



## AGENDA

METROPOLITAN BOARD OF PUBLIC EDUCATION  
2601 Bransford Avenue, Nashville, TN 37204  
Regular Meeting – September 27, 2022 – 5:00 p.m.  
**Rachael Anne Elrod, Chair**

I. CONVENE and ACTION

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

II. AWARDS AND RECOGNITIONS

- A. National Blue Ribbon School

III. DIRECTOR'S REPORT

- A. Attendance Focused Outcome Update

IV. GOVERNANCE ISSUES

- A. Actions
  - 1. Consent
    - a. Approval of Minutes – 07/25/2022 – Special Called Meeting
    - b. Awarding of Purchases and Contracts
      - 1. Alignment Nashville
      - 2. Batteries Plus, LLC
      - 3. Fireplace, Inc.
      - 4. Key2Ed, Inc.
      - 5. Kognity USA, Inc.
      - 6. Meharry Medical College (3 contracts)
      - 7. Parman Energy Group, LLC
      - 8. Pioneer Drama Service
      - 9. Research Associates – The Grant Experts, Inc.
      - 10. Unico Technology
      - 11. WEX Health, Inc. (previously Benefit Express, LLC)

V. ANNOUNCEMENTS

VI. WRITTEN INFORMATION TO THE BOARD

- A. Sales Tax Collections as of September 20, 2022
- B. Health and Safety Plan and Planned Use of Remaining ESSER Funds

VII. ADJOURNMENT

# **METROPOLITAN NASHVILLE PUBLIC SCHOOL SPECIAL CALLED BOARD MEETING – July 25, 2022**

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

Meeting called to order: 12:30 p.m.

## **CONVENE AND ACTION**

- A. Call to Order – Rachael Anne Elrod called the meeting to order.
- B. Pledge of Allegiance – Led by Chris Henson, Chief Financial Officer.

## **GOVERNANCE ISSUES**

- A. 1. Knowledge Academies, Inc.

**Motion to request Metro Legal to appeal the decision of consolidation of Knowledge Academies K-8 at the Crossings.**

**By Abigail Tylor, seconded by Emily Masters**  
**Motion Fails**

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

**Motion to approve the consolidation of Knowledge Academies at the Crossing K-8 charter agreement.**

**By Gini Pupo-Walker, seconded Fran Bush**  
**Motion Passes**

**Vote: 5-3-1 (No -Abigail Tylor, Emily Masters, Rachael Anne Elrod; Abstain – Christiane Buggs)**

- 2. Amended Charter School Application

**Motion to decline the Tennessee Nature Academy application on the grounds that it does not meet the standards as set forth by the State of Tennessee Charter School Commission.**

**By Emily Masters, Abigail Tylor**

**Vote: 5-4 (No- Fran Bush, John Little, Sharon Gentry, Gini Pupo-Walker)**

### 3. A Resolution in Support of Public-School Teachers

**WHEREAS, the Metropolitan Nashville Board of Education is responsible for managing all public schools established or that may be established under its jurisdiction; and WHEREAS, a key component to the success of the Metropolitan Nashville Public Schools is the hard-working and dedicated teaching faculty in our schools; and WHEREAS, teachers in both our district and our state complete rigorous training and testing in order to become certified; and WHEREAS, teachers continue their own education and hone their skills through ongoing professional development that is tied to their daily work; and WHEREAS, when coupled with a high-quality core instructional program and parent, student, educator, and community voices, teachers are a vehicle for both individual and school transformation that can help close the persistent and destructive opportunity gaps in our schools and reverse the growing inequality in our society; and WHEREAS, teachers in public schools deserve the respect and admiration of the students, parents, and the community as a whole for the unceasing work they do to make our communities better for all; and WHEREAS, Governor Bill Lee has been working with Dr. Larry Arnn, president of Hillsdale College, to open up to 100 publicly funded private charter schools in our state; and WHEREAS, Dr. Larry Arnn has recently made public remarks disparaging both the training and intelligence of teachers in traditional public schools; and WHEREAS, Dr. Arnn has referred to public education as both "enslavement," and "...like the plague," and that it "...destroys generations of people;" and WHEREAS, these statements and similar inflammatory language promotes untruths about educators and creates division within our communities; and WHEREAS, Governor Lee refuses to condemn these remarks and continues to work with Dr. Arnn in his plans to undermine the work of educators across our state. THEREFORE, BE IT RESOLVED, the Metropolitan Nashville Board of Public Education recognizes the tremendous impact of teachers in our schools and the community at-large. FURTHERMORE, the Metropolitan Nashville Board of Public Education**

**denounces the remarks made by Dr. Arnn that are critical of teachers and their profession and calls upon Governor Bill Lee to do the same. FURTHERMORE, the Metropolitan Nashville Board of Public Education calls upon Governor Lee to sever ties with Dr. Arnn, Hillsdale College, and any associated or similar programs that attempt to discredit teachers and propagate untruths about our public schools. FURTHERMORE, the Metropolitan Nashville Board of Public Education promises to work diligently for public school teachers and fight against both people and forces that work to demean and undermine them and their important work. ADOPTED BY THE ELECTED METROPOLITAN NASHVILLE BOARD OF EDUCATION, meeting in special called session on the 25th of July, 2022, with this Resolution to take immediate effect, the public welfare requiring it.**

