tutoring t0 focus on learning obstacles and deficiencies not provided in the classroom. A reading and math tutor that will provide the individualized teaching geared and targeted for the youths' individual needs and deficiencies. Contracted services with the facility ($1,500) for: -Supplemental books for house library, instruction and practice -Supplemental materials for tutoring such as notebooks, paper, and pencils for practice sessions -STARS, ACT Prep software, edhelper, Brain pop and Brain Pop JR -Supplemental educational materials will be purchased to assist youth who are reading below grade level with mastery of curriculum standards. -Software will be purchased to assist youth in ACT prep, credit recovery and provide additional skill development. -Stem subscriptions as well as edhelper and Discovery + subscriptions to increase educational involvement.
Line Item Number:	399 - Other Contracted Services	
Strategic Plan:		
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$32,494.69	
Line Item Total:	$32,494.69	
Account Number:	71100 - Regular Instruction Program	Oasis: 2 Education Assistants
Line Item Number:	399 - Other Contracted Services	
Strategic Plan:		
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$20,997.00	
Line Item Total:	$20,997.00	
Account Number:	71100 - Regular Instruction Program	Harpeth Primary :1 Educational Assistant , Notebook Paper 500 sheets, Golf Pencils, Dry Erase Markers/Assorted, Colored Pencils (50 pieces), File Folders Letter/Manila 100/box., Poly file folders-assorted 24/box
Line Item Number:	399 - Other Contracted Services	
Strategic Plan:		
Admin Costs:		
Optional Program		

Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$12,798.97	
Line Item Total:	$12,798.97	

Account Number:	71100 - Regular Instruction Program	Youth Villages: Up to 6 computers and funds to repair technology that may break, Service and repair of equipment. Maintenance of equipment to ensure that all equipment is working and meets the standards needed to help youth in the learning process, Also the purchase of additional technology/equipment to provide student's access to curriculum software that will assist in achievement of the desired educational outcomes (ACT/SAT prep software, GED work software, Educational games). As well as to use with tutors to provide students with interactive instruction to increase engagement and motivation that will positively impact youth educational outcomes.
Line Item Number:	722 - Regular Instruction Equipment	
Strategic Plan:		
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$5,000.00	
Line Item Total:	$5,000.00	

Account Number:	71100 - Regular Instruction Program	Harpeth Primary:10 Noise Cancelling Headphones 4 Laptop Computers 30 desktop calculators
Line Item Number:	722 - Regular Instruction Equipment	
Strategic Plan:		
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$2,679.00	
Line Item Total:	$2,679.00	

Total for 71100 - Regular Instruction Program:	$218,449.50
Total for all other Account Numbers:	$17,438.46
Total for all Account Numbers:	$235,887.96
Adjusted Allocation:	$235,887.96
Remaining:	$0.00

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part A-Neglected

72210 - Support Services/Regular Instruction Program - $4,019.03 ▼

Budget Detail		Narrative Description
Account Number:	72210 - Support Services/Regular Instruction Program	Harpeth Primary: Innovative Schools Conference. Nashville, Tn June 19-21st (Wed-Fri) 595.00 per person
Line Item Number:	524 - In-Service / Staff Development	
Strategic Plan:		
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$4,019.03	
Line Item Total:	$4,019.03	

Total for 72210 - Support Services/Regular Instruction Program:	$4,019.03
Total for all other Account Numbers:	$231,868.93
Total for all Account Numbers:	$235,887.96
Adjusted Allocation:	$235,887.96
Remaining:	$0.00

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part A-Neglected

99100 - Transfers Out - $13,419.43 ▼

Budget Detail		Narrative Description
Account Number:	99100 - Transfers Out	Indirect Costs
Line Item Number:	504 - Indirect Cost	
Strategic Plan:		
Admin Costs:	Indirect Cost	
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$13,419.43	
Line Item Total:	$13,419.43	

Total for 99100 - Transfers Out:	$13,419.43
Total for all other Account Numbers:	$222,468.53
Total for all Account Numbers:	$235,887.96
Adjusted Allocation:	$235,887.96
Remaining:	$0.00

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part A-Neglected

Indirect Cost Guide	
Total Allocation	$235,887.96
Existing Budget In Categories Not Eligible for Indirect Cost	$7,679.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$228,208.96
Indirect Cost Rate	6.32%
Max Available Budget In Categories Eligible for Indirect Cost	$214,643.50
Max Indirect Cost	$13,565.46

Filter by Location: All - $235,887.96

Account Number / Line Item Number	71100 - Regular Instruction Program	72210 - Support Services/Regular Instruction Program	99100 - Transfers Out	Total
399 - Other Contracted Services	210,770.50	0.00		210,770.50
504 - Indirect Cost			13,419.43	13,419.43
524 - In-Service / Staff Development		4,019.03		4,019.03
722 - Regular Instruction Equipment	7,679.00			7,679.00
Total	218,449.50	4,019.03	13,419.43	235,887.96
			Adjusted Allocation	235,887.96
			Remaining	0.00

Program Details

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part A-Neglected

Documents

Type	Document Template	Document/Link
(CFA) MOU/Formal Agreement [Upload at least 1 document(s)]	N/A	Contract - Hermitage Hall Contract - Oasis Center Contract - Youth Villages Certificate of Insurance - Youth Villages Service Agreement - Youth Villages Harpeth Primary MOU Information - May 2024
(CFA) Needs Assessment for Neglected & Delinquent Facilities [Upload between 1 and 5 document(s)]	Needs Assessment for Neglected & Delinquent Facilities Form	Needs Assessment Harpeth Primary March 2024 Needs Assessment Hermitage Hall March 2024 Needs Assessment Oasis March 2024 Needs Assessment Youth Villages March 2024

Name of Facility	Grades Served	Number of Classrooms	Current Facility Enrollment (Number of Students)	Personnel (FTE) To Be Hired w/Title I, Part A-Neglected LEA Funds - (do not list contracted/reimbursed services)		
				Teachers	Educational Assistants	Other (Specify)
Oasis Center	7-12	3	7			
Hermitage Hall	3-12	6	51			
Youth Villages	7-12	0	25			
Harpeth Primary Enrollment Ce	7-12	1	23			

* 1. Provide a description of the facility (facilities) to receive Title I, Part A-Neglected funds.

Children participating in the Title IA- Neglected have a variety of characteristics and needs. At least 10% of the students in the programs have individualized education programs (IEPs) and their needs consist of:

- Children 13-17 years of age who have experienced trauma, homelessness, truancy, neglect, and abuse- Oasis Center
- Children who have endured sexual trauma- UHS: Hermitage Hall
- Children in Department of Children Services (DCS) custody due to dependency and neglect - Youth Villages
- Children in Department of Children Services (DCS) custody due to dependency and neglect- Harpeth Primary Assessment Center

Lengths of stay for children residing in Neglected facilities range from 2 weeks to 182 days, with the average stay being 90 days.

Once students are discharged, facilities work with students to transition them back to their school of zone or secondary placements. MNPS works with facilities in the process if students are being transitioned into public school settings in Davidson County. Students are evaluated to determine what their appropriate next placement should be, i.e., foster care, transitional housing, or employment assistance. Collaboratively, the LEA works with DCS and the proper community contacts to place students accordingly.

* 2. Describe how the Title I, Part A-Neglected funds will be used in each facility to support the educational programs for students in the facility (facilities). - *(Please be sure this narrative aligns with personnel listed above)*

Facility: Hermitage Hall Allocation FY25 $144,479.84

Line Item	Detailed Description Including The Priority Number The Item Is Associated With On Your Needs Assessment			FTE (if applicable)	Budget Amount
Supplemental Staff Positions	Transition Coordinator= $64,272 Educational Assistants 2.5 (from 20- 22 per hours)= $80,207.84			1 Transition Coordinator 2.5 Educational assistants	144,479.84

Facility: Youth Villages Middle TN Group Homes Allocation: $37,494.69

Line Item	Detailed Description Including The Priority Number The Item Is Associated With On Your Needs Assessment	FTE (if applicable)	Budget Amount
Technology	Up to 10 computers and funds to repair technology that may break Service and repair of equipment. Maintenance of equipment to ensure that all equipment is working and meets the standards needed to help youth in the learning process. Also the purchase of additional technology/equipment to provide student's access to curriculum software that will assist in achievement of the desired educational outcomes (ACT/SAT prep software, GED work software, Educational games). As well as to use with tutors to provide students with interactive instruction to increase engagement and motivation that will positively impact youth educational outcomes.		5,000.00
Materials	Supplemental Books for house library, instruction and practice Supplemental materials for tutoring such as notebooks, paper, and pencils for practice sessions STARS, ACT Prep software, edhelper Supplemental educational materials will be purchased to assist youth who are reading below grade level with mastery of curriculum standards. Software will be purchased to assist youth in ACT prep, credit recovery and provide additional skill development. Stem subscriptions as well as edhelper and Discovery + subscriptions to increase educational involvement		1500.00

Supplemental Staff Positions	School Liaison Tutoring Services Transition Coordinator- liaison between the school staff and our staff in hopes to increase school participation, school support, develop more continuity when it comes to education needs. Contracted from Catapult. One hundred thirty three hours of tutoring services from Catapult Tutoring tp focus on learning obstacles and deficiencies not provided in the classroom. A reading and math tutor that will provide the individualized teaching geared and targeted for the youths' individual needs and deficiencies.		25,617.00 5,377.69

Facility: Oasis Allocation: $20,997.00

Line Item	Detailed Description Including The Priority Number The Item Is Associated With On Your Needs Assessment	FTE (if applicable)	Budget Amount
Supplemental Staff Positions	*2 Education Assistants*		20997.00

Facility: Harpeth Primary Assessment Center

Allocation: 19,497.00

Line Item	Detailed Description Including the Priority Number the Item Is Associated with On Your Needs Assessment	FTE (if applicable)	Budget Amount
Technology	**10 Noise Cancelling Headphones (best Buy 49.99) Model A3004z11** **4 Laptop Computers 380.00 x 4** **30 desktop calculators ($22.00 ea.)**		**$499.00** **$1,520.00** **$660.00**
Professional Development	**Innovative Schools Conference. Nashville, Tn June 19-21st (Wed-Fri) 595.00 per person**		**4,019.03**
Materials	**Notebook Paper 500 sheets**		**27.00/box 54.00**
	Golf Pencils		**7.00/box (3) 21.00**
	Dry Erase Markers/Assorted		**12.00/box (10) =3 boxes-- 120.00**
	Colored Pencils (50 pieces)		**35.97**
	File Folders Letter/Manila 100/box.		**17.00 per box=34.00**
	Poly file folders-assorted 24/box		**27.00/box=54.00**

			Total $318.97
Supplemental Staff Positions	**1 Educational Assistant (1 @ 12.00 per hour) /20 hours per week**	**1 Educational Assistant**	**$12,480.00**

* 3. Describe the process the LEA will utilize to evaluate and monitor the facility (facilities) participating in the Title I, Part A-Neglected program.

Through the MNPS Office of Federal Programs Coordinator for Neglected and Delinquent facilities, the LEA will conduct monitoring's at least once every three years utilizing the State's Monitoring Tool for Neglected Programs receiving Title IA Neglected funds. Through using the tool, the coordinator will collect information and meet with facility leaders to discuss results.

The N&D Coordinator in the office of Federal Programs will meet with facility leaders on a monthly basis to discuss the facility's educational program, spending of funds and compliance documentation. The coordinator will also give state and local updates to facilities as well as address any questions the facility may have regarding educational protocol, compliance, or finances with regard to federal dollars.

MNPS will:

- Review and determine approval for invoices and requests- MNPS will examine all invoices, requests and supporting documentation to ensure that funds are being used for program administration or coordination and that the requests are reasonable and necessary and have a clear and direct effect on the improvement of services for students.
- Utilize Consolidated State Performance Report (CSPR) – MNPS will use the Consolidated State Performance Report (CSPR) data collection process as an integral part of evaluating the effectiveness of the program:
  o The CSPR is a basic requirement of Title I programs. This data report provides relevant performance data and information that facilities can use to plan and improve subsequent programming for participating children and youth. District leaders are trained by the TDOE on the process so that MNPS can accurately assess the growth and effectiveness of the program annually. MNPS in turn works with the facilities during consultation and regular visits to ensure that they provide accurate data in order to assess student outcomes.
- Additionally, facilities administer pre- and post-tests to demonstrate growth (or lack thereof) from the time students enter the facility until they are discharged. For those facilities that have a quick turnaround or their students attend a public school while residing with the facility, they use other forms of academic data.

4. The LEA monitors the facility/facilities at least every three years.

* If the LEA does not monitor the facility/facilities at least every three years, please explain why

Resources

Click here to open the Consolidated Funding Application Guide.

Related Documents

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part A-Neglected

Required Documents		
Type	**Document Template**	**Document/Link**
(CFA) Needs Assessment for Neglected & Delinquent Facilities [Upload between 1 and 5 document(s)]	Needs Assessment for Neglected & Delinquent Facilities Form	Needs Assessment Harpeth Primary March 2024 Needs Assessment Hermitage Hall March 2024 Needs Assessment Oasis March 2024 Needs Assessment Youth Villages March 2024
(CFA) MOU/Formal Agreement [Upload at least 1 document(s)]	N/A	Contract - Hermitage Hall Contract - Oasis Center Contract - Youth Villages Certificate of Insurance - Youth Villages Service Agreement - Youth Villages Harpeth Primary MOU Information - May 2024

Optional Documents		
Type	**Document Template**	**Document/Link**
(ASR) Additional Supporting Documents	N/A	

Program Assurances

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part A-Neglected

*** The LEA assures that it will:**

1.	Monitor all facilities that receive Title I, Part A-Neglected funding to ensure that the facility is complying with all applicable statutory and regulatory requirements.	
2.	Maintain all formal agreements it has made with all facilities that receive Title I, Part A-Neglected funding.	
3.	Evaluate the program, disaggregating Consolidated State Performance Report (CSPR) data on participating by gender, race, ethnicity, and age annually to determine the program's effect on the ability of participants to:	
	a.	Maintain and improve educational achievement:
	b.	Accrue school credits that meet State requirements for grade promotion and secondary school graduation;
	c.	Complete secondary school (or secondary school equivalency requirements), and obtain employment after leaving the correctional facility or institution; and,
	d.	As appropriate, participate in postsecondary education and job training. In conducting each evaluation, the LEA agrees to use multiple and appropriate measures of student progress
4.	Submit the Consolidated State Performance Report (CSPR) evaluation results to the TN Department of Education and/or the U.S. Department of Education and use the results of these evaluations to plan and improve subsequent programs for participating children and youth.	
5.	Use Title I, Part A-Neglected to supplement the program.	
6.	Assess student needs through testing and surveys and include in needs assessment.	
7.	The LEA provides assurance that if the facility is working with students with disabilities, the facility staff is made aware of the student's individualized education programs (IEP) and their responsibility for serving this group of students under state and federal law.	
8.	Submit the Annual Child Count data to the TN Department of Education.	
9.	Review all expenditures from the previous year's Consolidated Funding Application (CFA) and review the effectiveness level of each expenditure.	

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part C

Indirect Cost Guide	
Total Allocation	$133,926.87
Existing Budget In Categories Not Eligible for Indirect Cost	$0.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$133,926.87
Indirect Cost Rate	6.32%
Max Available Budget In Categories Eligible for Indirect Cost	$125,965.83
Max Indirect Cost	$7,961.04

Account Number		Total
71100 - Regular Instruction Program		$0.00
72120 - Health Services		$0.00
72130 - Other Student Support		$0.00
72210 - Support Services/Regular Instruction Program		$0.00
72610 - Operation of Plant		$0.00
72710 - Transportation		$0.00
73100 - Food Service		$0.00
99100 - Transfers Out		$0.00
	Total	$0.00
	Adjusted Allocation	$133,926.87
	Remaining	$133,926.87

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part C

Indirect Cost Guide	
Total Allocation	$133,926.87
Existing Budget In Categories Not Eligible for Indirect Cost	$0.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$133,926.87
Indirect Cost Rate	6.32%
Max Available Budget In Categories Eligible for Indirect Cost	$125,965.83
Max Indirect Cost	$7,961.04

Filter by Location: All - $0.00

Line Item Number	Account Number	Total
Total		0.00
	Adjusted Allocation	133,926.87
	Remaining	133,926.87

Program Details

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part C

Documents

Type	Document Template	Document/Link
(CFA Title I-C) Job description for any position funded with Title I, Part C	N/A	

Instructions

Please check the box below if you are releasing the LEA funds for Title I, Part C. LEAs who release funds **do not need** to complete this page or the budget page.

Complete pages in the Title I, Part C Section of the Consolidated Application ONLY if you are a Title I, Part C LEA.

☑ N/A - The LEA is releasing Title I, Part C funds.

Program Administration: The reasonable and necessary costs to manage Title I, Part C in a compliant and effective manner.

☐ **The LEA is utilizing consolidated administration to administer Title I, Part C** Information regarding the administration of the grant can be found in the Consolidated Administration section of the consolidated funding application.

☐ **The LEA is not utilizing consolidated administration to administer Title I, Part C.** Provide a summary of how the Title I, Part C program will be administered, the staff responsible for the grant administration, the FTE(s) to be supported by Title I, Part C funds, and all other funding sources that will contribute to Title I, Part C administrative staff salaries/benefits.

Student Numbers for Category 1 Students includes migratory children and youth enrolled in grades K-12, who within three years of a qualifying move, resided in the state for one or more days during the performance period for a given year (September 1 to August 31) and are eligible for MEP services. Note: LEAs are no longer responsible for serving PreK or OSY students, only the K-12 students.

Review the chart below

Row		2021-22	2022-23
1	Total number of Category 1 migratory students identified in the LEA	115	158

Student Numbers for Category 2 Students: Category 2 includes migratory children and youth who were served for one or more days in MEP-funded summer or intersession programs in the State during the performance period (September 1 - August 31) for the given year.

Review the chart below

Row		2021-22	2022-23

1	Total number of Category 2 migratory students identified in the LEA	19	63

Priority for Services: **ESEA § 1304(d) requires LEAs to give priority services to migratory students classified as Priority for Services (PFS). Describe how the LEA will provide intensive support to migrant PFS students in addition to those services provided to non-PFS migrant students.**

Review the chart below

		2021-22	2022-23
1	Total number of migratory students who qualified as priority for service in the LEA		80

* Describe how the LEA will provide intensive support to migrant priority for service (PFS) students in addition to those services provided to non-PFS migrant students.

Occupational Surveys: **The Occupational Survey (OS) form is a preliminary screening tool in the identification of migratory students. All LEAs are required to administer the most current OS during enrollment and registration in both fall and spring semesters and collect the completed forms for further processing. All students are required to complete a new OS each academic year.**

* Describe the LEAs process for (1) disseminating, (2) collecting, (3) processing/submitting, and (4) recording OS forms. Indicate the timeline and whether hard or electronic copies of the OS form are used. Include the submission requirements and procedure for submitting the forms to the migrant data system.

Individual Needs Assessment: **LEAs must complete an individual needs assessment (INA) for each identified migratory student annually or upon receiving a Certificate of Eligibility (COE). All eligible MEP students must have an INA entered into the TNMigrant website within ten (10) business days of receipt of the COE. If the student is also an English Learner, the INA may be added to the student's Individual Learning Plan (ILP). LEAs must ensure that INAs are monitored and updated as information pertaining to the student changes.**

* Describe the LEA's process for developing and submitting the individual needs assessments (INA). Include details about (1) who is involved in developing and updating INAs, (2) the general timeline for conducting the INA, (3) what data is analyzed and how that data is gathered, (4) how the final INA is shared with educators who work with the student, and (5) who enters the INA into TNMigrant.

Migrant Data Management: **In addition to the administration and processing of the OS and INA, regularly scheduled migrant data tasks.**

* Describe the LEA's process for the management of each of these migrant data tasks: (1) the entering and reconciling migrant data within the Student Information System, (2) entering instructional and support services into the tn-mep.net migrant data system, and (3) communicating with the State MEP Contractor on data corrections.

Parent Advisory Council: **Each LEA accepting MEP funds must create a migratory Parent Advisory Council (PAC) to meet at least twice a year. The LEA must solicit input from the PAC's elected officers and members to inform the local migrant program's service delivery plan. The LEA must maintain documentation of all PAC activities including but not limited to meeting invitations, agendas, minutes/notes, attendance roster, and meeting materials.**

* Describe the LEA's plan and/or process for conducting the LEA-level migratory PAC. Include in the description potential timelines for meetings, events, or convenings.

Programming: **Indicate which service the funding will address by checking the box below and provide a description of the services to be provided. If non-MEP funds will be used to provide the required support services, please provide the source of the federal or local funds to be used. Be sure to address all programming to be funded through this grant and ensure the information presented aligns with the budget. - NOTE: Required programming for Title I, C includes BOTH supplemental instructional services and supplemental support services.**

* **Instructional support services** occur at regular intervals throughout the regular school year and may include direct instruction, before/after school tutoring, online or virtual courses, academic and career counseling. All instructional services are to be recorded and entered into the migrant data system.

☐ Regular School Year:

☐ Summer school year/summer services:

* **Support services** occur at regular intervals and include emergency medical, dental, and vision services for migrant students without insurance, student advocacy, the provision of school supplies not provided to non-MEP students, loaner technology devices, internet access if not available, and humanitarian support., summer food service program participation, summer enrichment program supplies. Note: If non-MEP funds will be used to provide required summer support services, please provide a description of the services and the source of the funds to be used.

☐ Regular School Year:

☐ Summer school year/summer services:

* **Transportation**, including needed transportation for students and families

☐ Regular School Year:

☐ Summer school year/summer services:

Professional development specific to the migrant education program, including but not limited to the annual NASDME Conference.

☐ Regular School Year:

☐ Summer school year/summer services:

Family engagement, including facilitation of migrant parent resources, and family literacy programs provided during the regular school year and summer term. Indicate if family engagement will be provided during the regular school year or summer term, or both.

☐ Regular School Year:

☐ Summer school year/summer services:

Resources

Click here to open the Consolidated Funding Application Guide.

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part C

Personnel and Location of Staff Paid with Title I, Part C Funds (not state and local funds)

Place all staff in one of three areas: school-based (one site), systemwide instruction (serves multiple school sites), or systemwide administration (central office). **Personnel details must align to budget details.**

School-Based Staff Instruction & Support - (Assigned or scheduled to one or more school sites)

	Headcount	FTE
Teachers		
Instructional Paraprofessionals		
Instructional Facilitators		
Coaches		
Guidance Counselors		
Parent Involvement		
Other (specify)		
Total	0.00	0.00

Systemwide Instruction & Support - (Work as needed at multiple school sites, reports to central office)

	Headcount	FTE
Coaches / Consulting Teachers		
Instructional Paraprofessionals		
Non-Instructional Paraprofessionals		
Instructional Facilitators		
Parent Involvement		
Translators/Interpreters		

Other (specify)		
Total	0.00	0.00

Systemwide Administration - (Usually personnel working in the central office)

	Headcount	FTE
Administration		
Program / Project Director		
Other (specify)		
Total	0.00	0.00

Resources

Click here to open the Consolidated Funding Application Guide.

Program Assurances

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part C

*** Assurances: The Local Education Agency (LEA) hereby assures the State Education Agency (SEA) that the LEA will:**

Title I, Part C Assurances

(1)	Be responsible for:	
	(a)	Pre-screening all students with the Occupational Survey
	(b)	Referring potential migratory children and youth to the identification and recruitment team
	(c)	Providing instructional and support services to migratory children and youth
	(d)	Providing professional development for teachers and tutors of migratory children and youth
	(e)	Facilitating and managing an LEA-level Migratory parent advisory committee (PAC)
	(f)	Selecting a parent from the LEA-level PAC to work on the State-level PAC
	(g)	Submitting and transferring required data as needed to the contract vendor
(2)	Funds received under Title I, Part C funding will be used only for programs and projects, including the acquisition of equipment to coordinate such program and projects with similar programs and projects within the state as well as with other federal programs that can benefit migratory children and their families.	
(3)	Such programs and projects will be carried out in a manner consistent with the objectives of ESEA section 1114, subsections (b) and (d) of section 1115, subsections (b) and (c) of section 1120A.	
(4)	In the planning and operation of programs and projects at both the State and LEA level there is consultation with parent advisory councils for programs of one school year in duration, and that all such programs and projects are carried out in a manner that provides for the same parental involvement as is required for programs and projects under section 1118, unless extraordinary circumstances make such provision impractical; and in a format and language understandable to the parents.	
(5)	In planning and carrying out such programs and projects, there has been, and will be, adequate provision for addressing the unmet education needs of preschool migratory children.	
(6)	The effectiveness of such programs and projects will be determined, where feasible, using the same approaches and standards that will be used to assess the performance of students, schools, and local educational agencies under Title I, Part A.	
(7)	To the extent feasible, such programs and projects will provide for advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition, and social services; professional development programs, including mentoring, for teachers and other program personnel; family literacy programs, including such programs that use models developed under Even Start; the integration of information technology into educational and related programs; and programs to facilitate the transition of secondary school students to postsecondary education or employment	
(8)	The LEA will assist the State and U.S. Secretary of Education in determining the number of migratory children under paragraphs ESSA § 1303(a)(1)(A) and 1303(a)(2)(B) through such procedures as the State or Secretary may require.	

(9)	In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who are failing, or most at risk of failing, to meet the State's challenging State academic content standards and challenging State student academic achievement standards, and whose education has been interrupted during the regular school year.
(10)	The LEA assures that a child who ceases to be a migratory child during a school term shall be eligible for services until the end of such term.
(11)	The LEA assures that, to the extent that it has migrant-eligible students as evidenced by their Certificates of Eligibility (COEs) issued by the State MEP contractor, the LEA will properly code such students in its Student Information System (SIS) and that the LEA will timely respond to any request(s) for data and information from the Tennessee Department of Education or the State MEP contractor in conformance with all applicable laws and regulations, including but not limited to the federal Family Educational Rights and Privacy Act ("FERPA") (20 U.S.C. §1232g; 34 CFR Part 99).
(12)	Review all expenditures from the previous year's Consolidated Funding Application (CFA) and review the effectiveness level of each expenditure.

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part D LEA

Indirect Cost Guide	
Total Allocation	$304,350.00
Existing Budget In Categories Not Eligible for Indirect Cost	$50,580.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$253,770.00
Indirect Cost Rate	6.32%
Max Available Budget In Categories Eligible for Indirect Cost	$238,685.11
Max Indirect Cost	$15,084.89

Account Number		Total
71100 - Regular Instruction Program		$270,426.13
71150 - Alternative Instruction Program		$0.00
72120 - Health Services		$0.00
72130 - Other Student Support		$0.00
72210 - Support Services/Regular Instruction Program		$19,000.00
72610 - Operation of Plant		$0.00
72710 - Transportation		$0.00
73100 - Food Service		$0.00
99100 - Transfers Out		$14,923.87
	Total	$304,350.00
	Adjusted Allocation	$304,350.00
	Remaining	$0.00

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part D LEA

71100 - Regular Instruction Program - $270,426.13 ▼

Budget Detail		Narrative Description
Account Number:	71100 - Regular Instruction Program	JDC: 1. 2.5 Educational Assistants @__19.50__per hour for a total amount of: 104,832 2. Tutoring @75.00 per hour for a total amount of: $84,014.13 (approx 1,120 hours)
Line Item Number:	399 - Other Contracted Services	
Strategic Plan:		
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$188,846.13	
Line Item Total:	$188,846.13	
Account Number:	71100 - Regular Instruction Program	Magnolia: Priority 3: Supplies for students/teachers: paper, pencils (regular and golf pencils), erasers, glue, colored pencils, markers, cardstock, poster board, file folders, folders, ink pens, copy paper, construction paper. Priority 2: Supplemental consumable books that can be used in classes as well as can be taken by students when they are discharged for further study or reading purposes. Books will be purchases through Catapult Learning. Priority 4: Science: Experiment materials for teacher and students to perform science experiments. Items such as: magnets, corn starch, food coloring, plastic cups, etc. Seasonal activities such as: diamond painting, crafts, painting, etc These experiments will have writing and math components attach to them.
Line Item Number:	399 - Other Contracted Services	
Strategic Plan:		
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$31,000.00	
Line Item		

Total:	$31,000.00	
Account Number:	71100 - Regular Instruction Program	Magnolia: 60 Laptops with Microsoft licences
Line Item Number:	722 - Regular Instruction Equipment	
Strategic Plan:		
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$50,580.00	
Line Item Total:	$50,580.00	

Total for 71100 - Regular Instruction Program:	$270,426.13
Total for all other Account Numbers:	$33,923.87
Total for all Account Numbers:	$304,350.00
Adjusted Allocation:	$304,350.00
Remaining:	$0.00

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part D LEA

72210 - Support Services/Regular Instruction Program - $19,000.00 ▼

Budget Detail		Narrative Description
Account Number:	72210 - Support Services/Regular Instruction Program	Magnolia: Trauma informed PD and Best Pracitces PD to promote student growth
Line Item Number:	524 - In-Service / Staff Development	
Strategic Plan:		
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$15,000.00	
Line Item Total:	$15,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	JDC: Truama Informed Education PD Catapult
Line Item Number:	524 - In-Service / Staff Development	
Strategic Plan:		
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$4,000.00	
Line Item Total:	$4,000.00	

Total for 72210 - Support Services/Regular Instruction Program:	$19,000.00
Total for all other Account Numbers:	$285,350.00
Total for all Account Numbers:	$304,350.00
Adjusted Allocation:	$304,350.00
Remaining:	$0.00

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part D LEA

99100 - Transfers Out - $14,923.87 ▼

Budget Detail		Narrative Description
Account Number:	99100 - Transfers Out	Indirect cost.
Line Item Number:	504 - Indirect Cost	
Strategic Plan:		
Admin Costs:	Indirect Cost	
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$14,923.87	
Line Item Total:	$14,923.87	

Total for 99100 - Transfers Out:	$14,923.87
Total for all other Account Numbers:	$289,426.13
Total for all Account Numbers:	$304,350.00
Adjusted Allocation:	$304,350.00
Remaining:	$0.00

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part D LEA

Indirect Cost Guide	
Total Allocation	$304,350.00
Existing Budget In Categories Not Eligible for Indirect Cost	$50,580.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$253,770.00
Indirect Cost Rate	6.32%
Max Available Budget In Categories Eligible for Indirect Cost	$238,685.11
Max Indirect Cost	$15,084.89

Filter by Location: All - $304,350.00 ▼

Account Number / Line Item Number	71100 - Regular Instruction Program	72210 - Support Services/Regular Instruction Program	99100 - Transfers Out	Total
399 - Other Contracted Services	219,846.13	0.00		219,846.13
504 - Indirect Cost			14,923.87	14,923.87
524 - In-Service / Staff Development		19,000.00		19,000.00
722 - Regular Instruction Equipment	50,580.00			50,580.00
Total	270,426.13	19,000.00	14,923.87	304,350.00
			Adjusted Allocation	304,350.00
			Remaining	0.00

Program Details

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part D LEA

Documents

Type	Document Template	Document/Link
(CFA) MOU/Formal Agreement [Upload at least 1 document(s)]	N/A	Contract - Magnolia/Youth Opportunity Investments Contract - JDC/Rite of Passage
(CFA) Needs Assessment for Neglected & Delinquent Facilities [Upload at least 1 document(s)]	Needs Assessment for Neglected & Delinquent Facilities	Needs Assessment JDC March 2024 Needs Assessment Magnolia March 2024

Name of Facility	Grades Served	Number of Classrooms	Current Facility Enrollment (number of students)	Personnel (FTE) To Be Hired w/Title I, Part D LEA Funds - (do not list contracted/reimbursed services)		
				Teachers	Educational Assistants	Other (Specify)
JDC	7-12	3	42.00			
Magnolia	7-12	4	60.00			

* 1. Provide a description of the facilities to receive Title I, Part D, Subpart 2 funds.

Davidson County Juvenile Detention Center (DCJDC) - Serves students that are detained based on criminal charges with Davidson County Juvenile Court

Magnolia Academy –Serves Level III juvenile offenders.

* 2. Describe how the Title I, Part D funds will be used in each facility to support the educational programs for students in the facility (facilities). - *(Please be sure this narrative aligns with personnel listed above)*

Facility: JDC Allocation: $192,846.13

Line Item	Detailed Description Including The Priority Number The Item Is Associated With On Your Needs Assessment	FTE (if applicable)	Budget Amount
Professional Development	Staff PD @2x yearly trauma informed educational practices.	@2000.00 each total $4000.00	 $4000
Supplemental Staff Positions		1. 2 FT Educational Assistants @__19.50__per hour 2. 1 PT Educational Assistant @ 19.50 per hour for a total amount of: 3. 1 Tutor @75.00 per hour for 1,120 hours	$74,880 FT $29,952 PT $84,014.13

Facility: MAGNOILIA Allocation: $96,580.00

Line Item	Detailed Description Including The Priority Number The Item Is Associated With On Your Needs Assessment	FTE (if applicable)	Budget Amount
Technology	Priority 1: 60 Surface SE Laptops which and 60 Micosoft Office licenses		$50,580.00
Professional Development	Priority 5: Professional Development via in person or virtual.		$15000.00
Materials	Priority 3: Supplies for students/teachers: paper, pencils (regular and golf pencils), erasers, glue, colored pencils, markers,		$5,000

	cardstock, poster board, file folders, folders, ink pens, copy paper, construction paper. Priority 2: Supplemental consumable books that can be used in classes as well as can be taken by students when they are discharged for further study or reading purposes. Priority 4: Science: Experiment materials for teacher and students to perform science experiments. Items such as: magnets, corn starch, food coloring, plastic cups, etc. Seasonal activities such as: diamond painting, crafts, painting, etc. These experiments will have writing and math components attach to them.		21,000.00 5,000.00

* 3. How does the LEA successfully transition the students returning from facilities to the public schools within the LEA? What supports are offered?

The facilities provide both youth and parents with a form that provides information about the process of grade transfers. Records are sent to the zoned school/placement per the request of school officials, caseworkers, and attorneys. DCJDC hosts an annual College and Career Day to expose all students to various college and career opportunities with community colleges, universities, and local businesses. Representatives dedicate their time engaging with the youth and provide brochures of information to assist in their post-secondary endeavors. Staff communicate with the probation officers, attorneys, social workers, DCS and court staff on a regular basis via e-mail and/or telephone to assist in meeting the needs of the youth returning or preparing to return from our facility. MNPS implemented Bass Alternative School as an effort to find alternative placement for children and youth interested in continuing their education after leaving juvenile delinquent facilities but are unable to participate in a regular public-school program.

* 4. Does the LEA partner with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from faciliities? If yes, please explain.

Typically, when students are discharged from delinquent facilities, students move from the Bass Transition program to an alternative learning center and then to one of our non-traditional special schools before transitioning back into a traditional high school. After completing the requirements of Bass Transition program, students may elect to transition into the MNPS Academies (Old Cockrill, Hickory Hollow, Opry Mills). The Academies offer small class sizes and a dedicated faculty and staff who are able to adapt instruction and assessment in a way that accommodates each student's learning style. The Academies offer assistance in college and career planning, test preparation and job placement – the Academy at Hickory Hollow is located inside the Nashville State Community College Southeast Campus in Antioch, therefore putting students in close proximity of a post-secondary institution and giving them a better sense of possible next steps. Academy programs do have qualification requirements that are discussed with each student during the transitional support meeting.

* 5. Describe, as appropriate, how the program will involve parents and family members in efforts to improve the educational achievement of their children.

Routine parent teacher conferences are held. The goal is to keep parents and guardians informed about the academic and behavioral progress for each youth. IEP meetings are held as well, usually on site. The DCJDC holds an annual parent conference entitled “Parent University at Juvenile Court" in collaboration with Metro Nashville Public Schools, and the Davidson County Juvenile court offers parent training classes, resources and tools for parents that seek assistance from the Juvenile Justice Center to help their children experience success in school. Class topics include but are not limited to Childhood Experiences-Supporting the Emotional Behavior of Youth, Social Media 101, Positive Parenting, Restorative Justice Practices, Building Positive Character in Youth, Truancy Prevention, Drug and Alcohol Awareness, ACES, and How to Advocate for Your child in the School System. A summer resource fair is also included in the conference. Various non-profit organizations from throughout the city are on site to inform parents of numerous services available to them and their children. Youth are given backpacks filled with school supplies and other resources as a transitional tool in preparation for returning to zoned schools. Light breakfast and lunch are provided along with parking accommodations and activities for younger youth while their parents attend classes. Parents are presented certificates of completion at the end of the conference. The education department and DCJDC host various programs that showcase the work/talents of students. Parent Handbooks are being updated in English and Spanish annually. A support services brochure provides instructions on how to request academic grades and frequently asked questions from Juvenile Court form is given to every parent when they pick up their child. Foreign Language Interpreter services are used to communicate with non-English speaking parents and or youth. Parent surveys are also available for parents to complete. Additionally, visits are held weekly, and the times have been increased to allow youth more time to spend with their parents and families. A display case filled with resources for parents is available in our visitation room.

DCJDC in collaboration with a non-profit organization and a parent support group provides lunch after Saturday visitations as another support to families experiencing the harshness of having their children in juvenile detention. Lastly, the facility allows youth to have dinner with their parents at the facility during the holidays.

Magnolia Academy- residents are from counties all over the state. One way parent involvement occurs is during Parent Teacher days. These interactions are primarily through phone conference. Teachers call parents and discuss the academic progress of their children. Parents are always invited to all M-Team meetings or behavioral team meetings. Staff members are available for meetings in person or via telephone with parents whenever needed. Communication with parents is also done through the home county case manager.

* 6. Describe, as appropriate, how the LEA will work with probation officers and other professionals to assist in meeting the needs of children and youth returning from facilities.

The MNPS Neglected and Delinquent (N&D) Coordinator will collaborate with the school level team to ensure that probation officers of identified youth have adequate meeting space to assist probation officers in meeting the needs of children and youth returning from correctional facilities. The N&D Coordinator will also serve as a direct link between facilities, probation officers and the schools where they are needed to increase effective communication and more impactful working relationships.

* 7. Describe, as appropriate, how the LEA will find alternative placements for children and youth interested in continuing their education within the LEA, but unable to participate in a traditional public school program.

After completing the requirements of Bass Transition program, if students are unable to participate in a traditional public-school program, they may elect to transition into the MNPS Academies (Old Cockrill, Hickory Hollow, Opry Mills). The Academies offer small class sizes and a dedicated faculty and staff who are able to adapt instruction and assessment in a way that accommodates each student's learning style. The Academies offer assistance in college and career planning, test preparation and job placement – the Academy at Hickory Hollow is located inside the Nashville State Community College Southeast Campus in Antioch. Academy programs do have qualification requirements that will be discussed with each student during the transitional support meeting.

Additionally, students may elect MNPS Virtual School. MNPS Virtual School combines rigorous academics with a variety of educational programs, learning experiences, instructional approaches, and academic-support strategies. This virtual path addresses the unique needs, interests, aspirations, and backgrounds

of our students, thus creating an extraordinary v-schooling experience. Students have the flexibility of choosing when, where, and how they learn. MNPS Virtual School delivers highly qualified, certified, MNPS teacher-scholars who instruct courses.

* 8. Describe the process and frequency regarding how and when the district will monitor the facility to ensure compliance with the Title I, Part D program.

Through the MNPS Office of Federal Programs Coordinator for Neglected and Delinquent facilities, the LEA will conduct monitorings at least once every three years, utilizing the State's Monitoring Tool for Neglected Programs receiving Title ID Delinquent funds. Through using the tool, the coordinator will collect information and meet with facility leaders to discuss results.

The N&D Coordinator in the office of Federal Programs will meet with facility leaders on a monthly basis to discuss the facility's educational program, spending of funds and compliance documentation. The coordinator will also give state and local updates to facilities as well as address any questions the facility may have regarding educational protocol, compliance, or finances with regard to federal dollars.

MNPS will:

- Review and determine approval for invoices and requests- MNPS will examine all invoices, requests and supporting documentation to ensure that funds are being used for program administration or coordination and that the requests are reasonable and necessary and have a clear and direct effect on the improvement of services for students
- Utilize Consolidated State Performance Report (CSPR) – MNPS will use the Consolidated State Performance Report (CSPR) data collection process as an integral part of evaluating the effectiveness of the program.

The CSPR is a basic requirement of Title I programs. This data report provides relevant performance data and information that facilities can use to plan and improve subsequent programming for participating children and youth. District leaders are trained by the TDOE on the process so that MNPS can accurately assess the growth and effectiveness of the program annually. MNPS in turn works with the facilities during consultation and regular visits to ensure they provide accurate data to assess student outcomes.

Additionally, facilities administer pre- and post-tests to demonstrate growth (or lack thereof) from the time students enter the facility until they are discharged.

9. The LEA monitors the facility/facilities at least every three years.

* If the LEA does not monitor the facility/facilities at least every three years, please explain why

Check this box if the LEA has a Juvenile Detention Center within its geographical boundaries.

* Describe how the LEA will work with the JDC to ensure that children and youth are participating in an education program that is comparable to one which the children and youth would otherwise attend.

The LEA strives to improve educational services for children and youth in local and State institutions for neglected or delinquent children and youth so that they have the opportunity to meet the same challenging State academic content and State student achievement standards that all children in the State are expected to meet. The LEA works closely with Chancelight (Ombudsman) to ensure that the following Scope of Service is provided:

- Contractor shall provide MNPS an off-campus program intended to deliver facility assigned students an opportunity to engage in a personalized learning experience ("Program") while assigned to the Nashville Davidson County Juvenile Court Detention Center ("Detention Center").

- Contractor shall provide an opportunity for all students, regardless of referral reason. Contractor will accept all students, including students with disabilities, English language learners, and students that may have had significant academic, attendance or behavioral issues in the past.
- Contractor's Program will help students progress through academic content courses and pro social skills by offering differentiated instruction of standards-based curriculum in a technology rich environment to improve success toward course completion, test performance and persistence to graduation.

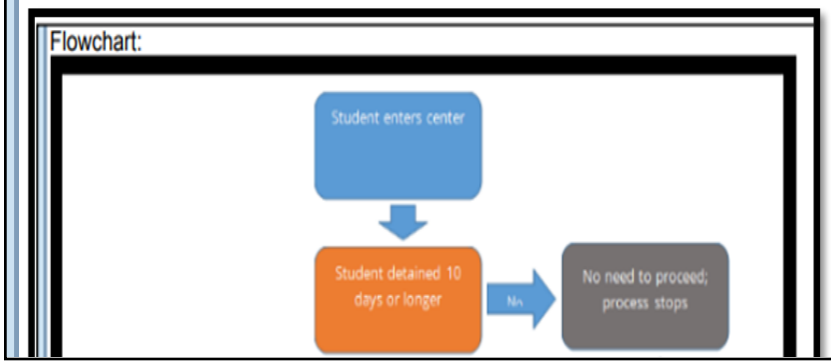
Any necessary placement identification or eligibility assessments for special programs will be provided solely by MNPS, such as English Language Proficiency scores and language proficiency levels, and evaluations determining or relating to a student's disability. Timely receipt of evaluations and special program eligibility and information is used by Contractor to ensure students receive appropriate services and instructional modifications immediately upon enrollment. MNPS retains responsibilities for all evaluations, reevaluations, and independent evaluations under the Individuals with Disabilities in Education Act ("IDEA") and Section 504 of the Rehabilitation Act ("Section 504").

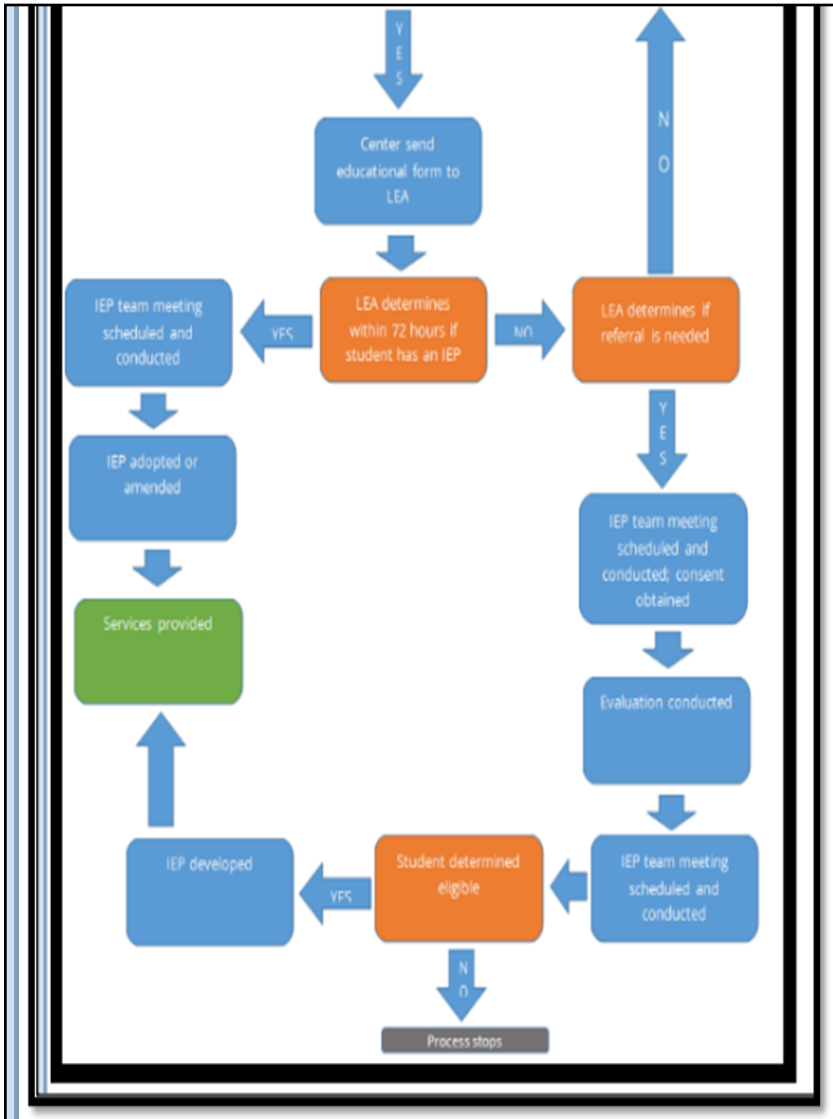
Instruction. Each student shall receive instruction in the courses identified on the list of approved courses that a student must take during the academic year to progress toward completion of promotion or graduation requirements ("Course Schedule") utilizing online instructional components, print-based and multimedia resources driven by a standards-based curriculum, teacher-led instruction. Standards based curriculum refers to curriculum and assessments that measures a student's mastery of state standards. Contractor's instructional staff use evidence-based instructional strategies to differentiate instruction and ensure students are accessing and comprehending grade-level content. Contractor requires all students, regardless of academic level or ability, or language proficiency level to master grade- level coursework, unless otherwise indicated on an Individualized Educational Plan for Students with Disabilities.

* Describe the process to ensure all appropriate instructional staff and facility personnel are fully implementing each student's individual education program (IEP).

When a student is detained in the Juvenile Detention Center, the MNPS special education teacher assigned to the facility reviews the student's IEP and begins providing services after they have been detained for 24 hours. If the student's IEP is out of date or if they are coming in from a residential facility or another county/state, then the special education teacher assigned to the facility holds an IEP meeting to make sure the IEP in MNPS is brought up to date. MNPS Special Education teacher implements the IEP. The LEA can determine that the IEP is current, appropriate, and can be implemented as written. MNPS ensures that all IEPs meet the standards specified in the State Board of Special Education Rules and Regulations.

When a student is detained in the Juvenile Detention Center, the MNPS special education teacher assigned to the facility reviews the student's IEP and begins providing services after they have been detained for 24 hours. If the student's IEP is out of date or if they are coming in from a residential facility or another county/state, then the special education teacher assigned to the facility holds an IEP meeting to make sure the IEP in MNPS is brought up to date. MNPS Special Education teacher implements the IEP. The LEA can determine that the IEP is current, appropriate, and can be implemented as written. MNPS ensures that all IEPs meet the standards specified in the State Board of Special Education Rules and Regulations.





Resources

Click here to open the Consolidated Funding Application Guide.

Related Documents

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part D LEA

Required Documents		
Type	**Document Template**	**Document/Link**
(CFA) Needs Assessment for Neglected & Delinquent Facilities [Upload at least 1 document(s)]	Needs Assessment for Neglected & Delinquent Facilities	Needs Assessment JDC March 2024 Needs Assessment Magnolia March 2024
(CFA) MOU/Formal Agreement [Upload at least 1 document(s)]	N/A	Contract - Magnolia/Youth Opportunity Investments Contract - JDC/Rite of Passage

Optional Documents		
Type	**Document Template**	**Document/Link**
(ASR) Additional Supporting Documents	N/A	

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part D LEA

Subpart 2- Local Education Agency Programs for Youth Who are Delinquent

☑ *** The Local Educational Agency (LEA) hereby assures the State Educational Agency (SEA) that the LEA follows all regulations applicable for Title I-D, including those outlined below.**

LEA APPLICATIONS: Each local educational agency desiring assistance under this subpart shall submit an application to the State educational agency that contains such information as the SEA may require. Each such application shall include - [ESEA §1423]

(1) a description of the program to be assisted;

(2) a description of formal agreements, regarding the program to be assisted, between-

(A) the local educational agency; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system;

(3) as appropriate, a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend;

(4) a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth;

(5) a description of the characteristics (including, but not limited to learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth;

(6) as appropriate, a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including, but not limited to prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility;

(7) as appropriate, a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students;

(8) as appropriate, a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities;

(9) a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth;

(10) a description of how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable;

(11) as appropriate, a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities;

(12) a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program; and

(13) as appropriate, a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

USES OF FUNDS. Funds provided to local educational agencies under this subpart may be used, as appropriate, for- [ESEA §1424]

(a) IN GENERAL. -

(1) programs that serve children and youth returning to local schools from correctional facilities, to assist in the transition of such children and youth to the school environment and help them remain in school in order to complete their education;

(2) dropout prevention programs which serve at-risk children and youth;

(3) the coordination of health and social services for such individuals if there is a likelihood that the provision of such services, including day care, drug and alcohol counseling, and mental health services, will improve the likelihood such individuals will complete their education;

(4) special programs to meet the unique academic needs of participating children and youth, including career and technical education, special education, career counseling, curriculum-based youth entrepreneurship education, and assistance in securing student loans or grants for postsecondary education;

(5) programs providing mentoring and peer mediation;

(6) programs for at-risk Indian children and youth, including such children and youth in correctional facilities in the area served by the local educational agency that are operated by the Secretary of the Interior or Indian tribes; and

(7) pay for success initiatives.

(b) CONTRACTS AND GRANTS. - A local educational agency may use a subgrant received under this subpart to carry out the activities described under paragraphs (1) through (7) of subsection (a) directly or through subgrants, contracts, or cooperative agreements.

PROGRAM REQUIREMENTS FOR CORRECTIONAL FACILITIES RECEIVING FUNDS UNDER THIS SECTION. Each correctional facility entering into an agreement with a local educational agency under section 1423(2) to provide services to children and youth under this subpart shall-[ESEA §1425]

(1) where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under part B of the Individuals with Disabilities Education Act;

(2) if the child or youth is identified as in need of special education services while in the correctional facility, notify the local school of the child or youth of such need;

(3) where feasible, provide transition assistance to help the child or youth stay in school, including coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling;

(4) provide support programs that encourage children and youth who have dropped out of school to reenter school and attain a regular high school diploma once their term at the correctional facility has been completed, or provide such children and youth with the skills necessary to gain employment or seek a regular high school diploma or its recognized equivalent;

(5) work to ensure that the correctional facility is staffed with teachers and other qualified staff who are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth;

(6) ensure that educational programs in the correctional facility are related to assisting students to meet the challenging State academic standards;

(7) to the extent possible, use technology to assist in coordinating educational programs between the correctional facility and the community school;

(8) where feasible, involve parents in efforts to improve the educational achievement of their children and prevent the further involvement of such children in delinquent activities;

(9) coordinate funds received under this subpart with other local, State, and Federal funds available to provide services to participating children and youth, such as funds made available under title I of the Workforce Innovation and Opportunity Act, and career and technical education funds;

(10) coordinate programs operated under this subpart with activities funded under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable;

(11) if appropriate, work with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring programs for children and youth;

(12) upon the child's or youth's entry into the correctional facility, work with the child's or youth's family members and the local educational agency that most recently provided services to the child or youth (if applicable) to ensure that the relevant and appropriate academic records and plans regarding the continuation of educational services for such child or youth are shared jointly between the correctional facility and local educational agency in order to facilitate the transition of such children and youth between the local educational agency and the correctional facility; and

(13) consult with the local educational agency for a period jointly determined necessary by the correctional facility and local educational agency upon discharge from that facility, to coordinate educational services so as to minimize disruption to the child's or youth's achievement.

ACCOUNTABILITY. The SEA may - [ESEA §1426]

(1) reduce or terminate funding for projects under this subpart if a local educational agency does not show progress in the number of children and youth attaining a regular high school diploma or its recognized equivalent; and

(2) require correctional facilities or institutions for neglected or delinquent children and youth to demonstrate, after receiving assistance under this subpart for 3 years, that there has been an increase in the number of children and youth returning to school, attaining a regular high school diploma or its recognized equivalent, or attaining employment after such children and youth are released.

PROGRAM EVALUATIONS. [ESEA §1431]

(a) SCOPE OF EVALUATION. - Each State agency or local educational agency that conducts a program under subpart 1 or 2 shall evaluate the program, disaggregating data on participation by gender, race, ethnicity, and age while protecting individual student privacy, not less than once every 3 years, to determine the program's impact on the ability of participants-

(1) to maintain and improve educational achievement and to graduate from high school in the number of years established by the State under either the four-year adjusted cohort graduation rate or the extended-year adjusted cohort graduation rate, if applicable;

(2) to accrue school credits that meet State requirements for grade promotion and high school graduation;

(3) to make the transition to a regular program or other education program operated by a local educational agency or school operated or funded by the Bureau of Indian Education;

(4) to complete high school (or high school equivalency requirements) and obtain employment after leaving the correctional facility or institution for neglected or delinquent children and youth; and

(5) as appropriate, to participate in postsecondary education and job training programs.

(b) EXCEPTION. - The disaggregation required under subsection (a) shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.

(c) EVALUATION MEASURES. - In conducting each evaluation under subsection (a), a State agency or local educational agency shall use multiple and appropriate measures of student progress.

(d) EVALUATION RESULTS. - Each State agency and local educational agency shall-

(1) submit evaluation results to the State educational agency and the Secretary; and

(2) use the results of evaluations under this section to plan and improve subsequent programs for participating children and youth.

The LEA assures that it will:

1. Monitor all facilities that receive Title I, Subpart Two to ensure that the facility is complying with all applicable statutory and regulatory requirements.

2. Maintain all formal agreements it has made with all facilities that receive Title I, D Subpart Two funding.

3. Evaluate the program, disaggregating Consolidated State Performance Report (CSPR) data on participating by gender, race, ethnicity, and age annually to determine the program's effect on the ability of participants to:

a. Maintain and improve educational achievement;

b. Accrue school credits that meet State requirements for grade promotion and high school graduation;

c. Make the transition to a regular program or other education program operated by a LEA;

d. Complete high school (or high school equivalency requirements), and obtain employment after leaving the correctional facility or institution; and,

e. As appropriate, participate in postsecondary education and job training. In conducting each evaluation, the LEA agrees to use multiple and appropriate measures of student progress.

4. Submit the Consolidated State Performance Report (CSPR) evaluation results to the TN Department of Education and/or the U.S. Department of Education and use the results of these evaluations to plan and improve subsequent programs for participating children and youth.

5. Assess student needs through testing and surveys and include data in needs assessment.

6. Verify that the facility has a process for identifying and serving students with special needs.

7. Ensure the Title I, D Subpart Two program is supplemental.

8. The LEA will ensure the program operated in participating facilities is comparable to the programs offered by the public schools that students would otherwise attend.

9. The LEA provides assurance that, when applicable, the facility will coordinate with other Federal, state, and local programs, such as programs under Title I of the Workforce Innovation and Opportunity Act (WIOA) and career and technical education programs serving at-risk children and youth.

10. The LEA provides assurance that, when applicable, the facility will coordinate with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs.

11. The LEA provides assurance that if the correctional facility or delinquent facility is working with students with disabilities, the facility staff is made aware of the student's individualized education programs (IEP) and their responsibility for serving this group of students under state and federal law.

12. Submit the Annual Child Count data to the TN Department of Education.

13. Review all expenditures from the previous year's Consolidated Funding Application (CFA) and review the effectiveness level of each expenditure.

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Indirect Cost Guide	
Total Allocation	$4,278,446.42
Existing Budget In Categories Not Eligible for Indirect Cost	$0.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$4,278,446.42
Indirect Cost Rate	6.32%
Max Available Budget In Categories Eligible for Indirect Cost	$4,024,121.92
Max Indirect Cost	$254,324.50

Account Number		Total
71100 - Regular Instruction Program		$0.00
71150 - Alternative Instruction Program		$0.00
72120 - Health Services		$0.00
72130 - Other Student Support		$0.00
72210 - Support Services/Regular Instruction Program		$4,178,446.42
72250 - Education Technology		$0.00
72520 - Human Resources/Personnel		$0.00
72610 - Operation of Plant		$0.00
72710 - Transportation		$0.00
73100 - Food Service		$0.00
99100 - Transfers Out		$100,000.00
	Total	$4,278,446.42
	Adjusted Allocation	$4,278,446.42
	Remaining	$0.00

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title II, Part A

72210 - Support Services/Regular Instruction Program - $4,178,446.42 ▼

Budget Detail		Narrative Description
Account Number:	72210 - Support Services/Regular Instruction Program	19 HC 19 FTE Literacy, Math, and Professional Learning Systems Coaches Will increase when carryover funds are added
Line Item Number:	172 - Instructional Coaches	
Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$627,353.62	
Line Item Total:	$627,353.62	
Account Number:	72210 - Support Services/Regular Instruction Program	3 HC 3 FTE SEL Specialists 3 HC 3 FTE IT Designers 1 HC 1 FTE Professional Learning Systems Specialist 1 HC 0.5 FTE Professional Learning and Growth Coordinator Will increase when carryover funds are programmed to reflect the additional positions added.
Line Item Number:	189 - Other Salaries & Wages	
Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:		
Optional Program Code:		

Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$850,000.00	
Line Item Total:	$850,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Stipends for 3300 school-based teachers and coaches to complete two-days of unit planning outside of the contractual duty day. Will increase when carryover funds are programmed.
Line Item Number:	189 - Other Salaries & Wages	
Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$300,000.00	
Line Item Total:	$300,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Stipends for mentor teachers to mentor new teachers and teachers with limited experience in order to improve teacher effectiveness Will increase when carryover funds are programmed.
Line Item Number:	189 - Other Salaries & Wages	
Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:		
Optional		

Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$100,000.00	
Line Item Total:	$100,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of social security of the employees budgeted in this category. Will increase when carryover funds are programmed.
Line Item Number:	201 - Social Security	
Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$138,500.00	
Line Item Total:	$138,500.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of certificated retirement payments due for the employees budgeted in this category. Will increase when carryover funds are programmed.
Line Item Number:	204 - Pensions	
Strategic Plan:		
Admin Costs:		
Non-Public Instructional		

Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$189,700.00	
Line Item Total:	$189,700.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of life insurance of the employees budgeted in this category. Will increase when carryover funds are programmed.
Line Item Number:	206 - Life Insurance	
Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$1,000.00	
Line Item Total:	$1,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of medical insurance for the employees budgeted in this category. Will increase when carryover funds are programmed.
Line Item Number:	207 - Medical Insurance	
Strategic Plan:		

Admin Costs:		
Non-Public Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$302,000.00	
Line Item Total:	$302,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of dental insurance for the employees budgeted in this category. Will increase when carryover funds are programmed.
Line Item Number:	208 - Dental Insurance	
Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$420.00	
Line Item Total:	$420.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of unemployment insurance cost for employees budgeted in this category. Will increase when carryover funds are programmed.
Line Item Number:	210 - Unemployment Compensation	

Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$5,110.00	
Line Item Total:	$5,110.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of support employee pension costs Will increase when carryover funds are programmed.
Line Item Number:	211 - Local Retirement	
Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$10,000.00	
Line Item Total:	$10,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of medicare cost for employees budgeted in this category. Will increase when carryover funds are programmed.

Line Item Number: 212 - Employer Medicare **Strategic Plan:** **Admin Costs:** **Non-Public Instructional Funds:** **Optional Program Code:** **Location Code:** Davidson County (190) **Quantity:** 1.00 **Cost:** $37,200.00 **Line Item Total:** $37,200.00	
Account Number: 72210 - Support Services/Regular Instruction Program **Line Item Number:** 355 - Travel **Strategic Plan:** **Admin Costs:** **Non-Public Instructional Funds:** **Optional Program Code:** **Location Code:** Davidson County (190) **Quantity:** 1.00 **Cost:** $6,000.00 **Line Item Total:** $6,000.00	Mileage of persons paid from Title IIA and mileage related to IIA funded professional development activities as outlined in this application. Will increase when carryover funds are programmed.

Account Number:	72210 - Support Services/Regular Instruction Program	Title IIA funded employees at Charter Schools -- not MNPS employees so their personnel hits our books as consultant. All positions at Charter Schools are supplemental and provide specific PD and instructional support to teachers; titles include instructional coaches and deans of instruction. These positions are typically only a portion of salaries and benefits for instructional coaches; charter schools utilize different titles for these roles, ranging from coach and team leads to deans of instruction (and others) as noted above. The charter schools will submit formal needs assessments and budgets in summer prior to required consultation meetings before Sept. 1. In the first revision once carryover comes in, specific numbers will be updated. Currently, based on FY24 numbers, the estimated number is 31 staff members (22FTE) to be funded from Title II in FY25. *These numbers have been added to the personnel details page and will be updated in the first revision once charters provide updated counts. All of these positions are reviewed and approved by the MNPS grant manager to determine allowability after reviewing job descriptions and duties provided by charter officials. Positions must be in alignment with SIPs, and the areas of focus from the district plan are academic achievement and growth in literacy and numeracy.
Line Item Number:	399 - Other Contracted Services	
Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:		
Optional Program Code:	Charter	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$624,226.00	
Line Item Total:	$624,226.00	

Account Number:	72210 - Support Services/Regular Instruction Program	Contracted services for a professional learning management system platform that includes data for evaluating the impact of professional learning
Line Item Number:	399 - Other Contracted Services	
Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$240,000.00	
Line Item		

Total:	$240,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Professional development and induction services including instructional coaching certification programming. Will increase when carryover funds are programmed.
Line Item Number:	399 - Other Contracted Services	
Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$50,000.00	
Line Item Total:	$50,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Equitable Services to private schools setaside including books and software subscriptions to further professional development. The entire amount is set aside for equitable services.
Line Item Number:	499 - Other Supplies and Materials	
Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:	Non-Public Instructional Funds	
Optional Program Code:	Equitable Services	
Location Code:	Davidson County (190)	
Quantity:	1.00	

Cost:	$75,000.00	
Line Item Total:	$75,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Conference registration, out of town travel, and related expenses (such as per diem) directly related to IIA funded professional development activities for approved and allowable activities for non-public schools participating in equitable services. This entire amount is programmed for equitable services; the $371,936.80 and the $75,000 budgeted in 499 total the amount on the Equitable Services page, where the total is $446,936.80 . Typical conferences that non-public staff attend center on teaching reading and math effectively, using instructional data to drive inform instruction, SEL, differentiating instruction, subject-specific Advanced Placement conferences, TDOE offerings, and more (such as "Get Your Teach On."). Consultation meetings will occur in summer 2024. An estimated number of staff who will attend conferences is 900.
Line Item Number:	524 - In-Service / Staff Development	
Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:	Non-Public Instructional Funds	
Optional Program Code:	Equitable Services	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$371,936.80	
Line Item Total:	$371,936.80	
Account Number:	72210 - Support Services/Regular Instruction Program	Conference registration, supplies, out of town travel and materials directly related to IIA funded professional development activities as outlined in this application. PD will benefit teachers, coaches and principals across the district. Specific district-wide initiatives include: Literacy training for middle school and high school teams, convenings of National Board Certified teachers to share best practices, Leadership development for aspiring school leaders to increase pipeline, STEM-posium conference for Middle School teachers and principals, and planning. Will increase when carryover funds are released
Line Item Number:	524 - In-Service / Staff Development	
Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	

Quantity:	1.00
Cost:	$250,000.00
Line Item Total:	$250,000.00

Total for 72210 - Support Services/Regular Instruction Program:	$4,178,446.42
Total for all other Account Numbers:	$100,000.00
Total for all Account Numbers:	$4,278,446.42
Adjusted Allocation:	$4,278,446.42
Remaining:	$0.00

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title II, Part A

99100 - Transfers Out - $100,000.00 ▼

Budget Detail		Narrative Description
Account Number:	99100 - Transfers Out	Indirect cost budget line Will increase when carryover funds are released.
Line Item Number:	504 - Indirect Cost	
Strategic Plan:		
Admin Costs:	Indirect Cost	
Non-Public Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$100,000.00	
Line Item Total:	$100,000.00	

Total for 99100 - Transfers Out:	$100,000.00
Total for all other Account Numbers:	$4,178,446.42
Total for all Account Numbers:	$4,278,446.42
Adjusted Allocation:	$4,278,446.42
Remaining:	$0.00

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title II, Part A

Indirect Cost Guide	
Total Allocation	$4,278,446.42
Existing Budget In Categories Not Eligible for Indirect Cost	$0.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$4,278,446.42
Indirect Cost Rate	6.32%
Max Available Budget In Categories Eligible for Indirect Cost	$4,024,121.92
Max Indirect Cost	$254,324.50

Filter by Location: All - $4,278,446.42 ▼

Account Number / Line Item Number	72210 - Support Services/Regular Instruction Program	99100 - Transfers Out	Total
172 - Instructional Coaches	627,353.62		627,353.62
189 - Other Salaries & Wages	1,250,000.00		1,250,000.00
201 - Social Security	138,500.00		138,500.00
204 - Pensions	189,700.00		189,700.00
206 - Life Insurance	1,000.00		1,000.00
207 - Medical Insurance	302,000.00		302,000.00
208 - Dental Insurance	420.00		420.00
210 - Unemployment Compensation	5,110.00		5,110.00
211 - Local Retirement	10,000.00		10,000.00
212 - Employer Medicare	37,200.00		37,200.00
355 - Travel	6,000.00		6,000.00
399 - Other Contracted Services	914,226.00		914,226.00
499 - Other Supplies and Materials	75,000.00		75,000.00
504 - Indirect Cost		100,000.00	100,000.00

Account Number Line Item Number	72210 - Support Services/Regular Instruction Program	99100 - Transfers Out	Total
524 - In-Service / Staff Development	621,936.80		621,936.80
Total	4,178,446.42	100,000.00	4,278,446.42
		Adjusted Allocation	4,278,446.42
		Remaining	0.00

Program Details

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title II, Part A

ESSA § 8101(42) defines professional development, as activities that are sustained (not stand-alone, 1-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused.

Program Administration: The reasonable and necessary costs to manage Title II-A in a compliant and effective manner.

☑ **The district is utilizing consolidated administration to administer Title II-A.** Information regarding the administration of the grant can be found in the Consolidated Administration section of the consolidated funding application.

☐ **The district is not utilizing consolidated administration to administer Title II-A.** Provide a summary of how the Title II-A program will be administered, the staff responsible for the grant administration, the FTE(s) to be supported by Title II-A funds, and all other funding sources that will contribute to Title II-A administrative staff salaries/benefits.

Use of Funds for pre-K: For purposes of federal funding, "elementary schools" are schools serving any combination of pre-kindergarten through grade six (pre-K-6) (TCA §49-6-301(a)). Indicate below whether funds from this grant will be directed to pre-K students and/or instructional staff (i.e., teachers, coaches, paraprofessionals).

☐ Does the LEA utilize grant funds from this program for PreK?

* How many pre-K instructional staff (i.e., teachers, coaches, paraprofessionals) are served with grant funds from this program?

Program Description

Identify the activities to be supported with Title II A funding.	Number of Staff Impacted (Headcount)				Provide a concise summary of the activities to be supported.
	Teachers	Principals	Paraprofessionals	Other School Leaders	
☑ High-quality, personalized, evidence-based professional learning for teachers, paraprofessionals, instructional leadership teams, principals, or other school leaders that is focused on improving teaching and student learning.	985	60	120	83	District-wide coaches provide professional development in the form of trainings, job-embedded PD and more, to teachers, paraprofessionals, other school-based staff, and school leaders (such as principals, deans, and asst. principals) in: Math, ELA, equity and diversity, equitable access, data, and learning technology instructional design.

☑	Effective Teaching of English Language Learners	42	4	0	3	District-wide coaches provide professional development in the form of trainings, job-embedded PD and more, to teachers, paraprofessionals, other school-based staff, and school leaders (such as principals, deans, and asst. principals) including effective EL instruction.
☑	Effective Teaching of Children with Disabilities	34	3	0	2	District-wide coaches provide professional development in the form of trainings, job-embedded PD and more, to teachers, paraprofessionals, other school-based staff, and school leaders (such as principals, deans, and asst. principals) including effective instruction of SWDs.
☑	Increased Knowledge/Ability to Teach Early Childhood	251	10	61	17	District-wide coaches provide professional development in the form of trainings, job-embedded PD and more, to teachers, paraprofessionals, other school-based staff, and school leaders (such as principals, deans, and asst. principals) including effective early childhood instruction.
☑	Effective Instruction of Science, Technology, Engineering, and Math (STEM)	257	18	0	24	District-wide coaches provide professional development in the form of trainings, job-embedded PD and more, to teachers, paraprofessionals, other school-based staff, and school leaders (such as principals, deans, and asst. principals) in STEAM-related topics.
☑	Implementation of Formative Assessments	68	1	0	2	District-wide coaches provide professional development in the form of trainings, job-embedded PD and more, to teachers, paraprofessionals, other school-based staff, and school leaders (such as principals, deans, and asst. principals) related to the implementation of formative assessments.
☐	Supporting Students Affected by Trauma and/or Mental Illness					

☑	Identification and Support of Gifted Students	8				District-wide SEL specialists serve schools and provide professional development in the form of trainings, job embedded PD and more; they serve teachers, paraprofessionals, other school-based staff, and school leaders (such as principals, deans, and asst. principals) on topics such as the identification and implementation of gifted students.
☐	Instructional Services Provided by Libraries					
☐	Career Readiness Education					
☐	Recruitment, Placement, and Retention of Effective Educators					
☐	Class-size reduction teachers					
☐	Teacher testing for hard-to-staff areas					

If you indicated "Teacher Testing for Hard-to-Staff Areas" in the table above, please check which areas:

- ☐ Special education (specify above)
- ☐ ESL (specify above)
- ☐ Advanced science (specify above)
- ☐ Advanced math (specify above)
- ☐ Foreign language (specify above)
- ☐ Other (specify above)

Describe how the activities to be supported with Title II-A funds, as indicated above, are in support of one or more of the strategies in the district plan.

MNPS uses Title II funds to pay salaries and benefits for district-wide coaches who work with school-based teachers, staff (including paraprofessionals), and building-level leaders to support them with mentoring, coaching, and various PD opportunities. Title II-funded district staff track their hours spent on multiple types of these supplemental and allowable coaching activities, which provides data necessary to help evaluate the program for effectiveness.

Academic content coaches provide embedded coaching, mentoring, and PD offerings on subject-specific topics for school-level educators. The SEL learning specialists serve assigned schools and provide embedded PD and workshops to teachers and other school staff on topics such as restorative justice, PBIS, and more. They support the district's key initiative of all students being known and "focus on building relationships and the capacity for adults to create a positive, welcoming, and healthy environment where students feel known and valued." In addition, the instructional technology designers provide PD to educators on integrating technology into their lessons, (knowledge and skills that have become even more crucial during and post-COVID-19). Instructional technology designers work with educators to integrate technology effectively through various delivery models such as trainings, staff meetings, online courses, one-on-one support, and more. These investments in personnel support MNPS' focus on high -quality and well-rounded instruction for all students.

In addition, Title II funds will be used for professional development and induction services such as instructional certification programming. Professional development activities include literacy training for middle school and high school teams, convenings of National Board Certified teachers to share best practices, conferences for teachers and principals, and planning among others. Each of these activities is in support of strategies in our district plan.

Our district plan includes strategies such as capacity building (S 1.1), district-wide literacy supports, equity and diversity professional development, SEL and academic integration, equitable access to instruction and interventions (S 1.2), literacy support and intervention, equitable access training and support, districtwide math supports (S 2.1), implementation of a professional learning system for analyzing Title II effectiveness, and more. Title II-funded staff's work is in alignment with the strategies and goals in our district plan.

Describe how the LEA meets the requirements of ESEA §2102(b)(3) to meaningfully consult with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in an LEA that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise on how to best improve the LEA's activities to meet the purposes of Title II, Part A. NOTE: This consultation my occur as part of the InformTN LEA planning process.

LEA staff solicit input from and consult with a wide variety of stakeholders on a regular basis, both during and outside of the LEA planning process. District leaders meet regularly with the following Cabinets: teachers, principal, students, and support staff. In addition, district staff engage with and solicit feedback from community partners such as NPEF, Pencil, local IHEs, and various advocacy organizations.

In addition, Federal Programs staff meet regularly with charter schools, whose points of contact submit a needs assessment and proposed corresponding budget each year. Beginning in FY23, required consultation meetings must be completed before funds are available, as MNPS chooses to allocate school-level amounts of Title II funds to charters.

All of these data, as well as results from Panorama, district assessments, state tests, and input from curriculum experts in MNPS inform the ways in which Title II funds are programmed. Evaluation of the program is conducted with assistance from the Research, Assessment, and Evaluation team. This ROI work also helps determine where and how funds are programmed.

Resources

Click here to open the Consolidated Funding Application Guide.

Click here to open the Title II, Part A Overview & Allowable Use of Funds Guidance Document

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title II, Part A

Personnel and Location Staff Paid with Title II-A Funds

Place all staff in one of three areas: school-based (one site), systemwide instruction (serves multiple school sites), or systemwide administration (central office).

School-Based Staff Instruction & Support - (Assigned or scheduled to one or more school sites)

	Headcount	FTE
Class Size Reduction Teachers		
Coaches / Consulting Teachers		
Other (specify) Instructional Coach positions at charter schools	31.00	22.00
Total	31.00	22.00

Systemwide Instruction & Support - (Work as needed at multiple school sites, reports to central office)

	Headcount	FTE
Coaches / Consulting Teachers	19.00	19.00
Instructional Facilitators		
Other (specify) Social Emotional Learning Specialists	3.00	3.00
Other (specify) Instructional Technology Designers	3.00	3.00
Other (specify) Professional Learning Systems Specialist	1.00	1.00
Other (specify) Professional Learning and Growth Coordinator	1.00	0.50
Total	27.00	26.50

Systemwide Personnel - (Usually personnel working in the central office)

	Headcount	FTE
Administration		
Program / Project Director		
Other (specify)		
Total	0.00	0.00

Resources

Click here to open the Consolidated Funding Application Guide.

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title II, Part A

N/A - Check this box if no Title II, Part A funds support preschool programs. No additional input is necessary on this page.

Preschool Personnel and Location Staff Paid with Title II, Part A Funds

Place all staff in one of three areas: school-based (one site), systemwide instruction (serves multiple school sites), or systemwide administration (central office).

School-Based Staff Instruction & Support - (Assigned or scheduled to one or more school sites)

	Headcount	FTE
Class Size Reduction Teachers		
Coaches / Consulting Teachers		
Other (specify)		
Total		

Systemwide Instruction & Support - (Work as needed at multiple school sites, reports to central office)

	Headcount	FTE
Coaches / Consulting Teachers		
Instructional Facilitators		
Other (specify)		
Total		

Systemwide Personnel - (Usually personnel working in the central office)

	Headcount	FTE
Administration		
Program / Project Director		
Other (specify)		

Total		

Resources

Click here to open the Consolidated Funding Application Guide.

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title II, Part A

If your district is not using funds for class size reduction select N/A.

N/A

School Name	Grade CSR Teacher Will Serve	Projected Grade Enrollment	Actual Grade Enrollment - *Available Sept. 2024.*	State/Local Funded Teachers	Title II CSR Teachers	Projected State and Local Teacher to Student Ratio	Actual State and Local Teacher to Student Ratio	Grade Span CSR Teacher Will Serve	Grade Span Projected Enrollment	Grade Span State/Local Funded Teachers	Grade Span Title II CSR Teachers	Grade Span Projected State and Local Teacher to Student Ratio
▼	Select... ▼		- *Available Sept. 2024.*			NaN	NaN	Select... ▼				NaN

*** 1. Describe the district's use of funds for Class Size Reduction (CSR), the evidence upon which the district is relying for its use, and how CSR is in support of one or more of the strategies in the district plan.**

*** 2. What level of evidence does the district's use of CSR meet?**

- STRONG EVIDENCE from at least one well-designed and well-implemented experimental study.
- MODERATE EVIDENCE from at least one well-designed and well-implemented quasi-experimental study.
- PROMISING EVIDENCE from at least one well-designed and well-implemented correlational study.
- DEMONSTRATES A RATIONALE for using the intervention (the study suggests that the intervention is likely to improve a relevant outcome.)

*** 3. Was there a favorable effect on the use of CSR?**

- Yes
- No

*** 4. Was the use of CSR implemented in a setting similar to your district (e.g., rural, urban, grade span, etc.)?**

- Very Much
- Somewhat
- A little
- Not at all

*** 5. Was the use of CSR implemented with populations similar to your district (e.g., English language learners, low socioeconomic status, specific ethnicity)?**

- Very Much
- Somewhat
- A little
- Not at all

Using ESEA Funds for Class-Size Reduction

LEAs utilizing ESEA funds for class size reduction teachers must also submit documentation that the teacher(s) hired are highly-effective by Oct. 1 each year. More information can be found here.

Resources

Click here to open the Consolidated Funding Application Guide.

Related Documents

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title II, Part A

Optional Documents		
Type	**Document Template**	**Document/Link**
(CFA) Additional Supporting Documents	N/A	

Program Assurances

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title II, Part A

☑ *** The Local Educational Agency (LEA) hereby assures the State Educational Agency (SEA) that the LEA follows all regulations applicable to the assurances outlined below.**
The LEA has engaged in timely and meaningful consultation as required by ESEA 8501(c) and maintains all required documentation to support such consultation.
Ensure that all supported activities are approved and provided in a timely fashion and in accordance with agreements made as a result of meaningful consultation with non-public/private school representatives.
Obligate all non-public/private school funds during the fiscal year in which allocated and in support of activities agreed upon as a result of required consultation.
Engage in ongoing consultation with participating non-public/private school representatives as necessary to ensure continued communication, monitor agreed-upon activities, and to determine the effectiveness of provided activities.
Prioritize funds to schools within the LEA that are identified as priority and focus schools and have the highest percentage of low income children. (2102(b)(2)(C))
Use data and ongoing consultation with stakeholders to continually update and improve activities supported with Title II A funds. (2102(b)(2)(D))
Comply with section 8501, regarding participation of private school children and teachers. (2102(b)(2)(E))
Coordinate professional development activities supported with Title II A funds with professional development activities provided through other federal, state, and local programs.
Ensure that funds received shall be used to supplement, and not supplant, non-federal funds that would otherwise be used for activities authorized under this grant.

English Learner Requirements Program Details

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - English Learner Requirements

*** ESEA Title III Budget Options**

- (•) LEA generates $10,000 or more and will function as a Stand-Alone system. (LEA will enter a Title III budget in ePlan.)
- ( ) LEA will act as the Fiscal Agent for other LEAs. (Fiscal Agent will enter a Title III budget that includes consortia members in ePlan.)
- ( ) LEA does NOT generate at least $10,000 and will join a consortium to utilize Title III funds. (Consortium members will enter a budget on the Consortia Budget Review page in ePlan.)
- ( ) LEA is releasing ALL generated Title III funds. (LEA will not complete a Title III budget)
- ( ) LEA does not receive ANY Title III funds. (LEA will not complete a Title III budget.)

District-wide ESL Program Staffing: State Board Rule 0520-01-19-05 requires that the district-wide ESL program staffing ratio shall be based on an average of no more than thirty-five (35) identified EL students per full-time equivalent ESL teacher unless an alternate staffing ratio is approved by the Department. (1:35) TDOE calculates this ratio based on staff and student counts from October of each year.

	Headcount	FTE
Number of state/locally-funded, endorsed ESL teachers providing services to ELs in October 2023 (FTE) - *Only include currently hired staff. Do not include vacant positions.*	* 732.00	* 613.55
2023-24 October 1 EL count (L, W, 1 and 2)		21653
Ratio of state/locally-funded ESL teachers to EL students as of October 1, 2023 is 1:35		35.29133729932
Additional Details		

If the district-wide ESL program staffing ratio as of October 1, 2023 exceeds 1:35, provide a detailed description of the steps the LEA will take (including a timeline) to reach the required 1:35 ratio by September 15, 2024.

From October 1, 2022, to October 1, 2023, our EL count (L, W, 1 and 2) increased by 1,904 students. We continue to increase our full-time EL teaching staff to meet this need. Our FTE count includes the teachers providing EL services 100% of their day (1.0 FTE), 33% of their day (0.33 FTE), and 1 hour a day (0.167). In our current FY25 budget process, every school had to staff their school at the 1:35 ratio to ensure that we meet the 1:35 ratio at our October counts.

English Learner Identification and Enrollment

* Does the district administer the Home Language Survey (HLS) to each newly enrolled student?
Yes ▼

☑ * Assurance: The district has a written document (process or policy) describing the process to identify English Learners, including Home Language Surveys, screening, and following State Board mandated requirements.

Providing Equitable Access to Programs and Services for EL/Non-EL Students

* In your district are there currently any Office of Civil Rights or Department of Justice investigations? If so, please give a brief explanation.

The district is not involved in any OCR or DOJ Investigations.

Language Instruction Educational Programs

In the table below, place a check next to each type of language instruction educational programs (LIEPs) in the schools within your LEA. Indicate N/A in the Comments section if there are no English Learners in a school.

School Name	LEA ID - School Number	Types of programs described in the local plan (as submitted to the State or as implemented).

		Heritage language Spanish	Sheltered English Instruction	Structured English Immersion	Specially designed academic instruction delivered in English (SDAIE)	Content-based ESL	Pull-out ESL	Comments
A. Z. Kelley Elementary	190-0001	☐	☑	☐	☐	☑	☐	
Alex Green Elementary	190-0005	☐	☑	☐	☐	☑	☐	
Amqui Elementary	190-0010	☐	☑	☐	☐	☑	☐	
Andrew Jackson Elementary	190-0015	☐	☐	☐	☐	☑	☐	
Antioch High School	190-0020	☐	☑	☐	☐	☑	☐	
Antioch Middle	190-0023	☐	☑	☐	☐	☐	☐	
Apollo Middle	190-0025	☐	☑	☐	☐	☑	☐	
Aventura Community School	190-8015	☐	☐	☐	☐	☑	☐	
Bellevue Middle	190-0040	☐	☑	☐	☐	☐	☐	
Bellshire Elementary	190-0045	☐	☑	☐	☐	☐	☐	
Cambridge Early Learning Center	190-7005	☐	☐	☐	☐	☐	☐	N/A Early Learning Center
Cane Ridge Elementary	190-0082	☐	☑	☐	☐	☑	☐	
Cane Ridge High School	190-0077	☐	☑	☐	☐	☑	☐	
Carter-Lawrence Elementary	190-0670	☐	☐	☐	☐	☑	☐	
Casa Azafran Early Learning Center	190-7020	☐	☐	☐	☐	☐	☐	N/A Early Learning Center
Chadwell Elementary	190-0105	☐	☑	☐	☐	☑	☐	
Charlotte Park Elementary	190-0110	☐	☑	☐	☐	☑	☐	
Cockrill Elementary	190-0120	☐	☑	☐	☐	☑	☐	
Cole Elementary	190-0130	☐	☑	☐	☐	☑	☐	
Cora Howe School	190-0443	☐	☑	☐	☐	☑	☐	
Crieve Hall Elementary	190-0145	☐	☐	☐	☐	☑	☐	
Croft Middle	190-0148	☐	☑	☐	☐	☑	☐	
Cumberland Elementary	190-0150	☐	☑	☐	☐	☐	☐	
Dan Mills Elementary	190-0160	☐	☐	☐	☐	☑	☐	
Dodson Elementary	190-0165	☐	☑	☐	☐	☐	☐	
Donelson Middle	190-0175	☐	☑	☐	☐	☑	☐	

DuPont Elementary	190-0180	☐	☑	☐	☐	☑	☐	
DuPont Hadley Middle	190-0190	☐	☑	☐	☐	☑	☐	
DuPont Tyler Middle	190-0185	☐	☑	☐	☐	☑	☐	
Eagle View Elementary School	190-0115	☐	☑	☐	☐	☑	☐	SIFE Program
Eakin Elementary	190-0195	☐	☑	☐	☐	☑	☐	
Early College High	190-0437	☐	☑	☐	☐	☐	☐	
East End Preparatory School	190-8009	☐	☑	☐	☐	☐	☐	
East Nashville Magnet High School	190-0203	☐	☑	☐	☐	☑	☐	
East Nashville Middle	190-0296	☐	☑	☐	☐	☑	☐	
Explore Community School	190-8060	☐	☐	☐	☐	☑	☐	
Fall-Hamilton Elementary	190-0220	☐	☑	☐	☐	☑	☐	
Gateway Elementary	190-0235	☐	☑	☐	☐	☑	☐	
Glencliff Elementary	190-0240	☐	☑	☐	☐	☑	☐	
Glencliff High School	190-0245	☐	☑	☐	☐	☐	☐	SIFE Program
Glendale Elementary	190-0250	☐	☑	☐	☑	☐	☐	
Glengarry Elementary	190-0255	☐	☑	☐	☑	☐	☐	
Glenview Elementary	190-0265	☐	☑	☐	☑	☐	☐	
Goodlettsville Elementary	190-0270	☐	☐	☐	☑	☐	☐	
Goodlettsville Middle	190-0275	☐	☑	☐	☐	☐	☐	
Gower Elementary	190-0280	☐	☑	☐	☑	☐	☐	
Granbery Elementary	190-0290	☐	☑	☐	☑	☐	☐	
H. G. Hill Middle	190-0295	☐	☐	☐	☑	☐	☐	
Harpeth Valley Elementary	190-0300	☐	☐	☐	☑	☐	☐	
Harris-Hillman Special Education	190-0302	☐	☑	☐	☑	☐	☐	
Hattie Cotton Elementary	190-0140	☐	☐	☐	☑	☐	☐	
Haynes Middle	190-0305	☐	☐	☐	☑	☐	☐	
Haywood Elementary	190-0310	☐	☑	☐	☑	☐	☐	
Head Middle	190-0315	☐	☐	☐	☑	☐	☐	
Henry C. Maxwell Elementary	190-0318	☐	☐	☐	☑	☐	☐	
Hermitage Elementary	190-0320	☐	☐	☐	☑	☐	☐	

Hickman Elementary	190-0327	☐	☑	☐	☑	☐	☐	
Hillsboro High	190-0335	☐	☐	☐	☑	☐	☐	
Hull-Jackson Elementary	190-0350	☐	☐	☐	☑	☐	☐	
Hume - Fogg High	190-0355	☐	☐	☐	☐	☐	☐	No active ELs at this time
Hunters Lane High	190-0358	☐	☑	☐	☐	☑	☐	SIFE Program
Ida B. Wells Elementary	190-0080	☐	☑	☐	☐	☑	☐	
Inglewood Elementary	190-0360	☐	☑	☐	☐	☑	☐	
Intrepid College Preparatory Charter School	190-8048	☐	☑	☐	☐	☑	☐	
Isaac Litton Middle	190-0365	☐	☑	☐	☐	☑	☐	
Isaiah T. Creswell Middle School of the Arts	190-0700	☐	☐	☐	☐	☑	☐	
Ivanetta H. Davis Learning Center at Bordeaux	190-7010	☐	☐	☐	☐	☐	☐	N/A Early Learning Center
J. E. Moss Elementary	190-0370	☐	☑	☐	☐	☑	☐	
James Lawson High School	190-0374	☐	☑	☐	☐	☑	☐	
Jere Baxter Middle	190-0375	☐	☑	☐	☐	☐	☐	
Joelton Elementary	190-0380	☐	☑	☐	☐	☑	☐	
John B. Whitsitt Elementary	190-0390	☑	☐	☐	☐	☑	☐	
John Early Middle	190-0386	☑	☐	☐	☐	☑	☐	SIFE Program
John F. Kennedy Middle	190-0393	☑	☐	☐	☐	☑	☐	
John Overton High	190-0395	☑	☐	☐	☐	☐	☐	Sife Program
John Trotwood Moore Middle	190-0490	☑	☐	☐	☐	☑	☐	
Johnson Alternative Learning Center	190-0740	☑	☐	☐	☐	☑	☐	
Jones Elementary	190-0387	☑	☐	☐	☐	☑	☐	
Julia Green Elementary	190-0415	☑	☐	☐	☐	☑	☐	
KIPP Academy Nashville	190-8002	☑	☐	☐	☐	☑	☐	
KIPP Academy Nashville Elementary School	190-8095	☑	☐	☐	☐	☐	☐	
KIPP Nashville College Prep	190-8042	☑	☐	☐	☐	☑	☐	
KIPP Nashville College Prep Elementary	190-8085	☑	☐	☐	☐	☑	☐	
KIPP Nashville Collegiate High School	190-8011	☑	☐	☐	☐	☑	☐	

Knowledge Academy @ The Crossings	190-8110	☐	☑	☐	☐	☐	☐	
Lakeview Elementary	190-0430	☐	☑	☐	☐	☑	☐	
Lead Academy	190-8003	☐	☑	☐	☐	☑	☐	
LEAD Cameron	190-8010	☐	☑	☐	☐	☑	☐	
LEAD Southeast	190-8013	☐	☑	☐	☐	☑	☐	
Liberty Collegiate Academy	190-8005	☐	☐	☐	☐	☑	☐	
Lockeland Elementary	190-0435	☐	☐	☐	☐	☑	☐	
Madison Middle	190-0622	☐	☑	☐	☐	☐	☐	
Maplewood High	190-0445	☐	☑	☐	☐	☑	☐	
Margaret Allen Middle	190-0450	☐	☑	☐	☐	☑	☐	SIFE Program
Martin Luther King Jr School	190-0456	☐	☐	☐	☐	☐	☐	No active ELs at this time
May Werthan Shayne Elementary School	190-0608	☐	☑	☐	☐	☑	☐	
McGavock Elementary	190-0465	☐	☐	☐	☐	☑	☐	
McGavock High	190-0470	☐	☑	☐	☐	☑	☐	
McMurray Middle	190-0480	☐	☑	☐	☐	☑	☐	
Meigs Middle	190-0330	☐	☐	☐	☐	☐	☐	No active ELs at this time
MNPS Virtual School	190-0003	☐	☑	☐	☐	☐	☐	
Moses McKissack Middle	190-0035	☐	☐	☐	☐	☑	☐	
Mt. View Elementary	190-0493	☐	☑	☐	☐	☑	☐	
Murrell at Glenn School	190-0505	☐	☐	☐	☐	☐	☐	No active ELs at this time
Napier Elementary	190-0510	☐	☐	☐	☐	☑	☐	
Nashville Big Picture High School	190-0053	☐	☐	☐	☐	☑	☐	
Nashville Classical	190-8044	☐	☑	☐	☐	☑	☐	
Nashville Classical West	190-8043	☐	☑	☐	☐	☑	☐	
Nashville Prep	190-8008	☐	☑	☐	☐	☑	☐	
Nashville School Of The Arts	190-0512	☐	☑	☐	☐	☑	☐	
Neely's Bend Elementary	190-0515	☑	☐	☐	☑	☐	☐	
Norman Binkley Elementary	190-0525	☑	☐	☐	☑	☐	☐	
Old Center Elementary	190-0535	☑	☐	☐	☐	☐	☐	

Paragon Mills Elementary	190-0540	☐	☐	☐	☑	☐	☐	
Park Avenue Elementary	190-0545	☑	☐	☐	☑	☐	☐	
Pearl-Cohn High	190-0555	☑	☐	☐	☑	☐	☐	
Pennington Elementary	190-0565	☐	☐	☐	☑	☐	☐	
Percy Priest Elementary	190-0570	☐	☐	☐	☑	☐	☐	
Purpose Prep	190-8046	☐	☑	☐	☐	☐	☐	
RePublic High School	190-8100	☐	☑	☐	☐	☐	☐	
Robert Churchwell Elementary	190-0618	☐	☑	☐	☐	☐	☐	
Rocketship Nashville Northeast Elementary	190-8050	☐	☐	☐	☐	☐	☐	School is moving to TN Charter Commission
Rocketship United	190-8070	☐	☑	☐	☐	☐	☐	
Rose Park Middle	190-0595	☐	☑	☐	☐	☑	☐	
Rosebank Elementary	190-0600	☐	☑	☐	☐	☑	☐	
Ross Early Learning Center	190-7015	☐	☐	☐	☐	☐	☐	N/A Early Learning Center
Ruby Major Elementary	190-0607	☐	☑	☐	☐	☑	☐	
Shwab Elementary	190-0610	☐	☐	☐	☐	☑	☐	
Smith Springs Elementary School	190-0750	☐	☐	☐	☐	☑	☐	
Smithson Craighead Academy	190-8001	☐	☑	☐	☐	☐	☐	
Stanford Elementary	190-0615	☐	☑	☐	☐	☑	☐	
STEM Prep Academy	190-8006	☐	☐	☐	☐	☑	☐	
STEM Prep High School	190-8075	☐	☐	☐	☐	☑	☐	
Stratford STEM Magnet School	190-0620	☐	☑	☐	☐	☑	☐	
Stratton Elementary	190-0625	☐	☑	☐	☐	☐	☐	
Strive Collegiate Academy	190-8090	☐	☑	☐	☐	☐	☐	
Sylvan Park Elementary	190-0630	☐	☑	☐	☐	☑	☐	
The Academy at Hickory Hollow	190-0720	☐	☑	☐	☐	☑	☐	
The Academy at Old Cockrill	190-0614	☐	☑	☐	☐	☑	☐	
The Academy at Opry Mills	190-0612	☐	☑	☐	☐	☑	☐	
Thomas A. Edison Elementary	190-0208	☐	☑	☐	☐	☑	☐	
Thurgood Marshall Middle	190-0633	☐	☐	☐	☐	☑	☐	
Tom Joy Elementary	190-0635	☐	☑	☐	☐	☑	☐	

Transitions at Bass	190-0725	☐	☑	☐	☐	☑	☐	
Tulip Grove Elementary	190-0637	☐	☑	☐	☐	☑	☐	
Tusculum Elementary	190-0645	☐	☑	☐	☐	☑	☐	
Two Rivers Middle	190-0650	☐	☑	☐	☐	☑	☐	
Una Elementary	190-0655	☐	☑	☐	☐	☑	☐	
Valor Flagship Academy	190-8045	☐	☑	☐	☐	☑	☐	
Valor Voyager Academy	190-8080	☐	☑	☐	☐	☑	☐	
W. A. Bass Adult Program	190-0125	☐	☑	☐	☐	☐	☐	
W.A. Bass Alternative Learning Center	190-0126	☐	☐	☐	☐	☑	☐	
Warner Elementary	190-0675	☐	☑	☐	☐	☑	☐	
Waverly-Belmont Elementary School	190-0755	☐	☑	☐	☐	☑	☐	
West End Middle	190-0690	☐	☑	☐	☐	☑	☐	
Westmeade Elementary	190-0695	☐	☑	☐	☐	☑	☐	
Whites Creek High	190-0704	☐	☑	☐	☐	☑	☐	
William Henry Oliver Middle	190-0538	☐	☑	☐	☐	☑	☐	
Wright Middle	190-0715	☐	☑	☐	☐	☐	☐	
Brick Church Middle - 190-0063 ▼		☐	☑	☐	☐	☑	☐	

12.00 How many ESL teachers serve more than one school in the LEA?

5.00 How many ESL teachers serve more than two schools in the LEA?

Are any teachers asked to work during lunch or planning period to provide services within the district to ELs?

No, all teachers get their planning and lunch time each day.

Are students transported to another school for ESL services? If yes, what is the district's justification for that practice?

The Students with Interrupted Formal Education (SIFE) Program uses transportation to service qualifying students at one of the seven SIFE Program site locations. The program site locations are carefully selected to provide SIFE services and extra support for qualifying students city-wide. Because the program is highly specialized to serve recently arrived students with Entering (1.0) level English and two or more years of missing/limited formal education, cohorts of strategically staffed teachers are placed at specific program sites to provide the following integrated services: a) intensive English Language Development, b) amplified access to grade level content and curriculum , c) trauma informed SEL integration and finally, d) bidirectional family engagement.

These 19 teachers are highly trained and experts in the population served so they can properly prepare qualifying students for up to one year in the program. Because this population needs extra support, this program has a distinctive design and teacher professional development that is supported by the EL Office. Regular collaboration with program school sites, support staff, community partners, and the SIFE Transition Facilitator team ensures that students successfully transition to general programming after their year in the program.

Resources

Click here to open the Consolidated Funding Application Guide.

Consortia Budget Review

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - English Learner Requirements

Previous Fiscal Year

☐ Did the LEA participate in a consortium in the previous fiscal year (FY24)? - If yes, please check the box and then identify who the fiscal agent was for the previous fiscal year.

Current Fiscal Year

☑ **N/A - LEA is not joining a consortium for the current fiscal year.**

* Please specify which LEA is serving as the Fiscal Agent for this consortium.

Consortium Member Budget

71100: Regular Instructional Education	Amount	Narrative Description
Select... ▼	$	
Sub-Total: 71100 Subtotal Regular Instructional Education	$	

72130: Support Services / Other Student Support	Amount	Narrative Description
Select... ▼	$	
Sub-Total: 72130 Support Services / Other Student Support	$	

72210: Regular Instructional Program Support Services	Amount	Narrative Description
Select... ▼	$	
Sub-Total: 72210 Regular Instructional Program Support Services	$	

72710: Support Services / Transportation	Amount	Narrative Description

Select... ▼	$	
Sub-Total: 72710 Support Services / Transportation	$	
Grand Total	$ 0	
Allocation	$ 2,488,873.13	
Remaining	$ 2488873.13	

Resources

Click here to open the Consolidated Funding Application Guide.

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - English Learner Requirements

*** The Local Education Agency (LEA) hereby assures the State Education Agency (SEA) that:**

1.	The home language survey is administered one time at initial enrollment. This survey is kept in the student's cumulative folder and will be forwarded to the receiving school when/if the student leaves the school in which s/he initially enrolled.
2.	Students for whom any HLS questions are answered as a language other than English are further interviewed to determine if the screener should be administered.
3.	All students who could potentially be identified as EL are screened with the correct English language proficiency screener.
4.	EL parents of non-English language background students and EL students are identified and served through translation or interpretation as needed.
5.	Students who are identified as EL will receive at least the minimum services outlined in TN State Board of Education Rule 0520-01-19 whether or not the district is receiving Title III funds.
6.	All teachers of EL students are providing accommodations and language supports as required to make both academic and ESL standards accessible.
7.	For EL students whose parents/guardians have waived ESL services through the alternative language program, the ESL services are provided through the classroom teachers who must be trained on ESL standards.
8.	Students are not retained in grade-level classes if English language acquisition is a factor in the decision for retention.
9.	All students are receiving culturally appropriate and culturally sensitive instruction in all classes.
10.	EL students are eligible for all school and extra-curricular programs. If their rate of participation is not comparable to that of non-EL students, the LEA is taking an active role in achieving equity through a well-designed written plan.
11.	All ELs are age appropriate for the grade level in which they are placed.
12.	All students are provided accommodations as needed to access TNReady and other assessments.
13.	Each EL student with a disability has an ESL professional on his/her IEP team if the student has an IEP.
14.	All English learners are assessed annually in English Language Proficiency until exit from services. [§ 1111(b)(2)(G)].
15.	All English learners are assessed annually in 3-8, and at least once in high school, for English Language Arts and Math. [§ 1111(b)(2)(B)(v)].
16.	All English learners who are entitled to other services receive them. (20 U.S.C. §§ 1400-1419; 34 C.F.R. pt. 300) (29 U.S.C. § 794 and 34 C.F.R. pt. 104).

Resources

Click here to open the Consolidated Funding Application Guide.

Title III Program Details

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - English Learner Requirements

Complete pages in the Title III Section of the Consolidated Application ONLY if you are a Title III District (Stand-Alone, Consortia Member, or Fiscal Agent).

1. Program Administration: The reasonable and necessary costs to manage Title III in a compliant and effective manner.

☑ **The LEA is utilizing consolidated administration to administer Title III.** Information regarding the administration of the grant can be found in the Consolidated Administration section of the consolidated funding application.

☐ **The LEA is not utilizing consolidated administration to administer Title III.** Provide a summary of how the Title III program will be administered, the staff responsible for the grant administration, the FTE(s) to be supported by Title III funds, and all other funding sources that will contribute to Title III administrative staff salaries/benefits.

NOTE: Only active ELs (Ls and Ws) and Immigrant students may be served under Title III. Students who have exited ESL services (T1, T2, T3, and T4) may not be served with Title III funds. T1-T4 students may only continue to be served under Title III if they are also Immigrant. (ESSA, Title III, Part A § 3114(d))

2. Describe the planned use of Title III funds and how it is supplemental to the programs, services, and supports that EL students must receive and/or are eligible to receive from other state and federal sources.

The district uses most Title III funds to provide job-embedded professional development through EL coaches who are knowledgeable in effective instructional practices for English Learners. Additional Title III funds support the training provided by Title III EL coaches on topics that include English Language Development standards, Integration of Language and Content, Co-Teaching, and Trauma-Informed practices for English Learners. Coaches also provide professional learning and coaching support around EL and content classroom implementation of strategies, differentiation, and goals listed in the students Individual Learning Plans (ILPs). Coaches operationalize the district's job-embedded professional development by facilitating school-level professional development, professional learning communities, and coaching cycles. We use Title III-funded efforts to help prioritize the strategic investments the school district should make to improve and support overall instructional programs for ELs.

The district invests in the acquisition of instructional materials and bilingual dictionaries to support grade-level, content-embedded language, and literacy instruction for ELs. Supplemental books are also purchased and provide after-school language & literacy instruction and English Language Proficiency Assessment to supplement English learners' academic growth and English language acquisition.

Title III funds are used for supplemental consultation services and professional development to benefit the EL program such as American Institutes for Research (AIR), SupportED, TESOL, Conexión Américas, and Learning Forward.

MNPS Title III funding is also used for EL family programming. We have two positions funded through Title III to support our EL family engagement. These positions oversee our collaboration with community partners, parent programming, and family support. These positions also support the development of professional learning around family engagement across the district. They collaborate with teams to develop this professional learning to ensure the diverse needs of our families are also addressed. Included in the budget for EL family programming are materials and host/hostess funds for in-person and virtual events, as well as other adult education efforts. The goal is to empower parents to be more involved with their child's school and to help provide a platform for our EL families to share their experiences and use their talents to make classrooms and schools stronger.

We also contract with Conexión Américas, a local non-profit, to provide Parents as Partners programming at 5-6 schools each year. We plan to continue this programming in the future as this program empowers our parents to be more involved in their children's education and school activities, leadership, etc. This program develops a cadre of well-informed parents at each school site to advocate for families and support the school's initiatives.

3. Describe how the district will measure the impact that Title III activities had on English language development.

MNPS uses Title III funding for EL coaches, EL family engagement, professional development, and supplemental texts and materials. Starting in 2023, we hired a consultant, American Institute for Research, to assist our district with measuring the impact of Title III activities on English language development and creating a 5-year strategic plan. This work will also inform our TELDSA annual evaluation of Title III programming.

For all Title III programming, we measure the impact of Title III activities using triangulation approach to measure impact, combining district, school, and student-level language proficiency data, teacher feedback, and the TELDSA annual evaluation. We integrate the school-level ENGLISH LANGUAGE PROFICIENCY ASSESSMENT-ELPA data with stakeholder feedback, other data points such as TN Ready and screening results, and qualitative records. This enables us to assess the impact of our Title III programming at each level. Outlined below are details about qualitative data used to inform our TELDSA.

To evaluate the impact of Title III coaching work on student and teacher growth, EL Coaches have goals to measure and monitor throughout the school year. They track their impact through a detailed daily and weekly log of their activities.

Title III EL Coach Goals to measure their impact on English language development:

EL Team Goals	EL Coach Generated Objectives
EL Team Goal 1: EL Coaches will build capacity of building level staff (school leaders, ILTs, teachers) through collaboration around EL best practices.	By May 2024, EL Coaches will facilitate professional development around WIDA ELD Standards. By the end of quarter one, EL Coaches will support the creation of an EL school goal using multiple sources of data. By May 2024, EL Coaches will engage in (action step/collaboration) to build capacity of building level staff around EL best practices.
EL Team Goal 2: EL Coaches will support planning for the integration of language development and grade-level content learning appropriate to the proficiency levels of students through learning opportunities.	By the end of 23-24 SY, EL Coaches will engage in (how many/often) learning opportunities to integrate WIDA ELD Standards framework into grade level content. By the end of 23-24 SY, EL Coaches will conduct quarterly data dives with (#) schools connecting to the four language domains. By May 2024, EL Coaches will engage in (action step/learning opportunity) to support

	the integration of language development and grade-level content.
EL Team Goal 3: EL Coaches will support the execution of planning of embedded EL supports using productive coaching activities.	By May 2024, EL Coaches will facilitate coaching cycles in order to support execution of planning of embedded EL supports. By May 2024, EL Coaches will engage in student work analysis protocol in order to support execution of planning of embedded EL supports. By May 2024, EL Coaches will engage in (action step/productive coaching activity) in order to support the execution of planned embedded EL supports.

Here are examples of productive coach activities that coaches use, and language development impact measured using the weekly logs and data triangulation.

· One-to-one coaching cycles

· PLCs (Professional Learning Communities)

· Consultations with building-level coaches and leaders

· Co-teaching/modeling

· Examining student work

· Analyzing classroom video(s)

· Collaborative lesson planning

· Engaging in lesson study

· Collective data analysis

Action Steps/Collaboration	Action Steps/Learning Opportunity	Action Steps/Productive Coaching Activities

EL Team Meetings Data Analysis Professional Development Book Study Professional Learning Communities Newsletters Walkthroughs – outside a coaching cycle School Visits/Field Trips IEP and/or MTSS meeting consultation Student Work Analysis Coaching Conversations – outside coaching cycle Principal-Coach Meeting ILPs (initial creation, training)	Professional Learning Communities Planning (1-1, team) Lesson Study Book Study Student Work Analysis ILPs (look at student PLs to guide planning) Coaching Cycle (Phase 1 and 2)	Coaching Cycle (Phase 2 and 3) Student Work Analysis Walkthroughs Feedback Observation ILPs (review process, student work) Data Analysis Coaching Conversation (outside coaching cycle) Student Observation Modeling

Coaches also set individual ENGLISH LANGUAGE PROFICIENCY ASSESSMENT growth goals with their schools to measure the effectiveness of the Title III programming at each school. The logs and action plans, alongside ENGLISH LANGUAGE PROFICIENCY ASSESSMENT scores, are analyzed to assess the coaches' influence on growth.

Professional development impact through teacher feedback, exit tickets, coaching cycles on implementation of the learning, and student ENGLISH LANGUAGE PROFICIENCY ASSESSMENT data.

We have several Title III family engagement opportunities. We recognize the importance of parental and community feedback in measuring the success of our engagement efforts. We gather feedback on the engagement opportunities through surveys and qualitative feedback. This feedback guides us in creating specific family engagement plans or making adjustments to existing plans at the school level, as well as implementing district-wide efforts when appropriate.

4. Describe how the LEA will provide and implement effective activities and strategies that enhance or supplement language instruction educational programs for English learners, which shall include parent, family, and community engagement activities as required under ESEA § 3115(c)(3).

MNPS Title III funding is also used for EL family programming. We have two positions funded through Title III to support our EL family engagement. These positions oversee our collaboration with community partners, parent programming, and family supports. These positions also support the development of professional learning around family engagement across the district. They collaborate with teams to develop this professional learning to ensure the diverse needs of our families are also addressed. Included in the budget for EL family programming are materials and host/hostess funds for in-person and virtual events, as well as other adult education efforts. The goal is to empower parents to be more involved with their child's school and to help provide a platform for

our EL families to share their experiences and use their talents to make classrooms and schools stronger.

We also contract with Conexión Américas, a local non-profit, to provide Parents as Partners programming at 5-6 schools each year. We plan to continue this programming in the future as this program empowers our parents to be more involved in their children's education and school activities, leadership, etc. This program develops a cadre of well-informed parents at each school site to advocate for families and support the school's initiatives.
After-school programming is provided at 17 school sites to enhance and spupplement language & literacy instruction for English learners. In partnership with Vanderbilt University, eleven sites utilize the Project TRANSLATE curriculum, an educative approach that leverages students' first language(s) to comprehend English language texts more effectively.

The goals of the after-school programs for English learners are to increase English learners' academic growth and English language acquisition in alignment with the Office of English Learners' mission to support English learners with the social, emotional, cultural, linguistic, and academic skills necessary to excel in higher education, work, and life. Family engagement events are scheduled in partnership with school sites and their community partners and include events such as ENGLISH LANGUAGE PROFICIENCY ASSESSMENT nights, Literacy nights, and student work showcases.
Other information and programming provided:
- Translation of parent letters and flyers
- Callouts in top languages in the district
- Interpretation provided for events at the district and school-level (i.e., family literacy night, family math night, ENGLISH LANGUAGE PROFICIENCY ASSESSMENT family night)
- Offer Voice Sessions to get parent input around programming (with interpretation)
- Panorama Survey sent in multiple languages
- Collaboration with Community Partners to Support Families-presentations at principals meeting and at individual schools
- Conexion-Understanding newly arriving immigrant families
- TIRRC-Know Your Rights Sessions
- LEAF Nights-Language community nights for families.
- Language for Educators classes through Nashville Community Education-paid through Title III. These classes offer basic conversational practices teachers communicating with parents.
- Supplemental bilingual materials and text sets for classroom libraries Teachers and school leadership are required to utilize the district's Office of Translation and Interpretation Services for oral and written communication
- Teachers and school leadership have English Language Proficiency Assessment to students' native language information through district SIS and Ellevation platform Technology applications approved by the district are available for use to provide communications to students and parents
-Office of Translation and Interpretation Services contracts with organizations to provide communications in almost all the languages spoken by students and parents

Activities serving ELs in Title III funded LEAs during 2023-24. Check all that apply.

Note that items d. (professional development) and e. (parent and family engagement) are required under ESEA Title III § 3115 and should be reflected in the Title III application.

- [x] a. Supporting the development and implementation of language instruction educational programs (LIEPs)
- [x] b. Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs
- [x] c. Supporting implementation of school-wide programs
- [x] d. Professional development to teachers and other personnel serving ELs (required under ESEA §3115(c)(2))
- [x] e. Parent and community engagement activities (required under ESEA § 3115(c)(3)(A))
- [x] f. Supporting the development and implementation of pre-school programs for ELs
- [x] g. Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures

- [x] h. Improving instruction of ELs with disabilities
- [x] i. Providing tutorials, career and technical education
- [x] j. Offering programs to help ELs achieve success in post-secondary education
- [ ] k. Other

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - English Learner Requirements

Personnel and Location of Staff Paid with Title III Funds (not state and local funds)

Place all staff in one of three areas: school-based (one site), systemwide instruction (serves multiple school sites), or systemwide administration (central office). **Personnel details must align to budget details.**

School-Based Staff Instruction & Support - (Assigned or scheduled to one or more school sites)

	Headcount	FTE
Teachers		
Instructional Paraprofessionals		
Instructional Facilitators		
Coaches		
Guidance Counselors		
Parent Involvement		
Other (specify)		
Total	0.00	0.00

Systemwide Instruction & Support - (Work as needed at multiple school sites, reports to central office)

	Headcount	FTE
Coaches / Consulting Teachers	17.00	17.00
Instructional Paraprofessionals		
Non-Instructional Paraprofessionals		
Instructional Facilitators		
Parent Involvement	2.00	2.00
Translators/Interpreters		

Other (specify)		
Total	19.00	19.00

Systemwide Administration - (Usually personnel working in the central office)

	Headcount	FTE
Administration		
Program / Project Director		
Other (specify)		
Total	0.00	0.00

Resources

Click here to open the Consolidated Funding Application Guide.

Related Documents

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - English Learner Requirements

Optional Documents		
Type	**Document Template**	**Document/Link**
(CFA EL) Title III consortium Memorandum of Understanding (Title III fiscal agent only) [Upload up to 1 document(s)]	N/A	
(CFA) Additional Supporting Documents	N/A	

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - English Learner Requirements

*** The Local Education Agency (LEA) hereby assures the State Education Agency (SEA) that the LEA will:**

1.	Comply with section 1112(e)(3)(A)&(B) prior to, and throughout, each school year as of the date of application. (3116(b)(4)(A))
	a. Inform parents of English learners who are identified for participation in language instruction programs during the school year within 30 calendar days of their identification.
2.	Not be in violation of any state law, including state constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126. (3116(b)(4)(B))
3.	Consult with teachers, researchers, school administrators, parents and family members, community members, public or private entities, and institutions of higher education, in developing and implementing Title III. (3116(b)(4)(C))
4.	Coordinate activities, if applicable, and share relevant data with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers. (3116(b)(4)(D))
5.	Ensure that all teachers in any language instruction educational program for English learners that is, or will be, funded by Title III are fluent in English and any other language used for instruction, including having written and oral communication skills. (3116(c))
6.	Submit a report to the state upon request in a form prescribed by the state on the activities conducted and children served by Title III. (3121(a))
7.	Implement an effective means of outreach to parents of English learners to inform them of how they can be involved in the education of their children, be active participants in assisting their child in attaining English proficiency, achieving at high levels within a well-rounded education, and meeting the challenging state academic standards expected of all students. (1112(e)(3)(C))
8.	Provide notice and information to parents in an understandable and uniform format, to the extent practicable, in a language that the parents can understand. (1112(e)(4))
9.	Conduct a self-assessment of the English Learner program on an annual basis, use the information to make programmatic changes or improvements, and use results to inform district goals around ESL programming (20 U.S.C. §1701-1720).
10.	Use funds to provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel. (3115(c)(2)
11.	Use funds to provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for English learners which-shall include parent, family, and community engagement activities. (ESEA § 3115(c)(3))
12.	Comply with all requirements mandated by Tennessee State Board of Education ESL Rule 0520-01-19.
13.	Review all expenditures from the previous year's Consolidated Funding Application (CFA) and review the effectiveness level of each expenditure.

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title III

Indirect Cost Guide	
Total Allocation	$2,488,773.13
Existing Budget In Categories Not Eligible for Indirect Cost	$45,000.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$2,443,773.13
Indirect Cost Rate	6.32%
Max Available Budget In Categories Eligible for Indirect Cost	$2,298,507.46
Max Indirect Cost	$145,265.67

Account Number	Total
71100 - Regular Instruction Program	$179,484.05
72120 - Health Services	$0.00
72130 - Other Student Support	$40,000.00
72210 - Support Services/Regular Instruction Program	$2,223,789.08
72610 - Operation of Plant	$0.00
72710 - Transportation	$0.00
73100 - Food Service	$0.00
99100 - Transfers Out	$45,500.00
Total	$2,488,773.13
Adjusted Allocation	$2,488,773.13
Remaining	$0.00

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title III

71100 - Regular Instruction Program - $179,484.05 ▼

Budget Detail		Narrative Description
Account Number:	71100 - Regular Instruction Program	Supplemental instructional supplies and language tools including: Word to word dictionaries in Spanish and Arabic Merriam-Webster's Spanish-English Visual Dictionary Bilingual text for EL classroom libraries Headsets for speaking practice on Lexia English Amount will increase when carryover is budgeted.
Line Item Number:	429 - Instructional Supplies & Materials	
Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$134,484.05	
Line Item Total:	$134,484.05	
Account Number:	71100 - Regular Instruction Program	Supplemental software for formative assessment
Line Item Number:	471 - Software	
Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:		
Optional Program Code:		

Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$25,000.00
Line Item Total:	$25,000.00

Account Number:	71100 - Regular Instruction Program
Line Item Number:	722 - Regular Instruction Equipment
Strategic Plan:	
Admin Costs:	
Non-Public Instructional Funds:	
Optional Program Code:	
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$20,000.00
Line Item Total:	$20,000.00

Supplemental equipment to meet the needs of SIFE and EL students, such as Ipads for SIFE/newcomer classrooms

Total for 71100 - Regular Instruction Program:	$179,484.05
Total for all other Account Numbers:	$2,309,289.08
Total for all Account Numbers:	$2,488,773.13
Adjusted Allocation:	$2,488,773.13
Remaining:	$0.00

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title III

72130 - Other Student Support - $40,000.00 ▼

Budget Detail		Narrative Description
Account Number:	72130 - Other Student Support	Supplemental printed materials for coaching and other printed supplies for helping to engage parents and families of EL Students including flyers for SIFE family event, Flyers for LEAF/Family Literacy nights, printables/consumable printed materials for instruction for LEAF classes, adult ESL materials for classes (paper, writing utensils, poster paper, markers)
Line Item Number:	499 - Other Supplies and Materials	
Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$20,000.00	
Line Item Total:	$20,000.00	
Account Number:	72130 - Other Student Support	Parent involvement refreshments not to exceed $5 per person. Family literacy and English classes
Line Item Number:	599 - Other Charges	
Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:		
Optional Program Code:		

Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$20,000.00
Line Item Total:	$20,000.00

Total for 72130 - Other Student Support:	$40,000.00
Total for all other Account Numbers:	$2,448,773.13
Total for all Account Numbers:	$2,488,773.13
Adjusted Allocation:	$2,488,773.13
Remaining:	$0.00

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title III

72210 - Support Services/Regular Instruction Program - $2,223,789.08 ▼

Budget Detail		Narrative Description
Account Number:	72210 - Support Services/Regular Instruction Program	17 HC 17 FTE EL Coaches
Line Item Number:	172 - Instructional Coaches	
Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$1,237,990.00	
Line Item Total:	$1,237,990.00	
Account Number:	72210 - Support Services/Regular Instruction Program	2 HC 2 FTE EL Family Engagement Specialists
Line Item Number:	189 - Other Salaries & Wages	
Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:		
Optional Program Code:		

Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$171,000.00	
Line Item Total:	$171,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Allowance for stipend payments to teachers receiving EL training including SIFE. District daily rate for stipends is $85 so the budgeted amount will fund approximately 880 stipend days.
Line Item Number:	196 - In-Service Training	
Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$75,000.00	
Line Item Total:	$75,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of social security expenses of the employees budgeted in this category.
Line Item Number:	201 - Social Security	
Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:		
Optional		

Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$87,078.38	
Line Item Total:	$87,078.38	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of certificated retirement expenses of the employees budgeted in this category.
Line Item Number:	204 - Pensions	
Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$122,050.18	
Line Item Total:	$122,050.18	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of life insurance expenses of the employees budgeted in this category.
Line Item Number:	206 - Life Insurance	
Strategic Plan:		
Admin Costs:		
Non-Public Instructional		

Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$1,800.00	
Line Item Total:	$1,800.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of medical insurance expenses of the employees budgeted in this category.
Line Item Number:	207 - Medical Insurance	
Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$180,000.00	
Line Item Total:	$180,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of dental insurance expenses of the employees budgeted in this category.
Line Item Number:	208 - Dental Insurance	
Strategic Plan:		

Admin Costs:		
Non-Public Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$1,800.00	
Line Item Total:	$1,800.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of unemployment insurance expenses of the employees budgeted in this category.
Line Item Number:	210 - Unemployment Compensation	
Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$3,150.00	
Line Item Total:	$3,150.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of support employee retirement expenses in this category.
Line Item Number:	211 - Local Retirement	

Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$10,000.00	
Line Item Total:	$10,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of medicare expenses of the employees budgeted in this category.
Line Item Number:	212 - Employer Medicare	
Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$20,365.11	
Line Item Total:	$20,365.11	
Account Number:	72210 - Support Services/Regular Instruction Program	Supplemental consultation services to benefit EL program such as SupportED, MGT, AIR, Council of Great City Schools, Thinking Maps, Seidlitz, Center for Applied Linguistics,

Line Item Number:	308 - Consultants	TESOL. American Institute for Research (AIR) five year improvement plan for EL program and district's support of EL students.
Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$200,000.00	
Line Item Total:	$200,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Local mileage for employees funded by Title III.
Line Item Number:	355 - Travel	
Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$2,000.00	
Line Item Total:	$2,000.00	

Account Number:	72210 - Support Services/Regular Instruction Program	Equitable services to private school students. Amount as auto-calculated elsewhere in this application. The services available are: Supplemental EL materials provided by MNPS EL Office- supplemental texts, language development materials through Lakeshore, National Geographic, Reading A-Z, and Pearson Professional Development provided by MNPS EL Office- in-person or virtual professional development. We offer any of our PD offerings. Many schools are interested in SIOP, Thinking Maps, and Academic Conversations.
Line Item Number:	499 - Other Supplies and Materials	
Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:	Non-Public Instructional Funds	
Optional Program Code:	EQUITABLE SERVICES	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$11,555.41	
Line Item Total:	$11,555.41	

Account Number:	72210 - Support Services/Regular Instruction Program	Vendor-specific supplemental texts and binders for training with consultants, ELD coach presentation supplies-Chart paper, markers, post-it notes, paper for printing training supplies Virtual and in-person conferences, out of town travel. EL Office will use funds to have EL teachers, coaches, and administration attend TN TESOL, TESOL, Learning Forward, NAELPA, and BIRE Conferences. We plan to have EL teachers attend conferences to bring knowledge back to their school communities and grow as teacher leaders.
Line Item Number:	524 - In-Service / Staff Development	
Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$75,000.00	
Line Item		

Total:	$75,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Supplemental coaching materials including laptop, mice, headsets, SWIVEL cameras, speakers, microphone, technology for coaching to enable remote support of school sites.
Line Item Number:	790 - Other Equipment	
Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$25,000.00	
Line Item Total:	$25,000.00	

Total for 72210 - Support Services/Regular Instruction Program:	$2,223,789.08
Total for all other Account Numbers:	$264,984.05
Total for all Account Numbers:	$2,488,773.13
Adjusted Allocation:	$2,488,773.13
Remaining:	$0.00

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title III

99100 - Transfers Out - $45,500.00 ▼

Budget Detail		Narrative Description
Account Number:	99100 - Transfers Out	Note: Administrative Costs budgeted for Title III, may not exceed 2% of the Title III Allocation. This includes Consolidated Administration, Direct Administration, and Indirect Cost. This limit applies even if the LEA's calculated Indirect Cost rate exceeds 2%.
Line Item Number:	504 - Indirect Cost	Indirect costs associated with this grant.
Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$45,500.00	
Line Item Total:	$45,500.00	

Total for 99100 - Transfers Out:	$45,500.00
Total for all other Account Numbers:	$2,443,273.13
Total for all Account Numbers:	$2,488,773.13
Adjusted Allocation:	$2,488,773.13
Remaining:	$0.00

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title III

Indirect Cost Guide	
Total Allocation	$2,488,773.13
Existing Budget In Categories Not Eligible for Indirect Cost	$45,000.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$2,443,773.13
Indirect Cost Rate	6.32%
Max Available Budget In Categories Eligible for Indirect Cost	$2,298,507.46
Max Indirect Cost	$145,265.67

Filter by Location: All - $2,488,773.13 ▼

Account Number / Line Item Number	71100 - Regular Instruction Program	72130 - Other Student Support	72210 - Support Services/Regular Instruction Program	99100 - Transfers Out	Total
172 - Instructional Coaches			1,237,990.00		1,237,990.00
189 - Other Salaries & Wages	0.00	0.00	171,000.00		171,000.00
196 - In-Service Training			75,000.00		75,000.00
201 - Social Security	0.00	0.00	87,078.38		87,078.38
204 - Pensions	0.00	0.00	122,050.18		122,050.18
206 - Life Insurance	0.00	0.00	1,800.00		1,800.00
207 - Medical Insurance	0.00	0.00	180,000.00		180,000.00
208 - Dental Insurance	0.00	0.00	1,800.00		1,800.00
210 - Unemployment Compensation	0.00	0.00	3,150.00		3,150.00
211 - Local Retirement	0.00	0.00	10,000.00		10,000.00
212 - Employer Medicare	0.00	0.00	20,365.11		20,365.11
308 - Consultants			200,000.00		200,000.00

Account Number Line Item Number	71100 - Regular Instruction Program	72130 - Other Student Support	72210 - Support Services/Regular Instruction Program	99100 - Transfers Out	Total
355 - Travel		0.00	2,000.00		2,000.00
429 - Instructional Supplies & Materials	134,484.05				134,484.05
471 - Software	25,000.00				25,000.00
499 - Other Supplies and Materials	0.00	20,000.00	11,555.41		31,555.41
504 - Indirect Cost				45,500.00	45,500.00
524 - In-Service / Staff Development		0.00	75,000.00		75,000.00
599 - Other Charges	0.00	20,000.00	0.00		20,000.00
722 - Regular Instruction Equipment	20,000.00				20,000.00
790 - Other Equipment		0.00	25,000.00		25,000.00
Total	179,484.05	40,000.00	2,223,789.08	45,500.00	2,488,773.13
				Adjusted Allocation	2,488,773.13
				Remaining	0.00

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Equitable Services for Non-Public Schools

Key	
PART	This school has responded that they will participate in the program.
NOT PART	This school has responded that they will NOT participate in the program.
NO REPLY	This school has not replied to multiple documented requests from the district as to whether they will participate.
PROFIT	This school is ineligible for the program because it is a for profit organization.
CAT I-SP	This school is ineligible because it is a Category I Special Purpose School.
NO GRANT	The LEA does not participate in this grant.
NIPK	(For IDEA Preschool ONLY) - this school does not serve preschool students.

School ID - Name	Grade Level	Title I Participation	Low Income Non-Public Students from the District Title I Attendance Areas	Title I-C Participation	Migratory Students Enrolled at the Non-public School	Title II-A Participation	Non-public Total Enrollment	Title III-A Participation	English Learners Enrolled at the Non-public School	Title IV-A Participation	Non-public Total Enrollment	21st Century Participation	Non-public Total Enrollment	IDEA Participation	IDEA Preschool Participation
190-9868 - A New Leaf		NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	NO REPLY
190-9005 - Abintra Montessori School	PK,K,1,2,3,4,5,6,7,8	NOT PART	0.00	NOT PART	0.00	NOT PART	0	PART	0.00	NOT PART	0.00	PART	128.00	PART	PART
190-9010 - Akiva School	K,1,2,3,4,5,6	NOT PART	0.00	NOT PART	0.00	PART	116	NOT PART	0.00	PART	116.00	NOT PART	0.00	PART	NIPK
190-9765 - Benton Hall Academy	3,4,5,6,7,8,9,10,11,12	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0	NOT PART	0.00	NO REPLY	0.00	NO REPLY	0.00	PART	NIPK
190-9023 - Born Again Christian Academy	PK,K,1,2,3	PART	8.00	PART	0.00	PART	65	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	PART	PART
190-9443 - Casa Dei Montessori	PK,K,1,2,3,4,5	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	PART
190-9030 - Christ The King School	K,1,2,3,4,5,6,7,8	PART	4.00	NOT PART	0.00	PART	253	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	PART	PART
190-9025 - Christ Presbyterian Academy	K,1,2,3,4,5,6,7,8,9,10,11,12	NOT PART	0.00	NOT PART	0.00	NOT PART	0	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	PART	PART
190-9045 - Davidson Academy	PK,K,1,2,3,4,5,6,7,8,9,10,11,12	NOT PART	0.00	NOT PART	0.00	NOT PART	0	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	PART	PART
190-9050 - Donelson Christian Academy	K,1,2,3,4,5,6,7,8,9,10,11,12	NOT PART	0.00	NOT PART	0.00	NOT PART	0	PART	0.00	NOT PART	0.00	NOT PART	0.00	PART	PART
190-9120 - Ensworth School	K,1,2,3,4,5,6,7,8,9,10,11	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0.00	PART	PART
190-9788 - Episcopal School of Nashville	PK,K,1,2	NOT PART	0.00	NOT PART	0.00	PART	151	NOT PART	0.00	PART	151.00	NOT PART	0.00	PART	PART
190-9060 - Ezell-Harding Christian School	PK,PS,K,1,2,3,4,5,6,7,8,9,10,11,12	PART	97.00	NOT PART	0.00	PART	507	PART	0.00	PART	507.00	PART	507.00	PART	PART
190-9065 - F.H. Jenkins Elementary	K,1,2,3,4,5,6,7,8	PART	11.00	NOT PART	0.00	PART	96	PART	0.00	PART	96.00	NOT PART	0.00	PART	NIPK
190-9839 - Faith Christian Academy/Robson Academy	K,1,2,3,4,5,6,7,8,9,10,11,12	NOT PART	0.00	NOT PART	0.00	NOT PART	0	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	NO REPLY	NIPK
190-9037 - Family Christian Academy	K,1,2,3,4,5,6,7,8,9,10,11,12	NOT PART	0.00	NOT PART	0.00	NOT PART	0	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	NO REPLY	NIPK
190-9070 - Father Ryan High School	9,10,11,12	PART	24.00	NOT PART	0.00	PART	831	PART	1.00	PART	831.00	PART	831.00	PART	NIPK
190-9075 - Franklin Road Academy	PK,PS,K,1,2,3,4,5,6,7,8,9,10,11,12	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0.00	PART	PART
190-9510 - Gateway Academy at the Learning Lab	K,1,2,3,4,5,6,7,8,9,10,11,12	PROFIT	0.00	PROFIT	0.00	PROFIT	0	PROFIT	0.00	PROFIT	0.00	PROFIT	0.00	PROFIT	PROFIT
190-9055 - Genesis Academy	K,1,2,3,4,5,6,7,8,9,10,11,12	CAT I-SP	0.00	CAT I-SP	0.00	CAT I-SP	0	CAT I-SP	0.00	CAT I-SP	0.00	CAT I-SP	0.00	CAT I-SP	CAT I-SP
190-9085 - Goodpasture Christian School	PK,PS,K,1,2,3,4,5,6,7,8,9,10,11,12	PART	13.00	PART	0.00	PART	907	PART	0.00	PART	907.00	PART	907.00	PART	PART
190-9087 - Green Hills Child Development LLC	PK,K	PROFIT	0.00	PROFIT	0.00	PROFIT	0	PROFIT	0.00	PROFIT	0.00	PROFIT	0.00	PROFIT	PROFIT
190-9705 - Grow Academy	PK,K	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0.00	PART	PART
190-9095 - Harding Academy	K,1,2,3,4,5,6,7,8	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0.00	PART	PART
190-9100 - Harpeth Hall School	5,6,7,8,9,10,11,12	NOT PART	0.00	NOT PART	0.00	NOT PART	0	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	NO REPLY	NIPK
190-9351 - Highroads School of Nashville	7,8,9,10,11,12	CAT I-SP	0.00	CAT I-SP	0.00	CAT I-SP	0	CAT I-SP	0.00	CAT I-SP	0.00	CAT I-SP	0.00	CAT I-SP	NIPK
190-9724 - Hillside Christian Academy	1,2,3,4,5,6,7,8,9,10,11,12	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	NO REPLY
190-9110 - Holy Rosary Academy	PK,K,1,2,3,4,5,6,7,8	NOT PART	0.00	NOT PART	0.00	NOT PART	0	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	PART	PART
190-9014 - Holy Trinity Montessori	PK	NOT PART	0.00	NOT PART	0.00	NOT PART	0	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	PART	PART
190-9822 - Honor School of Tennessee	K,1,2,3,4,5,6,7,8	NOT PART	0.00	NOT PART	0.00	NOT PART	0	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	NO REPLY	NO REPLY
190-9719 - Iftiin Knowledge Academy	K,1,2,3,4,5,6,7,8,9,10,11,12	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	NO REPLY
190-9849 - Imani Montessori	PK,1,2,3,4,5,6,7,8,9,10,11,12	NOT PART	0.00	NOT PART	0.00	PART	12	NOT PART	0.00	PART	12.00	NOT PART	0.00	NO REPLY	NIPK
190-9061 - Jesus Only Academy	PK,K,1,2,3,4,5,6,7,8,9,10,11,12	PART	5.00	NOT PART	0.00	PART	5	PART	0.00	NOT PART	0.00	NOT PART	0.00	PART	PART
190-9879 - Jewish Middle School		NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0.00	NOT PART	NIPK
190-9505 - Jonathan Edwards Classical Academy	K,1,2,3,4,5,6	NOT PART	0.00	NOT PART	0.00	PART	159	PART	2.00	PART	159.00	NOT PART	0.00	PART	NIPK
190-9857 - King's Academy Nashville	PK,K,1,2,3,4,5,6,7,8	NOT PART	0.00	NOT PART	0.00	PART	171	PART	24.00	PART	171.00	NOT PART	0.00	PART	NIPK
190-9125 - Lighthouse Christian School	PK,K,1,2,3,4,5,6,7,8,9,10,11,12	NOT PART	0.00	PART	0.00	PART	341	PART	0.00	PART	341.00	PART	341.00	PART	PART
190-9308 - Linden Waldorf School	PK,K,1,2,3,4,5,6,7,8	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0.00	PART	PART
190-9035 - Lipscomb Academy	PK,K,1,2,3,4,5,6,7,8,9,10,11,12	PART	7.00	NOT PART	0.00	PART	1,417	PART	0.00	PART	1,417.00	PART	1,417.00	PART	PART
190-9130 - Madison Academy	9,10,11,12	NOT PART	0.00	NOT PART	0.00	PART	90	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	PART	NIPK
190-9135 - Madison Campus Elementary School	K,1,2,3,4,5,6,7,8	NOT PART	0.00	NOT PART	0.00	PART	186	PART	0.00	PART	186.00	NOT PART	0.00	PART	PART
190-9820 - Magnolia Education Center	6,7,8,9,10,11	CAT I-SP	0.00	CAT I-SP	0.00	CAT I-SP	0	CAT I-SP	0.00	CAT I-SP	0.00	CAT I-SP	0.00	CAT I-SP	CAT I-SP
190-9062 - Mercy Multiplied	7,8,9,10,11,12	NOT PART	0.00	NOT PART	0.00	NOT PART	0	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	NO REPLY	NIPK
190-9140 - Metro Christian Academy	PK,K,1,2,3,4,5,6,7,8,9,10,11,12	NOT PART	0.00	NOT PART	0.00	PART	199	PART	0.00	PART	199.00	PART	199.00	PART	PART

190-9350 - Montessori Academy	PK,K,1,2,3,4,5,6,7,8	PROFIT	0.00	PROFIT	0.00	PROFIT	0	PROFIT	0.00	PROFIT	0.00	PROFIT	0.00	PART	PART
190-9430 - Montessori Centre	PK,K	PROFIT	0.00	PROFIT	0.00	PROFIT	0	PROFIT	0.00	PROFIT	0.00	PROFIT	0.00	PROFIT	PROFIT
190-9006 - Montessori East	K	PROFIT	0.00	PROFIT	0.00	PROFIT	0	PROFIT	0.00	PROFIT	0.00	PROFIT	0.00	PROFIT	PROFIT
190-9145 - Montgomery Bell Academy	7,8,9,10,11,12	NOT PART	0.00	NOT PART	0.00	NOT PART	0	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	PART	NIPK
190-9874 - Moronia Academy		PROFIT	0.00	PROFIT	0.00	PROFIT	0	PROFIT	0.00	PROFIT	0.00	PROFIT	0.00	PROFIT	NIPK
190-9335 - Music City Montessori	PK,K,1,2,3,4	PROFIT	0.00	PROFIT	0.00	PROFIT	0	PROFIT	0.00	PROFIT	0.00	PROFIT	0.00	PROFIT	PROFIT
190-9155 - Nashville Christian School	PK,PS,K,1,2,3,4,5,6,7,8,9,10,11,12	PART	4.00	PART	0.00	PART	700	PART	0.00	PART	700.00	PART	700.00	PART	PART
190-9222 - Nashville International Academy	PK,K,1,2,3,4,5,6	NOT PART	0.00	NOT PART	0.00	PART	199	PART	49.00	NOT PART	0.00	NOT PART	0.00	PART	PART
190-9024 - New Children First, A Montessori Community	PK,K,1,2,3	PROFIT	0.00	PROFIT	0.00	PROFIT	0	PROFIT	0.00	PROFIT	0.00	PROFIT	0.00	PROFIT	PROFIT
190-9725 - NIA House Montessori	PK,K,1,2,3	NOT PART	0.00	NOT PART	0.00	PART	49	NOT PART	0.00	PART	49.00	NOT PART	0.00	PART	NIPK
190-9160 - Oak Hill School	PK,K,1,2,3,4,5,6	NOT PART	0.00	NOT PART	0.00	NOT PART	0	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	PART	PART
190-9175 - Overbrook School	PK,PS,K,1,2,3,4,5,6,7,8	NOT PART	0.00	NOT PART	0.00	PART	216	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	PART	PART
190-9173 - Priest Lake Christian Academy	PK,K	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0.00	PART	PART
190-9753 - Primrose School of Nashville Midtown	PK,K	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0.00	PART	PART
190-9813 - Reach Academy	K,1,2,3,4	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	NIPK
190-9700 - Ridgecrest Academy	K,1,2,3,4,5,6,7,8,9,10,11,12	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	NIPK
190-9285 - Schrader Lane Child Care Center	K	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0.00	PART	PART
190-9305 - St. Ann School	K,1,2,3,4,5,6,7,8	PART	17.00	NOT PART	0.00	PART	170	PART	9.00	PART	170.00	PART	170.00	PART	PART
190-9260 - St. Bernard Academy	K,1,2,3,4,5,6,7,8	PART	0.00	NOT PART	0.00	PART	348	PART	0.00	NOT PART	0.00	NOT PART	0.00	PART	PART
190-9200 - St. Cecilia Academy	9,10,11,12	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	NIPK
190-9078 - St. Clement Coptic Orthodox Christian Academy	PK,K,1,2,3,4	PART	0.00	NO REPLY	0.00	PART	114	PART	6.00	PART	114.00	PART	114.00	PART	PART
190-9205 - St. Edward School	PK,K,1,2,3,4,5,6,7,8	PART	48.00	NOT PART	0.00	PART	190	PART	9.00	PART	190.00	PART	190.00	PART	PART
190-9210 - St. Henry School	K,1,2,3,4,5,6,7,8	PART	19.00	NOT PART	0.00	PART	605	NOT PART	0.00	PART	605.00	PART	605.00	PART	PART
190-9211 - St. Joseph School	PK,K,1,2,3,4,5,6,7,8	PART	22.00	PART	0.00	PART	334	NOT PART	0.00	PART	334.00	PART	334.00	PART	PART
190-9215 - St. Paul Christian Academy	K,1,2,3,4,5,6	NOT PART	0.00	NOT PART	0.00	NOT PART	0	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	PART	PART
190-9220 - St. Pius X Classical Academy	PK,K,1,2,3,4,5,6,7,8	PART	21.00	NOT PART	0.00	PART	86	PART	1.00	NOT PART	0.00	NOT PART	0.00	PART	PART
190-9811 - Templeton Academy	5,6,7,8,9,10,11	NOT PART	0.00	NOT PART	0.00	NOT PART	0	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	NO REPLY	NIPK
190-9740 - The Academy for G.O.D.	K,1,2,3,4,5,6,7,8,9,10,11,12	PART	62.00	PART	0.00	PART	248	PART	0.00	PART	248.00	PART	248.00	PART	NIPK
190-9851 - The Acorn School Bldg. 1	K	NOT PART	0.00	NOT PART	0.00	NOT PART	0	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	PART	PART
190-9877 - The Acorn School Bldg. 2		NOT PART	0.00	NOT PART	0.00	NOT PART	0	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	PART	PART
190-9270 - The Children's House Of Nashville Montessori	PK,K	NOT PART	0.00	NOT PART	0.00	NOT PART	0	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	NO REPLY	NO REPLY
190-9088 - The Covenant School	PK,K,1,2,3,4,5	NOT PART	0.00	NOT PART	0.00	NOT PART	0	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	PART	PART
190-9758 - The Edison School	K,1,2,3,4,5,6,7,8,9	NOT PART	0.00	NOT PART	0.00	PART	36	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	PART	NIPK
190-9445 - University School Of Nashville	K,1,2,3,4,5,6,7,8,9,10,11,12	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0.00	PART	NIPK
190-9798 - Wayne Academy Davidson County	12,7,8,9,10,11	CAT I-SP	0.00	CAT I-SP	0.00	CAT I-SP	0	CAT I-SP	0.00	CAT I-SP	0.00	CAT I-SP	0.00	CAT I-SP	CAT I-SP
190-9887 - Clara Mohammed School	k-8	NOT PART	0.00	NOT PART	0.00	PART	14	NOT PART	0.00	NOT PART	0.00	PART	14.00	NO REPLY	NO REPLY
190-9892 - Generation Changers Academy	k-5	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	NO REPLY
190-9928 - Harpeth Primary Assessment Center	6-12	NOT PART	0.00	NOT PART	0.00	PART	48	NOT PART	0.00	PART	48.00	PART	48.00	NO REPLY	NO REPLY
190-9742 - Jaymes Christian Academy	PK,K,1,2,3,4,5,6,7,8,9,10,11,12	NOT PART	0.00	NOT PART	0.00	NOT PART	0	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	NO REPLY	NO REPLY
190-9891 - Kehilla High School Part of Jewish Upper School of Nashville	9-10	NOT PART	0.00	NOT PART	0.00	NOT PART	0	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	NO REPLY	NIPK
190-9905 - Lead Christian Academy	K-12	NOT PART	0.00	NOT PART	0.00	NOT PART	0	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	NO REPLY	NIPK
190-9920 - Legacy Academy Nashville	k-12	NOT PART	0.00	NOT PART	0.00	PART	49	NOT PART	0.00	PART	49.00	NOT PART	0.00	NO REPLY	NO REPLY
190-9024 - New Children First, A Montessori Community	PK,K,1,2,3	NOT PART	0.00	NOT PART	0.00	NOT PART	0	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	NO REPLY	NO REPLY
190-9835 - POM Academy	K-12	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	NO REPLY
	Totals:		**362.00**		**0.00**		**8,912**		**101.00**		**7,600.00**		**6,753.00**		

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Equitable Services Program Details- Title I, Part A

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Equitable Services for Non-Public Schools

☐ **N/A (The LEA certifies that no eligible non-public schools are in the district, and no known low-income students from their Title I attendance areas are enrolled in eligible non-public schools -OR- That no eligible non-public schools wish to participate in the program -OR- The LEA is utilizing School Wide Pool and will complete this information in the School-Wide Pool Section.)**

Title I, Part A

Formula to Determine Amount for Title I, Part A Equitable Expenditures

A. Title I Allocation (Original + Reallocation + "Original" Transfers In)	$ 36,975,315.42
B. K-12 Non-Public Low-Income Enrollment (from Served Schools)	349.00
C. K-12 Total Low-Income Enrollment (from Served Schools)	37,492.00
D. Total Non-Public Share (A x B/C)	$ 344,190.36
E. Non-Public Family Engagement ([D X 1%] if Title I allocation > $500,000)	$ 3,441.90
F. Non-Public Administration	$ 0.00
G. FY25 Non-Public Instructional Funds (D-(E+F)	$ 340748.4599999
H. FY24 Non-Public carryover amount	$ 0.00
I. Total Amount of Non-Public Instructional Funds (FY24 Carryover and FY25)	$ 340748.4599999

Narrative Questions

Describe the consultation process between the LEA and the non-public/private school(s). Include (1) important dates, (2) modes of communication, and (3) the information provided to non-public/private school representatives. (Upload affirmation of consultation(s) in Related Documents.)

