



## AGENDA

METROPOLITAN BOARD OF PUBLIC EDUCATION

2601 Bransford Avenue, Nashville, TN 37204

Regular Meeting – July 14, 2020 – 5:00 p.m.

**Amy Frogge, Chair**

I. CONVENE and ACTION

- A. Call to Order
- B. Establish Quorum

II. GOVERNANCE ISSUES- OUR ORGANIZATION

- A. Actions
  - 1. Consent
    - a. Approval of Minutes – 05/19/20 – Regular Meeting
    - b. Recommended Approval of Request #1 for Purchase of Engineering Services (Julia Green Elementary PTO Walking Track) – CT Consultants
    - c. Awarding of Purchases and Contracts
      - 1. 2Revolutions
      - 2. 808EducationLLC
      - 3. Alternative Service Concepts, LLC
      - 4. Apple Inc.
      - 5. Assessment Technologies LLC dba National Healthcareer Association
      - 6. BAC Paving Co., Inc.
      - 7. Baseline Sports Construction, LLC
      - 8. BugNug Education, LLC
      - 9. Camcor Inc.
      - 10. Catapult Learning, LLC
      - 11. CDW-G (3 purchases)
      - 12. Clarks Associates, Inc.
      - 13. Crown Paving, LLC
      - 14. Dairy Farmers of America, Inc. (2 contracts)
      - 15. Douglas Printing Co. Inc.
      - 16. Engage! Learning, Inc. dba engage2learn
      - 17. Fine Arts Matter, Inc.
      - 18. Florida Virtual Schools
      - 19. Focused Schools, LLC
      - 20. Hermitage Hall
      - 21. Infinite Campus
      - 22. Institutional Wholesale Co., Inc.
      - 23. Intrado Interactive Service Corporation
      - 24. Jarrett Builders, Inc.

25. Learning Sciences International
  26. Magnet Schools of America, Inc.
  27. McREL International
  28. Metropolitan Nashville Police Department
  29. MGT of America Consulting, LLC
  30. National Institute for Excellence in Teaching
  31. New Teacher Center
  32. Oasis Center
  33. Pavement Restoration Inc.
  34. Personal Computer Systems, Inc. (2 contracts)
  35. Pollock Printing Company
  36. Scenario Learning, LLC
  37. Scholastic Inc.
  38. Sessions Paving Company (2 contracts)
  39. Sport Surface Pros, LLC
  40. Teaching Strategies, LLC
  41. Team B LLC dba Sir Speedy BNA
  42. The Ohio State University
  43. University of Delaware
  44. Youth Opportunity Investments, LLC
  45. Youth Villages
  - e. Legal Settlement (\$14,000)
  - f. Special Textbook Adoption: Natural Resources Management
  - g. Approval of Board Policies - 3.210 Naming of Facilities, 4.206 Homebound Instruction, 4.606 Graduation Activities, 4.700 Testing Programs, 5.307 Physical Assault Leave, 5.501 Complaints and Grievances, 6.200 Attendance, 6.304 Student Discrimination, Harassment, Bullying, Cyber-bullying, and Intimidation, 6.3041 Title IX & Sexual Harassment, 6.309 Zero Tolerance Offenses, 6.319 Alternative Education, 6.405 Administration of Medication in a School Setting, 6.4081 Relocation of Students, 6.409 Reporting Child Abuse, 6.411 Student Wellness
  - h. Collaborative Conferencing Committee Members
2. Charter School Amended Applications

Metropolitan Board of Public Education

Agenda

July 14, 2020

- III. DIRECTOR'S REPORT
  - A. Reopening of Schools Update
  
- IV. ANNOUNCEMENTS
  
- V. ADJOURNMENT

**METROPOLITAN NASHVILLE PUBLIC SCHOOL BOARD MEETING –**  
May 19, 2020 - *This meeting was held virtually in accordance with Governor Bill Lee’s Executive Order #16 that allows Local Governments to hold public meeting electronically to the COVID-19 health crisis.*

**Members Present:** Anna Shepherd, Chair, Freda Player-Peters, Fran Bush, Gini Pupo-Walker, Rachael Anne Elrod, Christiane Buggs, Amy Frogge Vice-chair, Jill Speering and Sharon Gentry

Meeting called to order: 2:00 p.m.

**CONVENE AND ACTION**

- A. Call to Order  
Anna Shepherd called the meeting to order.

**GOVERNANCE ISSUES**

- A. 1. Metro Schools ReimaginED Program Closure and School Consolidation Recommendations – Dr. Battle and staff presented the recommendations to the Board.

**Motion to adopt Metro Schools ReimaginED Program Closure and School Consolidation Recommendations  
By Jill Speering, second Gini Pupo-Walker  
Motion Passes  
Vote: 9-0 Unanimous**

- 2. Recommended Approval of Nutrition Services Fund Budget

**Motion to approve the recommended Nutrition Services Fund Budget.  
By Freda Player-Peters, seconded Gini Pupo-Walker  
Motion Passes  
Vote: 9-0 Unanimous**

3. Recommended Approval of Federal Programs and Grants Fund Budget

**Motion to approve the Federal Programs and Grants Fund Budget**

**By Sharon Gentry, seconded Jill Speering**

**Motion Passes**

**Vote: 9-0**

4. Recommended Approval of Fiscal Year 2020-2021 Operating Budget

**Motion to approve the Fiscal Year 2020-2021 Operating Budget for \$929,436,600 million budget.**

**By Freda Player-Peters, seconded Gini Pupo-Walker**

**Motion Passes**

**Vote: 9-0**

**Ms. Shepherd adjourned the meeting at 4:15 p.m.**



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Chris M. Henson

Board Secretary

Anna Shepherd

Board Chair

Date

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. RECOMMENDED APPROVAL OF REQUEST #1 FOR PURCHASE OF ENGINEERING SERVICES (JULIA GREEN ELEMENTARY PTO WALKING TRACK) – CT CONSULTANTS

We are requesting approval to issue a purchase order in the amount of \$12,000 for CT Consultants at Julia Green Elementary School for the PTO Walking Track. This request will supplement previous purchase orders as follows:

1. Previously approved PO for Conceptual and Schematic design services with survey.	\$9,200
2. Previously approved PO for Design development, Construction documents, bidding & CA services.	9,200
3. New Request for Redesign for Value Engineering and additional services.	<u>12,000</u>
Total Value of Complete Project	\$30,400

It is recommended that this request be approved.

Legality approved by Metro Department of Law.

FUNDING: 35119.80701100

DATE: July 14, 2020

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(1) VENDOR: 2Revolutions

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

SOURCING METHOD: RFQ 58122

TERM: July 15, 2020 through July 14, 2025

FOR WHOM: All MNPS

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

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

OVERSIGHT: Federal Programs

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

MBPE CONTRACT NUMBER: 7497853

SOURCE OF FUNDS: Various Operating, Federal, or School-based Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(2) VENDOR: 808EducationLLC

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

SOURCING METHOD: RFQ 58122

TERM: July 15, 2020 through July 14, 2025

FOR WHOM: All MNPS

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

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

OVERSIGHT: Federal Programs

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

MBPE CONTRACT NUMBER: 7497854

SOURCE OF FUNDS: Various Operating, Federal, or School-based Funds



GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(3) VENDOR: Alternative Service Concepts, LLC

SERVICE/GOODS (SOW): Provision of Injury on Duty (IOD) claims administration and integrated occupational health-related services.

SOURCING METHOD: RFP 39015

TERM: July 15, 2020 through July 14, 2025

FOR WHOM: MNPS Staff

COMPENSATION: Contractor shall be paid in accordance with Exhibit A – Pricing Information.

Total compensation under this contract is not to exceed \$482,542.02.

OVERSIGHT: Human Resources

EVALUATION: Quality of services provided.

MBPE CONTRACT NUMBER: 7497561

SOURCE OF FUNDS: Insurance Trust Fund

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(4) VENDOR: Apple Inc.

SERVICE/GOODS (SOW): For the purchase of sixty (60) 13-inch MacBook Air and twenty-eight (28) 32 GB 10.2 inch iPads with cases and three year Apple Care.

SOURCING METHOD: State of Tennessee Sourcing Event 553

TERM Immediate Purchase

FOR WHOM: Lipscomb Academy  
St. Henry School

COMPENSATION: Lipscomb Academy: \$98,130  
St. Henry School: \$64,431

Total compensation under purchase will not exceed \$ 162,561.

OVERSIGHT: Federal Programs

EVALUATION: Quality of products and timeliness delivery.

MBPE CONTRACT NUMBER: MNPS 7493110

SOURCE OF FUNDS: ESSER Funds/CARES Act

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(5) VENDOR: Assessment Technologies Institute, LLC DBA National Healthcareer

SERVICE/GOODS (SOW): This contract is for Student Industry Certification tests, study guide and practice tests for Certified EKG Technician (CET), Certified Medical Assistant (CCMA), & Pharmacy Tech (CPHT).

SOURCING METHOD: Sole Source

TERM: July 15, 2020 through June 30, 2025

FOR WHOM: Students in MNPS Career Academies

COMPENSATION: Contractor shall be paid in accordance with Exhibit A Pricing.

Total compensation under this contract is not to exceed \$225,000.

OVERSIGHT: MNPS Career Academies

EVALUATION: Quality and timeliness of goods and services provided.

MBPE CONTRACT NUMBER: 7497424

SOURCE OF FUNDS: Federal Perkins Grant & Operating Budget

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(6) VENDOR: BAC Paving Co., Inc.

SERVICE/GOODS (SOW): Provision of qualified contractors to provide quotes on asphalt paving projects on an as-needed basis.

SOURCING METHOD: RFP 55095

TERM: July 15, 2020 through July 14, 2025

FOR WHOM: MNPS Schools and Facilities

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

Total compensation under this contract is not to exceed \$7,500,000.

OVERSIGHT: Facilities, Planning, and Construction

EVALUATION: Quality and timeliness of goods and services provided.

MBPE CONTRACT NUMBER: 7497735

SOURCE OF FUNDS: Operating Budget & Capital Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(7) VENDOR: Baseline Sports Construction, LLC

SERVICE/GOODS (SOW): Provision of qualified contractors to provide quotes on tennis court surface projects on an as-needed basis.

SOURCING METHOD: RFP 58109

TERM: July 15, 2020 through July 14, 2025

FOR WHOM: MNPS Schools and Facilities

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

Total compensation under this contract is not to exceed \$3,750,000.

OVERSIGHT: Facilities, Planning, and Construction

EVALUATION: Quality and timeliness of goods and services provided.

MBPE CONTRACT NUMBER: 7497744

SOURCE OF FUNDS: Operating Budget & Capital Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(8) VENDOR: BugNug Education, LLC

SERVICE/GOODS (SOW): Provision of a robotic enrichment program.

SOURCING METHOD: RFP 55098

TERM: July 15, 2020 through July 14, 2025

FOR WHOM: MNPS students

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

Total compensation is not to exceed \$100,000.

OVERSIGHT: Extended Learning Programs

EVALUATION: Quality of services provided.

MBPE CONTRACT NUMBER: 7497803

SOURCE OF FUNDS: Federal - 21st Century Community Learning Centers  
(21st CCLC) and Lottery for Education Afterschool Programs  
(LEAPs) Grants

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(9) VENDOR: Camcor Inc.

SERVICE/GOODS (SOW): For the purchase and installation of twenty-one (21) Smart MX Series IFP with IQ and Smart Learning Suite.

SOURCING METHOD: Buy Board Cooperative

TERM Immediate Purchase

FOR WHOM: For the students at St. Bernard Academy

COMPENSATION: Total compensation under this contract will not exceed \$62,035.

OVERSIGHT: Federal Programs

EVALUATION: Quality and timeliness of services provided.

MBPE CONTRACT NUMBER: Buy Board 563-18

SOURCE OF FUNDS: ESSER Funds/CARES Act

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(10) VENDOR: Catapult Learning, LLC

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

SOURCING METHOD: RFQ 58122

TERM: July 15, 2020 through July 14, 2025

FOR WHOM: All MNPS

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

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

OVERSIGHT: Federal Programs

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

MBPE CONTRACT NUMBER: 7497852

SOURCE OF FUNDS: Various Operating, Federal, or School-based Funds



GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(11) VENDOR: CDW-G

SERVICE/GOODS (SOW): For the purchase of three hundred and twenty (320) Lenovo Chromebooks and Google Chrome licenses.

SOURCING METHOD: Sourcewell Cooperative

TERM: Immediate Purchase

FOR WHOM: Lipscomb Academy  
St. Henry School

COMPENSATION: Lipscomb Academy: 110 Chromebooks at \$26,400.  
St. Henry School: 210 Chromebooks at \$44,100.

Total compensation under this purchase will not exceed \$ 70,500.

OVERSIGHT: Federal Programs

EVALUATION: Quality of products and timeliness of services provided

MBPE CONTRACT NUMBER: Sourcewell # 081419-CDW

SOURCE OF FUNDS: ESSER Funds/CARES Act

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(11) VENDOR: CDW-G

SERVICE/GOODS (SOW): For the purchase of seventy-five (75) Lenovo M10 tablets with speakers, Tripp Lite surge protectors, and Swivl C Series support systems.

SOURCING METHOD: Sourcewell Cooperative

TERM: Immediate Purchase

FOR WHOM: Father Ryan High School

COMPENSATION: Total compensation under this purchase will not exceed \$100,569.

OVERSIGHT: Federal Programs

EVALUATION: Quality of products and timeliness of services provided.

MBPE CONTRACT NUMBER: Sourcewell # 081419-CDW

SOURCE OF FUNDS: ESSER Funds/CARES Act

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(11) VENDOR: CDW-G

SERVICE/GOODS (SOW): For the provision of Solarwinds Toolsets and Orion monitoring. These data network solutions are utilized to monitor, alert, troubleshoot and quickly resolve issues affecting data traffic coming in and out of the schools and district data centers.

SOURCING METHOD: Sourcewell Cooperative

TERM: August 23, 2020 through August 22, 2021

FOR WHOM: Technology and Information Services

COMPENSATION: Total compensation under this purchase will not exceed \$27,745.

OVERSIGHT: Technology and Information Services

EVALUATION: Quality of products and timeliness of services provided.

MBPE CONTRACT NUMBER: Sourcewell # 081419-CDW

SOURCE OF FUNDS: Operating Budget

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(12) VENDOR: Clark Associates, Inc.

SERVICE/GOODS (SOW): For the provision of kitchen small wares to all MNPS schools as needed.

SOURCING METHOD: ITB 62141

TERM: July 15, 2020 through November 15, 2021

FOR WHOM: Nutrition Services

COMPENSATION: Contractor shall be paid in accordance to Exhibit A – Cost Spreadsheet.

Total compensation under this contract is not to exceed \$34,000.

OVERSIGHT: Nutrition Services

EVALUATION: Accuracy and speed of delivery.

MBPE CONTRACT NUMBER: 7497980

SOURCE OF FUNDS: Nutrition Services Fund

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(13) VENDOR: Crown Paving, LLC

SERVICE/GOODS (SOW): Provision of qualified contractors to provide quotes on asphalt paving projects on an as-needed basis.

SOURCING METHOD: RFP 55095

TERM: July 15, 2020 through July 14, 2025

FOR WHOM: MNPS Schools and Facilities

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

Total compensation under this contract is not to exceed \$7,500,000.

OVERSIGHT: Facilities, Planning, and Construction

EVALUATION: Quality and timeliness of goods and services provided.

MBPE CONTRACT NUMBER: 7497734

SOURCE OF FUNDS: Operating Budget & Capital Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(14) VENDOR: Dairy Farmers of America, Inc.

SERVICE/GOODS (SOW): For the provision of frozen dairy and dessert products as needed to all Metro Nashville Public Schools.

SOURCING METHOD: ITB 62139

TERM: July 15, 2020 through June 30, 2022

FOR WHOM: Nutrition Services

COMPENSATION: Contractor shall be paid in accordance with Exhibit B – Cost Spreadsheet.

Total compensation under this contract is not to exceed \$40,000.

OVERSIGHT: Nutrition Services

EVALUATION: Accuracy and speed of delivery.

MBPE CONTRACT NUMBER: 7497922

SOURCE OF FUNDS: Nutrition Services Fund

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(14) VENDOR: Dairy Farmers of America, Inc.

SERVICE/GOODS (SOW): For the provision of fluid milk and dairy products as needed to all Metro Nashville Public Schools.

SOURCING METHOD: ITB 62138

TERM: July 15, 2020 through June 30, 2022

FOR WHOM: Nutrition Services

COMPENSATION: Contractor shall be paid in accordance with Exhibit B – Cost Spreadsheet.

Total compensation under this contract is not to exceed \$8,000,000.

OVERSIGHT: Nutrition Services

EVALUATION: Accuracy and speed of delivery.

MBPE CONTRACT NUMBER: 7497929

SOURCE OF FUNDS: Nutrition Services Fund

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(15) VENDOR: Douglas Printing Co. Inc.

SERVICE/GOODS (SOW): Provision of qualified contractors to provide quotes on printing and binding service projects on an as-needed basis.

SOURCING METHOD: RFP 62105

TERM: July 15, 2020 through July 14, 2025

FOR WHOM: MNPS Schools and Facilities

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

Total compensation under this contract is not to exceed \$350,000.

OVERSIGHT: Print Shop

EVALUATION: Quality and timeliness of goods and services provided.

MBPE CONTRACT NUMBER: 7497819

SOURCE OF FUNDS: Operating Budget



GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(16) VENDOR: Engage! Learning, Inc. dba engage2learn

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

SOURCING METHOD: RFQ 58122

TERM: July 15, 2020 through July 14, 2025

FOR WHOM: All MNPS

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

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

OVERSIGHT: Federal Programs

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

MBPE CONTRACT NUMBER: 7497848

SOURCE OF FUNDS: Various Operating, Federal, or School-based Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(17) VENDOR: Fine Arts Matter, Inc.

SERVICE/GOODS (SOW): Provision of a music enrichment program.

SOURCING METHOD: RFP 55096

TERM: July 15, 2020 through July 14, 2025

FOR WHOM: MNPS students

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

Total compensation is not to exceed \$100,000.

OVERSIGHT: Extended Learning Programs

EVALUATION: Quality of services provided.

MBPE CONTRACT NUMBER: 7497802

SOURCE OF FUNDS: Federal - 21st Century Community Learning Centers  
(21st CCLC) and Lottery for Education Afterschool Programs  
(LEAPs) Grants

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(18) VENDOR: Florida Virtual Schools

SERVICE/GOODS (SOW): Contract is for virtual course curriculum and provision of Instructional Services that offer Tennessee state-certified teachers for schools lacking certified staff in both short-term and long-term situations.

SOURCING METHOD: RFP 62137

TERM: July 15, 2020 through July 14, 2025

FOR WHOM: MNPS students

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

Total compensation under this contract is not to exceed \$5,000,000.

OVERSIGHT: Curriculum & Instruction / Information & Technology Services

EVALUATION: Quality of the goods and services provided.

MBPE CONTRACT NUMBER: TBD

SOURCE OF FUNDS: Year 1 & 2 – Federal CARES Act Funds  
Year 3 - 5 – Operating Budget

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(19) VENDOR: Focused Schools, LLC

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

SOURCING METHOD: RFQ 58122

TERM: July 15, 2020 through July 14, 2025

FOR WHOM: All MNPS

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

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

OVERSIGHT: Federal Programs

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

MBPE CONTRACT NUMBER: 7497847

SOURCE OF FUNDS: Various Operating, Federal, or School-based Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(20) VENDOR: Hermitage Hall

SERVICE/GOODS (SOW): Amendment #5 to add Attachment H: Budget for 2020-2021 and increase compensation by \$145,154.21 to reach a new not-to-exceed contract value of \$511,789.90. Contract is for Title I tutoring and instructional materials, equipment, and therapies for delinquent students at the Hermitage Hall facility.

SOURCING METHOD: State Pass-Through

TERM: July 15, 2020 through July 31, 2022

FOR WHOM: Students at the Hermitage Hall facility

COMPENSATION: Amendment #5 increases the compensation by \$145,154.21 to cover the budget allocations as detailed in Attachment H.

Total compensation under this contract is not to exceed \$511,789.90.

OVERSIGHT: Federal Programs

EVALUATION: Based on MNPS monitoring of the facility to ensure Contractor carries out their responsibilities as outlined in the agreement and complies with all applicable statutory and regulatory requirements. MNPS will examine all invoices, requests, and supporting documentation ensuring that funds are used for program administration, coordination, and that requests are reasonable and necessary. Finally, MNPS will ensure that the activities have a clear and direct effect on the improvement of services for students.

MBPE CONTRACT NUMBER: 10107

SOURCE OF FUNDS: Federal Funds - Title I

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(21) VENDOR: Infinite Campus (IC)

SERVICE/GOODS (SOW): Amendment #2 extends the term of the contract five (5) years, increases the total contract value, updates the hosting and support service agreements, and changes the contract number from 2-00639-00 to 10163. Contract is for the District's current Student Information System (SIS).

SOURCING METHOD: RFP 15-6

TERM: September 1, 2020 through August 30, 2025

FOR WHOM: MNPS staff and students

COMPENSATION: Amendment #2 increases the total compensation by \$4,122,025. Contractor shall be paid in accordance with Exhibit A of the contract.

Total compensation is not to exceed \$8,622,025.

OVERSIGHT: Technology & Information Services

EVALUATION: Quality of services provided.

MBPE CONTRACT NUMBER: 2-00639-00 hereafter 10163

SOURCE OF FUNDS: Operating Budget

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(22) VENDOR: Institutional Wholesale Co., Inc.

SERVICE/GOODS (SOW): For the provision of general groceries (meats, frozen, and staple foods) as needed for all Metro Nashville Public Schools and the Metro Action Commission.

SOURCING METHOD: ITB 62130

TERM: July 15, 2020 through July 30, 2022

FOR WHOM: Nutrition Services & Metro Action Commission

COMPENSATION: Contractor shall be paid in accordance with Exhibit A – Cost Spreadsheet.

Total compensation under this contract is not to exceed \$19,400,000.

OVERSIGHT: Nutrition Services

EVALUATION: Accuracy and speed of delivery.

MBPE CONTRACT NUMBER: 7497930

SOURCE OF FUNDS: Nutrition Services Fund & Metro Action Commission Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(23) VENDOR: Intrado Interactive Service Corporation

SERVICE/GOODS (SOW): Firm will re-design, deploy, and provide on-going technical support for a new version of the Metro Schools public website known as www.mnps.org. The new system will be a content management system that gives MNPS schools and departments the ability to create and edit their information and more easily share vital information with their school communities. Contractor will also provide a mobile app as part of this contract.

SOURCING METHOD: RFP 49054

TERM: July 15, 2020 through July 14, 2025

FOR WHOM: MNPS students, families, staff, partners, and the Nashville community

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

Total compensation is not to exceed \$625,000.

OVERSIGHT: Communications and Technology & Information Services

EVALUATION: Quality of services provided.

MBPE CONTRACT NUMBER: 7497996

SOURCE OF FUNDS: Capital Funds



GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(24) VENDOR: Jarrett Builders, Inc.

SERVICE/GOODS (SOW): Provision of qualified contractors to provide quotes on asphalt paving projects on an as-needed basis.

SOURCING METHOD: RFP 55095

TERM: July 15, 2020 through July 14, 2025

FOR WHOM: MNPS Schools and Facilities

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

Total compensation under this contract is not to exceed \$7,500,000.

OVERSIGHT: Facilities, Planning, and Construction

EVALUATION: Quality and timeliness of goods and services provided.

MBPE CONTRACT NUMBER: 7497736

SOURCE OF FUNDS: Operating Budget & Capital Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(25) VENDOR: Learning Sciences International

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

SOURCING METHOD: RFQ 58122

TERM: July 15, 2020 through July 14, 2025

FOR WHOM: All MNPS

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

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

OVERSIGHT: Federal Programs

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

MBPE CONTRACT NUMBER: 7497845

SOURCE OF FUNDS: Various Operating, Federal, or School-based Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(26) VENDOR: Magnet Schools of America, Inc.

SERVICE/GOODS (SOW): For the coaching and professional development for MNPS Magnet Schools as outlined in Appendix A of Attachment A.

SOURCING METHOD: Sole Source

TERM: July 15, 2020 through September 30, 2021

FOR WHOM: Magnet Schools

COMPENSATION: Contractor shall be paid in accordance with Attachment A.

Total compensation under this contract is not to exceed \$147,500.

OVERSIGHT: Magnet Schools

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

MBPE CONTRACT NUMBER: 7497939

SOURCE OF FUNDS: Magnet Schools Assistance Program (MSAP) Grant

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(27) VENDOR: McREL International

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

SOURCING METHOD: RFQ 58122

TERM: July 15, 2020 through July 14, 2025

FOR WHOM: All MNPS

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

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

OVERSIGHT: Federal Programs

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

MBPE CONTRACT NUMBER: 7497849

SOURCE OF FUNDS: Various Operating, Federal, or School-based Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(28) VENDOR: Metropolitan Nashville Police Department

SERVICE/GOODS (SOW): Memorandum of Understanding (MOU) for extra duty police officers for the 2020-2021 school year.

SOURCING METHOD: MOU

TERM: July 1, 2020 through June 30, 2021

FOR WHOM: MNPS extracurricular activities

COMPENSATION: In accordance with Attachment A.

Total compensation under this contract is not to exceed \$350,000.

OVERSIGHT: Safety and Security

EVALUATION: Quality and timeliness of services provided.

MBPE CONTRACT NUMBER: 2-215822-19

SOURCE OF FUNDS: Operating Budget & School Activity Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(29) VENDOR: MGT of America Consulting, LLC

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

SOURCING METHOD: RFQ 58122

TERM: July 15, 2020 through July 14, 2025

FOR WHOM: All MNPS

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

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

OVERSIGHT: Federal Programs

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

MBPE CONTRACT NUMBER: 7497850

SOURCE OF FUNDS: Various Operating, Federal, or School-based Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(30) VENDOR: National Institute for Excellence in Teaching

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

SOURCING METHOD: RFQ 58122

TERM: July 15, 2020 through July 14, 2025

FOR WHOM: All MNPS

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

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

OVERSIGHT: Federal Programs

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

MBPE CONTRACT NUMBER: 7497846

SOURCE OF FUNDS: Various Operating, Federal, or School-based Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(31) VENDOR: New Teacher Center

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

SOURCING METHOD: RFQ 58122

TERM: July 15, 2020 through July 14, 2025

FOR WHOM: All MNPS

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

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

OVERSIGHT: Federal Programs

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

MBPE CONTRACT NUMBER: 7497844

SOURCE OF FUNDS: Various Operating, Federal, or School-based Funds



GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(32) VENDOR: Oasis Center

SERVICE/GOODS (SOW): Amendment #5 to add Attachment H: Budget for 2020-2021 and increase compensation by \$18,644.34 to reach a new not-to-exceed contract value of \$112,818.41. Contract is for Title I tutoring and instructional materials, equipment, and therapies for neglected students at the Oasis Center facility.

SOURCING METHOD: State Pass-Through

TERM: July 15, 2020 through July 31, 2022

FOR WHOM: Students at the Oasis Center facility

COMPENSATION: Amendment #5 increases the compensation by \$18,644.34 to cover the budget allocations as detailed in Attachment H.

Total compensation under this contract is not to exceed \$112,818.41.

OVERSIGHT: Federal Programs

EVALUATION: Based on MNPS monitoring of the facility to ensure Contractor carries out their responsibilities as outlined in the agreement and complies with all applicable statutory and regulatory requirements. MNPS will examine all invoices, requests, and supporting documentation ensuring that funds are used for program administration, coordination, and that requests are reasonable and necessary. Finally, MNPS will ensure that the activities have a clear and direct effect on the improvement of services for students.

MBPE CONTRACT NUMBER: 10301

SOURCE OF FUNDS: Federal Funds – Title I

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(33) VENDOR: Pavement Restoration Inc.

SERVICE/GOODS (SOW): Provision of qualified contractors to provide quotes on asphalt paving projects on an as-needed basis.

SOURCING METHOD: RFP 55095

TERM: July 15, 2020 through July 14, 2025

FOR WHOM: MNPS Schools and Facilities

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

Total compensation under this contract is not to exceed \$7,500,000.

OVERSIGHT: Facilities, Planning, and Construction

EVALUATION: Quality and timeliness of goods and services provided.

MBPE CONTRACT NUMBER: 7497733

SOURCE OF FUNDS: Operating Budget & Capital Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(34) VENDOR: Personal Computer Systems Inc.

SERVICE/GOODS (SOW): For the purchase and installation of twenty-six (26) Promethean Titanium 70 Active Panels.

SOURCING METHOD: NCPA Cooperative

TERM Immediate Purchase

FOR WHOM: For the students at Donelson Christian Academy

COMPENSATION: Total compensation under this contract will not exceed \$82,174.

OVERSIGHT: Federal Programs

EVALUATION: Quality and timeliness of services provided.

MBPE CONTRACT NUMBER: NCPA 01-54

SOURCE OF FUNDS: ESSER Funds/CARES Act

c. AWARDING OF PURCHASES AND CONTRACTS

(34) VENDOR: Personal Computer Systems Inc.

SERVICE/GOODS (SOW): For the purchase of Lenovo Chromebooks with three year extended service, Google ChromeOS Management service licenses, Chromebook charging carts, and Swivl C Series Robots with Swivl Pro Team licenses.

SOURCING METHOD: NCPA Cooperative

TERM Immediate Purchase

FOR WHOM: For the students at Christ the King School

COMPENSATION: Total compensation under this contract will not exceed \$57,116.