**Motion to approve to approve A Resolution in Support of Public School Teachers.**

**By Abigail Tylor, seconded by Freda Player-Peters**

**Vote: 9-0 – Unanimous**

**Rachael Anne Elrod adjourned the meeting at 1:23 p.m.**



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**Chris M. Henson  
Board Secretary**

**Christiane Buggs  
Board Cha**

**Date**

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(1) VENDOR: Alignment Nashville

SERVICE/GOODS (SOW): Contractor will work directly with the office of Family and Community Partnerships to expand our current support services for students, families, and the community. The support includes planning and hosting two annual family events and planning and hosting a Family University Summit. Events will include resources for families, celebrations, and employment opportunities. In addition, pathways of study on various topics will be created and offered to help families become partners and co-creators along with MNPS educators and leaders.

SOURCING METHOD: RFP 252248

TERM September 28, 2022 through June 30, 2024

FOR WHOM: MNPS Students and Families

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

Total compensation for this contract is not to exceed \$1,090,846.

OVERSIGHT: Community Achieves

EVALUATION: Ongoing quality and consistency of the creation and delivery of pathways of study along with successful event completions.

MBPE CONTRACT NUMBER: 7543724

SOURCE OF FUNDS: Federal - ESSER 3

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(2) VENDOR: Batteries Plus, LLC

SERVICE/GOODS (SOW): Amendment #1 increases the contract value, updates the criminal background check clause, and incorporates the Boycott of Israel clause. Contract is for the provision of batteries to MNPS.

SOURCING METHOD: Amendment of a Previously Board Approved Contract

TERM: September 28, 2022 through April 27, 2025

FOR WHOM: Technology Services and Facilities

COMPENSATION: Amendment #1 increases the contract value by \$100,000.

Total compensation for this contract is not to exceed \$200,000.

OVERSIGHT: Technology Services and Facilities

EVALUATION: Quality of the goods provided.

MBPE CONTRACT NUMBER: 7497201

SOURCE OF FUNDS: Operating Budget

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(3) VENDOR: Fireplace, Inc.

SERVICE/GOODS (SOW): Amendment #1 increases the contract value, updates the criminal background check clause, and incorporates the Boycott of Israel clause. Contract is for the provision of S'more newsletter service integrated into the Blackboard/ParentLink platform.

SOURCING METHOD: Sole Source

TERM September 28, 2022 through June 30, 2024

FOR WHOM: MNPS School and Department Administrators

COMPENSATION: Amendment #1 increases the contract value by \$31,999.

Total compensation for this contract is not to exceed \$49,999.

OVERSIGHT: Communications

EVALUATION: Quality of goods and services provided.

MBPE CONTRACT NUMBER: 7506309

SOURCE OF FUNDS: Various Operating Budget and School-based Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(4) VENDOR: Key2Ed, Inc.

SERVICE/GOODS (SOW): Amendment #1 extends the contract term, increases the contract value, updates the criminal background check clause, and incorporates the Boycott of Israel clause. Contract is for facilitated Individualized Education Plan (IEP) trainings for MNPS personnel including school psychologists, speech language pathologists, and district coaches.

SOURCING METHOD: Amendment of a Previously Board Approved Contract

TERM September 28, 2022 through June 30, 2023

FOR WHOM: Exceptional Education Staff

COMPENSATION: Amendment #1 increases the contract value by \$45,000.

Total compensation for this contract is not to exceed \$145,000.

OVERSIGHT: Exceptional Education

EVALUATION: Ongoing quality and consistency of trainings provided with support and fidelity checks to ensure immediate feedback and action steps required.

MBPE CONTRACT NUMBER: 7521245

SOURCE OF FUNDS: Operating Budget



GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(5) VENDOR: Kognity USA, Inc.

SERVICE/GOODS (SOW): Amendment #2 extends the contract term, increases the contract value, and adds Exhibit A: Kognity's Learning Platform 2022 Renewal Confirmation to the contract. Contract is for access to the Kognity Learning Platform Service for online textbooks and online modules to support the International Baccalaureate (IB) Diploma Program and the IB Career-Related Program.

SOURCING METHOD: Amendment of a Previously Board Approved Contract

TERM: September 28, 2022 through August 14, 2023

FOR WHOM: MNPS Students in the IB Program

COMPENSATION: Amendment #2 increases the contract value by \$49,100.

Total compensation under this contract is not to exceed \$102,940.

OVERSIGHT: Advanced Academics

EVALUATION: Quality of service provided and effectiveness of the online materials.

MBPE CONTRACT NUMBER: 7500308

SOURCE OF FUNDS: Operating Budget

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(6) VENDOR: Meharry Medical College

SERVICE/GOODS (SOW): BRIDGE to Success grant at Haynes Middle School. The BRIDGE to Success program in the Center for Health Policy at Meharry Medical College is designed to meet the needs of low-income families in an attempt to interrupt cycles of poverty. Examples of items the school can use this funding for include: classroom/instructional supplies, furniture, computers, etc.