MNPS held its annual group consultation on March 5, 2024 from 9:00 a.m.-11:00 a.m. Our staff started emailing non-public (NP) contacts beginning in January 2024. In addition, we provided the consultation PPT ahead of time via email and also sent a link to a recording of the meeting that was held via Microsoft Teams. The group consultation meeting on March 5, 2024 included discussion of all related Title programs (I,A; I,C; II; III; IV,A; IV,B) and we shared information about the purpose of each program and allowability as well as processes and important dates. We reviewed how funds are generated, the types and provision of services for eligible recipients, decision points, and more.

Specific to Title I, we also discussed:

· Services (providers and when, how, where services will be provided and when they will begin)

· Low-income poverty measure

· Pooling of funds

· Academic data measures for determining both need and growth

· Evaluation of services

· Administrative costs

· Family engagement

· Transfer of funds

In addition, we solicited non-publics' input and needs via an electronic survey after the meeting (due 3/15/2024 to allow sufficient time for consideration). After reviewing the surveys and considering the needs and information of the non-publics, we shared the district's final decisions regarding Title programing with school contacts via email in April of 2024. We will hold individual consultation meetings this summer, tentatively in late June once we have specific amounts for FY25 allocations and carryover. We requested that all signed affirmation forms be returned to MNPS via email by March 15, 2024 in order to meet the TDOE's deadline. *Please note that related documentation is on file.

Identify the types of services to be provided to support the academic achievement of participating non-public/private school students.

- [x] Reading intervention
- [x] Math intervention
- [x] Professional development
- [ ] Equipment
- [ ] Educational software
- [ ] Educational materials and supplies
- [x] Contracted educational services

Will the LEA be entering into an inter-district agreement/MOU with another LEA to provide services for any eligible students?

- ○ Yes
- ◉ No

If yes, identify the LEA(s) that will be providing services to participating students on behalf of the LEA.

Describe the LEA's process for evaluating the effectiveness of the services provided to non-public/private school students.

The selected third-party contractor(s) will administer a pretest before instruction begins within the first weeks of school and also administer a post-test towards the end of the school year. If non-public school staff administer benchmark assessments for participating Title I students, results will be shared with the selected vendor and the MNPS non-public school liaison; the contractor(s) will be required to monitor and adjust instruction as needed to address cited skill deficiencies. The selected vendor(s) will monitor and report student progress to parents and teachers of participating students when the schools report student progress to all parents throughout the school term. The services provided to the nonpublic school students will be evaluated by data comparable to data available for public school students such as report cards, benchmark assessments and annual assessments (i.e., Stanford 10, IOWA, ERBs CTP4). In

addition, non-public school officials communicate with the MNPS non-public liaison informally throughout the year regarding evaluation (via office hours, individual calls, and emails), and formally via surveys, the most recent of which was in March 2024.

Describe the family engagement activities to be provided for families of non-public/private school students.

Participating non-public school officials noted during consultation that their family engagement needs are services such as workshops and meetings, brochures and newsletters, family resource bags, and more. These family engagement services and materials will be provided by the same third-party vendor that will provide supplemental Title I instructional services. The purpose is to provide information and trainings to equip family members and parents on topics such as reading, math, homework help, effective planning, and other academic topics based on needs and as determined in consultation with participating Title I non-public schools.

Resources

Click here to open the Consolidated Funding Application Guide.

Equitable Services Program Details- Title I, Part C

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Equitable Services for Non-Public Schools

N/A (The LEA certifies that no eligible non-public schools are in the district -OR- That no eligible non-public schools wish to participate in the program - OR- That there are no identified migratory students enrolled in eligible non-public schools -OR- The LEA is utilizing School Wide Pool and will complete this information in the School-Wide Pool Section.)

Title I, Part C

Formula to Determine Amount for Title I, Part C Equitable Expenditures

A. Number of Students	
A1. LEA Migratory Children and Youth Count	
A2. Participating K-12 Non-Public School Migratory (Spring Non-Public Survey responses)	0
A3: Total Migratory Children and Youth (A1 + A2)	0
B. Title I, Part C	
B1: LEA Allocation	$ 133,926.87
B2: Administration Costs (for public and non-public school programs)	$
B3: LEA Allocation Minus Admin Costs (B1 - B2)	$ 133926.87
C. Per Pupil Rate	
C1: B3 divided by A3	$ Infinity
D. Equitable Services	
D1: Amount LEA Must Reserve for Equitable Services for Participating Non-Public Schools = (A2 x C1)	$ NaN
E. FY24 Non-Public Carryover Amount	$
F. Total Amount of Non-Public Instructional Funds (FY24 Carryover and FY25) = (D1 + E)	$ NaN

Narrative Questions

Describe the consultation process between the LEA and the non-public/private school(s). Include (1) important dates, (2) modes of communication, and (3) the information provided to non-public/private school representatives. (Upload affirmation of consultation(s) in Related Documents.)

Describe the process for identifying migratory children and youth at the non-public school(s) that receive(s) Title I, Part C services.

Describe the process the LEA uses to complete the Individual Needs Assessment (INA) at the non-public school(s) that receive(s) Title I, Part C services.

Explain how the LEA assesses the Migrant Education Program annually at each non-public school that receives Title I, Part C services.

Briefly explain what services the LEA provides to eligible migratory children and youth at each non-public school receiving Title I, Part C services (including, but not limited to, professional development, materials, tutoring, and equipment).

Resources

Click here to open the Consolidated Funding Application Guide.

Equitable Services Program Details - Title II, Part A

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Equitable Services for Non-Public Schools

☐ **N/A (The LEA certifies that no eligible non-public schools are in the district -OR- That no eligible non-public schools wish to participate in the program - OR- The LEA is utilizing School Wide Pool and will complete this information in the School-Wide Pool Section.)**

Title II, Part A

Formula to Determine Amount for Title II, Part A Equitable Expenditures

A. Number of Students	
A1: District Enrollment (from the School Eligibility Page)	76,404
A2: Participating K-12 Private School Enrollment (Spring Private School Survey responses)	8,912
A3: Total Enrollment (A1 + A2)	85316
B. Title II, Part A	
B1: District Allocation	$ 4,278,446.42
B2: Administration Costs (for public and private school programs)	$ 0.00
B3: LEA Allocation Minus Admin Costs (B1 - B2)	$ 4278446.42
C. Per Pupil Rate	
C1: B3 divided by A3	$ 50.14823034366
D. Equitable Services	
D1: Amount district must reserve for equitable services for participating private schools = (A2 x C1)	$ 446921.0288227
E. FY24 Non-Public Carryover Amount	$ 0.00
F. Total Amount of Non-Public Instructional Funds = (line D1 + E)	$ 446921.0288227

Non-Public Equitable Service

Describe the consultation process between the LEA and the non-public/private school(s). Include (1) important dates, (2) modes of communication, and (3) the information provided to non-public/private school representatives. (Upload affirmation of consultation(s) in Related Documents.)

MNPS held its annual group consultation on March 5, 2024 from 9:00 a.m.-11:00 a.m. Our staff started emailing non-public (NP) contacts beginning in January 2024. In addition, we provided the consultation PPT ahead of time via email and also sent a link to a recording of the meeting that was held via Microsoft Teams. The group consultation meeting on March 5, 2024 included discussion of all related Title programs (I,A; I,C; II; III; IV,A; IV,B) and we

shared information about the purpose of each program and allowability as well as processes and important dates. We reviewed how funds are generated, the types and provision of services for eligible recipients, decision points, and more.

Specific to Title II, we also discussed:

· Services, allowable options, and commonly-attended PDs

· Academic data measures for determining PD needs

· Evaluation of services

· Administrative costs

· Transfer of funds

In addition, we solicited non-publics' input and needs via an electronic survey after the meeting (due 3/15/2024 to allow sufficient time for consideration). After reviewing the surveys and considering the needs and information of the non-publics, we shared the district's final decisions regarding Title programing with school contacts via email in April of 2024. We will hold individual consultation meetings this summer, tentatively in late June once we have specific amounts for FY25 allocations and carryover. We requested that all signed affirmation forms be returned to MNPS via email by March 15, 2024 in order to meet the TDOE's deadline. *Please note that related documentation is on file.

Describe the professional development activities to be provided to participating non-public school teachers, principals, and other school leaders.

Based on identified needs and as discussed during the consultation process, non-public school officials are primarily interested in their teachers attending in person conferences and/or virtual trainings on offerings specific to teaching reading and math effectively, using instructional data to drive inform instruction, SEL, differentiating instruction, subject-specific Advanced Placement conferences, TDOE offerings, and more. They also would like their teachers to engage in professional learning (in person or virtually) on integrating technology effectively and pedagogy on distance and blended learning. Book studies are also an area of interest.

Resources

Click here to open the Consolidated Funding Application Guide.

Equitable Services Program Details - Title III

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Equitable Services for Non-Public Schools

☐ **N/A (The LEA certifies that no eligible non-public schools are in the district -OR- That no eligible non-public schools wish to participate in the program - OR- That there are no identified EL students enrolled in eligible non-public schools -OR- The LEA is utilizing School Wide Pool and will complete this information in the School-Wide Pool Section.**

Title III

Formula to Determine Amount for Title III Equitable Expenditures

A. Number of Students	
A1: District English Learners	21,653
A2: Participating K-12 Private School English Learners (Spring Private School Survey responses)	101
A3: Total English Learners (A1 + A2)	21754
B. Title III	
B1: District Allocation	$ 2,488,773.13
B2: Administration Costs (for public and private school programs)	$ 0.00
B3: LEA Allocation Minus Admin Costs (B1 - B2)	$ 2488773.13
C. Per Pupil Rate	
C1: B3 divided by A3	$ 114.4053107474
D. Equitable Services	
D1: Amount District must reserve for equitable services for participating private schools = (A2 x C1)	$ 11554.93638549
E. FY24 Non-Public Carryover Amount	$ 0.00
F. Total Amount of Non-Public Instructional Funds (FY24 Carryover and FY25) = (Line D1 + E)	$ 11554.93638549

Narrative Questions

Describe the consultation process between the LEA and the non-public/private school(s). Include (1) important dates, (2) modes of communication, and (3) the information provided to non-public/private school representatives. (Upload affirmation of consultation(s) in Related Documents.)

MNPS held its annual group consultation on March 5, 2024 from 9:00 a.m.-10:00 a.m. Our staff started emailing non-public (NP) contacts beginning in January 2024 to discuss the group consultation meeting slated for March, and we also reminded NP school contacts during phone calls in February and early March; in addition, we provided the consultation PPT ahead of time via email and also sent a link to a recording of the meeting that was held via

Zoom. The group consultation meeting on March 5, 2024 included discussion of all related Title programs (I,A; I,C; II; III; IV,A; IV,B) and we shared information about the purpose of each program and allowability as well as processes and important dates. We reviewed how funds are generated, the types and provision of services for eligible recipients, decision points, and more.

Specific to Title III, the Director of EL Services at the Office of English Learners discussed topics such as eligibility as well as service and PD offerings.

In addition, we solicited non-publics' input and needs via an electronic survey after the meeting. After reviewing the surveys and considering the needs and information of the non-publics, we shared the district's final decisions regarding Title programing with school contacts via email in April of 2024. We will hold individual consultation meetings this summer, tentatively in late June once we have specific amounts for FY25 allocations and carryover. We requested that all signed affirmation forms be returned to MNPS via email by March 2024 in order to meet the TDOE's deadline. *Please note that related documentation is on file.

Describe the process for identifying English Learners at the non-public school(s) that receive(s) Title III services.

Under Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act of 1974 (EEOA), public schools must ensure that EL students can participate meaningfully and equally in educational programs.

Identification of LEP Students in Non-Public Schools:

Non-public schools that choose to participate will administer the Home Language Survey to newly enrolled families. The Home Language Survey (HLS) is only administered once in a student's educational career.

1. TN Rule of the State Board of Education Chapter 0520-01-19 English as a Second Language Programs: The Home Language Survey (HLS) consists of three (3) questions that will be asked of every parent or guardian enrolling his/her child in the LEA. These questions are:

·1. What is the first language this child learned to speak?

·2. What language does this child speak most often at home?

·3. What is the language that is most often spoken to this child at home?

MNPS Home Language Survey

If the answer to any of the above questions is a language other than English, the child will be classified as NELB and the Home Language Survey should be sent to the Office of English Learners before September 1. Please scan and email the survey(s) to ELoffice@mnps.org.

The EL Office will contact the non-public school to arrange a time for the student to participate in state English language proficiency screener assessment.

EL office and non-public school official will consult to determine and agree upon the best way to address needs of eligible students.

Briefly explain how Title III services are provided at each non-public school receiving Title III services (including professional development, materials, tutoring, and equipment).

Non-public schools will provide MNPS staff with an assessment data report to determine annual progress of participating students.

The following services are available through the MNPS Office of English Learners:

·Supplemental EL materials

·Supplemental Professional Development

Sample PDs available to non-public schools:

1. Effective Strategies for ELs

This two-day course, previously SIOP I, is for K-12 teachers that have not been trained is SIOP. Teachers will learn about the eight (8) components and 30 features of SIOP. These components and features will help teachers effectively teach content to English learners. Teachers will learn techniques to make subject matter concepts comprehensible for ELs while promoting the student' English language development. Teachers will need to bring a lesson plan to the course. Course is designed for EL and content teachers.

2. Thinking Maps Initial Training-District-Level

This one-day course is for K-12 teachers who want to use Thinking Maps in their classroom. Thinking Maps are tools to help teachers differentiate instruction and increase higher-order thinking skills and activities in the classroom. Thinking Maps uses eight visual patterns each based on a fundamental thinking process. These patterns are used individually and in combination across every grade level and content area. Course is designed for any teacher.

Explain how the English as a Second Language program is assessed annually at each non-public school that receives Title III services.

Non-Public Schools are responsible for ensuring that students are assessed annually, and students' language progress is monitored. We often recommend that the Catholic schools, for example, use their Iowa test data. The state does not let them use WIDA ACCESS due to security issues. They evaluate the program at their school. Non-public schools complete a form to communicate program evaluations with MNPS.

Resources

Click here to open the Consolidated Funding Application Guide.

Equitable Services Program Details - Title IV

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Equitable Services for Non-Public Schools

☐ **N/A (The LEA certifies that no eligible non-public schools are in the district -OR- That no eligible non-public schools wish to participate in the program - OR- The LEA is utilizing School Wide Pool and will complete this information in the School-Wide Pool Section.)**

Title IV, Part A

Formula to Determine Amount for Title IV, Part A Equitable Expenditures

A. Number of Students	
A1: District Enrollment (from the School Eligibility Page)	76,404
A2: Participating K-12 Private School Enrollment (Spring Private School Survey responses)	7,600
A3: Total Enrollment (A1 + A2)	84004
B. Title IV, Part A	
B1: District Allocation	$ 0.00
B2: Administration Costs (for public and private school programs)	$
B3: LEA Allocation Minus Admin Costs (B1 - B2)	$ 0
C. Per Pupil Rate	
C1: B3 divided by A3	$ 0
D. Equitable Services	
D1: Amount District must reserve for equitable services for participating private schools = (A2 x C1)	$ 0
E. FY24 Non-Public Carryover Amount	$
F. Total Amount of Non-Public Instructional Funds (FY24 Carryover and FY25) = (Line D1 + E)	$ 0

Non-Public Equitable Service

Describe the consultation process between the LEA and the non-public/private school(s). Include (1) important dates, (2) modes of communication, and (3) the information provided to non-public/private school representatives. (Upload affirmation of consultation(s) in Related Documents.)

MNPS held its annual group consultation on March 5, 2024 from 9:00 a.m.-11:00 a.m. Our staff started emailing non-public (NP) contacts beginning in January 2024. In addition, we provided the consultation PPT ahead of time via email and also sent a link to a recording of the meeting that was held via Microsoft Teams. The group consultation meeting on March 5, 2024 included discussion of all related Title programs (I,A; I,C; II; III; IV,A; IV,B) and we

shared information about the purpose of each program and allowability as well as processes and important dates. We reviewed how funds are generated, the types and provision of services for eligible recipients, decision points, and more.

Specific to Title IV, we also discussed:

·Services (providers and when, how, where services will be provided and when they will begin)

·Low-income poverty measure

·Academic data measures for determining both need and growth

·Evaluation of services

·Administrative costs

·Family engagement

·Transfer of funds

In addition, we solicited non-publics' input and needs via an electronic survey after the meeting (due 3/16/2023 to allow sufficient time for consideration). After reviewing the surveys and considering all of the needs and information of the non-publics, we shared the district's final decisions regarding Title programing with school contacts via email on April 6, 2023. We will hold individual consultation meetings this summer, tentatively in late June once we have specific amounts for FY25 allocations and carryover. We requested that all signed affirmation forms be returned to MNPS via email by March 16, 2023 in order to meet the TDOE's deadline. *Please note that related documentation is on file.

* Describe the activities to be provided in support of participating non-public/private school students and/or teachers.

After consultation with the non-public schools, the decision was made to transfer Title IV funds into Titles I (80%) and II (20%). The decision was shared with non-public representatives.

Resources

Click here to open the Consolidated Funding Application Guide.

Assurances

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Equitable Services for Non-Public Schools

☑ The Local Educational Agency (LEA) hereby assures the State Educational Agency (SEA) that the LEA follows all regulations applicable to the assurances outlined below:
The LEA has engaged in timely and meaningful consultation, as required by ESEA 1117(b)(1), and maintains all required documentation to support such consultation.
The LEA will ensure that services to Title I non-public students are provided in a timely fashion, in accordance with agreements made as a result of meaningful consultation with non-public/private school representatives.
The LEA will obligate all non-public/private school funds during the fiscal year in which allocated and in support of services agreed upon as a result of required consultation.
The LEA will engage in ongoing consultation with participating non-public/private school representatives as necessary to ensure fidelity of implementation of agreed-upon services and to monitor the effectiveness of services.

Related Documents

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Equitable Services for Non-Public Schools

Optional Documents		
Type	**Document Template**	**Document/Link**
(CFA) Traditional Non-Public School Affirmation of Meaningful Consultation	Affirmation of Meaningful Private School Consultation	Affirmations of Meaningful Consultation 1 Affirmations of Meaningful Consultation 2 Affirmations of Meaningful Consultation 3
Combined Non-Public School Affirmation of Meaningful Consultation & Agreement	Affirmation of Meaningful Non-Public School Consultation & Agreement	
(ASR) Additional Supporting Documents	N/A	Intent to Participate FY25

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - IDEA Requirements

Please add a row for each unique "Other" position.

Systemwide Administration - (Usually personnel working in the central office)

	IDEA, Part B Funds (611)		IDEA Preschool Funds (619)		General Purpose Special Education Funds		Federal Total	
	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE
Special Education Supervisor	5	4.00			5	5.00	5	4
Bookkeeper							0	0
Secretary							0	0
Coordinator							0	0
Other (please specify) Clerical Personnel	2	2.00			11	9.60	2	2
Total	7	6.00	0	0.00	16	14.60	7	6.00

Systemwide Instruction & Support - (Central Office or Assigned to more than one school site and on an irregular schedule)

	IDEA, Part B Funds (611)		IDEA Preschool Funds (619)		General Purpose Special Education Funds		Federal Total	
	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE
Bus Drivers					151	151.00	0	0.00
Bus Attendants					170	170.00	0	0.00
Psychologists	18	18.00			40	34.30	18	18.00
Speech Pathologists	7	6.00			86	86.00	7	6.00
Other (please specify) Occupational Therapists	1	0.50			31	31.00	1	0.50
Other (please specify) Physical Therapists	1	0.50			7	7.00	1	0.50
Other (please specify) Homebound Teachers					7	7.00	0	0.00
Other (please specify) Itinerant Sp Ed Coaches	36	36.00					36	36.00
Other (please specify) Sp Ed Data Specialist	1	1.00					1	1.00

Other (please specify) Itinerant Vision Teachers	14	13.50					14	13.50
Other (please specify) Itinerant Hearing Teachers	15	15.00					15	15.00
Other (please specify) Itinerant BCBA Assessment Specialists	5	5.00					5	5.00
Other (please specify) Itinerant Ed Assts - Vision Program	2	2.00					2	2.00
Other (please specify) Itinerant Ed Assts - Hearing Program	1	1.00					1	1.00
Other (please specify) Itinerant Music Therapy Teacher for SWDs	1	1.00					1	1.00
Other (please specify) Itinerant Sp Ed Preschool Teachers	9	9.00					9	9.00
Other (please specify) Sp Ed Transportation Supervisor					1	1.00	0	0.00
Other (please specify) Sp Ed Transportation Bus Mechanics					5	5.00	0	0.00
Other (please specify) Ex Ed MTSS Behavior Coach	1	1.00					1	1.00
Total	112	109.50	0	0.00	498	492.30	112	109.50

Resources

Click here to open the Consolidated Funding Application Guide.

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - IDEA Requirements

School Name	LEA ID - School Number	Teachers				Education Assistants			
		IDEA Part B (611)		General Purpose Special Education Funds		IDEA Part B (611)		General Purpose Special Education Funds	
		Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE
A. Z. Kelley Elementary	190-0001			2	2.00			5	5.00
Alex Green Elementary	190-0005			2	2.00			2	2.00
Amqui Elementary	190-0010			2	2.00			4	4.00
Andrew Jackson Elementary	190-0015			2	2.00	1	1.00	5	5.00
Antioch High School	190-0020			6	6.00			10	10.00
Antioch Middle	190-0023			4	4.00			7	7.00
Apollo Middle	190-0025			4	4.00	1	1.00	9	9.00
Aventura Community School	190-8015								
Bellevue Middle	190-0040			3	3.00			5	5.00
Bellshire Elementary	190-0045			2	2.00			2	2.00
Cambridge Early Learning Center	190-7005			1	1.00			1	1.00
Cane Ridge Elementary	190-0082			3	3.00			3	3.00

Cane Ridge High School	190-0077			4	4.00			12	12.00
Carter-Lawrence Elementary	190-0670			2	2.00			3	3.00
Casa Azafran Early Learning Center	190-7020			1	1.00			1	1.00
Chadwell Elementary	190-0105			1	1.00			1	1.00
Charlotte Park Elementary	190-0110			3	3.00	1	1.00	4	4.00
Cockrill Elementary	190-0120			3	2.00			3	3.00
Cole Elementary	190-0130			2	2.00	1	1.00	5	5.00
Cora Howe School	190-0443			1	1.00	18	18.00	7	7.00
Crieve Hall Elementary	190-0145			3	3.00			7	7.00
Croft Middle	190-0148			2	2.00			2	2.00
Cumberland Elementary	190-0150			4	2.00			4	4.00
Dan Mills Elementary	190-0160			3	3.00	1	1.00	3	3.00
Dodson Elementary	190-0165			3	3.00			3	3.00
Donelson Middle	190-0175			3	3.00			4	4.00
DuPont Elementary	190-0180			4	4.00			4	4.00
DuPont Hadley Middle	190-0190			4	4.00			4	4.00
DuPont Tyler Middle	190-0185			3	3.00			5	5.00

Eagle View Elementary School	190-0115			1	1.00			1	1.00
Eakin Elementary	190-0195			3	3.00			12	12.00
Early College High	190-0437			4	4.00			4	4.00
East End Preparatory School	190-8009								
East Nashville Magnet High School	190-0203			2	2.00			4	4.00
East Nashville Middle	190-0296			2	2.00			5	5.00
Explore Community School	190-8060								
Fall-Hamilton Elementary	190-0220			2	2.00			1	1.00
Gateway Elementary	190-0235			3	3.00			3	3.00
Glencliff Elementary	190-0240			4	4.00			4	4.00
Glencliff High School	190-0245			5	4.50			4	4.00
Glendale Elementary	190-0250			1	1.00			1	1.00
Glengarry Elementary	190-0255			2	2.00			2	2.00
Glenview Elementary	190-0265			1	1.00			1	1.00
Goodlettsville Elementary	190-0270			2	2.00			2	2.00
Goodlettsville Middle	190-0275			3	3.00			5	5.00

Gower Elementary	190-0280	4	4.00	3	3.00			14	14.00
Granbery Elementary	190-0290			2	2.00			2	2.00
H. G. Hill Middle	190-0295			3	3.00	1	1.00	3	3.00
Harpeth Valley Elementary	190-0300			4	4.00			4	4.00
Harris-Hillman Special Education	190-0302	4	4.00	4	4.00	34	34.00	18	17.60
Hattie Cotton Elementary	190-0140			3	3.00			5	5.00
Haynes Middle	190-0305			3	3.00			3	3.00
Haywood Elementary	190-0310			2	2.00			2	2.00
Head Middle	190-0315			1	1.00			6	6.00
Henry C. Maxwell Elementary	190-0318			2	2.00			2	2.00
Hermitage Elementary	190-0320			2	2.00			2	2.00
Hickman Elementary	190-0327			4	4.00			4	4.00
Hillsboro High	190-0335			4	4.00			10	10.00
Hull-Jackson Elementary	190-0350			1	1.00			1	1.00
Hume - Fogg High	190-0355			1	1.00			1	1.00
Hunters Lane High	190-0358			3	3.00	1	1.00	8	8.00
Ida B. Wells Elementary	190-0080			1	1.00			1	1.00

Inglewood Elementary	190-0360			1	1.00			1	1.00
Intrepid College Preparatory Charter School	190-8048								
Isaac Litton Middle	190-0365			2	2.00			4	4.00
Isaiah T. Creswell Middle School of the Arts	190-0700			3	3.00			6	6.00
Ivanetta H. Davis Learning Center at Bordeaux	190-7010			1	1.00			1	1.00
J. E. Moss Elementary	190-0370			3	3.00			3	3.00
James Lawson High School	190-0374			5	5.00			7	7.00
Jere Baxter Middle	190-0375			3	3.00			5	5.00
Joelton Elementary	190-0380			2	2.00			4	4.00
John B. Whitsitt Elementary	190-0390			4	4.00			5	5.00
John Early Middle	190-0386			4	4.00			6	6.00
John F. Kennedy Middle	190-0393			3	3.00			5	5.00
John Overton High	190-0395			3	3.00			10	10.00
John Trotwood Moore Middle	190-0490			4	4.00			6	6.00

Johnson Alternative Learning Center	190-0740			2	2.00			4	4.00
Jones Elementary	190-0387			2	2.00			4	4.00
Julia Green Elementary	190-0415			3	3.00			3	3.00
KIPP Academy Nashville	190-8002								
KIPP Academy Nashville Elementary School	190-8095								
KIPP Nashville College Prep	190-8042								
KIPP Nashville College Prep Elementary	190-8085								
KIPP Nashville Collegiate High School	190-8011								
Knowledge Academy @ The Crossings	190-8110								
Lakeview Elementary	190-0430			3	3.00			3	3.00
Lead Academy	190-8003								
LEAD Cameron	190-8010								
LEAD Southeast	190-8013								

Liberty Collegiate Academy	190-8005								
Lockeland Elementary	190-0435			2	2.00			2	2.00
Madison Middle	190-0622			4	4.00			6	6.00
Maplewood High	190-0445			4	4.00			8	8.00
Margaret Allen Middle	190-0450			1	1.00			1	1.00
Martin Luther King Jr School	190-0456			2	2.00			2	2.00
May Werthan Shayne Elementary School	190-0608			2	2.00			2	2.00
McGavock Elementary	190-0465			3	3.00			3	3.00
McGavock High	190-0470			3	3.00			7	7.00
McMurray Middle	190-0480			4	4.00			5	5.00
Meigs Middle	190-0330			3	3.00			5	5.00
MNPS Virtual School	190-0003			1	0.50				
Moses McKissack Middle	190-0035			3	3.00			10	10.00
Mt. View Elementary	190-0493			3	3.00			5	5.00
Murrell at Glenn School	190-0505			3	3.00	22	22.00	5	5.00
Napier Elementary	190-0510			2	2.00			2	2.00

Nashville Big Picture High School	190-0053			1	1.00			1	0.50
Nashville Classical	190-8044								
Nashville Classical West	190-8043								
Nashville Prep	190-8008								
Nashville School Of The Arts	190-0512			1	1.00			1	1.00
Neely's Bend Elementary	190-0515			1	1.00			1	1.00
Norman Binkley Elementary	190-0525			2	2.00			2	2.00
Old Center Elementary	190-0535			3	3.00			2	2.00
Paragon Mills Elementary	190-0540			4	4.00			3	3.00
Park Avenue Elementary	190-0545			4	4.00			4	4.00
Pearl-Cohn High	190-0555			4	4.00			6	6.00
Pennington Elementary	190-0565			1	1.00			2	2.00
Percy Priest Elementary	190-0570			2	2.00			1	1.00
Purpose Prep	190-8046								
RePublic High School	190-8100								
Robert Churchwell Elementary	190-0618			3	3.00			3	3.00

Rocketship Nashville Northeast Elementary	190-8050								
Rocketship United	190-8070								
Rose Park Middle	190-0595			3	3.00			6	6.00
Rosebank Elementary	190-0600			3	3.00			3	3.00
Ross Early Learning Center	190-7015								
Ruby Major Elementary	190-0607			2	2.00			4	4.00
Shwab Elementary	190-0610			3	3.00			6	6.00
Smith Springs Elementary School	190-0750			3	3.00			4	4.00
Smithson Craighead Academy	190-8001								
Stanford Elementary	190-0615			2	2.00			4	4.00
STEM Prep Academy	190-8006								
STEM Prep High School	190-8075								
Stratford STEM Magnet School	190-0620			5	5.00			6	6.00
Stratton Elementary	190-0625			2	2.00			4	4.00
Strive Collegiate Academy	190-8090								
Sylvan Park Elementary	190-0630			2	2.00			1	1.00

The Academy at Hickory Hollow	190-0720								
The Academy at Old Cockrill	190-0614								
The Academy at Opry Mills	190-0612								
Thomas A. Edison Elementary	190-0208			3	3.00			4	4.00
Thurgood Marshall Middle	190-0633			2	2.00			6	6.00
Tom Joy Elementary	190-0635			2	2.00				
Transitions at Bass	190-0725								
Tulip Grove Elementary	190-0637			2	2.00			8	8.00
Tusculum Elementary	190-0645			2	2.00			5	5.00
Two Rivers Middle	190-0650			3	3.00			6	6.00
Una Elementary	190-0655			2	2.00			2	2.00
Valor Flagship Academy	190-8045								
Valor Voyager Academy	190-8080								
W. A. Bass Adult Program	190-0125			2	2.00			1	1.00
W.A. Bass Alternative Learning Center	190-0126			1	1.00			1	1.00
Warner Elementary	190-0675			2	2.00			4	4.00

Waverly-Belmont Elementary School	190-0755			2	2.00			3	3.00
West End Middle	190-0690			4	4.00			6	6.00
Westmeade Elementary	190-0695			3	3.00			6	6.00
Whites Creek High	190-0704			3	3.00			8	8.00
William Henry Oliver Middle	190-0538			3	2.80			8	8.00
Wright Middle	190-0715			4	3.50			6	6.00
Total		8	8.00	334	329.30	81	81.00	538	537.10

Resources

Click here to open the Consolidated Funding Application Guide.

IDEA Personnel Details – School-level (6-21) – Other Positions (Nurses, Psychologists, etc.)

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - IDEA Requirements

School Name	LEA ID - School Number	Speech Pathologists				Psychologists				Nurses				Other - Specify				Other 2				Other 3				Other 4			
		IDEA Part B (611)		General Purpose Special Education Funds		IDEA Part B (611)		General Purpose Special Education Funds		IDEA Part B (611)		General Purpose Special Education Funds		IDEA Part B (611)		General Purpose Special Education Funds		IDEA Part B (611)		General Purpose Special Education Funds		IDEA Part B (611)		General Purpose Special Education Funds		IDEA Part B (611)		General Purpose Special Education Funds	
		Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE
A. Z. Kelley Elementary	190-0001																												
Alex Green Elementary	190-0005																												
Amqui Elementary	190-0010																												
Andrew Jackson Elementary	190-0015																												
Antioch High School	190-0020																												
Antioch Middle	190-0023																												
Apollo Middle	190-0025																												
Aventura Community School	190-8015																												
Bellevue Middle	190-0040																												
Bellshire Elementary	190-0045																												
Cambridge Early Learning Center	190-7005																												
Cane Ridge Elementary	190-0082																												
Cane Ridge High School	190-0077																												
Carter-Lawrence Elementary	190-0670																												
Casa Azafran Early Learning Center	190-7020																												
Chadwell Elementary	190-0105																												
Charlotte Park Elementary	190-0110																												
Cockrill Elementary	190-0120																												
Cole Elementary	190-0130																												
Cora Howe School	190-0443																												
Crieve Hall Elementary	190-0145																												
Croft Middle	190-0148																												
Cumberland Elementary	190-0150																												
Dan Mills Elementary	190-0160																												
Dodson Elementary	190-0165																												
Donelson Middle	190-0175																												
DuPont Elementary	190-0180																												
DuPont Hadley Middle	190-0190																												
DuPont Tyler Middle	190-0185																												
Eagle View Elementary School	190-0115																												
Eakin Elementary	190-0195																												
Early College High	190-0437																												
East End Preparatory School	190-8009																												
East Nashville Magnet High School	190-0203																												
East Nashville Middle	190-0296																												
Explore Community School	190-8060																												
Fall-Hamilton Elementary	190-0220																												
Gateway Elementary	190-0235																												
Glendliff Elementary	190-0240																												
Glendliff High School	190-0245																												
Glendale Elementary	190-0250																												
Glengarry Elementary	190-0255																												
Glenview Elementary	190-0265																												
Goodlettsville Elementary	190-0270																												
Goodlettsville Middle	190-0275																												
Gower Elementary	190-0280																												
Granbery Elementary	190-0290																												
H. G. Hill Middle	190-0295																												

Harpeth Valley Elementary	190-0300																												
Harris-Hillman Special Education	190-0302																												
Hattie Cotton Elementary	190-0140																												
Haynes Middle	190-0305																												
Haywood Elementary	190-0310																												
Head Middle	190-0315																												
Henry C. Maxwell Elementary	190-0318																												
Hermitage Elementary	190-0320																												
Hickman Elementary	190-0327																												
Hillsboro High	190-0335																												
Hull-Jackson Elementary	190-0350																												
Hume - Fogg High	190-0355																												
Hunters Lane High	190-0358																												
Ida B. Wells Elementary	190-0080																												
Inglewood Elementary	190-0360																												
Intrepid College Preparatory Charter School	190-8048																												
Isaac Litton Middle	190-0365																												
Isaiah T. Creswell Middle School of the Arts	190-0700																												
Ivanetta H. Davis Learning Center at Bordeaux	190-7010																												
J. E. Moss Elementary	190-0370																												
James Lawson High School	190-0374																												
Jere Baxter Middle	190-0375																												
Joelton Elementary	190-0380																												
John B. Whitsitt Elementary	190-0390																												
John Early Middle	190-0386																												
John F. Kennedy Middle	190-0393																												
John Overton High	190-0395																												
John Trotwood Moore Middle	190-0490																												
Johnson Alternative Learning Center	190-0740																												
Jones Elementary	190-0387																												
Julia Green Elementary	190-0415																												
KIPP Academy Nashville	190-8002																												
KIPP Academy Nashville Elementary School	190-8095																												
KIPP Nashville College Prep	190-8042																												
KIPP Nashville College Prep Elementary	190-8085																												
KIPP Nashville Collegiate High School	190-8011																												
Knowledge Academy @ The Crossings	190-8110																												
Lakeview Elementary	190-0430																												
Lead Academy	190-8003																												
LEAD Cameron	190-8010																												
LEAD Southeast	190-8013																												
Liberty Collegiate Academy	190-8005																												
Lockeland Elementary	190-0435																												
Madison Middle	190-0622																												
Maplewood High	190-0445																												
Margaret Allen Middle	190-0450																												

Martin Luther King Jr School	190-0456																												
May Werthan Shayne Elementary School	190-0608																												
McGavock Elementary	190-0465																												
McGavock High	190-0470																												
McMurray Middle	190-0480																												
Meigs Middle	190-0330																												
MNPS Virtual School	190-0003																												
Moses McKissack Middle	190-0035																												
Mt. View Elementary	190-0493																												
Murrell at Glenn School	190-0505																												
Napier Elementary	190-0510																												
Nashville Big Picture High School	190-0053																												
Nashville Classical	190-8044																												
Nashville Classical West	190-8043																												
Nashville Prep	190-8008																												
Nashville School Of The Arts	190-0512																												
Neely's Bend Elementary	190-0515																												
Norman Binkley Elementary	190-0525																												
Old Center Elementary	190-0535																												
Paragon Mills Elementary	190-0540																												
Park Avenue Elementary	190-0545																												
Pearl-Cohn High	190-0555																												
Pennington Elementary	190-0565																												
Percy Priest Elementary	190-0570																												
Purpose Prep	190-8046																												
RePublic High School	190-8100																												
Robert Churchwell Elementary	190-0618																												
Rocketship Nashville Northeast Elementary	190-8050																												
Rocketship United	190-8070																												
Rose Park Middle	190-0595																												
Rosebank Elementary	190-0600																												
Ross Early Learning Center	190-7015																												
Ruby Major Elementary	190-0607																												
Shwab Elementary	190-0610																												
Smith Springs Elementary School	190-0750																												
Smithson Craighead Academy	190-8001																												
Stanford Elementary	190-0615																												
STEM Prep Academy	190-8006																												
STEM Prep High School	190-8075																												
Stratford STEM Magnet School	190-0620																												
Stratton Elementary	190-0625																												
Strive Collegiate Academy	190-8090																												
Sylvan Park Elementary	190-0630																												
The Academy at Hickory Hollow	190-0720																												
The Academy at Old Cockrill	190-0614																												
The Academy at Opry Mills	190-0612																												
Thomas A. Edison Elementary	190-0208																												
Thurgood Marshall Middle	190-0633																												
Tom Joy Elementary	190-0635																												

Transitions at Bass	190-0725																														
Tulip Grove Elementary	190-0637																														
Tusculum Elementary	190-0645																														
Two Rivers Middle	190-0650																														
Una Elementary	190-0655																														
Valor Flagship Academy	190-8045																														
Valor Voyager Academy	190-8080																														
W. A. Bass Adult Program	190-0125																														
W.A. Bass Alternative Learning Center	190-0126																														
Warner Elementary	190-0675																														
Waverly-Belmont Elementary School	190-0755																														
West End Middle	190-0690																														
Westmeade Elementary	190-0695																														
Whites Creek High	190-0704																														
William Henry Oliver Middle	190-0538																														
Wright Middle	190-0715																														
Total		0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00

Resources

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Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - IDEA Requirements

School Name	LEA ID - School Number	Teachers						Education Assistants					
		IDEA Part B (611)		IDEA Preschool (619)		General Purpose Special Education Funds		IDEA Part B (611)		IDEA Preschool (619)		General Purpose Special Education Funds	
		Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE
A. Z. Kelley Elementary	190-0001												
Alex Green Elementary	190-0005												
Amqui Elementary	190-0010					1	1.00					3	3.00
Andrew Jackson Elementary	190-0015					2	2.00			1	1.00	2	2.00
Antioch High School	190-0020												
Antioch Middle	190-0023												
Apollo Middle	190-0025												
Aventura Community School	190-8015												
Bellevue Middle	190-0040												
Bellshire Elementary	190-0045	1	1.00			1	1.00	1	1.00			3	3.00
Cambridge Early Learning Center	190-7005					2	2.00					3	3.00
Cane Ridge Elementary	190-0082					1	1.00					2	2.00
Cane Ridge High School	190-0077												
Carter-Lawrence Elementary	190-0670												
Casa Azafran Early Learning Center	190-7020	1	1.00					2	2.00				
Chadwell Elementary	190-0105					2	2.00			1	1.00	3	3.00
Charlotte Park Elementary	190-0110												
Cockrill Elementary	190-0120	1	1.00			1	1.00	1	1.00	1	1.00	2	2.00
Cole Elementary	190-0130												

Cora Howe School	190-0443												
Crieve Hall Elementary	190-0145												
Croft Middle	190-0148												
Cumberland Elementary	190-0150												
Dan Mills Elementary	190-0160					2	2.00					2	2.00
Dodson Elementary	190-0165					1	1.00					1	1.00
Donelson Middle	190-0175												
DuPont Elementary	190-0180												
DuPont Hadley Middle	190-0190												
DuPont Tyler Middle	190-0185												
Eagle View Elementary School	190-0115												
Eakin Elementary	190-0195												
Early College High	190-0437												
East End Preparatory School	190-8009												
East Nashville Magnet High School	190-0203												
East Nashville Middle	190-0296												
Explore Community School	190-8060												
Fall-Hamilton Elementary	190-0220	1	1.00			1	1.00					3	3.00
Gateway Elementary	190-0235					2	2.00					2	2.00
Glencliff Elementary	190-0240												
Glencliff High School	190-0245												
Glendale Elementary	190-0250	1	1.00					2	2.00				
Glengarry Elementary	190-0255												
Glenview Elementary	190-0265												

Goodlettsville Elementary	190-0270												
Goodlettsville Middle	190-0275												
Gower Elementary	190-0280	1	1.00			2	2.00	2	2.00	2	2.00	3	3.00
Granbery Elementary	190-0290												
H. G. Hill Middle	190-0295												
Harpeth Valley Elementary	190-0300												
Harris-Hillman Special Education	190-0302	1	1.00			2	2.00	1	1.00	1	1.00	3	3.00
Hattie Cotton Elementary	190-0140												
Haynes Middle	190-0305												
Haywood Elementary	190-0310	1	1.00					1	1.00				
Head Middle	190-0315												
Henry C. Maxwell Elementary	190-0318					1	1.00					3	3.00
Hermitage Elementary	190-0320												
Hickman Elementary	190-0327	1	1.00			2	2.00	1	1.00	1	1.00	4	4.00
Hillsboro High	190-0335												
Hull-Jackson Elementary	190-0350					2	2.00					3	3.00
Hume - Fogg High	190-0355												
Hunters Lane High	190-0358												
Ida B. Wells Elementary	190-0080					1	1.00					3	3.00
Inglewood Elementary	190-0360												
Intrepid College Preparatory Charter School	190-8048												
Isaac Litton Middle	190-0365												
Isaiah T. Creswell Middle School of the Arts	190-0700												

Ivanetta H. Davis Learning Center at Bordeaux	190-7010	1	1.00					1	1.00					
J. E. Moss Elementary	190-0370													
James Lawson High School	190-0374													
Jere Baxter Middle	190-0375													
Joelton Elementary	190-0380													
John B. Whitsitt Elementary	190-0390													
John Early Middle	190-0386													
John F. Kennedy Middle	190-0393													
John Overton High	190-0395													
John Trotwood Moore Middle	190-0490													
Johnson Alternative Learning Center	190-0740													
Jones Elementary	190-0387													
Julia Green Elementary	190-0415													
KIPP Academy Nashville	190-8002													
KIPP Academy Nashville Elementary School	190-8095													
KIPP Nashville College Prep	190-8042													
KIPP Nashville College Prep Elementary	190-8085													
KIPP Nashville Collegiate High School	190-8011													
Knowledge Academy @ The Crossings	190-8110													

Lakeview Elementary	190-0430	1	1.00			2	2.00	2	2.00	2	2.00	3	3.00
Lead Academy	190-8003												
LEAD Cameron	190-8010												
LEAD Southeast	190-8013												
Liberty Collegiate Academy	190-8005												
Lockeland Elementary	190-0435												
Madison Middle	190-0622												
Maplewood High	190-0445												
Margaret Allen Middle	190-0450												
Martin Luther King Jr School	190-0456												
May Werthan Shayne Elementary School	190-0608	1	1.00			1	1.00	2	2.00			2	2.00
McGavock Elementary	190-0465												
McGavock High	190-0470												
McMurray Middle	190-0480												
Meigs Middle	190-0330												
MNPS Virtual School	190-0003												
Moses McKissack Middle	190-0035												
Mt. View Elementary	190-0493					1	1.00					2	2.00
Murrell at Glenn School	190-0505												
Napier Elementary	190-0510	1	1.00					2	2.00				
Nashville Big Picture High School	190-0053												
Nashville Classical	190-8044												
Nashville Classical West	190-8043												
Nashville Prep	190-8008												

Nashville School Of The Arts	190-0512												
Neely's Bend Elementary	190-0515												
Norman Binkley Elementary	190-0525												
Old Center Elementary	190-0535					1	1.00					3	3.00
Paragon Mills Elementary	190-0540					2	2.00					3	3.00
Park Avenue Elementary	190-0545					2	2.00	3	3.00	2	2.00	2	2.00
Pearl-Cohn High	190-0555												
Pennington Elementary	190-0565												
Percy Priest Elementary	190-0570												
Purpose Prep	190-8046												
RePublic High School	190-8100												
Robert Churchwell Elementary	190-0618												
Rocketship Nashville Northeast Elementary	190-8050												
Rocketship United	190-8070												
Rose Park Middle	190-0595												
Rosebank Elementary	190-0600												
Ross Early Learning Center	190-7015	2	2.00			4	4.00	3	3.00			5	5.00
Ruby Major Elementary	190-0607												
Shwab Elementary	190-0610	1	1.00					3	3.00	1	1.00		
Smith Springs Elementary School	190-0750												
Smithson Craighead Academy	190-8001												
Stanford Elementary	190-0615												
STEM Prep Academy	190-8006												

STEM Prep High School	190-8075												
Stratford STEM Magnet School	190-0620												
Stratton Elementary	190-0625												
Strive Collegiate Academy	190-8090												
Sylvan Park Elementary	190-0630									1	1.00		
The Academy at Hickory Hollow	190-0720												
The Academy at Old Cockrill	190-0614												
The Academy at Opry Mills	190-0612												
Thomas A. Edison Elementary	190-0208												
Thurgood Marshall Middle	190-0633												
Tom Joy Elementary	190-0635												
Transitions at Bass	190-0725												
Tulip Grove Elementary	190-0637	2	2.00					2	2.00	1	1.00		
Tusculum Elementary	190-0645												
Two Rivers Middle	190-0650												
Una Elementary	190-0655												
Valor Flagship Academy	190-8045												
Valor Voyager Academy	190-8080												
W. A. Bass Adult Program	190-0125												
W.A. Bass Alternative Learning Center	190-0126												
Warner Elementary	190-0675												

Waverly-Belmont Elementary School	190-0755												
West End Middle	190-0690												
Westmeade Elementary	190-0695												
Whites Creek High	190-0704												
William Henry Oliver Middle	190-0538												
Wright Middle	190-0715												
Total		18	18.00	0	0.00	39	39.00	29	29.00	14	14.00	65	65.00

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IDEA Personnel Details - School-level (3-5) - Other Positions (Nurses, Psychologists, etc.)

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - IDEA Requirements

School Name	LEA ID - School Number	Speech Pathologists						Psychologists						Nurses						Other - Specify						Other 2						Other 3						Other 4					
		IDEA Part B (611)		IDEA Preschool (619)		General Purpose Special Education Funds		IDEA Part B (611)		IDEA Preschool (619)		General Purpose Special Education Funds		IDEA Part B (611)		IDEA Preschool (619)		General Purpose Special Education Funds		IDEA Part B (611)		IDEA Preschool (619)		General Purpose Special Education Funds		IDEA Part B (611)		IDEA Preschool (619)		General Purpose Special Education Funds		IDEA Part B (611)		IDEA Preschool (619)		General Purpose Special Education Funds		IDEA Part B (611)		IDEA Preschool (619)		General Purpose Special Education Funds	
		Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE
A. Z. Kelley Elementary	190-0301																																											
Alex Green Elementary	190-0305																																											
Amqui Elementary	190-0010																																											
Andrew Jackson Elementary	190-0015																																											
Antioch High School	190-0020																																											
Antioch Middle	190-0023																																											
Apollo Middle	190-0025																																											
Aventura Community School	190-8015																																											
Bellevue Middle	190-0040																																											
Berkshire Elementary	190-0045																																											
Cambridge Early Learning Center	190-7065																																											
Cane Ridge Elementary	190-0062																																											
Cane Ridge High School	190-0077																																											
Carter-Lawrence Elementary	190-0070																																											
Casa Azafran Early Learning Center	190-7020																																											
Chadwell Elementary	190-0105																																											
Charlotte Park Elementary	190-0110																																											
Cockrill Elementary	190-0120																																											
Cole Elementary	190-0130																																											
Cora Howe School	190-0440																																											
Creave Hall Elementary	190-0145																																											
Croft Middle	190-0148																																											
Cumberland Elementary	190-0150																																											
Dan Mills Elementary	190-0160																																											
Dodson Elementary	190-0165																																											
Donelson Middle	190-0175																																											
DuPont Elementary	190-0180																																											
DuPont Hadley Middle	190-0190																																											
DuPont Tyler Middle	190-0185																																											
Eagle View Elementary School	190-0115																																											
Eakin Elementary	190-0195																																											
Early College High	190-0437																																											
East End Preparatory School	190-8009																																											
East Nashville Magnet High School	190-0203																																											
East Nashville Middle	190-0296																																											
Explore Community School	190-8060																																											
Fall-Hamilton Elementary	190-0220																																											
Gateway Elementary	190-0235																																											
Glendiff Elementary	190-0240																																											
Glendiff High School	190-0245																																											
Glendale Elementary	190-0250																																											
Glengarry Elementary	190-0255																																											
Glenview Elementary	190-0265																																											
Goodlettsville Elementary	190-0270																																											
Goodlettsville Middle	190-0275																																											
Gower Elementary	190-0280																																											
Granbery Elementary	190-0290																																											
H. G. Hill Middle	190-0295																																											
Hargrett Valley Elementary	190-0300																																											
Harris-Hillman Special Education	190-0302																																											
Hattie Cotton Elementary	190-0140																																											
Haynes Middle	190-0305																																											
Haywood Elementary	190-0310																																											
Head Middle	190-0315																																												
Henry C. Maxwell Elementary	190-0318																																												
Hermitage Elementary	190-0320																																											
Hickman Elementary	190-0327																																											
Hillsboro High	190-0335																																											
Hull-Jackson Elementary	190-0350																																											
Hume - Fogg High	190-0355																																											
Hunters Lane High	190-0358																																											
Ida B. Wells Elementary	190-0080																																											
Inglewood Elementary	190-0360																																											
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Isaac Litton Middle	190-0365																																											
Isaiah T Creswell Middle School of the Arts	190-0700																																											
Ivanvetta H. Davis Learning Center at Bordeaux	190-7010																																											
J. E. Moss Elementary	190-0370																																											
James Lawson High School	190-0374																																											
Jere Baxter Middle	190-0375																																											



Joelton Elementary	190-0390
John B. Whitsitt Elementary	190-0360
John Early Middle	190-0356
John F. Kennedy Middle	190-0363
John Overton High	190-0395
John Trotwood Moore Middle	190-0490
Johnson Alternative Learning Center	190-0740
Jones Elementary	190-0397
Julia Green Elementary	190-0415
KIPP Academy Nashville	190-8002
KIPP Academy Nashville Elementary School	190-8095
KIPP Nashville College Prep	190-8042
KIPP Nashville College Prep Elementary	190-8085
KIPP Nashville Collegiate High School	190-8011
Knowledge Academy @ The Crossings	190-8110
Lakeview Elementary	190-0430
Lead Academy	190-8003
LEAD Cameron	190-8010
LEAD Southeast	190-8013
Liberty Collegiate Academy	190-8005
Lockeland Elementary	190-0435
Madison Middle	190-0622
Maplewood High	190-0445
Margaret Allen Middle	190-0450
Martin Luther King Jr School	190-0498
May Werthan Shayne Elementary School	190-0608
McGavock Elementary	190-0455
McGavock High	190-0470
McMurray Middle	190-0460
Meigs Middle	190-0330
MNPS Virtual School	190-0003
Moses McKissack Middle	190-0035
Mt. View Elementary	190-0493
Murrell at Glenn School	190-0505
Napier Elementary	190-0510
Nashville Big Picture High School	190-0053
Nashville Classical	190-8044
Nashville Classical West	190-8043
Nashville Prep	190-8008
Nashville School Of The Arts	190-0512
Neely's Bend Elementary	190-0515
Norman Binkley Elementary	190-0525
Old Center Elementary	190-0535
Paragon Mills Elementary	190-0540
Park Avenue Elementary	190-0545
Pearl-Cohn High	190-0555
Pennington Elementary	190-0565
Percy Priest Elementary	190-0570
Purpose Prep	190-8046
RePublic High School	190-8100
Robert Churchwell Elementary	190-0618
Rocketship Nashville Northeast Elementary	190-8050
Rocketship United	190-8070
Rose Park Middle	190-0595
Rosebank Elementary	190-0600
Ross Early Learning Center	190-7015
Ruby Major Elementary	190-0607
Shwab Elementary	190-0610
Smith Springs Elementary School	190-0750
Smithson Craighead Academy	190-8051
Stanford Elementary	190-0615
STEM Prep Academy	190-8006
STEM Prep High School	190-8075
Stratford STEM Magnet School	190-0620
Stratton Elementary	190-0625
Strive Collegiate Academy	190-8090
Sylvan Park Elementary	190-0630
The Academy at Hickory Hollow	190-0720
The Academy at Old Cockrill	190-0614
The Academy at Opry Mills	190-0612
Thomas A. Edison Elementary	190-0208

Thurgood Marshall Middle	190-0633
Tom Joy Elementary	190-0635
Transitions at Bass	190-0725
Tulip Grove Elementary	190-0637
Tusculum Elementary	190-0645
Two Rivers Middle	190-0650
Una Elementary	190-0655
Valor Flagship Academy	190-8045
Valor Voyager Academy	190-8080
W. A. Bass Adult Program	190-0125
W.A. Bass Alternative Learning Center	190-0126
Warner Elementary	190-0675
Waverly-Belmont Elementary School	190-0755
West End Middle	190-0690
Westmeade Elementary	190-0695
Whites Creek High	190-0704
William Henry Oliver Middle	190-0538
Wright Middle	190-0715
Total	

Resources

Click here to open the Consolidated Funding Application Guide.

IDEA Private School Details

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - IDEA Requirements

1. Is the LEA required to reserve a portion of IDEA funds (either current allocation or prior year carryover) to provide services to parentally placed private school students?

* IDEA 611 funds (6-21)

- (●) Yes
- ( ) No

* IDEA 619 funds (3-5)

- (●) Yes
- ( ) No

2. Will any private school proportionate share funds from the prior year be carried over to be expended in the current year?

IDEA 611 funds (6-21)

- ( ) Yes
- (●) No

$ [ ] If yes, estimated amount to be carried over:

IDEA 619 funds (3-5)

- ( ) Yes
- (●) No

$ [ ] If yes, estimated amount to be carried over:

3. If so, where has the reserved amount been budgeted within each appropriate budget (give account number(s) with line item(s) for each budget separately):

IDEA 611

71200-312 Contracts with Private Agencies

IDEA 619

71200-312 Contracts with Private Agencies

Resources

Click here to open the Consolidated Funding Application Guide.

IDEA Private School Proportionate Amounts 2024-2025

General Purpose Special Education Budget

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - IDEA Requirements

Documents		
Type	**Document Template**	**Document/Link**
(CFA IDEA) General Purpose Special Education Budget [Upload 1 document(s)]	General Purpose Special Education Budget Template	FY25 GP Preliminary Budget

General Purpose Special Education Budget

The purpose of this page is to provide documentation that the LEA has budgeted at least the minimum amount of funds required for maintenance of effort. Maintenance of effort of State and local expenditures or local expenditures only is required in order for the LEA to receive federal special education funds under 34 CFR 300.203 Maintenance of Effort. Please remember that the only exceptions in reduction to the previous year's expenditures are listed at 34 CFR 300.204 Exceptions to Maintenance of Effort.

If your LEA is using IDEA funds for Early Intervening Services, an adjustment to local fiscal efforts may be taken as outlined at 34 CFR 300.205 Adjustment to local fiscal efforts in certain fiscal years and at Appendix D to Part 300 - Maintenance of Effort and Early Intervening Services.

1. Indicate the funding source(s) used to project this budget. Check one of the boxes below:

- (●) State and Local Funds
- ( ) Local Funds Only

2. Have funds for gifted students been identified and removed from this budget?

- (●) Yes
- ( ) N/A

3. If any funds for services to functionally delayed students are included in this budget, the LEA assures that an examination of student records has been made and those students were eligible for services under one or more of the federal categories. Check one of the boxes below:

- ( ) Yes
- ( ) No
- (●) N/A

4. Services for some/all functionally delayed students have been removed from this budget? Check one of the boxes below:

- (●) Yes
- ( ) No
- ( ) N/A

58 5. Give the number of functionally delayed students not qualifying under a federal category and for whom services are not included in this budget?

6. The LEA has budgeted the minimum amount necessary to meet maintenance of effort requirements for the coming year. (mark appropriate box)

- (•) Yes
- ( ) No

7. If no is indicated above, please explain. - **Note:** If "No" is marked, an explanation must also be included on the Non-Supplanting/Maintenance of Effort page in ePlan.

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - IDEA Requirements

Special Transportation

Check this box if the LEA has students with disabilities receiving Special Transportation.

* Provide the number of students with disabilities receiving Special Transportation below.

276 Age 3-5

1,123 Age 6-21

State Special Education Expenditure Report

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - IDEA Requirements

Documents		
Type	**Document Template**	**Document/Link**
(CFA IDEA) State Special Education Expenditure Report (required after July 1st) [Upload up to 1 document(s)]	SSEER State Special Education Expenditure Report Template	
(CFA IDEA) Maintenance of Effort Exception	N/A	
(CFA) Additional Supporting Documents	N/A	

STATE SPECIAL EDUCATION EXPENDITURE REPORT - Fiscal Year 2024 (July 1, 2023 - June 30, 2024)

This report provides financial expenditures for the instructional and related service needs of special education students from general purpose special education funds.

NOTE: If the school system did not meet maintenance of effort requirements by actual amounts spent (per pupil or total), but is able to document compliance through exceptions allowable by law, documentation may be uploaded as a separate submittal to provide evidence of such compliance in ePlan. Upload documentation in the FY24 Consolidated Funding Application under Maintenance of Effort Exception.

SSEER Budget Summary - Actual Expenditures for 2023-24

Reporting Includes		○ State and Local Funds ○ Local Funds Only
Account Series	**Expenditures**	**Summary of Actual Expenditures**
71150	Alternative Instruction Program	$
71200	Special Education Instruction	$
72120	Health Services	$
72130	Other Student Support	$
72215	Alternative Instruction Program (Support)	$

72220	Special Education Program Staff	$
72410	Office of Principal	$
72710	Transportation	$
TOTAL EXPENDITURES FOR SPECIAL EDUCATION:		$ 0.00

Assurance

☐ The expenditures provided within the attached document are a true representation of the State and local funds or local funds only used to provide special education and related services to identified special education students. No funds for services to gifted students are included within this document. Funds for services to functionally delayed students are included only after a determination was made that these students would have qualified under one of the federal categories of special education students.

Resources

Click here to open the Consolidated Funding Application Guide.

IDEA Shared Related Documents

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - IDEA Requirements

Required Documents		
Type	**Document Template**	**Document/Link**
(CFA IDEA) General Purpose Special Education Budget [Upload 1 document(s)]	General Purpose Special Education Budget Template	FY25 GP Preliminary Budget

Optional Documents		
Type	**Document Template**	**Document/Link**
(CFA IDEA) State Special Education Expenditure Report (required after July 1st) [Upload up to 1 document(s)]	SSEER State Special Education Expenditure Report Template	
(CFA IDEA) Maintenance of Effort Exception	N/A	
(CFA) Additional Supporting Documents	N/A	
CCEIS Excel Template	CCEIS Excel Template	
(CFA IDEA) 141 Statement of expenditures “only for CCEIS” (required after July 1) [Upload up to 1 document(s)]	N/A	
(CFA IDEA) 142 Statement of expenditures “only for CCEIS” (required after July 1) [Upload up to 1 document(s)]	N/A	

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - IDEA, Part B

Indirect Cost Guide	
Total Allocation	$21,381,249.00
Existing Budget In Categories Not Eligible for Indirect Cost	$178,550.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$21,202,699.00
Indirect Cost Rate	6.32%
Max Available Budget In Categories Eligible for Indirect Cost	$19,942,342.93
Max Indirect Cost	$1,260,356.07

Account Number	Total
71150 - Alternative Instruction Program	$0.00
71200 - Special Education Program	$16,958,538.12
72120 - Health Services	$0.00
72130 - Other Student Support	$0.00
72210 - Support Services/Regular Instruction Program	$0.00
72215 - Support Services/Alternative Instruction Program	$0.00
72220 - Support Services/Special Education Program	$3,479,160.88
72410 - Office of the Principal	$0.00
72710 - Transportation	$15,000.00
99100 - Transfers Out	$928,550.00
Total	$21,381,249.00
Adjusted Allocation	$21,381,249.00
Remaining	$0.00

Budget Detail

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - IDEA, Part B

71200 - Special Education Program - $16,958,538.12 ▼

Budget Detail		Narrative Description
Account Number:	71200 - Special Education Program	To fund 84.5 FTE teachers, which includes: 18 sp ed preschool teachers; 9.0 FTE itinerant sp ed preschool teachers; 20.0 FTE itinerant sp ed coaches; 1.0 FTE Ex Ed MTSS Behavior Coach; 13.5 FTE itinerant vision teachers; 15.0 FTE itinerant hearing teachers, 8.0 sp ed teachers for ESY, and 1.0 Music Therapy teacher for SWD
Line Item Number:	116 - Teachers	
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$6,313,800.00	
Line Item Total:	$6,313,800.00	
Account Number:	71200 - Special Education Program	Salary for 16 FTE Special Education Coaches
Line Item Number:	116 - Teachers	
Strategic Plan:		
CCEIS:	CCEIS	
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$956,400.00	
Line Item	$956,400.00	

Total:		
Account Number:	71200 - Special Education Program	To fund 113.0 FTE Sp Ed educational assistants, which includes: 29.0 preschool special education ed assistants; 60.0 school-age special education ed assistants; 2.0 itinerant vision ed assistants; 1.0 itinerant hearing ed assistants; 15 paras in Community Based Transition Program; 6.0 ed assistants for ESY program.
Line Item Number:	163 - Educational Assistants	
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$3,592,000.00	
Line Item Total:	$3,592,000.00	
Account Number:	71200 - Special Education Program	To pay for 5.0 FTE Speech Language Pathologists.
Line Item Number:	171 - Speech Pathologist	
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$248,500.00	
Line Item Total:	$248,500.00	
Account Number:	71200 - Special Education Program	Salary for 1.0 FTE Speech Language Pathologists
Line Item Number:	171 - Speech Pathologist	

Strategic Plan:		
CCEIS:	CCEIS	
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$64,700.00	
Line Item Total:	$64,700.00	
Account Number:	71200 - Special Education Program	Fringe benefit for above salaries
Line Item Number:	201 - Social Security	
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$629,566.60	
Line Item Total:	$629,566.60	
Account Number:	71200 - Special Education Program	Fringe benefits for CCEIS salaries above
Line Item Number:	201 - Social Security	
Strategic Plan:		
CCEIS:	CCEIS	

Optional Program Code:	
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$63,308.20
Line Item Total:	$63,308.20

Account Number:	71200 - Special Education Program
Line Item Number:	204 - Pensions
Strategic Plan:	
CCEIS:	
Optional Program Code:	
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$590,607.00
Line Item Total:	$590,607.00

Fringe benefit for above salaries

Account Number:	71200 - Special Education Program
Line Item Number:	204 - Pensions
Strategic Plan:	
CCEIS:	CCEIS
Optional Program Code:	
Location Code:	Davidson County (190)

Fringe benefits for CCEIS salaries above

Quantity:	1.00	
Cost:	$91,899.00	
Line Item Total:	$91,899.00	
Account Number:	71200 - Special Education Program	Fringe benefit for above salaries
Line Item Number:	206 - Life Insurance	
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$39,325.00	
Line Item Total:	$39,325.00	
Account Number:	71200 - Special Education Program	Fringe benefits for CCEIS salaries above
Line Item Number:	206 - Life Insurance	
Strategic Plan:		
CCEIS:	CCEIS	
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$4,250.00	
Line Item	$4,250.00	

Total:		
Account Number:	71200 - Special Education Program	Fringe benefit for above salaries
Line Item Number:	207 - Medical Insurance	
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$820,902.64	
Line Item Total:	$820,902.64	
Account Number:	71200 - Special Education Program	Fringe benefits for CCEIS salaries above
Line Item Number:	207 - Medical Insurance	
Strategic Plan:		
CCEIS:	CCEIS	
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$223,870.25	
Line Item Total:	$223,870.25	
Account Number:	71200 - Special Education Program	Fringe benefit for above salaries
Line Item	208 - Dental Insurance	

Number:	
Strategic Plan:	
CCEIS:	
Optional Program Code:	
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$45,200.00
Line Item Total:	$45,200.00

Account Number:	71200 - Special Education Program
Line Item Number:	210 - Unemployment Compensation
Strategic Plan:	
CCEIS:	
Optional Program Code:	
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$38,272.50
Line Item Total:	$38,272.50

Fringe benefit for above salaries

Account Number:	71200 - Special Education Program
Line Item Number:	210 - Unemployment Compensation
Strategic Plan:	
CCEIS:	CCEIS

Fringe benefits for CCEIS salaries above

Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$3,213.00	
Line Item Total:	$3,213.00	
Account Number:	71200 - Special Education Program	retirement for non-certificated staff
Line Item Number:	211 - Local Retirement	
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$460,494.40	
Line Item Total:	$460,494.40	
Account Number:	71200 - Special Education Program	Fringe benefit for above salaries
Line Item Number:	212 - Employer Medicare	
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	

Quantity:	1.00	
Cost:	$147,237.35	
Line Item Total:	$147,237.35	
Account Number:	71200 - Special Education Program	Fringe benefits for CCEIS salaries above
Line Item Number:	212 - Employer Medicare	
Strategic Plan:		
CCEIS:	CCEIS	
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$14,805.95	
Line Item Total:	$14,805.95	
Account Number:	71200 - Special Education Program	Set-aside for parentally placed private school students. Speech, OT/PT services provided by a contracted private agency. This line item includes the mmandated Proportionate share set-aside for FY25. Carryover from FY24 will be included in this line item at a later date. Also included in budget is: (1) contract with PCG for EasyFax service, an add-on service to the EasyIEP platform; (2) contracted mental health counselors for SWD; and (3) contracted Ex Ed PreK teachers for Self-Contained PreK classrooms.
Line Item Number:	312 - Contracts with Private Agencies	
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$1,492,186.23	
Line Item Total:	$1,492,186.23	

Account Number:	71200 - Special Education Program	Supplementary instructional materials for special ed classrooms such as: PCI curriculum and AbleNet Math, PAES Curriculum Program, and TeachTown curriculum for students with autism. Also will include supplies and materials for summer ESY programs.
Line Item Number:	429 - Instructional Supplies & Materials	
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$50,000.00	
Line Item Total:	$50,000.00	
Account Number:	71200 - Special Education Program	Sanitary supplies for special ed classrooms such as gloves and wipes.
Line Item Number:	499 - Other Supplies and Materials	
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$18,000.00	
Line Item Total:	$18,000.00	
Account Number:	71200 - Special Education Program	Flow-thru IDEA funds to charter schools for services to SWD
Line Item Number:	599 - Other Charges	

Strategic Plan:	
CCEIS:	
Optional Program Code:	
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$1,000,000.00
Line Item Total:	$1,000,000.00

Account Number:	71200 - Special Education Program
Line Item Number:	725 - Special Education Equipment
Strategic Plan:	
CCEIS:	
Optional Program Code:	
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$50,000.00
Line Item Total:	$50,000.00

Supplemental special ed equipment for SWD, including preschool SWD. Probable purchases for both these populations will include: assistive technology purchases such as communication devices and laptops, BrailleNote devices for students with blindness, OT/PT equipment such as positioning equipment; assisted hearing devices and voice amplification equipment.
There will be no single-item equipment purchases that exceed $5,000.

Total for 71200 - Special Education Program:	$16,958,538.12
Total for all other Account Numbers:	$4,422,710.88
Total for all Account Numbers:	$21,381,249.00
Adjusted Allocation:	$21,381,249.00
Remaining:	$0.00

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - IDEA, Part B

72220 - Support Services/Special Education Program - $3,479,160.88 ▼

Budget Detail		Narrative Description
Account Number:	72220 - Support Services/Special Education Program	To pay salary for 3.0 FTEs Sp Ed Directors
Line Item Number:	105 - Supervisor / Director	
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$395,400.00	
Line Item Total:	$395,400.00	
Account Number:	72220 - Support Services/Special Education Program	Salary for 1.0 FTE Special Ed Director
Line Item Number:	105 - Supervisor / Director	
Strategic Plan:		
CCEIS:	CCEIS	
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$131,800.00	
Line Item	$131,800.00	

Total:		
Account Number:	72220 - Support Services/Special Education Program	To pay salaries of 10.0 FTE SE psychological personnel (two of these FTEs are school psychology interns)
Line Item Number:	124 - Psychological Personnel	
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$683,000.00	
Line Item Total:	$683,000.00	
Account Number:	72220 - Support Services/Special Education Program	Salaries for 8.0 FTE Special Ed Psychological personnel
Line Item Number:	124 - Psychological Personnel	
Strategic Plan:		
CCEIS:	CCEIS	
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$626,400.00	
Line Item Total:	$626,400.00	
Account Number:	72220 - Support Services/Special Education Program	To pay for 0.5 FTE Occupational Therapist and 0.5 Physical Therapist services for SWDs during ESY
Line Item	131 - Medical Personnel	

Number:		
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$50,000.00	
Line Item Total:	$50,000.00	
Account Number:	72220 - Support Services/Special Education Program	Salaries for 5.0 FTE Special Ed Assessment personnel (BCBA)
Line Item Number:	135 - Assessment Personnel	
Strategic Plan:		
CCEIS:	CCEIS	
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$460,000.00	
Line Item Total:	$460,000.00	
Account Number:	72220 - Support Services/Special Education Program	To pay salary for 2.0 FTE SE Clerk
Line Item Number:	162 - Clerical Personnel	
Strategic Plan:		
CCEIS:		

Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$89,800.00	
Line Item Total:	$89,800.00	
Account Number:	72220 - Support Services/Special Education Program	1.0 FTE SE Data Specialist
Line Item Number:	189 - Other Salaries & Wages	
Strategic Plan:		
CCEIS:	CCEIS	
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$103,867.00	
Line Item Total:	$103,867.00	
Account Number:	72220 - Support Services/Special Education Program	Pay for stipends for training of district SE personnel. Examples of training include: EasyIEP review class for teachers, Inclusive Services for SWD, Differentiating Instruction for Early Childhood classrooms, Effective Functional Behavioral Strategies and Behavior Intervention Plans
Line Item Number:	196 - In-Service Training	
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	

Quantity:	1.00	
Cost:	$7,500.00	
Line Item Total:	$7,500.00	
Account Number:	72220 - Support Services/Special Education Program	Fringe benefits for above CCEIS salaries
Line Item Number:	201 - Social Security	
Strategic Plan:		
CCEIS:	CCEIS	
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$81,968.15	
Line Item Total:	$81,968.15	
Account Number:	72220 - Support Services/Special Education Program	Fringe benefits for above salaries
Line Item Number:	201 - Social Security	
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$75,993.40	
Line Item	$75,993.40	

Total:		
Account Number:	72220 - Support Services/Special Education Program	Fringe benefits for above CCEIS salaries
Line Item Number:	204 - Pensions	
Strategic Plan:		
CCEIS:	CCEIS	
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$118,986.03	
Line Item Total:	$118,986.03	
Account Number:	72220 - Support Services/Special Education Program	Fringe benefits for above salaries
Line Item Number:	204 - Pensions	
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$97,056.00	
Line Item Total:	$97,056.00	
Account Number:	72220 - Support Services/Special Education Program	Fringe benefit for above salaries
Line Item	206 - Life Insurance	

Number:	
Strategic Plan:	
CCEIS:	
Optional Program Code:	
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$4,400.00
Line Item Total:	$4,400.00

Account Number:	72220 - Support Services/Special Education Program
Line Item Number:	206 - Life Insurance
Strategic Plan:	
CCEIS:	CCEIS
Optional Program Code:	
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$4,125.00
Line Item Total:	$4,125.00

Fringe benefits for above CCEIS salaries

Account Number:	72220 - Support Services/Special Education Program
Line Item Number:	207 - Medical Insurance
Strategic Plan:	
CCEIS:	

Fringe benefits for above salaries

Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$202,226.00	
Line Item Total:	$202,226.00	
Account Number:	72220 - Support Services/Special Education Program	Fringe benefits for above CCEIS salaries
Line Item Number:	207 - Medical Insurance	
Strategic Plan:		
CCEIS:	CCEIS	
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$180,895.00	
Line Item Total:	$180,895.00	
Account Number:	72220 - Support Services/Special Education Program	Fringe benefit for above salaries
Line Item Number:	208 - Dental Insurance	
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	

Quantity:	1.00	
Cost:	$900.00	
Line Item Total:	$900.00	
Account Number:	72220 - Support Services/Special Education Program	Fringe benefits for above salaries
Line Item Number:	210 - Unemployment Compensation	
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$3,024.00	
Line Item Total:	$3,024.00	
Account Number:	72220 - Support Services/Special Education Program	Fringe benefits for above CCEIS salaries
Line Item Number:	210 - Unemployment Compensation	
Strategic Plan:		
CCEIS:	CCEIS	
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$2,835.00	
Line Item	$2,835.00	

Total:		
Account Number:	72220 - Support Services/Special Education Program	Retirement for non-certificated employees
Line Item Number:	211 - Local Retirement	
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$11,512.36	
Line Item Total:	$11,512.36	
Account Number:	72220 - Support Services/Special Education Program	Fringe benefits for above CCEIS salaries
Line Item Number:	212 - Employer Medicare	
Strategic Plan:		
CCEIS:	CCEIS	
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$19,169.97	
Line Item Total:	$19,169.97	
Account Number:	72220 - Support Services/Special Education Program	Fringe benefits for above salaries
Line Item	212 - Employer Medicare	

Number:		
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$17,772.65	
Line Item Total:	$17,772.65	
Account Number:	72220 - Support Services/Special Education Program	travel by SE staff, including mileage reimbursement for in-county travel between schools.
Line Item Number:	355 - Travel	
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$17,530.32	
Line Item Total:	$17,530.32	
Account Number:	72220 - Support Services/Special Education Program	test kits and test protocols for the recertification of students with disabilities
Line Item Number:	499 - Other Supplies and Materials	
Strategic Plan:		
CCEIS:		

Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$73,000.00	
Line Item Total:	$73,000.00	
Account Number:	72220 - Support Services/Special Education Program	To pay for registration, fees, and travel costs for professional development activities for SE staff. Staff Development may include NASP, Brustein Forum, Middle TN Supervisors Conference, TAASE Conference, Urban collaborative, ASHA Conference, CPI Certification.
Line Item Number:	524 - In-Service / Staff Development	
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$20,000.00	
Line Item Total:	$20,000.00	

Total for 72220 - Support Services/Special Education Program:	$3,479,160.88
Total for all other Account Numbers:	$17,902,088.12
Total for all Account Numbers:	$21,381,249.00
Adjusted Allocation:	$21,381,249.00
Remaining:	$0.00

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - IDEA, Part B

72710 - Transportation - $15,000.00 ▼

Budget Detail		Narrative Description
Account Number:	72710 - Transportation	Parent mileage reimbursement, as per IEP
Line Item Number:	313 - Contracts with Parents	
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$15,000.00	
Line Item Total:	$15,000.00	

Total for 72710 - Transportation:	$15,000.00
Total for all other Account Numbers:	$21,366,249.00
Total for all Account Numbers:	$21,381,249.00
Adjusted Allocation:	$21,381,249.00
Remaining:	$0.00

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99100 - Transfers Out - $928,550.00 ▼

Budget Detail		Narrative Description
Account Number:	99100 - Transfers Out	Indirect Cost
Line Item Number:	504 - Indirect Cost	
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$800,000.00	
Line Item Total:	$800,000.00	
Account Number:	99100 - Transfers Out	Transfer to GP budget for personnel funded by CCEIS: 1.0 FTE Coordinator RTI Behavior Breakdown of Salary and benefits: 501101 - Psych Personnel $95,000.00 501173 - Social Security 5,900.00 501186 - State Retirement 9,000.00 501176 - Life 250.00 501174 - Health 17,000.00 501172 - Medicare 1,400.00 $128,550.00
Line Item Number:	590 - Transfers Out	
Strategic Plan:		
CCEIS:	CCEIS	
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$128,550.00	
Line Item	$128,550.00	

Total:	
Total for 99100 - Transfers Out:	$928,550.00
Total for all other Account Numbers:	$20,452,699.00
Total for all Account Numbers:	$21,381,249.00
Adjusted Allocation:	$21,381,249.00
Remaining:	$0.00

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Indirect Cost Guide	
Total Allocation	$21,381,249.00
Existing Budget In Categories Not Eligible for Indirect Cost	$178,550.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$21,202,699.00
Indirect Cost Rate	6.32%
Max Available Budget In Categories Eligible for Indirect Cost	$19,942,342.93
Max Indirect Cost	$1,260,356.07

Filter by Location: All - $21,381,249.00

Account Number / Line Item Number	71200 - Special Education Program	72220 - Support Services/Special Education Program	72710 - Transportation	99100 - Transfers Out	Total
105 - Supervisor / Director		527,200.00	0.00		527,200.00
116 - Teachers	7,270,200.00				7,270,200.00
124 - Psychological Personnel		1,309,400.00			1,309,400.00
131 - Medical Personnel		50,000.00			50,000.00
135 - Assessment Personnel		460,000.00			460,000.00
162 - Clerical Personnel	0.00	89,800.00	0.00		89,800.00
163 - Educational Assistants	3,592,000.00				3,592,000.00
171 - Speech Pathologist	313,200.00	0.00			313,200.00
189 - Other Salaries & Wages	0.00	103,867.00	0.00		103,867.00
196 - In-Service Training		7,500.00	0.00		7,500.00
201 - Social Security	692,874.80	157,961.55	0.00		850,836.35
204 - Pensions	682,506.00	216,042.03	0.00		898,548.03

Account Number Line Item Number	71200 - Special Education Program	72220 - Support Services/Special Education Program	72710 - Transportation	99100 - Transfers Out	Total
206 - Life Insurance	43,575.00	8,525.00	0.00		52,100.00
207 - Medical Insurance	1,044,772.89	383,121.00	0.00		1,427,893.89
208 - Dental Insurance	45,200.00	900.00	0.00		46,100.00
210 - Unemployment Compensation	41,485.50	5,859.00	0.00		47,344.50
211 - Local Retirement	460,494.40	11,512.36	0.00		472,006.76
212 - Employer Medicare	162,043.30	36,942.62	0.00		198,985.92
312 - Contracts with Private Agencies	1,492,186.23	0.00	0.00		1,492,186.23
313 - Contracts with Parents			15,000.00		15,000.00
355 - Travel		17,530.32	0.00		17,530.32
429 - Instructional Supplies & Materials	50,000.00				50,000.00
499 - Other Supplies and Materials	18,000.00	73,000.00	0.00		91,000.00
504 - Indirect Cost				800,000.00	800,000.00
524 - In-Service / Staff Development		20,000.00	0.00		20,000.00
590 - Transfers Out				128,550.00	128,550.00
599 - Other Charges	1,000,000.00	0.00	0.00		1,000,000.00
725 - Special Education Equipment	50,000.00				50,000.00
Total	16,958,538.12	3,479,160.88	15,000.00	928,550.00	21,381,249.00
				Adjusted Allocation	21,381,249.00
				Remaining	0.00

Equipment Purchases Requiring Prior Approval

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - IDEA, Part B

N/A

Includes Equipment Having a Useful Life of More Than One Year and an Acquisition Cost of $5,000.00 or More Per Unit

Budget Codes	Quantity	Description	Unit Cost	Total Cost	Justification for Purchase of Each Item
			$	$	
			Total:	$	

Resources

Click here to open the Consolidated Funding Application Guide.

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - IDEA, Part B

A. Adjustment to Local Effort in Certain Fiscal Years.

IDEA 04 allows an LEA to reduce state and local maintenance of effort by an amount that equals up to 50% of the increase in IDEA funds from the previous year if those funds are used to provide activities authorized under ESEA.
There are limitations to this adjustment. Any LEA identified as not meeting requirements in the State's APR, is prohibited by law from reducing its maintenance of effort figures.

NOTE: If an LEA is determined to have significant disproportionality based on race and ethnicity utilizing state criteria, the LEA must utilize Comprehensive Coordinated Early Intervening Services (IDEA §618(d)(2)(B)).
The amount expended by an LEA under Coordinated Early Intervening Services shall count toward the maximum amount of expenditures such LEAs may reduce in Item "A" Adjustment to Local Effort (above).

For any fiscal year for which the federal allocation received by a LEA under Section 611(f) Subgrants to LEAs exceeds the amount the LEA received for the previous FY, the LEA may reduce the level of expenditures otherwise required by Section 613(a) (2) (A) (iii) by not more than 50% of the excess. Section 613(a) (2) (C) (i) 300.205

If the LEA chooses to use these funds, the LEA shall use an amount of local funds equal to the reduction in expenditures under clause (i) above, to carry out activities authorized under the Elementary and Secondary Act of 1965. Section 613(a) (2) (C) (ii) 300.205(a)

If the SEA determines that the LEA is unable to establish and maintain programs of free appropriate public education that meet the requirements of Section 613(a) or the SEA has taken action against the LEA under section 616 Monitoring, Technical Assistance and Enforcement, the SEA shall prohibit the LEA from reducing the level of expenditures under clause (i) above for that fiscal year. Section 613(a) (2) (C) (iii)

The amount of funds expended by a LEA under subsection (f) Coordinated Early Intervening Services, shall count toward the maximum amount of expenditures such LEAs may reduce under clause (i) above. Section 613(a) (2) (C) (iv)

If a SEA determines that an LEA is not meeting the requirements of Part B, including the targets in the state's performance plan, the SEA shall prohibit the LEA from reducing its MOE under Section 613(a) (2) (C) for any fiscal year. Section 616(f)

http://www.gpo.gov/fdsys/pkg/PLAW-108publ446/html/PLAW-108publ446.htm

☐ **Please check here if the LEA is using Adjustment to Local Effort in Certain Fiscal Years.**

1. Estimated/final IDEA allocation for this year:	* $
2. Actual IDEA final allocation for last year:	* $
3. Difference (line 1-line 2)>0:	$ 0
4. Line 3 X 50%:	$
5. If the LEA is using funds for CEIS, enter the amount here (this amount should equal the amount on Page C-Question 3).	$
6. Maximum amount available	$ 0

7. Amount reduced if less than the maximum amount available	$

Budget and Justifications

General Purpose Special Education Funds to Be Used As Local Funds

List the ESEA Program(s) under which funds will be used (if more than one, please list all and separate using commas).

+ Account No	Expenditure Account Name	FTE	Amount Budgeted	Justification
			$	
		Total:	$	
+ Must use general education account codes. DO NOT use special education account codes.				

Resources

Click here to open the Consolidated Funding Application Guide.

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - IDEA, Part B

B. Permissive Use of IDEA funds for Schoolwide Program.

IDEA allows an LEA to use funds to carry out a schoolwide program under ESEA §1114. If an applicant utilizes these funds, you will report the designated amount for each school and ensure that excess cost and service requirements are met.

LEAs may use IDEA funds to carry out a schoolwide program under Section 1114 of the Elementary and Secondary Education Act (ESEA) of 1965, except that the amount used in any schoolwide program shall not exceed:

- The number of children with disabilities participating in the schoolwide program multiplied by
- The amount received by the LEA for this fiscal year divided by
- The number of children with disabilities in the jurisdiction of the LEA.
  - Section 613(a) (2) (D)

☐ **Please check here if the LEA is using Permissive Use of IDEA Funds for Schoolwide Programs.**

	A	B	C	
School Name	**IDEA Allocation**	**No. of SPED Students in LEA**	**No. of SPED in School-Wide School**	**(A/B) x C = Amount for School-wide**
*	* $	*	*	$
			Total:	$

If combining all funds (federal, state, local) may be used for any purpose within schoolwide program.

If consolidating only federal, must be used for educational purposes only.

Resources

Click here to open the Consolidated Funding Application Guide.

C. Permissive Use of IDEA funds for Coordinated Early Intervening Services (CEIS) - Voluntary

IDEA allows an LEA to use up to 15% of funds, in combination with other amounts (other than education funds), to develop and implement Coordinated Early Intervening Services, which may include interagency financing structures, for students in kindergarten through grade 12 (with particular emphasis on students in kindergarten through grade 3) who have not been identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment.

NOTE: If an LEA is determined to have significant disproportionality based on race and ethnicity utilizing state criteria, the LEA must utilize Comprehensive Coordinated Early Intervening Services (IDEA §618(d)(2)(B)).The amount expended by an LEA under Coordinated Early Intervening Services shall count toward the maximum amount of expenditures such LEAs may reduce in Item "A" Adjustment to Local Effort (above).

Please refer to the IDEA Law, Section 615 (f) (1) - (4) and Section 618(d)(2)(B)(C) available here: http://www.gpo.gov/fdsys/pkg/PLAW-108publ446/html/PLAW-108publ446.htm

Note: If LEA voluntarily takes up to 15%, the funds must be spent from July 1 - June 30, any remaining funds must be returned to IDEA for programming.

☐ **Please check here if the LEA is using Permissive Use of IDEA Funds for Coordinated Early Intervening Services (CEIS) - Voluntary.**

1) Funds Availability Calculation

1. IDEA allocation:	* $
2. Maximum amount available for Early Intervening Services: (Line 1 x15%)	$
3. Amount Used if less than maximum permitted:	$

2) Narrative for Voluntary Use of Funds

* How were at-risk students identified?

* List specific interventions or areas to be addressed include, but not limited to grade-levels, schools, subject areas, behavior, and professional development. Ensure all answers are comprehensive.

3) Projected Expenditures for Coordinated Early Intervening Services

+Account No	Expenditure Account Name	FTE	Amount Budgeted	++Justification
			$	
		Total:	$	

+ Must use general education account codes. DO NOT use special education specific codes.

++ NOTE: Justifications detailed with specific information must be given for each line item listed above.

Resources

Click here to open the Consolidated Funding Application Guide.

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - IDEA, Part B

D. Use of IDEA Funds for Comprehensive Coordinated Early Intervening Services (CCEIS) - Mandatory

If an LEA is determined to have significant disproportionality based on race and ethnicity utilizing state criteria, the LEA must utilize Comprehensive Coordinated Early Intervening Services (IDEA §618(d)(2)(B)).The amount expended by an LEA under Coordinated Early Intervening Services shall count toward the maximum amount of expenditures such LEAs may reduce in Item "A" Adjustment to Local Effort (above).

Please refer to Federal Register/Vol. 81/December 19, 2016/Rules and Regulations

Note: If the LEA does not expend all funds required in section 1 below, remaining funds must be carried forward into the following fiscal year and used for the same purpose.

☑ **Please check here if the LEA is using Permissive Use of IDEA Funds for Comprehensive Coordinated Early Intervening Services (CCEIS) - Mandatory.**

☑ *** 1) Assurance**

The LEA has made a thorough review of policies, procedures, and practices for compliance with IDEA. If applicable, the LEA has publicly reported on any revisions to its policies, procedures, and practices.

2) Funds Availability Calculation

a. IDEA 611 Allocation	$ 21,381,249.00
b. IDEA 619 Allocation	$ 492,368.00
c. Total IDEA Allocation (611 and 619) for current year:	$ 21873617
d. Amount which must be budgeted for CCEIS: (Line 2c x 15%):	$ 3281042.55
e. Check this box if the LEA is ***only*** required to budget carryover funds and no original allocation should be included in the mandatory CCEIS calculation.	☐
f. Amount of any CCEIS funds being carried forward from prior year:	* $ 0.00
g. Total funds to be used in current year for CCEIS:	$ 3281042.55

3) Areas of Significant Disproportionality and Race/Ethnicity Groups

*** a. Identify the race/ethnicity of students identified in the significant disproportionality grouping below:**

☐ American Indian

☐ Hispanic

- [ ] Asian
- [ ] Pacific Islander
- [x] African American
- [ ] White
- [ ] Multiracial

b. Indicate where the LEA was identified as having significant disproportionality from the groups listed below:

i. Identification - students identified with:

- [x] Disability (overall)
- [ ] Autism
- [ ] Emotional Disturbance
- [ ] Intellectual Disability
- [ ] Other Health Impairment
- [ ] Specific Learning Disability
- [ ] Speech/Language Impairment

ii. Discipline -SWDs receiving:

- [ ] In-school suspensions for 10 or fewer days
- [ ] In-school suspensions for more than 10 days
- [x] Out-of-school suspensions/expulsions for 10 or fewer days
- [ ] Out-of-school suspensions/expulsions for more than 10 days
- [ ] Total number of discipline incidents for SWDs

iii. Environment-SWDs in:

- [x] The general education setting less than 40 percent of the day
- [ ] Separate schools or residential facilities

4) Narrative for Use of Funds

* a. If a revision of the LEA's policies, procedures, and practices was necessary, please explain what changes were made due to issues associated with areas of disproportionality:

There have not been any policy changes in the last year. However, the discipline manual has been updated and school teams have continued to go through training on implicit bias as well as how to appropriate use infraction coding. We use an MTSS process as stated above with the emphasis on tier 1 essential practices (SEL, Restorative & positive behavior support). In addition, we have gone through a recent request for proposal to identify evidence-based

interventions that schools can purchase for intervention. Schools can opt to use a universal screener for internalizing and externalizing behavior to better support meeting students' needs. Once students are identified for a need, they are provided evidence-based intervention at Tier II, Tier III or special education in addition to what is offered in core instruction/Tier 1 essential practices. A part of evidence-based practices for discipline is having administrators stop and think prior to giving a consequence. Therefore, Two Key Questions were added to the discipline page for principals, assistant principals or deans to answer prior to providing a consequence to the students. Essentially, asking them if they are calm enough to make a decision. Many times, consequences are done in the heat of them moment and it is giving permission and stop and think time prior to giving a consequence. In addition, work is being done on the integration of academics and behavior through MTSS this year. As academic skill areas increase, we expect to see a decrease in discipline concerns and vice versa. We are now entering data for interventions in academics and behavior into an RTI module tab so we can begin tracking the data and monitoring the system's progress.

Prior to being identified for Disproportionality in 2017, MNPS had determined that discipline, specifically, disproportionality, was an area of focus. In 2018-19, the District developed a Key Performance Indicator (KPI) focused on reducing the rate of school suspensions of African American students from 13.7% to 12.7% by May 2019. The district continues to focus on disproportionality. Our district plan indicates our goal to address disproportionate suspensions for students with disabilities to decrease our risk ratio to below 2.0 by the end of the 2023-2024 school year.

Looking specifically at OSS for SWD’s...

End of 20-21: 2.36

End of 21-22: 1.70

Current 22-23: 1.75

End 22-23: 1.70

Current 23-24: 1.70

In addition, the Department of Exceptional Education developed specific goals around reduction of suspensions for students with disabilities:

Reduce Suspensions and Expulsions African American Students with Disabilities in 2022-2023 by reducing the disproportionality risk ratio by 0.50, or below 2.0 risk ratio bench mark, in the following categories; as measured by the Behavior Dispro Report in Data Warehouse.

Total Incidents: 2.47 reduce by .50

Sus/Exp >10 days: 4.51 reduce by .50

Sus/Exp <=10days: 2.59 reduce by .50

ISS>10 days: 1.86 continue to maintain below 2.0 risk ratio

END OF 21-22 values

Total Incidents: 2.83

Sus/Exp >10 days: 8.46

Sus/Exp <=10days: 2.21

ISS>10 days: 2.22

CurrentEnd of 22-23 values

Total Incidents: 2.232.76

Sus/Exp >10 days: 3.656.77

Sus/Exp <=10days: 2.483.17

ISS>10 days: 3.302.26

Current 23-24 values

Total Incidents: 2.28

Sus/Exp >10 days: 3.62

Sus/Exp <=10days: 2.56

ISS>10 days: 1.62

For the 20-21 school year the MNPS Board of Education added Repeated violations back into the Discipline Handbook. It is important to note that Repeated Violations may only be used if the behavior is a Pattern of Same Type 3 Behaviors, and there is evidence of implemented interventions. The MNPS Discipline Table describes five types of behavior, increasing in seriousness from a Type 1 behavior to a Type 5 behavior. For example, a dress code violation is a Type 1 behavior, while bringing a firearm to school is a Type 5 behavior. The use of the code 415 Repeated Violations of type 3 behaviors since it was reintroduced to the student handbook is as follows:

23-24:

22-23: 263 offenses

21-22: 417 offenses

20-21: 10 offenses *COVID year

In addition, schools and district office are engaged in reviewing the Student Parent Handbook to focus on consistent messaging. This includes reviewing language that is abstract or subjective and better defining so that it is clear what constitutes office discipline referrals. Implicit bias begins with students that are referred to the office. Schools are charged with developing common language, common referral procedures and equitable discipline for students. The guidance in the Student Parent Handbook has also been updated to address issues of disproportionality. The handbook clearly outlines discipline responses when students are disruptive or act inappropriately. The MNPS discipline table describes five types of behavior, increasing in seriousness from a Type 1 behavior to a Type 5 behavior. Each behavior is assigned to one or more levels of intervention and response. In every case, MNPs administrators and staff will ensure consequences applied will minimize the amount of instructional time lost. Suspensions and expulsions are measures of last resort. An administrator is never required to expel a student unless the behavior is a Type 5 Zero Tolerance offense. Except for Type 5 behaviors students in Pre-K-Grade 4 will not be expelled. Except for Type 5 behaviors, law enforcement will not be called to make an arrest for elementary students. In MNPS we use a positive approach to discipline when possible. We are striving to provide clear behavior expectations that are consistent throughout our schools. We provide increasingly intensive intervention to support our students. When students are receiving intervention, we monitor their progress to determine if they need

additional interventions and support. When dealing with discipline we also use restorative approaches.

District meetings, with all schools represented, provide a variety of professional learning opportunities for school MTSS teams in our district MTSS leadership meetings. Topics include but are not limited to the following: Data based decision making, specifically in the area of disproportionality; setting up structures and systems of support, using the disproportionality calculator in the MNPS Data Warehouse, the integration of SEL into academics and the integration of Social-Emotional Learning, restorative practice, and PBIS all work together. During the 22-23 school year a variety of professional learning opportunities were delivered to school MTSS leadership teams through our District MTSS Leadership meetings. Topics included in these MTSS sessions were; Tier I Essential Practices, It's Not a Guessing Game: How to identify appropriate supports for students, Counseling Services Alignment & Data-Based Decision-Making: Addressing the Attendance and Behavior Needs of Students, attendance Matters: Mid-Year Analysis & Planning, Using a Restorative Approach to Decrease Exclusionary Discipline Practices, Fostering Distributive Leadership Through Your School's Instructional Leadership Team, Focusing on Results through MTSS: Leveraging PLT to Provide Personalized Experiences for Students, Data In, Data Out: Progress Monitoring Behavior Interventions, Social, Emotional, and Behavior Interventions, Pyramid Module 3 Overview, KEEP CALM AND GET YOUR DATA DIVE ON!, Attendance Matters: Second Semester Analysis & Planning, Ensuring Equity in Education with SEL and Wit & Wisdom, Universal Behavior Screener and Logistical Barriers to Check In/Check Out.

This year there was a MTSS Leadership Academy professional learning sequence that was created. This professional learning sequence provided targeted supports to the MTSS-Behavior and MTSS-Academic Leads within the school buildings. These leaders were brought together for quarterly sessions this year to provide detailed information regarding MTSS processes and functionality of the new SIMS system.

* b. Specify all areas funds will target (i.e. grade-levels, schools, interventions, behavior, professional development, etc):

There is not a specific program that can address disproportionality in the area of discipline but rather a district wide approach that addresses all factors that could lead to suspensions or expulsions. Cross divisional teams have worked collaboratively on data-based decision making. A report has been added to the district's data warehouse that allows schools to pull up their dashboard and see their discipline data. It identifies for each school if they are disproportionality suspending students. The report is broken down by subgroup including students with disabilities. MNPS believes in school based leaders having access to the data so they can make data based decisions on how to improve programming for students. Schools are able to identify their gaps and determine what additional practices need to be implemented to improve.

The district's Student Parent Handbook has been updated to focus on consistent messaging that aligns with the MTSS structure. Reviews were conducted so that language that is abstract or subjective was removed with better defining so that it is clear what constitutes office discipline referrals. Implicit bias impacts the way that students are referred to the office for behavioral infractions. Schools were charged with developing common language, common referral procedures and equitable discipline for students, which starts to address implicit bias. The guidance in the Student Parent Handbook has been updated to address issues of disproportionality. The updated handbook clearly outlines discipline responses when students are disruptive or act inappropriately. The MNPS discipline table describes five types of behavior, increasing in seriousness from a Type 1 behavior to a Type 5 behavior. Each behavior is assigned to one or more levels of intervention and response. In every case, MNPS administrators and staff will ensure consequences applied will minimize the amount of instructional time lost. Suspensions and expulsion are measures of last resort. An administrator is never required to expel a student unless the behavior is a Type 5 Zero Tolerance offense. MNPS utilizes a positive, restorative approach to discipline when possible.

MNPS utilizes a multi-tiered system of support (MTSS) framework to address student academic and behavioral needs. We provide increasingly intensive intervention to support our students, based on student need. When students are receiving intervention, we monitor their progress to determine if they need additional interventions and support. When dealing with discipline we also use restorative approaches. The District has an MTSS Executive Leadership Team that is charged with analyzing district data, alignment of all the initiatives and programming, the development of resources and support, as well as building the capacity in the schools to support all students. The district has required all schools to have MTSS Leadership teams meet with the district office quarterly. During these MTSS Network Meetings, school staff are provided protocols and professional learning that they must implement within their buildings with fidelity.

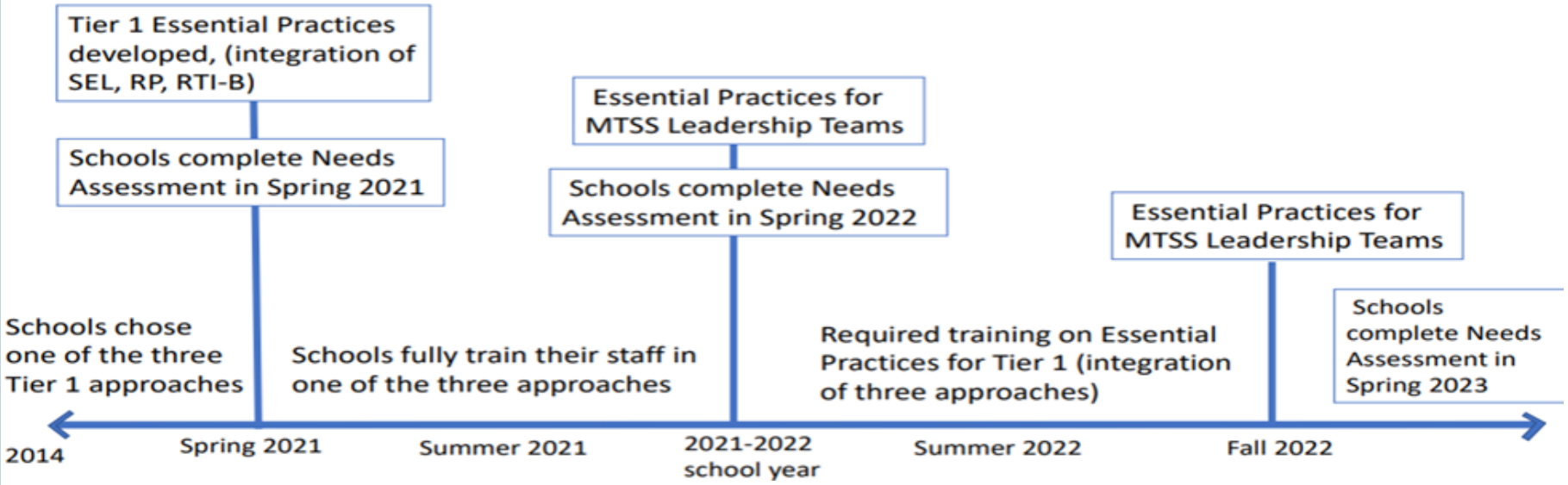
This school year MNPS purchased the MTSS module from PCG. The Early Warning Dashboard in the system provides all necessary behavior and academic information on a student in one streamlined location. The system throws color coded alerts when students need additional support.

In addition, there is a team made up of counseling, social work, psychology and trauma informed practices working together to focus on MTSS-B and potentially universally screening all students for internalizing and externalizing behavior and then adding a standard protocol to address student need. Currently, universal behavior screening is optional. Multiple trainings were offered to schools in the summer and fall of 2022. In Fall 2022, a total of 21 schools completed the screener. In spring/summer 2022, IT developed a new website that allowed the screener data to be tracked at a school, quadrant, and district level.

Specific Actions that were completed to address our discipline disproportionality during the 2022-2023 school year include:

Social Emotional Learning (SEL), Restorative Practices (RP) & Response to Instruction and Intervention for Behavior (RTI-B), now integrated with academics = Multi-Tiered System of Support (MTSS).

Timeline for Tier I Essential Practice through 2022



21-22 and 22-23 school year through summer 22, all staff were required to be trained in Tier I essential practices, which includes SEL, Restorative Practices and PBIS. School teams were trained to integrate all three essential practices in tier I.

22-23 School Year, Tier 1 essential practices for MTSS leadership teams continued

Certified Staff: October 7; November 8; January 3; January 5; January 6

Non-Certified Staff: October 7; November 8; January 3; January 5; February 20; March

Training courses to provide still this year: April 6; May 25; and May 26th.

22-23 School Year, Tier 1 essential practices for MTSS leadership teams continued

Certified Staff: October 7; November 8; January 3; January 5; January 6

Non-Certified Staff: October 7; November 8; January 3; January 5; February 20; March 10. Training courses to provide still this year: April 6; May 25; and May 26th.

During the 22-23 School year, there have been professional learning opportunities at all three-district level MTSS Network Meetings.

September 2022: Tier 1 Essential Practices

November/December: Teaching Social-Emotional and Behavioral Interventions

Learning objectives & Agenda (See uploaded presentation)

December 2022: MTSS Progress Monitoring for Behavior Professional Learning-Asynchronous & Recorded for those that missed (See uploaded Presentation)

Along with the district wide services provided to at risk students, MNPS also ensures students are receiving individualized services if needed. As stated above, students may receive increasingly intensive interventions through the MTSS framework. A Functional Behavior Assessment may also be completed if permission is received from the student's parent/guardian. Behavior Intervention Plans are also developed for students, based on the results of the Functional Behavior Assessment. Discipline cannot be separated from academics; services provided to at risk students also include increasingly intensive intervention in academics.

As stated above there is not one specific service or program that can address disproportionality. Specific services that were provided to at risk students throughout the school year were a variety of different things. For one student they may be at risk for behavioral challenges because they have a severe learning disability in reading and show disruptive behavior in the classroom – this student would have been given access to intensive reading instruction and assistance from the instructional coach and speech and language pathologist. Another student may have been at risk due to environmental factors in their home and the school psychologist provided support to the student and their family. The Board Certified Behavior Analysts primary role is to support schools with students who are at risk and need the most intensive behavior support that MNPS offers.

The district, also, participated in a Request for Proposals (RFP) process to identify social-emotional and behavioral intervention programs that were appropriate for use for students in MNPS. The RFP process resulted in the selection of eight programs that are approved for purchase by individual school teams. Schools have the autonomy to select from these eight programs those that will best serve their individual school populations. All eight programs are research-based and address students through large group general education instruction, small group general education instruction, and the instruction of students with disabilities. Specifically, the programs identified through the RFP are BARR Model, Kinems, QuaverSEL Elementary, TeachTown SEL Middle, Positive Action, Leader in Me Intervention Lessons, and the SSIS-SEL Social Skills Improvement System.

In 2022, the district completed an updated RFP that resulted in the selection of 11 programs that are approved for purchase by individual school teams. Additionally, the RFP team selected 16 programs that are free or low cost but are also research-supported. Specifically, the approved vendors for Tier 2 and Tier 3 behavior intervention are Adventures Aboard the SS Grin (Centervention), Character Strong, Hall of Heroes (Centervention) Move this World, Peekapak, Positive Action, Ripple Effects for Kids, Ripple Effects for Teens, School-Connect, Zoo Academy (Centervention), Zoo U (Centervention), 2x10, Breaks are Better, Break cards, Bounceback/CBITS, The CBT Toolbox, Check In/Check Out, Mentoring, Overcoming Obstacles, Functional Communication

Training, Self and Match School Jobs, Skillstreaming, Small group social skills, Social Thinking/Superflex, Trails to Wellness, Zones of Regulation.

The district held a Behavior Intervention Open House in December, 2022, in order to allow vendors and district staff to meet with school-level leadership. MTSS-Behavior leads and principals were invited to attend and learn more about each of the intervention programs that are approved for use in MNPS.

Addressing disproportionality first must occur at the district level in developing process and procedures in a continuous improvement model. Without an effective MTSS framework that is followed in all schools, we will continue to be disproportionally disciplining our students. Schools continue to endgage in root cause analysis and determine individual trainings needed to their schools, which could include Equitable Access Training, specific behavior intervention support, Implicit Bias Training, Universal Design for Learning, just to name a few. The positions that are paid through CCEIS funds provide the support district wide to address disproportionality.

* c. How will these funds be used to assist in alleviating the disproportionality problem within the LEA? (Be specific)

We will continue to differentiate support to schools from the CCEIS-funded positions. These positions coach schools on data-based decision making, ensuring students receive quality instruction and intervention and behavioral support. Psychologists serve on the schools MTSS leadership teams to ensure positive strategies are being implemented at schools. A data coach was hired to support data-based decision making regarding students with disabilities. This position trains school principals in using the data in MNPS data warehouse to determine disproportionality. The Director of Exceptional Education has oversight and strategically aligns and analyze supports in the area of disproportionality.

Data Warehouse - School level disproportionality is monitored with Data Warehouse reports for risk ratios greater than 2.0 with the MTSS Data Team report, and the Behavior Disproportionality report. Executive Principals were trained on how to review and address this data. A School Dashboard was built out in PowerBI to provide school leaders easy access to a large amount of data in one place with a simplistic view. Risk Ratio's for Suspensions for Black/African American students, students with disabilities, and economically disadvantaged students are included in this report. Principals must address their risk ratios in their individual school plans.

A behavior specific tab was added to the existing Math and Reading tabs in the MTSS Data Team report in Data Warehouse. This report includes behavior days, attendance, academic scores, and identification of academic & behavioral intervention plans. There is also a color-coding system identifying areas as Severe/Moderate/Boderline/Satisfactory to help school teams draw attention to specific areas of need.

Infinite Campus gives us the ability, through the RTI module, to document interventions implemented at Tier 2 and Tier 3. We are able to track the number of intervention plans that are generated by each school for the students they serve. This data is accessible by the school teams through Infinite Campus, or through the MTSS Data Team report in Data Warehouse.

The new MTSS/SIMS module within TN PULSE gives the district, as well as school teams to utilize the early warning dashboard to make decisions about students. The system sends color coded alerts that are connected to data thresholds, to easily notify school teams of students needing support in both behavior and academics. Students who are receiving intervention will have an intervention plan submitted in the SIMS system. District and school teams can easily pull data reports to identify how many students have plans, how many have an alert indicating need, how students are moving within tiers, if students are making progress, etc.

Exceptional Education Behavior Coaching Team regularly reviews data tracking to identify students who are transferred to Special Day Schools, students in their zone school who require additional support, and teacher and paraprofessional requests for consultation. They provide consultation and coaching support to teachers and school teams on behavior analysis, behavior interventions, classroom management, functional communication instruction, and discrete trial instruction. They also provide district trainings to teachers on these topics in additional to individualized consultation and coaching.

MTSS Leadership meetings occur quarterly to school level teams, approximately 300 staff members are trained each quarter. EEBCT has trained hundreds of teachers, paraprofessionals, and administrators.

School psychologists' activity report indicates that these staff are attending increasing numbers of MTSS Data Teams at their schools. The majority of school psychologists have no more than 2 schools and spend a large amount of time training and coaching their school staff members. As budgeting allows, more schools are electing to hire a full-time school psychologist in their building to assist with these efforts.

Functional Communication – training to improve communication and increased access to instruction for students with significant disabilities

Behavior support – training and support on MTSS collaboration, de-escalation, FBA and BIP, and improved modeling and instruction for teachers regarding BIPs. Improve focus on administrator specific training in behavior and disproportionality reduction.

We can track all students being served through CCEIS funds through the MNPS data warehouse and Infinite Campus. We are offering additional supports to each school that were recognized as disproportionate by identifying specific supports for these targeted schools based on multiple sources of data for strategic support in areas of need. Using the data warehouse, we pull individual student data that can be filtered by subgroups which includes: cluster, school, and individual students with disabilities. We also use the data to track the individual intervention students are receiving along with discipline data through a platform called infinite campus. An RFP was conducted which provides schools with a comprehensive list of approved interventions used to support students. Individual student supports will be tracked through our student management system.

* d. Will funds be used for issues other than where the LEA was identified as being disproportionate? If yes, please explain:

Yes, while the primary focus is heavily on targeted schools that require positive behavior support training through the MTSS framework, the department of EE is working to identify any schools at-risk for disproportionality. We are working with schools on self-identifying their needs and developing plans on addressing disproportionality. We are strategically position the Director of Exceptional Education and the RTI-B Coordinator in a position to facilitate learning, be cross collaborative, help train support and guide practices in general education. We have designed a team that can strategically target and support all schools and students as well as change district wide policy, practices and procedures that will positively impact schools and all students.

5) Budgets

a. Amount of funds to be used for SWDs and budgeted with the IDEA Part B (611) budget	$ 3,152,492.55
b. Amount of funds to be used for SWDs and budgeted with the IDEA Preschool (619) budget	$ 0.00
c. Amount of funds to be used for students not identified as eligible for Special Education and budgeted in the General Purpose budget	$ 128,550.00
d. Total of items a, b, and c above (This value must equal the total amount that must be reserved for CCEIS indicated in row 2g from the table above.)	$ 3,281,042.55
NOTE: Any funds used for CCEIS services to identified SWDs MUST be included in the IDEA budget(s) and must be identified within the appropriate narratives with the amount indicated: the total of all funds must agree with the amount indicated in Row 5a above. In addition, the LEA must have a method of identifying all CCEIS funds to document how the funds are budgeted and expended from IDEA.	
NOTE: Any funds used for services to students NOT identified as eligible for Special Education must be budgeted within the General Purpose budget, identified as CCEIS funds, and shown in the budget line items below. The amount budgeted must agree with funds indicated in Row 5b above.	

6. General Purpose Regular Education Budget

Projected expenditures for CCEIS fund associated with non-Special Education students. (Do not use Special Education account codes.)

+Account No	Expenditure Account Name	FTE	Amount Budgeted	++Justification
721301	RTI-B Coordinator	1.00	$ 95,000.00	Salary and benefits for 1.0 FTE RTI Behavior Coordinator, who will work in collaboration with Student Support Services. This position will assist in leading MTSS behavior practices in the District. The position will specifically support practices and training that will reduce disproportionality in the areas of discipline and suspension.
721302	Social Security	1.00	$ 5,900.00	Fringe benefits
721302	State Retirement	1.00	$ 9,000.00	Fringe benefits
721302	Life Insurance	1.00	$ 250.00	Fringe benefits
721302	Medical Insurance	1.00	$ 17,000.00	Fringe benefits
712002	Employer Medicare	1.00	$ 1,400.00	Fringe benefits
		Total:	$ 128,550.00	

+ Must use general education account codes. DO NOT use special education specific codes.

++ NOTE: Justifications detailed with specific information must be given for each line item listed above.

Resources

Click here to open the Consolidated Funding Application Guide.

Non-Supplanting/Maintenance of Effort

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - IDEA, Part B

Expenditures

* In order to meet maintenance of effort, the LEA is using:

- (•) State/Local Funds
- ( ) Local Funds Only

Row		A	B	C	D
		2021-22	2022-23	* 2023-24 Projected ▼	2024-25
1	Actual amount expended for students with disabilities (SWD) served (State Special Education Expenditure Report)	$84,913,078.52	$106,739,816.52	* $ 110,687,551.95	
2	Total unduplicated count of disabled students served by the school system (End of Year Report)	12492	12680	* 12,680	
3	Per pupil expenditures (Row 1 divided by Row 2)	$ 6,797.40	$ 8,417.97	$ 8,729.30	
4	System's total enrollment (All Students)			* 82,120.00	
5	Percentage of Special Education Students (Row 2 divided by Row 4)			15.44 %	
6	Projected Expenditures (Total Expenditures General Purpose Funds)				* $ 113,249,545.98

7. To be eligible for a Part B subgrant, the LEA must have budgeted for SWDs at least the same amount of funds as was actually spent on SWDs during the most recent fiscal year for which information is available. Therefore, if the amount in Row 6 Column D is less than the amount in Row 1 Column B, please provide an explanation as to how the eligibility standard can be met.

The questions below are not to be completed until after the SEER (Special Education Expenditure Report) is submitted into ePlan.

8. The LEA has met Maintenance of Effort requirements for the prior year based on the following. Check all that apply:

- [ ] Total Expenditures
- [ ] Per pupil expenditures
- [ ] Other allowable exceptions

9. If selecting 'Other allowable exceptions', please select one or more items below (must upload appropriate documentation to ePlan)

- [ ] a. Voluntary departure, or departure for just cause, of special education or related services personnel
- [ ] b. Decrease in enrollment of children with disabilities
- [ ] c. Termination of LEAs obligation to provide an exceptionally high cost SPED program to student(s) due to the student(s):

(1) Leaving the LEAs jurisdiction

(2) Aging out of the program

(3) No longer needing the program

- [ ] d. Termination of costly expenditures for long term purchases
- [ ] e. Assumption of cost by the high-cost fund operated by the SEA

Resources

Click here to open the Consolidated Funding Application Guide.

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - IDEA Preschool

Indirect Cost Guide	
Total Allocation	$492,368.00
Existing Budget In Categories Not Eligible for Indirect Cost	$0.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$492,368.00
Indirect Cost Rate	6.32%
Max Available Budget In Categories Eligible for Indirect Cost	$463,100.08
Max Indirect Cost	$29,267.92

Account Number		Total
71200 - Special Education Program		$472,540.21
72120 - Health Services		$0.00
72130 - Other Student Support		$0.00
72220 - Support Services/Special Education Program		$0.00
72410 - Office of the Principal		$0.00
72710 - Transportation		$0.00
99100 - Transfers Out		$19,827.79
	Total	$492,368.00
	Adjusted Allocation	$492,368.00
	Remaining	$0.00

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - IDEA Preschool

71200 - Special Education Program - $472,540.21 ▼

Budget Detail		Narrative Description
Account Number:	71200 - Special Education Program	to pay for 14.0 FTE Sp Ed educational assistants.
Line Item Number:	163 - Educational Assistants	
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$222,730.00	
Line Item Total:	$222,730.00	
Account Number:	71200 - Special Education Program	Fringe benefits for above salaries
Line Item Number:	201 - Social Security	
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$13,809.26	
Line Item Total:	$13,809.26	

Account Number:	71200 - Special Education Program	Fringe benefit for above salaries
Line Item Number:	206 - Life Insurance	
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$2,100.00	
Line Item Total:	$2,100.00	
Account Number:	71200 - Special Education Program	Fringe benefits for above salaries
Line Item Number:	207 - Medical Insurance	
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$116,075.18	
Line Item Total:	$116,075.18	
Account Number:	71200 - Special Education Program	Fringe benefit for above salaries
Line Item Number:	208 - Dental Insurance	

Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$5,600.00	
Line Item Total:	$5,600.00	

Account Number:	71200 - Special Education Program	Fringe benefits for above salaries
Line Item Number:	210 - Unemployment Compensation	
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$2,646.00	
Line Item Total:	$2,646.00	

Account Number:	71200 - Special Education Program	Fringe benefit for above salaries
Line Item Number:	211 - Local Retirement	
Strategic Plan:		
CCEIS:		
Optional Program		

Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$28,553.99	
Line Item Total:	$28,553.99	
Account Number:	71200 - Special Education Program	Fringe benefits for above salaries
Line Item Number:	212 - Employer Medicare	
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$3,229.59	
Line Item Total:	$3,229.59	
Account Number:	71200 - Special Education Program	This line item is our FY25 mandated Private school proportionate share set-aside - it funds contracted Speech, OT/PT services are provided by a 3rd party contractor. Any FY24 Carryover funds will be added to this line item at a later date.
Line Item Number:	312 - Contracts with Private Agencies	
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	

Cost:	$77,796.19		
Line Item Total:	$77,796.19		
		Total for 71200 - Special Education Program:	$472,540.21
		Total for all other Account Numbers:	$19,827.79
		Total for all Account Numbers:	$492,368.00
		Adjusted Allocation:	$492,368.00
		Remaining:	$0.00

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - IDEA Preschool

99100 - Transfers Out - $19,827.79 ▼

Budget Detail		Narrative Description
Account Number:	99100 - Transfers Out	FY23 Indirect Cost
Line Item Number:	504 - Indirect Cost	
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$19,827.79	
Line Item Total:	$19,827.79	

Total for 99100 - Transfers Out:	$19,827.79
Total for all other Account Numbers:	$472,540.21
Total for all Account Numbers:	$492,368.00
Adjusted Allocation:	$492,368.00
Remaining:	$0.00

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - IDEA Preschool

Indirect Cost Guide	
Total Allocation	$492,368.00
Existing Budget In Categories Not Eligible for Indirect Cost	$0.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$492,368.00
Indirect Cost Rate	6.32%
Max Available Budget In Categories Eligible for Indirect Cost	$463,100.08
Max Indirect Cost	$29,267.92

Filter by Location: All - $492,368.00

Account Number / Line Item Number	71200 - Special Education Program	99100 - Transfers Out	Total
163 - Educational Assistants	222,730.00		222,730.00
201 - Social Security	13,809.26		13,809.26
206 - Life Insurance	2,100.00		2,100.00
207 - Medical Insurance	116,075.18		116,075.18
208 - Dental Insurance	5,600.00		5,600.00
210 - Unemployment Compensation	2,646.00		2,646.00
211 - Local Retirement	28,553.99		28,553.99
212 - Employer Medicare	3,229.59		3,229.59
312 - Contracts with Private Agencies	77,796.19		77,796.19
504 - Indirect Cost		19,827.79	19,827.79
Total	472,540.21	19,827.79	492,368.00
		Adjusted Allocation	492,368.00
		Remaining	0.00

Equipment Purchases Requiring Prior Approval

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - IDEA Preschool

N/A

Includes Equipment Having a Useful Life of More Than One Year and an Acquisition Cost of $5,000.00 or More Per Unit

Budget Codes	Quantity	Description	Unit Cost	Total Cost	Justification for Purchase of Each Item
			$	$	
			Total:	$	

Resources

Click here to open the Consolidated Funding Application Guide.

A. Adjustment to Local Effort

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - IDEA Preschool

A. Adjustment to Local Effort in Certain Fiscal Years.

IDEA 04 allows an LEA to reduce state and local maintenance of effort by an amount that equals up to 50% of the increase in IDEA funds from the previous year if those funds are used to provide activities authorized under ESEA.

There are limitations to this adjustment. Any LEA identified as not meeting requirements in the State's APR, is prohibited by law from reducing its maintenance of effort figures.

NOTE: If an LEA is determined to have significant disproportionality based on race and ethnicity utilizing state criteria, the LEA must utilize Coordinated Early Intervening Services (Section 618 (d) (2) (B)). The amount expended by an LEA under Coordinated Early Intervening Services shall count toward the maximum amount of expenditures such LEAs may reduce in Item "A" Adjustment to Local Effort (above).

For any fiscal year for which the federal allocation received by a LEA under Section 611(f) Subgrants to LEAs exceeds the amount the LEA received for the previous FY, the LEA may reduce the level of expenditures otherwise required by Section 613(a) (2) (A) (iii) by not more than 50% of the excess. Section 613(a) (2) (C) (i) 300.205

If the LEA chooses to use these funds, the LEA shall use an amount of local funds equal to the reduction in expenditures under clause (i) above, to carry out activities authorized under the Elementary and Secondary Act of 1965. Section 613(a) (2) (C) (ii) 300.205(a)

If the SEA determines that the LEA is unable to establish and maintain programs of free appropriate public education that meet the requirements of Section 613(a) or the SEA has taken action against the LEA under section 616 Monitoring, Technical Assistance and Enforcement, the SEA shall prohibit the LEA from reducing the level of expenditures under clause (i) above for that fiscal year. Section 613(a) (2) (C) (iii)

The amount of funds expended by a LEA under subsection (f) Coordinated Early Intervening Services, shall count toward the maximum amount of expenditures such LEAs may reduce under clause (i) above. Section 613(a) (2) (C) (iv)

If a SEA determines that an LEA is not meeting the requirements of Part B, including the targets in the state's performance plan, the SEA shall prohibit the LEA from reducing its MOE under Section 613(a) (2) (C) for any fiscal year. Section 616(f)

http://www.gpo.gov/fdsys/pkg/PLAW-108publ446/html/PLAW-108publ446.htm

☐ **Please check here if the LEA is using Adjustment to Local Effort in Certain Fiscal Years.**

1. Estimated/final IDEA allocation for this year:	* $
2. Actual IDEA final allocation for last year:	* $
3. Difference (line 1-line 2)>0:	$ 0
4. Line 3 X 50%:	$
5. If the LEA is using funds for CEIS, enter the amount here (this amount should equal the amount on Page C-Question 3).	$
6. Maximum amount available	$ 0

7. Amount reduced if less than the maximum amount available	$

Budget and Justifications

General Purpose Special Education Funds to Be Used As Local Funds

List the ESEA Program(s) under which funds will be used (if more than one, please list all and separate using commas).

+ Account No	Expenditure Account Name	FTE	Amount Budgeted	Justification
			$	
		Total:	$	

+ Must use general education account codes. DO NOT use special education account codes.

Resources

Click here to open the Consolidated Funding Application Guide.

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - IDEA Preschool

B. Permissive Use of IDEA funds for Schoolwide Program.

IDEA allows an LEA to use funds to carry out a schoolwide program under Section 1114 of ESEA. If an applicant utilizes these funds, you will report the designated amount for each school and ensure that excess cost and service requirements are met.

LEAs may use IDEA funds to carry out a schoolwide program under Section 1114 of the Elementary and Secondary Education Act (ESEA) of 1965, except that the amount used in any schoolwide program shall not exceed:

- The number of children with disabilities participating in the schoolwide program multiplied by
- The amount received by the LEA for this fiscal year divided by
- The number of children with disabilities in the jurisdiction of the LEA.
  - Section 613(a) (2) (D)

☐ **Please check here if the LEA is using Permissive Use of IDEA Funds for Schoolwide Programs.**

	A	B	C	
School Name	**IDEA Allocation**	**No. of Special Education Students in LEA**	**No. of Special Education in School-Wide School**	**(A/B) x C = Amount for School-wide**
*	* $		*	$
			Total:	$

If combining all funds (federal, state, local) may be used for any purpose within schoolwide program.

If consolidating only federal, must be used for educational purposes only.

Resources

Click here to open the Consolidated Funding Application Guide.

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - IDEA Preschool

C. Permissive Use of IDEA funds for Coordinated Early Intervening Services (CEIS) - Voluntary

IDEA allows an LEA to use up to 15% of funds, in combination with other amounts (other than education funds), to develop and implement Coordinated Early Intervening Services, which may include interagency financing structures, for students in kindergarten through grade 12 (with particular emphasis on students in kindergarten through grade 3) who have not been identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment.

NOTE: If an LEA is determined to have significant disproportionality based on race and ethnicity utilizing state criteria, the LEA must utilize Coordinated Early Intervening Services (Section 618 (d) (2) (B)). The amount expended by an LEA under Coordinated Early Intervening Services shall count toward the maximum amount of expenditures such LEAs may reduce in Item "A" Adjustment to Local Effort (above).

Please refer to the IDEA Law, Section 615 (f) (1) - (4) and Section 618(d)(2)(B)(C) available here: http://www.gpo.gov/fdsys/pkg/PLAW-108publ446/html/PLAW-108publ446.htm

Note: If LEA voluntarily takes up to 15%, the funds must be spent from July 1 - June 30, any remaining funds must be returned to IDEA for programming.

☐ **Please check here if the LEA is using Permissive Use of IDEA Funds for Coordinated Early Intervening Services (CEIS) - Voluntary.**

1) Funds Availability Calculation

1. IDEA allocation:	* $
2. Maximum amount available for Early Intervening Services: (Line 1 x15%)	$
3. Amount Used if less than maximum permitted:	* $

2) Narrative for Voluntary Use of Funds

* How were at-risk students identified?

* List specific interventions or areas to be addressed include, but not limited to grade-levels, schools, subject areas, behavior, and professional development. Ensure all answers are comprehensive.

3) Projected Expenditures for Coordinated Early Intervening Services

+Account No	Expenditure Account Name	FTE	Amount Budgeted	++Justification
			$	
		Total:	$	

+ Must use general education account codes. DO NOT use special education specific codes.

++ NOTE: Justifications detailed with specific information must be given for each line item listed above.

Resources

Click here to open the Consolidated Funding Application Guide.

ESEA Assurances

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Assurances

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Applies to All ESEA Programs Included in this Application

☑ *** The Local Educational Agency (LEA) hereby assures the State Educational Agency (SEA) that the LEA follows all regulations applicable for ESEA, including those outlined below.**

1.	Use fiscal control and fund accounting procedures that ensure proper disbursement of and accounting for federal funds paid to that agency under each program. Reference CMIA 7211R rule
2.	Keep such records, and provide such information to the State, as may be reasonably required for fiscal audit, data reporting, and program evaluation.
3.	Ensure all salaries are paid from project funds according to LEA rates. State/CONUS travel rates are to be used for project travel expenses. Adequate travel logs, as well as other necessary information, must be maintained to support expenditures.
4.	Charge amounts for personnel services that are based on payrolls documented and approved in accordance with the generally accepted practice of the LEA. Payrolls must be supported by time and attendance or equivalent records for individual employees. Salaries and wages of employees chargeable to more than one grant program or cost objective, if applicable, must be supported by appropriate time distribution records.
5.	Use these funds to supplement, and not supplant, the funds that would be made available in the absence of such federal funds, from non-federal sources and not supplant such funds.
6.	Maintain control of program funds and adhere to allowability procedures for goods and services acquired with federal funds. The LEA shall retain all titles to property acquired with those funds, including equipment placed in private schools pursuant to Section 8501.
7.	Recognize that state approval of an application does not relieve the LEA of its responsibility to comply with all applicable program and fiscal requirements.
8.	Comply with federal civil rights laws. The Office for Civil Rights enforces several federal civil rights laws that prohibit discrimination in programs or activities that receive federal financial assistance from the Department of Education. Discrimination on the basis of race, color, and national origin is prohibited by Title VI of the Civil Rights Act of 1964; sex discrimination is prohibited by Title IX of the Education Amendments of 1972; discrimination on the basis of disability is prohibited by Section 504 of the Rehabilitation Act of 1973; and age discrimination is prohibited by the Age Discrimination Act of 1975. These civil rights laws enforced by OCR extend to all state education agencies, elementary and secondary school systems, colleges and universities, vocational schools, proprietary schools, state vocational rehabilitation agencies, libraries, and museums that receive U.S. Department of Education funds. Areas covered may include, but are not limited to: admissions, recruitment, financial aid, academic programs, student treatment and services, counseling and guidance, discipline, classroom assignment, grading, vocational education, recreation, physical education, athletics, housing, and employment. OCR also has responsibilities under Title II of the Americans with Disabilities Act of 1990, including prohibiting disability discrimination by public entities, whether or not they receive federal financial assistance.
9.	Comply with Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972. (http://www.eeoc.gov/laws/statutes/titlevii.cfm)
10.	Maintain fiscal effort in accordance with section 8521.

11.	Comply with section 8501 regarding participation by private school children and teachers.
12.	Educational Rights and Privacy for Parents and Students
	The Board of Education will comply with all the privacy protections afforded parents and students under section 444 of the General Education Provisions Act (20 U.S.C. 1232g), as added by the Family Educational Rights and Privacy Act of 1974 (section 513 of Public Law 93-380; 88 Stat. 571).
13.	Termination of Employment and Unpaid Leave. Upon termination, any leave balance paid to a federally funded employee above the amount of leave earned in the current grant year shall NOT be paid from federal funds as detailed in 2 CFR 200.431 (b)(3).
14.	Certification Regarding Constitutionally Protected Prayer in Public Elementary and Secondary Schools. In order to receive funds under the ESEA as amended by the ESSA, an LEA must certify in writing to the state that no policy of the LEA prevents or otherwise denies participation in constitutionally protected prayer in public elementary and secondary schools as set forth in Section 8524. Certification must be provided to the state by October 1 of each year during which the LEA participates in an ESEA program.
15.	Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions. As required by the Department of Education regulations implementing Executive Order 12549 and 12689, Debarment and Suspension, 2 CFR Part 180, the LEA must meet the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1.	By acknowledging these assurances, the LEA is providing the certification set out below.
2.	The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549.
3.	The LEA agrees by submitting this proposal that it will exclude a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
4.	The LEA further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
5.	The LEA in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless the LEA knows the certification is erroneous. Each participant may, but is not required to, check the Nonprocurement List.
6.	The prospective lower tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time it learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
7.	Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
8.	The certification in this clause is a material representation of fact by the LEA upon which reliance was placed when this transaction was entered into. If it is later determined that the LEA knowingly rendered an erroneous certification, or if an LEA in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in the transaction, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

The LEA certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared

ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Equity for Students, Teachers, and Other Program Beneficiaries

Section 427 of the General Education Provision Act requires LEAs to describe in their applications the steps they propose to take in order to ensure access to education and promote educational excellence by:

"(1) ensuring equal opportunities to participate for all eligible students, teachers, and other program beneficiaries in any project or activity carried out under an applicable program; and

(2) promoting the ability of such students, teachers, and beneficiaries to meet high standards."