OVERSIGHT: Federal Programs

EVALUATION: Quality and timeliness of services provided.

MBPE CONTRACT NUMBER: NCPA 01-54

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

SOURCE OF FUNDS: ESSER Funds/CARES Act

c. AWARDING OF PURCHASES AND CONTRACTS

(35) VENDOR: Pollock Printing Company

SERVICE/GOODS (SOW): Provision of qualified contractors to provide quotes on printing and binding service projects on an as-needed basis.

SOURCING METHOD: RFP 62105

TERM: July 15, 2020 through July 14, 2025

FOR WHOM: MNPS Schools and Facilities

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

Total compensation under this contract is not to exceed \$350,000.

OVERSIGHT: Print Shop

EVALUATION: Quality and timeliness of goods and services provided.

MBPE CONTRACT NUMBER: 7497820

SOURCE OF FUNDS: Operating Budget

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(36) VENDOR: Scenario Learning, LLC

SERVICE/GOODS (SOW): Contract is for the provision of an online training platform for all MNPS employees to address federal, state, and local human resources, safety and health, security, and other compliance concerns as needed.

SOURCING METHOD: RFP 54054

TERM: July 15, 2020 through July 14, 2025

FOR WHOM: MNPS staff

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

Total compensation is not to exceed \$204,750.

OVERSIGHT: Human Resources

EVALUATION: Quality of goods and services provided.

MBPE CONTRACT NUMBER: 7497562

SOURCE OF FUNDS: Operating Budget

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(37) VENDOR: Scholastic Inc.

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

SOURCING METHOD: RFQ 58122

TERM: July 15, 2020 through July 14, 2025

FOR WHOM: All MNPS

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

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

OVERSIGHT: Federal Programs

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

MBPE CONTRACT NUMBER: 7497842

SOURCE OF FUNDS: Various Operating, Federal, or School-based Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(38) VENDOR: Sessions Paving Company

SERVICE/GOODS (SOW): Provision of qualified contractors to provide quotes on asphalt paving projects on an as-needed basis.

SOURCING METHOD: RFP 55095

TERM: July 15, 2020 through July 14, 2025

FOR WHOM: MNPS Schools and Facilities

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

Total compensation under this contract is not to exceed \$7,500,000.

OVERSIGHT: Facilities, Planning, and Construction

EVALUATION: Quality and timeliness of goods and services provided.

MBPE CONTRACT NUMBER: 7497737

SOURCE OF FUNDS: Operating Budget & Capital Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(38) VENDOR: Sessions Paving Company

SERVICE/GOODS (SOW): Provision of qualified contractors to provide quotes on tennis court surface projects on an as-needed basis.

SOURCING METHOD: RFP 58109

TERM: July 15, 2020 through July 14, 2025

FOR WHOM: MNPS Schools and Facilities

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

Total compensation under this contract is not to exceed \$3,750,000.

OVERSIGHT: Facilities, Planning, and Construction

EVALUATION: Quality and timeliness of goods and services provided.

MBPE CONTRACT NUMBER: 7497742

SOURCE OF FUNDS: Operating Budget & Capital Funds



GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(39) VENDOR: Sport Surface Pros, LLC

SERVICE/GOODS (SOW): Provision of qualified contractors to provide quotes on tennis court surface projects on an as-needed basis.

SOURCING METHOD: RFP 58109

TERM: July 15, 2020 through July 14, 2025

FOR WHOM: MNPS Schools and Facilities

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

Total compensation under this contract is not to exceed \$3,750,000.

OVERSIGHT: Facilities, Planning, and Construction

EVALUATION: Quality and timeliness of goods and services provided.

MBPE CONTRACT NUMBER: 7497743

SOURCE OF FUNDS: Operating Budget & Capital Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(40) VENDOR: Teaching Strategies, LLC

SERVICE/GOODS (SOW): Provision of Pre-K online resources that include Creative Curriculum Cloud, GOLD Online Assessment Portfolios, and the associated professional development.

SOURCING METHOD: Previously Board Approved Curriculum adopted by the State of Tennessee

TERM: July 15, 2020 through August 26, 2022

FOR WHOM: MNPS Pre-K teachers and students

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

Total compensation is not to exceed \$342,267.80.

OVERSIGHT: Pre-K

EVALUATION: Quality of products and services provided.

MBPE CONTRACT NUMBER: 7498171

SOURCE OF FUNDS: Federal CARES Act Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(41) VENDOR: Team B LLC dba Sir Speedy BNA

SERVICE/GOODS (SOW): Provision of qualified contractors to provide quotes on printing and binding service projects on an as-needed basis.

SOURCING METHOD: RFP 62105

TERM: July 15, 2020 through July 14, 2025

FOR WHOM: MNPS Schools and Facilities

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

Total compensation under this contract is not to exceed \$350,000.

OVERSIGHT: Print Shop

EVALUATION: Quality and timeliness of goods and services provided.

MBPE CONTRACT NUMBER: 7497818

SOURCE OF FUNDS: Operating Budget

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(42) VENDOR: The Ohio State University

SERVICE/GOODS (SOW): For the provision of the Reading Recovery Program, including all associated training and materials. Contract can be used by any MNPS school.

SOURCING METHOD: Sole Source

TERM: July 15, 2020 through June 30, 2025

FOR WHOM: MNPS Schools

COMPENSATION: Contractor shall be paid in accordance with Attachment A and Attachment B pricing in the contract.

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

OVERSIGHT: Curriculum & Instruction

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

MBPE CONTRACT NUMBER: 7494615

SOURCE OF FUNDS: Various School-Based Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(43) VENDOR: University of Delaware

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

SOURCING METHOD: RFQ 58122

TERM: July 15, 2020 through July 14, 2025

FOR WHOM: All MNPS

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

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

OVERSIGHT: Federal Programs

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

MBPE CONTRACT NUMBER: 7497843

SOURCE OF FUNDS: Various Operating, Federal, or School-based Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(44) VENDOR: Youth Opportunity Investments, LLC

SERVICE/GOODS (SOW): Amendment #5 to add Attachment G: Budget for 2020-2021 and increase compensation by \$177,010.87 to reach a new not-to-exceed contract value of \$527,020.24. Contract is for Title I tutoring for delinquent students at the Davidson County Juvenile Detention Center facility.

SOURCING METHOD: State Pass-Through

TERM: July 15, 2020 through July 31, 2022

FOR WHOM: Students at the Davidson County Juvenile Detention Center facility

COMPENSATION: Amendment #5 increases the compensation by \$177,010.87 to cover the budget allocations as detailed in Attachment G.

Total compensation under this contract is not to exceed \$527,020.24.

OVERSIGHT: Federal Programs

EVALUATION: Based on MNPS monitoring of the facility to ensure Contractor carries out their responsibilities as outlined in the agreement and complies with all applicable statutory and regulatory requirements. MNPS will examine all invoices, requests, and supporting documentation ensuring that funds are used for program administration, coordination, and that requests are reasonable and necessary. Finally, MNPS will ensure that the activities have a clear and direct effect on the improvement of services for students.

MBPE CONTRACT NUMBER: 10145

SOURCE OF FUNDS: Federal Funds – Title I

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(45) VENDOR: Youth Villages

SERVICE/GOODS (SOW): Amendment #4 to add Attachment G: Budget for 2020-2021 and increase compensation by \$35,955.63 to reach a new not-to-exceed contract value of \$143,436.45. Contract is for Title I tutoring and instructional materials, equipment, and therapies for neglected students at the Binkley, Tallwood, and Wallace Group Homes.

SOURCING METHOD: State Pass-Through

TERM: July 15, 2020 through July 31, 2022

FOR WHOM: Students at the Binkley, Tallwood, and Wallace Group Homes

COMPENSATION: Amendment #4 increases the compensation by \$35,955.63 to cover the budget allocations as detailed in Attachment G.

Total compensation under this contract is not to exceed \$143,436.45.

OVERSIGHT: Federal Programs

EVALUATION: Based on MNPS monitoring of the facility to ensure Contractor carries out their responsibilities as outlined in the agreement and complies with all applicable statutory and regulatory requirements. MNPS will examine all invoices, requests, and supporting documentation ensuring that funds are used for program administration, coordination, and that requests are reasonable and necessary. Finally, MNPS will ensure that the activities have a clear and direct effect on the improvement of services for students.

MBPE CONTRACT NUMBER: 7486080

SOURCE OF FUNDS: Federal Funds – Title I

**For Consent Agenda for next Board meeting:**

Special Adoption Request to Approve a Textbook(s) Not on MNPS Contract

Approval is requested for the following textbook not on MNPS contract to be used for a new pathway course:

- **Course:** Natural Resources Management
  - Managing our Natural Resources, 6<sup>th</sup> edition, Cengage, 2016, 9781285835075

The guidelines in T.C.A. 49-6-2207 (a) (1) for Guidelines for Use of Textbook Programs Not on Contract are being followed.

A three-person committee composed **Hank Cardwell, Donna Gilley, and Rebecca Farrow** reviewed the textbook of which we are seeking approval.



# Metropolitan Nashville Board of Education

Monitoring: <b>Review: Annually, in October</b>	Descriptor Term: <b>Naming Facilities</b>	Descriptor Code: <b>3.210</b>	Issued Date: <b>05/08/18</b>
		Rescinds: <b>GP-3</b>	Issued:

1 1. Facilities of the school system shall be named through board action based upon these  
2 guidelines, the following criteria:

3  
4 2. “Facilities of the school system” are all schools, buildings, structures, real property, sites, and  
5 campuses, or any portion of such, that are owned, rented, operated, managed or controlled by  
6 MNPS.

7  
8 ~~1.~~ ~~Schools shall not be named for living persons, except for those who have rendered exemplary~~  
9 ~~service to public education as recognized and attested by a vote of the board.~~

10  
11 ~~2-3.~~ When a school is to be named, the director of schools shall submit recommendations to the  
12 board prior to the selection of an architect. The director shall seek input from school personnel,  
13 the board of education, and the public. Two schools in the system shall not be given the same  
14 name, and care should be taken to avoid similar names.

15  
16 3-4. Schools shall be named for:

- 17 a. The area or community in which the school is located;
- 18  
19 b. The street on which the school is located or a street bordering the school site, if that  
20 street is well known in the community; or
- 21  
22 c. ~~Presidents, governors, or r~~Recognized ~~national,~~ state, or local leaders who have made an  
23 outstanding contribution to Nashville’s public education or to the progress of the city of  
24 Nashville through their community or civic actions. The person’s “principal legacy”  
25 (i.e. the key activity, advocacy, or accomplishment for which the person is most known)  
26 must align with or reflect the MNPS mission, vision, and core values and beliefs. The  
27 living person’s actions, career, or principal legacy must be peerless, extraordinarily  
28 exceptional, and generally recognized as being of substantial historic significance to  
29 Nashville’s history. A school may be named for a living person only after a separate and  
30 specific vote of the board that recognizes and attests the person has rendered exemplary  
31 service to Nashville’s public education or to the progress of the city of Nashville, and  
32 that they are worthy of this honor.

33  
34  
35 5. Facilities of the school system other than a school should be given names by MNPS staff which  
36 describe the facility of the school system or its geographic location in the city.

1 6. A single building on a campus of a facility of the school system with multiple buildings, or a  
2 specific area on the campus of a facility of the school system, may be designated or named by  
3 MNPS staff ~~may be named~~ for a living person, provided he/she has made an outstanding  
4 contribution to that school. The naming of such building or specific area shall not supplant or  
5 usurp the facility's name. Any naming of a single building or specific area for a living person  
6 shall take effect only after notice to the school board representative of the district in which the  
7 facility of the school system is located and approval of the director of schools (or their  
8 designee).

9  
10 7. Under no circumstances shall any facility of the school system, or any portion thereof, be  
11 named for an elected official actively serving in public office, nor for five years from the last  
12 day of their term of service as an elected official, unless the person is deceased.

13  
14 8. No two facilities of the school system shall not be given the same name, and care should be  
15 taken to avoid similar names.

16  
17 9. When naming a facility of the school system, MNPS should consider the diverse community  
18 they serve and give strong consideration to the names of women and members of minority  
19 communities so that they are equitably represented among school names.

20  
21  
22 ~~Facilities other than the school shall be given names which describe the facility or the geographic location in~~  
23 ~~the city.~~

24  
25 10. If the board or MNPS decides an existing facility of the school system ~~decides an existing~~  
26 school or facility should be renamed, the ~~guidelines~~ ~~criteria~~ of this policy shall apply to the new  
27 name of the facility of the school system.

28  
29 11. For new and existing facilities of the school system, the board of education reserves the ability  
30 to approve or reject proposals for:

31  
32 a. Naming facilities other than a school;

33  
34 b. Naming of a single building on the campus of a school or facility with multiple  
35 buildings, or a specific area on the campus of a school or facility; and

36  
37 c. Erecting memorials in the form of plaques or monuments, including, but not limited to,  
38 the design, wording, and placement of the memorial.

39  
40 12. If a facility of the school system named for a person has a website, the website shall include a  
41 biography of the person for which it is named.

42  
43 ~~When a school or facility is to be named, the director of schools shall submit recommendations to the~~  
44 ~~board prior to the selection of an architect. The director shall seek input from school personnel and the~~  
45 ~~public.~~

#### 46 **BUILDING PLAQUES**

1 13. The plaque for new buildings shall be included in the contract and designed by the architect. It  
2 shall include the names of the members of the Board of Education serving at the time the  
3 contract is executed. The building shall be formally dedicated during the first year of  
4 occupancy. A new facility of the school system shall be formally dedicated during the first year  
5 of occupancy. Contracts for a new facility of the school system shall include in the contract a  
6 plaque designed by the architect. The plaque shall include:

7  
8 a. A brief description of the name of the facility of the school system;

9  
10 b. The names of the members of the Board of Education serving at the time the contract is  
11 executed; and

12  
13 d.c. If the facility of the school system is named after a person, a brief biography of the  
14 person approved by MNPS.

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Cross References

Estimating Facility Costs 3.209

# Metropolitan Nashville Board of Education

Monitoring:  <b>Review: Annually, in November</b>	Descriptor Term:  <h2 style="text-align: center;">Homebound Instruction</h2>	Descriptor Code: <h3 style="text-align: center;">4.206</h3>	Issued Date: <h3 style="text-align: center;">07/14/20</h3>
		Rescinds: <h3 style="text-align: center;">4.206</h3>	Issued: <h3 style="text-align: center;">08/13/19</h3>

1 The homebound instruction program is for students who because of a medical condition are unable to  
 2 attend the regular instructional program.<sup>1</sup> The homebound instruction program shall consist of three (3)  
 3 hours of instruction per week for a period of time determined, on a case-by-case basis, by the district.

4 To qualify for this program, a student shall have a medical condition that will require the student to be  
 5 absent for a minimum of ten (10) consecutive instructional days, or for an aggregate of at least ten (10)  
 6 instructional days for a student who has a chronic medical condition. The student shall be certified by a  
 7 physician as having a medical condition that prevents him/her from attending the regular instructional  
 8 program. The services provided to the homebound student shall reflect the student’s capabilities and be  
 9 determined by the homebound instructor, after consultation with appropriate professional staff of the  
 10 student’s assigned school.

11 Recertification shall be obtained after the expiration of each period of homebound instruction if the  
 12 student’s physician certifies, in writing, that the student has a medical condition that prevents him/her  
 13 from returning to the regular instructional program.

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Legal References

1. TCA 49-10-1101; Public Acts of 2018, Chapter No. 625, TRR/MS 0520-01-02-.10

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Cross References

- Student Communicable Diseases 6.403  
 Acquired Immune Deficiency Syndrome 6.404

# Metropolitan Nashville Board of Education

Monitoring: <b>Review: Annually, in December</b>	Descriptor Term: <b>Graduation Activities</b>	Descriptor Code: <b>4.606</b>	Issued Date: <b>07/14/20</b>
		Rescinds: <b>4.606</b>	Issued: <b>08/14/18</b>

1 Students who have met all graduation requirements on the day of graduation may participate in  
2 graduation activities.<sup>1</sup> If extenuating circumstances exist at any school, the matter shall be presented to  
3 the director of schools prior to graduation activities.

4 Students are expected to participate in all graduation activities, and graduation apparel shall be  
5 determined by the administration of each school and shall be the personal expense of each student. Any  
6 fees required for graduation ceremonies shall be waived for students who are eligible to receive free or  
7 reduced price lunches, and in such cases, the school shall assume responsibility for payment of fees.<sup>2</sup>

8 Graduation ceremonies shall be physically accessible to all students, their parents and/or guardians, and  
9 other interested citizens.<sup>3</sup>

10 Students who do not wish to participate in graduation activities shall notify the school principal in writing  
11 at least five (5) days prior to the day of graduation. Non-participating students shall receive their  
12 diplomas or certificates from the principal's office within one (1) week of the day of graduation.

13 The ceremony and all activities included shall not be religious in nature.<sup>4</sup> The content of any students'  
14 speeches shall not reflect the endorsement, sponsorship, position, or expression of the school, employees,  
15 or board.

16 The Director of Schools shall develop procedures to ensure that students are recognized at graduation  
17 ceremonies for the following achievements:<sup>5</sup>

- 18 • Honors;
  - 19 • State Honors;
  - 20 • State Distinction;
  - 21 • District Distinction;
  - 22 • Tri-Star Scholar;
  - 23 • Students receiving a TN Seal of Biliteracy;
  - 24 • Students voluntarily completing at least ten (10) hours of community service each semester the  
25 student is in attendance at a public high school;
  - 26 • Students receiving a gold or platinum medal on National Career Readiness Certificate.
- 27

28 ~~Principals shall ensure that students graduating with distinction and state honors who voluntarily~~  
29 ~~complete at least ten (10) hours of community service each semester, and who have qualified for the~~  
30 ~~Seal of Biliteracy or Tri Star Scholar are recognized during the graduation ceremony.~~<sup>5</sup>

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Legal References

1. TCA 49-6-405(b)(2)
2. TCA 49-2-114
3. 28 CFR § 36.201
4. *Lee v. Weisman*, 505 U.S. 577(1992), 112 S. Ct. 2649, 120 L. Ed. 2d 467 (1992)
5. State Board of Education Policy 2.103; TCA 49-6-6010

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Cross References

Section 504 & ADA Grievance Procedures 1.802  
Student Fees and Fines 6.709

# Metropolitan Nashville Board of Education

Monitoring: <b>Review: Annually, in December</b>	Descriptor Term: <b>Testing Programs</b>	Descriptor Code: <b>4.700</b>	Issued Date: <b>07/14/20</b>
		Rescinds: <b>4.700</b>	Issued: <b>08/14/18</b>

1 *General*

2 The board shall provide for a system-wide testing program which shall be periodically reviewed and  
3 evaluated. The purposes of the program shall be to:

- 4 1. Assist in promoting accountability;
- 5
- 6 2. Determine the progress of students;
- 7
- 8 3. Assess the effectiveness of the instructional program and student learning;
- 9
- 10 4. Aid in counseling and guiding students in planning future education and other endeavors;
- 11
- 12 5. Analyze the improvements needed in each instructional area;
- 13
- 14 6. Assist in the screening of students with learning difficulties;<sup>1</sup>
- 15
- 16 7. Assist in placing students in remedial programs;
- 17
- 18 8. Provide information for college entrance and placement; and
- 19
- 20 9. Assist in educational research by providing data.<sup>2</sup>

21 The director of schools shall be responsible for planning and implementing the program, which includes:

- 22 1. Determining specific purposes for each test;
- 23
- 24 2. Selecting the appropriate test to be given;
- 25
- 26 3. Establishing procedures for administering the tests;
- 27
- 28 4. Making provisions for interpreting and disseminating the results;
- 29
- 30 5. Maintaining testing information in a consistent and confidential manner; and
- 31
- 32 6. Ensuring that results are obtained as quickly as possible, especially when placement in a special  
33 learning program might be necessary.

1 State-mandated student testing programs shall be undertaken in accordance with procedures published  
2 by the State Department of Education.<sup>3</sup>

### 3 **WEIGHTING TCAP SCORES**

4 TNReady<sup>4</sup> and EOC<sup>5</sup> scores will be included in students' final grades as follows:

- 5 a) 2017-2018 school year - 15%
- 6 b) 2018-2019 school year and beyond - 15% ~~or the minimum allowed by the State of Tennessee.~~

7 **The raw score earned by the student will be converted to a 100 point scale using the target score method.**

8 The director of schools may exclude these scores from students' final grades if results are not received  
9 by the district at least five (5) instructional days before the end of the course.<sup>4,5</sup>

### 10 **INTEREST INVENTORIES AND CAREER ASSESSMENTS<sup>6</sup>**

11 Interest inventories shall be made available to students prior to 10<sup>th</sup> grade. These will include assessments  
12 such as the Kuder assessment, Myers-Briggs Type Indicator, the ASVAB, or the College Board Career  
13 Finder.

14 Career aptitude assessments shall be administered to 7<sup>th</sup> graders in order to inform the student's high  
15 school plan of study.

### 16 **TESTING INFORMATION AND PARENTAL CONSENT**

17 Any test directly concerned with measuring student ability or achievement through individual or group  
18 psychological or socio-metric tests shall not be administered by or with the knowledge of any employee  
19 of the system without first obtaining written consent of the parents or guardians.<sup>2</sup>

20 Results of all group tests shall be recorded on the students' permanent records and shall be made  
21 available to appropriate personnel in accordance with established procedures.<sup>7</sup>

22 No later than July 31<sup>st</sup> of each year, the board shall publish on its website information related to state  
23 and board mandated tests that will be administered during the school year. The information shall  
24 include:<sup>8</sup>

- 25 1. The name of the test;
- 26
- 27 2. The purpose and use of the test;
- 28
- 29 3. The grade or class in which the test will be administered;
- 30
- 31 4. The tentative date or dates that the test will be administered;
- 32



- 1 5. The time and manner in which parents and students will be notified of the results of the test;  
2  
3 6. How parents can access the questions and answers on their student’s state-required tests; and  
4  
5 7. If a board mandated test, how the test complements and enhances student instruction and  
6 learning and how it serves a purpose distinct from state-required tests.
- 7 Testing information shall also be placed in student handbooks or other school publications that are  
8 provided to parents on an annual basis.

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Legal References

1. TCA 49-10-108
2. 20 USCA § 1232(g)
3. TRR/MS 0520-01-03-.03(7); TRR/MS 0520-01-03-.06(1)(b)
4. TCA 49-1-617; State Board of Education Policy 2.102
5. TRR/MS 0520-01-03-.06(1)(b); State Board of Education Policy 2.103; TCA 49-1-617
6. Public Acts of 2019, Chapter No. 108
7. TCA 10-7-504
8. TCA 49-6-6007; State Board of Education Policy 2.102; State Board of Education Policy 2.103

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Cross References

- Student Surveys, Analyses, and Evaluations 6.4001  
Student Records 6.600

# Metropolitan Nashville Board of Education

Monitoring:  <b>Review: Annually, in January</b>	Descriptor Term:  <h2 style="text-align: center;">Physical Assault Leave</h2>	Descriptor Code: <h3 style="text-align: center;">5.307</h3>	Issued Date: <h3 style="text-align: center;">07/14/20</h3>
		Rescinds:	Issued:

1 A teacher who is absent from assigned duties as a result of personal  
 2 injury caused by physical assault or other violent criminal acts  
 3 committed in the course of the teacher's employment duties shall  
 4 receive workers' compensation or comparable benefits without loss of  
 5 accumulated or granted sick, personal, or professional leave.<sup>1</sup>

6 The school district shall continue to pay the teacher's full benefits,  
 7 including but not limited to health insurance benefits until the earlier  
 8 of the date on which the teacher is released by the teacher's physician  
 9 to return to work or the date on which the teacher is determined by  
 10 the teacher's physician to be permanently disabled from returning to  
 11 work.<sup>2</sup>

12 A signed statement listing the cause of the absence shall be  
 13 provided by the employee on forms furnished by the Director of  
 14 Schools and shall promptly be given to the immediate supervisor in  
 15 support of all claims. A certificate from the physician on forms  
 16 furnished by the Director of Schools may also be required to verify  
 17 the extent of the injury.<sup>3</sup>

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Legal References

1. TCA 49-5-714 (a)
2. TCA 49-5-714 (b)
3. TRR/MS 0520-01-02-.04 (4) (b)

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Cross References

5.307.1p Injury on Duty

# Metropolitan Nashville Board of Education

Monitoring: <b>Review: Annually, in February</b>	Descriptor Term: <b>Complaints and Grievances</b>	Descriptor Code: <b>5.501</b>	Issued Date: <b>07/14/20</b>
		Rescinds:	Issued:

## 1 **EMPLOYMENT-RELATED COMPLAINTS/GRIEVANCES**

2 Conflicts shall be resolved as quickly as possible and at the lowest  
3 supervisory level.

4 In instances of questions by an individual staff member concerning the  
5 interpretation of policies and procedures to that staff member,  
6 administrative practices within the staff member's particular school,  
7 and relationships with other employees, the staff member concerned  
8 shall consult his/her supervisor. If a satisfactory resolution of the  
9 problem cannot be reached after ample opportunity for consideration of  
10 the matter, the staff member concerned may discuss the matter with the  
11 next level of supervision, up to and including, the Director of  
12 Schools.

13 In instances where an individual staff member feels, for personal  
14 reasons, that they cannot discuss a problem with their immediate  
15 supervisor, the staff member may take the problem directly to the  
16 Director of Schools. After review of the case, the Director of Schools  
17 shall take action as he/she deems appropriate, and within a prompt,  
18 reasonable time, shall notify all parties concerned of his/her  
19 decision.

## 20 **HARASSMENT/DISCRIMINATION GRIEVANCES**

21 Employees shall notify any district complaint manager (Executive  
22 Director of Federal Programs, Director of Workplace Safety, Director  
23 of Special Populations, and ADA Coordinator) if they believe the Board,  
24 district employees, or agents have violated their rights guaranteed by  
25 the state or federal constitution, state or federal statute, board  
26 policy, or the following: <sup>1,2,3</sup>

27 1. Age Discrimination Employment Act;<sup>1</sup>

28

29 2. Title II of the Americans with Disabilities Act;<sup>4</sup>

30

31 3. Title IX of the Education Amendments of 1972;<sup>5</sup>

32

33 4. Section 504 of the Rehabilitation Act of 1973;<sup>6</sup> or

34

1 5. Claims of sexual harassment under Title VII of the Civil Rights  
2 Act of 1964 and Title IX of the Education Amendments of 1972.<sup>7,5</sup>

3 The complaint manager will endeavor to respond and resolve complaints  
4 without resorting to this grievance procedure, and if a complaint is  
5 filed, to address the complaint promptly and equitably. The right of an  
6 employee to prompt and equitable resolution of the complaint shall not  
7 be impaired by the employee's pursuit of other remedies. Use of this  
8 grievance procedure is not a prerequisite to the pursuit of other  
9 remedies, and use of this grievance procedure does not extend any filing  
10 deadline related to the pursuit of other remedies.

#### 11 *Filing a Complaint*

12 An employee who wishes to avail himself/herself to this grievance  
13 procedure may do so by filing a complaint with any district complaint  
14 manager. The employee may request a complaint manager of the same sex.  
15 The complaint manager may assist the employee in filing a grievance.

#### 16 *Investigation*

17 The complaint manager will investigate the complaint or appoint a  
18 qualified person to undertake the investigation on his/her behalf. The  
19 complaint and identity of the complainant will not be disclosed except  
20 (1) as required by law or this policy; (2) as necessary to fully  
21 investigate the complaint; or (3) as authorized by the complainant.  
22 The complaint manager shall file a written report within ten (10) days  
23 of the filing of the grievance of his/her findings with the Director of  
24 Schools. If a complaint of sexual harassment contains allegations  
25 involving the Director of Schools, the written report shall be filed  
26 with the Board. The Director of Schools shall keep the Board informed  
27 of all complaints.

#### 28 *Decision and Appeal*

29 After receipt of the complaint manager's report, the Director of  
30 Schools shall render a written decision within five (5) days of the  
31 receipt of the report that shall be provided to the employee. If the  
32 employee is not satisfied with the decision, the employee may appeal  
33 the decision to the Board by making a written request to the complaint  
34 manager. The complaint manager shall be responsible for promptly  
35 forwarding all materials relative to the complaint and appeal to the  
36 Board. Thereafter, the Board shall, within thirty (30) days from the  
37 date the appeal was received, review the report, affirm, overrule, or  
38 modify the decision, and render a written finding that shall be provided  
39 to the complainant. This grievance procedure shall not be construed to  
40 create an independent right to a board hearing.

**1 APPOINTING COMPLAINT MANAGERS**

2 The Director of Schools shall appoint at least two (2) complaint  
3 managers, one of each gender. The Federal Rights Coordinator may be  
4 appointed as a complaint manager. The Director of Schools shall make  
5 employees aware of each complaint manager's contact information.

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**Legal References**

1. Age Discrimination Employment Act, 29 USCA § 621 *et seq.*
2. Equal Pay Act, 29 USCA § 206(d)
3. Immigration Reform and Control Act, 8 USCA § 1324 *et seq.*
4. Americans with Disabilities Act, 42 USCA § 12101 *et seq.*
5. Title IX of the Education Amendments, 20 USCA § 1681 *et seq.*
6. Section 504 of the Rehabilitation Act, 29 USCA § 701 *et seq.*
7. Title VII of Civil Rights Act, 42 USCA § 2000e *et seq.*

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**Cross References**

Appeals to and Appearances Before the Board 1.404  
Section 504 and ADA Grievance Procedures 1.802  
Equal Opportunity Employment 5.104  
Discrimination/Harassment of Employees 5.500

# Metropolitan Nashville Board of Education

Monitoring: <b>Review: Annually, in May</b>	Descriptor Term:  <b>Attendance</b>	Descriptor Code: <b>6.200</b>	Issued Date: <b>07/14/20</b>
		Rescinds: <b>6.200</b>	Issued: <b>08/14/18</b>

1 Attendance is a key factor in student achievement, and therefore, students are expected to be present  
2 each day school is in session. The Director of Schools/designee shall develop appropriate administrative  
3 procedures to implement this policy.

