



AGENDA

METROPOLITAN BOARD OF PUBLIC EDUCATION

2601 Bransford Avenue, Nashville, TN 37204

Regular Meeting – January 9, 2018 – 5:00 p.m.

Anna Shepherd, Chair

TIME

- I. CONVENE and ACTION
 - 5:00 A. Establish Quorum
 - B. Pledge of Allegiance
 - C. 30 Seconds in My District...

- II. AND THE GOOD NEWS IS... - OUR STUDENTS
 - 5:05 A. Student Ambassadors - Cane Ridge High School
 - a. Nelson Torres
 - b. Jarad McCray
 - B. McGavock High School
 - a. Future Farmers of America
 - C. Apollo Middle School Choir
 - D. Norman Binkley Elementary Artwork

- III. PUBLIC PARTICIPATION - OUR COMMUNITY

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

 - 5:20 A. Ahmed White – SCA Application Renewal
 - B. Fr. John Raphael – SCA Application Renewal

- IV. GOVERNANCE ISSUES- OUR ORGANIZATION
 - 5:25 A. Actions
 - 1. Consent
 - a. Approval of Minutes – 10/24/2017 – Regular Meeting
 - b. Recommended Approval of Request #27 for Purchase of Furniture (Overton High School Additions and Renovations) – GBI
 - c. Awarding of Purchases and Contracts
 - (1) Cigna Health and Life Insurance Company (CHLIC)
 - (2) Cigna Health Life Insurance Company DBA Cigna-HealthSpring
 - (3) ComPsych Corporation
 - (4) Dell Marketing LP (2 contracts)
 - (5) Learning Labs, Inc.
 - (6) Tennessee Achievement School District (ASD)
 - (7) Youth Opportunity Investments, LLC

- d. Board Policies – Fiscal Management
- e. Legal Settlement Claim L-16224 (\$30,000)

5:30

- V. REPORTS – OUR ORGANIZATION
 - A. Director's Report
 - 1. Transition Plan/Strategic Plan Update
 - B. Committee Reports
 - 1. Governance
 - 2. Director's Evaluation Update
 - C. Board Chairman's Report
 - 1. Chair Report
 - 2. Announcements

6:15

- VI. ADJOURNMENT

**METROPOLITAN BOARD OF PUBLIC EDUCATION MEETING – Minutes
Tuesday, October 24, 2017**

Members present

Sharon Gentry (arrived at 5:25 p.m.), Jo Ann Brannon, Anna Shepherd (Chair), Christiane Buggs, Tyese Hunter, Mary Pierce, Amy Frogge

Members absent

Will Pinkston and Jill Speering (Vice-Chair)

Meeting called to order at 5:00 PM

CONVENE and ACTION

Ms. Shepherd called the meeting to order at 5:00 p.m.

PLEDGE OF ALLEGIANCE

Led by Dr. Erick Huth, MNEA President.

30 SECONDS IN MY DISTRICT...

Each Board Member gave a brief update on each of their districts.

AWARDS AND RECOGNITIONS

2017 Well-Being Award - Cigna thanked MNPS for their partnership and presented the Well Being Award to MNPS.

GOVERNANCE ISSUES

A. Consent Agenda

Dr. Brannon read the consent agenda.

- a. Awarding of Purchases and Contracts
 - (1) CDW Government
 - (2) SRI
 - (3) University of Colorado, D
 - (4) University of South Florida
 - (5) Vanderbilt University

Motion to approve consent agenda as read.

Motion by Jo Ann Brannon, second by Christiane Buggs.

Final Resolution: Motion Passes

Yes: Jo Ann Brannon, Anna Shepherd, Christiane Buggs, Tyese Hunter, Mary Pierce, Amy Frogge

B. New Eagle View Elementary Attendance Zone

Motion to approve the New Eagle View Elementary Attendance Zone.

Motion by Tyese Hunter, second by Jo Ann Brannon.

Final Resolution: Motion Passes

Yes: Jo Ann Brannon, Anna Shepherd, Christiane Buggs, Tyese Hunter, Mary Pierce, Amy Frogge

C. 2018-19 District Calendar

Motion to approve 2018-19 District Calendar

Motion by Amy Frogge, second by Jo Ann Brannon.

Final Resolution: Motion Passes

Yes: Jo Ann Brannon, Anna Shepherd, Christiane Buggs, Tyese Hunter, Mary Pierce, Amy Frogge, Sharon Gentry

REPORTS

A. MNPS Next Recommendations

Dr. Turner and Dr. Tasby presented the MNPS Next Recommendations for the following schools: Caldwell, Glenn and Murrell Elementary Schools.

Board Chairman's Report

A. Chair Report

Ms. Frogge gave a brief report on their attendance to the Network for Public Education conference.

B. Announcements

- Dr. Brannon thanked the community support of the Granberry Elementary School Trucks and Tunes festival.
- Ms. Frogge announced that Hillwood High School would be presenting Mid-Summer Night's Dream, November 2nd – 4th at 7:00 p.m. at the school.
- Ms. Pierce announced that on October 28th at 10:00 a.m. J.T. Moore Middle Prep would host their Campus Beautification Day. The school is requesting that volunteers come and support the event.
- Ms. Pierce announced that on October 24th, Tools for Schools would host their Open House from 5:30 p.m. – 8:00 p.m.
- Ms. Pierce announced that on the Hillsboro High School Players would be presenting Peter Pan starting October 26th.

WRITTEN INFORMATION TO THE BOARD

A. Sales Tax Collections as of October 20, 2017

B. Fiscal Year 2017-2018 Operating Budget Financial Reports

ADJOURNMENT

Ms. Pierce adjourned the meeting at 6:06 p.m.



Chris M. Henson
Board Secretary

Anna Shepherd
Board Chair

Date

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. RECOMMENDED APPROVAL OF REQUEST #27 FOR PURCHASE OF FURNITURE (OVERTON HIGH SCHOOL ADDITIONS AND RENOVATIONS) – GBI

We are requesting approval to issue a purchase order for furniture at Overton High School in the amount of \$65,076.59.

It is recommended that this change order be approved.

Legality approved by Metro Department of Law.

FUNDING: 45017.80406817

DATE: January 9, 2018

c. AWARDING OF PURCHASES AND CONTRACTS

VENDOR: Cigna Health and Life Insurance Company (CHLIC)

SERVICE/GOODS: Group medical and pharmacy benefit administrative services for the certificated employees and certificated retirees of Metro Nashville Public Schools

TERM: January 1, 2018 through December 31, 2019

FOR WHOM Certificated Staff and Retirees

COMPENSATION: Approximately \$3,000,000 per year
Total compensation under this contract is not to exceed \$6,000,000

OVERSIGHT: Employee Benefits

EVALUATION: Customer satisfaction, ability to control costs, and timelessness of payments.

MBPE CONTRACT NUMBER: 2-473318-03

SOURCE OF FUNDS: Insurance Trust Fund

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

d. AWARDING OF PURCHASES AND CONTRACTS

VENDOR: Cigna Health Life Insurance Company DBA Cigna-HealthSpring

SERVICE/GOODS: Amendment #1 for Comprehensive Medicare Plan plus prescription drugs Medicare Advantage Prescription Drug Plan (MAPD). Amendment#1 extends the term of the contract, establishes 2018 rates, and increases the not to exceed amount of the contract.

TERM: January 1, 2017 through December 31, 2019

FOR WHOM Certificated Retirees

COMPENSATION: \$254.90 per member per month
Total compensation under this contract is increased by \$125,000 for a new not to exceed amount of \$220,000

OVERSIGHT: Employee Benefits

EVALUATION: Customer satisfaction, ability to control costs, and timelessness of payments.

MBPE CONTRACT NUMBER: 2-473318-02A1

SOURCE OF FUNDS: Insurance Trust Fund

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

e. AWARDING OF PURCHASES AND CONTRACTS

VENDOR: ComPsych Corporation

SERVICE/GOODS: Amendment #1 to the contract awarded through RFP 15-21. Contractor will provide an Employee Assistance Program (EAP) to employees of MNPS. Services such as, but not limited to, divorce counseling, financial questions, stress management, substance abuse, and depression.

Amendment #1 adds on-site services at MNPS school locations.

TERM: January 1, 2016 through December 31, 2020

FOR WHOM Certificated Staff and Retirees. Support Staff can also be covered through this plan if we so choose. Amendment #1 adds on-site services at Amqui Elementary School and Napier Elementary School. However, other sites could be added in the future.

COMPENSATION: Five-year fixed rate of \$1.13 per employee per month for coverage of our estimated 9,500 certificated employees and retirees. Rate drops to \$1.07 per employee per month if we include our estimated 4,300 support staff.

Amendment #1 sets the rate for on-site services at \$97 per hour.

Total compensation under this contract is increased \$75,000 for a new not to exceed amount of \$850,000.

OVERSIGHT: Employee Benefits

EVALUATION: Based on required deliverables in the RFP and the contractor's proposal.

MBPE CONTRACT NUMBER: 2-182187-00A1

SOURCE OF FUNDS: Insurance Trust Fund (Onsite is reimbursable through Cigna Wellness Funds)

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

f. AWARDING OF PURCHASES AND CONTRACTS

VENDOR: Dell Marketing LP

SERVICE/GOODS: Purchase of 3-year subscription to “Airwatch Enterprise Mobility Manager” along with training, setup, and support. This product is used to manage the MNPS fleet of over 8,300 Apple iPads and other IOS devices for the distribution of programs purchased by the district/schools, maintaining updates to the operating systems, and managing security on the devices.

TERM: Immediate one-time purchase

FOR WHOM MNPS Students, Teachers, and Administrators

COMPENSATION: 3-year subscription: $\$16.56 \text{ per device} \times 8,300 = \$137,448$

Training: 21,750

Setup and Support: 62,835

Total: \$222,033

OVERSIGHT Technology and Information Services

EVALUATION: System functionality, cost effectiveness, and usefulness of the product to the district.

MBPE CONTRACT NUMBER: Metro Government Contract# 355070

SOURCE OF FUNDS: Capital Funds -Technology

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

g. AWARDING OF PURCHASES AND CONTRACTS

VENDOR: Dell Marketing LP

SERVICE/GOODS: Purchase of approximately 1,450 computers for students and staff. This expenditure procures the devices necessary to ensure a minimum 3:1 (student to computer) ratio in all schools and to support the 2:1 ratio for STEAM Phase 1 and 2 schools. This also supports the move to providing laptops that are considered to be “current technology” for teachers currently using devices that do not fall into that category, upgrade aging administrative computers identified as no longer supported due to age and embedded technology levels.

Breakdown of 1,450 devices:

3:1 ratio = 630 devices (Dell Latitude 3380)

2:1 ratio STEAM Phase 1 = Phase 1 schools need additional 180 devices (Dell Latitude 3380)

2:1 ratio STEAM Phase 2 = 540 devices (Dell Latitude 3380)

Admin/teacher/principal/CO = 100 devices (TBD: Step above 3380)

TERM: Immediate one-time purchase

FOR WHOM MNPS Students and Staff

COMPENSATION: Latitude 3380: $\$719.26 \times 1,350 = \$971,001$

TBD unit step above 3380: $\$1,450.00 \times 100 = \underline{\$145,000}$

Total purchase \$1,116,001

OVERSIGHT Technology and Information Services

EVALUATION: Uptime and customer service

MBPE CONTRACT NUMBER: Metro Government Contract# 355070

SOURCE OF FUNDS: Capital Funds -Technology

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

h. AWARDING OF PURCHASES AND CONTRACTS

VENDOR: Learning Labs, Inc.

SERVICE/GOODS: Amendment #1 to the contract awarded through RFP 11-21 for the replenishment of consumable curriculum materials and maintenance support of hardware previously purchased. Contractor provides a comprehensive introductory high school level curriculum for engineering that includes hands-on projects, student management and assessment tools, installation, instructor professional development, and support.

Amendment #1 adds an additional \$330,000 to the contract.

TERM: August 9, 2017 through June 30, 2022.

FOR WHOM Antioch High School and McGavock High School

COMPENSATION: Amendment increases total compensation available under this contract by \$330,000 for a new not to exceed amount of \$480,000.

OVERSIGHT: Career and Technical Education (CTE)

EVALUATION: Based on required deliverables in the RFP, contractor's proposal, and timely delivery of material and support.

MBPE CONTRACT NUMBER: 2-173182-03A1

SOURCE OF FUNDS: Federal Funds – Carl Perkins Grant

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

i. AWARDING OF PURCHASES AND CONTRACTS

VENDOR: Tennessee Achievement School District (ASD)

SERVICE/GOODS: Amendment #1 to the MOU with the Tennessee Achievement School District (ASD). This amendment addresses nonperformance issues, facility use and responsibilities, facility repairs and capital improvements, transportation issues and requests, Special Education concerns and placement responsibilities, requested services, protection of student data, and all related costs.

TERM: Co-terminus with the Tennessee Achievement School District (ASD) agreement

FOR WHOM All ASD students

COMPENSATION: Per the ASD agreement and related MOU services.

OVERSIGHT: Metropolitan Board of Public Education

EVALUATION: Based on required deliverables in the MOU and amendments.