SOURCING METHOD: Grant

TERM: January 1, 2022 through December 31, 2022

FOR WHOM: Haynes Middle School

COMPENSATION: Meharry Medical College will provide a semi-annual payment in the amount of \$12,500 to be paid based on deliverables met for each semester.

Total revenue anticipated to be received under this grant is \$25,000.

OVERSIGHT: Haynes Middle School and Federal Programs

EVALUATION: Timeliness of payments received.

MBPE CONTRACT NUMBER: 7534160

SOURCE OF FUNDS: BRIDGE to Success Grant

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(6) VENDOR: Meharry Medical College

SERVICE/GOODS (SOW): BRIDGE to Success grant at Isaiah T. Creswell Middle School of the Arts. The BRIDGE to Success program in the Center for Health Policy at Meharry Medical College is designed to meet the needs of low-income families in an attempt to interrupt cycles of poverty. Examples of items the school can use this funding for include: classroom/instructional supplies, furniture, computers, etc.

SOURCING METHOD: Grant

TERM: January 1, 2022 through December 31, 2022

FOR WHOM: Isaiah T. Creswell Middle School of the Arts

COMPENSATION: Meharry Medical College will provide a semi-annual payment in the amount of \$12,500 to be paid based on deliverables met for each semester.

Total revenue anticipated to be received under this grant is \$25,000.

OVERSIGHT: Isaiah T. Creswell Middle School of the Arts and Federal Programs

EVALUATION: Timeliness of payments received.

MBPE CONTRACT NUMBER: 7534169

SOURCE OF FUNDS: BRIDGE to Success Grant

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(6) VENDOR: Meharry Medical College

SERVICE/GOODS (SOW): BRIDGE to Success grant at Whites Creek High School. The BRIDGE to Success program in the Center for Health Policy at Meharry Medical College is designed to meet the needs of low-income families in an attempt to interrupt cycles of poverty. Examples of items the school can use this funding for include: classroom/instructional supplies, furniture, computers, etc.

SOURCING METHOD: Grant

TERM: January 1, 2022 through December 31, 2022

FOR WHOM: Whites Creek High School

COMPENSATION: Meharry Medical College will provide a semi-annual payment in the amount of \$12,500 to be paid based on deliverables met for each semester.

Total revenue anticipated to be received under this grant is \$25,000.

OVERSIGHT: Whites Creek High School and Federal Programs

EVALUATION: Timeliness of payments received.

MBPE CONTRACT NUMBER: 7534150

SOURCE OF FUNDS: BRIDGE to Success Grant

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(7) VENDOR: Parman Energy Group, LLC

SERVICE/GOODS (SOW): For the purchase of oil, lube, diesel exhaust fluid (DEF), antifreeze, etc.

SOURCING METHOD: Nashville Metropolitan Transit Authority (Nashville MTA)

TERM September 28, 2022 through June 30, 2023

FOR WHOM: Transportation

COMPENSATION: Total compensation under this contract will not exceed \$90,000.

OVERSIGHT: Transportation

EVALUATION: Quality and timeliness of goods provided.

MBPE CONTRACT NUMBER: Nashville MTA #2020969

SOURCE OF FUNDS: Operating Budget

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(8) VENDOR: Pioneer Drama Service

SERVICE/GOODS (SOW): Contract is for show materials and performance rights.

SOURCING METHOD: Sole Source

TERM September 28, 2022 through September 27, 2027

FOR WHOM: High School and Advanced Middle School Theatre Students and Teachers

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

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

OVERSIGHT: Visual and Performing Arts

EVALUATION: Quality of services and response times.

MBPE CONTRACT NUMBER: 7542135

SOURCE OF FUNDS: Various School-based Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(9) VENDOR: Research Associates – The Grant Experts, Inc.

SERVICE/GOODS (SOW): Contract is for the provision of grant writing services.

SOURCING METHOD: RFP 265252

TERM: September 28, 2022 through September 27, 2027

FOR WHOM: Federal Programs

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

OVERSIGHT: Federal Programs

EVALUATION: The quality and timeliness of goods and services provided.

MBPE CONTRACT NUMBER: 7543147

SOURCE OF FUNDS: Operating Budget

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(10) VENDOR: Unico Technology

SERVICE/GOODS (SOW): For the purchase of a Domain Name System (DNS) security module for firewalls to automatically block known web sources that deliver malware or are used to implement command and control programs on MNPS devices.

SOURCING METHOD: OMNIA Partners Public Sector Cooperative

TERM: September 28, 2022 through June 30, 2023

FOR WHOM: Technology Services

COMPENSATION: Total compensation for this purchase is not to exceed \$32,166.

OVERSIGHT: Technology Services

EVALUATION: Based on the performance of the hardware to identify and alert on suspected network events.

MBPE CONTRACT NUMBER: OMNIA Partners Public Sector Contract R191902

SOURCE OF FUNDS: Operating Budget



GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(11) VENDOR: WEX Health, Inc. (previously Benefit Express, LLC)

SERVICE/GOODS (SOW): Amendment #1 extends the term of the contract, increases the contract value, changes the contract number, changes the company name from Benefit Express, LLC to WEX Health, Inc., and updates the Notices section of the contract. Contract is for web-based benefit administration services and online enrollment.