Therefore, the LEA will ensure equitable participation in all local-level programs by students, teachers, and other beneficiaries with special needs through the following activities:

1. ensuring that all training for teachers and others who will conduct parental involvement activities is accessible to all participants and includes strategies for increasing access to the school and its activities for all parents regardless of disability or language spoken.

2. including accessibility guidelines as part of the criteria for effective professional development activities provided throughout the LEA as well as by federal programs.

3. using the LEA computer network to disseminate information to all constituents.

4. providing technical assistance through on-site visits to verify that equitable practices are being followed by schools.

5. including written statements in communications that advertise LEA-level activities to ensure that all necessary accommodations are made for equitable participation by constituents.

6. maintaining special task forces to formulate policy for coordination of programs to ensure equitable access of all student populations, including disadvantaged students, students with disabilities, students with emerging English skills, migrant students, homeless, neglected, or delinquent students, and others.

7. implementing other activities as appropriate.

IDEA Assurances

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Assurances

The applicant hereby certifies to the Commissioner of Education that the representation made in this application properly reflects the projected pupils, personnel, and expenditures to be incurred in the operation of the special education program for pupils with disabilities conducted within the LEA, that the expenditures for services and goods will be made exclusively for the benefit of pupils which meet the eligibility criteria established by the U.S. Department of Education, and that personnel assignments and other documentation of expenses will be readily available for audit. All records necessary to ensure the correctness of the information provided by the agency will be kept five years beyond the final reporting date and access to such records will be provided to the SEA.

☑ *** The local education agency (LEA) hereby assures the state education agency (SEA) that the LEA meets each of the following conditions:**

1.		Special Education and Related Services will be provided in compliance with established Federal and State Laws, Rules, Regulations, & Minimum Standards.
2.		The LEA, in providing for the education of children with disabilities within its jurisdiction, has in effect policies, procedures, and programs that are consistent with the State policies and procedures established under 20 U.S.C. § 1412, including the following:
	a.	The LEA shall ensure a free appropriate public education (FAPE) is available to all children with disabilities, as defined under 20 U.S.C. § 1401(3) and State Board of Education Rule 0520-01-09-.02(3), who have a current individualized education program (IEP), residing in the state between the ages of 3 through 22, inclusive, including children with disabilities who have been suspended or expelled from school. See 20 U.S.C. § 1412(a)(1) and State Board of Education Rule 0520-01-09-.05(2).
	b.	The LEA shall establish a goal of providing full educational opportunity to all children with disabilities and a detailed timetable for accomplishing that goal. See 20 U.S.C. § 1412(a)(2).
	c.	The LEA shall ensure all children with disabilities residing in the LEA, including those who are experiencing homelessness, in foster care, or attending private schools within the LEA's jurisdiction, regardless of the severity of their disabilities, and in need of special education and related services, are identified, located, and evaluated, and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services. See 20 U.S.C. § 1412(a)(3) and State Board of Education Rule 0520-01-09-.05(1).
	d.	The LEA shall ensure an individualized education program (IEP), or an individualized family service plan (IFSP) that meets the requirements of 20 U.S.C. § 1436(d), is developed, reviewed and revised for each child with a disability in accordance with section 614(d). See 20 U.S.C. § 1412(a)(4).
	e.	The LEA shall ensure, to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. See 20 U.S.C. § 1412(a)(5) and T.C.A. § 49-10-103(c).
	f.	The LEA shall ensure children with disabilities and their parents are afforded the procedural safeguards required by 20 U.S.C. § 1415. See 20 U.S.C. § 1412(a)(6) and T.C.A. § 49-10-601.
	g.	The LEA shall ensure children with disabilities are evaluated in accordance with subsections (a) through (c) of 20 U.S.C. § 1414 and the State Board of Education Special Education & Eligibility Standards. See 20 U.S.C. § 1412(a)(7) and State Board of Education Rule 0520-01-09-.11.
	h.	The LEA shall comply with 20 U.S.C. § 1417(c) relating to the confidentiality of records and information. See 20 U.S.C. § 1412(a)(8).

	i.	The LEA shall ensure children participating in early intervention programs assisted under Part C of the IDEA and who will participate in preschool programs will experience a smooth and effective transition consistent with 20 U.S.C. § 1437(a)(9). LEAs will participate in transition planning conferences arranged by the Tennessee Department of Intellectual and Developmental Disabilities (the State Lead Agency) under 20 U.S.C. § 1435(a)(10) and an IEP or, if consistent with 20 U.S.C. §§ 1414(d)(2)(B) and 1436(d), and IFSP will be developed and implemented by the third birthday. 20 U.S.C. § 1412(a)(9).
	j.	The LEA shall ensure that all requirements under 20 U.S.C. § 1412(a)(10) regarding children in private schools are being carried out in a manner consistent with the statute.
	k.	The LEA shall ensure that all requirements under T.C.A. § 49-10-107, regarding Contracts for Special Education Services, are being carried out in a manner consistent with the statute.
	l.	The LEA shall ensure that all personnel necessary to carry out this part are appropriately and adequately prepared, subject to the requirements of 20 U.S.C. § 1412(a)(14) and 20 U.S.C. § 6612(b). See 20 U.S.C. § 1413(a)(3).
	m.	The LEA has chosen to either coordinate with the National Instructional Materials Access Center when purchasing print instructional materials or to provide instructional materials to blind persons or other persons with print disabilities in a timely manner. See 20 U.S.C. § 1412(a)(23).
	n.	The LEA shall ensure that timely and meaningful consultation has occurred with private schools and the parents of home-schooled special education students. See 20 U.S.C. § 1412(a)(10)(A)(iii).
3.	The LEA shall provide the SEA with information necessary to enable the SEA to carry out its duties under the IDEA, including, with respect to Sections 612(a) (15) and 612 (a) (16), information relating to the performance of children with disabilities participating in programs carried out under this part. See 20 U.S.C. § 1413(a)(7).	
4.	The LEA shall make available to parents of children with disabilities and to the general public all documents relating to the eligibility of the LEA to receive assistance under the IDEA. See 20 U.S.C. § 1413(a)(8)	
5.	The LEA shall cooperate under 20 U.S.C. § 6698 to ensure the linkage of records pertaining to migratory children with disabilities for the purpose of electronically exchanging, among the States, health and educational information regarding such children. See 20 U.S.C. § 1413(a)(9).	
6.	Subject to 20 U.S.C. § 1413(b)(3), the LEA application submitted to the SEA shall remain in effect until the LEA submits to the SEA such modifications as the LEA determines necessary. See 20 U.S.C. § 1413(b)(2).	
7.	The LEA shall ensure that all requirements under 20 U.S.C. § 1413(a)(5) regarding treatment of charter schools and their students are being carried out in a manner consistent with the IDEA. See 20 U.S.C. § 1413(a)(5).	
8.	The LEA shall ensure children with disabilities served with IDEA funds are counted in the same manner as children without disabilities to supplement the academic program funds earned and paid from State funding.	
9.	The LEA shall ensure funds provided under IDEA are used to pay the excess cost of providing special education and related services to children with disabilities; shall be used to supplement the State, Local and other Federal funds and not to supplant such funds; and shall not be used, except as provided in 20 U.S.C. § 1413(a)(2)(B) and (C) to reduce the level of expenditures. See 20 U.S.C. § 1413(a)(2)(A) and State Board of Education Rule 0520-01-09-.09(2)(b).	
10.	The LEA shall ensure that case load and class size standards are in accordance with T.C.A. § 49-1-104 and State Board of Education Rule 0520-01-02-.31(4).	
11.	The LEA shall ensure that IDEA funds will not be used to reduce the level of expenditures for the education of children with disabilities made by the LEA from local funds below the level of those expenditures for the preceding fiscal year except as provided in 34 C.F.R. 300.204 and 300.205. See 34 C.F.R. § 300.203(b)	
12.	Eligibility as a child with a disability pursuant to the IDEA and state disability eligibility standards will be established prior to expenditure of IDEA Part B funds for implementation of school nurse or school health services pursuant to 34 C.F.R. §300.34(c)(13).	

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☑ *** The Local Educational Agency (LEA) hereby assures the State Educational Agency (SEA) that the LEA follows all regulations applicable under Office of Civil Rights (OCR), including those outlined below.**

1.	Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000d et seq., which prohibits discrimination on the basis of race, color, or national origin in any program or activity receiving Federal financial assistance;
2.	Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 et seq., which prohibits discrimination on the basis of sex in any education program or activity receiving federal financial assistance; and
3.	Title II of the Americans with Disabilities Act which prohibits discrimination on the basis of disability in the benefits of services, programs or activities of a public entity and Section 504 of the Rehabilitation Act of 1973 which prohibits discrimination on the basis of disability in all programs or activities that receive federal financial assistance.
4.	The Age Discrimination Act of 1975 which prohibits discrimination on the basis of age in all programs and activities that receive federal financial assistance.
5.	All rules and regulations issued by the Tennessee Department of Education, Tennessee State Board of Education, and U.S. Department of Education under any of these statutes.

Fiscal OMB A-133 Assurances

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Assurances

☑ *** The Local Educational Agency (LEA) hereby assures the State Educational Agency (SEA) that the LEA follows all regulations applicable for OMB Circular A-133, including those outlined below.**

Part 6 - Internal Control		
As a condition of receiving federal awards, non-federal entities agree to comply with laws, regulations, and the provisions of contract and grant agreements and to maintain internal control to provide reasonable assurance of compliance with these requirements. Non-federal entities and their auditors will need to exercise judgment in determining the most appropriate and cost effective internal control in a given environment or circumstance to provide reasonable assurance for compliance with federal program requirements.		
	The Control Environment is the foundation for all other components of internal control, including the following:	
		Part 6 characteristics of internal control relating to each of the five components of internal control that should reasonably assure compliance with the requirements of federal laws, regulations, and program compliance requirements. A description of the components of internal control and examples of characteristics common to the 14 types of compliance requirements are listed below. Objectives of internal control and examples of characteristics specific to each of 13 of the 14 types of compliance requirements follow this introduction. (Because Special Tests and Provisions are unique for each program, we could not provide specific control objectives and characteristics for this type of compliance requirement.)
	1.	A sense of conducting operations ethically is evidenced by a code of conduct or other verbal or written directive.
	2.	If there is a governing Board, the Board has established an Audit Committee or equivalent that is responsible for engaging the auditor, receiving all reports and communications from the auditor, and ensuring that audit findings and recommendations are adequately addressed.
	3.	Management positively responds to prior questioned costs and control recommendation.
	4.	Management respects and adheres to program compliance requirements.
	5.	Key managers' responsibilities clearly defined.
	6.	Key managers have adequate knowledge and experience to discharge their responsibilities.
	7.	Staff are knowledgeable about compliance requirements and being given responsibility to communicate all instances of noncompliance to management.
	8.	Management's commitment to competence ensures that staff receive adequate training to perform their duties.
	9.	Management support of adequately collects information via a reporting system.
	Risk Assessment is the entity's identification and analysis of risks relevant to achievement of its objectives, forming a basis for determining how the risks should be managed.	
	1.	Program managers and staff understand and have identified key compliance objectives.
	2.	Organizational structure provides identification of risks of noncompliance: - Key managers have been given responsibility to identify and communicate changes (including alleged fraud, waste, or abuse). - Employees who require close supervision (e.g. inexperienced) are identified. - Management has identified and assessed complex operations, programs, or projects. - Management is aware of results of monitoring, audits, and reviews, and considers related risk of noncompliance.

	3.	Process established to implement changes in program objectives and procedures.
	Control Activities are the policies and procedures that help ensure that management's directives are carried out.	
	1.	Operating policies and procedures are clearly written, and communicated, and followed.
	2.	Procedures are in place to implement changes in laws, regulations, guidance, and funding agreements affecting federal awards.
	3.	Management has a procedure to prohibit overriding established controls.
	4.	Adequate segregation of duties provided between performance, review, and recordkeeping of a task.
	5.	Computer and program controls should include: -Data entry controls, e.g., edit checks. -Exception reporting. -Access controls. -Reviews of input and output data. -Computer general controls and security controls (including protecting personally identifiable information).
	6.	Supervision of employees commensurate with their level of competence.
	7.	Personnel with adequate knowledge and experience to discharge responsibilities.
	8.	Equipment, inventories, cash, and other assets are secured physically and periodically inventoried (at least once every two years) and compared to recorded amounts.
	9.	If there is a governing Board, the Board conducts regular meetings where financial information is reviewed and the results of program activities and accomplishments are discussed. Written documentation is maintained of the matters addressed at such meetings.
	Information and Communication are the identification, capture, and exchange of information in a form and time frame that enable people to carry out their responsibilities.	
	1.	The accounting system provides for separate identification of federal and non-federal transactions and allocation of transactions applicable to both.
	2.	Adequate source documentation exists to support amounts and items reported.

Fiscal OMB 2 CFR 1.100 Assurances

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Assurances

☑ *** The local educational agency (LEA) hereby assures the state educational agency (SEA) that the LEA follows all regulations applicable for Single Audit, including those outlined below. All regulations in Uniform Grant Guidance (UGG), including those outlined below in instances where revisions to guidance occurs, the LEA assures it will follow all current regulations.**

GRANTS AND AGREEMENTS [2 CFR 1.100]	
§200.61	Internal Controls.
	Internal controls means a process, implemented by a LEA, designed to provide reasonable assurance regarding the achievement of objectives in the following categories: (a) Effectiveness and efficiency of operations; (b) Reliability of reporting for internal and external use; and (c) Compliance with applicable laws and regulations.
§200.62	Internal Control Over Compliance Requirements for Federal Awards
	Internal control over compliance requirements for federal awards means a process implemented by a LEA designed to provide reasonable assurance regarding the achievement of the following objectives for federal awards: (a) Transactions are properly recorded and accounted for, in order to: (1) Permit the preparation of reliable financial statements and Federal reports; (2) Maintain accountability over assets; and (3) Demonstrate compliance with Federal statutes, regulations, and the terms and conditions of the Federal award; (b) Transactions are executed in compliance with: (1) Federal statutes, regulations, and the terms and conditions of the Federal award that could have a direct and material effect on a Federal program; and (2) Any other Federal statutes and regulations that are identified in the Compliance Supplement; and (c) Funds, property, and other assets are safeguarded against loss from unauthorized use or disposition.
§200.201	Use of Grant Agreements (Including Fixed-Amount Awards), Cooperative Agreements, and Contracts
	(3) The LEA must certify in writing to the federal awarding agency or pass-through entity at the end of the federal award that the project or activity was completed or the level of effort was expended. If the required level of activity or effort was not carried out, the amount of the federal award must be adjusted.
§200.302	Financial Management
	(b)(4) Effective control over, and accountability for, all funds, property, and other assets. The LEA must adequately safeguard all assets and assure that they are used solely for authorized purposes. See § 200.303 Internal Controls.
§200.303	Internal Controls

	The LEA must: (a) Establish and maintain effective internal control over the federal award that provides reasonable assurance that the LEA is managing the federal award in compliance with federal statutes, regulations, and the terms and conditions of the federal award. These internal controls shall comply with guidance in "Standards for Internal Control in the Federal Government" issued by the Comptroller General of the United States and the "Internal Control Integrated Framework", issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO).
§200.305	Payment
	(b)(6)(iv) A payment must not be made to a LEA for amounts that are withheld by the LEA from payment to contractors to assure satisfactory completion of work. A payment must be made when the LEA actually disburses the withheld funds to the contractors or to escrow accounts established to assure satisfactory completion of work.
§200.318	General Procurement Standards
	(a) LEAs must use its own documented procurement procedures which reflect applicable state and local laws and regulations provided that the procurements confirm to applicable federal law and regulations.
§200.321	Contracting with Small and Minority Businesses, Women's Business Enterprises, and Labor Surplus Area Firms
	(a) The LEA must take all necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible. (b) Affirmative steps must include: (1) Placing qualified small and minority businesses and women's business enterprises on solicitation lists; (2) Assuring that small and minority businesses, and women's business enterprises are solicited whenever they are potential sources; (3) Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women's business enterprises; (4) Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses, and women's business enterprises; (5) Using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce; and (6) Requiring the prime contractor, if subcontracts are to be let, to take the affirmative steps listed in paragraphs (1) through (5) of this section.
§200.324	Federal Awarding Agency or Pass-Through Entity Review
	(c)(2) The LEA may self-certify its procurement system. Such self-certification must not limit the federal awarding agency's ability to survey the system. Under a self-certification procedure, the federal awarding agency may rely on written assurances from the LEA that it is complying with these standards. The LEA must cite specific policies, procedures, regulations, or standards as being in compliance with these requirements and have its system available for review.
§200.325	Bonding Requirements
	(a) A bid guarantee from each bidder equivalent to five percent of the bid price. The "bid guarantee" must consist of a firm commitment such as a bid bond, certified check, or other negotiable instrument accompanying a bid as assurance that the bidder will, upon acceptance of the bid, execute such contractual documents as may be required within the time specified.
	(c) A payment bond on the part of the contractor for 100 percent of the contract price. A "payment bond" is one executed in connection with a contract to assure payment as required by law of all persons supplying labor and material in the execution of the work provided for in the contract.
§200.328	Monitoring and Reporting Program Performance
	(a) The LEA is responsible for oversight of the operations of the federal award supported activities. The LEA must monitor its activities under federal awards to assure compliance with applicable federal requirements and performance expectations are being achieved. Monitoring by the LEA must cover each program, function or activity.

§200.400	Policy Guide
	(c) The LEA, in recognition of its own unique combination of staff, facilities, and experience, has the primary responsibility for employing whatever form of sound organization and management techniques may be necessary in order to assure proper and efficient administration of the federal award.
	(e) In reviewing, negotiating and approving cost allocation plans or indirect cost proposals, the cognizant agency for indirect costs should generally assure that the LEA is applying these cost accounting principles on a consistent basis during their review and negotiation of indirect cost proposals. Where wide variations exist in the treatment of a given cost item by the LEA, the reasonableness and equity of such treatments should be fully considered. See § 200.56 Indirect (facilities & administrative (F&A)) costs.
§200.415	Required Certifications
	(a) To assure that expenditures are proper and in accordance with the terms and conditions of the federal award and approved project budgets, the annual and final fiscal reports or vouchers requesting payment under the agreements must include a certification, signed by an official who is authorized to legally bind the LEA, which reads as follows: "By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative penalties for fraud, false statements, false claims, or otherwise. (U.S. Code Title 18, § 1001 and Title 31, §§ 3729-3730 and 3801-3812)." (b) Certification of cost allocation plan or indirect (F&A) cost rate proposal.
§200.427	Bonding Costs
	(a) Bonding costs arise when the federal awarding agency requires assurance against financial loss to itself or others by reason of the act or default of the LEA. They arise also in instances where the LEA requires similar assurance, including: bonds as bid, performance, payment, advance payment, infringement, and fidelity bonds for employees and officials.
§200.430	Compensation-Personal Services
	(a) General. Compensation for personal services includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the federal award, including but not necessarily limited to wages and salaries. Compensation for personal services may also include fringe benefits which are addressed in § 200.431 Compensation-Fringe Benefits. Costs of compensation are allowable to the extent that they satisfy the specific requirements of this part.
§200.440	Standards for Documentation of Personnel Expenses
	(i) LEA personnel expenses must 1. Be supported by a system of internal controls which provides reasonable assurance charges are accurate, allowable and allocable; 2. Be incorporated into official records; 3. Reasonably reflect total activity for which employee is compensated; 4. Encompass all activities (federal and non-federal); 5. Comply with established accounting policies and practices; and 6. Support distribution among specific activities or cost objectives.
§200.433	Contingency Provisions
	(c) Payments made by the federal awarding agency to the LEA's "contingency reserve" or any similar payment made for events the occurrence of which cannot be foretold with certainty as to the time or intensity, or with an assurance of their happening, are unallowable, except as noted in §§200.431 Compensation - fringe benefits regarding self-insurance, pensions, severance, and post-retirement health costs and 200.447 Insurance and indemnification.
§200.435	Defense and Prosecution of Criminal and Civil Proceedings, Claims, Appeals, and Patent Infringements

	(i) Costs which may be unallowable under this section, including directly associated costs, must be segregated and accounted for separately. During the pendency of any proceeding covered by paragraphs (b) and (f) of this section, the federal government must generally withhold payment of such costs. However, if in its best interests, the federal government may provide for conditional payment upon provision of adequate security, or other adequate assurance, and agreement to repay all unallowable costs, plus interest, if the costs are subsequently determined to be unallowable.
§200.521	Management Decisions
	(a) General. The management decision must clearly state whether or not the audit finding is sustained, the reasons for the decision, and the expected auditee action to repay disallowed costs, make financial adjustments, or take other action. If the auditee has not completed corrective action, a timetable for follow-up should be given. Prior to issuing the management decision, the Federal agency or pass-through entity may request additional information or documentation from the auditee, including a request for auditor assurance related to the documentation, as a way of mitigating disallowed costs. The management decision should describe any appeal process available to the auditee. While not required, the federal agency or pass-through entity may also issue a management decision on findings relating to the financial statements which are required to be reported in accordance with GAGAS.
App. II	F. CERTIFICATION.
	1. Certification of Charges To assure that expenditures for federal awards are proper and in accordance with the agreement documents and approved project budgets, the annual and/or final fiscal reports or vouchers requesting payment under the agreements will include a certification, signed by an authorized official of the LEA, which reads "By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and intent set forth in the award documents. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative penalties for fraud, false statements, false claims, or otherwise. (U.S. Code, Title 18, § 1001 and Title 31, §§ 3729-3733 and 3801-3812)".

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Assurances

*** The Local Educational Agency (LEA) hereby assures the State Educational Agency (SEA) that the LEA complies with The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. §1232g; 34 CFR Part 99) including as outlined below:**

1. Parents or eligible students have the right to review the student's education records maintained by the LEA; to seek amendment of these records, and to consent to the disclosure to the personally identifiable information (PII) from education records.

2. The LEA annually notifies parents or eligible students of their rights under FERPA. The notice effectively informs parents and eligible students with disabilities, and/or parents and eligible students who have a primary or home language other than English.

3. The LEA gives full FERPA rights to either parent, unless the LEA has been provided with evidence that there is a court order, State statute, or legally binding document relating to such matters as divorce, separation, or custody that specifically revokes these rights.

4. When a student becomes an eligible student, the rights accorded to, and consent required of, parents transfer from the parents to the student. An eligible student is a student who has reached 18 years of age or is attending an institution of postsecondary education.

METRO NASHVILLE PUBLIC SCHOOLS

MEMO

MNPS Student Parent Handbook Revisions

TO: Dr. Adrienne Battle, Director of Schools

FROM: Handbook Revision Committee

SUBJECT: 2023-2024 Student Parent Handbook Revisions

DATE: June 25, 2024

CC: Dr. David Sevier, Director of BOE Relations and Management

Student Parent Handbook Revisions

Below you will find proposed revisions for the 2024-2025 Student Parent Handbook. Included is the handbook department, topic, proposed changes, and justifications.

Department	Handbook Topic	Specify Section and URL (Rights & Responsibilities, Family Resources, Policies & Procedures, Progressive Behavior Responses, or Discipline)	Change	Justification
English Learners	English Learners	Handbook - Policies and Procedures - Metro Nashville Public Schools (sharpschool.com)	**UPDATE:** Students in Kindergarten through 12th grade are assessed with the ~~WIDA~~ TN Department of Education-approved English language proficiency assessment. Once the student is identified and enrolled as an English learner, he or she is assessed annually for English proficiency through the ~~ACCESS for English Language Learners or ACCESS for ELLs~~ TN Department of Education-approved English language proficiency assessment. If the student scores proficient, he/she will be "exited" from EL services.	TDOE changed the screener and annual assessment for English Learners. Changes go into effect July 1, 2024. The name of the assessment was replaced with the general name of the screener and assessment in case this changes in the future.

Exceptional Education/ MTSS	Universal Behavior Screener permissions	Permissions Preferences	**UPDATE:** Change "required" notice to "opt out" language on the Universal Behavior Screener (UBS) permission "Notice: If you do not request to opt-out by signing and returning this form or submitting your request online at permissions.mnps.org, it will be assumed you are granting permission for your student's participation in the Universal Behavior Screener."	This revision returns wording to original. The UBS is not a student survey; it is a teacher rating and is not subject to the TN state survey law.
Instructional Supports	Family Life and Sexual Health Education permissions	Permissions Preferences	**UPDATE:** The topics we'd like to chunk are all listed in the first paragraph of the above section, but in the permission portal, they are listed as individual checkable items. We would like to chunk them in the following manner: • Abstinence • Self-esteem and healthy relationships • Gender identity and sexual orientation • Consent • Reproductive systems • Sexually transmitted infections (STIs), including HIV/AIDS • Methods of protection • Pregnancy and adoption • Safe Haven law, Tennessee Human Trafficking law, Erin's law	Grouping the topics would potentially eliminate this issue and ensure that choices are aligned with the curriculum.
MTSS	MTSS for Behavior	Multi-Tiered System of Support	**UPDATE:** Yellow highlights are changes to the original and strike throughs are to be deleted. **Parental Assistance** There are times when students exhibit repeated patterns of challenging behavior. These steps can be followed to advocate for your student: 1. If you suspect your student needs additional help with his/her behavior, contact your student's teacher, school	The language was updated to more accurately reflect the MTSS process and how parents can access support from their schools. It divides list into "interventions" (skill-based, targeted)

			counselor or principal in writing to request a Collaborative Referral. The Collaborative Referral will be discussed by the school's MTSS-Behavior team, and your child will be assigned specific support or intervention that will meet their needs. You will be notified of the team's decision and your child's progress in the intervention. You may also request a conference to discuss your concerns. 2. During this meeting, parents and teachers can discuss proactive solutions and skill-based interventions to address repeated behaviors. 3. If the behaviors continue after the parent/teacher conference and supports and/or interventions have been implemented, the parent and/or teacher should request a Support Team meeting. 4. The Support Team will develop an individualized plan with interventions and strategies to address the concerns the team has for the student. If the interventions are successful, the Support Team will document and may continue to monitor as needed. 5. If the behaviors continue after interventions and/or a disability is suspected, the appropriate assessment specialist is invited to a meeting by the Support Team. 6. If a disability is suspected at any point in this process, the school and parent should schedule a meeting within 10 days to obtain written parental consent for an evaluation for special education services (IEP) or a Section 504 plan. **Learn more**	and "support strategies" (more general, does not target a behavioral skill deficit).

			about our support for students with disabilities. **Intervention and Support Strategies** To help students conduct themselves appropriately, this handbook lists prevention and intervention strategies that may be used prior to, or in addition to, any disciplinary response to student behavior. To support students more effectively, MNPS strives to provide increasingly intensive interventions and support to monitor student progress toward the clearly defined behavior expectations. This often takes the form of first teaching the expectation that we expect, providing encouragement when students are making progress toward the expectation and providing clear consequences that are consistent and well-defined. **Example interventions:** ~~**and strategies include the following:**~~ • ~~**Check and connect:** Allows students to reflect on their behavior and teachers to provide feedback to students throughout the day.~~ • ~~**Community conferencing:** Allows students, school staff and others involved in a conflict to discuss the conflict and how it affected them, and to propose solutions.~~ • **Check in – Check out:** A structured intervention where students check-in with a mentor at the start of each day, have their behaviors rated by teachers throughout the day, and then check-out with the mentor at the end of the day. Check in – Check out provides more opportunities for students to practice their expectations, receive feedback on their positive behaviors, and build relationships with others.	

			• ~~**Conference:** Involves students, parents, guardians, teachers, school staff and principals in discussion about student misbehavior and potential solutions that address social, academic and personal issues related to the behavior.~~ • **Mentoring program:** Involves pairing students with mentors (a counselor, teacher, fellow student, or community member) who help support their personal, academic and social development. • **Self-Monitoring:** Self-monitoring systems are used for students to earn rewards based on their reporting/evaluating behaviors. A self-monitoring system focuses on the student's recognition of their own behavior. • **Small group social skills:** Some students benefit from more targeted instruction and practice to learn important social skills such as conflict resolution, self-confidence, healthy relationships, or anger management. • **Functional Behavior Assessment:** Involves gathering information about a student's inappropriate or disruptive behavior and determining approaches that school staff should take to correct or manage student behavior. This information is used to develop a Behavior Intervention Plan for the student. • **Behavior Intervention Plan:** An approach to correcting inappropriate or disruptive student behavior through a plan designed by school staff to offer positive behavioral interventions, strategies and	

			supports. This plan is appropriate for students with and without disabilities. **Example support strategies:** • **Support Team:** Usually consists of teachers, school principals, social workers and parents and may also include nurses, mental health clinicians, psychologists and external agency representatives who help develop prevention and intervention techniques and alternative strategies that ultimately lead to student success. When student behavior requires intensive, individualized intervention, the Support Team develops a plan to address the behavior. • **Individualized Education Program (IEP) teams:** The IEP team can convene at any time to consider the need for support and interventions for an individual student with disabilities. • **Community service:** Allows students to participate in an activity to serve and benefit the community. Examples include working at a soup kitchen, cleaning up public spaces, helping at a facility for the elderly, etc. • **Conflict resolution:** Empowers students to take responsibility for peacefully resolving conflicts. Students, parents, guardians, teachers, school staff and principals engage in activities that promote problem-solving skills and techniques, such as conflict and anger management, active listening and effective communication.	

			• **Referral to community-based organizations:** Can involve a variety of services, including after-school programming, individual or group counseling, leadership development, conflict resolution and tutoring. • **Referral to school-based health and mental health clinics or other social services:** Provides counseling and assessments to students in need. Students are encouraged to privately share issues or concerns that lead to inappropriate or disruptive behavior or negatively affect academic success. In counseling sessions, students discuss goals and learn techniques that help them overcome personal challenges. **ADD:** • Information to be shared with guardian(s) as determined by the particular agency rules and what was outlined on the signed consent. **DELETE:** ~~Parents are to be regularly informed of student progress during counseling sessions and at school. Sessions can also involve family members or can be done in groups.~~ • **Restorative justice strategies:** Interventions designed to identify and address the harm caused by an incident and to develop a plan to heal and correct the situation. • **Parent outreach:** Requires school staff to inform parents or guardians of their student's behavior and seek their assistance in correcting inappropriate or	

			disruptive behavior. Outreach made in writing or by telephone is intended to make parents aware of students' behavior, task completion and achievement, and can include a request for parents to accompany students to school. • **Peer mediation:** A form of conflict resolution in which students help other students deal with and develop solutions to conflicts. • **Referral to appropriate substance abuse counseling services:** Occurs for behavior related to substance abuse, or with those for whom there is reason to believe substance abuse counseling is needed. Services can be school, or community based.	

Research, Assessment, and Evaluation	Permissions: School Climate Survey	Permissions Preferences	**UPDATE:** We revised the entire page for the School Climate Survey permission. It is now half a page, all new text is shown in blue in this draft. See below. **SCHOOL CLIMATE SURVEY** Notice: For grades 3-12, only. Parent/guardian permission is required for participation in the School Climate Survey. Failure to return this form or provide permission online will result in your student not being able to participate in this program. Student Name (Printed): _____ Student ID: _____ The School Climate Survey helps us understand and improve school climate. It asks about experiences at school, like relationships with teachers, connection to school, perceptions of safety, and overall school climate. It should take 10-20 minutes to complete. There is no risk to your student. Your student's participation in the survey is voluntary. They can skip any question or choose not to take it without any penalty. Your student's responses will be linked to his/her student ID and will be kept confidential by the MNPS research office and Panorama Education. Identifiable information would only be shared with appropriate staff if a student reported potential harm to themselves or others. Results will be grouped by school and shared on the district website. Individual responses without identifying information may be shared with external researchers. Your child cannot participate without your permission. If you give permission, it will apply if your student is enrolled in MNPS. You can change your mind and withdraw permission	Revisions are abbreviated for clarity and to comply with current state laws.

			at any time by emailing surveys@mnps.org. You will receive notifications before the survey goes out. You can review the survey questions on the district website before the survey begins. Do you give your student permission to participate in the MNPS School Climate Survey? o Yes o No I am a student who is 18 years of age or older, or the authorized parent or guardian for the named student. Parent or Guardian Signature _____ _____ Date _____ Student Signature (18 yrs./older) _____ _____ Date _____ This form only applies to the MNPS-administered School Climate Survey. Researchers and evaluators from inside or outside the district must ask for separate permission for any other surveys.	
Student Support Services, Student Health	Permissions: COVID-19 Testing	Handbook - Policies and Procedures - Metro Nashville Public Schools (mnps.org)	**REMOVE:** COVID-19 Testing MNPS is seeking your consent to test your child for COVID infection when/if symptoms are present. Testing will be conducted by a school nurse. Read more at our COVID-19 webpage.	The CDC now categorizes COVID-19 as a respiratory illness like the flu. Following this guidance, the Metro Health Department no longer administers COVID-19 tests. MNPS follows the guidance from Metro Health.

Student Support Services, Student Health	Permissions: Health Screenings	Handbook - Policies and Procedures - Metro Nashville Public Schools (mnps.org)	**UPDATE:** This language should be changed to reflect passive permission for health screenings in the permissions section. **Language should be changed to:** **HEALTH SCREENINGS** Only sign if you do not want your student to participate in hearing, vision, height, weight and blood pressure screenings. I wish to exclude my student from hearing, vision, height, weight and blood pressure screenings. MNPS does not have my permission for my student to participate in these screenings. Permissions Related to Policies ~~Certain permissions are required for students to participate in some school-related activities. Parents or guardians should indicate on the permission form whether or not their student has permission to participate.~~ **Hearing, Vision, Height, Weight & Blood Pressure Screenings** • As mandated by the State of Tennessee, MNPS provides color perception screenings, hearing and vision screenings at designated grade levels at both elementary and middle schools. Additional screenings in elementary, middle and high school, for height, weight and blood pressure are also provided.	This is passive permission. Language should allow parents to opt out of state mandated screenings, not provide permission.
Student Support Services, Discipline	Disciplinary Process and Procedures	Handbook - Discipline - Metro Nashville Public Schools (mnps.org)	**UPDATE:** Level II Appeal language adjusted: A request for a Level II appeal must be submitted in writing with the reason for the request and the evidence to support the request to the Discipline Office. Once received, the Executive Director of Student Support Services/Designee will	This language is updated for clarity.

			review the evidence provided and may grant or deny the request. The Executive Director of Student Support Services/Designee will respond to the request with his/her decision within a reasonable time, which will not exceed ten (10) calendar days from receipt of the request. The Executive Director of Student Support Services is not required to explain the decision.	
Student Support Services, Discipline	Inappropriate Use of Internet/Electronic Devices	Handbook - Policies and Procedures - Metro Nashville Public Schools (mnps.org)	**UPDATE:** **Inappropriate Use of Internet/Electronic Devices** **Use of Personal Communication and Electronic Devices, MNPS policy 6.312** **Use of Personal Communication and Electronic Devices, MNPS Procedure 6.312.1p** Students may not use personal technology during instructional periods except when used as an aid to instruction, at the discretion of the classroom teacher and building administrator. ~~A student who brings his/her device to school does so at his/her own risk. No searches or investigations will be conducted for lost or stolen devices.~~ Personal technology includes, but is **not limited to:** • cellular phones • wireless earpieces • iPods • IPads • tablets • other mp3 players • calculators • portable gaming devices • ~~Headphones must be used for personal technology used to play music or video.~~ A student in possession of personal technology is in violation of this policy is subject to disciplinary action. A student who brings his/her device to school does so at his/her own risk. No searches or investigations will be conducted for lost or stolen devices.	This language is updated to align with policy 6.312.

Student Support Services, Discipline	Discipline Process and Procedures	Discipline Tables - Metro Nashville Public Schools (mnps.org)	**UPDATE:** Discipline Tables Proposed Changes	Updated language addresses mass-violence code specifically and provides greater clarity regarding where a mass-violence discipline infraction can occur.
Student Support Services, Counseling	Screener for Self-Harm/Suicidal Ideation	Handbook - Policies and Procedures - Metro Nashville Public Schools (mnps.org)	**ADD:** Suicide Screener/ Assessment: In the event that a student makes a written, verbal, or electronic communication indicating self-harm, or that they are having suicidal ideations, school staff will meet with the student and complete a suicide screener/assessment. Once completed, the parent/guardian or an emergency contact will be notified.	This addition is for parent awareness.
Teaching and Learning	Academic Integrity	Handbook - Rights and Responsibilities - Metro Nashville Public Schools (mnps.org)	**ADD:** **Academic Integrity Statement** At Metro Nashville Public Schools, we hold ourselves to the highest standards of honesty and ethical behavior. As a member of this academic community, I commit to uphold these values in all my educational pursuits. **My Commitments:** 1. **I will be honest** in all my academic work and interactions with teachers and peers. 2. **I will respect intellectual property** by properly acknowledging and citing the contributions of others. This includes not plagiarizing or misusing digital content. 3. **I will engage in fair opportunity for all,** avoiding any form of cheating during exams or when completing assignments. 4. **I will take responsibility** for my actions and learn from my mistakes. I will report any instances of academic dishonesty I may witness.	Currently, the only mention of academic integrity is included in the grading policy 4.600.1p and only references Academic Dishonesty. This addition to the handbook is needed to provide more context around academic integrity in all areas in MNPS.

			5. **I will demonstrate courage** by upholding these principles, even when faced with challenges or peer pressure. **Together:** I join my peers in fostering an environment of mutual trust and respect, where we all strive to achieve our best through honest and fair efforts. **Support:** I know that mistakes can happen and that I might need support understanding expectations or how to properly cite sources. I will seek guidance from my teachers, when necessary, as they are here to help me learn and succeed with integrity. **Consequences:** I understand that if I violate these principles of academic integrity, such as through cheating, plagiarism, or other dishonest practices, I will face disciplinary actions. These consequences can range from a warning to redoing the assignment, suspension, or other measures appropriate to the severity of the violation.	
Teaching and Learning	Policies and Procedures	Handbook - Rights and Responsibilities - Metro Nashville Public Schools (mnps.org)	**ADD:** MNPS Grading Procedures MNPS strives for every student to excel, and grades indicate a student's progress in their learning. At its core: • Grading should be based on clearly defined and established success criteria. • Grading should not be a form of punishment, control, or compliance. • Students should receive multiple opportunities to demonstrate mastery. • Formative assessment accompanied by specific, actionable feedback is vital to student growth and common understanding of student learning progress; however, not all student work is necessarily reflected in grades. More information on grading is documented under Administrative Procedures. The MNPS Grading Procedures	Progress reports and report cards are an expectation within our grading policies and procedures.

			4.600.1p can be found under the Instructional Services tab. Teachers can answer questions and provide further guidance on how these procedures are implemented in their classes/schools.	
Title IX	Policies and Procedures	Non-Discrimination Statement - Metro Nashville Public Schools (mnps.org)	**ADD:** This contact information in the column under Contact for Questions or Complaints is parallel to Title IX of the Education Amendments of 1972. "To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination or harassment under Title IX, please email civilrightscomplaints@mnps.org, call 615-259-8634 or write to: 2601 Bransford Avenue, Nashville, Tenn. 37204." Currently, the correct method of contact information is parallel to Title VI of the Civil Rights Act of 1964; however, the inclusion of Title IX at that placement is confusing for someone looking specifically at filing or gaining more information on a possible Title IX violation. **DELETE:** "Title IX" from the contact information parallel to Title VI so that it reads, "To file a Title VI complaint, or have inquiries, please email civilrightscomplaints@mnps.org, call 615-259-8634 or write to: 2601 Bransford Avenue, Nashville, Tenn. 37204." Thus, the contact information needs to be listed twice with specificity to the aligned civil rights Title (VI or Title IX). **ADD:** **Edit Details section for Title IX to:** To maintain a safe, civil, and supportive learning environment, all forms of sexual harassment and discrimination on the basis of sex, as required by Title IX and its regulations, including in employment and admissions, is	The 2024 Title IX Federal Final Rule and Regulations was approved and released April 23, 2024. The implementation date is August 1, 2024 and applies to K-12. There are 1507 pages and 57 regulations with substantive and procedural changes from the 2020 Title IX Federal Final Rule. MNPS Board Policy 6.3041 will require updates to reflect the 2024 Federal Final Rule: 1. The definition of Hostile Environment Sex-Based Harassment 2. Definition and Concepts. 3. Grievance Process codified 106.45.

			prohibited. This policy shall cover employees, employees' behaviors, students, and students' behaviors while on school property, at any education program or activity, on school-provided equipment or transportation, or at any official school bus stop in accordance with federal law. **DELETE:** **Current MNPS trainings uploaded that are accessible for public viewing (last modified July 22, 2021 and Feb. 19, 2024.) New trainings in compliance with the 2024 Title IX Federal Final Rule Regulations will be provided.**	

Summary of Changes to FY 2024-25 Operating Budget

Account #	Description	Positions	Cost	Totals	% Chg
Total Amended Operating Budget FY2023-2024		**9,200.8**		**$ 1,205,472,800**	
Employee Compensation					
	Certificated Salary Step Increase		5,450,100		
	Certificated 4.0% COLA		17,830,300		
	Certificated Insurance - Insurance Trust (12.8% Increase)		16,376,700		
	Certificated & Support Pension		(275,400)		
	Support Salary Step Increase		4,395,800		
	Support 4.0% COLA		7,511,200		
	Nutrition Services Step Increase		408,500		
	Nutrition Services 4.0% COLA		817,000		
Sub-total Employee Compensation				**$ 52,514,200**	
Other Changes					
2555	Metro IT Charges		841,200		
5280	Radio Transmission		(55,500)		
7316	Injuries on Duty Expense		(299,800)		
7500	Surplus Property		65,600		
7777	Property Tax Refund - MDHA Transfer		272,700		
Various	Budget Cuts		(15,093,600)		
Various	Inflationary Increases and Other Required Expenses		6,861,300		
Sub-total Other Changes		**-**		**$ (7,408,100)**	
Total Additions				**$ 45,106,100**	**3.7%**
Total Operating Budget		**9,200.8**		**$ 1,250,578,900**	
Change from FY2024 Budget		**-**		**$ 45,106,100**	

Chapter	Change	Relevant language
Recitals	Remove sentence about opinions and work being valued	This Memorandum of Understanding (MOU) memorializes the understanding reached by the Board and the representatives of the professional employees of the Board as to the terms and conditions of the professional employee's service with the district. Metropolitan Nashville Education Association (MNEA), the elected representatives for professional employees, ~~wishes to~~ acknowledges and thanks MNPS and the Board of Education for their collaboration, resulting in this agreement. ~~MNPS educators are fortunate to work in a district in which their opinions and work are valued.~~ This ongoing collaboration has resulted in the terms of this agreement, and neither professional employees nor school administrators may alter the provisions herein.
Exception Pay Rate	Removes the specific types of work	The exception rate of pay shall be $25.00 per hour effective July 1, 2018, (budgeted at $29.53 an hour) and shall apply to professional employees working beyond the regular work hours ~~consistent with the following:~~ ~~• During the academic calendar for specified and approved activities that are not part of the professional employee's regular job duties which help support school improvement plans,~~ ~~• For all summer school assignments, and~~ ~~• Extended learning assignments.~~
Non-Instructional Workday	Aligns the language regarding stockpiled PD days to the statute	~~Noninstructional Workday~~ ~~A noninstructional workday is one in which students are not in school, but professional employees report to work (with the exception of parent-teacher conferences).~~ ~~Noninstructional workdays shall be seven hours in length including a one-hour duty-free lunch with the right to leave campus for lunch. Except in the case of an emergency, no after/before school meetings shall be scheduled on this day. For each noninstructional workday on the district calendar, Metropolitan Nashville Public Schools will allot three hours of teacher planning over the course of the academic year.~~ ~~As an example, if there are 10 noninstructional workdays on the calendar, the district will allocate a minimum of 30 hours of planning (i.e., 3 hours x 10 days = 30 hours). In this instance, the 30 hours of planning will be allotted over the course of the 10 noninstructional workdays. Noninstructional days shall be scheduled consistent with the following:~~

Chapter	Change	Relevant language
		~~• Six hours of professional development,~~ ~~• Six hours of teacher planning, or~~ ~~• Three hours of professional development and three hours of teacher planning.~~ ~~The number of noninstructional workdays varies each academic year. During a noninstructional day, teacher planning must be scheduled in increments of at least sixty 60 minutes.~~ ~~Before July 1, Metropolitan Nashville Public Schools, in consultation with Metropolitan Nashville Education Association, will publish a guidance document indicating the professional development and planning designations for all noninstructional workdays for the academic year. The guidance document will clearly indicate the number of noninstructional workdays, the time allotted for planning, and the time allotted for professional development~~. A noninstructional workday is when students are not in school or leave early, and professional employees' work. Tenn. Code Ann. § 49-6-3004(a) provides for five (5) in-service days, one (1) parent-teacher conference day, and no more than three (3) half days for students. Tenn. Code Ann. § 49-6-3004(a) also allows up to thirteen (13) stockpile days for inclement weather and professional development. For the purposes of this agreement, “noninstructional” workdays are defined as follows: In-Service Days. In-service days will be planned in accordance with Tenn. Code Ann. § 49-6-3004 (c) with a particular emphasis on subsections (c)(2) and (c)(3). In-service days will deliver the required training outlined in Tenn. Code Ann. § 49-6-3004 designed to address the needs of apprentice teachers by creating collaborative opportunities with supervising teachers, followed by staff development activities grounded in needs based on staff evaluations. Parent-Teacher Conference Day. The parent-teacher conference day will be used exclusively for holding parent-teacher conferences.

Chapter	Change	Relevant language
		Stockpile Professional Development Days. Stockpile professional development days are earned over the course of a school year in accordance with Tenn. Code Ann. § 49-6-3004 (e)(1). Stockpile professional development days will be utilized for "school-wide or system-wide instructional planning meetings" or "professional development activities" consistent with Tenn. Code Ann. § 49-6-3004 (e)(1). For additional information, see Tenn. Code Ann. § 49-6-3004 governing "school terms." Noninstructional workdays shall be seven hours in length including a one-hour duty-free lunch with the right to leave campus for lunch.
Retention Committee	Changes the focus of the committee for 24-25	Metropolitan Nashville Public Schools and Metropolitan Nashville Education Association agree to establish and maintain a Teacher Retention Committee consisting of all stakeholders. The Committee shall be comprised of three members appointed by the Director of Schools or designee, four members appointed by the Association, and one member of the elected Board of Education. The Committee shall be chaired jointly by one member appointed by the Director of Schools or designee and one member by the Association. The Committee shall address matters related to retention strategies that are identified during collaborative conferencing, via MNEA surveys, and/or by district teams. For the 2024-2025 school year, this focus includes streamlining and aligning school-based documentation processes in order to reduce redundancies and data entry into multiple systems or formats whenever possible. The Retention Committee shall convene no later than September 15 of each year and meet quarterly. The Committee is charged with collaborating to identify and present retention strategies and recommendations to the Director of Schools.
Planning Time	Clarifies the allocation and use of self-directed teacher planning and principal-directed planning Allocates student half-day afternoons for teacher-directed	All professional employees shall have daily planning time which shall be free of student responsibilities except for emergencies. Planning time at each school shall be equitable, with each professional employee receiving the same amount of planning. ~~The professional employee shall have three individual (self-directed) planning periods or 180 minutes per week.~~ The professional employee shall have at least 180 minutes per week of individual (self-directed) planning time. Individual (self-directed) planning time will be allocated in increments of no less than 30 minutes at a time. In the event the operation of the school requires a deviation from the 30-minute increment the principal must consult with the

Chapter	Change	Relevant language
	planning and administrative duties	Executive Director of Schools for approval. During designated individual (self-directed) planning, professional employees shall have no other duties and responsibilities but to plan and prepare for instruction. Principals may designate two administrative planning periods or 120 minutes per week. During these designated planning periods, the principal may mandate meetings, school or district administrative duties, or other activities at the principal's discretion. If a principal requires meetings, planning sessions, and/or coaching sessions, those minutes count toward the 120 allowed principal directed minutes. Professional employees may be required to attend two additional administrative meetings per month. However, professional employees must receive at least 150 minutes of planning time per week consistent with Tennessee School Board of Education Rule 0520-1-3-.03 (4). The principal shall determine the planning schedule after consultation with the faculty. Individual professional employee schedules shall indicate which days are individual planning and which days are administrative planning when individual professional employee schedules are distributed at the start of each semester. Metro Nashville Public Schools will also reserve all student half-day afternoons for teacher-directed activities such as planning and administrative duties.
Teaching Assignment	Adds language to notify teachers before the transfer window opens if there is a likelihood their assignment will change for the following year	To the extent possible, principals should notify professional employees of their tentative teaching assignments no later than the Friday before the voluntary transfer window closes. Scheduling in schools, especially secondary schools, requires changes throughout the school year. When a change that affects a professional employee's assignment becomes necessary, executive principals should notify the affected teacher within a reasonable amount of time.
Bereavement Leave	Removed the outdated 23-24 language	For the purpose of bereavement leave, “immediate family” is defined differently than sick leave to include wife, husband, domestic partner, parent, legal guardian, stepmother, stepfather, parent-in-law, child, stepchild, child-in-law, foster child, grandchild, step-grandchild, grandparent, step-grandparent, grandparent-in-law, brother, sister, stepbrother, stepsister, brother-in-law, sister-in-law, and any other person living in the home as a member of the family at the time of death. For the purposes of this provision domestic partner will be treated as a spouse.

Chapter	Change	Relevant language
		~~**2021-2022 and 2022-2023 School Years.**~~ When death occurs in the immediate family, professional employees shall be allowed a maximum of four days bereavement leave without loss of pay. Bereavement leave is not cumulative. If more days for bereavement purposes are needed, three days of a professional employee's sick leave may be used. Death of any relative who is not a member of the immediate family as previously defined above or other significant relationship to the professional employee shall entitle the employee to one day absence chargeable to bereavement leave. If more days for bereavement purposes are needed, three days of an employee's sick leave may be used. ~~**2023-2024 School Year.** For the 2023-2024 school year, when death occurs in the immediate family, professional employees shall be allowed a maximum of five days bereavement leave without loss of pay. If more days for bereavement purposes are needed, two days of an employee's sick leave may be used. For the 2023-2024 school year, death of any relative who is not a member of the immediate family as previously defined above or other significant relationship to the professional employee shall entitle the professional employee to two days absence chargeable to bereavement leave. If more days for bereavement purposes are needed, two days of an employee's sick leave may be used. As part of the budgeting process, funding to expand bereavement leave will be requested. If the requested funding is not available, the parties agree to return (i.e., within 30 days) to collaborative conferencing as soon as possible to discuss mutually agreeable options.~~
Religious Leave	Adds provision that no religious test or documentation is required Changes the number of days notice from one work week to 10 days	A maximum of two days absence without loss of pay shall be allowed for the observance of an established religious rite or ordinance within a single academic year provided that the professional employee's failure to observe this rite or ordinance shall impede the practice of his or her religion ~~and no reporting requirement interferes with the professional employee's rights under the Establishment Clause of the First Amendment to the United States Constitution and/or Tenn. Code Ann. § 49-6-8004~~. Professional employees shall not be required to provide documentation or submit to any religious test to take religious leave. Professional employees must submit religious leave requests at least ten (10) days in advance.

Chapter	Change	Relevant language
MOU Reopener	Changed the dates to add the 2025-26 and 2026-27 school years	The Collaborative Conferencing Team will allow the reopening of the Memorandum of Understanding (MOU) for up to five items from management and five items from professional employees plus salary and other issues referred back from the Compensation Committee to be discussed for the ~~2022-2023~~ 2025-2026 and the ~~2023-2024~~ 2026-2027 school years. Should any portion of the negotiated language herein not be funded within the district's budget, both parties will return to collaborative conferencing within 30 days to renegotiate the affected provision. This shall not constitute a reopener for either party.
In Lieu of Sub	In Lieu of Sub must be submitted within 45 days of professional employees covering the class	Before the first instructional day, the district will share information regarding in lieu of sub pay including the process for submitting time for pay. Completed in lieu of sub documentation will be submitted to the district's e-Compensation Office, by the executive principal, school bookkeeper, or designee, in the same pay period in which the documentation is submitted by the professional employee. An In lieu of sub request should be submitted within the pay period the professional employee covered the certificated employee's class. Requests must be submitted within 45 days of professional employees covering the class; otherwise, the supplement is no longer available. Upon the district receiving the documentation, the professional employee will receive compensation within two pay periods.

CHAPTER 1: ACKNOWLEDGEMENTS

Metropolitan Nashville Public Schools would like to take an opportunity to acknowledge and thank those individuals who participated in the collaborative conferencing on behalf of the Professional Employee Organization (i.e., Metropolitan Nashville Education Association) and the school district. Those individuals are presented below and distinguished based upon the entity they represented during this process.

Quanita Adams, Metropolitan Nashville Education Association

Dr. Mason Bellamy, Metropolitan Nashville Public Schools

Mary Jo Cramb, Metropolitan Nashville Education Association

Chad Hedgepath, Metropolitan Nashville Public Schools

Tara Johnson, Metropolitan Nashville Education Association

Trellaney Lane, Metropolitan Nashville Public Schools

Shawn Lawrence, Metropolitan Nashville Public Schools

Kenny Martin, Metropolitan Nashville Education Association

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[CHAPTER CONCLUDES]

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[CHAPTER CONCLUDES]

CHAPTER 3: BASIC AGREEMENT PROVISIONS

Preamble

This Agreement is made and entered into on this the 10th day of August, 2021, by and between the Metropolitan Nashville Public Schools Board of Education, and the representatives of the professional employees of the Metropolitan Nashville Education Association as provided under Tenn. Code Annotated § 49-5-605.

Definitions

Terms defined in the "Basic Agreement Provisions" chapter have their assigned meanings, and the following terms have the assigned meanings throughout this Agreement:

Administrator. "Administrator" means the management team as defined in Tenn. Code Annotated § 49-5-602 (4).

Agreement. "Agreement" means the Memorandum of Understanding between the Metropolitan Nashville Public Schools Board of Directors and Metropolitan Nashville Education Association presented herein.

Association. "Association" means the Metropolitan Nashville Education Association.

Board of Education. "Board of Education" or "Board" means the Metropolitan Nashville Public Schools Board of Education.

Collaborative Conferencing. "Collaborative Conferencing" means the process by which the chair of a Board of Education and the Board's professional employees, or such representatives as either party or parties may designate, meet at reasonable times to confer, consult and discuss and to exchange information, opinions and proposals on matters relating to the terms and conditions of professional employee service, using the principles and techniques of interest-based collaborative problem-solving.

Day. "Day" means any weekday, Monday through Friday, in which schools are open during the normal school year. For the purposes of a grievance or filing of a complaint, the first day to be counted shall begin at 8:00 AM the following day. When school is not in session, a "day" shall be Monday through Friday, excluding holidays.

District. "District" means Metropolitan Nashville Public Schools.

Domestic Partner. "Domestic Partner" means unrelated legal adults (both age 18 or older and mentally competent to enter into a contract) who meet all of the following requirements:

- Both adults have chosen to share one another's lives in an intimate and committed relationship of mutual caring that is intended to be lifelong,
- Both adults currently share a primary residence (i.e., living quarters, although it is not required the residence be listed in both names),
- Both adults have shared a primary residence for the preceding 365 days,
- Both adults are jointly responsible for basic living expenses (food and shelter although the individuals are not required to contribute equally), as demonstrated by a signed Declaration of Domestic Partnership demonstration financial interdependence and by providing three of the following as proof of joint responsibility:
    - Joint ownership of a primary residence or joint tenancy of a residential lease
    - Copy of a utility (water, gas, or electric) invoice listing both domestic partners
    - Joint ownership of an automobile (auto registration, joint auto insurance)
    - Joint bank or credit account
    - Joint liabilities (e.g., credit cards or loans, etc.)
    - A will or trust designating the domestic partner as beneficiary
    - A retirement plan or life insurance policy beneficiary designation form designating the domestic partner as beneficiary
    - A signed durable power of attorney to the effect that the employee and the domestic partner have granted powers to one another
    - Copies of each domestic partner's driver's license that indicates the same address
    - Other acceptable proof of joint financial responsibility as determined by the department of human resources
- Both adults have been jointly responsible for living expenses during the preceding 365 days, and
- Neither adult has been in a lawful marriage recognized by the State of Tennessee in the previous 365 days, is in another domestic partnership or are lineal ancestors or descendants related to a degree of kinship that would otherwise prevent marriage from being recognized by the State of Tennessee (if divorced, a copy of the divorce decree for each partner is required to be provided).

Employees' Team. "Employees' Team" means those representatives who are chosen pursuant to Tenn. Code Annotated § 49-5-605 to represent professional employees in collaborative conferencing with the Board of Education.

Grievance. "Grievance" means any claim by any professional employee or the professional employees' organization that there has been a violation, misinterpretation, or misapplication of the terms of this Agreement, or a violation, misinterpretation, or misapplication of any written policy or practice of the Board of Education.

Grievant. "Grievant" means any professional employee, group of two (2) or more professional employees, or professional employees' organization bringing a claim pursuant to the grievance procedure found in Chapter 4 of this Agreement.

Management Personnel. "Management Personnel" means employees who devote a majority of their time to the system-wide area or areas of professional personnel management, fiscal affairs or general management and shall specifically include principals, assistant principals, supervisors and others whose primary responsibilities are administration rather than teaching.

Management Team. "Management Team" means those professional employees certified by the Board of Education to represent the Board in the collaborative conferencing process.

Memorandum of Understanding. "Memorandum of Understanding" or "MOU" means the written document that memorializes and records the understanding reached by the Board of Education and its professional employees, or their respective representatives, if so designated, as to the terms and conditions of professional services set forth within the Agreement.

Parties. "Parties" means the Board of Education and respective representatives as well as the Professional Employees' Organization (POE) and respective representatives.

Professional Educators Collaborative Conferencing Act of 2011. "Professional Educators Collaborative Conferencing Act of 2011" or "PECCA" means the process described and authorized pursuant to Tenn. Code Annotated § 49-5-601 et seq.

Professional Employee. "Professional Employee" or "Employee" means any person employed by any local board of education in a position that requires a license issued by the Tennessee Department of Education for service in public elementary and secondary schools of this state, supported, in whole or in part, by local, state or federal funds, but shall not include any member of the management team, as defined in this part, or a

retired teacher who is employed as a teacher in accordance with Tenn. Code Annotated § 8-36-8.

Professional Employee Organization. "Professional Employee Organization" or "PEO" means any organization with membership open to professional employees, as defined in subdivision (8) of Tenn. Code Annotated § 49-5-602, in which the professional employees participate and that exists for the purpose of promoting the professional status and growth of educators and the welfare of students.

Representative. "Representative" means any person, or group of persons, organization or association that is designated and authorized by the professional employees or the Board of Education to act for the professional employees or the Board, respectively, in the collaborative conferencing process.

School Board Policy. "School Board Policy" means those policies adopted by the Metropolitan Nashville Public Schools Board of Directors and posted on the Board's website for public access.

School Board Procedure. "School Board Procedure" means those administrative procedures established by the district and posted on the Board's website for public access.

Supervisor. "Supervisor" means any professional employee of the Board of Education whose full-time job responsibilities consist of oversight of other professional employees or curriculum development or both. Supervisors who spend a majority of their time engaged in administrative duties, rather than a teaching role, are also included in the definition of "Management Team."

Teacher. "Teacher" means a professional employee as defined in Tenn. Code Annotated § 49-5-602 (8).

Urgent Situation or Emergencies. "Urgent Situation or Emergencies" means an unplanned event which causes significant interference with normal activities requiring immediate attention and remedial action.

Working Conditions. "Working conditions" means those fundamental matters that affect a professional employee financially or the employee's employment relationship with the Board of Education and that are specifically designated as such pursuant to Tenn. Code Annotated § 49-5-601 et seq.

Recitals

This Memorandum of Understanding (MOU) memorializes the understanding reached by the Board and the representatives of the professional employees of the Board as to the terms and conditions of the professional employee's service with the district. Metropolitan Nashville Education Association, the elected representatives for professional employees, acknowledges and appreciates Metropolitan Nashville Public Schools and the Board of Education for their collaboration, resulting in this agreement. This ongoing collaboration has resulted in the terms of this agreement, and neither professional employees nor school administrators may alter the provisions herein.

NOW, THEREFORE, the Parties hereby agree as follows:

[CHAPTER CONCLUDES]

CHAPTER 4: SALARIES AND WAGES

Salaries and Wages

Professional employee salaries are determined by a combination of education and experience. Experience must be verified by the Board from an approved list of accredited agencies in a manner, consistent with Tennessee State Board of Education Rule 0520-01-02-.02. Verification of credit and experience must be received by December 1 of the current school year in order to receive retroactive pay.

Compensation Plan

All salary, differentiated compensation, and salary supplements/stipends shall be paid via the official district payroll system and be reported to the Tennessee Consolidated Retirement System (TCRS) as compensation.

Salary Schedule

The salary of each professional employee covered by the regular salary schedule is set forth in Appendix A, which is incorporated by reference into the Memorandum of Understanding (MOU).

Placement on the Salary Schedule

Adjustment to Salary Schedule. All professional employees shall be placed on the proper step of the salary schedule as of July 1 of each year in accordance with the years of experience and educational attainment. Any professional employee employed for at least 100 days of the contract year shall be given full credit for one year of service toward the next incremental step for the following year.

Credit for Professional Experience. Each professional employee shall be awarded full credit for allowable teaching experience and educational attainment consistent with Tennessee State Board of Education Rule 0520-01-02-.02.

Frequency and Method of Wage Administration

All professional employees shall be paid on a bi-weekly basis. Such payment received shall be in full for the current pay period. All payments of salaries and wages shall be made by direct deposit to a financial banking institution. All professional employees shall be required to participate in a direct deposit program.

Exception Pay Rate

The exception rate of pay shall be $25.00 per hour effective July 1, 2018 (budgeted at $29.53 an hour) shall apply to professional employees working beyond the regular work hours.

National Board Certification for Professional Employees, Requirements, and Supplemental Pay

Supplemental Pay. The National Board Certification supplement will be paid at the rate of $4,000.00 per academic year for eligible professional employees. All professional employees are eligible for this supplement consistent with the following:

- Possessing a current National Board Certification, and
- Full-time with an "active" payroll status (not on unpaid leave of absence).

Supplemental Pay Requirements. Requirements for receiving National Board Certification stipend pay include the following:

- Supplemental pay installments will cease on the certification's expiration date.
- The professional employee must provide a copy of the valid certification or confirmation of the successful application from the State of Tennessee to the Human Resources Division.
- The Human Resources Division will resume the supplemental pay installments beginning with the next payroll period upon receipt of the reinstated certification or confirmation of a successful application.
- The Human Resources Division will resume the supplemental pay installments beginning with the next payroll period upon receipt of the reinstated certification or confirmation of a successful application.
- The professional employee is not eligible for retroactive payment of any lost installments due to an expired certification or failure to submit required documentation for renewal or eligibility.

- In the year a professional employee initially achieves National Board Certification, the supplemental pay shall be effective on and retroactive to the first day of the academic year.

It is each professional employee's responsibility to provide the Human Resources Division with necessary documentation as listed above. Professional employees will be notified if their supplemental pay installment have ceased during the effective payroll period. Regular audits of National Board Certification recipients will be conducted to ensure eligibility of supplemental pay installments.

School Psychologists and Speech/Language Therapists. School psychologists are certified through National Association of School Psychologists. Speech/language therapists are certified through American Speech-Language-Hearing Association.

School Social Workers. School social workers obtain a Licensed Clinical Social Workers (LCSW) status from their state after passing the applicable social work exam from the Association of Social Worker Board (ASWB).

Pay for Voluntary & Required Professional Development

Voluntary Professional Development. Professional employees should select professional development that focuses on their areas of instruction and opportunities for growth. All voluntary professional development activities beyond the regular school day are compensated at $85.00 for a 7-hour day including a one-hour duty-free lunch with the right to leave campus for lunch. Half-day voluntary workshops and training activities shall be three hours in length and compensated at $42.50. Voluntary professional development should be approved in advance by the executive principal or supervisor.

District Approved Professional Development & Pay. All district approved professional development activities that are required beyond the regular school day are compensated at the employee's hourly or daily rate of pay.

Professional Employees Covering Classes for Other Professional Employees (In Lieu of Substitute)

When a professional employee is absent and a day-to-day, school, or district provided substitute is not available, other professional employees may be asked to assist by covering a class or having a portion of another professional employee's students

assigned to them. Within the first twenty (20) instructional days, teaching teams within schools shall develop a plan in accordance with Tennessee State Board of Education Rule 0520-01-03.03 for splitting classes when a substitute is not available. Those plans shall be shared with building administrators. Should all teachers on a teaching team be close to maximum class sizes as outlined in Tennessee State Board of Education Rule 0520-01-03.03, the administration shall contact Support Hub for assistance through standard leadership channels. If changes to the team occur, the plan shall be revised within twenty (20) days. Covering a class during a professional employee's two and a half (2.5) hours of weekly self-selected planning time because a substitute is not available shall be done on a voluntary basis except in urgent/emergency situations (unplanned situations that require an educator to leave during the workday unexpectedly for illness or personal tragedy).

Any professional employee covering an in-person or virtual class because a substitute is not available shall be paid the highest substitute rate available, exclusive of the substitute bonus. Such additional compensation shall be prorated for the time period or percentage of the class that each professional employee covers. When a class is split among several professional employees, the highest substitute rate will be divided evenly among all professional employees receiving students.

Before the first instructional day, the district will share information regarding in lieu of sub pay including the process for submitting time for pay. Completed in lieu of sub documentation will be submitted to the district's e-Compensation Office, by the executive principal, school bookkeeper, or designee, in the same pay period in which the documentation is submitted by the professional employee. An In lieu of sub request should be submitted within the pay period the professional employee covered the certificated employee's class. Requests must be submitted within 45 days of professional employees covering the class; otherwise, the supplement is no longer available. Upon the district receiving the documentation, the professional employee will receive compensation within two pay periods.

Compensation Committee

The Board of Education and the Metropolitan Nashville Education Association agree to establish and maintain a "Compensation Committee" consisting of all stakeholders. The Compensation Committee shall be comprised of three members appointed by the Director of Schools or designee, four members appointed by the Association, and one member of the elected Board of Education. The Compensation Committee shall be chaired jointly by one member appointed by the Director of Schools or designee and one member by the Association. The Compensation Committee shall address matters related to district compensation plans and priorities.

The Compensation Committee shall convene no later than September 15 of each year and meet quarterly. All stakeholder groups shall be invited and afforded an opportunity to offer input and recommendations to the Compensation Committee. The Compensation Committee is charged with collaborating to identify and present budget recommendations to the Director of Schools.

The Compensation Committee further commits to the retention of experienced professional employees. As such, a goal will be to create and recommend pay strategies and structures for professional employees who have reached the top of the current pay schedule and remain there for more than one (1) academic year.

The Compensation Committee will recommend funding for salary schedule step increases be included as part of the "Continuity of Operations and/or Aspirational Budget" that is presented to the school board. Metropolitan Nashville Public Schools and Metropolitan Nashville Education Association agree to review the recommendations of the compensation committee to discuss options for use of the compensation funding that is provided.

[CHAPTER CONCLUDES]

CHAPTER 5: GRIEVANCES AND PROCEDURES

What is a grievance?

A grievance is a professional employee's claim that there has been a violation, misinterpretation, and/or misapplication of the following:

- Metropolitan Nashville Public Schools Board Policy or Board Procedure,
- Tennessee State Law,
- Federal Law,
- State Board of Education Policy, Procedure, or Guideline, and/or
- Memorandum of Understanding presented herewith.

What is not a grievance?

The following items are not considered a basis for a grievance:

- Disagreement with a supervisor's actions or decisions aligned with law, policy, or administrative procedure.
- Reprimand or any similar corrective action. Note: *See "Teacher Rights" for information on appeals of reprimands.*
- Placement on a plan of assistance.

Professional Employee Rights

The following professional employee rights are guaranteed by Metropolitan Nashville Public Schools consistent with the Memorandum of Understanding presented herewith:

- Reprimands and grievances shall be conducted confidentially, in a private location, involving only the necessary personnel and their representatives.
- An affected professional employee, who is a member of a professional employee organization (PEO) that is a party to this agreement, shall, however, have the right, in all such instances to request the presence of a PEO representative at said interview and, when such a request is made, the interview will not proceed until the representative is in attendance, given a reasonable timeframe to allow the representative to attend (See Tenn. Code Ann. § 49-5-603).

- Except in cases of alleged child abuse, workplace violence, or other emergencies, professional employees will be notified of investigatory and disciplinary meetings at least 24 hours in advance.
- Professional employees shall be afforded due process as prescribed by law to ensure that any adverse action shall be for just cause and treated fairly and equitably.
- Any professional employee may appeal a reprimand to the supervisor of his/her principal/supervisor or to the Executive Director of Schools.
- The opportunity to appeal shall be granted to professional employees who receive a reprimand and in response to the reprimand allege that compliance with a directive from a supervisor would have endangered the teacher's health and/or safety in violation of Metropolitan Nashville Public Schools policies and procedures.
- A professional employee organization (PEO) that is a party to this agreement shall be notified immediately whenever a suspension is recommended to the Director of School.
- A tenured professional employee dismissal hearing shall be held before an impartial hearing officer. Note: *Metropolitan Nashville Public Schools shall continue to comply with Tennessee Code regarding the appointment of an impartial hearing officer.*
- Any complaints regarding a professional employee's conduct made to an administrator by a parent, a student, or any other person shall be processed according to Board Policy 5.501 and/or the administrative procedures outlined in the Certified Employee Handbook. Complaints related to child abuse or Title IX related incidents will be processed according to applicable federal or state law and MNPS policy/procedure.
- When an issue arises, a professional employee is encouraged to contact the professional employee organization (PEO) or the appropriate Human Resource Partner after discussing and unable to resolve the issue with his or her supervisor. Appropriate issues should be directed to and addressed by the faculty advisory committee (FAC).

Grievance Procedures

Grievances can be submitted during the informal procedure or one of the three formal procedures presented herein.

Informal Procedure. If a professional employee feels that he or she has a grievance, the professional employee shall first discuss the matter with his or her principal or other appropriate supervisor in an effort to resolve the problem informally. The parties shall seek to resolve the issue by obtaining advice and counsel from the appropriate division within Metropolitan Nashville Public Schools. If the problem is not resolved informally, then the professional employee may declare that a grievance exists, and the formal procedure invoked. *Note: If the grievance relates to a principal's decision, and if the informal procedure is unsuccessful, the appropriate person to hear a level one grievance is the principal's supervisor.*

Formal Procedures. Table 1 presents procedures for formal grievances.

Table 1: Procedures for Formal Grievances

Level One	• If the professional employee is not satisfied with the outcome of the informal procedure, he or she may present the alleged grievance formally in writing to the principal or supervisor. A written grievance shall contain the following information: o The name and position of the professional employee, o A statement of the grievance and the facts involved, including relevant dates, o A reference to the applicable provisions of Metropolitan Nashville Public Schools board policy or procedure, Tennessee state law, Federal law, State Board of Education policy, procedure, or guideline, and/or the Memorandum of Understanding (MOU) presented herewith, o The corrective action requested, and o Signature of the professional employee. • At the time of filing the level one grievance, the professional employee may also request a conference. The level one conference shall be

	held prior to the rendering of a decision. If a conference is requested, the act of scheduling the conference shall occur within 10 working days of receiving the level one grievance. • The principal or supervisor, or other appropriate administrator shall render a written decision to the professional employee consistent with the following: o Within 10 working days after the receipt of the written grievance, or o Within 10 working days after the grievance conference (if requested).
Level Two	• If the professional employee wishes to appeal a level one decision, the professional employee may appeal in writing to the Chief of Human Resources within 10 working days after the level one decision. • At the time of filing the level two grievance, the professional employee may also request a conference. The level two conference shall be held prior to the rendering of a decision. If a conference is requested, the act of scheduling the conference shall occur within 10 working days of receiving the level two grievance. • The Chief of Human Resources or designee shall render a written decision to the professional employee consistent with the following: o Within 10 working days after the receipt of the written grievance, or o Within 10 working days after the grievance conference (if requested).
Level Three	• If the professional employee wishes to appeal a level two decision, the professional employee may appeal in writing to the Director of Schools within 10 working days after the level two decision. • At the time of filing the level three grievance, the professional employee may also request a conference. The level three conference shall be held prior to the rendering of a decision. If a conference is requested, the act of scheduling the conference shall occur within 10 working days of receiving the level three grievance.

	• The Director of Schools shall render a written decision to the professional employee consistent with the following: o Within 10 working days after the receipt of the written grievance, or o Within 10 working days after the grievance conference (if requested). This decision is final.

Grievance Conferences

Generally, grievance conferences will be scheduled for times that do not interfere with the professional employees' assigned duties. Reprimands and grievances shall be conducted confidentially, in a private location, involving only the necessary personnel and their representatives. An affected professional employee, who is a member of a professional employee organization (PEO) that is a party to this agreement, shall have the right to request the presence of a professional employee organization (PEO) representative at said interview and, when such a request is made, the interview will not proceed until the representative is in attendance, given a reasonable time period to allow the representative to attend.

Additional Grievance Information

Note the following additional information regarding grievances:

- A grievance may be withdrawn at any level without prejudice or record.
- Failure by the aggrieved person or group at any level to appeal a grievance to the next level within the specified time limit herein shall be deemed to be acceptance of the decision rendered at that level on a non-precedent setting basis.
- No grievance shall be recognized by Metropolitan Nashville Public Schools unless it shall have been presented to the appropriate level in writing within 40 working days after the aggrieved person knew, or should have known, of the act or condition on which the grievance is based and if not so presented, the grievance shall be considered as waived.

- Nothing in this agreement denies any employee the opportunity to consult with any supervisory or administrative officer of Metropolitan Nashville Public Schools.
- At any level, time limits in this agreement may be mutually extended. However, the intent of this provision is to expedite the processing of all grievances.
- No reprisals shall be invoked against any professional employee for processing a grievance or participating in any way in the grievance procedure.
- When a grievance involves more than one professional employee, the group of employees, with the assistance of the appropriate representative, may submit a collective grievance at the appropriate level.
- Working days are defined as any day in which the district office is open, excluding holidays and inclement weather days.
- If the grievance involves an executive director of schools, the Chief of Human Resources will designate a neutral administrator to be the responding party.

[CHAPTER CONCLUDES]

CHAPTER 6: INSURANCE

Insurance Benefits

The Board of Education agrees to the following relative to insurance benefits:

- To pay 75% of the insurance package for eligible professional employees. *Note: This Agreement does not apply to life insurance beyond the amount deemed by the Internal Revenue Service (IRS) as an allowable, non-taxable, employer-paid benefit.*
- To provide a $50,000.00 life insurance benefit for all eligible professional employees. *Note: Eligible professional employees are regularly scheduled to work at least 18 hours per week.*
- To provide a $500.00 death benefit, under the provisions of the Metropolitan Charter, for each professional employee.

Employee Assistance Program (EAP)

Metropolitan Nashville Education Association (MNEA) agrees to fund and maintain a confidential Employee Assistance Program (EAP).

[CHAPTER CONCLUDES]

CHAPTER 7: FRINGE BENEFITS

Reimbursement for Teaching Supplies

Funds allocated to professional employees through the Tennessee Investment in Student Achievement (TISA) shall be spent on instructional supplies as provided in Tenn. Code Ann. § 49-3-359(a). Two hundred dollars shall be designated for every professional employee in kindergarten through grade twelve (K-12). The district further agrees to reimburse each regular and exceptional education classroom teacher, librarian, school counselor, social worker, psychologist, speech-language pathologist, and itinerant classroom teacher for the purchase of instructional materials and supplies based upon state and district guidelines as well as auditing procedures.

Tennessee Investment in Student Achievement (TISA)shall be distributed to professional employees no later than October 31. Prior to the first instructional day, financial and auditing policies and procedures for Tennessee Investment in Student Achievement (TISA) purchases will be posted and shared with professional employees by the district.

School-Based Budgeting and Teaching Supplies

According to school-based budgeting guidelines issued by the district, schools must allocate the per-student amount available to purchase classroom supplies for professional employees. In partnership with the school leadership team, school principals must establish a process for professional employees to request their supply needs. Before the first instructional day, principals must share the process for requesting and approving supply requests.

Travel and Mileage Reimbursement

For professional employees authorized to use personal automobiles in the performance of their duties, and/or travel in performance of their duties, reimbursement will be provided consistent with Board Procedure 2.804.1.

Professional Employee Attendance at Athletic and Non-Athletic Events

All professional employees shall be admitted without charge to regular season athletic contests at all Metropolitan Nashville Public Schools events upon presenting district-issued identification. Professional employees shall be admitted without charge to non-athletic events at their assigned school. Additionally, all professional employees shall be admitted without charge to non-athletic events at all Metropolitan Nashville Public Schools upon presenting district-issued identification (space permitting).

[CHAPTER CONCLUDES]

CHAPTER 8: WORKING CONDITIONS

Concerns Related to Meetings and Workday

Any concerns about the provisions related to workday, meetings, and faculty meetings shall be discussed with the faculty advisory committee, school leadership team and/or principal/department head. Concerns that continue and are not addressed shall be discussed with the appropriate supervisor.

Instructional Workday

All professional employees shall be present at their respective schools seven and one-half hours each day students are in school. This accounts for the seven-hour instructional day and arrival and departure based on the needs of the students.

Noninstructional Workday

A noninstructional workday is when students are not in school or leave early, and professional employees' work. Tenn. Code Ann. § 49-6-3004(a) provides for five (5) in-service days, one (1) parent-teacher conference day, and no more than three (3) half days for students. Tenn. Code Ann. § 49-6-3004(a) also allows up to thirteen (13) stockpile days for inclement weather and professional development. For the purposes of this agreement, "noninstructional" workdays are defined as follows:

- ***In-Service Days.*** In-service days will be planned in accordance with Tenn. Code Ann. § 49-6-3004 (c) with a particular emphasis on subsections (c)(2) and (c)(3). In-service days will deliver the required training outlined in Tenn. Code Ann. § 49-6-3004 designed to address the needs of apprentice teachers by creating collaborative opportunities with supervising teachers, followed by staff development activities grounded in needs based on staff evaluations.
- ***Parent-Teacher Conference Day.*** The parent-teacher conference day will be used exclusively for holding parent-teacher conferences.
- ***Stockpile Professional Development Days.*** Stockpile professional development days are earned over the course of a school year in accordance with Tenn. Code Ann. § 49-6-3004 (e)(1). Stockpile professional development days will be utilized for

"school-wide or system-wide instructional planning meetings" or "professional development activities" consistent with Tenn. Code Ann. § 49-6-3004 (e)(1).

For additional information, see Tenn. Code Ann. § 49-6-3004 governing "school terms." Noninstructional workdays shall be seven hours in length including a one-hour duty-free lunch with the right to leave campus for lunch.

Faculty Meetings

- A faculty meeting is any called meeting with the majority of the faculty beyond the seven and one-half hour workday.
- By the end of the first week of school, the faculty, in collaboration with the principal and/or department head, shall determine the regular schedule and purpose for faculty meetings. Sound professional judgment in scheduling and conducting faculty meetings shall be used. Reasonable notice and an agenda shall be provided except in urgent situations.
- Regular faculty meetings shall adhere to the following conditions except in urgent situations:
    - A maximum of four meetings per calendar month may be held.
    - Faculty meetings shall not exceed two hours during a calendar month.
    - Meetings held after the end of the school day shall start within 15 minutes after the student dismissal time. Meetings held before the school day shall end at least five minutes before the student arrival time.
    - No meeting shall exceed one hour in length. If a meeting will exceed an hour, the principal shall give the faculty 48-hour advance notice.
    - Topics of school-wide interest submitted in writing by professional employees to the principal—at least three school days in advance of a meeting—must be placed on the agenda with five minutes designated for each topic. Due to time constraints, no more than two topics shall be added to the agenda for this purpose. Submissions by Metropolitan Nashville Education Association representatives will be given priority. This shall not preclude other topics of school-wide interest submitted by the faculty from being discussed at the principal's discretion.
    - Morning meetings shall not be scheduled on Mondays or on any day immediately following a holiday or any other day in which professional

employee attendance is not required at school. Afternoon meetings shall not be called on Fridays or any day immediately preceding a holiday or any other day in which professional employee attendance is not required at school.

- No professional employee shall be required to attend a vendor presentation without an instructional purpose.

Other Meetings

- Other meetings, which may or may not include the majority of the faculty, can be held beyond the seven and one-half hour workday to collaboratively improve the school.
- Principals in collaboration with the faculty, shall determine the schedule and purpose for other meetings. Sound professional judgment in scheduling and conducting other meetings shall be used. Reasonable notice and an agenda shall be provided.
- Other meetings shall adhere to the following conditions:
    - Other meetings scheduled outside the instruction day may include, but are not limited to, vertical team, school improvement plan, accreditation, professional learning communities, and other committee meetings.
    - A maximum of two meetings per calendar month may be held.
    - Other meetings shall not exceed one hour during a calendar month.
    - Meetings held after the end of the school day shall start within 15 minutes after the student dismissal time. Meetings held before the school day shall end at least five minutes before the student arrival time.
    - Morning meetings shall not be scheduled on Mondays or any day immediately following a holiday or any other day in which professional employee attendance is not required at school. Afternoon meetings shall not be called on Fridays or any day immediately preceding a holiday or any other day in which professional employee attendance is not required at school.

Academic Freedom

Metropolitan Nashville Public Schools seek to educate students in the democratic tradition; to foster a recognition of individual freedom and social responsibility; to inspire meaningful awareness of, and respect for, the Constitution and the Bill of Rights; and to instill appreciation of the values of individual personality. It is recognized that these democratic values can best be transmitted in an atmosphere which is free from censorship and artificial restraints upon free inquiry and learning, and in which academic freedom for the professional employee and student is encouraged.

Academic freedom shall be guaranteed to professional employees to create, in the classroom, an atmosphere of freedom that permits students to raise questions dealing with critical issues of the time and which maintains an atmosphere conducive to the study, investigation, presentation, and interpretation of facts, which stress the interplay of ideas. In addition, the professional employee is responsible for exercising his or her judgment in selecting for discussion those relevant issues which are appropriate to the maturity, age, grade level, and understanding of the students involved. Freedom of individual conscience, association and expression are encouraged, and fairness in procedures will be observed both to safeguard the legitimate interest of schools and to exhibit by appropriate examples the basic objectives of democratic society. Professional employees are entitled to full rights of citizenship. No lawful religious or political activity of any professional employee shall be grounds for discipline or discrimination with respect to the employment of such professional employee. Professional employees should recognize that academic freedom is not an absolute and may be impacted by state statute, and it must be exercised within the basic ethical responsibilities of the teacher profession as deemed appropriate in the Teacher Code of Ethics (See Tenn. Code Ann. § 49-5-10).

Professional Employee Code of Ethics

Obligations to Students. For information on professional employee obligations to students see Tenn. Code Ann. § 49-5-1003.

Obligations to the Education Profession. For information on professional employee obligations to the education profession see Tenn. Code Ann. § 49-5-1004.

Corrective Action and Progressive Discipline

The corrective action and progressive discipline process recognize that professional employees make mistakes and may not always follow policies and procedures closely, and that professional employees should be given the opportunity to adjust behaviors when possible; at the same time, serious offenses must be recognized and handled immediately. The corrective action and progressive discipline process are governed by procedure 5.200.1p.

Retention Committee

Metropolitan Nashville Public Schools and Metropolitan Nashville Education Association agree to establish and maintain a Teacher Retention Committee consisting of all stakeholders. The Committee shall be comprised of three members appointed by the Director of Schools or designee, four members appointed by the Association, and one member of the elected Board of Education. The Committee shall be chaired jointly by one member appointed by the Director of Schools or designee and one member by the Association. The Committee shall address matters related to retention strategies that are identified by either MNEA or district administration. For the 2024-2025 school year, this focus includes streamlining and aligning school-based documentation processes in order to reduce redundancies and data entry into multiple systems or formats whenever possible. The Retention Committee shall convene no later than September 15 of each year and meet at least quarterly. The Committee is charged with collaborating to identify and present retention strategies and recommendations to the Director of Schools.

Involvement in the Decision-Making Process

Professional employees are held accountable for the success of the educational process. Therefore, the district recognizes the necessity of involving faculties in the decision-making process. When feasible during workshops and local in-service, professional employees and principals will explore and discuss ways of organizing schools for improved programs. Where applicable, local staffs will consider differentiated staffing, which would include identifying and describing various functions within the school setting that can be performed by paraprofessionals, team teaching, variable student grouping, etc., which might make possible the reconstruction of instructional staffs, instructional

patterns, and school organization. When necessary, professional employees will devote the necessary time beyond the normal school day to accomplish the above objective. Professional employees shall provide, through the school leadership team, input on the student-based budgeting process for the school.

The district shall make available to each school an appropriation in the 2316 School Funding Allocation and the 2321 Pre-K Instruction supply account based on the enrollment in the school. All local funds allocated for instructional materials and supplies (2316 and 2321 funds) shall be distributed as determined by the principal with input of the faculty.

Faculty Advisory Committee (FAC)

Establishment. Professional employees are encouraged to form an elected faculty advisory committee (FAC) for the purposes of:

- Collaborating and advising on suggestions, ideas, and solutions that address school-wide issues and challenges,
- Representing the questions and concerns of professional employees,
- Establishing and maintaining productive relationships and communications, and
- Creating a positive culture and climate through shared leadership.

Principals shall collaborate with the faculty advisory committee (FAC) to address school-wide issues and concerns. The committee shall serve as a vehicle by which the faculty may propose changes to existing school-level policies, procedures, and practices, as well as school health and safety plans. The faculty advisory committee (FAC) may also propose changes to lesson planning protocols. All proposed changes shall be presented and discussed with the principal for collaboration and consideration purposes. Changes require principal approval. Committees shall communicate resolutions to the faculty.

Election and Term. The first step in establishing a faculty advisory committee (FAC) is for three non-supervisory professional employees to create a volunteer nominating committee which shall convene for the purpose of establishing a procedure to gather nominations from the faculty for prospective non-supervisory professional employee members of the faculty advisory committee.

- The nominating committee shall communicate to the principal that the process has begun.
- The nominating committee shall solicit the names of nominees from each department/grade level/content area for inclusion on a ballot.
- All non-supervisory, professional employees within the school are eligible to vote for and hold membership on the committee.
- The nominating committee shall determine how many members will be on the faculty advisory committee, but every effort should be made to include representatives from each department/grade level/content area. The faculty advisory committee (FAC) shall consist of at least three members.
- Voting shall be conducted by secret ballot within two weeks of the initial solicitation of nominees. Ballots shall be returned to and tabulated by the nominating committee. The nominating committee shall announce members of the faculty advisory committee (FAC) within one school day of tabulating ballots.

It is recommended that the committee be elected by September 15 and organized by October 1, but it may be formed at any time during the school year. Each faculty advisory committee (FAC) member will serve for one school year. A nominating committee will be formed, and elections will be held each school year.

Initial Meeting and Officers. The first faculty advisory committee (FAC) meeting shall take place within one week following the announcement of the committee members.

- At the first meeting, a chair, vice-chair, and a secretary shall be elected.
- The faculty advisory committee (FAC) will determine procedures for professional employees to report concerns and methods for keeping and distributing notes/minutes.
- The faculty advisory committee (FAC) shall establish its monthly meeting schedule for the remainder of the school year, in consultation with the principal, in order to establish a mutually agreeable calendar.

The reporting procedure and monthly meeting schedule shall be communicated to faculty and the principal within three school days of the first faculty advisory committee (FAC) meeting.

Vacancies. If a vacancy occurs during the school year, the faculty advisory committee (FAC) will create a nominating committee and follow the election process defined above.

Meetings. The committee shall meet at their regularly scheduled monthly meeting time or when it is deemed necessary by the chair, by a majority of the committee members, or by a request of 20% of the faculty.

- Judgement in scheduling meetings outside of the regular meeting calendar will be used. Reasonable notice of meetings and agendas shall be provided to the faculty and principal.
- The chair of the committee, in conjunction with the vice chair, shall set the agendas based on suggestions from the faculty, principal and other committee members.
- The faculty advisory committee (FAC) chair, vice chair, and principal shall meet within three school days to discuss resolutions. Resolution of an issue should be presented while meeting with the principal. If the principal rejects all proposed solutions to an issue, they must provide a rationale that may include an alternative solution. If the principal or FAC needs to seek additional guidance, a follow-up meeting will be scheduled within three days following the initial meeting. In all cases, a resolution must be reached within ten days.
- Accurate minutes of the meetings, including recommendations and resolutions, shall be kept by the faculty advisory committee (FAC) designee and copies shall be shared with the faculty within two school days after the meeting.

Involvement of Other Personnel. Officers or staff of the professional employee organization (PEO) representing teachers in collaborative conferencing and administrative or supervisory personnel may be invited to attend meetings at the principal's or committee's request. Each party shall inform the other in advance when outside individuals have been invited.

Technology for Professional Employees

Professional employees shall be provided with the technology, devices, and support necessary to complete assigned job duties/responsibilities. Personal devices may be utilized during an emergency. The principal shall not mandate that professional employees use personal devices to complete assigned job duties/responsibilities. It is a professional employee's choice to use personal devices for official business purposes consistent with district policy and procedure. All official communications shall take place

using Metropolitan Nashville Public Schools approved software and technologies. See Board Policy 1.805 and Board Policy 5.612 for additional information.

District and Association Meetings

The Director of Schools or designee agrees to meet with the President of the Metropolitan Nashville Education Association at least monthly.

Parent-Teacher Conference Day Schedule

An alternate Parent-Teacher Conference Day schedule may be established by each principal, in consultation with members of the faculty, to arrive at mutually agreeable alternate dates and times for parent conferences. The alternate days must take place within the same payroll period as the district-scheduled date for conferences. All faculty members are required to be present on the alternate days and times so parents may meet with all of the appropriate personnel without having to make multiple trips to school. Individually planned schedules shall not be accepted. In the event the faculty and the principal do not agree on an alternate schedule, the conference will be held on the date designated on the district-approved calendar.

District Calendar Committee

Each year prior to the adoption of the school calendar, Metropolitan Nashville Public Schools will consider recommendations from all interested parties, including parents, teachers, and support staff. In order to obtain input from these stakeholders, the Director of Schools shall establish a District Calendar Committee comprised of representatives from these groups. The Committee shall meet and present their recommendations to the Director of School. Metropolitan Nashville Education Association shall appoint a minimum of two professional employees to the Committee.

Planning Time for Professional Employees

All professional employees shall have daily planning time which shall be free of student responsibilities except for emergencies. Planning time at each school shall be equitable, with each professional employee receiving the same amount of planning. The professional employee shall have at least 180 minutes per week of individual (self-

directed) planning time. Individual (self-directed) planning time will be allocated in increments of no less than 30 minutes at a time. In the event the operation of the school requires a deviation from the 30-minute increment the principal must consult with the Executive Director of Schools for approval. During designated individual (self-directed) planning, professional employees shall have no other duties and responsibilities but to plan and prepare for instruction. Principals may designate two administrative planning periods or 120 minutes per week. During these designated planning periods, the principal may mandate meetings, school or district administrative duties, or other activities at the principal's discretion. If a principal requires meetings, planning sessions, and/or coaching sessions, those minutes count toward the 120 allowed principal directed minutes. Professional employees may be required to attend two additional administrative meetings per month. However, professional employees must receive at least 150 minutes of planning time per week consistent with Tennessee School Board of Education Rule 0520-1-3-.03 (4). The principal shall determine the planning schedule after consultation with the faculty. Individual professional employee schedules shall indicate which days are individual planning and which days are administrative planning when individual professional employee schedules are distributed at the start of each semester.

Metro Nashville Public Schools will also reserve all student half-day afternoons for teacher-directed activities such as planning and administrative duties.

District-Based Personnel Files

Professional employees have the right, upon request, to review the contents of their personnel file. No material of derogatory nature will be placed in the district-based personnel file of a professional employee without the employee's prior knowledge of the content and the date of placement in the file. Upon request by the professional employee, a rebuttal may be attached to the material.

Site-Based Personnel Files

Professional employees have the right, upon request, to review the contents of their site-based personnel files. Site-based personnel files may only contain disciplinary records, intervention plans (or similar), service commendations, awards, official evaluation scores,

resume, and emergency contact information. The professional employee shall be notified prior to discipline and intervention records (or similar plans) being placed in the site-based personnel file. Professional employees shall have the right to request that service commendations and awards be placed in their site-based and district-based personnel files. For more information see Board Procedure 5.114.1.

Professional Employee Information

To ensure mailings are received and to allow for contact in emergencies, each professional employee shall keep address, telephone number, the name and telephone number of an emergency contact, and any other pertinent data current with the school or department and within Employee Self Service at all times.

Background Checks

For more information on background checks see Tenn. Code Annotated §49-5-413 and Board Policy 5.118.

Professional Employee Dress

All professional employees are expected to dress in a professional manner that inspires respect and serves as a role model for students. It is recognized that attire must also be appropriate for the employee's assignment, the needs of the students, and the physical needs of the professional employee. Clothing should be modest and an appropriate size. It is understood that problems of employee dress shall be handled professionally between the employee and the immediate supervisor.

Cost of Loss or Damage to Personal Property Resulting from Assault

Upon submission to the Chief Human Resources Officer adequate proof of the existence of, and damage to personal property of a professional employee as a result of an assault while the employee was on duty on school property, the Metropolitan Nashville Public Schools shall reimburse the employee for such damage or destruction, at replacement cost not to exceed $1,500.00. A professional employee's term of duty is determined by the exact arrival and departure for assigned responsibilities. The report must be submitted within 40 workdays of the date of the damage.

Prohibition of Employee Harassment

See Board Policy 5.500.

Ethics, Conflicts of Interest, and Acceptance of Gifts

See Board Policy 5.611, Board Policy 5.601, and Board Policy 5.605.

Teacher of the Year

At the beginning of each school year, Metropolitan Nashville Public Schools shall publish the criteria and eligibility requirements for teacher of the year as outlined by the Tennessee Department of Education and will send that information to principals along with an overview of the selection process outlined below.

- Each school shall elect a teacher of the year, per a schedule published by Metropolitan Nashville Public Schools, but no later than the first week of December of each school year using a two-part election process.
- The process within the school should begin per a schedule published by Metropolitan Nashville Public Schools, but no later than the first week of November, with the principal providing a list of professional employees who are eligible based on those criteria in terms of years of service and amount of time spent on direct instruction.
- Only professional employees (non-supervisory) are eligible to vote in the teacher of the year election.
- A first election shall be held to determine the top three finalists using a ballot that includes all eligible professional employees as determined by criteria set forth by the Tennessee Department of Education. In the case of a tie resulting in more than three top finalists, all tied candidates shall be placed on the final ballot.
- The finalists will answer one of the three response questions from Tennessee Teacher of the Year application. The response question shall be selected by the individual candidate for teacher of the year. Candidates shall be afforded seven days to complete responses. Responses will be published and available to all professional employees. A second election shall be held to determine the teacher of the year from the top finalists on a ballot created by a committee of three professional employees.

All ballots in both elections shall be tabulated by a committee of three professional employees comprised of the following:

- Metropolitan Nashville Education Association Representative. *Note: If the building representative is not available, any Metropolitan Nashville Education Association member at that school may serve as an alternate.*
- Faculty Advisory Committee Chair. *Note: If the chair is not available, any member of the committee may serve as an alternate. If there is no committee at the school, a professional employee may be nominated by the leadership team.*
- Previous Teacher of the Year. *Note: If the previous teacher of the year is not available, a faculty member that has been a teacher of the year during the previous three years may serve.*
- Principal or Designee. *Note: The principal or designee shall observe tabulation of the votes.*

If a candidate for teacher of the year is on the tabulation committee and is a top finalist, an alternate professional employee shall be chosen as outlined above to serve on the tabulation committee for the second ballot.

Smoking

See Board Policy 1.803.

Reporting Arrest or Criminal Citation

Arrests must be reported in accordance with Board Procedure 5.1213.1p. Criminal convictions must be reported in accordance with Tenn. Code Annotated § 49-5-413 and Tenn. Code Annotated §49-5-417.

Lactation Support Measures for the Workplace

See Tenn. Code Annotated § 50-1-305, Tenn. Code Annotated § 50-10-101, et. seq., and Fair Labor Standards Act of 1938 (29 U.S.C. 207)

Light Duty

Whenever a professional employee has a temporary disability that limits his or her ability to perform job functions, the department or school shall, whenever possible, provide light

duty opportunities for the employee so he or she may continue to work productively. The department or school shall not be required to create additional positions in order to facilitate light duty assignments. An employee who is out of work because of an on-the-job injury will be given preference for light duty positions in his or her department or schools and is expected to perform light duty work whenever opportunities are available, and the employee has been released to work light duty assignments.

Vacation: 10-Month Professional Employees

A professional employee's work year is 201 days. This is inclusive of 10 days of vacation. This vacation is earned at the rate of one day of vacation for each scholastic month employed. Vacation is paid as part of the bi-weekly regular salary and cannot be accumulated. Professional employees who do not work a full 10 months shall have their salary adjusted based on the number of days actually earned.

Vacation: 12-Month Professional Employees

Professional employees on a 12-month contract hired or promoted into a position on or after July 1, 2014, will accrue vacation consistent with Table 2.

Table 2: 12-Month Professional Employee Vacation Accruals

Number of Years of Service Completed as of Anniversary Date	Vacation Days Per Fiscal Year
0-5	12
6-9	15
10-19	20
20+	25

Professional employees on a 12-month contract hired on or before June 30, 2014 will be grandfathered at the 20 days per fiscal year until they reach 20 plus years of service with Metropolitan Nashville Public Schools, whereby employees will advance to 25 days per fiscal year. The vacation may be taken as approved by the employee's supervisor. These days are cumulative, but not more than 50 days may be carried over to the following year.

Holidays

Professional employees shall have holidays according to the below tables.

Table 3: 12-Month Professional Employee Holidays

New Year's Day	1 day	January 1 or as observed
Martin Luther King Day	1 day	Third Monday in January
Spring Holiday	1 day	To be determined by Director of Schools
Memorial Day	1 day	Last Monday in May
Independence Day	1 day	July 4 or as observed
Labor Day	1 day	First Monday in September
Thanksgiving	2 days	Fourth Thursday and Friday in November
Winter Break	3 days	To be determined by Director of Schools
Total	**11 days**	

Table 4: 11-Month and 10-Month Professional Employee Holidays

Labor Day	1 day	First Monday in September
Thanksgiving	2 days	Fourth Thursday and Friday in November
Martin Luther King Day	1 day	Third Monday in January
Spring Holiday	1 day	To be determined by Director of Schools
Total	**5 days**	

Holidays that fall on Sunday will be observed on the following Monday by those working Monday through Friday. Holidays that fall on Saturday will be observed on Friday. When official holidays occur on a scheduled workday of a part-time employee, such employee shall be entitled to the holiday and shall receive pay for the number of hours the employee normally would have worked (except for retired, part-time employees). Any employee who is absent without approved paid leave on the working day immediately preceding or following a holiday shall lose pay for the holiday as well as for the other days used immediately before and after the holiday.

Inclement Weather

If school is delayed, professional employees will adjust their arrival time based on the number of hours the student schedule is adjusted. For example, if school is delayed for two hours the professional employee report time is two hours later than their normal report time. If a professional employee is unable to report to school due to inclement weather and schools are open, the employee shall be charged a personal day (unpaid leave if no personal day remains). Professional employees shall not be charged leave when school is closed and not in session. Inclement weather days will be made up based on

the school calendar. Professional employees shall not be charged for pre-approved leave on days school has been closed and is not in session.

Health and Safety

If you have a health and/or safety concern, share that information with the principal or supervisor for resolution. Metropolitan Nashville Public Schools will also publish a clearinghouse page on its website indicating who to contact for specific concerns related to health and safety. This will include a link to contact Metropolitan Nashville Education Association for members needing additional assistance. The website will include who to contact for the following:

- Personal Protective Equipment (PPE) or cleaning supplies,
- Noncompliance with official district COVID-19 prevention protocols, and/or
- Unsafe or unsanitary conditions.

Personal Protective Equipment (PPE)

Metropolitan Nashville Public Schools shall provide personal protective equipment (PPE), specifically Center for Disease Control and Prevention (CDC) compliant face masks, face shields, and gloves, for all professional employees who request it. Prior to face-to-face instruction, the district shall create and implement a system by which principals monitor and request personal protective equipment (PPE) to ensure adequate amounts are continuously available to all professional employees. Employees who work with students who are unable to comply with all health and safety protocols shall be provided with additional personal protective equipment (PPE) that is appropriate and necessary for the environment. In addition, professional employees shall be expected to comply with all health and safety protocols mandated by the district.

Preparation for Transfer or New Assignment After First Instructional Day

New Assignment, Same Building. After the first instructional day, if a transfer or new assignment occurs within a building, the professional employee shall be afforded the opportunity to have any materials and equipment transported to the new location and to receive one entire school (or work) day for transition and preparation.

New Assignment, Different Building. After the first instructional day, if a transfer or new assignment is from one building to another, the professional employee shall be afforded the opportunity to have any materials and equipment transported to the new location and to receive two entire school (or work) days to prepare.

Moving Locations/Buildings. A professional employee shall not be required or directed to move any materials or equipment other than during the school (or work) day.

Equipment, Instructional Materials, and Training. The principal shall requisition all equipment and instructional materials required to teach the content standards within one week of the professional employee's transfer or new assignment. For additional supplemental material needs, please see Fringe Benefits section contained herein. The school or district shall be responsible for the cost of attending any training or professional development that may be required as a result of the transfer or new assignment.

TEAM Evaluation Schedule. If the transfer or new assignment causes a change in grade level or subject area, the principal and the professional employee shall meet and collaborate on an evaluation schedule for the remainder of the semester.

Teacher Facilities and Access

- The Board shall provide in each school the following facilities:
    - **Storage Space**. Space for each professional employee within each instructional area to store instructional materials and supplies.
    - **Staff Area.** A furnished space reserved for the exclusive use of professional employees. Although employees are expected to exercise reasonable care in maintaining the appearance and cleanliness of the staff area, it shall be cleaned and maintained regularly by the custodial services staff.
    - **Communication System.** A communication system, which allows professional employees to communicate with the main building office from their classrooms.
    - **Secure Space.** Private closet, desk, filing cabinet, or cabinet space with lock and key for each professional employee to store coats, bags, and other personal articles.
    - **Chalk/Dry Erase/Smart Boards.** Write-on board space in every classroom.

- Adequate and appropriate space for professional employees who work in more than one school building shall be provided in each school in which they work. Professional employees will be provided an appropriate space and furniture to fulfill the responsibilities of their job.
- All professional employees shall be provided building access to the staff area, work area, and interior hallways from 6:00 AM until 6:00 PM during scheduled workdays. If additional access is needed, the professional employee shall contact the principal of the school building.

Teaching Assignment

To the extent possible, principals should notify professional employees of their tentative teaching assignments no later than the Friday before the voluntary transfer window closes. Scheduling in schools, especially secondary schools, requires changes throughout the school year. When a change that affects a professional employee's assignment becomes necessary, executive principals should notify the affected teacher within a reasonable amount of time.

[CHAPTER CONCLUDES]

CHAPTER 9: ATTENDANCE AND LEAVES OF ABSENCE

Attendance

Regular and reliable attendance is an essential part of providing a quality education for students. Metropolitan Nashville Public Schools acknowledges that absences and emergencies will arise. As a professional responsibility, professional employees are expected to adhere to district procedures regarding attendance.

Sick Leave

Definition. "Sick Leave" shall mean leave of absence from post of duty one-half day or more because of illness of a professional employee and/or immediate family member due to natural causes or accident, or illness. Family is defined to include wife, husband, domestic partner, parents, parents-in-law, children, children-in-law, and any other person living in the home of the teacher as a member of the family. For the purposes of this provision domestic partner will be treated as spouses. If needed, sick leave can be used to extend bereavement leave. See "Bereavement Leave" section.

Allocation. Sick leave for professional employees shall be granted with full pay at the rate of one day for each calendar month a professional employee is employed and shall be cumulative throughout his/her employment with Metropolitan Nashville Public Schools or as prescribed under law. For the purposes of allocation of sick leave, the Presidency of the Association, Vice Presidency of the Association, and other members of the Association on special leave assigned to work for the Association shall be considered a post of duty. *Note: Fully paid personal leave days, which remain unused at the end of the work year, shall be credited to accumulated sick leave. When a professional employee reports for duty, sick leave allowed for a year shall be available immediately except that whatever portion is used shall be charged to his or her annual sick leave.*

Uncompensated Sick Leave. See "Leave Without Pay" section.

Reinstatement of Sick Leave. The Board shall grant to any professional employee, upon the professional employee's employment or reemployment, the accumulation of leave that the employee lost in compliance with Tenn. Code Ann. § 49-5-710(a)(5).

Certification of Illness. A healthcare provider statement shall be filed with the appropriate leave administrator in Human Resources at the end of each period of illness if said period is of six or more consecutive school days duration. Human Resources may require a healthcare provider statement for any number of days under six or require a second opinion. Should the absence period for personal illness extend to 20 or more consecutive school days, the professional employee is required, before returning to his/her duty, to file with the Human Resources a statement from healthcare provider, certifying that he or she is able to resume his/her duties.

Use of Bereavement. See "Bereavement Leave" section.

Use for Maternity. Accrued sick leave or uncompensated sick leave may be granted for absences due to temporary disability of a professional employee caused by or attributed to pregnancy, miscarriage, childbirth, and recovery provided the cause of such temporary disability is certified by the attending healthcare provider.

Emergency Leave

If emergency leave is needed and all other leave has been exhausted, a professional employee shall contact the principal or immediate supervisor for additional leave options. The principal or immediate supervisor will work with the Workplace Safety department to determine available options.

Professional Employees Organization (POE) Leave

When the need arises, officers, committee chairs and other Association leaders may attend essential local, state and national meetings without loss of pay. This leave shall be in addition to other leave provisions provided by the Board of Education. The President of the Professional Employee Organization (PEO) shall initiate each request for such professional leave and submit the request to the Director of Schools or designee at least one week in advance. The Director of Schools will either approve the request and forward a copy to the professional employee's principal and the President or notify the President that he or she is not approving the leave, giving the reason(s) for non-approval. Whenever any representative of the Professional Employee Organization (PEO) or any professional employee participates in collaborative conferencing, grievance proceedings, conferences or meetings during normal school hours, they shall suffer no

loss in pay or other benefits. The Director of Schools may grant the Professional Employee Organization (PEO) Officers, upon request, a special leave of absence upon taking office for the purpose of serving as an officer. All accrued leave and benefits will continue. The Professional Employee Organization (PEO) will reimburse the District for the cost of salary and benefits as outlined in the contract between the Professional Employee Organization (PEO) and Metropolitan Nashville Public Schools. Additionally, Metropolitan Nashville Public Schools agrees to the following:

- A professional employee who has served more than 12 months as the Professional Employee Organization (PEO) Officer on leave shall return to the same or substantially equivalent position held immediately prior to serving as the Officer.
- The Professional Employee Organization (PEO) Officers and/or their authorized designees shall be allowed to visit schools. On arrival at the school, they shall sign in at the office to report their presence in the building to the principal or acting administrator.

Bereavement Leave

For the purpose of bereavement leave, "immediate family" is defined differently than sick leave to include wife, husband, domestic partner, parent, legal guardian, stepmother, stepfather, parent-in-law, child, stepchild, child-in-law, foster child, grandchild, step-grandchild, grandparent, step-grandparent, grandparent-in-law, brother, sister, stepbrother, stepsister, brother-in-law, sister-in-law, and any other person living in the home as a member of the family at the time of death. For the purposes of this provision domestic partner will be treated as a spouse.

When death occurs in the immediate family, professional employees shall be allowed a maximum of four days bereavement leave without loss of pay. Bereavement leave is not cumulative. If more days for bereavement purposes are needed, three days of a professional employee's sick leave may be used. Death of any relative who is not a member of the immediate family as previously defined above or other significant relationship to the professional employee shall entitle the employee to one day absence chargeable to bereavement leave. If more days for bereavement purposes are needed, three days of an employee's sick leave may be used.

Personal Leave

All professional employees shall be eligible for personal leave. The number of days available is based upon years of service with Metropolitan Nashville Public Schools as indicated in Table 5.

Table 5: Personal Leave

Number of Years in District	Number of Days Earned
0-9	3[i]
10-14	5[ii]
15 or more	6[iii]

During the first week and the last week of each semester, on the day prior to or immediately following holidays and on scheduled in-service days, conference day or during any prior established student examination period this privilege shall not be allowed unless recommended by the principal and approved by the appropriate administrator. Personal Leave during the time indicated above will not be granted except for an emergency or unusual circumstance. Personal leave may be taken for any purpose that requires absence during work hours. No explanation shall be required. Personal leave shall not be used for extending a holiday or vacation. No more than one professional employee or five percent of the staff of an administrative unit, which is greater, may take personal leave at a time. If the number requesting leave exceeds five percent, but the granting of such leave will not interfere with the school's program as decided by the principal or immediate supervisor, the professional employee shall have the right to take the leave within the provisions of this section. Application for personal leave shall be made with the principal at least two days in advance, except in cases of emergency. Fully paid personal leave days which remain unused at the end of the work year shall be credited to accumulated sick leave.

Professional Leave

Without loss of pay, a professional employee upon approval of the principal or immediate supervisor shall be allowed five days absence in any school year to attend

[i] *The prevailing substitute pay will be deducted from one day regardless of the availability or need of a substitute.*
[ii] *The prevailing substitute pay will be deducted from three days regardless of the availability or need of a substitute.*
[iii] *The prevailing substitute pay will be deducted from three days regardless of the availability or need of a substitute.*

educational meetings provided that only such meetings shall be considered "educational meetings" as shall be approved by the Director of Schools, and provided further that a professional employee shall be an elected delegate, an official of the organization meeting, a committee member with responsibilities at said meeting, or an invited participant on the official program. Notification of such absence shall be filed with the principal or immediate supervisor not less than five days prior to such meeting. Absence for professional reasons other than those specified above (for visiting schools, attending educational conventions, planning and preparing lessons, or other similar purposes) shall be allowed without loss of pay to the extent of five days in any school year, provided such absence is recommended in writing by the principal and approved by the principal.

Military Leave

A professional employee shall be granted leave of absence for military service for whatever period may be required. Time spent on leave of absence because of military service shall not be counted as part of the probationary period. Military leave for required service, not to exceed five years or enlistment, shall be granted to any professional employee in Metropolitan Nashville Public Schools who may enter the armed services of the county. Within 90 days after the expiration of his or her term of service and subsequent separation from the armed services, the professional employee shall notify the Director of Schools that he or she is ready to resume his or her duties. All time spent in the armed services during the leave of absence shall be credited to the professional employee's salary placement and retirement benefits as if he or she had been on active duty as an employee.

Political Leave

Leaves of absence for tenured professional employees elected to legislative posts at the local, state or federal level may be arranged without pay, consistent with the following:

- Leave of absence shall be requested in writing.
- Leave of absence may be arranged for less than a school semester.

- Professional employees engaged in political activity shall make it clear that their political statements and actions are theirs individually and do not represent those of the school system.

Religious Leave

A maximum of two days absence without loss of pay shall be allowed for the observance of an established religious rite or ordinance within a single academic year provided that the professional employee's failure to observe this rite or ordinance shall impede the practice of his or her religion. Professional employees shall not be required to provide documentation or submit to any religious test to take religious leave. Professional employees must submit religious leave requests at least ten (10) days in advance.

Special Leave (Peace Corps or Other Government Approved Educational Activity)

Special leave of absence shall be granted for one year or two years without pay to professional employees volunteering and accepted for service in the Peace Corps or similar government approved educational activity. Professional employees must have at least a "3" on their TEAM composite score to be eligible for this leave. The Director of Schools may grant employees special leave with pay and/or actual expenses to attend professional conferences, conventions, short school visits, or to visit other cities in the interest of the public schools upon the recommendations of the department head/principal. Such professional employees shall properly complete an expense allowance form as prescribed by the District.

Voting Leave

All professional employees entitled to vote in national, state, or local elections shall, when necessary, be allowed sufficient time off with pay to exercise this right as determined by the District. Employees are encouraged to vote before or after work hours when possible.

Court Appearance Leave

A professional employee will be granted court leave with pay for the time required for court appearance for the following purposes:

- When the Board subpoenas or otherwise requests the court appearance of the professional employee.
- When a professional employee is subpoenaed in a lawsuit in which the Board is a party.
- When a professional employee is subpoenaed as a result of his or her role with the Board.
- When a professional employee is summoned as a juror for jury duty when written evidence of jury service is provided.
- When a professional employee is subpoenaed in a lawsuit in which the employee is not a party and in which he or she has a job-related responsibility to testify as a witness.

A professional employee will not be able to use court appearance leave with pay for personal reasons (e.g., his or her divorce, custody matters, criminal cases, personal or family disputes, and similar type matters). Written evidence of required court appearance shall be filed with the timekeeper to receive court leave with pay. Any fees resulting from court service (not to exceed the employee daily rate of pay) shall be paid to the Board by those receiving leave pay.

Leave Without Pay

Educational Leave Without Pay. Professional employees may request for a period not to exceed one year, leave without pay for further education and professional development. This leave is subject to the approval of the Director of Schools. To qualify for this leave:

- Professional employees must have five years or more of service.
- Professional employees must apply no later than June 30 for leave during the next fiscal year (beginning July 1).
- Proof of enrollment, payment, and completion of courses must be provided each semester, and the program of study must be an advanced study in education beyond the employee's current degree attainment.
- Educational leave without pay shall be granted only on a full-time basis.

Educational leave is not automatically granted. Factors to be considered by administrators when granting leave include, but are not limited to, current position,

availability of an interim replacement, budgets, school and district needs, and factors which may impact student achievement.

Family and Medical Leave Act (FMLA) Leave

Professional employees are eligible to apply for leave as outlined in the Family and Medical Leave Act, Tenn. Code Ann. § 4-21-408, Board Policy 5.305, MNPS Administrative Procedures 5.305.1p and 5.306.2p, and Tenn. Code Ann. § 8-50-814.

Other Leave

Professional employees may apply for other leave without pay for one year. To qualify for this leave:

- Professional employees must have five years or more of service.
- Professional employees must apply no later than June 30 for leave during the next fiscal year (beginning July 1).
- Other leave without pay shall be granted only on a full-time basis.

The application will be forwarded to the Director of Schools for consideration if the Chief of Human Resources has made a finding that such absence shall not adversely affect the staffing or instructional programs of the district. This leave shall in no way change a professional employee's status for reduction-in-force procedures. A professional employee is only entitled to leave under this provision one time in a rolling five-year period.

In the event of a serious family illness documented by medical records occurring after the school year begins, a professional employee with five years or more of service may request unpaid leave. If granted, the leave must be taken for the remainder of the semester. The application for this one semester unit shall be forwarded to the Director of Schools for approval or rejection if the Chief of Human Resources approves the leave.

[CHAPTER CONCLUDES]

CHAPTER 10: PAYROLL DEDUCTIONS

Membership Dues of Professional Employee Organizations (PEO)

Whenever duly authorized by any professional employee on the form or forms designated for such purposes and consistent with practices and policies of the district's Payroll Department, payroll deductions for membership dues of professional employee organizations (PEOs) recognized in accordance with the Professional Employees Collaborative Conferencing Act shall be honored.

Professional employee organizations agree to deliver necessary data in the approved format to the district's Payroll Department at the start of each year no sooner than eight days in advance of the first deduction of membership dues for the school year. Payroll deductions of membership dues for additional members may be initiated at any time, provided the Payroll Department receives notification of the deduction eight days in advance of the first payroll check to be drafted. Authorization for payroll deduction for other purposes may be added by mutual agreement. Professional employees may terminate payroll deductions after notifying a professional employee organization (PEO) in writing.

Improper Deductions and Overpayments of Wages

Deductions. Metropolitan Nashville Public Schools compensates certain exempt executive, administrative, and professional employees on a guaranteed salary basis. Deductions from these salaries may only be made in full-day or half-day increments when a professional employee is absent for personal reasons, for sickness when the employee's bona-fide sick leave plan has been exhausted, for disciplinary reasons or infractions of major safety or conduct rules, or in initial or terminal weeks.

It is the district's policy not to make improper salary deductions based on variations in quantity or quality of work done. Any professional employee who believes that an improper deduction has been made shall file a written complaint with the Division of Human Resources. Human Resources will conduct an investigation into the deduction to determine if it was improper. If it is found that the deduction was improper, the amount of the deduction will be reimbursed to the professional employee as soon as possible and the district will ensure that such deduction is not made in the future from any professional employee's salary.

Overpayment. See School Board Policy 5.113.

[CHAPTER CONCLUDES]

CHAPTER 11: MOU REOPENER PROVISION

The Collaborative Conferencing Team will allow the reopening of the Memorandum of Understanding (MOU) for up to five items from management and five items from professional employees plus salary and other issues referred back from the Compensation Committee to be discussed for the 2025-2026 and the 2026-2027 school years. Should any portion of the negotiated language herein not be funded within the district's budget, both parties will return to collaborative conferencing within 30 days to renegotiate the affected provision. This shall not constitute a reopener for either party.

[CHAPTER CONCLUDES]

CHAPTER 12: SIGNATURES AND AFFIRMATIONS

NOW, THEREFORE, in accordance with the Memorandum of Understanding (MOU) presented herein, we, the undersigned, affirm this Agreement is made and entered into on this the **25th day of June 2024**, by and between the Metropolitan Nashville Public Schools Board of Education, and the representatives of the professional employees of the Metropolitan Nashville Education Association for a term of three years as provided under Tenn. Code Annotated § 49-5-605.

Rachael Elrod, Chair **Date**
Metropolitan Nashville Public Schools Board of Education

Dr. Adrienne Battle, Director of Schools **Date**
Metropolitan Nashville Public Schools

Dr. Paula Pendergrass, President **Date**
Metropolitan Nashville Education Association

[CHAPTER CONCLUDES]

Policy 1.501 - Visitors to the Schools

Public Chapter 810 requires Boards to adopt a code of conduct for each school in the district. This code must be placed where visitors can see it and must also contain the name and the board of professional responsibility number of the attorney who reviewed it. This policy to reflect the new requirements.

Policy 1.800 - School Calendar

A recent change to state law addresses some districts closure on the day of the presidential election primary. It also clarifies the use if discretionary days.

Policy 2.403 - Surplus Property Sales

Previously, legal notices were required to be placed in newspapers. Under a new change to state law, these notices are also required to be placed online on a "news and information website." Policy 2.403 to align with this new requirement.

Policy 2.806 - Bids and Quotations

Several changes to state law impact policies on bids and quotations. In addition to the legal requirement to post the information online, as described above, the bidding threshold has been changed, and there is a new exemption from competitive bidding. Public Chapter 513 removes the $10,000 threshold and standardizes bidding thresholds at $25,000 or $50,000 for Boards that do not follow the procedures of their local funding body. Please note that the $50,000 is available to MNPS because there is a centralized purchasing authority. Additionally, Public Chapter 661 exempts bulk fuel purchases that exceed bidding limits from bidding requirements.

Policy 3.202 - Emergency Preparedness Plan

Public Chapter 563 requires districts to develop procedures on how staff will determine the cause of fire alarm activation including the potential for an active shooter event. Policy 3.202 includes a provision on this requirement.

Policy 3.205 - Security

A new state law, Public Chapter 882, requires that principals immediately report certain types of assaults and certain acts of vandalism to the Director of Schools and local law enforcement.

Policy 3.400 - Student Transportation Management

A change from the 2023 legislative session, Public Chapter 122, goes into effect July 1, 2024. This new state law requires Boards to issue certificates to bus drivers. These certificates may be revoked if the bus driver is no longer fit to operate a school bus. In addition, Public Chapter 548 requires

notices to be posted on buses stating that only authorized individuals may enter.

Policy 4.2051 Magnet Schools

These proposed amendments are to the district's policy on magnet schools.

Policy 5.307 - Physical Assault Leave

Previously, per state law, physical assault leave was only available to teachers. Public Chapter 839 expands this type of leave to include any employee who is absent from assigned duties as a result of physical assault or other violent criminal acts committed in the course of their employment duties.

Policy 5.701 - Substitute Teachers

Public Chapter 735 requires that substitute teachers receive annual school safety training.

Policy 5.802 - Qualifications and Duties of the Director of Schools

State law now requires the Director of Schools to report additional educator information to the State Board of Education. Public Chapter 577 requires that a report be made if an educator has pleaded guilty, nolo contendere to, or has been convicted or otherwise found guilty of certain offenses in another jurisdiction.

Policy 6.203 - School Admissions & Policy 6.318 - Admission of Suspended or Expelled Students

While state law already requires parents/guardians to provide information to the school district if their student has been adjudicated delinquent for certain offenses, Public Chapter 721 clarifies that principals may specifically request this information from parents/guardians.

Policy 6.300 - Code of Conduct

Public Chapter 882 requires that assaults on school property be immediately reported to local law enforcement and the Director of Schools. Additionally, Public Chapter 915 creates a separate category of assault for school discipline purposes (i.e., it is distinct from aggravated assault or assault that results in bodily injury).

Policy 6.309 - Zero Tolerance Offenses

Public Chapter 882 modifies the current list of zero tolerance offenses in state law. Now, a threat assessment team will determine whether a threat of mass violence is valid before the offense can be classified as zero tolerance. We have updated our model policy to align with this change.

View model policy 6.309 by clicking here.

View Public Chapter 882 by clicking here.

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in August	**Visitors to the Schools**	**1.501**	
		Rescinds: **1.501**	Issued: **12/12/17**

General

Except on occasions such as school programs, athletic events, open house, and similar public events, all visitors will report to the school office when entering the school and will sign-in. Authorization to visit elsewhere in the building or on the school campus will be determined by the principal/designee. Guest passes shall be issued for all persons other than students and employees of the school.[1]

In order to maintain the conditions and atmosphere suitable for learning, no other person shall enter onto the grounds or into the school buildings during the hours of student instruction except students assigned to that school, the staff of the school, parents of students, and other persons with lawful and valid business on the school premises.[2]

VISITOR CONDUCT

Persons who come onto school property shall be under the jurisdiction of the site administrator/designee. Individuals who come onto school property or who contact employees on school or district business are expected to behave accordingly. The Director of Schools shall develop a visitor code of conduct to be presented to the board attorney, and then, approved by the Board.[3] This code shall prohibit the following:

1. Cursing and use of obscenities;
2. Disrupting or threatening to disrupt school or office operations;
3. Acting in an unsafe manner that could threaten the health or safety of others;
4. Verbal or written statements or gestures indicating intent to harm an individual or property; and
5. Physical attacks intended to harm an individual or substantially damage property.

The visitor code of conduct shall be posted on the district's website as well as the school's website, and copies of the code shall be provided to all teachers, counselors, administrative staff, and other school employees. In addition, each school entrance shall have the visitor code of conduct posted prominently along with the phone number of someone in the school's administration who can answer questions about the code.

Annually, parent(s)/guardian(s) shall be provided with a printed copy of the code of conduct, along with the phone number of someone in the school's administration who can answer questions about the code. Parent(s)/guardian(s) shall sign a statement acknowledging that they have read and understood the code of conduct.

CONSEQUENCES FOR CODE OF CONDUCT VIOLATION

The principal/designee has the authority to exclude from the school premises any persons disrupting the educational programs in the classroom or in the school, disturbing the teachers or students on the premises, or on the premises for the purpose of committing an illegal act.[2]

The principal shall contact law enforcement officials when he/she believes the situation warrants such measures.

Legal References

1. TCA 49-2-303(b)(4)
2. TCA 49-6-2008; TCA 39-14-406
3. Public Acts of 2024, Chapter No. 810

Cross References

Board-Community Relations 1.500
Section 504 and ADA Grievance Procedures 1.802
Vendor Relations 2.809
Safety 3.201
Security 3.205
School Volunteers 4.501
Care of School Property 6.311

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in August	**School Calendar**	**1.800**	
		Rescinds: **1.800**	Issued: **12/1217**

No later than the end of the school year, the Board will adopt, upon the recommendation of the Director of Schools, an official school calendar for the succeeding school year. The calendar will identify holidays, vacation days, summer sessions, and other extensions of the school year. The calendar may be revised by the Board, upon recommendation of the Director of Schools, due to inclement weather or other factors.

The regular school year shall be 200 days[1] and scheduled as follows:

- A minimum of 180 student attendance days;
- A minimum of five (5) days in-service education for all certificated personnel;
- One (1) day for parent-teacher conferences;
- Ten (10) days paid vacation for all certified personnel;
- Four (4) discretionary days; and
- In-service education may take place on days on which schools are used for elections and students are not in attendance.[2]

The calendar shall be distributed to the school staff at the opening of the school term.

STUDENT ATTENDANCE DAYS

When schools are closed due to emergencies or unforeseen circumstances such as epidemics or inclement weather, the time lost shall be made up to the required minimum unless otherwise approved by the State Department of Education.[1]

IN-SERVICE EDUCATION

Each day of in-service education included in the school calendar shall be equivalent to not less than six (6) hours of planned activities.[3]

DISCRETIONARY DAYS

Four (4) discretionary days shall be included in the calendar and may be designated by the Board as student attendance days, in-service days, or administrative days which may be used by administrators, faculty, and staff for preparation for commencement of classes, record keeping, grading examinations, parent-teacher conferences, and other classroom functions.[1]

Legal References

1. TCA 49-6-3004(a)(1)-(6)
2. Public Acts of 2024, Chapter No. 573
3. TN Dept. of Education, *Guidelines for Planning Approvable In-Service Education Activities*

Cross References

Board Member Development Opportunities 1.204
Reporting Student Progress 4.601
Compensation Guides and Contracts 5.110
In-Service and Professional Learning Opportunities 5.113
Attendance 6.200

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in September	**Surplus Property Sales**	**2.403**	
		Rescinds: **2.403**	Issued: **08/13/19**

The Director of Schools shall prepare a list of unusable items for board approval.[1] The list shall contain the following information: name of item, date of purchase, and reason for disposal.

All unusable items shall be sold to the highest bidder after advertising in a newspaper of general circulation at least seven (7) days prior to the sale.[2] Notice shall also be published on a news and information website in accordance with state law.[3]

Surplus property which has no value or has a value of less than five hundred dollars ($500) may be disposed of without the necessity of bids. In order for such disposal without bids, the Director of Schools and the Board Chair shall agree in written form that the property is of no value or is of less value than five hundred dollars ($500).[4]

If reasonable attempts to dispose of surplus properties fail to produce monetary return to the district, the Board shall approve other methods of disposal.[5]

Surplus equipment will be auctioned off by the district at the end of the school year. The Board shall approve all surplus equipment prior to the materials being disposed of at the end of the school year.

DISPOSITION OF EQUIPMENT PURCHASED WITH FEDERAL DOLLARS[6]

When equipment that was purchased with federal dollars is no longer needed for the original project or program or for other activities currently or previously supported by a federal agency, disposition of the equipment shall be made as follows:

1. Items of equipment with a current per-unit fair market value of $5,000 or less may be retained, sold, or otherwise disposed of with no further obligation to the awarding agency; or

2. Items of equipment with a current per unit fair market value in excess of $5,000 may be retained or sold, and the awarding agency shall have a right to an amount calculated by multiplying the current market value or proceeds from sale by the awarding agency's share of the equipment.

Legal References

1. TCA 49-6-2006(b)(3); TCA 49-6-2208
2. TCA 49-6-2007(b)
3. Public Acts of 2024, Chapter No. 793
4. TCA 49-6-2007(d)
5. TCA 12-2-403(a)
6. 2 CFR § 200.313(e)

Cross References

Duties of Officers 1.201
Inventories 2.702
Textbooks and Instructional Materials 4.400

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in September	**Purchase Solicitations for Bids, Proposals and Quotations**	**2.806**	**08/23/22**
		Rescinds: **2.806**	Issued: **08/23/22**

All purchases of supplies, materials, equipment, and contractual services in excess of fifty thousand dollars ($50,000), including those of individual schools, shall be based on formal competitive solicitations.[1] The solicitations shall be publicly advertised/posted in accordance with Tennessee statutes.

The director of schools shall develop procedures to define the processes for conducting solicitations of all types, and for purchases that are below $50,000. Such procedures shall comply with all state and federal laws, rules, and regulations, and specify any categories of purchase that are exempt from the competitive solicitation process.[2]

Contracts for legal services, educational consultants, and similar services by professional persons or groups of high ethical standards shall not be based upon competitive solicitations but shall be awarded on the basis of recognized competence and integrity.[4]

Insurance purchased through a plan authorized and approved by an organization of governmental entities representing cities and counties shall also be exempted.[4]

Maintenance, repair, and upgrades for high technology equipment or software, or where the compatibility of equipment, accessories, or replacement parts is of paramount importance shall also be exempt.

Goods and services that are only available from a single source shall also be exempt.

Postage and services purchased from the U.S. Postal Service shall also be exempt.

Advertising and services in any commercially available media (e.g. radio, television, newspaper, billboard, internet, etc.) shall also be exempt.

Subscriptions, memberships, registration fees, and tuition shall also be exempt.

Professional entertainers or entertainment services/equipment shall also be exempt.

Perishable items (food, etc.) that are purchased in the open market shall also be exempt.

Works of art shall also be exempt.

Textbooks, reference books, library books, educational films, manuals, pamphlets, workbooks, periodicals, and instruction guides, any of the preceding in either physical or digital form, are also excluded.

Purchases of fuel in bulk amounts that would exceed the bid limits may be made in the open market without public advertisement or competitive bidding. Whenever possible, however, at least three (3) documented quotes shall be obtained[5]

Legal References

1. TCA 49-2-203(a)(3); Public Acts of 2022, Chapter No. 1016
2. TCA 49-2-203(a)(3)(A)-(B); TCA 49-2-206(b)(2); Public Acts of 2022, Chapter No. 1016
3. TCA 49-2-203(a)((D)(c)
4. TCA 12-3-1209; TCA 12-4-107; Public Acts of 2022, Chapter No. 719; TCA 29-20-407
5. Public Acts of 2024, Chapter 661

Cross References

Executive Committee 1.301
Consultants 1.303
Conflict of Interest 5.601

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in October	**Emergency Preparedness Plan**	**3.202**	
		Rescinds: **3.202**	Issued: **08/23/22**

General

The Director of Schools shall be responsible for developing, maintaining, and acquiring board approval of the district Emergency Preparedness Plan[1] which shall include procedures for bomb threats, civil disturbances, armed intruders, earthquakes, fires, tornadoes or other severe weather, and medical emergencies.

The principal of each school shall develop and implement emergency preparedness drills which shall be approved by the Director of Schools. When appropriate, such drills shall be held in conjunction with emergency response agencies. These procedures shall be in written form and distributed to all staff, students, and parents.

FIRE AND SAFETY DRILLS

The principal shall ensure that one (1) fire drill requiring full evacuation is given every thirty (30) school days, with two (2) fire drills occurring during the first thirty (30) full days of the school year. Additionally, he/she shall ensure that four (4) fire safety educational announcements are conducted throughout the year.[2]

The principal shall ensure that three (3) additional safety drills are given during the school year.[3] These drills may cover tornado/severe weather, earthquakes, armed intruders, or other emergency drills that do not require full evacuation. These drills shall include one tornado/severe weather drill in September and an additional drill in March. A record of all fire or safety drills, including the time and date, shall be kept in each school's office.[3]

The principal shall regularly check the quantity, locations, and conditions of fire extinguishers and shall give all school personnel instructions on how to properly use fire extinguishers.

The district shall work with local law enforcement and the local fire department to develop a procedure for identifying the cause of fire alarm activation. This procedure must be in place by January 1, 2025 and shall be reviewed and updated annually thereafter.[4]

ANNUAL DRILLS[5]

The principal shall ensure that the school safety team conducts each of the following type of drills annually:

1. An armed intruder drill in coordination with local law enforcement;

2. An incident command drill; and

3. An emergency safety bus drill.

AED DRILLS[6]

All schools shall conduct a CPR and AED drill to ensure awareness of the steps that shall be taken in the event of a medical emergency. The principal shall be responsible for ensuring that the drill occurs.

The Director of Schools shall develop the necessary administrative procedures on AED and CPR training, planning, notification, and maintenance to comply with state law.

~~The principal shall regularly check the quantity, locations, and conditions of fire extinguishers and shall give all school personnel instructions on how to properly use fire extinguishers.~~

MEDICAL EMERGENCIES/PANDEMIC FLU[7]

In the event of medical emergencies such as a pandemic flu outbreak, school officials shall cooperate and consult with the local and state health departments and other local emergency or healthcare providers in protecting students and the community from further infection. The Director of Schools shall develop procedures for health emergencies in accordance with state law and regulations.

REMOTE LEARNING DRILLS[8]

At least once each school year, a remote learning drill shall be conducted. The drill shall accurately reflect how students will transition to remote learning in the event of a disruption to school operations. Students shall not be asked or required to transition to remote learning at any time during the drill.

Legal References

1. TRR/MS 0520-01-02-.30(2); TCA 49-6-804; TCA 49-6-805(8)
2. TCA 68-102-137(b)
3. TCA 68-102-137(f)
4. Public Acts of 2024, Chapter No. 563
5. TCA 49-6-807
6. TCA 49-2-122; TCA 49-6-1208; Public Acts of 2024, Chapter No. 625
7. TCA 49-6-3004(a), (e); TCA 49-5-404
8. TCA 49-2-139

Cross References

Emergency Closings 1.8011
Safety 3.201
Community Use of School Facilities 3.206

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in October	**Security**	**3.205**	Click here to enter a date.
		Rescinds: **3.205**	Issued: **08/24/21**

General[1]

The Director of Schools shall establish procedures to protect schools which shall include, but not be limited to:

1. Closing and securing teacher work areas when left unattended or at the end of the day;
2. Posting of all signage required by law and Metro Ordinance;
3. Denying students permission to use the classrooms, laboratories, gymnasiums, or other school facilities or equipment without appropriate supervision;
4. Controlling the issuance of keys;
5. Developing programs that contribute to the proper care and use of school facilities and equipment; and
6. Ensuring that equipment purchased with federal funds is managed as directed by federal law.[2]

All exterior doors leading into a school building shall be locked at all times and access to school buildings is limited to the school's primary entrance during the school day as well as when students are present outside of regular school hours.[3]

The principal shall immediately call law enforcement officials and the Director of Schools in cases involving illegal entry, assault and battery resulting in serious personal injury or involving the use of a weapon, building damage, theft, vandalism endangering life health, or safety, or valid threats of mass violence.[4] The Director of Schools/designee is authorized to sign a criminal complaint and press charges. The Director of Schools shall report all signing of such complaints to the Board.

~~The principal shall call law enforcement officials in cases involving illegal entry, theft, or vandalism. The principal shall notify the director of schools as soon as practical but no longer than 24 hours after a case of vandalism, theft, building damage, and/or illegal entry.~~

~~The director of schools or his/her designee is authorized to sign a criminal complaint and to press charges against perpetrators for vandalism of school property.~~

AFTER SCHOOL HOURS

If, outside of regular school hours, there is a need to unlock the doors during a school activity, a school district employee or designee shall be stationed by the door to ensure access is limited to authorized persons.[3]

LAW ENFORCEMENT SERVICES[1]

The Board may enter into collaborative partnerships with appropriate law enforcement agencies. Partnerships may include, but not be limited to, education and recreational programs, delinquency prevention, and mentoring initiatives.

The Board may enter into a memorandum of understanding (MOU) with the chief of a law enforcement agency to provide school policing. The MOU shall address, at a minimum, the following issues:

1. Any school resource officer (SRO) assigned under the MOU shall be in compliance with all laws, regulations, and rules of the Peace Officer Standards and Training Commission at the time of assignment and remain compliant throughout his/her assignment.

2. As a condition of assignment, any SRO shall participate in forty (40) hours of basic training in school policing within twelve (12) months of assignment. Every year thereafter, the SRO shall participate in a minimum of sixteen (16) hours of training specific to school policing. All training programs shall be approved by the Peace Officers Standards and Training Commission.[5]

3. Any SRO assigned under the MOU remains an employee of the law enforcement agency and is subject to that agency's direction, control, supervision, and discipline.

4. No SRO shall be assigned to a school, or continue in such an assignment, without the consent of the Director of Schools.