MBPE CONTRACT NUMBER: Memorandum of Understanding (MOU) signed and effective August 5, 2015, between the ASD and MNPS

SOURCE OF FUNDS: Various

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

j. AWARDING OF PURCHASES AND CONTRACTS

VENDOR: Youth Opportunity Investments, LLC

SERVICE/GOODS: Youth Opportunity Investments, LLC will provide two (2) Title I supplementary teachers, one (1) Title I educational assistant, and two (2) Title I contracted instructors along with the instructional materials, equipment, and therapies for students at the Davidson County Juvenile Detention Center facility.

TERM: August 1, 2017 through July 31, 2022

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

COMPENSATION: Supplemental Teachers: 1 full-time at \$55,960.77 and 1 part-time at \$25,128.98

Educational Assistant: 1 full time at \$37,940.39

Contracted Services: \$8,200.00

Family Engagement: \$189.86

Total compensation under this contract is not to exceed \$127,420.00.

OVERSIGHT: Federal Programs

EVALUATION: Based on MNPS monitoring of the facility to ensure Youth Opportunity Investments is carrying out their responsibilities as outlined in the agreement and is complying with all of the applicable statutory and regulatory requirements. MNPS will examine all invoices, requests and supporting documentation to ensure that funds are being used for program administration or coordination and that the requests are reasonable and necessary and have a clear and direct effect on the improvement of services for students.

MBPE CONTRACT NUMBER: 2-180484-00

SOURCE OF FUNDS: Federal Funds – Title I

Metro Nashville Board of Education

2 - FISCAL MANAGEMENT

Descriptor Code	Policy Title	Issued Date
2.100	Fiscal Management Goals	00/00/00
2.101	Diversity Business Enterprises	00/00/00
Budget		
2.200	Annual Operating Budget	00/00/00
2.2001	Annual Capital Budget	00/00/00
2.201	Line Item Transfer Authority	00/00/00
2.300	Comparability of Services	00/00/00
Revenue		
2.400	Revenues	00/00/00
2.401	Gifts and Bequests	00/00/00
2.402	Investment Earnings	00/00/00
2.4021	Fixed Assets	00/00/00
2.403	Surplus Property Sales	00/00/00
2.404	School Support Organizations	
2.500	Deposit of Funds	00/00/00
2.600	Bonded Employees	00/00/00
2.601	Fundraising Activities	00/00/00
Accounting		
2.700	Accounting System	00/00/00
2.701	Financial Reports and Records	00/00/00
2.702	Inventories	00/00/00
2.703	Audits	00/00/00
Expenditures and Purchasing		
2.800	Expenditure of Funds	00/00/00
2.803	Salary Deductions	00/00/00
2.804	Travel Expenses and Reimbursements	00/00/00
2.805	Purchasing	00/00/00
2.8051	Credit/Purchase Cards	00/00/00
2.806	Purchase Solicitations for Bids, Proposals and Quotations	00/00/00
2.807	Requisitions	00/00/00
2.808	Purchase Orders and Contracts	00/00/00
2.809	Vendor Relations	00/00/00
2.810	Payment Procedures	00/00/00
2.900	Student Activity Funds Management	00/00/00

Metropolitan Nashville Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Fiscal Management Goals	Descriptor Code: 2.100	Issued Date:
		Rescinds:	Issued:

The board shall practice sound fiscal management procedures which guarantee maximum use of all resources provided. The board assumes responsibility, within its financial capabilities, for providing at public expense all items of equipment, supplies, and services that may be required in the interest of education in the schools under its jurisdiction.¹

In fiscal management, the board seeks to achieve the following goals:

1. To engage in advance planning with broad-based staff and community involvement;
2. To establish levels of funding which will provide quality education for the system's students;
3. To use the available techniques for budget development and management;
4. To provide timely and appropriate information to all staff with fiscal management responsibilities; and
5. To establish efficient procedures for accounting, reporting, purchasing and delivery, payroll, payment of vendors and contractors, and all other areas of fiscal management.

Legal References

1. TCA 49-3-314 (c); *Tennessee Internal School Uniform Accounting Policy Manual*, Section 4-23

Metropolitan Nashville Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Diversity Business Enterprises	Descriptor Code: 2.101	Issued Date:
		Rescinds:	Issued:

1 *General*

2 The director of schools shall design and establish procedures to promote Local Diversity Business
3 Enterprises and expands MNPS participation in an increasingly diverse marketplace by promoting the
4 involvement and economic growth of local diverse business enterprises through certification, community
5 outreach, solicitation requirements, evaluation processes, and contract compliance. The procedures shall
6 foster efficiency and fairness in the awards of contracts by eliminating barriers to participation in the
7 award and performance of contracts with MNPS. The procedures shall comply with all applicable
8 federal, state, and local statute and ordinances.

9 Metropolitan Nashville Public Schools (MNPS) values diversity in its vendors, suppliers, contractors,
10 and subcontractors and shall develop and maintain processes of procurement, contracting, and bidding
11 with the goal of attracting available business enterprises that reflect the district's diverse population and
12 spur economic development for local small, minority-owned, and woman-owned business enterprises
13 by ensuring opportunities for such business enterprises to participate in the process.

14 The objectives of this policy include:

- 15
16 • Leveling the playing field on which local diverse business enterprise firms can compete fairly
17 for contracts and/or subcontracts;
- 18
19 • Removing barriers to participation for local diverse business enterprise suppliers and
20 contractors in contracts;
- 21
22 • Providing support for prime contractors to develop knowledge, skills, and capabilities for
23 mentoring local diverse business enterprise subcontractors;
- 24
25 • Strengthening the competitive profile of local diverse business enterprise through educational
26 business workshops and capacity-building training that support participating contractors and
27 suppliers;
- 28
29 • Improving the image of MNPS, among capable and interested local diverse business enterprise
30 as a desirable client (direct or second tier).

Metropolitan Nashville Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Annual Operating Budget	Descriptor Code: 2.200	Issued Date:
		Rescinds: 2.200	Issued: 02/01/12

1 *General*

2 The MNPS system budget is the operational plan stated in financial terms which describes the projected
3 revenues and expenditures to be incurred during the fiscal year beginning July 1st ending June 30th the
4 following year.

5 The board shall maintain a proposed budget with a projected year-end fund balance of at least 4% and
6 within mandated school board and Metro Council imposed guidelines.

7 The board shall expend an amount of funds that is less than the amount of funds allocated through the
8 budget appropriation unless funds are made available through other legal means, including the use of
9 fund balances or reserves.

10 *Central Office*

11 **PREPARATION PROCEDURES**

12 Budget planning shall include an analysis of staffing needs, curriculum and facilities, and projections
13 regarding staffing changes, curriculum modifications, and other appropriate adjustments.

14 A balanced budget (i.e. non-deficit) budget shall be proposed, consistent with board policies and legal
15 requirements, to include provisions for:

- 16 • Programs to meet the needs of the entire MNPS student body;
- 17 • Staffing arrangements adequate for proposed programs;
- 18 • Maintenance of the district's equipment and facilities;
- 19 • Allocation amounts per student for each school;
- 20 • Efficiency and economy.¹

21 Budget preparation shall be the responsibility of the director of schools and the chief operating officer.
22 The director of schools will establish procedures for the involvement of staff, including requests from
23 department heads and principals, all of whom will accept advice and suggestions from other staff and
24 faculty members.

25 The director of schools, the chief operating officer, and the chair of the board shall develop a budget
26 preparation calendar no later than January 1st of the current school year.² The calendar shall be used as
27 a guide for coordinating the budgetary activities of departments and schools, collecting budget data,
28 reviewing budget problems, and making budget decisions.

1 **HEARING AND REVIEWS**

2 The proposed budget will be available for inspection by various interested citizens or groups in a location
3 specified by the director of schools.

4 **ADOPTION PROCEDURE**

5 The board shall adopt a budget annually and submit it to the Mayor and Metro Council for approval.
6 The director of schools shall file with the Commissioner of Education a copy of the budget within ten
7 (10) days after its final approval by the Metro Council.³ Once the budget is approved, the budget
8 documents are housed with the director of budget and financial reporting under the direct supervision
9 of the chief financial officer.
10

Legal References

1. *Tennessee Internal School Uniform Accounting Policy Manual*; Section 4-19
2. *See* TCA 49-2-203(a)(10)
3. TCA 49-2-301(b)(1)(Z); TRR/MS 0520-01-02-.13(2)(a)

Metropolitan Nashville Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Annual Capital Budget	Descriptor Code: 2.2001	Issued Date:
		Rescinds: EE-16	Issued: 02/01/12

1 The director will recommend an annual capital budget to the board based on the board's priorities. The
2 recommendation will include, but is not limited to:

- 3 1. Prioritizing the correction of unsafe conditions;
- 4
- 5 2. Preparation for growth and overcrowding;
- 6
- 7 3. Maintenance costs as necessary to protect facilities and ensure their long-term use and equity
- 8 across the district; and
- 9
- 10 4. Disclosure of assumptions on which the recommendations are developed.

11 The annual capital budget will contain a six-year list of projects approved by the board.

Metropolitan Nashville Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Line Item Transfer Authority	Descriptor Code: 2.201	Issued Date:
		Rescinds:	Issued:

- 1 *Central Office*
- 2 Line-item transfers within major categories shall be made upon the recommendation of the director of
- 3 schools and approval by the board.
- 4 Transfer between major budget categories shall be made with the approval of the board.¹

Legal References

1. OP Tenn. Atty. Gen. 83-464 (Oct 26, 1983)

Metropolitan Nashville Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Comparability of Services	Descriptor Code: 2.300	Issued Date:
		Rescinds:	Issued:

1 In order to ensure comparability of services¹ from local and state funds in all of its schools, the board
2 shall ensure that:

- 3 1. A system wide salary schedule is adopted annually;
- 4 2. Teachers, principals, and support personnel are assigned to schools on an equivalent basis
5 according to grade levels and need; and
- 6 3. Curriculum materials and instructional supplies are provided to schools on an equivalent basis
7 according to grade levels and need.

8 The director of schools shall develop procedures to ensure compliance with this policy and state and
9 federal requirements regarding the comparability of services.

Legal References

1. 20 USCA § 6321

Metropolitan Nashville Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Revenues	Descriptor Code: 2.400	Issued Date:
		Rescinds:	Issued:

General

Any money collected by any school shall be documented by a written receipt and recorded in the accounting records.

Any funds that are received, processed, or disbursed shall be under controls that comply with generally accepted accounting principles.

The schools may receive funds collected from activities and for events held at or in connection with the school, including cooperative events scheduled with other schools for interschool events. To be included in this accounting are all monies collected from lunch rooms, athletics, entertainments, school clubs, fees, concessions, and all fundraising activities. Each principal shall ensure that reconciliation of receipts is performed in accordance with the Tennessee Internal School Uniform Accounting Policy Manual for all events which require a ticket.¹

The purchase of items intended for resale for profit through the schools shall be subject to sales tax based on the purchase price to the vendor providing the service or item. Resale items not intended to generate a profit must be approved by the principal in advance of the sale.²

FEES

School fees are to be kept to a minimum and may be expended only for the purposes for which they were collected. The school shall not require any student to pay a fee to the school for any purpose, except as authorized by the board. No fees shall be required of any student as a condition to attend the school or use its equipment.³ School fees shall be waived for students who are eligible to receive free or reduced-price lunches.⁴ No student will be penalized for nonpayment of any school fee.

EXTENDED SCHOOL PROGRAM

Extended school funds shall be collected by the Extended Learning Program staff at the individual schools, receipted and deposited in the district's bank account within 24 hours. Deposit slips have been provided to the centers. All deposit receipts must be turned over to the business office within 24 hours of deposit.

FINES

A student will be held responsible for the cost of replacing any materials or property which the student loses or damages,⁶ including textbooks, library books, equipment, and buildings. All money collected as fines shall be receipted and deposited in the appropriate student activity fund account. The school should

then process a check to MNPS at the end of the school year to be placed in the appropriate district fund if applicable.

TUITION INCOME

Tuition collected from nonresident students shall be placed in the system-wide school fund.

INCOME FROM FACILITY USE

No monies shall be collected at the school level. All groups are invoiced with instructions to send payment directly to the Business Office.

GRANTS

Grants for educational purposes made available by the state and/or federal government may be sought by the school system but only when the conditions of their availability are in harmony with the purposes and policies of the board and federal, state, and county laws. Principals may apply for and receive grants, but funds must be recorded in a separate restricted fund account.⁷ Before grant funds are receipted in student activity funds, the principal or his/ her designee shall ensure that those funds comply with the *Tennessee Internal School Uniform Accounting Policy Manual*.

FEDERAL FUNDS

All federal funds received by MNPS will be used to augment the regular educational program and will not be substituted for funds or services that would otherwise be provided during our fiscal year. MNPS will use federal funds only to supplement the amount of funds available from non-federal sources for the education of students participating in the program. MNPS will not use federal funds to supplant non-federal funds that would otherwise have been used.