SOURCING METHOD: Amendment of a Previously Board Approved Contract

TERM January 31, 2023 through January 30, 2028

FOR WHOM: MNPS Certificated Employees and Retirees

COMPENSATION: Amendment #1 increases the contract value by \$3,000,000.

Total compensation for this contract is not to exceed \$5,700,000.

OVERSIGHT: Human Resources

EVALUATION: Assessed on timely and accurate processing of eligibility, enrollment, and payroll files, timely processing of COBRA enrollment, and responsive customer service and system availability.

MBPE CONTRACT NUMBER: 7488468 (previously 2-00373-02)

SOURCE OF FUNDS: Insurance Trust Fund

**Metropolitan Nashville Public Schools  
Sales Tax Collections  
As of September 20, 2022**

**General Purpose Fund**

<b>MONTH</b>	<b>2022-2023 Projection</b>	<b>TOTAL 2022-2023 COLLECTIONS</b>	<b>\$ Change For Month - FY23 Projection</b>	<b>% Change For Month - FY23 Projection</b>	<b>% Increase / Decrease Year To-Date</b>
September	\$24,878,775.24	\$27,797,137.28	\$2,918,362.04	10.50%	10.50%
October	\$23,893,677.39				
November	\$24,962,986.47				
December	\$25,746,646.49				
January	\$25,317,652.83				
February	\$30,197,814.30				
March	\$22,710,076.95				
April	\$23,778,308.32				
May	\$27,850,698.75				
June	\$28,959,075.29				
July	\$29,247,388.20				
August	\$29,060,399.78				
<b>TOTAL</b>	<b>\$316,603,500.00</b>	<b>\$27,797,137.28</b>	<b>\$2,918,362.04</b>		<b>10.50%</b>

**Debt Service Fund**

<b>MONTH</b>	<b>2022-2023 Projection</b>	<b>TOTAL 2022-2023 COLLECTIONS</b>	<b>\$ Change For Month - FY23 Projection</b>	<b>% Change For Month - FY23 Projection</b>	<b>% Increase / Decrease Year To-Date</b>
September	\$3,780,538.42	\$5,619,873.22	\$1,839,334.80	32.73%	32.73%
October	3,603,511.16				
November	3,704,686.49				
December	3,659,926.81				
January	3,591,215.77				
February	4,420,063.90				
March	3,227,415.79				
April	3,242,235.82				
May	3,916,499.60				
June	3,760,197.76				
July	3,866,814.37				
August	3,949,020.06				
<b>TOTAL</b>	<b>\$64,032,200.00</b>	<b>\$5,619,873.22</b>	<b>\$1,839,334.80</b>		<b>32.73%</b>

## ESSER 3.0 Public Plan for Remaining Funds

The Elementary and Secondary School Emergency Relief 3.0 (ESSER 3.0) Fund under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2, was enacted on March 11, 2021. Funding provided to states and local educational agencies (LEAs) helps safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation’s students.

In the fall of 2021, LEAs developed and made publicly available a *Public Plan - Federal Relief Spending*. All plans were developed with meaningful public consultation with stakeholder groups. Like the development of the plan, all revisions must be informed by community input and reviewed and approved by the governing body prior to posting on the LEA’s publicly available website.

The following information is intended to update stakeholders and address the requirement.

### **General Information**

LEA Name: Davidson County – Metro Nashville Public Schools\_\_\_\_\_

Director of Schools: Dr. Adrienne Battle\_\_\_\_\_

ESSER Director: Sarah Chin\_\_\_\_\_

Address: 2601 Bransford Avenue; Nashville, TN 37204\_\_\_\_\_

Phone #: 615-259-8587\_\_\_ District Website: <https://mnps.org>\_\_\_\_\_

Addendum Date: September 15, 2022\_\_\_\_\_

Total Student Enrollment:	81,001
Grades Served:	PreK-12
Number of Schools:	163

### **Funding**

ESSER 2.0 Remaining Funds:	<b>\$56,981,512</b>
ESSER 3.0 Remaining Funds:	<b>\$270,367,158</b>
<b>Total Remaining Funds:</b>	<b>\$327,348,670</b>

**Budget Summary**

		ESSER 2.0 Remaining Funds	ESSER 3.0 Remaining Funds
Academics	Tutoring	\$21,025	\$17,364,483
	Summer Programming		\$13,076,278
	Early Reading		\$208,749
	Interventionists, Tutors, Para Pros		\$7,477,576
	Instructional Support Positions		\$12,597,933
	Pre-K-12 Multi- Content Materials and Supports		\$16,928,264
	Pre-K-12 High Quality Math Materials and Supports		\$1,050,000
	Instructional Supplies	\$362,153	\$6,027,106
	Adaptive Intervention Platforms for math and literacy	\$3,812,404	\$6,600,000
	School-Level Instructional Software	\$315,900	\$1,759,996
	Consultants for school-level instructional supports	\$100,765	\$2,138,419
	Academic Feedback Support		\$328,048
	Benchmark Assessment Development		\$700,000
	Coordinator of Mathematics		\$309,277
	Schools of Innovation Academic Support		\$476,620
	Leveraging Athletics to Accelerate Academics		\$2,000,000
	Accelerating Academics through the Arts		\$4,000,000
	MNPS Virtual School- Additional Support for Continuity of Learning	\$1,676,147	
	Graduation Streaming Services	\$50,000	
	Charters	\$4,886,684	\$13,862,310
Other			
	<b>Sub-Total</b>	<b>\$11,225,078</b>	<b>\$106,905,060</b>
Student Readiness	AP and Dual Credit/ Enrollment Courses		\$30,500
	High School Innovation		\$3,575,642
	Advocacy Centers (elementary)	\$5,484,397	\$1,424,967
	Mental Health Counselors		\$6,222,000
	Social Workers		\$3,060,000
	Restorative Practice Assistants (middle and high)		\$4,532,299