4 The attendance supervisor shall oversee the entire attendance program which shall include:<sup>1</sup>

- 5 1. All accounting and reporting procedures and their dissemination;
- 6 2. Alternative program options for students who severely fail to meet minimum attendance  
7 requirements;
- 8 3. Ensuring that all school age children attend school;
- 9 4. Providing documentation of enrollment status upon request for students applying for new or  
10 reinstatement of driver's permit or license; and  
11
- 12 5. Notifying the Department of Safety whenever a student with a driver's permit or license  
13 withdraws from school.<sup>2</sup>

14 Student attendance records shall be given the same level of confidentiality as other student records. Only  
15 authorized school officials with legitimate educational purposes may have access to student information  
16 without the consent of the student or parent(s)/guardian(s).<sup>3</sup>

17 Absences shall be classified as either excused or unexcused as determined by the principal/designee.  
18 Excused absences shall include:<sup>4</sup>

- 19 1. Personal illness/injury;
- 20
- 21 2. Illness of immediate family member;
- 22
- 23 3. Death in the family;
- 24
- 25 4. Extreme weather conditions;
- 26
- 27 5. Religious observances;<sup>5</sup>
- 28
- 29 6. College visits;
- 30

- 1 7. Pregnancy;
- 2
- 3 8. School sponsored or school-endorsed activities;<sup>6</sup>
- 4
- 5 9. Summons, subpoena, or court order; or
- 6
- 7 10. Circumstances which in the judgment of the principal warrant absence from school and over
- 8 which the student has no control.

9 The principal/designee shall be responsible for ensuring that:<sup>7</sup>

- 10 1. Attendance is checked and reported daily for each class;
- 11
- 12 2. Daily absentee sheets contain sign in/sign out sheets and indicate students present or absent
- 13 for the majority of the day;
- 14
- 15 3. All student absences are verified;
- 16
- 17 4. Written excuses are submitted for absences and tardiness; and
- 18
- 19 5. System-wide procedures for accounting and reporting are followed.

## 20 **TRUANCY**

### 21 *General*

22 Annually, the Director of Schools/designee will provide written notice to parent(s)/guardian(s) that  
23 attendance at school is required. Students shall be present at least fifty percent (50%) of the scheduled  
24 school day in order to be counted present. Students may attend part-time days, alternating days, or for a  
25 specific amount of time as indicated in their Individualized Education Plan or 504 Plan and shall be  
26 considered present for school attendance purposes. If a student is required to participate in a remedial  
27 instruction program outside of the regular school day where there is no cost to the parent(s)/guardian(s)  
28 and the school system provides transportation, unexcused absences from these programs shall be  
29 reported in the same manner.<sup>7</sup>

30 A student who is absent five (5) days without adequate excuse shall be reported to the Director of  
31 Schools/designee who will, in turn, provide written notice to the parent(s)/guardian(s) of the student's  
32 absence. If a parent does not provide documentation within adequate time excusing those absences, or  
33 request an attendance hearing, then the Director of Schools shall implement the progressive truancy  
34 intervention plan described below prior to referral to juvenile court.

### 35 *Progressive Truancy Intervention Plan*<sup>8</sup>

36 Prior to referral to juvenile court, the following progressive truancy intervention plan will be  
37 implemented.

**Tier I**

Tier I of the progressive truancy intervention plan shall include the following:

1. A conference with the student and the student's parent(s)/guardian(s);
2. An attendance contract, based on the conference, signed by the student, the parent(s)/guardian(s), and an attendance supervisor or designee. The contract shall include:
  - a. A specific description of the school's attendance expectations for the student;
  - b. The period for which the contract is effective; and
  - c. Penalties for additional absences and alleged school offenses, including additional disciplinary action and potential referral to juvenile court; and
3. Regularly scheduled follow-up meetings to discuss the student's progress.

**Tier II**

If a student accumulates additional unexcused absences in violation of the attendance contract in Tier I, the student will be subject to Tier II.

Under this tier, a school employee shall conduct an individualized assessment detailing the reasons a student has been absent from school. The employee may refer the student to counseling, community-based services, or other services to address the student's attendance problems.

**Tier III**

This tier shall be implemented if the truancy interventions under Tier II are unsuccessful.

These interventions shall be determined by a team formed at each school. The interventions shall address student needs in an age-appropriate manner. Finalized plans shall be approved by the Superintendent of Schools/designee.

**MILITARY SERVICE OF PARENT/GUARDIAN**

School principals shall provide students with a one-day excused absence prior to the deployment of and a one-day excused absence upon the return of a parent or custodian serving active military service.

Principals shall also allow up to ten (10) excused cumulative absences per year for students to visit a parent/guardian during a deployment cycle. The student shall provide documentation to the school as proof of his/her parent's/guardian's deployment. Students shall be permitted to make up schoolwork missed during these absences.<sup>10</sup>

**MAKE-UP WORK**

Students with an excused absence shall be provided the opportunity to receive assignments missed during the absence and to make up the work upon their return for the full grade. Students with an unexcused absence shall be provided the opportunity to make up missed work at the discretion of the teacher or



1 principal. Make up work must be requested by the student or parent no later than three (3) days after  
2 returning to school. The work should be turned in at a mutually agreed time frame between the teacher  
3 and the student. The attendance record is not changed when missed work is completed.

#### 4 **CREDIT/PROMOTION DENIAL**

5 Credit/promotion denial determinations may include student attendance; however, student attendance  
6 may not be the sole criterion.<sup>11</sup> If attendance is a factor prior to credit/promotion denial, the following  
7 shall occur:

8 1. The student and the parent(s)/guardian(s) shall be advised if the student is in danger of  
9 credit/promotion denial due to excessive absenteeism.

10  
11 2. Procedures in due process are available to the student when credit or promotion is denied.

#### 12 **DRIVER'S LICENSE REVOCATION**<sup>2</sup>

13 More than ten (10) consecutive or fifteen (15) reported unexcused absences by a student during any  
14 semester renders a student ineligible to retain a driver's permit or license or to obtain such if of age.

15 In order to qualify for reclaiming a driver's permit or license, the student must make a passing grade in  
16 at least three (3) full unit subjects or their equivalency at the conclusion of a subsequent grading period.

#### 17 **ATTENDANCE HEARING**<sup>8</sup>

18 Students with excessive (more than five (5) unexcused absences or those in danger of credit/promotion  
19 denial shall have the opportunity to appeal to an attendance hearing committee appointed by the  
20 principal. If the student chooses to appeal, the student or their parent(s)/guardian(s) shall be provided  
21 written or actual notice of the appeal hearing and shall be given the opportunity to address the committee.  
22 The committee will conduct a hearing to determine if any extenuating circumstances exist to excuse an  
23 absence(s) or to determine if the student has met attendance requirements that will allow him/her to pass  
24 the course or be promoted. Upon notification of the attendance committee decision, the principal shall  
25 send written notification to the Director of Schools/designee and the parent(s)/guardian(s) of the student  
26 of any action taken regarding the excessive unexcused absences. The notification shall advise  
27 parent(s)/guardian(s) of their right to appeal such action within two (2) school days to the Director of  
28 Schools/designee.

29 The appeal shall be heard no later than ten (10) school days after the request for appeal is received.

30 Within five (5) school days of the Director of Schools/designee rendering a decision, the student's  
31 parent(s)/guardian(s) may request a hearing by the Board, and the Board shall review the record.  
32 Following the review, the Board may affirm or overturn the decision of the Director of Schools/designee.  
33 The action of the Board shall be final.

34 The Director of Schools/designee shall ensure that this policy is available in each school building and  
35 disseminated to all students, parents, teachers, and administrative staff.

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Legal References

1. TRR/MS 0520-01-03-.08(1)(a); TCA 49-6-3006
2. TCA 49-6-3017(c)
3. TCA 10-7-504; 20 USCS § 1232g
4. TRR/MS 0520-01-02-.17(1)(c)
5. TRR/MS 0520-01-03-.03(16); TCA 49-6-2904(b)(5)
6. Attendance Accounting Procedural Manual, '11-'12 (0104), Minimum Standards and Guidelines, State Department of Education
7. TCA 49-6-3007
8. TRR/MS 0520-01-02-.17
9. TCA 49-6-3021
10. TCA 49-6-3019
11. TCA 49-2-203(b)(7)

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Cross References

Extracurricular Activities 4.300  
Field Trips/Excursions/Competitions 4.302  
Reporting Student Progress 4.601  
Promotion and Retention 4.603  
Recognition of Religious Beliefs, Customs & Holidays 4.803  
Student Records 6.600

# Metropolitan Nashville Board of Education

Monitoring: <b>Review: Annually, in March</b>	Descriptor Term: <b>Student Discrimination, Harassment, Bullying, Cyber-bullying, and Intimidation</b>	Descriptor Code: <b>6.304</b>	Issued Date: <b>07/14/20</b>
		Rescinds:	Issued:

1 In order to maintain a safe, civil, and supportive environment in school for students to learn and achieve  
2 high academic standards, acts of bullying, cyber-bullying, discrimination, harassment, intimidation,  
3 hazing, or any other victimization of students, based on any actual or perceived traits or characteristics,  
4 are prohibited.<sup>1</sup>

5 This policy shall be disseminated annually to all school staff, students, and parent(s)/guardian(s).<sup>2</sup> This  
6 policy shall cover employees, employees' behaviors, students, and students' behaviors while on school  
7 property, at any school-sponsored activity, on school-provided equipment or transportation, or at any  
8 official school bus stop. If the act takes place off of school property or outside of a school-sponsored  
9 activity, this policy is in effect if the conduct is directed specifically at a student and has the effect of  
10 creating a hostile educational environment or otherwise creating a substantial disruption to the education  
11 environment or learning process.

12 The principal/designee is responsible for educating and training respective staff and students as to the  
13 definition and recognition of discrimination/harassment.<sup>3</sup>

14 The Director of Schools shall develop forms and procedures to ensure compliance with the  
15 requirements of this policy and state law.

## 16 **DEFINITIONS<sup>4</sup>**

17 “Bullying/Intimidation/Harassment” is an act that substantially interferes with a student’s educational  
18 benefits, opportunities, or performance, and the act has the effect of:

- 19 1. Physically harming a student or damaging a student’s property;
- 20
- 21 2. Knowingly placing a student in reasonable fear of physical harm to the student or damage to  
22 the student’s property;
- 23
- 24 3. Causing emotional distress to a student; or
- 25
- 26 4. Creating a hostile educational environment.

27 Bullying, intimidation, or harassment may also be unwelcome conduct based on a protected class  
28 (race, nationality, origin, color, sex, age, disability, religion) that is severe, pervasive, or persistent and  
29 creates a hostile environment. **If the bullying, intimidation, or harassment is based on sex the  
30 procedures set forth in policy 6.3041 should be followed and the Title IX coordinator notified  
31 within 24 hours.**

1 “Cyber-bullying” is a form of bullying undertaken through the use of electronic devices. Electronic  
2 devices include, but are not limited to, telephones, cellular phones or other wireless telecommunication  
3 devices, text messaging, emails, social networking sites, instant messaging, videos, web sites, or fake  
4 profiles.

5 “Hazing” is an intentional or reckless act by a student or group of students that is directed against any  
6 other student(s) that endangers the mental or physical health or safety of the student(s) or that induces  
7 or coerces a student to endanger his/her mental or physical health or safety. Coaches and other employees  
8 of the school district shall not encourage, permit, condone, or tolerate hazing activities.<sup>5</sup>

9 Hazing does not include customary athletic events or similar contests or competitions and is limited to  
10 those actions taken and situations created in connection with initiation into or affiliation with any  
11 organization.

## 12 **COMPLAINTS AND INVESTIGATIONS**

13 Any individual who has knowledge of behaviors that may constitute a violation of this policy shall  
14 promptly report such information to the principal/designee.<sup>6</sup>

15 While reports may be made anonymously, an individual's need for confidentiality shall be balanced with  
16 obligations to cooperate with police investigations or legal proceedings, to provide due process to the  
17 accused, to conduct a thorough investigation, or to take necessary actions to resolve a complaint. The  
18 identity of parties and witnesses may be disclosed in appropriate circumstances to individuals with a  
19 need to know.

20 The principal/designee at each school shall be responsible for investigating and resolving complaints.  
21 Once a report is received, the principal/designee shall initiate an investigation within forty-eight (48)  
22 hours of receipt of the report. If an investigation is not initiated within forty-eight (48) hours, the  
23 principal/designee shall provide the Director of Schools with appropriate documentation detailing the  
24 reasons why the investigation was not initiated within the required timeframe.<sup>7</sup> The principal/designee  
25 shall immediately notify the parent(s)/guardian(s) when a student is involved in an act of discrimination,  
26 harassment, intimidation, bullying, or cyber-bullying. The principal/designee shall provide information  
27 on district counseling and support services. Students involved in an act of discrimination, harassment,  
28 intimidation, bullying, or cyber-bullying shall be referred to the appropriate school counselor by the  
29 principal/designee when deemed necessary.<sup>8</sup>

30 The principal/designee is responsible for determining whether an alleged act constitutes a violation of  
31 this policy, and such act shall be held to violate this policy when it meets one of the following conditions:

- 32 1. It places the student in reasonable fear or harm for the student’s person or property;  
33
- 34 2. It has a substantially detrimental effect on the student’s physical or mental health;  
35
- 36 3. It has the effect of substantially interfering with the student’s academic performance; or  
37
- 38 4. It has the effect of substantially interfering with the student’s ability to participate in or benefit  
39 from the services, activities, or privileges provided by a school.

1 Upon the determination of a violation, the principal/designee shall conduct a prompt, thorough, and  
2 complete investigation of each alleged incident. All investigations shall be completed and appropriate  
3 intervention taken within twenty (20) calendar days from the receipt of the initial report.<sup>7</sup> If the  
4 investigation is not complete or intervention has not taken place within twenty (20) calendar days, the  
5 principal/designee shall provide the Director of Schools with appropriate documentation detailing the  
6 reasons why the investigation has not been completed or the appropriate intervention has not taken  
7 place.<sup>7</sup> Within the parameters of the federal Family Educational Rights and Privacy Act,<sup>9</sup> a written report  
8 on the investigation will be delivered to all involved parties and the Director of Schools.

## 9 **RESPONSE AND PREVENTION**<sup>10</sup>

10 The principal/designee shall consider the nature and circumstances of the incident, the age of the  
11 individual, the degree of harm, previous incidences or patterns of behavior, or any other factors, as  
12 appropriate, to properly respond to each situation.

13 A substantiated charge against an employee shall result in disciplinary action up to and including  
14 termination. The employee may appeal this decision by contacting the Executive Director of Civil  
15 Rights.

16 A substantiated charge against a student may result in corrective or disciplinary action up to and  
17 including suspension. The student may appeal this decision in accordance with disciplinary policies and  
18 procedures.

## 19 **REPORTS**

20 When a complaint is filed alleging a violation of this policy where there is physical harm or the threat of  
21 physical harm to a student or a student's property, the principal/designee of each middle school, junior  
22 high school, or high school shall report the findings and any disciplinary actions taken to the Director of  
23 Schools and the Chair of the Board.<sup>11</sup>

24 By July 1st of each year, the Director of Schools/designee shall prepare a report of all of the bullying  
25 cases brought to the attention of school officials during the prior academic year. The report shall also  
26 indicate how the cases were resolved and/or the reasons they are still pending. This report shall be  
27 presented to the Board at its regular July meeting, and it shall be submitted to the state department of  
28 education by August 1st.<sup>12</sup>

## 29 **RETALIATION AND FALSE ACCUSATIONS**

30 Retaliation against any person who reports or assists in any investigation of an act alleged in this policy  
31 is prohibited. The consequences and appropriate remedial action for a person who engages in retaliation  
32 shall be determined by the principal/designee after consideration of the nature, severity, and  
33 circumstances of the act.<sup>13</sup>

34 False accusations accusing another person of having committed an act prohibited under this policy are  
35 prohibited. The consequences and appropriate remedial action for a person found to have falsely  
36 accused another may range from positive behavioral interventions up to and including expulsion.<sup>14</sup>

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**Legal References**

1. TCA 49-6-4503(a), (b)(3)
2. TCA 49-6-4503(b)(11)
3. TCA 49-6-4503(b)(12)
4. TCA 49-5-503(b)(2), (13)
5. TCA 49-2-120
6. TCA 49-6-4503(b)(5)
7. TCA 49-6-4503(b)(6)
8. TCA 49-6-4503(b)(14)
9. 20 USCA § 1232g
10. TCA 49-6-4503(b)(4), (7)-(8)
11. TCA 49-6-4503(d)(3)
12. TCA 49-6-4503(c)(2)(B)
13. TCA 49-6-4503(b)(9)
14. TCA 49-6-4503(b)(10)
15. 20 USCA §§ 1681 to 1686

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**Cross References**

Appeals to and Appearances Before the Board 1.404  
Section 504 and ADA Grievance Procedures 1.802  
Staff-Student Relations 5.610  
Student Goals 6.100  
Title IX & Sexual Harassment 6.3041  
Student Complaints and Grievances 6.305  
Code of Conduct 6.300  
Child Abuse and Neglect 6.409  
Student Suicide Prevention 6.415

# Metropolitan Nashville Board of Education

Monitoring: <b>Review: Annually, in March</b>	Descriptor Term: <b>Title IX &amp; Sexual Harassment</b>	Descriptor Code: <b>6.3041</b>	Issued Date: <b>07/14/20</b>
		Rescinds:	Issued:

## 1 *General*

2 In order to maintain a safe, civil, and supportive learning environment, all forms of sexual harassment  
3 and discrimination on the basis of sex are prohibited.<sup>1</sup> This policy shall cover employees, employees'  
4 behaviors, students, and students' behaviors while on school property, at any school-sponsored activity,  
5 on school-provided equipment or transportation, or at any official school bus stop in accordance with  
6 federal law. This policy shall be disseminated annually to all school staff, students, and  
7 parent(s)/guardian(s).<sup>2</sup> The Title IX Coordinator as well as any personnel chosen to facilitate the  
8 grievance process shall not have a conflict of interest against any party of the complaint.<sup>3</sup> These  
9 individuals shall receive training as to how to promptly and equitably resolve student and employee  
10 complaints.<sup>3</sup>

11 All employees shall receive training on complying with this policy and federal law.<sup>4</sup>

## 12 **TITLE IX COORDINATOR**<sup>5</sup>

13 The Title IX Coordinator shall respond promptly to all general reports as well as formal complaints of  
14 sexual harassment. He/she shall be kept informed by school-level personnel  
15 of all investigations and shall provide input on an ongoing basis as  
16 appropriate.

17 Any individual may contact the Title IX Coordinator at any time using the information below:

18 **Title: Carly Elliott**

19 **Mailing address:**

20 **Phone number:**

21 **Email:** Carly.Elliott@mnps.org

## 22 **DEFINITIONS**<sup>4</sup>

23 "Complainant" is an individual who is alleged to be the victim of  
24 conduct that could constitute sexual harassment.

25 "Respondent" is an individual who is reported to be the perpetrator  
26 of conduct that could constitute sexual harassment.

1 "Sexual harassment" is conduct on the basis of sex that satisfies  
2 one or more of the following:<sup>3</sup>

- 3 1. A school district employee conditioning an aid, benefit, or  
4 service of an education program or activity on an individual's  
5 participation in unwelcome sexual conduct;  
6
- 7 2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and  
8 objectively offensive that it effectively denies a person equal access to the education program  
9 or activity; or
- 10 3. Sexual assault,<sup>6</sup> dating violence,<sup>7</sup> domestic violence,<sup>8</sup> or stalking<sup>9</sup> as defined in state  
11 and federal law.

12 Behaviors that constitute sexual harassment may include, but are not  
13 limited to:

- 14 1. Sexually suggestive remarks;  
15
- 16 2. Verbal harassment or abuse;  
17
- 18 3. Sexually suggestive pictures;  
19
- 20 4. Sexually suggestive gesturing;  
21
- 22 5. Harassing or sexually suggestive or offensive messages that are  
23 written or electronic;  
24
- 25 6. Subtle or direct propositions for sexual favors; and  
26
- 27 7. Touching of a sexual nature.

28 Sexual harassment may be directed against a particular person or  
29 persons, or a group, whether of the opposite sex or the same sex.

30 "Supportive measures" are non-disciplinary, non-punitive,  
31 individualized services and shall be offered to the complainant and  
32 the respondent, as appropriate. These measures may include, but are  
33 not limited to, the following:

- 34 1. Counseling;  
35
- 36 2. Course modifications;  
37
- 38 3. Schedule changes; and  
39
- 40 4. Increased monitoring or supervision.



1 The measures offered to the complainant and the respondent shall  
2 remain confidential to the extent that maintaining such  
3 confidentiality would not impair the ability of the school district  
4 to provide the supportive measures.

## 5 **GRIEVANCE PROCESS**

6 Upon learning of an instance of alleged sexual harassment, even if no formal complaint is filed, the  
7 Title IX Coordinator shall:

- 8 1. Promptly contact the complainant to discuss the availability of supportive measures;  
9
- 10 2. Consider the complainant's wishes with respect to supportive measures;  
11
- 12 3. Inform the complainant of the availability of supportive measures; and  
13
- 14 4. Explain the process for filing a formal complaint.<sup>10</sup>

15 While the school district will respect the confidentiality of the complainant and the respondent as much  
16 as possible, some information may need to be disclosed to appropriate individuals. All disclosures shall  
17 be consistent with the school district's legal obligations and the necessity to investigate allegations of  
18 harassment and take disciplinary action.

19 Disciplinary consequences or sanctions shall not be initiated against the respondent until the grievance  
20 process has been completed. Unless there is an immediate threat to the physical health or safety of any  
21 student arising from the allegation of sexual harassment that justifies removal, the respondent's  
22 placement shall not be changed.<sup>11</sup> If the respondent is an employee, he/she may be placed on  
23 administrative leave or suspension without pay consistent with Tenn. Code Ann. 49-5-511(a)(3) during  
24 the pendency of the grievance process.<sup>12</sup> The Title IX Coordinator shall keep the Director of Schools  
25 and the Chief of Human Resources informed of any employee respondents so that he/she can make any  
26 necessary reports to the State Board of Education in compliance with state law.<sup>13</sup>

## 27 **Complaints**

28 Any individual who has knowledge of behaviors that may constitute a violation of this policy, shall  
29 report such information to the Title IX Coordinator, within 24 hours. Nothing in this policy requires a  
30 complainant to either report or file a formal complaint within a certain timeframe. If the complaint  
31 involves the Title IX Coordinator, the complaint shall be filed with the Chief of Human  
32 Resources.

33 If a complaint involves allegations of child abuse, including child abuse on school grounds, appropriate  
34 notification shall be made per the board policy on reporting child abuse.

35 Upon receipt of a formal complaint, the Title IX Coordinator shall promptly:<sup>14</sup>

- 1 1. Provide written notice of the allegations, and the grievance process to all known parties to give  
2 the respondent time to prepare a response before an initial interview;  
3
- 4 2. Inform the parties of the prohibition against making false statement or knowingly submitting  
5 false information;  
6
- 7 3. Inform the parties that they may have an advisor present during any subsequent meetings; and  
8
- 9 4. Offer supportive measures in an equitable manner to both parties.

10 If the Title IX Coordinator dismisses a complaint, written notice, including the reasons for dismissal,  
11 shall be provided to both parties simultaneously.<sup>15</sup>

## 12 **Investigations**<sup>16</sup>

13 For complaints of student on student harassment the Executive Directors (Division of Schools) for the  
14 tier or the principal, as determined by the Title IX Coordinator, shall serve as the investigator and be  
15 responsible for investigating complaints in an equitable manner that involves an objective evaluation of  
16 all relevant evidence. For complaints of employee on student or employee on employee harassment, the  
17 Employee Relations Department will investigate. The burden for obtaining evidence sufficient to reach  
18 a determination regarding responsibility rests on the school district and not the complainant or  
19 respondent.

20 Once a complaint is received, the Investigator shall initiate an investigation within forty-eight (48) hours  
21 of receipt of the complaint. If an investigation is not initiated within forty-eight (48) hours, the  
22 investigator shall provide the Title IX Coordinator with appropriate documentation detailing the reasons  
23 why the investigation was not initiated within the required timeframe.

24 All investigations shall be completed within twenty (20) calendar days from the receipt of the initial  
25 complaint. If the investigation is not complete within twenty (20) calendar days, the investigator shall  
26 provide the Title IX Coordinator with appropriate documentation detailing the reasons why the  
27 investigation has not been completed.

28 All investigations shall:

- 29 1. Provide an equal opportunity for the parties to present witnesses and evidence;  
30
- 31 2. Not restrict the ability of either party to discuss the allegations under investigation or gather  
32 and present relevant evidence;  
33
- 34 3. Refrain from requiring, allowing, relying upon, or otherwise using questions or evidence that  
35 seek disclosure of information protected under a legally recognized privilege unless such  
36 privilege has been waived;<sup>17</sup>  
37
- 38 4. Provide the parties with the same opportunities to have others present during any grievance  
39 proceeding;  
40

- 1 5. Provide to parties whose participation is requested written notice of the date, time, location,  
2 participants, and purpose of all investigative interviews, or other meetings, with sufficient time  
3 for the party to prepare to participate;  
4
- 5 6. Provide both parties an equal opportunity to inspect and review any evidence directly related to  
6 the allegations in the formal complaint; and  
7
- 8 7. Result in the creation of an investigative report that fairly summarizes relevant evidence.  
9
  - 10 a. Prior to the completion of the investigative report, the investigator shall send to each  
11 party the evidence subject to inspection and review. All parties shall have at least ten  
12 (10) days to submit a written response which shall be taken into consideration in  
13 creating the final report.

14 Within the parameters of the federal Family Educational Rights and Privacy Act,<sup>18</sup> the Title IX  
15 Coordinator shall keep the complainant and the respondent informed of the status of the investigation  
16 process. At the close of the investigation, a written final report on the investigation will be delivered to  
17 the parent(s)/guardian(s) of the complainant, parent(s)/guardian(s) of the respondent, and to the  
18 Director of Schools, and the Chief of Student Services (student to student investigations) or Chief of  
19 Human Resources (employee to employee; employee to student).

#### 20 **Determination of Responsibility**<sup>19</sup>

21 The respondent is presumed not responsible for the alleged conduct until a determination regarding  
22 responsibility is made at the conclusion of the grievance process.<sup>20</sup> The preponderance of the evidence  
23 standard shall be used in making this determination.<sup>21</sup>

24 The Executive Director of Student Support Services or the Human Resources Legal Liason shall act as  
25 the decision-maker. He/she shall receive the final report of the investigation and allow each party the  
26 opportunity to submit written questions that he/she wants asked of any party or witness prior to the  
27 determining responsibility.

28 Within 10 days of receiving answers to all written questions, the decision-maker shall make a  
29 determination regarding responsibility and provide the written determination to the parties  
30 simultaneously along with information about how to file an appeal.

31 A substantiated charge against a student may result in corrective or disciplinary action up to and  
32 including expulsion. A substantiated charge against an employee shall result in disciplinary action up to  
33 and including termination.

34 After a determination of responsibility is made, the Title IX Coordinator shall work with the complainant  
35 to determine if further supportive measures are necessary. The Title IX Coordinator shall also determine  
36 whether any other actions are necessary to prevent reoccurrence of the harassment.

#### 37 **APPEALS**<sup>22</sup>

38 Either party may appeal from a determination of responsibility based on a procedural irregularity that  
39 affected the outcome, new evidence that was not reasonably available at the time of the determination

1 that could affect the outcome, or an alleged conflict of interest on the part of the Title IX Coordinator or  
 2 any personnel chosen to facilitate the grievance process. Appeals shall be submitted to the Title IX  
 3 Coordinator within ten calendar(10) days of a determination of responsibility.

4 Upon receipt of an appeal, the Title IX Coordinator shall:

- 5 1. Inform the Chief of Student Services or the Chief of Human Resources] within five (5) days of  
 6 receipt of the appeal; and
- 7
- 8 2. Notify the parties in writing.

9 During the appeal process, the parties shall have a reasonable, equal opportunity to submit written  
 10 statements. Within ten (10) calendar days, the Chief of Student Services or the Chief of Human  
 11 Resources shall issue a written decision describing the result of the appeal and the rationale for the  
 12 result. The written decision shall be provided simultaneously to both parties.

### 13 **RETALIATION**<sup>23</sup>

14 Retaliation against any person who makes a report or complaint or assists, participates, or refuses to  
 15 participate in any investigation of an act alleged in this policy is prohibited. Retaliation may result in  
 16 further disciplinary action being warranted.