Legal References

1. TCA 49-2-110(a)
2. TCA 67-6-102 (77)-(79).
3. TCA 49-6-3001(a); TCA 49-2-110(c)
4. TCA 49-2-114
5. Tennessee Internal School Uniform Accounting Policy Manual; Section 4-40
6. TCA 37-10-101, 102
7. Tennessee Internal School Uniform Accounting Policy Manual; Section 4-39

Cross References

Fundraising Activities 2.601
Student Activity Funds Management 2.900
Attendance of Non-Resident Students 6.204
Student Fees and Fines 6.709

Metropolitan Nashville Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Gifts and Bequests	Descriptor Code: 2.401	Issued Date:
		Rescinds:	Issued:

1 *General*

2 The director of schools is authorized to accept gifts to the school system and may designate others to
3 accept gifts for particular schools on behalf of the board.¹ The board will officially express
4 appreciation to the donor, and all major gifts shall be reported to the board and publicly announced.

5 In instances where the director of schools or his/her designee doubts the appropriateness or usefulness
6 of an offered gift, the gift may be declined, or the matter referred to the board.

7 In accepting gifts and donations, the following guidelines shall be followed:

- 8 1. Unless otherwise expressly specified in writing, all property contributed, given, or otherwise
9 placed on school premises shall for all intents and purposes be a gift and shall become school
10 district property subject to the same controls and regulations that govern the use of other
11 district-owned property.
- 12 2. Contributions of equipment or services that may involve major costs for installation,
13 maintenance, or initial or continuing financial commitments from school funds shall be
14 presented by the director of schools' office for board consideration and approval.
- 15 3. Individuals or organizations wanting to contribute supplies or equipment shall consult with
16 school officials about the feasibility of accepting such contributions.
- 17 4. A list of supplies and equipment which have been contributed shall be reported to the board by
18 the director of schools' office annually.

Legal References

1. TCA 49-6-2006(a)

Cross References

Staff Conflicts of Interest 5.601
Staff Gifts and Solicitations 5.605
Student Gifts 6.710

Metropolitan Nashville Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Investment Earnings	Descriptor Code: 2.402	Issued Date:
		Rescinds:	Issued:

1 *Individual Schools*

2 The building principal, with consent of the director of schools or director's designee, is authorized to
3 invest excess funds of the school in savings accounts.¹ Interest earned on general fund and restricted
4 accounts shall be credited to the school's general fund.

5 School food service funds shall be kept separate from other school funds, and interest earned on food
6 service fund deposits shall be credited to food service revenue.

7 All funds shall be deposited into accounts fully protected by sufficient collateral.

8 Reports of the investments shall be made to the board and the director or director's designee at least
9 semi-annually.

Legal References

1. Tennessee Internal School Uniform Accounting Policy Manual; Section 4-38 and 6-1

Cross References

Deposit of Funds 2.500
Food Service Management 3.500

Metropolitan Nashville Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Fixed Assets	Descriptor Code: 2.4021	Issued Date:
		Rescinds: FM 2.104	Issued: 11/01/12

1 DEFINITION OF FIXED/CAPITAL ASSETS

2 Fixed assets (capital assets) are tangible and intangible assets that are used in the operation of a business with
3 the cumulative value of \$10,000.00 or more and with a normal life expectancy of one year or more. Examples of
4 fixed assets are land, buildings, equipment, animals, furniture, fixtures, motor vehicles, audiovisual materials,
5 and computer hardware and software.

6 RESPONSIBILITIES

7 Principals and department heads have the ultimate responsibility and accountability for all Board of Education
8 property. MNPS Inventory department will customarily perform a physical audit of all assets annually.
9 Principals or department heads should name a designee for the day-to-day accounting for fixed assets.

10 SAFE KEEPING

11 Every effort must be made to control and protect all fixed assets from theft, damage, and vandalism. The Office
12 of Security and the Fiscal Services/Fixed Assets Department must be contacted in writing if theft, serious
13 damage, or vandalism occurs. In the event that equipment is lost, stolen or vandalized, MNPS Security is
14 notified and police report is submitted if needed. The stolen or lost equipment will be noted in the inventory
15 database.

16 When new equipment is issued to any location, the new information will be recorded in the accounting and
17 system wide inventory database and a capital asset tag as well as an inventory tag is issued. Principals and
18 department heads or their designee must retain an accurate inventory of fixed assets and periodically verify all
19 property is present and in good operating condition.

20 Maintenance records of all fixed assets will be kept on file at the location where the asset is housed, including
21 maintenance agreements with vendors and regularly scheduled maintenance that is performed. These records
22 should include the date the work is done, a description of the work, any parts replaced, and who performed the
23 maintenance.

24 SCHOOL ACQUISITIONS AND DONATIONS

25 Fixed assets purchased with activity funds or donated to a school become assets of the district and must be
26 properly tagged and inventoried as stated above under Safe Keeping.

1 **TRANSFERRING FIXED ASSETS**

2 The physical transfer of fixed assets between locations shall not be done without approval of the principal or
3 department head from the receiving and sending school or department. A copy of the work order must be sent to
4 Business Services (fixed asset accountant). The transfer should be recorded in the inventory database in order to
5 track the asset. The sending location is responsible for noting in the database that the item is moving to another
6 location. The receiving location is then responsible for recording in the database the exact location of the
7 equipment when it arrives.

8 **DISPOSAL OF ASSETS**

9 Disposal and sale of capital assets (non-real property) must be processed through General Services Surplus
10 Property Division E-bid. It shall be the responsible of the fixed asset accountant to update the fixed asset
11 accounting system upon completion of the disposal.

Metropolitan Nashville Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Surplus Property Sales	Descriptor Code: 2.403	Issued Date:
		Rescinds: FM 2.104	Issued: 11/01/12

When schools or departments have items that are no longer used or that need to be scrapped, a work order is prepared and those items are picked up and taken to the surplus storage facility.

All surplus items will be sent to e-bid, a division of Metro Finance, and auctioned online. The staff in surplus property will enter online the items to sell. A copy of the form will be sent to the fixed asset accountant to track. Once the items have been sold, the proceeds are transferred to MNPS Division of Accounts. The fixed asset accountant will review the sales reports provided by e-bid and Metro Finance and compare to the items submitted for sale. Items sold that have been previously tagged and had a value of \$5,000.00 will be disposed on EBS.

DISPOSITION OF EQUIPMENT PURCHASED WITH FEDERAL DOLLARS¹

When disposing of items purchased with Federal funds such as Title I, Special Education, CTE, private schools etc., a separate work order is required. The work order must include a description and asset tag number when available.

Equipment may be disposed of with no obligation to the federal government if all of the following criteria are met:

1. Equipment is no longer needed in the current program;
2. Equipment is not needed in other programs currently or previously funded by a federal agency. For example, equipment bought with Title I funds must be offered to another Title I school if it is still usable. If another Title I school does not need the equipment, it may be offered to schools with other federal programs such as CTE. If the equipment is still not wanted, then it can be offered to any school where it can be useful;
3. Equipment item has a current per-unit fair market value of less than \$5,000;
4. Disposal of equipment with a fair market value of less than \$5,000 requires that the proceeds must be used to support the program for which the equipment was purchased; and
5. No request for approval of equipment disposal with a value of less than \$5,000 is required.

If the equipment's fair market value is more than \$5,000, a cover letter must be submitted to the State Department of Education (TNDOE) with supporting documentation. The grant manager of the grant (i.e., IDEA, CTE, ESEA) will submit the cover letter, forms, and supporting documents to the appropriate TNDOE office for review and approval. Once the approval is provided, MNPS may proceed with the disposition process. If the items are to be sold after approval of the disposition, the proceeds must be used to support the program for which the equipment was bought. Documentation of such sale and use for the program must be maintained.

- 1 Items authorized for sale will be sold by auction or bid to the highest bidder. MNPS utilizes the E-Bid
- 2 on-line auction that Nashville government also uses and all items are awarded to the highest bidder.

Legal References

1. EDGAR Title 34, Part 80.32(e)(1)-(2)

Cross References

Inventories 2.702

Metropolitan Nashville Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: School Support Organizations	Descriptor Code: 2.404	Issued Date:
		Rescinds: IM 4.100	Issued: 05/01/17

INTRODUCTION

Only a group or organization that has entered into a written cooperative agreement and understanding of financial responsibility with the board may use the name, mascot, or logo of a school, the school district's property or facilities to solicit or raise money, materials, property, securities, services, or other things of value.¹

A civic organization that has come into agreement with the board to operate concessions or parking at school-sponsored events is not a school support organization subject to this policy.

REPORTING AND RECORDS

The director of schools or his/her designee shall annually post a list of organizations that are recognized as school support organizations on the school district's web site.

Any forms, annual reports, or financial statements submitted shall be open to public inspection as a public record.

PROCEDURES

The director of schools or his/her designee shall create procedures to oversee the relationship between the board and any school support organization. These procedures shall include, at a minimum, the following:

1. Any agreement between the board and a school support organization shall be in writing and signed by the director of schools or his/her designee and an authorized agent of the school support organization seeking authorization. This agreement shall contain, at a minimum, the following provisions:
 - a. An agreement to abide by any policies and procedures regarding school support organizations; and
 - b. An agreement to indemnify the board, the director of schools, and all other agents of the local education agency for the actions of the school support organization and any individuals within the organization.
2. Prior to entering into any agreement, a school support organization shall submit the following to the director of schools or his/her designee:

- a. Documentation confirming the school support organization's status as a nonprofit organization, foundation, or a chartered member of a nonprofit organization or foundation;
 - b. A written statement of the goals and objectives of the group or organization;
 - c. The telephone number, address, email address and position of each officer of the group or organization; and
 - d. A copy of the school support organization's written policy specifying reasonable procedures for accounting, controlling, and safeguarding any money, materials, property, securities, services, or other things of value collected or disbursed by it.
3. The director of schools shall designate a date prior to the beginning of the regular school year for the school support organization to submit a form to the director of schools or his/her designee which verifies the information previously provided by the school support organization as correct, or if the information is no longer correct, that date shall be the deadline for any corrections. The organization shall submit a detailed report of revenues and disbursements to the director of schools or his/her designee before the end of the school year.
4. The school support organization shall abide by all applicable Federal, State, and local laws, ordinances, and regulations in its activities.
5. The school support organization shall maintain, at a minimum, detailed statements of receipts and disbursements, a copy of its charter, bylaws, minutes, and documentation of its recognition as a nonprofit organization.
6. The school support organization shall maintain financial records for a period of at least four (4) years and be available upon request by any member of the organization, principal, director of schools or his/her designee or the office of the Comptroller of Treasury.
7. The school support organization shall operate within the applicable standards and guidelines set by a related state association, if applicable, and shall not promote, encourage, or acquiesce in any violation of student or team eligibility requirements, conduct codes, or sportsmanship standards.
8. The school support organization's officers shall ensure that school support organization funds are safeguarded and are spent only for purposes related to the stated goals and objectives of the organization.
9. The school support organization shall obtain the approval of the director of schools or his/her designee before undertaking any fundraising activity. The director of schools or his/her designee shall consider, at a minimum, the following when approving or denying a request by a school support organization to engage in a fundraising activity:
 - a. Whether the fundraising activity, as scheduled, conflicts with the fundraising activity of the school district or an individual school within that district; and

b. Whether the fundraising activity is consistent with the goals and mission of the school or school district.

c. A principal may allow funds raised by fundraisers conducted by a school support organization outside the school day and involving students to be collected during the school day by the school support organization. The funds shall be school support organization funds; provided, that school employees are not involved in the accounting of the funds and the funds are turned in using sealed envelopes.

10. The school support organization shall provide access to all books, records, and bank account information for the school support organization to officials of the local school board, local school principal, or auditors of the office of the comptroller of the treasury upon request.

11. A school representative cannot act as a treasurer or bookkeeper for a school support organization or be a signatory on the checks for a school support organization. A majority of the voting members of any school support organization board should not be composed of school representatives.

The director of schools may enact procedures to suspend or revoke the authorization of any school support organization for a failure to abide by the policies and procedures regarding school support organizations.

OPERATION OF A SCHOOL BOOKSTORE

The principal of a school may enter into a written agreement with a recognized school support organization for the operation of a bookstore located on school grounds, which makes direct sales to students and faculty, pursuant to procedures promulgated by the director of schools or his/her designee. These procedures shall provide, at a minimum, the following:

1. One hundred percent (100%) of the profits of the operation of the bookstore are used for support of the school; and
2. The school support organization provides the school with the relevant collection documentation that would have been required pursuant to the provisions of the manual produced under TCA 49-2-110 for student activity funds.

The director of schools or his/her designee may provide such other procedures and forms as he or she deems necessary.

CONCESSIONS AND PARKING

The principal of a school may agree to allow an authorized school support organization to operate and collect money for a concession stand or parking at a related school academic, arts, athletic, or social event on school property. Prior approval of the director of schools or his/her designee shall be obtained as mentioned under fundraising activities. Any money payable to the school pursuant to the agreement with the principal will be considered school support group funds and not student activity funds if the school support organization provides the school with the relevant collection documentation required by the student activity funds manual produced by the State.

Legal References

1. TCA 49-2-604(a) - 49-2-606

Metropolitan Nashville Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Deposit of Funds	Descriptor Code: 2.500	Issued Date:
		Rescinds: FM 2.126	Issued: 08/01/11

Central Office

All income payable to the board will be deposited with the county trustee who will credit it to the appropriate account.