	Expansion of Community Achieves and In-School Partnership Support Models		\$4,650,000
	Family Resource Centers		\$172,000
	Alternative Learning Center Redesign		\$1,050,000
	Parent University and Supports		\$1,351,713
	Translation and Interpretation Services		\$2,454,720
	IEP Compliance Supports		\$1,430,000
	Navigator Data System and Supports	\$120,000	\$360,000
	Data Analysts to support traditionally underserved subgroups		\$427,200
	Transition Coordinator for Exceptional Education Students		\$298,667
	School Counseling Coordinator		\$360,000
	Work-Based Learning	\$35,000	\$275,200
	Graduation Success Coaches	\$69,600	
	Postsecondary Transition Support	\$150,000	\$150,000
	Digital Future Initiative Director		\$128,000
	Student Support Services Manager		\$256,000
	Advanced Academics Coach		\$138,176
	AVID Coordinator		\$375,270
	Charters	\$4,886,684	\$13,862,310
	Other		
	<b>Sub-Total</b>	<b>\$10,745,681</b>	<b>\$46,584,664</b>
Educators	Grow Your Own	\$1,233,914	\$5,654,590
	Class size reduction		\$5,906,652
	Hire Forward (strategic staffing)		\$2,346,667
	English Language Endorsement for Educators		\$1,800,000
	Substitutes and Innovative Staffing Solutions		\$400,000
	Professional Development and Planning Day Stipends and Support		\$10,400,000
	Professional Development Redesign		\$640,450
	Signing and Retention Bonus for School Psychologists		\$70,000
	Reimagined Teacher Pilot Program		\$658,173
	Charters	\$4,886,684	\$13,862,310
	Other		
		<b>Sub-Total</b>	<b>\$6,120,597</b>

Foundations	Technology: Student Laptops		\$12,299,000
	Technology: Teacher Laptops		\$3,599,889
	Technology: Classroom Instructional Equipment	\$942,840	\$3,536,823
	Technology: Software to support 1:1 technology		\$629,000
	Technology: Support Services		\$3,340,923
	Executive Director of Technology		\$500,000
	High-Speed Internet	\$66,160	\$3,000,000
	Internet Infrastructure	\$1,652,444	
	Academic Space: Facilities and Air Quality	\$15,127,327	\$16,258,745
	COVID testing and vaccine clinics		\$1,131,159
	Design services for three new elementary schools		\$2,959,617
	Facility access control enhancements	\$3,033,832	
	Innovative Transportation Staffing and Support		\$280,000
	Strategic Redesign: Resource allocation and continuous improvement support		\$1,500,000
	COVID Operations Support	\$363,350	
	Nutrition Services Support (free breakfast and lunch for all students)	\$3,750,000	\$11,250,000
	Additional Nurses		\$10,000,000
	Community Support Hubs		\$600,000
	Pulse Checks and Feedback System for Families and Staff	\$67,725	\$68,000
	Student Services Compliance Support		\$540,000
	Kronos and Allovue upgrades (leave request and budgeting support)	\$22,080	
	Operations Talent Acquisition Specialist		\$300,000
	SRO Officers (elementary schools)	\$3,400,000	
	Charters		\$1,131,159
	Monitoring, Auditing and Reporting (1% minimum recommended by TDOE)	\$464,400	\$2,214,278
	Other		
	<b>Sub-Total</b>	<b>\$28,890,156</b>	<b>\$75,138,592</b>
<b>Total</b>		<b>\$56,981,512</b>	<b>\$270,367,158</b>

## Academics

1. Describe strategic allocations to accelerate **Academic Achievement**, including how allocations support the investments identified in the district's needs assessment.

MNPS is investing in high-impact tutoring, summer programming, high-quality instructional materials with emphasis on literacy and mathematics, school level positions focused on intervention and acceleration, and targeted professional learning experiences for staff in strategic areas. Through our needs assessment, MNPS identified the need for improving Tier I, II and III instruction and interventions. Over the next two years, MNPS plans to grow high-dosage, low ratio tutoring to more than 17% of our student population.

2. Describe initiatives included in the "other" category.

The specific expenses and related categories noted above appear in our approved application in ePlan in the requisite, allowable budget category.

## **Student Readiness**

1. Describe strategic allocations to support **Student Readiness** and the School-Related Supports necessary to access high-quality instruction, including how allocations support the investments identified in the district's needs assessment.