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#### Legal References

1. 34 CFR § 106.1
2. 34 CFR § 106.8(b),(c)
3. 34 CFR § 106.45(b)(1)(iii); 34 CFR § 106.45(b)(10)(D)
4. 34 CFR § 106.30(a)
5. 34 CFR § 106.8(a)
6. 20 USCA 1092(f)(6)(A)(v); TCA 36-3-601(10); TCA 71-6-302
7. 34 USCA 12291(a)(10)
8. 34 USCA 12291(a)(8); TCA 40-14-109
9. 34 USCA 12291(a)(30); TCA 39-17-315; TCA 36-3-601(11)
10. 34 CFR § 106.44(a)
11. 34 CFR § 106.44(c)
12. 34 CFR § 106.44(d)
13. TRR/MS 0520-02-03-.09(2); TCA 49-5-417(c)
14. 34 CFR § 106.45(b)(2)
15. 34 CFR § 106.45(b)(3)
16. 34 CFR § 106.45(b)(5); 34 CFR § 106.45(b)(1)(v)
17. 34 CFR § 106.45(b)(1)(x)
18. 20 USCA § 1232g
19. 34 CFR § 106.45(b)(7)
20. 34 CFR § 106.45(b)(1)(iv)
21. 34 CFR § 106.45(b)(1)(vii)

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#### Cross References

Section 504 and ADA Grievance Procedures 1.802  
 Discrimination/Harassment of Employees (Sexual, Racial,  
 Ethnic, Religious) 5.500  
 Staff-Student Relations 5.610  
 Code of Conduct 6.300  
 Student Discrimination, Harassment, Bullying, Cyber-  
 bullying, and Intimidation 6.304  
 Child Abuse and Neglect 6.409

22. 34 CFR § 106.45(b)(8)
23. 34 CFR § 106.71

# Metropolitan Nashville Board of Education

Monitoring: <b>Review: Annually, in March</b>	Descriptor Term: <h2 style="text-align: center;">Zero Tolerance Offenses</h2>	Descriptor Code: <b>6.309</b>	Issued Date: <b>07/14/20</b>
		Rescinds:	Issued:

1 In order to ensure a safe and secure learning environment, the following offenses shall not be  
2 tolerated:<sup>1</sup>

- 3 1. Bringing to school or being in unauthorized possession of a firearm on school property;<sup>2</sup>
- 4
- 5 2. Unlawful possession of any drug, including any controlled substance, controlled substance  
6 analogue, or legend drug on school grounds or at a school-sponsored event;<sup>3</sup>
- 7
- 8 3. Aggravated assault;<sup>4</sup> or
- 9
- 10 4. Assault that results in bodily injury<sup>5</sup> upon any teacher, principal, administrator, any other  
11 employee of the school, or school resource officer.

12 Committing any of these offenses shall result in a student being expelled from the regular school  
13 program for at least one (1) calendar year unless modified by the Director of Schools. Modification of  
14 the length of time shall be granted on a case-by-case basis. Students that commit zero tolerance  
15 offenses may be assigned to an alternative school or program at the discretion of the Director of  
16 Schools.<sup>6</sup>

17 When it is determined that a student has violated this policy, the principal shall notify the student's  
18 parent(s)/guardian(s) and the criminal justice or juvenile delinquency system as required by law.<sup>7</sup>

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#### 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 49-6-3401(g)(2); TCA 49-6-3402; Public Acts  
of 2020, Chapter No. 603
7. TCA 49-6-4209; TCA 39-17-1312; 20 USCA § 7961(h)(1)

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#### Cross References

- Code of Conduct 6.300
- Drug-Free Schools 6.307
- Suspension 6.316
- Student Disciplinary Hearing Authority 6.317
- Alternative Education 6.319

# Metropolitan Nashville Board of Education

Monitoring: <b>Review: Annually, in March</b>	Descriptor Term: <b>Alternative Education</b>	Descriptor Code: <b>6.319</b>	Issued Date: <b>07/14/20</b>
		Rescinds:	Issued:

## 1 *General*<sup>1</sup>

2 The Board shall operate an alternative school and/or program for students in grades seven through  
3 twelve (7-12) who have been suspended or expelled from the regular school program.

4 An alternative school is a short-term intervention program designed to provide educational services  
5 outside the regular school program for students who have been suspended or expelled. The alternative  
6 school is located in a separate facility from the regular school program.

7 An alternative program is a short-term intervention program designed to provide educational services  
8 outside the regular school program for students who have been suspended or expelled. Alternative  
9 programs may be located within the regular school or be a self-contained program within a school.

10 The alternative school and/or program shall be operated in accordance with state laws and the rules of  
11 the State Board of Education, and instruction shall proceed as nearly as practicable in accordance with  
12 the instructional program at the student's regular school. The Director of Schools shall develop  
13 procedures that provide appropriate educational opportunities for all students assigned to the  
14 alternative school or program. These educational opportunities shall adhere to Tennessee's academic  
15 standards.<sup>2</sup>

## 16 **ASSIGNMENT**

17 Students who have been suspended for more than ten (10) days or expelled shall be assigned to the  
18 alternative school or program if there is staff and space available.<sup>3</sup> Availability of staff and space shall  
19 be determined at the time the disciplinary decision is rendered. The Director of Schools/designee shall  
20 make this determination by evaluating factors including, but not limited to, the following:

- 21 1. Level of supervision available;
- 22
- 23 2. Safety considerations; and
- 24
- 25 3. Type of infraction.

26 Students who have committed zero tolerance offenses are not required to be assigned to alternative  
27 schools or programs.<sup>4</sup>

28 Prior to the assignment of the student to the alternative school or program, the Director of  
29 Schools/designee shall provide written notice to the student's parent/guardian stating the reason for the  
30 student's placement.<sup>5</sup>

1 Placement in an alternative education setting shall be reserved for students who significantly disrupt  
 2 the educational process. If a student has an active Individualized Education Plan, a 504 plan, or is  
 3 suspected of having a disability, all state and federal laws and rules and regulations related to special  
 4 education shall be followed. The Director of Schools/designee shall develop procedures regarding  
 5 placement of students in the program, taking into consideration the impact of exclusionary discipline  
 6 practices.<sup>6</sup>

7 The Director of Schools/designee shall monitor and regularly evaluate the academic progress of each  
 8 student enrolled in the alternative school.

### 9 **REMOVAL**<sup>7</sup>

10 A student may be removed from the alternative school or program if:

- 11 1. He/she violates the rules of the alternative school or program; or
- 12
- 13 2. He/she is not benefitting from the assignment and all interventions have been exhausted
- 14 unsuccessfully.

### 15 **ADDITIONAL OFFENSES**<sup>8</sup>

16 Any new disciplinary offense committed during a student's original suspension or expulsion period  
 17 shall be treated as a new and separate offense. These offenses shall not constitute an extension of the  
 18 original suspension or expulsion.

### 19 **TRANSITION PLAN**<sup>9</sup>

20 The Director of Schools/designee shall develop procedures regarding the implementation of transition  
 21 plans for the integration of students assigned to the alternative school.

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#### Legal References

1. TCA 49-6-3402(a); Public Acts of 2020, Chapter No. 603; TRR/MS 0520-01-02-.09
2. TRR/MS 0520-01-02-.09(9) (a)
3. Public Acts of 2020, Chapter No. 603
4. Public Acts of 2020, Chapter No. 603; TRR/MS 0520-01-02-.09(6) (a)
5. TRR/MS 0520-01-02-.09(9) (i)
6. TRR/MS 0520-01-02-.09(9) (h)
7. Public Acts of 2020, Chapter No. 603
8. TRR/MS 0520-01-02-.09(9) (g) (2)
9. TRR/MS 0520-01-02-.09(m)

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#### Cross References

- Special Education 4.202  
 Suspension 6.316  
 Student Disciplinary Hearing Authority 6.317  
 Special Education Students 6.500



# Metropolitan Nashville Board of Education

Monitoring: <b>Review: Annually, in April</b>	Descriptor Term: <b>Administration of Medication in a School Setting</b>	Descriptor Code: <b>6.405</b>	Issued Date: <b>07/14/20</b>
		Rescinds: <b>6.402</b>	Issued: <b>08/14/18</b>

1 In under exceptional circumstances a child is required to take non-  
2 prescription or prescription medication during school hours, the  
3 medication shall be stored, labeled, and administered according to  
4 the procedures developed by the director of schools.<sup>1</sup>

## **BLOOD GLUCOSE SELF-CHECKS<sup>2</sup>**

5 Upon written request of a parent/guardian and if included in the student's medical management plan and  
6 in the Individualized Healthcare Plan (IHP), a student with diabetes shall be permitted to perform a blood  
7 glucose check or administer insulin using any necessary diabetes monitoring and treatment supplies,  
8 including sharps. The student shall be permitted to perform the testing in any area of the school or school  
9 grounds at any time necessary.

10 Sharps shall be stored in a secure, but accessible location, including the student's person, until use of  
11 such sharps is appropriate.

12 Use and disposal of sharps shall be in compliance with the guidelines set forth by the Tennessee  
13 Occupational Safety and Health Administration (TOSHA).

## **STUDENTS WITH PANCREATIC INSUFFICIENCY OR CYSTIC FIBROSIS<sup>3</sup>**

14 Students diagnosed with pancreatic insufficiency or cystic fibrosis shall be permitted to self-manage  
15 their prescribed medication in a manner directed by a licensed healthcare provider without additional  
16 assistance or direction. The Director of Schools shall develop procedures for the development of an  
17 IHP for every student that wishes to self-administer.

## **STUDENTS WITH ADRENAL INSUFFICIENCY<sup>4</sup>**

18 The parent/guardian of a student diagnosed with adrenal insufficiency shall notify the school district of  
19 the student's diagnosis. Once notified, the district shall observe the following procedure:

- 20 1. The district shall train school personnel who will be responsible for administering the  
21 medication for the treatment of adrenal insufficiency and any who volunteer to administer the  
22 medication.
- 23 2. The district shall maintain a record of all school personnel who have completed this training.
- 24 3. If a student is suffering from an adrenal crisis, a school nurse or other licensed health care  
25 professional may administer the prescribed medication to the student. If a school nurse or other  
26 professional may administer the prescribed medication to the student. If a school nurse or other  
27 professional may administer the prescribed medication to the student.

- 1 licensed health care professional is not immediately available, trained school personnel may
- 2 administer the prescribed medication.

The Director of Schools shall develop procedures on the administration of medications that treat adrenal insufficiency, including the treatment of an adrenal crisis while on school transportation and during activities such as field trips, and recordkeeping per rules set forth by the State Board of Education.

Legal References

Cross References

Emergency Allergy Response Plan 6.412

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- 1 TCA 49-50-1602; State Board of Education Policy 4.205
- 2 TCA 49-50-1602(d) (7)
- 3 TCA 49-50-1601; State Board of Education Policy 4.205
- 4 TRR/MS 0520-01-13; State Board of Education Policy 4.205

# Metropolitan Nashville Board of Education

Monitoring: <b>Review: Annually, in April</b>	Descriptor Term: <b>Safe Relocation of Students</b>	Descriptor Code: <b>6.4081</b>	Issued Date: <b>07/14/20</b>
		Rescinds:	Issued:

1 Employees who are directly responsible for a student’s education or who otherwise interact within the  
2 scope of their assigned duties may relocate a student from the student’s present location to another  
3 location when such relocation is necessary for the student’s safety or the safety of others.<sup>1</sup> Such  
4 employees may also intervene in a physical altercation between two or more students or between a  
5 student and a district employee. Reasonable force may be used to physically relocate or intervene in a  
6 conflict if a student is unwilling to cooperate.<sup>2</sup> If an employee is unable to resolve the matter with the  
7 use of reasonable or justifiable force as required, the student shall be allowed to remain in place until  
8 such a time as local law enforcement officers or school resource officers can be summoned to relocate  
9 the student or take the student into custody until such a time as a parent/guardian can retrieve the student.

10 In the event that physical relocation becomes necessary, the employee shall immediately file a brief  
11 report of the incident with the building principal. If the student's behavior constitutes a violation of the  
12 board's zero tolerance policy, the report shall be placed in the student's permanent record. Otherwise, the  
13 report shall be kept in the student's discipline record and not become a part of that student's permanent  
14 record. The principal/designee shall notify the teacher involved of the actions taken to address the  
15 behavior of the relocated student.

16 The Director of Schools shall create procedures to implement this policy consistent with state law. Each  
17 building principal shall fully support the employees' authority under this policy and fully implement the  
18 policy and procedures of the system.

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#### Legal References

1. TCA 49-6-4008
2. TCA 39-11-603, 609-614

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#### Cross References

Code of Conduct 6.300

# Metropolitan Nashville Board of Education

Monitoring: <b>Review: Annually, in April</b>	Descriptor Term: <b>Reporting Child Abuse</b>	Descriptor Code: <b>6.409</b>	Issued Date: <b>07/14/20</b>
		Rescinds:	Issued:

1 *General*

2 The Director of Schools shall:<sup>1</sup>

- 3 1. Designate one employee as the Child Abuse Coordinator (the Coordinator) and an additional  
4 employee to serve as the Alternate Child Abuse Coordinator (the Alternate) for each school;  
5  
6 2. Require that the Coordinator and the Alternate receive appropriate training;  
7  
8 3. Supply the Coordinator with all necessary resources;  
9  
10 4. Ensure that all school personnel annually complete the child abuse training program required  
11 by state law.<sup>2</sup>

12 The Coordinator shall assist any employee with appropriately reporting and responding to instances of  
13 child abuse or child sexual abuse.

14 **REPORTING**

15 All personnel shall be alert for any evidence of child abuse, sexual abuse, or neglect.<sup>3</sup> If personnel  
16 know or have reasonable cause to suspect child abuse, sexual abuse, or neglect, a report shall be filed  
17 immediately with the Coordinator, the Department of Children's Services (DCS), and law  
18 enforcement.<sup>4</sup>

19 The report shall include, to the extent known by the reporter:<sup>5</sup>

- 20 1. The name, address, telephone number, and age of the child;  
21  
22 2. The name, telephone number, and address of the parents or persons having custody of the child;  
23  
24 3. The nature and extent of the abuse or neglect; and  
25  
26 4. Any evidence to the cause or any other information that may relate to the cause or extent of the  
27 abuse or neglect.

28 The Director of Schools/designee shall develop reporting procedures, including sample indicators of  
29 abuse and neglect, and shall disseminate the procedures to all school personnel.

## 1 **CONFIDENTIALITY**

2 District employees shall keep all information regarding any child abuse confidential in accordance  
3 with state law.

## 4 **INVESTIGATIONS**

5 School administrators and employees have a duty to cooperate, provide assistance, and information in  
6 child abuse investigations<sup>6</sup> including permitting DCS teams to conduct interviews while the child is at  
7 school. The principal may control the time, place, and circumstances of the interview but may not  
8 insist that a school employee be present even if the suspected abuser is a school employee or another  
9 student. The principal is not in violation of any laws by failing to inform parent(s)/guardian(s) that the  
10 child is to be interviewed even if the suspected abuser is not a member of the child's household.<sup>7</sup>

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### Legal References

1. H.B. 2461, 111<sup>th</sup> Tenn. Gen. Assembly (2020)
2. TCA 37-1-408
3. TCA 37-1-403(a)(1); TCA 37-1-412; TCA 37-1-602; TCA 37-1-605(a)(4)
4. TCA 37-1-403(a)(2); H.B. 2461, 111<sup>th</sup> Tenn. Gen. Assembly (2020)
5. TCA 37-1-403(b)
6. TCA 37-1-611(b)
7. Tenn. Op. Atty. Gen. No. 87-101 (June 9, 1987)

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### Cross References

Recommendations and File Transfers 5.203  
Staff-Student Relations 5.610  
Interrogations and Searches 6.303  
Student Discrimination, Harassment, Bullying, Cyber-bullying, and Intimidation 6.304  
Title IX & Sexual Harassment 6.3041

# Metropolitan Nashville Board of Education

Monitoring: <b>Review: Annually, in May</b>	Descriptor Term: <b>Student Wellness</b>	Descriptor Code: <b>6.411</b>	Issued Date: <b>07/14/20</b>
		Rescinds: <b>6.411</b>	Issued: <b>08/14/18</b>

1 The board recognizes the value of proper nutrition, physical activity, and other health conscious  
2 practices and the impact that such practices have on student academic achievement, health, and well-  
3 being. In order to provide an environment conducive to overall student wellness, this policy shall be  
4 followed by all schools in the District.<sup>1</sup>

## 5 **COMMITMENT TO COORDINATED SCHOOL HEALTH**

6 All schools shall implement the CDC's Coordinated School Health approach to managing new and  
7 existing wellness related programs and services in schools and the surrounding community based on  
8 State law and State Board of Education CSH standards and guidelines. The district's Coordinated  
9 School Health Coordinator shall be responsible for overseeing compliance with State Board of  
10 Education CSH standards and guidelines in the school district.

## 11 **SCHOOL HEALTH ADVISORY COUNCIL<sup>2,3</sup>**

12 A district school health advisory council shall be established to serve as a resource to school sites for  
13 implementing policies and programs and develop an active working relationship with the county health  
14 council. The council shall consist of individuals representing the school and community, including  
15 parents, students, teachers, school administrators, health professionals, school food service  
16 representatives, and members of the public. The primary responsibilities of the council include but are  
17 not limited to:

- 18 1. Developing, implementing, monitoring, reviewing and as necessary, making recommendations  
19 as to physical activity and nutrition policies;
- 20 2. Ensuring all schools within the district create and implement an action plan related to all  
21 School Health Index modules;
- 22 3. Ensuring that the results of the action plan are annually reported to the council; and
- 23 4. Ensuring that school level results include measures of progress on each indicator of the School  
24 Health Index.

25 The State Board of Education's Coordinated School Health and Physical Activity Policies shall be used  
26 as guidance by the Council to make recommendations. The board will consider recommendations of  
27 the Council in making policy changes or revisions.

28 Additionally, each school will have a Healthy School Team consisting of teachers, students, parents  
29 and administrators.<sup>2</sup> The Team will hold Healthy School Team meetings during the school year to  
30 assess needs and oversee planning and implementation of school health efforts. The director of  
31 schools/designee will ensure compliance with the school Wellness Policy, to include an assessment of

1 the implementation of the Wellness Policy and the progress made in attaining the policy goals. The  
2 assessment will be made available to the public.

### 3 **COMMITMENT TO NUTRITION**

4 All schools within the District shall participate in the USDA child nutrition programs, which may  
5 include but not be limited to, the National School Lunch Program, the School Breakfast Program, the  
6 Summer Food Service Program, and the After School Snack Program.<sup>4,5,6</sup>

7 Meals shall be accessible to all students in a non-stigmatizing manner. Students will be given adequate  
8 time to enjoy healthy meals and relax in a pleasant environment. Good nutritional habits shall be  
9 encouraged. All food including vending machines, fundraising items, and concessions must meet  
10 guidelines set forth by the Healthy, Hunger-free Kids Act, 2010, Smart Snacks in Schools.<sup>4,5,6</sup> The  
11 school principal/designee shall be responsible for overseeing the school district's compliance with the  
12 State Board of Education Rules and Regulations for sale of food items in the school district.<sup>2,5,6</sup>

### 13 **DISTRICT GOALS**

14 The district will promote healthy nutrition through various activities, including nutrition related  
15 newsletters, informational links on the district website, healthy eating posters and bulletin boards in  
16 dining areas, and informational booths at various community functions. Nutrition Education will be  
17 offered as part of a standards based program designed to provide students with the knowledge and  
18 skills needed to promote and protect their health as outlined in the State Board of Education  
19 Health Education and Lifetime Wellness Standards. Nutrition Education will discourage teachers  
20 from using high fat, sugar, and sodium foods as rewards and encourage students to start each day with  
21 a healthy breakfast.

### 22 **COMMITMENT TO PHYSICAL ACTIVITY AND PHYSICAL EDUCATION**

23 The board recognizes that physical activity is extremely important to the overall health of a child.  
24 Schools shall support and promote physical activity. Physical activity may be integrated into any areas  
25 of the school program.

26 Physical Education classes shall be offered as part of a standards based program designed to provide  
27 developmentally appropriate moderate to vigorous physical activity as an integral part of the class. All  
28 physical education classes shall comply with the State Board of Education's Physical Education  
29 Standards. In addition to the district's physical education program, non-structured physical activity  
30 periods shall be offered as required by law.<sup>7</sup>

31 Schools shall continue to offer after school sports and activities. Physical activity shall not be  
32 employed as a form of discipline or punishment.

### 33 **COMMITMENT TO CURRICULUM<sup>3</sup>**

34 All applicable courses of study should be based on State-approved curriculum standards.

1 **SCHOOL HEALTH INDEX<sup>3</sup>**

2 All schools within the district shall annually administer a baseline assessment on each of the **three**  
3 recommended School Health Index modules. Results shall be submitted to the School Health Advisory  
4 Council and reported to the State Department of Education.

5 **RECORD KEEPING COMPLIANCE**

6 The district's Coordinated School Health Coordinator shall ensure that records demonstrating  
7 compliance with community involvement requirements are maintained. The Coordinated School  
8 Health Coordinator shall additionally document that the school wellness policy and triennial  
9 assessments are made available to the public.<sup>8</sup>

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Legal References

1. TCA 49-1-1002
2. State Board of Education Policy 4.204
3. State Board of Education Policy 4.206
4. 42 U.S.C. 1758b (Section 204 of the Healthy, Hunger-Free Kids Act of 2010 (Public Law 111-296))
5. TRR/MS 0520-1-6, Child Nutrition Programs
6. 7 C.F.R. 210 and 220
7. Public Acts of 2017, Chapter No. 99
8. 7 C.F.R. § 210.31(f)

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Cross References



## **Collaborative Conferencing Committee Members**

Angela Bailey; Principal, McGavock HS

Ricki Gibbs; Principal, Warner ES

Carrie Jones; Principal, HG Hill MS

Kellie Hargis; Principal, Hume-Fogg HS

Harold Finch; Director of Workplace Safety

Schunn Turner; Executive Director

James Witty; Executive Director

Lisa Spencer; Executive Director of Human Resources

Chris Barnes; Chief Human Resources Officer



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## 2020 Charter School Amended Application Review Reports

Office of Charter Schools  
July 14, 2020

# Objective

1. Request the Board of Education to determine if any or all of the Five (5) Charter Amended Applications submitted will be Approved or Denied
2. Consider and vote on each application separately



# Rating Characteristics

## Meets the Standard

- Response reflects a thorough understanding of key issues and alignment within all areas of the proposal- **Academics, Operational, Finance**. Reflects thorough preparation and presents a clear, realistic picture of how the school/applicant will operate at a high level and inspire confidence to carry out an effective plan

## Partially Meets Standard

- Response meets the criteria in some respects, but lacks detail and/or requires additional information in one or more areas

## Does Not Meet Standard

- Response has substantial gaps in a number of areas and the review team has no confidence the applicant can deliver a high-quality educational option to the students in Davidson County



# Nashville Collegiate Prep

	April 2020 Findings	July 2020 Findings
Academic Plan	Partially Meets Standards	Partially Meets Standards
Operations Plan	Partially Meets Standards	Partially Meets Standards
Financial Plan	Partially Meets Standards	Partially Meets Standards
<b>*Partially Meets:</b> <i>Response meets the criteria in some respects, but detail and/or requires additional information in one or more areas</i>		



# Ivy Prep Academy

	April 2020 Findings	July 2020 Findings
<b>Academic Plan</b>	<b>Partially Meets Standards</b>	<b>Partially Meets Standards</b>
<b>Operations Plan</b>	<b>Partially Meets Standards</b>	<b>Partially Meets Standards</b>
<b>Financial Plan</b>	<b>Does Not Meet Standards</b>	<b>Does Not Meet Standards</b>

**\*Partially Meets:**  
*Response meets the criteria in some respects, but detail and/or requires additional information in one or more areas*

**Does Not Meet Standard:**  
*Response has substantial gaps in a number of areas and the review team has no confidence the applicant can deliver a high-quality educational option to the students in Davidson County*



# KIPP Southeast Nashville College Prep Elementary School

	April 2020 Findings	July 2020 Findings
<b>Academic Plan</b>	<b>Partially Meets Standards</b>	<b>Partially Meets Standards</b>
<b>Operations Plan</b>	<b>Partially Meets Standards</b>	<b>Meets Standards</b>
<b>Financial Plan</b>	<b>Meets Standards</b>	<b>Meets Standards</b>
<b>Past Performance</b>	<b>Partially Meets Standards</b>	<b>Partially Meets Standards</b>
<p><b>*Partially Meets:</b>  <i>Response meets the criteria in some respects, but detail and/or requires additional information in one or more areas</i></p>		



# KIPP Southeast Nashville College Prep Middle School

	April 2020 Findings	July 2020 Findings
<b>Academic Plan</b>	<b>Partially Meets Standards</b>	<b>Partially Meets Standards</b>
<b>Operations Plan</b>	<b>Partially Meets Standards</b>	<b>Meets Standards</b>
<b>Financial Plan</b>	<b>Meets Standards</b>	<b>Meets Standards</b>
<b>Past Performance</b>	<b>Meets Standards</b>	<b>Meets Standards</b>
<b>*Partially Meets:</b> <i>Response meets the criteria in some respects, but lacks detail and/or requires additional information in one or more areas</i>		





# KIPP Antioch College Prep High School

	April 2020 Findings	July 2020 Findings
<b>Academic Plan</b>	<b>Partially Meets Standards</b>	<b>Partially Meets Standards</b>
<b>Operations Plan</b>	<b>Partially Meets Standards</b>	<b>Meets Standards</b>
<b>Financial Plan</b>	<b>Meets Standards</b>	<b>Meets Standards</b>
<b>Past Performance</b>	<b>Does Not Meets Standards</b>	<b>Partially Meets Standards</b>

**\*Partially Meets:**

*Response meets the criteria in some respects, but detail and/or requires additional information in one or more areas*





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## Charter School Application Review Report

Submitted By: Nashville Collegiate Prep Middle School

Evaluation Team

Office of Charter Schools

Dennis Queen, Executive Office of Charter Schools, MNPS

Dr. John Thomas, Director, Office of Charter Schools, MNPS

Denise Brown, Coordinator, MNPS

### Review Team

Dr. Gina Smallwood, Coordinator of Gifted and Talented, MNPS

Adrienne Useted, Consultant

Aliya Washington, Director of Elementary Literacy, MNPS

Dr. Gay Burden, Consultant

Diane Denney, Exceptional Education Coach, MNPS

Laseanda Sanders, Coordinator of School Counseling Services, MNPS

Brian Hull, Director of Resource Strategy, MNPS

Dr. James Starron, English Learner Coach, MNPS

Jessica Slayton, Director of Mathematics, MNPS

Kori Lyons, Analyst Financial II, MNPS

Katherine Poulos, Consultant

**Charter School Amended Application Review Report**

**Submitted By: Nashville Collegiate Prep Middle School**

**Evaluation Team**

**Office of Charter Schools**

**Dr. John Thomas, Director, Office of Charter Schools, MNPS**

**Denise Brown, Coordinator, MNPS**

**Review Team**

**Dr. Gina Smallwood, Coordinator of Gifted and Talented, MNPS**

**Adrienne Useted, Consultant**

**Aliya Washington, Director of Elementary Literacy, MNPS**

**Dr. Gay Burden, Consultant**

**Diane Denney, Exceptional Education Coach, MNPS**

**Laseanda Sanders, Coordinator of School Counseling Services, MNPS**

**Brian Hull, Director of Resource Strategy, MNPS**

**Dr. James Starron, English Learner Coach, MNPS**

**Jessica Slayton, Director of Mathematics, MNPS**

**Kori Lyons, Analyst Financial II, MNPS**

**Katherine Poulos, Consultant**

## **Introduction**

Charter schools are public schools operated by independent, non-profit governing bodies that are granted greater autonomy in the areas of curriculum, calendar, staffing, methodology, and pedagogy in return for greater accountability in achieving high quality academic results with their students. In Tennessee, public charter school students are measured against the same academic standards as students in other public schools and are required to use the same state-approved assessments as all other public schools. Charter schools are required to serve all eligible students, with the education of at-risk students being of utmost importance.

Based on a study by the Thomas Fordham Institute and Basis Policy Research, charter schools that exhibit low performance in their first year of operation are less than 1% likely to improve after five (5) years. Therefore, it is the authorizer's responsibility to create and apply a rigorous, fair, and thorough authorization process in order to ensure only those charter schools who can offer and sustain high quality educational options for all students are recommended and approved to open. Metropolitan Nashville Public Schools is interested in charter applicants who demonstrate the capacity to educate the most at-risk students in highly diverse and personalized settings.

Charter schools in Nashville are required to provide appropriate curriculum, aligned professional standards, engaging models of parental and partnership programs, and strategic planning to leverage and grow resources for the school. Schools are held accountable for academic results, responsible school leadership, sound fiscal and operational management and adherence to the laws and rules that govern education in the state of Tennessee.

## Evaluation Process

The Office of Charter Schools worked closely with the National Association of Charter School Authorizers (NACSA) to create an evaluation process that embodies best practices from authorizers throughout the country and has gained both statewide and national recognition as rigorous, thorough, fair and impartial.

A core team specifically trained to assess the quality and sustainability of a proposed school reviews each application. In addition, individuals with specific expertise in special education, English Language learners, business and finance, curriculum, facilities and transportation also review each application to provide the needed expertise in those areas. Finally, the review teams also may include community stakeholders and others who have experience and expertise in specialized areas.

The Office of Charter Schools exercises additional oversight of the process.

### Evaluation Process

This recommendation report from the Office of Charter Schools is the culmination the three stages of review:

- **Proposal Evaluation** – The evaluation team conducted independent and group assessment of the merits of each proposal against the published evaluation criteria.
- **Capacity Interview** – The evaluation team conducted an interview with the applicant group to provide applicants an opportunity to address questions from the written proposal and to evaluate the applicants' capacity to implement their proposed program effectively and with fidelity.
- **Consensus Conclusion** – The evaluation team came to a consensus regarding the information that was presented in the application and the capacity interview. The review team will present their findings to the MNPS Board of Education for them to approve or deny the application.