Individual Schools – Student Activity Funds

All money collected at the building level must be approved through the principal's office.

Funds must be deposited daily if possible, but no later than three (3) days after money has been received.¹ Night deposits may be necessary to avoid large sums of cash being on hand overnight. Collections should be deposited intact. Intact means that collections are deposited in the form and amount in which they are collected. All money collected must be deposited in the next deposit. Funds should never be left at a school overnight unless they are stored in a safe or vault. Deposit slips must be completed in duplicate. All checks should be listed individually on the deposit slip or an attached list, itemizing the name of the payer and the amount. The receipt numbers comprising the deposit should be written on the deposit slip. The validated duplicate deposit slip or the duplicate deposit slip with deposit receipt attached should be given to the bookkeeper.

Monies collected at the building level must be deposited to one of three bank accounts:²

1. General School Fund/Restricted Accounts;
2. School Food Service; and
3. Savings.

Payments received directly into the depository bank by ACH credit, wire transfer, credit, or debit cards are recorded by Metro Government's Division of Accounts and must be recorded by the MNPS Accounting Office into the appropriate general ledger revenue or other account within 2 business days of notification by Division of Accounts.

Money Collected for MNPS

Money collected from students on behalf of MNPS should be deposited in the school bank account with other school funds and a check written to MNPS when an invoice is received from Central Office. The validated duplicate deposit slip or the duplicate deposit slip with deposit receipt attached should be given to the bookkeeper.

Legal References

1. *Tennessee Internal School Uniform Accounting Policy Manual*, Sections 4-22, 6-2
2. *Tennessee Internal School Uniform Accounting Policy Manual*, Section 4-2, 6-1

Cross References

Food Service Management 3.500

Metropolitan Nashville Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Bonded Employees	Descriptor Code: 2.600	Issued Date:
		Rescinds:	Issued:

1 *General*

- 2 The director of schools and all other employees who handle school monies shall be bonded in order to
3 indemnify the school system against the loss of any funds.¹
- 4 The board shall determine the amount of the bond, giving consideration to the total amount of money
5 and/or property that is handled in each school.²

Legal References

1. TCA 8-19-101 through 103, TCA 49-2-110(a)(1)
2. *Tennessee Internal School Uniform Accounting Policy Manual*, Section 4-21

Metropolitan Nashville Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Fundraising Activities	Descriptor Code: 2.601	Issued Date:
		Rescinds: FM 2.107	Issued: 11/01/09

1 *Definition*

2 A fundraiser is considered to be an activity conducted by the school which is intended to generate a
3 profit and designed to provide supplemental revenue for the student activity general fund or an individual
4 club or class account. These fundraising activities may include, but are not limited to vending operations,
5 bookstores, pictures, concessions, carnivals, book sales, candy sales, or similar activities. Fundraising
6 activities do not include membership dues, fees, fines, ticket sales for sanctioned athletic events, activity
7 fees, and similar fees.

8 *General*

9 The following general guidelines shall be followed:

- 10 1. The principal must submit a written request for approval of all fundraising activities including
11 online fundraising to the director or his/her designee 30 days in advance of the proposed
12 beginning date of the fundraiser. Fundraisers should be planned and submitted for approval at
13 the beginning of the school year. This includes fundraising activities that involve the
14 participation of the general student population or individual student groups sponsored by the
15 school or employees of the school and school support organization fundraisers. Such request
16 must be signed by the director of schools or his/her designee before any fundraising information
17 is disseminated.
- 18 2. The director of schools or his/her designee shall determine whether or not the activity will benefit
19 the school, individual student group, or school support organization. It shall be determined
20 whether the activity contributes to the welfare of the student body, and supplement, not replace,
21 funds necessary to fulfill the board's required obligations.
- 22 3. The principal's authorization request shall contain the following information:¹
 - 23 a. The proposed fundraising activities;
 - 24 b. Purpose of the fundraising activity;
 - 25 c. Proposed uses of funds raised;
 - 26 d. Expected student involvement in fundraising activity (school-wide or individual class or
27 club); and
 - 28 e. Anticipated beginning and ending dates; and

- f. Margin of profit and how it is to be paid to the school.
4. A copy of the fundraising request and approval must be on file in the Department of School Audit after final approval and at the school level.
5. Funds raised for a specific purpose shall only be used for the stated purpose.
6. At the conclusion of any fundraiser a profit or loss report must be prepared and kept on file at the school level. A fundraiser summary report is also required for fundraisers with designated purposes.
7. Fundraising companies and other salespersons shall obtain permission in writing from the director of schools' office in order to visit the schools.
8. Any commission payable by companies shall be paid to the school in the form of a check or ACH to be deposited in the school's student activity funds. No school employee shall personally benefit from any fundraising activity.

Student Participation

Pursuant to TCA 49-2-110 (c), no school shall require any student to participate in a fundraiser. Further clarification comes through TRR/MS 0520-1-3-.03 that states that a student may not be penalized for choosing not to participate in a fundraising activity by withholding of grades or transcripts and may not be excluded from the activity. Rewards for participation will not be considered discriminatory.

LOTTERIES

Raffles and Lotteries are prohibited. No fundraising activity shall be conducted which distributes prizes or makes awards to winners from among purchasers of chances by means of tickets through a random selection process.²

ONLINE FUNDRAISING

Individual schools may establish school-wide online fundraising accounts. Online website fundraiser/donation sites should be considered school or district fundraisers, whether the school or district is specifically stated or implied. The accounts must meet all fundraising requirements established by the board and the *Tennessee Internal School Uniform Accounting Policy Manual*. The following guidelines for online fundraising must be followed:

1. A fundraiser request approval is required.
2. The fundraiser should be titled on the website as a "MNPS - School Name - Team Name" fundraiser.
3. The fundraiser website account should be set up under the MNPS's EIN#.

4. All funds raised must be deposited directly into the school bank account from the website. Personal bank accounts shall not be used.

5. The fundraiser must have a clear beginning and ending date within the same school year.

6. At the conclusion of the fundraiser, a copy of the website Donation and Withdrawal Report must be generated from the site by the bookkeeper and filed in the school's bookkeeping records. The Department of School Audit may request a copy of the website donation and withdrawal report to review and it must be submitted within seven (7) days of the request.

The principal or his/her designee of each school shall have access to the established fundraising account as an admin user to ensure all funds are properly accounted for, and the information is recorded in the school's accounting records by the bookkeeper. Online fundraising shall not be used on behalf and for the benefit of an outside party or individual.

Employees shall not engage in online fundraising in their official capacity as district employees nor make any reference to non-school sponsored fundraisers, online or otherwise, that would lead another to believe such activity is an approved school fundraiser.

Limitations

Monies raised should be expended in ways to benefit the student body that raised the funds. Salaries, staff development and in-service activities are not allowable expenditures from student activity fundraising activities.

Disciplinary Action

The school principal is responsible and accountable for ensuring that all school fund raising activities and projects are conducted in accordance with this policy and the *Tennessee Internal School Uniform Accounting Policy Manual*. Any necessary disciplinary action for violation of this policy will be administered through the Human Resources Department.

Legal References

1. *Tennessee Internal School Uniform Accounting Policy Manual*, Section 4-32
2. Tenn. Op. Att'y Gen. No. 03-049 (Apr. 22, 2003)

Cross References

Revenues 2.400
Student Activity Funds Management 2.900
Staff Gifts and Solicitations 5.605

Metropolitan Nashville Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Accounting System	Descriptor Code: 2.700	Issued Date:
		Rescinds: FM 2.103	Issued: 04/01/16

1 *Central Office*

2 The director of schools shall maintain a system of accounting arranged according to the regulations
3 prescribed by the Commissioner of Education that provides a detailed and accurate account of all
4 receipts and disbursements of the schools.¹

5 A receivable account designated as uncollectible may be maintained within the system of accounting,
6 and the director of schools shall establish procedures regarding the criteria for the receivable account.

7 *Individual Schools*

8 The principal of each school shall be responsible for the management of all internal accounts under his/
9 her jurisdiction in accordance with the *Tennessee Internal School Uniform Accounting Policy Manual*.²

Legal References

1. TCA 49-2-301(b)(1)(D); TCA 49-3-316(a)(1)
2. TCA 49-2-110(d)

Cross References

Petty Cash Accounts 2.801
Student Activity Funds Management 2.900

Metropolitan Nashville Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Financial Reports and Records	Descriptor Code: 2.701	Issued Date:
		Rescinds:	Issued:

1 FINANCIAL REPORTS

2 *Central Office*

3 The executive committee shall submit to the board at each regular board meeting a report of all
4 business transacted since the last regular meeting.¹

5 The director of schools shall deliver a quarterly report indicating all receipts and expenditures to the
6 Metro Council.² Each report shall show the amount of the annual appropriation, the amount expended
7 by account to date, the amount encumbered, and the free balance in each account as well as similar
8 information for the prior year.

9 *Individual Schools*

10 Each principal shall submit to the director of schools or his/her designee at the end of each calendar
11 month on a prescribed form the receipts, expenditures, and cash balance of all accounts under his/her
12 jurisdiction. All records should be in accordance with the *Tennessee Internal School Uniform*
13 *Accounting Policy Manual*. These reports shall be made available to the board at its request.³

14 FINANCIAL RECORDS

15 *General*

16 The director of schools shall maintain all financial records as required by regulation and applicable
17 state and federal law. The board, from time to time, may determine to extend the retention time for
18 certain records.⁴

Legal References

1. TCA 49-2-206(b)(5)
2. TCA 49-2-301(b)(1)(S)
3. *Tennessee Internal School Uniform Accounting Policy Manual*; Section 3-2; Section 4-26
4. *Tennessee Internal School Uniform Accounting Policy Manual*; Section 3-4

Cross References

School District Records 1.407
Food Service Management 3.500

Metropolitan Nashville Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Inventories	Descriptor Code: 2.702	Issued Date:
		Rescinds: FM 2.129	Issued: 11/01/16

1 General

2 The director of schools shall establish an accurate inventory procedure for all school real and personal
3 (e.g., material and equipment) property, and this system shall be implemented at each school and
4 system facility. Administrative personnel shall ensure that a physical count of all such property is taken
5 at the end of each fiscal year, and this inventory shall be properly entered on the appropriate records
6 for accounting purposes.¹

7 Each school shall maintain a complete inventory with a duplicate maintained in the central office.

8 EQUIPMENT PROCURED WITH FEDERAL DOLLARS

9 Property records of equipment purchased with federal dollars must be maintained that include a
10 description of the property; a serial number or other identification number; the source of property; who
11 holds title; the acquisition date; the cost of the property; the percentage of Federal participation in the
12 cost of the property; the location, use, and condition of the property; and any ultimate disposition data
13 including the date of disposal and sale price of the property.

14 A physical inventory of the property must be taken and the results reconciled with the records at least
15 once every two years.

16 The director shall establish procedures that meet all federal requirements, including guidelines for the
17 purchasing, inventorying, security, and disposition of all equipment purchased with federal funds.²

Legal References

1. *Tennessee Internal School Uniform Accounting Policy Manual*, Section 4-23, Section 4-25
2. 2 CFR § 200.311-.315

Cross References

Surplus Property Sales 2.403
Security 3.205
Equipment & Supplies Management 3.300

Metropolitan Nashville Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Audits	Descriptor Code: 2.703	Issued Date:
		Rescinds: FM 2.123	Issued: 02/01/12

1 An audit of all fiscal accounts, including accounts and records of all school student activity funds, shall
2 be made by a certified public accountant following the end of each fiscal year.¹

3 The director of schools shall furnish or make copies of the audit available to the proper authorities as
4 prescribed by law.²

5 When an administrative change occurs during the fiscal year and the position is responsible for the
6 expenditure of funds, a special audit of accounts involved shall be conducted.

7 The special audit shall be as extensive as the board may determine.

8 **AUDIT FINDINGS³**

9 The auditor should direct audit findings and recommendations and other comments to the board or
10 his/her designee and to the respective school principal(s).⁴ A corrective action plan shall be developed
11 by management to address any findings on the annual audit. The plan shall include the following:

- 12 1. Name(s) of the individual responsible for implementing the plan;
13 2. The correct action taken or planned; and
14 3. Anticipated completion date.

15 The plan shall be submitted to the Office of the Comptroller of the Treasury.

Legal References

1. TCA 49-2-112(a)(1), (c)(1); TCA 49-2-110(a)
2. TRR/MS 0520-01-02-.13(3)(d)
3. Public Acts of 2017, Pub. Chp. 383
4. Tennessee Internal School Uniform Accounting Policy Manual; Section 2-1

Cross References

Fundraising Activities 2.601
Student Activity Funds Management 2.900

Metropolitan Nashville Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Expenditure of Funds	Descriptor Code: 2.800	Issued Date: Click here to enter a date.
		Rescinds: EE-7	Issued: 04/22/03

Central Office

All expenditures not already approved through the budget process shall be approved by the board, or the director of schools when authorized. No expenditures shall be made except on an approved purchase order or contract. Employees of the district shall not create or authorize creation of a deficit in any fund.