5. In the event that more than one (1) SRO is assigned to a school district, the law enforcement agency shall designate one (1) of the SROs as the senior SRO. The duties of the senior SRO shall include, but not be limited to, the following:

    a. Representing and carrying out the policies of the law enforcement agency assigning the SROs;
    b. Supervising the SROs in the performance of their duties;
    c. Consulting with the Director of Schools regarding the best use of the available resources for school policing; and
    d. Resolving disputes between the SROs and students or staff members.

6. The MOU may be effective for any length of time, continuing until terminated by the parties, and may contain any reasonable notice requirement for the termination of the MOU. However, the MOU shall contain a provision allowing the Director of Schools to suspend the active participation of any SROs in the event that the Director of Schools believes that such suspension is best for the health, safety, or wellbeing of the students or staff members.

CYBERSECURITY[6]

The Director of Schools/designee shall develop an administrative procedure regarding the district's cybersecurity plan to identify cybersecurity risks, implement mitigation planning, and protect cyberinfrastructure against cyberattacks and other cybersecurity threats and incidents.

Legal References

1. TCA 49-6-805(3)
2. 2 CFR § 200.313
3. TCA 49-6-817
4. Public Acts of 2024, Chapter No. 882
5. TCA 49-6-4217
6. TCA 49-6-805(9)

Cross References

Visitors to the Schools 1.501
Inventories 2.702
Care of School Property 6.311

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in October	**Student Transportation Management**	**3.400**	
		Rescinds: **3.400**	Issued: **05/08/18**

General

School buses shall be maintained and operated in accordance with state law and in accordance with the specifications developed by the Department of Education and approved by the Department of Safety.[1]

Each bus shall be equipped with the phone number for reporting safety complaints. This number shall appear on the rear bumper.[2] Buses shall also include notice in a conspicuous place that only authorized persons shall enter the bus. This notice shall include appropriate contact information in case of an issue on the bus.[3]

To avoid the financial burden of replacing an aging bus fleet at any one time, the Board shall attempt to replace a certain number of buses each year on a rotating basis.

All accidents, regardless of the damage involved, shall be reported to the Transportation Supervisor, including incidents in which any part of the bus contacts any other object or vehicle.

The Director of Schools shall develop procedures to ensure compliance with the statutory and regulatory requirements for the transportation program.

SCHOOL BUS DRIVERS

Each school bus driver shall receive a certificate from the Board prior to operating a school bus for the school district. The issuance of a certificate to a school bus driver shall be based on the qualifications of school bus drivers as determined by the Director of Schools.[4]

Annually, the Board shall require each school bus driver to have a physical and mental examination. The Board shall revoke the certificate of any school bus driver found to be physically, mentally, or morally unfit to operate a school bus. Additionally, a certificate shall be revoked if the school bus driver is convicted of driving under the influence, vehicular assault, vehicular homicide, aggravated vehicular homicide, or the manufacture, delivery, sale, or possession of a controlled substance or analogue.[5]

TRANSPORTATION SUPERVISOR[6]

The Director of Schools shall appoint a Transportation Supervisor for the district who shall be responsible for the monitoring and oversight of the transportation services for the district.

The Transportation Supervisor shall complete a student transportation management training program upon appointment. Every year, the Transportation Supervisor shall complete a minimum of four (4) hours of training annually.

The Director of Schools shall ensure that training is completed and provide the Department of Education with appropriate documentation.

COMPLAINT PROCESS[7]

The following procedure will govern how students, teachers, staff, and community members shall submit bus safety complaints:

1. All complaints shall be submitted to the Transportation Supervisor or designee; and

2. Forms may be submitted in person, via phone, mail, or email.
    a. Written complaints shall be submitted on forms located on the district's website. In the case of a complaint received via phone, the person receiving the phone call shall be responsible for filling out the form and submitting it to the Transportation Supervisor.

The Transportation Supervisor or designee shall begin an investigation of all bus safety complaints within twenty-four (24) hours of receipt.

Within forty-eight (48) hours of receipt of the initial complaint, the Transportation Supervisor shall submit a preliminary report to the Director of Schools. This report shall include:

1. The time and date the complaint was received;

2. The name of the bus driver;

3. A copy or summary of the complaint; and

4. Any prior complaints or disciplinary actions taken against the driver.

Within sixty (60) school days of receiving the initial complaint, the Transportation Supervisor shall submit a final written report to the Director of Schools that details the investigation's findings as well as the action taken in response to the complaint.

An annual notice of this complaint process shall be provided to parent(s)/guardian(s) and students. This information shall be made available in the student handbook.

RECORDKEEPING[8]

The Transportation Supervisor shall be responsible for the collection and maintenance of the following records:

1. Bus maintenance and inspections forms;

2. Bus driver credentials, including required background checks, health records, and performance reviews;

3. Driver training records; and

4. Complaints received and any records related to the investigation and complaints.

Legal References

1. TCA 49-6-2109; TRR/MS 0520-01-05; Public Acts of 2023, Chapter No. 122
2. TCA 49-6-2116(d)(3)
3. Public Acts of 2024, Chapter No. 548
4. TCA 49-6-2107
5. TCA 49-6-2107(e)(1); Public Acts of 2023, Chapter No. 122
6. TCA 49-6-2116(a)-(c)
7. TCA 49-6-2116(d)(1)-(2)
8. TCA 49-6-2116(d)(5)

Cross References

Bus Safety and Conduct 6.308
Homeless Students 6.503

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in January	**Physical Assault Leave**	**5.307**	**0**
		Rescinds: **5.307**	Issued: **07/25/23**

General

Employees shall be notified of their right to report a physical assault to the appropriate law enforcement agency.[1]

An employee who is absent from assigned duties as a result of personal injury caused by physical assault or other violent criminal acts committed in the course of the employee's employment duties shall receive his/her full salary and full benefits until the employee is released by his/her physician to return to work or his/her physician determines the employee is permanently unable to return to work. Hourly employees shall receive an amount representing the average number of hours the employee works for the district per pay period along with their full benefits, if available, until the employee is released by his/her physician to return to work or his/her physician determines the employee is permanently unable to return to work. An hourly employee is not eligible to receive the continued pay and benefits if he/she has been employed by the district for less than one (1) full pay period.[2]

If the employee receives workers' compensation or other similar benefits, the Board shall pay the difference between that amount and the employee's full salary or average pay, as applicable.[2] The district shall pay the full salary or average salary, or the difference between the employee's full salary or average pay, as applicable, and the workers' compensation or similar benefits, if any, for up to one (1) year.

~~If the teacher receives workers' compensation or other similar benefits, the Board shall pay the difference between that amount and the teacher's full salary.~~

PHYSICIAN STATEMENT

A signed statement listing the cause of the absence shall be provided by the employee on forms furnished by the Director of Schools and shall promptly be given to the immediate supervisor in support of all claims. A certificate from the physician on forms furnished by the Director of Schools may also be required to verify the extent of the injury.[3]

Legal References

1. Public Acts of 2024, Chapter No. 915
2. TCA 49-5-714(a); Public Acts of 2024, Chapter No. 839
3. TRR/MS 0520-01-02-.04(4)(b)

Cross References

Worker's Compensation 3.602
Sick Leave 5.302
Long Term Leaves of Absence 5.304

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in February	**Substitute Teachers**	**5.701**	**0**
		Rescinds: **5.701**	Issued: **08/23/22**

Substitute teachers are those teachers used to replace teachers on leave or to fill temporary vacancies until a licensed teacher is available.[1,2] Substitute teachers may be employed and paid directly by the Board or by a third-party employer through an agreement between such third-party employer and the Board.

Substitute teachers employed by third party entities shall be subject to the same unemployment benefit eligibility conditions as substitute teachers employed directly by the Board.[2]

APPLICATION/QUALIFICATIONS

Criminal history record checks and fingerprinting of applicants for substitute teaching are required.[3]

Applicants with revoked or suspended licenses or certificates according to the State Board of Education shall not be hired.[4]

Qualifications for substitute teachers shall be determined by the Director of Schools in compliance with board policy, state laws, and State Board of Education rules and regulations.

A list of substitute teacher(s) will be prepared by the director of schools/designee who will maintain file(s) which may include transcripts, credentials, recommendations, and other pertinent information.

COMPENSATION

If employed directly by the district, the compensation of substitute teachers shall be determined annually by the Board.

Retired teachers serving as substitutes who do not have an active teaching license shall be paid the same as a retired substitute teacher with an active teaching license. This only applies to teachers who retired after July 1, 2011 through July 1, 2016.[5]

CERTIFICATION

When substituting for a regular teacher who has been absent for twenty (20) consecutive days, a substitute teacher shall possess a teaching certificate with endorsement in the discipline(s) to be taught or shall be a retired teacher that held the appropriate endorsement.[6] When substituting for a teacher without sick leave, the substitute shall be certified and paid according to the state salary schedule.[1]

EMERGENCY NEEDS

All ~~teacher aides, secretaries, and clerk~~s school-based support staff are approved substitute teachers for use in emergency situations. Emergency use shall be defined as less than a full day due to the regular or substitute teacher being unable to arrive on time or remain for the full day.

Said substitutes shall receive the proportionate equivalent salary regular substitute teachers would receive under similar circumstances or their regular salary, if higher; however, they shall not receive pay for both positions at the same time.

TRAINING AND ORIENTATION

The Director of Schools shall be responsible for ensuring that there are appropriate training and development programs for substitute teachers that includes the annual school safety training required by state law.[7]

RESPONSIBILITIES

Substitute teachers shall assume the same responsibilities as the regular teacher, including but not limited to, bus duty and playground supervision.

RE-EMPLOYMENT/TERMINATION

On an annual basis, the Director of Schools, with input from the principals, shall determine which substitute teachers performed at an acceptable level. Substitute teachers who performed below an acceptable level shall not be re-employed.

All substitutes shall be responsible for providing correct addresses and phone numbers and for notifying the principal and/or third-party employer if they wish to terminate their service as substitutes.

Legal References

1. TRR/MS 0520-01-02-.04(5)
2. TCA 49-5-709
3. TCA 49-5-413(a)(2)
4. TCA 49-2-203(a)(14)(C)
5. TCA 49-3-312(b)
6. TCA 49-3-312(a); TRR/MS 0520-01-02-.04(5)(b)
7. Public Acts of 2024, Chapter No. 735; TCA 49-6-805(7)

Cross References

Background Investigations 5.118
Employment of Retirees 5.119

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in February	**Qualifications and Duties of the Director of Schools**	**5.802**	**0**
		Rescinds: **5.802**	Issued: **08/24/21**

QUALIFICATIONS

1. A professional educator's license

2. A master's degree in education with a preference for a doctorate degree

3. Three (3) years of successful experience in school administration

4. Such other qualifications as the Board deems desirable

REPORTS TO: The Board of Education

SUPERVISES: All administrative and supervisory personnel in the district

JOB GOAL: To provide leadership in developing and maintaining the best possible educational programs and services

SCOPE OF RESPONSIBILITY: The management responsibilities of the Director of Schools shall extend to all activities of the district, to all phases of the educational program, to all aspects of the financial operation, to all facility management, and to the conduct of such other duties as may be assigned by the Board. The Director of Schools may delegate these duties together with appropriate authority but may neither delegate nor relinquish ultimate responsibility for results or any portion of accountability.

ESSENTIAL FUNCTIONS

General Administrative

1. Provides leadership in identification of priorities and assures that all activities reflect those board-established priorities.

2. Prepares and recommends short and long-range plans for board approval and implements those plans when approved.

3. Prepares, in conjunction with the Chair, agenda recommendations relative to all matters requiring board action, including all facts, information, options, and reports needed to assure informed decisions. Provides advice and counsel to the Board on matters before it.

4. Attends all regular and special meetings of the Board and keeps a complete and accurate record of the proceedings of all meetings of the Board and of its official acts.

5. Recommends drafts of new policies or changes to the Board. Anticipates potential problems. Recommends policies or courses of staff action.

6. Develops administrative procedures to implement board policy or for the items deemed necessary for the efficient operation of the schools and disseminates these procedures to appropriate staff.

7. Keeps the Board informed regarding development in other districts or at state and national levels that would be helpful to the district.

8. Ensures that all local, state, and federal standards for the health and safety of the students and staff are maintained and that required reports are maintained.

9. Fulfills all statutory obligations and implements the education laws of the State of Tennessee and the rules and regulations of the State Board of Education.[1]

Financial Management

1. Provides direction to and supervision of school business functions. Encourages development and implementation of sound business practices. Continually assesses business practices to achieve efficiency.

2. Prepares, annually, a budget and submits it to the Board for approval. Presents approved budget to the appropriate local funding body for adoption.

3. Makes appropriate written reports for the Board, detailing all receipts and expenditures of the school funds, and submits them to the local funding body.

4. Ensures that funds are spent prudently by providing adequate control and accounting of the district's financial and physical resources.

Personnel Administration

1. Establishes lines of authority which shall be approved by the Board and shown on the district organization chart. Lines of authority shall not restrict the practical working relationships of all staff members at all levels.

2. Employs such personnel as may be necessary within the limits of budgetary provisions and recommends to the Board teachers who are eligible for tenure.

3. Develops recruitment procedures to assure well-qualified applicants for professional and non-professional positions.

4. Assigns and transfers employees as the interest of the district may dictate and reports such action to the Board for information and record.

5. Holds meetings of teachers and other employees as necessary for the discussion of matters concerning the welfare and improvement of the schools.

6. Communicates directly, or through delegation, all actions of the Board relating to personnel matters to all and receives employees' communications to be made to the Board.

7. Evaluates principals annually.

8. Informs the Office of Educator Licensing of licensed educators or educators who have a temporary teaching permit who have been suspended or dismissed, or who have resigned, following allegations of conduct, including sexual misconduct, which, if substantiated, would warrant consideration for license suspension, revocation, or formal reprimand or who have been convicted of a felony. This report shall also be made if the licensed educator has pleaded guilty or nolo contendere to, or has been convicted or otherwise found guilty of such an offense or equivalent offense in another jurisdiction. The report shall be submitted within thirty (30) days.[2]

   ~~The report shall be submitted within thirty (30) days of the suspension, dismissal, or resignation or of receiving knowledge of the felony conviction.~~

Instructional Leadership

1. Serves as the chief school executive. Ensures the development and maintenance of a positive educational program designed to meet the needs of the community and to carry out the policies of the Board. Ensures that a system of thorough and efficient education, as defined by state law, is available to all students.

2. Recommends to the Board for its adoption all courses of study, curriculum guides, and major changes in tests and time schedules to be used in the schools.

3. Oversees the timely revisions of all curriculum guides and courses of study.

4. Develops guidelines and direction for monitoring the effectiveness of existing and new programs.

5. Conducts a periodic audit of the total school program and advises the Board of recommendations for the educational advancement of the schools.

6. Seeks out available sources for grant funding to support programs and projects.

7. Ensures that the goals of the school district are adequately reflected in its educational program and operations.

Community/Public Relations

1. Promotes community support of the schools. Interprets district programs and services, reports, plans, events, and activities of interest and solicits community opinions regarding school and educational issues.

2. Identifies available community resources and links to social service agencies that support education and healthy child development.

3. Develops strategies to promote parental involvement in their student's education and provides opportunities for parent-teacher interaction.

4. Maintains contact and good relations with local media.

5. Ensures that the district interests will be represented in meetings and activities of municipal and other governmental agencies.

6. Represents the school district and its interests in community organizations, activities, and projects.

TERMS OF EMPLOYMENT: Serves in accordance with the terms of the contract between the Board and the Director of Schools. Salary to be determined by the Board.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of state law and the Board's policy on evaluation of the Director of Schools.

GENERAL REQUIREMENTS: The above statements are intended to describe the general nature and level of work being performed by the person assigned to this position. They are not intended to be a complete list of responsibilities, duties, and skills required of personnel so assigned.

Legal References

1. TCA 49-2-301
2. TRR/MS 0520-02-03-.09(2); TCA 49-5-417(c); TCA 49-5-106(f); Public Acts of 2024, Chapter No. 577

Cross References

Executive Committee 1.301
Board-Media Relations 1.502
Administrative Procedures 1.601
Administrative Committees 1.602
Administrative Reports 1.603
School District Planning 1.701
Job Descriptions 5.103
Application and Employment 5.106
Evaluation of the Director of Schools 5.803

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in March	**School Admissions**	**6.203**	**0**
		Rescinds: **6.203**	Issued: **08/13/19**

Any student entering school for the first time must present:

1. A birth certificate or officially acceptable evidence of date of birth at the time of registration;[1]
2. Evidence of a current medical examination.[2] There shall be a complete medical examination of every student entering school for the first time;
3. Evidence of state-required immunization;[3] and
4. Proof of residency.

The name used on the records of a student entering school must be the same as that shown on the birth certificate unless evidence is presented that such name has been legally changed through a court as prescribed by law. If the parent does not have or cannot obtain a birth certificate, then the name used on the records of such student will be the same as that shown on documents which are acceptable to the school principal as proof of date of birth.[4]

A child whose care, custody and support have been assigned to a resident of the district by a power of attorney or order of the court shall be enrolled in school provided appropriate documentation has been filed with the district office.[5]

A student may transfer into the school system at any time during the year if his/her parent(s) or legal guardian moves his/her residence into the school system.

ADJUDICATED DELINQUENT STUDENT[6]

A principal or principal's designee may ask a parent/guardian in writing if their student has been adjudicated delinquent for an offense listed in TCA 49-6-3051 within thirty (30) days of the student first enrolling in the school and when any such student:

1. Resumes school attendance after suspension, expulsion, or adjudication of delinquency; or

2. Changes schools within this state.

~~If a student has at any time been adjudicated delinquent for any offense listed in TCA 49-6-3051(b), the parents/guardians and a school administrator of any school having previously received similar notice from the juvenile court or another source, shall provide to the school principal/designee, the abstract provided under TCA 37-1-153 or TCA 37-1-154 or other similar written information when any such student:~~

~~3. Initially enrolls in an LEA;~~
~~4. Resumes school attendance after suspension, expulsion or adjudication of delinquency; or~~

~~5. Changes schools within this state.~~

This information shall be shared only with school employees who have responsibility for classroom instruction of the student and the school counselor, social worker or psychologist who is developing a plan for the child while in the school, and the school resource officer. Such information is otherwise confidential and shall not be released to others, and the written notification shall not become a part of the student's record.[7]

Legal References

1. TCA 49-6-3008(b)
2. TRR/MS 0520-01-03-.08(2)(a)
3. TCA 49-6-5001(c)
4. TCA 49-6-5106
5. TCA 49-6-3001(c)(6)
6. TCA 37-1-153(e), 154; TCA 49-6-3051; Public Acts of 2024, Chapter No. 721
7. TCA 49-6-3051(d)

Cross References

Admission of Suspended/Expelled Students 6.318
Homeless Students 6.503
Migrant Students 6.504
Students in Foster Care 6.505
Students from Military Families 6.506

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in March	**Code of Conduct**	**6.300**	**0**
		Rescinds: **6.300**	Issued: **11/09/21**

The Board delegates to the Director of Schools the responsibility of developing specific codes of conduct which are appropriate for each level of school.[1] Codes of conduct for students in pre-kindergarten or kindergarten shall utilize alternative disciplinary approaches implemented through a trauma-informed and restorative lens. Exclusionary discipline shall only be used as a measure of last resort.[2] The development of each code shall involve principals and staff members of each level and shall be based on evidence-based behaviors supports and interventions.[3]

The following levels of misbehavior and disciplinary procedures and options are standards designed to protect all members of the educational community in the exercise of their rights and duties and to maintain a safe learning environment where orderly learning is possible and encouraged.[4] These misbehaviors apply to student conduct on school buses, on school property, and while students are on school-sponsored outings. Staff members have the authority to enforce the code of conduct[3] and shall ensure that disciplinary measures are implemented in a manner that:[5]

1. Balances accountability with an understanding of traumatic behavior;

2. Teaches and provides opportunities for students to practice school and classroom rules while reinforcing that violent or abusive behavior is not allowed at school;

3. Minimizes disruptions to education with an emphasis on positive behavioral supports and behavioral intervention plans;

4. Creates consistent and positive rules and consequences; and

5. Models respectful, non-violent relationships.

In order to ensure that these goals are accomplished, the school district shall utilize a Multi-Tiered System of Supports, implemented through a restorative and trauma-informed lens**.** Principals shall use appropriate discipline management techniques when enforcing the code of conduct.

All level of misbehaviors, the disciplinary procedures, and the various disciplinary options shall be found in the Parent and Student Handbook approved annually by the board.

MISBEHAVIORS: LEVEL I

This level includes minor misbehavior on the part of the student which impedes orderly classroom guidelines or interferes with the orderly operation of the school but which can usually be handled by an individual staff member.

MISBEHAVIORS: LEVEL II

This level includes misbehavior whose frequency or seriousness tends to disrupt the learning climate of the school. These misbehaviors do not represent a direct threat to the health and safety of others but have educational consequences serious enough to require corrective action on the part of administrative personnel.

MISBEHAVIORS: LEVEL III

This level includes acts directly against persons or property but whose consequences do not seriously endanger the health or safety of others in the school.

MISBEHAVIORS: LEVEL IV

This level of misbehavior includes acts which result in violence to another's person or property or which pose a threat to the safety of others in the school. These acts are so serious that they usually require administrative actions which result in the immediate removal of the student from the school, the intervention of law enforcement authorities, and/or action by the Board.

If a student's action poses a threat to the safety of others in the school, a teacher, principal, school employee, or school bus driver may use reasonable force when necessary to prevent bodily harm or death to another person.[6]

Certain Level IV offenses may require the immediate notification of law enforcement and the director of schools.[7]

Legal References

1. TCA 49-6-4005
2. TCA 49-6-3024
3. TCA 49-6-2801
4. TCA 49-6-4002
5. TCA 49-6-4109
6. TCA 49-6-4008
7. Public Acts of 2024, Chapter No. 882

Cross References

Traffic and Parking Controls 3.403
Procedural Due Process 6.302
Student Discrimination, Harassment, Bullying, Cyber-bullying, and Intimidation 6.304
Title IX & Sexual Harassment 6.3041
Interference/Disruption of School Activities 6.306
Bus Safety and Conduct 6.308
Zero Tolerance Offenses 6.309
Dress Code 6.310
Corporal Punishment 6.314
Detention 6.315
Suspension 6.316
Safe Relocation of Students 6.4081

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in March	**Zero Tolerance Offenses**	**6.309**	**0**
		Rescinds: **6.309**	Issued: **07/14/20**

In order to ensure a safe and secure learning environment, the following offenses shall not be tolerated:[1]

1. Bringing to school or being in unauthorized possession of a firearm on school property;[2]

2. Unlawful possession of any drug, including any controlled substance, controlled substance analogue, or legend drug on school grounds or at a school-sponsored event;[3]

3. Aggravated assault;[4]

4. Assault that results in bodily injury[5] upon any teacher, principal, administrator, any other employee of the school, or school resource officer; or

5. Valid threats of mass violence on school property or at a school-related activity as determined by a threat assessment team.[6]

Committing any of these offenses shall result in a student being expelled from the regular school program for at least one (1) calendar year unless modified by the Director of Schools. Modification of the length of time shall be granted on a case-by-case basis. Students that commit zero tolerance offenses may be assigned to an alternative school or program at the discretion of the Director of Schools.[7]

When it is determined that a student has violated this policy, the principal shall notify the student's parent(s)/guardian(s) and the criminal justice or juvenile delinquency system as required by law.[8]

Legal References

1. TCA 49-6-3401(g)
2. 18 USCA § 921(a)(3); 20 USCA § 7961
3. TCA 39-17-454; TCA 53-10-101
4. TCA 39-13-102
5. TCA 39-13-101(a)(1)
6. TCA 39-16-517; TCA 49-6-3401(g)(2)(D); Public Acts of 2024, Chapter No. 882
7. TCA 49-6-3401(g)(2); TCA 49-6-3402
8. TCA 49-6-4209; TCA 39-17-1312; 20 USCA § 7961(h)(1); Public Acts of 2024, Chapter No. 882

Cross References

Threat Assessment Team 3.204
Code of Conduct 6.300
Drug-Free Schools 6.307
Suspension 6.316
Student Disciplinary Hearing Authority 6.317
Alternative Education 6.319
Safe Relocation of Students 6.4081

METROPOLITAN NASHVILLE PUBLIC SCHOOL BOARD MEETING – June 11, 2024

Members Present: Rachael Anne Elrod, Chair, Freda Player, Vice-chair, Erin O'Hara Block, Cheryl Mayes, Berthena Nabaa-McKinney (arrived at 5:11 pm), TK Fayne (arrived at 5:11 pm), Abigail Tylor, Emily Masters and Sharon Gentry

Student Members Present: Christine Tran

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

CONVENE AND ACTION

A. Call to Order – Rachael Anne Elrod called the meeting to order.
B. Pledge of Allegiance - Led by Mark North, Director of High School Athletics.
C. Adoption of Agenda
   Motion to adopt the agenda as listed.
   By Sharon Gentry, seconded Cheryl Mayes
   Vote: 7-0 – unanimous

AWARDS AND RECONGITIONS

A. Nashville State Community College Partnership – The Board and Dr. Battle recognized the partnership.
B. TSSAA Boys' and Girls' Track & Field State Champions and Runners-Up – The Board and Dr. Battle recognized the students.

DIRECTOR'S REPORT

A. TCAP Data – Dr. Battle gave a brief update on incoming TCAP data.
B. MNPS ReImagined – Dr. Battle and staff presented a report.

PUBLIC PARTICIPATION

A. Christiane Buggs – Addressed the Board concerning PENCIL Foundation.

GOVERNANCE ISSUES

a. Minutes – 05.28.2024 – Regular Meeting

b. Awarding of Purchases and Contracts

1. **Brightly Software, Inc.**
2. **College Board**
3. **Education Strategy Group, LLC**
4. **Frontline Technologies Group, LLC dba Frontline Education**
5. **Genesis Roofing Company**
6. **Jacquelyn Akbari dba Worthington Advisory**
7. **QuaverEd, Inc.**
8. **S&SFirestone,Inc.dbaS&STireorBestOne Tire**
9. **School Specialty, LLC**
10. **SitelogIQ, Inc.**
11. **Southern Tire Mart, LLC**
12. **The Metropolitan Transit Authority**
13. **Trane U.S., Inc.**

The agenda was adopted by unanimous consent.

BOARD REPORTS

A. Jeffery Barrie – Briefly presented to the Board concerning the work of the Tennessee Environmental Council.

ANNOUNCEMENTS

A. Rachael Anne Elrod – Announced that the Board will only hold one meeting in July on July 23rd.

Ms. Elrod adjourned the meeting at 6:28 p.m.



Chris M. Henson	Rachael Anne Elrod	Date
Board Secretary	Board Chair	

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(1) VENDOR: Advanced Mechanical Contractors, Inc.

SERVICE/GOODS (SOW): For the provision of HVAC repair and replacement services on an as-needed basis.

SOURCING METHOD: RFP 371370

TERM: June 26, 2024 through June 25, 2029

FOR WHOM: MNPS Schools and Facilities

COMPENSATION: Contractor will be compensated in accordance with section 2.2 on a project-by-project basis.

Total compensation for this contract is not to exceed $10,000,000.

Total compensation is based on an estimated yearly amount of $2,000,000.

OVERSIGHT: Facilities

EVALUATION: Based on the quality and timeliness of the services provided and adherence the requested scopes of work.

MBPE CONTRACT NUMBER: 7591076

SOURCE OF FUNDS: Capital Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(2) VENDOR: Allied Instructional Services, LLC

SERVICE/GOODS (SOW): Contractor to provide qualified and experienced personnel for orientation and mobility training services to meet the demands of Individualized Education Programs (IEPs) and Students with Disabilities (SWDs).

SOURCING METHOD: RFP 370405

TERM: June 26, 2024 through June 25, 2026

FOR WHOM: Exceptional Education Students

COMPENSATION: Contractor will be compensated in accordance with Exhibit A.

Total compensation for this contract is not to exceed $150,000.

Total compensation is based on an estimated yearly amount of $75,000.

OVERSIGHT: Exceptional Education

EVALUATION: Based on the quality and timeliness of personnel provided to perform the requested services.

MBPE CONTRACT NUMBER: 7590092

SOURCE OF FUNDS: Operating Budget and Federal IDEA Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(3) VENDOR: Amergis Healthcare Staffing, Inc.

SERVICE/GOODS (SOW): For the provision of staffing services on an as-needed basis, including but not limited to, Exceptional Education positions such as Paraprofessionals.

SOURCING METHOD: The Interlocal Purchasing System (TIPS) RFP 230703

TERM: July 1, 2024 through September 30, 2026

FOR WHOM: All MNPS Schools

COMPENSATION: Contractor will be compensated in accordance with Exhibit A.

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

Total compensation is based on an estimated yearly amount of $125,000.

OVERSIGHT: Exceptional Education

EVALUATION: Based on the timeliness and quality of the recruiting services.

MBPE CONTRACT NUMBER: 7591218

SOURCE OF FUNDS: Operating Budget

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(4) VENDOR: Austin Peay State University

SERVICE/GOODS (SOW): For the provision of dual enrollment courses between MNPS and Austin Peay State University.

SOURCING METHOD: Sole Source

TERM: July 1, 2024 through June 30, 2029

FOR WHOM: MNPS Teachers and Students

COMPENSATION: Contractor will be compensated in accordance with Exhibit D.

Total compensation for this contract is not to exceed $100,000.

Total compensation is based on an estimated yearly amount of $25,000.

OVERSIGHT: College & Career Readiness

EVALUATION: Based on the increase in dual enrollment participation and TN Ready Graduate rates.

MBPE CONTRACT NUMBER: 7578595

SOURCE OF FUNDS: Operating Budget

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(5) VENDOR: Conexión Américas

SERVICE/GOODS (SOW): Amendment #4 increases the contract value and adds Attachment E: Contractor's Proposed Expanded Services to the contract. Conexión Américas serves as a partner by providing services to GEAR UP students and families. Services include case management services, student services/teacher support through virtual lessons, educational video content, resources and referrals, and professional development and support for staff.

SOURCING METHOD: Amendment of a Previously Board Approved Contract

TERM: June 26, 2024 through September 30, 2025

FOR WHOM: GEAR UP Students and Families

COMPENSATION: This amendment increases the contract value by $30,000.

Total compensation for this contract is not to exceed $615,000.

OVERSIGHT: Federal Programs

EVALUATION: Based on the adherence to the scope of work and the quality of services provided.

MBPE CONTRACT NUMBER: 10419

SOURCE OF FUNDS: Federal Funds – GEAR UP Grant

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(6) VENDOR: Covert Results, LLC

SERVICE/GOODS (SOW): For the provision of comprehensive armed security services at The Covenant School. MNPS serves as the Local Education Agency (LEA) on behalf of The Covenant School to use grant funds through Project SERV to cover the security services provided by the contractor on a regular basis at The Covenant School.

SOURCING METHOD: Authorized Noncompetitive Procurement

TERM: July 1, 2024 through May 12, 2025

FOR WHOM: The Covenant School

COMPENSATION: Contractor will be compensated in accordance with section 14 of the contract.

Total compensation for this contract is not to exceed $185,000.

Total compensation is based on an estimated yearly amount of $185,000.

OVERSIGHT: Federal Programs

EVALUATION: Based on the quality and timeliness in meeting the scope of services defined within the contract.

MBPE CONTRACT NUMBER: 7591248

SOURCE OF FUNDS: Federal Funds – Project SERV

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(7) VENDOR: Demand Mechanical, LLC dba Demand Mechanical

SERVICE/GOODS (SOW): For the provision of HVAC repair and replacement services on an as-needed basis.

SOURCING METHOD: RFP 371370

TERM: June 26, 2024 through June 25, 2029

FOR WHOM: MNPS Schools and Facilities

COMPENSATION: Contractor will be compensated in accordance with section 2.2 on a project-by-project basis.

Total compensation for this contract is not to exceed $10,000,000.

Total compensation is based on an estimated yearly amount of $2,000,000.

OVERSIGHT: Facilities

EVALUATION: Based on the quality and timeliness of the services provided and adherence the requested scopes of work.

MBPE CONTRACT NUMBER: 7591077

SOURCE OF FUNDS: Capital Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(8) VENDOR: Family & Children's Service

SERVICE/GOODS (SOW): Amendment #5 extends the contract term, increases the contract value, and updates the list of schools for the 2024-25 school year. The contract is for the provision of Family Resource Centers.

SOURCING METHOD: Amendment of a Previously Board Approved Contract

TERM: June 26, 2024 through June 30, 2025

FOR WHOM: MNPS Students and Families

COMPENSATION: This amendment increases the contract value by $250,500.

Total compensation for this contract is not to exceed $2,206,500.

OVERSIGHT: Student Support Services

EVALUATION: Based on the quality and timeliness of the services provided and adherence to the requested scope of work.

MBPE CONTRACT NUMBER: 10427

SOURCE OF FUNDS: Operating Budget

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(8) VENDOR: Family & Children's Service

SERVICE/GOODS (SOW): Amendment #2 extends the contract term, increases the contract value, and updates the list of schools for the 2024-25 school year. The contract is for the provision of services and coordination for up to twenty-six (26) Community Achieves (CA) schools. Contractor will bring expertise that will allow for the expansion of the community school model, personnel who will be responsible for the overall operation of programs, and services at their assigned school.

SOURCING METHOD: Amendment of a Previously Board Approved Contract

TERM: June 26, 2024 through June 30, 2025

FOR WHOM: MNPS Students, Families, and Staff

COMPENSATION: This amendment increases the contract value by $1,449,000.

Total compensation for this contract is not to exceed $5,843,000.

OVERSIGHT: Student Support Services

EVALUATION: Based on the quality and timeliness of the services provided and adherence to the requested scope of work.

MBPE CONTRACT NUMBER: 7530130

SOURCE OF FUNDS: Federal Funds – ESSER 3

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(9) VENDOR: McCloskey Mechanical Contractors, Inc.

SERVICE/GOODS (SOW): For the provision of HVAC repair and replacement services on an as-needed basis.

SOURCING METHOD: RFP 371370

TERM: June 26, 2024 through June 25, 2029

FOR WHOM: MNPS Schools and Facilities

COMPENSATION: Contractor will be compensated in accordance with section 2.2 on a project-by-project basis.

Total compensation for this contract is not to exceed $10,000,000.

Total compensation is based on an estimated yearly amount of $2,000,000.

OVERSIGHT: Facilities

EVALUATION: Based on the quality and timeliness of the services provided and adherence the requested scopes of work.

MBPE CONTRACT NUMBER: 7591079

SOURCE OF FUNDS: Capital Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(10) VENDOR: Metropolitan Nashville Education Association (MNEA)

SERVICE/GOODS (SOW): Amendment #3 extends the term, updates the compensation rates for the President, and increases the contract value. The contract is for MNEA to reimburse MNPS the salaries and benefits for the MNEA President, Vice President, and Organizing Director.

SOURCING METHOD: Amendment of a Previously Board Approved Contract

TERM: June 26, 2024 through June 30, 2025.

FOR WHOM: MNEA

COMPENSATION: Amendment #3 increases the contract value by $144,684.02 to cover the cost that MNEA will reimburse MNPS for the full cost of employee salaries and benefits as outlined below. Compensation below is subject to any increases approved by MNPS policy and changes in benefits enrollment or premiums.

(a) Employee #453029 / Paula Pendergrass for the time period of July 15, 2024 through June 30, 2025.

Salary: $120,218.73
Annual ER Cost (MED/DEN/VIS/HEARING (EE only)): $24,440.13
EE Life: $25.22
Total: $144,684.02

Total compensation for this contract covering all three positions since the contract origination and this new amendment is not to exceed $917,383.11.

OVERSIGHT: Human Resources

EVALUATION: Based on prompt and accurate performance.

MBPE CONTRACT NUMBER: 7518051

SOURCE OF FUNDS: Not Applicable

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(11) VENDOR: Mid-South Bus Center, Inc.

SERVICE/GOODS (SOW): For the purchase of twenty-five (25) Exceptional Education buses. These buses are lift buses (D) for two dedicated wheelchair stations plus 24 ambulatory and integrated child seat passengers.

SOURCING METHOD: RFQ 373375

TERM: June 26, 2024 through June 25, 2025

FOR WHOM: Exceptional Education Students

COMPENSATION: Contractor will be compensated in accordance with Exhibit A.

Total compensation for this purchase is not to exceed $4,500,000.

OVERSIGHT: Transportation

EVALUATION: Based on the timeliness and completion of the buses in accordance with the requested specifications.

MBPE CONTRACT NUMBER: 7591196

SOURCE OF FUNDS: Capital Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(12) VENDOR: REA Service, LLC

SERVICE/GOODS (SOW): For the provision of HVAC repair and replacement services on an as-needed basis.

SOURCING METHOD: RFP 371370

TERM: June 26, 2024 through June 25, 2029

FOR WHOM: MNPS Schools and Facilities

COMPENSATION: Contractor will be compensated in accordance with section 2.2 on a project-by-project basis.

Total compensation for this contract is not to exceed $10,000,000.

Total compensation is based on an estimated yearly amount of $2,000,000.
OVERSIGHT: Facilities

EVALUATION: Based on the quality and timeliness of the services provided and adherence the requested scopes of work.

MBPE CONTRACT NUMBER: 7591080

SOURCE OF FUNDS: Capital Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(13) VENDOR: Riverside Assessments, LLC dba Riverside Insights

SERVICE/GOODS (SOW): Contractor to provide various sole sourced clinical assessment kits, test booklets, software, and manuals.

SOURCING METHOD: Sole Source

TERM: August 28, 2024 through August 27, 2027

FOR WHOM: Exceptional Education Students

COMPENSATION: Contractor will be compensated in accordance with Attachment A. Total compensation for this contract is not to exceed $300,000.

Total compensation is based on an estimated yearly amount of $100,000.

OVERSIGHT: Exceptional Education

EVALUATION: Based on the quality of the products provided and effectiveness of the products in classroom application.

MBPE CONTRACT NUMBER: 7590626

SOURCE OF FUNDS: Operating Budget and Federal IDEA Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(14) VENDOR: S.M. Lawrence Company, Inc.

SERVICE/GOODS (SOW): For the provision of HVAC repair and replacement services on an as-needed basis.

SOURCING METHOD: RFP 371370

TERM: June 26, 2024 through June 25, 2029

FOR WHOM: MNPS Schools and Facilities

COMPENSATION: Contractor will be compensated in accordance with section 2.2 on a project-by-project basis.

Total compensation for this contract is not to exceed $10,000,000.

Total compensation is based on an estimated yearly amount of $2,000,000.

OVERSIGHT: Facilities

EVALUATION: Based on the quality and timeliness of the services provided and adherence the requested scopes of work.

MBPE CONTRACT NUMBER: 7591081

SOURCE OF FUNDS: Capital Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(15) VENDOR: Southern Heating & Cooling, Inc.

SERVICE/GOODS (SOW): For the provision of HVAC repair and replacement services on an as-needed basis.

SOURCING METHOD: RFP 371370

TERM: June 26, 2024 through June 25, 2029

FOR WHOM: MNPS Schools and Facilities

COMPENSATION: Contractor will be compensated in accordance with section 2.2 on a project-by-project basis.

Total compensation for this contract is not to exceed $10,000,000.

Total compensation is based on an estimated yearly amount of $2,000,000.

OVERSIGHT: Facilities

EVALUATION: Based on the quality and timeliness of the services provided and adherence the requested scopes of work.

MBPE CONTRACT NUMBER: 7591078

SOURCE OF FUNDS: Capital Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(16) VENDOR: Spot Coolers

SERVICE/GOODS (SOW): Amendment #1 increases the contract value. The contract is for the provision of qualified contractors to provide quotes on rental equipment on an as-needed basis.

SOURCING METHOD: Amendment of a Previously Board Approved Contract

TERM: June 26, 2024 through May 12, 2025

FOR WHOM: MNPS Facilities

COMPENSATION: This amendment increases the contract value by $400,000.

Total compensation for this contract is not to exceed $1,650,000.

OVERSIGHT: Facilities

EVALUATION: Based on the quality of the rental equipment requested and the timeliness in receiving the rental equipment.

MBPE CONTRACT NUMBER: 7497194

SOURCE OF FUNDS: Operating Budget

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(17) VENDOR: STARS Nashville

SERVICE/GOODS (SOW): Amendment #1 extends the term of the contract, updates the Criminal Background Check clause, and incorporates the Boycott of Israel Act. The contract is for the provision of restorative practice services.

SOURCING METHOD: Amendment of a Previously Board Approved Contract

TERM: June 26, 2024 through June 30, 2025

FOR WHOM: MNPS Students and Staff

COMPENSATION: This amendment increases the contract value by $500,000.

Total compensation for this contract is not to exceed $6,576,611.

OVERSIGHT: Student Support Services

EVALUATION: Based on the quality and timeliness of the services provided and adherence to the requested scope of work.

MBPE CONTRACT NUMBER: 7527893

SOURCE OF FUNDS: Various Operating Budgets, ESSER Bridge Funding, and Federal Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(17) VENDOR: STARS Nashville

SERVICE/GOODS (SOW): Amendment #1 extends the term of the contract, updates the Criminal Background Check clause, and incorporates the Boycott of Israel Act. The contract is for the contractor to serve as the lead agency for school-based mental health counselors and social workers, providing a coordinating position to partner with the Office of Counseling Services.

SOURCING METHOD: Amendment of a Previously Board Approved Contract

TERM: June 26, 2024 through June 30, 2025

FOR WHOM: MNPS Students and Staff

COMPENSATION: This amendment increases the contract value by $1,500,000.

Total compensation for this contract is not to exceed $13,500,000.

OVERSIGHT: Student Support Services

EVALUATION: Based on the following: (1) monitoring of collaborative referrals assigned for tiered supports, crisis intervention, or subsistence needs; (2) monitoring and timely response to crisis interventions using the MNPS Suicide Screener and Threat Assessment Protocol; (3) progress monitoring of evidence-based Tier 2 and Tier 3 services being provided; (4) progress monitoring of service effectiveness towards the goal of increasing mental health supports for students, decreasing the number of disciplinary incidents, and increasing student attendance; (5) quantity and quality of professional learning opportunities provided to students, staff, and community members; (6) quality and timeliness of services provided and adherence to the scope of work documents.

MBPE CONTRACT NUMBER: 7527894

SOURCE OF FUNDS: Various Operating Budgets, ESSER Bridge Funding, and Federal Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(18) VENDOR: System Integrations, Inc.

SERVICE/GOODS (SOW): For the provision to purchase, install, maintain, and repair video surveillance and threat detection systems.

SOURCING METHOD: RFP 373381

TERM: July 1, 2024 through June 30, 2029

FOR WHOM: MNPS Schools and Facilities

COMPENSATION: Contractor will be compensated in accordance with Exhibit A.

Total compensation for this contract is not to exceed $15,000,000.

Total compensation is based on an estimated yearly amount of $3,000,000.

OVERSIGHT: Safety & Security

EVALUATION: Based on performance of the provided products to meet advertised capabilities and the workmanship/support provided by vendor.

MBPE CONTRACT NUMBER: 7591242

SOURCE OF FUNDS: Operating Budget

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(19) VENDOR: The Radon Guy, Inc. dba The Radon Guys

SERVICE/GOODS (SOW): For the provision of radon mitigation services, including repair, replacement, and new installation of commercial radon mitigation equipment and systems, as well as related projects on an as-needed basis.

SOURCING METHOD: RFP 371376

TERM: June 26, 2024 through June 25, 2029

FOR WHOM: All MNPS Facilities

COMPENSATION: Contractor will be compensated in accordance with Exhibit A.

Total compensation for this contract is not to exceed $1,250,000.

Total compensation is based on an estimated yearly amount of $250,000.

OVERSIGHT: Facilities

EVALUATION: Based on the quality and timeliness of the services provided and adherence the requested scopes of work.

MBPE CONTRACT NUMBER: 7589877

SOURCE OF FUNDS: Operating Budget

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(20) VENDOR: TriStar Mechanical, LLC

SERVICE/GOODS (SOW): For the provision of HVAC repair and replacement services on an as-needed basis.

SOURCING METHOD: RFP 371370

TERM: June 26, 2024 through June 25, 2029

FOR WHOM: MNPS Schools and Facilities

COMPENSATION: Contractor will be compensated in accordance with section 2.2 on a project-by-project basis.

Total compensation for this contract is not to exceed $10,000,000.

Total compensation is based on an estimated yearly amount of $2,000,000.

OVERSIGHT: Facilities

EVALUATION: Based on the quality and timeliness of the services provided and adherence the requested scopes of work.

MBPE CONTRACT NUMBER: 7591075

SOURCE OF FUNDS: Capital Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(21) VENDOR: Vanderbilt University

SERVICE/GOODS (SOW): Amendment #1 extends the contract term and increases the total revenue amount to be received. Vanderbilt University to provide reimbursement to MNPS to cover half the salary and fringe cost for a Research-Practice Partnership (RPP) Manager, pursuant to the non-binding statement of intent between Vanderbilt and MNPS to establish a research-practice partnership.

SOURCING METHOD: Amendment of a Previously Board Approved Contract

TERM: June 26, 2024 through June 30, 2026

FOR WHOM: Research, Assessment & Evaluation

COMPENSATION: This amendment increases the contract amount to be received by $144,000.

Total compensation to be reimbursed to MNPS for this contract is not to exceed $360,441.89.

OVERSIGHT: Research, Assessment & Evaluation

EVALUATION: Based on the timely reimbursement of funds.

MBPE CONTRACT NUMBER: 7563595

SOURCE OF FUNDS: Revenue

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Consolidated Checklist

This checklist is a means of communication between TDOE and LEAs regarding the allowability and allocability of the items submitted in the funding application. Please follow the steps below to ensure that the funding application contains items that are in compliance with program requirements.

- After the LEA submits the application, TDOE will review the application and mark each section as OK, Not Applicable, or Attention Needed. If the application contains no items that are marked as Attention Needed, the application will be approved.
- If the application contains items that are marked as Attention Needed, the application will be returned to the LEA with a status of not approved. The LEA will review the checklist for items that are marked Attention Needed and make the necessary changes to those items. Only the checked items in the sections marked Attention Needed are to be corrected and/or explained. Each section marked Attention Needed also has a place where TDOE may provide notes to explain those items. The LEA should check for notes and additional comments.
- Once the LEA has made the necessary adjustments, the LEA will resubmit the application for approval. If TDOE determines that the item has been corrected, Attention Needed will be changed to OK by the TDOE Reviewer. If the items that were marked Attention Needed still have not been corrected, the application will be returned again to the LEA with a status of not approved.
- Applications that contain no items that are marked Attention Needed will be approved.

General Checklist Comment

Thank you for sharing information on your plan to hire additional teachers for FY25. Please be sure to provide an update to this page when you fill the position and note that you are within ratio. If the LEA will continue to be out of ratio into the school year, please contact me at hannah.gribble@tn.gov for next steps.	Hannah Gribble	6/12/2024 9:08:51 AM

Checklist Description (Collapse All Expand All)

1. Allocations	OK	Debby Thompson	6/13/2024 7:19:45 AM
1.01 ESEA Consolidated Administration			
1.02 School-wide Pool			
2. Cover Page and Contacts	OK	Kate Smitheal	6/12/2024 8:10:14 AM
2.01 Cover Page			
2.02 Contact Page			
3. ESEA Requirements	OK	Debby Thompson	6/13/2024 7:19:45 AM
3.01 Consolidated Administration			
3.02 Administration			
3.03 State or Local Funds			
4. Consolidated Administration	OK	Debby Thompson	6/13/2024 7:19:45 AM
4.01 Budget & Budget Narratives			
4.02 Program Details			
5. Title I-A	OK	Debby Thompson	6/13/2024 7:19:45 AM
5.01 Budget & Budget Narratives			
5.02 Program Details			
5.03 Student Eligibility (Targeted Assistance Programs)			
5.04 Personnel Details			
5.05 Preschool Counts			
5.06 School Eligibility			
5.07 District Set Asides & Overview			
5.08 Allocation Designations			
5.09 PPA List			
5.10 Related Documents			
6. Homeless Students	OK	Vanessa Waters	6/12/2024 10:54:28 AM
6.01 Homeless Students			
7. Title I Family Engagement	OK	Vanessa Waters	6/13/2024 4:25:55 PM
7.01 Family Engagement			
8. Foster Care Students	OK	Jackie Jacobson	6/12/2024 6:49:39 AM
8.01 Foster Care Students			
9. Title I CSR Teachers	Not Applicable	Heather Farley	5/24/2024 8:31:57 AM
9.01 If the LEA has indicated a number for # of CSR Teachers on the Program Details page.			
10. Title I-A Neglected	OK	Scott Indermuehle	6/12/2024 7:04:12 AM
10.01 Budget & Budget Narratives			
10.02 Program Details			
11. Title I, Part C	Not Applicable	Heather Farley	5/23/2024 10:29:33 AM

	11.01 Budget & Budget Narratives			
	11.02 Program Details			
	11.03 Personnel Details			
	12. Title I-D Delinquent (LEA)	OK	Scott Indermuehle	6/12/2024 7:04:12 AM
	12.01 Budget & Budget Narratives			
	12.02 Program Details			
	13. Title II-A	OK	Michelle Harless	6/12/2024 10:49:34 AM
	13.01 Budget & Budget Narratives			
	13.02 Program Details			
	13.03 Personnel Details			
	13.04 Related Documents			
	14. Title II-A CSR Teachers	Not Applicable	Heather Farley	5/23/2024 10:29:33 AM
	14.01 If the LEA has indicated a number for # of CSR Teachers on the Program Details page.			
	15. English Learner Requirements	OK	Hannah Gribble	6/12/2024 9:07:39 AM
	15.01 Program Details - include comparing the ratio to the EL October Count number			
	15.02 Consortia Budget Review			
	15.03 Program Details - Title III			
	15.04 Personnel Details			
	15.05 Related Documents			
	15.06 Other			
	16. Title III Consortium	Not Applicable	Heather Farley	5/23/2024 10:18:19 AM
	16.01 Budget & Budget Narratives			
	17. Title III	OK	Hannah Gribble	6/12/2024 9:07:39 AM
	17.01 Budget & Budget Narratives			
	18. Non-public/Private Schools page	OK	Michelle Harless	6/12/2024 10:49:34 AM
	18.01 Non-public/Private Schools			
	18.02 Program Details			
	18.03 Related Documents			
	19. IDEA Requirements	OK	Brett Printz	6/13/2024 12:39:02 PM
	19.01 System-Wide Personnel Page			
	19.02 Personnel Details (6-21)			
	19.03 Personnel Details (3-5)			
	19.04 Private School Details (IDEA)			
	19.05 General Purpose Special Education Budget			
	19.06 Special Transportation			
	19.07 State Special Education Expenditure Report			
	19.08 Shared Related Documents			
	20. IDEA Part B	OK	Brett Printz	6/13/2024 12:39:02 PM
	20.01 Budget & Budget Narratives			
	20.02 Equipment Purchases			
	20.03 Adjustment to Local Effort			
	20.04 School-wide Program			
	20.05 Coordinated Early Intervention Services			
	20.06 CCEIS Mandatory			
	20.07 Non-supplanting/Maintenance of Effort			
	21. IDEA Preschool	OK	Brett Printz	6/13/2024 12:39:02 PM
	21.01 Budget & Budget Narratives			
	21.02 Equipment Purchases			
	21.03 Adjustment to Local Effort			
	21.04 School-wide Program			
	21.05 Coordinated Early Intervention Services			

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Cover Page and Overview

LEA Information

* LEA ID#	* LEA Name
190	Metropolitan Nashville Public Schools

LEA Official Address

* Street	* City
2601 Bransford Ave	Nashville
* Zip Code	* Last Four Digits from the ZIP+4 Digit Postal Code
37204	2811
Phone	LEA Website
(615)259-4636	https://mnps.org

District Assessment Information URL

The district assessment information URL is required per TCA § 49-6-6007. The information shall include:

1. the name of the test,
2. the purpose and use of the test,
3. the grade or class in which the test is to be administered,
4. the tentative date or dates on which the test will be administered, and
5. how and when parents and students will be informed of the results of the test.

* District Assessment URL - *Please enter **only** the URL (link) for the LEA's assessment website.*

https://www.mnps.org/learn/academics/assessments/tests_and_assessments
See https://cdnsm5-ss13.sharpschool.com/UserFiles/Servers/Server_32970243/File/Learn/Assessments/Assessments/State%20Assessments%20Calendar/DRAFT%20State%20Assessment%20Calendar%202024-25.pdf at bottom of assessment page.

Director of Schools

* Name	* Email	* Phone
Dr. Adrienne Battle	DirectorOfSchools@mnps.org	615-259-8420

ESEA Director

* Name	* Email	* Phone
Sarah Chin	sarah.chin@mnps.org	615-947-4595

IDEA Director

* Name	* Email	* Phone
Debra McAdams	debbie.mcadams@mnps.org	615-259-8657

SAM.GOV Information

* SAM Registration Annual Renewal Date
12/14/2024

* Address Listed under SAM Registration Including **ZIP+4 Postal Code**
2601 Bransford Avenue, Nashville, TN 37204-2811

* UEI (Unique Entity Identification)
DC5WJ5K96NM8

* Cage Code for SAM Registration
5R1J8

* Contact Personnel Name for SAM Registration
Barry Booker

* SAM Contact Email Address
barry.booker@mnps.org

* Backup personnel assigned for SAM registration
Tracy Harper

Federal Funds Question

* Will you spend $750,000 or more in federal funds in this fiscal year?
Yes ▼

Assurance

☑ * The information provided above is accurate as of the date of submission of the consolidated funding application.

Consolidated Project

Consolidated Project begins July 1, 2024 and ends Sept. 30, 2025*

*Tydings Amendment: Section 421(b) of the General Education Provisions Act states that any funds that are not obligated at the end of the federal funding period shall remain available for an additional 12 months.

Resources

Click here to open the FY25 Consolidated Funding Application Guide.

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Cover Page and Overview

Application Contacts and Consolidated Funding Application (CFA) Roles.

Contacts are names that are selected on the CFA Contacts page; the *LEA Data View* role allows a name to be selected.

The following Roles allow individuals to answer application questions and/or change the application status: the *LEA Authorized Representative, LEA Fiscal Representative, Consolidated Update,* and *Consolidated Director.*

User Access

The *Consolidated* roles or *Data View* roles can be assigned by the district user access administrators or the ePlan.Help@tn.gov team.

Click here to access the LEA user access form.

Workflow and Notifications

Not Started	The application cannot be edited until the draft is started. *LEA Consolidated Update, LEA Consolidated Director, LEA Fiscal Representative,* or *LEA Authorized Representative* roles can move the application into *Draft Started* status.
Draft Started	*LEA Consolidated Update, LEA Consolidated Director, LEA Fiscal Representative,* or *LEA Authorized Representative* roles can edit the CFA in the *Draft Started* status (or *Revision Started* for revisions).
Draft Completed	The *LEA Consolidated Director* role can click *Draft Completed* (or *Revision Completed for revisions).*
LEA Fiscal Representative Approved or Not Approved	The *LEA Fiscal Representative* can click *Approved* or *Not Approved.*
TDOE FPO Divisional Coordinator Reviewed or Returned	The *TDOE FPO Divisional Coordinator* can click *Reviewed* or *Returned.*
TDOE FPO Director Approved or Not Approved	The *TDOE FPO Director* can click *Approved* or *Not Approved.*
LEA Authorized Representative Approved or Not Approved	The *LEA Authorized Representative* can click *Approved* or *Not Approved.*

Reimbursement Requests

LEAs can complete reimbursement requests after the *LEA Authorized Representative* has approved the application.

Resources

Click here to open the Technical Application Guide: FY25 CFA.

Click here to open the Federal Spending Handbook for the FY25 Consolidated Funding Application

Click here to open the What's New: FY25 CFA overview.

TDOE Contacts

ESSA Coordinator	Heather.Farley@tn.gov
IDEA Coordinator	Jamie.Eldridge@tn.gov
Fiscal Consultant	Robert.Mynhier@tn.gov
Single Sign On (SSO)	DT.Support@tn.gov

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	6/14/2024 2:44:49 AM	Debby Thompson	Status changed to 'TDOE FPO Director Approved'.	S
	6/13/2024 4:23:37 PM	Heather Farley	Status changed to 'TDOE FPO Divisional Coordinator Reviewed'.	S
	6/13/2024 3:27:32 PM	Adrienne Battle	Status changed to 'LEA Authorized Representative Approved'.	S
	6/13/2024 2:09:27 PM	Sarah Chin	Status changed to 'LEA Fiscal Representative Approved'.	S
	6/13/2024 2:08:13 PM	JOSHUA WRIGHT	Status changed to 'Draft Completed'.	S
	6/13/2024 12:44:26 PM	Brinn Obermiller	Status changed to 'TDOE FPO Director Returned Not Approved'.	S
	6/12/2024 6:36:56 AM	Heather Farley	Status changed to 'TDOE FPO Divisional Coordinator Reviewed'.	S
	6/11/2024 10:37:51 AM	Adrienne Battle	Status changed to 'LEA Authorized Representative Approved'.	S
	6/11/2024 8:54:45 AM	Sarah Chin	Status changed to 'LEA Fiscal Representative Approved'.	S
	6/11/2024 7:58:20 AM	JOSHUA WRIGHT	Status changed to 'Draft Completed'.	S
	6/10/2024 12:17:39 PM	Heather Farley	Status changed to 'TDOE FPO Divisional Coordinator Returned – Revisions Needed'.	S
	6/7/2024 1:59:55 PM	Adrienne Battle	Status changed to 'LEA Authorized Representative Approved'.	S
	6/7/2024 9:39:28 AM	Sarah Chin	Status changed to 'LEA Fiscal Representative Approved'.	S
	5/31/2024 7:46:10 AM	JOSHUA WRIGHT	Status changed to 'Draft Completed'.	S
	5/24/2024 3:48:09 PM	Jamie Eldridge	Status changed to 'TDOE FPO Divisional Coordinator Returned – Revisions Needed'.	S
	5/10/2024 4:18:21 PM	Adrienne Battle	Status changed to 'LEA Authorized Representative Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	5/10/2024 12:45:14 PM	Sarah Chin	Status changed to 'LEA Fiscal Representative Approved'.	S
	5/10/2024 12:38:41 PM	JOSHUA WRIGHT	Status changed to 'Draft Completed'.	S
☐	4/24/2024 7:08:37 AM	Geneva Taylor	FY24 CFA Title V Allocation Update Good morning, Under Title V, Part B, local educational agencies (LEAs) may be eligible to receive funds under one of two programs: the Small, Rural School Achievement (SRSA) grant program (administered by the U.S. Department of Education (ED)) or the Rural and Low-Income School (RLIS) grant program (administered by the Tennessee Department of Education (department)). LEAs that are eligible for both programs must choose one to participate in and should have received an email from ED regarding this decision back in March. SRSA applications are due to ED May 10. Once ED communicates which LEA are participating in RLIS and which are participating in SRSA, the department will calculate and load allocations for Title V, Part B. Notifications regarding the timeline will be communicated as soon as details become available. Best, Brinn Obermiller | Senior Director of ESEA Oversight Federal Programs & Oversight (615) 864-5045 Brinn.Obermiller@tn.gov tn.gov/education #TNBestforAll We will set all students on a path to success. *Email generated by:*	C

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	3/4/2024 10:34:54 AM	JOSHUA WRIGHT	Status changed to 'Draft Started'.	S
	3/1/2024 2:49:19 PM	Spencer Yonce	Status changed to 'Not Started'.	S

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Allocations

Allocation Type	(1) ESEA Con. Admin	(2) Title I-A CFDA: 84.010A	(3) School-wide Pool	(4) Title I-A Neglected CFDA: 84.010A	(5) Title I-C	(6) Title I-D LEA CFDA: 84.010A	(7) Title I-D SA CFDA: 84.013A	(8) Title II-A CFDA: 84.367A	(9) Title III CFDA: 84.365A	(10) Title IV CFDA: 84.424A	(11) Title V CFDA: 84.358A	(12) IDEA, Part B CFDA: 84.027A	(13) IDEA Preschool CFDA: 84.173A	Total
Original	$0.00	$34,254,458.38	$0.00	$233,745.19	$133,926.87	$304,450.00	$0.00	$4,164,826.86	$2,488,873.13	$2,586,772.33	$0.00	$21,381,249.00	$492,368.00	$66,040,669.76
Incoming Carryover	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Outgoing Carryover	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Reallocated	$0.00	$651,439.18	$0.00	$2,242.77	$0.00	$0.00	$0.00	$96,265.09	$0.00	$0.00	$0.00	$0.00	$0.00	$749,947.04
Additional	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Released	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Consortium	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Special Award	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
FER Released	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Total	$0.00	$34,905,897.56	$0.00	$235,987.96	$133,926.87	$304,450.00	$0.00	$4,261,091.95	$2,488,873.13	$2,586,772.33	$0.00	$21,381,249.00	$492,368.00	$66,790,616.80

Allocation Transfers	(1) ESEA Con. Admin	(2) Title I-A CFDA: 84.010A	(3) School-wide Pool	(4) Title I-A Neglected CFDA: 84.010A	(5) Title I-C	(6) Title I-D LEA CFDA: 84.010A	(7) Title I-D SA CFDA: 84.013A	(8) Title II-A CFDA: 84.367A	(9) Title III CFDA: 84.365A	(10) Title IV CFDA: 84.424A	(11) Title V CFDA: 84.358A	(12) IDEA, Part B CFDA: 84.027A	(13) IDEA Preschool CFDA: 84.173A	Total
From Title I-A	$1,979,364.96	($1,979,364.96)	$0.00											$0.00
From Title I-A Neglected	$100.00			($100.00)										$0.00
From Title I-C	$0.00		$0.00		$0.00									$0.00
From Title I-D LEA	$100.00					($100.00)								$0.00
From Title II-A	$500,000.00	Original $0.00 Carryover $0.00	$0.00		Original $0.00 Carryover $0.00	Original $0.00 Carryover $0.00	Original $0.00 Carryover $0.00	($500,000.00)	Original $0.00 Carryover $0.00	Original $0.00 Carryover $0.00	Original $0.00 Carryover $0.00			$0.00
From Title III	$100.00		$0.00						($100.00)					$0.00
From Title IV	$0.00	Original $2,069,417.86 Carryover $0.00	$0.00		Original $0.00 Carryover $0.00	Original $0.00 Carryover $0.00	Original $0.00 Carryover $0.00	Original $517,354.47 Carryover $0.00	Original $0.00 Carryover $0.00	($2,586,772.33)	Original $0.00 Carryover $0.00			$0.00
From Title V	$0.00		$0.00								$0.00			$0.00
From IDEA, Part B			$0.00									$0.00		$0.00
Total	$2,479,664.96	$34,995,950.46	$0.00	$235,887.96	$133,926.87	$304,350.00	$0.00	$4,278,446.42	$2,488,773.13	$0.00	$0.00	$21,381,249.00	$492,368.00	$66,790,616.80

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Contacts

Required Contacts	
Type	**Contact(s)**
Director of Schools [Select at least 1 contact(s)]	Adrienne Battle - 5-6
ESEA Bookkeeper [Select at least 1 contact(s)]	Nicole Buchanan - 1-2 Sean McGuire - 1-2
ESEA Director [Select at least 1 contact(s)]	Sarah Chin - 1-2
Family Engagement Liaison [Select at least 1 contact(s)]	Michael White - 5-6 JOSHUA WRIGHT - 1-2
Foster Care Point of Contact [Select at least 1 contact(s)]	Catherine Knowles - 1-2 Maya Young - 5-6
Homeless Children Liaison [Select at least 1 contact(s)]	Catherine Knowles - 16+ JOSHUA WRIGHT - 1-2
Homeschool Coordinator [Select at least 1 contact(s)]	Tammy Lee - 11-15
IDEA Bookkeeper [Select at least 1 contact(s)]	Daniel Killian - 16+
IDEA Director [Select at least 1 contact(s)]	Debbie McAdams - 16+
IDEA, Part B Contact [Select at least 1 contact(s)]	Debbie McAdams - 16+ Daniel Killian - 16+ Tieawasa Hodack - 7-10
IDEA Preschool Contact [Select at least 1 contact(s)]	Debbie McAdams - 16+ Daniel Killian - 16+
Justice-Involved Youth Contact (Attendance Officer unless otherwise noted) [Select at least 1 contact(s)]	Martha Martin - 3-4
Migrant Liaison [Select at least 1 contact(s)]	Catherine Knowles - 1-2 Maya Young - 5-6
Private Schools Contact [Select at least 1 contact(s)]	Lateasha Johnson - Less than one year
Relief Funding Contact [Select at least 1 contact(s)]	JOSHUA WRIGHT - 1-2 Sarah Chin - 1-2
Title I-A Contact [Select at least 1 contact(s)]	Michael White - 5-6 Sarah Chin - 1-2
Title I: N & D Contact [Select at least 1 contact(s)]	Catherine Knowles - 1-2 Beth Luken - 5-6
Title II-A Contact [Select at least 1 contact(s)]	JOSHUA WRIGHT - 1-2 Stephanie Wyka - 1-2
Title III-EL Contact [Select at least 1 contact(s)]	Molly Stovall - 5-6 JOSHUA WRIGHT - 1-2
Title IV Contact [Select at least 1 contact(s)]	JOSHUA WRIGHT - 1-2
Title V Contact [Select at least 1 contact(s)]	Sarah Chin - 1-2

Treasurer or CFO [Select at least 1 contact(s)]	Barry Booker - 7-10 Jorge Robles - Less than one year

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - ESEA Requirements

Hovering on a column header will display additional information about that column's data.

Grant	Original Allocation	Con Admin Contribution	Con Admin %	Direct Admin	Direct %	Indirect	Indirect %	Total Admin	Total Admin %	Max Allowed Admin %
Title I, Part A	$36,975,315.42	$1,979,364.96	5.35 %	$0.00	0.00 %	$685,968.60	1.86 %	$2,665,333.56	7.21 %	20.00 %
Title I, Part A-Neglected	$235,987.96	$100.00	0.04 %	$0.00	0.00 %	$13,419.43	5.69 %	$13,519.43	5.73 %	20.00 %
Title I, Part C	$133,926.87	$0.00	0.00 %	$0.00	0.00 %	$0.00	0.00 %	$0.00	0.00 %	20.00 %
Title I, Part D LEA	$304,450.00	$100.00	0.03 %	$0.00	0.00 %	$14,923.87	4.90 %	$15,023.87	4.93 %	20.00 %
Title II, Part A	$4,778,446.42	$500,000.00	10.46 %	$0.00	0.00 %	$100,000.00	2.09 %	$600,000.00	12.56 %	20.00 %
Title III	$2,488,873.13	$100.00	0.00 %	$0.00	0.00 %	$45,500.00	1.83 %	$45,600.00	1.83 %	2.00 %
Title IV	$0.00	$0.00	0.00 %	$0.00	0.00 %	$0.00	0.00 %	$0.00	0.00 %	2.00 %
Title V	$0.00	$0.00	0.00 %	$0.00	0.00 %	$0.00	0.00 %	$0.00	0.00 %	20.00 %

ESEA Shared Related Documents

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - ESEA Requirements

Required Documents
This page is currently not accepting Related Documents.

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Consolidated Admin Pool

Indirect Cost Guide	
Total Allocation	$2,479,664.96
Existing Budget In Categories Not Eligible for Indirect Cost	$10,000.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$2,469,664.96
Indirect Cost Rate	6.32%
Max Available Budget In Categories Eligible for Indirect Cost	$2,322,860.20
Max Indirect Cost	$146,804.76

Account Number		Total
72210 - Support Services/Regular Instruction Program		$2,479,664.96
82130 - Principal		$0.00
99100 - Transfers Out		$0.00
	Total	$2,479,664.96
	Adjusted Allocation	$2,479,664.96
	Remaining	$0.00

Budget Detail

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Consolidated Admin Pool

72210 - Support Services/Regular Instruction Program - $2,479,664.96 ▼

Budget Detail		Narrative Description
Account Number:	72210 - Support Services/Regular Instruction Program	28.9 FTE as detailed on the Program Details page of the Consolidated Admin section of this application. ORIGINAL: Amount will increase when carryover funds are programmed.
Line Item Number:	189 - Other Salaries & Wages	
Strategic Plan:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$1,635,664.96	
Line Item Total:	$1,635,664.96	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of social security expenses of employees budgeted in this category. ORIGINAL: Amount will increase when carryover funds are programmed.
Line Item Number:	201 - Social Security	
Strategic Plan:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$131,500.00	
Line Item Total:	$131,500.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of certificated retirement expenses of employees budgeted in this category. ORIGINAL: Will increase when carryover funds are programmed.

Line Item Number:	204 - Pensions	
Strategic Plan:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$155,000.00	
Line Item Total:	$155,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of life insurance expenses of employees budgeted in this category. ORIGINAL: Amount will increase when carryover funds are programmed.
Line Item Number:	206 - Life Insurance	
Strategic Plan:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$2,500.00	
Line Item Total:	$2,500.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of medical insurance expenses of employees budgeted in this category. ORIGINAL: Will increase when carryover funds are programmed.
Line Item Number:	207 - Medical Insurance	
Strategic Plan:		
Optional Program Code:		

Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$305,000.00	
Line Item Total:	$305,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of dental insurance expenses of employees budgeted in this category. ORIGINAL: Amount will increase when carryover funds are programmed.
Line Item Number:	208 - Dental Insurance	
Strategic Plan:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$5,000.00	
Line Item Total:	$5,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of unemployment insurance expenses of employees budgeted in this category. ORIGINAL: Amount will increase when carryover funds are programmed.
Line Item Number:	210 - Unemployment Compensation	
Strategic Plan:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$1,500.00	
Line Item Total:	$1,500.00	

Account Number:	72210 - Support Services/Regular Instruction Program	Support employee pension costs. ORIGINAL: Will increase when carryover funds are programmed.
Line Item Number:	211 - Local Retirement	
Strategic Plan:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$79,000.00	
Line Item Total:	$79,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of medicare expenses of employees budgeted in this category. ORIGINAL: Will increase when carryover funds are programmed.
Line Item Number:	212 - Employer Medicare	
Strategic Plan:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$32,000.00	
Line Item Total:	$32,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	External experts such as Brustein Manasevit to advise and provide training on matters of ESEA compliance
Line Item Number:	308 - Consultants	
Strategic Plan:		
Optional		

Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$30,000.00	
Line Item Total:	$30,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Mileage for persons paid from Consolidated Admin to carry out their job function. Out of town travel for professional development is not budgeted here but in 72210-524 in accordance with guidance provided by the State at Consolidated Application Workshop.
Line Item Number:	355 - Travel	
Strategic Plan:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$17,500.00	
Line Item Total:	$17,500.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Administrative supplies and materials for all ESSA Admin funded staff and Titles. Includes copy paper, notebooks, folders, pens, postits
Line Item Number:	499 - Other Supplies and Materials	
Strategic Plan:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$45,000.00	

Line Item Total:	$45,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Conference registration, supplies, out-of-town travel and materials to provide professional development to employees funded by Consolidated Administration. Conferences include Bruestein, Association Educational Federal Finance Administrators, National Title I Conference. Includes TAFPA annual membership $250.
Line Item Number:	524 - In-Service / Staff Development	
Strategic Plan:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$30,000.00	
Line Item Total:	$30,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Office equipment all ESEA Admin staff. Includes computers, monitors.
Line Item Number:	790 - Other Equipment	
Strategic Plan:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$10,000.00	
Line Item Total:	$10,000.00	

Total for 72210 - Support Services/Regular Instruction Program:	$2,479,664.96
Total for all other Account Numbers:	$0.00
Total for all Account Numbers:	$2,479,664.96
Adjusted Allocation:	$2,479,664.96

Remaining: $0.00

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Consolidated Admin Pool

Indirect Cost Guide	
Total Allocation	$2,479,664.96
Existing Budget In Categories Not Eligible for Indirect Cost	$10,000.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$2,469,664.96
Indirect Cost Rate	6.32%
Max Available Budget In Categories Eligible for Indirect Cost	$2,322,860.20
Max Indirect Cost	$146,804.76

Filter by Location: All - $2,479,664.96 ▼

Account Number	72210 - Support Services/Regular Instruction Program	Total
Line Item Number		
189 - Other Salaries & Wages	1,635,664.96	1,635,664.96
201 - Social Security	131,500.00	131,500.00
204 - Pensions	155,000.00	155,000.00
206 - Life Insurance	2,500.00	2,500.00
207 - Medical Insurance	305,000.00	305,000.00
208 - Dental Insurance	5,000.00	5,000.00
210 - Unemployment Compensation	1,500.00	1,500.00
211 - Local Retirement	79,000.00	79,000.00
212 - Employer Medicare	32,000.00	32,000.00
308 - Consultants	30,000.00	30,000.00
355 - Travel	17,500.00	17,500.00
499 - Other Supplies and Materials	45,000.00	45,000.00
524 - In-Service / Staff Development	30,000.00	30,000.00
790 - Other Equipment	10,000.00	10,000.00

Line Item Number	Account Number	72210 - Support Services/Regular Instruction Program	Total
Total		2,479,664.96	2,479,664.96
		Adjusted Allocation	2,479,664.96
		Remaining	0.00

Program Details

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Consolidated Admin Pool

*** Provide a description of the reasonable and necessary administrative activities and personnel (including travel, supplies, and equipment used to administer the grant programs included). All programs contributing funds to the consolidated administration pool must be administered with these funds. Funds in this pool may NOT be used to administer grant programs that have not contributed to the pool. All information described must match information in the consolidated administration budget and personnel table.**

Consolidated Admin funds are used for personnel, travel expenses for conferences, services, supplies, and equipment to administer the program, as well as professional consulting and resources. Consolidated Administration funds are used for the purpose of supporting and overseeing all federal funds received by the district as approved by the Tennessee Department of Education. The Federal Programs department is led by a Chief Strategy Officer. Program Directors oversee compliance, grants, and Title I schools. School Budget Partners are assigned to a group of schools to provide leadership for school planning and provide technical assistance in programming Title I funds. Technical assistance to schools includes training sessions for School Improvement Team leads in each Title I school. Grants management is provided by Program Management and Compliance staff, Program Assistants and Specialists, and Fiscal Management, and Program Evaluation staff.

Systemwide Administration - (Usually personnel working in the central office)

	Headcount	FTE
Administration		
Resource Specialist		
Program / Project Director	5.00	4.20
Other (specify) School Budget Strategy Partner	13.00	12.60
Other (specify) Fiscal Management	4.00	3.50
Other (specify) Program Evaluation	1.00	0.50
Other (specify) Program Assistants and Specialists	3.00	3.00
Other (specify) Program Management and Compliance	7.00	5.10
Total	33.00	28.90

Resources

Click here to open the Consolidated Funding Application Guide.

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part A

Indirect Cost Guide	
Total Allocation	$34,995,950.46
Existing Budget In Categories Not Eligible for Indirect Cost	$93,322.74
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$34,902,627.72
Indirect Cost Rate	6.32%
Max Available Budget In Categories Eligible for Indirect Cost	$32,827,904.18
Max Indirect Cost	$2,074,723.54

Account Number	Total
71100 - Regular Instruction Program	$28,024,079.40
71150 - Alternative Instruction Program	$0.00
71200 - Special Education Program	$0.00
72120 - Health Services	$0.00
72130 - Other Student Support	$3,089,667.53
72210 - Support Services/Regular Instruction Program	$2,791,122.75
72250 - Education Technology	$0.00
72410 - Office of the Principal	$0.00
72520 - Human Resources/Personnel	$0.00
72610 - Operation of Plant	$0.00
72710 - Transportation	$405,112.18
73100 - Food Service	$0.00
73400 - Early Childhood Education	$0.00
82130 - Principal	$0.00
99100 - Transfers Out	$685,968.60
Total	$34,995,950.46
Adjusted Allocation	$34,995,950.46
Remaining	$0.00

Budget Detail

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part A

71100 - Regular Instruction Program - $28,024,079.40 ▼

Budget Detail		Narrative Description
Account Number:	71100 - Regular Instruction Program	Teachers at traditional public schools providing direct instruction to students at Title I schools paid from within individual school allocations. All schools use school-wide Title I model and student-based budgeting. Supplement-not-supplant methodology has been submitted to the State. Metropolitan Nashville Public Schools uses Student Based Budget to fund schools in which dollars follow students based on need using objective, measurable, and weighted characteristics. Though budgeting is already a complex process, transitioning to a student-based budget was imperative to achieving educational equity. The strategic and compliant braiding of local and grant funds is implemented to best support each school's budget. This method applies to both the budgeting of staff and non-staff expenses. Funds are allocated on budgets to afford the best return on investment while supporting the needs identified through the school improvement plan, and schools utilize all their funding sources to best address the needs of their students. As the "purpose of a schoolwide program is to upgrade the entire educational program of the school in order to raise the achievement of the lowest-achieving students" [ESEA section 1114], and as each school has developed a comprehensive schoolwide plan designed to meet "the educational needs of all students, including each subgroup of students defined in section 1111(c)(2) (economically disadvantaged students; students from major racial and ethnic groups; children with disabilities; and English learners)" [ESEA section 1114(b)(7)(A)(i)] and address "the needs of all students but particularly the needs of students who are failing, or are at risk of failing, to meet the challenging State academic standards" [ESEA section 1114(b)(6), (7)(A)(iii)], funding these positions with Title I funds allows schools to strategically braid their local, state, and federal funds so that they may invest in additional interventionists, teachers, support staff, interventions, instructional materials, and equipment in order to increase the achievement of their lowest-achieving students. Specific FTE and positions are identified in the uploaded document on the Personnel Details (Regular School-Year - K-12 School-level) page: 229.65 FTE TEACHER positions (TPS)
Line Item Number:	116 - Teachers	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$13,015,300.86	
Line Item Total:	$13,015,300.86	
Account Number:	71100 - Regular Instruction Program	Parapros from individual traditional public school allocations. Specific FTE and positions are identified in the uploaded document on the Personnel Details (Regular School-Year - K-12 School-level) page: 16.35 FTE PARAPRO positions (TPS)
Line Item Number:	163 - Educational Assistants	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional	TPS	

Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$537,361.87	
Line Item Total:	$537,361.87	
Account Number:	71100 - Regular Instruction Program	Interventionists and tutors from individual traditional public school allocations. Exception pay for teachers working additional hours to provide instruction to students. Specific FTE and positions are identified in the uploaded document on the Personnel Details (Regular School-Year - K-12 School-level) page: 10.5 FTE INTERVENTIONIST positions .25 FTE TUTOR positions (TPS)
Line Item Number:	189 - Other Salaries & Wages	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$773,804.30	
Line Item Total:	$773,804.30	
Account Number:	71100 - Regular Instruction Program	Estimate of social security expenses of the employees budgeted in this category.
Line Item Number:	201 - Social Security	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		

Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$826,050.27	
Line Item Total:	$826,050.27	
Account Number:	71100 - Regular Instruction Program	Estimate of retirement expenses of the certificated employees budgeted in this category.
Line Item Number:	204 - Pensions	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$812,619.52	
Line Item Total:	$812,619.52	
Account Number:	71100 - Regular Instruction Program	Estimate of life insurance expenses of the employees budgeted in this category
Line Item Number:	206 - Life Insurance	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		

Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$50,000.00	
Line Item Total:	$50,000.00	
Account Number:	71100 - Regular Instruction Program	Estimate of health insurance expenses of the employees budgeted in this category.
Line Item Number:	207 - Medical Insurance	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$4,970,331.80	
Line Item Total:	$4,970,331.80	
Account Number:	71100 - Regular Instruction Program	Estimate of dental insurance expenses of the employees budgeted in this category.
Line Item Number:	208 - Dental Insurance	
Strategic Plan:		
LEA Set Asides:		

Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$50,000.00	
Line Item Total:	$50,000.00	
Account Number:	71100 - Regular Instruction Program	Estimate of unemployment expenses of the employees budgeted in this category.
Line Item Number:	210 - Unemployment Compensation	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$20,000.00	
Line Item Total:	$20,000.00	
Account Number:	71100 - Regular Instruction Program	Estimate of retirment expenses of the support employees budgeted in this category.
Line Item Number:	211 - Local Retirement	
Strategic Plan:		
LEA Set Asides:		

Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$70,020.85	
Line Item Total:	$70,020.85	
Account Number:	71100 - Regular Instruction Program	Estimate of medicare expenses of the employees budgeted in this category.
Line Item Number:	212 - Employer Medicare	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$205,793.34	
Line Item Total:	$205,793.34	
Account Number:	71100 - Regular Instruction Program	Title I funded teachers, interventionists, and tutors at Charter Schools (not MNPS employees so their personnel expenses hit our books as Consultant) Title I funded teachers are above the TDOE required student to teacher ratio. Specific FTE and positions are identified in the uploaded document on the Personnel Details (Regular School-Year - K-12 School-level) page: 64.59 FTE TEACHER positions 2 FTE INTERVENTIONIST positions 7 FTE TUTOR positions
Line Item Number:	399 - Other Contracted Services	
Strategic Plan:		
LEA Set Asides:		

Admin Costs:		
Optional Program Code:	Charter	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$4,468,507.71	
Line Item Total:	$4,468,507.71	
Account Number:	71100 - Regular Instruction Program	Equitable Services to Private School students instructional funds. Instructional services are provided via third-party contractors selected via RFP.
Line Item Number:	399 - Other Contracted Services	
Strategic Plan:		
LEA Set Asides:	Non-Public Instructional Funds	
Admin Costs:		
Optional Program Code:	Equitable Services	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$340,748.46	
Line Item Total:	$340,748.46	
Account Number:	71100 - Regular Instruction Program	Management Consultant expenses for traditional public schools to provide instruction to students (i.e., Southern Word which helps "youth develop their voices and map their own future" extending "programming into music production and writing of all genres")
Line Item Number:	399 - Other Contracted Services	
Strategic Plan:		
LEA Set		

Asides:	
Admin Costs:	
Optional Program Code:	TPS
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$55,624.66
Line Item Total:	$55,624.66

Account Number:	71100 - Regular Instruction Program
Line Item Number:	429 - Instructional Supplies & Materials
Strategic Plan:	
LEA Set Asides:	
Admin Costs:	
Optional Program Code:	TPS
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$1,526,301.86
Line Item Total:	$1,526,301.86

Instructional Supplies and Materials including but not limited to paper, pencil, crayons, calculators, maps, science materials, math manipulatives.

Account Number:	71100 - Regular Instruction Program
Line Item Number:	471 - Software
Strategic Plan:	

Instructional software purchased by schools based on school need such as IXL, Smore, Accelerated Reader, Starfall, Quaver SEL, Nearpod, Move This World, etc.

LEA Set Asides:	
Admin Costs:	
Optional Program Code:	TPS
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$208,291.16
Line Item Total:	$208,291.16

Account Number:	71100 - Regular Instruction Program
Line Item Number:	722 - Regular Instruction Equipment
Strategic Plan:	
LEA Set Asides:	
Admin Costs:	
Optional Program Code:	TPS
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$93,322.74
Line Item Total:	$93,322.74

Equipment purchases by schools including student laptops, iPads, Smart Boards

Total for 71100 - Regular Instruction Program:	$28,024,079.40
Total for all other Account Numbers:	$6,971,871.06
Total for all Account Numbers:	$34,995,950.46
Adjusted Allocation:	$34,995,950.46

Remaining:	$0.00

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part A

72130 - Other Student Support - $3,089,667.53 ▼

Budget Detail		Narrative Description
Account Number:	72130 - Other Student Support	School counselors and social workersfrom individual traditional public school allocations. Supplemental and in addition to those earned by the staffing formula. Specific FTE and positions are identified in the uploaded document on the Personnel Details (Regular School-Year - K-12 School-level) page: 9.67 FTE COUNSELOR positions (TPS)
Line Item Number:	123 - Guidance Personnel	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$659,473.00	
Line Item Total:	$659,473.00	
Account Number:	72130 - Other Student Support	1 FTE Homeless Program Assistant 1 FTE Homeless Transportation Specialist 1 FTE Homeless Education Community Partnership Specialist 2 FTE Homeless Education Outreach Specialist
Line Item Number:	189 - Other Salaries & Wages	
Strategic Plan:		
LEA Set Asides:	Students Experiencing Homelessness	
Admin Costs:		
Optional Program Code:	SEH	
Location Code:	Davidson County (190)	

Quantity:	1.00	
Cost:	$300,000.00	
Line Item Total:	$300,000.00	
Account Number:	72130 - Other Student Support	Family engagement positions from individual traditional public school allocations. Supplemental and in addition to those earned by the staffing formula. Specific FTE and positions are identified in the uploaded document on the Personnel Details (Regular School-Year - K-12 School-level) page: .5 FTE PARENT/FAMILY positions (TPS) .2 FTE RESOURCE SPEC
Line Item Number:	189 - Other Salaries & Wages	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$41,576.67	
Line Item Total:	$41,576.67	
Account Number:	72130 - Other Student Support	Estimate of social security expenses of the employees budgeted in this category.
Line Item Number:	201 - Social Security	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location	Davidson County (190)	

Code:		
Quantity:	1.00	
Cost:	$38,929.18	
Line Item Total:	$38,929.18	
Account Number:	72130 - Other Student Support	Social Security for FTE in Homeless Set Aside
Line Item Number:	201 - Social Security	
Strategic Plan:		
LEA Set Asides:	Students Experiencing Homelessness	
Admin Costs:		
Optional Program Code:	SEH	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$18,600.00	
Line Item Total:	$18,600.00	
Account Number:	72130 - Other Student Support	Estimate of retirement expenses of the certificated employees budgeted in this category.
Line Item Number:	204 - Pensions	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location	Davidson County (190)	

Code:		
Quantity:	1.00	
Cost:	$38,933.80	
Line Item Total:	$38,933.80	
Account Number:	72130 - Other Student Support	Estimate of life insurance expenses of the employees budgeted in this category.
Line Item Number:	206 - Life Insurance	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$5,000.00	
Line Item Total:	$5,000.00	
Account Number:	72130 - Other Student Support	Life Insurance for FTE in Homeless Set Aside
Line Item Number:	206 - Life Insurance	
Strategic Plan:		
LEA Set Asides:	Students Experiencing Homelessness	
Admin Costs:		
Optional Program Code:	SEH	

Location Code: Davidson County (190) **Quantity:** 1.00 **Cost:** $2,500.00 **Line Item Total:** $2,500.00	
Account Number: 72130 - Other Student Support **Line Item Number:** 207 - Medical Insurance **Strategic Plan:** **LEA Set Asides:** **Admin Costs:** **Optional Program Code:** TPS **Location Code:** Davidson County (190) **Quantity:** 1.00 **Cost:** $108,835.00 **Line Item Total:** $108,835.00	Estimate of medical insurance expenses of the employees budgeted in this category.
Account Number: 72130 - Other Student Support **Line Item Number:** 207 - Medical Insurance **Strategic Plan:** **LEA Set Asides:** Students Experiencing Homelessness **Admin Costs:** **Optional Program Code:** SEH	Medical Insurance for FTE in Homeless Set Aside

Location Code: Davidson County (190) **Quantity:** 1.00 **Cost:** $60,000.00 **Line Item Total:** $60,000.00	
Account Number: 72130 - Other Student Support **Line Item Number:** 208 - Dental Insurance **Strategic Plan:** **LEA Set Asides:** Students Experiencing Homelessness **Admin Costs:** **Optional Program Code:** SEH **Location Code:** Davidson County (190) **Quantity:** 1.00 **Cost:** $2,500.00 **Line Item Total:** $2,500.00	Dental insurance for FTE in Homeless Set Aside
Account Number: 72130 - Other Student Support **Line Item Number:** 208 - Dental Insurance **Strategic Plan:** **LEA Set Asides:** **Admin Costs:** **Optional Program** TPS	Estimate of dental insurance expenses of the employees budgeted in this category.

Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$1,500.00	
Line Item Total:	$1,500.00	
Account Number:	72130 - Other Student Support	Estimate of unemployment insurance expenses of the employees budgeted in this category.
Line Item Number:	210 - Unemployment Compensation	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$1,000.00	
Line Item Total:	$1,000.00	
Account Number:	72130 - Other Student Support	Unemployement insurance for FTE in Homeless Set Aside
Line Item Number:	210 - Unemployment Compensation	
Strategic Plan:		
LEA Set Asides:	Students Experiencing Homelessness	
Admin Costs:		
Optional	SEH	

Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$445.00	
Line Item Total:	$445.00	
Account Number:	72130 - Other Student Support	Local retirement for FTE in Homeless Set Aside
Line Item Number:	211 - Local Retirement	
Strategic Plan:		
LEA Set Asides:	Students Experiencing Homelessness	
Admin Costs:		
Optional Program Code:	SEH	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$38,460.00	
Line Item Total:	$38,460.00	
Account Number:	72130 - Other Student Support	Estimate of retirment expenses of the support employees budgeted in this category.
Line Item Number:	211 - Local Retirement	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional	TPS	

Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$1,000.00	
Line Item Total:	$1,000.00	
Account Number:	72130 - Other Student Support	Estimate of medicare expenses of the employees budgeted in this category.
Line Item Number:	212 - Employer Medicare	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$10,165.22	
Line Item Total:	$10,165.22	
Account Number:	72130 - Other Student Support	Medicare for FTE in Homeless Set Aside
Line Item Number:	212 - Employer Medicare	
Strategic Plan:		
LEA Set Asides:	Students Experiencing Homelessness	
Admin Costs:		

Optional Program Code:	SEH	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$4,350.00	
Line Item Total:	$4,350.00	
Account Number:	72130 - Other Student Support	Homeless Program cell phone.
Line Item Number:	307 - Communication	
Strategic Plan:		
LEA Set Asides:	Students Experiencing Homelessness	
Admin Costs:		
Optional Program Code:	SEH	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$1,000.00	
Line Item Total:	$1,000.00	
Account Number:	72130 - Other Student Support	Homeless program employee mileage.
Line Item Number:	355 - Travel	
Strategic Plan:		
LEA Set Asides:	Students Experiencing Homelessness	
Admin Costs:		

Optional Program Code:	SEH	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$6,000.00	
Line Item Total:	$6,000.00	
Account Number:	72130 - Other Student Support	Local mileage for employees budgeted in this series
Line Item Number:	355 - Travel	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$100.00	
Line Item Total:	$100.00	
Account Number:	72130 - Other Student Support	Communities in Schools. Focus and Priority Schools set aside. $910,000 Community In Schools supports the priority and focus schools through site coordination and case management. Site Coordinators connect the schools, students, and families with the following supports: Social emotional development: Case managed students build age appropriate social emotional skills needed for academic and adult success as measured by improvement in their overall SEAD assessment score by the end of the school year. Increased attendance: Improve attendance categories of chronically absent case managed students. Severely and moderately chronically absent students to improve their attendance
Line Item Number:	399 - Other Contracted Services	
Strategic Plan:		
LEA Set Asides:	Support for Focus and Priority Scho...	

Admin Costs:		category and ultimately impact student achievement. Supplement Basic needs: Students and their families are connected to and know how to access basic needs supports. CIS provide or connect students to nonacademic (housing, food, technology, mental health, etc.) supports above and beyond what is provided at the district level.
Optional Program Code:	CIS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$910,000.00	
Line Item Total:	$910,000.00	
Account Number:	72130 - Other Student Support	Title I funded parent and family engagement personnel expenses at Charter Schools (not MNPS employees so their personnel expenses hit our books as Consultant). Specific FTE and positions are identified in the uploaded document on the Personnel Details (Regular School-Year - K-12 School-level) page: 4.03 FTE PARENT/FAMILY positions
Line Item Number:	399 - Other Contracted Services	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	Charter	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$216,668.60	
Line Item Total:	$216,668.60	
Account Number:	72130 - Other Student Support	Management Consultant expenses for traditional public schools to engage families including parent classes.
Line Item Number:	399 - Other Contracted Services	
Strategic Plan:		
LEA Set Asides:		

Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$38,042.62	
Line Item Total:	$38,042.62	
Account Number:	72130 - Other Student Support	Non-public parent involvement setaside.
Line Item Number:	399 - Other Contracted Services	
Strategic Plan:		
LEA Set Asides:	Non-Public School Parent and Family...	
Admin Costs:		
Optional Program Code:	Equitable Services	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$3,441.90	
Line Item Total:	$3,441.90	
Account Number:	72130 - Other Student Support	PI Setaside. Management consultant expenses for vendors to facilitate family/parent engagement sessions
Line Item Number:	399 - Other Contracted Services	
Strategic Plan:		
LEA Set	Required Parent and Family Engageme...	

Asides:		
Admin Costs:		
Optional Program Code:	PFE	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$3,000.00	
Line Item Total:	$3,000.00	
Account Number:	72130 - Other Student Support	Reservation of funds for FY25 set aside for $1,000
Line Item Number:	399 - Other Contracted Services	
Strategic Plan:		
LEA Set Asides:	Reservation of Funds	
Admin Costs:		
Optional Program Code:	RESFUNDS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$1,000.00	
Line Item Total:	$1,000.00	
Account Number:	72130 - Other Student Support	Parent involvement supplies and materials from school allocations (PI Setaside). including books and DVDs for SEL training, paper, markers, scissors
Line Item Number:	499 - Other Supplies and Materials	
Strategic Plan:		
LEA Set		

Asides:	Required Parent and Family Engageme...	
Admin Costs:		
Optional Program Code:	PFE	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$317,889.00	
Line Item Total:	$317,889.00	
Account Number:	72130 - Other Student Support	Supplies and printing to engage families such as agendas,newsletters, folders, supplies for family engagement nights, etc.
Line Item Number:	499 - Other Supplies and Materials	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$150,687.04	
Line Item Total:	$150,687.04	
Account Number:	72130 - Other Student Support	Supplies to support homeless students including standard student attire, backpacks, paper, binders, folders.
Line Item Number:	499 - Other Supplies and Materials	
Strategic Plan:		

LEA Set Asides:	Students Experiencing Homelessness
Admin Costs:	
Optional Program Code:	SEH
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$80,000.00
Line Item Total:	$80,000.00

Account Number:	72130 - Other Student Support
Line Item Number:	499 - Other Supplies and Materials
Strategic Plan:	
LEA Set Asides:	Required Parent and Family Engageme...
Admin Costs:	
Optional Program Code:	PFE
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$18,070.50
Line Item Total:	$18,070.50

PI Setaside. Supplies and materials to support parent engagement at the district level including books and DVDs for SEL training as well as instructional supplies such as paper, markers, scissors

Account Number:	72130 - Other Student Support
Line Item Number:	524 - In-Service / Staff Development
Strategic Plan:	

Professional development conference registration and travel to benefit Homeless Program.

Three team members (Director of Special Populations and two Hero Outreach Specialists) will attend the National Association for the Education of Homeless Children and Youth conference in Orlando, FL from November 16-19, 2024.

The National Association for the Education of Homeless Children and Youth (NAEHCY)

LEA Set Asides:	Students Experiencing Homelessness	Conference is an annual event that brings together educators, advocates, policymakers, and service providers to discuss and address issues related to homeless students and youth. Attendance is required for MV grant recipients by TDOE.
Admin Costs:		
Optional Program Code:	SEH	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$10,500.00	
Line Item Total:	$10,500.00	

Total for 72130 - Other Student Support:	$3,089,667.53
Total for all other Account Numbers:	$31,906,282.93
Total for all Account Numbers:	$34,995,950.46
Adjusted Allocation:	$34,995,950.46
Remaining:	$0.00

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part A

72210 - Support Services/Regular Instruction Program - $2,791,122.75 ▼

Budget Detail		Narrative Description
Account Number:	72210 - Support Services/Regular Instruction Program	Assistant principal, library, attendance, data, coach, dean, graduation advisor, school improvement lead, and classroom management specialist program support positions from individual traditional public school allocations Specific FTE and positions are identified in the uploaded document on the Personnel Details (Regular School-Year - K-12 School-level) page: 1.2 FTE ASST PRINC positions (TPS) 11.8 FTE LIBRARY/DATA positions (TPS) 7.2 FTE RESOURCE SPEC positions (TPS)
Line Item Number:	189 - Other Salaries & Wages	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$1,017,929.69	
Line Item Total:	$1,017,929.69	
Account Number:	72210 - Support Services/Regular Instruction Program	Stipends paid to teachers for participation in professional development activities. MNPS current daily wage rate for stipends = $85 per day therefore the budgeted amount will provide for approximately 80 stipend days.
Line Item Number:	196 - In-Service Training	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	

Quantity:	1.00	
Cost:	$4,280.45	
Line Item Total:	$4,280.45	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of social security expenses of the employees budgeted in this category.
Line Item Number:	201 - Social Security	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$51,612.08	
Line Item Total:	$51,612.08	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of retirement expenses of the certificated employees budgeted in this category.
Line Item Number:	204 - Pensions	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location	Davidson County (190)	

Code:		
Quantity:	1.00	
Cost:	$30,230.48	
Line Item Total:	$30,230.48	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of life insurance expenses of the employees budgeted in this category.
Line Item Number:	206 - Life Insurance	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$2,000.00	
Line Item Total:	$2,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of medical insurance expenses of the employees budgeted in this category.
Line Item Number:	207 - Medical Insurance	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location	Davidson County (190)	

Code:		
Quantity:	1.00	
Cost:	$214,405.76	
Line Item Total:	$214,405.76	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of dental insurance expenses of the employees budgeted in this category.
Line Item Number:	208 - Dental Insurance	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$5,000.00	
Line Item Total:	$5,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of unemployment insurance expenses of the employees budgeted in this category.
Line Item Number:	210 - Unemployment Compensation	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	

Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$3,000.00	
Line Item Total:	$3,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of retirement expenses of the support employees budgeted in this category.
Line Item Number:	211 - Local Retirement	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$45,769.89	
Line Item Total:	$45,769.89	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of medicare expenses of the employees budgeted in this category.
Line Item Number:	212 - Employer Medicare	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	

Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$14,759.98	
Line Item Total:	$14,759.98	
Account Number:	72210 - Support Services/Regular Instruction Program	Local mileage for employees budgeted in this series
Line Item Number:	355 - Travel	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$100.00	
Line Item Total:	$100.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Title I funded assitant principal and resource specialist personnel expenses at Charter Schools (not MNPS employees so their personnel expenses hit our books as Consultant). Specific FTE and positions are identified in the uploaded document on the Personnel Details (Regular School-Year - K-12 School-level) page: 9.89 FTE ASST PRINC positions 3.5 FTE RESOURCE SPEC positions
Line Item Number:	399 - Other Contracted Services	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program	Charter	

Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$1,143,560.69	
Line Item Total:	$1,143,560.69	
Account Number:	72210 - Support Services/Regular Instruction Program	Supplies and materials including books for school level PD Management consultant/contracted services by schools for PD including Curriculum Associates, Communities in Schools, Ron Clark Academy, SkilPath, ASCD. Conference registration, out of town travel and related expenses for professional development from within school allocations including materials for in-house PD efforts. Some examples include travel to conferences such AVID, Model Schools, NAESP, and ISTE. Books for PD book studies and PLCs such as Teach Like a Champion, Teaching with Poverty in Mind, etc. Travelers include teachers, instructional coaches and administrators at Title I schools.
Line Item Number:	524 - In-Service / Staff Development	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:		
Optional Program Code:	TPS	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$247,473.73	
Line Item Total:	$247,473.73	
Account Number:	72210 - Support Services/Regular Instruction Program	PD supplies (book study), services (guest speakers), and travel (registration and out of town travel for Education Leadership Conference https://www.engagementassembly.org/event/57b33061-3cdf-4095-ae2f-3ada5df513ae/summary). We will have 5 positions attend the conference: Family Engagement Coordinator and 4 Family Involvement Specialists. This professional development is called "National Assembly for Family Engagement In Education." Description: This conference will bring together educators, practitioners, families, policy makers, researchers, and funders to learn best practices build capacity. The session will focus on educator preparation, parent leadership, research, policy and practice.
Line Item Number:	524 - In-Service / Staff Development	
Strategic Plan:		
LEA Set Asides:	Required Parent and Family Engageme...	
Admin Costs:		
Optional	PFE	

Program Code:	
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$11,000.00
Line Item Total:	$11,000.00

Total for 72210 - Support Services/Regular Instruction Program:	$2,791,122.75
Total for all other Account Numbers:	$32,204,827.71
Total for all Account Numbers:	$34,995,950.46
Adjusted Allocation:	$34,995,950.46
Remaining:	$0.00

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part A

72710 - Transportation - $405,112.18 ▼

Budget Detail		Narrative Description
Account Number:	72710 - Transportation	Transportation for students experiencing homelessness.
Line Item Number:	599 - Other Charges	
Strategic Plan:		
LEA Set Asides:	Students Experiencing Homelessness	
Admin Costs:		
Optional Program Code:	SEH	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$250,000.00	
Line Item Total:	$250,000.00	
Account Number:	72710 - Transportation	Transportation for foster students.
Line Item Number:	599 - Other Charges	
Strategic Plan:		
LEA Set Asides:	Foster Student Transportation	
Admin Costs:		
Optional Program Code:	FSTRTRANSPORT	
Location Code:	Davidson County (190)	

Quantity:	1.00
Cost:	$150,000.00
Line Item Total:	$150,000.00

Account Number:	72710 - Transportation
Line Item Number:	599 - Other Charges
Strategic Plan:	
LEA Set Asides:	
Admin Costs:	
Optional Program Code:	TPS
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$5,112.18
Line Item Total:	$5,112.18

Supplemental student transportation to enable before/after school tutoring.

Total for 72710 - Transportation:	$405,112.18
Total for all other Account Numbers:	$34,590,838.28
Total for all Account Numbers:	$34,995,950.46
Adjusted Allocation:	$34,995,950.46
Remaining:	$0.00

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99100 - Transfers Out - $685,968.60 ▼

Budget Detail		Narrative Description
Account Number:	99100 - Transfers Out	District plans to take all indirect costs to which it is entitled.
Line Item Number:	504 - Indirect Cost	
Strategic Plan:		
LEA Set Asides:		
Admin Costs:	Indirect Cost	
Optional Program Code:	IC	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$685,968.60	
Line Item Total:	$685,968.60	

Total for 99100 - Transfers Out:	$685,968.60
Total for all other Account Numbers:	$34,309,981.86
Total for all Account Numbers:	$34,995,950.46
Adjusted Allocation:	$34,995,950.46
Remaining:	$0.00

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Indirect Cost Guide	
Total Allocation	$34,995,950.46
Existing Budget In Categories Not Eligible for Indirect Cost	$93,322.74
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$34,902,627.72
Indirect Cost Rate	6.32%
Max Available Budget In Categories Eligible for Indirect Cost	$32,827,904.18
Max Indirect Cost	$2,074,723.54

Filter by Location: All - $34,995,950.46 ▼

Account Number / Line Item Number	71100 - Regular Instruction Program	72130 - Other Student Support	72210 - Support Services/Regular Instruction Program	72710 - Transportation	99100 - Transfers Out	Total
116 - Teachers	13,015,300.86					13,015,300.86
123 - Guidance Personnel		659,473.00				659,473.00
163 - Educational Assistants	537,361.87		0.00			537,361.87
189 - Other Salaries & Wages	773,804.30	341,576.67	1,017,929.69	0.00		2,133,310.66
196 - In-Service Training			4,280.45	0.00		4,280.45
201 - Social Security	826,050.27	57,529.18	51,612.08	0.00		935,191.53
204 - Pensions	812,619.52	38,933.80	30,230.48	0.00		881,783.80
206 - Life Insurance	50,000.00	7,500.00	2,000.00	0.00		59,500.00
207 - Medical Insurance	4,970,331.80	168,835.00	214,405.76	0.00		5,353,572.56
208 - Dental Insurance	50,000.00	4,000.00	5,000.00	0.00		59,000.00

Account Number Line Item Number	71100 - Regular Instruction Program	72130 - Other Student Support	72210 - Support Services/Regular Instruction Program	72710 - Transportation	99100 - Transfers Out	Total
210 - Unemployment Compensation	20,000.00	1,445.00	3,000.00	0.00		24,445.00
211 - Local Retirement	70,020.85	39,460.00	45,769.89	0.00		155,250.74
212 - Employer Medicare	205,793.34	14,515.22	14,759.98	0.00		235,068.54
307 - Communication		1,000.00	0.00	0.00		1,000.00
355 - Travel		6,100.00	100.00	0.00		6,200.00
399 - Other Contracted Services	4,864,880.83	1,172,153.12	1,143,560.69	0.00		7,180,594.64
429 - Instructional Supplies & Materials	1,526,301.86					1,526,301.86
471 - Software	208,291.16	0.00				208,291.16
499 - Other Supplies and Materials	0.00	566,646.54	0.00	0.00		566,646.54
504 - Indirect Cost					685,968.60	685,968.60
524 - In-Service / Staff Development		10,500.00	258,473.73	0.00		268,973.73
599 - Other Charges	0.00	0.00	0.00	405,112.18		405,112.18
722 - Regular Instruction Equipment	93,322.74					93,322.74
Total	28,024,079.40	3,089,667.53	2,791,122.75	405,112.18	685,968.60	34,995,950.46
					Adjusted Allocation	34,995,950.46
					Remaining	0.00

Program Details

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part A

Program Administration: The reasonable and necessary costs to manage Title I in a compliant and effective manner.

☑ **The LEA is utilizing consolidated administration to administer Title I.** Information regarding the administration of the grant can be found in the Consolidated Administration Program Details page of the consolidated funding application.

☐ **The LEA is not utilizing consolidated administration to administer Title I.** Provide a summary of how the Title I program will be administered, including the title of the staff responsible for the grant administration, the FTE(s) to be supported by Title I funds, and all other funding sources that will contribute to Title I administrative staff salaries/benefits.

Use of Funds for PreK: For purposes of federal funding, "elementary schools" are schools serving any combination of pre-kindergarten through grade six (PreK-6) (TCA §49-6-301(a)). Indicate below whether funds from this grant will be directed to PreK students and/or instructional staff (i.e., teachers, coaches, paraprofessionals).

☐ Check the box if the LEA uses grant funds from this program to support pre-K.

* How many pre-K students are served with grant funds from this program?

* How many instructional staff (i.e., teachers, coaches, paraprofessionals) are served with grant funds from this program?

School-wide Planning: Each year districts are required to work with and support Title I schools in the development of school plans that align with identified priority needs, contain all required plan components, and budget school-level Title I funds. Districts are also required to review and approve Title I school-wide plans to ensure that all required components are included.

Describe how the school actively and consistently involves all planning team members and other stakeholders in the development, implementation, and revision of the school plan throughout the year.

School improvement planning for the next school year begins with the process of reviewing data and determining the prioritized needs in alignment with the district goals and priorities. This includes a root cause and return on investment (ROI) analysis for the current year. Every school has identified stakeholders that serve as the School Improvement Team. Stakeholders include representation from various areas of the school and include a parent and community member. One member of this team is the School Improvement Team Lead (SIT Lead). Each school receives support and technical assistance from an assigned Partner School Budget Strategy (Partner SBB) and an assigned Executive Director of School Support (administrators who oversee a network of schools). The School Improvement Team meets at least once quarterly to address specific areas of school improvement planning and parent and family engagement. The SIT Lead is responsible for coordinating with the school administration to schedule the team meetings to review school data and determine if the school improvement plan is realizing the anticipated results or if the plan needs to be revised.

Describe the process for reviewing the effectiveness of school-wide programs.

In addition to the regularly scheduled school meetings, charter schools hold Milestone Meetings in the Fall and traditional public schools hold monthly Instructional Leadership Teams (ILT) meetings to measure student outcomes with formal and informal data. These meetings bring together all stakeholders, including the Executive Directors and Partner SBBs. The School Improvement Team utilizes the information gathered to base decisions concerning the alignment of funding to student needs for the upcoming academic school year. This process is implemented to ensure each school has the potential of

meeting gains in academic achievement. Documentation of the meetings and the processes are collected by the SIT Lead and uploaded to the school's digital binder. Planning for the following school year begins in February using assessment data to form ROI conclusions for the next budgeting cycle.

School-wide & Targeted Assistance Programs

* Identify the type(s) of services and supports to be provided for students with Title I funding.

- [x] Academic interventions (RTI support)
- [x] Guidance services
- [x] Social services
- [x] Behavioral services
- [ ] Nursing services
- [x] Extended year services
- [x] Extended day services
- [x] Academic enrichment
- [x] Early post-secondary opportunities
- [x] Instructional technology
- [x] Instructional software
- [x] Instructional supplies & materials
- [ ] Class-size reduction
  - # of CSR Teachers
- [ ] Other - (please specify)

* Provide a general description of the programs, services and supports selected above to be supported with Title I funds in participating schools. - (If implementing both school-wide and targeted assistance programs, include a separate description for each program type.)

Title I Schoolwide schools use their funds for a variety of activities to support their school goals as written in their School Improvement Plans. Schools use their funds for additional personnel, exception pay for teachers who tutor students before/after school, professional development activities, instructional equipment, instructional materials and supplies, and family engagement activities.

Title I, Part A Parent and Family Engagement

* Provide a clear description of how the LEA reduces barriers and provides opportunities for the informed participation of parents and family members in Title I parent and family engagement activities, including parent and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children. (ESEA §1116)

The Family Engagement (FE) Team offers PD training for our district's leadership, faculty and staff that includes specific strategies based on best practices on how to effectively engage with our immigrant and refugee families:

· Effective communication (e.g., effective use of language for machine translation; adapting language to better reach most vulnerable populations; creating systems to maintain consistent, continuous communication, etc.)

· Building trusting relationships (e.g., best practices on how to do home visits, understanding our families' backgrounds and funds of knowledge to establish trusting relationships, etc.)

The FE Team also creates materials in collaboration with other MNPS departments and community partners which are translated into different languages and easily accessible that are aimed at building capacity in our families (e.g., best practices to support students' academic development and general well-being at home)

Intentional strategies such as the ones noted above are intended to strategize and maximize family participation, particularly among those individuals who are LEP or have disabilities. As noted above, transportation services are also provided as needed. The district and schools use a multitude of communication methods to communicate and engage with all families, including families of students with disabilities, such as the website, communication apps (Remind and POSSIP), email, written communications (Family Engagement Policy, Parent Compact, newsletters), TEAMS meetings, in person meetings, student conferences, Student Handbook, Parent Advisory Councils, Milestone Meetings, ILT meetings, and board meetings. Translations of printed materials such as invitations to family engagement events are provided to families as appropriate to ensure that families with limited English proficiency feel and know they are welcome at these events. Additionally, schools offer family engagement events at varying times throughout the year to ensure that all families are able to participate in some of the family engagement events hosted by the school. During FE events, schools may utilize a translator to engage family members with limited English proficiency. Schools may also provide FE events specially designed to engage families with limited English proficiency.

Funding Coordination

Check all funding sources the LEA receives and coordinates with Title I funding in support of the district plan.

* Title I, Part C (Education of Migratory Children)
No ▼

* Title II, Part A (Teacher & Principal Training and Recruitment)
Yes ▼

* Title III, Part A (English Language Acquisition)
Yes ▼

* Title IV, Part A (Student Support & Academic Enrichment)
No ▼

* Title IV, Part B (21st Century Community Learning Centers)
Yes ▼

* Title V, Part B, Subpart 1 (Small, Rural School Achievement)
No ▼

* Title V, Part B, Subpart 2 (Rural & Low Income Schools)
No ▼

* Title IX, Part C (McKinney-Vento Homeless Assistance)
Yes ▼

* IDEA Part B (Individuals with Disabilities Act)
Yes ▼

* IDEA Preschool
Yes ▼

* Carl D. Perkins (Vocational Technical Education Act)
Yes ▼

Education Service Coordination & Integration:

Identify the instructional programs that are coordinated and integrated with Title I services to: ensure increased program effectiveness, reduce fragmentation, and eliminate duplication.

* Head Start
Yes ▼

* Even Start
No ▼

* Other preschool programs
Yes ▼

* Services for youth at risk of dropping out
Yes ▼

* Career & technical education programs
Yes ▼

* English as a second language programs
Yes ▼

* Services for migrant or formerly migrant students
No ▼

If Yes, enter the district's projected migrant student population for the current application year

* Services for children & youth in neglected & delinquent facilities
Yes ▼

* Services for children & youth experiencing homelessness
Yes ▼

Resources

Click here to open the Consolidated Funding Application Guide.

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part A

N/A (or check areas as appropriate)

1. Pre-school - Grade 2: (Developmentally appropriate measures must be used.)

Pre-K Only

Targeted Assistance Program		Data Source	Describe the criteria & data sources to be used in order to identify eligible students.
Regular Year	Summer		
☐	☐	Select... ▼	

2. Grades 3 - 12:

Targeted Assistance Program		Data Source	Describe the criteria & data sources to be used in order to identify eligible students.
Regular Year	Summer		
☐	☐	Select... ▼	

3. Late-arriving students or students for whom LEA criteria data is not available.

Targeted Assistance Program		Data Source	Describe the criteria & data sources to be used in order to identify eligible students.
Regular Year	Summer		
☐	☐	Select... ▼	

Resources

Click here to open the Consolidated Funding Application Guide.

Homeless Students

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part A

	2023-24	2024-25
Total number of homeless students enrolled in the LEA	3234	4,089
Title I, Part A homeless set aside amount	$506,298.29	$ 774,355.00
Title I, Part A homeless set aside per pupil amount	$156.55	$ 189.3751528491

*** Describe how the LEA determined Title I, Part A homeless set-aside amount. In the description, explain how the LEA used its needs assessment, per-pupil ratio, and data trends to determine the amount. Also, provide detailed information on how the LEA also considers the availability and utilization of community-based organizations (CBOs) (i.e., churches, services clubs, food banks, etc).**

Each year the district's McKinney-Vento liaison and HERO Program staff conduct a needs assessment related to services for students experiencing homelessness based on input from LEA staff, school personnel, homeless service providers, community partners, families, and students experiencing homelessness. The results of this assessment guide the planning and budgeting process for the next year. The McKinney-Vento liaison develops plans and goals for the upcoming year, and funding for the programming is shared between the McKinney-Vento grant funds and the Title I set aside amount for homeless education based on allowable expenses.

Our community has experienced a 30% increase in family homelessness over the past year, and rising housing costs suggest this trend will continue. The HERO Program works with more than sixty community-based organizations who provide resources and direct supports to students experiencing homelessness. CBOs routinely collaborate with our program and support our families with weekly food boxes, school clothing, tennis shoes, socks, underwear, winter coats, school supplies, hygiene products, household goods, gas cards, and sports equipment. These strategic community partnerships enable us to devote the majority of our direct funding to staffing, outreach, and school of origin transportation for our students.

*** Describe how the LEA prevents barriers to enrollment.**

The primary strategies for eliminating barriers to enrollment are professional development sessions, individual staff training/coaching, and community awareness about the federal law and district policy that require immediate enrollment of students experiencing homelessness. The Homeless Education Program staff conducts extensive trainings throughout the year for district enrollment center staff, school staff, and community partners. Annual trainings address the policies and procedures that are in place to facilitate immediate enrollment of students experiencing homelessness as well as the services and supports that are available to students and families.

In addition to the district-wide McKinney-Vento training conducted for all district staff, HERO Program staff conducted more than one hundred individual or group consultation meetings for school staff. Posters for parents and students detailing McKinney-Vento rights are also posted in all schools and in more than 100 non-school locations throughout the community. The district launched an on-line registration process during the 2020-2021 school year to eliminate enrollment barriers for those who lack transportation, and students and families who are experiencing homelessness can easily progress through that platform even if they lack documents that are typically required for enrollment.

*** Describe what services, resources, and supports are provided to help close the achievement gap between homeless and non-homeless students.**

Monitoring of the academic progress of all students in the district is conducted at regular intervals by school staff during data meetings that are held every 5-6 weeks and at regularly scheduled MTSS meetings. In order to ensure that schools offer the most appropriate interventions and supports for students experiencing homelessness, each Partner SBB requires their schools to print a current report of their McKinney-Vento students in advance of these meetings. School social workers, counselors, and school-level homeless liaisons regularly review and assess the needs of their McKinney-Vento students. The most appropriate supports and interventions are developed by school staff based on the identified gaps.

With our ARP 1.0 funding, we added four quadrant-based outreach staff members to the HERO Program team, and we will retain two of these positions in the upcoming year. These team members will provide on-going consultation and support to school staff to address student specific needs and to build school resources. Additionally, targeted outreach and recruitment for the district's tutoring program and summer offerings is conducted by staff of The HERO Program and school staff.

*** Describe what student-centered factors the LEA uses to determine the best interest of the student attending the school of origin or the local attendance area school requested by the parent, guardian, or unaccompanied youth.**

Each child and youth in transition has the right to remain at his or her school of origin or to attend any school that housed students who live in the attendance area in which the child or youth is living are eligible to attend. This right to the school of origin also applies when children and youth in transition wish to move with their cohort from a feeder school to a higher school. Maintaining a student in his/her school of origin is important for both the student and our school district. Keeping students in their schools of origin enhances their academic and social growth while permitting the district to benefit from increased test scores and achievement shown to result from student continuity.

Therefore, school placement determinations will be made based on the "best interest" of the child or youth with a presumption that keeping the homeless child or youth in the school of origin is in the child's or youth's best interest, unless that is against the wishes of the child's or youth's parent or guardian, or in the case of an unaccompanied youth, the youth. Parents and youth can declare their wishes when they complete the McKinney-Vento Needs Assessment. When determining a child's or youth's best interest, the following student-centered factors will be considered:

- The age of the child or youth
- The impact of mobility on the student's education, achievement, and health
- Personal safety issues
- Priority of the request of the child's or youth's parent or guardian or (in the case of an unaccompanied youth) the youth
- A student's need for special instruction (e.g., special education and related services)
- The length of the anticipated stay in a temporary shelter or other temporary location
- The time remaining in the school year
- School placement of siblings

*** Describe the transportation services that are available to homeless students and how the LEA ensures that there is no delay in getting required transportation services to students within 1-2 days of enrollment. Enrollment is defined as "attending classes and participating fully in school activities" [42 U.S.C. § 11434a(1)].**

All students who attend their school of zone and who live more than 1.25 miles from school (1.5 miles for high schools) are eligible for school bus transportation. Exceptions are made for certain areas where unsafe walking conditions exist. Public bus transportation through WeGo Public Transit is provided at no cost to all Metro Schools high school students through the Stride program. The free service also is available to middle school students attending an MNPS optional school. Students attending the zoned school are immediately eligible for transportation services following enrollment.

Students experiencing homelessness who wish to remain in their school of origin receive transportation services coordinated by The HERO Program and the district's transportation department. School of origin transportation options include the following: district school bus, contracted car service, mileage reimbursement to families who transport students on their own, and public bus transportation for parents/guardians and the student when feasible and appropriate. In order to expedite these transportation arrangements and limit delays in transportation services, The HERO Program has one full-time Transportation Specialist who focuses solely on school of origin transportation. This specialist dedicates 100% of her time to reviewing, requesting, and monitoring all school of origin transportation requests to ensure the prompt delivery of services. The specialist is in daily contact with the district transportation team and with families to facilitate transportation services in a timely manner.

Funding Coordination

Check the boxes to indicate which funding sources will be coordinated with Title I, Part A Homeless set-aside funds.

- [x] McKinney-Vento Subgrant
- [ ] ESSER 3.0
- [x] ARP Homeless 1.0
- [x] ARP Homeless 2.0
- [x] ARP Homeless System Navigator

The LEA is utilizing a portion of the Title I, Part A homeless set aside to support the district homeless liaison.

- ( ) Yes
- (•) No

% **If yes, identify the percentage of funds to be used**

- [x] *** Assurances**

The LEA has developed and implemented a clear, written transportation policy and dispute resolution process for students experiencing homelessness.

Resources

Click here to open the Consolidated Funding Application Guide.

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part A

Documents

Type	Document Template	Document/Link
(CFA TI) Foster Care Transportation Procedures [Upload at least 1 document(s)]	N/A	Foster Care Transportation Procedure

BID Meetings

	2022-23	2023-24
Total number of students in foster care enrolled in the LEA	302	647
Total number of BID meetings held in the school year.	93	88
How many of the BID meetings resulted in students remaining in their school of origin?	53	35
Title I, Part A foster care transportation set aside (for the following Fiscal Year) This field will auto-populate from the District Set-Aside page.	$100,000.00	$ 150,000.00

The LEA is utilizing Title I funds to transport children in foster care to their school of origin. (NOTE: Title I funds used for these transportation costs cannot come from the set aside for homeless students.)

- (●) Yes
- ( ) No

*** Assurances**

The LEA has developed and implemented clear written procedures for transporting youth in foster care to their school of origin. The transportation plan includes the following components: 1) best interest determination (BID) meeting must occur within five days of the district being notified that a child has entered foster care; 2) transportation must be in place within five days of the BID meeting; 3) process has been developed for disputing transportation and how interim transportation will be provided in the event of a dispute along with how costs will be covered in the interim; 4) plan addresses how the district will provide transportation when there is minimal or no additional cost (i.e., method, responsible party); 5) plan describes how additional costs will be addressed (Title I set-aside, general purpose fund, etc.) and 6) plan is agreed upon and signed by the LEA and DCS.

The LEA provides training to building level administrators and enrollment personnel on foster care and education stability.

In order to facilitate the educational stability of children receiving foster care services, the LEA is providing for the immediate and appropriate enrollment of each eligible student.

Resources

Click here to open the Consolidated Funding Application Guide.

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part A

Systemwide Instruction & Support - Staff in this table are those who are supported with district-wide set aside funds (i.e. professional development, preschool, extended day) and work across multiple school sites as needed, but still report to central office. Staff assigned to one or more schools for a set period of time must be supported with funds spiraled to schools and should appear in the school-level personnel table.

	Headcount	FTE
Coaches / Consulting Teachers		
Instructional Paraprofessionals		
Non-Instructional Paraprofessionals		
Interventionists		
Parent and Family Engagement		
Other (specify) Homeless Education Program Assistant	1.00	1.00
Other (specify) Homeless Education Transportation Specialist	1.00	1.00
Other (specify) Homeless Education Community Partnership Spec	1.00	1.00
Other (specify) Homeless Education Outreach Specialist	2.00	2.00
Total	5.00	5.00

Systemwide Administration for Districts NOT Consolidating - Staff in this table are those who work in the central office on the direct administration of the grant. If the district is consolidating funds for grant administration, no staff can be entered in this table.

	Headcount	FTE
Administration		
Resource Specialist		
Program / Project Director		

Other (specify)		
Total	0.00	0.00

Resources

Click here to open the Consolidated Funding Application Guide.

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part A

Instructions

1. LEAs may report Title I, Part A - Personnel Details via the table below OR the optional excel template.
2. If the LEA elects to report using the table, update the table columns below. **Do not use the Template column in the table and do not upload a template document.**
3. If the LEA elects to use the template, enter the total number of Headcount and FTE included in the template into the Template column of the table. **Do not use the other table columns.**

Title I, Part A - Personnel Details (Regular School-Year - K-12 School-level) Optional Uploads

Documents		
Type	**Document Template**	**Document/Link**
(CFA Title I, Part A) Personnel Details (Regular School Year - K-12 School Level)	CFA Title I, Part A Personnel Details (Regular School Year - K-12 School Level)	MNPS Title I Positions 2024.05.07

Regular School-Year - Staff in this table are those who work in Title I schools and are supported with funds spiraled to schools.

School Name	LEA ID - School Number	Teachers		Paraprofessionals		Interventionists		School Counselors		Parent and Family Engagement		Other 1 - Specify		Other 2 - Specify		Other 3 - Specify		Check here if the LEA is reporting Headcount and FTE via the uploaded template. - Enter total FTE and HC included in the Template in the columns below. **Do not use the other table columns.**		Grand Total	
		Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
A. Z. Kelley Elementary	190-0001																	3	3.00	3	3
Alex Green Elementary	190-0005																	6	5.30	6	5.3
Amqui Elementary	190-0010																	7	6.60	7	6.6
Andrew Jackson Elementary	190-0015																	0	0.00	0	0
Antioch High School	190-0020																	7	7.00	7	7
Antioch Middle	190-0023																	5	4.10	5	4.1
Apollo Middle	190-0025																	3	3.00	3	3
Aventura Community School	190-8015																	0	0.00	0	0
Bellevue Middle	190-0040																	0	0.00	0	0
Bellshire Elementary	190-0045																	5	4.20	5	4.2
Cambridge Early Learning Center	190-7005																	0	0.00	0	0
Cane Ridge Elementary	190-0082																	7	5.30	7	5.3
Cane Ridge High School	190-0077																	7	7.00	7	7
Carter-Lawrence Elementary	190-0670																	3	2.18	3	2.18
Casa Azafran Early Learning Center	190-7020																	0	0.00	0	0
Chadwell Elementary	190-0105																	5	4.50	5	4.5
Charlotte Park Elementary	190-0110																	2	1.70	2	1.7
Cockrill Elementary	190-0120																	2	2.00	2	2
Cole Elementary	190-0130																	3	3.00	3	3
Cora Howe School	190-0443																	0	0.00	0	0
Crieve Hall Elementary	190-0145																	0	0.00	0	0
Croft Middle	190-0148																	2	1.30	2	1.3
Cumberland Elementary	190-0150																	6	6.00	6	6
Dan Mills Elementary	190-0160																	0	0.00	0	0
Dodson Elementary	190-0165																	6	4.50	6	4.5
Donelson Middle	190-0175																	2	1.90	2	1.9

DuPont Elementary	190-0180																2	1.20	2	1.2
DuPont Hadley Middle	190-0190																1	1.00	1	1
DuPont Tyler Middle	190-0185																2	1.90	2	1.9
Eagle View Elementary School	190-0115																5	4.30	5	4.3
Eakin Elementary	190-0195																0	0.00	0	0
Early College High	190-0437																0	0.00	0	0
East End Preparatory School	190-8009																21	9.52	21	9.52
East Nashville Magnet High School	190-0203																7	5.80	7	5.8
East Nashville Middle	190-0296																5	3.25	5	3.25
Explore Community School	190-8060																28	7.00	28	7
Fall-Hamilton Elementary	190-0220																4	2.90	4	2.9
Gateway Elementary	190-0235																3	2.14	3	2.14
Glencliff Elementary	190-0240																3	2.50	3	2.5
Glencliff High School	190-0245																3	2.80	3	2.8
Glendale Elementary	190-0250																0	0.00	0	0
Glengarry Elementary	190-0255																2	1.40	2	1.4
Glenview Elementary	190-0265																6	3.60	6	3.6
Goodlettsville Elementary	190-0270																2	1.30	2	1.3
Goodlettsville Middle	190-0275																2	1.50	2	1.5
Gower Elementary	190-0280																0	0.00	0	0
Granbery Elementary	190-0290																0	0.00	0	0
H. G. Hill Middle	190-0295																0	0.00	0	0
Harpeth Valley Elementary	190-0300																0	0.00	0	0
Harris-Hillman Special Education	190-0302																0	0.00	0	0
Hattie Cotton Elementary	190-0140																3	2.70	3	2.7
Haynes Middle	190-0305																4	3.05	4	3.05
Haywood Elementary	190-0310																4	4.00	4	4
Head Middle	190-0315																2	0.95	2	0.95
Henry C. Maxwell Elementary	190-0318																2	2.00	2	2
Hermitage Elementary	190-0320																3	1.10	3	1.1
Hickman Elementary	190-0327																3	1.80	3	1.8
Hillsboro High	190-0335																0	0.00	0	0
Hull-Jackson Elementary	190-0350																3	1.70	3	1.7
Hume - Fogg High	190-0355																0	0.00	0	0
Hunters Lane High	190-0358																9	9.00	9	9
Ida B. Wells Elementary	190-0080																3	2.20	3	2.2
Inglewood Elementary	190-0360																2	1.40	2	1.4

Intrepid College Preparatory Charter School	190-8048																	5	3.85	5	3.85
Isaac Litton Middle	190-0365																	0	0.00	0	0
Isaiah T. Creswell Middle School of the Arts	190-0700																	3	2.30	3	2.3
Ivanetta H. Davis Learning Center at Bordeaux	190-7010																	0	0.00	0	0
J. E. Moss Elementary	190-0370																	7	5.00	7	5
James Lawson High School	190-0374																	0	0.00	0	0
Jere Baxter Middle	190-0375																	5	4.30	5	4.3
Joelton Elementary	190-0380																	1	1.00	1	1
John B. Whitsitt Elementary	190-0390																	3	2.10	3	2.1
John Early Middle	190-0386																	3	2.10	3	2.1
John F. Kennedy Middle	190-0393																	4	3.50	4	3.5
John Overton High	190-0395																	10	5.80	10	5.8
John Trotwood Moore Middle	190-0490																	0	0.00	0	0
Johnson Alternative Learning Center	190-0740																	1	1.00	1	1
Jones Elementary	190-0387																	4	3.10	4	3.1
Julia Green Elementary	190-0415																	0	0.00	0	0
KIPP Academy Nashville	190-8002																	13	5.70	13	5.7
KIPP Academy Nashville Elementary School	190-8095																	13	6.10	13	6.1
KIPP Nashville College Prep	190-8042																	11	5.10	11	5.1
KIPP Nashville College Prep Elementary	190-8085																	13	6.10	13	6.1
KIPP Nashville Collegiate High School	190-8011																	7	3.10	7	3.1
Knowledge Academy @ The Crossings	190-8110																	5	3.10	5	3.1
Lakeview Elementary	190-0430																	2	2.00	2	2
Lead Academy	190-8003																	7	3.04	7	3.04
LEAD Cameron	190-8010																	9	4.94	9	4.94
LEAD Southeast	190-8013																	9	4.33	9	4.33
Liberty Collegiate Academy	190-8005																	4	2.65	4	2.65
Lockeland Elementary	190-0435																	0	0.00	0	0
Madison Middle	190-0622																	5	4.40	5	4.4
Maplewood High	190-0445																	9	7.80	9	7.8
Margaret Allen Middle	190-0450																	1	1.00	1	1
Martin Luther King Jr School	190-0456																	0	0.00	0	0

May Werthan Shayne Elementary School	190-0608																	0	0.00	0	0
McGavock Elementary	190-0465																	1	0.80	1	0.8
McGavock High	190-0470																	7	6.60	7	6.6
McMurray Middle	190-0480																	4	3.30	4	3.3
Meigs Middle	190-0330																	0	0.00	0	0
MNPS Virtual School	190-0003																	0	0.00	0	0
Moses McKissack Middle	190-0035																	3	1.30	3	1.3
Mt. View Elementary	190-0493																	4	3.10	4	3.1
Murrell at Glenn School	190-0505																	1	0.30	1	0.3
Napier Elementary	190-0510																	3	3.00	3	3
Nashville Big Picture High School	190-0053																	0	0.00	0	0
Nashville Classical	190-8044																	3	1.23	3	1.23
Nashville Classical West	190-8043																	0	0.00	0	0
Nashville Prep	190-8008																	3	2.05	3	2.05
Nashville School Of The Arts	190-0512																	0	0.00	0	0
Neely's Bend Elementary	190-0515																	2	1.90	2	1.9
Norman Binkley Elementary	190-0525																	2	1.40	2	1.4
Old Center Elementary	190-0535																	6	3.05	6	3.05
Paragon Mills Elementary	190-0540																	6	6.00	6	6
Park Avenue Elementary	190-0545																	4	3.75	4	3.75
Pearl-Cohn High	190-0555																	6	5.80	6	5.8
Pennington Elementary	190-0565																	0	0.00	0	0
Percy Priest Elementary	190-0570																	0	0.00	0	0
Purpose Prep	190-8046																	3	2.62	3	2.62
RePublic High School	190-8100																	5	5.00	5	5
Robert Churchwell Elementary	190-0618																	4	3.70	4	3.7
Rocketship Nashville Northeast Elementary	190-8050																	0	0.00	0	0
Rocketship United	190-8070																	6	5.10	6	5.1
Rose Park Middle	190-0595																	1	0.40	1	0.4
Rosebank Elementary	190-0600																	0	0.00	0	0
Ross Early Learning Center	190-7015																	0	0.00	0	0
Ruby Major Elementary	190-0607																	2	2.00	2	2
Shwab Elementary	190-0610																	2	1.80	2	1.8
Smith Springs Elementary School	190-0750																	3	3.00	3	3
Smithson Craighead Academy	190-8001																	4	3.08	4	3.08
Stanford Elementary	190-0615																	0	0.00	0	0
STEM Prep Academy	190-8006																	5	3.35	5	3.35

STEM Prep High School	190-8075																	4	3.05	4	3.05
Stratford STEM Magnet School	190-0620																	12	9.55	12	9.55
Stratton Elementary	190-0625																	4	4.00	4	4
Strive Collegiate Academy	190-8090																	1	1.00	1	1
Sylvan Park Elementary	190-0630																	0	0.00	0	0
The Academy at Hickory Hollow	190-0720																	0	0.00	0	0
The Academy at Old Cockrill	190-0614																	0	0.00	0	0
The Academy at Opry Mills	190-0612																	0	0.00	0	0
Thomas A. Edison Elementary	190-0208																	4	3.80	4	3.8
Thurgood Marshall Middle	190-0633																	3	2.60	3	2.6
Tom Joy Elementary	190-0635																	6	5.30	6	5.3
Transitions at Bass	190-0725																	0	0.00	0	0
Tulip Grove Elementary	190-0637																	3	2.18	3	2.18
Tusculum Elementary	190-0645																	3	2.70	3	2.7
Two Rivers Middle	190-0650																	2	1.10	2	1.1
Una Elementary	190-0655																	3	2.70	3	2.7
Valor Flagship Academy	190-8045																	0	0.00	0	0
Valor Voyager Academy	190-8080																	0	0.00	0	0
W. A. Bass Adult Program	190-0125																	0	0.00	0	0
W.A. Bass Alternative Learning Center	190-0126																	0	0.00	0	0
Warner Elementary	190-0675																	5	4.70	5	4.7
Waverly-Belmont Elementary School	190-0755																	0	0.00	0	0
West End Middle	190-0690																	0	0.00	0	0
Westmeade Elementary	190-0695																	2	1.80	2	1.8
Whites Creek High	190-0704																	9	7.70	9	7.7
William Henry Oliver Middle	190-0538																	3	1.52	3	1.52
Wright Middle	190-0715																	3	3.00	3	3
Total		0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	526	378.33	526	378.33

Resources

Click here to open the Consolidated Funding Application Guide.

N/A

Summer School Personnel Funded with Title I-A

School Name	LEA ID - School Number	FUNDING (School Allocations / District Set-Aside)	STAFFING (Salary / Stipend / Both)	Teachers		Paraprofessionals		Instructional Facilitators		Site Administrator / Clerical		School Counselors		Parent and Family Engagement		Other - Specify	
				Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
A. Z. Kelley Elementary	190-0001	Select...	Select...														
Alex Green Elementary	190-0005	Select...	Select...														
Amqui Elementary	190-0010	Select...	Select...														
Andrew Jackson Elementary	190-0015	Select...	Select...														
Antioch High School	190-0020	Select...	Select...														
Antioch Middle	190-0023	Select...	Select...														
Apollo Middle	190-0025	Select...	Select...														
Aventura Community School	190-8015	Select...	Select...														
Bellevue Middle	190-0040	Select...	Select...														
Bellshire Elementary	190-0045	Select...	Select...														
Cambridge Early Learning Center	190-7005	Select...	Select...														
Cane Ridge Elementary	190-0082	Select...	Select...														
Cane Ridge High School	190-0077	Select...	Select...														
Carter-Lawrence Elementary	190-0670	Select...	Select...														
Casa Azafran Early Learning Center	190-7020	Select...	Select...														
Chadwell Elementary	190-0105	Select...	Select...														
Charlotte Park Elementary	190-0110	Select...	Select...														
Cockrill Elementary	190-0120	Select...	Select...														
Cole Elementary	190-0130	Select...	Select...														
Cora Howe School	190-0443	Select...	Select...														
Crieve Hall Elementary	190-0145	Select...	Select...														
Croft Middle	190-0148	Select...	Select...														
Cumberland Elementary	190-0150	Select...	Select...														
Dan Mills Elementary	190-0160	Select...	Select...														
Dodson Elementary	190-0165	Select...	Select...														
Donelson Middle	190-0175	Select...	Select...														