### Rating Characteristics

**Meets the Standard** – The response reflects a thorough understanding of key issues and alignment within all areas of the proposal – academic, operational, and financial. It shows thorough preparation; presents a clear and realistic picture of how the school expects to operate at a high level; and inspires confidence in the applicant's ability to carry out their plan effectively.

**Partially Meets Standard** – The response meets the criteria in some respects but lacks detail and/or requires additional information in one or more areas.

**Does Not Meet Standard** – The response has substantial gaps in a number of areas and the review team has no confidence the applicant can deliver a high-quality educational option to the students in Davidson County.

## Evaluation Contents

This evaluation report includes the following:

- **Proposal Overview** – Basic summary of the proposed school as presented in the application and capacity interviews
- **Report findings** – an overall review of application and capacity interviews, based on extensive analysis of all evidence presented by the applicants, regarding whether the proposal meets the criteria for approval
- **Evaluation:** Analysis of the proposal is based on four primary areas of plan development:
  - › **Executive Summary** – Provides a comprehensive review of all three major areas of the application with emphasis on the review findings for each
  - › **Academic Plan** – Describes the applicant’s model in regard to curriculum and instruction, assessment, working with at-risk and special populations, goals, discipline and logistics (school calendar, daily schedule, etc.).
  - › **Operations Plan** – Outlines operational support for the academic program, including staffing and human resources, recruitment and marketing, professional development for teachers, community involvement, and governing board structure and membership.
  - › **Financial/Business Plan** – Provides budgeting and financial plans to ensure both initial and on-going fiscal compliance, including budget assumptions, transportation, fundraising, payroll and insurance functions.

Opening a successful, high-performing charter school depends on having a complete, coherent plan. It is not an endeavor for which strength in one area can compensate for weakness in another. Therefore, it is best practice to only approve a charter that receives a rating of **meet or exceed the standard in all three major areas** during the application and capacity interview.

## Proposal Overview

**Operator/Applicant Dan Boone/ Teresa Brown, Executive Director**

**School Name – Nashville Collegiate Prep**

### Mission and Vision:

**Mission:** The mission of Nashville Collegiate Prep (NCP) is to provide a personalized, engaged, supported, and challenging environment that will strengthen students academically, socially, and emotionally. Students will leave NCP with the skills and mindset necessary to not only face reality but create improvements for the next generation. Our vision is to inspire and equip a generation of self-directed critical thinkers to influence the world around them.

**Vision:** Our vision is to inspire and equip a generation of self-directed critical thinkers to influence the world around them.

**Proposed Location – N/A**

**Enrollment Projections (as presented by applicant in the written proposal):**

Number of Students

Table 4

Grade-level	Year 1 2021	Year 2 2022	Year 3 2023	Year 4 2024	Year 5 2025	At Capacity 2026
Kindergarten	80	100	100	100	100	100
1	80	80	100	100	100	100
2	80	80	80	100	100	100
3	80	80	80	80	100	100
4	75	75	75	75	75	100
5	75	75	75	75	75	75
6	0	75	75	75	75	75
7	0	0	60	60	60	60
8	0	0	0	60	60	60
<b>Totals</b>	<b>470</b>	<b>565</b>	<b>645</b>	<b>725</b>	<b>745</b>	<b>770</b>

**Summary Analysis –** The Metropolitan Nashville Public Schools Office of Charter Schools has established itself over the past several years as an authorizer of national prominence, with an application process that is fair, transparent, and aligned with national standards. As a result, our charter sector is one of the strongest in the nation, and we always welcome new and innovative applications that serve our students and families well.

The lens through which our review team evaluates an application is one that looks for innovative instruction that produces high quality academic outcomes for all students, school operations that support those academic outcomes and sustainable fiscal practices that ensure strong financial stability.

A summary of the qualities we have identified as present in a high-quality application is as follows:

- Academic Program Design and Capacity
  - Detailed, curriculum and instructional strategies that align with the mission, target population, and state standards
  - Thorough, current research that supports the curriculum and instructional strategies
  - Articulation of a sound rationale for the application
  - Detailed plans for meeting all student needs, including accelerated learners, remediation, special education, and English Language Learners
  - Demonstrated internal alignment including scheduling and calendar
  - Includes sound plans for family and community engagement
  - Describes a school culture that reflects alignment to the school’s mission and goals.
- Operational Plan and Capacity
  - Includes a sound and reasonable plan for staffing that is likely to attract and retain top talent
  - Presents a thorough and reasonable plan for start-up operations
  - Provides compelling detail on the school’s plan for performance management
  - Presents an organizational chart aligned with the leadership and staffing structure
  - Has viable employment practices
  - Articulates clear roles and appropriate responsibilities for governance and management
  - Identifies founding Board members with diverse skills needed to govern effectively
  - Identifies potential facilities and outlines the costs within the financial document
  - Outlines a solid transportation plan that is reasonable and equitable to attract a diverse group of students
  - Presents a plan for compliance with all federal and state requirements
- Financial Plan and Capacity
  - Realistic projections with clear assumptions from start-up through full enrollment
  - Spending priorities that align with the school’s mission, support the academic program, support the management structure, professional development needs and growth plan
  - Cash flow projections that align to the MNPS Performance Frameworks and align with the overall budget
  - Sound financial controls to ensure appropriate use of public funds and long-term viability
  - Demonstrated financial planning and management capacity
  - Reasonable and transparent fundraising goals with disclosure of funders.



- Disclosure of all anticipated loans, gifts, and grants, including letters from funders confirming their investment should the school become approved.

After a thorough review of the Nashville Collegiate Prep School's written application and capacity interview the review team and the MNPS Office of Charter Schools came to a consensus on the three major components of the application. This report has the ratings and explanation of the ratings for each section.

## Section Summaries

**Academic Plan:** Partially Meets Standard  
**Operations Plan:** Partially Meets Standard  
**Financial Plan:** Partially Meets Standard

## Amended Section Summaries

**Academic Plan:** Partially Meets Standard  
**Operations Plan:** Partially Meets Standard  
**Financial Plan:** Partially Meets Standard

## Academic Plan Detail

**Rating:** Partially Meets Standard

**Summary as Presented in Proposal:** Nashville Collegiate Prep Middle School applied for a middle school in southeast Nashville. At capacity the school would have 770 students. Nashville Collegiate Prep Middle School's mission is to provide a personalized, engaged, supported, and challenging environment that will strengthen students academically, socially, and emotionally. Students will leave NCP with the skills and mindset necessary to not only face reality but create improvements for the next generation. Our vision is to inspire and equip a generation of self-directed critical thinkers to influence the world around them.

**Review Team Analysis:** The application received a ranking of partially meets standard for the academic plan. While the applicant referred to pulling students from the 37211, 37217, and 37210 zip codes, they also discussed pulling students from a certain mile radius of the proposed location in the application and interview. It was still unclear to the review team if the applicant had a clear understanding of the students they would be serving, the student's needs, and/or what strategies would need to be put into place to ensure student success.

The applicant did not have a clear description of the community where their school will be zoned. Without that description we can't ensure that the area is pedestrian friendly. Also, without a clear location the review team is unsure how the applicant can ensure that 52% of the students will be EL students.

The review team had questions surrounding the professional development model that will be implemented with teachers. Concerns around the recruitment of EL teachers and teachers with dual certification were not answered in the application. It is unclear if the applicant has a clear picture of the Tennessee State Law requirements of 35.1 ratio between EL students and EL certificated teachers. It was also unclear how students' needs would be met if they require more intensive EL support based on the model outlined in the application.

Questions around the materials will be used for RTI were posed by the review team. While the applicant indicated there would be a success block and during this time RTI would be held. It was unclear what material would be used. It was also unclear to the review team if RTI would also be provided during the fine arts block.

The major concerns of the application were addressed in the capacity interview, but the questions were answered by two people who may or may not be active in the day to day function of the school.

The applicant indicated several strategies would be used to help students: however, it was unclear how these strategies would work together to enhance student achievement. It also appeared to the review team that the applicant did not have a clear understanding of the exit criteria for EL students. With this in mind, the review team lacked confidence that the applicant would be able to align EL student to their academic goals in the ILPs. Also, the applicant needs to get correct exit criteria for EL students so their academic goals will be aligned properly.

The applicant explained the NEI Continuous Improvement Model (CIM) that focuses on student performance through the alignment of planning, instruction, assessment, and support efforts

school wide. The process encourages the collaboration among teachers, students, and support staff required to effectively implement the academic plan in a manner that supports a high-level of data-driven instruction. The process incorporates the responsive teaching cycle which leads to improved academic achievement. Responsive Teaching Cycle. (Plan, Teach, Assess, Respond).

While the applicant indicated they would be using a Balance Literacy approach to the reading block, it was unclear how the students' needs were being met throughout that time period and if they teacher would have the proper time to follow the Balanced Literacy Model. The review team felt this area was lacking.

## Amended Academic Plan Detail

**Rating:** Partially Meets Standard

**Summary as Presented in Proposal:** Nashville Collegiate Prep Middle School applied for a middle school in southeast Nashville. At capacity the school would have 770 students. Nashville Collegiate Prep Middle School's mission is to provide a personalized, engaged, supported, and challenging environment that will strengthen students academically, socially, and emotionally. Students will leave NCP with the skills and mindset necessary to not only face reality but create improvements for the next generation. Our vision is to inspire and equip a generation of self-directed critical thinkers to influence the world around them.

**Review Team Analysis:** The application received a ranking of partially meets standard for the academic plan. The applicant referred to pulling students from the 37211, 37217, and 37210 zip codes. Although the applicant did not have a clear description of the community where their school will be zoned, they did indicate that they would stay within the guidance provided by law to accommodate pedestrians. The review team would have like to have seen a detailed plan that ensures the safety of all students.

Also, without a clear location the review team is unsure how the applicant can ensure that 52% of the students will be EL students. In the amended application it is stated that they will be a school of choice and that any student will be eligible based on the lottery process. The review team feels that the applicant needs to be area that with school choice the outcome of the demographics may not be in line with their predictions.

The review team had previous questions about who will oversee the work of closing the achievement gaps and the amended applicant ensures that Ms. Rebecca Dinda will be the person to manage this work.

A clear plan that ensures that the special population, EL students' and student with disabilities academic needs will be met should be developed in great detail. The review team recognizes that the applicant will be partnering with the state and NEI for trainings prior to the start of school and continuing throughout the year. The concern arises around the actual content of the "core programs/process".

The applicant has predicted that over 52% of the population will be EL students. With the predictions of a high EL population it is necessary that the applicant have a robust plan for how EL or dual certified educators will be recruited. The review team did not see where these educators in the budget are. Questions arose around the applicant funding EL certification for teachers if necessary. Details are also needed around the EL students who need more intensive support.

The amended application did provide answers to the concerns around the RTI program and process. The review committee still has concerns about the research-based curriculum for students with disabilities.

Multiple academic programs were listed but there was little to no plan for the implementation of these program. A detailed plan of implementation is needed for the academic programs.

## Operational Plan Detail

**Rating:** Partially Meets Standard

**Summary as Presented in Proposal:** The applicant states that ReThink will act in the same capacity as a public-school board, developing policies and overseeing their implementation to ensure the academic, financial, and operational success of NCP. The ReThink Board is governed by the general philosophy that it is an organized group of diverse and exceptional volunteers who, collectively, are legally and morally accountable to the community for the health, vitality, and effectiveness of its school. As the charter holder, the ReThink Board is responsible for continuing oversight over the operations of NCP, just as the Metro Nashville Public Schools Board oversees the schools in the MNPS district and shall conduct itself in accordance with all applicable laws and regulations.

ReThink has contracted with Noble Education Initiative (NEI) to manage day -to day operations of NCP and will oversee NEI via a performance-based management agreement. As CMO, NEI will serve ReThink by employing a local State Director whose role will be akin to that of a district Superintendent, and Central Support staff to serve in a capacity similar to that of a public-school district support staff.

### **Review Team Analysis:**

The review team felt confident in the standard board by laws. There is cause for concern with the partnership between NEI and Trevecca Nazarene University. During a due diligence search of ReThink Forward's web site, it indicated a type of partnership between ReThink Forward, NEI, and Trevecca Nazarene University (TNU). While this type of partnership is encouraged, the review team has concerns since Dr. Boone is the chairman of the board for ReThink Forward and the President for TNU. With this in mind, the review team felt this was a conflict of interest, especially when it came time to evaluate NEI's performance.

The application has Rebecca Dinda overseeing several academic areas when the school first opens. It was unclear how this oversight would be conducted since Ms. Dinda currently resides in Florida. Also, it was unclear in the application and/or the interview how Ms. Dinda plans to gradually turn over those duties to the school itself.

The applicant has met with multiple real estate developers to assess facilities needs. There is a realistic timeline for facilities development with contingency plan to defer a year should renewal not occur in a timely fashion. They are able to identify multiple sources of funding for facilities and ability to use NEI experience in areas of operations.

It was concerning to the review team for the governing board to have only three members at the start with the plans to increase in members over time. With a projected opening enrollment of 470 students, all the responsibilities of the governing board through a school start up could be overwhelming for a 3-member governing board. During the interview, the applicant indicated they would use the advisory council as a way of recruiting new members and had several people interested in being on the board; however, the process and a reasonable timeline was not present in the application.

An additional cause for concern was the current staff management of another charter school by Noble Education Initiative. NEI did not properly handle the suspension of several certified staff members. According to State Board Rule 0520-02-03-09, in the event that a certified staff member is suspended a formal notification is to be sent to the Tennessee Department of Education. A notification was only sent to the TDOE one of the three times that a certified staff member was suspended. In an initial visit, EE and EL students were not being served by EE and EL certificated teachers. This resulted in compensatory services needed for some students. Under the leadership of NEI, it was found the substitutes were serving in excess of 20 days in a classroom. This was in violation of State Board Rule 0520-01-02-04. NEI has not conducted the required number of TEAM teacher observations as required by state Board Policy 5.201.

## Amended Operational Plan Detail

**Rating:** Partially Meets Standard

**Summary as Presented in Proposal:** The applicant states that ReThink will act in the same capacity as a public-school board, developing policies and overseeing their implementation to ensure the academic, financial, and operational success of NCP. The ReThink Board is governed by the general philosophy that it is an organized group of diverse and exceptional volunteers who, collectively, are legally and morally accountable to the community for the health, vitality, and effectiveness of its school. As the charter holder, the ReThink Board is responsible for continuing oversight over the operations of NCP, just as the Metro Nashville Public Schools Board oversees the schools in the MNPS district and shall conduct itself in accordance with all applicable laws and regulations.

ReThink has contracted with Noble Education Initiative (NEI) to manage day -to day operations of NCP and will oversee NEI via a performance-based management agreement. As CMO, NEI will serve ReThink by employing a local State Director whose role will be akin to that of a district Superintendent, and Central Support staff to serve in a capacity similar to that of a public-school district support staff.

### Review Team Analysis:

The amended application has addressed Rebecca Dinda overseeing several academic areas when the school first opens. It is still unclear if she will manage this work during the opening of the school or if Ms.Dinda will manage the work for the year or release responsibility throughout the year to the school based staff.

The applicant has met with multiple real estate developers to assess facility needs. There is a realistic timeline for facilities development with contingency plan to defer a year should renewal not occur in a timely fashion. They are able to identify multiple sources of funding for facilities and ability to use NEI experience in areas of operations.

It is still a concern to the review team for the governing board to have only three members at the start with the plans to increase in members over time. With a projected opening enrollment of 470 students, all the responsibilities of the governing board through a school start up could be overwhelming for a 3-member governing board. The applicant indicated they would use the advisory council as a way of recruiting new members and had several people interested in being on the board; however, the process and a reasonable timeline was not present in the amended application. Within the amended application the review team still has concerns around the applicant's heavy reliance on NEI.



## Financial/ Business Plan Detail

**Rating:** Partially Meets Standard

### Summary as Presented in Proposal:

The applicant purposed a strong initial budget which indicated reasonable salary assumptions for teachers and was conservative when planning BEP. They were not highly reliant on the philanthropy funding especially in year one. They did include a 2% COLA increase each year and had a line of credit with CLI to cover cost in year 0. However, the review team still had doubt when it came to funding the staffing model indicated in the academic plan. In order to meet the required teacher pupil ratio for EL students required by law; the applicant would need more teachers than indicated in the initial budget.

### Review Team Analysis:

- While the applicant did indicate a 9% sped assumption it was unclear to the review team how having more students with low incidence than projected would affect the budget.
- The applicant budgeted \$212K budgeted for transportation for 4 routes for 470 students in year one and \$310K for 745 students at full capacity. Both amounts seemed low to the review team and could potentially limit the resources for transportation.
- While the applicant did have iPad budgeted, computers that meet the spec requirements for state required testing were not in the budget.
- The applicant did indicate rent was 13% of the revenue but the reviewers were unsure if financing had been secured since it was structured in this manner.
- The applicant indicated a management fee ranging from 2-11% of BEP. Since the budget did not include federal funds and/or grants, it was unclear to the reviewers how the percentages would change over time and how these changes could affect the final budget.
- While the applicant indicated they would be hiring a total of ten teachers for the middle school grades, it was unclear what subjects and /or grade levels each teacher would be teaching. With a tight model, it is possible that it could impact an already tight budget.
- The applicant did provide a contingency budget. While the review team appreciated the applicant planning ahead, they pause when the initial cut was lead teachers. The review team was concerned how this cut to the budget would impact students receiving supports they may need. This seemed especially impactful to grades 5-8 when the teaching ratio was already tight.
- Also, the contingency budget cut transportation in half to \$105,000. This was especially concerning to the review team and seemed the initial budget seemed low and impact the student ability to enroll if transportation is not provided in their area.

## **Amended Financial/ Business Plan Detail**

**Rating:** Partially Meets Standard

### **Summary as Presented in Proposal:**

The applicant purposed a strong initial budget which indicated reasonable salary assumptions for teachers and was conservative when planning BEP. They were not highly reliant on the philanthropy funding especially in year one. They did include a 2% COLA increase each year and had a line of credit with CLI to cover cost in year 0. However, the review team still had doubt when it came to funding the staffing model indicated in the academic plan. In order to meet the required teacher pupil ratio for EL students required by law; the applicant would need more teachers than indicated in the initial budget.

### **Review Team Analysis:**

- While the applicant did indicate a 9% sped assumption it was unclear to the review team how having more students with low incidence than projected would affect the budget.
- The applicant budgeted \$212K budgeted for transportation for 4 routes for 470 students in year one and \$310K for 745 students at full capacity. Both amounts seemed low to the review team and could potentially limit the resources for transportation.
- While the applicant did have iPad budgeted, computers that meet the spec requirements for state required testing were not in the budget.
- The applicant did indicate rent was 13% of the revenue but the reviewers were unsure if financing had been secured since it was structured in this manner.
- The applicant indicated a management fee ranging from 2-11% of BEP. Since the budget did not include federal funds and/or grants, it was unclear to the reviewers how the percentages would change over time and how these changes could affect the final budget.
- While the applicant indicated they would be hiring a total of ten teachers for the middle school grades, it was unclear what subjects and /or grade levels each teacher would be teaching. With a tight model, it is possible that it could impact an already tight budget.
- The applicant did provide a contingency budget. While the review team appreciated the applicant planning ahead, they pause when the initial cut was lead teachers. The review team was concerned how this cut to the budget would impact students receiving supports they may need. This seemed especially impactful to grades 5-8 when the teaching ratio was already tight.

The above concerns were not addressed in the amended application.



METRO  
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SCHOOLS

## Charter School Application Review Report

Submitted By: Ivy Prep Academy

Evaluation Team

Office of Charter Schools

Dennis Queen, Executive Office of Charter Schools, MNPS

Dr. John Thomas, Director, Office of Charter Schools, MNPS

Denise Brown, Coordinator, MNPS

## Review Team

Katy Enterline, Director of Talent Management, HR, MNPS

Daniel Killian, Director Exceptional Education of Fiscal State Reporting and Monitoring, MNPS

Dr. Alyson Lerma, Director of Grant Management, MNPS

Michelle Doane, Consultant

Ricky Caldwell, Exceptional Education Coach, MNPS

Dr. Joseph Gordon, Coordinator of School Counseling Services, MNPS

Dr. Matthew Nelson, Director Advanced Academics Talent Development, MNPS

Alyssa Udovitsch, English Learner Coach, MNPS

Todd Wigginton, Director of Instruction Elementary, MNPS

Dr. Jennifer Berry, Director STEAM Science, MNPS

Ashley Montgomery, Consultant

**Charter School Amended Application Review Report**

**Submitted By: Ivy Prep Academy**

**Evaluation Team**

**Office of Charter Schools**

**Dr. John Thomas, Director, Office of Charter Schools, MNPS**

**Denise Brown, Coordinator, MNPS**

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**Dr. Jennifer Berry, Director STEAM Science, MNPS**

**Ashley Montgomery, Consultant**

## **Introduction**

Charter schools are public schools operated by independent, non-profit governing bodies that are granted greater autonomy in the areas of curriculum, calendar, staffing, methodology, and pedagogy in return for greater accountability in achieving high quality academic results with their students. In Tennessee, public charter school students are measured against the same academic standards as students in other public schools and are required to use the same state-approved assessments as all other public schools. Charter schools are required to serve all eligible students, with the education of at-risk students being of utmost importance.

Based on a study by the Thomas Fordham Institute and Basis Policy Research, charter schools that exhibit low performance in their first year of operation are less than 1% likely to improve after five (5) years. Therefore, it is the authorizer's responsibility to create and apply a rigorous, fair, and thorough authorization process in order to ensure only those charter schools who can offer and sustain high quality educational options for all students are recommended and approved to open. Metropolitan Nashville Public Schools is interested in charter applicants who demonstrate the capacity to educate the most at-risk students in highly diverse and personalized settings.

Charter schools in Nashville are required to provide appropriate curriculum, aligned professional standards, engaging models of parental and partnership programs, and strategic planning to leverage and grow resources for the school. Schools are held accountable for academic results, responsible school leadership, sound fiscal and operational management and adherence to the laws and rules that govern education in the state of Tennessee.

## Evaluation Process

The Office of Charter Schools worked closely with the National Association of Charter School Authorizers (NACSA) to create an evaluation process that embodies best practices from authorizers throughout the country and has gained both statewide and national recognition as rigorous, thorough, fair and impartial.

A core team specifically trained to assess the quality and sustainability of a proposed school reviews each application. In addition, individuals with specific expertise in special education, English Language learners, business and finance, curriculum, facilities and transportation also review each application to provide the needed expertise in those areas. Finally, the review teams also may include community stakeholders and others who have experience and expertise in specialized areas.

The Office of Charter Schools exercises additional oversight of the process.

### Evaluation Process

This recommendation report from the Office of Charter Schools is the culmination the three stages of review:

- **Proposal Evaluation** – The evaluation team conducted independent and group assessment of the merits of each proposal against the published evaluation criteria.
- **Capacity Interview** – The evaluation team conducted an interview with the applicant group to provide applicants an opportunity to address questions from the written proposal and to evaluate the applicants' capacity to implement their proposed program effectively and with fidelity.
- **Consensus Conclusion** – The evaluation team came to a consensus regarding the information that was presented in the application and the capacity interview. The review team will present their findings to the MNPS Board of Education for them to approve or deny the application.

### Rating Characteristics

**Meets the Standard** – The response reflects a thorough understanding of key issues and alignment within all areas of the proposal – academic, operational, and financial. It shows thorough preparation; presents a clear and realistic picture of how the school expects to operate at a high level; and inspires confidence in the applicant's ability to carry out their plan effectively.

**Partially Meets Standard** – The response meets the criteria in some respects but lacks detail and/or requires additional information in one or more areas.

**Does Not Meet Standard** – The response has substantial gaps in a number of areas and the review team has no confidence the applicant can deliver a high quality educational option to the students in Davidson County.

## Evaluation Contents

This evaluation report includes the following:

- **Proposal Overview** – Basic summary of the proposed school as presented in the application and capacity interviews
- **Report findings** – an overall review of application and capacity interviews, based on extensive analysis of all evidence presented by the applicants, regarding whether the proposal meets the criteria for approval
- **Evaluation:** Analysis of the proposal is based on four primary areas of plan development:
  - › **Executive Summary** – Provides a comprehensive review of all three major areas of the application with emphasis on the review findings for each
  - › **Academic Plan** – Describes the applicant’s model in regard to curriculum and instruction, assessment, working with at-risk and special populations, goals, discipline and logistics (school calendar, daily schedule, etc.).
  - › **Operations Plan** – Outlines operational support for the academic program, including staffing and human resources, recruitment and marketing, professional development for teachers, community involvement, and governing board structure and membership.
  - › **Financial/Business Plan** – Provides budgeting and financial plans to ensure both initial and on-going fiscal compliance, including budget assumptions, transportation, fundraising, payroll and insurance functions.

Opening a successful, high-performing charter school depends on having a complete, coherent plan. It is not an endeavor for which strength in one area can compensate for weakness in another. Therefore, it is best practice to only approve a charter that receives a rating of **meet or exceed the standard in all three major areas** during the application and capacity interview.

## Proposal Overview

**Operator/Applicant – Ivy Prep Academy**

**School Name – Ivy Prep Academy**

### **Mission and Vision:**

**Mission:** Our mission is to prepare 100% of our students with the foundational skills they need for acceptance into one of the top colleges or universities in the country and provide them with the knowledge they need to pursue a pathway to a career, entrepreneurship or the workforce immediately following high school. We believe that personalized learning paired with traditional education can close the achievement gap for all students no matter their race, class, background and/ or academic history.

**Vision:** Our vision is to provide Nashville children with a college and career readiness educational opportunity through a rigorous, comprehensive 5-8 program that cultivates the intellectual, creative, and social emotional development of every child. Our goal is to close the achievement gap by educating middle school students from low – income areas and teaching them to become independent learners, critical thinkers, and career-minded individuals while they acquire the academic skills they need to succeed in high school and throughout life. We envision a school where individual student interest are not only valued but celebrated as a part of the overall academic program.

**Proposed Location – N/A**

**Enrollment Projections (as presented by applicant in the written proposal):**

Grade Level	Number of Students					
	Year 1 2021- 22	Year 2	Year 3	Year 4	Year 5	At Capacity 2025- 26
5	75	85	90	95	100	100
6	75	85	90	95	100	100
7	0	85	90	95	100	100
8	0	0	90	95	100	100
<b>Total</b>	150	255	360	380	400	400



**Original Summary Analysis** – The Metropolitan Nashville Public Schools Office of Charter Schools has established itself over the past several years as an authorizer of national prominence, with an application process that is fair, transparent, and aligned with national standards. As a result, our charter sector is one of the strongest in the nation, and we always welcome new and innovative applications that serve our students and families well.

The lens through which our review team evaluates an application is one that looks for innovative instruction that produces high quality academic outcomes for all students, school operations that support those academic outcomes and sustainable fiscal practices that ensure strong financial stability.

A summary of the qualities we have identified as present in a high-quality application is as follows:

- Academic Program Design and Capacity
  - Detailed, curriculum and instructional strategies that align with the mission, target population, and state standards
  - Thorough, current research that supports the curriculum and instructional strategies
  - Articulation of a sound rationale for the application
  - Detailed plans for meeting all student needs, including accelerated learners, remediation, special education, and English Language Learners
  - Demonstrated internal alignment including scheduling and calendar
  - Includes sound plans for family and community engagement
  - Describes a school culture that reflects alignment to the school’s mission and goals.
- Operational Plan and Capacity
  - Includes a sound and reasonable plan for staffing that is likely to attract and retain top talent
  - Presents a thorough and reasonable plan for start-up operations
  - Provides compelling detail on the school’s plan for performance management
  - Presents an organizational chart aligned with the leadership and staffing structure
  - Has viable employment practices
  - Articulates clear roles and appropriate responsibilities for governance and management
  - Identifies founding Board members with diverse skills needed to govern effectively
  - Identifies potential facilities and outlines the costs within the financial document
  - Outlines a solid transportation plan that is reasonable and equitable to attract a diverse group of students
  - Presents a plan for compliance with all federal and state requirements
- Financial Plan and Capacity
  - Realistic projections with clear assumptions from start-up through full enrollment
  - Spending priorities that align with the school’s mission, support the academic program, support the management structure, professional development needs and growth plan

- Cash flow projections that align to the MNPS Performance Frameworks and align with the overall budget
- Sound financial controls to ensure appropriate use of public funds and long-term viability
- Demonstrated financial planning and management capacity
- Reasonable and transparent fundraising goals with disclosure of funders.
- Disclosure of all anticipated loans, gifts, and grants, including letters from funders confirming their investment should the school become approved.

After a thorough review of the Ivy Prep Academy's written application and capacity interview the review team and the MNPS Office of Charter Schools came to a consensus on the three major components of the application. This report has the ratings and explanation of the ratings for each section.

## Section Summaries

**Academic Plan:** Partially Meets Standard  
**Operations Plan:** Partially Meets Standard  
**Financial Plan:** Does Not Meet Standard

## Amended Section Summaries

**Academic Plan:** Partially Meets Standard  
**Operations Plan:** Partially Meets Standard  
**Financial Plan:** Does Not Meet Standard

## Academic Plan Detail

**Rating:** Partially Meet Standard

**Summary as Presented in Proposal:** Ivy Prep Academy submitted an application for Ivy Prep Middle School to be located in North Nashville. They propose to create a middle school that has an emphasis on career, arts and technology. At full capacity, the school would have 400 students. Ivy Prep Academy’s vision is to provide Nashville children with a college and career readiness educational opportunity through a rigorous, comprehensive 5-8 program that cultivates the intellectual, creative, and social emotional development of every child. Their goal is to close the achievement gap by educating middle school students from low – income areas and teaching them to become independent learners, critical thinkers, and career-minded individuals while they acquire the academic skills they need to succeed in high school and throughout life.