No expenditure may be authorized or made which exceeds the appropriation of any fund of the budget as adopted or amended, and expenditures or encumbrances will not be authorized, made, or incurred in excess of any fund balance. The director of schools shall develop federal grant expenditure and cash management procedures that comply with all federal laws and regulations.¹

Individual Schools

Internal activity funds shall not be expended without written approval by the membership of the group or activity, club, or class. All such expenses shall be in accordance with the *Tennessee Internal School Uniform Accounting Policy Manual*. Restricted account expenditures require the account sponsor's and principal approval prior to expense. Petty cash is prohibited in this district as a form of making payments through student activity funds.² No checks shall be written directly to employees for compensation or salary purposes from the internal school activity fund account. Any supplemental compensation owed to employees for extracurricular activities must be processed in the same manner as salary and other payroll payments. The business office shall invoice the school for reimbursement of compensation to the employee.

Individual schools are not separate legal entities. Therefore, any action taken by a school employee on behalf of a school might be construed as being binding by the district. To control this risk, no individual school employee will enter into any contract or agreement that obligates the school or school district to any action or payment through student activity funds without authorization by the director or his/her designee. Any such written contract or agreement shall be reviewed and approved in writing by the director of schools or his/her designee prior to any school employee signing such contract.

Employees who authorize or contract for any obligation in violation of this policy shall assume personal responsibility for the payment of the obligation, shall be subject to dismissal from employment, and shall be subject to applicable civil and criminal proceedings. Any obligation, authorization for expenditure, or expenditure made in violation of the law and this policy shall be illegal and void.³

Legal References

1. 2 C.F.R. § 200.403; Cash Management Improvement Act, 31 C.F.R. Part 205
2. *Tennessee Internal School Uniform Accounting Policy Manual*, Section ~~5-22~~ 5-16
3. *Tennessee Internal School Uniform Accounting Policy Manual*, Section 5-17

Metropolitan Nashville Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Salary Deductions	Descriptor Code: 2.803	Issued Date:
		Rescinds:	Issued:

- 1 *Central Office*
- 2 Upon appropriate written authorization, the board shall make deductions approved by the board from the
- 3 salary of the employee. Authorization must be made on forms provided by the board and filed in the
- 4 office of the director of schools.
- 5 An employee may change or terminate any salary deduction upon written notification to the board.

Cross References

Insurance Management 3.600

Metropolitan Nashville Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Travel Expenses and Reimbursements	Descriptor Code: 2.804	Issued Date:
		Rescinds: FM 2.102	Issued: 06/01/15

1 The board shall review expense allowances and reimbursement guidelines on an annual basis.

2 The director of schools shall develop procedures and forms for pre-approval, allowable expenses, and
3 reimbursement of expenses associated with employee travel.¹

4 **BOARD MEMBERS**

5 The members of the board shall be paid for transportation, lodging, meals, and other pertinent expenses
6 when traveling on business for the board. Attendance at conventions or other educational meetings
7 or travel for other school purposes shall be authorized in advance by the board.²

8 The total board travel budget shall be divided into ten equal shares. Each member shall have use of their
9 1/10th travel budget for Board related travel expenses. 1/10th of the total travel budget shall be held in
10 reserve to be approved by the chair for any national committee travel or additional travel needed for
11 board business. Personal frequent travel programs shall not be credited when members travel on behalf
12 of the board.

13 **NON-SCHOOL PERSONNEL**

14 Non-school personnel, such as contractors, consultants, experts, etc., who incur actual out-of-pocket
15 travel expenses carrying out their contracted duties will be reimbursed if the MNPS contract between
16 the non-school personnel and the board contains a provision that all travel and/or temporary living
17 expenses taken in furtherance of the contracted duties will be reimbursed. Such reimbursement will
18 subject to the rates, allowable expense categories, and limits specified in the contract.

Legal References

1. *Tennessee Internal School Uniform Accounting Policy Manual*, Section 5-18
2. TCA 49-2-2001(c)

Metropolitan Nashville Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Purchasing	Descriptor Code: 2.805	Issued Date:
		Rescinds: FM 2.111	Issued: 11/01/16

1 *General*

2 The school system will purchase competitively and seek maximum educational value for every dollar
3 expended. Authorization to purchase shall be provided by the executive committee. The director of
4 schools shall establish district procedures for requesting and executing purchases. These procedures will
5 comply with all state and federal laws, rules, and regulations.

6 The board will not, under any circumstances, be responsible for payment for any materials, supplies, or
7 services purchased by unauthorized individuals or in an un-prescribed manner.

8 The director of schools must approve the following purchases:

- 9 1. a single piece of equipment costing more than five thousand dollars (\$5,000.00);
- 10 2. one that is to be attached to or one that requires alteration of the building; or
- 11 3. one that will become a permanent fixture.

12 **ROUTINE PURCHASES**

13 Routine purchases shall include expenditures for supplies, salaries, and routine expenditures required for
14 the operation of the school system. These expenditures shall be anticipated and provided for in the budget
15 and will normally be authorized by the board at the beginning of the fiscal year. The director of schools
16 or his/her designee shall make all routine purchases without further board authorization; however, the
17 board shall be promptly informed if any substantial variation from budgeted estimates occurs or becomes
18 necessary.

19 **SPECIAL PURCHASES**

20 Special purchases are those which are not routine and which may or may not be specifically identified
21 by line item in the budget. Examples of special purchases are all capital expenditures such as for vehicles,
22 buildings, major contracts, purchases of major equipment, items for long-term use, and supplies of an
23 unusual quantity or nature, or exceeding \$100,000. All purchases in this category shall require specific
24 prior board approval on an item-by-item basis. In its approval, the board may place constraints on the
25 director of schools requiring board evaluation and/or approval at various steps in the procurement
26 process. This will be determined by the board on an individual basis depending on the nature of the
27 procurement action.

1 **EMERGENCY PURCHASES**

2 Emergency purchases are those which are necessary to avert hazards which threaten health or safety, to
3 protect property from damage, or to avoid major disruption of educational activities. If within budgetary
4 limits and deemed essential, emergency purchases may be authorized by the director of schools.
5 However, if the purchase is of such significant magnitude as to impact the integrity of the budget, the
6 chair shall call a special or emergency meeting of the board and MNPS chief financial officer to deal
7 with the matter. In any event, the board shall be advised promptly of all emergency purchases.

8 **PURCHASING OF SURPLUS PROPERTY**

9 The director of schools and other employees designated by the board shall be authorized to act for the
10 board in acquiring federal surplus property through the Tennessee General Services Department for
11 surplus property and in entering into agreements, certifications, and covenants of compliance concerning
12 the use of federal surplus property.

13 **COOPERATIVE PURCHASING**

14 The board, at its option, will join in cooperative purchasing with other public entities to take advantage
15 of lower prices for bulk purchasing and to reduce the cost involved in bidding whenever such buying
16 appears to be to the benefit of the system.

17 **PURCHASING WITH FEDERAL GRANT FUNDS**

18 Before grant funds are obligated or expended, the director of schools shall review the cost of a proposed
19 expenditure and determine if it is an allowable use of federal grant funds.⁴ The director will minimize
20 the time that elapses between the transfer and disbursement of funds once an expenditure is approved.

21 No person officially connected with or employed by the school system may participate in the selection,
22 award, or administration of a purchase or contract supported by a federal award if he or she has a real or
23 apparent conflict of interest. A real or apparent conflict of interest arises when the employee, officer, or
24 agent, any member of his or her immediate family, his or her partner, or an organization which employs
25 or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible
26 personal benefit from a firm considered for a purchase or contract. Upon discovery of any potential
27 conflict, the director shall disclose the potential conflict to the federal awarding agency in writing.⁵

28 **INSURANCE REQUIREMENTS**

29 All purchasing transactions are subject to insurance requirements established by the director of insurance
30 for the Metropolitan Government of Nashville and Davidson County.

Legal References

1. TCA 49-2-206(b)(3); TCA 6-36-115
2. *Tennessee Internal School Uniform Accounting Procedure Manual*, Section 4-9 - 4-12
3. TCA 49-2-608(1)
4. 2 C.F.R. § 200.403
5. 2 C.F.R. § 200.112

Cross References

Purchase Orders and Contracts 2.808

Metropolitan Nashville Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Credit/Purchase Cards	Descriptor Code: 2.8051	Issued Date: Click here to enter a date.
		Rescinds: FM 2.112	Issued: 05/01/14

- 1 The director of schools shall issue district procedures to define and govern the issuance, maintenance,
- 2 security, accountability, and allowable use of district credit/purchase cards (including “virtual” cards).
- 3 Credit/purchase cards issued by the school district shall only be used for school or district related
- 4 purposes.
- 5 The director of schools shall issue procedures for the review and approval of all card transactions.
- 6 These procedures shall also define the process for recovery of fraudulent or unauthorized card
- 7 expenditures.

Metropolitan Nashville Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Purchase Solicitations for Bids, Proposals and Quotations	Descriptor Code: 2.806	Issued Date:
		Rescinds: FM 2.111	Issued: 11/01/16

- 1 All purchases of supplies, materials, equipment, and contractual services in excess of twenty-five
2 thousand dollars (\$25,000), including those of individual schools, shall be based on formal competitive
3 solicitations.¹ The solicitations shall be publicly advertised/posted in accordance with Tennessee statutes.
- 4 The director of schools shall develop procedures to define the processes for conducting solicitations of
5 all types, and for purchases that are below \$25,000. Such procedures shall comply with all state and
6 federal laws, rules, and regulations, and specify any categories of purchase that are exempt from the
7 competitive solicitation process.²
- 8 Contracts for legal services, educational consultants, and similar services by professional persons or
9 groups of high ethical standards shall not be based upon competitive solicitations but shall be awarded
10 on the basis of recognized competence and integrity.
- 11 Insurance purchased through a plan authorized and approved by an organization of governmental
12 entities representing cities and counties shall also be exempted.³
- 13 Maintenance, repair, and upgrades for high technology equipment or software, or where the
14 compatibility of equipment, accessories, or replacement parts is of paramount importance shall also be
15 exempt.
- 16 Goods and services that are only available from a single source shall also be exempt.
- 17 Postage and services purchased from the U.S. Postal Service shall also be exempt.
- 18 Advertising and services in any commercially available media (e.g. radio, television, newspaper,
19 billboard, internet, etc.) shall also be exempt.
- 20 Subscriptions, memberships, registration fees, and tuition shall also be exempt.
- 21 Professional entertainers or entertainment services/equipment shall also be exempt.
- 22 Perishable items (food, etc.) that are purchased in the open market shall also be exempt.
- 23 Works of art shall also be exempt.
- 24 Textbooks, reference books, library books, educational films, manuals, pamphlets, workbooks,
25 periodicals, and instruction guides, any of the preceding in either physical or digital form, are also
26 excluded.

Legal References

1. TCA 49-2-203(a)(3)(A)-(B); TCA 49-2-206(b)(2)
2. TCA 64-4-115
3. TCA 29-20-407

Metropolitan Nashville Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Requisitions	Descriptor Code: 2.807	Issued Date:
		Rescinds:	Issued:

1 *General*

- 2 The board shall designate personnel to be responsible for making requisitions.
- 3 All approved requisitions will be submitted to the district purchasing agent on forms or electronic
- 4 media provided by the purchasing agent.
- 5 The number of each purchase order shall be accessible from the requisition.
- 6 After processing, the original copy of the requisition will be filed in the procurement office.
- 7 Goods and/or services must be properly requisitioned and approved, physically received, and receipts
- 8 entered in by June 30th in order for an invoice to be processed against the current fiscal year budget.

Cross References

Purchase Orders and Contracts 2.808

Metropolitan Nashville Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Purchase Orders and Contracts	Descriptor Code: 2.808	Issued Date:
		Rescinds:	Issued:

1 General

2 All purchases made by the school district, including those of individual schools, will meet all
3 requirements of state and federal laws, rules, and regulations. Purchases will only be obtained from
4 responsible suppliers.

5 All purchases made by the school district shall be by purchase order. No purchase shall be made nor
6 payment approved unless covered by an approved purchase order. No goods or services are to be
7 provided to, or accepted by the school district prior to issuance of an approved purchase order. The
8 director of schools shall define, and submit to the board for approval, any categories of purchase that are
9 to be exempt from these requirements.

10 All school district purchases shall be made under the following commitments:

- 11 1. Exercise reasonable precaution against conflicts of interest.
- 12 2. Consider comparative prices based on items of similar quantity and quality.
- 13 3. Consider a balance between long-term quality and cost.

14 Purchase orders will include the following essentials:

- 15 1. A specification which adequately describes to the supplier the characteristics and the quality
16 standards of the item or service required;
- 17 2. A firm, quoted, net delivered (whenever possible) price; and
- 18 3. Signature of purchasing agent (digital approval is acceptable).
- 19 4. No purchase order shall be issued that is not supported by appropriated or grant funds.