DuPont Elementary	190-0180	Select...	Select...															
DuPont Hadley Middle	190-0190	Select...	Select...															
DuPont Tyler Middle	190-0185	Select...	Select...															
Eagle View Elementary School	190-0115	Select...	Select...															
Eakin Elementary	190-0195	Select...	Select...															
Early College High	190-0437	Select...	Select...															
East End Preparatory School	190-8009	Select...	Select...															
East Nashville Magnet High School	190-0203	Select...	Select...															
East Nashville Middle	190-0296	Select...	Select...															
Explore Community School	190-8060	Select...	Select...															
Fall-Hamilton Elementary	190-0220	Select...	Select...															
Gateway Elementary	190-0235	Select...	Select...															
Glencliff Elementary	190-0240	Select...	Select...															
Glencliff High School	190-0245	Select...	Select...															
Glendale Elementary	190-0250	Select...	Select...															
Glengarry Elementary	190-0255	Select...	Select...															
Glenview Elementary	190-0265	Select...	Select...															
Goodlettsville Elementary	190-0270	Select...	Select...															
Goodlettsville Middle	190-0275	Select...	Select...															
Gower Elementary	190-0280	Select...	Select...															
Granbery Elementary	190-0290	Select...	Select...															
H. G. Hill Middle	190-0295	Select...	Select...															
Harpeth Valley Elementary	190-0300	Select...	Select...															
Harris-Hillman Special Education	190-0302	Select...	Select...															
Hattie Cotton Elementary	190-0140	Select...	Select...															
Haynes Middle	190-0305	Select...	Select...															
Haywood Elementary	190-0310	Select...	Select...															
Head Middle	190-0315	Select...	Select...															
Henry C. Maxwell Elementary	190-0318	Select...	Select...															
Hermitage Elementary	190-0320	Select...	Select...															
Hickman Elementary	190-0327	Select...	Select...															

Hillsboro High	190-0335	Select...	Select...															
Hull-Jackson Elementary	190-0350	Select...	Select...															
Hume - Fogg High	190-0355	Select...	Select...															
Hunters Lane High	190-0358	Select...	Select...															
Ida B. Wells Elementary	190-0080	Select...	Select...															
Inglewood Elementary	190-0360	Select...	Select...															
Intrepid College Preparatory Charter School	190-8048	Select...	Select...															
Isaac Litton Middle	190-0365	Select...	Select...															
Isaiah T. Creswell Middle School of the Arts	190-0700	Select...	Select...															
Ivanetta H. Davis Learning Center at Bordeaux	190-7010	Select...	Select...															
J. E. Moss Elementary	190-0370	Select...	Select...															
James Lawson High School	190-0374	Select...	Select...															
Jere Baxter Middle	190-0375	Select...	Select...															
Joelton Elementary	190-0380	Select...	Select...															
John B. Whitsitt Elementary	190-0390	Select...	Select...															
John Early Middle	190-0386	Select...	Select...															
John F. Kennedy Middle	190-0393	Select...	Select...															
John Overton High	190-0395	Select...	Select...															
John Trotwood Moore Middle	190-0490	Select...	Select...															
Johnson Alternative Learning Center	190-0740	Select...	Select...															
Jones Elementary	190-0387	Select...	Select...															
Julia Green Elementary	190-0415	Select...	Select...															
KIPP Academy Nashville	190-8002	Select...	Select...															
KIPP Academy Nashville Elementary School	190-8095	Select...	Select...															
KIPP Nashville College Prep	190-8042	Select...	Select...															
KIPP Nashville College Prep Elementary	190-8085	Select...	Select...															

KIPP Nashville Collegiate High School	190-8011	Select...	Select...															
Knowledge Academy @ The Crossings	190-8110	Select...	Select...															
Lakeview Elementary	190-0430	Select...	Select...															
Lead Academy	190-8003	Select...	Select...															
LEAD Cameron	190-8010	Select...	Select...															
LEAD Southeast	190-8013	Select...	Select...															
Liberty Collegiate Academy	190-8005	Select...	Select...															
Lockeland Elementary	190-0435	Select...	Select...															
Madison Middle	190-0622	Select...	Select...															
Maplewood High	190-0445	Select...	Select...															
Margaret Allen Middle	190-0450	Select...	Select...															
Martin Luther King Jr School	190-0456	Select...	Select...															
May Werthan Shayne Elementary School	190-0608	Select...	Select...															
McGavock Elementary	190-0465	Select...	Select...															
McGavock High	190-0470	Select...	Select...															
McMurray Middle	190-0480	Select...	Select...															
Meigs Middle	190-0330	Select...	Select...															
MNPS Virtual School	190-0003	Select...	Select...															
Moses McKissack Middle	190-0035	Select...	Select...															
Mt. View Elementary	190-0493	Select...	Select...															
Murrell at Glenn School	190-0505	Select...	Select...															
Napier Elementary	190-0510	Select...	Select...															
Nashville Big Picture High School	190-0053	Select...	Select...															
Nashville Classical	190-8044	Select...	Select...															
Nashville Classical West	190-8043	Select...	Select...															
Nashville Prep	190-8008	Select...	Select...															
Nashville School Of The Arts	190-0512	Select...	Select...															
Neely's Bend Elementary	190-0515	Select...	Select...															
Norman Binkley Elementary	190-0525	Select...	Select...															
Old Center Elementary	190-0535	Select...	Select...															

Paragon Mills Elementary	190-0540	Select...	Select...															
Park Avenue Elementary	190-0545	Select...	Select...															
Pearl-Cohn High	190-0555	Select...	Select...															
Pennington Elementary	190-0565	Select...	Select...															
Percy Priest Elementary	190-0570	Select...	Select...															
Purpose Prep	190-8046	Select...	Select...															
RePublic High School	190-8100	Select...	Select...															
Robert Churchwell Elementary	190-0618	Select...	Select...															
Rocketship Nashville Northeast Elementary	190-8050	Select...	Select...															
Rocketship United	190-8070	Select...	Select...															
Rose Park Middle	190-0595	Select...	Select...															
Rosebank Elementary	190-0600	Select...	Select...															
Ross Early Learning Center	190-7015	Select...	Select...															
Ruby Major Elementary	190-0607	Select...	Select...															
Shwab Elementary	190-0610	Select...	Select...															
Smith Springs Elementary School	190-0750	Select...	Select...															
Smithson Craighead Academy	190-8001	Select...	Select...															
Stanford Elementary	190-0615	Select...	Select...															
STEM Prep Academy	190-8006	Select...	Select...															
STEM Prep High School	190-8075	Select...	Select...															
Stratford STEM Magnet School	190-0620	Select...	Select...															
Stratton Elementary	190-0625	Select...	Select...															
Strive Collegiate Academy	190-8090	Select...	Select...															
Sylvan Park Elementary	190-0630	Select...	Select...															
The Academy at Hickory Hollow	190-0720	Select...	Select...															
The Academy at Old Cockrill	190-0614	Select...	Select...															
The Academy at Opry Mills	190-0612	Select...	Select...															
Thomas A. Edison Elementary	190-0208	Select...	Select...															

Thurgood Marshall Middle	190-0633	Select...	Select...															
Tom Joy Elementary	190-0635	Select...	Select...															
Transitions at Bass	190-0725	Select...	Select...															
Tulip Grove Elementary	190-0637	Select...	Select...															
Tusculum Elementary	190-0645	Select...	Select...															
Two Rivers Middle	190-0650	Select...	Select...															
Una Elementary	190-0655	Select...	Select...															
Valor Flagship Academy	190-8045	Select...	Select...															
Valor Voyager Academy	190-8080	Select...	Select...															
W. A. Bass Adult Program	190-0125	Select...	Select...															
W.A. Bass Alternative Learning Center	190-0126	Select...	Select...															
Warner Elementary	190-0675	Select...	Select...															
Waverly-Belmont Elementary School	190-0755	Select...	Select...															
West End Middle	190-0690	Select...	Select...															
Westmeade Elementary	190-0695	Select...	Select...															
Whites Creek High	190-0704	Select...	Select...															
William Henry Oliver Middle	190-0538	Select...	Select...															
Wright Middle	190-0715	Select...	Select...															
Total																		

Resources

Click here to open the Consolidated Funding Application Guide.

N/A

Preschool Personnel Funded with Title I-A

School Name	LEA ID - School Number	FUNDING (School Allocations / District Set-Aside)	Teachers		Paraprofessionals		Instructional Facilitators		Clerical		School Counselors		Parent and Family Engagement		Other - Specify	
			Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
A. Z. Kelley Elementary	190-0001	Select...														
Alex Green Elementary	190-0005	Select...														
Amqui Elementary	190-0010	Select...														
Andrew Jackson Elementary	190-0015	Select...														
Antioch High School	190-0020	Select...														
Antioch Middle	190-0023	Select...														
Apollo Middle	190-0025	Select...														
Aventura Community School	190-8015	Select...														
Bellevue Middle	190-0040	Select...														
Bellshire Elementary	190-0045	Select...														
Cambridge Early Learning Center	190-7005	Select...														
Cane Ridge Elementary	190-0082	Select...														
Cane Ridge High School	190-0077	Select...														
Carter-Lawrence Elementary	190-0670	Select...														
Casa Azafran Early Learning Center	190-7020	Select...														
Chadwell Elementary	190-0105	Select...														
Charlotte Park Elementary	190-0110	Select...														
Cockrill Elementary	190-0120	Select...														
Cole Elementary	190-0130	Select...														
Cora Howe School	190-0443	Select...														
Crieve Hall Elementary	190-0145	Select...														
Croft Middle	190-0148	Select...														
Cumberland Elementary	190-0150	Select...														
Dan Mills Elementary	190-0160	Select...														
Dodson Elementary	190-0165	Select...														

Donelson Middle	190-0175	Select...															
DuPont Elementary	190-0180	Select...															
DuPont Hadley Middle	190-0190	Select...															
DuPont Tyler Middle	190-0185	Select...															
Eagle View Elementary School	190-0115	Select...															
Eakin Elementary	190-0195	Select...															
Early College High	190-0437	Select...															
East End Preparatory School	190-8009	Select...															
East Nashville Magnet High School	190-0203	Select...															
East Nashville Middle	190-0296	Select...															
Explore Community School	190-8060	Select...															
Fall-Hamilton Elementary	190-0220	Select...															
Gateway Elementary	190-0235	Select...															
Glencliff Elementary	190-0240	Select...															
Glencliff High School	190-0245	Select...															
Glendale Elementary	190-0250	Select...															
Glengarry Elementary	190-0255	Select...															
Glenview Elementary	190-0265	Select...															
Goodlettsville Elementary	190-0270	Select...															
Goodlettsville Middle	190-0275	Select...															
Gower Elementary	190-0280	Select...															
Granbery Elementary	190-0290	Select...															
H. G. Hill Middle	190-0295	Select...															
Harpeth Valley Elementary	190-0300	Select...															
Harris-Hillman Special Education	190-0302	Select...															
Hattie Cotton Elementary	190-0140	Select...															
Haynes Middle	190-0305	Select...															
Haywood Elementary	190-0310	Select...															
Head Middle	190-0315	Select...															

Henry C. Maxwell Elementary	190-0318	Select...															
Hermitage Elementary	190-0320	Select...															
Hickman Elementary	190-0327	Select...															
Hillsboro High	190-0335	Select...															
Hull-Jackson Elementary	190-0350	Select...															
Hume - Fogg High	190-0355	Select...															
Hunters Lane High	190-0358	Select...															
Ida B. Wells Elementary	190-0080	Select...															
Inglewood Elementary	190-0360	Select...															
Intrepid College Preparatory Charter School	190-8048	Select...															
Isaac Litton Middle	190-0365	Select...															
Isaiah T. Creswell Middle School of the Arts	190-0700	Select...															
Ivanetta H. Davis Learning Center at Bordeaux	190-7010	Select...															
J. E. Moss Elementary	190-0370	Select...															
James Lawson High School	190-0374	Select...															
Jere Baxter Middle	190-0375	Select...															
Joelton Elementary	190-0380	Select...															
John B. Whitsitt Elementary	190-0390	Select...															
John Early Middle	190-0386	Select...															
John F. Kennedy Middle	190-0393	Select...															
John Overton High	190-0395	Select...															
John Trotwood Moore Middle	190-0490	Select...															
Johnson Alternative Learning Center	190-0740	Select...															
Jones Elementary	190-0387	Select...															
Julia Green Elementary	190-0415	Select...															
KIPP Academy Nashville	190-8002	Select...															

KIPP Academy Nashville Elementary School	190-8095	Select...														
KIPP Nashville College Prep	190-8042	Select...														
KIPP Nashville College Prep Elementary	190-8085	Select...														
KIPP Nashville Collegiate High School	190-8011	Select...														
Knowledge Academy @ The Crossings	190-8110	Select...														
Lakeview Elementary	190-0430	Select...														
Lead Academy	190-8003	Select...														
LEAD Cameron	190-8010	Select...														
LEAD Southeast	190-8013	Select...														
Liberty Collegiate Academy	190-8005	Select...														
Lockeland Elementary	190-0435	Select...														
Madison Middle	190-0622	Select...														
Maplewood High	190-0445	Select...														
Margaret Allen Middle	190-0450	Select...														
Martin Luther King Jr School	190-0456	Select...														
May Werthan Shayne Elementary School	190-0608	Select...														
McGavock Elementary	190-0465	Select...														
McGavock High	190-0470	Select...														
McMurray Middle	190-0480	Select...														
Meigs Middle	190-0330	Select...														
MNPS Virtual School	190-0003	Select...														
Moses McKissack Middle	190-0035	Select...														
Mt. View Elementary	190-0493	Select...														
Murrell at Glenn School	190-0505	Select...														
Napier Elementary	190-0510	Select...														
Nashville Big Picture High School	190-0053	Select...														
Nashville Classical	190-8044	Select...														

Nashville Classical West	190-8043	Select...														
Nashville Prep	190-8008	Select...														
Nashville School Of The Arts	190-0512	Select...														
Neely's Bend Elementary	190-0515	Select...														
Norman Binkley Elementary	190-0525	Select...														
Old Center Elementary	190-0535	Select...														
Paragon Mills Elementary	190-0540	Select...														
Park Avenue Elementary	190-0545	Select...														
Pearl-Cohn High	190-0555	Select...														
Pennington Elementary	190-0565	Select...														
Percy Priest Elementary	190-0570	Select...														
Purpose Prep	190-8046	Select...														
RePublic High School	190-8100	Select...														
Robert Churchwell Elementary	190-0618	Select...														
Rocketship Nashville Northeast Elementary	190-8050	Select...														
Rocketship United	190-8070	Select...														
Rose Park Middle	190-0595	Select...														
Rosebank Elementary	190-0600	Select...														
Ross Early Learning Center	190-7015	Select...														
Ruby Major Elementary	190-0607	Select...														
Shwab Elementary	190-0610	Select...														
Smith Springs Elementary School	190-0750	Select...														
Smithson Craighead Academy	190-8001	Select...														
Stanford Elementary	190-0615	Select...														
STEM Prep Academy	190-8006	Select...														
STEM Prep High School	190-8075	Select...														
Stratford STEM Magnet School	190-0620	Select...														
Stratton Elementary	190-0625	Select...														

Strive Collegiate Academy	190-8090	Select...														
Sylvan Park Elementary	190-0630	Select...														
The Academy at Hickory Hollow	190-0720	Select...														
The Academy at Old Cockrill	190-0614	Select...														
The Academy at Opry Mills	190-0612	Select...														
Thomas A. Edison Elementary	190-0208	Select...														
Thurgood Marshall Middle	190-0633	Select...														
Tom Joy Elementary	190-0635	Select...														
Transitions at Bass	190-0725	Select...														
Tulip Grove Elementary	190-0637	Select...														
Tusculum Elementary	190-0645	Select...														
Two Rivers Middle	190-0650	Select...														
Una Elementary	190-0655	Select...														
Valor Flagship Academy	190-8045	Select...														
Valor Voyager Academy	190-8080	Select...														
W. A. Bass Adult Program	190-0125	Select...														
W.A. Bass Alternative Learning Center	190-0126	Select...														
Warner Elementary	190-0675	Select...														
Waverly-Belmont Elementary School	190-0755	Select...														
West End Middle	190-0690	Select...														
Westmeade Elementary	190-0695	Select...														
Whites Creek High	190-0704	Select...														
William Henry Oliver Middle	190-0538	Select...														
Wright Middle	190-0715	Select...														
Total																

Resources

Click here to open the Consolidated Funding Application Guide.

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part A

This page is to collect information on schools within the district using Title I, Part A funds either as a district set-aside or part of a school allocation to provide services to preschool program(s).

If the district has a preschool program within a K-12 Title I school where funds are utilized (I.e. local/state/VPK) to fund the preschool program, do not complete this page.

If Title I funds are not used after funds to provide services to any of the preschools, check N/A.

N/A

Preschool Counts

School Name	LEA ID - School Number	Number of Preschool Classes Serving Title I Students Funded with Title I SW or TA				Total Number of Students Enrolled in this Preschool	Total Number of Low-Income Students Enrolled in this Preschool	Percent of Students from Low-Income families	Preschool Title I Funded: Schoolwide (SW) or Targeted Assistance (TA)
		In a Separate Location		Serving Students in the Zone	From Multiple School Zones				
A. Z. Kelley Elementary	190-0001	Select... ▼						%	Select... ▼
Alex Green Elementary	190-0005	Select... ▼						%	Select... ▼
Amqui Elementary	190-0010	Select... ▼						%	Select... ▼
Andrew Jackson Elementary	190-0015	Select... ▼						%	Select... ▼
Antioch High School	190-0020	Select... ▼						%	Select... ▼
Antioch Middle	190-0023	Select... ▼						%	Select... ▼
Apollo Middle	190-0025	Select... ▼						%	Select... ▼
Aventura Community School	190-8015	Select... ▼						%	Select... ▼

Bellevue Middle	190-0040	Select... ▼						%	Select... ▼
Bellshire Elementary	190-0045	Select... ▼						%	Select... ▼
Cambridge Early Learning Center	190-7005	Select... ▼						%	Select... ▼
Cane Ridge Elementary	190-0082	Select... ▼						%	Select... ▼
Cane Ridge High School	190-0077	Select... ▼						%	Select... ▼
Carter-Lawrence Elementary	190-0670	Select... ▼						%	Select... ▼
Casa Azafran Early Learning Center	190-7020	Select... ▼						%	Select... ▼
Chadwell Elementary	190-0105	Select... ▼						%	Select... ▼
Charlotte Park Elementary	190-0110	Select... ▼						%	Select... ▼
Cockrill Elementary	190-0120	Select... ▼						%	Select... ▼
Cole Elementary	190-0130	Select... ▼						%	Select... ▼
Cora Howe School	190-0443	Select... ▼						%	Select... ▼
Crieve Hall Elementary	190-0145	Select... ▼						%	Select... ▼
Croft Middle	190-0148	Select... ▼						%	Select... ▼
Cumberland Elementary	190-0150	Select... ▼						%	Select... ▼
Dan Mills Elementary	190-0160	Select... ▼						%	Select... ▼
Dodson Elementary	190-0165	Select... ▼						%	Select... ▼
Donelson Middle	190-0175	Select... ▼						%	Select... ▼

DuPont Elementary	190-0180	Select... ▼						%	Select... ▼
DuPont Hadley Middle	190-0190	Select... ▼						%	Select... ▼
DuPont Tyler Middle	190-0185	Select... ▼						%	Select... ▼
Eagle View Elementary School	190-0115	Select... ▼						%	Select... ▼
Eakin Elementary	190-0195	Select... ▼						%	Select... ▼
Early College High	190-0437	Select... ▼						%	Select... ▼
East End Preparatory School	190-8009	Select... ▼						%	Select... ▼
East Nashville Magnet High School	190-0203	Select... ▼						%	Select... ▼
East Nashville Middle	190-0296	Select... ▼						%	Select... ▼
Explore Community School	190-8060	Select... ▼						%	Select... ▼
Fall-Hamilton Elementary	190-0220	Select... ▼						%	Select... ▼
Gateway Elementary	190-0235	Select... ▼						%	Select... ▼
Glencliff Elementary	190-0240	Select... ▼						%	Select... ▼
Glencliff High School	190-0245	Select... ▼						%	Select... ▼
Glendale Elementary	190-0250	Select... ▼						%	Select... ▼
Glengarry Elementary	190-0255	Select... ▼						%	Select... ▼
Glenview Elementary	190-0265	Select... ▼						%	Select... ▼
Goodlettsville Elementary	190-0270	Select... ▼						%	Select... ▼

Goodlettsville Middle	190-0275	Select... ▼						%	Select... ▼
Gower Elementary	190-0280	Select... ▼						%	Select... ▼
Granbery Elementary	190-0290	Select... ▼						%	Select... ▼
H. G. Hill Middle	190-0295	Select... ▼						%	Select... ▼
Harpeth Valley Elementary	190-0300	Select... ▼						%	Select... ▼
Harris-Hillman Special Education	190-0302	Select... ▼						%	Select... ▼
Hattie Cotton Elementary	190-0140	Select... ▼						%	Select... ▼
Haynes Middle	190-0305	Select... ▼						%	Select... ▼
Haywood Elementary	190-0310	Select... ▼						%	Select... ▼
Head Middle	190-0315	Select... ▼						%	Select... ▼
Henry C. Maxwell Elementary	190-0318	Select... ▼						%	Select... ▼
Hermitage Elementary	190-0320	Select... ▼						%	Select... ▼
Hickman Elementary	190-0327	Select... ▼						%	Select... ▼
Hillsboro High	190-0335	Select... ▼						%	Select... ▼
Hull-Jackson Elementary	190-0350	Select... ▼						%	Select... ▼
Hume - Fogg High	190-0355	Select... ▼						%	Select... ▼
Hunters Lane High	190-0358	Select... ▼						%	Select... ▼
Ida B. Wells Elementary	190-0080	Select... ▼						%	Select... ▼

Inglewood Elementary	190-0360	Select... ▼						%	Select... ▼
Intrepid College Preparatory Charter School	190-8048	Select... ▼						%	Select... ▼
Isaac Litton Middle	190-0365	Select... ▼						%	Select... ▼
Isaiah T. Creswell Middle School of the Arts	190-0700	Select... ▼						%	Select... ▼
Ivanetta H. Davis Learning Center at Bordeaux	190-7010	Select... ▼						%	Select... ▼
J. E. Moss Elementary	190-0370	Select... ▼						%	Select... ▼
James Lawson High School	190-0374	Select... ▼						%	Select... ▼
Jere Baxter Middle	190-0375	Select... ▼						%	Select... ▼
Joelton Elementary	190-0380	Select... ▼						%	Select... ▼
John B. Whitsitt Elementary	190-0390	Select... ▼						%	Select... ▼
John Early Middle	190-0386	Select... ▼						%	Select... ▼
John F. Kennedy Middle	190-0393	Select... ▼						%	Select... ▼
John Overton High	190-0395	Select... ▼						%	Select... ▼
John Trotwood Moore Middle	190-0490	Select... ▼						%	Select... ▼
Johnson Alternative Learning Center	190-0740	Select... ▼						%	Select... ▼
Jones Elementary	190-0387	Select... ▼						%	Select... ▼
Julia Green Elementary	190-0415	Select... ▼						%	Select... ▼

KIPP Academy Nashville	190-8002	Select... ▼						%	Select... ▼
KIPP Academy Nashville Elementary School	190-8095	Select... ▼						%	Select... ▼
KIPP Nashville College Prep	190-8042	Select... ▼						%	Select... ▼
KIPP Nashville College Prep Elementary	190-8085	Select... ▼						%	Select... ▼
KIPP Nashville Collegiate High School	190-8011	Select... ▼						%	Select... ▼
Knowledge Academy @ The Crossings	190-8110	Select... ▼						%	Select... ▼
Lakeview Elementary	190-0430	Select... ▼						%	Select... ▼
Lead Academy	190-8003	Select... ▼						%	Select... ▼
LEAD Cameron	190-8010	Select... ▼						%	Select... ▼
LEAD Southeast	190-8013	Select... ▼						%	Select... ▼
Liberty Collegiate Academy	190-8005	Select... ▼						%	Select... ▼
Lockeland Elementary	190-0435	Select... ▼						%	Select... ▼
Madison Middle	190-0622	Select... ▼						%	Select... ▼
Maplewood High	190-0445	Select... ▼						%	Select... ▼
Margaret Allen Middle	190-0450	Select... ▼						%	Select... ▼
Martin Luther King Jr School	190-0456	Select... ▼						%	Select... ▼

May Werthan Shayne Elementary School	190-0608	Select... ▼						%	Select... ▼
McGavock Elementary	190-0465	Select... ▼						%	Select... ▼
McGavock High	190-0470	Select... ▼						%	Select... ▼
McMurray Middle	190-0480	Select... ▼						%	Select... ▼
Meigs Middle	190-0330	Select... ▼						%	Select... ▼
MNPS Virtual School	190-0003	Select... ▼						%	Select... ▼
Moses McKissack Middle	190-0035	Select... ▼						%	Select... ▼
Mt. View Elementary	190-0493	Select... ▼						%	Select... ▼
Murrell at Glenn School	190-0505	Select... ▼						%	Select... ▼
Napier Elementary	190-0510	Select... ▼						%	Select... ▼
Nashville Big Picture High School	190-0053	Select... ▼						%	Select... ▼
Nashville Classical	190-8044	Select... ▼						%	Select... ▼
Nashville Classical West	190-8043	Select... ▼						%	Select... ▼
Nashville Prep	190-8008	Select... ▼						%	Select... ▼
Nashville School Of The Arts	190-0512	Select... ▼						%	Select... ▼
Neely's Bend Elementary	190-0515	Select... ▼						%	Select... ▼
Norman Binkley Elementary	190-0525	Select... ▼						%	Select... ▼
Old Center Elementary	190-0535	Select... ▼						%	Select... ▼

Paragon Mills Elementary	190-0540	Select... ▼						%	Select... ▼
Park Avenue Elementary	190-0545	Select... ▼						%	Select... ▼
Pearl-Cohn High	190-0555	Select... ▼						%	Select... ▼
Pennington Elementary	190-0565	Select... ▼						%	Select... ▼
Percy Priest Elementary	190-0570	Select... ▼						%	Select... ▼
Purpose Prep	190-8046	Select... ▼						%	Select... ▼
RePublic High School	190-8100	Select... ▼						%	Select... ▼
Robert Churchwell Elementary	190-0618	Select... ▼						%	Select... ▼
Rocketship Nashville Northeast Elementary	190-8050	Select... ▼						%	Select... ▼
Rocketship United	190-8070	Select... ▼						%	Select... ▼
Rose Park Middle	190-0595	Select... ▼						%	Select... ▼
Rosebank Elementary	190-0600	Select... ▼						%	Select... ▼
Ross Early Learning Center	190-7015	Select... ▼						%	Select... ▼
Ruby Major Elementary	190-0607	Select... ▼						%	Select... ▼
Shwab Elementary	190-0610	Select... ▼						%	Select... ▼
Smith Springs Elementary School	190-0750	Select... ▼						%	Select... ▼
Smithson Craighead Academy	190-8001	Select... ▼						%	Select... ▼
Stanford Elementary	190-0615	Select... ▼						%	Select... ▼

STEM Prep Academy	190-8006	Select... ▼						%	Select... ▼
STEM Prep High School	190-8075	Select... ▼						%	Select... ▼
Stratford STEM Magnet School	190-0620	Select... ▼						%	Select... ▼
Stratton Elementary	190-0625	Select... ▼						%	Select... ▼
Strive Collegiate Academy	190-8090	Select... ▼						%	Select... ▼
Sylvan Park Elementary	190-0630	Select... ▼						%	Select... ▼
The Academy at Hickory Hollow	190-0720	Select... ▼						%	Select... ▼
The Academy at Old Cockrill	190-0614	Select... ▼						%	Select... ▼
The Academy at Opry Mills	190-0612	Select... ▼						%	Select... ▼
Thomas A. Edison Elementary	190-0208	Select... ▼						%	Select... ▼
Thurgood Marshall Middle	190-0633	Select... ▼						%	Select... ▼
Tom Joy Elementary	190-0635	Select... ▼						%	Select... ▼
Transitions at Bass	190-0725	Select... ▼						%	Select... ▼
Tulip Grove Elementary	190-0637	Select... ▼						%	Select... ▼
Tusculum Elementary	190-0645	Select... ▼						%	Select... ▼
Two Rivers Middle	190-0650	Select... ▼						%	Select... ▼
Una Elementary	190-0655	Select... ▼						%	Select... ▼
Valor Flagship Academy	190-8045	Select... ▼						%	Select... ▼

Valor Voyager Academy	190-8080	Select... ▼						%	Select... ▼
W. A. Bass Adult Program	190-0125	Select... ▼						%	Select... ▼
W.A. Bass Alternative Learning Center	190-0126	Select... ▼						%	Select... ▼
Warner Elementary	190-0675	Select... ▼						%	Select... ▼
Waverly-Belmont Elementary School	190-0755	Select... ▼						%	Select... ▼
West End Middle	190-0690	Select... ▼						%	Select... ▼
Westmeade Elementary	190-0695	Select... ▼						%	Select... ▼
Whites Creek High	190-0704	Select... ▼						%	Select... ▼
William Henry Oliver Middle	190-0538	Select... ▼						%	Select... ▼
Wright Middle	190-0715	Select... ▼						%	Select... ▼
Total									

Resources

Click here to open the Consolidated Funding Application Guide.

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part A

N/A - If your district is not using funds for class size reduction select N/A.

School Name	Grade CSR Teacher Will Serve	Projected Grade Enrollment	Actual Grade Enrollment - *Available Sept. 2024.*	State/Local Funded Teachers	Title I CSR Teachers	Projected State and Local Teacher to Student Ratio	Actual State and Local Student to Teacher Ratio	Grade Span CSR Teacher Will Serve	Grade Span Projected Enrollment	Grade Span State/Local Funded Teachers	Grade Span Title I CSR Teachers	Grade Span Projected State and Local Teacher to Student Ratio
▼	Select... ▼					NaN	NaN	Select... ▼				NaN

*** 1. Describe the district's use of funds for Class Size Reduction (CSR), the evidence upon which the district is relying for its use, and how CSR is in support of one or more of the strategies in the district plan.**

*** 2. What level of evidence does the district's use of CSR meet?**

- STRONG EVIDENCE from at least one well-designed and well-implemented experimental study.
- MODERATE EVIDENCE from at least one well-designed and well-implemented quasi-experimental study.
- PROMISING EVIDENCE from at least one well-designed and well-implemented correlational study.
- DEMONSTRATES A RATIONALE for using the intervention (the study suggests that the intervention is likely to improve a relevant outcome.)

*** 3. Was there a favorable effect on the use of CSR?**

- Yes
- No

*** 4. Was the use of CSR implemented in a setting similar to your district (e.g., rural, urban, grade span, etc.)?**

- Very Much
- Somewhat
- A little
- Not at all

*** 5. Was the use of CSR implemented with populations similar to your district (e.g., English language learners, low socioeconomic status, specific ethnicity)?**

- Very Much
- Somewhat
- A little
- Not at all

Using ESEA Funds for Class-Size Reduction

LEAs utilizing ESEA funds for class size reduction teachers must also submit documentation that the teacher(s) hired are highly-effective by Oct. 1 each year. More information can be found here.

Resources

Click here to open the Consolidated Funding Application Guide.

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part A

Identifying and Ranking Schools Documents

Documents		
Type	**Document Template**	**Document/Link**
(CFA TI) Identifying and Ranking Schools Supporting Documentation [Upload at least 1 document(s)]	N/A	MNPS ED Data File - 2023.10.01
(CFA TI) Title I Skipped Schools Letter	N/A	
(CFA) Title I School-wide Waiver Approval Letter [Upload up to 1 document(s)]	N/A	MNPS Schoolwide Program Waiver Approval

Low Income Data - Dates of data used cannot be changed once the original CFA is approved.

Identify the method(s) the LEA will use to identify low income students.

☐ Free/Reduced Lunch	Month & Year of Date Used
☑ Direct Certification (for CEP and/or non-CEP schools)	Month & Year of Date Used: October 2023
☐ TANF Eligibility	Month & Year of Date Used
☐ Medicaid	Month & Year of Date Used
☐ Census	Month & Year of Date Used

Ranking & Identifying Title I Schools

☐ Check if the LEA has a single attendance area (only one school in each grade span).

☐ Check if the LEA has less than 1,000 students enrolled.

NOTE: If any of the above are checked, all schools in the LEA are eligible for Title I services.

* Identify the ranking the LEA will use to group schools in order to make eligibility determinations:

- (●) District-wide ranking
- ( ) Grade-span ranking

Identify the method the LEA will use to identify Title I eligible schools:

- [x] District-wide poverty percentage (total district poverty/total district enrollment)
- [ ] Grade-span poverty percentages (for each grade span, total grade span poverty/total grade span enrollment)

List the districtwide grade span poverty averages for each grade span group served

Grade Span	Poverty Average
1.	%
2.	%
3.	%

Check all that apply:

- [x] 35% rule (all schools at or above 35% poverty are eligible)
- [ ] The LEA will prioritize high schools with 50% or more poverty
- [x] The LEA has received a waiver to implement school-wide programs in one or more schools with less than 40% poverty and waiver approval is uploaded to Related Documents.

Schools "Skipped" in Rank Order

For any school not served with Title I-A funds (marked as "skip school" on the School Eligibility page), indicate the amount and source of state or local supplemental funds that are used to provide services to low-achieving students in lieu of the funds that would have been provided by Title I-A. A "Skipped Schools Letter" providing justification must be uploaded to the Title I Related Documents page of this application.

School Name	Funding Source	Amount
		$

Resources

Click here to open the Consolidated Funding Application Guide.

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part A

The underlined items in the column headings on this page can be clicked for sorting. For example, to sort your schools alphabetically by school name, click on "School Name"

School Name (159 Buildings)	LEA ID - School Number	First Year of Operation	School Type	Grade Span	Service	K-12 Public Enrollment	K-12 Non-Public Attendance Area	All Students (K-12 Public Enrollment + Non-public Attendance Area)	Poverty Factor	K-12 Low Income Students						Sort Order (Asc)	Eligibility For Service	Eligibility by Other Factors	School Designation
										Public Count	Adjusted Public Count	NonPublic Count	Total Low-Income L+M	Percent (K+M)/I	Adjusted Percent N/I				
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
W.A. Bass Alternative Learning Center	190-0126	1963	Public School	9,10,11,12	SW	109	0	109	DC x 1.6 Multiplier	73	109	0	109	66.97%	100.00%		☑	☐	None
Murrell at Glenn School	190-0505	1989	Public School	K,1,2,3,4,5,6,7	SW	34	0	34	DC x 1.6 Multiplier	26	34	0	34	76.47%	100.00%		☑	☐	None
Napier Elementary	190-0510	2000	Public School	PK,K,1,2,3,4,5	SW	254	1	255	DC x 1.6 Multiplier	237	254	1	255	93.33%	100.00%		☑	☐	None
Carter-Lawrence Elementary	190-0670	2004	Public School	PK,K,1,2,3,4,5	SW	181	0	181	DC x 1.6 Multiplier	120	181	0	181	66.30%	100.00%		☑	☐	None
Tom Joy Elementary	190-0635	1989	Public School	PK,K,1,2,3,4,5	SW	423	12	435	DC x 1.6 Multiplier	271	423	0	423	62.30%	97.24%		☑	☐	CSI
Robert Churchwell Elementary	190-0618	1963	Public School	PK,K,1,2,3,4,5	SW	280	14	294	DC x 1.6 Multiplier	229	280	2	282	78.57%	95.92%		☑	☐	None
Johnson Alternative Learning Center	190-0740	1963	Public School	5,6,7,8,9,10,11,12	SW	116	0	116	DC x 1.6 Multiplier	69	110	0	110	59.48%	94.83%		☑	☐	None
Park Avenue Elementary	190-0545	1999	Public School	PK,K,1,2,3,4,5	SW	290	23	313	DC x 1.6 Multiplier	205	290	3	293	66.45%	93.61%		☑	☐	None
Pearl-Cohn High	190-0555	1986	Public School	9,10,11,12	SW	545	40	585	DC x 1.6 Multiplier	359	545	0	545	61.37%	93.16%		☑	☐	CSI
East Nashville Middle	190-0296	1963	Public School	6,7,8	SW	255	0	255	DC x 1.6 Multiplier	147	235	0	235	57.65%	92.16%		☑	☐	None
Ida B. Wells Elementary	190-0080	1963	Public School	PK,P4,P3,K,1,2,3,4,5	SW	191	17	208	DC x 1.6 Multiplier	144	191	0	191	69.23%	91.83%		☑	☐	CSI
KIPP Academy Nashville Elementary School	190-8095	2015	Charter School	K,1,2,3,4	SW	332	31	363	DC x 1.6 Multiplier	237	332	0	332	65.29%	91.46%		☑	☐	None
John Early Middle	190-0386	2002	Public School	6,7,8	SW	168	18	186	DC x 1.6 Multiplier	128	168	2	170	69.89%	91.40%		☑	☐	CSI
Transitions at Bass	190-0725	1963	Public School	10,11,12	SW	20	0	20	DC x 1.6 Multiplier	11	18	0	18	55.00%	90.00%		☑	☐	None
KIPP Nashville College Prep Elementary	190-8085	2017	Charter School	K,1,2,3,4	SW	416	0	416	DC x 1.6 Multiplier	233	373	0	373	56.01%	89.66%		☑	☐	Reward
Fall-Hamilton Elementary	190-0220	1970	Public School	PK,K,1,2,3,4,5	SW	226	14	240	DC x 1.6 Multiplier	133	213	0	213	55.42%	88.75%		☑	☐	Reward
Jones Elementary	190-0387	1963	Public School	P3,P4,K,1,2,3,4,5	SW	229	36	265	DC x 1.6 Multiplier	152	229	4	233	58.87%	87.92%		☑	☐	CSI
Moses McKissack Middle	190-0035	1963	Public School	6,7,8	SW	120	19	139	DC x 1.6 Multiplier	81	120	2	122	59.71%	87.77%		☑	☐	CSI
Chadwell Elementary	190-0105	1963	Public School	PK,K,1,2,3,4,5	SW	415	35	450	DC x 1.6 Multiplier	242	387	6	393	55.11%	87.33%		☑	☐	None
Cora Howe School	190-0443	1970	Public School	K,1,2,3,4,5,6,7,8,9,10,11,12	SW	76	0	76	DC x 1.6 Multiplier	41	66	0	66	53.95%	86.84%		☑	☐	None
Alex Green Elementary	190-0005	1987	Public School	PK,K,1,2,3,4,5	SW	425	72	497	DC x 1.6 Multiplier	295	425	5	430	60.36%	86.52%		☑	☐	None
KIPP Academy Nashville	190-8002	2007	Charter School	5,6,7,8	SW	391	0	391	DC x 1.6 Multiplier	206	330	0	330	52.69%	84.40%		☑	☐	Reward
Cumberland Elementary	190-0150	1998	Public School	P3,P4,K,1,2,3,4,5	SW	481	112	593	DC x 1.6 Multiplier	308	481	14	495	54.30%	83.47%		☑	☐	None
Jere Baxter Middle	190-0375	1997	Public School	6,7,8	SW	379	69	448	DC x 1.6 Multiplier	225	360	6	366	51.56%	81.70%		☑	☐	CSI
Amqui Elementary	190-0010	1999	Public School	PK,K,1,2,3,4,5,6,7	SW	548	7	555	DC x 1.6 Multiplier	282	451	1	452	50.99%	81.44%		☑	☐	Reward
Bellshire Elementary	190-0045	1963	Public School	PK,K,1,2,3,4,5	SW	338	71	409	DC x 1.6 Multiplier	206	330	2	332	50.86%	81.17%		☑	☐	CSI
Nashville Prep	190-8008	2011	Charter School	5,6,7,8	SW	207	0	207	DC x 1.6 Multiplier	105	168	0	168	50.72%	81.16%		☑	☐	Reward
Hull-Jackson Elementary	190-0350	1997	Public School	PK,PS,K,1,2,3,4,5	SW	226	0	226	DC x 1.6 Multiplier	111	178	0	178	49.12%	78.76%		☑	☐	None
KIPP Nashville College Prep	190-8042		Charter School	5,6,7,8	SW	347	0	347	DC x 1.6 Multiplier	167	267	0	267	48.13%	76.95%		☑	☐	Reward
Explore Community School	190-8060	2015	Charter School	K,1,2,3,4,5,6,7,8	SW	560	0	560	DC x 1.6 Multiplier	267	427	0	427	47.68%	76.25%		☑	☐	Reward
Haynes Middle	190-0305	2003	Public School	6,7,8	SW	252	83	335	DC x 1.6 Multiplier	178	252	3	255	54.03%	76.12%		☑	☐	CSI
Paragon Mills Elementary	190-0540	1965	Public School	PK,K,1,2,3,4,5	SW	518	27	545	DC x 1.6 Multiplier	258	413	0	413	47.34%	75.78%		☑	☐	None
Hattie Cotton Elementary	190-0140	1996	Public School	PK,K,1,2,3,4,5	SW	205	67	272	DC x 1.6 Multiplier	126	202	1	203	46.69%	74.63%		☑	☐	None
Maplewood High	190-0445	1963	Public School	9,10,11,12	SW	691	63	754	DC x 1.6 Multiplier	348	557	4	561	46.68%	74.40%		☑	☐	CSI
Brick Church Middle	190-0063		Public School	6,7,8	SW	246	83	329	DC x 1.6 Multiplier	149	238	3	241	46.20%	73.25%		☑	☐	CSI
East End Preparatory School	190-8009	2011	Charter School	K,1,2,3,4,5,6,7,8	SW	755	0	755	DC x 1.6 Multiplier	345	552	0	552	45.70%	73.11%		☑	☐	Reward
Warner Elementary	190-0675	1963	Public School	PK,K,1,2,3,4,5	SW	382	83	465	DC x 1.6 Multiplier	212	339	0	339	45.59%	72.90%		☑	☐	Reward
Madison Middle	190-0622	1963	Public School	6,7,8	SW	359	78	437	DC x 1.6 Multiplier	196	314	2	316	45.31%	72.31%		☑	☐	CSI
Whites Creek High	190-0704	1978	Public School	9,10,11,12	SW	607	172	779	DC x 1.6 Multiplier	344	550	4	554	44.67%	71.12%		☑	☐	CSI
The Academy at Opry Mills	190-0612	2012	Public School	11,12	SW	31	0	31	DC x 1.6 Multiplier	14	22	0	22	45.16%	70.97%		☑	☐	None
The Academy at Old Cockrill	190-0614	1963	Public School	11,12	SW	31	0	31	DC x 1.6 Multiplier	14	22	0	22	45.16%	70.97%		☑	☐	None
Liberty Collegiate Academy	190-8005	2011	Charter School	5,6,7,8	SW	267	0	267	DC x 1.6 Multiplier	118	189	0	189	44.19%	70.79%		☑	☐	Reward
East Nashville Magnet High School	190-0203	1963	Public School	9,10,11,12	SW	547	0	547	DC x 1.6 Multiplier	241	386	0	386	44.06%	70.57%		☑	☐	TSI
Stratton Elementary	190-0625	1996	Public School	PK,K,1,2,3,4,5	SW	438	52	490	DC x 1.6 Multiplier	215	344	1	345	44.08%	70.41%		☑	☐	None
Dodson Elementary	190-0165	1968	Public School	PK,K,1,2,3,4,5	SW	400	76	476	DC x 1.6 Multiplier	206	330	0	330	43.28%	69.33%		☑	☐	Reward
RePublic High School	190-8100	2011	Charter School	9,10,11,12	SW	622	0	622	DC x 1.6 Multiplier	269	430	0	430	43.25%	69.13%		☑	☐	None
Stratford STEM Magnet School	190-0620	1963	Public School	6,7,8,9,10,11,12	SW	756	210	966	DC x 1.6 Multiplier	413	661	0	661	42.75%	68.43%		☑	☐	ATSI
Old Center Elementary	190-0535	1963	Public School	PK,K,1,2,3,4,5	SW	325	40	365	DC x 1.6 Multiplier	151	242	3	245	42.19%	67.12%		☑	☐	Reward
Inglewood Elementary	190-0360	1963	Public School	PK,K,1,2,3,4,5	SW	192	36	228	DC x 1.6 Multiplier	95	152	1	153	42.11%	67.11%		☑	☐	None
LEAD Cameron	190-8010	2011	Charter School	5,6,7,8	SW	493	0	493	DC x 1.6 Multiplier	205	328	0	328	41.58%	66.53%		☑	☐	None
Purpose Prep	190-8046	2013	Charter School	K,1,2,3,4,5	SW	417	0	417	DC x 1.6 Multiplier	172	275	0	275	41.25%	65.95%		☑	☐	Reward
Apollo Middle	190-0025	1967	Public School	6,7,8	SW	507	39	546	DC x 1.6 Multiplier	222	355	5	360	41.58%	65.93%		☑	☐	CSI
Cockrill Elementary	190-0120	1996	Public School	PK,K,1,2,3,4,5	SW	253	67	320	DC x 1.6 Multiplier	129	206	3	209	41.25%	65.31%		☑	☐	None
Isaiah T. Creswell Middle School of the Arts	190-0700	1963	Public School	6,7,8	SW	250	0	250	DC x 1.6 Multiplier	102	163	0	163	40.80%	65.20%		☑	☐	None
Smithson Craighead Academy	190-8001	2007	Charter School	K,1,2,3,4,5	SW	333	0	333	DC x 1.6 Multiplier	132	211	0	211	39.64%	63.36%		☑	☐	Reward
Glenview Elementary	190-0265	2006	Public School	PK,K,1,2,3,4,5	SW	609	16	625	DC x 1.6 Multiplier	247	395	0	395	39.52%	63.20%		☑	☐	None
Gateway Elementary	190-0235	1964	Public School	K,1,2,3,4,5	SW	290	33	323	DC x 1.6 Multiplier	127	203	1	204	39.63%	63.16%		☑	☐	None

School Name (159 Buildings)	LEA ID - School Number	First Year of Operation	School Type	Grade Span	Service	K-12 Public Enrollment	K-12 Non-Public Attendance Area	All Students (K-12 Public Enrollment + Non-public Attendance Area)	Poverty Factor	K-12 Low Income Students						Sort Order (Asc)	Eligibility For Service	Eligibility by Other Factors	School Designation
										Public Count	Adjusted Public Count	NonPublic Count	Total Low-Income L+M	Percent (K+M)/I	Adjusted Percent N/I				
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
Antioch Middle	190-0023	1963	Public School	6,7,8	SW	681	49	730	DC x 1.6 Multiplier	281	450	11	461	40.00%	63.15%		☑	☐	CSI
J. E. Moss Elementary	190-0370	1988	Public School	PK,K,1,2,3,4,5	SW	718	20	738	DC x 1.6 Multiplier	284	454	9	463	39.70%	62.74%		☑	☐	Reward
Cane Ridge Elementary	190-0082	2012	Public School	PK,K,1,2,3,4,5	SW	690	49	739	DC x 1.6 Multiplier	283	453	6	459	39.11%	62.11%		☑	☐	None
The Academy at Hickory Hollow	190-0720	2010	Public School	11,12	SW	70	0	70	DC x 1.6 Multiplier	27	43	0	43	38.57%	61.43%		☑	☐	None
Haywood Elementary	190-0310	1963	Public School	PK,K,1,2,3,4,5	SW	604	16	620	DC x 1.6 Multiplier	236	378	1	379	38.23%	61.13%		☑	☐	None
Eagle View Elementary School	190-0115	2018	Public School	PK,K,1,2,3,4,5	SW	639	39	678	DC x 1.6 Multiplier	254	406	4	410	38.05%	60.47%		☑	☐	None
Hunters Lane High	190-0358	1986	Public School	9,10,11,12	SW	1385	209	1594	DC x 1.6 Multiplier	591	946	8	954	37.58%	59.85%		☑	☐	ATSI
Two Rivers Middle	190-0650	1963	Public School	6,7,8	SW	243	79	322	DC x 1.6 Multiplier	119	190	0	190	36.96%	59.01%		☑	☐	None
Cole Elementary	190-0130	1963	Public School	PK,K,1,2,3,4,5	SW	777	33	810	DC x 1.6 Multiplier	293	469	7	476	37.04%	58.77%		☑	☐	Reward
Lakeview Elementary	190-0430	1967	Public School	PK,K,1,2,3,4,5	SW	503	32	535	DC x 1.6 Multiplier	189	302	7	309	36.64%	57.76%		☑	☐	Reward
Thomas A. Edison Elementary	190-0208	2004	Public School	PK,K,1,2,3,4,5	SW	641	56	697	DC x 1.6 Multiplier	241	386	16	402	36.87%	57.68%		☑	☐	None
Neely's Bend Elementary	190-0515	1963	Public School	P3,P4,K,1,2,3,4,5,6,7	SW	409	79	488	DC x 1.6 Multiplier	174	278	2	280	36.07%	57.38%		☑	☐	Reward
Wright Middle	190-0715	1965	Public School	6,7,8	SW	499	31	530	DC x 1.6 Multiplier	189	302	2	304	36.04%	57.36%		☑	☐	CSI
Margaret Allen Middle	190-0450	2002	Public School	6,7,8	SW	292	18	310	DC x 1.6 Multiplier	109	174	3	177	36.13%	57.10%		☑	☐	CSI
DuPont Tyler Middle	190-0185	1969	Public School	6,7,8	SW	299	64	363	DC x 1.6 Multiplier	129	206	0	206	35.54%	56.75%		☑	☐	CSI
Rocketship United	190-8070	2015	Charter School	P4,K,1,2,3,4	SW	499	0	499	DC x 1.6 Multiplier	175	280	0	280	35.07%	56.11%		☑	☐	Reward
Shwab Elementary	190-0610	1989	Public School	PK,K,1,2,3,4,5	SW	277	20	297	DC x 1.6 Multiplier	104	166	0	166	35.02%	55.89%		☑	☐	None
McMurray Middle	190-0480	1964	Public School	6,7,8	SW	506	12	518	DC x 1.6 Multiplier	180	288	0	288	34.75%	55.60%		☑	☐	None
KIPP Nashville Collegiate High School	190-8011	2014	Charter School	9,10,11,12	SW	467	0	467	DC x 1.6 Multiplier	162	259	0	259	34.69%	55.46%		☑	☐	None
John B. Whitsitt Elementary	190-0390	2000	Public School	PK,K,1,2,3,4,5	SW	469	38	507	DC x 1.6 Multiplier	175	280	0	280	34.52%	55.23%		☑	☐	Reward
STEM Prep Academy	190-8006	2011	Charter School	5,6,7,8	SW	506	0	506	DC x 1.6 Multiplier	174	278	0	278	34.39%	54.94%		☑	☐	None
Tusculum Elementary	190-0645	2017	Public School	PK,K,1,2,3,4,5	SW	655	26	681	DC x 1.6 Multiplier	229	366	3	369	34.07%	54.19%		☑	☐	None
Donelson Middle	190-0175	1963	Public School	6,7,8	SW	431	116	547	DC x 1.6 Multiplier	182	291	1	292	33.46%	53.38%		☑	☐	ATSI
Lead Academy	190-8003	2017	Charter School	9,10,11,12	SW	484	0	484	DC x 1.6 Multiplier	161	258	0	258	33.26%	53.31%		☑	☐	None
Hickman Elementary	190-0327	2000	Public School	PK,K,1,2,3,4,5	SW	352	57	409	DC x 1.6 Multiplier	132	211	4	215	33.25%	52.57%		☑	☐	None
Knowledge Academy @ The Crossings	190-8110	2016	Charter School	5,6,7,8,9,10,11,12	SW	544	0	544	DC x 1.6 Multiplier	179	286	0	286	32.90%	52.57%		☑	☐	None
Goodlettsville Middle	190-0275	2016	Public School	6,7,8	SW	410	69	479	DC x 1.6 Multiplier	157	251	0	251	32.78%	52.40%		☑	☐	None
Tulip Grove Elementary	190-0637	1989	Public School	PK,K,1,2,3,4,5	SW	522	80	602	DC x 1.6 Multiplier	193	309	4	313	32.72%	51.99%		☑	☐	None
Smith Springs Elementary School	190-0750	2015	Public School	PK,K,1,2,3,4,5	SW	805	60	865	DC x 1.6 Multiplier	274	438	11	449	32.95%	51.91%		☑	☐	None
Cane Ridge High School	190-0077	2008	Public School	9,10,11,12	SW	1936	132	2068	DC x 1.6 Multiplier	666	1066	5	1071	32.45%	51.79%		☑	☐	ATSI
Ruby Major Elementary	190-0607	2005	Public School	P3,P4,K,1,2,3,4,5	SW	546	93	639	DC x 1.6 Multiplier	203	325	0	325	31.77%	50.86%		☑	☐	None
Una Elementary	190-0655	1987	Public School	PK,K,1,2,3,4,5	SW	706	40	746	DC x 1.6 Multiplier	232	371	7	378	32.04%	50.67%		☑	☐	Reward
Glendiff High School	190-0245	1963	Public School	9,10,11,12	SW	1064	74	1138	DC x 1.6 Multiplier	358	573	3	576	31.72%	50.62%		☑	☐	CSI
John F. Kennedy Middle	190-0393	2001	Public School	6,7,8	SW	689	58	747	DC x 1.6 Multiplier	226	362	16	378	32.40%	50.60%		☑	☐	None
Charlotte Park Elementary	190-0110	1963	Public School	PK,K,1,2,3,4,5	SW	481	43	524	DC x 1.6 Multiplier	163	261	4	265	31.87%	50.57%		☑	☐	Reward
A. Z. Kelley Elementary	190-0001	2006	Public School	PK,K,1,2,3,4,5	SW	745	91	836	DC x 1.6 Multiplier	261	418	4	422	31.70%	50.48%		☑	☐	TSI
DuPont Elementary	190-0180	1963	Public School	PK,K,1,2,3,4,5	SW	313	51	364	DC x 1.6 Multiplier	114	182	0	182	31.32%	50.00%		☑	☐	None
Glendiff Elementary	190-0240	1975	Public School	PK,K,1,2,3,4,5	SW	559	55	614	DC x 1.6 Multiplier	188	301	2	303	30.94%	49.35%		☑	☐	None
McGavock Elementary	190-0465	1963	Public School	PK,1,2,3,4,5	SW	250	38	288	DC x 1.6 Multiplier	88	141	0	141	30.56%	48.96%		☑	☐	None
STEM Prep High School	190-8075	2015	Charter School	9,10,11,12	SW	504	0	504	DC x 1.6 Multiplier	152	243	0	243	30.16%	48.21%		☑	☐	None
Joelton Elementary	190-0380	1989	Public School	PK,K,1,2,3,4,5	SW	264	81	345	DC x 1.6 Multiplier	100	160	3	163	29.86%	47.25%		☑	☐	Reward
Strive Collegiate Academy	190-8090	2015	Charter School	6,7,8	SW	229	0	229	DC x 1.6 Multiplier	66	106	0	106	28.82%	46.29%		☑	☐	Reward
Nashville Big Picture High School	190-0053	2003	Public School	9,10,11,12	SW	150	0	150	DC x 1.6 Multiplier	43	69	0	69	28.67%	46.00%		☑	☐	None
McGavock High	190-0470	1971	Public School	9,10,11,12	SW	1893	485	2378	DC x 1.6 Multiplier	656	1050	27	1077	28.72%	45.29%		☑	☐	TSI
Goodlettsville Elementary	190-0270	2023	Public School	PK,K,1,2,3,4,5	SW	397	100	497	DC x 1.6 Multiplier	138	221	4	225	28.57%	45.27%		☑	☐	None
Antioch High School	190-0020	1997	Public School	9,10,11,12	SW	2132	159	2291	DC x 1.6 Multiplier	636	1018	18	1036	28.55%	45.22%		☑	☐	ATSI
Glengarry Elementary	190-0255	1963	Public School	PK,K,1,2,3,4,5	SW	386	23	409	DC x 1.6 Multiplier	115	184	0	184	28.12%	44.99%		☑	☐	Reward
Mt. View Elementary	190-0493	1999	Public School	PK,K,1,2,3,4,5	SW	836	56	892	DC x 1.6 Multiplier	244	390	8	398	28.25%	44.62%		☑	☐	None
DuPont Hadley Middle	190-0190	1963	Public School	6,7,8	SW	377	102	479	DC x 1.6 Multiplier	109	174	34	208	29.85%	43.42%		☑	☐	None
Henry C. Maxwell Elementary	190-0318	2001	Public School	PK,K,1,2,3,4,5	SW	565	81	646	DC x 1.6 Multiplier	168	269	9	278	27.40%	43.03%		☑	☐	None
Thurgood Marshall Middle	190-0633	2006	Public School	6,7,8	SW	580	59	639	DC x 1.6 Multiplier	163	261	3	264	25.98%	41.31%		☑	☐	None
Hermitage Elementary	190-0320	1963	Public School	P3,P4,K,1,2,3,4,5	SW	276	69	345	DC x 1.6 Multiplier	86	138	1	139	25.22%	40.29%		☑	☐	None
Nashville Classical	190-8044	2013	Charter School	K,1,2,3,4,5,6,7,8	SW	535	0	535	DC x 1.6 Multiplier	134	214	0	214	25.05%	40.00%		☑	☐	Reward
Intrepid College Preparatory Charter School	190-8048	2013	Charter School	5,6,7,8,9,10,11,12	SW	855	0	855	DC x 1.6 Multiplier	209	334	0	334	24.44%	39.06%		☑	☐	None
John Overton High	190-0395	1963	Public School	9,10,11,12	SW	1959	347	2306	DC x 1.6 Multiplier	552	883	7	890	24.24%	38.59%		☑	☐	None
Norman Binkley Elementary	190-0525	1963	Public School	PK,K,1,2,3,4,5	SW	680	88	768	DC x 1.6 Multiplier	181	290	0	290	23.57%	37.76%		☑	☐	None
LEAD Southeast	190-8013	2013	Charter School	5,6,7,8,9,10,11,12	SW	848	0	848	DC x 1.6 Multiplier	200	320	0	320	23.58%	37.74%		☑	☐	None
William Henry Oliver Middle	190-0538	2004	Public School	6,7,8	SW	467	173	640	DC x 1.6 Multiplier	147	235	0	235	22.97%	36.72%		☑	☐	None
Rose Park Middle	190-0595	1965	Public School	6,7,8	SW (waiver)	321	0	321	DC x 1.6 Multiplier	73	117	0	117	22.74%	36.45%		☑	☐	Reward
Isaac Litton Middle	190-0365	1963	Public School	6,7,8	SW	285	49	334	DC x 1.6 Multiplier	75	120	0	120	22.46%	35.93%		☑	☐	Reward
Harris-Hillman Special Education	190-0302	1975	Public School	P3,P4,K,1,2,3,4,5,6,7,8,9,10,11,12	SW	142	0	142	DC x 1.6 Multiplier	32	51	0	51	22.54%	35.92%		☑	☐	None

School Name (159 Buildings)	LEA ID - School Number	First Year of Operation	School Type	Grade Span	Service	K-12 Public Enrollment	K-12 Non-Public Attendance Area	All Students (K-12 Public Enrollment + Non-public Attendance Area)	Poverty Factor	K-12 Low Income Students						Sort Order (Asc)	Eligibility For Service	Eligibility by Other Factors	School Designation
										Public Count	Adjusted Public Count	NonPublic Count	Total Low-Income L+M	Percent (K+M)/I	Adjusted Percent N/I				
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
Westmeade Elementary	190-0695	1963	Public School	K,1,2,3,4,5	SW	470	295	765	DC x 1.6 Multiplier	160	256	16	272	23.01%	35.56%		☑	☐	None
Head Middle	190-0315	1963	Public School	6,7,8	SW (waiver)	383	0	383	DC x 1.6 Multiplier	85	136	0	136	22.19%	35.51%		☑	☐	Reward
Croft Middle	190-0148	2003	Public School	6,7,8	SW (waiver)	465	101	566	DC x 1.6 Multiplier	125	200	0	200	22.08%	35.34%		☑	☐	None
Rosebank Elementary	190-0600	1963	Public School	PK,K,1,2,3,4,5	None	427	120	547	DC x 1.6 Multiplier	113	181	2	183	21.02%	33.46%		☐	☐	None
MNPS Virtual School	190-0003	2011	Public School	4,5,6,7,8,9,10,11,12	None	152	0	152	DC x 1.6 Multiplier	31	50	0	50	20.39%	32.89%		☐	☐	None
May Werthan Shayne Elementary School	190-0608	2004	Public School	PK,K,1,2,3,4,5	None	790	174	964	DC x 1.6 Multiplier	198	317	0	317	20.54%	32.88%		☐	☐	Reward
Valor Voyager Academy	190-8080	2015	Charter School	5,6,7,8	None	513	0	513	DC x 1.6 Multiplier	93	149	0	149	18.13%	29.04%		☐	☐	Reward
Early College High	190-0437	2006	Public School	9,10,11,12	None	160	0	160	DC x 1.6 Multiplier	28	45	0	45	17.50%	28.13%		☐	☐	Reward
H. G. Hill Middle	190-0295	1970	Public School	6,7,8	None	432	301	733	DC x 1.6 Multiplier	125	200	5	205	17.74%	27.97%		☐	☐	None
Pennington Elementary	190-0565	1963	Public School	PK,K,1,2,3,4,5	None	291	73	364	DC x 1.6 Multiplier	63	101	0	101	17.31%	27.75%		☐	☐	None
Valor Flagship Academy	190-8045	2014	Charter School	5,6,7,8,9,10,11,12	None	1404	0	1404	DC x 1.6 Multiplier	227	363	0	363	16.17%	25.85%		☐	☐	Reward
James Lawson High School	190-0374	2023	Public School	9,10,11,12	None	1230	953	2183	DC x 1.6 Multiplier	339	542	0	542	15.53%	24.83%		☐	☐	None
Andrew Jackson Elementary	190-0015	1969	Public School	PK,K,1,2,3,4,5	None	458	182	640	DC x 1.6 Multiplier	90	144		144	14.06%	22.50%		☐	☐	None
Eakin Elementary	190-0195	1963	Public School	K,1,2,3,4,5	None	557	227	784	DC x 1.6 Multiplier	110	176	0	176	14.03%	22.45%		☐	☐	Reward
Aventura Community School	190-8015	2023	Charter School	K,1,2,3	None	204	0	204	DC x 1.6 Multiplier	28	45	0	45	13.73%	22.06%		☐	☐	None
Nashville School Of The Arts	190-0512	1983	Public School	9,10,11,12	None	569	0	569	DC x 1.6 Multiplier	75	120	0	120	13.18%	21.09%		☐	☐	None
West End Middle	190-0690	1963	Public School	6,7,8	None	328	198	526	DC x 1.6 Multiplier	69	110	0	110	13.12%	20.91%		☐	☐	Reward
Waverly-Belmont Elementary School	190-0755	1963	Public School	K,1,2,3,4,5	None	545	344	889	DC x 1.6 Multiplier	114	182	0	182	12.82%	20.47%		☐	☐	None
Bellevue Middle	190-0040	1970	Public School	6,7,8	None	379	355	734	DC x 1.6 Multiplier	91	146	2	148	12.67%	20.16%		☐	☐	None
Granbery Elementary	190-0290	1964	Public School	K,1,2,3,4,5	None	702	216	918	DC x 1.6 Multiplier	101	162	2	164	11.22%	17.86%		☐	☐	Reward
Dan Mills Elementary	190-0160	2000	Public School	PK,K,1,2,3,4,5	None	607	89	696	DC x 1.6 Multiplier	77	123	0	123	11.06%	17.67%		☐	☐	Reward
Nashville Classical West	190-8043		Charter School	K,1	None	49	0	49	DC x 1.6 Multiplier	5	8	0	8	10.20%	16.33%		☐	☐	None
Gower Elementary	190-0280	1989	Public School	PK,K,1,2,3,4,5	None	566	608	1174	DC x 1.6 Multiplier	119	190	0	190	10.14%	16.18%		☐	☐	None
Stanford Elementary	190-0615	2002	Public School	PS,PK,K,1,2,3,4,5	None	305	0	305	DC x 1.6 Multiplier	28	45	0	45	9.18%	14.75%		☐	☐	None
Sylvan Park Elementary	190-0630	1963	Public School	K,1,2,3,4,5	None	445	241	686	DC x 1.6 Multiplier	59	94	0	94	8.60%	13.70%		☐	☐	Reward
Martin Luther King Jr School	190-0456	1963	Public School	7,8,9,10,11,12	None	1219	0	1219	DC x 1.6 Multiplier	100	160	0	160	8.20%	13.13%		☐	☐	Reward
Hillsboro High	190-0335	1963	Public School	9,10,11,12	None	1242	1967	3209	DC x 1.6 Multiplier	255	408	0	408	7.95%	12.71%		☐	☐	TSI
Crieve Hall Elementary	190-0145	1963	Public School	K,1,2,3,4,5	None	500	167	667	DC x 1.6 Multiplier	51	82	2	84	7.95%	12.59%		☐	☐	Reward
Harpeth Valley Elementary	190-0300	1996	Public School	PK,K,1,2,3,4,5	None	716	409	1125	DC x 1.6 Multiplier	53	85	0	85	4.71%	7.56%		☐	☐	Reward
Hume - Fogg High	190-0355	1963	Public School	9,10,11,12	None	892	0	892	DC x 1.6 Multiplier	41	66	0	66	4.60%	7.40%		☐	☐	Reward
John Trotwood Moore Middle	190-0490	1969	Public School	6,7,8	None	407	1152	1559	DC x 1.6 Multiplier	67	107	0	107	4.30%	6.86%		☐	☐	Reward
Meigs Middle	190-0330	2004	Public School	6,7,8	None	523	0	523	DC x 1.6 Multiplier	19	30	0	30	3.63%	5.74%		☐	☐	Reward
Lockeland Elementary	190-0435	1963	Public School	K,1,2,3,4,5	None	322	0	322	DC x 1.6 Multiplier	11	18	0	18	3.42%	5.59%		☐	☐	Reward
Glendale Elementary	190-0250	1963	Public School	PK,K,1,2,3,4,5	None	399	0	399	DC x 1.6 Multiplier	12	19	0	19	3.01%	4.76%		☐	☐	Reward
Julia Green Elementary	190-0415	1963	Public School	K,1,2,3,4,5	None	503	717	1220	DC x 1.6 Multiplier	15	24	0	24	1.23%	1.97%		☐	☐	Reward
Percy Priest Elementary	190-0570	1963	Public School	K,1,2,3,4,5	None	545	901	1446	DC x 1.6 Multiplier	7	11	0	11	0.48%	0.76%		☐	☐	Reward
W. A. Bass Adult Program	190-0125	1963	Public School	9,10,11,12	None	0	0	0	DC x 1.6 Multiplier	0	0		0	0.00%	0.00%		☐	☐	None
Cambridge Early Learning Center	190-7005	1990	Public School	PK	None	0	0	0	DC x 1.6 Multiplier	0	0		0	0.00%	0.00%		☐	☐	None
Casa Azafran Early Learning Center	190-7020	2014	Public School	PK	None	0	0	0	DC x 1.6 Multiplier	0	0		0	0.00%	0.00%		☐	☐	None
Ivanetta H. Davis Learning Center at Bordeaux	190-7010	1963	Public School	P3,P4	None	0	0	0	DC x 1.6 Multiplier	0	0		0	0.00%	0.00%		☐	☐	None
Ross Early Learning Center	190-7015	1988	Public School	PK	None	0	0	0	DC x 1.6 Multiplier	0	0		0	0.00%	0.00%		☐	☐	None
Totals:						76,404	15,405	91,809		26,376	41,646	362	42,008	29.12%	45.76%				

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part A

Required Set-Asides	Amount
***Students Experiencing Homelessness:** (Add further details about the Homeless Set-Aside on the Homeless Students page of the application.)	774,355.00
***Required Parent and Family Engagement for Public Schools:** For LEAs receiving $500,000 or more in Title I allocations: • 1% of your Title I allocation is $349,959.50. Enter this amount as the required family engagement set-aside. • Note that 90% of the public school amount (number above) is $314,963.55 and must be distributed to your schools for Parent and Family Engagement activities. Your total Required Parent and Family Engagement amount from budget tags is $349,959.50. **1. Provide a clear description of how the parent and family engagement set-aside will be utilized including district- and school-level purchases, programming, instructional materials, and professional development.** As required by law, 1% of our districts' Title I allocation is set aside for Parent Involvement with 90% of the set aside allocated to schools as shown on the PPA page. Title I schools use their funds to implement family engagement resource libraries and to purchase materials/supplies for parent meetings. The goal of this activity is to provide ongoing communication, training sessions, and resources for our families in our schools. Activities begin when school starts and are held throughout the school year. Communication is translated into several languages to meet the needs of our families. Families who speak a language other than English make up over 35% of our district. District level funds will be used by the Family Engagement Team to address the District's Core Tenets: 1. Re-envision central office as a support hub. 2. Empower and equip leaders at all levels. 3. Identify and eliminate inequalities. 4. Create and support engaging, rigorous and personalized learning experiences for all students. Activities will focus on: ▪ Identifying and supporting students to improve classroom behavior with Family Resource kits offered through the Advocacy Centers. These kits include tools and resources with how-to use videos (offered in 3 different languages –English, Spanish, and Arabic) that promote calming and self-regulation strategies. Families can utilize these materials at home to help students attain their goal of improvement and self-regulation to ultimately increase school success.	349,959.50

- Strengthening and developing trust and healthy relationships with all families, focusing on two-way communication and feedback through the Family Support Sessions video series. The Support Session videos are pre-recorded, 3-5 minutes on varied topics such as supporting reading at home, restorative parenting, effective parent-teacher conferences, motivating students, healthy relationships, supporting your LGBTQ+ child, conflict vs. bullying, and suicide prevention. Schools can send families links to the videos at any time throughout the year in 3 different languages – English, Spanish, and Arabic.
- Assisting Non-English background families by continuously expanding our translated materials including video recordings (voice-over; editing automatic translations for accurate subtitling, etc.), as well as acquiring books that support our newcomer families' English language learning at home, and which will be distributed through the LEAF project in collaboration with MNPS English Language Department.
- Facilitating Bridging Differences Family & Student Voice Project: Sharing our Stories, Owning our Strengths. Families and students are asked to respond to the question "What do you value most about your culture and/or identity?" Stories will then be edited and produced into a documentary that will be shared on the MNPS YouTube channel and in staff professional development.
- PD supplies for book studies, services such as guest speakers, and travel expenses such as out of town travel and registration for the Education Leadership Conference in order to stay current on effective family engagement

2. Please list the schools to be impacted along with the category(ies) of each of these schools (all Title I schools, Elementary, Middle, High, Title I ATSI and Title I CSI, Title I Priority, Title I Reward):

All Title 1 schools identified in PPA List

Additional Parent and Family Engagement for Public Schools: (for districts with allocations less than $500,000 electing to set aside funds for FE OR districts reserving amounts above the required 1%)

Your total Additional Parent and Family Engagement Amount from Budget Tags is $0.00.

1. Provide a clear description of this Parent and Family Engagement initiative including a justification for personnel, instructional materials, professional development, and other narratives.

2. Please list the schools to be impacted along with the category(ies) of each of these schools (all Title I schools, Elementary, Middle, High, Title I ATSI and Title I CSI, Title I Priority, Title I Reward):

Set Asides for Services to Students in Non-Public/Private Schools	Amount
***Non-Public Private Schools Instructional Funds:** (line I from the Non-Public Equitable Services page)	340,748.46

Your total Non-Public Private Schools Instructional Funds Amount from Budget Tags is $340,748.46.

1. Provide a clear description of this initiative including a justification for personnel, instructional materials, professional development, and other narratives.

Participating private schools have access to services provided by a third party contracted vendor (selected via an RFP process) for supplemental instructional services (for eligible students) and allowable Title I related professional development. Certified teachers, who are employees of the third-party vendor, will provide direct instructional services to eligible students (1:1 and/or small groups

during the school day or after school) per week throughout the school year in reading/language arts and math as well as identified subjects in high school. These services will be offered in person, and virtual options will be based on the choice of the vendor the school selects to provide equitable service.

We have a vendor that offers research-based professional development during the school year but also host training events during the summer for teachers who have students receiving these Title I services in their classes. MNPS oversees this program and reviews and keeps all thorough documentation of services on file. All of these decision points were discussed during consultation, and nonpublic schools provided input and described their needs.

2. Please list the schools to be impacted along with the category(ies) of each of these schools (all Title I schools, Elementary, Middle, High, Title I Focus, Title I Priority, Title I Reward):

Born Again Christian Academy
Christ the King School
Ezell Harding Christian Academy
Father Ryan High School
F. H. Jenkins Elementary School
Goodpasture
Jesus Only Academy
Lipscomb Academy
Nashville Christian School
St. Ann School
St. Bernard Academy
St. Clement
St. Edward School
St. Henry School
St. Joseph
St. Pius X Classical Academy
The Academy of G.O.D

***Non-Public Private Schools Parent and Family Engagement:** (line E from the Equitable Services Program Details- Title I, Part A page for LEAs receiving over $500,000 in Title I Allocations)	3,441.90

1. Provide a clear description of how the parent and family engagement set-aside will be utilized including district- and school-level purchases, programming, instructional materials, and professional development.

Participating non-public school officials noted during consultation that their family engagement needs are services such as workshops and meetings, brochures and newsletters, family resource bags, and more. These family engagement services and materials will be provided by a third-party vendor that will provide supplemental Title I instructional services. The purpose is to provide information and trainings to equip family members and parents on topics such as reading, math, homework help, effective planning, and other academic topics based on needs and as determined in consultation with participating Title I schools.

Additional District-wide Instructional Initiatives	Amount
English as a Second Language Programs:	

1. Provide a clear description of this initiative including a justification for personnel, instructional materials, professional development, and other narratives. **2. Please list the schools to be impacted along with the category(ies) of each of these schools (all Title I schools, Elementary, Middle, High, Title I ATSI and Title I CSI, Title I Priority, Title I Reward):**	
Extended School Day & School Year Programs: **1. Provide a clear description of this initiative including a justification for personnel, instructional materials, professional development, and other narratives.** **2. Please list the schools to be impacted along with the category(ies) of each of these schools (all Title I schools, Elementary, Middle, High, Title I ATSI and Title I CSI, Title I Priority, Title I Reward):**	
Foster Student Transportation: **1. Provide a clear description of this initiative including a justification for personnel, instructional materials, professional development, and other narratives.** Transportation helps provide students in foster care educational stability by affording them the opportunity to remain at their school of origin. It is MNPS's responsibility to limit the educational disruption for students in foster care. Foster transportation requests are made by DCS and received by the MNPS Foster POC. The MNPS Foster POC makes a formal request to MNPS Transportation. MNPS Transportation routes the student within five days of receiving the request. Five days following a transportation request, the MNPS Foster POC follows up with DCS to determine if transportation has begun for the student. If transportation hasn't started, the MNPS Foster POC follows up with MNPS Transportation. By providing transportation to their school of origin through MNPS's school buses or via the contracted car service provider, educational disruption is limited. MNPS provides school bus transportation at no additional cost to MNPS for students in foster care staying at their school of origin. Students in foster care needing transportation to their school of origin will promptly receive that transportation in a cost-effective manner and in accordance with federal law; and if there are additional costs incurred in providing transportation to the school of origin, the additional costs will be equally shared between MNPS and DCS. When additional costs exceed the Title I set-aside, the additional costs will be negotiated between MNPS and DCS. MNPS will ensure that a student in foster care, to include a student awaiting foster care placement, remains in his/her school of origin while any disputes regarding transportation costs are being resolved. **2. Please list the schools to be impacted along with the category(ies) of each of these schools (all Title I schools, Elementary, Middle, High, Title I ATSI and Title I CSI, Title I Priority, Title I Reward):** A. Z. Kelley Elementary – Target Support and Improvement MNPS Virtual School – Alex Green Elementary – Amqui Elementary - Reward Andrew Jackson Elementary –	150,000.00

Antioch High School - Additional Targeted Support and Improvement

Antioch Middle - Priority & Comprehensive Support and Improvement

Apollo Middle - Priority & Comprehensive Support and Improvement

Moses McKissack Middle - Priority & Comprehensive Support and Improvement

Bellevue Middle –

Bellshire Elementary - Priority & Comprehensive Support and Improvement

Nashville Big Picture High School –

Cane Ridge High School – Additional Targeted Support and Improvement

Ida B. Wells Elementary - Priority & Comprehensive Support and Improvement

Cane Ridge Elementary –

Chadwell Elementary –

Charlotte Park Elementary - Reward

Eagle View Elementary School –

Cockrill Elementary -

Cole Elementary - Reward

Hattie Cotton Elementary -

Crieve Hall Elementary - Reward

Croft Middle -

Cumberland Elementary –

Dan Mills Elementary - Reward

Dodson Elementary - Reward

Donelson Middle - Additional Targeted Support and Improvement

DuPont Elementary -

DuPont Tyler Middle - Priority & Comprehensive Support and Improvement

DuPont Hadley Middle -

Eakin Elementary - Reward

East Nashville Magnet High School - Targeted Support and Improvement

Thomas A. Edison Elementary -

Fall-Hamilton Elementary - Reward

Gateway Elementary -

Glencliff Elementary -

Glencliff High School - Priority & Comprehensive Support and Improvement

Glendale Elementary - Reward

Glengarry Elementary - Reward

Glenview Elementary -

Goodlettsville Elementary -

Goodlettsville Middle -

Gower Elementary -

Granbery Elementary - Reward

H. G. Hill Middle -

East Nashville Middle -

Harpeth Valley Elementary - Reward

Haynes Middle - Priority & Comprehensive Support and Improvement

Haywood Elementary -

Head Middle - Reward

Henry C. Maxwell Elementary -

Hermitage Elementary -

Hickman Elementary -

Meigs Middle - Reward

Hillsboro High - Targeted Support and Improvement

Hillwood High -

Hull-Jackson Elementary -

Hume - Fogg High - Reward

Hunters Lane High - Additional Targeted Support and Improvement

Inglewood Elementary -

Isaac Litton Middle - Reward

J. E. Moss Elementary - Reward

Jere Baxter Middle - Priority & Comprehensive Support and Improvement

Joelton Elementary - Reward

John Early Middle - Priority & Comprehensive Support and Improvement

Jones Elementary - Priority & Comprehensive Support and Improvement

John B. Whitsitt Elementary - Reward

John F. Kennedy Middle -

John Overton High -

Julia Green Elementary - Reward

Lakeview Elementary – Reward

Liberty Collegiate Academy (Charter School) -

Lockeland Elementary - Reward

Middle College High -

Cora Howe School -

Maplewood High - Priority & Comprehensive Support and Improvement

Margaret Allen Middle – Comprehensive Support and Improvement

Martin Luther King Jr School - Reward

McGavock Elementary -

McGavock High - Targeted Support and Improvement

McMurray Middle –

John Trotwood Moore Middle - Reward

Mt. View Elementary -

Murrell at Glenn School -

Napier Elementary -

Nashville School Of The Arts -

Neely's Bend Elementary - Reward

Norman Binkley Elementary -

Old Center Elementary - Reward

William Henry Oliver Middle -

Paragon Mills Elementary –

Park Avenue Elementary -

Pearl-Cohn High - Priority & Comprehensive Support and Improvement

Pennington Elementary -

Percy Priest Elementary - Reward

Rose Park Middle - Reward

Rosebank Elementary -

Ruby Major Elementary -

May Werthan Shayne Elementary School - Reward

Shwab Elementary -

The Academy at Opry Mills -

The Academy at Old Cockrill -

Stanford Elementary -

Robert Churchwell Elementary –

Stratford STEM Magnet School - Additional Targeted Support and Improvement

Madison Middle - Priority & Comprehensive Support and Improvement

Stratton Elementary -

Sylvan Park Elementary - Reward

Thurgood Marshall Middle –

Tom Joy Elementary - Priority & Comprehensive Support and Improvement

Tulip Grove Elementary –

Tusculum Elementary –

Two Rivers Middle -

Una Elementary - Reward

Carter-Lawrence Elementary –

Warner Elementary - Reward

West End Middle – Reward

Westmeade Elementary -

Isaiah T. Creswell Middle School of the Arts -

Whites Creek High - Priority & Comprehensive Support and Improvement

Wright Middle - Priority & Comprehensive Support and Improvement

The Academy at Hickory Hollow -

Smith Springs Elementary School –

Waverly-Belmont Elementary School -

Smithson Craighead Academy - Reward

KIPP Academy Nashville - Reward

Lead Academy -

Liberty Collegiate Academy - Reward

STEM Prep Academy -

Nashville Prep - Reward

East End Preparatory School - Reward

LEAD Cameron -

KIPP Nashville Collegiate High School -

LEAD Southeast -

KIPP Nashville College Prep - Reward

Nashville Classical – Reward

Valor Flagship Academy - Reward

Purpose Prep – Reward

Intrepid College Preparatory Charter School -

Rocketship Nashville Northeast Elementary -

Explore Community School - Reward

Knowledge Academies

Rocketship United - Reward

STEM Prep High School –

Valor Voyager Academy - Reward

KIPP Nashville College Prep Elementary - Reward

Strive Collegiate Academy - Reward

KIPP Academy Nashville Elementary School -

RePublic High School -

Preschool Programs:

1. Provide a clear description of this initiative including a justification for personnel, instructional materials, professional development, and other narratives.

2. Please list the schools to be impacted along with the category(ies) of each of these schools (all Title I schools, Elementary, Middle, High, Title I ATSI and Title I CSI, Title I Priority, Title I Reward):

Professional Development Initiative:

1. Provide a clear description of this initiative including a justification for personnel, instructional materials, professional development, and other narratives. **2. Please list the schools to be impacted along with the category(ies) of each of these schools (all Title I schools, Elementary, Middle, High, Title I ATSI and Title I CSI, Title I Priority, Title I Reward):**	
Reservation of funds for FY26 (not to exceed 15%): Reservation of funds for FY26 (not to exceed 15%) **1. Provide a clear description of this initiative including a justification for personnel, instructional materials, professional development, and other narratives.** Reserving funds for FY26. Will plan to reallocate to other budget lines if needs arise throughout the year. Total is less than 15%. **2. Please list the schools to be impacted along with the category(ies) of each of these schools (all Title I schools, Elementary, Middle, High, Title I ATSI and Title I CSI, Title I Priority, Title I Reward):** All Title I schools	1,000.00
Salary Equalization: **1. Provide a clear description of this initiative including a justification for personnel, instructional materials, professional development, and other narratives.** **2. Please list the schools to be impacted along with the category(ies) of each of these schools (all Title I schools, Elementary, Middle, High, Title I ATSI and Title I CSI, Title I Priority, Title I Reward):**	
Supplemental Funds for Services to Neglected Youth: **1. Provide a clear description of this initiative including a justification for personnel, instructional materials, professional development, and other narratives.** **2. Please list the schools to be impacted along with the category(ies) of each of these schools (all Title I schools, Elementary, Middle, High, Title I ATSI and Title I CSI, Title I Priority, Title I Reward):**	
***Support for Focus and Priority Schools:** **1. Provide a clear description of this initiative including a justification for personnel, instructional materials, professional development, and other narratives.** Planned expenditures include consultants around chronic absenteeism (Communities in Schools) and instructional support to enable the implementation of instructional strategies and school improvement efforts to increase graduation rates/recovered credits and stem summer learning loss; supplemental compensation, materials and transportation for student tutoring; and professional development consultation and training stipends. **2. Please list the schools to be impacted along with the category(ies) of each of these schools (all Title I schools, Elementary, Middle, High, Title I ATSI and Title I CSI, Title I Priority, Title I Reward):** Additional supports to benefit a maximum of 25% of the district's Title I schools (other than iZone Schools) that fall into one or more of the following categories: 1) Identified as a Target School on the district Academic Performance Framework 2) Identified as an ATSI or CSI school 3) Ranked below the 15th percentile statewide for student success rates (bottom 25% of MNPS schools).	910,000.00

Total:	2,529,504.86

Allocation Designations

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part A

Allocation Amounts		Amount
Title I-A Regular Allocation (Includes funds transferred in)		36,975,315.42
Carryover/Additional funds	+	0.00
Total Allocation Amount	$	36,975,315.42

School Allocations		Amount
Total Allocation Amount		36,975,315.42
Subtract Total Set Asides	-	2,529,504.86
Total Indirect Costs	-	685,968.60
Total Amount Contributed to Consolidated Administration (public and non-public schools)	-	1,979,364.96
Total Amount reserved for District Administration-if not using Consolidated Administration (public and non-public schools)	-	0.00
Total Available for School Allocations	$	31,780,477.00

Per Pupil Amount (PPA) for 100% Factor		Amount
Total Available for School Allocations		31,780,477.00
Divide by total number of low-income students in Title I served schools (public schools)	÷	37,143.00
100% Factor	x	1.00
FINAL PPA	$	855.62

PPA List

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part A
School/Attendance Area Allocation

Average Per Pupil Amount (PPA) $ 855.62

School/ Attendance Area	Sort Order	Poverty Factor	Poverty %	# of Public Low Income Students	PPA Per Low Income Student	Total PPA Amount E X F	Family Engagement	Total G + H	Include In School-Wide Pool
A	B	C	D	E	F	G	H	I	
Napier Elementary		DC x 1.6 Multiplier	100.00	254	1,100.00	279,400.00	1,405.00	280,805.00	☐
Murrell at Glenn School		DC x 1.6 Multiplier	100.00	34	1,100.00	37,400.00	188.00	37,588.00	☐
W.A. Bass Alternative Learning Center		DC x 1.6 Multiplier	100.00	109	1,100.00	119,900.00	603.00	120,503.00	☐
Carter-Lawrence Elementary		DC x 1.6 Multiplier	100.00	181	1,100.00	199,100.00	1,001.00	200,101.00	☐
Tom Joy Elementary		DC x 1.6 Multiplier	97.24	423	1,100.00	465,300.00	2,339.00	467,639.00	☐
Robert Churchwell Elementary		DC x 1.6 Multiplier	95.92	280	1,100.00	308,000.00	1,549.00	309,549.00	☐
Johnson Alternative Learning Center		DC x 1.6 Multiplier	94.83	110	1,100.00	121,000.00	642.00	121,642.00	☐
Park Avenue Elementary		DC x 1.6 Multiplier	93.61	290	1,100.00	319,000.00	1,604.00	320,604.00	☐
Pearl-Cohn High		DC x 1.6 Multiplier	93.16	545	1,100.00	599,500.00	3,014.00	602,514.00	☐
East Nashville Middle		DC x 1.6 Multiplier	92.16	235	1,100.00	258,500.00	1,410.00	259,910.00	☐
Ida B. Wells Elementary		DC x 1.6 Multiplier	91.83	191	1,100.00	210,100.00	1,057.00	211,157.00	☐
KIPP Academy Nashville Elementary School		DC x 1.6 Multiplier	91.46	332	1,100.00	365,200.00	1,836.00	367,036.00	☐
John Early Middle		DC x 1.6 Multiplier	91.40	168	1,100.00	184,800.00	929.00	185,729.00	☐
Transitions at Bass		DC x 1.6 Multiplier	90.00	18	1,100.00	19,800.00	111.00	19,911.00	☐
KIPP Nashville College Prep Elementary		DC x 1.6 Multiplier	89.66	373	1,100.00	410,300.00	2,301.00	412,601.00	☐

School/ Attendance Area	Sort Order	Poverty Factor	Poverty %	# of Public Low Income Students	PPA Per Low Income Student	Total PPA Amount E X F	Family Engagement	Total G + H	Include In School-Wide Pool
A	B	C	D	E	F	G	H	I	
Fall-Hamilton Elementary		DC x 1.6 Multiplier	88.75	213	1,100.00	234,300.00	1,250.00	235,550.00	
Jones Elementary		DC x 1.6 Multiplier	87.92	229	1,100.00	251,900.00	1,267.00	253,167.00	
Moses McKissack Middle		DC x 1.6 Multiplier	87.77	120	1,100.00	132,000.00	664.00	132,664.00	
Chadwell Elementary		DC x 1.6 Multiplier	87.33	387	1,100.00	425,700.00	2,295.00	427,995.00	
Cora Howe School		DC x 1.6 Multiplier	86.84	66	1,100.00	72,600.00	421.00	73,021.00	
Alex Green Elementary		DC x 1.6 Multiplier	86.52	425	1,100.00	467,500.00	2,350.00	469,850.00	
KIPP Academy Nashville		DC x 1.6 Multiplier	84.40	330	1,100.00	363,000.00	2,162.00	365,162.00	
Cumberland Elementary		DC x 1.6 Multiplier	83.47	481	1,100.00	529,100.00	2,660.00	531,760.00	
Jere Baxter Middle		DC x 1.6 Multiplier	81.70	360	1,100.00	396,000.00	2,096.00	398,096.00	
Amqui Elementary		DC x 1.6 Multiplier	81.44	451	1,100.00	496,100.00	3,031.00	499,131.00	
Bellshire Elementary		DC x 1.6 Multiplier	81.17	330	1,100.00	363,000.00	1,869.00	364,869.00	
Nashville Prep		DC x 1.6 Multiplier	81.16	168	1,100.00	184,800.00	1,145.00	185,945.00	
Hull-Jackson Elementary		DC x 1.6 Multiplier	78.76	178	1,100.00	195,800.00	1,250.00	197,050.00	
KIPP Nashville College Prep		DC x 1.6 Multiplier	76.95	267	1,100.00	293,700.00	1,919.00	295,619.00	
Explore Community School		DC x 1.6 Multiplier	76.25	427	1,100.00	469,700.00	3,097.00	472,797.00	
Haynes Middle		DC x 1.6 Multiplier	76.12	252	1,100.00	277,200.00	1,394.00	278,594.00	
Paragon Mills Elementary		DC x 1.6 Multiplier	75.78	413	1,100.00	454,300.00	2,865.00	457,165.00	
Hattie Cotton Elementary		DC x 1.6 Multiplier	74.63	202	979.00	197,758.00	1,134.00	198,892.00	
Maplewood High		DC x 1.6 Multiplier	74.40	557	979.00	545,303.00	3,821.00	549,124.00	

School/ Attendance Area	Sort Order	Poverty Factor	Poverty %	# of Public Low Income Students	PPA Per Low Income Student	Total PPA Amount E X F	Family Engagement	Total G + H	Include In School-Wide Pool
A	B	C	D	E	F	G	H	I	
Brick Church Middle		DC x 1.6 Multiplier	73.25	238	979.00	233,002.00	1,361.00	234,363.00	
East End Preparatory School		DC x 1.6 Multiplier	73.11	552	979.00	540,408.00	4,175.00	544,583.00	
Warner Elementary		DC x 1.6 Multiplier	72.90	339	979.00	331,881.00	2,113.00	333,994.00	
Madison Middle		DC x 1.6 Multiplier	72.31	314	979.00	307,406.00	1,986.00	309,392.00	
Whites Creek High		DC x 1.6 Multiplier	71.12	550	979.00	538,450.00	3,357.00	541,807.00	
The Academy at Old Cockrill		DC x 1.6 Multiplier	70.97	22	979.00	21,538.00	172.00	21,710.00	
The Academy at Opry Mills		DC x 1.6 Multiplier	70.97	22	979.00	21,538.00	172.00	21,710.00	
Liberty Collegiate Academy		DC x 1.6 Multiplier	70.79	189	979.00	185,031.00	1,477.00	186,508.00	
East Nashville Magnet High School		DC x 1.6 Multiplier	70.57	386	979.00	377,894.00	3,025.00	380,919.00	
Stratton Elementary		DC x 1.6 Multiplier	70.41	344	979.00	336,776.00	2,422.00	339,198.00	
Dodson Elementary		DC x 1.6 Multiplier	69.33	330	979.00	323,070.00	2,212.00	325,282.00	
RePublic High School		DC x 1.6 Multiplier	69.13	430	979.00	420,970.00	3,440.00	424,410.00	
Stratford STEM Magnet School		DC x 1.6 Multiplier	68.43	661	979.00	647,119.00	4,181.00	651,300.00	
Old Center Elementary		DC x 1.6 Multiplier	67.12	242	979.00	236,918.00	1,798.00	238,716.00	
Inglewood Elementary		DC x 1.6 Multiplier	67.11	152	979.00	148,808.00	1,062.00	149,870.00	
LEAD Cameron		DC x 1.6 Multiplier	66.53	328	979.00	321,112.00	2,726.00	323,838.00	
Purpose Prep		DC x 1.6 Multiplier	65.95	275	979.00	269,225.00	2,306.00	271,531.00	
Apollo Middle		DC x 1.6 Multiplier	65.93	355	979.00	347,545.00	2,804.00	350,349.00	
Cockrill Elementary		DC x 1.6 Multiplier	65.31	206	979.00	201,674.00	1,399.00	203,073.00	

School/ Attendance Area	Sort Order	Poverty Factor	Poverty %	# of Public Low Income Students	PPA Per Low Income Student	Total PPA Amount E X F	Family Engagement	Total G + H	Include In School-Wide Pool
A	B	C	D	E	F	G	H	I	
Isaiah T. Creswell Middle School of the Arts		DC x 1.6 Multiplier	65.20	163	979.00	159,577.00	1,383.00	160,960.00	
Smithson Craighead Academy		DC x 1.6 Multiplier	63.36	211	719.00	151,709.00	1,842.00	153,551.00	
Glenview Elementary		DC x 1.6 Multiplier	63.20	395	719.00	284,005.00	3,368.00	287,373.00	
Gateway Elementary		DC x 1.6 Multiplier	63.16	203	719.00	145,957.00	1,604.00	147,561.00	
Antioch Middle		DC x 1.6 Multiplier	63.15	450	719.00	323,550.00	3,766.00	327,316.00	
J. E. Moss Elementary		DC x 1.6 Multiplier	62.74	454	719.00	326,426.00	3,971.00	330,397.00	
Cane Ridge Elementary		DC x 1.6 Multiplier	62.11	453	719.00	325,707.00	3,816.00	329,523.00	
The Academy at Hickory Hollow		DC x 1.6 Multiplier	61.43	43	719.00	30,917.00	388.00	31,305.00	
Haywood Elementary		DC x 1.6 Multiplier	61.13	378	719.00	271,782.00	3,340.00	275,122.00	
Eagle View Elementary School		DC x 1.6 Multiplier	60.47	406	719.00	291,914.00	3,534.00	295,448.00	
Hunters Lane High		DC x 1.6 Multiplier	59.85	946	719.00	680,174.00	7,659.00	687,833.00	
Two Rivers Middle		DC x 1.6 Multiplier	59.01	190	719.00	136,610.00	1,344.00	137,954.00	
Cole Elementary		DC x 1.6 Multiplier	58.77	469	719.00	337,211.00	4,297.00	341,508.00	
Lakeview Elementary		DC x 1.6 Multiplier	57.76	302	719.00	217,138.00	2,782.00	219,920.00	
Thomas A. Edison Elementary		DC x 1.6 Multiplier	57.68	386	719.00	277,534.00	3,545.00	281,079.00	
Neely's Bend Elementary		DC x 1.6 Multiplier	57.38	278	719.00	199,882.00	2,262.00	202,144.00	
Wright Middle		DC x 1.6 Multiplier	57.36	302	719.00	217,138.00	2,760.00	219,898.00	
Margaret Allen Middle		DC x 1.6 Multiplier	57.10	174	719.00	125,106.00	1,615.00	126,721.00	

School/ Attendance Area	Sort Order	Poverty Factor	Poverty %	# of Public Low Income Students	PPA Per Low Income Student	Total PPA Amount E X F	Family Engagement	Total G + H	Include In School-Wide Pool
A	B	C	D	E	F	G	H	I	
DuPont Tyler Middle		DC x 1.6 Multiplier	56.75	206	719.00	148,114.00	1,654.00	149,768.00	
Rocketship United		DC x 1.6 Multiplier	56.11	280	719.00	201,320.00	2,760.00	204,080.00	
Shwab Elementary		DC x 1.6 Multiplier	55.89	166	719.00	119,354.00	1,532.00	120,886.00	
McMurray Middle		DC x 1.6 Multiplier	55.60	288	719.00	207,072.00	2,798.00	209,870.00	
KIPP Nashville Collegiate High School		DC x 1.6 Multiplier	55.46	259	719.00	186,221.00	2,583.00	188,804.00	
John B. Whitsitt Elementary		DC x 1.6 Multiplier	55.23	280	719.00	201,320.00	2,594.00	203,914.00	
STEM Prep Academy		DC x 1.6 Multiplier	54.94	278	719.00	199,882.00	2,798.00	202,680.00	
Tusculum Elementary		DC x 1.6 Multiplier	54.19	366	719.00	263,154.00	3,622.00	266,776.00	
Donelson Middle		DC x 1.6 Multiplier	53.38	291	719.00	209,229.00	2,384.00	211,613.00	
Lead Academy		DC x 1.6 Multiplier	53.31	258	719.00	185,502.00	2,677.00	188,179.00	
Knowledge Academy @ The Crossings		DC x 1.6 Multiplier	52.57	286	719.00	205,634.00	3,008.00	208,642.00	
Hickman Elementary		DC x 1.6 Multiplier	52.57	211	719.00	151,709.00	1,947.00	153,656.00	
Goodlettsville Middle		DC x 1.6 Multiplier	52.40	251	719.00	180,469.00	2,268.00	182,737.00	
Tulip Grove Elementary		DC x 1.6 Multiplier	51.99	309	719.00	222,171.00	2,887.00	225,058.00	
Smith Springs Elementary School		DC x 1.6 Multiplier	51.91	438	719.00	314,922.00	4,452.00	319,374.00	
Cane Ridge High School		DC x 1.6 Multiplier	51.79	1066	719.00	766,454.00	10,705.00	777,159.00	
Ruby Major Elementary		DC x 1.6 Multiplier	50.86	325	719.00	233,675.00	3,019.00	236,694.00	
Una Elementary		DC x 1.6 Multiplier	50.67	371	719.00	266,749.00	3,904.00	270,653.00	

School/ Attendance Area	Sort Order	Poverty Factor	Poverty %	# of Public Low Income Students	PPA Per Low Income Student	Total PPA Amount E X F	Family Engagement	Total G + H	Include In School-Wide Pool
A	B	C	D	E	F	G	H	I	
Glencliff High School		DC x 1.6 Multiplier	50.62	573	719.00	411,987.00	5,884.00	417,871.00	
John F. Kennedy Middle		DC x 1.6 Multiplier	50.60	362	719.00	260,278.00	3,810.00	264,088.00	
Charlotte Park Elementary		DC x 1.6 Multiplier	50.57	261	719.00	187,659.00	2,660.00	190,319.00	
A. Z. Kelley Elementary		DC x 1.6 Multiplier	50.48	418	719.00	300,542.00	4,120.00	304,662.00	
DuPont Elementary		DC x 1.6 Multiplier	50.00	182	719.00	130,858.00	1,731.00	132,589.00	
Glencliff Elementary		DC x 1.6 Multiplier	49.35	301	719.00	216,419.00	3,091.00	219,510.00	
McGavock Elementary		DC x 1.6 Multiplier	48.96	141	719.00	101,379.00	1,383.00	102,762.00	
STEM Prep High School		DC x 1.6 Multiplier	48.21	243	719.00	174,717.00	2,787.00	177,504.00	
Joelton Elementary		DC x 1.6 Multiplier	47.25	160	719.00	115,040.00	1,460.00	116,500.00	
Strive Collegiate Academy		DC x 1.6 Multiplier	46.29	106	719.00	76,214.00	1,267.00	77,481.00	
Nashville Big Picture High School		DC x 1.6 Multiplier	46.00	69	719.00	49,611.00	830.00	50,441.00	
McGavock High		DC x 1.6 Multiplier	45.29	1050	719.00	754,950.00	10,467.00	765,417.00	
Goodlettsville Elementary		DC x 1.6 Multiplier	45.27	221	719.00	158,899.00	2,196.00	161,095.00	
Antioch High School		DC x 1.6 Multiplier	45.22	1018	719.00	731,942.00	11,789.00	743,731.00	
Glengarry Elementary		DC x 1.6 Multiplier	44.99	184	719.00	132,296.00	2,135.00	134,431.00	
Mt. View Elementary		DC x 1.6 Multiplier	44.62	390	719.00	280,410.00	4,623.00	285,033.00	
DuPont Hadley Middle		DC x 1.6 Multiplier	43.42	174	719.00	125,106.00	2,085.00	127,191.00	
Henry C. Maxwell Elementary		DC x 1.6 Multiplier	43.03	269	719.00	193,411.00	3,125.00	196,536.00	
Thurgood Marshall Middle		DC x 1.6 Multiplier	41.31	261	719.00	187,659.00	3,207.00	190,866.00	

School/ Attendance Area	Sort Order	Poverty Factor	Poverty %	# of Public Low Income Students	PPA Per Low Income Student	Total PPA Amount E X F	Family Engagement	Total G + H	Include In School-Wide Pool
A	B	C	D	E	F	G	H	I	
Hermitage Elementary		DC x 1.6 Multiplier	40.29	138	719.00	99,222.00	1,527.00	100,749.00	☐
Nashville Classical		DC x 1.6 Multiplier	40.00	214	719.00	153,866.00	2,959.00	156,825.00	☐
Intrepid College Preparatory Charter School		DC x 1.6 Multiplier	39.06	334	719.00	240,146.00	4,728.00	244,874.00	☐
John Overton High		DC x 1.6 Multiplier	38.59	883	719.00	634,877.00	10,832.00	645,709.00	☐
Norman Binkley Elementary		DC x 1.6 Multiplier	37.76	290	719.00	208,510.00	3,760.00	212,270.00	☐
LEAD Southeast		DC x 1.6 Multiplier	37.74	320	719.00	230,080.00	4,689.00	234,769.00	☐
William Henry Oliver Middle		DC x 1.6 Multiplier	36.72	235	719.00	168,965.00	2,583.00	171,548.00	☐
Rose Park Middle		DC x 1.6 Multiplier	36.45	117	719.00	84,123.00	1,775.00	85,898.00	☐
Isaac Litton Middle		DC x 1.6 Multiplier	35.93	120	719.00	86,280.00	1,576.00	87,856.00	☐
Harris-Hillman Special Education		DC x 1.6 Multiplier	35.92	51	719.00	36,669.00	786.00	37,455.00	☐
Westmeade Elementary		DC x 1.6 Multiplier	35.56	256	719.00	184,064.00	2,599.00	186,663.00	☐
Head Middle		DC x 1.6 Multiplier	35.51	136	719.00	97,784.00	2,118.00	99,902.00	☐
Croft Middle		DC x 1.6 Multiplier	35.34	200	719.00	143,800.00	2,572.00	146,372.00	☐
		Total Low Income		37,143	**Total Allocations**	31,780,477.00	320,889.00	32,101,366.00	
					Remaining	0.00			

Related Documents

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part A

Required Documents		
Type	**Document Template**	**Document/Link**
(CFA TI) Foster Care Transportation Procedures [Upload at least 1 document(s)]	N/A	Foster Care Transportation Procedure
(CFA TI) Identifying and Ranking Schools Supporting Documentation [Upload at least 1 document(s)]	N/A	MNPS ED Data File - 2023.10.01

Optional Documents		
Type	**Document Template**	**Document/Link**
(CFA TI) Title I Skipped Schools Letter	N/A	
(CFA) Title I School-wide Waiver Approval Letter [Upload up to 1 document(s)]	N/A	MNPS Schoolwide Program Waiver Approval
(CFA) Additional Supporting Documents	N/A	DRAFT MNPS Assessment Calendar 2024-2025
(CFA Title I, Part A) Personnel Details (Regular School Year - K-12 School Level)	CFA Title I, Part A Personnel Details (Regular School Year - K-12 School Level)	MNPS Title I Positions 2024.05.07

Program Assurances

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part A

☑ *** The Local Educational Agency (LEA) hereby assures the State Educational Agency (SEA) that the LEA follows all regulations applicable for Title I-A, including those outlined below.**

1.	Ensure that migratory children and formerly migratory children who are eligible to receive Title I service are selected to receive services on the same basis as other children selected to receive Title I services. (1112(c)(1))
2.	Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding Title I services. (1112(c)(2))
3.	Participate, if selected in the National Assessment of Education Progress in reading and mathematics in grades 4 and 8. (1112(c)(3))
4.	Coordinate and integrate services with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication and reduce fragmentation of the instructional program. (1112(c)(4))
5.	Provide for the educational stability of children in foster care by designating a foster care liaison and adhering to the guidelines, policies and procedures set forth in 14 Del. C, §202A, 14 Del. Admin. C. §903, 14 Del. Admin. C. §505 and the MOU Between the DOE, LEAs and DSCYF (effective 7/1/18) which expands upon the Title I provisions related to foster care including, but not limited to best interest decisions and transportation
6.	Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care. (1112(c)(5)(B))
7.	Ensure that all teachers and paraprofessionals working a program supported with funds under this part meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification. (1112(c)(6))
8.	Ensure that services to provide early childhood education services to low-income children below the age of compulsory school attendance comply with performance standards established under 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).
9.	Establish and implement a district-wide salary schedule, a policy to ensure equivalence among schools in teachers, administrators and other staff, and policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. (1118(c)(2)(A))
10.	Demonstrate that the methodology used to allocate state and local funds to each school receiving Title I funds ensures that such schools receive all of the state and local funds it would otherwise receive if it were not receiving Title I funds. (1118(b)(2))
11.	Conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in Title I programs with meaningful consultation with parents. (1116(a)(1))
12.	Jointly develop with, agree on with, and distribute to, parents and family members of Title I participating children a written parent and family engagement policy. (1116(a)(2))
13.	Conduct, with meaningful parent and family involvement, an annual revision of the content and evaluation of the effectiveness of the parent and family engagement policy in improving the academic quality of Title I schools. Use the evaluation findings to design evidence-based strategies for more effective parent involvement. (1116 (2)(D);1116 (2)(E))
14.	Involve parents and family members of Title I participating children in the decisions regarding how funds reserved for parent and family engagement are allotted for parental involvement activities. (1116(a)(3)(B))

15.	Notify parents of students attending Title I school at the beginning of each school year of the parents' right to request and receive in a timely manner, information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following: (i) whether the student's teacher-(I)has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; (II) is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived; and (III) is teaching in the field of discipline of the certification of the teacher; (ii) whether the child is provided services by paraprofessionals and their qualifications. (1112(e)(1)(A))
16.	Provide to each individual parent of a child in a Title I school, information on the level of achievement and academic growth of the student, if applicable and available, on each of the state academic assessments required under this part; and timely notice that the student has been assigned, or has been taught for four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned. (1112(e)(1)(B))
17.	Notify, by the beginning of each school year, parents of students attending Title I schools of their right to request and receive in a timely manner, information regarding any state or local educational agency policy regarding student participation in any assessments mandated by section 1111(b)(2) and by the state or local educational agency, which shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable. (1112(e)(2)A))
18.	Post on the local educational agency's website and, where practicable, on the website of each school serviced by the local educational agency, for each grade served by the local educational agency, information on each assessment required by the state to comply with section 1111, other assessments required by the state, and where such information is available and feasible to report, assessments required districtwide by the local educational agency, including: (i) subject matter to be assessed; (ii) purpose for which the assessment is designed and used; (iii) the source of the requirement for the assessment; and (iv) where such information is available. (1112(e)(2)(B))
19.	Use Title I funds to supplement the funds that would, in the absence of such federal funds, be made available from state and local funds to each school receiving Title I funds. (1118(b)(1))
20.	Demonstrate compliance with Section 1118(b)(1), within two years of the enactment of the Every Student Succeeds Act, through a methodology used to allocate state and local funds to each school receiving Title I funds to ensure that each school receives all of the state and local funds it would otherwise receive if it were not receiving Title I funds. (1118(b)(2), 1118(b)(5))
21.	Maintain the local educational agency's fiscal effort in accordance with Section 8521. (1118(a))
22.	Provide services to Title I schools that, taken as a whole, are at least comparable to services in schools that are not receiving Title I funds. (1118(c)(1)(A))
23.	Develop a written assurance that the local education agency has established and implemented an agency-wide salary schedule, a policy to ensure equivalence among schools in teachers, administrators and other staff, and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. (1118(c)(2))
24.	Review all expenditures from the previous year's Consolidated Funding Application (CFA) and review the effectiveness level of each expenditure.

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part A-Neglected

Indirect Cost Guide	
Total Allocation	$235,887.96
Existing Budget In Categories Not Eligible for Indirect Cost	$7,679.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$228,208.96
Indirect Cost Rate	6.32%
Max Available Budget In Categories Eligible for Indirect Cost	$214,643.50
Max Indirect Cost	$13,565.46

Account Number		Total
71100 - Regular Instruction Program		$218,449.50
71150 - Alternative Instruction Program		$0.00
72120 - Health Services		$0.00
72130 - Other Student Support		$0.00
72210 - Support Services/Regular Instruction Program		$4,019.03
72610 - Operation of Plant		$0.00
72710 - Transportation		$0.00
73100 - Food Service		$0.00
99100 - Transfers Out		$13,419.43
	Total	$235,887.96
	Adjusted Allocation	$235,887.96
	Remaining	$0.00

Budget Detail

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part A-Neglected

71100 - Regular Instruction Program - $218,449.50

Budget Detail		Narrative Description
Account Number:	71100 - Regular Instruction Program	Hermitage Hall: Transition Coordinatoor= $64,272 Educational Assistants 2.5 (from 20- 22 per hour) $80,207.84
Line Item Number:	399 - Other Contracted Services	
Strategic Plan:		
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$144,479.84	
Line Item Total:	$144,479.84	
Account Number:	71100 - Regular Instruction Program	Youth Villages: School Liaison ($25,617) - Transition Coordinator- liaison between the school staff and our staff in hopes to increase school participation, school support, develop more continuity when it comes to education needs. Tutoring Services ($5,377.69) - Contracted from Catapult. One hundred thirty three hours of tutoring services from Catapult Tutoring t0 focus on learning obstacles and deficiencies not provided in the classroom. A reading and math tutor that will provide the individualized teaching geared and targeted for the youths' individual needs and deficiencies. Contracted services with the facility ($1,500) for: -Supplemental books for house library, instruction and practice -Supplemental materials for tutoring such as notebooks, paper, and pencils for practice sessions -STARS, ACT Prep software, edhelper, Brain pop and Brain Pop JR -Supplemental educational materials will be purchased to assist youth who are reading below grade level with mastery of curriculum standards. -Software will be purchased to assist youth in ACT prep, credit recovery and provide additional skill development. -Stem subscriptions as well as edhelper and Discovery + subscriptions to increase educational involvement.
Line Item Number:	399 - Other Contracted Services	
Strategic Plan:		
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$32,494.69	
Line Item Total:	$32,494.69	
Account Number:	71100 - Regular Instruction Program	Oasis: 2 Education Assistants
Line Item Number:	399 - Other Contracted Services	
Strategic Plan:		
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$20,997.00	
Line Item Total:	$20,997.00	
Account Number:	71100 - Regular Instruction Program	Harpeth Primary :1 Educational Assistant , Notebook Paper 500 sheets, Golf Pencils, Dry Erase Markers/Assorted, Colored Pencils (50 pieces), File Folders Letter/Manila 100/box., Poly file folders-assorted 24/box
Line Item Number:	399 - Other Contracted Services	
Strategic Plan:		
Admin Costs:		
Optional Program		

Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$12,798.97	
Line Item Total:	$12,798.97	

Account Number:	71100 - Regular Instruction Program	Youth Villages: Up to 6 computers and funds to repair technology that may break, Service and repair of equipment. Maintenance of equipment to ensure that all equipment is working and meets the standards needed to help youth in the learning process, Also the purchase of additional technology/equipment to provide student's access to curriculum software that will assist in achievement of the desired educational outcomes (ACT/SAT prep software, GED work software, Educational games). As well as to use with tutors to provide students with interactive instruction to increase engagement and motivation that will positively impact youth educational outcomes.
Line Item Number:	722 - Regular Instruction Equipment	
Strategic Plan:		
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$5,000.00	
Line Item Total:	$5,000.00	

Account Number:	71100 - Regular Instruction Program	Harpeth Primary:10 Noise Cancelling Headphones 4 Laptop Computers 30 desktop calculators
Line Item Number:	722 - Regular Instruction Equipment	
Strategic Plan:		
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$2,679.00	
Line Item Total:	$2,679.00	

Total for 71100 - Regular Instruction Program:	$218,449.50
Total for all other Account Numbers:	$17,438.46
Total for all Account Numbers:	$235,887.96
Adjusted Allocation:	$235,887.96
Remaining:	$0.00

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part A-Neglected

72210 - Support Services/Regular Instruction Program - $4,019.03 ▼

Budget Detail		Narrative Description
Account Number:	72210 - Support Services/Regular Instruction Program	Harpeth Primary: Innovative Schools Conference. Nashville, Tn June 19-21st (Wed-Fri) 595.00 per person
Line Item Number:	524 - In-Service / Staff Development	
Strategic Plan:		
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$4,019.03	
Line Item Total:	$4,019.03	

Total for 72210 - Support Services/Regular Instruction Program:	$4,019.03
Total for all other Account Numbers:	$231,868.93
Total for all Account Numbers:	$235,887.96
Adjusted Allocation:	$235,887.96
Remaining:	$0.00

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part A-Neglected

99100 - Transfers Out - $13,419.43 ▼

Budget Detail		Narrative Description
Account Number:	99100 - Transfers Out	Indirect Costs
Line Item Number:	504 - Indirect Cost	
Strategic Plan:		
Admin Costs:	Indirect Cost	
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$13,419.43	
Line Item Total:	$13,419.43	

Total for 99100 - Transfers Out:	$13,419.43
Total for all other Account Numbers:	$222,468.53
Total for all Account Numbers:	$235,887.96
Adjusted Allocation:	$235,887.96
Remaining:	$0.00

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part A-Neglected

Indirect Cost Guide	
Total Allocation	$235,887.96
Existing Budget In Categories Not Eligible for Indirect Cost	$7,679.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$228,208.96
Indirect Cost Rate	6.32%
Max Available Budget In Categories Eligible for Indirect Cost	$214,643.50
Max Indirect Cost	$13,565.46

Filter by Location: All - $235,887.96

Account Number / Line Item Number	71100 - Regular Instruction Program	72210 - Support Services/Regular Instruction Program	99100 - Transfers Out	Total
399 - Other Contracted Services	210,770.50	0.00		210,770.50
504 - Indirect Cost			13,419.43	13,419.43
524 - In-Service / Staff Development		4,019.03		4,019.03
722 - Regular Instruction Equipment	7,679.00			7,679.00
Total	218,449.50	4,019.03	13,419.43	235,887.96
			Adjusted Allocation	235,887.96
			Remaining	0.00

Program Details

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part A-Neglected

Documents

Type	Document Template	Document/Link
(CFA) MOU/Formal Agreement [Upload at least 1 document(s)]	N/A	Contract - Hermitage Hall Contract - Oasis Center Contract - Youth Villages Certificate of Insurance - Youth Villages Service Agreement - Youth Villages Harpeth Primary MOU Information - May 2024
(CFA) Needs Assessment for Neglected & Delinquent Facilities [Upload between 1 and 5 document(s)]	Needs Assessment for Neglected & Delinquent Facilities Form	Needs Assessment Harpeth Primary March 2024 Needs Assessment Hermitage Hall March 2024 Needs Assessment Oasis March 2024 Needs Assessment Youth Villages March 2024

Name of Facility	Grades Served	Number of Classrooms	Current Facility Enrollment (Number of Students)	Personnel (FTE) To Be Hired w/Title I, Part A-Neglected LEA Funds - (do not list contracted/reimbursed services)		
				Teachers	Educational Assistants	Other (Specify)
Oasis Center	7-12	3	7			
Hermitage Hall	3-12	6	51			
Youth Villages	7-12	0	25			
Harpeth Primary Enrollment Ce	7-12	1	23			

* 1. Provide a description of the facility (facilities) to receive Title I, Part A-Neglected funds.

Children participating in the Title IA- Neglected have a variety of characteristics and needs. At least 10% of the students in the programs have individualized education programs (IEPs) and their needs consist of:

- Children 13-17 years of age who have experienced trauma, homelessness, truancy, neglect, and abuse- Oasis Center
- Children who have endured sexual trauma- UHS: Hermitage Hall
- Children in Department of Children Services (DCS) custody due to dependency and neglect - Youth Villages
- Children in Department of Children Services (DCS) custody due to dependency and neglect- Harpeth Primary Assessment Center

Lengths of stay for children residing in Neglected facilities range from 2 weeks to 182 days, with the average stay being 90 days.

Once students are discharged, facilities work with students to transition them back to their school of zone or secondary placements. MNPS works with facilities in the process if students are being transitioned into public school settings in Davidson County. Students are evaluated to determine what their appropriate next placement should be, i.e., foster care, transitional housing, or employment assistance. Collaboratively, the LEA works with DCS and the proper community contacts to place students accordingly.

* 2. Describe how the Title I, Part A-Neglected funds will be used in each facility to support the educational programs for students in the facility (facilities). - *(Please be sure this narrative aligns with personnel listed above)*

Facility: Hermitage Hall Allocation FY25 $144,479.84

Line Item	Detailed Description Including The Priority Number The Item Is Associated With On Your Needs Assessment			FTE (if applicable)	Budget Amount
Supplemental Staff Positions	Transition Coordinator= $64,272 Educational Assistants 2.5 (from 20- 22 per hours)= $80,207.84			1 Transition Coordinator 2.5 Educational assistants	144,479.84

Facility: Youth Villages Middle TN Group Homes Allocation: $37,494.69

Line Item	Detailed Description Including The Priority Number The Item Is Associated With On Your Needs Assessment	FTE (if applicable)	Budget Amount
Technology	Up to 10 computers and funds to repair technology that may break Service and repair of equipment. Maintenance of equipment to ensure that all equipment is working and meets the standards needed to help youth in the learning process. Also the purchase of additional technology/equipment to provide student's access to curriculum software that will assist in achievement of the desired educational outcomes (ACT/SAT prep software, GED work software, Educational games). As well as to use with tutors to provide students with interactive instruction to increase engagement and motivation that will positively impact youth educational outcomes.		5,000.00
Materials	Supplemental Books for house library, instruction and practice Supplemental materials for tutoring such as notebooks, paper, and pencils for practice sessions STARS, ACT Prep software, edhelper Supplemental educational materials will be purchased to assist youth who are reading below grade level with mastery of curriculum standards. Software will be purchased to assist youth in ACT prep, credit recovery and provide additional skill development. Stem subscriptions as well as edhelper and Discovery + subscriptions to increase educational involvement		1500.00

Supplemental Staff Positions	School Liaison Tutoring Services Transition Coordinator- liaison between the school staff and our staff in hopes to increase school participation, school support, develop more continuity when it comes to education needs. Contracted from Catapult. One hundred thirty three hours of tutoring services from Catapult Tutoring tp focus on learning obstacles and deficiencies not provided in the classroom. A reading and math tutor that will provide the individualized teaching geared and targeted for the youths' individual needs and deficiencies.		25,617.00 5,377.69

Facility: Oasis Allocation: $20,997.00

Line Item	Detailed Description Including The Priority Number The Item Is Associated With On Your Needs Assessment	FTE (if applicable)	Budget Amount
Supplemental Staff Positions	*2 Education Assistants*		20997.00

Facility: Harpeth Primary Assessment Center

Allocation: 19,497.00

Line Item	Detailed Description Including the Priority Number the Item Is Associated with On Your Needs Assessment	FTE (if applicable)	Budget Amount
Technology	**10 Noise Cancelling Headphones (best Buy 49.99) Model A3004z11** **4 Laptop Computers 380.00 x 4** **30 desktop calculators ($22.00 ea.)**		**$499.00** **$1,520.00** **$660.00**
Professional Development	**Innovative Schools Conference. Nashville, Tn June 19-21st (Wed-Fri) 595.00 per person**		**4,019.03**
Materials	**Notebook Paper 500 sheets**		**27.00/box 54.00**
	Golf Pencils		**7.00/box (3) 21.00**
	Dry Erase Markers/Assorted		**12.00/box (10) =3 boxes-- 120.00**
	Colored Pencils (50 pieces)		**35.97**
	File Folders Letter/Manila 100/box.		**17.00 per box=34.00**
	Poly file folders-assorted 24/box		**27.00/box=54.00**

			Total $318.97
Supplemental Staff Positions	**1 Educational Assistant (1 @ 12.00 per hour) /20 hours per week**	**1 Educational Assistant**	**$12,480.00**

* 3. Describe the process the LEA will utilize to evaluate and monitor the facility (facilities) participating in the Title I, Part A-Neglected program.

Through the MNPS Office of Federal Programs Coordinator for Neglected and Delinquent facilities, the LEA will conduct monitoring's at least once every three years utilizing the State's Monitoring Tool for Neglected Programs receiving Title IA Neglected funds. Through using the tool, the coordinator will collect information and meet with facility leaders to discuss results.

The N&D Coordinator in the office of Federal Programs will meet with facility leaders on a monthly basis to discuss the facility's educational program, spending of funds and compliance documentation. The coordinator will also give state and local updates to facilities as well as address any questions the facility may have regarding educational protocol, compliance, or finances with regard to federal dollars.

MNPS will:

- Review and determine approval for invoices and requests- MNPS will examine all invoices, requests and supporting documentation to ensure that funds are being used for program administration or coordination and that the requests are reasonable and necessary and have a clear and direct effect on the improvement of services for students.
- Utilize Consolidated State Performance Report (CSPR) – MNPS will use the Consolidated State Performance Report (CSPR) data collection process as an integral part of evaluating the effectiveness of the program:
  o The CSPR is a basic requirement of Title I programs. This data report provides relevant performance data and information that facilities can use to plan and improve subsequent programming for participating children and youth. District leaders are trained by the TDOE on the process so that MNPS can accurately assess the growth and effectiveness of the program annually. MNPS in turn works with the facilities during consultation and regular visits to ensure that they provide accurate data in order to assess student outcomes.
- Additionally, facilities administer pre- and post-tests to demonstrate growth (or lack thereof) from the time students enter the facility until they are discharged. For those facilities that have a quick turnaround or their students attend a public school while residing with the facility, they use other forms of academic data.

4. The LEA monitors the facility/facilities at least every three years.

* If the LEA does not monitor the facility/facilities at least every three years, please explain why

Resources

Click here to open the Consolidated Funding Application Guide.

Related Documents

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part A-Neglected

Required Documents		
Type	**Document Template**	**Document/Link**
(CFA) Needs Assessment for Neglected & Delinquent Facilities [Upload between 1 and 5 document(s)]	Needs Assessment for Neglected & Delinquent Facilities Form	Needs Assessment Harpeth Primary March 2024 Needs Assessment Hermitage Hall March 2024 Needs Assessment Oasis March 2024 Needs Assessment Youth Villages March 2024
(CFA) MOU/Formal Agreement [Upload at least 1 document(s)]	N/A	Contract - Hermitage Hall Contract - Oasis Center Contract - Youth Villages Certificate of Insurance - Youth Villages Service Agreement - Youth Villages Harpeth Primary MOU Information - May 2024

Optional Documents		
Type	**Document Template**	**Document/Link**
(ASR) Additional Supporting Documents	N/A	

Program Assurances

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part A-Neglected

*** The LEA assures that it will:**

1.	Monitor all facilities that receive Title I, Part A-Neglected funding to ensure that the facility is complying with all applicable statutory and regulatory requirements.	
2.	Maintain all formal agreements it has made with all facilities that receive Title I, Part A-Neglected funding.	
3.	Evaluate the program, disaggregating Consolidated State Performance Report (CSPR) data on participating by gender, race, ethnicity, and age annually to determine the program's effect on the ability of participants to:	
	a.	Maintain and improve educational achievement:
	b.	Accrue school credits that meet State requirements for grade promotion and secondary school graduation;
	c.	Complete secondary school (or secondary school equivalency requirements), and obtain employment after leaving the correctional facility or institution; and,
	d.	As appropriate, participate in postsecondary education and job training. In conducting each evaluation, the LEA agrees to use multiple and appropriate measures of student progress
4.	Submit the Consolidated State Performance Report (CSPR) evaluation results to the TN Department of Education and/or the U.S. Department of Education and use the results of these evaluations to plan and improve subsequent programs for participating children and youth.	
5.	Use Title I, Part A-Neglected to supplement the program.	
6.	Assess student needs through testing and surveys and include in needs assessment.	
7.	The LEA provides assurance that if the facility is working with students with disabilities, the facility staff is made aware of the student's individualized education programs (IEP) and their responsibility for serving this group of students under state and federal law.	
8.	Submit the Annual Child Count data to the TN Department of Education.	
9.	Review all expenditures from the previous year's Consolidated Funding Application (CFA) and review the effectiveness level of each expenditure.	

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part C

Indirect Cost Guide	
Total Allocation	$133,926.87
Existing Budget In Categories Not Eligible for Indirect Cost	$0.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$133,926.87
Indirect Cost Rate	6.32%
Max Available Budget In Categories Eligible for Indirect Cost	$125,965.83
Max Indirect Cost	$7,961.04

Account Number		Total
71100 - Regular Instruction Program		$0.00
72120 - Health Services		$0.00
72130 - Other Student Support		$0.00
72210 - Support Services/Regular Instruction Program		$0.00
72610 - Operation of Plant		$0.00
72710 - Transportation		$0.00
73100 - Food Service		$0.00
99100 - Transfers Out		$0.00
	Total	$0.00
	Adjusted Allocation	$133,926.87
	Remaining	$133,926.87

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part C

Indirect Cost Guide	
Total Allocation	$133,926.87
Existing Budget In Categories Not Eligible for Indirect Cost	$0.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$133,926.87
Indirect Cost Rate	6.32%
Max Available Budget In Categories Eligible for Indirect Cost	$125,965.83
Max Indirect Cost	$7,961.04

Filter by Location: All - $0.00

Line Item Number	Account Number	Total
Total		0.00
	Adjusted Allocation	133,926.87
	Remaining	133,926.87

Program Details

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part C

Documents

Type	Document Template	Document/Link
(CFA Title I-C) Job description for any position funded with Title I, Part C	N/A	

Instructions

Please check the box below if you are releasing the LEA funds for Title I, Part C. LEAs who release funds **do not need** to complete this page or the budget page.

Complete pages in the Title I, Part C Section of the Consolidated Application ONLY if you are a Title I, Part C LEA.

☑ N/A - The LEA is releasing Title I, Part C funds.

Program Administration: The reasonable and necessary costs to manage Title I, Part C in a compliant and effective manner.

☐ **The LEA is utilizing consolidated administration to administer Title I, Part C** Information regarding the administration of the grant can be found in the Consolidated Administration section of the consolidated funding application.

☐ **The LEA is not utilizing consolidated administration to administer Title I, Part C.** Provide a summary of how the Title I, Part C program will be administered, the staff responsible for the grant administration, the FTE(s) to be supported by Title I, Part C funds, and all other funding sources that will contribute to Title I, Part C administrative staff salaries/benefits.

Student Numbers for Category 1 Students includes migratory children and youth enrolled in grades K-12, who within three years of a qualifying move, resided in the state for one or more days during the performance period for a given year (September 1 to August 31) and are eligible for MEP services. Note: LEAs are no longer responsible for serving PreK or OSY students, only the K-12 students.

Review the chart below

Row		2021-22	2022-23
1	Total number of Category 1 migratory students identified in the LEA	115	158

Student Numbers for Category 2 Students: Category 2 includes migratory children and youth who were served for one or more days in MEP-funded summer or intersession programs in the State during the performance period (September 1 - August 31) for the given year.

Review the chart below

Row		2021-22	2022-23

1	Total number of Category 2 migratory students identified in the LEA	19	63

Priority for Services: **ESEA § 1304(d) requires LEAs to give priority services to migratory students classified as Priority for Services (PFS). Describe how the LEA will provide intensive support to migrant PFS students in addition to those services provided to non-PFS migrant students.**

Review the chart below

		2021-22	2022-23
1	Total number of migratory students who qualified as priority for service in the LEA		80

* Describe how the LEA will provide intensive support to migrant priority for service (PFS) students in addition to those services provided to non-PFS migrant students.

Occupational Surveys: **The Occupational Survey (OS) form is a preliminary screening tool in the identification of migratory students. All LEAs are required to administer the most current OS during enrollment and registration in both fall and spring semesters and collect the completed forms for further processing. All students are required to complete a new OS each academic year.**

* Describe the LEAs process for (1) disseminating, (2) collecting, (3) processing/submitting, and (4) recording OS forms. Indicate the timeline and whether hard or electronic copies of the OS form are used. Include the submission requirements and procedure for submitting the forms to the migrant data system.

Individual Needs Assessment: **LEAs must complete an individual needs assessment (INA) for each identified migratory student annually or upon receiving a Certificate of Eligibility (COE). All eligible MEP students must have an INA entered into the TNMigrant website within ten (10) business days of receipt of the COE. If the student is also an English Learner, the INA may be added to the student's Individual Learning Plan (ILP). LEAs must ensure that INAs are monitored and updated as information pertaining to the student changes.**

* Describe the LEA's process for developing and submitting the individual needs assessments (INA). Include details about (1) who is involved in developing and updating INAs, (2) the general timeline for conducting the INA, (3) what data is analyzed and how that data is gathered, (4) how the final INA is shared with educators who work with the student, and (5) who enters the INA into TNMigrant.

Migrant Data Management: **In addition to the administration and processing of the OS and INA, regularly scheduled migrant data tasks.**

* Describe the LEA's process for the management of each of these migrant data tasks: (1) the entering and reconciling migrant data within the Student Information System, (2) entering instructional and support services into the tn-mep.net migrant data system, and (3) communicating with the State MEP Contractor on data corrections.

Parent Advisory Council: **Each LEA accepting MEP funds must create a migratory Parent Advisory Council (PAC) to meet at least twice a year. The LEA must solicit input from the PAC's elected officers and members to inform the local migrant program's service delivery plan. The LEA must maintain documentation of all PAC activities including but not limited to meeting invitations, agendas, minutes/notes, attendance roster, and meeting materials.**

* Describe the LEA's plan and/or process for conducting the LEA-level migratory PAC. Include in the description potential timelines for meetings, events, or convenings.

Programming: **Indicate which service the funding will address by checking the box below and provide a description of the services to be provided. If non-MEP funds will be used to provide the required support services, please provide the source of the federal or local funds to be used. Be sure to address all programming to be funded through this grant and ensure the information presented aligns with the budget. - NOTE: Required programming for Title I, C includes BOTH supplemental instructional services and supplemental support services.**

* **Instructional support services** occur at regular intervals throughout the regular school year and may include direct instruction, before/after school tutoring, online or virtual courses, academic and career counseling. All instructional services are to be recorded and entered into the migrant data system.

☐ Regular School Year:

☐ Summer school year/summer services:

* **Support services** occur at regular intervals and include emergency medical, dental, and vision services for migrant students without insurance, student advocacy, the provision of school supplies not provided to non-MEP students, loaner technology devices, internet access if not available, and humanitarian support., summer food service program participation, summer enrichment program supplies. Note: If non-MEP funds will be used to provide required summer support services, please provide a description of the services and the source of the funds to be used.

☐ Regular School Year:

☐ Summer school year/summer services:

* **Transportation**, including needed transportation for students and families

☐ Regular School Year:

☐ Summer school year/summer services:

Professional development specific to the migrant education program, including but not limited to the annual NASDME Conference.

☐ Regular School Year:

☐ Summer school year/summer services:

Family engagement, including facilitation of migrant parent resources, and family literacy programs provided during the regular school year and summer term. Indicate if family engagement will be provided during the regular school year or summer term, or both.

☐ Regular School Year:

☐ Summer school year/summer services:

Resources

Click here to open the Consolidated Funding Application Guide.

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part C

Personnel and Location of Staff Paid with Title I, Part C Funds (not state and local funds)

Place all staff in one of three areas: school-based (one site), systemwide instruction (serves multiple school sites), or systemwide administration (central office). **Personnel details must align to budget details.**

School-Based Staff Instruction & Support - (Assigned or scheduled to one or more school sites)

	Headcount	FTE
Teachers		
Instructional Paraprofessionals		
Instructional Facilitators		
Coaches		
Guidance Counselors		
Parent Involvement		
Other (specify)		
Total	0.00	0.00

Systemwide Instruction & Support - (Work as needed at multiple school sites, reports to central office)

	Headcount	FTE
Coaches / Consulting Teachers		
Instructional Paraprofessionals		
Non-Instructional Paraprofessionals		
Instructional Facilitators		
Parent Involvement		
Translators/Interpreters		

Other (specify)		
Total	0.00	0.00

Systemwide Administration - (Usually personnel working in the central office)

	Headcount	FTE
Administration		
Program / Project Director		
Other (specify)		
Total	0.00	0.00

Resources

Click here to open the Consolidated Funding Application Guide.

Program Assurances

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part C

*** Assurances: The Local Education Agency (LEA) hereby assures the State Education Agency (SEA) that the LEA will:**

Title I, Part C Assurances

(1)	Be responsible for:	
	(a)	Pre-screening all students with the Occupational Survey
	(b)	Referring potential migratory children and youth to the identification and recruitment team
	(c)	Providing instructional and support services to migratory children and youth
	(d)	Providing professional development for teachers and tutors of migratory children and youth
	(e)	Facilitating and managing an LEA-level Migratory parent advisory committee (PAC)
	(f)	Selecting a parent from the LEA-level PAC to work on the State-level PAC
	(g)	Submitting and transferring required data as needed to the contract vendor
(2)	Funds received under Title I, Part C funding will be used only for programs and projects, including the acquisition of equipment to coordinate such program and projects with similar programs and projects within the state as well as with other federal programs that can benefit migratory children and their families.	
(3)	Such programs and projects will be carried out in a manner consistent with the objectives of ESEA section 1114, subsections (b) and (d) of section 1115, subsections (b) and (c) of section 1120A.	
(4)	In the planning and operation of programs and projects at both the State and LEA level there is consultation with parent advisory councils for programs of one school year in duration, and that all such programs and projects are carried out in a manner that provides for the same parental involvement as is required for programs and projects under section 1118, unless extraordinary circumstances make such provision impractical; and in a format and language understandable to the parents.	
(5)	In planning and carrying out such programs and projects, there has been, and will be, adequate provision for addressing the unmet education needs of preschool migratory children.	
(6)	The effectiveness of such programs and projects will be determined, where feasible, using the same approaches and standards that will be used to assess the performance of students, schools, and local educational agencies under Title I, Part A.	
(7)	To the extent feasible, such programs and projects will provide for advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition, and social services; professional development programs, including mentoring, for teachers and other program personnel; family literacy programs, including such programs that use models developed under Even Start; the integration of information technology into educational and related programs; and programs to facilitate the transition of secondary school students to postsecondary education or employment	
(8)	The LEA will assist the State and U.S. Secretary of Education in determining the number of migratory children under paragraphs ESSA § 1303(a)(1)(A) and 1303(a)(2)(B) through such procedures as the State or Secretary may require.	

(9)	In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who are failing, or most at risk of failing, to meet the State's challenging State academic content standards and challenging State student academic achievement standards, and whose education has been interrupted during the regular school year.
(10)	The LEA assures that a child who ceases to be a migratory child during a school term shall be eligible for services until the end of such term.
(11)	The LEA assures that, to the extent that it has migrant-eligible students as evidenced by their Certificates of Eligibility (COEs) issued by the State MEP contractor, the LEA will properly code such students in its Student Information System (SIS) and that the LEA will timely respond to any request(s) for data and information from the Tennessee Department of Education or the State MEP contractor in conformance with all applicable laws and regulations, including but not limited to the federal Family Educational Rights and Privacy Act ("FERPA") (20 U.S.C. §1232g; 34 CFR Part 99).
(12)	Review all expenditures from the previous year's Consolidated Funding Application (CFA) and review the effectiveness level of each expenditure.