**Review Team Analysis:** The application was given a rating of partially meets standard for the academic plan section. After a through review process the review team along with the MNPS Office of Charter schools found the applicant lacked a concrete academic plan. The team agrees that the Ivy Prep Academy team has the passion and a “can do/ will do” attitude that is necessary for student success. A positive outlook is important but having the logistics of the academic plan in place is a cornerstone that cannot be ignored.

The mission and vision for Ivy Prep Academy is embedded in the idea that career, art and technology are needed in North Nashville. In the North Nashville area, there are several middle schools with themes that include a Museum magnet, a medical focus and a STEAM middle school. An additional area of concern with the Ivy Prep Academy application was the lack of staffing for the career and art academic areas.

The enrollment projection was another cause for concern to the review team. The applicant stated that there was a decline in middle school enrollment in the area that they intend to serve. At this time, we are unsure how they will meet their enrollment projections with middle schools in the area that offer both career and arts options. Also, there are very few middle schools in that area that have a waiting list.

When reviewing the Academic focus and plan there were several concerns. Arts and Career engagement are a significant part of the mission statement, but the curricular choices are not yet available, and there is no plan on how to grade arts and career education. The applicant expects arts experts to support the program but has only connected with one community organization that might be able to appropriately support the mission. This is also true for the career exploration piece of the design, which is integral to mission and model. Business Partners are not yet determined and have not committed to the school. The applicant suggests that the staffing for several of these courses will be filled from an undetermined pool of community volunteers. Additionally, the program depends on one administrator who has multiple other responsibilities managing volunteers.

The applicant indicated that they would use various curricula one being EngageNY. EngageNY is very complex and requires significant training and support. A support plan for EngageNY has

not been detailed. More detail is also needed around the TN RTI2 implementation guide for differentiated instruction. Clarity is needed around what students will experience during intervention time. Read Naturally and iXL are to be leveraged, but more detail is needed around the methods for providing differentiated instruction to meet the needs of all students, as well as a strong plan for RTI2, especially in math.

When considering the special population and at-risk students there is not a clear plan. They touch the surface of how they will approach special populations and at-risk students, but there is not a clear sense of what their actual plan is and what it will look like at the school. It's not enough to say they will follow RTI2. It's unclear who will support EE teachers and monitor IEPs for compliance or how low incidence students will be served. This deficiency is just not important for SWD but also for EL students who are dually certified as EL and SWD. When asked to address disproportionality - It was apparent that the applicants had not considered the need of having a documented plan to address this important area which the TDOE had recently cited school districts for violating just this past school year.

However, most importantly is the fact that the application never addressed the IEP component of high-quality transition planning starting at the age (13.5) - 14 years old in accordance with the TDOE Special Education Framework. In Tennessee, this is very important for career-ready students specifically consisting of EE students and students who are dually certified to receive both EL and EE services.

The review team had concerns around the specific strategies and resources for English learners. The applicant indicates that in previous training that she noted that instruction for ELs was mostly the same as training for other students who struggle, but that the biggest part was the language piece. Also, a clear explanation of the blended learning model the school will use and the role of teachers within the blended learning environment is not provided. The team was left with unclear plans on how the school will monitor progress in terms of proficiency in WIDA or how progress for ELs will be measured specifically in English language development. Plans to support English Learners are significantly incomplete, demonstrate a lack of preparation, are unsuited to the mission and vision of the district, and raise significant concerns about the viability of the plan or the applicant's ability to carry it out.

More detail and clarity are needed in the area of EL instruction. There is a plan to hire at least two teachers who are both certified in general education or specific content area and ELL or special ed-endorsed – they will provide pull-out and push-in supports. Will the two educators have also have other responsibilities? These are concerns that must be addressed to have a successful charter.

Regardless of what curriculum is used it is important that there is a plan in place to utilize and evaluate data. Questions remain around how students who score below 70% will be supported in mastering their grade level content. There is a lack of a clear description on how the applicant will help re-mediate students' who academically underperform and evidence that the re-mediation will result in improved academic achievement. Clarity is needed to explain how the school and its governing board will revise academic achievement goals based on student performance.

The geographic area for the proposed school has a student population performs in bottom percentages of state assessments. The long-term goal of 90% On Track or Mastered seems unrealistic considering performance across the state. There is no curriculum or strategies in place that will produce these overly ambitious results. The applicant indicates using NWEA MAP and practice TNReady assessments but does not articulate how these will provide strong data to evaluate the academic program and school performance.

In order to run a successful charter, it is important to have a clear plan on how multiple data points will be collected to provide analysis for student performance. With weekly, monthly, quarterly, yearly, academic and culture data being gathered, it is unclear what tool will be used to aggregate these data so that they can be analyzed for individual students, student cohorts, and at the school level throughout the school year, at the end of the year, and for the charter term. The application lacks detail around how teachers will be trained/supported in using and analyzing data other than the weekly meeting taking place. More detail is needed around the plan for utilizing and evaluating data.

Overall there is a lack of detail in each academic section and a lack of a cohesive model. The applicant team listed several strategies, methods, and curriculum, but it is unclear how they all work together and why they were chosen for the targeted student population. Additionally, there is not confidence that they will be able to meet their enrollment target given their current recruitment plan, and it is unclear why they have chosen this area. More information about addressing and serving the unique needs of student populations is needed. Detailed information around specific strategies for the populations the school will actively recruit is needed (ELs and SWDs).

During interview, more questions were raised, and concerns were not adequately addressed. This led to the ranking of partially meets standard for the academic plan.

## Academic Plan Detail

**Rating:** Partially Meet Standard

**Summary as Presented in Proposal:** Ivy Prep Academy submitted an application for Ivy Prep Middle School to be located in North Nashville. They propose to create a middle school that has an emphasis on career, arts and technology. At full capacity, the school would have 400 students. Ivy Prep Academy’s vision is to provide Nashville children with a college and career readiness educational opportunity through a rigorous, comprehensive 5-8 program that cultivates the intellectual, creative, and social emotional development of every child. Their goal is to close the achievement gap by educating middle school students from low – income areas and teaching them to become independent learners, critical thinkers, and career-minded individuals while they acquire the academic skills they need to succeed in high school and throughout life.

**Review Team Analysis:** The application was given a rating of partially meets standard for the academic plan section. After a thorough review the review team along with the MNPS Office of Charter schools found the applicant lacked a concrete academic plan. The team agrees that the Ivy Prep Academy team has the passion and a “can do/ will do” attitude that is necessary for student success. A positive outlook is important but having the logistics of the academic plan in place is a cornerstone that cannot be ignored.

The amended application gave additional rationale for the need for an additional school in the area as low performance on the APF and the need for a high-quality school in this area.

The applicant has failed to show why or how the proposed academic plan will serve this population better than other areas schools. Although the applicant shared additional curricular options and mentioned some research, the research lacked citations. Also, the rationale around choices was driven by executive director experience and not driven by independent research. The applicant provides a list of requirements and best practices for response to intervention, but there is not a clear plan for how this will manifest in a school or what it would look like in practice.

The applicant discusses strategies for delivering instruction (TLAC), but it isn’t a clear philosophy around how students learn. The applicant lists common characteristics of high performing, high poverty schools, but it is unclear how the school will embody these practices. Implementation is not clearly described.

There are was no clear plans for how the school will monitor progress in terms of proficiency in WIDA or how progress for ELs will be measured specifically in English language development.

The board will review student performance in quarterly and annual reviews, but the applicant didn’t articulate a process. Concerns related to missing details remain although the applicant included samples of data protocol questions.

The amended application has outlined a plan for “Low Incidence Student Supports” and includes 3 areas of focus. There are few specifics around how/when students with disabilities will receive instruction. The applicant discusses topics like how general education and special education

teachers will receive training in co-teaching, and how the applicant will use “high incidence needs programs”, but the amended application is lacking specifics.

The academic plan is particularly weak and lacks detail around all of the criteria above. There is not a definite plan – instead, they touch the surface of how they will approach special populations and at-risk students, but there is not a concrete sense of what their actual plan is and what it will look like at the school. It’s not enough to say they will follow RTI2.

EE Coordinator role will support students. The coordinator will start as part time. A part time coordinator is a concern because there are multiple responsibilities for a part-time employee.

The amended application indicates understanding of requirements for serving English Learners but does not share a plan for success in supporting at risk students.

Also, the applicant does not share what appropriate assessments will be used to monitor language proficiency, although they indicate that they will use Elevation to track the data. They mention using iXL and NWEA data to drive language instruction, but it is unclear how speaking and listening progress will be monitored.

Overall, we find that the amended application lacks detail and lacks comprehensive plan.



## Operational Plan Detail

**Rating:** Partially Meets Standard

**Summary as Presented in Proposal:** The application has board comprised of six members who have experience in education, law, grant writing, fundraising, community engagement, and finance. The applicant has an executive director who has extensive experience in both charter and traditional schools. The school will use TEAM as the evaluation tool for educators. There is no location that has been secured for the proposed school.

**Review Team Analysis:** The Operations Plan partially meets standard because each section in the operations sections lacked details that would provide a clear picture of the daily and long-term operation of the school. There was not a definite location for the proposed school. Transportation and nutrition plans have not been thoroughly flushed out which causes major concerns for the review team.

The governing board currently consist of six board members. The board is very knowledgeable in a variety of fields but there isn't a concrete plan around the board members responsibilities. The applicant indicates that there will be subcommittees for operational, academic, and financial needs. It is not clear how these subcommittees will be formed. It was also stated in the interview that the board may increase up to as many as fifteen members.

The governing board is currently looking at ways to address unsatisfactory leadership performance. The board is also brainstorming ideas to make sure that parents, students and staff are providing input in school decisions that include data analysis. They indicate that there will be a system of checks and balances to monitor the performance of the school leaders, but there is no current evidence of this plan. A clear process and clear expectations are not detailed in a way where board members can execute on responsibilities at this time. They indicate that they will adopt bylaws, COI policy, and establish a committee structure after they are authorized. These are all things that need to be established with their 1023 application for 501c3 status.

The applicant indicates that a loan will be used to cover start-up cost, but they did not share how the startup loan will be paid off over the course of the charter. There is concern around over all financing for the facility as the goal is for little fundraising and other sources that are not available at start up.

Staffing for the proposed school also caused major concerns. There is not much confidence that the applicant can secure teachers who are highly effective that will be required to work more at a lower salary than other area teachers. The recruiting plan for educator needs more details. The applicant also indicates that the teachers will volunteer to work as after school tutors. A concrete plan to support, develop and evaluate both teachers and leaders has not been developed.

The review team had additional questions around the staffing projections. In Y1 they will have an executive director, assistant principal of instruction, assistant principal of students, director of operations, and director of recruitment and family engagement. This staffing plan is top heavy

and excessive for Y1, given that they will have 150 students in two grades. No clear rationale provided.

The applicant indicates possibly using college juniors and seniors to serve in year-long internships to teach classes (2 classes/day). It is unclear how students will be vetted, how they will be supported and trained to conduct classes, who oversees creating lesson plans, how they will be monitored and evaluated, and what college partnerships they have already developed. These are questions that needed to be answered in the application or the capacity interview. The applicant indicates having a monthly SWD/EL PD that includes IEP/ILP compliance updates and progress toward goals but does not articulate a clear plan for professional development around SWD and EL beyond that (e.g., how to support them). It appears that they will provide a fair amount of PD throughout the year, but more detail is needed around how the time will be spent, how topics will be chosen, etc. PD aligned with and focused on evaluation results would allow for individualized offerings specific to strengths and opportunities for growth, but it is unclear how this would be accomplished in a weekly, all team meeting. The applicant also indicates the behavior interventionist will also present culture PD and conduct and provide feedback from weekly culture walkthroughs. The review team is unclear on how this position is appropriately compensated for these additional responsibilities. There is also a lack of clarity around how this person will be trained and who will train them. Additional questions remain about how educators will be trained in data analysis and action planning around data.

The review team was pleased with the transportation budget. Currently the applicant is unable to share detail around daily transportation routes. The applicant indicates that Greyline did not express strong interest in working with the school. They are unsure who they would contract with to provide transportation if Greyline was unable to take on more clients. Applicant did not articulate alternative plan, nor take steps to find alternative. The applicant indicates buses seating 70-90 passengers which seems like more than typical. There is currently no plan to transport youth in foster care if a BID meeting results in extra costs for transportation for students.

## Amended Operational Plan Detail

**Rating:** Partially Meets Standard

**Summary as Presented in Proposal:** The application has board comprised of six members who have experience in education, law, grant writing, fundraising, community engagement, and finance. The applicant has an executive director who has extensive experience in both charter and traditional schools. The school will use TEAM as the evaluation tool for educators. There is no location that has been secured for the proposed school.

**Review Team Analysis:** The Operations Plan partially meets standard because each section in the operations sections lacked details that would provide a clear picture of the daily and long-term operation of the school. There was not a definite location for the proposed school. Transportation and nutrition plans have not been thoroughly flushed out which causes major concerns for the review team.

The amended applicant is not able to share the board members responsibilities with concrete plans. There are many board responsibilities that have not yet been articulated and assigned. The overview around board responsibilities needs far more details.

The governing board is currently looking at ways to address unsatisfactory leadership performance. The board is also brainstorming ideas to make sure that parents, students and staff are providing input in school decisions that include data analysis. They indicate that there will be a system of checks and balances to monitor the performance of the school leaders, but there is no current evidence of this plan. A clear process and clear expectations are not detailed in a way where board members can execute on responsibilities at this time. They indicate that they will adopt bylaws, COI policy, and establish a committee structure after they are authorized. These are all things that need to be established with their 1023 application for 501c3 status.

The applicant indicates that a loan will be used to cover start-up cost, but they did not share how the startup loan will be paid off over the course of the charter. There is concern around over all financing for the facility as the goal is for little fundraising and other sources that are not available at start up.

Staffing for the proposed school also caused major concerns. There is not much confidence that the applicant can secure teachers who are highly effective that will be required to work more at a lower salary than other area teachers. The recruiting plan for educator needs more details. The applicant also indicates that the teachers will volunteer to work as after school tutors. A concrete plan to support, develop and evaluate both teachers and leaders has not been developed.

The review team had additional questions around the staffing projections. In Y1 they will have an executive director, assistant principal of instruction, assistant principal of students, director of operations, and director of recruitment and family engagement. This staffing plan is top heavy and excessive for Y1, given that they will have 150 students in two grades. No clear rationale provided.

The applicant indicates possibly using college juniors and seniors to serve in year-long internships to teach classes (2 classes/day). It is unclear how students will be vetted, how they will be supported and trained to conduct classes, who oversees creating lesson plans, how they will be monitored and evaluated, and what college partnerships they have already developed. These are questions that needed to be answered in the application or the capacity interview. The applicant indicates having a monthly SWD/EL PD that includes IEP/ILP compliance updates and progress toward goals but does not articulate a clear plan for professional development around SWD and EL beyond that (e.g., how to support them). It appears that they will provide a fair amount of PD throughout the year, but more detail is needed around how the time will be spent, how topics will be chosen, etc. PD aligned with and focused on evaluation results would allow for individualized offerings specific to strengths and opportunities for growth, but it is unclear how this would be accomplished in a weekly, all team meeting. The applicant also indicates the behavior interventionist will also present culture PD and conduct and provide feedback from weekly culture walkthroughs. The review team is unclear on how this position is appropriately compensated for these additional responsibilities. There is also a lack of clarity around how this person will be trained and who will train them. Additional questions remain about how educators will be trained in data analysis and action planning around data.

The initial concerns remained around the acquisition of a facility.

The applicant is still committed to top heavy leadership structure that isn't supported by strong rationale. The applicant provides a three-stage hiring strategy and discusses partnerships with EPPs that they want to pursue. There is more work to be done around expanding that network.

It appears they will provide a fair amount of PD throughout the year, but more detail is needed around how the time will be spent, on these topics: Curriculum, Teaching Framework, Grading Support, Mentorship, EE and EL Coordinator support (163).

The applicant shares resources for teacher learning – Teach Like A Champion and Driven by Data, but it is unclear how they will engage educators in the learning over time. Data protocol sample questions were provided.

Applicant provided stages of transportation plan and ideas for moving forward, but it was unclear what contractual agreements might exist.

The review team did not find that there were enough changes to the application to improve the overall ranking in this section.

## Financial/ Business Plan Detail

**Rating:** Does Not Meet Standard

**Summary as Presented in Proposal:** The application indicates \$410k in fundraising and or philanthropy in Y0 (\$285k from NSVF and \$125k from Charter School Facilities Funding) – if awarded this funding, applicant won't receive it until after start-up. The contingency plan is a loan. There is no indication how to repay the loan over the course of the charter.

**Original Review Team Analysis:** This financial plan does not meet standard because the applicant doesn't have a concrete plan around the management or acquisition of funds. The review team did not have confidence that current financial plan can support and sustain the proposed school.

- The application mentions 20K in fundraising twice a year. Governing Board is expected to also fundraise.
- Salary estimates are in line with those in MNPS, but the responsibilities of the work seem more than that of many local schools. Rationale is that employees will be committed to the work.
- Important to the long-term success of charter schools is an employee on the ground who can manage day to day and long-term finances. No one has been identified to lead this work in a paid role in the organization.
- Mentions \$300k from CSP for Y1-2, indicating a limited understanding of these funds.
- Staffing plan in budget narrative doesn't align with staffing plan in narrative (budget narrative only has 1 assistant principal in Y1 and 2 SPED teachers in Y2 when narrative has 2 APs in Y1 and 3 SPED teachers in Y2); ALSO, budget only includes 1 AP in Y1, and 2 SPED teachers in Y2.
- In Y1-5 staff assumption tab, it lists the base assumption for dean/director as \$60.
- In Y1-5 staff assumption tab, it lists base assumption for teachers as \$48k, but in the narrative, they say salaries will start at \$46k
- In the Y1 budget tab, the assistant principal of instruction is not listed, but in the narrative, the applicant group indicates that this position will start in Y1
- Y1 cash flow indicates the first month at a \$393,307 deficit with no plans to address this.

## Amended Financial/ Business Plan Detail

**Rating:** Does Not Meet Standard

**Summary as Presented in Amended Proposal:** The application indicates \$145k in fundraising and or philanthropy in Y0 (\$285k from NSVF and \$125k from Charter School Facilities Funding) – if awarded this funding, applicant won't receive it until after start-up. The contingency plan is a loan. There is no indication how to repay the loan over the course of the charter.

**Original Review Team Analysis:** This financial plan does not meet standard because the applicant doesn't have a concrete plan around the management or acquisition of funds. The review team did not have confidence that current financial plan can support and sustain the proposed school.

- The application mentions 20K in fundraising twice a year. Governing Board is expected to also fundraise.
- Salary estimates are in line with those in MNPS, but the responsibilities of the work seem more than that of many local schools. Rationale is that employees will be committed to the work.
- Important to the long-term success of charter schools is an employee on the ground who can manage day to day and long-term finances. No one has been identified to lead this work in a paid role in the organization.
- Mentions \$300k from CSP for Y1-2, indicating a limited understanding of these funds.
- Staffing plan in budget narrative doesn't align with staffing plan in narrative (budget narrative only has 1 assistant principal in Y1 and 2 SPED teachers in Y2 when narrative has 2 APs in Y1 and 3 SPED teachers in Y2); ALSO, budget only includes 1 AP in Y1, and 2 SPED teachers in Y2.
- In Y1-5 staff assumption tab, it lists the base assumption for dean/director as \$60.
- In Y1-5 staff assumption tab, it lists base assumption for teachers as \$48k, but in the narrative, they say salaries will start at \$46k
- In the Y1 budget tab, the assistant principal of instruction is not listed, but in the narrative, the applicant group indicates that this position will start in Y1
- Y1 cash flow indicates the first month at a \$393,307 deficit with no plans to address this.

The review team felt amended application did not have enough edits to change the original ranking.



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NASHVILLE  
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SCHOOLS

Charter School Application Review Report

Submitted By: KIPP Southeast College Prep Middle School

Evaluation Team

Office of Charter Schools

Dennis Queen, Executive Office of Charter Schools, MNPS

Dr. John Thomas, Director, Office of Charter Schools, MNPS

Denise Brown, Coordinator, MNPS

Review Team

Katy Enterline, Director of Talent Management, HR, MNPS

Daniel Killian, Director Exceptional Education of Fiscal State Reporting and Monitoring, MNPS

Alyson Lerma, Director of Grant Management, MNPS

Michelle Doane, Consultant

Ricky Caldwell, Exceptional Education Coach, MNPS

Joseph Gordon, Coordinator of School Counseling Services, MNPS

Matthew Nelson, Director Advanced Academics Talent Development, MNPS

Alyssa Udovitsch, English Learner Coach, MNPS

Todd Wigginton, Director of Instruction Elementary, MNPS

Jennifer Berry, Director STEAM Science, MNPS

Ashley Montgomery, Consultant

**Charter School Amended Application Review Report**

**Submitted By: KIPP Southeast College Prep Middle School**

**Evaluation Team**

**Office of Charter Schools**

**Dr. John Thomas, Director, Office of Charter Schools, MNPS**

**Denise Brown, Coordinator, MNPS**

**Review Team**

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## **Introduction**

Charter schools are public schools operated by independent, non-profit governing bodies that are granted greater autonomy in the areas of curriculum, calendar, staffing, methodology, and pedagogy in return for greater accountability in achieving high quality academic results with their students. In Tennessee, public charter school students are measured against the same academic standards as students in other public schools and are required to use the same state-approved assessments as all other public schools. Charter schools are required to serve all eligible students, with the education of at-risk students being of utmost importance.

Based on a study by the Thomas Fordham Institute and Basis Policy Research, charter schools that exhibit low performance in their first year of operation are less than 1% likely to improve after five (5) years. Therefore, it is the authorizer's responsibility to create and apply a rigorous, fair, and thorough authorization process in order to ensure only those charter schools who can offer and sustain high quality educational options for all students are recommended and approved to open. Metropolitan Nashville Public Schools is interested in charter applicants who demonstrate the capacity to educate the most at-risk students in highly diverse and personalized settings.

Charter schools in Nashville are required to provide appropriate curriculum, aligned professional standards, engaging models of parental and partnership programs, and strategic planning to leverage and grow resources for the school. Schools are held accountable for academic results, responsible school leadership, sound fiscal and operational management and adherence to the laws and rules that govern education in the state of Tennessee.

## Evaluation Process

The Office of Charter Schools worked closely with the National Association of Charter School Authorizers (NACSA) to create an evaluation process that embodies best practices from authorizers throughout the country and has gained both statewide and national recognition as rigorous, thorough, fair and impartial.

A core team specifically trained to assess the quality and sustainability of a proposed school reviews each application. In addition, individuals with specific expertise in special education, English Language learners, business and finance, curriculum, facilities and transportation also review each application to provide the needed expertise in those areas. Finally, the review teams also may include community stakeholders and others who have experience and expertise in specialized areas.

The Office of Charter Schools exercises additional oversight of the process.

### Evaluation Process

This recommendation report from the Office of Charter Schools is the culmination the three stages of review:

- **Proposal Evaluation** – The evaluation team conducted independent and group assessment of the merits of each proposal against the published evaluation criteria.
- **Capacity Interview** – The evaluation team conducted an interview with the applicant group to provide applicants an opportunity to address questions from the written proposal and to evaluate the applicants' capacity to implement their proposed program effectively and with fidelity.
- **Consensus Conclusion** – The evaluation team came to a consensus regarding the information that was presented in the application and the capacity interview. The review team will present their findings to the MNPS Board of Education for them to approve or deny the application.

### Rating Characteristics

**Meets the Standard** – The response reflects a thorough understanding of key issues and alignment within all areas of the proposal – academic, operational, and financial. It shows thorough preparation; presents a clear and realistic picture of how the school expects to operate at a high level; and inspires confidence in the applicant's ability to carry out their plan effectively.

**Partially Meets Standard** – The response meets the criteria in some respects but lacks detail and/or requires additional information in one or more areas.

**Does Not Meet Standard** – The response has substantial gaps in a number of areas and the review team has no confidence the applicant can deliver a high quality educational option to the students in Davidson County.

## Evaluation Contents

This evaluation report includes the following:

- **Proposal Overview** – Basic summary of the proposed school as presented in the application and capacity interviews
- **Report findings** – an overall review of application and capacity interviews, based on extensive analysis of all evidence presented by the applicants, regarding whether the proposal meets the criteria for approval
- **Evaluation:** Analysis of the proposal is based on four primary areas of plan development:
  - › **Executive Summary** – Provides a comprehensive review of all three major areas of the application with emphasis on the review findings for each
  - › **Academic Plan** – Describes the applicant’s model in regard to curriculum and instruction, assessment, working with at-risk and special populations, goals, discipline and logistics (school calendar, daily schedule, etc.).
  - › **Operations Plan** – Outlines operational support for the academic program, including staffing and human resources, recruitment and marketing, professional development for teachers, community involvement, and governing board structure and membership.
  - › **Financial/Business Plan** – Provides budgeting and financial plans to ensure both initial and on-going fiscal compliance, including budget assumptions, transportation, fundraising, payroll and insurance functions.

Opening a successful, high-performing charter school depends on having a complete, coherent plan. It is not an endeavor for which strength in one area can compensate for weakness in another. Therefore, it is best practice to only approve a charter that receives a rating of **meet or exceed the standard in all three major areas** during the application and capacity interview.

## Proposal Overview

**Operator/Applicant Randy Dowell, Executive Director**

**School Name – KIPP Southeast Nashville College Prep Middle School**

### **Mission and Vision:**

**Mission:** KSNCP-MS’s mission will be to cultivate in our students the academic and character skills needed to succeed in top colleges and life beyond. The ultimate measure of our mission is our students’ college completion rates. During middle school, we can use student test scores to help students and their parents understand where they are on a path toward college readiness. We will do this with a goal of building upon the estimated college completion rates coming out of our east and north Nashville schools.

**Vision:** The school’s vision is that one day, every student in Nashville will have access to a high-quality, college-preparatory seat in a public school. To accomplish this, KIPP pledges to continue to be a positive partner in the MNPS community. We will continue to maintain an open-source mentality around everything we develop, including all lessons learned. In the past we have shared assessments, leadership training approaches, curricular resources and our KIPP Through College playbooks with MNPS Principals and district officials. We expect to continue these efforts as we work with MNPS to help the district achieve its goals.

**Proposed Location – N/A**

**Enrollment Projections (as presented by applicant in the written proposal):**

***Enrollment Summary (Number of Students)***

<b>Grade Level</b>	<b>Year 1 2021-22</b>	<b>Year 2 2022-23</b>	<b>Year 3 2023-24</b>	<b>Year 4 2024-25</b>
<b>5</b>	132	132	132	132
<b>6</b>	0	132	132	132
<b>7</b>	0	0	132	132
<b>8</b>	0	0	0	132
<b>Totals</b>	<b>132</b>	<b>264</b>	<b>396</b>	<b>528</b>

**Summary Analysis** – The Metropolitan Nashville Public Schools Office of Charter Schools has established itself over the past several years as an authorizer of national prominence, with an application process that is fair, transparent, and aligned with national standards. As a result, our charter sector is one of the strongest in the nation, and we always welcome new and innovative applications that serve our students and families well.

The lens through which our review team evaluates an application is one that looks for innovative instruction that produces high quality academic outcomes for all students, school operations that support those academic outcomes and sustainable fiscal practices that ensure strong financial stability.

A summary of the qualities we have identified as present in a high-quality application is as follows:

- Academic Program Design and Capacity
  - Detailed, curriculum and instructional strategies that align with the mission, target population, and state standards
  - Thorough, current research that supports the curriculum and instructional strategies
  - Articulation of a sound rationale for the application
  - Detailed plans for meeting all student needs, including accelerated learners, remediation, special education, and English Language Learners
  - Demonstrated internal alignment including scheduling and calendar
  - Includes sound plans for family and community engagement
  - Describes a school culture that reflects alignment to the school’s mission and goals.
- Operational Plan and Capacity
  - Includes a sound and reasonable plan for staffing that is likely to attract and retain top talent
  - Presents a thorough and reasonable plan for start-up operations
  - Provides compelling detail on the school’s plan for performance management
  - Presents an organizational chart aligned with the leadership and staffing structure
  - Has viable employment practices
  - Articulates clear roles and appropriate responsibilities for governance and management
  - Identifies founding Board members with diverse skills needed to govern effectively
  - Identifies potential facilities and outlines the costs within the financial document
  - Outlines a solid transportation plan that is reasonable and equitable to attract a diverse group of students
  - Presents a plan for compliance with all federal and state requirements
- Financial Plan and Capacity
  - Realistic projections with clear assumptions from start-up through full enrollment
  - Spending priorities that align with the school’s mission, support the academic program, support the management structure, professional development needs and growth plan

- Cash flow projections that align to the MNPS Performance Frameworks and align with the overall budget
- Sound financial controls to ensure appropriate use of public funds and long-term viability
- Demonstrated financial planning and management capacity
- Reasonable and transparent fundraising goals with disclosure of funders.
- Disclosure of all anticipated loans, gifts, and grants, including letters from funders confirming their investment should the school become approved.