20 Contracts shall be made only with responsible and responsive suppliers with the following
21 considerations:

- 22 1. The supplier has the potential ability to perform successfully under the terms and conditions of a
23 proposed procurement;
- 24 2. A system for contract administration shall be maintained to assure supplier conformance with
25 terms, conditions, and specifications of the contract or purchase order and to assure adequate and
26 timely follow-up of all purchases;

- 1 3. Contracts shall contain such provisions or conditions which will allow for administrative,
2 contractual, or legal remedies in instances where suppliers violate or breach contract terms and
3 provide for such sanctions and penalties as may be appropriate; and
- 4 4. All contracts, and procedures governing the process of awarding and issuing contracts, including
5 those of individual schools, will meet all requirements of state and federal laws, rules, and
6 regulations.¹
- 7 5. No work or delivery of goods shall be performed or accepted before the contract is fully executed
8 and an approved purchase order is issued.
- 9 The director of schools shall establish a procedure for the protest/dispute of any purchase or contract
10 executed by the school district.

Legal References

1. TCA 49-2-203(a)(3); *Tennessee Internal School Uniform Accounting Policy Manual*, Section 5-10; TCA 49-2-206(b)(2)

Cross References

Purchasing 2.805

Metropolitan Nashville Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Vendor Relations	Descriptor Code: 2.809	Issued Date:
		Rescinds:	Issued:

1 *General*

2 No person officially connected with or employed by the school system will be an agent for or have any
3 financial compensation or reward of any kind from any vendor for the sale of supplies, materials,
4 equipment, or service to the school system.¹

5 *Individual Schools*²

6 Prior to any fundraiser taking place, a written contract (agreement) must be executed with the vendor.
7 The agreement must be pre-approved by the MNPS director of procurement and shall include, but not
8 be limited to, the following information:

- 9 1. The division of profits that result from the activity;
- 10 2. Payment of sales tax;
- 11 3. Delivery date(s);
- 12 4. Package prices or other charges; and
- 13 5. Scheduled dates of service.

14 Vendors visiting separate schools shall contact and secure the permission of the principal's office prior
15 to visiting the school. Vendors' visitations to schools shall not be permitted to interfere with the normal
16 instructional and learning process.

Legal References

1. TCA 49-6-2003
2. *Tennessee Internal School Uniform Accounting Policy Manual*, Section 4-32

Cross References

Visitors to the Schools 1.501
Advertising & Distribution of Materials in Schools 1.806
Fundraising Activities 2.601

Metropolitan Nashville Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Payment Procedures	Descriptor Code: 2.810	Issued Date:
		Rescinds:	Issued:

1 *Central Office*

2 The director of schools, or his/her designee, shall approve all claims for payment prior to their
3 submission to the board.¹

4 As operating procedure, the director of schools shall present to the board each month a list of bills for
5 payment. The list will be supported by invoices and vouchers.²

6 *Individual Schools*

7 Schools may obligate themselves for the purchase of equipment, supplies, or services, provided
8 payments are completed by June 30th of the current school year or a plan for future payments has been
9 made by the principal and approved by the board.

10 For student activity funds, all payment procedures must be in accordance with the *Tennessee Internal*
11 *School Uniform Accounting Policy Manual*. Payments must be made timely at least within 30 days of
12 after the goods or services have been received. The principal or his/her designee should review all
13 purchase requisitions for online purchases and payments, *regardless of the amount*, to determine if the
14 disbursement is for an appropriate school purpose. The principal should then sign and date the
15 purchase requisition to indicate authorization to make the purchase. The purchase
16 requisition/authorization should then be returned to the bookkeeper to issue a purchase order and only
17 then will the school be obligated.³

Legal References

1. TCA 49-2-206(b)(3)
2. TCA 49-2-206(b)(5)
3. Tennessee Internal School Uniform Accounting Policy Manual, Section 5-13

Metropolitan Nashville Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Student Activity Funds Management	Descriptor Code: 2.900	Issued Date:
		Rescinds:	Issued:

1 *Individual Schools*

2 The activity funds of each school shall include athletic and student organization funds and any other
3 fund belonging to any student group, club, class, or activity.

4 Whatever the source, all student activity funds shall be under the jurisdiction of the board and under the
5 management of the school principal to implement and comply with the regulations, standards, and
6 procedures contained in the manual and any other policies adopted by the board.¹ Contracts with
7 fundraising agencies must comply with board policy and be approved in writing by the director of
8 schools or his/her designee.

9 Principals and/or sponsors who knowingly authorize/allow unapproved fundraising activities shall be
10 subject to disciplinary action.²

11 Student activity funds shall be deposited in respective school activity accounts. The school becomes
12 accountable when money is initially received by employees, officials, or volunteers acting in their
13 official capacity. Proper records of receipts and disbursements shall be maintained in accordance with
14 the *Tennessee Internal School Uniform Accounting Policy Manual*.³

15 Revenue raised for specific purposes must be expended for that purpose unless otherwise authorized in
16 writing by both the activity group sponsor and the principal.⁴

17 An annual audit of the account and records of all student activity funds shall be conducted as a part of
18 the audit of all other district funds.⁵

19 Any unencumbered class or activity funds automatically revert to the general activity fund of the school
20 when a class graduates or an activity is discontinued.

21 Funds derived from activities sponsored by parent-teacher associations, parent-teacher organizations,
22 or other support organizations are not subject to this policy unless such funds are in sole custody of the
23 school.⁶ Such organizations shall comply with the provisions of state law.⁷

24 *Athletic Funds*

25 Funds raised from sanctioned athletic programs are generally restricted for the use of the athletic
26 program and are accounted for in the restricted fund. Sub-accounts are established for revenues and
27 expenses for individual sports and is reported in the school's financial statements.⁸

28 All athletic funds must be used and benefit student athletes first and not staff members. However,
29 athletic funds for coach's clinics are allowed from the related individual sport account in which the

coach is responsible. The maximum amount that can be spent on coaching clinics is \$200 per coach for registration fees only, not travel expenses. Also, coaches must be identified and on the sidelines or in the coaches' box in order to allow them to instruct student athletes. Therefore, athletic funds for one uniform of a shirt/polo, hat, and/or jacket/pullover per coach per year will be permitted to be purchased from the individual sport account. This expense is allowable with the understanding it is purchased along with team uniforms for student athletes. Any additional attire will be at the personal expense of the coach. Coaching uniform purchases must be conservative and not excessive (no more than \$150 per coach) and must fall under one of the following conditions:

- a) If the individual sport account generates money through gate sales.
- b) For clinics only, if an approved fundraiser was exclusively for a camp/clinic involving the student athletes and coach(s).

Athletic funds used for these expenses must not be derived from athletic fees collected directly from student athletes and/or parents. A deficit balance in a restricted fund account is not allowable.

Legal References

1. *Tennessee Internal School Uniform Accounting Policy Manual, Section 3-4*
2. *Tennessee Internal School Uniform Accounting Policy Manual, Sections 4-31, 4-32*
3. TCA 49-2-110(d)
4. *Tennessee Internal School Uniform Accounting Policy Manual, Section 4-1 through 4-3*
5. TCA 49-2-112(a)(1)-(2)
6. TCA 49-2-110(f)
7. TCA 49-2-601 through 611
8. *Tennessee Internal School Uniform Accounting Policy Manual, Section 4-3*

Cross References

- Fundraising Activities 2.601
- School Support Organizations 2.404

MNPS Transition Team Report Update

This report provides both a status update and maps the alignment of the Transition Team recommendations to the work being carried out within the district's Strategic Framework. As such, this is the final reporting on the status of the recommendations. The execution of the work in the framework and how it aligns back to the Transition Team report is summarized below. A more detailed view of the implementation structure follows on the next page.



As we provide updates regarding each of the goal areas (***Our Students, Our People, Our Organization*** and ***Our Community***), the district will essentially be reporting on how the work included in the Transition Team recommendations are continuing to drive our efforts to ***Exceed Great Expectations.***

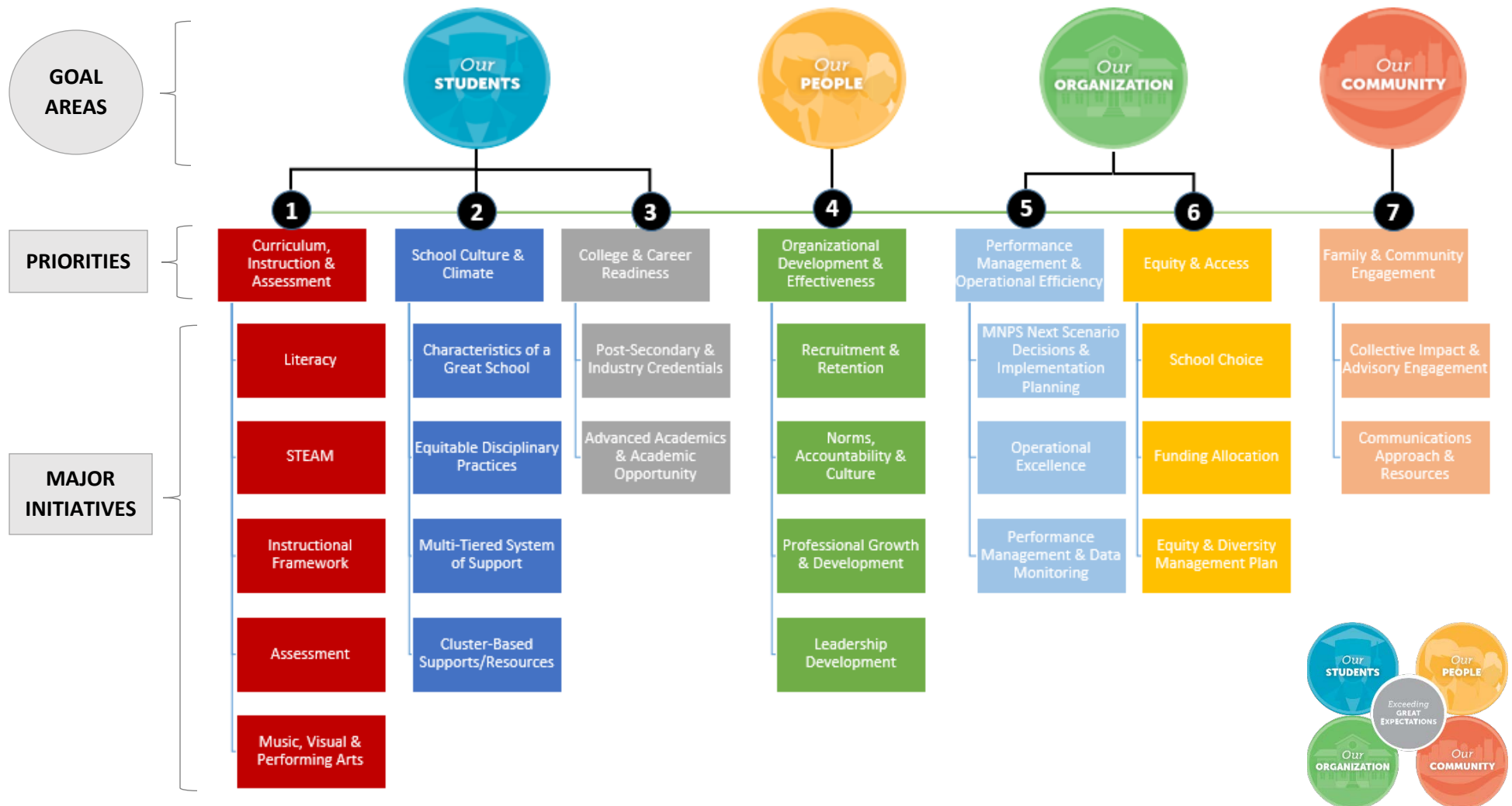
...from Transition Team Recommendations to the MNPS Strategic Framework → Moving Forward

Transition Team Priority Areas & Recommendations	MNPS Strategic Framework			
	Our Students	Our People	Our Organization	Our Community
STUDENT ACHIEVEMENT				
1. Academic Priorities & Goals	■	■	■	■
2. Instructional Tools & Instructional Coherence	■	■	■	■
3. Professional Development	■	■		
4. Assessments & Data	■	■	■	■
SCHOOL CHOICE				
1. Choice Programs	■		■	■
2. Diversity	■	■	■	■
3. Transportation	■		■	■
4. Marketing/Outreach/Recruitment in the School Choice Process	■		■	■
COMMUNICATIONS & COMMUNITY ENGAGEMENT				
1. Communication of Vision		■	■	
2. Customer Service Culture			■	■
3. Parent/Family Engagement	■		■	■
4. Organizational Structure		■	■	■
HUMAN RESOURCES & TALENT MANAGEMENT				
1. Human Resource Processes		■		
2. Customer Service	■	■	■	■
3. High-Quality Staff	■	■		
4. Performance Management	■	■	■	

January 2018

This status update includes a column (Framework Alignment) referring to the implementation structure of the Strategic Framework. The visual below is provided as a point of reference to demonstrate where each component of the framework resides beyond the Goal Areas. In addition, information from the Transition Team Report (Priority Areas with description and Short/Long-Term Recommendations) are included in the remaining pages verbatim with a status update.