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part D LEA

Indirect Cost Guide	
Total Allocation	$304,350.00
Existing Budget In Categories Not Eligible for Indirect Cost	$50,580.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$253,770.00
Indirect Cost Rate	6.32%
Max Available Budget In Categories Eligible for Indirect Cost	$238,685.11
Max Indirect Cost	$15,084.89

Account Number		Total
71100 - Regular Instruction Program		$270,426.13
71150 - Alternative Instruction Program		$0.00
72120 - Health Services		$0.00
72130 - Other Student Support		$0.00
72210 - Support Services/Regular Instruction Program		$19,000.00
72610 - Operation of Plant		$0.00
72710 - Transportation		$0.00
73100 - Food Service		$0.00
99100 - Transfers Out		$14,923.87
	Total	$304,350.00
	Adjusted Allocation	$304,350.00
	Remaining	$0.00

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part D LEA

71100 - Regular Instruction Program - $270,426.13 ▼

Budget Detail		Narrative Description
Account Number:	71100 - Regular Instruction Program	JDC: 1. 2.5 Educational Assistants @__19.50__per hour for a total amount of: 104,832 2. Tutoring @75.00 per hour for a total amount of: $84,014.13 (approx 1,120 hours)
Line Item Number:	399 - Other Contracted Services	
Strategic Plan:		
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$188,846.13	
Line Item Total:	$188,846.13	
Account Number:	71100 - Regular Instruction Program	Magnolia: Priority 3: Supplies for students/teachers: paper, pencils (regular and golf pencils), erasers, glue, colored pencils, markers, cardstock, poster board, file folders, folders, ink pens, copy paper, construction paper. Priority 2: Supplemental consumable books that can be used in classes as well as can be taken by students when they are discharged for further study or reading purposes. Books will be purchases through Catapult Learning. Priority 4: Science: Experiment materials for teacher and students to perform science experiments. Items such as: magnets, corn starch, food coloring, plastic cups, etc. Seasonal activities such as: diamond painting, crafts, painting, etc These experiments will have writing and math components attach to them.
Line Item Number:	399 - Other Contracted Services	
Strategic Plan:		
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$31,000.00	
Line Item		

Total:	$31,000.00	
Account Number:	71100 - Regular Instruction Program	Magnolia: 60 Laptops with Microsoft licences
Line Item Number:	722 - Regular Instruction Equipment	
Strategic Plan:		
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$50,580.00	
Line Item Total:	$50,580.00	

Total for 71100 - Regular Instruction Program:	$270,426.13
Total for all other Account Numbers:	$33,923.87
Total for all Account Numbers:	$304,350.00
Adjusted Allocation:	$304,350.00
Remaining:	$0.00

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part D LEA

72210 - Support Services/Regular Instruction Program - $19,000.00 ▼

Budget Detail		Narrative Description
Account Number:	72210 - Support Services/Regular Instruction Program	Magnolia: Trauma informed PD and Best Pracitces PD to promote student growth
Line Item Number:	524 - In-Service / Staff Development	
Strategic Plan:		
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$15,000.00	
Line Item Total:	$15,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	JDC: Truama Informed Education PD Catapult
Line Item Number:	524 - In-Service / Staff Development	
Strategic Plan:		
Admin Costs:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$4,000.00	
Line Item Total:	$4,000.00	

Total for 72210 - Support Services/Regular Instruction Program:	$19,000.00
Total for all other Account Numbers:	$285,350.00
Total for all Account Numbers:	$304,350.00
Adjusted Allocation:	$304,350.00
Remaining:	$0.00

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part D LEA

99100 - Transfers Out - $14,923.87 ▼

Budget Detail		Narrative Description
Account Number:	99100 - Transfers Out	Indirect cost.
Line Item Number:	504 - Indirect Cost	
Strategic Plan:		
Admin Costs:	Indirect Cost	
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$14,923.87	
Line Item Total:	$14,923.87	

Total for 99100 - Transfers Out:	$14,923.87
Total for all other Account Numbers:	$289,426.13
Total for all Account Numbers:	$304,350.00
Adjusted Allocation:	$304,350.00
Remaining:	$0.00

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part D LEA

Indirect Cost Guide	
Total Allocation	$304,350.00
Existing Budget In Categories Not Eligible for Indirect Cost	$50,580.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$253,770.00
Indirect Cost Rate	6.32%
Max Available Budget In Categories Eligible for Indirect Cost	$238,685.11
Max Indirect Cost	$15,084.89

Filter by Location: All - $304,350.00 ▼

Account Number / Line Item Number	71100 - Regular Instruction Program	72210 - Support Services/Regular Instruction Program	99100 - Transfers Out	Total
399 - Other Contracted Services	219,846.13	0.00		219,846.13
504 - Indirect Cost			14,923.87	14,923.87
524 - In-Service / Staff Development		19,000.00		19,000.00
722 - Regular Instruction Equipment	50,580.00			50,580.00
Total	270,426.13	19,000.00	14,923.87	304,350.00
			Adjusted Allocation	304,350.00
			Remaining	0.00

Program Details

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part D LEA

Documents

Type	Document Template	Document/Link
(CFA) MOU/Formal Agreement [Upload at least 1 document(s)]	N/A	Contract - Magnolia/Youth Opportunity Investments Contract - JDC/Rite of Passage
(CFA) Needs Assessment for Neglected & Delinquent Facilities [Upload at least 1 document(s)]	Needs Assessment for Neglected & Delinquent Facilities	Needs Assessment JDC March 2024 Needs Assessment Magnolia March 2024

Name of Facility	Grades Served	Number of Classrooms	Current Facility Enrollment (number of students)	Personnel (FTE) To Be Hired w/Title I, Part D LEA Funds - (do not list contracted/reimbursed services)		
				Teachers	Educational Assistants	Other (Specify)
JDC	7-12	3	42.00			
Magnolia	7-12	4	60.00			

* 1. Provide a description of the facilities to receive Title I, Part D, Subpart 2 funds.

Davidson County Juvenile Detention Center (DCJDC) - Serves students that are detained based on criminal charges with Davidson County Juvenile Court

Magnolia Academy –Serves Level III juvenile offenders.

* 2. Describe how the Title I, Part D funds will be used in each facility to support the educational programs for students in the facility (facilities). - *(Please be sure this narrative aligns with personnel listed above)*

Facility: JDC Allocation: $192,846.13

Line Item	Detailed Description Including The Priority Number The Item Is Associated With On Your Needs Assessment	FTE (if applicable)	Budget Amount
Professional Development	Staff PD @2x yearly trauma informed educational practices.	@2000.00 each total $4000.00	 $4000
Supplemental Staff Positions		1. 2 FT Educational Assistants @__19.50__per hour 2. 1 PT Educational Assistant @ 19.50 per hour for a total amount of: 3. 1 Tutor @75.00 per hour for 1,120 hours	$74,880 FT $29,952 PT $84,014.13

Facility: MAGNOILIA Allocation: $96,580.00

Line Item	Detailed Description Including The Priority Number The Item Is Associated With On Your Needs Assessment	FTE (if applicable)	Budget Amount
Technology	Priority 1: 60 Surface SE Laptops which and 60 Micosoft Office licenses		$50,580.00
Professional Development	Priority 5: Professional Development via in person or virtual.		$15000.00
Materials	Priority 3: Supplies for students/teachers: paper, pencils (regular and golf pencils), erasers, glue, colored pencils, markers,		$5,000

	cardstock, poster board, file folders, folders, ink pens, copy paper, construction paper. Priority 2: Supplemental consumable books that can be used in classes as well as can be taken by students when they are discharged for further study or reading purposes. Priority 4: Science: Experiment materials for teacher and students to perform science experiments. Items such as: magnets, corn starch, food coloring, plastic cups, etc. Seasonal activities such as: diamond painting, crafts, painting, etc. These experiments will have writing and math components attach to them.		21,000.00 5,000.00

* 3. How does the LEA successfully transition the students returning from facilities to the public schools within the LEA? What supports are offered?

The facilities provide both youth and parents with a form that provides information about the process of grade transfers. Records are sent to the zoned school/placement per the request of school officials, caseworkers, and attorneys. DCJDC hosts an annual College and Career Day to expose all students to various college and career opportunities with community colleges, universities, and local businesses. Representatives dedicate their time engaging with the youth and provide brochures of information to assist in their post-secondary endeavors. Staff communicate with the probation officers, attorneys, social workers, DCS and court staff on a regular basis via e-mail and/or telephone to assist in meeting the needs of the youth returning or preparing to return from our facility. MNPS implemented Bass Alternative School as an effort to find alternative placement for children and youth interested in continuing their education after leaving juvenile delinquent facilities but are unable to participate in a regular public-school program.

* 4. Does the LEA partner with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from faciliities? If yes, please explain.

Typically, when students are discharged from delinquent facilities, students move from the Bass Transition program to an alternative learning center and then to one of our non-traditional special schools before transitioning back into a traditional high school. After completing the requirements of Bass Transition program, students may elect to transition into the MNPS Academies (Old Cockrill, Hickory Hollow, Opry Mills). The Academies offer small class sizes and a dedicated faculty and staff who are able to adapt instruction and assessment in a way that accommodates each student's learning style. The Academies offer assistance in college and career planning, test preparation and job placement – the Academy at Hickory Hollow is located inside the Nashville State Community College Southeast Campus in Antioch, therefore putting students in close proximity of a post-secondary institution and giving them a better sense of possible next steps. Academy programs do have qualification requirements that are discussed with each student during the transitional support meeting.

* 5. Describe, as appropriate, how the program will involve parents and family members in efforts to improve the educational achievement of their children.

Routine parent teacher conferences are held. The goal is to keep parents and guardians informed about the academic and behavioral progress for each youth. IEP meetings are held as well, usually on site. The DCJDC holds an annual parent conference entitled “Parent University at Juvenile Court" in collaboration with Metro Nashville Public Schools, and the Davidson County Juvenile court offers parent training classes, resources and tools for parents that seek assistance from the Juvenile Justice Center to help their children experience success in school. Class topics include but are not limited to Childhood Experiences-Supporting the Emotional Behavior of Youth, Social Media 101, Positive Parenting, Restorative Justice Practices, Building Positive Character in Youth, Truancy Prevention, Drug and Alcohol Awareness, ACES, and How to Advocate for Your child in the School System. A summer resource fair is also included in the conference. Various non-profit organizations from throughout the city are on site to inform parents of numerous services available to them and their children. Youth are given backpacks filled with school supplies and other resources as a transitional tool in preparation for returning to zoned schools. Light breakfast and lunch are provided along with parking accommodations and activities for younger youth while their parents attend classes. Parents are presented certificates of completion at the end of the conference. The education department and DCJDC host various programs that showcase the work/talents of students. Parent Handbooks are being updated in English and Spanish annually. A support services brochure provides instructions on how to request academic grades and frequently asked questions from Juvenile Court form is given to every parent when they pick up their child. Foreign Language Interpreter services are used to communicate with non-English speaking parents and or youth. Parent surveys are also available for parents to complete. Additionally, visits are held weekly, and the times have been increased to allow youth more time to spend with their parents and families. A display case filled with resources for parents is available in our visitation room.

DCJDC in collaboration with a non-profit organization and a parent support group provides lunch after Saturday visitations as another support to families experiencing the harshness of having their children in juvenile detention. Lastly, the facility allows youth to have dinner with their parents at the facility during the holidays.

Magnolia Academy- residents are from counties all over the state. One way parent involvement occurs is during Parent Teacher days. These interactions are primarily through phone conference. Teachers call parents and discuss the academic progress of their children. Parents are always invited to all M-Team meetings or behavioral team meetings. Staff members are available for meetings in person or via telephone with parents whenever needed. Communication with parents is also done through the home county case manager.

* 6. Describe, as appropriate, how the LEA will work with probation officers and other professionals to assist in meeting the needs of children and youth returning from facilities.

The MNPS Neglected and Delinquent (N&D) Coordinator will collaborate with the school level team to ensure that probation officers of identified youth have adequate meeting space to assist probation officers in meeting the needs of children and youth returning from correctional facilities. The N&D Coordinator will also serve as a direct link between facilities, probation officers and the schools where they are needed to increase effective communication and more impactful working relationships.

* 7. Describe, as appropriate, how the LEA will find alternative placements for children and youth interested in continuing their education within the LEA, but unable to participate in a traditional public school program.

After completing the requirements of Bass Transition program, if students are unable to participate in a traditional public-school program, they may elect to transition into the MNPS Academies (Old Cockrill, Hickory Hollow, Opry Mills). The Academies offer small class sizes and a dedicated faculty and staff who are able to adapt instruction and assessment in a way that accommodates each student's learning style. The Academies offer assistance in college and career planning, test preparation and job placement – the Academy at Hickory Hollow is located inside the Nashville State Community College Southeast Campus in Antioch. Academy programs do have qualification requirements that will be discussed with each student during the transitional support meeting.

Additionally, students may elect MNPS Virtual School. MNPS Virtual School combines rigorous academics with a variety of educational programs, learning experiences, instructional approaches, and academic-support strategies. This virtual path addresses the unique needs, interests, aspirations, and backgrounds

of our students, thus creating an extraordinary v-schooling experience. Students have the flexibility of choosing when, where, and how they learn. MNPS Virtual School delivers highly qualified, certified, MNPS teacher-scholars who instruct courses.

* 8. Describe the process and frequency regarding how and when the district will monitor the facility to ensure compliance with the Title I, Part D program.

Through the MNPS Office of Federal Programs Coordinator for Neglected and Delinquent facilities, the LEA will conduct monitorings at least once every three years, utilizing the State's Monitoring Tool for Neglected Programs receiving Title ID Delinquent funds. Through using the tool, the coordinator will collect information and meet with facility leaders to discuss results.

The N&D Coordinator in the office of Federal Programs will meet with facility leaders on a monthly basis to discuss the facility's educational program, spending of funds and compliance documentation. The coordinator will also give state and local updates to facilities as well as address any questions the facility may have regarding educational protocol, compliance, or finances with regard to federal dollars.

MNPS will:

- Review and determine approval for invoices and requests- MNPS will examine all invoices, requests and supporting documentation to ensure that funds are being used for program administration or coordination and that the requests are reasonable and necessary and have a clear and direct effect on the improvement of services for students
- Utilize Consolidated State Performance Report (CSPR) – MNPS will use the Consolidated State Performance Report (CSPR) data collection process as an integral part of evaluating the effectiveness of the program.

The CSPR is a basic requirement of Title I programs. This data report provides relevant performance data and information that facilities can use to plan and improve subsequent programming for participating children and youth. District leaders are trained by the TDOE on the process so that MNPS can accurately assess the growth and effectiveness of the program annually. MNPS in turn works with the facilities during consultation and regular visits to ensure they provide accurate data to assess student outcomes.

Additionally, facilities administer pre- and post-tests to demonstrate growth (or lack thereof) from the time students enter the facility until they are discharged.

9. The LEA monitors the facility/facilities at least every three years.

* If the LEA does not monitor the facility/facilities at least every three years, please explain why

Check this box if the LEA has a Juvenile Detention Center within its geographical boundaries.

* Describe how the LEA will work with the JDC to ensure that children and youth are participating in an education program that is comparable to one which the children and youth would otherwise attend.

The LEA strives to improve educational services for children and youth in local and State institutions for neglected or delinquent children and youth so that they have the opportunity to meet the same challenging State academic content and State student achievement standards that all children in the State are expected to meet. The LEA works closely with Chancelight (Ombudsman) to ensure that the following Scope of Service is provided:

- Contractor shall provide MNPS an off-campus program intended to deliver facility assigned students an opportunity to engage in a personalized learning experience ("Program") while assigned to the Nashville Davidson County Juvenile Court Detention Center ("Detention Center").

- Contractor shall provide an opportunity for all students, regardless of referral reason. Contractor will accept all students, including students with disabilities, English language learners, and students that may have had significant academic, attendance or behavioral issues in the past.
- Contractor's Program will help students progress through academic content courses and pro social skills by offering differentiated instruction of standards-based curriculum in a technology rich environment to improve success toward course completion, test performance and persistence to graduation.

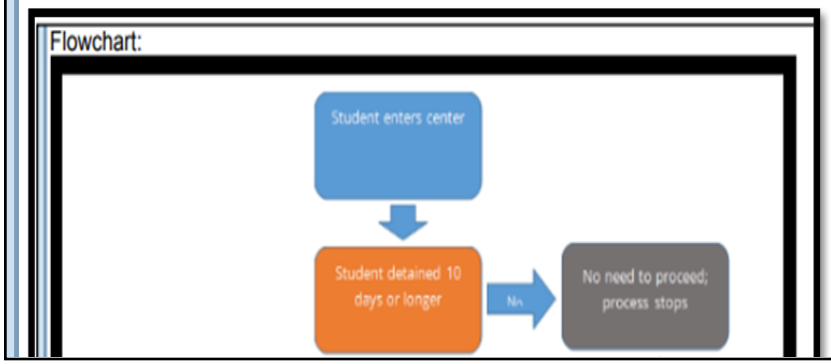
Any necessary placement identification or eligibility assessments for special programs will be provided solely by MNPS, such as English Language Proficiency scores and language proficiency levels, and evaluations determining or relating to a student's disability. Timely receipt of evaluations and special program eligibility and information is used by Contractor to ensure students receive appropriate services and instructional modifications immediately upon enrollment. MNPS retains responsibilities for all evaluations, reevaluations, and independent evaluations under the Individuals with Disabilities in Education Act ("IDEA") and Section 504 of the Rehabilitation Act ("Section 504").

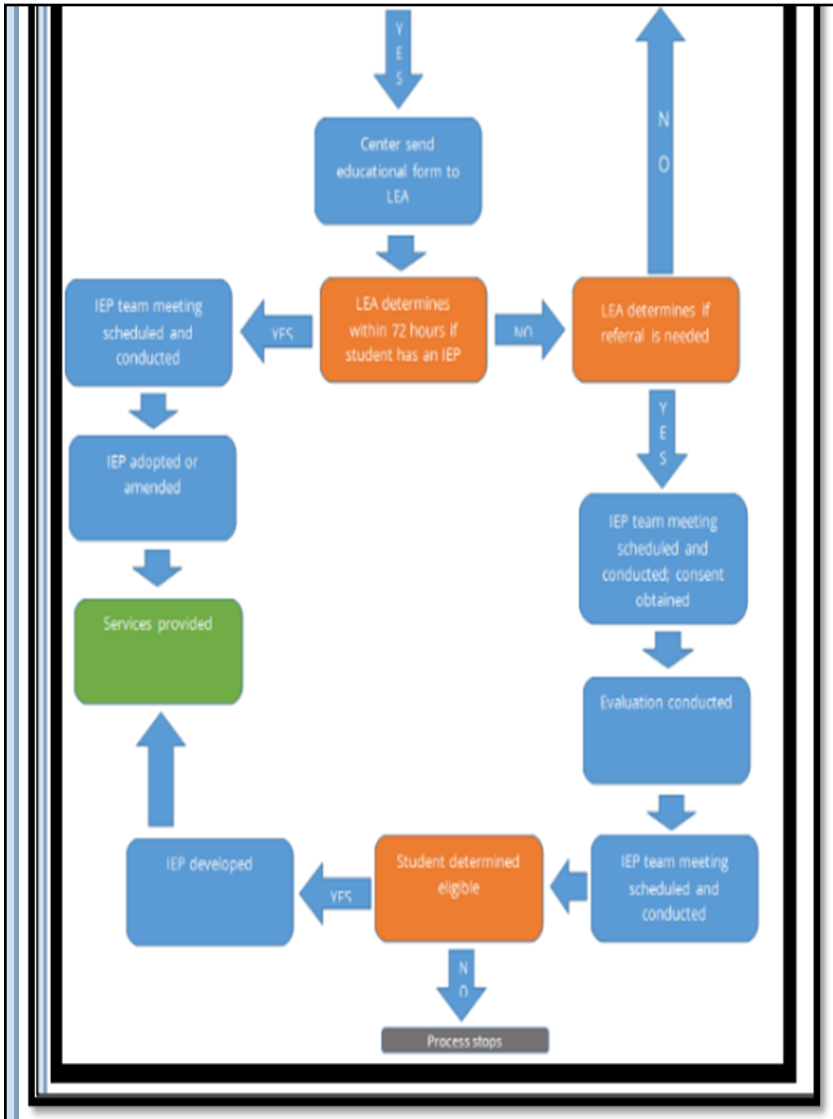
Instruction. Each student shall receive instruction in the courses identified on the list of approved courses that a student must take during the academic year to progress toward completion of promotion or graduation requirements ("Course Schedule") utilizing online instructional components, print-based and multimedia resources driven by a standards-based curriculum, teacher-led instruction. Standards based curriculum refers to curriculum and assessments that measures a student's mastery of state standards. Contractor's instructional staff use evidence-based instructional strategies to differentiate instruction and ensure students are accessing and comprehending grade-level content. Contractor requires all students, regardless of academic level or ability, or language proficiency level to master grade- level coursework, unless otherwise indicated on an Individualized Educational Plan for Students with Disabilities.

* Describe the process to ensure all appropriate instructional staff and facility personnel are fully implementing each student's individual education program (IEP).

When a student is detained in the Juvenile Detention Center, the MNPS special education teacher assigned to the facility reviews the student's IEP and begins providing services after they have been detained for 24 hours. If the student's IEP is out of date or if they are coming in from a residential facility or another county/state, then the special education teacher assigned to the facility holds an IEP meeting to make sure the IEP in MNPS is brought up to date. MNPS Special Education teacher implements the IEP. The LEA can determine that the IEP is current, appropriate, and can be implemented as written. MNPS ensures that all IEPs meet the standards specified in the State Board of Special Education Rules and Regulations.

When a student is detained in the Juvenile Detention Center, the MNPS special education teacher assigned to the facility reviews the student's IEP and begins providing services after they have been detained for 24 hours. If the student's IEP is out of date or if they are coming in from a residential facility or another county/state, then the special education teacher assigned to the facility holds an IEP meeting to make sure the IEP in MNPS is brought up to date. MNPS Special Education teacher implements the IEP. The LEA can determine that the IEP is current, appropriate, and can be implemented as written. MNPS ensures that all IEPs meet the standards specified in the State Board of Special Education Rules and Regulations.





Resources

Click here to open the Consolidated Funding Application Guide.

Related Documents

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part D LEA

Required Documents		
Type	**Document Template**	**Document/Link**
(CFA) Needs Assessment for Neglected & Delinquent Facilities [Upload at least 1 document(s)]	Needs Assessment for Neglected & Delinquent Facilities	Needs Assessment JDC March 2024 Needs Assessment Magnolia March 2024
(CFA) MOU/Formal Agreement [Upload at least 1 document(s)]	N/A	Contract - Magnolia/Youth Opportunity Investments Contract - JDC/Rite of Passage

Optional Documents		
Type	**Document Template**	**Document/Link**
(ASR) Additional Supporting Documents	N/A	

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title I, Part D LEA

Subpart 2- Local Education Agency Programs for Youth Who are Delinquent

☑ *** The Local Educational Agency (LEA) hereby assures the State Educational Agency (SEA) that the LEA follows all regulations applicable for Title I-D, including those outlined below.**

LEA APPLICATIONS: Each local educational agency desiring assistance under this subpart shall submit an application to the State educational agency that contains such information as the SEA may require. Each such application shall include - [ESEA §1423]

(1) a description of the program to be assisted;

(2) a description of formal agreements, regarding the program to be assisted, between-

(A) the local educational agency; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system;

(3) as appropriate, a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend;

(4) a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth;

(5) a description of the characteristics (including, but not limited to learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth;

(6) as appropriate, a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including, but not limited to prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility;

(7) as appropriate, a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students;

(8) as appropriate, a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities;

(9) a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth;

(10) a description of how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable;

(11) as appropriate, a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities;

(12) a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program; and

(13) as appropriate, a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

USES OF FUNDS. Funds provided to local educational agencies under this subpart may be used, as appropriate, for- [ESEA §1424]

(a) IN GENERAL. -

(1) programs that serve children and youth returning to local schools from correctional facilities, to assist in the transition of such children and youth to the school environment and help them remain in school in order to complete their education;

(2) dropout prevention programs which serve at-risk children and youth;

(3) the coordination of health and social services for such individuals if there is a likelihood that the provision of such services, including day care, drug and alcohol counseling, and mental health services, will improve the likelihood such individuals will complete their education;

(4) special programs to meet the unique academic needs of participating children and youth, including career and technical education, special education, career counseling, curriculum-based youth entrepreneurship education, and assistance in securing student loans or grants for postsecondary education;

(5) programs providing mentoring and peer mediation;

(6) programs for at-risk Indian children and youth, including such children and youth in correctional facilities in the area served by the local educational agency that are operated by the Secretary of the Interior or Indian tribes; and

(7) pay for success initiatives.

(b) CONTRACTS AND GRANTS. - A local educational agency may use a subgrant received under this subpart to carry out the activities described under paragraphs (1) through (7) of subsection (a) directly or through subgrants, contracts, or cooperative agreements.

PROGRAM REQUIREMENTS FOR CORRECTIONAL FACILITIES RECEIVING FUNDS UNDER THIS SECTION. Each correctional facility entering into an agreement with a local educational agency under section 1423(2) to provide services to children and youth under this subpart shall-[ESEA §1425]

(1) where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under part B of the Individuals with Disabilities Education Act;

(2) if the child or youth is identified as in need of special education services while in the correctional facility, notify the local school of the child or youth of such need;

(3) where feasible, provide transition assistance to help the child or youth stay in school, including coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling;

(4) provide support programs that encourage children and youth who have dropped out of school to reenter school and attain a regular high school diploma once their term at the correctional facility has been completed, or provide such children and youth with the skills necessary to gain employment or seek a regular high school diploma or its recognized equivalent;

(5) work to ensure that the correctional facility is staffed with teachers and other qualified staff who are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth;

(6) ensure that educational programs in the correctional facility are related to assisting students to meet the challenging State academic standards;

(7) to the extent possible, use technology to assist in coordinating educational programs between the correctional facility and the community school;

(8) where feasible, involve parents in efforts to improve the educational achievement of their children and prevent the further involvement of such children in delinquent activities;

(9) coordinate funds received under this subpart with other local, State, and Federal funds available to provide services to participating children and youth, such as funds made available under title I of the Workforce Innovation and Opportunity Act, and career and technical education funds;

(10) coordinate programs operated under this subpart with activities funded under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable;

(11) if appropriate, work with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring programs for children and youth;

(12) upon the child's or youth's entry into the correctional facility, work with the child's or youth's family members and the local educational agency that most recently provided services to the child or youth (if applicable) to ensure that the relevant and appropriate academic records and plans regarding the continuation of educational services for such child or youth are shared jointly between the correctional facility and local educational agency in order to facilitate the transition of such children and youth between the local educational agency and the correctional facility; and

(13) consult with the local educational agency for a period jointly determined necessary by the correctional facility and local educational agency upon discharge from that facility, to coordinate educational services so as to minimize disruption to the child's or youth's achievement.

ACCOUNTABILITY. The SEA may - [ESEA §1426]

(1) reduce or terminate funding for projects under this subpart if a local educational agency does not show progress in the number of children and youth attaining a regular high school diploma or its recognized equivalent; and

(2) require correctional facilities or institutions for neglected or delinquent children and youth to demonstrate, after receiving assistance under this subpart for 3 years, that there has been an increase in the number of children and youth returning to school, attaining a regular high school diploma or its recognized equivalent, or attaining employment after such children and youth are released.

PROGRAM EVALUATIONS. [ESEA §1431]

(a) SCOPE OF EVALUATION. - Each State agency or local educational agency that conducts a program under subpart 1 or 2 shall evaluate the program, disaggregating data on participation by gender, race, ethnicity, and age while protecting individual student privacy, not less than once every 3 years, to determine the program's impact on the ability of participants-

(1) to maintain and improve educational achievement and to graduate from high school in the number of years established by the State under either the four-year adjusted cohort graduation rate or the extended-year adjusted cohort graduation rate, if applicable;

(2) to accrue school credits that meet State requirements for grade promotion and high school graduation;

(3) to make the transition to a regular program or other education program operated by a local educational agency or school operated or funded by the Bureau of Indian Education;

(4) to complete high school (or high school equivalency requirements) and obtain employment after leaving the correctional facility or institution for neglected or delinquent children and youth; and

(5) as appropriate, to participate in postsecondary education and job training programs.

(b) EXCEPTION. - The disaggregation required under subsection (a) shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.

(c) EVALUATION MEASURES. - In conducting each evaluation under subsection (a), a State agency or local educational agency shall use multiple and appropriate measures of student progress.

(d) EVALUATION RESULTS. - Each State agency and local educational agency shall-

(1) submit evaluation results to the State educational agency and the Secretary; and

(2) use the results of evaluations under this section to plan and improve subsequent programs for participating children and youth.

The LEA assures that it will:

1. Monitor all facilities that receive Title I, Subpart Two to ensure that the facility is complying with all applicable statutory and regulatory requirements.

2. Maintain all formal agreements it has made with all facilities that receive Title I, D Subpart Two funding.

3. Evaluate the program, disaggregating Consolidated State Performance Report (CSPR) data on participating by gender, race, ethnicity, and age annually to determine the program's effect on the ability of participants to:

a. Maintain and improve educational achievement;

b. Accrue school credits that meet State requirements for grade promotion and high school graduation;

c. Make the transition to a regular program or other education program operated by a LEA;

d. Complete high school (or high school equivalency requirements), and obtain employment after leaving the correctional facility or institution; and,

e. As appropriate, participate in postsecondary education and job training. In conducting each evaluation, the LEA agrees to use multiple and appropriate measures of student progress.

4. Submit the Consolidated State Performance Report (CSPR) evaluation results to the TN Department of Education and/or the U.S. Department of Education and use the results of these evaluations to plan and improve subsequent programs for participating children and youth.

5. Assess student needs through testing and surveys and include data in needs assessment.

6. Verify that the facility has a process for identifying and serving students with special needs.

7. Ensure the Title I, D Subpart Two program is supplemental.

8. The LEA will ensure the program operated in participating facilities is comparable to the programs offered by the public schools that students would otherwise attend.

9. The LEA provides assurance that, when applicable, the facility will coordinate with other Federal, state, and local programs, such as programs under Title I of the Workforce Innovation and Opportunity Act (WIOA) and career and technical education programs serving at-risk children and youth.

10. The LEA provides assurance that, when applicable, the facility will coordinate with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs.

11. The LEA provides assurance that if the correctional facility or delinquent facility is working with students with disabilities, the facility staff is made aware of the student's individualized education programs (IEP) and their responsibility for serving this group of students under state and federal law.

12. Submit the Annual Child Count data to the TN Department of Education.

13. Review all expenditures from the previous year's Consolidated Funding Application (CFA) and review the effectiveness level of each expenditure.

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title II, Part A

Indirect Cost Guide	
Total Allocation	$4,278,446.42
Existing Budget In Categories Not Eligible for Indirect Cost	$0.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$4,278,446.42
Indirect Cost Rate	6.32%
Max Available Budget In Categories Eligible for Indirect Cost	$4,024,121.92
Max Indirect Cost	$254,324.50

Account Number		Total
71100 - Regular Instruction Program		$0.00
71150 - Alternative Instruction Program		$0.00
72120 - Health Services		$0.00
72130 - Other Student Support		$0.00
72210 - Support Services/Regular Instruction Program		$4,178,446.42
72250 - Education Technology		$0.00
72520 - Human Resources/Personnel		$0.00
72610 - Operation of Plant		$0.00
72710 - Transportation		$0.00
73100 - Food Service		$0.00
99100 - Transfers Out		$100,000.00
	Total	$4,278,446.42
	Adjusted Allocation	$4,278,446.42
	Remaining	$0.00

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title II, Part A

72210 - Support Services/Regular Instruction Program - $4,178,446.42 ▼

Budget Detail		Narrative Description
Account Number:	72210 - Support Services/Regular Instruction Program	19 HC 19 FTE Literacy, Math, and Professional Learning Systems Coaches Will increase when carryover funds are added
Line Item Number:	172 - Instructional Coaches	
Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$627,353.62	
Line Item Total:	$627,353.62	
Account Number:	72210 - Support Services/Regular Instruction Program	3 HC 3 FTE SEL Specialists 3 HC 3 FTE IT Designers 1 HC 1 FTE Professional Learning Systems Specialist 1 HC 0.5 FTE Professional Learning and Growth Coordinator Will increase when carryover funds are programmed to reflect the additional positions added.
Line Item Number:	189 - Other Salaries & Wages	
Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:		
Optional Program Code:		

Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$850,000.00	
Line Item Total:	$850,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Stipends for 3300 school-based teachers and coaches to complete two-days of unit planning outside of the contractual duty day. Will increase when carryover funds are programmed.
Line Item Number:	189 - Other Salaries & Wages	
Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$300,000.00	
Line Item Total:	$300,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Stipends for mentor teachers to mentor new teachers and teachers with limited experience in order to improve teacher effectiveness Will increase when carryover funds are programmed.
Line Item Number:	189 - Other Salaries & Wages	
Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:		
Optional		

Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$100,000.00	
Line Item Total:	$100,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of social security of the employees budgeted in this category. Will increase when carryover funds are programmed.
Line Item Number:	201 - Social Security	
Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$138,500.00	
Line Item Total:	$138,500.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of certificated retirement payments due for the employees budgeted in this category. Will increase when carryover funds are programmed.
Line Item Number:	204 - Pensions	
Strategic Plan:		
Admin Costs:		
Non-Public Instructional		

Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$189,700.00	
Line Item Total:	$189,700.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of life insurance of the employees budgeted in this category. Will increase when carryover funds are programmed.
Line Item Number:	206 - Life Insurance	
Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$1,000.00	
Line Item Total:	$1,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of medical insurance for the employees budgeted in this category. Will increase when carryover funds are programmed.
Line Item Number:	207 - Medical Insurance	
Strategic Plan:		

Admin Costs:		
Non-Public Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$302,000.00	
Line Item Total:	$302,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of dental insurance for the employees budgeted in this category. Will increase when carryover funds are programmed.
Line Item Number:	208 - Dental Insurance	
Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$420.00	
Line Item Total:	$420.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of unemployment insurance cost for employees budgeted in this category. Will increase when carryover funds are programmed.
Line Item Number:	210 - Unemployment Compensation	

Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$5,110.00	
Line Item Total:	$5,110.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of support employee pension costs Will increase when carryover funds are programmed.
Line Item Number:	211 - Local Retirement	
Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$10,000.00	
Line Item Total:	$10,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of medicare cost for employees budgeted in this category. Will increase when carryover funds are programmed.

Line Item Number: 212 - Employer Medicare **Strategic Plan:** **Admin Costs:** **Non-Public Instructional Funds:** **Optional Program Code:** **Location Code:** Davidson County (190) **Quantity:** 1.00 **Cost:** $37,200.00 **Line Item Total:** $37,200.00	
Account Number: 72210 - Support Services/Regular Instruction Program **Line Item Number:** 355 - Travel **Strategic Plan:** **Admin Costs:** **Non-Public Instructional Funds:** **Optional Program Code:** **Location Code:** Davidson County (190) **Quantity:** 1.00 **Cost:** $6,000.00 **Line Item Total:** $6,000.00	Mileage of persons paid from Title IIA and mileage related to IIA funded professional development activities as outlined in this application. Will increase when carryover funds are programmed.

Account Number:	72210 - Support Services/Regular Instruction Program	Title IIA funded employees at Charter Schools -- not MNPS employees so their personnel hits our books as consultant. All positions at Charter Schools are supplemental and provide specific PD and instructional support to teachers; titles include instructional coaches and deans of instruction. These positions are typically only a portion of salaries and benefits for instructional coaches; charter schools utilize different titles for these roles, ranging from coach and team leads to deans of instruction (and others) as noted above. The charter schools will submit formal needs assessments and budgets in summer prior to required consultation meetings before Sept. 1. In the first revision once carryover comes in, specific numbers will be updated. Currently, based on FY24 numbers, the estimated number is 31 staff members (22FTE) to be funded from Title II in FY25. *These numbers have been added to the personnel details page and will be updated in the first revision once charters provide updated counts. All of these positions are reviewed and approved by the MNPS grant manager to determine allowability after reviewing job descriptions and duties provided by charter officials. Positions must be in alignment with SIPs, and the areas of focus from the district plan are academic achievement and growth in literacy and numeracy.
Line Item Number:	399 - Other Contracted Services	
Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:		
Optional Program Code:	Charter	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$624,226.00	
Line Item Total:	$624,226.00	

Account Number:	72210 - Support Services/Regular Instruction Program	Contracted services for a professional learning management system platform that includes data for evaluating the impact of professional learning
Line Item Number:	399 - Other Contracted Services	
Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$240,000.00	
Line Item		

Total:	$240,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Professional development and induction services including instructional coaching certification programming. Will increase when carryover funds are programmed.
Line Item Number:	399 - Other Contracted Services	
Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$50,000.00	
Line Item Total:	$50,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Equitable Services to private schools setaside including books and software subscriptions to further professional development. The entire amount is set aside for equitable services.
Line Item Number:	499 - Other Supplies and Materials	
Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:	Non-Public Instructional Funds	
Optional Program Code:	Equitable Services	
Location Code:	Davidson County (190)	
Quantity:	1.00	

Cost:	$75,000.00	
Line Item Total:	$75,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Conference registration, out of town travel, and related expenses (such as per diem) directly related to IIA funded professional development activities for approved and allowable activities for non-public schools participating in equitable services. This entire amount is programmed for equitable services; the $371,936.80 and the $75,000 budgeted in 499 total the amount on the Equitable Services page, where the total is $446,936.80 . Typical conferences that non-public staff attend center on teaching reading and math effectively, using instructional data to drive inform instruction, SEL, differentiating instruction, subject-specific Advanced Placement conferences, TDOE offerings, and more (such as "Get Your Teach On."). Consultation meetings will occur in summer 2024. An estimated number of staff who will attend conferences is 900.
Line Item Number:	524 - In-Service / Staff Development	
Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:	Non-Public Instructional Funds	
Optional Program Code:	Equitable Services	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$371,936.80	
Line Item Total:	$371,936.80	
Account Number:	72210 - Support Services/Regular Instruction Program	Conference registration, supplies, out of town travel and materials directly related to IIA funded professional development activities as outlined in this application. PD will benefit teachers, coaches and principals across the district. Specific district-wide initiatives include: Literacy training for middle school and high school teams, convenings of National Board Certified teachers to share best practices, Leadership development for aspiring school leaders to increase pipeline, STEM-posium conference for Middle School teachers and principals, and planning. Will increase when carryover funds are released
Line Item Number:	524 - In-Service / Staff Development	
Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	

Quantity:	1.00
Cost:	$250,000.00
Line Item Total:	$250,000.00

Total for 72210 - Support Services/Regular Instruction Program:	$4,178,446.42
Total for all other Account Numbers:	$100,000.00
Total for all Account Numbers:	$4,278,446.42
Adjusted Allocation:	$4,278,446.42
Remaining:	$0.00

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title II, Part A

99100 - Transfers Out - $100,000.00 ▼

Budget Detail		Narrative Description
Account Number:	99100 - Transfers Out	Indirect cost budget line Will increase when carryover funds are released.
Line Item Number:	504 - Indirect Cost	
Strategic Plan:		
Admin Costs:	Indirect Cost	
Non-Public Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$100,000.00	
Line Item Total:	$100,000.00	

Total for 99100 - Transfers Out:	$100,000.00
Total for all other Account Numbers:	$4,178,446.42
Total for all Account Numbers:	$4,278,446.42
Adjusted Allocation:	$4,278,446.42
Remaining:	$0.00

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title II, Part A

Indirect Cost Guide	
Total Allocation	$4,278,446.42
Existing Budget In Categories Not Eligible for Indirect Cost	$0.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$4,278,446.42
Indirect Cost Rate	6.32%
Max Available Budget In Categories Eligible for Indirect Cost	$4,024,121.92
Max Indirect Cost	$254,324.50

Filter by Location: All - $4,278,446.42 ▼

Account Number / Line Item Number	72210 - Support Services/Regular Instruction Program	99100 - Transfers Out	Total
172 - Instructional Coaches	627,353.62		627,353.62
189 - Other Salaries & Wages	1,250,000.00		1,250,000.00
201 - Social Security	138,500.00		138,500.00
204 - Pensions	189,700.00		189,700.00
206 - Life Insurance	1,000.00		1,000.00
207 - Medical Insurance	302,000.00		302,000.00
208 - Dental Insurance	420.00		420.00
210 - Unemployment Compensation	5,110.00		5,110.00
211 - Local Retirement	10,000.00		10,000.00
212 - Employer Medicare	37,200.00		37,200.00
355 - Travel	6,000.00		6,000.00
399 - Other Contracted Services	914,226.00		914,226.00
499 - Other Supplies and Materials	75,000.00		75,000.00
504 - Indirect Cost		100,000.00	100,000.00

Account Number Line Item Number	72210 - Support Services/Regular Instruction Program	99100 - Transfers Out	Total
524 - In-Service / Staff Development	621,936.80		621,936.80
Total	4,178,446.42	100,000.00	4,278,446.42
		Adjusted Allocation	4,278,446.42
		Remaining	0.00

Program Details

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title II, Part A

ESSA § 8101(42) defines professional development, as activities that are sustained (not stand-alone, 1-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused.

Program Administration: The reasonable and necessary costs to manage Title II-A in a compliant and effective manner.

☑ **The district is utilizing consolidated administration to administer Title II-A.** Information regarding the administration of the grant can be found in the Consolidated Administration section of the consolidated funding application.

☐ **The district is not utilizing consolidated administration to administer Title II-A.** Provide a summary of how the Title II-A program will be administered, the staff responsible for the grant administration, the FTE(s) to be supported by Title II-A funds, and all other funding sources that will contribute to Title II-A administrative staff salaries/benefits.

Use of Funds for pre-K: For purposes of federal funding, "elementary schools" are schools serving any combination of pre-kindergarten through grade six (pre-K-6) (TCA §49-6-301(a)). Indicate below whether funds from this grant will be directed to pre-K students and/or instructional staff (i.e., teachers, coaches, paraprofessionals).

☐ Does the LEA utilize grant funds from this program for PreK?

* How many pre-K instructional staff (i.e., teachers, coaches, paraprofessionals) are served with grant funds from this program?

Program Description

Identify the activities to be supported with Title II A funding.	Number of Staff Impacted (Headcount)				Provide a concise summary of the activities to be supported.
	Teachers	Principals	Paraprofessionals	Other School Leaders	
☑ High-quality, personalized, evidence-based professional learning for teachers, paraprofessionals, instructional leadership teams, principals, or other school leaders that is focused on improving teaching and student learning.	985	60	120	83	District-wide coaches provide professional development in the form of trainings, job-embedded PD and more, to teachers, paraprofessionals, other school-based staff, and school leaders (such as principals, deans, and asst. principals) in: Math, ELA, equity and diversity, equitable access, data, and learning technology instructional design.

☑	Effective Teaching of English Language Learners	42	4	0	3	District-wide coaches provide professional development in the form of trainings, job-embedded PD and more, to teachers, paraprofessionals, other school-based staff, and school leaders (such as principals, deans, and asst. principals) including effective EL instruction.
☑	Effective Teaching of Children with Disabilities	34	3	0	2	District-wide coaches provide professional development in the form of trainings, job-embedded PD and more, to teachers, paraprofessionals, other school-based staff, and school leaders (such as principals, deans, and asst. principals) including effective instruction of SWDs.
☑	Increased Knowledge/Ability to Teach Early Childhood	251	10	61	17	District-wide coaches provide professional development in the form of trainings, job-embedded PD and more, to teachers, paraprofessionals, other school-based staff, and school leaders (such as principals, deans, and asst. principals) including effective early childhood instruction.
☑	Effective Instruction of Science, Technology, Engineering, and Math (STEM)	257	18	0	24	District-wide coaches provide professional development in the form of trainings, job-embedded PD and more, to teachers, paraprofessionals, other school-based staff, and school leaders (such as principals, deans, and asst. principals) in STEAM-related topics.
☑	Implementation of Formative Assessments	68	1	0	2	District-wide coaches provide professional development in the form of trainings, job-embedded PD and more, to teachers, paraprofessionals, other school-based staff, and school leaders (such as principals, deans, and asst. principals) related to the implementation of formative assessments.
☐	Supporting Students Affected by Trauma and/or Mental Illness					

☑	Identification and Support of Gifted Students	8				District-wide SEL specialists serve schools and provide professional development in the form of trainings, job embedded PD and more; they serve teachers, paraprofessionals, other school-based staff, and school leaders (such as principals, deans, and asst. principals) on topics such as the identification and implementation of gifted students.
☐	Instructional Services Provided by Libraries					
☐	Career Readiness Education					
☐	Recruitment, Placement, and Retention of Effective Educators					
☐	Class-size reduction teachers					
☐	Teacher testing for hard-to-staff areas					

If you indicated "Teacher Testing for Hard-to-Staff Areas" in the table above, please check which areas:

- ☐ Special education (specify above)
- ☐ ESL (specify above)
- ☐ Advanced science (specify above)
- ☐ Advanced math (specify above)
- ☐ Foreign language (specify above)
- ☐ Other (specify above)

Describe how the activities to be supported with Title II-A funds, as indicated above, are in support of one or more of the strategies in the district plan.

MNPS uses Title II funds to pay salaries and benefits for district-wide coaches who work with school-based teachers, staff (including paraprofessionals), and building-level leaders to support them with mentoring, coaching, and various PD opportunities. Title II-funded district staff track their hours spent on multiple types of these supplemental and allowable coaching activities, which provides data necessary to help evaluate the program for effectiveness.

Academic content coaches provide embedded coaching, mentoring, and PD offerings on subject-specific topics for school-level educators. The SEL learning specialists serve assigned schools and provide embedded PD and workshops to teachers and other school staff on topics such as restorative justice, PBIS, and more. They support the district's key initiative of all students being known and "focus on building relationships and the capacity for adults to create a positive, welcoming, and healthy environment where students feel known and valued." In addition, the instructional technology designers provide PD to educators on integrating technology into their lessons, (knowledge and skills that have become even more crucial during and post-COVID-19). Instructional technology designers work with educators to integrate technology effectively through various delivery models such as trainings, staff meetings, online courses, one-on-one support, and more. These investments in personnel support MNPS' focus on high -quality and well-rounded instruction for all students.

In addition, Title II funds will be used for professional development and induction services such as instructional certification programming. Professional development activities include literacy training for middle school and high school teams, convenings of National Board Certified teachers to share best practices, conferences for teachers and principals, and planning among others. Each of these activities is in support of strategies in our district plan.

Our district plan includes strategies such as capacity building (S 1.1), district-wide literacy supports, equity and diversity professional development, SEL and academic integration, equitable access to instruction and interventions (S 1.2), literacy support and intervention, equitable access training and support, districtwide math supports (S 2.1), implementation of a professional learning system for analyzing Title II effectiveness, and more. Title II-funded staff's work is in alignment with the strategies and goals in our district plan.

Describe how the LEA meets the requirements of ESEA §2102(b)(3) to meaningfully consult with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in an LEA that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise on how to best improve the LEA's activities to meet the purposes of Title II, Part A. NOTE: This consultation my occur as part of the InformTN LEA planning process.

LEA staff solicit input from and consult with a wide variety of stakeholders on a regular basis, both during and outside of the LEA planning process. District leaders meet regularly with the following Cabinets: teachers, principal, students, and support staff. In addition, district staff engage with and solicit feedback from community partners such as NPEF, Pencil, local IHEs, and various advocacy organizations.

In addition, Federal Programs staff meet regularly with charter schools, whose points of contact submit a needs assessment and proposed corresponding budget each year. Beginning in FY23, required consultation meetings must be completed before funds are available, as MNPS chooses to allocate school-level amounts of Title II funds to charters.

All of these data, as well as results from Panorama, district assessments, state tests, and input from curriculum experts in MNPS inform the ways in which Title II funds are programmed. Evaluation of the program is conducted with assistance from the Research, Assessment, and Evaluation team. This ROI work also helps determine where and how funds are programmed.

Resources

Click here to open the Consolidated Funding Application Guide.

Click here to open the Title II, Part A Overview & Allowable Use of Funds Guidance Document

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title II, Part A

Personnel and Location Staff Paid with Title II-A Funds

Place all staff in one of three areas: school-based (one site), systemwide instruction (serves multiple school sites), or systemwide administration (central office).

School-Based Staff Instruction & Support - (Assigned or scheduled to one or more school sites)

	Headcount	FTE
Class Size Reduction Teachers		
Coaches / Consulting Teachers		
Other (specify) Instructional Coach positions at charter schools	31.00	22.00
Total	31.00	22.00

Systemwide Instruction & Support - (Work as needed at multiple school sites, reports to central office)

	Headcount	FTE
Coaches / Consulting Teachers	19.00	19.00
Instructional Facilitators		
Other (specify) Social Emotional Learning Specialists	3.00	3.00
Other (specify) Instructional Technology Designers	3.00	3.00
Other (specify) Professional Learning Systems Specialist	1.00	1.00
Other (specify) Professional Learning and Growth Coordinator	1.00	0.50
Total	27.00	26.50

Systemwide Personnel - (Usually personnel working in the central office)

	Headcount	FTE
Administration		
Program / Project Director		
Other (specify)		
Total	0.00	0.00

Resources

Click here to open the Consolidated Funding Application Guide.

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title II, Part A

N/A - Check this box if no Title II, Part A funds support preschool programs. No additional input is necessary on this page.

Preschool Personnel and Location Staff Paid with Title II, Part A Funds

Place all staff in one of three areas: school-based (one site), systemwide instruction (serves multiple school sites), or systemwide administration (central office).

School-Based Staff Instruction & Support - (Assigned or scheduled to one or more school sites)

	Headcount	FTE
Class Size Reduction Teachers		
Coaches / Consulting Teachers		
Other (specify)		
Total		

Systemwide Instruction & Support - (Work as needed at multiple school sites, reports to central office)

	Headcount	FTE
Coaches / Consulting Teachers		
Instructional Facilitators		
Other (specify)		
Total		

Systemwide Personnel - (Usually personnel working in the central office)

	Headcount	FTE
Administration		
Program / Project Director		
Other (specify)		

Total		

Resources

Click here to open the Consolidated Funding Application Guide.

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title II, Part A

If your district is not using funds for class size reduction select N/A.

N/A

School Name	Grade CSR Teacher Will Serve	Projected Grade Enrollment	Actual Grade Enrollment - *Available Sept. 2024.*	State/Local Funded Teachers	Title II CSR Teachers	Projected State and Local Teacher to Student Ratio	Actual State and Local Teacher to Student Ratio	Grade Span CSR Teacher Will Serve	Grade Span Projected Enrollment	Grade Span State/Local Funded Teachers	Grade Span Title II CSR Teachers	Grade Span Projected State and Local Teacher to Student Ratio
▼	Select... ▼		- *Available Sept. 2024.*			NaN	NaN	Select... ▼				NaN

*** 1. Describe the district's use of funds for Class Size Reduction (CSR), the evidence upon which the district is relying for its use, and how CSR is in support of one or more of the strategies in the district plan.**

*** 2. What level of evidence does the district's use of CSR meet?**

- STRONG EVIDENCE from at least one well-designed and well-implemented experimental study.
- MODERATE EVIDENCE from at least one well-designed and well-implemented quasi-experimental study.
- PROMISING EVIDENCE from at least one well-designed and well-implemented correlational study.
- DEMONSTRATES A RATIONALE for using the intervention (the study suggests that the intervention is likely to improve a relevant outcome.)

*** 3. Was there a favorable effect on the use of CSR?**

- Yes
- No

*** 4. Was the use of CSR implemented in a setting similar to your district (e.g., rural, urban, grade span, etc.)?**

- Very Much
- Somewhat
- A little
- Not at all

*** 5. Was the use of CSR implemented with populations similar to your district (e.g., English language learners, low socioeconomic status, specific ethnicity)?**

- Very Much
- Somewhat
- A little
- Not at all

Using ESEA Funds for Class-Size Reduction

LEAs utilizing ESEA funds for class size reduction teachers must also submit documentation that the teacher(s) hired are highly-effective by Oct. 1 each year. More information can be found here.

Resources

Click here to open the Consolidated Funding Application Guide.

Related Documents

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title II, Part A

Optional Documents		
Type	**Document Template**	**Document/Link**
(CFA) Additional Supporting Documents	N/A	

Program Assurances

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title II, Part A

☑ *** The Local Educational Agency (LEA) hereby assures the State Educational Agency (SEA) that the LEA follows all regulations applicable to the assurances outlined below.**
The LEA has engaged in timely and meaningful consultation as required by ESEA 8501(c) and maintains all required documentation to support such consultation.
Ensure that all supported activities are approved and provided in a timely fashion and in accordance with agreements made as a result of meaningful consultation with non-public/private school representatives.
Obligate all non-public/private school funds during the fiscal year in which allocated and in support of activities agreed upon as a result of required consultation.
Engage in ongoing consultation with participating non-public/private school representatives as necessary to ensure continued communication, monitor agreed-upon activities, and to determine the effectiveness of provided activities.
Prioritize funds to schools within the LEA that are identified as priority and focus schools and have the highest percentage of low income children. (2102(b)(2)(C))
Use data and ongoing consultation with stakeholders to continually update and improve activities supported with Title II A funds. (2102(b)(2)(D))
Comply with section 8501, regarding participation of private school children and teachers. (2102(b)(2)(E))
Coordinate professional development activities supported with Title II A funds with professional development activities provided through other federal, state, and local programs.
Ensure that funds received shall be used to supplement, and not supplant, non-federal funds that would otherwise be used for activities authorized under this grant.

English Learner Requirements Program Details

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - English Learner Requirements

*** ESEA Title III Budget Options**

- (•) LEA generates $10,000 or more and will function as a Stand-Alone system. (LEA will enter a Title III budget in ePlan.)
- ( ) LEA will act as the Fiscal Agent for other LEAs. (Fiscal Agent will enter a Title III budget that includes consortia members in ePlan.)
- ( ) LEA does NOT generate at least $10,000 and will join a consortium to utilize Title III funds. (Consortium members will enter a budget on the Consortia Budget Review page in ePlan.)
- ( ) LEA is releasing ALL generated Title III funds. (LEA will not complete a Title III budget)
- ( ) LEA does not receive ANY Title III funds. (LEA will not complete a Title III budget.)

District-wide ESL Program Staffing: State Board Rule 0520-01-19-05 requires that the district-wide ESL program staffing ratio shall be based on an average of no more than thirty-five (35) identified EL students per full-time equivalent ESL teacher unless an alternate staffing ratio is approved by the Department. (1:35) TDOE calculates this ratio based on staff and student counts from October of each year.

	Headcount	FTE
Number of state/locally-funded, endorsed ESL teachers providing services to ELs in October 2023 (FTE) - *Only include currently hired staff. Do not include vacant positions.*	* 732.00	* 613.55
2023-24 October 1 EL count (L, W, 1 and 2)		21653
Ratio of state/locally-funded ESL teachers to EL students as of October 1, 2023 is 1:35		35.29133729932
Additional Details		

If the district-wide ESL program staffing ratio as of October 1, 2023 exceeds 1:35, provide a detailed description of the steps the LEA will take (including a timeline) to reach the required 1:35 ratio by September 15, 2024.

From October 1, 2022, to October 1, 2023, our EL count (L, W, 1 and 2) increased by 1,904 students. We continue to increase our full-time EL teaching staff to meet this need. Our FTE count includes the teachers providing EL services 100% of their day (1.0 FTE), 33% of their day (0.33 FTE), and 1 hour a day (0.167). In our current FY25 budget process, every school had to staff their school at the 1:35 ratio to ensure that we meet the 1:35 ratio at our October counts.

English Learner Identification and Enrollment

* Does the district administer the Home Language Survey (HLS) to each newly enrolled student?
Yes ▼

☑ * Assurance: The district has a written document (process or policy) describing the process to identify English Learners, including Home Language Surveys, screening, and following State Board mandated requirements.

Providing Equitable Access to Programs and Services for EL/Non-EL Students

* In your district are there currently any Office of Civil Rights or Department of Justice investigations? If so, please give a brief explanation.

The district is not involved in any OCR or DOJ Investigations.

Language Instruction Educational Programs

In the table below, place a check next to each type of language instruction educational programs (LIEPs) in the schools within your LEA. Indicate N/A in the Comments section if there are no English Learners in a school.

School Name	LEA ID - School Number	Types of programs described in the local plan (as submitted to the State or as implemented).

		Heritage language Spanish	Sheltered English Instruction	Structured English Immersion	Specially designed academic instruction delivered in English (SDAIE)	Content-based ESL	Pull-out ESL	Comments
A. Z. Kelley Elementary	190-0001	☐	☑	☐	☐	☑	☐	
Alex Green Elementary	190-0005	☐	☑	☐	☐	☑	☐	
Amqui Elementary	190-0010	☐	☑	☐	☐	☑	☐	
Andrew Jackson Elementary	190-0015	☐	☐	☐	☐	☑	☐	
Antioch High School	190-0020	☐	☑	☐	☐	☑	☐	
Antioch Middle	190-0023	☐	☑	☐	☐	☐	☐	
Apollo Middle	190-0025	☐	☑	☐	☐	☑	☐	
Aventura Community School	190-8015	☐	☐	☐	☐	☑	☐	
Bellevue Middle	190-0040	☐	☑	☐	☐	☐	☐	
Bellshire Elementary	190-0045	☐	☑	☐	☐	☐	☐	
Cambridge Early Learning Center	190-7005	☐	☐	☐	☐	☐	☐	N/A Early Learning Center
Cane Ridge Elementary	190-0082	☐	☑	☐	☐	☑	☐	
Cane Ridge High School	190-0077	☐	☑	☐	☐	☑	☐	
Carter-Lawrence Elementary	190-0670	☐	☐	☐	☐	☑	☐	
Casa Azafran Early Learning Center	190-7020	☐	☐	☐	☐	☐	☐	N/A Early Learning Center
Chadwell Elementary	190-0105	☐	☑	☐	☐	☑	☐	
Charlotte Park Elementary	190-0110	☐	☑	☐	☐	☑	☐	
Cockrill Elementary	190-0120	☐	☑	☐	☐	☑	☐	
Cole Elementary	190-0130	☐	☑	☐	☐	☑	☐	
Cora Howe School	190-0443	☐	☑	☐	☐	☑	☐	
Crieve Hall Elementary	190-0145	☐	☐	☐	☐	☑	☐	
Croft Middle	190-0148	☐	☑	☐	☐	☑	☐	
Cumberland Elementary	190-0150	☐	☑	☐	☐	☐	☐	
Dan Mills Elementary	190-0160	☐	☐	☐	☐	☑	☐	
Dodson Elementary	190-0165	☐	☑	☐	☐	☐	☐	
Donelson Middle	190-0175	☐	☑	☐	☐	☑	☐	

DuPont Elementary	190-0180	☐	☑	☐	☐	☑	☐	
DuPont Hadley Middle	190-0190	☐	☑	☐	☐	☑	☐	
DuPont Tyler Middle	190-0185	☐	☑	☐	☐	☑	☐	
Eagle View Elementary School	190-0115	☐	☑	☐	☐	☑	☐	SIFE Program
Eakin Elementary	190-0195	☐	☑	☐	☐	☑	☐	
Early College High	190-0437	☐	☑	☐	☐	☐	☐	
East End Preparatory School	190-8009	☐	☑	☐	☐	☐	☐	
East Nashville Magnet High School	190-0203	☐	☑	☐	☐	☑	☐	
East Nashville Middle	190-0296	☐	☑	☐	☐	☑	☐	
Explore Community School	190-8060	☐	☐	☐	☐	☑	☐	
Fall-Hamilton Elementary	190-0220	☐	☑	☐	☐	☑	☐	
Gateway Elementary	190-0235	☐	☑	☐	☐	☑	☐	
Glencliff Elementary	190-0240	☐	☑	☐	☐	☑	☐	
Glencliff High School	190-0245	☐	☑	☐	☐	☐	☐	SIFE Program
Glendale Elementary	190-0250	☐	☑	☐	☑	☐	☐	
Glengarry Elementary	190-0255	☐	☑	☐	☑	☐	☐	
Glenview Elementary	190-0265	☐	☑	☐	☑	☐	☐	
Goodlettsville Elementary	190-0270	☐	☐	☐	☑	☐	☐	
Goodlettsville Middle	190-0275	☐	☑	☐	☐	☐	☐	
Gower Elementary	190-0280	☐	☑	☐	☑	☐	☐	
Granbery Elementary	190-0290	☐	☑	☐	☑	☐	☐	
H. G. Hill Middle	190-0295	☐	☐	☐	☑	☐	☐	
Harpeth Valley Elementary	190-0300	☐	☐	☐	☑	☐	☐	
Harris-Hillman Special Education	190-0302	☐	☑	☐	☑	☐	☐	
Hattie Cotton Elementary	190-0140	☐	☐	☐	☑	☐	☐	
Haynes Middle	190-0305	☐	☐	☐	☑	☐	☐	
Haywood Elementary	190-0310	☐	☑	☐	☑	☐	☐	
Head Middle	190-0315	☐	☐	☐	☑	☐	☐	
Henry C. Maxwell Elementary	190-0318	☐	☐	☐	☑	☐	☐	
Hermitage Elementary	190-0320	☐	☐	☐	☑	☐	☐	

Hickman Elementary	190-0327	☐	☑	☐	☑	☐	☐	
Hillsboro High	190-0335	☐	☐	☐	☑	☐	☐	
Hull-Jackson Elementary	190-0350	☐	☐	☐	☑	☐	☐	
Hume - Fogg High	190-0355	☐	☐	☐	☐	☐	☐	No active ELs at this time
Hunters Lane High	190-0358	☐	☑	☐	☐	☑	☐	SIFE Program
Ida B. Wells Elementary	190-0080	☐	☑	☐	☐	☑	☐	
Inglewood Elementary	190-0360	☐	☑	☐	☐	☑	☐	
Intrepid College Preparatory Charter School	190-8048	☐	☑	☐	☐	☑	☐	
Isaac Litton Middle	190-0365	☐	☑	☐	☐	☑	☐	
Isaiah T. Creswell Middle School of the Arts	190-0700	☐	☐	☐	☐	☑	☐	
Ivanetta H. Davis Learning Center at Bordeaux	190-7010	☐	☐	☐	☐	☐	☐	N/A Early Learning Center
J. E. Moss Elementary	190-0370	☐	☑	☐	☐	☑	☐	
James Lawson High School	190-0374	☐	☑	☐	☐	☑	☐	
Jere Baxter Middle	190-0375	☐	☑	☐	☐	☐	☐	
Joelton Elementary	190-0380	☐	☑	☐	☐	☑	☐	
John B. Whitsitt Elementary	190-0390	☑	☐	☐	☐	☑	☐	
John Early Middle	190-0386	☑	☐	☐	☐	☑	☐	SIFE Program
John F. Kennedy Middle	190-0393	☑	☐	☐	☐	☑	☐	
John Overton High	190-0395	☑	☐	☐	☐	☐	☐	Sife Program
John Trotwood Moore Middle	190-0490	☑	☐	☐	☐	☑	☐	
Johnson Alternative Learning Center	190-0740	☑	☐	☐	☐	☑	☐	
Jones Elementary	190-0387	☑	☐	☐	☐	☑	☐	
Julia Green Elementary	190-0415	☑	☐	☐	☐	☑	☐	
KIPP Academy Nashville	190-8002	☑	☐	☐	☐	☑	☐	
KIPP Academy Nashville Elementary School	190-8095	☑	☐	☐	☐	☐	☐	
KIPP Nashville College Prep	190-8042	☑	☐	☐	☐	☑	☐	
KIPP Nashville College Prep Elementary	190-8085	☑	☐	☐	☐	☑	☐	
KIPP Nashville Collegiate High School	190-8011	☑	☐	☐	☐	☑	☐	

Knowledge Academy @ The Crossings	190-8110	☐	☑	☐	☐	☐	☐	
Lakeview Elementary	190-0430	☐	☑	☐	☐	☑	☐	
Lead Academy	190-8003	☐	☑	☐	☐	☑	☐	
LEAD Cameron	190-8010	☐	☑	☐	☐	☑	☐	
LEAD Southeast	190-8013	☐	☑	☐	☐	☑	☐	
Liberty Collegiate Academy	190-8005	☐	☐	☐	☐	☑	☐	
Lockeland Elementary	190-0435	☐	☐	☐	☐	☑	☐	
Madison Middle	190-0622	☐	☑	☐	☐	☐	☐	
Maplewood High	190-0445	☐	☑	☐	☐	☑	☐	
Margaret Allen Middle	190-0450	☐	☑	☐	☐	☑	☐	SIFE Program
Martin Luther King Jr School	190-0456	☐	☐	☐	☐	☐	☐	No active ELs at this time
May Werthan Shayne Elementary School	190-0608	☐	☑	☐	☐	☑	☐	
McGavock Elementary	190-0465	☐	☐	☐	☐	☑	☐	
McGavock High	190-0470	☐	☑	☐	☐	☑	☐	
McMurray Middle	190-0480	☐	☑	☐	☐	☑	☐	
Meigs Middle	190-0330	☐	☐	☐	☐	☐	☐	No active ELs at this time
MNPS Virtual School	190-0003	☐	☑	☐	☐	☐	☐	
Moses McKissack Middle	190-0035	☐	☐	☐	☐	☑	☐	
Mt. View Elementary	190-0493	☐	☑	☐	☐	☑	☐	
Murrell at Glenn School	190-0505	☐	☐	☐	☐	☐	☐	No active ELs at this time
Napier Elementary	190-0510	☐	☐	☐	☐	☑	☐	
Nashville Big Picture High School	190-0053	☐	☐	☐	☐	☑	☐	
Nashville Classical	190-8044	☐	☑	☐	☐	☑	☐	
Nashville Classical West	190-8043	☐	☑	☐	☐	☑	☐	
Nashville Prep	190-8008	☐	☑	☐	☐	☑	☐	
Nashville School Of The Arts	190-0512	☐	☑	☐	☐	☑	☐	
Neely's Bend Elementary	190-0515	☑	☐	☐	☑	☐	☐	
Norman Binkley Elementary	190-0525	☑	☐	☐	☑	☐	☐	
Old Center Elementary	190-0535	☑	☐	☐	☐	☐	☐	

Paragon Mills Elementary	190-0540	☐	☐	☐	☑	☐	☐	
Park Avenue Elementary	190-0545	☑	☐	☐	☑	☐	☐	
Pearl-Cohn High	190-0555	☑	☐	☐	☑	☐	☐	
Pennington Elementary	190-0565	☐	☐	☐	☑	☐	☐	
Percy Priest Elementary	190-0570	☐	☐	☐	☑	☐	☐	
Purpose Prep	190-8046	☐	☑	☐	☐	☐	☐	
RePublic High School	190-8100	☐	☑	☐	☐	☐	☐	
Robert Churchwell Elementary	190-0618	☐	☑	☐	☐	☐	☐	
Rocketship Nashville Northeast Elementary	190-8050	☐	☐	☐	☐	☐	☐	School is moving to TN Charter Commission
Rocketship United	190-8070	☐	☑	☐	☐	☐	☐	
Rose Park Middle	190-0595	☐	☑	☐	☐	☑	☐	
Rosebank Elementary	190-0600	☐	☑	☐	☐	☑	☐	
Ross Early Learning Center	190-7015	☐	☐	☐	☐	☐	☐	N/A Early Learning Center
Ruby Major Elementary	190-0607	☐	☑	☐	☐	☑	☐	
Shwab Elementary	190-0610	☐	☐	☐	☐	☑	☐	
Smith Springs Elementary School	190-0750	☐	☐	☐	☐	☑	☐	
Smithson Craighead Academy	190-8001	☐	☑	☐	☐	☐	☐	
Stanford Elementary	190-0615	☐	☑	☐	☐	☑	☐	
STEM Prep Academy	190-8006	☐	☐	☐	☐	☑	☐	
STEM Prep High School	190-8075	☐	☐	☐	☐	☑	☐	
Stratford STEM Magnet School	190-0620	☐	☑	☐	☐	☑	☐	
Stratton Elementary	190-0625	☐	☑	☐	☐	☐	☐	
Strive Collegiate Academy	190-8090	☐	☑	☐	☐	☐	☐	
Sylvan Park Elementary	190-0630	☐	☑	☐	☐	☑	☐	
The Academy at Hickory Hollow	190-0720	☐	☑	☐	☐	☑	☐	
The Academy at Old Cockrill	190-0614	☐	☑	☐	☐	☑	☐	
The Academy at Opry Mills	190-0612	☐	☑	☐	☐	☑	☐	
Thomas A. Edison Elementary	190-0208	☐	☑	☐	☐	☑	☐	
Thurgood Marshall Middle	190-0633	☐	☐	☐	☐	☑	☐	
Tom Joy Elementary	190-0635	☐	☑	☐	☐	☑	☐	

Transitions at Bass	190-0725	☐	☑	☐	☐	☑	☐	
Tulip Grove Elementary	190-0637	☐	☑	☐	☐	☑	☐	
Tusculum Elementary	190-0645	☐	☑	☐	☐	☑	☐	
Two Rivers Middle	190-0650	☐	☑	☐	☐	☑	☐	
Una Elementary	190-0655	☐	☑	☐	☐	☑	☐	
Valor Flagship Academy	190-8045	☐	☑	☐	☐	☑	☐	
Valor Voyager Academy	190-8080	☐	☑	☐	☐	☑	☐	
W. A. Bass Adult Program	190-0125	☐	☑	☐	☐	☐	☐	
W.A. Bass Alternative Learning Center	190-0126	☐	☐	☐	☐	☑	☐	
Warner Elementary	190-0675	☐	☑	☐	☐	☑	☐	
Waverly-Belmont Elementary School	190-0755	☐	☑	☐	☐	☑	☐	
West End Middle	190-0690	☐	☑	☐	☐	☑	☐	
Westmeade Elementary	190-0695	☐	☑	☐	☐	☑	☐	
Whites Creek High	190-0704	☐	☑	☐	☐	☑	☐	
William Henry Oliver Middle	190-0538	☐	☑	☐	☐	☑	☐	
Wright Middle	190-0715	☐	☑	☐	☐	☐	☐	
Brick Church Middle - 190-0063 ▼		☐	☑	☐	☐	☑	☐	

12.00 How many ESL teachers serve more than one school in the LEA?

5.00 How many ESL teachers serve more than two schools in the LEA?

Are any teachers asked to work during lunch or planning period to provide services within the district to ELs?

No, all teachers get their planning and lunch time each day.

Are students transported to another school for ESL services? If yes, what is the district's justification for that practice?

The Students with Interrupted Formal Education (SIFE) Program uses transportation to service qualifying students at one of the seven SIFE Program site locations. The program site locations are carefully selected to provide SIFE services and extra support for qualifying students city-wide. Because the program is highly specialized to serve recently arrived students with Entering (1.0) level English and two or more years of missing/limited formal education, cohorts of strategically staffed teachers are placed at specific program sites to provide the following integrated services: a) intensive English Language Development, b) amplified access to grade level content and curriculum , c) trauma informed SEL integration and finally, d) bidirectional family engagement.

These 19 teachers are highly trained and experts in the population served so they can properly prepare qualifying students for up to one year in the program. Because this population needs extra support, this program has a distinctive design and teacher professional development that is supported by the EL Office. Regular collaboration with program school sites, support staff, community partners, and the SIFE Transition Facilitator team ensures that students successfully transition to general programming after their year in the program.

Resources

Click here to open the Consolidated Funding Application Guide.

Consortia Budget Review

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - English Learner Requirements

Previous Fiscal Year

☐ Did the LEA participate in a consortium in the previous fiscal year (FY24)? - If yes, please check the box and then identify who the fiscal agent was for the previous fiscal year.

Current Fiscal Year

☑ **N/A - LEA is not joining a consortium for the current fiscal year.**

* Please specify which LEA is serving as the Fiscal Agent for this consortium.

Consortium Member Budget

71100: Regular Instructional Education	Amount	Narrative Description
Select... ▼	$	
Sub-Total: 71100 Subtotal Regular Instructional Education	$	

72130: Support Services / Other Student Support	Amount	Narrative Description
Select... ▼	$	
Sub-Total: 72130 Support Services / Other Student Support	$	

72210: Regular Instructional Program Support Services	Amount	Narrative Description
Select... ▼	$	
Sub-Total: 72210 Regular Instructional Program Support Services	$	

72710: Support Services / Transportation	Amount	Narrative Description

Select... ▼	$	
Sub-Total: 72710 Support Services / Transportation	$	
Grand Total	$ 0	
Allocation	$ 2,488,873.13	
Remaining	$ 2488873.13	

Resources

Click here to open the Consolidated Funding Application Guide.

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - English Learner Requirements

*** The Local Education Agency (LEA) hereby assures the State Education Agency (SEA) that:**

1.	The home language survey is administered one time at initial enrollment. This survey is kept in the student's cumulative folder and will be forwarded to the receiving school when/if the student leaves the school in which s/he initially enrolled.
2.	Students for whom any HLS questions are answered as a language other than English are further interviewed to determine if the screener should be administered.
3.	All students who could potentially be identified as EL are screened with the correct English language proficiency screener.
4.	EL parents of non-English language background students and EL students are identified and served through translation or interpretation as needed.
5.	Students who are identified as EL will receive at least the minimum services outlined in TN State Board of Education Rule 0520-01-19 whether or not the district is receiving Title III funds.
6.	All teachers of EL students are providing accommodations and language supports as required to make both academic and ESL standards accessible.
7.	For EL students whose parents/guardians have waived ESL services through the alternative language program, the ESL services are provided through the classroom teachers who must be trained on ESL standards.
8.	Students are not retained in grade-level classes if English language acquisition is a factor in the decision for retention.
9.	All students are receiving culturally appropriate and culturally sensitive instruction in all classes.
10.	EL students are eligible for all school and extra-curricular programs. If their rate of participation is not comparable to that of non-EL students, the LEA is taking an active role in achieving equity through a well-designed written plan.
11.	All ELs are age appropriate for the grade level in which they are placed.
12.	All students are provided accommodations as needed to access TNReady and other assessments.
13.	Each EL student with a disability has an ESL professional on his/her IEP team if the student has an IEP.
14.	All English learners are assessed annually in English Language Proficiency until exit from services. [§ 1111(b)(2)(G)].
15.	All English learners are assessed annually in 3-8, and at least once in high school, for English Language Arts and Math. [§ 1111(b)(2)(B)(v)].
16.	All English learners who are entitled to other services receive them. (20 U.S.C. §§ 1400-1419; 34 C.F.R. pt. 300) (29 U.S.C. § 794 and 34 C.F.R. pt. 104).

Resources

Click here to open the Consolidated Funding Application Guide.

Title III Program Details

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - English Learner Requirements

Complete pages in the Title III Section of the Consolidated Application ONLY if you are a Title III District (Stand-Alone, Consortia Member, or Fiscal Agent).

1. Program Administration: The reasonable and necessary costs to manage Title III in a compliant and effective manner.

☑ **The LEA is utilizing consolidated administration to administer Title III.** Information regarding the administration of the grant can be found in the Consolidated Administration section of the consolidated funding application.

☐ **The LEA is not utilizing consolidated administration to administer Title III.** Provide a summary of how the Title III program will be administered, the staff responsible for the grant administration, the FTE(s) to be supported by Title III funds, and all other funding sources that will contribute to Title III administrative staff salaries/benefits.

NOTE: Only active ELs (Ls and Ws) and Immigrant students may be served under Title III. Students who have exited ESL services (T1, T2, T3, and T4) may not be served with Title III funds. T1-T4 students may only continue to be served under Title III if they are also Immigrant. (ESSA, Title III, Part A § 3114(d))

2. Describe the planned use of Title III funds and how it is supplemental to the programs, services, and supports that EL students must receive and/or are eligible to receive from other state and federal sources.

The district uses most Title III funds to provide job-embedded professional development through EL coaches who are knowledgeable in effective instructional practices for English Learners. Additional Title III funds support the training provided by Title III EL coaches on topics that include English Language Development standards, Integration of Language and Content, Co-Teaching, and Trauma-Informed practices for English Learners. Coaches also provide professional learning and coaching support around EL and content classroom implementation of strategies, differentiation, and goals listed in the students Individual Learning Plans (ILPs). Coaches operationalize the district's job-embedded professional development by facilitating school-level professional development, professional learning communities, and coaching cycles. We use Title III-funded efforts to help prioritize the strategic investments the school district should make to improve and support overall instructional programs for ELs.

The district invests in the acquisition of instructional materials and bilingual dictionaries to support grade-level, content-embedded language, and literacy instruction for ELs. Supplemental books are also purchased and provide after-school language & literacy instruction and English Language Proficiency Assessment to supplement English learners' academic growth and English language acquisition.

Title III funds are used for supplemental consultation services and professional development to benefit the EL program such as American Institutes for Research (AIR), SupportED, TESOL, Conexión Américas, and Learning Forward.

MNPS Title III funding is also used for EL family programming. We have two positions funded through Title III to support our EL family engagement. These positions oversee our collaboration with community partners, parent programming, and family support. These positions also support the development of professional learning around family engagement across the district. They collaborate with teams to develop this professional learning to ensure the diverse needs of our families are also addressed. Included in the budget for EL family programming are materials and host/hostess funds for in-person and virtual events, as well as other adult education efforts. The goal is to empower parents to be more involved with their child's school and to help provide a platform for our EL families to share their experiences and use their talents to make classrooms and schools stronger.

We also contract with Conexión Américas, a local non-profit, to provide Parents as Partners programming at 5-6 schools each year. We plan to continue this programming in the future as this program empowers our parents to be more involved in their children's education and school activities, leadership, etc. This program develops a cadre of well-informed parents at each school site to advocate for families and support the school's initiatives.

3. Describe how the district will measure the impact that Title III activities had on English language development.

MNPS uses Title III funding for EL coaches, EL family engagement, professional development, and supplemental texts and materials. Starting in 2023, we hired a consultant, American Institute for Research, to assist our district with measuring the impact of Title III activities on English language development and creating a 5-year strategic plan. This work will also inform our TELDSA annual evaluation of Title III programming.

For all Title III programming, we measure the impact of Title III activities using triangulation approach to measure impact, combining district, school, and student-level language proficiency data, teacher feedback, and the TELDSA annual evaluation. We integrate the school-level ENGLISH LANGUAGE PROFICIENCY ASSESSMENT-ELPA data with stakeholder feedback, other data points such as TN Ready and screening results, and qualitative records. This enables us to assess the impact of our Title III programming at each level. Outlined below are details about qualitative data used to inform our TELDSA.

To evaluate the impact of Title III coaching work on student and teacher growth, EL Coaches have goals to measure and monitor throughout the school year. They track their impact through a detailed daily and weekly log of their activities.

Title III EL Coach Goals to measure their impact on English language development:

EL Team Goals	EL Coach Generated Objectives
EL Team Goal 1: EL Coaches will build capacity of building level staff (school leaders, ILTs, teachers) through collaboration around EL best practices.	By May 2024, EL Coaches will facilitate professional development around WIDA ELD Standards. By the end of quarter one, EL Coaches will support the creation of an EL school goal using multiple sources of data. By May 2024, EL Coaches will engage in (action step/collaboration) to build capacity of building level staff around EL best practices.
EL Team Goal 2: EL Coaches will support planning for the integration of language development and grade-level content learning appropriate to the proficiency levels of students through learning opportunities.	By the end of 23-24 SY, EL Coaches will engage in (how many/often) learning opportunities to integrate WIDA ELD Standards framework into grade level content. By the end of 23-24 SY, EL Coaches will conduct quarterly data dives with (#) schools connecting to the four language domains. By May 2024, EL Coaches will engage in (action step/learning opportunity) to support

	the integration of language development and grade-level content.
EL Team Goal 3: EL Coaches will support the execution of planning of embedded EL supports using productive coaching activities.	By May 2024, EL Coaches will facilitate coaching cycles in order to support execution of planning of embedded EL supports. By May 2024, EL Coaches will engage in student work analysis protocol in order to support execution of planning of embedded EL supports. By May 2024, EL Coaches will engage in (action step/productive coaching activity) in order to support the execution of planned embedded EL supports.

Here are examples of productive coach activities that coaches use, and language development impact measured using the weekly logs and data triangulation.

· One-to-one coaching cycles

· PLCs (Professional Learning Communities)

· Consultations with building-level coaches and leaders

· Co-teaching/modeling

· Examining student work

· Analyzing classroom video(s)

· Collaborative lesson planning

· Engaging in lesson study

· Collective data analysis

Action Steps/Collaboration	Action Steps/Learning Opportunity	Action Steps/Productive Coaching Activities

EL Team Meetings Data Analysis Professional Development Book Study Professional Learning Communities Newsletters Walkthroughs – outside a coaching cycle School Visits/Field Trips IEP and/or MTSS meeting consultation Student Work Analysis Coaching Conversations – outside coaching cycle Principal-Coach Meeting ILPs (initial creation, training)	Professional Learning Communities Planning (1-1, team) Lesson Study Book Study Student Work Analysis ILPs (look at student PLs to guide planning) Coaching Cycle (Phase 1 and 2)	Coaching Cycle (Phase 2 and 3) Student Work Analysis Walkthroughs Feedback Observation ILPs (review process, student work) Data Analysis Coaching Conversation (outside coaching cycle) Student Observation Modeling

Coaches also set individual ENGLISH LANGUAGE PROFICIENCY ASSESSMENT growth goals with their schools to measure the effectiveness of the Title III programming at each school. The logs and action plans, alongside ENGLISH LANGUAGE PROFICIENCY ASSESSMENT scores, are analyzed to assess the coaches' influence on growth.

Professional development impact through teacher feedback, exit tickets, coaching cycles on implementation of the learning, and student ENGLISH LANGUAGE PROFICIENCY ASSESSMENT data.

We have several Title III family engagement opportunities. We recognize the importance of parental and community feedback in measuring the success of our engagement efforts. We gather feedback on the engagement opportunities through surveys and qualitative feedback. This feedback guides us in creating specific family engagement plans or making adjustments to existing plans at the school level, as well as implementing district-wide efforts when appropriate.

4. Describe how the LEA will provide and implement effective activities and strategies that enhance or supplement language instruction educational programs for English learners, which shall include parent, family, and community engagement activities as required under ESEA § 3115(c)(3).

MNPS Title III funding is also used for EL family programming. We have two positions funded through Title III to support our EL family engagement. These positions oversee our collaboration with community partners, parent programming, and family supports. These positions also support the development of professional learning around family engagement across the district. They collaborate with teams to develop this professional learning to ensure the diverse needs of our families are also addressed. Included in the budget for EL family programming are materials and host/hostess funds for in-person and virtual events, as well as other adult education efforts. The goal is to empower parents to be more involved with their child's school and to help provide a platform for

our EL families to share their experiences and use their talents to make classrooms and schools stronger.

We also contract with Conexión Américas, a local non-profit, to provide Parents as Partners programming at 5-6 schools each year. We plan to continue this programming in the future as this program empowers our parents to be more involved in their children's education and school activities, leadership, etc. This program develops a cadre of well-informed parents at each school site to advocate for families and support the school's initiatives.
After-school programming is provided at 17 school sites to enhance and spupplement language & literacy instruction for English learners. In partnership with Vanderbilt University, eleven sites utilize the Project TRANSLATE curriculum, an educative approach that leverages students' first language(s) to comprehend English language texts more effectively.

The goals of the after-school programs for English learners are to increase English learners' academic growth and English language acquisition in alignment with the Office of English Learners' mission to support English learners with the social, emotional, cultural, linguistic, and academic skills necessary to excel in higher education, work, and life. Family engagement events are scheduled in partnership with school sites and their community partners and include events such as ENGLISH LANGUAGE PROFICIENCY ASSESSMENT nights, Literacy nights, and student work showcases.
Other information and programming provided:
- Translation of parent letters and flyers
- Callouts in top languages in the district
- Interpretation provided for events at the district and school-level (i.e., family literacy night, family math night, ENGLISH LANGUAGE PROFICIENCY ASSESSMENT family night)
- Offer Voice Sessions to get parent input around programming (with interpretation)
- Panorama Survey sent in multiple languages
- Collaboration with Community Partners to Support Families-presentations at principals meeting and at individual schools
- Conexion-Understanding newly arriving immigrant families
- TIRRC-Know Your Rights Sessions
- LEAF Nights-Language community nights for families.
- Language for Educators classes through Nashville Community Education-paid through Title III. These classes offer basic conversational practices teachers communicating with parents.
- Supplemental bilingual materials and text sets for classroom libraries Teachers and school leadership are required to utilize the district's Office of Translation and Interpretation Services for oral and written communication
- Teachers and school leadership have English Language Proficiency Assessment to students' native language information through district SIS and Ellevation platform Technology applications approved by the district are available for use to provide communications to students and parents
-Office of Translation and Interpretation Services contracts with organizations to provide communications in almost all the languages spoken by students and parents

Activities serving ELs in Title III funded LEAs during 2023-24. Check all that apply.

Note that items d. (professional development) and e. (parent and family engagement) are required under ESEA Title III § 3115 and should be reflected in the Title III application.

- [x] a. Supporting the development and implementation of language instruction educational programs (LIEPs)
- [x] b. Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs
- [x] c. Supporting implementation of school-wide programs
- [x] d. Professional development to teachers and other personnel serving ELs (required under ESEA §3115(c)(2))
- [x] e. Parent and community engagement activities (required under ESEA § 3115(c)(3)(A))
- [x] f. Supporting the development and implementation of pre-school programs for ELs
- [x] g. Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures

- [x] h. Improving instruction of ELs with disabilities
- [x] i. Providing tutorials, career and technical education
- [x] j. Offering programs to help ELs achieve success in post-secondary education
- [ ] k. Other

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - English Learner Requirements

Personnel and Location of Staff Paid with Title III Funds (not state and local funds)

Place all staff in one of three areas: school-based (one site), systemwide instruction (serves multiple school sites), or systemwide administration (central office). **Personnel details must align to budget details.**

School-Based Staff Instruction & Support - (Assigned or scheduled to one or more school sites)

	Headcount	FTE
Teachers		
Instructional Paraprofessionals		
Instructional Facilitators		
Coaches		
Guidance Counselors		
Parent Involvement		
Other (specify)		
Total	0.00	0.00

Systemwide Instruction & Support - (Work as needed at multiple school sites, reports to central office)

	Headcount	FTE
Coaches / Consulting Teachers	17.00	17.00
Instructional Paraprofessionals		
Non-Instructional Paraprofessionals		
Instructional Facilitators		
Parent Involvement	2.00	2.00
Translators/Interpreters		

Other (specify)		
Total	19.00	19.00

Systemwide Administration - (Usually personnel working in the central office)

	Headcount	FTE
Administration		
Program / Project Director		
Other (specify)		
Total	0.00	0.00

Resources

Click here to open the Consolidated Funding Application Guide.

Related Documents

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - English Learner Requirements

Optional Documents		
Type	**Document Template**	**Document/Link**
(CFA EL) Title III consortium Memorandum of Understanding (Title III fiscal agent only) [Upload up to 1 document(s)]	N/A	
(CFA) Additional Supporting Documents	N/A	

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - English Learner Requirements

*** The Local Education Agency (LEA) hereby assures the State Education Agency (SEA) that the LEA will:**

1.	Comply with section 1112(e)(3)(A)&(B) prior to, and throughout, each school year as of the date of application. (3116(b)(4)(A))
	a. Inform parents of English learners who are identified for participation in language instruction programs during the school year within 30 calendar days of their identification.
2.	Not be in violation of any state law, including state constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126. (3116(b)(4)(B))
3.	Consult with teachers, researchers, school administrators, parents and family members, community members, public or private entities, and institutions of higher education, in developing and implementing Title III. (3116(b)(4)(C))
4.	Coordinate activities, if applicable, and share relevant data with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers. (3116(b)(4)(D))
5.	Ensure that all teachers in any language instruction educational program for English learners that is, or will be, funded by Title III are fluent in English and any other language used for instruction, including having written and oral communication skills. (3116(c))
6.	Submit a report to the state upon request in a form prescribed by the state on the activities conducted and children served by Title III. (3121(a))
7.	Implement an effective means of outreach to parents of English learners to inform them of how they can be involved in the education of their children, be active participants in assisting their child in attaining English proficiency, achieving at high levels within a well-rounded education, and meeting the challenging state academic standards expected of all students. (1112(e)(3)(C))
8.	Provide notice and information to parents in an understandable and uniform format, to the extent practicable, in a language that the parents can understand. (1112(e)(4))
9.	Conduct a self-assessment of the English Learner program on an annual basis, use the information to make programmatic changes or improvements, and use results to inform district goals around ESL programming (20 U.S.C. §1701-1720).
10.	Use funds to provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel. (3115(c)(2)
11.	Use funds to provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for English learners which-shall include parent, family, and community engagement activities. (ESEA § 3115(c)(3))
12.	Comply with all requirements mandated by Tennessee State Board of Education ESL Rule 0520-01-19.
13.	Review all expenditures from the previous year's Consolidated Funding Application (CFA) and review the effectiveness level of each expenditure.

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title III

Indirect Cost Guide	
Total Allocation	$2,488,773.13
Existing Budget In Categories Not Eligible for Indirect Cost	$45,000.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$2,443,773.13
Indirect Cost Rate	6.32%
Max Available Budget In Categories Eligible for Indirect Cost	$2,298,507.46
Max Indirect Cost	$145,265.67

Account Number	Total
71100 - Regular Instruction Program	$179,484.05
72120 - Health Services	$0.00
72130 - Other Student Support	$40,000.00
72210 - Support Services/Regular Instruction Program	$2,223,789.08
72610 - Operation of Plant	$0.00
72710 - Transportation	$0.00
73100 - Food Service	$0.00
99100 - Transfers Out	$45,500.00
Total	$2,488,773.13
Adjusted Allocation	$2,488,773.13
Remaining	$0.00

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title III

71100 - Regular Instruction Program - $179,484.05 ▼

Budget Detail		Narrative Description
Account Number:	71100 - Regular Instruction Program	Supplemental instructional supplies and language tools including: Word to word dictionaries in Spanish and Arabic Merriam-Webster's Spanish-English Visual Dictionary Bilingual text for EL classroom libraries Headsets for speaking practice on Lexia English Amount will increase when carryover is budgeted.
Line Item Number:	429 - Instructional Supplies & Materials	
Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$134,484.05	
Line Item Total:	$134,484.05	
Account Number:	71100 - Regular Instruction Program	Supplemental software for formative assessment
Line Item Number:	471 - Software	
Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:		
Optional Program Code:		

Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$25,000.00
Line Item Total:	$25,000.00

Account Number:	71100 - Regular Instruction Program
Line Item Number:	722 - Regular Instruction Equipment
Strategic Plan:	
Admin Costs:	
Non-Public Instructional Funds:	
Optional Program Code:	
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$20,000.00
Line Item Total:	$20,000.00

Supplemental equipment to meet the needs of SIFE and EL students, such as Ipads for SIFE/newcomer classrooms

Total for 71100 - Regular Instruction Program:	$179,484.05
Total for all other Account Numbers:	$2,309,289.08
Total for all Account Numbers:	$2,488,773.13
Adjusted Allocation:	$2,488,773.13
Remaining:	$0.00

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title III

72130 - Other Student Support - $40,000.00 ▼

Budget Detail		Narrative Description
Account Number:	72130 - Other Student Support	Supplemental printed materials for coaching and other printed supplies for helping to engage parents and families of EL Students including flyers for SIFE family event, Flyers for LEAF/Family Literacy nights, printables/consumable printed materials for instruction for LEAF classes, adult ESL materials for classes (paper, writing utensils, poster paper, markers)
Line Item Number:	499 - Other Supplies and Materials	
Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$20,000.00	
Line Item Total:	$20,000.00	
Account Number:	72130 - Other Student Support	Parent involvement refreshments not to exceed $5 per person. Family literacy and English classes
Line Item Number:	599 - Other Charges	
Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:		
Optional Program Code:		

Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$20,000.00
Line Item Total:	$20,000.00

Total for 72130 - Other Student Support:	$40,000.00
Total for all other Account Numbers:	$2,448,773.13
Total for all Account Numbers:	$2,488,773.13
Adjusted Allocation:	$2,488,773.13
Remaining:	$0.00

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title III

72210 - Support Services/Regular Instruction Program - $2,223,789.08 ▼

Budget Detail		Narrative Description
Account Number:	72210 - Support Services/Regular Instruction Program	17 HC 17 FTE EL Coaches
Line Item Number:	172 - Instructional Coaches	
Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$1,237,990.00	
Line Item Total:	$1,237,990.00	
Account Number:	72210 - Support Services/Regular Instruction Program	2 HC 2 FTE EL Family Engagement Specialists
Line Item Number:	189 - Other Salaries & Wages	
Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:		
Optional Program Code:		

Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$171,000.00	
Line Item Total:	$171,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Allowance for stipend payments to teachers receiving EL training including SIFE. District daily rate for stipends is $85 so the budgeted amount will fund approximately 880 stipend days.
Line Item Number:	196 - In-Service Training	
Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$75,000.00	
Line Item Total:	$75,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of social security expenses of the employees budgeted in this category.
Line Item Number:	201 - Social Security	
Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:		
Optional		

Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$87,078.38	
Line Item Total:	$87,078.38	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of certificated retirement expenses of the employees budgeted in this category.
Line Item Number:	204 - Pensions	
Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$122,050.18	
Line Item Total:	$122,050.18	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of life insurance expenses of the employees budgeted in this category.
Line Item Number:	206 - Life Insurance	
Strategic Plan:		
Admin Costs:		
Non-Public Instructional		

Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$1,800.00	
Line Item Total:	$1,800.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of medical insurance expenses of the employees budgeted in this category.
Line Item Number:	207 - Medical Insurance	
Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$180,000.00	
Line Item Total:	$180,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of dental insurance expenses of the employees budgeted in this category.
Line Item Number:	208 - Dental Insurance	
Strategic Plan:		

Admin Costs:		
Non-Public Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$1,800.00	
Line Item Total:	$1,800.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of unemployment insurance expenses of the employees budgeted in this category.
Line Item Number:	210 - Unemployment Compensation	
Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$3,150.00	
Line Item Total:	$3,150.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of support employee retirement expenses in this category.
Line Item Number:	211 - Local Retirement	

Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$10,000.00	
Line Item Total:	$10,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Estimate of medicare expenses of the employees budgeted in this category.
Line Item Number:	212 - Employer Medicare	
Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$20,365.11	
Line Item Total:	$20,365.11	
Account Number:	72210 - Support Services/Regular Instruction Program	Supplemental consultation services to benefit EL program such as SupportED, MGT, AIR, Council of Great City Schools, Thinking Maps, Seidlitz, Center for Applied Linguistics,

Line Item Number:	308 - Consultants	TESOL. American Institute for Research (AIR) five year improvement plan for EL program and district's support of EL students.
Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$200,000.00	
Line Item Total:	$200,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Local mileage for employees funded by Title III.
Line Item Number:	355 - Travel	
Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$2,000.00	
Line Item Total:	$2,000.00	

Account Number:	72210 - Support Services/Regular Instruction Program	Equitable services to private school students. Amount as auto-calculated elsewhere in this application. The services available are: Supplemental EL materials provided by MNPS EL Office- supplemental texts, language development materials through Lakeshore, National Geographic, Reading A-Z, and Pearson Professional Development provided by MNPS EL Office- in-person or virtual professional development. We offer any of our PD offerings. Many schools are interested in SIOP, Thinking Maps, and Academic Conversations.
Line Item Number:	499 - Other Supplies and Materials	
Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:	Non-Public Instructional Funds	
Optional Program Code:	EQUITABLE SERVICES	
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$11,555.41	
Line Item Total:	$11,555.41	

Account Number:	72210 - Support Services/Regular Instruction Program	Vendor-specific supplemental texts and binders for training with consultants, ELD coach presentation supplies-Chart paper, markers, post-it notes, paper for printing training supplies Virtual and in-person conferences, out of town travel. EL Office will use funds to have EL teachers, coaches, and administration attend TN TESOL, TESOL, Learning Forward, NAELPA, and BIRE Conferences. We plan to have EL teachers attend conferences to bring knowledge back to their school communities and grow as teacher leaders.
Line Item Number:	524 - In-Service / Staff Development	
Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$75,000.00	
Line Item		

Total:	$75,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Supplemental coaching materials including laptop, mice, headsets, SWIVEL cameras, speakers, microphone, technology for coaching to enable remote support of school sites.
Line Item Number:	790 - Other Equipment	
Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$25,000.00	
Line Item Total:	$25,000.00	

Total for 72210 - Support Services/Regular Instruction Program:	$2,223,789.08
Total for all other Account Numbers:	$264,984.05
Total for all Account Numbers:	$2,488,773.13
Adjusted Allocation:	$2,488,773.13
Remaining:	$0.00

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title III

99100 - Transfers Out - $45,500.00 ▼

Budget Detail		Narrative Description
Account Number:	99100 - Transfers Out	Note: Administrative Costs budgeted for Title III, may not exceed 2% of the Title III Allocation. This includes Consolidated Administration, Direct Administration, and Indirect Cost. This limit applies even if the LEA's calculated Indirect Cost rate exceeds 2%.
Line Item Number:	504 - Indirect Cost	Indirect costs associated with this grant.
Strategic Plan:		
Admin Costs:		
Non-Public Instructional Funds:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$45,500.00	
Line Item Total:	$45,500.00	

Total for 99100 - Transfers Out:	$45,500.00
Total for all other Account Numbers:	$2,443,273.13
Total for all Account Numbers:	$2,488,773.13
Adjusted Allocation:	$2,488,773.13
Remaining:	$0.00

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Title III

Indirect Cost Guide	
Total Allocation	$2,488,773.13
Existing Budget In Categories Not Eligible for Indirect Cost	$45,000.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$2,443,773.13
Indirect Cost Rate	6.32%
Max Available Budget In Categories Eligible for Indirect Cost	$2,298,507.46
Max Indirect Cost	$145,265.67

Filter by Location: All - $2,488,773.13 ▼

Account Number / Line Item Number	71100 - Regular Instruction Program	72130 - Other Student Support	72210 - Support Services/Regular Instruction Program	99100 - Transfers Out	Total
172 - Instructional Coaches			1,237,990.00		1,237,990.00
189 - Other Salaries & Wages	0.00	0.00	171,000.00		171,000.00
196 - In-Service Training			75,000.00		75,000.00
201 - Social Security	0.00	0.00	87,078.38		87,078.38
204 - Pensions	0.00	0.00	122,050.18		122,050.18
206 - Life Insurance	0.00	0.00	1,800.00		1,800.00
207 - Medical Insurance	0.00	0.00	180,000.00		180,000.00
208 - Dental Insurance	0.00	0.00	1,800.00		1,800.00
210 - Unemployment Compensation	0.00	0.00	3,150.00		3,150.00
211 - Local Retirement	0.00	0.00	10,000.00		10,000.00
212 - Employer Medicare	0.00	0.00	20,365.11		20,365.11
308 - Consultants			200,000.00		200,000.00

Account Number Line Item Number	71100 - Regular Instruction Program	72130 - Other Student Support	72210 - Support Services/Regular Instruction Program	99100 - Transfers Out	Total
355 - Travel		0.00	2,000.00		2,000.00
429 - Instructional Supplies & Materials	134,484.05				134,484.05
471 - Software	25,000.00				25,000.00
499 - Other Supplies and Materials	0.00	20,000.00	11,555.41		31,555.41
504 - Indirect Cost				45,500.00	45,500.00
524 - In-Service / Staff Development		0.00	75,000.00		75,000.00
599 - Other Charges	0.00	20,000.00	0.00		20,000.00
722 - Regular Instruction Equipment	20,000.00				20,000.00
790 - Other Equipment		0.00	25,000.00		25,000.00
Total	179,484.05	40,000.00	2,223,789.08	45,500.00	2,488,773.13
				Adjusted Allocation	2,488,773.13
				Remaining	0.00

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Equitable Services for Non-Public Schools

Key	
PART	This school has responded that they will participate in the program.
NOT PART	This school has responded that they will NOT participate in the program.
NO REPLY	This school has not replied to multiple documented requests from the district as to whether they will participate.
PROFIT	This school is ineligible for the program because it is a for profit organization.
CAT I-SP	This school is ineligible because it is a Category I Special Purpose School.
NO GRANT	The LEA does not participate in this grant.
NIPK	(For IDEA Preschool ONLY) - this school does not serve preschool students.

School ID - Name	Grade Level	Title I Participation	Low Income Non-Public Students from the District Title I Attendance Areas	Title I-C Participation	Migratory Students Enrolled at the Non-public School	Title II-A Participation	Non-public Total Enrollment	Title III-A Participation	English Learners Enrolled at the Non-public School	Title IV-A Participation	Non-public Total Enrollment	21st Century Participation	Non-public Total Enrollment	IDEA Participation	IDEA Preschool Participation
190-9868 - A New Leaf		NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	NO REPLY
190-9005 - Abintra Montessori School	PK,K,1,2,3,4,5,6,7,8	NOT PART	0.00	NOT PART	0.00	NOT PART	0	PART	0.00	NOT PART	0.00	PART	128.00	PART	PART
190-9010 - Akiva School	K,1,2,3,4,5,6	NOT PART	0.00	NOT PART	0.00	PART	116	NOT PART	0.00	PART	116.00	NOT PART	0.00	PART	NIPK
190-9765 - Benton Hall Academy	3,4,5,6,7,8,9,10,11,12	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0	NOT PART	0.00	NO REPLY	0.00	NO REPLY	0.00	PART	NIPK
190-9023 - Born Again Christian Academy	PK,K,1,2,3	PART	8.00	PART	0.00	PART	65	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	PART	PART
190-9443 - Casa Dei Montessori	PK,K,1,2,3,4,5	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	PART
190-9030 - Christ The King School	K,1,2,3,4,5,6,7,8	PART	4.00	NOT PART	0.00	PART	253	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	PART	PART
190-9025 - Christ Presbyterian Academy	K,1,2,3,4,5,6,7,8,9,10,11,12	NOT PART	0.00	NOT PART	0.00	NOT PART	0	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	PART	PART
190-9045 - Davidson Academy	PK,K,1,2,3,4,5,6,7,8,9,10,11,12	NOT PART	0.00	NOT PART	0.00	NOT PART	0	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	PART	PART
190-9050 - Donelson Christian Academy	K,1,2,3,4,5,6,7,8,9,10,11,12	NOT PART	0.00	NOT PART	0.00	NOT PART	0	PART	0.00	NOT PART	0.00	NOT PART	0.00	PART	PART
190-9120 - Ensworth School	K,1,2,3,4,5,6,7,8,9,10,11	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0.00	PART	PART
190-9788 - Episcopal School of Nashville	PK,K,1,2	NOT PART	0.00	NOT PART	0.00	PART	151	NOT PART	0.00	PART	151.00	NOT PART	0.00	PART	PART
190-9060 - Ezell-Harding Christian School	PK,PS,K,1,2,3,4,5,6,7,8,9,10,11,12	PART	97.00	NOT PART	0.00	PART	507	PART	0.00	PART	507.00	PART	507.00	PART	PART
190-9065 - F.H. Jenkins Elementary	K,1,2,3,4,5,6,7,8	PART	11.00	NOT PART	0.00	PART	96	PART	0.00	PART	96.00	NOT PART	0.00	PART	NIPK
190-9839 - Faith Christian Academy/Robson Academy	K,1,2,3,4,5,6,7,8,9,10,11,12	NOT PART	0.00	NOT PART	0.00	NOT PART	0	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	NO REPLY	NIPK
190-9037 - Family Christian Academy	K,1,2,3,4,5,6,7,8,9,10,11,12	NOT PART	0.00	NOT PART	0.00	NOT PART	0	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	NO REPLY	NIPK
190-9070 - Father Ryan High School	9,10,11,12	PART	24.00	NOT PART	0.00	PART	831	PART	1.00	PART	831.00	PART	831.00	PART	NIPK
190-9075 - Franklin Road Academy	PK,PS,K,1,2,3,4,5,6,7,8,9,10,11,12	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0.00	PART	PART
190-9510 - Gateway Academy at the Learning Lab	K,1,2,3,4,5,6,7,8,9,10,11,12	PROFIT	0.00	PROFIT	0.00	PROFIT	0	PROFIT	0.00	PROFIT	0.00	PROFIT	0.00	PROFIT	PROFIT
190-9055 - Genesis Academy	K,1,2,3,4,5,6,7,8,9,10,11,12	CAT I-SP	0.00	CAT I-SP	0.00	CAT I-SP	0	CAT I-SP	0.00	CAT I-SP	0.00	CAT I-SP	0.00	CAT I-SP	CAT I-SP
190-9085 - Goodpasture Christian School	PK,PS,K,1,2,3,4,5,6,7,8,9,10,11,12	PART	13.00	PART	0.00	PART	907	PART	0.00	PART	907.00	PART	907.00	PART	PART
190-9087 - Green Hills Child Development LLC	PK,K	PROFIT	0.00	PROFIT	0.00	PROFIT	0	PROFIT	0.00	PROFIT	0.00	PROFIT	0.00	PROFIT	PROFIT
190-9705 - Grow Academy	PK,K	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0.00	PART	PART
190-9095 - Harding Academy	K,1,2,3,4,5,6,7,8	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0.00	PART	PART
190-9100 - Harpeth Hall School	5,6,7,8,9,10,11,12	NOT PART	0.00	NOT PART	0.00	NOT PART	0	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	NO REPLY	NIPK
190-9351 - Highroads School of Nashville	7,8,9,10,11,12	CAT I-SP	0.00	CAT I-SP	0.00	CAT I-SP	0	CAT I-SP	0.00	CAT I-SP	0.00	CAT I-SP	0.00	CAT I-SP	NIPK
190-9724 - Hillside Christian Academy	1,2,3,4,5,6,7,8,9,10,11,12	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	NO REPLY
190-9110 - Holy Rosary Academy	PK,K,1,2,3,4,5,6,7,8	NOT PART	0.00	NOT PART	0.00	NOT PART	0	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	PART	PART
190-9014 - Holy Trinity Montessori	PK	NOT PART	0.00	NOT PART	0.00	NOT PART	0	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	PART	PART
190-9822 - Honor School of Tennessee	K,1,2,3,4,5,6,7,8	NOT PART	0.00	NOT PART	0.00	NOT PART	0	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	NO REPLY	NO REPLY
190-9719 - Iftiin Knowledge Academy	K,1,2,3,4,5,6,7,8,9,10,11,12	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	NO REPLY
190-9849 - Imani Montessori	PK,1,2,3,4,5,6,7,8,9,10,11,12	NOT PART	0.00	NOT PART	0.00	PART	12	NOT PART	0.00	PART	12.00	NOT PART	0.00	NO REPLY	NIPK
190-9061 - Jesus Only Academy	PK,K,1,2,3,4,5,6,7,8,9,10,11,12	PART	5.00	NOT PART	0.00	PART	5	PART	0.00	NOT PART	0.00	NOT PART	0.00	PART	PART
190-9879 - Jewish Middle School		NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0.00	NOT PART	NIPK
190-9505 - Jonathan Edwards Classical Academy	K,1,2,3,4,5,6	NOT PART	0.00	NOT PART	0.00	PART	159	PART	2.00	PART	159.00	NOT PART	0.00	PART	NIPK
190-9857 - King's Academy Nashville	PK,K,1,2,3,4,5,6,7,8	NOT PART	0.00	NOT PART	0.00	PART	171	PART	24.00	PART	171.00	NOT PART	0.00	PART	NIPK
190-9125 - Lighthouse Christian School	PK,K,1,2,3,4,5,6,7,8,9,10,11,12	NOT PART	0.00	PART	0.00	PART	341	PART	0.00	PART	341.00	PART	341.00	PART	PART
190-9308 - Linden Waldorf School	PK,K,1,2,3,4,5,6,7,8	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0.00	PART	PART
190-9035 - Lipscomb Academy	PK,K,1,2,3,4,5,6,7,8,9,10,11,12	PART	7.00	NOT PART	0.00	PART	1,417	PART	0.00	PART	1,417.00	PART	1,417.00	PART	PART
190-9130 - Madison Academy	9,10,11,12	NOT PART	0.00	NOT PART	0.00	PART	90	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	PART	NIPK
190-9135 - Madison Campus Elementary School	K,1,2,3,4,5,6,7,8	NOT PART	0.00	NOT PART	0.00	PART	186	PART	0.00	PART	186.00	NOT PART	0.00	PART	PART
190-9820 - Magnolia Education Center	6,7,8,9,10,11	CAT I-SP	0.00	CAT I-SP	0.00	CAT I-SP	0	CAT I-SP	0.00	CAT I-SP	0.00	CAT I-SP	0.00	CAT I-SP	CAT I-SP
190-9062 - Mercy Multiplied	7,8,9,10,11,12	NOT PART	0.00	NOT PART	0.00	NOT PART	0	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	NO REPLY	NIPK
190-9140 - Metro Christian Academy	PK,K,1,2,3,4,5,6,7,8,9,10,11,12	NOT PART	0.00	NOT PART	0.00	PART	199	PART	0.00	PART	199.00	PART	199.00	PART	PART

190-9350 - Montessori Academy	PK,K,1,2,3,4,5,6,7,8	PROFIT	0.00	PROFIT	0.00	PROFIT	0	PROFIT	0.00	PROFIT	0.00	PROFIT	0.00	PART	PART
190-9430 - Montessori Centre	PK,K	PROFIT	0.00	PROFIT	0.00	PROFIT	0	PROFIT	0.00	PROFIT	0.00	PROFIT	0.00	PROFIT	PROFIT
190-9006 - Montessori East	K	PROFIT	0.00	PROFIT	0.00	PROFIT	0	PROFIT	0.00	PROFIT	0.00	PROFIT	0.00	PROFIT	PROFIT
190-9145 - Montgomery Bell Academy	7,8,9,10,11,12	NOT PART	0.00	NOT PART	0.00	NOT PART	0	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	PART	NIPK
190-9874 - Moronia Academy		PROFIT	0.00	PROFIT	0.00	PROFIT	0	PROFIT	0.00	PROFIT	0.00	PROFIT	0.00	PROFIT	NIPK
190-9335 - Music City Montessori	PK,K,1,2,3,4	PROFIT	0.00	PROFIT	0.00	PROFIT	0	PROFIT	0.00	PROFIT	0.00	PROFIT	0.00	PROFIT	PROFIT
190-9155 - Nashville Christian School	PK,PS,K,1,2,3,4,5,6,7,8,9,10,11,12	PART	4.00	PART	0.00	PART	700	PART	0.00	PART	700.00	PART	700.00	PART	PART
190-9222 - Nashville International Academy	PK,K,1,2,3,4,5,6	NOT PART	0.00	NOT PART	0.00	PART	199	PART	49.00	NOT PART	0.00	NOT PART	0.00	PART	PART
190-9024 - New Children First, A Montessori Community	PK,K,1,2,3	PROFIT	0.00	PROFIT	0.00	PROFIT	0	PROFIT	0.00	PROFIT	0.00	PROFIT	0.00	PROFIT	PROFIT
190-9725 - NIA House Montessori	PK,K,1,2,3	NOT PART	0.00	NOT PART	0.00	PART	49	NOT PART	0.00	PART	49.00	NOT PART	0.00	PART	NIPK
190-9160 - Oak Hill School	PK,K,1,2,3,4,5,6	NOT PART	0.00	NOT PART	0.00	NOT PART	0	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	PART	PART
190-9175 - Overbrook School	PK,PS,K,1,2,3,4,5,6,7,8	NOT PART	0.00	NOT PART	0.00	PART	216	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	PART	PART
190-9173 - Priest Lake Christian Academy	PK,K	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0.00	PART	PART
190-9753 - Primrose School of Nashville Midtown	PK,K	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0.00	PART	PART
190-9813 - Reach Academy	K,1,2,3,4	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	NIPK
190-9700 - Ridgecrest Academy	K,1,2,3,4,5,6,7,8,9,10,11,12	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	NIPK
190-9285 - Schrader Lane Child Care Center	K	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0.00	PART	PART
190-9305 - St. Ann School	K,1,2,3,4,5,6,7,8	PART	17.00	NOT PART	0.00	PART	170	PART	9.00	PART	170.00	PART	170.00	PART	PART
190-9260 - St. Bernard Academy	K,1,2,3,4,5,6,7,8	PART	0.00	NOT PART	0.00	PART	348	PART	0.00	NOT PART	0.00	NOT PART	0.00	PART	PART
190-9200 - St. Cecilia Academy	9,10,11,12	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	NIPK
190-9078 - St. Clement Coptic Orthodox Christian Academy	PK,K,1,2,3,4	PART	0.00	NO REPLY	0.00	PART	114	PART	6.00	PART	114.00	PART	114.00	PART	PART
190-9205 - St. Edward School	PK,K,1,2,3,4,5,6,7,8	PART	48.00	NOT PART	0.00	PART	190	PART	9.00	PART	190.00	PART	190.00	PART	PART
190-9210 - St. Henry School	K,1,2,3,4,5,6,7,8	PART	19.00	NOT PART	0.00	PART	605	NOT PART	0.00	PART	605.00	PART	605.00	PART	PART
190-9211 - St. Joseph School	PK,K,1,2,3,4,5,6,7,8	PART	22.00	PART	0.00	PART	334	NOT PART	0.00	PART	334.00	PART	334.00	PART	PART
190-9215 - St. Paul Christian Academy	K,1,2,3,4,5,6	NOT PART	0.00	NOT PART	0.00	NOT PART	0	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	PART	PART
190-9220 - St. Pius X Classical Academy	PK,K,1,2,3,4,5,6,7,8	PART	21.00	NOT PART	0.00	PART	86	PART	1.00	NOT PART	0.00	NOT PART	0.00	PART	PART
190-9811 - Templeton Academy	5,6,7,8,9,10,11	NOT PART	0.00	NOT PART	0.00	NOT PART	0	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	NO REPLY	NIPK
190-9740 - The Academy for G.O.D.	K,1,2,3,4,5,6,7,8,9,10,11,12	PART	62.00	PART	0.00	PART	248	PART	0.00	PART	248.00	PART	248.00	PART	NIPK
190-9851 - The Acorn School Bldg. 1	K	NOT PART	0.00	NOT PART	0.00	NOT PART	0	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	PART	PART
190-9877 - The Acorn School Bldg. 2		NOT PART	0.00	NOT PART	0.00	NOT PART	0	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	PART	PART
190-9270 - The Children's House Of Nashville Montessori	PK,K	NOT PART	0.00	NOT PART	0.00	NOT PART	0	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	NO REPLY	NO REPLY
190-9088 - The Covenant School	PK,K,1,2,3,4,5	NOT PART	0.00	NOT PART	0.00	NOT PART	0	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	PART	PART
190-9758 - The Edison School	K,1,2,3,4,5,6,7,8,9	NOT PART	0.00	NOT PART	0.00	PART	36	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	PART	NIPK
190-9445 - University School Of Nashville	K,1,2,3,4,5,6,7,8,9,10,11,12	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0.00	PART	NIPK
190-9798 - Wayne Academy Davidson County	12,7,8,9,10,11	CAT I-SP	0.00	CAT I-SP	0.00	CAT I-SP	0	CAT I-SP	0.00	CAT I-SP	0.00	CAT I-SP	0.00	CAT I-SP	CAT I-SP
190-9887 - Clara Mohammed School	k-8	NOT PART	0.00	NOT PART	0.00	PART	14	NOT PART	0.00	NOT PART	0.00	PART	14.00	NO REPLY	NO REPLY
190-9892 - Generation Changers Academy	k-5	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	NO REPLY
190-9928 - Harpeth Primary Assessment Center	6-12	NOT PART	0.00	NOT PART	0.00	PART	48	NOT PART	0.00	PART	48.00	PART	48.00	NO REPLY	NO REPLY
190-9742 - Jaymes Christian Academy	PK,K,1,2,3,4,5,6,7,8,9,10,11,12	NOT PART	0.00	NOT PART	0.00	NOT PART	0	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	NO REPLY	NO REPLY
190-9891 - Kehilla High School Part of Jewish Upper School of Nashville	9-10	NOT PART	0.00	NOT PART	0.00	NOT PART	0	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	NO REPLY	NIPK
190-9905 - Lead Christian Academy	K-12	NOT PART	0.00	NOT PART	0.00	NOT PART	0	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	NO REPLY	NIPK
190-9920 - Legacy Academy Nashville	k-12	NOT PART	0.00	NOT PART	0.00	PART	49	NOT PART	0.00	PART	49.00	NOT PART	0.00	NO REPLY	NO REPLY
190-9024 - New Children First, A Montessori Community	PK,K,1,2,3	NOT PART	0.00	NOT PART	0.00	NOT PART	0	NOT PART	0.00	NOT PART	0.00	NOT PART	0.00	NO REPLY	NO REPLY
190-9835 - POM Academy	K-12	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	0.00	NO REPLY	NO REPLY
	Totals:		**362.00**		**0.00**		**8,912**		**101.00**		**7,600.00**		**6,753.00**		

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Equitable Services Program Details- Title I, Part A

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Equitable Services for Non-Public Schools

☐ **N/A (The LEA certifies that no eligible non-public schools are in the district, and no known low-income students from their Title I attendance areas are enrolled in eligible non-public schools -OR- That no eligible non-public schools wish to participate in the program -OR- The LEA is utilizing School Wide Pool and will complete this information in the School-Wide Pool Section.)**

Title I, Part A

Formula to Determine Amount for Title I, Part A Equitable Expenditures

A. Title I Allocation (Original + Reallocation + "Original" Transfers In)	$ 36,975,315.42
B. K-12 Non-Public Low-Income Enrollment (from Served Schools)	349.00
C. K-12 Total Low-Income Enrollment (from Served Schools)	37,492.00
D. Total Non-Public Share (A x B/C)	$ 344,190.36
E. Non-Public Family Engagement ([D X 1%] if Title I allocation > $500,000)	$ 3,441.90
F. Non-Public Administration	$ 0.00
G. FY25 Non-Public Instructional Funds (D-(E+F)	$ 340748.4599999
H. FY24 Non-Public carryover amount	$ 0.00
I. Total Amount of Non-Public Instructional Funds (FY24 Carryover and FY25)	$ 340748.4599999

Narrative Questions

Describe the consultation process between the LEA and the non-public/private school(s). Include (1) important dates, (2) modes of communication, and (3) the information provided to non-public/private school representatives. (Upload affirmation of consultation(s) in Related Documents.)

MNPS held its annual group consultation on March 5, 2024 from 9:00 a.m.-11:00 a.m. Our staff started emailing non-public (NP) contacts beginning in January 2024. In addition, we provided the consultation PPT ahead of time via email and also sent a link to a recording of the meeting that was held via Microsoft Teams. The group consultation meeting on March 5, 2024 included discussion of all related Title programs (I,A; I,C; II; III; IV,A; IV,B) and we shared information about the purpose of each program and allowability as well as processes and important dates. We reviewed how funds are generated, the types and provision of services for eligible recipients, decision points, and more.

Specific to Title I, we also discussed:

· Services (providers and when, how, where services will be provided and when they will begin)

· Low-income poverty measure

· Pooling of funds

· Academic data measures for determining both need and growth

· Evaluation of services

· Administrative costs

· Family engagement

· Transfer of funds

In addition, we solicited non-publics' input and needs via an electronic survey after the meeting (due 3/15/2024 to allow sufficient time for consideration). After reviewing the surveys and considering the needs and information of the non-publics, we shared the district's final decisions regarding Title programing with school contacts via email in April of 2024. We will hold individual consultation meetings this summer, tentatively in late June once we have specific amounts for FY25 allocations and carryover. We requested that all signed affirmation forms be returned to MNPS via email by March 15, 2024 in order to meet the TDOE's deadline. *Please note that related documentation is on file.

Identify the types of services to be provided to support the academic achievement of participating non-public/private school students.

- [x] Reading intervention
- [x] Math intervention
- [x] Professional development
- [ ] Equipment
- [ ] Educational software
- [ ] Educational materials and supplies
- [x] Contracted educational services

Will the LEA be entering into an inter-district agreement/MOU with another LEA to provide services for any eligible students?

- ○ Yes
- ◉ No

If yes, identify the LEA(s) that will be providing services to participating students on behalf of the LEA.

Describe the LEA's process for evaluating the effectiveness of the services provided to non-public/private school students.

The selected third-party contractor(s) will administer a pretest before instruction begins within the first weeks of school and also administer a post-test towards the end of the school year. If non-public school staff administer benchmark assessments for participating Title I students, results will be shared with the selected vendor and the MNPS non-public school liaison; the contractor(s) will be required to monitor and adjust instruction as needed to address cited skill deficiencies. The selected vendor(s) will monitor and report student progress to parents and teachers of participating students when the schools report student progress to all parents throughout the school term. The services provided to the nonpublic school students will be evaluated by data comparable to data available for public school students such as report cards, benchmark assessments and annual assessments (i.e., Stanford 10, IOWA, ERBs CTP4). In

addition, non-public school officials communicate with the MNPS non-public liaison informally throughout the year regarding evaluation (via office hours, individual calls, and emails), and formally via surveys, the most recent of which was in March 2024.

Describe the family engagement activities to be provided for families of non-public/private school students.

Participating non-public school officials noted during consultation that their family engagement needs are services such as workshops and meetings, brochures and newsletters, family resource bags, and more. These family engagement services and materials will be provided by the same third-party vendor that will provide supplemental Title I instructional services. The purpose is to provide information and trainings to equip family members and parents on topics such as reading, math, homework help, effective planning, and other academic topics based on needs and as determined in consultation with participating Title I non-public schools.

Resources

Click here to open the Consolidated Funding Application Guide.

Equitable Services Program Details- Title I, Part C

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Equitable Services for Non-Public Schools

N/A (The LEA certifies that no eligible non-public schools are in the district -OR- That no eligible non-public schools wish to participate in the program - OR- That there are no identified migratory students enrolled in eligible non-public schools -OR- The LEA is utilizing School Wide Pool and will complete this information in the School-Wide Pool Section.)

Title I, Part C

Formula to Determine Amount for Title I, Part C Equitable Expenditures

A. Number of Students	
A1. LEA Migratory Children and Youth Count	
A2. Participating K-12 Non-Public School Migratory (Spring Non-Public Survey responses)	0
A3: Total Migratory Children and Youth (A1 + A2)	0
B. Title I, Part C	
B1: LEA Allocation	$ 133,926.87
B2: Administration Costs (for public and non-public school programs)	$
B3: LEA Allocation Minus Admin Costs (B1 - B2)	$ 133926.87
C. Per Pupil Rate	
C1: B3 divided by A3	$ Infinity
D. Equitable Services	
D1: Amount LEA Must Reserve for Equitable Services for Participating Non-Public Schools = (A2 x C1)	$ NaN
E. FY24 Non-Public Carryover Amount	$
F. Total Amount of Non-Public Instructional Funds (FY24 Carryover and FY25) = (D1 + E)	$ NaN

Narrative Questions

Describe the consultation process between the LEA and the non-public/private school(s). Include (1) important dates, (2) modes of communication, and (3) the information provided to non-public/private school representatives. (Upload affirmation of consultation(s) in Related Documents.)

Describe the process for identifying migratory children and youth at the non-public school(s) that receive(s) Title I, Part C services.

Describe the process the LEA uses to complete the Individual Needs Assessment (INA) at the non-public school(s) that receive(s) Title I, Part C services.

Explain how the LEA assesses the Migrant Education Program annually at each non-public school that receives Title I, Part C services.

Briefly explain what services the LEA provides to eligible migratory children and youth at each non-public school receiving Title I, Part C services (including, but not limited to, professional development, materials, tutoring, and equipment).

Resources

Click here to open the Consolidated Funding Application Guide.

Equitable Services Program Details - Title II, Part A

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Equitable Services for Non-Public Schools

☐ **N/A (The LEA certifies that no eligible non-public schools are in the district -OR- That no eligible non-public schools wish to participate in the program - OR- The LEA is utilizing School Wide Pool and will complete this information in the School-Wide Pool Section.)**

Title II, Part A

Formula to Determine Amount for Title II, Part A Equitable Expenditures

A. Number of Students	
A1: District Enrollment (from the School Eligibility Page)	76,404
A2: Participating K-12 Private School Enrollment (Spring Private School Survey responses)	8,912
A3: Total Enrollment (A1 + A2)	85316
B. Title II, Part A	
B1: District Allocation	$ 4,278,446.42
B2: Administration Costs (for public and private school programs)	$ 0.00
B3: LEA Allocation Minus Admin Costs (B1 - B2)	$ 4278446.42
C. Per Pupil Rate	
C1: B3 divided by A3	$ 50.14823034366
D. Equitable Services	
D1: Amount district must reserve for equitable services for participating private schools = (A2 x C1)	$ 446921.0288227
E. FY24 Non-Public Carryover Amount	$ 0.00
F. Total Amount of Non-Public Instructional Funds = (line D1 + E)	$ 446921.0288227

Non-Public Equitable Service

Describe the consultation process between the LEA and the non-public/private school(s). Include (1) important dates, (2) modes of communication, and (3) the information provided to non-public/private school representatives. (Upload affirmation of consultation(s) in Related Documents.)

MNPS held its annual group consultation on March 5, 2024 from 9:00 a.m.-11:00 a.m. Our staff started emailing non-public (NP) contacts beginning in January 2024. In addition, we provided the consultation PPT ahead of time via email and also sent a link to a recording of the meeting that was held via Microsoft Teams. The group consultation meeting on March 5, 2024 included discussion of all related Title programs (I,A; I,C; II; III; IV,A; IV,B) and we

shared information about the purpose of each program and allowability as well as processes and important dates. We reviewed how funds are generated, the types and provision of services for eligible recipients, decision points, and more.

Specific to Title II, we also discussed:

· Services, allowable options, and commonly-attended PDs

· Academic data measures for determining PD needs

· Evaluation of services

· Administrative costs

· Transfer of funds

In addition, we solicited non-publics' input and needs via an electronic survey after the meeting (due 3/15/2024 to allow sufficient time for consideration). After reviewing the surveys and considering the needs and information of the non-publics, we shared the district's final decisions regarding Title programing with school contacts via email in April of 2024. We will hold individual consultation meetings this summer, tentatively in late June once we have specific amounts for FY25 allocations and carryover. We requested that all signed affirmation forms be returned to MNPS via email by March 15, 2024 in order to meet the TDOE's deadline. *Please note that related documentation is on file.

Describe the professional development activities to be provided to participating non-public school teachers, principals, and other school leaders.

Based on identified needs and as discussed during the consultation process, non-public school officials are primarily interested in their teachers attending in person conferences and/or virtual trainings on offerings specific to teaching reading and math effectively, using instructional data to drive inform instruction, SEL, differentiating instruction, subject-specific Advanced Placement conferences, TDOE offerings, and more. They also would like their teachers to engage in professional learning (in person or virtually) on integrating technology effectively and pedagogy on distance and blended learning. Book studies are also an area of interest.

Resources

Click here to open the Consolidated Funding Application Guide.

Equitable Services Program Details - Title III

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Equitable Services for Non-Public Schools

☐ **N/A (The LEA certifies that no eligible non-public schools are in the district -OR- That no eligible non-public schools wish to participate in the program - OR- That there are no identified EL students enrolled in eligible non-public schools -OR- The LEA is utilizing School Wide Pool and will complete this information in the School-Wide Pool Section.**

Title III

Formula to Determine Amount for Title III Equitable Expenditures

A. Number of Students	
A1: District English Learners	21,653
A2: Participating K-12 Private School English Learners (Spring Private School Survey responses)	101
A3: Total English Learners (A1 + A2)	21754
B. Title III	
B1: District Allocation	$ 2,488,773.13
B2: Administration Costs (for public and private school programs)	$ 0.00
B3: LEA Allocation Minus Admin Costs (B1 - B2)	$ 2488773.13
C. Per Pupil Rate	
C1: B3 divided by A3	$ 114.4053107474
D. Equitable Services	
D1: Amount District must reserve for equitable services for participating private schools = (A2 x C1)	$ 11554.93638549
E. FY24 Non-Public Carryover Amount	$ 0.00
F. Total Amount of Non-Public Instructional Funds (FY24 Carryover and FY25) = (Line D1 + E)	$ 11554.93638549

Narrative Questions

Describe the consultation process between the LEA and the non-public/private school(s). Include (1) important dates, (2) modes of communication, and (3) the information provided to non-public/private school representatives. (Upload affirmation of consultation(s) in Related Documents.)

MNPS held its annual group consultation on March 5, 2024 from 9:00 a.m.-10:00 a.m. Our staff started emailing non-public (NP) contacts beginning in January 2024 to discuss the group consultation meeting slated for March, and we also reminded NP school contacts during phone calls in February and early March; in addition, we provided the consultation PPT ahead of time via email and also sent a link to a recording of the meeting that was held via

Zoom. The group consultation meeting on March 5, 2024 included discussion of all related Title programs (I,A; I,C; II; III; IV,A; IV,B) and we shared information about the purpose of each program and allowability as well as processes and important dates. We reviewed how funds are generated, the types and provision of services for eligible recipients, decision points, and more.

Specific to Title III, the Director of EL Services at the Office of English Learners discussed topics such as eligibility as well as service and PD offerings.

In addition, we solicited non-publics' input and needs via an electronic survey after the meeting. After reviewing the surveys and considering the needs and information of the non-publics, we shared the district's final decisions regarding Title programing with school contacts via email in April of 2024. We will hold individual consultation meetings this summer, tentatively in late June once we have specific amounts for FY25 allocations and carryover. We requested that all signed affirmation forms be returned to MNPS via email by March 2024 in order to meet the TDOE's deadline. *Please note that related documentation is on file.

Describe the process for identifying English Learners at the non-public school(s) that receive(s) Title III services.

Under Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act of 1974 (EEOA), public schools must ensure that EL students can participate meaningfully and equally in educational programs.

Identification of LEP Students in Non-Public Schools:

Non-public schools that choose to participate will administer the Home Language Survey to newly enrolled families. The Home Language Survey (HLS) is only administered once in a student's educational career.

1. TN Rule of the State Board of Education Chapter 0520-01-19 English as a Second Language Programs: The Home Language Survey (HLS) consists of three (3) questions that will be asked of every parent or guardian enrolling his/her child in the LEA. These questions are:

·1. What is the first language this child learned to speak?

·2. What language does this child speak most often at home?

·3. What is the language that is most often spoken to this child at home?

MNPS Home Language Survey

If the answer to any of the above questions is a language other than English, the child will be classified as NELB and the Home Language Survey should be sent to the Office of English Learners before September 1. Please scan and email the survey(s) to ELoffice@mnps.org.

The EL Office will contact the non-public school to arrange a time for the student to participate in state English language proficiency screener assessment.

EL office and non-public school official will consult to determine and agree upon the best way to address needs of eligible students.

Briefly explain how Title III services are provided at each non-public school receiving Title III services (including professional development, materials, tutoring, and equipment).

Non-public schools will provide MNPS staff with an assessment data report to determine annual progress of participating students.

The following services are available through the MNPS Office of English Learners:

·Supplemental EL materials

·Supplemental Professional Development

Sample PDs available to non-public schools:

1. Effective Strategies for ELs

This two-day course, previously SIOP I, is for K-12 teachers that have not been trained is SIOP. Teachers will learn about the eight (8) components and 30 features of SIOP. These components and features will help teachers effectively teach content to English learners. Teachers will learn techniques to make subject matter concepts comprehensible for ELs while promoting the student' English language development. Teachers will need to bring a lesson plan to the course. Course is designed for EL and content teachers.

2. Thinking Maps Initial Training-District-Level

This one-day course is for K-12 teachers who want to use Thinking Maps in their classroom. Thinking Maps are tools to help teachers differentiate instruction and increase higher-order thinking skills and activities in the classroom. Thinking Maps uses eight visual patterns each based on a fundamental thinking process. These patterns are used individually and in combination across every grade level and content area. Course is designed for any teacher.

Explain how the English as a Second Language program is assessed annually at each non-public school that receives Title III services.

Non-Public Schools are responsible for ensuring that students are assessed annually, and students' language progress is monitored. We often recommend that the Catholic schools, for example, use their Iowa test data. The state does not let them use WIDA ACCESS due to security issues. They evaluate the program at their school. Non-public schools complete a form to communicate program evaluations with MNPS.

Resources

Click here to open the Consolidated Funding Application Guide.

Equitable Services Program Details - Title IV

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Equitable Services for Non-Public Schools

☐ **N/A (The LEA certifies that no eligible non-public schools are in the district -OR- That no eligible non-public schools wish to participate in the program - OR- The LEA is utilizing School Wide Pool and will complete this information in the School-Wide Pool Section.)**

Title IV, Part A

Formula to Determine Amount for Title IV, Part A Equitable Expenditures

A. Number of Students	
A1: District Enrollment (from the School Eligibility Page)	76,404
A2: Participating K-12 Private School Enrollment (Spring Private School Survey responses)	7,600
A3: Total Enrollment (A1 + A2)	84004
B. Title IV, Part A	
B1: District Allocation	$ 0.00
B2: Administration Costs (for public and private school programs)	$
B3: LEA Allocation Minus Admin Costs (B1 - B2)	$ 0
C. Per Pupil Rate	
C1: B3 divided by A3	$ 0
D. Equitable Services	
D1: Amount District must reserve for equitable services for participating private schools = (A2 x C1)	$ 0
E. FY24 Non-Public Carryover Amount	$
F. Total Amount of Non-Public Instructional Funds (FY24 Carryover and FY25) = (Line D1 + E)	$ 0

Non-Public Equitable Service

Describe the consultation process between the LEA and the non-public/private school(s). Include (1) important dates, (2) modes of communication, and (3) the information provided to non-public/private school representatives. (Upload affirmation of consultation(s) in Related Documents.)

MNPS held its annual group consultation on March 5, 2024 from 9:00 a.m.-11:00 a.m. Our staff started emailing non-public (NP) contacts beginning in January 2024. In addition, we provided the consultation PPT ahead of time via email and also sent a link to a recording of the meeting that was held via Microsoft Teams. The group consultation meeting on March 5, 2024 included discussion of all related Title programs (I,A; I,C; II; III; IV,A; IV,B) and we

shared information about the purpose of each program and allowability as well as processes and important dates. We reviewed how funds are generated, the types and provision of services for eligible recipients, decision points, and more.

Specific to Title IV, we also discussed:

·Services (providers and when, how, where services will be provided and when they will begin)

·Low-income poverty measure

·Academic data measures for determining both need and growth

·Evaluation of services

·Administrative costs

·Family engagement

·Transfer of funds

In addition, we solicited non-publics' input and needs via an electronic survey after the meeting (due 3/16/2023 to allow sufficient time for consideration). After reviewing the surveys and considering all of the needs and information of the non-publics, we shared the district's final decisions regarding Title programing with school contacts via email on April 6, 2023. We will hold individual consultation meetings this summer, tentatively in late June once we have specific amounts for FY25 allocations and carryover. We requested that all signed affirmation forms be returned to MNPS via email by March 16, 2023 in order to meet the TDOE's deadline. *Please note that related documentation is on file.

* Describe the activities to be provided in support of participating non-public/private school students and/or teachers.

After consultation with the non-public schools, the decision was made to transfer Title IV funds into Titles I (80%) and II (20%). The decision was shared with non-public representatives.

Resources

Click here to open the Consolidated Funding Application Guide.

Assurances

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Equitable Services for Non-Public Schools

☑ The Local Educational Agency (LEA) hereby assures the State Educational Agency (SEA) that the LEA follows all regulations applicable to the assurances outlined below:
The LEA has engaged in timely and meaningful consultation, as required by ESEA 1117(b)(1), and maintains all required documentation to support such consultation.
The LEA will ensure that services to Title I non-public students are provided in a timely fashion, in accordance with agreements made as a result of meaningful consultation with non-public/private school representatives.
The LEA will obligate all non-public/private school funds during the fiscal year in which allocated and in support of services agreed upon as a result of required consultation.
The LEA will engage in ongoing consultation with participating non-public/private school representatives as necessary to ensure fidelity of implementation of agreed-upon services and to monitor the effectiveness of services.

Related Documents

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Equitable Services for Non-Public Schools

Optional Documents		
Type	**Document Template**	**Document/Link**
(CFA) Traditional Non-Public School Affirmation of Meaningful Consultation	Affirmation of Meaningful Private School Consultation	Affirmations of Meaningful Consultation 1 Affirmations of Meaningful Consultation 2 Affirmations of Meaningful Consultation 3
Combined Non-Public School Affirmation of Meaningful Consultation & Agreement	Affirmation of Meaningful Non-Public School Consultation & Agreement	
(ASR) Additional Supporting Documents	N/A	Intent to Participate FY25

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - IDEA Requirements

Please add a row for each unique "Other" position.

Systemwide Administration - (Usually personnel working in the central office)

	IDEA, Part B Funds (611)		IDEA Preschool Funds (619)		General Purpose Special Education Funds		Federal Total	
	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE
Special Education Supervisor	5	4.00			5	5.00	5	4
Bookkeeper							0	0
Secretary							0	0
Coordinator							0	0
Other (please specify) Clerical Personnel	2	2.00			11	9.60	2	2
Total	7	6.00	0	0.00	16	14.60	7	6.00

Systemwide Instruction & Support - (Central Office or Assigned to more than one school site and on an irregular schedule)

	IDEA, Part B Funds (611)		IDEA Preschool Funds (619)		General Purpose Special Education Funds		Federal Total	
	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE
Bus Drivers					151	151.00	0	0.00
Bus Attendants					170	170.00	0	0.00
Psychologists	18	18.00			40	34.30	18	18.00
Speech Pathologists	7	6.00			86	86.00	7	6.00
Other (please specify) Occupational Therapists	1	0.50			31	31.00	1	0.50
Other (please specify) Physical Therapists	1	0.50			7	7.00	1	0.50
Other (please specify) Homebound Teachers					7	7.00	0	0.00
Other (please specify) Itinerant Sp Ed Coaches	36	36.00					36	36.00
Other (please specify) Sp Ed Data Specialist	1	1.00					1	1.00

Other (please specify) Itinerant Vision Teachers	14	13.50					14	13.50
Other (please specify) Itinerant Hearing Teachers	15	15.00					15	15.00
Other (please specify) Itinerant BCBA Assessment Specialists	5	5.00					5	5.00
Other (please specify) Itinerant Ed Assts - Vision Program	2	2.00					2	2.00
Other (please specify) Itinerant Ed Assts - Hearing Program	1	1.00					1	1.00
Other (please specify) Itinerant Music Therapy Teacher for SWDs	1	1.00					1	1.00
Other (please specify) Itinerant Sp Ed Preschool Teachers	9	9.00					9	9.00
Other (please specify) Sp Ed Transportation Supervisor					1	1.00	0	0.00
Other (please specify) Sp Ed Transportation Bus Mechanics					5	5.00	0	0.00
Other (please specify) Ex Ed MTSS Behavior Coach	1	1.00					1	1.00
Total	112	109.50	0	0.00	498	492.30	112	109.50

Resources

Click here to open the Consolidated Funding Application Guide.