Student Readiness allocations represented in MNPS's Every Student Known focus are investments in the whole student, families, special populations including English learners and exceptional education students, as well as investments to support postsecondary readiness and success. By supporting the needs of the whole student through elementary advocacy centers, expansion of community partnerships in schools and investing in mental health supports, and social workers, MNPS is working to create the conditions where students can learn and thrive.

MNPS is committed to strong, high-quality pathways for our students through the Academies of Nashville and MNPS Reimagined clusters. Through our Better Together partnership with Nashville State Community College and other postsecondary institutions, we are expanding dual enrollment, dual credit, and work-based learning opportunities, as well as early college models across our high schools. We are also committed to AP, IB, Cambridge and AVID programs that are designed to promote and support rigorous coursework that prepares students for college and career. MNPS has chosen to spiral ESSER 2 and 3 funds directly to schools to support innovation. In addition, MNPS is investing in academic advising through positions, improved data systems and graduation success coaches in alignment with our postsecondary transition planning goals and focused outcomes. In planning and expanding these strategies, MNPS used data and our needs assessment to target and scale these strategic investments.

2. Describe initiatives included in the “other” category.

The specific expenses and related categories noted above appear in our approved application in ePlan in the requisite, allowable budget category.

### **Educators**

1. Describe strategic allocations to **Recruit, Retain and Support Educators and School Personnel**, including how allocations support the investments identified in the district’s needs assessment.

MNPS is proposing a set of strategies to address ongoing staffing challenges as outlined in the needs assessment. Through Grow Your Own and teacher residency models, MNPS is working with educator preparation programs to address teacher shortages. In addition, MNPS continues to work across funding sources to support compensation and benefits packages that help attract and retain the best talent. One of the priority areas for investment is "Grow Our People." This work includes robust, personalized professional development and paid planning days. Because MNPS spirals ESSER funds to schools, school leadership teams can make choices about strategic staffing needs in response to the COVID-19 pandemic. MNPS is also investing in a “Reimagining the Teaching Job” pilot, in which seven schools are creating and funding innovative teacher job designs to provide more job-embedded coaching and give teachers opportunities to grow in their career without leaving the classroom. In addition, MNPS is supporting EL and EE endorsement programs to support professional growth among our educators, as well as meet the needs of our English learners and special education students.

2. Describe initiatives included in the “other” category.

The specific expenses and related categories noted above appear in our approved application in ePlan in the requisite, allowable budget category.

### **Foundations**

1. Describe strategic allocations to **Strengthen Structural Expectations**, including how allocations support the investments identified in the district’s needs assessment.

Our strategic allocations designed to strengthen structural expectations are focused on building infrastructure, access, and capacity. These strategic allocations include investments in school nurses and COVID mitigation with an emphasis on safe and healthy schools and facility investments to improve indoor air quality and allow social distancing. Investments in technology support continuity of learning, as well as enhanced learning opportunities and tools to support high-quality and impactful instruction. These areas were identified as needs for our students and families in the district's needs assessment.



2. Describe initiatives included in the “other” category.

The specific expenses and related categories noted above appear in our approved application in ePlan in the requisite, allowable budget category.

**Monitoring, Auditing, and Reporting**

1. Outline how the LEA is continuing to actively monitor allocations; conducting interim audits to ensure an appropriate application of funds; collecting and managing data elements required to be reported; and reporting this information to the community.

MNPS is committed to maximizing our ESSER investments for students. In order to ensure investments are strategic and impactful, MNPS works with the Research, Assessment and Evaluation (RAE) team to design program evaluation. Through ESSER funds, MNPS is hiring an additional data analyst and program evaluation position to add to the RAE team to focus solely on ESSER funded initiatives and strategies. In addition, MNPS is partnering with outside researchers for additional capacity. For example, Brown University is partnering with MNPS to evaluate and inform our high-dosage tutoring work. MNPS and Vanderbilt University are partnering to create a research-practice partnership which will also be leveraged to inform and evaluate ESSER funded initiatives. In addition, schools are encouraged to ensure alignment with their SIPs and needs assessments. There are multiple layers of oversight and internal controls in place to ensure that proposed expenses are reasonable, allowable, and necessary (as well as allocable). MNPS teams have created an ESSER guidebook for district and school leaders and provided access to training materials from Brustein & Manasevit, TDOE, and internal teams. Internal cross-functional teams meet regularly to discuss ESSER-related topics and problem solve. In addition, MNPS reaches out to request guidance and assistance from TDOE staff as needed.

The oversight of these funds continues to be the responsibility of the Federal Programs (FP) team in MNPS. Multiple levels of review have occurred throughout the process to ensure established internal controls are followed. In addition to additional processes to ensure that we have multiple levels of review for ESSER-related expenses, we have also created forms and templates to help track and document the steps utilized to request, submit, and pay ESSER funded items. Additionally, we created training materials and forms for new processes. We have two separate business units (one for district purchases and one for the approximately \$24 million in school-level purchases) to help track expenses and ensure allowable purchases that are also reasonable and necessary. Multiple staff members support this work, and we have added additional positions to handle the influx of additional ESSER dollars.