MNPS Strategic Framework



STUDENT ACHIEVEMENT

PRIORITY AREA 1 ACADEMIC PRIORITIES AND GOALS			
<i>Agree on a broad academic plan, work together on implementing that plan, and stick with it over a sustained period of time.</i>			
#	SHORT-TERM RECOMMENDATIONS	STATUS UPDATE ✓ = Complete and/or Ongoing ★ = Future Priority	Framework Alignment
1	Encourage the school board to develop clear academic priorities, and then reorient the board's work and its meetings primarily around monitoring the academic progress of the district's children on an agreed-upon set of key performance indicators.	✓ <ul style="list-style-type: none"> Strategic Framework established School-level Key Performance Indicators (KPIs) developed Quarterly KPI updates to Board of Education (BOE) planned Director evaluation and BOE self-evaluation in process BOE goals established 	<u>Our Students</u> <ul style="list-style-type: none"> Priorities 1,2 & 3 and all 11 Major Initiatives
2	Ensure the school board and the district's new administrative leadership are very clear and repeatedly vocal about the need for high expectations for all children in the district.	✓ <ul style="list-style-type: none"> BOE agendas now mirror Strategic Framework Mission, Vision, Values posters being printed Mission, Vision, Values open up presentations 	<u>Our Students</u> <ul style="list-style-type: none"> Instructional Framework
3	Charge the school board and the district's new administrative leadership with rethinking and revamping the district's site-based instructional approach to academic improvement, and define a clear academic direction for the school system.	✓ <ul style="list-style-type: none"> Academic standards streamlined and restructured Three (3) out of seven (7) annual priorities focus on academics Literacy Teacher Development Specialists (LTDSs) and Advanced Academics Resource Teachers (AARTs) now required for all schools to budget 	<u>Our Students</u> <ul style="list-style-type: none"> Literacy Instructional Framework Advanced Academics & Academic Opportunity
4	As the district is updating its strategic plan, revisit what worked and did not work in the previous plan and ensure the district's goals are built around attaining more than one year's worth of growth for students who are behind.	✓ <ul style="list-style-type: none"> Core themes and components maintained from previous strategic plan around Social and Emotional Learning (SEL), equity and access, leadership development, personalized learning and many others. The district's new vision, mission and values brings additional continuity. School-level KPIs target growth goals that exceed state's 	Strategic Framework High-Level Actions specifically call for continuing, evaluating, monitoring, strengthening, expanding and so on for many of the compiled items.
#	LONG-TERM RECOMMENDATIONS	STATUS UPDATE ✓ = Complete and/or Ongoing ★ = Future Priority	Framework Alignment
1	Carefully monitor progress on the district's academic goals, ascertain what parts of the district's improvement plan are working and why, and stick with the broader and most effective parts of the plan for a number of years.	✓ <ul style="list-style-type: none"> Priority based budgeting has targeted eight (8) areas for evaluation and monitoring in FY2017 School-level KPIs established and regular reports to BOE planned starting in January 2018 (an initial school KPI presentation was shared in November 2017) 	<u>Our Organization</u> <ul style="list-style-type: none"> Performance Management & Data Monitoring Funding Allocation
2	Evaluate the superintendent on progress towards the academic goals that the board and superintendent have set.	✓ <ul style="list-style-type: none"> Director's evaluation drafted and aligns with school-level KPIs 	Our Students, Our People, Our Organization and Our Community

PRIORITY AREA 1		ACADEMIC PRIORITIES AND GOALS		
3	Ensure that each of the district's major instructionally related departments has plans and goals that align with the broader strategic plan of the school system.	✓	<ul style="list-style-type: none"> Project plans established for annual priorities and major initiatives 	<u>Our Students</u> <ul style="list-style-type: none"> Priorities 1,2 & 3 and all 11 Major Initiatives
4	Structure the central office to ensure that it is aligned to meeting the goals that the board and the superintendent have set.	✓	<ul style="list-style-type: none"> Reorganization of district into quadrants led by Community Superintendents Division of School Support and Improvement established to be responsible for SEL and choice Division of academics streamlined to only include academic departments Communication and Community Engagement in process of merging Curriculum & Instruction role elevated 	<u>Our Students</u> <ul style="list-style-type: none"> Priorities 1,2 & 3 and all 11 Major Initiatives

PRIORITY AREA 2		INSTRUCTIONAL TOOLS AND INSTRUCTIONAL COHERENCE		
Address the quality and focus of the district’s instructional tools for raising student achievement.				
#	SHORT-TERM RECOMMENDATIONS	STATUS UPDATE ✓ = Complete and/or Ongoing ★ = Future Priority		Framework Alignment
1	Have every child read and practice with complex, grade-level text every day to begin strengthening language skills of all students.	✓	<ul style="list-style-type: none">▪ English Language Arts (ELA) Scope & Sequence revised▪ ELA Scope & Sequence includes Institute for Learning (IFL) Units that focus on complex texts▪ Anchor/complex text to support revised ELA Scope and Sequence will be purchased for schools this school year▪ New ELA curriculum (Core Knowledge Language Arts [CKLA]) that builds skills and knowledge through the use of complex text is being piloted in five (5) elementary schools this school year	<u>Our Students</u> <ul style="list-style-type: none">▪ Literacy▪ Instructional Framework
2	Revise the district’s scope and sequence documents to provide more guidance for principals and teachers on what needs to be taught and at what level of understanding and ensure a level of cognitive demand that is consistent with the standards.	✓	<ul style="list-style-type: none">▪ ELA Scope & Sequence revised during this school year (K-Grade 11)	<u>Our Students</u> <ul style="list-style-type: none">▪ Instructional Framework

PRIORITY AREA 2		INSTRUCTIONAL TOOLS AND INSTRUCTIONAL COHERENCE		
3	As the district is revising its scope and sequence documents, take advantage of sample units found in the Basal Alignment Project on Edmodo to help support students in building knowledge, developing academic vocabulary, and reading and understanding grade-level, complex texts.	✓	<ul style="list-style-type: none"> This school year, MNPS is providing model IFL ELA units for all teachers in Kindergarten - Grade 11 as part of the revised ELA Scope & Sequence. IFL units have been professionally developed and nationally vetted for both quality and rigor by the Institute for Learning (IFL). The units are built on complex and engaging texts, sequenced questions and tasks, and academically productive talk. The revised ELA Scope and Sequence notes when teachers should incorporate these units into their instruction. There is one model IFL unit for Kindergarten and two model IFL units for Grades 1-11. 	<u>Our Students</u> <ul style="list-style-type: none"> Instructional Framework
4	Give the chief of schools final sign-off authority on school improvement plans, ensure that the plans are not approved unless they actually contain strategies for improvement, and develop a mechanism for regularly monitoring progress on the plans.	✓	<ul style="list-style-type: none"> This required step has been included in the overall process for finalizing school improvement plans prior to submission to the state. 	<u>Our Organization</u> <ul style="list-style-type: none"> Performance Management & Monitoring
#	LONG-TERM RECOMMENDATIONS	STATUS UPDATE ✓ = Complete and/or Ongoing ★ = Future Priority		Framework Alignment
1	Identify all of the instructionally-related initiatives in the district, determine whether they are actually adding value to students' academic performance, and curtail programs that do not appear to be producing results.	✓	<ul style="list-style-type: none"> Balanced Literacy Framework was revised to Balanced Literacy Framework 2.0 (BLF 2.0). BLF 2.0 was revised to include a focus on Foundational Skills and Complex Text called for in the new state standards. 	<u>Our Students</u> <ul style="list-style-type: none"> Instructional Framework Assessment <u>Our Organization</u> <ul style="list-style-type: none"> Funding Allocation
2	Develop the evidence that teachers should be looking for in order to determine the quality of student work and provide guidance on how instructional practice might change to improve that work.	✓	<ul style="list-style-type: none"> Instructional Framework created Three (3) Core Actions walk-through document for ELA and Math created and training provided Social and Emotional Learning (SEL) walk-through rubric created 	<u>Our Students</u> <ul style="list-style-type: none"> Instructional Framework Characteristics of a Great School
3	Revamp the district's walk-through documents to ensure they are gathering appropriate information on how the curriculum is being implemented and whether students are actively engaged in their learning.	✓	<ul style="list-style-type: none"> ELA and Math three (3) Core Actions walk-through documents created STEAM (4Cs: Collaboration, Creativity/Curiosity, Communication and Critical Thinking) walk-through document being created Guided Reading walk-through document created Social and Emotional Learning (SEL) walk-through rubric created 	<u>Our Students</u> <ul style="list-style-type: none"> Instructional Framework STEAM Characteristics of a Great School

PRIORITY AREA 2		INSTRUCTIONAL TOOLS AND INSTRUCTIONAL COHERENCE	
4	Build instructional coherence within and across grade levels consistent with college and career readiness standards at each grade level.	✓	<ul style="list-style-type: none"> ▪ ELA and Math Scope & Sequence revised K-Grade 11 ▪ ELA and Math Curriculum and Instruction Update Meetings focus on three (3) Core Actions across all three tiers (elementary, middle and high school) ▪ Developing a district-wide Comprehensive Literacy Plan
		<u>Our Students</u> <ul style="list-style-type: none"> ▪ Literacy ▪ Instructional Framework 	

PRIORITY AREA 3		PROFESSIONAL DEVELOPMENT		
Build the capacity of the district's people to perform higher levels of work through the establishment of clear structures and expectations for professional development at the school and system levels.				
#	SHORT-TERM RECOMMENDATIONS	STATUS UPDATE	✓ = Complete and/or Ongoing ★ = Future Priority	Framework Alignment
1	Set up a structure system wide for establishing school-level professional learning communities (PLCs) and allocate time to hold them.	✓	<ul style="list-style-type: none">▪ District-wide Pre-service 2-Day PD for all MNPS teachers facilitated▪ Four (4) district-wide Stockpile PD Days with planning scheduled	<u>Our Students</u> <ul style="list-style-type: none">▪ Instructional Framework
2	Identify key short-term instructional priorities (e.g., daily use of complex texts) and begin building system wide professional development around these short-term priorities. Create greater coherence around all professional development training.	✓	<ul style="list-style-type: none">▪ ELA and Math Curriculum and Instruction Update Meetings' PD focus on three (3) Core Actions across all three tiers (elementary, middle and high school)▪ PD provided for all district Literacy teacher Development Specialists (LTDSs), Advanced Academic Resource Teachers (AARTs), Numeracy Coaches and other Coaches related to ELA and Math content as well as skill based PD (i.e. coaching skills, leadership skills, communication skills, etc.)▪ Professional Development Users' Guide created	<u>Our Students</u> <ul style="list-style-type: none">▪ Literacy▪ Instructional Framework▪ Advanced Academics & Academic Opportunity
3	Redesign the district's current professional development program around the district's academic goals rather than the individual choices of school staff.	✓	<ul style="list-style-type: none">▪ District-wide Preservice 2-Day PD for all MNPS teachers facilitated▪ PD offerings largely focus on ELA, Math, and STEAM, and SEL related topics	<u>Our Students</u> <ul style="list-style-type: none">▪ Instructional Framework▪ STEAM▪ Multi-Tiered System of Support
#	LONG-TERM RECOMMENDATIONS	STATUS UPDATE	✓ = Complete and/or Ongoing ★ = Future Priority	Framework Alignment
1	Develop a multi-year professional development plan to ensure a long-term and coherent strategy for building the capacity of staff at all levels.	✓	<ul style="list-style-type: none">▪ Multi-year PD plan developed for ELA and Math Curriculum and Instruction Meetings▪ Multi-year PD plan developed for STEAM	<u>Our Students</u> <ul style="list-style-type: none">▪ Instructional Framework▪ STEAM

PRIORITY AREA 3		PROFESSIONAL DEVELOPMENT		
2	Negotiate “non-negotiables” into the district’s professional development—that is, that everyone will be required to participate in order to build the instructional capacity of the teaching force.	✓	<ul style="list-style-type: none"> Professional Development Users’ Guide created Protocols and processes established for developing and vetting PD both with internal and external PD facilitators 	<u>Our Students</u> <ul style="list-style-type: none"> Instructional Framework
3	Build a districtwide professional development system that will not only strengthen the capacity of current staff but also define a pipeline of talent across personnel levels of the system.	✓	<ul style="list-style-type: none"> Performance Matters is now the PD management system. Course approver training occurred the week of December 4th. This training was for building level principals and course approvers for various district departments. The training focused on proposing, creating and approving professional development. 	<u>Our Students</u> <ul style="list-style-type: none"> Assessment
4	Build a system for regularly evaluating the effectiveness of professional development in terms of how well it is implemented and whether it has any effects on student outcomes.	✓	<ul style="list-style-type: none"> All PD has an evaluation component PD evaluation data are reviewed and debriefed Feedback on evaluation data is collected and shared with PD participants (i.e. “feedback on feedback”) 	<u>Our People</u> <ul style="list-style-type: none"> Professional Growth & Development