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - IDEA Requirements

School Name	LEA ID - School Number	Teachers				Education Assistants			
		IDEA Part B (611)		General Purpose Special Education Funds		IDEA Part B (611)		General Purpose Special Education Funds	
		Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE
A. Z. Kelley Elementary	190-0001			2	2.00			5	5.00
Alex Green Elementary	190-0005			2	2.00			2	2.00
Amqui Elementary	190-0010			2	2.00			4	4.00
Andrew Jackson Elementary	190-0015			2	2.00	1	1.00	5	5.00
Antioch High School	190-0020			6	6.00			10	10.00
Antioch Middle	190-0023			4	4.00			7	7.00
Apollo Middle	190-0025			4	4.00	1	1.00	9	9.00
Aventura Community School	190-8015								
Bellevue Middle	190-0040			3	3.00			5	5.00
Bellshire Elementary	190-0045			2	2.00			2	2.00
Cambridge Early Learning Center	190-7005			1	1.00			1	1.00
Cane Ridge Elementary	190-0082			3	3.00			3	3.00

Cane Ridge High School	190-0077			4	4.00			12	12.00
Carter-Lawrence Elementary	190-0670			2	2.00			3	3.00
Casa Azafran Early Learning Center	190-7020			1	1.00			1	1.00
Chadwell Elementary	190-0105			1	1.00			1	1.00
Charlotte Park Elementary	190-0110			3	3.00	1	1.00	4	4.00
Cockrill Elementary	190-0120			3	2.00			3	3.00
Cole Elementary	190-0130			2	2.00	1	1.00	5	5.00
Cora Howe School	190-0443			1	1.00	18	18.00	7	7.00
Crieve Hall Elementary	190-0145			3	3.00			7	7.00
Croft Middle	190-0148			2	2.00			2	2.00
Cumberland Elementary	190-0150			4	2.00			4	4.00
Dan Mills Elementary	190-0160			3	3.00	1	1.00	3	3.00
Dodson Elementary	190-0165			3	3.00			3	3.00
Donelson Middle	190-0175			3	3.00			4	4.00
DuPont Elementary	190-0180			4	4.00			4	4.00
DuPont Hadley Middle	190-0190			4	4.00			4	4.00
DuPont Tyler Middle	190-0185			3	3.00			5	5.00

Eagle View Elementary School	190-0115			1	1.00			1	1.00
Eakin Elementary	190-0195			3	3.00			12	12.00
Early College High	190-0437			4	4.00			4	4.00
East End Preparatory School	190-8009								
East Nashville Magnet High School	190-0203			2	2.00			4	4.00
East Nashville Middle	190-0296			2	2.00			5	5.00
Explore Community School	190-8060								
Fall-Hamilton Elementary	190-0220			2	2.00			1	1.00
Gateway Elementary	190-0235			3	3.00			3	3.00
Glencliff Elementary	190-0240			4	4.00			4	4.00
Glencliff High School	190-0245			5	4.50			4	4.00
Glendale Elementary	190-0250			1	1.00			1	1.00
Glengarry Elementary	190-0255			2	2.00			2	2.00
Glenview Elementary	190-0265			1	1.00			1	1.00
Goodlettsville Elementary	190-0270			2	2.00			2	2.00
Goodlettsville Middle	190-0275			3	3.00			5	5.00

Gower Elementary	190-0280	4	4.00	3	3.00			14	14.00
Granbery Elementary	190-0290			2	2.00			2	2.00
H. G. Hill Middle	190-0295			3	3.00	1	1.00	3	3.00
Harpeth Valley Elementary	190-0300			4	4.00			4	4.00
Harris-Hillman Special Education	190-0302	4	4.00	4	4.00	34	34.00	18	17.60
Hattie Cotton Elementary	190-0140			3	3.00			5	5.00
Haynes Middle	190-0305			3	3.00			3	3.00
Haywood Elementary	190-0310			2	2.00			2	2.00
Head Middle	190-0315			1	1.00			6	6.00
Henry C. Maxwell Elementary	190-0318			2	2.00			2	2.00
Hermitage Elementary	190-0320			2	2.00			2	2.00
Hickman Elementary	190-0327			4	4.00			4	4.00
Hillsboro High	190-0335			4	4.00			10	10.00
Hull-Jackson Elementary	190-0350			1	1.00			1	1.00
Hume - Fogg High	190-0355			1	1.00			1	1.00
Hunters Lane High	190-0358			3	3.00	1	1.00	8	8.00
Ida B. Wells Elementary	190-0080			1	1.00			1	1.00

Inglewood Elementary	190-0360			1	1.00			1	1.00
Intrepid College Preparatory Charter School	190-8048								
Isaac Litton Middle	190-0365			2	2.00			4	4.00
Isaiah T. Creswell Middle School of the Arts	190-0700			3	3.00			6	6.00
Ivanetta H. Davis Learning Center at Bordeaux	190-7010			1	1.00			1	1.00
J. E. Moss Elementary	190-0370			3	3.00			3	3.00
James Lawson High School	190-0374			5	5.00			7	7.00
Jere Baxter Middle	190-0375			3	3.00			5	5.00
Joelton Elementary	190-0380			2	2.00			4	4.00
John B. Whitsitt Elementary	190-0390			4	4.00			5	5.00
John Early Middle	190-0386			4	4.00			6	6.00
John F. Kennedy Middle	190-0393			3	3.00			5	5.00
John Overton High	190-0395			3	3.00			10	10.00
John Trotwood Moore Middle	190-0490			4	4.00			6	6.00

Johnson Alternative Learning Center	190-0740			2	2.00			4	4.00
Jones Elementary	190-0387			2	2.00			4	4.00
Julia Green Elementary	190-0415			3	3.00			3	3.00
KIPP Academy Nashville	190-8002								
KIPP Academy Nashville Elementary School	190-8095								
KIPP Nashville College Prep	190-8042								
KIPP Nashville College Prep Elementary	190-8085								
KIPP Nashville Collegiate High School	190-8011								
Knowledge Academy @ The Crossings	190-8110								
Lakeview Elementary	190-0430			3	3.00			3	3.00
Lead Academy	190-8003								
LEAD Cameron	190-8010								
LEAD Southeast	190-8013								

Liberty Collegiate Academy	190-8005								
Lockeland Elementary	190-0435			2	2.00			2	2.00
Madison Middle	190-0622			4	4.00			6	6.00
Maplewood High	190-0445			4	4.00			8	8.00
Margaret Allen Middle	190-0450			1	1.00			1	1.00
Martin Luther King Jr School	190-0456			2	2.00			2	2.00
May Werthan Shayne Elementary School	190-0608			2	2.00			2	2.00
McGavock Elementary	190-0465			3	3.00			3	3.00
McGavock High	190-0470			3	3.00			7	7.00
McMurray Middle	190-0480			4	4.00			5	5.00
Meigs Middle	190-0330			3	3.00			5	5.00
MNPS Virtual School	190-0003			1	0.50				
Moses McKissack Middle	190-0035			3	3.00			10	10.00
Mt. View Elementary	190-0493			3	3.00			5	5.00
Murrell at Glenn School	190-0505			3	3.00	22	22.00	5	5.00
Napier Elementary	190-0510			2	2.00			2	2.00

Nashville Big Picture High School	190-0053			1	1.00			1	0.50
Nashville Classical	190-8044								
Nashville Classical West	190-8043								
Nashville Prep	190-8008								
Nashville School Of The Arts	190-0512			1	1.00			1	1.00
Neely's Bend Elementary	190-0515			1	1.00			1	1.00
Norman Binkley Elementary	190-0525			2	2.00			2	2.00
Old Center Elementary	190-0535			3	3.00			2	2.00
Paragon Mills Elementary	190-0540			4	4.00			3	3.00
Park Avenue Elementary	190-0545			4	4.00			4	4.00
Pearl-Cohn High	190-0555			4	4.00			6	6.00
Pennington Elementary	190-0565			1	1.00			2	2.00
Percy Priest Elementary	190-0570			2	2.00			1	1.00
Purpose Prep	190-8046								
RePublic High School	190-8100								
Robert Churchwell Elementary	190-0618			3	3.00			3	3.00

Rocketship Nashville Northeast Elementary	190-8050								
Rocketship United	190-8070								
Rose Park Middle	190-0595			3	3.00			6	6.00
Rosebank Elementary	190-0600			3	3.00			3	3.00
Ross Early Learning Center	190-7015								
Ruby Major Elementary	190-0607			2	2.00			4	4.00
Shwab Elementary	190-0610			3	3.00			6	6.00
Smith Springs Elementary School	190-0750			3	3.00			4	4.00
Smithson Craighead Academy	190-8001								
Stanford Elementary	190-0615			2	2.00			4	4.00
STEM Prep Academy	190-8006								
STEM Prep High School	190-8075								
Stratford STEM Magnet School	190-0620			5	5.00			6	6.00
Stratton Elementary	190-0625			2	2.00			4	4.00
Strive Collegiate Academy	190-8090								
Sylvan Park Elementary	190-0630			2	2.00			1	1.00

The Academy at Hickory Hollow	190-0720								
The Academy at Old Cockrill	190-0614								
The Academy at Opry Mills	190-0612								
Thomas A. Edison Elementary	190-0208			3	3.00			4	4.00
Thurgood Marshall Middle	190-0633			2	2.00			6	6.00
Tom Joy Elementary	190-0635			2	2.00				
Transitions at Bass	190-0725								
Tulip Grove Elementary	190-0637			2	2.00			8	8.00
Tusculum Elementary	190-0645			2	2.00			5	5.00
Two Rivers Middle	190-0650			3	3.00			6	6.00
Una Elementary	190-0655			2	2.00			2	2.00
Valor Flagship Academy	190-8045								
Valor Voyager Academy	190-8080								
W. A. Bass Adult Program	190-0125			2	2.00			1	1.00
W.A. Bass Alternative Learning Center	190-0126			1	1.00			1	1.00
Warner Elementary	190-0675			2	2.00			4	4.00

Waverly-Belmont Elementary School	190-0755			2	2.00			3	3.00
West End Middle	190-0690			4	4.00			6	6.00
Westmeade Elementary	190-0695			3	3.00			6	6.00
Whites Creek High	190-0704			3	3.00			8	8.00
William Henry Oliver Middle	190-0538			3	2.80			8	8.00
Wright Middle	190-0715			4	3.50			6	6.00
Total		8	8.00	334	329.30	81	81.00	538	537.10

Resources

Click here to open the Consolidated Funding Application Guide.

IDEA Personnel Details – School-level (6-21) – Other Positions (Nurses, Psychologists, etc.)

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - IDEA Requirements

School Name	LEA ID - School Number	Speech Pathologists				Psychologists				Nurses				Other - Specify				Other 2				Other 3				Other 4			
		IDEA Part B (611)		General Purpose Special Education Funds		IDEA Part B (611)		General Purpose Special Education Funds		IDEA Part B (611)		General Purpose Special Education Funds		IDEA Part B (611)		General Purpose Special Education Funds		IDEA Part B (611)		General Purpose Special Education Funds		IDEA Part B (611)		General Purpose Special Education Funds		IDEA Part B (611)		General Purpose Special Education Funds	
		Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE
A. Z. Kelley Elementary	190-0001																												
Alex Green Elementary	190-0005																												
Amqui Elementary	190-0010																												
Andrew Jackson Elementary	190-0015																												
Antioch High School	190-0020																												
Antioch Middle	190-0023																												
Apollo Middle	190-0025																												
Aventura Community School	190-8015																												
Bellevue Middle	190-0040																												
Bellshire Elementary	190-0045																												
Cambridge Early Learning Center	190-7005																												
Cane Ridge Elementary	190-0082																												
Cane Ridge High School	190-0077																												
Carter-Lawrence Elementary	190-0670																												
Casa Azafran Early Learning Center	190-7020																												
Chadwell Elementary	190-0105																												
Charlotte Park Elementary	190-0110																												
Cockrill Elementary	190-0120																												
Cole Elementary	190-0130																												
Cora Howe School	190-0443																												
Crieve Hall Elementary	190-0145																												
Croft Middle	190-0148																												
Cumberland Elementary	190-0150																												
Dan Mills Elementary	190-0160																												
Dodson Elementary	190-0165																												
Donelson Middle	190-0175																												
DuPont Elementary	190-0180																												
DuPont Hadley Middle	190-0190																												
DuPont Tyler Middle	190-0185																												
Eagle View Elementary School	190-0115																												
Eakin Elementary	190-0195																												
Early College High	190-0437																												
East End Preparatory School	190-8009																												
East Nashville Magnet High School	190-0203																												
East Nashville Middle	190-0296																												
Explore Community School	190-8060																												
Fall-Hamilton Elementary	190-0220																												
Gateway Elementary	190-0235																												
Glendliff Elementary	190-0240																												
Glendliff High School	190-0245																												
Glendale Elementary	190-0250																												
Glengarry Elementary	190-0255																												
Glenview Elementary	190-0265																												
Goodlettsville Elementary	190-0270																												
Goodlettsville Middle	190-0275																												
Gower Elementary	190-0280																												
Granbery Elementary	190-0290																												
H. G. Hill Middle	190-0295																												

Harpeth Valley Elementary	190-0300																												
Harris-Hillman Special Education	190-0302																												
Hattie Cotton Elementary	190-0140																												
Haynes Middle	190-0305																												
Haywood Elementary	190-0310																												
Head Middle	190-0315																												
Henry C. Maxwell Elementary	190-0318																												
Hermitage Elementary	190-0320																												
Hickman Elementary	190-0327																												
Hillsboro High	190-0335																												
Hull-Jackson Elementary	190-0350																												
Hume - Fogg High	190-0355																												
Hunters Lane High	190-0358																												
Ida B. Wells Elementary	190-0080																												
Inglewood Elementary	190-0360																												
Intrepid College Preparatory Charter School	190-8048																												
Isaac Litton Middle	190-0365																												
Isaiah T. Creswell Middle School of the Arts	190-0700																												
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James Lawson High School	190-0374																												
Jere Baxter Middle	190-0375																												
Joelton Elementary	190-0380																												
John B. Whitsitt Elementary	190-0390																												
John Early Middle	190-0386																												
John F. Kennedy Middle	190-0393																												
John Overton High	190-0395																												
John Trotwood Moore Middle	190-0490																												
Johnson Alternative Learning Center	190-0740																												
Jones Elementary	190-0387																												
Julia Green Elementary	190-0415																												
KIPP Academy Nashville	190-8002																												
KIPP Academy Nashville Elementary School	190-8095																												
KIPP Nashville College Prep	190-8042																												
KIPP Nashville College Prep Elementary	190-8085																												
KIPP Nashville Collegiate High School	190-8011																												
Knowledge Academy @ The Crossings	190-8110																												
Lakeview Elementary	190-0430																												
Lead Academy	190-8003																												
LEAD Cameron	190-8010																												
LEAD Southeast	190-8013																												
Liberty Collegiate Academy	190-8005																												
Lockeland Elementary	190-0435																												
Madison Middle	190-0622																												
Maplewood High	190-0445																												
Margaret Allen Middle	190-0450																												

Martin Luther King Jr School	190-0456																												
May Werthan Shayne Elementary School	190-0608																												
McGavock Elementary	190-0465																												
McGavock High	190-0470																												
McMurray Middle	190-0480																												
Meigs Middle	190-0330																												
MNPS Virtual School	190-0003																												
Moses McKissack Middle	190-0035																												
Mt. View Elementary	190-0493																												
Murrell at Glenn School	190-0505																												
Napier Elementary	190-0510																												
Nashville Big Picture High School	190-0053																												
Nashville Classical	190-8044																												
Nashville Classical West	190-8043																												
Nashville Prep	190-8008																												
Nashville School Of The Arts	190-0512																												
Neely's Bend Elementary	190-0515																												
Norman Binkley Elementary	190-0525																												
Old Center Elementary	190-0535																												
Paragon Mills Elementary	190-0540																												
Park Avenue Elementary	190-0545																												
Pearl-Cohn High	190-0555																												
Pennington Elementary	190-0565																												
Percy Priest Elementary	190-0570																												
Purpose Prep	190-8046																												
RePublic High School	190-8100																												
Robert Churchwell Elementary	190-0618																												
Rocketship Nashville Northeast Elementary	190-8050																												
Rocketship United	190-8070																												
Rose Park Middle	190-0595																												
Rosebank Elementary	190-0600																												
Ross Early Learning Center	190-7015																												
Ruby Major Elementary	190-0607																												
Shwab Elementary	190-0610																												
Smith Springs Elementary School	190-0750																												
Smithson Craighead Academy	190-8001																												
Stanford Elementary	190-0615																												
STEM Prep Academy	190-8006																												
STEM Prep High School	190-8075																												
Stratford STEM Magnet School	190-0620																												
Stratton Elementary	190-0625																												
Strive Collegiate Academy	190-8090																												
Sylvan Park Elementary	190-0630																												
The Academy at Hickory Hollow	190-0720																												
The Academy at Old Cockrill	190-0614																												
The Academy at Opry Mills	190-0612																												
Thomas A. Edison Elementary	190-0208																												
Thurgood Marshall Middle	190-0633																												
Tom Joy Elementary	190-0635																												

Transitions at Bass	190-0725																														
Tulip Grove Elementary	190-0637																														
Tusculum Elementary	190-0645																														
Two Rivers Middle	190-0650																														
Una Elementary	190-0655																														
Valor Flagship Academy	190-8045																														
Valor Voyager Academy	190-8080																														
W. A. Bass Adult Program	190-0125																														
W.A. Bass Alternative Learning Center	190-0126																														
Warner Elementary	190-0675																														
Waverly-Belmont Elementary School	190-0755																														
West End Middle	190-0690																														
Westmeade Elementary	190-0695																														
Whites Creek High	190-0704																														
William Henry Oliver Middle	190-0538																														
Wright Middle	190-0715																														
Total		0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00

Resources

Click here to open the Consolidated Funding Application Guide.

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - IDEA Requirements

School Name	LEA ID - School Number	Teachers						Education Assistants					
		IDEA Part B (611)		IDEA Preschool (619)		General Purpose Special Education Funds		IDEA Part B (611)		IDEA Preschool (619)		General Purpose Special Education Funds	
		Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE
A. Z. Kelley Elementary	190-0001												
Alex Green Elementary	190-0005												
Amqui Elementary	190-0010					1	1.00					3	3.00
Andrew Jackson Elementary	190-0015					2	2.00			1	1.00	2	2.00
Antioch High School	190-0020												
Antioch Middle	190-0023												
Apollo Middle	190-0025												
Aventura Community School	190-8015												
Bellevue Middle	190-0040												
Bellshire Elementary	190-0045	1	1.00			1	1.00	1	1.00			3	3.00
Cambridge Early Learning Center	190-7005					2	2.00					3	3.00
Cane Ridge Elementary	190-0082					1	1.00					2	2.00
Cane Ridge High School	190-0077												
Carter-Lawrence Elementary	190-0670												
Casa Azafran Early Learning Center	190-7020	1	1.00					2	2.00				
Chadwell Elementary	190-0105					2	2.00			1	1.00	3	3.00
Charlotte Park Elementary	190-0110												
Cockrill Elementary	190-0120	1	1.00			1	1.00	1	1.00	1	1.00	2	2.00
Cole Elementary	190-0130												

Cora Howe School	190-0443												
Crieve Hall Elementary	190-0145												
Croft Middle	190-0148												
Cumberland Elementary	190-0150												
Dan Mills Elementary	190-0160					2	2.00					2	2.00
Dodson Elementary	190-0165					1	1.00					1	1.00
Donelson Middle	190-0175												
DuPont Elementary	190-0180												
DuPont Hadley Middle	190-0190												
DuPont Tyler Middle	190-0185												
Eagle View Elementary School	190-0115												
Eakin Elementary	190-0195												
Early College High	190-0437												
East End Preparatory School	190-8009												
East Nashville Magnet High School	190-0203												
East Nashville Middle	190-0296												
Explore Community School	190-8060												
Fall-Hamilton Elementary	190-0220	1	1.00			1	1.00					3	3.00
Gateway Elementary	190-0235					2	2.00					2	2.00
Glencliff Elementary	190-0240												
Glencliff High School	190-0245												
Glendale Elementary	190-0250	1	1.00					2	2.00				
Glengarry Elementary	190-0255												
Glenview Elementary	190-0265												

Goodlettsville Elementary	190-0270												
Goodlettsville Middle	190-0275												
Gower Elementary	190-0280	1	1.00			2	2.00	2	2.00	2	2.00	3	3.00
Granbery Elementary	190-0290												
H. G. Hill Middle	190-0295												
Harpeth Valley Elementary	190-0300												
Harris-Hillman Special Education	190-0302	1	1.00			2	2.00	1	1.00	1	1.00	3	3.00
Hattie Cotton Elementary	190-0140												
Haynes Middle	190-0305												
Haywood Elementary	190-0310	1	1.00					1	1.00				
Head Middle	190-0315												
Henry C. Maxwell Elementary	190-0318					1	1.00					3	3.00
Hermitage Elementary	190-0320												
Hickman Elementary	190-0327	1	1.00			2	2.00	1	1.00	1	1.00	4	4.00
Hillsboro High	190-0335												
Hull-Jackson Elementary	190-0350					2	2.00					3	3.00
Hume - Fogg High	190-0355												
Hunters Lane High	190-0358												
Ida B. Wells Elementary	190-0080					1	1.00					3	3.00
Inglewood Elementary	190-0360												
Intrepid College Preparatory Charter School	190-8048												
Isaac Litton Middle	190-0365												
Isaiah T. Creswell Middle School of the Arts	190-0700												

Ivanetta H. Davis Learning Center at Bordeaux	190-7010	1	1.00					1	1.00					
J. E. Moss Elementary	190-0370													
James Lawson High School	190-0374													
Jere Baxter Middle	190-0375													
Joelton Elementary	190-0380													
John B. Whitsitt Elementary	190-0390													
John Early Middle	190-0386													
John F. Kennedy Middle	190-0393													
John Overton High	190-0395													
John Trotwood Moore Middle	190-0490													
Johnson Alternative Learning Center	190-0740													
Jones Elementary	190-0387													
Julia Green Elementary	190-0415													
KIPP Academy Nashville	190-8002													
KIPP Academy Nashville Elementary School	190-8095													
KIPP Nashville College Prep	190-8042													
KIPP Nashville College Prep Elementary	190-8085													
KIPP Nashville Collegiate High School	190-8011													
Knowledge Academy @ The Crossings	190-8110													

Lakeview Elementary	190-0430	1	1.00			2	2.00	2	2.00	2	2.00	3	3.00
Lead Academy	190-8003												
LEAD Cameron	190-8010												
LEAD Southeast	190-8013												
Liberty Collegiate Academy	190-8005												
Lockeland Elementary	190-0435												
Madison Middle	190-0622												
Maplewood High	190-0445												
Margaret Allen Middle	190-0450												
Martin Luther King Jr School	190-0456												
May Werthan Shayne Elementary School	190-0608	1	1.00			1	1.00	2	2.00			2	2.00
McGavock Elementary	190-0465												
McGavock High	190-0470												
McMurray Middle	190-0480												
Meigs Middle	190-0330												
MNPS Virtual School	190-0003												
Moses McKissack Middle	190-0035												
Mt. View Elementary	190-0493					1	1.00					2	2.00
Murrell at Glenn School	190-0505												
Napier Elementary	190-0510	1	1.00					2	2.00				
Nashville Big Picture High School	190-0053												
Nashville Classical	190-8044												
Nashville Classical West	190-8043												
Nashville Prep	190-8008												

Nashville School Of The Arts	190-0512												
Neely's Bend Elementary	190-0515												
Norman Binkley Elementary	190-0525												
Old Center Elementary	190-0535					1	1.00					3	3.00
Paragon Mills Elementary	190-0540					2	2.00					3	3.00
Park Avenue Elementary	190-0545					2	2.00	3	3.00	2	2.00	2	2.00
Pearl-Cohn High	190-0555												
Pennington Elementary	190-0565												
Percy Priest Elementary	190-0570												
Purpose Prep	190-8046												
RePublic High School	190-8100												
Robert Churchwell Elementary	190-0618												
Rocketship Nashville Northeast Elementary	190-8050												
Rocketship United	190-8070												
Rose Park Middle	190-0595												
Rosebank Elementary	190-0600												
Ross Early Learning Center	190-7015	2	2.00			4	4.00	3	3.00			5	5.00
Ruby Major Elementary	190-0607												
Shwab Elementary	190-0610	1	1.00					3	3.00	1	1.00		
Smith Springs Elementary School	190-0750												
Smithson Craighead Academy	190-8001												
Stanford Elementary	190-0615												
STEM Prep Academy	190-8006												

STEM Prep High School	190-8075												
Stratford STEM Magnet School	190-0620												
Stratton Elementary	190-0625												
Strive Collegiate Academy	190-8090												
Sylvan Park Elementary	190-0630									1	1.00		
The Academy at Hickory Hollow	190-0720												
The Academy at Old Cockrill	190-0614												
The Academy at Opry Mills	190-0612												
Thomas A. Edison Elementary	190-0208												
Thurgood Marshall Middle	190-0633												
Tom Joy Elementary	190-0635												
Transitions at Bass	190-0725												
Tulip Grove Elementary	190-0637	2	2.00					2	2.00	1	1.00		
Tusculum Elementary	190-0645												
Two Rivers Middle	190-0650												
Una Elementary	190-0655												
Valor Flagship Academy	190-8045												
Valor Voyager Academy	190-8080												
W. A. Bass Adult Program	190-0125												
W.A. Bass Alternative Learning Center	190-0126												
Warner Elementary	190-0675												

Waverly-Belmont Elementary School	190-0755												
West End Middle	190-0690												
Westmeade Elementary	190-0695												
Whites Creek High	190-0704												
William Henry Oliver Middle	190-0538												
Wright Middle	190-0715												
Total		18	18.00	0	0.00	39	39.00	29	29.00	14	14.00	65	65.00

Resources

Click here to open the Consolidated Funding Application Guide.

IDEA Personnel Details - School-level (3-5) - Other Positions (Nurses, Psychologists, etc.)

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - IDEA Requirements

School Name	LEA ID - School Number	Speech Pathologists						Psychologists						Nurses						Other - Specify						Other 2						Other 3						Other 4					
		IDEA Part B (611)		IDEA Preschool (619)		General Purpose Special Education Funds		IDEA Part B (611)		IDEA Preschool (619)		General Purpose Special Education Funds		IDEA Part B (611)		IDEA Preschool (619)		General Purpose Special Education Funds		IDEA Part B (611)		IDEA Preschool (619)		General Purpose Special Education Funds		IDEA Part B (611)		IDEA Preschool (619)		General Purpose Special Education Funds		IDEA Part B (611)		IDEA Preschool (619)		General Purpose Special Education Funds		IDEA Part B (611)		IDEA Preschool (619)		General Purpose Special Education Funds	
		Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE
A. Z. Kelley Elementary	190-0301																																											
Alex Green Elementary	190-0305																																											
Amqui Elementary	190-0010																																											
Andrew Jackson Elementary	190-0015																																											
Antioch High School	190-0020																																											
Antioch Middle	190-0023																																											
Apollo Middle	190-0025																																											
Aventura Community School	190-8015																																											
Bellevue Middle	190-0040																																											
Berkshire Elementary	190-0045																																											
Cambridge Early Learning Center	190-7065																																											
Cane Ridge Elementary	190-0062																																											
Cane Ridge High School	190-0077																																											
Carter-Lawrence Elementary	190-0070																																											
Casa Azafran Early Learning Center	190-7020																																											
Chadwell Elementary	190-0105																																											
Charlotte Park Elementary	190-0110																																											
Cockrill Elementary	190-0120																																											
Cole Elementary	190-0130																																											
Cora Howe School	190-0440																																											
Creave Hall Elementary	190-0145																																											
Croft Middle	190-0148																																											
Cumberland Elementary	190-0150																																											
Dan Mills Elementary	190-0160																																											
Dodson Elementary	190-0165																																											
Donelson Middle	190-0175																																											
DuPont Elementary	190-0180																																											
DuPont Hadley Middle	190-0190																																											
DuPont Tyler Middle	190-0185																																											
Eagle View Elementary School	190-0115																																											
Eakin Elementary	190-0195																																											
Early College High	190-0437																																											
East End Preparatory School	190-8009																																											
East Nashville Magnet High School	190-0203																																											
East Nashville Middle	190-0296																																											
Explore Community School	190-8060																																											
Fall-Hamilton Elementary	190-0220																																											
Gateway Elementary	190-0235																																											
Glendiff Elementary	190-0240																																											
Glendiff High School	190-0245																																											
Glendale Elementary	190-0250																																											
Glengarry Elementary	190-0255																																											
Glenview Elementary	190-0265																																											
Goodlettsville Elementary	190-0270																																											
Goodlettsville Middle	190-0275																																											
Gower Elementary	190-0280																																											
Granbery Elementary	190-0290																																											
H. G. Hill Middle	190-0295																																											
Hargrett Valley Elementary	190-0300																																											
Harris-Hillman Special Education	190-0302																																											
Hattie Cotton Elementary	190-0140																																											
Haynes Middle	190-0305																																											
Haywood Elementary	190-0310																																											
Head Middle	190-0315																																												
Henry C. Maxwell Elementary	190-0318																																												
Hermitage Elementary	190-0320																																											
Hickman Elementary	190-0327																																											
Hillsboro High	190-0335																																											
Hull-Jackson Elementary	190-0350																																											
Hume - Fogg High	190-0355																																											
Hunters Lane High	190-0358																																											
Ida B. Wells Elementary	190-0080																																											
Inglewood Elementary	190-0360																																											
Intrepid College Preparatory Charter School	190-8048																																												
Isaac Litton Middle	190-0365																																											
Isaiah T Creswell Middle School of the Arts	190-0700																																											
Ivanvetta H. Davis Learning Center at Bordeaux	190-7010																																											
J. E. Moss Elementary	190-0370																																											
James Lawson High School	190-0374																																											
Jere Baxter Middle	190-0375																																											



Joelton Elementary	190-0390
John B. Whitsitt Elementary	190-0360
John Early Middle	190-0356
John F. Kennedy Middle	190-0363
John Overton High	190-0395
John Trotwood Moore Middle	190-0490
Johnson Alternative Learning Center	190-0740
Jones Elementary	190-0397
Julia Green Elementary	190-0415
KIPP Academy Nashville	190-8002
KIPP Academy Nashville Elementary School	190-8095
KIPP Nashville College Prep	190-8042
KIPP Nashville College Prep Elementary	190-8085
KIPP Nashville Collegiate High School	190-8011
Knowledge Academy @ The Crossings	190-8110
Lakeview Elementary	190-0430
Lead Academy	190-8003
LEAD Cameron	190-8010
LEAD Southeast	190-8013
Liberty Collegiate Academy	190-8005
Lockeland Elementary	190-0435
Madison Middle	190-0622
Maplewood High	190-0445
Margaret Allen Middle	190-0450
Martin Luther King Jr School	190-0498
May Werthan Shayne Elementary School	190-0608
McGavock Elementary	190-0455
McGavock High	190-0470
McMurray Middle	190-0460
Meigs Middle	190-0330
MNPS Virtual School	190-0003
Moses McKissack Middle	190-0035
Mt. View Elementary	190-0493
Murrell at Glenn School	190-0505
Napier Elementary	190-0510
Nashville Big Picture High School	190-0053
Nashville Classical	190-8044
Nashville Classical West	190-8043
Nashville Prep	190-8008
Nashville School Of The Arts	190-0512
Neely's Bend Elementary	190-0515
Norman Binkley Elementary	190-0525
Old Center Elementary	190-0535
Paragon Mills Elementary	190-0540
Park Avenue Elementary	190-0545
Pearl-Cohn High	190-0555
Pennington Elementary	190-0565
Percy Priest Elementary	190-0570
Purpose Prep	190-8046
RePublic High School	190-8100
Robert Churchwell Elementary	190-0618
Rocketship Nashville Northeast Elementary	190-8050
Rocketship United	190-8070
Rose Park Middle	190-0595
Rosebank Elementary	190-0600
Ross Early Learning Center	190-7015
Ruby Major Elementary	190-0607
Shwab Elementary	190-0610
Smith Springs Elementary School	190-0750
Smithson Craighead Academy	190-8051
Stanford Elementary	190-0615
STEM Prep Academy	190-8006
STEM Prep High School	190-8075
Stratford STEM Magnet School	190-0620
Stratton Elementary	190-0625
Strive Collegiate Academy	190-8090
Sylvan Park Elementary	190-0630
The Academy at Hickory Hollow	190-0720
The Academy at Old Cockrill	190-0614
The Academy at Opry Mills	190-0612
Thomas A. Edison Elementary	190-0208

Thurgood Marshall Middle	190-0633
Tom Joy Elementary	190-0635
Transitions at Bass	190-0725
Tulip Grove Elementary	190-0637
Tusculum Elementary	190-0645
Two Rivers Middle	190-0650
Una Elementary	190-0655
Valor Flagship Academy	190-8045
Valor Voyager Academy	190-8080
W. A. Bass Adult Program	190-0125
W.A. Bass Alternative Learning Center	190-0126
Warner Elementary	190-0675
Waverly-Belmont Elementary School	190-0755
West End Middle	190-0690
Westmeade Elementary	190-0695
Whites Creek High	190-0704
William Henry Oliver Middle	190-0538
Wright Middle	190-0715
Total	

Resources

Click here to open the Consolidated Funding Application Guide.

IDEA Private School Details

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - IDEA Requirements

1. Is the LEA required to reserve a portion of IDEA funds (either current allocation or prior year carryover) to provide services to parentally placed private school students?

* IDEA 611 funds (6-21)

- (●) Yes
- ( ) No

* IDEA 619 funds (3-5)

- (●) Yes
- ( ) No

2. Will any private school proportionate share funds from the prior year be carried over to be expended in the current year?

IDEA 611 funds (6-21)

- ( ) Yes
- (●) No

$ [ ] If yes, estimated amount to be carried over:

IDEA 619 funds (3-5)

- ( ) Yes
- (●) No

$ [ ] If yes, estimated amount to be carried over:

3. If so, where has the reserved amount been budgeted within each appropriate budget (give account number(s) with line item(s) for each budget separately):

IDEA 611

71200-312 Contracts with Private Agencies

IDEA 619

71200-312 Contracts with Private Agencies

Resources

Click here to open the Consolidated Funding Application Guide.

IDEA Private School Proportionate Amounts 2024-2025

General Purpose Special Education Budget

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - IDEA Requirements

Documents		
Type	**Document Template**	**Document/Link**
(CFA IDEA) General Purpose Special Education Budget [Upload 1 document(s)]	General Purpose Special Education Budget Template	FY25 GP Preliminary Budget

General Purpose Special Education Budget

The purpose of this page is to provide documentation that the LEA has budgeted at least the minimum amount of funds required for maintenance of effort. Maintenance of effort of State and local expenditures or local expenditures only is required in order for the LEA to receive federal special education funds under 34 CFR 300.203 Maintenance of Effort. Please remember that the only exceptions in reduction to the previous year's expenditures are listed at 34 CFR 300.204 Exceptions to Maintenance of Effort.

If your LEA is using IDEA funds for Early Intervening Services, an adjustment to local fiscal efforts may be taken as outlined at 34 CFR 300.205 Adjustment to local fiscal efforts in certain fiscal years and at Appendix D to Part 300 - Maintenance of Effort and Early Intervening Services.

1. Indicate the funding source(s) used to project this budget. Check one of the boxes below:

- (●) State and Local Funds
- ( ) Local Funds Only

2. Have funds for gifted students been identified and removed from this budget?

- (●) Yes
- ( ) N/A

3. If any funds for services to functionally delayed students are included in this budget, the LEA assures that an examination of student records has been made and those students were eligible for services under one or more of the federal categories. Check one of the boxes below:

- ( ) Yes
- ( ) No
- (●) N/A

4. Services for some/all functionally delayed students have been removed from this budget? Check one of the boxes below:

- (●) Yes
- ( ) No
- ( ) N/A

58 5. Give the number of functionally delayed students not qualifying under a federal category and for whom services are not included in this budget?

6. The LEA has budgeted the minimum amount necessary to meet maintenance of effort requirements for the coming year. (mark appropriate box)

- (•) Yes
- ( ) No

7. If no is indicated above, please explain. - **Note:** If "No" is marked, an explanation must also be included on the Non-Supplanting/Maintenance of Effort page in ePlan.

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - IDEA Requirements

Special Transportation

Check this box if the LEA has students with disabilities receiving Special Transportation.

* Provide the number of students with disabilities receiving Special Transportation below.

276 Age 3-5

1,123 Age 6-21

State Special Education Expenditure Report

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - IDEA Requirements

Documents		
Type	**Document Template**	**Document/Link**
(CFA IDEA) State Special Education Expenditure Report (required after July 1st) [Upload up to 1 document(s)]	SSEER State Special Education Expenditure Report Template	
(CFA IDEA) Maintenance of Effort Exception	N/A	
(CFA) Additional Supporting Documents	N/A	

STATE SPECIAL EDUCATION EXPENDITURE REPORT - Fiscal Year 2024 (July 1, 2023 - June 30, 2024)

This report provides financial expenditures for the instructional and related service needs of special education students from general purpose special education funds.

NOTE: If the school system did not meet maintenance of effort requirements by actual amounts spent (per pupil or total), but is able to document compliance through exceptions allowable by law, documentation may be uploaded as a separate submittal to provide evidence of such compliance in ePlan. Upload documentation in the FY24 Consolidated Funding Application under Maintenance of Effort Exception.

SSEER Budget Summary - Actual Expenditures for 2023-24

Reporting Includes		○ State and Local Funds ○ Local Funds Only
Account Series	**Expenditures**	**Summary of Actual Expenditures**
71150	Alternative Instruction Program	$
71200	Special Education Instruction	$
72120	Health Services	$
72130	Other Student Support	$
72215	Alternative Instruction Program (Support)	$

72220	Special Education Program Staff	$
72410	Office of Principal	$
72710	Transportation	$
TOTAL EXPENDITURES FOR SPECIAL EDUCATION:		$ 0.00

Assurance

☐ The expenditures provided within the attached document are a true representation of the State and local funds or local funds only used to provide special education and related services to identified special education students. No funds for services to gifted students are included within this document. Funds for services to functionally delayed students are included only after a determination was made that these students would have qualified under one of the federal categories of special education students.

Resources

Click here to open the Consolidated Funding Application Guide.

IDEA Shared Related Documents

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - IDEA Requirements

Required Documents		
Type	**Document Template**	**Document/Link**
(CFA IDEA) General Purpose Special Education Budget [Upload 1 document(s)]	General Purpose Special Education Budget Template	FY25 GP Preliminary Budget

Optional Documents		
Type	**Document Template**	**Document/Link**
(CFA IDEA) State Special Education Expenditure Report (required after July 1st) [Upload up to 1 document(s)]	SSEER State Special Education Expenditure Report Template	
(CFA IDEA) Maintenance of Effort Exception	N/A	
(CFA) Additional Supporting Documents	N/A	
CCEIS Excel Template	CCEIS Excel Template	
(CFA IDEA) 141 Statement of expenditures “only for CCEIS” (required after July 1) [Upload up to 1 document(s)]	N/A	
(CFA IDEA) 142 Statement of expenditures “only for CCEIS” (required after July 1) [Upload up to 1 document(s)]	N/A	

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - IDEA, Part B

Indirect Cost Guide	
Total Allocation	$21,381,249.00
Existing Budget In Categories Not Eligible for Indirect Cost	$178,550.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$21,202,699.00
Indirect Cost Rate	6.32%
Max Available Budget In Categories Eligible for Indirect Cost	$19,942,342.93
Max Indirect Cost	$1,260,356.07

Account Number	Total
71150 - Alternative Instruction Program	$0.00
71200 - Special Education Program	$16,958,538.12
72120 - Health Services	$0.00
72130 - Other Student Support	$0.00
72210 - Support Services/Regular Instruction Program	$0.00
72215 - Support Services/Alternative Instruction Program	$0.00
72220 - Support Services/Special Education Program	$3,479,160.88
72410 - Office of the Principal	$0.00
72710 - Transportation	$15,000.00
99100 - Transfers Out	$928,550.00
Total	$21,381,249.00
Adjusted Allocation	$21,381,249.00
Remaining	$0.00

Budget Detail

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - IDEA, Part B

71200 - Special Education Program - $16,958,538.12 ▼

Budget Detail		Narrative Description
Account Number:	71200 - Special Education Program	To fund 84.5 FTE teachers, which includes: 18 sp ed preschool teachers; 9.0 FTE itinerant sp ed preschool teachers; 20.0 FTE itinerant sp ed coaches; 1.0 FTE Ex Ed MTSS Behavior Coach; 13.5 FTE itinerant vision teachers; 15.0 FTE itinerant hearing teachers, 8.0 sp ed teachers for ESY, and 1.0 Music Therapy teacher for SWD
Line Item Number:	116 - Teachers	
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$6,313,800.00	
Line Item Total:	$6,313,800.00	
Account Number:	71200 - Special Education Program	Salary for 16 FTE Special Education Coaches
Line Item Number:	116 - Teachers	
Strategic Plan:		
CCEIS:	CCEIS	
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$956,400.00	
Line Item	$956,400.00	

Total:		
Account Number:	71200 - Special Education Program	To fund 113.0 FTE Sp Ed educational assistants, which includes: 29.0 preschool special education ed assistants; 60.0 school-age special education ed assistants; 2.0 itinerant vision ed assistants; 1.0 itinerant hearing ed assistants; 15 paras in Community Based Transition Program; 6.0 ed assistants for ESY program.
Line Item Number:	163 - Educational Assistants	
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$3,592,000.00	
Line Item Total:	$3,592,000.00	
Account Number:	71200 - Special Education Program	To pay for 5.0 FTE Speech Language Pathologists.
Line Item Number:	171 - Speech Pathologist	
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$248,500.00	
Line Item Total:	$248,500.00	
Account Number:	71200 - Special Education Program	Salary for 1.0 FTE Speech Language Pathologists
Line Item Number:	171 - Speech Pathologist	

Strategic Plan:		
CCEIS:	CCEIS	
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$64,700.00	
Line Item Total:	$64,700.00	
Account Number:	71200 - Special Education Program	Fringe benefit for above salaries
Line Item Number:	201 - Social Security	
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$629,566.60	
Line Item Total:	$629,566.60	
Account Number:	71200 - Special Education Program	Fringe benefits for CCEIS salaries above
Line Item Number:	201 - Social Security	
Strategic Plan:		
CCEIS:	CCEIS	

Optional Program Code:	
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$63,308.20
Line Item Total:	$63,308.20

Account Number:	71200 - Special Education Program
Line Item Number:	204 - Pensions
Strategic Plan:	
CCEIS:	
Optional Program Code:	
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$590,607.00
Line Item Total:	$590,607.00

Fringe benefit for above salaries

Account Number:	71200 - Special Education Program
Line Item Number:	204 - Pensions
Strategic Plan:	
CCEIS:	CCEIS
Optional Program Code:	
Location Code:	Davidson County (190)

Fringe benefits for CCEIS salaries above

Quantity:	1.00	
Cost:	$91,899.00	
Line Item Total:	$91,899.00	
Account Number:	71200 - Special Education Program	Fringe benefit for above salaries
Line Item Number:	206 - Life Insurance	
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$39,325.00	
Line Item Total:	$39,325.00	
Account Number:	71200 - Special Education Program	Fringe benefits for CCEIS salaries above
Line Item Number:	206 - Life Insurance	
Strategic Plan:		
CCEIS:	CCEIS	
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$4,250.00	
Line Item	$4,250.00	

Total:		
Account Number:	71200 - Special Education Program	Fringe benefit for above salaries
Line Item Number:	207 - Medical Insurance	
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$820,902.64	
Line Item Total:	$820,902.64	
Account Number:	71200 - Special Education Program	Fringe benefits for CCEIS salaries above
Line Item Number:	207 - Medical Insurance	
Strategic Plan:		
CCEIS:	CCEIS	
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$223,870.25	
Line Item Total:	$223,870.25	
Account Number:	71200 - Special Education Program	Fringe benefit for above salaries
Line Item	208 - Dental Insurance	

Number:	
Strategic Plan:	
CCEIS:	
Optional Program Code:	
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$45,200.00
Line Item Total:	$45,200.00

Account Number:	71200 - Special Education Program
Line Item Number:	210 - Unemployment Compensation
Strategic Plan:	
CCEIS:	
Optional Program Code:	
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$38,272.50
Line Item Total:	$38,272.50

Fringe benefit for above salaries

Account Number:	71200 - Special Education Program
Line Item Number:	210 - Unemployment Compensation
Strategic Plan:	
CCEIS:	CCEIS

Fringe benefits for CCEIS salaries above

Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$3,213.00	
Line Item Total:	$3,213.00	
Account Number:	71200 - Special Education Program	retirement for non-certificated staff
Line Item Number:	211 - Local Retirement	
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$460,494.40	
Line Item Total:	$460,494.40	
Account Number:	71200 - Special Education Program	Fringe benefit for above salaries
Line Item Number:	212 - Employer Medicare	
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	

Quantity:	1.00	
Cost:	$147,237.35	
Line Item Total:	$147,237.35	
Account Number:	71200 - Special Education Program	Fringe benefits for CCEIS salaries above
Line Item Number:	212 - Employer Medicare	
Strategic Plan:		
CCEIS:	CCEIS	
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$14,805.95	
Line Item Total:	$14,805.95	
Account Number:	71200 - Special Education Program	Set-aside for parentally placed private school students. Speech, OT/PT services provided by a contracted private agency. This line item includes the mmandated Proportionate share set-aside for FY25. Carryover from FY24 will be included in this line item at a later date. Also included in budget is: (1) contract with PCG for EasyFax service, an add-on service to the EasyIEP platform; (2) contracted mental health counselors for SWD; and (3) contracted Ex Ed PreK teachers for Self-Contained PreK classrooms.
Line Item Number:	312 - Contracts with Private Agencies	
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$1,492,186.23	
Line Item Total:	$1,492,186.23	

Account Number:	71200 - Special Education Program	Supplementary instructional materials for special ed classrooms such as: PCI curriculum and AbleNet Math, PAES Curriculum Program, and TeachTown curriculum for students with autism. Also will include supplies and materials for summer ESY programs.
Line Item Number:	429 - Instructional Supplies & Materials	
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$50,000.00	
Line Item Total:	$50,000.00	
Account Number:	71200 - Special Education Program	Sanitary supplies for special ed classrooms such as gloves and wipes.
Line Item Number:	499 - Other Supplies and Materials	
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$18,000.00	
Line Item Total:	$18,000.00	
Account Number:	71200 - Special Education Program	Flow-thru IDEA funds to charter schools for services to SWD
Line Item Number:	599 - Other Charges	

Strategic Plan:	
CCEIS:	
Optional Program Code:	
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$1,000,000.00
Line Item Total:	$1,000,000.00

Account Number:	71200 - Special Education Program
Line Item Number:	725 - Special Education Equipment
Strategic Plan:	
CCEIS:	
Optional Program Code:	
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$50,000.00
Line Item Total:	$50,000.00

Supplemental special ed equipment for SWD, including preschool SWD. Probable purchases for both these populations will include: assistive technology purchases such as communication devices and laptops, BrailleNote devices for students with blindness, OT/PT equipment such as positioning equipment; assisted hearing devices and voice amplification equipment.
There will be no single-item equipment purchases that exceed $5,000.

Total for 71200 - Special Education Program:	$16,958,538.12
Total for all other Account Numbers:	$4,422,710.88
Total for all Account Numbers:	$21,381,249.00
Adjusted Allocation:	$21,381,249.00
Remaining:	$0.00

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - IDEA, Part B

72220 - Support Services/Special Education Program - $3,479,160.88 ▼

Budget Detail		Narrative Description
Account Number:	72220 - Support Services/Special Education Program	To pay salary for 3.0 FTEs Sp Ed Directors
Line Item Number:	105 - Supervisor / Director	
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$395,400.00	
Line Item Total:	$395,400.00	
Account Number:	72220 - Support Services/Special Education Program	Salary for 1.0 FTE Special Ed Director
Line Item Number:	105 - Supervisor / Director	
Strategic Plan:		
CCEIS:	CCEIS	
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$131,800.00	
Line Item	$131,800.00	

Total:		
Account Number:	72220 - Support Services/Special Education Program	To pay salaries of 10.0 FTE SE psychological personnel (two of these FTEs are school psychology interns)
Line Item Number:	124 - Psychological Personnel	
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$683,000.00	
Line Item Total:	$683,000.00	
Account Number:	72220 - Support Services/Special Education Program	Salaries for 8.0 FTE Special Ed Psychological personnel
Line Item Number:	124 - Psychological Personnel	
Strategic Plan:		
CCEIS:	CCEIS	
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$626,400.00	
Line Item Total:	$626,400.00	
Account Number:	72220 - Support Services/Special Education Program	To pay for 0.5 FTE Occupational Therapist and 0.5 Physical Therapist services for SWDs during ESY
Line Item	131 - Medical Personnel	

Number:		
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$50,000.00	
Line Item Total:	$50,000.00	
Account Number:	72220 - Support Services/Special Education Program	Salaries for 5.0 FTE Special Ed Assessment personnel (BCBA)
Line Item Number:	135 - Assessment Personnel	
Strategic Plan:		
CCEIS:	CCEIS	
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$460,000.00	
Line Item Total:	$460,000.00	
Account Number:	72220 - Support Services/Special Education Program	To pay salary for 2.0 FTE SE Clerk
Line Item Number:	162 - Clerical Personnel	
Strategic Plan:		
CCEIS:		

Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$89,800.00	
Line Item Total:	$89,800.00	
Account Number:	72220 - Support Services/Special Education Program	1.0 FTE SE Data Specialist
Line Item Number:	189 - Other Salaries & Wages	
Strategic Plan:		
CCEIS:	CCEIS	
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$103,867.00	
Line Item Total:	$103,867.00	
Account Number:	72220 - Support Services/Special Education Program	Pay for stipends for training of district SE personnel. Examples of training include: EasyIEP review class for teachers, Inclusive Services for SWD, Differentiating Instruction for Early Childhood classrooms, Effective Functional Behavioral Strategies and Behavior Intervention Plans
Line Item Number:	196 - In-Service Training	
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	

Quantity:	1.00	
Cost:	$7,500.00	
Line Item Total:	$7,500.00	
Account Number:	72220 - Support Services/Special Education Program	Fringe benefits for above CCEIS salaries
Line Item Number:	201 - Social Security	
Strategic Plan:		
CCEIS:	CCEIS	
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$81,968.15	
Line Item Total:	$81,968.15	
Account Number:	72220 - Support Services/Special Education Program	Fringe benefits for above salaries
Line Item Number:	201 - Social Security	
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$75,993.40	
Line Item	$75,993.40	

Total:		
Account Number:	72220 - Support Services/Special Education Program	Fringe benefits for above CCEIS salaries
Line Item Number:	204 - Pensions	
Strategic Plan:		
CCEIS:	CCEIS	
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$118,986.03	
Line Item Total:	$118,986.03	
Account Number:	72220 - Support Services/Special Education Program	Fringe benefits for above salaries
Line Item Number:	204 - Pensions	
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$97,056.00	
Line Item Total:	$97,056.00	
Account Number:	72220 - Support Services/Special Education Program	Fringe benefit for above salaries
Line Item	206 - Life Insurance	

Number:	
Strategic Plan:	
CCEIS:	
Optional Program Code:	
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$4,400.00
Line Item Total:	$4,400.00

Account Number:	72220 - Support Services/Special Education Program
Line Item Number:	206 - Life Insurance
Strategic Plan:	
CCEIS:	CCEIS
Optional Program Code:	
Location Code:	Davidson County (190)
Quantity:	1.00
Cost:	$4,125.00
Line Item Total:	$4,125.00

Fringe benefits for above CCEIS salaries

Account Number:	72220 - Support Services/Special Education Program
Line Item Number:	207 - Medical Insurance
Strategic Plan:	
CCEIS:	

Fringe benefits for above salaries

Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$202,226.00	
Line Item Total:	$202,226.00	
Account Number:	72220 - Support Services/Special Education Program	Fringe benefits for above CCEIS salaries
Line Item Number:	207 - Medical Insurance	
Strategic Plan:		
CCEIS:	CCEIS	
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$180,895.00	
Line Item Total:	$180,895.00	
Account Number:	72220 - Support Services/Special Education Program	Fringe benefit for above salaries
Line Item Number:	208 - Dental Insurance	
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	

Quantity:	1.00	
Cost:	$900.00	
Line Item Total:	$900.00	
Account Number:	72220 - Support Services/Special Education Program	Fringe benefits for above salaries
Line Item Number:	210 - Unemployment Compensation	
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$3,024.00	
Line Item Total:	$3,024.00	
Account Number:	72220 - Support Services/Special Education Program	Fringe benefits for above CCEIS salaries
Line Item Number:	210 - Unemployment Compensation	
Strategic Plan:		
CCEIS:	CCEIS	
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$2,835.00	
Line Item	$2,835.00	

Total:		
Account Number:	72220 - Support Services/Special Education Program	Retirement for non-certificated employees
Line Item Number:	211 - Local Retirement	
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$11,512.36	
Line Item Total:	$11,512.36	
Account Number:	72220 - Support Services/Special Education Program	Fringe benefits for above CCEIS salaries
Line Item Number:	212 - Employer Medicare	
Strategic Plan:		
CCEIS:	CCEIS	
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$19,169.97	
Line Item Total:	$19,169.97	
Account Number:	72220 - Support Services/Special Education Program	Fringe benefits for above salaries
Line Item	212 - Employer Medicare	

Number:		
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$17,772.65	
Line Item Total:	$17,772.65	
Account Number:	72220 - Support Services/Special Education Program	travel by SE staff, including mileage reimbursement for in-county travel between schools.
Line Item Number:	355 - Travel	
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$17,530.32	
Line Item Total:	$17,530.32	
Account Number:	72220 - Support Services/Special Education Program	test kits and test protocols for the recertification of students with disabilities
Line Item Number:	499 - Other Supplies and Materials	
Strategic Plan:		
CCEIS:		

Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$73,000.00	
Line Item Total:	$73,000.00	
Account Number:	72220 - Support Services/Special Education Program	To pay for registration, fees, and travel costs for professional development activities for SE staff. Staff Development may include NASP, Brustein Forum, Middle TN Supervisors Conference, TAASE Conference, Urban collaborative, ASHA Conference, CPI Certification.
Line Item Number:	524 - In-Service / Staff Development	
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$20,000.00	
Line Item Total:	$20,000.00	

Total for 72220 - Support Services/Special Education Program:	$3,479,160.88
Total for all other Account Numbers:	$17,902,088.12
Total for all Account Numbers:	$21,381,249.00
Adjusted Allocation:	$21,381,249.00
Remaining:	$0.00

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - IDEA, Part B

72710 - Transportation - $15,000.00 ▼

Budget Detail		Narrative Description
Account Number:	72710 - Transportation	Parent mileage reimbursement, as per IEP
Line Item Number:	313 - Contracts with Parents	
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$15,000.00	
Line Item Total:	$15,000.00	

Total for 72710 - Transportation:	$15,000.00
Total for all other Account Numbers:	$21,366,249.00
Total for all Account Numbers:	$21,381,249.00
Adjusted Allocation:	$21,381,249.00
Remaining:	$0.00

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - IDEA, Part B

99100 - Transfers Out - $928,550.00 ▼

Budget Detail		Narrative Description
Account Number:	99100 - Transfers Out	Indirect Cost
Line Item Number:	504 - Indirect Cost	
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$800,000.00	
Line Item Total:	$800,000.00	
Account Number:	99100 - Transfers Out	Transfer to GP budget for personnel funded by CCEIS: 1.0 FTE Coordinator RTI Behavior Breakdown of Salary and benefits: 501101 - Psych Personnel $95,000.00 501173 - Social Security 5,900.00 501186 - State Retirement 9,000.00 501176 - Life 250.00 501174 - Health 17,000.00 501172 - Medicare 1,400.00 $128,550.00
Line Item Number:	590 - Transfers Out	
Strategic Plan:		
CCEIS:	CCEIS	
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$128,550.00	
Line Item	$128,550.00	

Total:	
Total for 99100 - Transfers Out:	$928,550.00
Total for all other Account Numbers:	$20,452,699.00
Total for all Account Numbers:	$21,381,249.00
Adjusted Allocation:	$21,381,249.00
Remaining:	$0.00

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - IDEA, Part B

Indirect Cost Guide	
Total Allocation	$21,381,249.00
Existing Budget In Categories Not Eligible for Indirect Cost	$178,550.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$21,202,699.00
Indirect Cost Rate	6.32%
Max Available Budget In Categories Eligible for Indirect Cost	$19,942,342.93
Max Indirect Cost	$1,260,356.07

Filter by Location: All - $21,381,249.00

Account Number / Line Item Number	71200 - Special Education Program	72220 - Support Services/Special Education Program	72710 - Transportation	99100 - Transfers Out	Total
105 - Supervisor / Director		527,200.00	0.00		527,200.00
116 - Teachers	7,270,200.00				7,270,200.00
124 - Psychological Personnel		1,309,400.00			1,309,400.00
131 - Medical Personnel		50,000.00			50,000.00
135 - Assessment Personnel		460,000.00			460,000.00
162 - Clerical Personnel	0.00	89,800.00	0.00		89,800.00
163 - Educational Assistants	3,592,000.00				3,592,000.00
171 - Speech Pathologist	313,200.00	0.00			313,200.00
189 - Other Salaries & Wages	0.00	103,867.00	0.00		103,867.00
196 - In-Service Training		7,500.00	0.00		7,500.00
201 - Social Security	692,874.80	157,961.55	0.00		850,836.35
204 - Pensions	682,506.00	216,042.03	0.00		898,548.03

Account Number Line Item Number	71200 - Special Education Program	72220 - Support Services/Special Education Program	72710 - Transportation	99100 - Transfers Out	Total
206 - Life Insurance	43,575.00	8,525.00	0.00		52,100.00
207 - Medical Insurance	1,044,772.89	383,121.00	0.00		1,427,893.89
208 - Dental Insurance	45,200.00	900.00	0.00		46,100.00
210 - Unemployment Compensation	41,485.50	5,859.00	0.00		47,344.50
211 - Local Retirement	460,494.40	11,512.36	0.00		472,006.76
212 - Employer Medicare	162,043.30	36,942.62	0.00		198,985.92
312 - Contracts with Private Agencies	1,492,186.23	0.00	0.00		1,492,186.23
313 - Contracts with Parents			15,000.00		15,000.00
355 - Travel		17,530.32	0.00		17,530.32
429 - Instructional Supplies & Materials	50,000.00				50,000.00
499 - Other Supplies and Materials	18,000.00	73,000.00	0.00		91,000.00
504 - Indirect Cost				800,000.00	800,000.00
524 - In-Service / Staff Development		20,000.00	0.00		20,000.00
590 - Transfers Out				128,550.00	128,550.00
599 - Other Charges	1,000,000.00	0.00	0.00		1,000,000.00
725 - Special Education Equipment	50,000.00				50,000.00
Total	16,958,538.12	3,479,160.88	15,000.00	928,550.00	21,381,249.00
				Adjusted Allocation	21,381,249.00
				Remaining	0.00

Equipment Purchases Requiring Prior Approval

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - IDEA, Part B

N/A

Includes Equipment Having a Useful Life of More Than One Year and an Acquisition Cost of $5,000.00 or More Per Unit

Budget Codes	Quantity	Description	Unit Cost	Total Cost	Justification for Purchase of Each Item
			$	$	
			Total:	$	

Resources

Click here to open the Consolidated Funding Application Guide.

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - IDEA, Part B

A. Adjustment to Local Effort in Certain Fiscal Years.

IDEA 04 allows an LEA to reduce state and local maintenance of effort by an amount that equals up to 50% of the increase in IDEA funds from the previous year if those funds are used to provide activities authorized under ESEA.
There are limitations to this adjustment. Any LEA identified as not meeting requirements in the State's APR, is prohibited by law from reducing its maintenance of effort figures.

NOTE: If an LEA is determined to have significant disproportionality based on race and ethnicity utilizing state criteria, the LEA must utilize Comprehensive Coordinated Early Intervening Services (IDEA §618(d)(2)(B)).
The amount expended by an LEA under Coordinated Early Intervening Services shall count toward the maximum amount of expenditures such LEAs may reduce in Item "A" Adjustment to Local Effort (above).

For any fiscal year for which the federal allocation received by a LEA under Section 611(f) Subgrants to LEAs exceeds the amount the LEA received for the previous FY, the LEA may reduce the level of expenditures otherwise required by Section 613(a) (2) (A) (iii) by not more than 50% of the excess. Section 613(a) (2) (C) (i) 300.205

If the LEA chooses to use these funds, the LEA shall use an amount of local funds equal to the reduction in expenditures under clause (i) above, to carry out activities authorized under the Elementary and Secondary Act of 1965. Section 613(a) (2) (C) (ii) 300.205(a)

If the SEA determines that the LEA is unable to establish and maintain programs of free appropriate public education that meet the requirements of Section 613(a) or the SEA has taken action against the LEA under section 616 Monitoring, Technical Assistance and Enforcement, the SEA shall prohibit the LEA from reducing the level of expenditures under clause (i) above for that fiscal year. Section 613(a) (2) (C) (iii)

The amount of funds expended by a LEA under subsection (f) Coordinated Early Intervening Services, shall count toward the maximum amount of expenditures such LEAs may reduce under clause (i) above. Section 613(a) (2) (C) (iv)

If a SEA determines that an LEA is not meeting the requirements of Part B, including the targets in the state's performance plan, the SEA shall prohibit the LEA from reducing its MOE under Section 613(a) (2) (C) for any fiscal year. Section 616(f)

http://www.gpo.gov/fdsys/pkg/PLAW-108publ446/html/PLAW-108publ446.htm

☐ **Please check here if the LEA is using Adjustment to Local Effort in Certain Fiscal Years.**

1. Estimated/final IDEA allocation for this year:	* $
2. Actual IDEA final allocation for last year:	* $
3. Difference (line 1-line 2)>0:	$ 0
4. Line 3 X 50%:	$
5. If the LEA is using funds for CEIS, enter the amount here (this amount should equal the amount on Page C-Question 3).	$
6. Maximum amount available	$ 0

7. Amount reduced if less than the maximum amount available	$

Budget and Justifications

General Purpose Special Education Funds to Be Used As Local Funds

List the ESEA Program(s) under which funds will be used (if more than one, please list all and separate using commas).

+ Account No	Expenditure Account Name	FTE	Amount Budgeted	Justification
			$	
		Total:	$	
+ Must use general education account codes. DO NOT use special education account codes.				

Resources

Click here to open the Consolidated Funding Application Guide.

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - IDEA, Part B

B. Permissive Use of IDEA funds for Schoolwide Program.

IDEA allows an LEA to use funds to carry out a schoolwide program under ESEA §1114. If an applicant utilizes these funds, you will report the designated amount for each school and ensure that excess cost and service requirements are met.

LEAs may use IDEA funds to carry out a schoolwide program under Section 1114 of the Elementary and Secondary Education Act (ESEA) of 1965, except that the amount used in any schoolwide program shall not exceed:

- The number of children with disabilities participating in the schoolwide program multiplied by
- The amount received by the LEA for this fiscal year divided by
- The number of children with disabilities in the jurisdiction of the LEA.
  - Section 613(a) (2) (D)

☐ **Please check here if the LEA is using Permissive Use of IDEA Funds for Schoolwide Programs.**

	A	B	C	
School Name	**IDEA Allocation**	**No. of SPED Students in LEA**	**No. of SPED in School-Wide School**	**(A/B) x C = Amount for School-wide**
*	* $	*	*	$
			Total:	$

If combining all funds (federal, state, local) may be used for any purpose within schoolwide program.

If consolidating only federal, must be used for educational purposes only.

Resources

Click here to open the Consolidated Funding Application Guide.

C. Permissive Use of IDEA funds for Coordinated Early Intervening Services (CEIS) - Voluntary

IDEA allows an LEA to use up to 15% of funds, in combination with other amounts (other than education funds), to develop and implement Coordinated Early Intervening Services, which may include interagency financing structures, for students in kindergarten through grade 12 (with particular emphasis on students in kindergarten through grade 3) who have not been identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment.

NOTE: If an LEA is determined to have significant disproportionality based on race and ethnicity utilizing state criteria, the LEA must utilize Comprehensive Coordinated Early Intervening Services (IDEA §618(d)(2)(B)).The amount expended by an LEA under Coordinated Early Intervening Services shall count toward the maximum amount of expenditures such LEAs may reduce in Item "A" Adjustment to Local Effort (above).

Please refer to the IDEA Law, Section 615 (f) (1) - (4) and Section 618(d)(2)(B)(C) available here: http://www.gpo.gov/fdsys/pkg/PLAW-108publ446/html/PLAW-108publ446.htm

Note: If LEA voluntarily takes up to 15%, the funds must be spent from July 1 - June 30, any remaining funds must be returned to IDEA for programming.

☐ **Please check here if the LEA is using Permissive Use of IDEA Funds for Coordinated Early Intervening Services (CEIS) - Voluntary.**

1) Funds Availability Calculation

1. IDEA allocation:	* $
2. Maximum amount available for Early Intervening Services: (Line 1 x15%)	$
3. Amount Used if less than maximum permitted:	$

2) Narrative for Voluntary Use of Funds

* How were at-risk students identified?

* List specific interventions or areas to be addressed include, but not limited to grade-levels, schools, subject areas, behavior, and professional development. Ensure all answers are comprehensive.

3) Projected Expenditures for Coordinated Early Intervening Services

+Account No	Expenditure Account Name	FTE	Amount Budgeted	++Justification
			$	
		Total:	$	

+ Must use general education account codes. DO NOT use special education specific codes.

++ NOTE: Justifications detailed with specific information must be given for each line item listed above.

Resources

Click here to open the Consolidated Funding Application Guide.

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - IDEA, Part B

D. Use of IDEA Funds for Comprehensive Coordinated Early Intervening Services (CCEIS) - Mandatory

If an LEA is determined to have significant disproportionality based on race and ethnicity utilizing state criteria, the LEA must utilize Comprehensive Coordinated Early Intervening Services (IDEA §618(d)(2)(B)).The amount expended by an LEA under Coordinated Early Intervening Services shall count toward the maximum amount of expenditures such LEAs may reduce in Item "A" Adjustment to Local Effort (above).

Please refer to Federal Register/Vol. 81/December 19, 2016/Rules and Regulations

Note: If the LEA does not expend all funds required in section 1 below, remaining funds must be carried forward into the following fiscal year and used for the same purpose.

☑ **Please check here if the LEA is using Permissive Use of IDEA Funds for Comprehensive Coordinated Early Intervening Services (CCEIS) - Mandatory.**

☑ *** 1) Assurance**

The LEA has made a thorough review of policies, procedures, and practices for compliance with IDEA. If applicable, the LEA has publicly reported on any revisions to its policies, procedures, and practices.

2) Funds Availability Calculation

a. IDEA 611 Allocation	$ 21,381,249.00
b. IDEA 619 Allocation	$ 492,368.00
c. Total IDEA Allocation (611 and 619) for current year:	$ 21873617
d. Amount which must be budgeted for CCEIS: (Line 2c x 15%):	$ 3281042.55
e. Check this box if the LEA is ***only*** required to budget carryover funds and no original allocation should be included in the mandatory CCEIS calculation.	☐
f. Amount of any CCEIS funds being carried forward from prior year:	* $ 0.00
g. Total funds to be used in current year for CCEIS:	$ 3281042.55

3) Areas of Significant Disproportionality and Race/Ethnicity Groups

*** a. Identify the race/ethnicity of students identified in the significant disproportionality grouping below:**

☐ American Indian

☐ Hispanic

- [ ] Asian
- [ ] Pacific Islander
- [x] African American
- [ ] White
- [ ] Multiracial

b. Indicate where the LEA was identified as having significant disproportionality from the groups listed below:

i. Identification - students identified with:

- [x] Disability (overall)
- [ ] Autism
- [ ] Emotional Disturbance
- [ ] Intellectual Disability
- [ ] Other Health Impairment
- [ ] Specific Learning Disability
- [ ] Speech/Language Impairment

ii. Discipline -SWDs receiving:

- [ ] In-school suspensions for 10 or fewer days
- [ ] In-school suspensions for more than 10 days
- [x] Out-of-school suspensions/expulsions for 10 or fewer days
- [ ] Out-of-school suspensions/expulsions for more than 10 days
- [ ] Total number of discipline incidents for SWDs

iii. Environment-SWDs in:

- [x] The general education setting less than 40 percent of the day
- [ ] Separate schools or residential facilities

4) Narrative for Use of Funds

* a. If a revision of the LEA's policies, procedures, and practices was necessary, please explain what changes were made due to issues associated with areas of disproportionality:

There have not been any policy changes in the last year. However, the discipline manual has been updated and school teams have continued to go through training on implicit bias as well as how to appropriate use infraction coding. We use an MTSS process as stated above with the emphasis on tier 1 essential practices (SEL, Restorative & positive behavior support). In addition, we have gone through a recent request for proposal to identify evidence-based

interventions that schools can purchase for intervention. Schools can opt to use a universal screener for internalizing and externalizing behavior to better support meeting students' needs. Once students are identified for a need, they are provided evidence-based intervention at Tier II, Tier III or special education in addition to what is offered in core instruction/Tier 1 essential practices. A part of evidence-based practices for discipline is having administrators stop and think prior to giving a consequence. Therefore, Two Key Questions were added to the discipline page for principals, assistant principals or deans to answer prior to providing a consequence to the students. Essentially, asking them if they are calm enough to make a decision. Many times, consequences are done in the heat of them moment and it is giving permission and stop and think time prior to giving a consequence. In addition, work is being done on the integration of academics and behavior through MTSS this year. As academic skill areas increase, we expect to see a decrease in discipline concerns and vice versa. We are now entering data for interventions in academics and behavior into an RTI module tab so we can begin tracking the data and monitoring the system's progress.

Prior to being identified for Disproportionality in 2017, MNPS had determined that discipline, specifically, disproportionality, was an area of focus. In 2018-19, the District developed a Key Performance Indicator (KPI) focused on reducing the rate of school suspensions of African American students from 13.7% to 12.7% by May 2019. The district continues to focus on disproportionality. Our district plan indicates our goal to address disproportionate suspensions for students with disabilities to decrease our risk ratio to below 2.0 by the end of the 2023-2024 school year.

Looking specifically at OSS for SWD’s...

End of 20-21: 2.36

End of 21-22: 1.70

Current 22-23: 1.75

End 22-23: 1.70

Current 23-24: 1.70

In addition, the Department of Exceptional Education developed specific goals around reduction of suspensions for students with disabilities:

Reduce Suspensions and Expulsions African American Students with Disabilities in 2022-2023 by reducing the disproportionality risk ratio by 0.50, or below 2.0 risk ratio bench mark, in the following categories; as measured by the Behavior Dispro Report in Data Warehouse.

Total Incidents: 2.47 reduce by .50

Sus/Exp >10 days: 4.51 reduce by .50

Sus/Exp <=10days: 2.59 reduce by .50

ISS>10 days: 1.86 continue to maintain below 2.0 risk ratio

END OF 21-22 values

Total Incidents: 2.83

Sus/Exp >10 days: 8.46

Sus/Exp <=10days: 2.21

ISS>10 days: 2.22

CurrentEnd of 22-23 values

Total Incidents: 2.232.76

Sus/Exp >10 days: 3.656.77

Sus/Exp <=10days: 2.483.17

ISS>10 days: 3.302.26

Current 23-24 values

Total Incidents: 2.28

Sus/Exp >10 days: 3.62

Sus/Exp <=10days: 2.56

ISS>10 days: 1.62

For the 20-21 school year the MNPS Board of Education added Repeated violations back into the Discipline Handbook. It is important to note that Repeated Violations may only be used if the behavior is a Pattern of Same Type 3 Behaviors, and there is evidence of implemented interventions. The MNPS Discipline Table describes five types of behavior, increasing in seriousness from a Type 1 behavior to a Type 5 behavior. For example, a dress code violation is a Type 1 behavior, while bringing a firearm to school is a Type 5 behavior. The use of the code 415 Repeated Violations of type 3 behaviors since it was reintroduced to the student handbook is as follows:

23-24:

22-23: 263 offenses

21-22: 417 offenses

20-21: 10 offenses *COVID year

In addition, schools and district office are engaged in reviewing the Student Parent Handbook to focus on consistent messaging. This includes reviewing language that is abstract or subjective and better defining so that it is clear what constitutes office discipline referrals. Implicit bias begins with students that are referred to the office. Schools are charged with developing common language, common referral procedures and equitable discipline for students. The guidance in the Student Parent Handbook has also been updated to address issues of disproportionality. The handbook clearly outlines discipline responses when students are disruptive or act inappropriately. The MNPS discipline table describes five types of behavior, increasing in seriousness from a Type 1 behavior to a Type 5 behavior. Each behavior is assigned to one or more levels of intervention and response. In every case, MNPs administrators and staff will ensure consequences applied will minimize the amount of instructional time lost. Suspensions and expulsions are measures of last resort. An administrator is never required to expel a student unless the behavior is a Type 5 Zero Tolerance offense. Except for Type 5 behaviors students in Pre-K-Grade 4 will not be expelled. Except for Type 5 behaviors, law enforcement will not be called to make an arrest for elementary students. In MNPS we use a positive approach to discipline when possible. We are striving to provide clear behavior expectations that are consistent throughout our schools. We provide increasingly intensive intervention to support our students. When students are receiving intervention, we monitor their progress to determine if they need

additional interventions and support. When dealing with discipline we also use restorative approaches.

District meetings, with all schools represented, provide a variety of professional learning opportunities for school MTSS teams in our district MTSS leadership meetings. Topics include but are not limited to the following: Data based decision making, specifically in the area of disproportionality; setting up structures and systems of support, using the disproportionality calculator in the MNPS Data Warehouse, the integration of SEL into academics and the integration of Social-Emotional Learning, restorative practice, and PBIS all work together. During the 22-23 school year a variety of professional learning opportunities were delivered to school MTSS leadership teams through our District MTSS Leadership meetings. Topics included in these MTSS sessions were; Tier I Essential Practices, It's Not a Guessing Game: How to identify appropriate supports for students, Counseling Services Alignment & Data-Based Decision-Making: Addressing the Attendance and Behavior Needs of Students, attendance Matters: Mid-Year Analysis & Planning, Using a Restorative Approach to Decrease Exclusionary Discipline Practices, Fostering Distributive Leadership Through Your School's Instructional Leadership Team, Focusing on Results through MTSS: Leveraging PLT to Provide Personalized Experiences for Students, Data In, Data Out: Progress Monitoring Behavior Interventions, Social, Emotional, and Behavior Interventions, Pyramid Module 3 Overview, KEEP CALM AND GET YOUR DATA DIVE ON!, Attendance Matters: Second Semester Analysis & Planning, Ensuring Equity in Education with SEL and Wit & Wisdom, Universal Behavior Screener and Logistical Barriers to Check In/Check Out.

This year there was a MTSS Leadership Academy professional learning sequence that was created. This professional learning sequence provided targeted supports to the MTSS-Behavior and MTSS-Academic Leads within the school buildings. These leaders were brought together for quarterly sessions this year to provide detailed information regarding MTSS processes and functionality of the new SIMS system.

* b. Specify all areas funds will target (i.e. grade-levels, schools, interventions, behavior, professional development, etc):

There is not a specific program that can address disproportionality in the area of discipline but rather a district wide approach that addresses all factors that could lead to suspensions or expulsions. Cross divisional teams have worked collaboratively on data-based decision making. A report has been added to the district's data warehouse that allows schools to pull up their dashboard and see their discipline data. It identifies for each school if they are disproportionality suspending students. The report is broken down by subgroup including students with disabilities. MNPS believes in school based leaders having access to the data so they can make data based decisions on how to improve programming for students. Schools are able to identify their gaps and determine what additional practices need to be implemented to improve.

The district's Student Parent Handbook has been updated to focus on consistent messaging that aligns with the MTSS structure. Reviews were conducted so that language that is abstract or subjective was removed with better defining so that it is clear what constitutes office discipline referrals. Implicit bias impacts the way that students are referred to the office for behavioral infractions. Schools were charged with developing common language, common referral procedures and equitable discipline for students, which starts to address implicit bias. The guidance in the Student Parent Handbook has been updated to address issues of disproportionality. The updated handbook clearly outlines discipline responses when students are disruptive or act inappropriately. The MNPS discipline table describes five types of behavior, increasing in seriousness from a Type 1 behavior to a Type 5 behavior. Each behavior is assigned to one or more levels of intervention and response. In every case, MNPS administrators and staff will ensure consequences applied will minimize the amount of instructional time lost. Suspensions and expulsion are measures of last resort. An administrator is never required to expel a student unless the behavior is a Type 5 Zero Tolerance offense. MNPS utilizes a positive, restorative approach to discipline when possible.

MNPS utilizes a multi-tiered system of support (MTSS) framework to address student academic and behavioral needs. We provide increasingly intensive intervention to support our students, based on student need. When students are receiving intervention, we monitor their progress to determine if they need additional interventions and support. When dealing with discipline we also use restorative approaches. The District has an MTSS Executive Leadership Team that is charged with analyzing district data, alignment of all the initiatives and programming, the development of resources and support, as well as building the capacity in the schools to support all students. The district has required all schools to have MTSS Leadership teams meet with the district office quarterly. During these MTSS Network Meetings, school staff are provided protocols and professional learning that they must implement within their buildings with fidelity.

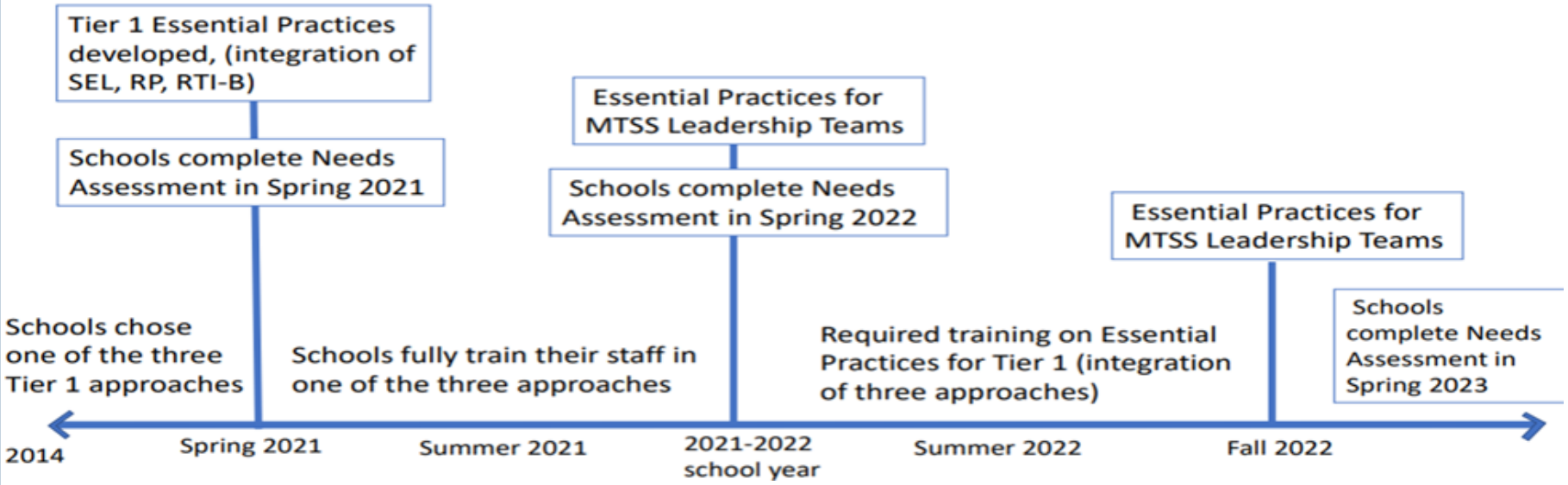
This school year MNPS purchased the MTSS module from PCG. The Early Warning Dashboard in the system provides all necessary behavior and academic information on a student in one streamlined location. The system throws color coded alerts when students need additional support.

In addition, there is a team made up of counseling, social work, psychology and trauma informed practices working together to focus on MTSS-B and potentially universally screening all students for internalizing and externalizing behavior and then adding a standard protocol to address student need. Currently, universal behavior screening is optional. Multiple trainings were offered to schools in the summer and fall of 2022. In Fall 2022, a total of 21 schools completed the screener. In spring/summer 2022, IT developed a new website that allowed the screener data to be tracked at a school, quadrant, and district level.

Specific Actions that were completed to address our discipline disproportionality during the 2022-2023 school year include:

Social Emotional Learning (SEL), Restorative Practices (RP) & Response to Instruction and Intervention for Behavior (RTI-B), now integrated with academics = Multi-Tiered System of Support (MTSS).

Timeline for Tier I Essential Practice through 2022



21-22 and 22-23 school year through summer 22, all staff were required to be trained in Tier I essential practices, which includes SEL, Restorative Practices and PBIS. School teams were trained to integrate all three essential practices in tier I.

22-23 School Year, Tier 1 essential practices for MTSS leadership teams continued

Certified Staff: October 7; November 8; January 3; January 5; January 6

Non-Certified Staff: October 7; November 8; January 3; January 5; February 20; March

Training courses to provide still this year: April 6; May 25; and May 26th.

22-23 School Year, Tier 1 essential practices for MTSS leadership teams continued

Certified Staff: October 7; November 8; January 3; January 5; January 6

Non-Certified Staff: October 7; November 8; January 3; January 5; February 20; March 10. Training courses to provide still this year: April 6; May 25; and May 26th.

During the 22-23 School year, there have been professional learning opportunities at all three-district level MTSS Network Meetings.

September 2022: Tier 1 Essential Practices

November/December: Teaching Social-Emotional and Behavioral Interventions

Learning objectives & Agenda (See uploaded presentation)

December 2022: MTSS Progress Monitoring for Behavior Professional Learning-Asynchronous & Recorded for those that missed (See uploaded Presentation)

Along with the district wide services provided to at risk students, MNPS also ensures students are receiving individualized services if needed. As stated above, students may receive increasingly intensive interventions through the MTSS framework. A Functional Behavior Assessment may also be completed if permission is received from the student's parent/guardian. Behavior Intervention Plans are also developed for students, based on the results of the Functional Behavior Assessment. Discipline cannot be separated from academics; services provided to at risk students also include increasingly intensive intervention in academics.

As stated above there is not one specific service or program that can address disproportionality. Specific services that were provided to at risk students throughout the school year were a variety of different things. For one student they may be at risk for behavioral challenges because they have a severe learning disability in reading and show disruptive behavior in the classroom – this student would have been given access to intensive reading instruction and assistance from the instructional coach and speech and language pathologist. Another student may have been at risk due to environmental factors in their home and the school psychologist provided support to the student and their family. The Board Certified Behavior Analysts primary role is to support schools with students who are at risk and need the most intensive behavior support that MNPS offers.

The district, also, participated in a Request for Proposals (RFP) process to identify social-emotional and behavioral intervention programs that were appropriate for use for students in MNPS. The RFP process resulted in the selection of eight programs that are approved for purchase by individual school teams. Schools have the autonomy to select from these eight programs those that will best serve their individual school populations. All eight programs are research-based and address students through large group general education instruction, small group general education instruction, and the instruction of students with disabilities. Specifically, the programs identified through the RFP are BARR Model, Kinems, QuaverSEL Elementary, TeachTown SEL Middle, Positive Action, Leader in Me Intervention Lessons, and the SSIS-SEL Social Skills Improvement System.

In 2022, the district completed an updated RFP that resulted in the selection of 11 programs that are approved for purchase by individual school teams. Additionally, the RFP team selected 16 programs that are free or low cost but are also research-supported. Specifically, the approved vendors for Tier 2 and Tier 3 behavior intervention are Adventures Aboard the SS Grin (Centervention), Character Strong, Hall of Heroes (Centervention) Move this World, Peekapak, Positive Action, Ripple Effects for Kids, Ripple Effects for Teens, School-Connect, Zoo Academy (Centervention), Zoo U (Centervention), 2x10, Breaks are Better, Break cards, Bounceback/CBITS, The CBT Toolbox, Check In/Check Out, Mentoring, Overcoming Obstacles, Functional Communication

Training, Self and Match School Jobs, Skillstreaming, Small group social skills, Social Thinking/Superflex, Trails to Wellness, Zones of Regulation.

The district held a Behavior Intervention Open House in December, 2022, in order to allow vendors and district staff to meet with school-level leadership. MTSS-Behavior leads and principals were invited to attend and learn more about each of the intervention programs that are approved for use in MNPS.

Addressing disproportionality first must occur at the district level in developing process and procedures in a continuous improvement model. Without an effective MTSS framework that is followed in all schools, we will continue to be disproportionally disciplining our students. Schools continue to endgage in root cause analysis and determine individual trainings needed to their schools, which could include Equitable Access Training, specific behavior intervention support, Implicit Bias Training, Universal Design for Learning, just to name a few. The positions that are paid through CCEIS funds provide the support district wide to address disproportionality.

* c. How will these funds be used to assist in alleviating the disproportionality problem within the LEA? (Be specific)

We will continue to differentiate support to schools from the CCEIS-funded positions. These positions coach schools on data-based decision making, ensuring students receive quality instruction and intervention and behavioral support. Psychologists serve on the schools MTSS leadership teams to ensure positive strategies are being implemented at schools. A data coach was hired to support data-based decision making regarding students with disabilities. This position trains school principals in using the data in MNPS data warehouse to determine disproportionality. The Director of Exceptional Education has oversight and strategically aligns and analyze supports in the area of disproportionality.

Data Warehouse - School level disproportionality is monitored with Data Warehouse reports for risk ratios greater than 2.0 with the MTSS Data Team report, and the Behavior Disproportionality report. Executive Principals were trained on how to review and address this data. A School Dashboard was built out in PowerBI to provide school leaders easy access to a large amount of data in one place with a simplistic view. Risk Ratio's for Suspensions for Black/African American students, students with disabilities, and economically disadvantaged students are included in this report. Principals must address their risk ratios in their individual school plans.

A behavior specific tab was added to the existing Math and Reading tabs in the MTSS Data Team report in Data Warehouse. This report includes behavior days, attendance, academic scores, and identification of academic & behavioral intervention plans. There is also a color-coding system identifying areas as Severe/Moderate/Boderline/Satisfactory to help school teams draw attention to specific areas of need.

Infinite Campus gives us the ability, through the RTI module, to document interventions implemented at Tier 2 and Tier 3. We are able to track the number of intervention plans that are generated by each school for the students they serve. This data is accessible by the school teams through Infinite Campus, or through the MTSS Data Team report in Data Warehouse.

The new MTSS/SIMS module within TN PULSE gives the district, as well as school teams to utilize the early warning dashboard to make decisions about students. The system sends color coded alerts that are connected to data thresholds, to easily notify school teams of students needing support in both behavior and academics. Students who are receiving intervention will have an intervention plan submitted in the SIMS system. District and school teams can easily pull data reports to identify how many students have plans, how many have an alert indicating need, how students are moving within tiers, if students are making progress, etc.

Exceptional Education Behavior Coaching Team regularly reviews data tracking to identify students who are transferred to Special Day Schools, students in their zone school who require additional support, and teacher and paraprofessional requests for consultation. They provide consultation and coaching support to teachers and school teams on behavior analysis, behavior interventions, classroom management, functional communication instruction, and discrete trial instruction. They also provide district trainings to teachers on these topics in additional to individualized consultation and coaching.

MTSS Leadership meetings occur quarterly to school level teams, approximately 300 staff members are trained each quarter. EEBCT has trained hundreds of teachers, paraprofessionals, and administrators.

School psychologists' activity report indicates that these staff are attending increasing numbers of MTSS Data Teams at their schools. The majority of school psychologists have no more than 2 schools and spend a large amount of time training and coaching their school staff members. As budgeting allows, more schools are electing to hire a full-time school psychologist in their building to assist with these efforts.

Functional Communication – training to improve communication and increased access to instruction for students with significant disabilities

Behavior support – training and support on MTSS collaboration, de-escalation, FBA and BIP, and improved modeling and instruction for teachers regarding BIPs. Improve focus on administrator specific training in behavior and disproportionality reduction.

We can track all students being served through CCEIS funds through the MNPS data warehouse and Infinite Campus. We are offering additional supports to each school that were recognized as disproportionate by identifying specific supports for these targeted schools based on multiple sources of data for strategic support in areas of need. Using the data warehouse, we pull individual student data that can be filtered by subgroups which includes: cluster, school, and individual students with disabilities. We also use the data to track the individual intervention students are receiving along with discipline data through a platform called infinite campus. An RFP was conducted which provides schools with a comprehensive list of approved interventions used to support students. Individual student supports will be tracked through our student management system.

* d. Will funds be used for issues other than where the LEA was identified as being disproportionate? If yes, please explain:

Yes, while the primary focus is heavily on targeted schools that require positive behavior support training through the MTSS framework, the department of EE is working to identify any schools at-risk for disproportionality. We are working with schools on self-identifying their needs and developing plans on addressing disproportionality. We are strategically position the Director of Exceptional Education and the RTI-B Coordinator in a position to facilitate learning, be cross collaborative, help train support and guide practices in general education. We have designed a team that can strategically target and support all schools and students as well as change district wide policy, practices and procedures that will positively impact schools and all students.

5) Budgets

a. Amount of funds to be used for SWDs and budgeted with the IDEA Part B (611) budget	$ 3,152,492.55
b. Amount of funds to be used for SWDs and budgeted with the IDEA Preschool (619) budget	$ 0.00
c. Amount of funds to be used for students not identified as eligible for Special Education and budgeted in the General Purpose budget	$ 128,550.00
d. Total of items a, b, and c above (This value must equal the total amount that must be reserved for CCEIS indicated in row 2g from the table above.)	$ 3,281,042.55
NOTE: Any funds used for CCEIS services to identified SWDs MUST be included in the IDEA budget(s) and must be identified within the appropriate narratives with the amount indicated: the total of all funds must agree with the amount indicated in Row 5a above. In addition, the LEA must have a method of identifying all CCEIS funds to document how the funds are budgeted and expended from IDEA.	
NOTE: Any funds used for services to students NOT identified as eligible for Special Education must be budgeted within the General Purpose budget, identified as CCEIS funds, and shown in the budget line items below. The amount budgeted must agree with funds indicated in Row 5b above.	

6. General Purpose Regular Education Budget

Projected expenditures for CCEIS fund associated with non-Special Education students. (Do not use Special Education account codes.)

+Account No	Expenditure Account Name	FTE	Amount Budgeted	++Justification
721301	RTI-B Coordinator	1.00	$ 95,000.00	Salary and benefits for 1.0 FTE RTI Behavior Coordinator, who will work in collaboration with Student Support Services. This position will assist in leading MTSS behavior practices in the District. The position will specifically support practices and training that will reduce disproportionality in the areas of discipline and suspension.
721302	Social Security	1.00	$ 5,900.00	Fringe benefits
721302	State Retirement	1.00	$ 9,000.00	Fringe benefits
721302	Life Insurance	1.00	$ 250.00	Fringe benefits
721302	Medical Insurance	1.00	$ 17,000.00	Fringe benefits
712002	Employer Medicare	1.00	$ 1,400.00	Fringe benefits
		Total:	$ 128,550.00	

+ Must use general education account codes. DO NOT use special education specific codes.

++ NOTE: Justifications detailed with specific information must be given for each line item listed above.

Resources

Click here to open the Consolidated Funding Application Guide.

Non-Supplanting/Maintenance of Effort

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - IDEA, Part B

Expenditures

* In order to meet maintenance of effort, the LEA is using:

- (•) State/Local Funds
- ( ) Local Funds Only

Row		A	B	C	D
		2021-22	2022-23	* 2023-24 Projected ▼	2024-25
1	Actual amount expended for students with disabilities (SWD) served (State Special Education Expenditure Report)	$84,913,078.52	$106,739,816.52	* $ 110,687,551.95	
2	Total unduplicated count of disabled students served by the school system (End of Year Report)	12492	12680	* 12,680	
3	Per pupil expenditures (Row 1 divided by Row 2)	$ 6,797.40	$ 8,417.97	$ 8,729.30	
4	System's total enrollment (All Students)			* 82,120.00	
5	Percentage of Special Education Students (Row 2 divided by Row 4)			15.44 %	
6	Projected Expenditures (Total Expenditures General Purpose Funds)				* $ 113,249,545.98

7. To be eligible for a Part B subgrant, the LEA must have budgeted for SWDs at least the same amount of funds as was actually spent on SWDs during the most recent fiscal year for which information is available. Therefore, if the amount in Row 6 Column D is less than the amount in Row 1 Column B, please provide an explanation as to how the eligibility standard can be met.

The questions below are not to be completed until after the SEER (Special Education Expenditure Report) is submitted into ePlan.

8. The LEA has met Maintenance of Effort requirements for the prior year based on the following. Check all that apply:

- [ ] Total Expenditures
- [ ] Per pupil expenditures
- [ ] Other allowable exceptions

9. If selecting 'Other allowable exceptions', please select one or more items below (must upload appropriate documentation to ePlan)

- [ ] a. Voluntary departure, or departure for just cause, of special education or related services personnel
- [ ] b. Decrease in enrollment of children with disabilities
- [ ] c. Termination of LEAs obligation to provide an exceptionally high cost SPED program to student(s) due to the student(s):

(1) Leaving the LEAs jurisdiction

(2) Aging out of the program

(3) No longer needing the program

- [ ] d. Termination of costly expenditures for long term purchases
- [ ] e. Assumption of cost by the high-cost fund operated by the SEA

Resources

Click here to open the Consolidated Funding Application Guide.

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - IDEA Preschool

Indirect Cost Guide	
Total Allocation	$492,368.00
Existing Budget In Categories Not Eligible for Indirect Cost	$0.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$492,368.00
Indirect Cost Rate	6.32%
Max Available Budget In Categories Eligible for Indirect Cost	$463,100.08
Max Indirect Cost	$29,267.92

Account Number		Total
71200 - Special Education Program		$472,540.21
72120 - Health Services		$0.00
72130 - Other Student Support		$0.00
72220 - Support Services/Special Education Program		$0.00
72410 - Office of the Principal		$0.00
72710 - Transportation		$0.00
99100 - Transfers Out		$19,827.79
	Total	$492,368.00
	Adjusted Allocation	$492,368.00
	Remaining	$0.00

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - IDEA Preschool

71200 - Special Education Program - $472,540.21 ▼

Budget Detail		Narrative Description
Account Number:	71200 - Special Education Program	to pay for 14.0 FTE Sp Ed educational assistants.
Line Item Number:	163 - Educational Assistants	
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$222,730.00	
Line Item Total:	$222,730.00	
Account Number:	71200 - Special Education Program	Fringe benefits for above salaries
Line Item Number:	201 - Social Security	
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$13,809.26	
Line Item Total:	$13,809.26	

Account Number:	71200 - Special Education Program	Fringe benefit for above salaries
Line Item Number:	206 - Life Insurance	
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$2,100.00	
Line Item Total:	$2,100.00	
Account Number:	71200 - Special Education Program	Fringe benefits for above salaries
Line Item Number:	207 - Medical Insurance	
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$116,075.18	
Line Item Total:	$116,075.18	
Account Number:	71200 - Special Education Program	Fringe benefit for above salaries
Line Item Number:	208 - Dental Insurance	

Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$5,600.00	
Line Item Total:	$5,600.00	

Account Number:	71200 - Special Education Program	Fringe benefits for above salaries
Line Item Number:	210 - Unemployment Compensation	
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$2,646.00	
Line Item Total:	$2,646.00	

Account Number:	71200 - Special Education Program	Fringe benefit for above salaries
Line Item Number:	211 - Local Retirement	
Strategic Plan:		
CCEIS:		
Optional Program		

Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$28,553.99	
Line Item Total:	$28,553.99	
Account Number:	71200 - Special Education Program	Fringe benefits for above salaries
Line Item Number:	212 - Employer Medicare	
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$3,229.59	
Line Item Total:	$3,229.59	
Account Number:	71200 - Special Education Program	This line item is our FY25 mandated Private school proportionate share set-aside - it funds contracted Speech, OT/PT services are provided by a 3rd party contractor. Any FY24 Carryover funds will be added to this line item at a later date.
Line Item Number:	312 - Contracts with Private Agencies	
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	

Cost:	$77,796.19		
Line Item Total:	$77,796.19		
		Total for 71200 - Special Education Program:	$472,540.21
		Total for all other Account Numbers:	$19,827.79
		Total for all Account Numbers:	$492,368.00
		Adjusted Allocation:	$492,368.00
		Remaining:	$0.00

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - IDEA Preschool

99100 - Transfers Out - $19,827.79 ▼

Budget Detail		Narrative Description
Account Number:	99100 - Transfers Out	FY23 Indirect Cost
Line Item Number:	504 - Indirect Cost	
Strategic Plan:		
CCEIS:		
Optional Program Code:		
Location Code:	Davidson County (190)	
Quantity:	1.00	
Cost:	$19,827.79	
Line Item Total:	$19,827.79	

Total for 99100 - Transfers Out:	$19,827.79
Total for all other Account Numbers:	$472,540.21
Total for all Account Numbers:	$492,368.00
Adjusted Allocation:	$492,368.00
Remaining:	$0.00

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - IDEA Preschool

Indirect Cost Guide	
Total Allocation	$492,368.00
Existing Budget In Categories Not Eligible for Indirect Cost	$0.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	$492,368.00
Indirect Cost Rate	6.32%
Max Available Budget In Categories Eligible for Indirect Cost	$463,100.08
Max Indirect Cost	$29,267.92

Filter by Location: All - $492,368.00

Account Number / Line Item Number	71200 - Special Education Program	99100 - Transfers Out	Total
163 - Educational Assistants	222,730.00		222,730.00
201 - Social Security	13,809.26		13,809.26
206 - Life Insurance	2,100.00		2,100.00
207 - Medical Insurance	116,075.18		116,075.18
208 - Dental Insurance	5,600.00		5,600.00
210 - Unemployment Compensation	2,646.00		2,646.00
211 - Local Retirement	28,553.99		28,553.99
212 - Employer Medicare	3,229.59		3,229.59
312 - Contracts with Private Agencies	77,796.19		77,796.19
504 - Indirect Cost		19,827.79	19,827.79
Total	472,540.21	19,827.79	492,368.00
		Adjusted Allocation	492,368.00
		Remaining	0.00

Equipment Purchases Requiring Prior Approval

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - IDEA Preschool

N/A

Includes Equipment Having a Useful Life of More Than One Year and an Acquisition Cost of $5,000.00 or More Per Unit

Budget Codes	Quantity	Description	Unit Cost	Total Cost	Justification for Purchase of Each Item
			$	$	
			Total:	$	

Resources

Click here to open the Consolidated Funding Application Guide.

A. Adjustment to Local Effort

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - IDEA Preschool

A. Adjustment to Local Effort in Certain Fiscal Years.

IDEA 04 allows an LEA to reduce state and local maintenance of effort by an amount that equals up to 50% of the increase in IDEA funds from the previous year if those funds are used to provide activities authorized under ESEA.

There are limitations to this adjustment. Any LEA identified as not meeting requirements in the State's APR, is prohibited by law from reducing its maintenance of effort figures.

NOTE: If an LEA is determined to have significant disproportionality based on race and ethnicity utilizing state criteria, the LEA must utilize Coordinated Early Intervening Services (Section 618 (d) (2) (B)). The amount expended by an LEA under Coordinated Early Intervening Services shall count toward the maximum amount of expenditures such LEAs may reduce in Item "A" Adjustment to Local Effort (above).

For any fiscal year for which the federal allocation received by a LEA under Section 611(f) Subgrants to LEAs exceeds the amount the LEA received for the previous FY, the LEA may reduce the level of expenditures otherwise required by Section 613(a) (2) (A) (iii) by not more than 50% of the excess. Section 613(a) (2) (C) (i) 300.205

If the LEA chooses to use these funds, the LEA shall use an amount of local funds equal to the reduction in expenditures under clause (i) above, to carry out activities authorized under the Elementary and Secondary Act of 1965. Section 613(a) (2) (C) (ii) 300.205(a)

If the SEA determines that the LEA is unable to establish and maintain programs of free appropriate public education that meet the requirements of Section 613(a) or the SEA has taken action against the LEA under section 616 Monitoring, Technical Assistance and Enforcement, the SEA shall prohibit the LEA from reducing the level of expenditures under clause (i) above for that fiscal year. Section 613(a) (2) (C) (iii)

The amount of funds expended by a LEA under subsection (f) Coordinated Early Intervening Services, shall count toward the maximum amount of expenditures such LEAs may reduce under clause (i) above. Section 613(a) (2) (C) (iv)

If a SEA determines that an LEA is not meeting the requirements of Part B, including the targets in the state's performance plan, the SEA shall prohibit the LEA from reducing its MOE under Section 613(a) (2) (C) for any fiscal year. Section 616(f)

http://www.gpo.gov/fdsys/pkg/PLAW-108publ446/html/PLAW-108publ446.htm

☐ **Please check here if the LEA is using Adjustment to Local Effort in Certain Fiscal Years.**

1. Estimated/final IDEA allocation for this year:	* $
2. Actual IDEA final allocation for last year:	* $
3. Difference (line 1-line 2)>0:	$ 0
4. Line 3 X 50%:	$
5. If the LEA is using funds for CEIS, enter the amount here (this amount should equal the amount on Page C-Question 3).	$
6. Maximum amount available	$ 0

7. Amount reduced if less than the maximum amount available	$

Budget and Justifications

General Purpose Special Education Funds to Be Used As Local Funds

List the ESEA Program(s) under which funds will be used (if more than one, please list all and separate using commas).

+ Account No	Expenditure Account Name	FTE	Amount Budgeted	Justification
			$	
		Total:	$	

+ Must use general education account codes. DO NOT use special education account codes.

Resources

Click here to open the Consolidated Funding Application Guide.

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - IDEA Preschool

B. Permissive Use of IDEA funds for Schoolwide Program.

IDEA allows an LEA to use funds to carry out a schoolwide program under Section 1114 of ESEA. If an applicant utilizes these funds, you will report the designated amount for each school and ensure that excess cost and service requirements are met.

LEAs may use IDEA funds to carry out a schoolwide program under Section 1114 of the Elementary and Secondary Education Act (ESEA) of 1965, except that the amount used in any schoolwide program shall not exceed:

- The number of children with disabilities participating in the schoolwide program multiplied by
- The amount received by the LEA for this fiscal year divided by
- The number of children with disabilities in the jurisdiction of the LEA.
  - Section 613(a) (2) (D)

☐ **Please check here if the LEA is using Permissive Use of IDEA Funds for Schoolwide Programs.**

	A	B	C	
School Name	**IDEA Allocation**	**No. of Special Education Students in LEA**	**No. of Special Education in School-Wide School**	**(A/B) x C = Amount for School-wide**
*	* $		*	$
			Total:	$

If combining all funds (federal, state, local) may be used for any purpose within schoolwide program.

If consolidating only federal, must be used for educational purposes only.

Resources

Click here to open the Consolidated Funding Application Guide.

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - IDEA Preschool

C. Permissive Use of IDEA funds for Coordinated Early Intervening Services (CEIS) - Voluntary

IDEA allows an LEA to use up to 15% of funds, in combination with other amounts (other than education funds), to develop and implement Coordinated Early Intervening Services, which may include interagency financing structures, for students in kindergarten through grade 12 (with particular emphasis on students in kindergarten through grade 3) who have not been identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment.

NOTE: If an LEA is determined to have significant disproportionality based on race and ethnicity utilizing state criteria, the LEA must utilize Coordinated Early Intervening Services (Section 618 (d) (2) (B)). The amount expended by an LEA under Coordinated Early Intervening Services shall count toward the maximum amount of expenditures such LEAs may reduce in Item "A" Adjustment to Local Effort (above).

Please refer to the IDEA Law, Section 615 (f) (1) - (4) and Section 618(d)(2)(B)(C) available here: http://www.gpo.gov/fdsys/pkg/PLAW-108publ446/html/PLAW-108publ446.htm

Note: If LEA voluntarily takes up to 15%, the funds must be spent from July 1 - June 30, any remaining funds must be returned to IDEA for programming.

☐ **Please check here if the LEA is using Permissive Use of IDEA Funds for Coordinated Early Intervening Services (CEIS) - Voluntary.**

1) Funds Availability Calculation

1. IDEA allocation:	* $
2. Maximum amount available for Early Intervening Services: (Line 1 x15%)	$
3. Amount Used if less than maximum permitted:	* $

2) Narrative for Voluntary Use of Funds

* How were at-risk students identified?

* List specific interventions or areas to be addressed include, but not limited to grade-levels, schools, subject areas, behavior, and professional development. Ensure all answers are comprehensive.

3) Projected Expenditures for Coordinated Early Intervening Services

+Account No	Expenditure Account Name	FTE	Amount Budgeted	++Justification
			$	
		Total:	$	

+ Must use general education account codes. DO NOT use special education specific codes.

++ NOTE: Justifications detailed with specific information must be given for each line item listed above.

Resources

Click here to open the Consolidated Funding Application Guide.

ESEA Assurances

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Assurances

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Applies to All ESEA Programs Included in this Application

☑ *** The Local Educational Agency (LEA) hereby assures the State Educational Agency (SEA) that the LEA follows all regulations applicable for ESEA, including those outlined below.**

1.	Use fiscal control and fund accounting procedures that ensure proper disbursement of and accounting for federal funds paid to that agency under each program. Reference CMIA 7211R rule
2.	Keep such records, and provide such information to the State, as may be reasonably required for fiscal audit, data reporting, and program evaluation.
3.	Ensure all salaries are paid from project funds according to LEA rates. State/CONUS travel rates are to be used for project travel expenses. Adequate travel logs, as well as other necessary information, must be maintained to support expenditures.
4.	Charge amounts for personnel services that are based on payrolls documented and approved in accordance with the generally accepted practice of the LEA. Payrolls must be supported by time and attendance or equivalent records for individual employees. Salaries and wages of employees chargeable to more than one grant program or cost objective, if applicable, must be supported by appropriate time distribution records.
5.	Use these funds to supplement, and not supplant, the funds that would be made available in the absence of such federal funds, from non-federal sources and not supplant such funds.
6.	Maintain control of program funds and adhere to allowability procedures for goods and services acquired with federal funds. The LEA shall retain all titles to property acquired with those funds, including equipment placed in private schools pursuant to Section 8501.
7.	Recognize that state approval of an application does not relieve the LEA of its responsibility to comply with all applicable program and fiscal requirements.
8.	Comply with federal civil rights laws. The Office for Civil Rights enforces several federal civil rights laws that prohibit discrimination in programs or activities that receive federal financial assistance from the Department of Education. Discrimination on the basis of race, color, and national origin is prohibited by Title VI of the Civil Rights Act of 1964; sex discrimination is prohibited by Title IX of the Education Amendments of 1972; discrimination on the basis of disability is prohibited by Section 504 of the Rehabilitation Act of 1973; and age discrimination is prohibited by the Age Discrimination Act of 1975. These civil rights laws enforced by OCR extend to all state education agencies, elementary and secondary school systems, colleges and universities, vocational schools, proprietary schools, state vocational rehabilitation agencies, libraries, and museums that receive U.S. Department of Education funds. Areas covered may include, but are not limited to: admissions, recruitment, financial aid, academic programs, student treatment and services, counseling and guidance, discipline, classroom assignment, grading, vocational education, recreation, physical education, athletics, housing, and employment. OCR also has responsibilities under Title II of the Americans with Disabilities Act of 1990, including prohibiting disability discrimination by public entities, whether or not they receive federal financial assistance.
9.	Comply with Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972. (http://www.eeoc.gov/laws/statutes/titlevii.cfm)
10.	Maintain fiscal effort in accordance with section 8521.

11.	Comply with section 8501 regarding participation by private school children and teachers.
12.	Educational Rights and Privacy for Parents and Students
	The Board of Education will comply with all the privacy protections afforded parents and students under section 444 of the General Education Provisions Act (20 U.S.C. 1232g), as added by the Family Educational Rights and Privacy Act of 1974 (section 513 of Public Law 93-380; 88 Stat. 571).
13.	Termination of Employment and Unpaid Leave. Upon termination, any leave balance paid to a federally funded employee above the amount of leave earned in the current grant year shall NOT be paid from federal funds as detailed in 2 CFR 200.431 (b)(3).
14.	Certification Regarding Constitutionally Protected Prayer in Public Elementary and Secondary Schools. In order to receive funds under the ESEA as amended by the ESSA, an LEA must certify in writing to the state that no policy of the LEA prevents or otherwise denies participation in constitutionally protected prayer in public elementary and secondary schools as set forth in Section 8524. Certification must be provided to the state by October 1 of each year during which the LEA participates in an ESEA program.
15.	Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions. As required by the Department of Education regulations implementing Executive Order 12549 and 12689, Debarment and Suspension, 2 CFR Part 180, the LEA must meet the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1.	By acknowledging these assurances, the LEA is providing the certification set out below.
2.	The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549.
3.	The LEA agrees by submitting this proposal that it will exclude a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
4.	The LEA further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
5.	The LEA in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless the LEA knows the certification is erroneous. Each participant may, but is not required to, check the Nonprocurement List.
6.	The prospective lower tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time it learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
7.	Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
8.	The certification in this clause is a material representation of fact by the LEA upon which reliance was placed when this transaction was entered into. If it is later determined that the LEA knowingly rendered an erroneous certification, or if an LEA in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in the transaction, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

The LEA certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared

ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Equity for Students, Teachers, and Other Program Beneficiaries

Section 427 of the General Education Provision Act requires LEAs to describe in their applications the steps they propose to take in order to ensure access to education and promote educational excellence by:

"(1) ensuring equal opportunities to participate for all eligible students, teachers, and other program beneficiaries in any project or activity carried out under an applicable program; and

(2) promoting the ability of such students, teachers, and beneficiaries to meet high standards."

Therefore, the LEA will ensure equitable participation in all local-level programs by students, teachers, and other beneficiaries with special needs through the following activities:

1. ensuring that all training for teachers and others who will conduct parental involvement activities is accessible to all participants and includes strategies for increasing access to the school and its activities for all parents regardless of disability or language spoken.

2. including accessibility guidelines as part of the criteria for effective professional development activities provided throughout the LEA as well as by federal programs.

3. using the LEA computer network to disseminate information to all constituents.

4. providing technical assistance through on-site visits to verify that equitable practices are being followed by schools.

5. including written statements in communications that advertise LEA-level activities to ensure that all necessary accommodations are made for equitable participation by constituents.

6. maintaining special task forces to formulate policy for coordination of programs to ensure equitable access of all student populations, including disadvantaged students, students with disabilities, students with emerging English skills, migrant students, homeless, neglected, or delinquent students, and others.

7. implementing other activities as appropriate.

IDEA Assurances

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Assurances

The applicant hereby certifies to the Commissioner of Education that the representation made in this application properly reflects the projected pupils, personnel, and expenditures to be incurred in the operation of the special education program for pupils with disabilities conducted within the LEA, that the expenditures for services and goods will be made exclusively for the benefit of pupils which meet the eligibility criteria established by the U.S. Department of Education, and that personnel assignments and other documentation of expenses will be readily available for audit. All records necessary to ensure the correctness of the information provided by the agency will be kept five years beyond the final reporting date and access to such records will be provided to the SEA.

☑ *** The local education agency (LEA) hereby assures the state education agency (SEA) that the LEA meets each of the following conditions:**

1.		Special Education and Related Services will be provided in compliance with established Federal and State Laws, Rules, Regulations, & Minimum Standards.
2.		The LEA, in providing for the education of children with disabilities within its jurisdiction, has in effect policies, procedures, and programs that are consistent with the State policies and procedures established under 20 U.S.C. § 1412, including the following:
	a.	The LEA shall ensure a free appropriate public education (FAPE) is available to all children with disabilities, as defined under 20 U.S.C. § 1401(3) and State Board of Education Rule 0520-01-09-.02(3), who have a current individualized education program (IEP), residing in the state between the ages of 3 through 22, inclusive, including children with disabilities who have been suspended or expelled from school. See 20 U.S.C. § 1412(a)(1) and State Board of Education Rule 0520-01-09-.05(2).
	b.	The LEA shall establish a goal of providing full educational opportunity to all children with disabilities and a detailed timetable for accomplishing that goal. See 20 U.S.C. § 1412(a)(2).
	c.	The LEA shall ensure all children with disabilities residing in the LEA, including those who are experiencing homelessness, in foster care, or attending private schools within the LEA's jurisdiction, regardless of the severity of their disabilities, and in need of special education and related services, are identified, located, and evaluated, and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services. See 20 U.S.C. § 1412(a)(3) and State Board of Education Rule 0520-01-09-.05(1).
	d.	The LEA shall ensure an individualized education program (IEP), or an individualized family service plan (IFSP) that meets the requirements of 20 U.S.C. § 1436(d), is developed, reviewed and revised for each child with a disability in accordance with section 614(d). See 20 U.S.C. § 1412(a)(4).
	e.	The LEA shall ensure, to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. See 20 U.S.C. § 1412(a)(5) and T.C.A. § 49-10-103(c).
	f.	The LEA shall ensure children with disabilities and their parents are afforded the procedural safeguards required by 20 U.S.C. § 1415. See 20 U.S.C. § 1412(a)(6) and T.C.A. § 49-10-601.
	g.	The LEA shall ensure children with disabilities are evaluated in accordance with subsections (a) through (c) of 20 U.S.C. § 1414 and the State Board of Education Special Education & Eligibility Standards. See 20 U.S.C. § 1412(a)(7) and State Board of Education Rule 0520-01-09-.11.
	h.	The LEA shall comply with 20 U.S.C. § 1417(c) relating to the confidentiality of records and information. See 20 U.S.C. § 1412(a)(8).

	i.	The LEA shall ensure children participating in early intervention programs assisted under Part C of the IDEA and who will participate in preschool programs will experience a smooth and effective transition consistent with 20 U.S.C. § 1437(a)(9). LEAs will participate in transition planning conferences arranged by the Tennessee Department of Intellectual and Developmental Disabilities (the State Lead Agency) under 20 U.S.C. § 1435(a)(10) and an IEP or, if consistent with 20 U.S.C. §§ 1414(d)(2)(B) and 1436(d), and IFSP will be developed and implemented by the third birthday. 20 U.S.C. § 1412(a)(9).
	j.	The LEA shall ensure that all requirements under 20 U.S.C. § 1412(a)(10) regarding children in private schools are being carried out in a manner consistent with the statute.
	k.	The LEA shall ensure that all requirements under T.C.A. § 49-10-107, regarding Contracts for Special Education Services, are being carried out in a manner consistent with the statute.
	l.	The LEA shall ensure that all personnel necessary to carry out this part are appropriately and adequately prepared, subject to the requirements of 20 U.S.C. § 1412(a)(14) and 20 U.S.C. § 6612(b). See 20 U.S.C. § 1413(a)(3).
	m.	The LEA has chosen to either coordinate with the National Instructional Materials Access Center when purchasing print instructional materials or to provide instructional materials to blind persons or other persons with print disabilities in a timely manner. See 20 U.S.C. § 1412(a)(23).
	n.	The LEA shall ensure that timely and meaningful consultation has occurred with private schools and the parents of home-schooled special education students. See 20 U.S.C. § 1412(a)(10)(A)(iii).
3.	The LEA shall provide the SEA with information necessary to enable the SEA to carry out its duties under the IDEA, including, with respect to Sections 612(a) (15) and 612 (a) (16), information relating to the performance of children with disabilities participating in programs carried out under this part. See 20 U.S.C. § 1413(a)(7).	
4.	The LEA shall make available to parents of children with disabilities and to the general public all documents relating to the eligibility of the LEA to receive assistance under the IDEA. See 20 U.S.C. § 1413(a)(8)	
5.	The LEA shall cooperate under 20 U.S.C. § 6698 to ensure the linkage of records pertaining to migratory children with disabilities for the purpose of electronically exchanging, among the States, health and educational information regarding such children. See 20 U.S.C. § 1413(a)(9).	
6.	Subject to 20 U.S.C. § 1413(b)(3), the LEA application submitted to the SEA shall remain in effect until the LEA submits to the SEA such modifications as the LEA determines necessary. See 20 U.S.C. § 1413(b)(2).	
7.	The LEA shall ensure that all requirements under 20 U.S.C. § 1413(a)(5) regarding treatment of charter schools and their students are being carried out in a manner consistent with the IDEA. See 20 U.S.C. § 1413(a)(5).	
8.	The LEA shall ensure children with disabilities served with IDEA funds are counted in the same manner as children without disabilities to supplement the academic program funds earned and paid from State funding.	
9.	The LEA shall ensure funds provided under IDEA are used to pay the excess cost of providing special education and related services to children with disabilities; shall be used to supplement the State, Local and other Federal funds and not to supplant such funds; and shall not be used, except as provided in 20 U.S.C. § 1413(a)(2)(B) and (C) to reduce the level of expenditures. See 20 U.S.C. § 1413(a)(2)(A) and State Board of Education Rule 0520-01-09-.09(2)(b).	
10.	The LEA shall ensure that case load and class size standards are in accordance with T.C.A. § 49-1-104 and State Board of Education Rule 0520-01-02-.31(4).	
11.	The LEA shall ensure that IDEA funds will not be used to reduce the level of expenditures for the education of children with disabilities made by the LEA from local funds below the level of those expenditures for the preceding fiscal year except as provided in 34 C.F.R. 300.204 and 300.205. See 34 C.F.R. § 300.203(b)	
12.	Eligibility as a child with a disability pursuant to the IDEA and state disability eligibility standards will be established prior to expenditure of IDEA Part B funds for implementation of school nurse or school health services pursuant to 34 C.F.R. §300.34(c)(13).	

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Assurances

☑ *** The Local Educational Agency (LEA) hereby assures the State Educational Agency (SEA) that the LEA follows all regulations applicable under Office of Civil Rights (OCR), including those outlined below.**

1.	Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000d et seq., which prohibits discrimination on the basis of race, color, or national origin in any program or activity receiving Federal financial assistance;
2.	Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 et seq., which prohibits discrimination on the basis of sex in any education program or activity receiving federal financial assistance; and
3.	Title II of the Americans with Disabilities Act which prohibits discrimination on the basis of disability in the benefits of services, programs or activities of a public entity and Section 504 of the Rehabilitation Act of 1973 which prohibits discrimination on the basis of disability in all programs or activities that receive federal financial assistance.
4.	The Age Discrimination Act of 1975 which prohibits discrimination on the basis of age in all programs and activities that receive federal financial assistance.
5.	All rules and regulations issued by the Tennessee Department of Education, Tennessee State Board of Education, and U.S. Department of Education under any of these statutes.

Fiscal OMB A-133 Assurances

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Assurances

☑ *** The Local Educational Agency (LEA) hereby assures the State Educational Agency (SEA) that the LEA follows all regulations applicable for OMB Circular A-133, including those outlined below.**

Part 6 - Internal Control		
As a condition of receiving federal awards, non-federal entities agree to comply with laws, regulations, and the provisions of contract and grant agreements and to maintain internal control to provide reasonable assurance of compliance with these requirements. Non-federal entities and their auditors will need to exercise judgment in determining the most appropriate and cost effective internal control in a given environment or circumstance to provide reasonable assurance for compliance with federal program requirements.		
	The Control Environment is the foundation for all other components of internal control, including the following:	
		Part 6 characteristics of internal control relating to each of the five components of internal control that should reasonably assure compliance with the requirements of federal laws, regulations, and program compliance requirements. A description of the components of internal control and examples of characteristics common to the 14 types of compliance requirements are listed below. Objectives of internal control and examples of characteristics specific to each of 13 of the 14 types of compliance requirements follow this introduction. (Because Special Tests and Provisions are unique for each program, we could not provide specific control objectives and characteristics for this type of compliance requirement.)
	1.	A sense of conducting operations ethically is evidenced by a code of conduct or other verbal or written directive.
	2.	If there is a governing Board, the Board has established an Audit Committee or equivalent that is responsible for engaging the auditor, receiving all reports and communications from the auditor, and ensuring that audit findings and recommendations are adequately addressed.
	3.	Management positively responds to prior questioned costs and control recommendation.
	4.	Management respects and adheres to program compliance requirements.
	5.	Key managers' responsibilities clearly defined.
	6.	Key managers have adequate knowledge and experience to discharge their responsibilities.
	7.	Staff are knowledgeable about compliance requirements and being given responsibility to communicate all instances of noncompliance to management.
	8.	Management's commitment to competence ensures that staff receive adequate training to perform their duties.
	9.	Management support of adequately collects information via a reporting system.
	Risk Assessment is the entity's identification and analysis of risks relevant to achievement of its objectives, forming a basis for determining how the risks should be managed.	
	1.	Program managers and staff understand and have identified key compliance objectives.
	2.	Organizational structure provides identification of risks of noncompliance: - Key managers have been given responsibility to identify and communicate changes (including alleged fraud, waste, or abuse). - Employees who require close supervision (e.g. inexperienced) are identified. - Management has identified and assessed complex operations, programs, or projects. - Management is aware of results of monitoring, audits, and reviews, and considers related risk of noncompliance.

	3.	Process established to implement changes in program objectives and procedures.
	Control Activities are the policies and procedures that help ensure that management's directives are carried out.	
	1.	Operating policies and procedures are clearly written, and communicated, and followed.
	2.	Procedures are in place to implement changes in laws, regulations, guidance, and funding agreements affecting federal awards.
	3.	Management has a procedure to prohibit overriding established controls.
	4.	Adequate segregation of duties provided between performance, review, and recordkeeping of a task.
	5.	Computer and program controls should include: -Data entry controls, e.g., edit checks. -Exception reporting. -Access controls. -Reviews of input and output data. -Computer general controls and security controls (including protecting personally identifiable information).
	6.	Supervision of employees commensurate with their level of competence.
	7.	Personnel with adequate knowledge and experience to discharge responsibilities.
	8.	Equipment, inventories, cash, and other assets are secured physically and periodically inventoried (at least once every two years) and compared to recorded amounts.
	9.	If there is a governing Board, the Board conducts regular meetings where financial information is reviewed and the results of program activities and accomplishments are discussed. Written documentation is maintained of the matters addressed at such meetings.
	Information and Communication are the identification, capture, and exchange of information in a form and time frame that enable people to carry out their responsibilities.	
	1.	The accounting system provides for separate identification of federal and non-federal transactions and allocation of transactions applicable to both.
	2.	Adequate source documentation exists to support amounts and items reported.

Fiscal OMB 2 CFR 1.100 Assurances

Davidson County (190) Public District - FY 2025 - Consolidated - Rev 0 - Assurances

☑ *** The local educational agency (LEA) hereby assures the state educational agency (SEA) that the LEA follows all regulations applicable for Single Audit, including those outlined below. All regulations in Uniform Grant Guidance (UGG), including those outlined below in instances where revisions to guidance occurs, the LEA assures it will follow all current regulations.**

GRANTS AND AGREEMENTS [2 CFR 1.100]	
§200.61	Internal Controls.
	Internal controls means a process, implemented by a LEA, designed to provide reasonable assurance regarding the achievement of objectives in the following categories: (a) Effectiveness and efficiency of operations; (b) Reliability of reporting for internal and external use; and (c) Compliance with applicable laws and regulations.
§200.62	Internal Control Over Compliance Requirements for Federal Awards
	Internal control over compliance requirements for federal awards means a process implemented by a LEA designed to provide reasonable assurance regarding the achievement of the following objectives for federal awards: (a) Transactions are properly recorded and accounted for, in order to: (1) Permit the preparation of reliable financial statements and Federal reports; (2) Maintain accountability over assets; and (3) Demonstrate compliance with Federal statutes, regulations, and the terms and conditions of the Federal award; (b) Transactions are executed in compliance with: (1) Federal statutes, regulations, and the terms and conditions of the Federal award that could have a direct and material effect on a Federal program; and (2) Any other Federal statutes and regulations that are identified in the Compliance Supplement; and (c) Funds, property, and other assets are safeguarded against loss from unauthorized use or disposition.
§200.201	Use of Grant Agreements (Including Fixed-Amount Awards), Cooperative Agreements, and Contracts
	(3) The LEA must certify in writing to the federal awarding agency or pass-through entity at the end of the federal award that the project or activity was completed or the level of effort was expended. If the required level of activity or effort was not carried out, the amount of the federal award must be adjusted.
§200.302	Financial Management
	(b)(4) Effective control over, and accountability for, all funds, property, and other assets. The LEA must adequately safeguard all assets and assure that they are used solely for authorized purposes. See § 200.303 Internal Controls.
§200.303	Internal Controls

	The LEA must: (a) Establish and maintain effective internal control over the federal award that provides reasonable assurance that the LEA is managing the federal award in compliance with federal statutes, regulations, and the terms and conditions of the federal award. These internal controls shall comply with guidance in "Standards for Internal Control in the Federal Government" issued by the Comptroller General of the United States and the "Internal Control Integrated Framework", issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO).
§200.305	Payment
	(b)(6)(iv) A payment must not be made to a LEA for amounts that are withheld by the LEA from payment to contractors to assure satisfactory completion of work. A payment must be made when the LEA actually disburses the withheld funds to the contractors or to escrow accounts established to assure satisfactory completion of work.
§200.318	General Procurement Standards
	(a) LEAs must use its own documented procurement procedures which reflect applicable state and local laws and regulations provided that the procurements confirm to applicable federal law and regulations.
§200.321	Contracting with Small and Minority Businesses, Women's Business Enterprises, and Labor Surplus Area Firms
	(a) The LEA must take all necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible. (b) Affirmative steps must include: (1) Placing qualified small and minority businesses and women's business enterprises on solicitation lists; (2) Assuring that small and minority businesses, and women's business enterprises are solicited whenever they are potential sources; (3) Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women's business enterprises; (4) Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses, and women's business enterprises; (5) Using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce; and (6) Requiring the prime contractor, if subcontracts are to be let, to take the affirmative steps listed in paragraphs (1) through (5) of this section.
§200.324	Federal Awarding Agency or Pass-Through Entity Review
	(c)(2) The LEA may self-certify its procurement system. Such self-certification must not limit the federal awarding agency's ability to survey the system. Under a self-certification procedure, the federal awarding agency may rely on written assurances from the LEA that it is complying with these standards. The LEA must cite specific policies, procedures, regulations, or standards as being in compliance with these requirements and have its system available for review.
§200.325	Bonding Requirements
	(a) A bid guarantee from each bidder equivalent to five percent of the bid price. The "bid guarantee" must consist of a firm commitment such as a bid bond, certified check, or other negotiable instrument accompanying a bid as assurance that the bidder will, upon acceptance of the bid, execute such contractual documents as may be required within the time specified.
	(c) A payment bond on the part of the contractor for 100 percent of the contract price. A "payment bond" is one executed in connection with a contract to assure payment as required by law of all persons supplying labor and material in the execution of the work provided for in the contract.
§200.328	Monitoring and Reporting Program Performance
	(a) The LEA is responsible for oversight of the operations of the federal award supported activities. The LEA must monitor its activities under federal awards to assure compliance with applicable federal requirements and performance expectations are being achieved. Monitoring by the LEA must cover each program, function or activity.

§200.400	Policy Guide
	(c) The LEA, in recognition of its own unique combination of staff, facilities, and experience, has the primary responsibility for employing whatever form of sound organization and management techniques may be necessary in order to assure proper and efficient administration of the federal award.
	(e) In reviewing, negotiating and approving cost allocation plans or indirect cost proposals, the cognizant agency for indirect costs should generally assure that the LEA is applying these cost accounting principles on a consistent basis during their review and negotiation of indirect cost proposals. Where wide variations exist in the treatment of a given cost item by the LEA, the reasonableness and equity of such treatments should be fully considered. See § 200.56 Indirect (facilities & administrative (F&A)) costs.
§200.415	Required Certifications
	(a) To assure that expenditures are proper and in accordance with the terms and conditions of the federal award and approved project budgets, the annual and final fiscal reports or vouchers requesting payment under the agreements must include a certification, signed by an official who is authorized to legally bind the LEA, which reads as follows: "By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative penalties for fraud, false statements, false claims, or otherwise. (U.S. Code Title 18, § 1001 and Title 31, §§ 3729-3730 and 3801-3812)." (b) Certification of cost allocation plan or indirect (F&A) cost rate proposal.
§200.427	Bonding Costs
	(a) Bonding costs arise when the federal awarding agency requires assurance against financial loss to itself or others by reason of the act or default of the LEA. They arise also in instances where the LEA requires similar assurance, including: bonds as bid, performance, payment, advance payment, infringement, and fidelity bonds for employees and officials.
§200.430	Compensation-Personal Services
	(a) General. Compensation for personal services includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the federal award, including but not necessarily limited to wages and salaries. Compensation for personal services may also include fringe benefits which are addressed in § 200.431 Compensation-Fringe Benefits. Costs of compensation are allowable to the extent that they satisfy the specific requirements of this part.
§200.440	Standards for Documentation of Personnel Expenses
	(i) LEA personnel expenses must 1. Be supported by a system of internal controls which provides reasonable assurance charges are accurate, allowable and allocable; 2. Be incorporated into official records; 3. Reasonably reflect total activity for which employee is compensated; 4. Encompass all activities (federal and non-federal); 5. Comply with established accounting policies and practices; and 6. Support distribution among specific activities or cost objectives.
§200.433	Contingency Provisions
	(c) Payments made by the federal awarding agency to the LEA's "contingency reserve" or any similar payment made for events the occurrence of which cannot be foretold with certainty as to the time or intensity, or with an assurance of their happening, are unallowable, except as noted in §§200.431 Compensation - fringe benefits regarding self-insurance, pensions, severance, and post-retirement health costs and 200.447 Insurance and indemnification.
§200.435	Defense and Prosecution of Criminal and Civil Proceedings, Claims, Appeals, and Patent Infringements

	(i) Costs which may be unallowable under this section, including directly associated costs, must be segregated and accounted for separately. During the pendency of any proceeding covered by paragraphs (b) and (f) of this section, the federal government must generally withhold payment of such costs. However, if in its best interests, the federal government may provide for conditional payment upon provision of adequate security, or other adequate assurance, and agreement to repay all unallowable costs, plus interest, if the costs are subsequently determined to be unallowable.
§200.521	Management Decisions
	(a) General. The management decision must clearly state whether or not the audit finding is sustained, the reasons for the decision, and the expected auditee action to repay disallowed costs, make financial adjustments, or take other action. If the auditee has not completed corrective action, a timetable for follow-up should be given. Prior to issuing the management decision, the Federal agency or pass-through entity may request additional information or documentation from the auditee, including a request for auditor assurance related to the documentation, as a way of mitigating disallowed costs. The management decision should describe any appeal process available to the auditee. While not required, the federal agency or pass-through entity may also issue a management decision on findings relating to the financial statements which are required to be reported in accordance with GAGAS.
App. II	F. CERTIFICATION.
	1. Certification of Charges To assure that expenditures for federal awards are proper and in accordance with the agreement documents and approved project budgets, the annual and/or final fiscal reports or vouchers requesting payment under the agreements will include a certification, signed by an authorized official of the LEA, which reads "By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and intent set forth in the award documents. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative penalties for fraud, false statements, false claims, or otherwise. (U.S. Code, Title 18, § 1001 and Title 31, §§ 3729-3733 and 3801-3812)".

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*** The Local Educational Agency (LEA) hereby assures the State Educational Agency (SEA) that the LEA complies with The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. §1232g; 34 CFR Part 99) including as outlined below:**

1. Parents or eligible students have the right to review the student's education records maintained by the LEA; to seek amendment of these records, and to consent to the disclosure to the personally identifiable information (PII) from education records.

2. The LEA annually notifies parents or eligible students of their rights under FERPA. The notice effectively informs parents and eligible students with disabilities, and/or parents and eligible students who have a primary or home language other than English.

3. The LEA gives full FERPA rights to either parent, unless the LEA has been provided with evidence that there is a court order, State statute, or legally binding document relating to such matters as divorce, separation, or custody that specifically revokes these rights.

4. When a student becomes an eligible student, the rights accorded to, and consent required of, parents transfer from the parents to the student. An eligible student is a student who has reached 18 years of age or is attending an institution of postsecondary education.

METRO NASHVILLE PUBLIC SCHOOLS

MEMO

MNPS Student Parent Handbook Revisions

TO: Dr. Adrienne Battle, Director of Schools

FROM: Handbook Revision Committee

SUBJECT: 2023-2024 Student Parent Handbook Revisions

DATE: June 25, 2024

CC: Dr. David Sevier, Director of BOE Relations and Management

Student Parent Handbook Revisions

Below you will find proposed revisions for the 2024-2025 Student Parent Handbook. Included is the handbook department, topic, proposed changes, and justifications.

Department	Handbook Topic	Specify Section and URL (Rights & Responsibilities, Family Resources, Policies & Procedures, Progressive Behavior Responses, or Discipline)	Change	Justification
English Learners	English Learners	Handbook - Policies and Procedures - Metro Nashville Public Schools (sharpschool.com)	**UPDATE:** Students in Kindergarten through 12th grade are assessed with the ~~WIDA~~ TN Department of Education-approved English language proficiency assessment. Once the student is identified and enrolled as an English learner, he or she is assessed annually for English proficiency through the ~~ACCESS for English Language Learners or ACCESS for ELLs~~ TN Department of Education-approved English language proficiency assessment. If the student scores proficient, he/she will be "exited" from EL services.	TDOE changed the screener and annual assessment for English Learners. Changes go into effect July 1, 2024. The name of the assessment was replaced with the general name of the screener and assessment in case this changes in the future.

Exceptional Education/ MTSS	Universal Behavior Screener permissions	Permissions Preferences	**UPDATE:** Change "required" notice to "opt out" language on the Universal Behavior Screener (UBS) permission "Notice: If you do not request to opt-out by signing and returning this form or submitting your request online at permissions.mnps.org, it will be assumed you are granting permission for your student's participation in the Universal Behavior Screener."	This revision returns wording to original. The UBS is not a student survey; it is a teacher rating and is not subject to the TN state survey law.
Instructional Supports	Family Life and Sexual Health Education permissions	Permissions Preferences	**UPDATE:** The topics we'd like to chunk are all listed in the first paragraph of the above section, but in the permission portal, they are listed as individual checkable items. We would like to chunk them in the following manner: • Abstinence • Self-esteem and healthy relationships • Gender identity and sexual orientation • Consent • Reproductive systems • Sexually transmitted infections (STIs), including HIV/AIDS • Methods of protection • Pregnancy and adoption • Safe Haven law, Tennessee Human Trafficking law, Erin's law	Grouping the topics would potentially eliminate this issue and ensure that choices are aligned with the curriculum.
MTSS	MTSS for Behavior	Multi-Tiered System of Support	**UPDATE:** Yellow highlights are changes to the original and strike throughs are to be deleted. **Parental Assistance** There are times when students exhibit repeated patterns of challenging behavior. These steps can be followed to advocate for your student: 1. If you suspect your student needs additional help with his/her behavior, contact your student's teacher, school	The language was updated to more accurately reflect the MTSS process and how parents can access support from their schools. It divides list into "interventions" (skill-based, targeted)

			counselor or principal in writing to request a Collaborative Referral. The Collaborative Referral will be discussed by the school's MTSS-Behavior team, and your child will be assigned specific support or intervention that will meet their needs. You will be notified of the team's decision and your child's progress in the intervention. You may also request a conference to discuss your concerns. 2. During this meeting, parents and teachers can discuss proactive solutions and skill-based interventions to address repeated behaviors. 3. If the behaviors continue after the parent/teacher conference and supports and/or interventions have been implemented, the parent and/or teacher should request a Support Team meeting. 4. The Support Team will develop an individualized plan with interventions and strategies to address the concerns the team has for the student. If the interventions are successful, the Support Team will document and may continue to monitor as needed. 5. If the behaviors continue after interventions and/or a disability is suspected, the appropriate assessment specialist is invited to a meeting by the Support Team. 6. If a disability is suspected at any point in this process, the school and parent should schedule a meeting within 10 days to obtain written parental consent for an evaluation for special education services (IEP) or a Section 504 plan. **Learn more**	and "support strategies" (more general, does not target a behavioral skill deficit).

			about our support for students with disabilities. **Intervention and Support Strategies** To help students conduct themselves appropriately, this handbook lists prevention and intervention strategies that may be used prior to, or in addition to, any disciplinary response to student behavior. To support students more effectively, MNPS strives to provide increasingly intensive interventions and support to monitor student progress toward the clearly defined behavior expectations. This often takes the form of first teaching the expectation that we expect, providing encouragement when students are making progress toward the expectation and providing clear consequences that are consistent and well-defined. **Example interventions:** ~~**and strategies include the following:**~~ • ~~**Check and connect:** Allows students to reflect on their behavior and teachers to provide feedback to students throughout the day.~~ • ~~**Community conferencing:** Allows students, school staff and others involved in a conflict to discuss the conflict and how it affected them, and to propose solutions.~~ • **Check in – Check out:** A structured intervention where students check-in with a mentor at the start of each day, have their behaviors rated by teachers throughout the day, and then check-out with the mentor at the end of the day. Check in – Check out provides more opportunities for students to practice their expectations, receive feedback on their positive behaviors, and build relationships with others.	