In addition to the roles of the FP team members, a cross-functional approach has been utilized with the ESSER grants. We meet and continue to connect regularly with other teams in MNPS such as: Finance, Procurement, Human Resources, Inventory, Research, Assessment, and Evaluation, Operations, Curriculum and Instruction, Buildings and Maintenance, Technology, Charter Schools, and more. These teams have also been involved in determining the effectiveness of the funds by analyzing information such as number of nutrition services staff paid (based on the numbers of meals served, which was more than 330,000), number of devices deployed and utilized by students for virtual learning, provision of SEL and case management services, evaluation of professional learning funded by ESSER, deployment of individual student supplies and materials, utilization of software and related data on student

performance (and growth), and more. The effectiveness of activities has been determined in a variety of ways utilizing multiple data sources, ranging from the number of devices and services provided to staff and students to ensure they can participate in school safely and in the most effective manner to individual teacher feedback of PD sessions funded by ESSER. Other feedback mechanisms include formal and informal feedback regarding the efficacy of the uses of funds. Federal programs staff members have worked with MNPS charter schools to ensure they received school-level allocations. We also provided group and individual trainings as well as regular updates; we continue to communicate with our charter schools on a regular basis, especially with those schools who do not submit needed paperwork to request reimbursement in a timely manner. The Director of Grants reviewed each charter school's proposed spending plan and needs assessment; the documentation for requesting reimbursement for allowable ESSER purchases was also reviewed prior to processing payments reimbursing charters for allowable expenses. This documentation is housed on a shared SharePoint site. Charter points of contact have provided feedback on the efficacy of the use of these funds and will be asked to provide additional information to evaluate the effectiveness of the ESSER-funded activities.

2. Describe how the LEA is meeting the requirements to spend 20 percent of **the total ESSER 3.0 allocation** on direct services to students to address learning loss, or indicate participation in TN ALL Corps.

Our district is participating in TN ALL Corps and is also investing in numerous initiatives and strategies to address learning acceleration through direct service to students.

### ***Family and Community Engagement***

1. Describe how the LEA has continued to engage in meaningful consultation with stakeholders in the development of the revised plan.

For our original plan (approved on November 29, 2021), MNPS leaders engaged in the following work to solicit input from a wide variety of stakeholders in different ways:

- Created and deployed a survey for our stakeholders (K-12 public school families in Davidson County, community organizations, and other Davidson County residents)
- Created messaging to help inform and invite our stakeholders to engage (social media, email, and our MNPS website)
- Hosted seven engagement sessions to capture feedback and input for the ESSER plan
- Used feedback from the engagement sessions and the survey to finalize our report and plan
- Met with members of the Principal Advisory Group, Student Cabinet, Support Staff Cabinet, and Teacher Cabinet as well as with parents, guardians, and representatives of community organizations

Additional information about the process and the results can be accessed at <https://www.mnps.org/cms/One.aspx?portalId=32970327&pageId=37373891> and in the summary section of the submitted Needs Assessment. District leadership reviewed information from the various data points collected from the different types of engagement with stakeholders. We also referenced and

considered needs identified from previous and on-going evaluations such as district and school improvement plans. Utilizing all of these varied information sources, leadership engaged in multiple rounds of review while also considering both updated guidance on topics (such as from the CDC in relation to COVID mitigation practices) as well as evidence-based interventions and supports (such as academic interventions and SEL services).

In fall of 2022, MNPS relaunched our ESSER engagement survey. We promoted the survey through internal communication challenge and invited stakeholders to engage (social media, email, and on the MNPS website). In addition, we reconvened our members of the Principal Advisory Group, Student Cabinet, Support Staff Cabinet, and Teacher cabinet in August 2022 to seek their feedback on our revised ESSER plan. In this survey we received nearly 6,000 responses representing a diverse base of stakeholders and used these survey results to fine-tune our revision for September 15, 2022, and to pressure test community's buy-in to our initial budget proposal.

2. Describe how the LEA engaged at minimum 10 percent of the total stakeholders engaged vs. responses received in the development of the revised plan.

In late 2021, MNPS conducted a series of feedback opportunities through surveys and Possip pulse checks that have informed our decision-making. We continue to receive feedback through the budgeting process for FY23. In the fall 2022 reissuance of our survey, we asked our stakeholders to identify with broad identity categories (e.g., role in the LEA, etc.) to confirm that we had surveyed a representative sample of our community.

3. Describe how the LEA engaged a representation of a diverse population of stakeholders.

In fall 2022, MNPS relaunched our ESSER community engagement process, using surveys, messaging, engagement sessions, and meetings with the Principal Advisory Group, Student Cabinet, Support Staff Cabinet, and Teacher Cabinet as well as with parents, guardians, and representatives of community organizations.

Additional information about the process and the results can be accessed at <https://www.mnps.org/cms/One.aspx?portalId=32970327&pageId=37373891> and in the summary section of the submitted Needs Assessment. District leadership reviewed information from the various data points collected from the different types of engagement with stakeholders. We also referenced and considered needs identified from previous and on-going evaluations.

4. Describe how the LEA used multiple modes of engagement (such as surveys, scheduled in-person or virtual meetings, and town halls) to gain input from stakeholders in the development of the revised plan.