After a thorough review of the KIPP Southeast Nashville College Prep Middle School's written application and capacity interview the review team and the MNPS Office of Charter Schools came to a consensus on the three major components of the application. This report has the ratings and explanation of the ratings for each section.

## Section Summaries

**Academic Plan:** Partially Meets Standard  
**Operations Plan:** Partially Meets Standard  
**Financial Plan:** Meets Standard  
**Past Performance:** Meets Standard

## Amended Section Summaries

**Academic Plan:** Partially Meets Standard  
**Operations Plan:** Meets Standard  
**Financial Plan:** Meets Standard  
**Past Performance:** Meets Standard

## Academic Plan Detail

**Rating:** Partially Meets Standard

**Summary as Presented in Proposal:** KIPP Southeast College Prep Middle School submitted an application for a middle school in southeast Nashville. They propose a charter that will be a part of the already established KIPP network of schools. At capacity, the school would have 528 students. KSNCP-MS's mission will be to cultivate in our students the academic and character skills needed to succeed in top colleges and life beyond. The school's vision is that one day, every student in Nashville will have access to a high-quality, college-preparatory seat in a public school.

**Review Team Analysis:** The application received a ranking of partially meets standard for the academic plan. Overall, there is a lack of detail in this section. There is a lack of detail around measuring success of their mission statement. It is stated that the KIPP's student college completion rates will be used to evaluate the success of their proposed charter. The review team had concerns around the timeline in which they can evaluate student success.

The basis for the need for a new school is based on the open seats in the area. The applicant anticipates locating in the Antioch or Cane Ridge, but it has not yet selected a specific community. This is a concern for the review team. The review team is concerned that the proposed school will be competing with KIPP's other locations in Southeast Nashville.

Among the academic concerns are the applicant references to their proposed RTI process and program it is not made clear what it looks like or how it will effectively improve student outcomes. Concerns remain about the ability to meet the needs of English Learners and a plan to retain them. There was a very high-level overview of the academic focus and plan – given that they say they are proposing a new focus the review team feels that much more detail needs to be given. There are concerns around the 100-minute block of ELA and how that will work for EL students who need 60 minutes of language instruction a day. If this language instruction happens during the RTI block and all they have is LLI kits, this is not sufficient, nor is it decontextualized phonics instruction. Also, if the student is receiving 60 minutes of EL instruction in RTI, it is not clear how the ELA teacher(s) will be able to plan differentiated lessons for various levels of English Learners. This, ideally, would necessitate an EL professional at every grade-level to support planning and creating accommodated materials. In addition, more information is needed around meeting the needs of EL students by using assessment data to inform support practices. The answers provided by the applicant did not address the specific supports to the students to help them continue making progress. Discussion was about outreach to parents; more training to teachers and supports to EL students would be necessary.

During the interview there was mention of the EL coordinator 'owning' ILPs. This does not align with the state's expectations for ILPs. ILPs must be a collaborative effort by all teachers, it appears that there is lack of knowledge around this. EL Service plans are unclear in terms of student placement, service hour expectations, appropriate instructional supports, and assessments to monitor progress related to language acquisition.



The plan still does not have a documented plan of action relative to how the school will avoid developing a pattern of Disproportionality. Hence, the effort made by the respondent to address Disproportionality needs to be documented. The plan never addressed the IEP component of producing High Quality Transition Planning which under Tennessee Department of Education law mandates that transition services will start when EE students are 14 (13.5) years old. Transition services are not only required for EE students but also for EEL students who receive services under an ILP and IEP.

The full inclusion model may not meet the needs of all students details around how those students needed to be more detailed. The review team felt that more details around how special education teachers will consult with general educators. A clear explanation of how support personnel will be used is needed.

The interview did not clearly articulate how the service of English Learners was a priority in the changes in the academic plan, other than comments around a longer ELA block. Substantial changes based on demographic differences were unclear. How the school will reach out and engage meaningfully with ELs and their families in a language and manner they understand is still a question.

In addition, the fact remains that there is an incorrect statement indicating that their regional director of student supports will also connect with the MNPS Charter School Office to resolve any placement or evaluation questions. The correct point of contact would be the district's Department of Exceptional Education; preferably via the assigned EE Coach.

The application felt generic in nature when describing the academic plan for all students along with EL students and high-risk students. Additionally, there are significant concerns around providing individualized and appropriate academic supports to students with disabilities and English Learners. Additionally, there are concerns around how the school will engage with English Learner families.

## Academic Plan Detail

**Rating:** Partially Meets Standard

**Summary as Presented in Proposal:** KIPP Southeast College Prep Middle School submitted an application for a middle school in southeast Nashville. They propose a charter that will be a part of the already established KIPP network of schools. At capacity, the school would have 528 students. KSNCP-MS's mission will be to cultivate in our students the academic and character skills needed to succeed in top colleges and life beyond. The school's vision is that one day, every student in Nashville will have access to a high-quality, college-preparatory seat in a public school.

**Review Team Analysis:** The application received a ranking of partially meets standard for the academic plan.

The amended application provided a robust explanation of their plan to measure the success of their mission and vision statement. They will still use college completion rates, but they will be accompanied with NWEA MAP test results to analyze the progression of student success.

The applicant addressed the need for an additional school based on the number of applications they received for the 250 seats that KIPP had available for the 2020-21 school year. The existing KIPP schools received 900 student applicants.

Within the amended application the RTI concerns were addressed in the application and the added special education handbook. The review team did still find the idea of prioritizing reading over math in RTI problematic without any justifying rationale.

With a new focus being proposed it's concerning that there is still a very high overview of the academic focus and plan.

There are concerns around the 100-minute block of ELA and how that will work for EL students who need 60 minutes of language instruction a day. If this language instruction happens during the RTI block and all they have is LLI kits, this is not sufficient, nor is decontextualized phonics instruction. Also, if the student is receiving 60 minutes of EL instruction in RTI, it is not clear how the ELA teacher(s) will be able to plan differentiated lessons for various levels of English Learners.

More specific information is needed about retention of ELs. The amended application did not address the specific supports to the EL students to help them continue making progress. The amended application focused on outreach to parents. More training to teachers and supports to EL students would be necessary to improve the ranking.

## Operational Plan Detail

**Rating:** Partially Meets Standard

**Summary as Presented in Proposal:** The applicant has a plan with benchmarks beginning 12-24 months before opening. Included in their application is an overview of the greatest potential challenges and their proposed responses to those challenges. The applicant has experience opening 7 schools and outlines a solid plan for the start-up year. They have identified challenges such as leadership selection, facility planning, student outreach, maintaining a high academic bar for all new schools, and maintaining a strong culture of high expectations for all.

### **Review Team Analysis:**

When asked about managing the start-up year of the 3 proposed schools in addition to the 7 existing schools, they talked very high level about the capacity and the rationale. They indicated wanting to put forth their whole plan for transparency (therefore, applying for 3 schools), but it still doesn't explain opening the ES and MS in one year and the HS in another year, especially when they have just opened other schools. It's also not clear what the team capacity is to manage the start-up of all 3 schools in addition to managing the existing schools. The review team is unclear about information on specific location and needs, especially if a new build is not feasible.

Clarity around a timeline for identifying, financing, renovating, and ensuring code compliance is needed. A detailed plan that the school's plan for obtaining highly qualified EL certified teachers will be successful is needed to address the review teams' concerns. Antioch will most likely have a higher EL population and because the FTE is 35:1, they will need to make sure they are providing 60 minutes of direct support to ELs at a 3.5 or below (WIDA), and are able to tailor schedules appropriately for students above a 3.5. This includes enrichment, which was not mentioned in the application. The review team also needed to see that the school has the capacity or the plan to change or develop instructional practices across the network that adequately serve the large English Learner population in this area.

The review team is unclear how the school will address situations involving students who are homeless or in foster care when it is determined that he/she needs to stay in the school of origin and different transportation options are needed.

On the positive side the applicant has a strong principal residency and training program. There is a clear leadership structure (principal, DOO, AP, DOS, DOSSS). Also, a structure for leave and benefits has been established. A recruitment/hiring timeline and criteria defined, as well as process for managing unsatisfactory performance

## Amended Operational Plan Detail

**Rating:** Meets Standard

**Summary as Presented in Proposal:** The applicant has a plan with benchmarks beginning 12-24 months before opening. Included in their application is an overview of the greatest potential challenges and their proposed responses to those challenges. The applicant has experience opening 7 schools and outlines a solid plan for the start-up year. They have identified challenges such as leadership selection, facility planning, student outreach, maintaining a high academic bar for all new schools, and maintaining a strong culture of high expectations for all.

**Review Team Analysis:** The operational plan was rated at meets expectations. When asked about managing the start-up year of the 3 proposed schools in addition to the 7 existing schools, they talked very high level about the capacity and the rationale. They indicated wanting to put forth their whole plan for transparency (therefore, applying for 3 schools), but it still doesn't explain opening the ES and MS in one year and the HS in another year, especially when they have just opened other schools. It's also not clear what the team capacity is to manage the start-up of all 3 schools in addition to managing the existing schools. Unclear information on specific location and needs, especially if a new build is not feasible.

Clarity around a timeline for identifying, financing, renovating, and ensuring code compliance. A detailed plan that the school's plan for obtaining highly qualified EL certified teachers will be successful. Antioch will most likely have a higher EL population and because the FTE is 35:1, they will need to make sure they are providing 60 minutes of direct support to ELs at a 3.5 or below (WIDA), and are able to tailor schedules appropriately for students above a 3.5. This includes enrichment, which was not mentioned in the application. The review team also needed to see that the school has the capacity or the plan to change or develop instructional practices across the network that adequately serve the large English Learner population in this area.

Consideration is needed around the EE coordinator role. This role is slated to be a part time role and should be a full-time role.

The applicant has a strong principal residency and training program. Clear leadership structure (principal, DOO, AP, DOS, DOSSS) A structure for leave and benefits has been established. A recruitment/hiring timeline and criteria defined, as well as process for managing unsatisfactory performance

Overall the review team feels that the operations plan and past performance indicate that KIPP has the capacity to execute.

## Financial/ Business Plan Detail

**Rating:** Meets Standard

### **Summary as Presented in Proposal:**

The applicant is proposing to add a middle school to their already established network.

### **Original Review Team Analysis:**

The applicant indicates that they will have a positive cash flow every year with \$100K in fundraising and \$250K in a CSP grant. There is no clear contingency plan if they don't raise or receive the CSP grant. The applicant mentions access to a 2.5 million line of credit without providing a guarantee.

The review team does feel confident with the extensive fiscal policies and procedures that guide the KIPP network. KIPP has an SST development team has 3 FTE (Director of Development, Director of Communications and External Affairs, and Manager of Annual Giving) this gives the review team additional confidence.

While there are some questions around the application it appears that KIPP has enough support and relationships to be financially stable.

## Past Performance Detail

**Rating:** Meet Standards

**Summary as Presented in Proposal:** While the application provides a compelling story for KIPP Southeast College Prep Middle School it leaves out the key information concerning past performance of KIPP's other Nashville middle schools. The review team had to look at all available information provided for the entire network and make a decision accordingly.

**Original Review Team Analysis:** The review team is optimistic regarding KIPP Southeast College Prep Middle School's ability to assist in growing students. The KIPP Nashville middle schools have demonstrated a growth pattern that meets standard. KIPP Academy Middle and KIPP Nashville College Prep have both had level five growth in past two years.



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## Charter School Application Review Report

Submitted By: KIPP Southeast Nashville College Prep Elementary School

### Evaluation Team

#### Office of Charter Schools

Dennis Queen, Executive Office of Charter Schools, MNPS

Dr. John Thomas, Director, Office of Charter Schools, MNPS

Denise Brown, Coordinator, MNPS

### Review Team

Dr. Gina Smallwood, Coordinator of Gifted and Talented, MNPS

Adrienne Useted, Consultant

Aliya Washington, Director of Elementary Literacy, MNPS

Gay Burden, Consultant

Diane Denney, Exceptional Education Coach, MNPS

Laseanda Sanders, Coordinator of School Counseling Services, MNPS

Brian Hull, Director of Resource Strategy, MNPS

Dr. James Starron, English Learner Coach, MNPS

Jessica Slayton, Director of Mathematics, MNPS

Kori Lyons, Analyst Financial II, MNPS

Katherine Poulos, Consultant

**Charter School Amended Application Review Report**

**Submitted By: KIPP Southeast Nashville College Prep Elementary School**

**Evaluation Team**

**Office of Charter Schools**

**Dr. John Thomas, Director, Office of Charter Schools, MNPS**

**Denise Brown, Coordinator, MNPS**

**Review Team**

**Dr. Gina Smallwood, Coordinator of Gifted and Talented, MNPS**

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**Kori Lyons, Analyst Financial II, MNPS**

**Katherine Poulos, Consultant**



## **Introduction**

Charter schools are public schools operated by independent, non-profit governing bodies that are granted greater autonomy in the areas of curriculum, calendar, staffing, methodology, and pedagogy in return for greater accountability in achieving high quality academic results with their students. In Tennessee, public charter school students are measured against the same academic standards as students in other public schools and are required to use the same state-approved assessments as all other public schools. Charter schools are required to serve all eligible students, with the education of at-risk students being of utmost importance.

Based on a study by the Thomas Fordham Institute and Basis Policy Research, charter schools that exhibit low performance in their first year of operation are less than 1% likely to improve after five (5) years. Therefore, it is the authorizer's responsibility to create and apply a rigorous, fair, and thorough authorization process in order to ensure only those charter schools who can offer and sustain high quality educational options for all students are recommended and approved to open. Metropolitan Nashville Public Schools is interested in charter applicants who demonstrate the capacity to educate the most at-risk students in highly diverse and personalized settings.

Charter schools in Nashville are required to provide appropriate curriculum, aligned professional standards, engaging models of parental and partnership programs, and strategic planning to leverage and grow resources for the school. Schools are held accountable for academic results, responsible school leadership, sound fiscal and operational management and adherence to the laws and rules that govern education in the state of Tennessee.

## Evaluation Process

The Office of Charter Schools worked closely with the National Association of Charter School Authorizers (NACSA) to create an evaluation process that embodies best practices from authorizers throughout the country and has gained both statewide and national recognition as rigorous, thorough, fair and impartial.

A core team specifically trained to assess the quality and sustainability of a proposed school reviews each application. In addition, individuals with specific expertise in special education, English Language learners, business and finance, curriculum, facilities and transportation also review each application to provide the needed expertise in those areas. Finally, the review teams also may include community stakeholders and others who have experience and expertise in specialized areas.

The Office of Charter Schools exercises additional oversight of the process.

### Evaluation Process

This recommendation report from the Office of Charter Schools is the culmination the three stages of review:

- **Proposal Evaluation** – The evaluation team conducted independent and group assessment of the merits of each proposal against the published evaluation criteria.
- **Capacity Interview** – The evaluation team conducted an interview with the applicant group to provide applicants an opportunity to address questions from the written proposal and to evaluate the applicants' capacity to implement their proposed program effectively and with fidelity.
- **Consensus Conclusion** – The evaluation team came to a consensus regarding the information that was presented in the application and the capacity interview. The review team will present their findings to the MNPS Board of Education for them to approve or deny the application.

### Rating Characteristics

**Meets the Standard** – The response reflects a thorough understanding of key issues and alignment within all areas of the proposal – academic, operational, and financial. It shows thorough preparation; presents a clear and realistic picture of how the school expects to operate at a high level; and inspires confidence in the applicant's ability to carry out their plan effectively.

**Partially Meets Standard** – The response meets the criteria in some respects but lacks detail and/or requires additional information in one or more areas.

**Does Not Meet Standard** – The response has substantial gaps in a number of areas and the review team has no confidence the applicant can deliver a high quality educational option to the students in Davidson County.

## Evaluation Contents

This evaluation report includes the following:

- **Proposal Overview** – Basic summary of the proposed school as presented in the application and capacity interviews
- **Report findings** – an overall review of application and capacity interviews, based on extensive analysis of all evidence presented by the applicants, regarding whether the proposal meets the criteria for approval
- **Evaluation:** Analysis of the proposal is based on four primary areas of plan development:
  - › **Executive Summary** – Provides a comprehensive review of all three major areas of the application with emphasis on the review findings for each
  - › **Academic Plan** – Describes the applicant’s model in regard to curriculum and instruction, assessment, working with at-risk and special populations, goals, discipline and logistics (school calendar, daily schedule, etc.).
  - › **Operations Plan** – Outlines operational support for the academic program, including staffing and human resources, recruitment and marketing, professional development for teachers, community involvement, and governing board structure and membership.
  - › **Financial/Business Plan** – Provides budgeting and financial plans to ensure both initial and on-going fiscal compliance, including budget assumptions, transportation, fundraising, payroll and insurance functions.

Opening a successful, high-performing charter school depends on having a complete, coherent plan. It is not an endeavor for which strength in one area can compensate for weakness in another. Therefore, it is best practice to only approve a charter that receives a rating of **meet or exceed the standard in all three major areas** during the application and capacity interview.

## Proposal Overview

**Operator/Applicant Randy Dowell, Executive Director**

**School Name – KIPP Southeast Nashville College Prep Elementary School**

### Mission and Vision:

**Mission:** KSNCP-ES’s mission will be to cultivate in our students the academic and character skills needed to succeed in top colleges and life beyond. The ultimate measure of our mission is our students’ college completion rates. Starting in elementary school, we can use student test scores to help students and their parents understand where they are on a path toward college readiness. We will do this with a goal of building upon the estimated college completion rates coming out of our east and north Nashville schools.

**Vision:** The school’s vision is that one day, every student in Nashville will have access to a high-quality, college-preparatory seat in a public school. To accomplish this, KIPP pledges to continue to be a positive partner in the MNPS community. We will continue to maintain an open-source mentality around everything we develop, including all lessons learned. In the past we have shared assessments, leadership training approaches, curricular resources and our KIPP Through College playbooks with MNPS Principals and district officials. We expect to continue these efforts as we work with MNPS to help the district achieve its goals.

**Proposed Location – N/A**

**Enrollment Projections (as presented by applicant in the written proposal):**

### ***Enrollment Summary (Number of Students)***

<b>Grade Level</b>	<b>Year 1 2021-22</b>	<b>Year 2 2022-23</b>	<b>Year 3 2023-24</b>	<b>Year 4 2024-25</b>	<b>Year 5 2025-26</b>
<b>K</b>	120	120	120	120	120
<b>1</b>	120	120	120	120	120
<b>2</b>	0	120	120	120	120
<b>3</b>	0	0	120	120	120
<b>4</b>	0	0	0	120	120
<b>Totals</b>	<b>240</b>	<b>360</b>	<b>480</b>	<b>600</b>	<b>600</b>

**Summary Analysis** – The Metropolitan Nashville Public Schools Office of Charter Schools has established itself over the past several years as an authorizer of national prominence, with an application process that is fair, transparent, and aligned with national standards. As a result, our charter sector is one of the strongest in the nation, and we always welcome new and innovative applications that serve our students and families well.

The lens through which our review team evaluates an application is one that looks for innovative instruction that produces high quality academic outcomes for all students, school operations that support those academic outcomes and sustainable fiscal practices that ensure strong financial stability.

A summary of the qualities we have identified as present in a high-quality application is as follows:

- Academic Program Design and Capacity
  - Detailed, curriculum and instructional strategies that align with the mission, target population, and state standards
  - Thorough, current research that supports the curriculum and instructional strategies
  - Articulation of a sound rationale for the application
  - Detailed plans for meeting all student needs, including accelerated learners, remediation, special education, and English Language Learners
  - Demonstrated internal alignment including scheduling and calendar
  - Includes sound plans for family and community engagement
  - Describes a school culture that reflects alignment to the school’s mission and goals.
- Operational Plan and Capacity
  - Includes a sound and reasonable plan for staffing that is likely to attract and retain top talent
  - Presents a thorough and reasonable plan for start-up operations
  - Provides compelling detail on the school’s plan for performance management
  - Presents an organizational chart aligned with the leadership and staffing structure
  - Has viable employment practices
  - Articulates clear roles and appropriate responsibilities for governance and management
  - Identifies founding Board members with diverse skills needed to govern effectively
  - Identifies potential facilities and outlines the costs within the financial document
  - Outlines a solid transportation plan that is reasonable and equitable to attract a diverse group of students
  - Presents a plan for compliance with all federal and state requirements
- Financial Plan and Capacity
  - Realistic projections with clear assumptions from start-up through full enrollment
  - Spending priorities that align with the school’s mission, support the academic program, support the management structure, professional development needs and growth plan

- Cash flow projections that align to the MNPS Performance Frameworks and align with the overall budget
- Sound financial controls to ensure appropriate use of public funds and long-term viability
- Demonstrated financial planning and management capacity
- Reasonable and transparent fundraising goals with disclosure of funders.
- Disclosure of all anticipated loans, gifts, and grants, including letters from funders confirming their investment should the school become approved.

After a thorough review of the Southeast Nashville College Prep Elementary School's written application and capacity interview the review team and the MNPS Office of Charter Schools came to a consensus on the three major components of the application. This report has the ratings and explanation of the ratings for each section.

## Section Summaries

**Academic Plan:** Partially Meets Standard

**Operations Plan:** Partially Meets Standard

**Financial Plan:** Meets Standard

**Past Performance:** Partially Meets Standard

## Amended Section Summaries

**Academic Plan:** Partially Meets Standard

**Operations Plan:** Meets Standard

**Financial Plan:** Meets Standard

**Past Performance:** Partially Meets Standard

## Academic Plan Detail

**Rating:** Partially Meets Standard

**Summary as Presented in Proposal:** KIPP Southeast Nashville College Prep Elementary School applied for an elementary school in southeast Nashville. They propose a charter that be a part of the already established KIPP network of schools. At capacity, the school would have 600 students. KSNCP-ES's mission will be to cultivate in our students the academic and character skills needed to succeed in top colleges and life beyond. The school's vision is that one day, every student in Nashville will have access to a high-quality, college-preparatory seat in a public school.

**Review Team Analysis:** The application received a ranking of partially meets standard for the academic plan. Overall, there is a lack of detail in this section. There is a lack of detail around measuring success of their mission statement. It is stated that the KIPP's student college completion rates will be used to evaluate the success of their proposed charter. The review team had concerns around the timeline in which they can evaluate student success.

The basis for the need for a new school is based on the open seats in the area. The applicant anticipates locating in the Antioch or Cane Cluster or area, but it has not yet selected a specific community. This is a concern for the review team. The review team is concerned that the proposed school will be competing with KIPP's other locations in Southeast Nashville.

Among the academic concerns are the applicant references to their proposed RTI process and program it is not made clear what it looks like or how it will effectively improve student outcomes. Concerns remain about the ability to meet the needs of English Learners and a plan to retain them. There was a very high-level overview of the academic focus and plan – given that they say they are proposing a new focus the review team feels that much more detail needs to be given. There are concerns around the 100-minute block of ELA and how that will work for EL students who need 60 minutes of language instruction a day. If this language instruction happens during the RTI block and all they have is LLI kits, this is not sufficient, nor is it decontextualized phonics instruction. Also, if the student is receiving 60 minutes of EL instruction in RTI, it is not clear how the ELA teacher(s) will be able to plan differentiated lessons for various levels of English Learners. This, ideally, would necessitate an EL professional at every grade-level to support planning and creating accommodated materials. In addition, more information is needed around meeting the needs of EL students by using assessment data to inform support practices. The answers provided by the applicant did not address the specific supports to the students to help them continue making progress. Discussion was about outreach to parents; more training to teachers and supports to EL students would be necessary.

During the interview there was mention of the EL coordinator 'owning' ILPs. This does not align with the state's expectations for ILPs. ILPs must be a collaborative effort by all teachers, it appears that there is lack of knowledge around this. EL Service plans are unclear in terms of student placement, service hour expectations, appropriate instructional supports, and assessments to monitor progress related to language acquisition.



The plan still does not have a documented plan of action relative to how the school will avoid developing a pattern of Disproportionality. Hence, the effort made by the respondent to address Disproportionality needs to be documented.

The full inclusion model may not meet the needs of all student's needs; therefore more details are needed around the continuum of services for students with disabilities. The review team felt that more details around how special education teachers will consult with general educators. A clear explanation of how support personnel will be used is needed.

The interview did not clearly articulate how the service of English Learners was a priority in the changes in the academic plan, other than comments around a longer ELA block. Substantial changes based on demographic differences were unclear. How the school will reach out and engage meaningfully with ELs and their families in a language and manner they understand is still a question. WIDA ACCESS information was missing from the application and this causes concerns for the review team.

In addition, the fact remains that there is an incorrect statement indicating that their regional director of student supports will also connect with the MNPS Charter School Office to resolve any placement or evaluation questions. The correct point of contact would be the district's Department of Exceptional Education; preferably via the assigned EE Coach.

The application felt generic in nature when describing the academic plan for all students along with EL students and high-risk students. Additionally, there are significant concerns around providing individualized and appropriate academic supports to students with disabilities and English Learners. Additionally, there are concerns around how the school will engage with English Learner families.

The applicant was informed during the capacity interview that the mandate is update ILP's every four and a half weeks versus once per quarter. Applicant needs to rework their application to show how they're going to set goals, collect data, make decisions, etc.

## Amended Academic Plan Detail

**Rating:** Partially Meets Standard

**Summary as Presented in Proposal:** KIPP Southeast Nashville College Prep Elementary School applied for an elementary school in southeast Nashville. They propose a charter that be a part of the already established KIPP network of schools. At capacity, the school would have 600 students. KSNCP-ES's mission will be to cultivate in our students the academic and character skills needed to succeed in top colleges and life beyond. The school's vision is that one day, every student in Nashville will have access to a high-quality, college-preparatory seat in a public school.

**Review Team Analysis:** The amended application received a ranking of partially meets standard for the academic plan. Overall, there is a lack of detail in this section. The amended application addressed the additional ways that they will measure the success of their mission statement. They will include NWEA MAP data to help them evaluate the success of their mission statement over time.

The basis for the need for a new school is based on the open seats in the area. The applicant anticipates locating in the Antioch or Cane Cluster or area, but it has not yet selected a specific community. The applicant has justified the rationale for the new school in the amended application stating that KIPP received over 900 student applications for only 250 seats.

Among the academic concerns are the applicant references to their proposed RTI process and program it is not made clear what it looks like or how it will effectively improve student outcomes. Concerns remain about the ability to meet the needs of English Learners and a plan to retain them. There was a very high-level overview of the academic focus and plan – given that they say they are proposing a new focus the review team feels that much more detail needs to be given. There are concerns around the 100-minute block of ELA and how that will work for EL students who need 60 minutes of language instruction a day. If this language instruction happens during the RTI block and all they have is LLI kits, this is not sufficient, nor is it decontextualized phonics instruction. Also, if the student is receiving 60 minutes of EL instruction in RTI, it is not clear how the ELA teacher(s) will be able to plan differentiated lessons for various levels of English Learners. This, ideally, would necessitate an EL professional at every grade-level to support planning and creating accommodated materials. In addition, more information is needed around meeting the needs of EL students by using assessment data to inform support practices. The answers provided by the applicant did not address the specific supports to the students to help them continue making progress. Discussion was about outreach to parents; more training to teachers and supports to EL students would be necessary.

During the interview there was mention of the EL coordinator 'owning' ILPs. This does not align with the state's expectations for ILPs. ILPs must be a collaborative effort by all teachers, it appears that there is lack of knowledge around this. EL Service plans are unclear in terms of

student placement, service hour expectations, appropriate instructional supports, and assessments to monitor progress related to language acquisition.

The plan still does not have a documented plan of action relative to how the school will avoid developing a pattern of Disproportionality. Hence, the effort made by the respondent to address Disproportionality needs to be documented.

The full inclusion model may not meet the needs of all student's needs; therefore, more details are needed around the continuum of services for students with disabilities. The review team felt that more details around how special education teachers will consult with general educators. A clear explanation of how support personnel will be used is needed.

The amended application did not clearly articulate how the service of English Learners was a priority in the changes in the academic plan, other than comments around a longer ELA block. Substantial changes based on demographic differences were unclear. How the school will reach out and engage meaningfully with ELs and their families in a language and manner they understand is still a question.

WIDA ACCESS information was added to the amended application.

The amended application has corrected their information around the correct point of contact as the district's Department of Exceptional Education.

There continue to be significant concerns around providing individualized and appropriate academic supports to students with disabilities and English Learners.

Overall there were not enough changes to improve the ranking in this section.

## Operational Plan Detail

**Rating:** Partially Meets Standard

### **Summary as Presented in Proposal:**

The applicant has a plan with benchmarks beginning 12-24 months before opening. Included in their application is an overview of the greatest potential challenges and their proposed responses to those challenges. The applicant has experience opening 7 schools and outlines a solid plan for the start-up year. They have identified challenges such as leadership selection, facility planning, student outreach, maintaining a high academic bar for all new schools, and maintaining a strong culture of high expectations for all.

### **Review Team Analysis:**

When asked about managing the start-up year of the 3 proposed schools in addition to the 7 existing schools, they talked very high level about the capacity and the rationale. They indicated wanting to put forth their whole plan for transparency (therefore, applying for 3 schools), but it still doesn't explain opening the ES and MS in one year and the HS in another year, especially when they have just opened other schools. It's also not clear what the team capacity is to manage the start-up of all 3 schools in addition to managing the existing schools. The review team is unclear about information on specific location and needs, especially if a new build is not feasible.