			• ~~**Conference:** Involves students, parents, guardians, teachers, school staff and principals in discussion about student misbehavior and potential solutions that address social, academic and personal issues related to the behavior.~~ • **Mentoring program:** Involves pairing students with mentors (a counselor, teacher, fellow student, or community member) who help support their personal, academic and social development. • **Self-Monitoring:** Self-monitoring systems are used for students to earn rewards based on their reporting/evaluating behaviors. A self-monitoring system focuses on the student's recognition of their own behavior. • **Small group social skills:** Some students benefit from more targeted instruction and practice to learn important social skills such as conflict resolution, self-confidence, healthy relationships, or anger management. • **Functional Behavior Assessment:** Involves gathering information about a student's inappropriate or disruptive behavior and determining approaches that school staff should take to correct or manage student behavior. This information is used to develop a Behavior Intervention Plan for the student. • **Behavior Intervention Plan:** An approach to correcting inappropriate or disruptive student behavior through a plan designed by school staff to offer positive behavioral interventions, strategies and	

			supports. This plan is appropriate for students with and without disabilities. **Example support strategies:** • **Support Team:** Usually consists of teachers, school principals, social workers and parents and may also include nurses, mental health clinicians, psychologists and external agency representatives who help develop prevention and intervention techniques and alternative strategies that ultimately lead to student success. When student behavior requires intensive, individualized intervention, the Support Team develops a plan to address the behavior. • **Individualized Education Program (IEP) teams:** The IEP team can convene at any time to consider the need for support and interventions for an individual student with disabilities. • **Community service:** Allows students to participate in an activity to serve and benefit the community. Examples include working at a soup kitchen, cleaning up public spaces, helping at a facility for the elderly, etc. • **Conflict resolution:** Empowers students to take responsibility for peacefully resolving conflicts. Students, parents, guardians, teachers, school staff and principals engage in activities that promote problem-solving skills and techniques, such as conflict and anger management, active listening and effective communication.	

			• **Referral to community-based organizations:** Can involve a variety of services, including after-school programming, individual or group counseling, leadership development, conflict resolution and tutoring. • **Referral to school-based health and mental health clinics or other social services:** Provides counseling and assessments to students in need. Students are encouraged to privately share issues or concerns that lead to inappropriate or disruptive behavior or negatively affect academic success. In counseling sessions, students discuss goals and learn techniques that help them overcome personal challenges. **ADD:** • Information to be shared with guardian(s) as determined by the particular agency rules and what was outlined on the signed consent. **DELETE:** ~~Parents are to be regularly informed of student progress during counseling sessions and at school. Sessions can also involve family members or can be done in groups.~~ • **Restorative justice strategies:** Interventions designed to identify and address the harm caused by an incident and to develop a plan to heal and correct the situation. • **Parent outreach:** Requires school staff to inform parents or guardians of their student's behavior and seek their assistance in correcting inappropriate or	

			disruptive behavior. Outreach made in writing or by telephone is intended to make parents aware of students' behavior, task completion and achievement, and can include a request for parents to accompany students to school. • **Peer mediation:** A form of conflict resolution in which students help other students deal with and develop solutions to conflicts. • **Referral to appropriate substance abuse counseling services:** Occurs for behavior related to substance abuse, or with those for whom there is reason to believe substance abuse counseling is needed. Services can be school, or community based.	

Research, Assessment, and Evaluation	Permissions: School Climate Survey	Permissions Preferences	**UPDATE:** We revised the entire page for the School Climate Survey permission. It is now half a page, all new text is shown in blue in this draft. See below. **SCHOOL CLIMATE SURVEY** Notice: For grades 3-12, only. Parent/guardian permission is required for participation in the School Climate Survey. Failure to return this form or provide permission online will result in your student not being able to participate in this program. Student Name (Printed): _____ Student ID: _____ The School Climate Survey helps us understand and improve school climate. It asks about experiences at school, like relationships with teachers, connection to school, perceptions of safety, and overall school climate. It should take 10-20 minutes to complete. There is no risk to your student. Your student's participation in the survey is voluntary. They can skip any question or choose not to take it without any penalty. Your student's responses will be linked to his/her student ID and will be kept confidential by the MNPS research office and Panorama Education. Identifiable information would only be shared with appropriate staff if a student reported potential harm to themselves or others. Results will be grouped by school and shared on the district website. Individual responses without identifying information may be shared with external researchers. Your child cannot participate without your permission. If you give permission, it will apply if your student is enrolled in MNPS. You can change your mind and withdraw permission	Revisions are abbreviated for clarity and to comply with current state laws.

			at any time by emailing surveys@mnps.org. You will receive notifications before the survey goes out. You can review the survey questions on the district website before the survey begins. Do you give your student permission to participate in the MNPS School Climate Survey? o Yes o No I am a student who is 18 years of age or older, or the authorized parent or guardian for the named student. Parent or Guardian Signature _____ _____ Date _____ Student Signature (18 yrs./older) _____ _____ Date _____ This form only applies to the MNPS-administered School Climate Survey. Researchers and evaluators from inside or outside the district must ask for separate permission for any other surveys.	
Student Support Services, Student Health	Permissions: COVID-19 Testing	Handbook - Policies and Procedures - Metro Nashville Public Schools (mnps.org)	**REMOVE:** COVID-19 Testing MNPS is seeking your consent to test your child for COVID infection when/if symptoms are present. Testing will be conducted by a school nurse. Read more at our COVID-19 webpage.	The CDC now categorizes COVID-19 as a respiratory illness like the flu. Following this guidance, the Metro Health Department no longer administers COVID-19 tests. MNPS follows the guidance from Metro Health.

Student Support Services, Student Health	Permissions: Health Screenings	Handbook - Policies and Procedures - Metro Nashville Public Schools (mnps.org)	**UPDATE:** This language should be changed to reflect passive permission for health screenings in the permissions section. **Language should be changed to:** **HEALTH SCREENINGS** Only sign if you do not want your student to participate in hearing, vision, height, weight and blood pressure screenings. I wish to exclude my student from hearing, vision, height, weight and blood pressure screenings. MNPS does not have my permission for my student to participate in these screenings. Permissions Related to Policies ~~Certain permissions are required for students to participate in some school-related activities. Parents or guardians should indicate on the permission form whether or not their student has permission to participate.~~ **Hearing, Vision, Height, Weight & Blood Pressure Screenings** • As mandated by the State of Tennessee, MNPS provides color perception screenings, hearing and vision screenings at designated grade levels at both elementary and middle schools. Additional screenings in elementary, middle and high school, for height, weight and blood pressure are also provided.	This is passive permission. Language should allow parents to opt out of state mandated screenings, not provide permission.
Student Support Services, Discipline	Disciplinary Process and Procedures	Handbook - Discipline - Metro Nashville Public Schools (mnps.org)	**UPDATE:** Level II Appeal language adjusted: A request for a Level II appeal must be submitted in writing with the reason for the request and the evidence to support the request to the Discipline Office. Once received, the Executive Director of Student Support Services/Designee will	This language is updated for clarity.

			review the evidence provided and may grant or deny the request. The Executive Director of Student Support Services/Designee will respond to the request with his/her decision within a reasonable time, which will not exceed ten (10) calendar days from receipt of the request. The Executive Director of Student Support Services is not required to explain the decision.	
Student Support Services, Discipline	Inappropriate Use of Internet/Electronic Devices	Handbook - Policies and Procedures - Metro Nashville Public Schools (mnps.org)	**UPDATE:** **Inappropriate Use of Internet/Electronic Devices** **Use of Personal Communication and Electronic Devices, MNPS policy 6.312** **Use of Personal Communication and Electronic Devices, MNPS Procedure 6.312.1p** Students may not use personal technology during instructional periods except when used as an aid to instruction, at the discretion of the classroom teacher and building administrator. ~~A student who brings his/her device to school does so at his/her own risk. No searches or investigations will be conducted for lost or stolen devices.~~ Personal technology includes, but is **not limited to:** • cellular phones • wireless earpieces • iPods • IPads • tablets • other mp3 players • calculators • portable gaming devices • ~~Headphones must be used for personal technology used to play music or video.~~ A student in possession of personal technology is in violation of this policy is subject to disciplinary action. A student who brings his/her device to school does so at his/her own risk. No searches or investigations will be conducted for lost or stolen devices.	This language is updated to align with policy 6.312.

Student Support Services, Discipline	Discipline Process and Procedures	Discipline Tables - Metro Nashville Public Schools (mnps.org)	**UPDATE:** Discipline Tables Proposed Changes	Updated language addresses mass-violence code specifically and provides greater clarity regarding where a mass-violence discipline infraction can occur.
Student Support Services, Counseling	Screener for Self-Harm/Suicidal Ideation	Handbook - Policies and Procedures - Metro Nashville Public Schools (mnps.org)	**ADD:** Suicide Screener/ Assessment: In the event that a student makes a written, verbal, or electronic communication indicating self-harm, or that they are having suicidal ideations, school staff will meet with the student and complete a suicide screener/assessment. Once completed, the parent/guardian or an emergency contact will be notified.	This addition is for parent awareness.
Teaching and Learning	Academic Integrity	Handbook - Rights and Responsibilities - Metro Nashville Public Schools (mnps.org)	**ADD:** **Academic Integrity Statement** At Metro Nashville Public Schools, we hold ourselves to the highest standards of honesty and ethical behavior. As a member of this academic community, I commit to uphold these values in all my educational pursuits. **My Commitments:** 1. **I will be honest** in all my academic work and interactions with teachers and peers. 2. **I will respect intellectual property** by properly acknowledging and citing the contributions of others. This includes not plagiarizing or misusing digital content. 3. **I will engage in fair opportunity for all,** avoiding any form of cheating during exams or when completing assignments. 4. **I will take responsibility** for my actions and learn from my mistakes. I will report any instances of academic dishonesty I may witness.	Currently, the only mention of academic integrity is included in the grading policy 4.600.1p and only references Academic Dishonesty. This addition to the handbook is needed to provide more context around academic integrity in all areas in MNPS.

			5. **I will demonstrate courage** by upholding these principles, even when faced with challenges or peer pressure. **Together:** I join my peers in fostering an environment of mutual trust and respect, where we all strive to achieve our best through honest and fair efforts. **Support:** I know that mistakes can happen and that I might need support understanding expectations or how to properly cite sources. I will seek guidance from my teachers, when necessary, as they are here to help me learn and succeed with integrity. **Consequences:** I understand that if I violate these principles of academic integrity, such as through cheating, plagiarism, or other dishonest practices, I will face disciplinary actions. These consequences can range from a warning to redoing the assignment, suspension, or other measures appropriate to the severity of the violation.	
Teaching and Learning	Policies and Procedures	Handbook - Rights and Responsibilities - Metro Nashville Public Schools (mnps.org)	**ADD:** MNPS Grading Procedures MNPS strives for every student to excel, and grades indicate a student's progress in their learning. At its core: • Grading should be based on clearly defined and established success criteria. • Grading should not be a form of punishment, control, or compliance. • Students should receive multiple opportunities to demonstrate mastery. • Formative assessment accompanied by specific, actionable feedback is vital to student growth and common understanding of student learning progress; however, not all student work is necessarily reflected in grades. More information on grading is documented under Administrative Procedures. The MNPS Grading Procedures	Progress reports and report cards are an expectation within our grading policies and procedures.

			4.600.1p can be found under the Instructional Services tab. Teachers can answer questions and provide further guidance on how these procedures are implemented in their classes/schools.	
Title IX	Policies and Procedures	Non-Discrimination Statement - Metro Nashville Public Schools (mnps.org)	**ADD:** This contact information in the column under Contact for Questions or Complaints is parallel to Title IX of the Education Amendments of 1972. "To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination or harassment under Title IX, please email civilrightscomplaints@mnps.org, call 615-259-8634 or write to: 2601 Bransford Avenue, Nashville, Tenn. 37204." Currently, the correct method of contact information is parallel to Title VI of the Civil Rights Act of 1964; however, the inclusion of Title IX at that placement is confusing for someone looking specifically at filing or gaining more information on a possible Title IX violation. **DELETE:** "Title IX" from the contact information parallel to Title VI so that it reads, "To file a Title VI complaint, or have inquiries, please email civilrightscomplaints@mnps.org, call 615-259-8634 or write to: 2601 Bransford Avenue, Nashville, Tenn. 37204." Thus, the contact information needs to be listed twice with specificity to the aligned civil rights Title (VI or Title IX). **ADD:** **Edit Details section for Title IX to:** To maintain a safe, civil, and supportive learning environment, all forms of sexual harassment and discrimination on the basis of sex, as required by Title IX and its regulations, including in employment and admissions, is	The 2024 Title IX Federal Final Rule and Regulations was approved and released April 23, 2024. The implementation date is August 1, 2024 and applies to K-12. There are 1507 pages and 57 regulations with substantive and procedural changes from the 2020 Title IX Federal Final Rule. MNPS Board Policy 6.3041 will require updates to reflect the 2024 Federal Final Rule: 1. The definition of Hostile Environment Sex-Based Harassment 2. Definition and Concepts. 3. Grievance Process codified 106.45.

			prohibited. This policy shall cover employees, employees' behaviors, students, and students' behaviors while on school property, at any education program or activity, on school-provided equipment or transportation, or at any official school bus stop in accordance with federal law. **DELETE:** **Current MNPS trainings uploaded that are accessible for public viewing (last modified July 22, 2021 and Feb. 19, 2024.) New trainings in compliance with the 2024 Title IX Federal Final Rule Regulations will be provided.**	

Summary of Changes to FY 2024-25 Operating Budget

Account #	Description	Positions	Cost	Totals	% Chg
Total Amended Operating Budget FY2023-2024		**9,200.8**		**$ 1,205,472,800**	
Employee Compensation					
	Certificated Salary Step Increase		5,450,100		
	Certificated 4.0% COLA		17,830,300		
	Certificated Insurance - Insurance Trust (12.8% Increase)		16,376,700		
	Certificated & Support Pension		(275,400)		
	Support Salary Step Increase		4,395,800		
	Support 4.0% COLA		7,511,200		
	Nutrition Services Step Increase		408,500		
	Nutrition Services 4.0% COLA		817,000		
Sub-total Employee Compensation				**$ 52,514,200**	
Other Changes					
2555	Metro IT Charges		841,200		
5280	Radio Transmission		(55,500)		
7316	Injuries on Duty Expense		(299,800)		
7500	Surplus Property		65,600		
7777	Property Tax Refund - MDHA Transfer		272,700		
Various	Budget Cuts		(15,093,600)		
Various	Inflationary Increases and Other Required Expenses		6,861,300		
Sub-total Other Changes		**-**		**$ (7,408,100)**	
Total Additions				**$ 45,106,100**	**3.7%**
Total Operating Budget		**9,200.8**		**$ 1,250,578,900**	
Change from FY2024 Budget		**-**		**$ 45,106,100**	

Chapter	Change	Relevant language
Recitals	Remove sentence about opinions and work being valued	This Memorandum of Understanding (MOU) memorializes the understanding reached by the Board and the representatives of the professional employees of the Board as to the terms and conditions of the professional employee's service with the district. Metropolitan Nashville Education Association (MNEA), the elected representatives for professional employees, ~~wishes to~~ acknowledges and thanks MNPS and the Board of Education for their collaboration, resulting in this agreement. ~~MNPS educators are fortunate to work in a district in which their opinions and work are valued.~~ This ongoing collaboration has resulted in the terms of this agreement, and neither professional employees nor school administrators may alter the provisions herein.
Exception Pay Rate	Removes the specific types of work	The exception rate of pay shall be $25.00 per hour effective July 1, 2018, (budgeted at $29.53 an hour) and shall apply to professional employees working beyond the regular work hours ~~consistent with the following:~~ ~~• During the academic calendar for specified and approved activities that are not part of the professional employee's regular job duties which help support school improvement plans,~~ ~~• For all summer school assignments, and~~ ~~• Extended learning assignments.~~
Non-Instructional Workday	Aligns the language regarding stockpiled PD days to the statute	~~Noninstructional Workday~~ ~~A noninstructional workday is one in which students are not in school, but professional employees report to work (with the exception of parent-teacher conferences).~~ ~~Noninstructional workdays shall be seven hours in length including a one-hour duty-free lunch with the right to leave campus for lunch. Except in the case of an emergency, no after/before school meetings shall be scheduled on this day. For each noninstructional workday on the district calendar, Metropolitan Nashville Public Schools will allot three hours of teacher planning over the course of the academic year.~~ ~~As an example, if there are 10 noninstructional workdays on the calendar, the district will allocate a minimum of 30 hours of planning (i.e., 3 hours x 10 days = 30 hours). In this instance, the 30 hours of planning will be allotted over the course of the 10 noninstructional workdays. Noninstructional days shall be scheduled consistent with the following:~~

Chapter	Change	Relevant language
		~~• Six hours of professional development,~~ ~~• Six hours of teacher planning, or~~ ~~• Three hours of professional development and three hours of teacher planning.~~ ~~The number of noninstructional workdays varies each academic year. During a noninstructional day, teacher planning must be scheduled in increments of at least sixty 60 minutes.~~ ~~Before July 1, Metropolitan Nashville Public Schools, in consultation with Metropolitan Nashville Education Association, will publish a guidance document indicating the professional development and planning designations for all noninstructional workdays for the academic year. The guidance document will clearly indicate the number of noninstructional workdays, the time allotted for planning, and the time allotted for professional development~~. A noninstructional workday is when students are not in school or leave early, and professional employees' work. Tenn. Code Ann. § 49-6-3004(a) provides for five (5) in-service days, one (1) parent-teacher conference day, and no more than three (3) half days for students. Tenn. Code Ann. § 49-6-3004(a) also allows up to thirteen (13) stockpile days for inclement weather and professional development. For the purposes of this agreement, “noninstructional” workdays are defined as follows: In-Service Days. In-service days will be planned in accordance with Tenn. Code Ann. § 49-6-3004 (c) with a particular emphasis on subsections (c)(2) and (c)(3). In-service days will deliver the required training outlined in Tenn. Code Ann. § 49-6-3004 designed to address the needs of apprentice teachers by creating collaborative opportunities with supervising teachers, followed by staff development activities grounded in needs based on staff evaluations. Parent-Teacher Conference Day. The parent-teacher conference day will be used exclusively for holding parent-teacher conferences.

Chapter	Change	Relevant language
		Stockpile Professional Development Days. Stockpile professional development days are earned over the course of a school year in accordance with Tenn. Code Ann. § 49-6-3004 (e)(1). Stockpile professional development days will be utilized for "school-wide or system-wide instructional planning meetings" or "professional development activities" consistent with Tenn. Code Ann. § 49-6-3004 (e)(1). For additional information, see Tenn. Code Ann. § 49-6-3004 governing "school terms." Noninstructional workdays shall be seven hours in length including a one-hour duty-free lunch with the right to leave campus for lunch.
Retention Committee	Changes the focus of the committee for 24-25	Metropolitan Nashville Public Schools and Metropolitan Nashville Education Association agree to establish and maintain a Teacher Retention Committee consisting of all stakeholders. The Committee shall be comprised of three members appointed by the Director of Schools or designee, four members appointed by the Association, and one member of the elected Board of Education. The Committee shall be chaired jointly by one member appointed by the Director of Schools or designee and one member by the Association. The Committee shall address matters related to retention strategies that are identified during collaborative conferencing, via MNEA surveys, and/or by district teams. For the 2024-2025 school year, this focus includes streamlining and aligning school-based documentation processes in order to reduce redundancies and data entry into multiple systems or formats whenever possible. The Retention Committee shall convene no later than September 15 of each year and meet quarterly. The Committee is charged with collaborating to identify and present retention strategies and recommendations to the Director of Schools.
Planning Time	Clarifies the allocation and use of self-directed teacher planning and principal-directed planning Allocates student half-day afternoons for teacher-directed	All professional employees shall have daily planning time which shall be free of student responsibilities except for emergencies. Planning time at each school shall be equitable, with each professional employee receiving the same amount of planning. ~~The professional employee shall have three individual (self-directed) planning periods or 180 minutes per week.~~ The professional employee shall have at least 180 minutes per week of individual (self-directed) planning time. Individual (self-directed) planning time will be allocated in increments of no less than 30 minutes at a time. In the event the operation of the school requires a deviation from the 30-minute increment the principal must consult with the

Chapter	Change	Relevant language
	planning and administrative duties	Executive Director of Schools for approval. During designated individual (self-directed) planning, professional employees shall have no other duties and responsibilities but to plan and prepare for instruction. Principals may designate two administrative planning periods or 120 minutes per week. During these designated planning periods, the principal may mandate meetings, school or district administrative duties, or other activities at the principal's discretion. If a principal requires meetings, planning sessions, and/or coaching sessions, those minutes count toward the 120 allowed principal directed minutes. Professional employees may be required to attend two additional administrative meetings per month. However, professional employees must receive at least 150 minutes of planning time per week consistent with Tennessee School Board of Education Rule 0520-1-3-.03 (4). The principal shall determine the planning schedule after consultation with the faculty. Individual professional employee schedules shall indicate which days are individual planning and which days are administrative planning when individual professional employee schedules are distributed at the start of each semester. Metro Nashville Public Schools will also reserve all student half-day afternoons for teacher-directed activities such as planning and administrative duties.
Teaching Assignment	Adds language to notify teachers before the transfer window opens if there is a likelihood their assignment will change for the following year	To the extent possible, principals should notify professional employees of their tentative teaching assignments no later than the Friday before the voluntary transfer window closes. Scheduling in schools, especially secondary schools, requires changes throughout the school year. When a change that affects a professional employee's assignment becomes necessary, executive principals should notify the affected teacher within a reasonable amount of time.
Bereavement Leave	Removed the outdated 23-24 language	For the purpose of bereavement leave, “immediate family” is defined differently than sick leave to include wife, husband, domestic partner, parent, legal guardian, stepmother, stepfather, parent-in-law, child, stepchild, child-in-law, foster child, grandchild, step-grandchild, grandparent, step-grandparent, grandparent-in-law, brother, sister, stepbrother, stepsister, brother-in-law, sister-in-law, and any other person living in the home as a member of the family at the time of death. For the purposes of this provision domestic partner will be treated as a spouse.

Chapter	Change	Relevant language
		~~**2021-2022 and 2022-2023 School Years.**~~ When death occurs in the immediate family, professional employees shall be allowed a maximum of four days bereavement leave without loss of pay. Bereavement leave is not cumulative. If more days for bereavement purposes are needed, three days of a professional employee's sick leave may be used. Death of any relative who is not a member of the immediate family as previously defined above or other significant relationship to the professional employee shall entitle the employee to one day absence chargeable to bereavement leave. If more days for bereavement purposes are needed, three days of an employee's sick leave may be used. ~~**2023-2024 School Year.** For the 2023-2024 school year, when death occurs in the immediate family, professional employees shall be allowed a maximum of five days bereavement leave without loss of pay. If more days for bereavement purposes are needed, two days of an employee's sick leave may be used. For the 2023-2024 school year, death of any relative who is not a member of the immediate family as previously defined above or other significant relationship to the professional employee shall entitle the professional employee to two days absence chargeable to bereavement leave. If more days for bereavement purposes are needed, two days of an employee's sick leave may be used. As part of the budgeting process, funding to expand bereavement leave will be requested. If the requested funding is not available, the parties agree to return (i.e., within 30 days) to collaborative conferencing as soon as possible to discuss mutually agreeable options.~~
Religious Leave	Adds provision that no religious test or documentation is required Changes the number of days notice from one work week to 10 days	A maximum of two days absence without loss of pay shall be allowed for the observance of an established religious rite or ordinance within a single academic year provided that the professional employee's failure to observe this rite or ordinance shall impede the practice of his or her religion ~~and no reporting requirement interferes with the professional employee's rights under the Establishment Clause of the First Amendment to the United States Constitution and/or Tenn. Code Ann. § 49-6-8004~~. Professional employees shall not be required to provide documentation or submit to any religious test to take religious leave. Professional employees must submit religious leave requests at least ten (10) days in advance.

Chapter	Change	Relevant language
MOU Reopener	Changed the dates to add the 2025-26 and 2026-27 school years	The Collaborative Conferencing Team will allow the reopening of the Memorandum of Understanding (MOU) for up to five items from management and five items from professional employees plus salary and other issues referred back from the Compensation Committee to be discussed for the ~~2022-2023~~ 2025-2026 and the ~~2023-2024~~ 2026-2027 school years. Should any portion of the negotiated language herein not be funded within the district's budget, both parties will return to collaborative conferencing within 30 days to renegotiate the affected provision. This shall not constitute a reopener for either party.
In Lieu of Sub	In Lieu of Sub must be submitted within 45 days of professional employees covering the class	Before the first instructional day, the district will share information regarding in lieu of sub pay including the process for submitting time for pay. Completed in lieu of sub documentation will be submitted to the district's e-Compensation Office, by the executive principal, school bookkeeper, or designee, in the same pay period in which the documentation is submitted by the professional employee. An In lieu of sub request should be submitted within the pay period the professional employee covered the certificated employee's class. Requests must be submitted within 45 days of professional employees covering the class; otherwise, the supplement is no longer available. Upon the district receiving the documentation, the professional employee will receive compensation within two pay periods.

CHAPTER 1: ACKNOWLEDGEMENTS

Metropolitan Nashville Public Schools would like to take an opportunity to acknowledge and thank those individuals who participated in the collaborative conferencing on behalf of the Professional Employee Organization (i.e., Metropolitan Nashville Education Association) and the school district. Those individuals are presented below and distinguished based upon the entity they represented during this process.

Quanita Adams, Metropolitan Nashville Education Association

Dr. Mason Bellamy, Metropolitan Nashville Public Schools

Mary Jo Cramb, Metropolitan Nashville Education Association

Chad Hedgepath, Metropolitan Nashville Public Schools

Tara Johnson, Metropolitan Nashville Education Association

Trellaney Lane, Metropolitan Nashville Public Schools

Shawn Lawrence, Metropolitan Nashville Public Schools

Kenny Martin, Metropolitan Nashville Education Association

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Dr. Paula Pendergrass, Metropolitan Nashville Education Association

Graham Spencer, Metropolitan Nashville Education Association

Lisa Spencer, Metropolitan Nashville Public Schools

Dr. Hallie Trauger, Metropolitan Nashville Education Association

Beverly Whalen-Schmeller, Metropolitan Nashville Education Association

Kristopher Winfrey, Metropolitan Nashville Public Schools

Dr. James Vince Witty, Metropolitan Nashville Public Schools

[CHAPTER CONCLUDES]

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[CHAPTER CONCLUDES]

CHAPTER 3: BASIC AGREEMENT PROVISIONS

Preamble

This Agreement is made and entered into on this the 10th day of August, 2021, by and between the Metropolitan Nashville Public Schools Board of Education, and the representatives of the professional employees of the Metropolitan Nashville Education Association as provided under Tenn. Code Annotated § 49-5-605.

Definitions

Terms defined in the "Basic Agreement Provisions" chapter have their assigned meanings, and the following terms have the assigned meanings throughout this Agreement:

Administrator. "Administrator" means the management team as defined in Tenn. Code Annotated § 49-5-602 (4).

Agreement. "Agreement" means the Memorandum of Understanding between the Metropolitan Nashville Public Schools Board of Directors and Metropolitan Nashville Education Association presented herein.

Association. "Association" means the Metropolitan Nashville Education Association.

Board of Education. "Board of Education" or "Board" means the Metropolitan Nashville Public Schools Board of Education.

Collaborative Conferencing. "Collaborative Conferencing" means the process by which the chair of a Board of Education and the Board's professional employees, or such representatives as either party or parties may designate, meet at reasonable times to confer, consult and discuss and to exchange information, opinions and proposals on matters relating to the terms and conditions of professional employee service, using the principles and techniques of interest-based collaborative problem-solving.

Day. "Day" means any weekday, Monday through Friday, in which schools are open during the normal school year. For the purposes of a grievance or filing of a complaint, the first day to be counted shall begin at 8:00 AM the following day. When school is not in session, a "day" shall be Monday through Friday, excluding holidays.

District. "District" means Metropolitan Nashville Public Schools.

Domestic Partner. "Domestic Partner" means unrelated legal adults (both age 18 or older and mentally competent to enter into a contract) who meet all of the following requirements:

- Both adults have chosen to share one another's lives in an intimate and committed relationship of mutual caring that is intended to be lifelong,
- Both adults currently share a primary residence (i.e., living quarters, although it is not required the residence be listed in both names),
- Both adults have shared a primary residence for the preceding 365 days,
- Both adults are jointly responsible for basic living expenses (food and shelter although the individuals are not required to contribute equally), as demonstrated by a signed Declaration of Domestic Partnership demonstration financial interdependence and by providing three of the following as proof of joint responsibility:
    - Joint ownership of a primary residence or joint tenancy of a residential lease
    - Copy of a utility (water, gas, or electric) invoice listing both domestic partners
    - Joint ownership of an automobile (auto registration, joint auto insurance)
    - Joint bank or credit account
    - Joint liabilities (e.g., credit cards or loans, etc.)
    - A will or trust designating the domestic partner as beneficiary
    - A retirement plan or life insurance policy beneficiary designation form designating the domestic partner as beneficiary
    - A signed durable power of attorney to the effect that the employee and the domestic partner have granted powers to one another
    - Copies of each domestic partner's driver's license that indicates the same address
    - Other acceptable proof of joint financial responsibility as determined by the department of human resources
- Both adults have been jointly responsible for living expenses during the preceding 365 days, and
- Neither adult has been in a lawful marriage recognized by the State of Tennessee in the previous 365 days, is in another domestic partnership or are lineal ancestors or descendants related to a degree of kinship that would otherwise prevent marriage from being recognized by the State of Tennessee (if divorced, a copy of the divorce decree for each partner is required to be provided).

Employees' Team. "Employees' Team" means those representatives who are chosen pursuant to Tenn. Code Annotated § 49-5-605 to represent professional employees in collaborative conferencing with the Board of Education.

Grievance. "Grievance" means any claim by any professional employee or the professional employees' organization that there has been a violation, misinterpretation, or misapplication of the terms of this Agreement, or a violation, misinterpretation, or misapplication of any written policy or practice of the Board of Education.

Grievant. "Grievant" means any professional employee, group of two (2) or more professional employees, or professional employees' organization bringing a claim pursuant to the grievance procedure found in Chapter 4 of this Agreement.

Management Personnel. "Management Personnel" means employees who devote a majority of their time to the system-wide area or areas of professional personnel management, fiscal affairs or general management and shall specifically include principals, assistant principals, supervisors and others whose primary responsibilities are administration rather than teaching.

Management Team. "Management Team" means those professional employees certified by the Board of Education to represent the Board in the collaborative conferencing process.

Memorandum of Understanding. "Memorandum of Understanding" or "MOU" means the written document that memorializes and records the understanding reached by the Board of Education and its professional employees, or their respective representatives, if so designated, as to the terms and conditions of professional services set forth within the Agreement.

Parties. "Parties" means the Board of Education and respective representatives as well as the Professional Employees' Organization (POE) and respective representatives.

Professional Educators Collaborative Conferencing Act of 2011. "Professional Educators Collaborative Conferencing Act of 2011" or "PECCA" means the process described and authorized pursuant to Tenn. Code Annotated § 49-5-601 et seq.

Professional Employee. "Professional Employee" or "Employee" means any person employed by any local board of education in a position that requires a license issued by the Tennessee Department of Education for service in public elementary and secondary schools of this state, supported, in whole or in part, by local, state or federal funds, but shall not include any member of the management team, as defined in this part, or a

retired teacher who is employed as a teacher in accordance with Tenn. Code Annotated § 8-36-8.

Professional Employee Organization. "Professional Employee Organization" or "PEO" means any organization with membership open to professional employees, as defined in subdivision (8) of Tenn. Code Annotated § 49-5-602, in which the professional employees participate and that exists for the purpose of promoting the professional status and growth of educators and the welfare of students.

Representative. "Representative" means any person, or group of persons, organization or association that is designated and authorized by the professional employees or the Board of Education to act for the professional employees or the Board, respectively, in the collaborative conferencing process.

School Board Policy. "School Board Policy" means those policies adopted by the Metropolitan Nashville Public Schools Board of Directors and posted on the Board's website for public access.

School Board Procedure. "School Board Procedure" means those administrative procedures established by the district and posted on the Board's website for public access.

Supervisor. "Supervisor" means any professional employee of the Board of Education whose full-time job responsibilities consist of oversight of other professional employees or curriculum development or both. Supervisors who spend a majority of their time engaged in administrative duties, rather than a teaching role, are also included in the definition of "Management Team."

Teacher. "Teacher" means a professional employee as defined in Tenn. Code Annotated § 49-5-602 (8).

Urgent Situation or Emergencies. "Urgent Situation or Emergencies" means an unplanned event which causes significant interference with normal activities requiring immediate attention and remedial action.

Working Conditions. "Working conditions" means those fundamental matters that affect a professional employee financially or the employee's employment relationship with the Board of Education and that are specifically designated as such pursuant to Tenn. Code Annotated § 49-5-601 et seq.

Recitals

This Memorandum of Understanding (MOU) memorializes the understanding reached by the Board and the representatives of the professional employees of the Board as to the terms and conditions of the professional employee's service with the district. Metropolitan Nashville Education Association, the elected representatives for professional employees, acknowledges and appreciates Metropolitan Nashville Public Schools and the Board of Education for their collaboration, resulting in this agreement. This ongoing collaboration has resulted in the terms of this agreement, and neither professional employees nor school administrators may alter the provisions herein.

NOW, THEREFORE, the Parties hereby agree as follows:

[CHAPTER CONCLUDES]

CHAPTER 4: SALARIES AND WAGES

Salaries and Wages

Professional employee salaries are determined by a combination of education and experience. Experience must be verified by the Board from an approved list of accredited agencies in a manner, consistent with Tennessee State Board of Education Rule 0520-01-02-.02. Verification of credit and experience must be received by December 1 of the current school year in order to receive retroactive pay.

Compensation Plan

All salary, differentiated compensation, and salary supplements/stipends shall be paid via the official district payroll system and be reported to the Tennessee Consolidated Retirement System (TCRS) as compensation.

Salary Schedule

The salary of each professional employee covered by the regular salary schedule is set forth in Appendix A, which is incorporated by reference into the Memorandum of Understanding (MOU).

Placement on the Salary Schedule

Adjustment to Salary Schedule. All professional employees shall be placed on the proper step of the salary schedule as of July 1 of each year in accordance with the years of experience and educational attainment. Any professional employee employed for at least 100 days of the contract year shall be given full credit for one year of service toward the next incremental step for the following year.

Credit for Professional Experience. Each professional employee shall be awarded full credit for allowable teaching experience and educational attainment consistent with Tennessee State Board of Education Rule 0520-01-02-.02.

Frequency and Method of Wage Administration

All professional employees shall be paid on a bi-weekly basis. Such payment received shall be in full for the current pay period. All payments of salaries and wages shall be made by direct deposit to a financial banking institution. All professional employees shall be required to participate in a direct deposit program.

Exception Pay Rate

The exception rate of pay shall be $25.00 per hour effective July 1, 2018 (budgeted at $29.53 an hour) shall apply to professional employees working beyond the regular work hours.

National Board Certification for Professional Employees, Requirements, and Supplemental Pay

Supplemental Pay. The National Board Certification supplement will be paid at the rate of $4,000.00 per academic year for eligible professional employees. All professional employees are eligible for this supplement consistent with the following:

- Possessing a current National Board Certification, and
- Full-time with an "active" payroll status (not on unpaid leave of absence).

Supplemental Pay Requirements. Requirements for receiving National Board Certification stipend pay include the following:

- Supplemental pay installments will cease on the certification's expiration date.
- The professional employee must provide a copy of the valid certification or confirmation of the successful application from the State of Tennessee to the Human Resources Division.
- The Human Resources Division will resume the supplemental pay installments beginning with the next payroll period upon receipt of the reinstated certification or confirmation of a successful application.
- The Human Resources Division will resume the supplemental pay installments beginning with the next payroll period upon receipt of the reinstated certification or confirmation of a successful application.
- The professional employee is not eligible for retroactive payment of any lost installments due to an expired certification or failure to submit required documentation for renewal or eligibility.

- In the year a professional employee initially achieves National Board Certification, the supplemental pay shall be effective on and retroactive to the first day of the academic year.

It is each professional employee's responsibility to provide the Human Resources Division with necessary documentation as listed above. Professional employees will be notified if their supplemental pay installment have ceased during the effective payroll period. Regular audits of National Board Certification recipients will be conducted to ensure eligibility of supplemental pay installments.

School Psychologists and Speech/Language Therapists. School psychologists are certified through National Association of School Psychologists. Speech/language therapists are certified through American Speech-Language-Hearing Association.

School Social Workers. School social workers obtain a Licensed Clinical Social Workers (LCSW) status from their state after passing the applicable social work exam from the Association of Social Worker Board (ASWB).

Pay for Voluntary & Required Professional Development

Voluntary Professional Development. Professional employees should select professional development that focuses on their areas of instruction and opportunities for growth. All voluntary professional development activities beyond the regular school day are compensated at $85.00 for a 7-hour day including a one-hour duty-free lunch with the right to leave campus for lunch. Half-day voluntary workshops and training activities shall be three hours in length and compensated at $42.50. Voluntary professional development should be approved in advance by the executive principal or supervisor.

District Approved Professional Development & Pay. All district approved professional development activities that are required beyond the regular school day are compensated at the employee's hourly or daily rate of pay.

Professional Employees Covering Classes for Other Professional Employees (In Lieu of Substitute)

When a professional employee is absent and a day-to-day, school, or district provided substitute is not available, other professional employees may be asked to assist by covering a class or having a portion of another professional employee's students

assigned to them. Within the first twenty (20) instructional days, teaching teams within schools shall develop a plan in accordance with Tennessee State Board of Education Rule 0520-01-03.03 for splitting classes when a substitute is not available. Those plans shall be shared with building administrators. Should all teachers on a teaching team be close to maximum class sizes as outlined in Tennessee State Board of Education Rule 0520-01-03.03, the administration shall contact Support Hub for assistance through standard leadership channels. If changes to the team occur, the plan shall be revised within twenty (20) days. Covering a class during a professional employee's two and a half (2.5) hours of weekly self-selected planning time because a substitute is not available shall be done on a voluntary basis except in urgent/emergency situations (unplanned situations that require an educator to leave during the workday unexpectedly for illness or personal tragedy).

Any professional employee covering an in-person or virtual class because a substitute is not available shall be paid the highest substitute rate available, exclusive of the substitute bonus. Such additional compensation shall be prorated for the time period or percentage of the class that each professional employee covers. When a class is split among several professional employees, the highest substitute rate will be divided evenly among all professional employees receiving students.

Before the first instructional day, the district will share information regarding in lieu of sub pay including the process for submitting time for pay. Completed in lieu of sub documentation will be submitted to the district's e-Compensation Office, by the executive principal, school bookkeeper, or designee, in the same pay period in which the documentation is submitted by the professional employee. An In lieu of sub request should be submitted within the pay period the professional employee covered the certificated employee's class. Requests must be submitted within 45 days of professional employees covering the class; otherwise, the supplement is no longer available. Upon the district receiving the documentation, the professional employee will receive compensation within two pay periods.

Compensation Committee

The Board of Education and the Metropolitan Nashville Education Association agree to establish and maintain a "Compensation Committee" consisting of all stakeholders. The Compensation Committee shall be comprised of three members appointed by the Director of Schools or designee, four members appointed by the Association, and one member of the elected Board of Education. The Compensation Committee shall be chaired jointly by one member appointed by the Director of Schools or designee and one member by the Association. The Compensation Committee shall address matters related to district compensation plans and priorities.

The Compensation Committee shall convene no later than September 15 of each year and meet quarterly. All stakeholder groups shall be invited and afforded an opportunity to offer input and recommendations to the Compensation Committee. The Compensation Committee is charged with collaborating to identify and present budget recommendations to the Director of Schools.

The Compensation Committee further commits to the retention of experienced professional employees. As such, a goal will be to create and recommend pay strategies and structures for professional employees who have reached the top of the current pay schedule and remain there for more than one (1) academic year.

The Compensation Committee will recommend funding for salary schedule step increases be included as part of the "Continuity of Operations and/or Aspirational Budget" that is presented to the school board. Metropolitan Nashville Public Schools and Metropolitan Nashville Education Association agree to review the recommendations of the compensation committee to discuss options for use of the compensation funding that is provided.

[CHAPTER CONCLUDES]

CHAPTER 5: GRIEVANCES AND PROCEDURES

What is a grievance?

A grievance is a professional employee's claim that there has been a violation, misinterpretation, and/or misapplication of the following:

- Metropolitan Nashville Public Schools Board Policy or Board Procedure,
- Tennessee State Law,
- Federal Law,
- State Board of Education Policy, Procedure, or Guideline, and/or
- Memorandum of Understanding presented herewith.

What is not a grievance?

The following items are not considered a basis for a grievance:

- Disagreement with a supervisor's actions or decisions aligned with law, policy, or administrative procedure.
- Reprimand or any similar corrective action. Note: *See "Teacher Rights" for information on appeals of reprimands.*
- Placement on a plan of assistance.

Professional Employee Rights

The following professional employee rights are guaranteed by Metropolitan Nashville Public Schools consistent with the Memorandum of Understanding presented herewith:

- Reprimands and grievances shall be conducted confidentially, in a private location, involving only the necessary personnel and their representatives.
- An affected professional employee, who is a member of a professional employee organization (PEO) that is a party to this agreement, shall, however, have the right, in all such instances to request the presence of a PEO representative at said interview and, when such a request is made, the interview will not proceed until the representative is in attendance, given a reasonable timeframe to allow the representative to attend (See Tenn. Code Ann. § 49-5-603).

- Except in cases of alleged child abuse, workplace violence, or other emergencies, professional employees will be notified of investigatory and disciplinary meetings at least 24 hours in advance.
- Professional employees shall be afforded due process as prescribed by law to ensure that any adverse action shall be for just cause and treated fairly and equitably.
- Any professional employee may appeal a reprimand to the supervisor of his/her principal/supervisor or to the Executive Director of Schools.
- The opportunity to appeal shall be granted to professional employees who receive a reprimand and in response to the reprimand allege that compliance with a directive from a supervisor would have endangered the teacher's health and/or safety in violation of Metropolitan Nashville Public Schools policies and procedures.
- A professional employee organization (PEO) that is a party to this agreement shall be notified immediately whenever a suspension is recommended to the Director of School.
- A tenured professional employee dismissal hearing shall be held before an impartial hearing officer. Note: *Metropolitan Nashville Public Schools shall continue to comply with Tennessee Code regarding the appointment of an impartial hearing officer.*
- Any complaints regarding a professional employee's conduct made to an administrator by a parent, a student, or any other person shall be processed according to Board Policy 5.501 and/or the administrative procedures outlined in the Certified Employee Handbook. Complaints related to child abuse or Title IX related incidents will be processed according to applicable federal or state law and MNPS policy/procedure.
- When an issue arises, a professional employee is encouraged to contact the professional employee organization (PEO) or the appropriate Human Resource Partner after discussing and unable to resolve the issue with his or her supervisor. Appropriate issues should be directed to and addressed by the faculty advisory committee (FAC).

Grievance Procedures

Grievances can be submitted during the informal procedure or one of the three formal procedures presented herein.

Informal Procedure. If a professional employee feels that he or she has a grievance, the professional employee shall first discuss the matter with his or her principal or other appropriate supervisor in an effort to resolve the problem informally. The parties shall seek to resolve the issue by obtaining advice and counsel from the appropriate division within Metropolitan Nashville Public Schools. If the problem is not resolved informally, then the professional employee may declare that a grievance exists, and the formal procedure invoked. *Note: If the grievance relates to a principal's decision, and if the informal procedure is unsuccessful, the appropriate person to hear a level one grievance is the principal's supervisor.*

Formal Procedures. Table 1 presents procedures for formal grievances.

Table 1: Procedures for Formal Grievances

Level One	• If the professional employee is not satisfied with the outcome of the informal procedure, he or she may present the alleged grievance formally in writing to the principal or supervisor. A written grievance shall contain the following information: o The name and position of the professional employee, o A statement of the grievance and the facts involved, including relevant dates, o A reference to the applicable provisions of Metropolitan Nashville Public Schools board policy or procedure, Tennessee state law, Federal law, State Board of Education policy, procedure, or guideline, and/or the Memorandum of Understanding (MOU) presented herewith, o The corrective action requested, and o Signature of the professional employee. • At the time of filing the level one grievance, the professional employee may also request a conference. The level one conference shall be

	held prior to the rendering of a decision. If a conference is requested, the act of scheduling the conference shall occur within 10 working days of receiving the level one grievance. • The principal or supervisor, or other appropriate administrator shall render a written decision to the professional employee consistent with the following: o Within 10 working days after the receipt of the written grievance, or o Within 10 working days after the grievance conference (if requested).
Level Two	• If the professional employee wishes to appeal a level one decision, the professional employee may appeal in writing to the Chief of Human Resources within 10 working days after the level one decision. • At the time of filing the level two grievance, the professional employee may also request a conference. The level two conference shall be held prior to the rendering of a decision. If a conference is requested, the act of scheduling the conference shall occur within 10 working days of receiving the level two grievance. • The Chief of Human Resources or designee shall render a written decision to the professional employee consistent with the following: o Within 10 working days after the receipt of the written grievance, or o Within 10 working days after the grievance conference (if requested).
Level Three	• If the professional employee wishes to appeal a level two decision, the professional employee may appeal in writing to the Director of Schools within 10 working days after the level two decision. • At the time of filing the level three grievance, the professional employee may also request a conference. The level three conference shall be held prior to the rendering of a decision. If a conference is requested, the act of scheduling the conference shall occur within 10 working days of receiving the level three grievance.

	• The Director of Schools shall render a written decision to the professional employee consistent with the following: o Within 10 working days after the receipt of the written grievance, or o Within 10 working days after the grievance conference (if requested). This decision is final.

Grievance Conferences

Generally, grievance conferences will be scheduled for times that do not interfere with the professional employees' assigned duties. Reprimands and grievances shall be conducted confidentially, in a private location, involving only the necessary personnel and their representatives. An affected professional employee, who is a member of a professional employee organization (PEO) that is a party to this agreement, shall have the right to request the presence of a professional employee organization (PEO) representative at said interview and, when such a request is made, the interview will not proceed until the representative is in attendance, given a reasonable time period to allow the representative to attend.

Additional Grievance Information

Note the following additional information regarding grievances:

- A grievance may be withdrawn at any level without prejudice or record.
- Failure by the aggrieved person or group at any level to appeal a grievance to the next level within the specified time limit herein shall be deemed to be acceptance of the decision rendered at that level on a non-precedent setting basis.
- No grievance shall be recognized by Metropolitan Nashville Public Schools unless it shall have been presented to the appropriate level in writing within 40 working days after the aggrieved person knew, or should have known, of the act or condition on which the grievance is based and if not so presented, the grievance shall be considered as waived.

- Nothing in this agreement denies any employee the opportunity to consult with any supervisory or administrative officer of Metropolitan Nashville Public Schools.
- At any level, time limits in this agreement may be mutually extended. However, the intent of this provision is to expedite the processing of all grievances.
- No reprisals shall be invoked against any professional employee for processing a grievance or participating in any way in the grievance procedure.
- When a grievance involves more than one professional employee, the group of employees, with the assistance of the appropriate representative, may submit a collective grievance at the appropriate level.
- Working days are defined as any day in which the district office is open, excluding holidays and inclement weather days.
- If the grievance involves an executive director of schools, the Chief of Human Resources will designate a neutral administrator to be the responding party.

[CHAPTER CONCLUDES]

CHAPTER 6: INSURANCE

Insurance Benefits

The Board of Education agrees to the following relative to insurance benefits:

- To pay 75% of the insurance package for eligible professional employees. *Note: This Agreement does not apply to life insurance beyond the amount deemed by the Internal Revenue Service (IRS) as an allowable, non-taxable, employer-paid benefit.*
- To provide a $50,000.00 life insurance benefit for all eligible professional employees. *Note: Eligible professional employees are regularly scheduled to work at least 18 hours per week.*
- To provide a $500.00 death benefit, under the provisions of the Metropolitan Charter, for each professional employee.

Employee Assistance Program (EAP)

Metropolitan Nashville Education Association (MNEA) agrees to fund and maintain a confidential Employee Assistance Program (EAP).

[CHAPTER CONCLUDES]

CHAPTER 7: FRINGE BENEFITS

Reimbursement for Teaching Supplies

Funds allocated to professional employees through the Tennessee Investment in Student Achievement (TISA) shall be spent on instructional supplies as provided in Tenn. Code Ann. § 49-3-359(a). Two hundred dollars shall be designated for every professional employee in kindergarten through grade twelve (K-12). The district further agrees to reimburse each regular and exceptional education classroom teacher, librarian, school counselor, social worker, psychologist, speech-language pathologist, and itinerant classroom teacher for the purchase of instructional materials and supplies based upon state and district guidelines as well as auditing procedures.

Tennessee Investment in Student Achievement (TISA)shall be distributed to professional employees no later than October 31. Prior to the first instructional day, financial and auditing policies and procedures for Tennessee Investment in Student Achievement (TISA) purchases will be posted and shared with professional employees by the district.

School-Based Budgeting and Teaching Supplies

According to school-based budgeting guidelines issued by the district, schools must allocate the per-student amount available to purchase classroom supplies for professional employees. In partnership with the school leadership team, school principals must establish a process for professional employees to request their supply needs. Before the first instructional day, principals must share the process for requesting and approving supply requests.

Travel and Mileage Reimbursement

For professional employees authorized to use personal automobiles in the performance of their duties, and/or travel in performance of their duties, reimbursement will be provided consistent with Board Procedure 2.804.1.

Professional Employee Attendance at Athletic and Non-Athletic Events

All professional employees shall be admitted without charge to regular season athletic contests at all Metropolitan Nashville Public Schools events upon presenting district-issued identification. Professional employees shall be admitted without charge to non-athletic events at their assigned school. Additionally, all professional employees shall be admitted without charge to non-athletic events at all Metropolitan Nashville Public Schools upon presenting district-issued identification (space permitting).

[CHAPTER CONCLUDES]

CHAPTER 8: WORKING CONDITIONS

Concerns Related to Meetings and Workday

Any concerns about the provisions related to workday, meetings, and faculty meetings shall be discussed with the faculty advisory committee, school leadership team and/or principal/department head. Concerns that continue and are not addressed shall be discussed with the appropriate supervisor.

Instructional Workday

All professional employees shall be present at their respective schools seven and one-half hours each day students are in school. This accounts for the seven-hour instructional day and arrival and departure based on the needs of the students.

Noninstructional Workday

A noninstructional workday is when students are not in school or leave early, and professional employees' work. Tenn. Code Ann. § 49-6-3004(a) provides for five (5) in-service days, one (1) parent-teacher conference day, and no more than three (3) half days for students. Tenn. Code Ann. § 49-6-3004(a) also allows up to thirteen (13) stockpile days for inclement weather and professional development. For the purposes of this agreement, "noninstructional" workdays are defined as follows:

- ***In-Service Days.*** In-service days will be planned in accordance with Tenn. Code Ann. § 49-6-3004 (c) with a particular emphasis on subsections (c)(2) and (c)(3). In-service days will deliver the required training outlined in Tenn. Code Ann. § 49-6-3004 designed to address the needs of apprentice teachers by creating collaborative opportunities with supervising teachers, followed by staff development activities grounded in needs based on staff evaluations.
- ***Parent-Teacher Conference Day.*** The parent-teacher conference day will be used exclusively for holding parent-teacher conferences.
- ***Stockpile Professional Development Days.*** Stockpile professional development days are earned over the course of a school year in accordance with Tenn. Code Ann. § 49-6-3004 (e)(1). Stockpile professional development days will be utilized for

"school-wide or system-wide instructional planning meetings" or "professional development activities" consistent with Tenn. Code Ann. § 49-6-3004 (e)(1).

For additional information, see Tenn. Code Ann. § 49-6-3004 governing "school terms." Noninstructional workdays shall be seven hours in length including a one-hour duty-free lunch with the right to leave campus for lunch.

Faculty Meetings

- A faculty meeting is any called meeting with the majority of the faculty beyond the seven and one-half hour workday.
- By the end of the first week of school, the faculty, in collaboration with the principal and/or department head, shall determine the regular schedule and purpose for faculty meetings. Sound professional judgment in scheduling and conducting faculty meetings shall be used. Reasonable notice and an agenda shall be provided except in urgent situations.
- Regular faculty meetings shall adhere to the following conditions except in urgent situations:
    - A maximum of four meetings per calendar month may be held.
    - Faculty meetings shall not exceed two hours during a calendar month.
    - Meetings held after the end of the school day shall start within 15 minutes after the student dismissal time. Meetings held before the school day shall end at least five minutes before the student arrival time.
    - No meeting shall exceed one hour in length. If a meeting will exceed an hour, the principal shall give the faculty 48-hour advance notice.
    - Topics of school-wide interest submitted in writing by professional employees to the principal—at least three school days in advance of a meeting—must be placed on the agenda with five minutes designated for each topic. Due to time constraints, no more than two topics shall be added to the agenda for this purpose. Submissions by Metropolitan Nashville Education Association representatives will be given priority. This shall not preclude other topics of school-wide interest submitted by the faculty from being discussed at the principal's discretion.
    - Morning meetings shall not be scheduled on Mondays or on any day immediately following a holiday or any other day in which professional

employee attendance is not required at school. Afternoon meetings shall not be called on Fridays or any day immediately preceding a holiday or any other day in which professional employee attendance is not required at school.

- No professional employee shall be required to attend a vendor presentation without an instructional purpose.

Other Meetings

- Other meetings, which may or may not include the majority of the faculty, can be held beyond the seven and one-half hour workday to collaboratively improve the school.
- Principals in collaboration with the faculty, shall determine the schedule and purpose for other meetings. Sound professional judgment in scheduling and conducting other meetings shall be used. Reasonable notice and an agenda shall be provided.
- Other meetings shall adhere to the following conditions:
    - Other meetings scheduled outside the instruction day may include, but are not limited to, vertical team, school improvement plan, accreditation, professional learning communities, and other committee meetings.
    - A maximum of two meetings per calendar month may be held.
    - Other meetings shall not exceed one hour during a calendar month.
    - Meetings held after the end of the school day shall start within 15 minutes after the student dismissal time. Meetings held before the school day shall end at least five minutes before the student arrival time.
    - Morning meetings shall not be scheduled on Mondays or any day immediately following a holiday or any other day in which professional employee attendance is not required at school. Afternoon meetings shall not be called on Fridays or any day immediately preceding a holiday or any other day in which professional employee attendance is not required at school.

Academic Freedom

Metropolitan Nashville Public Schools seek to educate students in the democratic tradition; to foster a recognition of individual freedom and social responsibility; to inspire meaningful awareness of, and respect for, the Constitution and the Bill of Rights; and to instill appreciation of the values of individual personality. It is recognized that these democratic values can best be transmitted in an atmosphere which is free from censorship and artificial restraints upon free inquiry and learning, and in which academic freedom for the professional employee and student is encouraged.

Academic freedom shall be guaranteed to professional employees to create, in the classroom, an atmosphere of freedom that permits students to raise questions dealing with critical issues of the time and which maintains an atmosphere conducive to the study, investigation, presentation, and interpretation of facts, which stress the interplay of ideas. In addition, the professional employee is responsible for exercising his or her judgment in selecting for discussion those relevant issues which are appropriate to the maturity, age, grade level, and understanding of the students involved. Freedom of individual conscience, association and expression are encouraged, and fairness in procedures will be observed both to safeguard the legitimate interest of schools and to exhibit by appropriate examples the basic objectives of democratic society. Professional employees are entitled to full rights of citizenship. No lawful religious or political activity of any professional employee shall be grounds for discipline or discrimination with respect to the employment of such professional employee. Professional employees should recognize that academic freedom is not an absolute and may be impacted by state statute, and it must be exercised within the basic ethical responsibilities of the teacher profession as deemed appropriate in the Teacher Code of Ethics (See Tenn. Code Ann. § 49-5-10).

Professional Employee Code of Ethics

Obligations to Students. For information on professional employee obligations to students see Tenn. Code Ann. § 49-5-1003.

Obligations to the Education Profession. For information on professional employee obligations to the education profession see Tenn. Code Ann. § 49-5-1004.

Corrective Action and Progressive Discipline

The corrective action and progressive discipline process recognize that professional employees make mistakes and may not always follow policies and procedures closely, and that professional employees should be given the opportunity to adjust behaviors when possible; at the same time, serious offenses must be recognized and handled immediately. The corrective action and progressive discipline process are governed by procedure 5.200.1p.

Retention Committee

Metropolitan Nashville Public Schools and Metropolitan Nashville Education Association agree to establish and maintain a Teacher Retention Committee consisting of all stakeholders. The Committee shall be comprised of three members appointed by the Director of Schools or designee, four members appointed by the Association, and one member of the elected Board of Education. The Committee shall be chaired jointly by one member appointed by the Director of Schools or designee and one member by the Association. The Committee shall address matters related to retention strategies that are identified by either MNEA or district administration. For the 2024-2025 school year, this focus includes streamlining and aligning school-based documentation processes in order to reduce redundancies and data entry into multiple systems or formats whenever possible. The Retention Committee shall convene no later than September 15 of each year and meet at least quarterly. The Committee is charged with collaborating to identify and present retention strategies and recommendations to the Director of Schools.

Involvement in the Decision-Making Process

Professional employees are held accountable for the success of the educational process. Therefore, the district recognizes the necessity of involving faculties in the decision-making process. When feasible during workshops and local in-service, professional employees and principals will explore and discuss ways of organizing schools for improved programs. Where applicable, local staffs will consider differentiated staffing, which would include identifying and describing various functions within the school setting that can be performed by paraprofessionals, team teaching, variable student grouping, etc., which might make possible the reconstruction of instructional staffs, instructional

patterns, and school organization. When necessary, professional employees will devote the necessary time beyond the normal school day to accomplish the above objective. Professional employees shall provide, through the school leadership team, input on the student-based budgeting process for the school.

The district shall make available to each school an appropriation in the 2316 School Funding Allocation and the 2321 Pre-K Instruction supply account based on the enrollment in the school. All local funds allocated for instructional materials and supplies (2316 and 2321 funds) shall be distributed as determined by the principal with input of the faculty.

Faculty Advisory Committee (FAC)

Establishment. Professional employees are encouraged to form an elected faculty advisory committee (FAC) for the purposes of:

- Collaborating and advising on suggestions, ideas, and solutions that address school-wide issues and challenges,
- Representing the questions and concerns of professional employees,
- Establishing and maintaining productive relationships and communications, and
- Creating a positive culture and climate through shared leadership.

Principals shall collaborate with the faculty advisory committee (FAC) to address school-wide issues and concerns. The committee shall serve as a vehicle by which the faculty may propose changes to existing school-level policies, procedures, and practices, as well as school health and safety plans. The faculty advisory committee (FAC) may also propose changes to lesson planning protocols. All proposed changes shall be presented and discussed with the principal for collaboration and consideration purposes. Changes require principal approval. Committees shall communicate resolutions to the faculty.

Election and Term. The first step in establishing a faculty advisory committee (FAC) is for three non-supervisory professional employees to create a volunteer nominating committee which shall convene for the purpose of establishing a procedure to gather nominations from the faculty for prospective non-supervisory professional employee members of the faculty advisory committee.

- The nominating committee shall communicate to the principal that the process has begun.
- The nominating committee shall solicit the names of nominees from each department/grade level/content area for inclusion on a ballot.
- All non-supervisory, professional employees within the school are eligible to vote for and hold membership on the committee.
- The nominating committee shall determine how many members will be on the faculty advisory committee, but every effort should be made to include representatives from each department/grade level/content area. The faculty advisory committee (FAC) shall consist of at least three members.
- Voting shall be conducted by secret ballot within two weeks of the initial solicitation of nominees. Ballots shall be returned to and tabulated by the nominating committee. The nominating committee shall announce members of the faculty advisory committee (FAC) within one school day of tabulating ballots.

It is recommended that the committee be elected by September 15 and organized by October 1, but it may be formed at any time during the school year. Each faculty advisory committee (FAC) member will serve for one school year. A nominating committee will be formed, and elections will be held each school year.

Initial Meeting and Officers. The first faculty advisory committee (FAC) meeting shall take place within one week following the announcement of the committee members.

- At the first meeting, a chair, vice-chair, and a secretary shall be elected.
- The faculty advisory committee (FAC) will determine procedures for professional employees to report concerns and methods for keeping and distributing notes/minutes.
- The faculty advisory committee (FAC) shall establish its monthly meeting schedule for the remainder of the school year, in consultation with the principal, in order to establish a mutually agreeable calendar.

The reporting procedure and monthly meeting schedule shall be communicated to faculty and the principal within three school days of the first faculty advisory committee (FAC) meeting.

Vacancies. If a vacancy occurs during the school year, the faculty advisory committee (FAC) will create a nominating committee and follow the election process defined above.

Meetings. The committee shall meet at their regularly scheduled monthly meeting time or when it is deemed necessary by the chair, by a majority of the committee members, or by a request of 20% of the faculty.

- Judgement in scheduling meetings outside of the regular meeting calendar will be used. Reasonable notice of meetings and agendas shall be provided to the faculty and principal.
- The chair of the committee, in conjunction with the vice chair, shall set the agendas based on suggestions from the faculty, principal and other committee members.
- The faculty advisory committee (FAC) chair, vice chair, and principal shall meet within three school days to discuss resolutions. Resolution of an issue should be presented while meeting with the principal. If the principal rejects all proposed solutions to an issue, they must provide a rationale that may include an alternative solution. If the principal or FAC needs to seek additional guidance, a follow-up meeting will be scheduled within three days following the initial meeting. In all cases, a resolution must be reached within ten days.
- Accurate minutes of the meetings, including recommendations and resolutions, shall be kept by the faculty advisory committee (FAC) designee and copies shall be shared with the faculty within two school days after the meeting.

Involvement of Other Personnel. Officers or staff of the professional employee organization (PEO) representing teachers in collaborative conferencing and administrative or supervisory personnel may be invited to attend meetings at the principal's or committee's request. Each party shall inform the other in advance when outside individuals have been invited.

Technology for Professional Employees

Professional employees shall be provided with the technology, devices, and support necessary to complete assigned job duties/responsibilities. Personal devices may be utilized during an emergency. The principal shall not mandate that professional employees use personal devices to complete assigned job duties/responsibilities. It is a professional employee's choice to use personal devices for official business purposes consistent with district policy and procedure. All official communications shall take place

using Metropolitan Nashville Public Schools approved software and technologies. See Board Policy 1.805 and Board Policy 5.612 for additional information.

District and Association Meetings

The Director of Schools or designee agrees to meet with the President of the Metropolitan Nashville Education Association at least monthly.

Parent-Teacher Conference Day Schedule

An alternate Parent-Teacher Conference Day schedule may be established by each principal, in consultation with members of the faculty, to arrive at mutually agreeable alternate dates and times for parent conferences. The alternate days must take place within the same payroll period as the district-scheduled date for conferences. All faculty members are required to be present on the alternate days and times so parents may meet with all of the appropriate personnel without having to make multiple trips to school. Individually planned schedules shall not be accepted. In the event the faculty and the principal do not agree on an alternate schedule, the conference will be held on the date designated on the district-approved calendar.

District Calendar Committee

Each year prior to the adoption of the school calendar, Metropolitan Nashville Public Schools will consider recommendations from all interested parties, including parents, teachers, and support staff. In order to obtain input from these stakeholders, the Director of Schools shall establish a District Calendar Committee comprised of representatives from these groups. The Committee shall meet and present their recommendations to the Director of School. Metropolitan Nashville Education Association shall appoint a minimum of two professional employees to the Committee.

Planning Time for Professional Employees

All professional employees shall have daily planning time which shall be free of student responsibilities except for emergencies. Planning time at each school shall be equitable, with each professional employee receiving the same amount of planning. The professional employee shall have at least 180 minutes per week of individual (self-

directed) planning time. Individual (self-directed) planning time will be allocated in increments of no less than 30 minutes at a time. In the event the operation of the school requires a deviation from the 30-minute increment the principal must consult with the Executive Director of Schools for approval. During designated individual (self-directed) planning, professional employees shall have no other duties and responsibilities but to plan and prepare for instruction. Principals may designate two administrative planning periods or 120 minutes per week. During these designated planning periods, the principal may mandate meetings, school or district administrative duties, or other activities at the principal's discretion. If a principal requires meetings, planning sessions, and/or coaching sessions, those minutes count toward the 120 allowed principal directed minutes. Professional employees may be required to attend two additional administrative meetings per month. However, professional employees must receive at least 150 minutes of planning time per week consistent with Tennessee School Board of Education Rule 0520-1-3-.03 (4). The principal shall determine the planning schedule after consultation with the faculty. Individual professional employee schedules shall indicate which days are individual planning and which days are administrative planning when individual professional employee schedules are distributed at the start of each semester.

Metro Nashville Public Schools will also reserve all student half-day afternoons for teacher-directed activities such as planning and administrative duties.

District-Based Personnel Files

Professional employees have the right, upon request, to review the contents of their personnel file. No material of derogatory nature will be placed in the district-based personnel file of a professional employee without the employee's prior knowledge of the content and the date of placement in the file. Upon request by the professional employee, a rebuttal may be attached to the material.

Site-Based Personnel Files

Professional employees have the right, upon request, to review the contents of their site-based personnel files. Site-based personnel files may only contain disciplinary records, intervention plans (or similar), service commendations, awards, official evaluation scores,

resume, and emergency contact information. The professional employee shall be notified prior to discipline and intervention records (or similar plans) being placed in the site-based personnel file. Professional employees shall have the right to request that service commendations and awards be placed in their site-based and district-based personnel files. For more information see Board Procedure 5.114.1.

Professional Employee Information

To ensure mailings are received and to allow for contact in emergencies, each professional employee shall keep address, telephone number, the name and telephone number of an emergency contact, and any other pertinent data current with the school or department and within Employee Self Service at all times.

Background Checks

For more information on background checks see Tenn. Code Annotated §49-5-413 and Board Policy 5.118.

Professional Employee Dress

All professional employees are expected to dress in a professional manner that inspires respect and serves as a role model for students. It is recognized that attire must also be appropriate for the employee's assignment, the needs of the students, and the physical needs of the professional employee. Clothing should be modest and an appropriate size. It is understood that problems of employee dress shall be handled professionally between the employee and the immediate supervisor.

Cost of Loss or Damage to Personal Property Resulting from Assault

Upon submission to the Chief Human Resources Officer adequate proof of the existence of, and damage to personal property of a professional employee as a result of an assault while the employee was on duty on school property, the Metropolitan Nashville Public Schools shall reimburse the employee for such damage or destruction, at replacement cost not to exceed $1,500.00. A professional employee's term of duty is determined by the exact arrival and departure for assigned responsibilities. The report must be submitted within 40 workdays of the date of the damage.

Prohibition of Employee Harassment

See Board Policy 5.500.

Ethics, Conflicts of Interest, and Acceptance of Gifts

See Board Policy 5.611, Board Policy 5.601, and Board Policy 5.605.

Teacher of the Year

At the beginning of each school year, Metropolitan Nashville Public Schools shall publish the criteria and eligibility requirements for teacher of the year as outlined by the Tennessee Department of Education and will send that information to principals along with an overview of the selection process outlined below.

- Each school shall elect a teacher of the year, per a schedule published by Metropolitan Nashville Public Schools, but no later than the first week of December of each school year using a two-part election process.
- The process within the school should begin per a schedule published by Metropolitan Nashville Public Schools, but no later than the first week of November, with the principal providing a list of professional employees who are eligible based on those criteria in terms of years of service and amount of time spent on direct instruction.
- Only professional employees (non-supervisory) are eligible to vote in the teacher of the year election.
- A first election shall be held to determine the top three finalists using a ballot that includes all eligible professional employees as determined by criteria set forth by the Tennessee Department of Education. In the case of a tie resulting in more than three top finalists, all tied candidates shall be placed on the final ballot.
- The finalists will answer one of the three response questions from Tennessee Teacher of the Year application. The response question shall be selected by the individual candidate for teacher of the year. Candidates shall be afforded seven days to complete responses. Responses will be published and available to all professional employees. A second election shall be held to determine the teacher of the year from the top finalists on a ballot created by a committee of three professional employees.

All ballots in both elections shall be tabulated by a committee of three professional employees comprised of the following:

- Metropolitan Nashville Education Association Representative. *Note: If the building representative is not available, any Metropolitan Nashville Education Association member at that school may serve as an alternate.*
- Faculty Advisory Committee Chair. *Note: If the chair is not available, any member of the committee may serve as an alternate. If there is no committee at the school, a professional employee may be nominated by the leadership team.*
- Previous Teacher of the Year. *Note: If the previous teacher of the year is not available, a faculty member that has been a teacher of the year during the previous three years may serve.*
- Principal or Designee. *Note: The principal or designee shall observe tabulation of the votes.*

If a candidate for teacher of the year is on the tabulation committee and is a top finalist, an alternate professional employee shall be chosen as outlined above to serve on the tabulation committee for the second ballot.

Smoking

See Board Policy 1.803.

Reporting Arrest or Criminal Citation

Arrests must be reported in accordance with Board Procedure 5.1213.1p. Criminal convictions must be reported in accordance with Tenn. Code Annotated § 49-5-413 and Tenn. Code Annotated §49-5-417.

Lactation Support Measures for the Workplace

See Tenn. Code Annotated § 50-1-305, Tenn. Code Annotated § 50-10-101, et. seq., and Fair Labor Standards Act of 1938 (29 U.S.C. 207)

Light Duty

Whenever a professional employee has a temporary disability that limits his or her ability to perform job functions, the department or school shall, whenever possible, provide light

duty opportunities for the employee so he or she may continue to work productively. The department or school shall not be required to create additional positions in order to facilitate light duty assignments. An employee who is out of work because of an on-the-job injury will be given preference for light duty positions in his or her department or schools and is expected to perform light duty work whenever opportunities are available, and the employee has been released to work light duty assignments.

Vacation: 10-Month Professional Employees

A professional employee's work year is 201 days. This is inclusive of 10 days of vacation. This vacation is earned at the rate of one day of vacation for each scholastic month employed. Vacation is paid as part of the bi-weekly regular salary and cannot be accumulated. Professional employees who do not work a full 10 months shall have their salary adjusted based on the number of days actually earned.

Vacation: 12-Month Professional Employees

Professional employees on a 12-month contract hired or promoted into a position on or after July 1, 2014, will accrue vacation consistent with Table 2.

Table 2: 12-Month Professional Employee Vacation Accruals

Number of Years of Service Completed as of Anniversary Date	Vacation Days Per Fiscal Year
0-5	12
6-9	15
10-19	20
20+	25

Professional employees on a 12-month contract hired on or before June 30, 2014 will be grandfathered at the 20 days per fiscal year until they reach 20 plus years of service with Metropolitan Nashville Public Schools, whereby employees will advance to 25 days per fiscal year. The vacation may be taken as approved by the employee's supervisor. These days are cumulative, but not more than 50 days may be carried over to the following year.

Holidays

Professional employees shall have holidays according to the below tables.

Table 3: 12-Month Professional Employee Holidays

New Year's Day	1 day	January 1 or as observed
Martin Luther King Day	1 day	Third Monday in January
Spring Holiday	1 day	To be determined by Director of Schools
Memorial Day	1 day	Last Monday in May
Independence Day	1 day	July 4 or as observed
Labor Day	1 day	First Monday in September
Thanksgiving	2 days	Fourth Thursday and Friday in November
Winter Break	3 days	To be determined by Director of Schools
Total	**11 days**	

Table 4: 11-Month and 10-Month Professional Employee Holidays

Labor Day	1 day	First Monday in September
Thanksgiving	2 days	Fourth Thursday and Friday in November
Martin Luther King Day	1 day	Third Monday in January
Spring Holiday	1 day	To be determined by Director of Schools
Total	**5 days**	

Holidays that fall on Sunday will be observed on the following Monday by those working Monday through Friday. Holidays that fall on Saturday will be observed on Friday. When official holidays occur on a scheduled workday of a part-time employee, such employee shall be entitled to the holiday and shall receive pay for the number of hours the employee normally would have worked (except for retired, part-time employees). Any employee who is absent without approved paid leave on the working day immediately preceding or following a holiday shall lose pay for the holiday as well as for the other days used immediately before and after the holiday.

Inclement Weather

If school is delayed, professional employees will adjust their arrival time based on the number of hours the student schedule is adjusted. For example, if school is delayed for two hours the professional employee report time is two hours later than their normal report time. If a professional employee is unable to report to school due to inclement weather and schools are open, the employee shall be charged a personal day (unpaid leave if no personal day remains). Professional employees shall not be charged leave when school is closed and not in session. Inclement weather days will be made up based on

the school calendar. Professional employees shall not be charged for pre-approved leave on days school has been closed and is not in session.

Health and Safety

If you have a health and/or safety concern, share that information with the principal or supervisor for resolution. Metropolitan Nashville Public Schools will also publish a clearinghouse page on its website indicating who to contact for specific concerns related to health and safety. This will include a link to contact Metropolitan Nashville Education Association for members needing additional assistance. The website will include who to contact for the following:

- Personal Protective Equipment (PPE) or cleaning supplies,
- Noncompliance with official district COVID-19 prevention protocols, and/or
- Unsafe or unsanitary conditions.

Personal Protective Equipment (PPE)

Metropolitan Nashville Public Schools shall provide personal protective equipment (PPE), specifically Center for Disease Control and Prevention (CDC) compliant face masks, face shields, and gloves, for all professional employees who request it. Prior to face-to-face instruction, the district shall create and implement a system by which principals monitor and request personal protective equipment (PPE) to ensure adequate amounts are continuously available to all professional employees. Employees who work with students who are unable to comply with all health and safety protocols shall be provided with additional personal protective equipment (PPE) that is appropriate and necessary for the environment. In addition, professional employees shall be expected to comply with all health and safety protocols mandated by the district.

Preparation for Transfer or New Assignment After First Instructional Day

New Assignment, Same Building. After the first instructional day, if a transfer or new assignment occurs within a building, the professional employee shall be afforded the opportunity to have any materials and equipment transported to the new location and to receive one entire school (or work) day for transition and preparation.

New Assignment, Different Building. After the first instructional day, if a transfer or new assignment is from one building to another, the professional employee shall be afforded the opportunity to have any materials and equipment transported to the new location and to receive two entire school (or work) days to prepare.

Moving Locations/Buildings. A professional employee shall not be required or directed to move any materials or equipment other than during the school (or work) day.

Equipment, Instructional Materials, and Training. The principal shall requisition all equipment and instructional materials required to teach the content standards within one week of the professional employee's transfer or new assignment. For additional supplemental material needs, please see Fringe Benefits section contained herein. The school or district shall be responsible for the cost of attending any training or professional development that may be required as a result of the transfer or new assignment.

TEAM Evaluation Schedule. If the transfer or new assignment causes a change in grade level or subject area, the principal and the professional employee shall meet and collaborate on an evaluation schedule for the remainder of the semester.

Teacher Facilities and Access

- The Board shall provide in each school the following facilities:
    - **Storage Space**. Space for each professional employee within each instructional area to store instructional materials and supplies.
    - **Staff Area.** A furnished space reserved for the exclusive use of professional employees. Although employees are expected to exercise reasonable care in maintaining the appearance and cleanliness of the staff area, it shall be cleaned and maintained regularly by the custodial services staff.
    - **Communication System.** A communication system, which allows professional employees to communicate with the main building office from their classrooms.
    - **Secure Space.** Private closet, desk, filing cabinet, or cabinet space with lock and key for each professional employee to store coats, bags, and other personal articles.
    - **Chalk/Dry Erase/Smart Boards.** Write-on board space in every classroom.

- Adequate and appropriate space for professional employees who work in more than one school building shall be provided in each school in which they work. Professional employees will be provided an appropriate space and furniture to fulfill the responsibilities of their job.
- All professional employees shall be provided building access to the staff area, work area, and interior hallways from 6:00 AM until 6:00 PM during scheduled workdays. If additional access is needed, the professional employee shall contact the principal of the school building.

Teaching Assignment

To the extent possible, principals should notify professional employees of their tentative teaching assignments no later than the Friday before the voluntary transfer window closes. Scheduling in schools, especially secondary schools, requires changes throughout the school year. When a change that affects a professional employee's assignment becomes necessary, executive principals should notify the affected teacher within a reasonable amount of time.

[CHAPTER CONCLUDES]

CHAPTER 9: ATTENDANCE AND LEAVES OF ABSENCE

Attendance

Regular and reliable attendance is an essential part of providing a quality education for students. Metropolitan Nashville Public Schools acknowledges that absences and emergencies will arise. As a professional responsibility, professional employees are expected to adhere to district procedures regarding attendance.

Sick Leave

Definition. "Sick Leave" shall mean leave of absence from post of duty one-half day or more because of illness of a professional employee and/or immediate family member due to natural causes or accident, or illness. Family is defined to include wife, husband, domestic partner, parents, parents-in-law, children, children-in-law, and any other person living in the home of the teacher as a member of the family. For the purposes of this provision domestic partner will be treated as spouses. If needed, sick leave can be used to extend bereavement leave. See "Bereavement Leave" section.

Allocation. Sick leave for professional employees shall be granted with full pay at the rate of one day for each calendar month a professional employee is employed and shall be cumulative throughout his/her employment with Metropolitan Nashville Public Schools or as prescribed under law. For the purposes of allocation of sick leave, the Presidency of the Association, Vice Presidency of the Association, and other members of the Association on special leave assigned to work for the Association shall be considered a post of duty. *Note: Fully paid personal leave days, which remain unused at the end of the work year, shall be credited to accumulated sick leave. When a professional employee reports for duty, sick leave allowed for a year shall be available immediately except that whatever portion is used shall be charged to his or her annual sick leave.*

Uncompensated Sick Leave. See "Leave Without Pay" section.

Reinstatement of Sick Leave. The Board shall grant to any professional employee, upon the professional employee's employment or reemployment, the accumulation of leave that the employee lost in compliance with Tenn. Code Ann. § 49-5-710(a)(5).

Certification of Illness. A healthcare provider statement shall be filed with the appropriate leave administrator in Human Resources at the end of each period of illness if said period is of six or more consecutive school days duration. Human Resources may require a healthcare provider statement for any number of days under six or require a second opinion. Should the absence period for personal illness extend to 20 or more consecutive school days, the professional employee is required, before returning to his/her duty, to file with the Human Resources a statement from healthcare provider, certifying that he or she is able to resume his/her duties.

Use of Bereavement. See "Bereavement Leave" section.

Use for Maternity. Accrued sick leave or uncompensated sick leave may be granted for absences due to temporary disability of a professional employee caused by or attributed to pregnancy, miscarriage, childbirth, and recovery provided the cause of such temporary disability is certified by the attending healthcare provider.

Emergency Leave

If emergency leave is needed and all other leave has been exhausted, a professional employee shall contact the principal or immediate supervisor for additional leave options. The principal or immediate supervisor will work with the Workplace Safety department to determine available options.

Professional Employees Organization (POE) Leave

When the need arises, officers, committee chairs and other Association leaders may attend essential local, state and national meetings without loss of pay. This leave shall be in addition to other leave provisions provided by the Board of Education. The President of the Professional Employee Organization (PEO) shall initiate each request for such professional leave and submit the request to the Director of Schools or designee at least one week in advance. The Director of Schools will either approve the request and forward a copy to the professional employee's principal and the President or notify the President that he or she is not approving the leave, giving the reason(s) for non-approval. Whenever any representative of the Professional Employee Organization (PEO) or any professional employee participates in collaborative conferencing, grievance proceedings, conferences or meetings during normal school hours, they shall suffer no

loss in pay or other benefits. The Director of Schools may grant the Professional Employee Organization (PEO) Officers, upon request, a special leave of absence upon taking office for the purpose of serving as an officer. All accrued leave and benefits will continue. The Professional Employee Organization (PEO) will reimburse the District for the cost of salary and benefits as outlined in the contract between the Professional Employee Organization (PEO) and Metropolitan Nashville Public Schools. Additionally, Metropolitan Nashville Public Schools agrees to the following:

- A professional employee who has served more than 12 months as the Professional Employee Organization (PEO) Officer on leave shall return to the same or substantially equivalent position held immediately prior to serving as the Officer.
- The Professional Employee Organization (PEO) Officers and/or their authorized designees shall be allowed to visit schools. On arrival at the school, they shall sign in at the office to report their presence in the building to the principal or acting administrator.

Bereavement Leave

For the purpose of bereavement leave, "immediate family" is defined differently than sick leave to include wife, husband, domestic partner, parent, legal guardian, stepmother, stepfather, parent-in-law, child, stepchild, child-in-law, foster child, grandchild, step-grandchild, grandparent, step-grandparent, grandparent-in-law, brother, sister, stepbrother, stepsister, brother-in-law, sister-in-law, and any other person living in the home as a member of the family at the time of death. For the purposes of this provision domestic partner will be treated as a spouse.

When death occurs in the immediate family, professional employees shall be allowed a maximum of four days bereavement leave without loss of pay. Bereavement leave is not cumulative. If more days for bereavement purposes are needed, three days of a professional employee's sick leave may be used. Death of any relative who is not a member of the immediate family as previously defined above or other significant relationship to the professional employee shall entitle the employee to one day absence chargeable to bereavement leave. If more days for bereavement purposes are needed, three days of an employee's sick leave may be used.

Personal Leave

All professional employees shall be eligible for personal leave. The number of days available is based upon years of service with Metropolitan Nashville Public Schools as indicated in Table 5.

Table 5: Personal Leave

Number of Years in District	Number of Days Earned
0-9	3[i]
10-14	5[ii]
15 or more	6[iii]

During the first week and the last week of each semester, on the day prior to or immediately following holidays and on scheduled in-service days, conference day or during any prior established student examination period this privilege shall not be allowed unless recommended by the principal and approved by the appropriate administrator. Personal Leave during the time indicated above will not be granted except for an emergency or unusual circumstance. Personal leave may be taken for any purpose that requires absence during work hours. No explanation shall be required. Personal leave shall not be used for extending a holiday or vacation. No more than one professional employee or five percent of the staff of an administrative unit, which is greater, may take personal leave at a time. If the number requesting leave exceeds five percent, but the granting of such leave will not interfere with the school's program as decided by the principal or immediate supervisor, the professional employee shall have the right to take the leave within the provisions of this section. Application for personal leave shall be made with the principal at least two days in advance, except in cases of emergency. Fully paid personal leave days which remain unused at the end of the work year shall be credited to accumulated sick leave.

Professional Leave

Without loss of pay, a professional employee upon approval of the principal or immediate supervisor shall be allowed five days absence in any school year to attend

[i] *The prevailing substitute pay will be deducted from one day regardless of the availability or need of a substitute.*
[ii] *The prevailing substitute pay will be deducted from three days regardless of the availability or need of a substitute.*
[iii] *The prevailing substitute pay will be deducted from three days regardless of the availability or need of a substitute.*

educational meetings provided that only such meetings shall be considered "educational meetings" as shall be approved by the Director of Schools, and provided further that a professional employee shall be an elected delegate, an official of the organization meeting, a committee member with responsibilities at said meeting, or an invited participant on the official program. Notification of such absence shall be filed with the principal or immediate supervisor not less than five days prior to such meeting. Absence for professional reasons other than those specified above (for visiting schools, attending educational conventions, planning and preparing lessons, or other similar purposes) shall be allowed without loss of pay to the extent of five days in any school year, provided such absence is recommended in writing by the principal and approved by the principal.

Military Leave

A professional employee shall be granted leave of absence for military service for whatever period may be required. Time spent on leave of absence because of military service shall not be counted as part of the probationary period. Military leave for required service, not to exceed five years or enlistment, shall be granted to any professional employee in Metropolitan Nashville Public Schools who may enter the armed services of the county. Within 90 days after the expiration of his or her term of service and subsequent separation from the armed services, the professional employee shall notify the Director of Schools that he or she is ready to resume his or her duties. All time spent in the armed services during the leave of absence shall be credited to the professional employee's salary placement and retirement benefits as if he or she had been on active duty as an employee.

Political Leave

Leaves of absence for tenured professional employees elected to legislative posts at the local, state or federal level may be arranged without pay, consistent with the following:

- Leave of absence shall be requested in writing.
- Leave of absence may be arranged for less than a school semester.

- Professional employees engaged in political activity shall make it clear that their political statements and actions are theirs individually and do not represent those of the school system.

Religious Leave

A maximum of two days absence without loss of pay shall be allowed for the observance of an established religious rite or ordinance within a single academic year provided that the professional employee's failure to observe this rite or ordinance shall impede the practice of his or her religion. Professional employees shall not be required to provide documentation or submit to any religious test to take religious leave. Professional employees must submit religious leave requests at least ten (10) days in advance.

Special Leave (Peace Corps or Other Government Approved Educational Activity)

Special leave of absence shall be granted for one year or two years without pay to professional employees volunteering and accepted for service in the Peace Corps or similar government approved educational activity. Professional employees must have at least a "3" on their TEAM composite score to be eligible for this leave. The Director of Schools may grant employees special leave with pay and/or actual expenses to attend professional conferences, conventions, short school visits, or to visit other cities in the interest of the public schools upon the recommendations of the department head/principal. Such professional employees shall properly complete an expense allowance form as prescribed by the District.

Voting Leave

All professional employees entitled to vote in national, state, or local elections shall, when necessary, be allowed sufficient time off with pay to exercise this right as determined by the District. Employees are encouraged to vote before or after work hours when possible.

Court Appearance Leave

A professional employee will be granted court leave with pay for the time required for court appearance for the following purposes:

- When the Board subpoenas or otherwise requests the court appearance of the professional employee.
- When a professional employee is subpoenaed in a lawsuit in which the Board is a party.
- When a professional employee is subpoenaed as a result of his or her role with the Board.
- When a professional employee is summoned as a juror for jury duty when written evidence of jury service is provided.
- When a professional employee is subpoenaed in a lawsuit in which the employee is not a party and in which he or she has a job-related responsibility to testify as a witness.

A professional employee will not be able to use court appearance leave with pay for personal reasons (e.g., his or her divorce, custody matters, criminal cases, personal or family disputes, and similar type matters). Written evidence of required court appearance shall be filed with the timekeeper to receive court leave with pay. Any fees resulting from court service (not to exceed the employee daily rate of pay) shall be paid to the Board by those receiving leave pay.

Leave Without Pay

Educational Leave Without Pay. Professional employees may request for a period not to exceed one year, leave without pay for further education and professional development. This leave is subject to the approval of the Director of Schools. To qualify for this leave:

- Professional employees must have five years or more of service.
- Professional employees must apply no later than June 30 for leave during the next fiscal year (beginning July 1).
- Proof of enrollment, payment, and completion of courses must be provided each semester, and the program of study must be an advanced study in education beyond the employee's current degree attainment.
- Educational leave without pay shall be granted only on a full-time basis.

Educational leave is not automatically granted. Factors to be considered by administrators when granting leave include, but are not limited to, current position,

availability of an interim replacement, budgets, school and district needs, and factors which may impact student achievement.

Family and Medical Leave Act (FMLA) Leave

Professional employees are eligible to apply for leave as outlined in the Family and Medical Leave Act, Tenn. Code Ann. § 4-21-408, Board Policy 5.305, MNPS Administrative Procedures 5.305.1p and 5.306.2p, and Tenn. Code Ann. § 8-50-814.

Other Leave

Professional employees may apply for other leave without pay for one year. To qualify for this leave:

- Professional employees must have five years or more of service.
- Professional employees must apply no later than June 30 for leave during the next fiscal year (beginning July 1).
- Other leave without pay shall be granted only on a full-time basis.

The application will be forwarded to the Director of Schools for consideration if the Chief of Human Resources has made a finding that such absence shall not adversely affect the staffing or instructional programs of the district. This leave shall in no way change a professional employee's status for reduction-in-force procedures. A professional employee is only entitled to leave under this provision one time in a rolling five-year period.

In the event of a serious family illness documented by medical records occurring after the school year begins, a professional employee with five years or more of service may request unpaid leave. If granted, the leave must be taken for the remainder of the semester. The application for this one semester unit shall be forwarded to the Director of Schools for approval or rejection if the Chief of Human Resources approves the leave.

[CHAPTER CONCLUDES]

CHAPTER 10: PAYROLL DEDUCTIONS

Membership Dues of Professional Employee Organizations (PEO)

Whenever duly authorized by any professional employee on the form or forms designated for such purposes and consistent with practices and policies of the district's Payroll Department, payroll deductions for membership dues of professional employee organizations (PEOs) recognized in accordance with the Professional Employees Collaborative Conferencing Act shall be honored.

Professional employee organizations agree to deliver necessary data in the approved format to the district's Payroll Department at the start of each year no sooner than eight days in advance of the first deduction of membership dues for the school year. Payroll deductions of membership dues for additional members may be initiated at any time, provided the Payroll Department receives notification of the deduction eight days in advance of the first payroll check to be drafted. Authorization for payroll deduction for other purposes may be added by mutual agreement. Professional employees may terminate payroll deductions after notifying a professional employee organization (PEO) in writing.

Improper Deductions and Overpayments of Wages

Deductions. Metropolitan Nashville Public Schools compensates certain exempt executive, administrative, and professional employees on a guaranteed salary basis. Deductions from these salaries may only be made in full-day or half-day increments when a professional employee is absent for personal reasons, for sickness when the employee's bona-fide sick leave plan has been exhausted, for disciplinary reasons or infractions of major safety or conduct rules, or in initial or terminal weeks.

It is the district's policy not to make improper salary deductions based on variations in quantity or quality of work done. Any professional employee who believes that an improper deduction has been made shall file a written complaint with the Division of Human Resources. Human Resources will conduct an investigation into the deduction to determine if it was improper. If it is found that the deduction was improper, the amount of the deduction will be reimbursed to the professional employee as soon as possible and the district will ensure that such deduction is not made in the future from any professional employee's salary.

Overpayment. See School Board Policy 5.113.

[CHAPTER CONCLUDES]

CHAPTER 11: MOU REOPENER PROVISION

The Collaborative Conferencing Team will allow the reopening of the Memorandum of Understanding (MOU) for up to five items from management and five items from professional employees plus salary and other issues referred back from the Compensation Committee to be discussed for the 2025-2026 and the 2026-2027 school years. Should any portion of the negotiated language herein not be funded within the district's budget, both parties will return to collaborative conferencing within 30 days to renegotiate the affected provision. This shall not constitute a reopener for either party.

[CHAPTER CONCLUDES]

CHAPTER 12: SIGNATURES AND AFFIRMATIONS

NOW, THEREFORE, in accordance with the Memorandum of Understanding (MOU) presented herein, we, the undersigned, affirm this Agreement is made and entered into on this the **25th day of June 2024**, by and between the Metropolitan Nashville Public Schools Board of Education, and the representatives of the professional employees of the Metropolitan Nashville Education Association for a term of three years as provided under Tenn. Code Annotated § 49-5-605.

Rachael Elrod, Chair **Date**
Metropolitan Nashville Public Schools Board of Education

Dr. Adrienne Battle, Director of Schools **Date**
Metropolitan Nashville Public Schools

Dr. Paula Pendergrass, President **Date**
Metropolitan Nashville Education Association

[CHAPTER CONCLUDES]

Policy 1.501 - Visitors to the Schools

Public Chapter 810 requires Boards to adopt a code of conduct for each school in the district. This code must be placed where visitors can see it and must also contain the name and the board of professional responsibility number of the attorney who reviewed it. This policy to reflect the new requirements.

Policy 1.800 - School Calendar

A recent change to state law addresses some districts closure on the day of the presidential election primary. It also clarifies the use of discretionary days.

Policy 2.403 - Surplus Property Sales

Previously, legal notices were required to be placed in newspapers. Under a new change to state law, these notices are also required to be placed online on a "news and information website." Policy 2.403 to align with this new requirement.

Policy 2.806 - Bids and Quotations

Several changes to state law impact policies on bids and quotations. In addition to the legal requirement to post the information online, as described above, the bidding threshold has been changed, and there is a new exemption from competitive bidding. Public Chapter 513 removes the $10,000 threshold and standardizes bidding thresholds at $25,000 or $50,000 for Boards that do not follow the procedures of their local funding body. Please note that the $50,000 is available to MNPS because there is a centralized purchasing authority. Additionally, Public Chapter 661 exempts bulk fuel purchases that exceed bidding limits from bidding requirements.

Policy 3.202 - Emergency Preparedness Plan

Public Chapter 563 requires districts to develop procedures on how staff will determine the cause of fire alarm activation including the potential for an active shooter event. Policy 3.202 includes a provision on this requirement.

Policy 3.205 - Security

A new state law, Public Chapter 882, requires that principals immediately report certain types of assaults and certain acts of vandalism to the Director of Schools and local law enforcement.

Policy 3.400 - Student Transportation Management

A change from the 2023 legislative session, Public Chapter 122, goes into effect July 1, 2024. This new state law requires Boards to issue certificates to bus drivers. These certificates may be revoked if the bus driver is no longer fit to operate a school bus. In addition, Public Chapter 548 requires notices to be posted on buses stating that only authorized individuals may enter.

Policy 5.307 - Physical Assault Leave

Previously, per state law, physical assault leave was only available to teachers. Public Chapter 839 expands this type of leave to include any employee who is absent from assigned duties as a result of physical assault or other violent criminal acts committed in the course of their employment duties.

Policy 5.701 - Substitute Teachers

Public Chapter 735 requires that substitute teachers receive annual school safety training.

Policy 5.802 - Qualifications and Duties of the Director of Schools

State law now requires the Director of Schools to report additional educator information to the State Board of Education. Public Chapter 577 requires that a report be made if an educator has pleaded guilty, nolo contendere to, or has been convicted or otherwise found guilty of certain offenses in another jurisdiction.

Policy 6.203 - School Admissions & Policy 6.318 - Admission of Suspended or Expelled Students

While state law already requires parents/guardians to provide information to the school district if their student has been adjudicated delinquent for certain offenses, Public Chapter 721 clarifies that principals may specifically request this information from parents/guardians.

Policy 6.300 - Code of Conduct

Public Chapter 882 requires that assaults on school property be immediately reported to local law enforcement and the Director of Schools. Additionally, Public Chapter 915 creates a separate category of assault for school discipline purposes (i.e., it is distinct from aggravated assault or assault that results in bodily injury).

Policy 6.309 - Zero Tolerance Offenses

Public Chapter 882 modifies the current list of zero tolerance offenses in state law. Now, a threat assessment team will determine whether a threat of mass violence is valid before the offense can be classified as zero tolerance. We have updated our model policy to align with this change.

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in August	**Visitors to the Schools**	**1.501**	
		Rescinds: **1.501**	Issued: **12/12/17**

General

Except on occasions such as school programs, athletic events, open house, and similar public events, all visitors will report to the school office when entering the school and will sign-in. Authorization to visit elsewhere in the building or on the school campus will be determined by the principal/designee. Guest passes shall be issued for all persons other than students and employees of the school.[1]

In order to maintain the conditions and atmosphere suitable for learning, no other person shall enter onto the grounds or into the school buildings during the hours of student instruction except students assigned to that school, the staff of the school, parents of students, and other persons with lawful and valid business on the school premises.[2]

VISITOR CONDUCT

Persons who come onto school property shall be under the jurisdiction of the site administrator/designee. Individuals who come onto school property or who contact employees on school or district business are expected to behave accordingly. The Director of Schools shall develop a visitor code of conduct to be presented to the board attorney, and then, approved by the Board.[3] This code shall prohibit the following:

1. Cursing and use of obscenities;
2. Disrupting or threatening to disrupt school or office operations;
3. Acting in an unsafe manner that could threaten the health or safety of others;
4. Verbal or written statements or gestures indicating intent to harm an individual or property; and
5. Physical attacks intended to harm an individual or substantially damage property.

The visitor code of conduct shall be posted on the district's website as well as the school's website, and copies of the code shall be provided to all teachers, counselors, administrative staff, and other school employees. In addition, each school entrance shall have the visitor code of conduct posted prominently along with the phone number of someone in the school's administration who can answer questions about the code.

Annually, parent(s)/guardian(s) shall be provided with a printed copy of the code of conduct, along with the phone number of someone in the school's administration who can answer questions about the code. Parent(s)/guardian(s) shall sign a statement acknowledging that they have read and understood the code of conduct.

CONSEQUENCES FOR CODE OF CONDUCT VIOLATION

The principal/designee has the authority to exclude from the school premises any persons disrupting the educational programs in the classroom or in the school, disturbing the teachers or students on the premises, or on the premises for the purpose of committing an illegal act.[2]

The principal shall contact law enforcement officials when he/she believes the situation warrants such measures.

Legal References

1. TCA 49-2-303(b)(4)
2. TCA 49-6-2008; TCA 39-14-406
3. Public Acts of 2024, Chapter No. 810

Cross References

Board-Community Relations 1.500
Section 504 and ADA Grievance Procedures 1.802
Vendor Relations 2.809
Safety 3.201
Security 3.205
School Volunteers 4.501
Care of School Property 6.311

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in August	**School Calendar**	**1.800**	
		Rescinds: **1.800**	Issued: **12/1217**

No later than the end of the school year, the Board will adopt, upon the recommendation of the Director of Schools, an official school calendar for the succeeding school year. The calendar will identify holidays, vacation days, summer sessions, and other extensions of the school year. The calendar may be revised by the Board, upon recommendation of the Director of Schools, due to inclement weather or other factors.

The regular school year shall be 200 days[1] and scheduled as follows:

- A minimum of 180 student attendance days;
- A minimum of five (5) days in-service education for all certificated personnel;
- One (1) day for parent-teacher conferences;
- Ten (10) days paid vacation for all certified personnel;
- Four (4) discretionary days; and
- In-service education may take place on days on which schools are used for elections and students are not in attendance.[2]

The calendar shall be distributed to the school staff at the opening of the school term.

STUDENT ATTENDANCE DAYS

When schools are closed due to emergencies or unforeseen circumstances such as epidemics or inclement weather, the time lost shall be made up to the required minimum unless otherwise approved by the State Department of Education.[1]

IN-SERVICE EDUCATION

Each day of in-service education included in the school calendar shall be equivalent to not less than six (6) hours of planned activities.[3]

DISCRETIONARY DAYS

Four (4) discretionary days shall be included in the calendar and may be designated by the Board as student attendance days, in-service days, or administrative days which may be used by administrators, faculty, and staff for preparation for commencement of classes, record keeping, grading examinations, parent-teacher conferences, and other classroom functions.[1]

Legal References

1. TCA 49-6-3004(a)(1)-(6)
2. Public Acts of 2024, Chapter No. 573
3. TN Dept. of Education, *Guidelines for Planning Approvable In-Service Education Activities*

Cross References

Board Member Development Opportunities 1.204
Reporting Student Progress 4.601
Compensation Guides and Contracts 5.110
In-Service and Professional Learning Opportunities 5.113
Attendance 6.200

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in September	**Surplus Property Sales**	**2.403**	
		Rescinds: **2.403**	Issued: **08/13/19**

The Director of Schools shall prepare a list of unusable items for board approval.[1] The list shall contain the following information: name of item, date of purchase, and reason for disposal.

All unusable items shall be sold to the highest bidder after advertising in a newspaper of general circulation at least seven (7) days prior to the sale.[2] Notice shall also be published on a news and information website in accordance with state law.[3]

Surplus property which has no value or has a value of less than five hundred dollars ($500) may be disposed of without the necessity of bids. In order for such disposal without bids, the Director of Schools and the Board Chair shall agree in written form that the property is of no value or is of less value than five hundred dollars ($500).[4]

If reasonable attempts to dispose of surplus properties fail to produce monetary return to the district, the Board shall approve other methods of disposal.[5]

Surplus equipment will be auctioned off by the district at the end of the school year. The Board shall approve all surplus equipment prior to the materials being disposed of at the end of the school year.

DISPOSITION OF EQUIPMENT PURCHASED WITH FEDERAL DOLLARS[6]

When equipment that was purchased with federal dollars is no longer needed for the original project or program or for other activities currently or previously supported by a federal agency, disposition of the equipment shall be made as follows:

1. Items of equipment with a current per-unit fair market value of $5,000 or less may be retained, sold, or otherwise disposed of with no further obligation to the awarding agency; or

2. Items of equipment with a current per unit fair market value in excess of $5,000 may be retained or sold, and the awarding agency shall have a right to an amount calculated by multiplying the current market value or proceeds from sale by the awarding agency's share of the equipment.

Legal References

1. TCA 49-6-2006(b)(3); TCA 49-6-2208
2. TCA 49-6-2007(b)
3. Public Acts of 2024, Chapter No. 793
4. TCA 49-6-2007(d)
5. TCA 12-2-403(a)
6. 2 CFR § 200.313(e)

Cross References

Duties of Officers 1.201
Inventories 2.702
Textbooks and Instructional Materials 4.400

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in September	**Purchase Solicitations for Bids, Proposals and Quotations**	**2.806**	**08/23/22**
		Rescinds: **2.806**	Issued: **08/23/22**

All purchases of supplies, materials, equipment, and contractual services in excess of fifty thousand dollars ($50,000), including those of individual schools, shall be based on formal competitive solicitations.[1] The solicitations shall be publicly advertised/posted in accordance with Tennessee statutes.

The director of schools shall develop procedures to define the processes for conducting solicitations of all types, and for purchases that are below $50,000. Such procedures shall comply with all state and federal laws, rules, and regulations, and specify any categories of purchase that are exempt from the competitive solicitation process.[2]

Contracts for legal services, educational consultants, and similar services by professional persons or groups of high ethical standards shall not be based upon competitive solicitations but shall be awarded on the basis of recognized competence and integrity.[4]

Insurance purchased through a plan authorized and approved by an organization of governmental entities representing cities and counties shall also be exempted.[4]

Maintenance, repair, and upgrades for high technology equipment or software, or where the compatibility of equipment, accessories, or replacement parts is of paramount importance shall also be exempt.

Goods and services that are only available from a single source shall also be exempt.

Postage and services purchased from the U.S. Postal Service shall also be exempt.

Advertising and services in any commercially available media (e.g. radio, television, newspaper, billboard, internet, etc.) shall also be exempt.

Subscriptions, memberships, registration fees, and tuition shall also be exempt.

Professional entertainers or entertainment services/equipment shall also be exempt.

Perishable items (food, etc.) that are purchased in the open market shall also be exempt.

Works of art shall also be exempt.

Textbooks, reference books, library books, educational films, manuals, pamphlets, workbooks, periodicals, and instruction guides, any of the preceding in either physical or digital form, are also excluded.

Purchases of fuel in bulk amounts that would exceed the bid limits may be made in the open market without public advertisement or competitive bidding. Whenever possible, however, at least three (3) documented quotes shall be obtained[5]

Legal References

1. TCA 49-2-203(a)(3); Public Acts of 2022, Chapter No. 1016
2. TCA 49-2-203(a)(3)(A)-(B); TCA 49-2-206(b)(2); Public Acts of 2022, Chapter No. 1016
3. TCA 49-2-203(a)((D)(c)
4. TCA 12-3-1209; TCA 12-4-107; Public Acts of 2022, Chapter No. 719; TCA 29-20-407
5. Public Acts of 2024, Chapter 661

Cross References

Executive Committee 1.301
Consultants 1.303
Conflict of Interest 5.601

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in October	**Emergency Preparedness Plan**	**3.202**	
		Rescinds: **3.202**	Issued: **08/23/22**

General

The Director of Schools shall be responsible for developing, maintaining, and acquiring board approval of the district Emergency Preparedness Plan[1] which shall include procedures for bomb threats, civil disturbances, armed intruders, earthquakes, fires, tornadoes or other severe weather, and medical emergencies.

The principal of each school shall develop and implement emergency preparedness drills which shall be approved by the Director of Schools. When appropriate, such drills shall be held in conjunction with emergency response agencies. These procedures shall be in written form and distributed to all staff, students, and parents.

FIRE AND SAFETY DRILLS

The principal shall ensure that one (1) fire drill requiring full evacuation is given every thirty (30) school days, with two (2) fire drills occurring during the first thirty (30) full days of the school year. Additionally, he/she shall ensure that four (4) fire safety educational announcements are conducted throughout the year.[2]

The principal shall ensure that three (3) additional safety drills are given during the school year.[3] These drills may cover tornado/severe weather, earthquakes, armed intruders, or other emergency drills that do not require full evacuation. These drills shall include one tornado/severe weather drill in September and an additional drill in March. A record of all fire or safety drills, including the time and date, shall be kept in each school's office.[3]

The principal shall regularly check the quantity, locations, and conditions of fire extinguishers and shall give all school personnel instructions on how to properly use fire extinguishers.

The district shall work with local law enforcement and the local fire department to develop a procedure for identifying the cause of fire alarm activation. This procedure must be in place by January 1, 2025 and shall be reviewed and updated annually thereafter.[4]

ANNUAL DRILLS[5]

The principal shall ensure that the school safety team conducts each of the following type of drills annually:

1. An armed intruder drill in coordination with local law enforcement;

2. An incident command drill; and

3. An emergency safety bus drill.

AED DRILLS[6]

All schools shall conduct a CPR and AED drill to ensure awareness of the steps that shall be taken in the event of a medical emergency. The principal shall be responsible for ensuring that the drill occurs.

The Director of Schools shall develop the necessary administrative procedures on AED and CPR training, planning, notification, and maintenance to comply with state law.

~~The principal shall regularly check the quantity, locations, and conditions of fire extinguishers and shall give all school personnel instructions on how to properly use fire extinguishers.~~

MEDICAL EMERGENCIES/PANDEMIC FLU[7]

In the event of medical emergencies such as a pandemic flu outbreak, school officials shall cooperate and consult with the local and state health departments and other local emergency or healthcare providers in protecting students and the community from further infection. The Director of Schools shall develop procedures for health emergencies in accordance with state law and regulations.

REMOTE LEARNING DRILLS[8]

At least once each school year, a remote learning drill shall be conducted. The drill shall accurately reflect how students will transition to remote learning in the event of a disruption to school operations. Students shall not be asked or required to transition to remote learning at any time during the drill.

Legal References

1. TRR/MS 0520-01-02-.30(2); TCA 49-6-804; TCA 49-6-805(8)
2. TCA 68-102-137(b)
3. TCA 68-102-137(f)
4. Public Acts of 2024, Chapter No. 563
5. TCA 49-6-807
6. TCA 49-2-122; TCA 49-6-1208; Public Acts of 2024, Chapter No. 625
7. TCA 49-6-3004(a), (e); TCA 49-5-404
8. TCA 49-2-139

Cross References

Emergency Closings 1.8011
Safety 3.201
Community Use of School Facilities 3.206

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in October	**Security**	**3.205**	Click here to enter a date.
		Rescinds: **3.205**	Issued: **08/24/21**

General[1]

The Director of Schools shall establish procedures to protect schools which shall include, but not be limited to:

1. Closing and securing teacher work areas when left unattended or at the end of the day;
2. Posting of all signage required by law and Metro Ordinance;
3. Denying students permission to use the classrooms, laboratories, gymnasiums, or other school facilities or equipment without appropriate supervision;
4. Controlling the issuance of keys;
5. Developing programs that contribute to the proper care and use of school facilities and equipment; and
6. Ensuring that equipment purchased with federal funds is managed as directed by federal law.[2]

All exterior doors leading into a school building shall be locked at all times and access to school buildings is limited to the school's primary entrance during the school day as well as when students are present outside of regular school hours.[3]

The principal shall immediately call law enforcement officials and the Director of Schools in cases involving illegal entry, assault and battery resulting in serious personal injury or involving the use of a weapon, building damage, theft, vandalism endangering life health, or safety, or valid threats of mass violence.[4] The Director of Schools/designee is authorized to sign a criminal complaint and press charges. The Director of Schools shall report all signing of such complaints to the Board.

~~The principal shall call law enforcement officials in cases involving illegal entry, theft, or vandalism. The principal shall notify the director of schools as soon as practical but no longer than 24 hours after a case of vandalism, theft, building damage, and/or illegal entry.~~

~~The director of schools or his/her designee is authorized to sign a criminal complaint and to press charges against perpetrators for vandalism of school property.~~

AFTER SCHOOL HOURS

If, outside of regular school hours, there is a need to unlock the doors during a school activity, a school district employee or designee shall be stationed by the door to ensure access is limited to authorized persons.[3]

LAW ENFORCEMENT SERVICES[1]

The Board may enter into collaborative partnerships with appropriate law enforcement agencies. Partnerships may include, but not be limited to, education and recreational programs, delinquency prevention, and mentoring initiatives.

The Board may enter into a memorandum of understanding (MOU) with the chief of a law enforcement agency to provide school policing. The MOU shall address, at a minimum, the following issues:

1. Any school resource officer (SRO) assigned under the MOU shall be in compliance with all laws, regulations, and rules of the Peace Officer Standards and Training Commission at the time of assignment and remain compliant throughout his/her assignment.

2. As a condition of assignment, any SRO shall participate in forty (40) hours of basic training in school policing within twelve (12) months of assignment. Every year thereafter, the SRO shall participate in a minimum of sixteen (16) hours of training specific to school policing. All training programs shall be approved by the Peace Officers Standards and Training Commission.[5]

3. Any SRO assigned under the MOU remains an employee of the law enforcement agency and is subject to that agency's direction, control, supervision, and discipline.

4. No SRO shall be assigned to a school, or continue in such an assignment, without the consent of the Director of Schools.

5. In the event that more than one (1) SRO is assigned to a school district, the law enforcement agency shall designate one (1) of the SROs as the senior SRO. The duties of the senior SRO shall include, but not be limited to, the following:

    a. Representing and carrying out the policies of the law enforcement agency assigning the SROs;
    b. Supervising the SROs in the performance of their duties;
    c. Consulting with the Director of Schools regarding the best use of the available resources for school policing; and
    d. Resolving disputes between the SROs and students or staff members.

6. The MOU may be effective for any length of time, continuing until terminated by the parties, and may contain any reasonable notice requirement for the termination of the MOU. However, the MOU shall contain a provision allowing the Director of Schools to suspend the active participation of any SROs in the event that the Director of Schools believes that such suspension is best for the health, safety, or wellbeing of the students or staff members.

CYBERSECURITY[6]

The Director of Schools/designee shall develop an administrative procedure regarding the district's cybersecurity plan to identify cybersecurity risks, implement mitigation planning, and protect cyberinfrastructure against cyberattacks and other cybersecurity threats and incidents.

Legal References

1. TCA 49-6-805(3)
2. 2 CFR § 200.313
3. TCA 49-6-817
4. Public Acts of 2024, Chapter No. 882
5. TCA 49-6-4217
6. TCA 49-6-805(9)

Cross References

Visitors to the Schools 1.501
Inventories 2.702
Care of School Property 6.311

Metropolitan Nashville Board of Education

Monitoring: **Review: Annually, in October**	Descriptor Term: **Student Transportation Management**	Descriptor Code: **3.400**	Issued Date:
		Rescinds: **3.400**	Issued: **05/08/18**

General

School buses shall be maintained and operated in accordance with state law and in accordance with the specifications developed by the Department of Education and approved by the Department of Safety.[1]

Each bus shall be equipped with the phone number for reporting safety complaints. This number shall appear on the rear bumper.[2] Buses shall also include notice in a conspicuous place that only authorized persons shall enter the bus. This notice shall include appropriate contact information in case of an issue on the bus.[3]

To avoid the financial burden of replacing an aging bus fleet at any one time, the Board shall attempt to replace a certain number of buses each year on a rotating basis.

All accidents, regardless of the damage involved, shall be reported to the Transportation Supervisor, including incidents in which any part of the bus contacts any other object or vehicle.

The Director of Schools shall develop procedures to ensure compliance with the statutory and regulatory requirements for the transportation program.

SCHOOL BUS DRIVERS

Each school bus driver shall receive a certificate from the Board prior to operating a school bus for the school district. The issuance of a certificate to a school bus driver shall be based on the qualifications of school bus drivers as determined by the Director of Schools.[4]

Annually, the Board shall require each school bus driver to have a physical and mental examination. The Board shall revoke the certificate of any school bus driver found to be physically, mentally, or morally unfit to operate a school bus. Additionally, a certificate shall be revoked if the school bus driver is convicted of driving under the influence, vehicular assault, vehicular homicide, aggravated vehicular homicide, or the manufacture, delivery, sale, or possession of a controlled substance or analogue.[5]

TRANSPORTATION SUPERVISOR[6]

The Director of Schools shall appoint a Transportation Supervisor for the district who shall be responsible for the monitoring and oversight of the transportation services for the district.

The Transportation Supervisor shall complete a student transportation management training program upon appointment. Every year, the Transportation Supervisor shall complete a minimum of four (4) hours of training annually.

The Director of Schools shall ensure that training is completed and provide the Department of Education with appropriate documentation.

COMPLAINT PROCESS[7]

The following procedure will govern how students, teachers, staff, and community members shall submit bus safety complaints:

1. All complaints shall be submitted to the Transportation Supervisor or designee; and

2. Forms may be submitted in person, via phone, mail, or email.
    a. Written complaints shall be submitted on forms located on the district's website. In the case of a complaint received via phone, the person receiving the phone call shall be responsible for filling out the form and submitting it to the Transportation Supervisor.

The Transportation Supervisor or designee shall begin an investigation of all bus safety complaints within twenty-four (24) hours of receipt.

Within forty-eight (48) hours of receipt of the initial complaint, the Transportation Supervisor shall submit a preliminary report to the Director of Schools. This report shall include:

1. The time and date the complaint was received;

2. The name of the bus driver;

3. A copy or summary of the complaint; and

4. Any prior complaints or disciplinary actions taken against the driver.

Within sixty (60) school days of receiving the initial complaint, the Transportation Supervisor shall submit a final written report to the Director of Schools that details the investigation's findings as well as the action taken in response to the complaint.

An annual notice of this complaint process shall be provided to parent(s)/guardian(s) and students. This information shall be made available in the student handbook.

RECORDKEEPING[8]

The Transportation Supervisor shall be responsible for the collection and maintenance of the following records:

1. Bus maintenance and inspections forms;

2. Bus driver credentials, including required background checks, health records, and performance reviews;

3. Driver training records; and

4. Complaints received and any records related to the investigation and complaints.

Legal References

1. TCA 49-6-2109; TRR/MS 0520-01-05; Public Acts of 2023, Chapter No. 122
2. TCA 49-6-2116(d)(3)
3. Public Acts of 2024, Chapter No. 548
4. TCA 49-6-2107
5. TCA 49-6-2107(e)(1); Public Acts of 2023, Chapter No. 122
6. TCA 49-6-2116(a)-(c)
7. TCA 49-6-2116(d)(1)-(2)
8. TCA 49-6-2116(d)(5)

Cross References

Bus Safety and Conduct 6.308
Homeless Students 6.503

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in January	**Physical Assault Leave**	**5.307**	**0**
		Rescinds: **5.307**	Issued: **07/25/23**

General

Employees shall be notified of their right to report a physical assault to the appropriate law enforcement agency.[1]

An employee who is absent from assigned duties as a result of personal injury caused by physical assault or other violent criminal acts committed in the course of the employee's employment duties shall receive his/her full salary and full benefits until the employee is released by his/her physician to return to work or his/her physician determines the employee is permanently unable to return to work. Hourly employees shall receive an amount representing the average number of hours the employee works for the district per pay period along with their full benefits, if available, until the employee is released by his/her physician to return to work or his/her physician determines the employee is permanently unable to return to work. An hourly employee is not eligible to receive the continued pay and benefits if he/she has been employed by the district for less than one (1) full pay period.[2]

If the employee receives workers' compensation or other similar benefits, the Board shall pay the difference between that amount and the employee's full salary or average pay, as applicable.[2] The district shall pay the full salary or average salary, or the difference between the employee's full salary or average pay, as applicable, and the workers' compensation or similar benefits, if any, for up to one (1) year.

~~If the teacher receives workers' compensation or other similar benefits, the Board shall pay the difference between that amount and the teacher's full salary.~~

PHYSICIAN STATEMENT

A signed statement listing the cause of the absence shall be provided by the employee on forms furnished by the Director of Schools and shall promptly be given to the immediate supervisor in support of all claims. A certificate from the physician on forms furnished by the Director of Schools may also be required to verify the extent of the injury.[3]

Legal References

1. Public Acts of 2024, Chapter No. 915
2. TCA 49-5-714(a); Public Acts of 2024, Chapter No. 839
3. TRR/MS 0520-01-02-.04(4)(b)

Cross References

Worker's Compensation 3.602
Sick Leave 5.302
Long Term Leaves of Absence 5.304

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in February	**Substitute Teachers**	**5.701**	**0**
		Rescinds: **5.701**	Issued: **08/23/22**

Substitute teachers are those teachers used to replace teachers on leave or to fill temporary vacancies until a licensed teacher is available.[1,2] Substitute teachers may be employed and paid directly by the Board or by a third-party employer through an agreement between such third-party employer and the Board.

Substitute teachers employed by third party entities shall be subject to the same unemployment benefit eligibility conditions as substitute teachers employed directly by the Board.[2]

APPLICATION/QUALIFICATIONS

Criminal history record checks and fingerprinting of applicants for substitute teaching are required.[3]

Applicants with revoked or suspended licenses or certificates according to the State Board of Education shall not be hired.[4]

Qualifications for substitute teachers shall be determined by the Director of Schools in compliance with board policy, state laws, and State Board of Education rules and regulations.

A list of substitute teacher(s) will be prepared by the director of schools/designee who will maintain file(s) which may include transcripts, credentials, recommendations, and other pertinent information.

COMPENSATION

If employed directly by the district, the compensation of substitute teachers shall be determined annually by the Board.

Retired teachers serving as substitutes who do not have an active teaching license shall be paid the same as a retired substitute teacher with an active teaching license. This only applies to teachers who retired after July 1, 2011 through July 1, 2016.[5]

CERTIFICATION

When substituting for a regular teacher who has been absent for twenty (20) consecutive days, a substitute teacher shall possess a teaching certificate with endorsement in the discipline(s) to be taught or shall be a retired teacher that held the appropriate endorsement.[6] When substituting for a teacher without sick leave, the substitute shall be certified and paid according to the state salary schedule.[1]

EMERGENCY NEEDS

All ~~teacher aides, secretaries, and clerk~~s school-based support staff are approved substitute teachers for use in emergency situations. Emergency use shall be defined as less than a full day due to the regular or substitute teacher being unable to arrive on time or remain for the full day.

Said substitutes shall receive the proportionate equivalent salary regular substitute teachers would receive under similar circumstances or their regular salary, if higher; however, they shall not receive pay for both positions at the same time.

TRAINING AND ORIENTATION

The Director of Schools shall be responsible for ensuring that there are appropriate training and development programs for substitute teachers that includes the annual school safety training required by state law.[7]

RESPONSIBILITIES

Substitute teachers shall assume the same responsibilities as the regular teacher, including but not limited to, bus duty and playground supervision.

RE-EMPLOYMENT/TERMINATION

On an annual basis, the Director of Schools, with input from the principals, shall determine which substitute teachers performed at an acceptable level. Substitute teachers who performed below an acceptable level shall not be re-employed.

All substitutes shall be responsible for providing correct addresses and phone numbers and for notifying the principal and/or third-party employer if they wish to terminate their service as substitutes.

Legal References

1. TRR/MS 0520-01-02-.04(5)
2. TCA 49-5-709
3. TCA 49-5-413(a)(2)
4. TCA 49-2-203(a)(14)(C)
5. TCA 49-3-312(b)
6. TCA 49-3-312(a); TRR/MS 0520-01-02-.04(5)(b)
7. Public Acts of 2024, Chapter No. 735; TCA 49-6-805(7)

Cross References

Background Investigations 5.118
Employment of Retirees 5.119

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in February	**Qualifications and Duties of the Director of Schools**	**5.802**	**0**
		Rescinds: **5.802**	Issued: **08/24/21**

QUALIFICATIONS

1. A professional educator's license

2. A master's degree in education with a preference for a doctorate degree

3. Three (3) years of successful experience in school administration

4. Such other qualifications as the Board deems desirable

REPORTS TO: The Board of Education

SUPERVISES: All administrative and supervisory personnel in the district

JOB GOAL: To provide leadership in developing and maintaining the best possible educational programs and services

SCOPE OF RESPONSIBILITY: The management responsibilities of the Director of Schools shall extend to all activities of the district, to all phases of the educational program, to all aspects of the financial operation, to all facility management, and to the conduct of such other duties as may be assigned by the Board. The Director of Schools may delegate these duties together with appropriate authority but may neither delegate nor relinquish ultimate responsibility for results or any portion of accountability.

ESSENTIAL FUNCTIONS

General Administrative

1. Provides leadership in identification of priorities and assures that all activities reflect those board-established priorities.

2. Prepares and recommends short and long-range plans for board approval and implements those plans when approved.

3. Prepares, in conjunction with the Chair, agenda recommendations relative to all matters requiring board action, including all facts, information, options, and reports needed to assure informed decisions. Provides advice and counsel to the Board on matters before it.

4. Attends all regular and special meetings of the Board and keeps a complete and accurate record of the proceedings of all meetings of the Board and of its official acts.

5. Recommends drafts of new policies or changes to the Board. Anticipates potential problems. Recommends policies or courses of staff action.

6. Develops administrative procedures to implement board policy or for the items deemed necessary for the efficient operation of the schools and disseminates these procedures to appropriate staff.

7. Keeps the Board informed regarding development in other districts or at state and national levels that would be helpful to the district.

8. Ensures that all local, state, and federal standards for the health and safety of the students and staff are maintained and that required reports are maintained.

9. Fulfills all statutory obligations and implements the education laws of the State of Tennessee and the rules and regulations of the State Board of Education.[1]

Financial Management

1. Provides direction to and supervision of school business functions. Encourages development and implementation of sound business practices. Continually assesses business practices to achieve efficiency.

2. Prepares, annually, a budget and submits it to the Board for approval. Presents approved budget to the appropriate local funding body for adoption.

3. Makes appropriate written reports for the Board, detailing all receipts and expenditures of the school funds, and submits them to the local funding body.

4. Ensures that funds are spent prudently by providing adequate control and accounting of the district's financial and physical resources.

Personnel Administration

1. Establishes lines of authority which shall be approved by the Board and shown on the district organization chart. Lines of authority shall not restrict the practical working relationships of all staff members at all levels.

2. Employs such personnel as may be necessary within the limits of budgetary provisions and recommends to the Board teachers who are eligible for tenure.

3. Develops recruitment procedures to assure well-qualified applicants for professional and non-professional positions.

4. Assigns and transfers employees as the interest of the district may dictate and reports such action to the Board for information and record.

5. Holds meetings of teachers and other employees as necessary for the discussion of matters concerning the welfare and improvement of the schools.

6. Communicates directly, or through delegation, all actions of the Board relating to personnel matters to all and receives employees' communications to be made to the Board.

7. Evaluates principals annually.

8. Informs the Office of Educator Licensing of licensed educators or educators who have a temporary teaching permit who have been suspended or dismissed, or who have resigned, following allegations of conduct, including sexual misconduct, which, if substantiated, would warrant consideration for license suspension, revocation, or formal reprimand or who have been convicted of a felony. This report shall also be made if the licensed educator has pleaded guilty or nolo contendere to, or has been convicted or otherwise found guilty of such an offense or equivalent offense in another jurisdiction. The report shall be submitted within thirty (30) days.[2]

   ~~The report shall be submitted within thirty (30) days of the suspension, dismissal, or resignation or of receiving knowledge of the felony conviction.~~

Instructional Leadership

1. Serves as the chief school executive. Ensures the development and maintenance of a positive educational program designed to meet the needs of the community and to carry out the policies of the Board. Ensures that a system of thorough and efficient education, as defined by state law, is available to all students.

2. Recommends to the Board for its adoption all courses of study, curriculum guides, and major changes in tests and time schedules to be used in the schools.

3. Oversees the timely revisions of all curriculum guides and courses of study.

4. Develops guidelines and direction for monitoring the effectiveness of existing and new programs.

5. Conducts a periodic audit of the total school program and advises the Board of recommendations for the educational advancement of the schools.

6. Seeks out available sources for grant funding to support programs and projects.

7. Ensures that the goals of the school district are adequately reflected in its educational program and operations.

Community/Public Relations

1. Promotes community support of the schools. Interprets district programs and services, reports, plans, events, and activities of interest and solicits community opinions regarding school and educational issues.

2. Identifies available community resources and links to social service agencies that support education and healthy child development.

3. Develops strategies to promote parental involvement in their student's education and provides opportunities for parent-teacher interaction.

4. Maintains contact and good relations with local media.

5. Ensures that the district interests will be represented in meetings and activities of municipal and other governmental agencies.

6. Represents the school district and its interests in community organizations, activities, and projects.

TERMS OF EMPLOYMENT: Serves in accordance with the terms of the contract between the Board and the Director of Schools. Salary to be determined by the Board.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of state law and the Board's policy on evaluation of the Director of Schools.

GENERAL REQUIREMENTS: The above statements are intended to describe the general nature and level of work being performed by the person assigned to this position. They are not intended to be a complete list of responsibilities, duties, and skills required of personnel so assigned.

Legal References

1. TCA 49-2-301
2. TRR/MS 0520-02-03-.09(2); TCA 49-5-417(c); TCA 49-5-106(f); Public Acts of 2024, Chapter No. 577

Cross References

Executive Committee 1.301
Board-Media Relations 1.502
Administrative Procedures 1.601
Administrative Committees 1.602
Administrative Reports 1.603
School District Planning 1.701
Job Descriptions 5.103
Application and Employment 5.106
Evaluation of the Director of Schools 5.803

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in March	**School Admissions**	**6.203**	**0**
		Rescinds: **6.203**	Issued: **08/13/19**

Any student entering school for the first time must present:

1. A birth certificate or officially acceptable evidence of date of birth at the time of registration;[1]
2. Evidence of a current medical examination.[2] There shall be a complete medical examination of every student entering school for the first time;
3. Evidence of state-required immunization;[3] and
4. Proof of residency.

The name used on the records of a student entering school must be the same as that shown on the birth certificate unless evidence is presented that such name has been legally changed through a court as prescribed by law. If the parent does not have or cannot obtain a birth certificate, then the name used on the records of such student will be the same as that shown on documents which are acceptable to the school principal as proof of date of birth.[4]

A child whose care, custody and support have been assigned to a resident of the district by a power of attorney or order of the court shall be enrolled in school provided appropriate documentation has been filed with the district office.[5]

A student may transfer into the school system at any time during the year if his/her parent(s) or legal guardian moves his/her residence into the school system.

ADJUDICATED DELINQUENT STUDENT[6]

A principal or principal's designee may ask a parent/guardian in writing if their student has been adjudicated delinquent for an offense listed in TCA 49-6-3051 within thirty (30) days of the student first enrolling in the school and when any such student:

1. Resumes school attendance after suspension, expulsion, or adjudication of delinquency; or

2. Changes schools within this state.

~~If a student has at any time been adjudicated delinquent for any offense listed in TCA 49-6-3051(b), the parents/guardians and a school administrator of any school having previously received similar notice from the juvenile court or another source, shall provide to the school principal/designee, the abstract provided under TCA 37-1-153 or TCA 37-1-154 or other similar written information when any such student:~~

~~3. Initially enrolls in an LEA;~~
~~4. Resumes school attendance after suspension, expulsion or adjudication of delinquency; or~~

~~5. Changes schools within this state.~~

This information shall be shared only with school employees who have responsibility for classroom instruction of the student and the school counselor, social worker or psychologist who is developing a plan for the child while in the school, and the school resource officer. Such information is otherwise confidential and shall not be released to others, and the written notification shall not become a part of the student's record.[7]

Legal References

1. TCA 49-6-3008(b)
2. TRR/MS 0520-01-03-.08(2)(a)
3. TCA 49-6-5001(c)
4. TCA 49-6-5106
5. TCA 49-6-3001(c)(6)
6. TCA 37-1-153(e), 154; TCA 49-6-3051; Public Acts of 2024, Chapter No. 721
7. TCA 49-6-3051(d)

Cross References

Admission of Suspended/Expelled Students 6.318
Homeless Students 6.503
Migrant Students 6.504
Students in Foster Care 6.505
Students from Military Families 6.506

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in March	**Code of Conduct**	**6.300**	**0**
		Rescinds: **6.300**	Issued: **11/09/21**

The Board delegates to the Director of Schools the responsibility of developing specific codes of conduct which are appropriate for each level of school.[1] Codes of conduct for students in pre-kindergarten or kindergarten shall utilize alternative disciplinary approaches implemented through a trauma-informed and restorative lens. Exclusionary discipline shall only be used as a measure of last resort.[2] The development of each code shall involve principals and staff members of each level and shall be based on evidence-based behaviors supports and interventions.[3]

The following levels of misbehavior and disciplinary procedures and options are standards designed to protect all members of the educational community in the exercise of their rights and duties and to maintain a safe learning environment where orderly learning is possible and encouraged.[4] These misbehaviors apply to student conduct on school buses, on school property, and while students are on school-sponsored outings. Staff members have the authority to enforce the code of conduct[3] and shall ensure that disciplinary measures are implemented in a manner that:[5]

1. Balances accountability with an understanding of traumatic behavior;

2. Teaches and provides opportunities for students to practice school and classroom rules while reinforcing that violent or abusive behavior is not allowed at school;

3. Minimizes disruptions to education with an emphasis on positive behavioral supports and behavioral intervention plans;

4. Creates consistent and positive rules and consequences; and

5. Models respectful, non-violent relationships.

In order to ensure that these goals are accomplished, the school district shall utilize a Multi-Tiered System of Supports, implemented through a restorative and trauma-informed lens**.** Principals shall use appropriate discipline management techniques when enforcing the code of conduct.

All level of misbehaviors, the disciplinary procedures, and the various disciplinary options shall be found in the Parent and Student Handbook approved annually by the board.

MISBEHAVIORS: LEVEL I

This level includes minor misbehavior on the part of the student which impedes orderly classroom guidelines or interferes with the orderly operation of the school but which can usually be handled by an individual staff member.

MISBEHAVIORS: LEVEL II

This level includes misbehavior whose frequency or seriousness tends to disrupt the learning climate of the school. These misbehaviors do not represent a direct threat to the health and safety of others but have educational consequences serious enough to require corrective action on the part of administrative personnel.

MISBEHAVIORS: LEVEL III

This level includes acts directly against persons or property but whose consequences do not seriously endanger the health or safety of others in the school.

MISBEHAVIORS: LEVEL IV

This level of misbehavior includes acts which result in violence to another's person or property or which pose a threat to the safety of others in the school. These acts are so serious that they usually require administrative actions which result in the immediate removal of the student from the school, the intervention of law enforcement authorities, and/or action by the Board.

If a student's action poses a threat to the safety of others in the school, a teacher, principal, school employee, or school bus driver may use reasonable force when necessary to prevent bodily harm or death to another person.[6]

Certain Level IV offenses may require the immediate notification of law enforcement and the director of schools.[7]

Legal References

1. TCA 49-6-4005
2. TCA 49-6-3024
3. TCA 49-6-2801
4. TCA 49-6-4002
5. TCA 49-6-4109
6. TCA 49-6-4008
7. Public Acts of 2024, Chapter No. 882

Cross References

Traffic and Parking Controls 3.403
Procedural Due Process 6.302
Student Discrimination, Harassment, Bullying, Cyber-bullying, and Intimidation 6.304
Title IX & Sexual Harassment 6.3041
Interference/Disruption of School Activities 6.306
Bus Safety and Conduct 6.308
Zero Tolerance Offenses 6.309
Dress Code 6.310
Corporal Punishment 6.314
Detention 6.315
Suspension 6.316
Safe Relocation of Students 6.4081

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in March	**Zero Tolerance Offenses**	**6.309**	**0**
		Rescinds: **6.309**	Issued: **07/14/20**

In order to ensure a safe and secure learning environment, the following offenses shall not be tolerated:[1]

1. Bringing to school or being in unauthorized possession of a firearm on school property;[2]

2. Unlawful possession of any drug, including any controlled substance, controlled substance analogue, or legend drug on school grounds or at a school-sponsored event;[3]

3. Aggravated assault;[4]

4. Assault that results in bodily injury[5] upon any teacher, principal, administrator, any other employee of the school, or school resource officer; or

5. Valid threats of mass violence on school property or at a school-related activity as determined by a threat assessment team.[6]

Committing any of these offenses shall result in a student being expelled from the regular school program for at least one (1) calendar year unless modified by the Director of Schools. Modification of the length of time shall be granted on a case-by-case basis. Students that commit zero tolerance offenses may be assigned to an alternative school or program at the discretion of the Director of Schools.[7]

When it is determined that a student has violated this policy, the principal shall notify the student's parent(s)/guardian(s) and the criminal justice or juvenile delinquency system as required by law.[8]

Legal References

1. TCA 49-6-3401(g)
2. 18 USCA § 921(a)(3); 20 USCA § 7961
3. TCA 39-17-454; TCA 53-10-101
4. TCA 39-13-102
5. TCA 39-13-101(a)(1)
6. TCA 39-16-517; TCA 49-6-3401(g)(2)(D); Public Acts of 2024, Chapter No. 882
7. TCA 49-6-3401(g)(2); TCA 49-6-3402
8. TCA 49-6-4209; TCA 39-17-1312; 20 USCA § 7961(h)(1); Public Acts of 2024, Chapter No. 882

Cross References

Threat Assessment Team 3.204
Code of Conduct 6.300
Drug-Free Schools 6.307
Suspension 6.316
Student Disciplinary Hearing Authority 6.317
Alternative Education 6.319
Safe Relocation of Students 6.4081

Metropolitan Nashville Public Schools
Sales Tax Collections
As of June 20, 2024

General Purpose Fund

MONTH	2023-2024 Projection	TOTAL 2023-2024 COLLECTIONS	$ Change For Month - FY24 Projection	% Change For Month - FY24 Projection	% Increase / Decrease Year-To-Date
September	$29,614,730.71	$23,500,346.50	($6,114,384.21)	-20.65%	-20.65%
October	31,300,471.66	30,353,786.31	(946,685.35)	-3.02%	-11.58%
November	32,275,358.53	30,414,845.48	(1,860,513.05)	-5.76%	-9.57%
December	32,893,416.28	31,955,643.83	(937,772.45)	-2.85%	-7.82%
January	31,779,095.35	30,477,016.30	(1,302,079.05)	-4.10%	-7.07%
February	35,682,401.73	34,859,859.72	(822,542.01)	-2.31%	-6.19%
March	29,103,582.21	26,938,594.10	(2,164,988.11)	-7.44%	-6.35%
April	29,031,422.83	28,829,060.98	(202,361.85)	-0.70%	-5.70%
May	33,945,570.52	31,701,595.17	(2,243,975.35)	-6.61%	-5.81%
June	32,571,772.75	32,319,021.42	(252,751.33)	-0.78%	-5.29%
July	34,915,238.30				
August	34,936,439.13				
TOTAL	**$388,049,500.00**	**$301,349,769.81**	**($16,848,052.75)**		**-5.29%**

Debt Service Fund

MONTH	2023-2024 Projection	TOTAL 2023-2024 COLLECTIONS	$ Change For Month - FY24 Projection	% Change For Month - FY24 Projection	% Increase / Decrease Year-To-Date
September	$5,585,730.06	$4,433,949.71	($1,151,780.35)	-20.62%	-20.62%
October	5,905,807.72	5,727,028.84	(178,778.88)	-3.03%	-11.58%
November	6,089,750.46	5,738,549.23	(351,201.23)	-5.77%	-9.57%
December	6,206,366.29	6,029,260.79	(177,105.50)	-2.85%	-7.81%
January	5,996,114.96	5,750,279.37	(245,835.59)	-4.10%	-7.07%
February	6,732,595.15	6,577,216.43	(155,378.72)	-2.31%	-6.19%
March	5,491,296.18	5,082,664.27	(408,631.91)	-7.44%	-6.35%
April	5,477,681.06	5,439,349.87	(38,331.19)	-0.70%	-5.70%
May	6,404,887.91	5,981,327.93	(423,559.98)	-6.61%	-5.81%
June	6,145,678.22	6,097,821.40	(47,856.82)	-0.78%	-5.29%
July	6,587,845.91				
August	6,591,846.09				
TOTAL	**$73,215,600.00**	**$56,857,447.84**	**($3,178,460.16)**		**-5.29%**