Our plan has included one significant change, which was the reallocation of \$6.4M toward safety and security investments. This was in direct response to the feedback we received from a diverse set of stakeholders in our 2022 survey and community engagement push. MNPS is committed to working closely with the State to ensure we are able to respond to the community's feedback with allowable

investments that are a direct response to the safety and security challenges faced in response to COVID-19. As noted above, MNPS utilizes various tools to solicit input on needs from parents and families, students, school staff, building-level staff, community members, advocacy organizations or representatives, and more. These data help inform our needs and priorities.

## Safe Return to In-Person Instruction and Continuity of Services Plan Addendum

The Elementary and Secondary School Emergency Relief 3.0 (ESSER 3.0) Fund under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2, was enacted on March 11, 2021. Funding provided to states and local educational agencies (LEAs) helps safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation's students.

In the fall of 2021, LEAs developed and made publicly available a Safe Return to In-Person Instruction and Continuity of Services Plan. All plans were developed with meaningful public consultation with stakeholder groups. LEAs are required to update the plan every six months through Sept. 30, 2023, and must seek public input on the plan and any revisions and must take such input into account. LEAs also must review and update their plans and ensure they align with any significant changes to CDC recommendations for K-12 schools. Like the development of the plan, all revisions must be informed by community input and reviewed and approved by the governing body prior to posting on the LEA's publicly available website.

The following information is intended to update stakeholders and address the requirement.

LEA Name: Davidson County – Metro Nashville Public Schools

Date: September 15, 2022

### 1. Describe how the LEA has continued to engage in meaningful consultation with stakeholders in the development of the revised plan.

In fall of 2022, MNPS relaunched our ESSER engagement process. We promoted the survey through internal and external communication channels, including social media, email, and the MNPS website. In addition, we reconvened our members of the Principal Advisory Group, Student Cabinet, Support Staff Cabinet, and Teacher cabinet in August 2022 to seek their feedback on our revised ESSER plan. We also used these cabinets to invite additional responses from these targeted stakeholder groups to our re-issued ESSER survey. In all, we received nearly 6,000 responses to our survey, representing a diverse base of stakeholders. We used these survey results to fine-tune our revision for September 15, 2022, and to pressure test community's ongoing buy-in to our previously submitted proposal. MNPS receives regular feedback from students, staff, and families through public comment at Board meetings, POSSIP surveys, social media engagement, school climate surveys, emails, and other feedback collection methods to help guide decisions on the health and safety of students and staff.

**2. Describe how the LEA engaged the health department in the development of the revised plan.**

MNPS maintains a close partnership with the Metro Public Health Department when devising testing and vaccination policies and receive guidance on changes to policies when applicable. Our School Nurse Program is a partnership with the Metro Public Health Department, and we developed our 2022-23 COVID policies in coordination with the experts at the MPHD.

**3. Provide the extent to which the LEA has updated adopted policies and a description of any such policies on each of the following health and safety strategies.**

Appropriate accommodations for children with disabilities with respect to health and safety policies	Students' accommodations are outlined in their Individual Education Programs and 504 plans, both of which the district implements, and which may include accommodations relevant to health and safety.
Physical distancing (e.g., use of cohorts/podding)	Social distancing is encouraged when feasible.
Hand washing and respiratory etiquette	Maintaining current policies and best practices.
Cleaning and maintaining healthy facilities including improving ventilation	MNPS continues to install updated HVAC systems to create healthy facilities and improve ventilation. MNPS also continues to maintain cleaning policies and best practices.
Contact tracing in combination with isolation and quarantine	We notify classrooms when there is an exposure. Tennessee Code Annotated prohibits the mandatory quarantining of a close contact. Students or staff who test positive must isolate, but Tennessee Board of Education rules allowing for remote learning during an isolation period have expired and students must be counted as absent.
Diagnostic and screening testing	MNPS offers school-based COVID-19 rapid testing to any student or staff who is identified as a close contact or has symptoms consistent with COVID-19. Parents or guardians provide consent prior to testing. This will reduce barriers to testing for families who lack transportation or time to get tested

outside of school. In addition, MNPS offers testing at multiple sites throughout the district for students and staff.
Efforts to provide vaccinations to educators, other staff, and students, if eligible
MNPS hosts vaccine clinics with the support of the Metro Nashville Public Health department at various locations, when possible. The Employee Benefits Department in partnership with Vanderbilt Health offers additional vaccine opportunities for district staff.
Universal and correct wearing of masks
Masks are currently encouraged but not required for staff and students, and KN95 masks have been distributed to all schools.

**4. Provide a current description as to how the LEA is ensuring continuity of services including but not limited to services that address students’ academic needs and students’ and staff’s social, emotional, mental health, and other needs, which may include student health and food services.**

Metro Schools operations have largely returned to pre-pandemic normal practice; however, we have increased the level of support for students by providing no-cost meals to all students through the use of ESSER funds after federal waivers expired. We have invested heavily in the social-emotional health of students with the use of advocacy centers, peace centers, counselors, social workers, and mental health supports, in addition to expanding the number of Community Achieves schools that provide wrap-around support for students and families.