Clarity around a timeline for identifying, financing, renovating, and ensuring code compliance is needed. A detailed plan that the school's plan for obtaining highly qualified EL certified teachers will be successful is needed to address the review teams' concerns. Antioch will most likely have a higher EL population and because the FTE is 35:1, they will need to make sure they are providing 60 minutes of direct support to ELs at a 3.5 or below (WIDA), and are able to tailor schedules appropriately for students above a 3.5. This includes enrichment, which was not mentioned in the application. The review team also needed to see that the school has the capacity or the plan to change or develop instructional practices across the network that adequately serve the large English Learner population in this area.

The review team is unclear how the school will address situations involving students who are homeless or in foster care when it is determined that he/she needs to stay in the school of origin and different transportation options are needed.

On the positive side the applicant has a strong principal residency and training program. There is a clear leadership structure (principal, DOO, AP, DOS, DOSSS). Also, a structure for leave and benefits has been established. A recruitment/hiring timeline and criteria defined, as well as process for managing unsatisfactory performance.

The review team has concerns about the lack of a defined location. Without a defined location how can the applicant ensure that students can walk safely to school in a pedestrian friendly area. The applicant did not fully address concerns around transportation for students if the need arises.

If the school is not in a pedestrian friendly area, how will this impact the overall budget?

## Amended Operational Plan Detail

**Rating:** Meets Standard

**Summary as Presented in Proposal:** The applicant has a plan with benchmarks beginning 12-24 months before opening. Included in their application is an overview of the greatest potential challenges and their proposed responses to those challenges. The applicant has experience opening 7 schools and outlines a solid plan for the start-up year. They have identified challenges such as leadership selection, facility planning, student outreach, maintaining a high academic bar for all new schools, and maintaining a strong culture of high expectations for all.

**Review Team Analysis:** The operational plan was rated at meets expectations. When asked about managing the start-up year of the 3 proposed schools in addition to the 7 existing schools, they talked very high level about the capacity and the rationale. They indicated wanting to put forth their whole plan for transparency (therefore, applying for 3 schools), but it still doesn't explain opening the ES and MS in one year and the HS in another year, especially when they have just opened other schools. It's also not clear what the team capacity is to manage the start-up of all 3 schools in addition to managing the existing schools. Unclear information on specific location and needs, especially if a new build is not feasible.

Clarity around a timeline for identifying, financing, renovating, and ensuring code compliance. A detailed plan that the school's plan for obtaining highly qualified EL certified teachers will be successful. Antioch will most likely have a higher EL population and because the FTE is 35:1, they will need to make sure they are providing 60 minutes of direct support to ELs at a 3.5 or below (WIDA), and are able to tailor schedules appropriately for students above a 3.5. This includes enrichment, which was not mentioned in the application. The review team also needed to see that the school has the capacity or the plan to change or develop instructional practices across the network that adequately serve the large English Learner population in this area.

Consideration is needed around the EE coordinator role. This role is slated to be a part time role and should be a full-time role.

The applicant has a strong principal residency and training program. Clear leadership structure (principal, DOO, AP, DOS, DOSSS) A structure for leave and benefits has been established. A recruitment/hiring timeline and criteria defined, as well as process for managing unsatisfactory performance

Overall the review team feels that the operations plan and past performance indicate that KIPP has the capacity to execute.

## Financial/ Business Plan Detail

**Rating:** Meets Standard

### **Summary as Presented in Proposal:**

The applicant is proposing to add a middle school to their already established network.

### **Original Review Team Analysis:**

The applicant indicates that they will have a positive cash flow every year with \$100K in fundraising and \$250K in a CSP grant. There is no clear contingency plan if they don't raise or receive the CSP grant. The applicant mentions access to a 2.5 million line of credit without providing a guarantee.

The review team does feel confident with the extensive fiscal policies and procedures that guide the KIPP network. KIPP has an SST development team has 3 FTE (Director of Development, Director of Communications and External Affairs, and Manager of Annual Giving) this gives the review team additional confidence.

While there are some questions around the application it appears that KIPP has enough support and relationships to be financially stable.

Special Education supports should be more than RTI tier 3 supports. They should not be the same.

(Programming for RTI cannot be the same as the programming for special education (P76)).

Capacity interview responses indicated an awareness of the need for extensive PD to support the specific needs the diverse school population. A detailed PD plan and earmarked budget allocation to support the plan are necessary.

Concerned about lack of explicit consistency of descriptions of roles/titles and responsibilities.

## Past Performance Detail

**Rating:** Partially Meet Standards

**Summary as Presented in Proposal:** While the application provides a compelling story for Southeast Nashville College Prep Elementary School it leaves out the key information concerning past performance of KIPP's other Nashville elementary schools. The review team had to look at all available information provided for the entire network and decide accordingly.

**Original Review Team Analysis:** The review team has some concerns regarding Southeast Nashville College Prep Elementary School ability to assist in growing students. The Nashville KIPP Elementary school has demonstrated level 5 TVAAS growth that meets standard and was designated as a Reward School for SY19. That same school hasn't not shown evidence that it will successfully reach their achievement targets. KIPP College Prep does not have growth data and will not have data due to the abrupt closing of the 2019-20 school year. Without more data, we are unable to establish if KIPP Academy Nashville will continue on a positive trend.



## **Amended Past Performance Detail**

**Rating:** Partially Meet Standards

**Summary as Presented in Proposal:** While the application provides a compelling story for Southeast Nashville College Prep Elementary School it leaves out the key information concerning past performance of KIPP's other Nashville elementary schools. The review team had to look at all available information provided for the entire network and decide accordingly.

**Original Review Team Analysis:** The review team has some concerns regarding Southeast Nashville College Prep Elementary School ability to assist in growing students. The Nashville KIPP Elementary school has demonstrated level 5 TVAAS growth that meets standard and was designated as a Reward School for SY19. That same school hasn't not shown evidence that it will successfully reach their achievement targets. KIPP College Prep does not have growth data and will not have data due to the abrupt closing of the 2019-20 school year. Without more data, we are unable to establish if KIPP Academy Nashville will continue on a positive trend.

The amended application includes compelling information around the success of the current KIPP Nashville elementary schools. While the information in the amended application does speak to the success of the current KIPP elementary school there are not enough data points to consider this a trend.



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## Charter School Application Review Report

Submitted By: KIPP Antioch College Prep High School

Evaluation Team

Office of Charter Schools

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Dr. John Thomas, Director, Office of Charter Schools, MNPS

Denise Brown, Coordinator, MNPS

## Review Team

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Michelle Doane, Consultant

Ricky Caldwell, Exceptional Education Coach, MNPS

Dr. Joseph Gordon, Coordinator of School Counseling Services, MNPS

Dr. Matthew Nelson, Director Advanced Academics Talent Development, MNPS

Alyssa Udovitsch, English Learner Coach, MNPS

Todd Wigginton, Director of Instruction Elementary, MNPS

Dr. Jennifer Berry, Director STEAM Science, MNPS

Ashley Montgomery, Consultant

**Charter School Application Review Report**

**Submitted By: KIPP Antioch College Prep High School**

**Evaluation Team**

**Office of Charter Schools**

**Dr. John Thomas, Director, Office of Charter Schools, MNPS**

**Denise Brown, Coordinator, MNPS**

**Review Team**

**Katy Enterline, Director of Talent Management, HR, MNPS**

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## **Introduction**

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Based on a study by the Thomas Fordham Institute and Basis Policy Research, charter schools that exhibit low performance in their first year of operation are less than 1% likely to improve after five (5) years. Therefore, it is the authorizer's responsibility to create and apply a rigorous, fair, and thorough authorization process in order to ensure only those charter schools who can offer and sustain high quality educational options for all students are recommended and approved to open. Metropolitan Nashville Public Schools is interested in charter applicants who demonstrate the capacity to educate the most at-risk students in highly diverse and personalized settings.

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## Evaluation Process

The Office of Charter Schools worked closely with the National Association of Charter School Authorizers (NACSA) to create an evaluation process that embodies best practices from authorizers throughout the country and has gained both statewide and national recognition as rigorous, thorough, fair and impartial.

A core team specifically trained to assess the quality and sustainability of a proposed school reviews each application. In addition, individuals with specific expertise in special education, English Language learners, business and finance, curriculum, facilities and transportation also review each application to provide the needed expertise in those areas. Finally, the review teams also may include community stakeholders and others who have experience and expertise in specialized areas.

The Office of Charter Schools exercises additional oversight of the process.

### Evaluation Process

This recommendation report from the Office of Charter Schools is the culmination the three stages of review:

- **Proposal Evaluation** – The evaluation team conducted independent and group assessment of the merits of each proposal against the published evaluation criteria.
- **Capacity Interview** – The evaluation team conducted an interview with the applicant group to provide applicants an opportunity to address questions from the written proposal and to evaluate the applicants' capacity to implement their proposed program effectively and with fidelity.
- **Consensus Conclusion** – The evaluation team came to a consensus regarding the information that was presented in the application and the capacity interview. The review team will present their findings to the MNPS Board of Education for them to approve or deny the application.

### Rating Characteristics

**Meets the Standard** – The response reflects a thorough understanding of key issues and alignment within all areas of the proposal – academic, operational, and financial. It shows thorough preparation; presents a clear and realistic picture of how the school expects to operate at a high level; and inspires confidence in the applicant's ability to carry out their plan effectively.

**Partially Meets Standard** – The response meets the criteria in some respects but lacks detail and/or requires additional information in one or more areas.

**Does Not Meet Standard** – The response has substantial gaps in a number of areas and the review team has no confidence the applicant can deliver a high quality educational option to the students in Davidson County.

## Evaluation Contents

This evaluation report includes the following:

- **Proposal Overview** – Basic summary of the proposed school as presented in the application and capacity interviews
- **Report findings** – an overall review of application and capacity interviews, based on extensive analysis of all evidence presented by the applicants, regarding whether the proposal meets the criteria for approval
- **Evaluation:** Analysis of the proposal is based on four primary areas of plan development:
  - › **Executive Summary** – Provides a comprehensive review of all three major areas of the application with emphasis on the review findings for each
  - › **Academic Plan** – Describes the applicant’s model in regard to curriculum and instruction, assessment, working with at-risk and special populations, goals, discipline and logistics (school calendar, daily schedule, etc.).
  - › **Operations Plan** – Outlines operational support for the academic program, including staffing and human resources, recruitment and marketing, professional development for teachers, community involvement, and governing board structure and membership.
  - › **Financial/Business Plan** – Provides budgeting and financial plans to ensure both initial and on-going fiscal compliance, including budget assumptions, transportation, fundraising, payroll and insurance functions.

Opening a successful, high-performing charter school depends on having a complete, coherent plan. It is not an endeavor for which strength in one area can compensate for weakness in another. Therefore, it is best practice to only approve a charter that receives a rating of **meet or exceed the standard in all three major areas** during the application and capacity interview.

## Proposal Overview

**Operator/Applicant Randy Dowell, Executive Director**

**School Name – KIPP Antioch College Prep High School**

### **Mission and Vision:**

**Mission:** KSNCP-MS’s mission will be to cultivate in our students the academic and character skills needed to succeed in top colleges and life beyond. The ultimate measure of our mission is our students’ college completion rates. During high school, we can use student test scores to help students and their parents understand where they are on a path toward college readiness. We will do this with a goal of building upon the estimated college completion rates coming out of our east and north Nashville schools.

**Vision:** The school’s vision is that one day, every student in Nashville will have access to a high-quality, college-preparatory seat in a public school. To accomplish this, KIPP pledges to continue to be a positive partner in the MNPS community. We will continue to maintain an open-source mentality around everything we develop, including all lessons learned. In the past we have shared assessments, leadership training approaches, curricular resources and our KIPP Through College playbooks with MNPS Principals and district officials. We expect to continue these efforts as we work with MNPS to help the district achieve its goals.

**Proposed Location – N/A**

**Enrollment Projections (as presented by applicant in the written proposal):**

*Enrollment Summary (Number of Students)*

Grade Level	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28	Year 6 2028-29
9	144	144	288	288	288	288
10	0	144	144	288	288	288
11	0	0	144	144	288	288
12	0	0	0	144	144	288
<b>Totals</b>	<b>144</b>	<b>288</b>	<b>576</b>	<b>864</b>	<b>1,008</b>	<b>1,152</b>

**Summary Analysis** – The Metropolitan Nashville Public Schools Office of Charter Schools has established itself over the past several years as an authorizer of national prominence, with an application process that is fair, transparent, and aligned with national standards. As a result, our charter sector is one of the strongest in the nation, and we always welcome new and innovative applications that serve our students and families well.

The lens through which our review team evaluates an application is one that looks for innovative instruction that produces high quality academic outcomes for all students, school operations that support those academic outcomes and sustainable fiscal practices that ensure strong financial stability.

A summary of the qualities we have identified as present in a high-quality application is as follows:

- Academic Program Design and Capacity
  - Detailed, curriculum and instructional strategies that align with the mission, target population, and state standards
  - Thorough, current research that supports the curriculum and instructional strategies
  - Articulation of a sound rationale for the application
  - Detailed plans for meeting all student needs, including accelerated learners, remediation, special education, and English Language Learners
  - Demonstrated internal alignment including scheduling and calendar
  - Includes sound plans for family and community engagement
  - Describes a school culture that reflects alignment to the school’s mission and goals.
- Operational Plan and Capacity
  - Includes a sound and reasonable plan for staffing that is likely to attract and retain top talent
  - Presents a thorough and reasonable plan for start-up operations
  - Provides compelling detail on the school’s plan for performance management
  - Presents an organizational chart aligned with the leadership and staffing structure
  - Has viable employment practices
  - Articulates clear roles and appropriate responsibilities for governance and management
  - Identifies founding Board members with diverse skills needed to govern effectively
  - Identifies potential facilities and outlines the costs within the financial document
  - Outlines a solid transportation plan that is reasonable and equitable to attract a diverse group of students
  - Presents a plan for compliance with all federal and state requirements
- Financial Plan and Capacity
  - Realistic projections with clear assumptions from start-up through full enrollment
  - Spending priorities that align with the school’s mission, support the academic program, support the management structure, professional development needs and growth plan



- Cash flow projections that align to the MNPS Performance Frameworks and align with the overall budget
- Sound financial controls to ensure appropriate use of public funds and long-term viability
- Demonstrated financial planning and management capacity
- Reasonable and transparent fundraising goals with disclosure of funders.
- Disclosure of all anticipated loans, gifts, and grants, including letters from funders confirming their investment should the school become approved.

After a thorough review of the KIPP Antioch College Prep High School's written application and capacity interview the review team and the MNPS Office of Charter Schools came to a consensus on the three major components of the application. This report has the ratings and explanation of the ratings for each section.

## **Original Section Summaries**

**Academic Plan:** Partially Meets Standard

**Operations Plan:** Partially Meets Standard

**Financial Plan:** Meets Standard

**Past Performance:** Does Not Meets Standard

## **Amended Section Summaries**

**Academic Plan:** Partially Meets Standard

**Operations Plan:** Meets Standard

**Financial Plan:** Meets Standard

**Past Performance:** Partially Meets Standard

## Original Academic Plan Detail

**Summary as Presented in Proposal:** KIPP Antioch College Prep High School submitted an application for a middle school in southeast Nashville. They propose a charter that will be a part of the already established KIPP network of schools. At capacity, the school would have 1,152 students. KACP-HS's mission will be to cultivate in our students the academic and character skills needed to succeed in top colleges and life beyond. The school's vision is that one day, every student in Nashville will have access to a high-quality, college-preparatory seat in a public school.

**Review Team Analysis:** The application rating is partially standard for academic plan. Overall, there is a lack of detail in this section. The review team found that there was a very high-level overview of the academic focus and plan. The high-level overview is surprising given that they say they are proposing a new academic plan for the high school. More details around the shifts/changes they have made with their academic model is needed. Why were the changes made? What is the rationale for the current curriculum, methods and interventions?

The review team found some comfort in knowing that the proposed school would leverage academic systems from the KIPP network of collaborators.

The application references the RTI process and program, but it does not make clear what it looks like or how it will effectively improve student outcomes in the high school. The academic plan does not include credit recovery, which negatively impacts the school's ability to support students in meeting graduation deadlines. The academic plan could have adverse impacts on student retention. There is also the possibility that AP curricula might be too rigorous (based on attrition rates) and a few unique supports for English Learners and Students with Disabilities. Another area for concern is the AP course performance in the senior year because of the increased English Learner population and the lack of additional supports to the existing network academic plan.

Clarity is needed around the graduation pathway. The course progression states a Humanities elective focus including Composition 1, 2, 3 and AP Seminar. Composition does not have progressive course codes (i.e. 1, 2, 3). Other courses will have to be considered for a Humanities Pathway. Academic plan could have adverse impacts on student retention. The current suggested course progression, specifically advanced academic courses progressions, is extremely rigid which may impact EE, EL or other at-risk students. The review team has concerns around retention and support of all students. Attrition rates in the current high school should drive a change in practice around what data are tracked and what supports are provided in response.

More specific information is needed about retention and support of English Learners. The answers provided in the interview did not address the specific supports to the students to help them continue making progress. Discussion was about outreach to parents; more training to teachers and supports to EL students that would be necessary.

Current KIPP HS class started with over 100 students and they currently have around 50 students. Attrition rates are a concern. Highest attrition is in 10th and 11th grade, which indicates that the retention policy weeds out students instead of supports them in meeting graduation requirements. Transcripts in the current school indicate that there are challenges around proper course codes and the school's ability to provide appropriate course progressions for EE and EL students. The current course progressions for all students do not seem to be designed in student best interests. With 1100 students projected, they should be able to develop more flexible retention policies. Without student supports beyond retention, an AP for All plan does not inspire confidence. There is currently an unclear summer programming around summer school in the retention policy. Limited access to retaking courses and no mention of extension.

The full inclusion model may not meet the needs of all students details around how those students needed to be more detailed. The review team felt that more details around how special education teachers will consult with general educators. A clear explanation of how support personnel will be used is needed.

The interview did not clearly articulate how the service of English Learners was a priority in the changes in the academic plan, other than comments around a longer ELA block. Substantial changes based on demographic differences were unclear. How the school will reach out and engage meaningfully with ELs and their families in a language and manner they understand is still a question.

In addition, no coherent disproportionality plan was addressed and there was not any reference to the importance of transition planning for EE students and EL students who also receive EE services. There was also an incorrect statement indicating that their regional director of student supports will also connect with the MNPS Charter School Office to resolve any placement or evaluation questions. The correct point of contact would be the district's Department of Exceptional Education; preferably via the assigned MNPS EE Coach.

The application felt generic in nature when describing the academic plan for all students along with EL students and high-risk students. Additionally, there are significant concerns around providing individualized and appropriate academic supports to students with disabilities and English Learners. Additionally, there are concerns around how the school will engage with English Learner families.

## Amended Academic Plan Detail

**Summary as Presented in Proposal:** KIPP Antioch College Prep High School submitted an application for a middle school in southeast Nashville. They propose a charter that will be a part of the already established KIPP network of schools. At capacity, the school would have 1,152 students. KACP-HS's mission will be to cultivate in our students the academic and character skills needed to succeed in top colleges and life beyond. The school's vision is that one day, every student in Nashville will have access to a high-quality, college-preparatory seat in a public school.

**Review Team Analysis:** The amended academic plan is rated as partially meets. Overall, there is still a high-level overview of the academic focus when they are proposing a new focus. A description of the instructional methods and supports that will be used to ensure that all students succeed is needed in full detail.

The review team did find that the humanities pathway has been updated and it will meet the state requirements for graduation.

The math progression plan needs to reflect a pathway that is sequential and aligned with all student's progression in mind. If a student leaves the EE math progression, they have to complete Integrated Math in order to exit the exceptional education program. The current progression model does not allow for that progress.

KACP-HS has a plan in place that will require students to repeat all classes if they miss more than two credits. Repeating previously passed coursework will impede students from earning credits to meet graduation requirements. Re-taking courses that have been passed for credit places a burden on students who are working toward graduation, it does not meet individual needs of children, and serves to limit the scheduling and staffing in the school.

The current KIPP Nashville Collegiate High School's attrition rates are a concern.

In the amended application KIPP Antioch College Prep High School provided a clear detailed special education handbook. The handbook detailed plans for meeting all student needs, including accelerated learners, remediation, and special education. Throughout the handbook they demonstrated internal alignment including scheduling and a calendar that will align and provide support to the EE population.

Due process was described. In the EE handbook If the parents/guardians desire to challenge a finding that the student's behavior was not a manifestation of their disability, they may request a hearing of due process. A hearing will first be held with KIPP Nashville and the Hearing Authority Committee directed by the Executive Director of KIPP Nashville. Following that hearing, the parent/guardian may wish to take the appeal further to the LEA – MNPS.

This hearing must be conducted within 20 days of the LEA's receipt of the request and a decision rendered within 10 school days of the hearing. The student remains in the disciplinary

placement pending the outcome of the expedited hearing. Stay put, in disciplinary matters, is the alternative setting determined by the school, not the placement from which the student was removed.

The Dean of Students will work to prevent disproportional discipline practices by observing classrooms, providing feedback, and delivering teacher PD to improve supports for all students. The Dean of Student Support Services will lead professional development to all teachers on UDL during the summer professional development period. Throughout the school year, the Dean of Student Support Services will collaborate with the Assistant Principals to ensure effective implementation of UDL. In order to implement a UDL approach, all leaders and teachers must feel responsible for its effective implementation.

Along with a detailed special education handbook the amended application provided a detailed data source for RTI practices. The amended RTI plan includes teacher training, progress monitoring, fidelity monitoring, ESL delivery model and a plan to support students with disabilities.

The amended application references state requirements, screening requirements and can-do descriptors for English Learners. Increased understanding of WIDA standards and ACCESS data to drive decisions is communicated in the amended application. The applicant also provided a plan for EL staffing and training.

The applicant provided information about Alternative Academic Diploma which was absent in the original application.

### **Original Operational Plan Detail**

**Summary as Presented in Proposal:** The applicant has a plan with benchmarks beginning 12-24 months before opening. Included in their application is an overview of the greatest potential challenges and their proposed responses to those challenges. The applicant has experience opening 7 schools and outlines a solid plan for the start-up year. They have identified challenges such as leadership selection, facility planning, student outreach, maintaining a high academic bar for all new schools, and maintaining a strong culture of high expectations for all.

**Review Team Analysis:** The operational plan was rated at meets expectations. When asked about managing the start-up year of the 3 proposed schools in addition to the 7 existing schools, they talked very high level about the capacity and the rationale. They indicated wanting to put forth their whole plan for transparency (therefore, applying for 3 schools), but it still doesn't explain opening the ES and MS in one year and the HS in another year, especially when they have just opened other schools. It's also not clear what the team capacity is to manage the start-up of all 3 schools in addition to managing the existing schools. Unclear information on specific location and needs, especially if a new build is not feasible.

Clarity around a timeline for identifying, financing, renovating, and ensuring code compliance. A detailed plan that the school's plan for obtaining highly qualified EL certified teachers will be successful. Antioch will most likely have a higher EL population and because the FTE is 35:1, they will need to make sure they are providing 60 minutes of direct support to ELs at a 3.5 or below (WIDA), and are able to tailor schedules appropriately for students above a 3.5. This includes enrichment, which was not mentioned in the application. The review team also needed to see that the school has the capacity or the plan to change or develop instructional practices across the network that adequately serve the large English Learner population in this area.

Unclear how the school will address situations involving students who are homeless or in foster care when it is determined that he/she needs to stay in the school of origin and different transportation options are needed.

On the positive side the applicant has a strong principal residency and training program. Clear leadership structure (principal, DOO, AP, DOS, DOSSS) A structure for leave and benefits has been established. A recruitment/hiring timeline and criteria defined, as well as process for managing unsatisfactory performance

Overall the review team feels that the operations plan and past performance indicate that KIPP has the capacity to execute.

### **Original Financial/ Business Plan Detail**

**Summary as Presented in Proposal:** The applicant is proposing to add a middle school to their already established network.

**Original Review Team Analysis:** The financial/business plan was raked at meets standard. The applicant indicates that they will have a positive cash flow every year with \$100K in fundraising and \$250K in a CSP grant. There is no clear contingency plan if they don't raise or receive the CSP grant. The applicant mentions access to a 2.5 million line of credit without providing a guarantee.

The review team does feel confident with the extensive fiscal policies and procedures that guide the KIPP network. There is an SST development team has 3 FTE (Director of Development, Director of Communications and External Affairs, and Manager of Annual Giving)

While there are some questions around the application it appears that KIPP has enough support and relationships to be financially stable.

## Past Performance Detail

**Rating:** Does Not Meet Standards

**Summary as Presented in Proposal:** While the application provides a compelling story for KIPP Antioch College Prep High School it leaves out the key information concerning past performance of KIPP's other Nashville middle schools. The review team had to look at all available information provided for the entire network and make a decision accordingly.

**Original Review Team Analysis:** The review team has concerns regarding KIPP Antioch College Prep High School's ability to assist in growing students. The current KIPP Nashville high school hasn't demonstrated a growth pattern that meets standard. In both the 2017-18 and 2018-19 school years the school has had TVAAS growth of a level 1 which falls below standards. The review team is not confident that the proposed school will be successful given the lack of previous performance data that meets standard.

**Rating:** Partially Meet Standards

**Summary as Presented in Proposal:** While the application provides a compelling story for KIPP Antioch College Prep High School it leaves out the key information concerning past performance of KIPP's other Nashville middle schools. The review team had to look at all available information provided for the entire network and make a decision accordingly.

**Original Review Team Analysis:** The review team has concerns regarding KIPP Antioch College Prep High School's ability to assist in growing students. The current KIPP Nashville high school hasn't demonstrated a growth pattern that meets standard. In both the 2017-18 and 2018-19 school years the school has had TVAAS growth of a level 1 which falls below standards. The achievement data did reveal KIPP High School performed higher than the district in ELA and Math. Also, KIPP performed higher than the district on the ACT. The review team is not confident that the proposed school will be successful given the lack of previous performance data that meets standard.



# Potential Budget and Fiscal Impact

## Notes

- The fixed costs are difficult to calculate because of the many people and expenses involved in educating students. Some of the expenses are not needed if the student transfers. Some of the expenses remain.
- Additionally, the fixed costs could change over time.
- MNPS projects which school's students are zoned to attend, but MNPS will not know the specific schools until students enroll.

## Nashville Collegiate Prep

### Budget Expense

The projected budget expense would be **\$8,320,000** per year.

- To calculate the budget expense, multiply the number of students projected to be enrolled by \$10,800 expected per pupil amount
- This amount assumes full enrollment at MNPS's current funding levels.
- This budget expense will increase if MNPS receives additional state and local revenue.

### Net Fiscal Impact

The projected net fiscal impact would be about **\$2,890,000** per year.

- Charter schools receive 100% of the per pupil state and local revenue.
- Fixed costs remain even though 100% of the revenue transfers.
- MNPS uses the difference between the per pupil charter school transfer and the per pupil student-based budget amount as a proxy for the fixed costs of the district.

## Ivy Prep Academy

### Budget Expense

The projected budget expense would be **\$3,110,000 per year**.

- To calculate the budget expense, multiply the number of students projected to be enrolled by \$10,800 expected per pupil amount
- This amount assumes full enrollment at MNPS's current funding levels.
- This budget expense will increase if MNPS receives additional state and local revenue.

### Net Fiscal Impact

The projected net fiscal impact would be about **\$770,000 per year**.

- Charter schools receive 100% of the per pupil state and local revenue.
- Fixed costs remain even though 100% of the revenue transfers.
- MNPS uses the difference between the per pupil charter school transfer and the per pupil student-based budget amount as a proxy for the fixed costs of the district.

## KIPP Southeast Nashville College Prep Elementary

### Budget Expense

The projected budget expense would be \$6,480,000 per year.

- To calculate the budget expense, multiply the number of students projected to be enrolled by \$10,800 expected per pupil amount
- This amount assumes full enrollment at MNPS's current funding levels.
- This budget expense will increase if MNPS receives additional state and local revenue.

### Net Fiscal Impact

The projected net fiscal impact would be about **\$2,270,000 per year**.

- Charter schools receive 100% of the per pupil state and local revenue.
- Fixed costs remain even though 100% of the revenue transfers.
- MNPS uses the difference between the per pupil charter school transfer and the per pupil student-based budget amount as a proxy for the fixed costs of the district.

## **KIPP Southeast Nashville College Prep Middle School**

### **Budget Expense**

The projected budget expense would be **\$3,870,000** per year.

- To calculate the budget expense, multiply the number of students projected to be enrolled by \$10,800 expected per pupil amount
- This amount assumes full enrollment at MNPS's current funding levels.
- This budget expense will increase if MNPS receives additional state and local revenue.

### **Net Fiscal Impact**

The projected net fiscal impact would be about **\$1,410,000** per year.

- Charter schools receive 100% of the per pupil state and local revenue.
- Fixed costs remain even though 100% of the revenue transfers.
- MNPS uses the difference between the per pupil charter school transfer and the per pupil student-based budget amount as a proxy for the fixed costs of the district.

## **KIPP Antioch College Prep High School**

### **Budget Expense**

The projected budget expense would be **\$9,960,000** per year.

- To calculate the budget expense, multiply the number of students projected to be enrolled by the projected state and local revenue.
- This amount assumes full enrollment at MNPS's current funding levels.
- This budget expense will increase if MNPS receives additional state and local revenue.

### **Net Fiscal Impact**

The projected net fiscal impact would be about **\$4,340,000** per year.

- Charter schools receive 100% of the per pupil state and local revenue.
- Fixed costs remain even though 100% of the revenue transfers.
- MNPS uses the difference between the per pupil charter school transfer and the per pupil student-based budget amount as a proxy for the fixed costs of the district.