PRIORITY AREA 4		ASSESSMENTS AND DATA		
Revamp the district's system of assessments to ensure alignment and support schools in reviewing, interpreting, analyzing, and discussing data.				
#	SHORT-TERM RECOMMENDATIONS	STATUS UPDATE ✓ = Complete and/or Ongoing ★ = Future Priority		Framework Alignment
1	Review and begin revamping the district's short-term interim assessments to ensure their alignment with state standards, the revised scope and sequence, classroom practice, and state summative assessments; involve the district's best teachers in this process.	✓	<ul style="list-style-type: none">Short-term assessments (e.g. MAP-R and M, FAST) are administered three (3) times each school year and align with current standards. They have also been made a priority as part of the school-level KPIs rolled out in October 2017.	<u>Our Students</u> <ul style="list-style-type: none">Assessment
2	Enhance the district's training on the interpretation and use of data.	✓	<ul style="list-style-type: none">We have incorporated MAP training into the Curriculum and Instruction Update Meetings (CIUM) meetings and the Administration & Supervision (A&S) meetings. In addition, separate development sessions have been held which all schools sent their leadership teams to participate.A Performance Matters Unify training has been conducted on the use of building common formative assessments.Additional training will be setup for the remainder of the school year.An assessment PD plan is being developed and will be prepared in advance of the 2018-19 school year.	<u>Our Students</u> <ul style="list-style-type: none">Assessment

PRIORITY AREA 4		ASSESSMENTS AND DATA		
3	De-emphasize, within state guidelines, the use of test scores to determine teacher effectiveness as instructional reforms are being put into place.	✓	<ul style="list-style-type: none"> This continues to be a challenge as no flexibility exists to “de-emphasize” student achievement data within the Tennessee State Board of Education Teacher and Administrator Evaluation Policy 5.201. 	<u>Our People</u> <ul style="list-style-type: none"> Professional Growth & Development
4	Begin curtailing individual schools’ use of differing assessment systems of their own choosing.	✓	<ul style="list-style-type: none"> A survey has been developed. In January 2018, a survey will be administered to determine what assessments are being given in addition to those already mandated. The purpose and specific use will be a question included. 	<u>Our Students</u> <ul style="list-style-type: none"> Assessment
#	LONG-TERM RECOMMENDATIONS	STATUS UPDATE ✓ = Complete and/or Ongoing ★ = Future Priority		Framework Alignment
1	Begin building an easy-to-use, data-analytic system with as close to real-time data as is possible to provide central office staff and school-based staff with better information on where students are struggling academically and where they are making progress.	✓	<ul style="list-style-type: none"> The district’s Data Warehouse system provides instant access to a wide variety of district and school-level data which is updated daily. The contents of the Data Warehouse are continuously improved with current efforts underway to align and further build-out current reports to match school KPIs. The district has added Performance Matters Unify to its toolset. It allows schools to look at their own formative assessment data. We’ve also started working with the Dell Foundation, via a grant, as one of five districts to help us integrate our data systems to enhance assessment reporting. 	<u>Our Students</u> <ul style="list-style-type: none"> Assessment
2	Build a regular calendar of program evaluations to determine what works and what doesn’t.	✓	<ul style="list-style-type: none"> As part of the Priority Based Budgeting work, district leadership prioritized seven (7) programs to evaluate. The programs are as follows: English Learners, Pre-K, Exceptional Education, Student Services, Advanced Academics, Literacy and STEAM. In addition, the Research & Assessment team is looking at other literacy related programs to evaluate effectiveness. 	<u>Our Students</u> <ul style="list-style-type: none"> Literacy STEAM Advanced Academics & Academic Opportunity Priority: School Culture & Climate <u>Our Organization</u> <ul style="list-style-type: none"> Funding Allocation

PRIORITY AREA 4		ASSESSMENTS AND DATA		
3	Define a standard data approach for schools to help them review, interpret, analyze, and discuss data that will help school-based staff ask the right questions and consider the appropriate steps for improving student achievement.	✓	<ul style="list-style-type: none"> Curriculum Instruction Update Meetings (CIUM) and Administration & Supervision meetings include a focus on school-level KPIs A list of probing questions have been developed for each metric included in the school-level KPIs. As part of the Dell Foundation work we are participating with four (4) other districts to identify and prioritize key assessment questions that our data systems should be able to respond to easily with an appropriate data result. Collaborative data inquiry process continues to be introduced on a school by school basis with initial planning underway to develop tools for reaching more schools faster. 	<u>Our Students</u> <ul style="list-style-type: none"> Assessment

SCHOOL CHOICE

PRIORITY AREA 1		CHOICE PROGRAMS		
Analyze and improve the structure and function of choice programs in the district, including program features, curriculum, and administration consistent with district strategic plans.				
#	SHORT-TERM RECOMMENDATIONS	STATUS UPDATE ✓ = Complete and/or Ongoing ★ = Future Priority		Framework Alignment
1	Hire or designate a Director of Magnet School Programs and other staff to work collaboratively across departments to develop a district wide comprehensive vision and plan to ensure equitable distribution of magnet schools and programs across MNPS.	✓	<ul style="list-style-type: none">Selected an interim Director of School ChoiceReceived \$15M magnet school grant to help build capacity	<u>Our Organization</u> <ul style="list-style-type: none">School Choice
2	Consider grouping choice programs into fewer categories so that parents will be able to understand the choices available and thus make more informed choices about what program they would choose for their student.	✓	<ul style="list-style-type: none">Mapping of current programs available across the district is underway	<u>Our Organization</u> <ul style="list-style-type: none">School Choice

PRIORITY AREA 1		CHOICE PROGRAMS		
3	Increase the rigor and advanced academic course offerings in all middle and high schools to address the attrition of students from elementary to middle school.	✓	<ul style="list-style-type: none"> Advanced Academics Resource Teachers (AARTs) now required for all schools to budget STEAM implementation underway at first group of 18 schools for the 2017-18 school year This school year MNPS is focused on bringing advanced academic options back to all middle schools beginning with ELA. Training was provided over summer 2017 around honors ELA courses and they are now offered on middle school schedules. 	<u>Our Students</u> <ul style="list-style-type: none"> STEAM Advanced Academics & Academic Opportunity Instructional Framework
4	Create an elementary-level arts magnet to establish vertical alignment across tiers in the district's arts offerings.	✓	<ul style="list-style-type: none"> Will use part of \$15M grant to fund an arts-themed magnet elementary school 	<u>Our Organization</u> <ul style="list-style-type: none"> School Choice
#	LONG-TERM RECOMMENDATIONS	STATUS UPDATE ✓ = Complete and/or Ongoing ★ = Future Priority		Framework Alignment
1	Consider how the school choice process can be used to assist with addressing the attrition of students that occurs between the transition from elementary to middle schools.	✓	<ul style="list-style-type: none"> Analysis underway as part of MNPS Next and new choice office 	<u>Our Organization</u> <ul style="list-style-type: none"> MNPS Next School Choice
2	Consider relocating Nashville School of the Arts to a more appropriate building.	✓	<ul style="list-style-type: none"> District in process of acquiring land Additional capital for construction to be included in 2018 budget request 	<u>Our Organization</u> <ul style="list-style-type: none"> MNPS Next Operational Excellence School Choice
3	Develop a plan to increase student internships, apprenticeships, and mentorships for the various high school academies by leveraging community resources.	★	<ul style="list-style-type: none"> Not a 2017/18 major initiative, will review during 2018-19SY planning and budget conversations 	Our Students and Our Community
4	Provide, in every high school, a liberal arts pathway for those students who do not wish to participate in the academies.	★	<ul style="list-style-type: none"> Not a 2017/18 major initiative, will review during 2018-19 SY planning and budget conversations 	Our Students
5	Determine the minimum number of high school course credit offerings available in all middle schools and of core academic courses in Advanced Placement (AP), International Baccalaureate (IB), or Cambridge International programs in each high school.	✓	<ul style="list-style-type: none"> Initially, honors ELA courses are being added back into middle schools during the 2017-18 school year with plans to expand further in the upcoming years. A minimum number of high school advanced academic courses in middle schools is to be determined. 	<u>Our Students</u> <ul style="list-style-type: none"> Instructional Framework STEAM

PRIORITY AREA 1		CHOICE PROGRAMS		
6	Determine feasibility of moving 5th grade to elementary schools to help address student attrition between elementary and middle school.	✓	<ul style="list-style-type: none"> ▪ Ruled out during Phase 1 of MNPS Next 	<u>Our Organization</u> <ul style="list-style-type: none"> ▪ MNPS Next

PRIORITY AREA 2		DIVERSITY		
Demonstrate a commitment to diversity through continuous improvement in processes for placement, data analysis, and student services regarding its choice options.				
#	SHORT-TERM RECOMMENDATIONS	STATUS UPDATE ✓ = Complete and/or Ongoing ★ = Future Priority		Framework Alignment
1	Reaffirm the district's commitment to diversity.	✓	▪ In process -There is Diversity & Equity Calendar of events that has been outlined for the year, central office and school staff are all invited. Diversity & Equity Summit is also planned to take place March 2018. Poverty simulations have been hosted to schools, there was one central office simulation held this past fall, and there is one more scheduled for Spring. Diversity & Equity Framework will be presented to Executive Staff by February 2018.	<u>Our Organization</u> ▪ Equity & Diversity Management Plan
2	Reconstitute the Diversity Taskforce to provide input regarding the district's implementation of its Diversity Management Plan and implementation of the School Choice Subcommittee's recommendations.	✓	▪ In process - The Diversity Management Plan Steering committee has reconvened and is meeting. The 2016-2017 Diversity management Plan report was updated and submitted to the Director of Schools, and Communications for publication. Meetings have been scheduled for the remainder of the school year and will review the report content, definitions, and identify ways to elevate or further engage community support across the various departments.	<u>Our Organization</u> ▪ Equity & Diversity Management Plan
3	Seek options to ensure equitable access and diversity when reviewing the academic entrance requirements and lottery process used to place students into relevant programs.	★	▪ Not a 2017-18 priority (2016-17 TN Ready results need to be reviewed prior to determining the best way to promote diversity in the academic magnets), will review during 2018-19 SY planning conversations.	<u>Our Organization</u> ▪ Equity & Diversity Management Plan ▪ School Choice ▪ Operational Excellence
4	Use the same criteria for removing a child from a choice school as it does for removing a child from a zoned school and a charter school.	✓	▪ Complete, criteria updated.	<u>Our Organization</u> ▪ Operational Excellence ▪ School Choice

PRIORITY AREA 2		DIVERSITY		
#	LONG-TERM RECOMMENDATIONS	STATUS UPDATE ✓ = Complete and/or Ongoing ★ = Future Priority		Framework Alignment
1	Study whether all students who meet the academic eligibility requirements should be automatically entered in the academic magnet schools' lottery.	★	<ul style="list-style-type: none"> Not a 2017-18 priority (2016-17 TN Ready results need to be reviewed prior to determining the best way to promote diversity in the academic magnets, will review during 2018-19SY planning conversations. 	<u>Our Organization</u> <ul style="list-style-type: none"> Operational Excellence School Choice
2	Allocate available seats proportionally across the district (based on cluster population) to the magnet schools with academic entrance requirements and their feeder schools.	★	<ul style="list-style-type: none"> Not a 2017-18 priority (2016-17 TN Ready results need to be reviewed prior to determining the best way to promote diversity in the academic magnets), will review during 2018-19 SY planning conversations. 	<u>Our Organization</u> <ul style="list-style-type: none"> Operational Excellence School Choice
3	Develop a regular schedule for re-evaluating GPZs (geographic priority zone), zoned options, and other optional boundaries to promote the goals of the Diversity Management Plan.	★	<ul style="list-style-type: none"> Not a 2017-18 priority (district plans to review next year), will review during 2018-19 SY planning conversations. 	<u>Our Organization</u> <ul style="list-style-type: none"> Operational Excellence School Choice

PRIORITY AREA 3		TRANSPORTATION		
Prioritize transportation as a function to ensure school choice options are available to all students through clear communication and ongoing analysis of transportation and school choice patterns.				
#	SHORT-TERM RECOMMENDATIONS	STATUS UPDATE ✓ = Complete and/or Ongoing ★ = Future Priority		Framework Alignment
1	Eliminate the call center approach to resolving transportation related concerns and establish a public phone number for all transportation related questions and concerns so that parents and school staff can directly contact transportation staff without being routed through the Family Information Center.	✓	<ul style="list-style-type: none">▪ Enhanced collaboration between transportation and Family Information Center (FIC) to streamline access and support to needed information.▪ Determined importance of maintaining FIC approach.	<u>Our Organization</u> <ul style="list-style-type: none">▪ Operational Excellence
2	Provide additional information in the School Choice Application about the StrIDE program* and include a phone number where parents can get additional information about transportation.	✓	<ul style="list-style-type: none">▪ Complete – The update will be included in the 2018-19 Optional School Application.	<u>Our Organization</u> <ul style="list-style-type: none">▪ Operational Excellence▪ School Choice

PRIORITY AREA 3		TRANSPORTATION		
3	Collaborate with Metropolitan Transportation Authority (MTA) to continue and expand where feasible the StriDe program.	✓	<ul style="list-style-type: none"> ▪ Ongoing ▪ Expanding the program to additional schools and/or tiers is limited due to the budget of both entities. ▪ MTA routing expansions are limited by federal guidelines. 	<u>Our Organization</u> <ul style="list-style-type: none"> ▪ Operational Excellence ▪ School Choice
4	Establish a transportation committee that includes staff from the District, MTA, and other agencies to study options to ensure equitable access for students exercising school choice.	★	<ul style="list-style-type: none"> ▪ Not a 2017/2018 major initiative, but we are continuing transportation services for choice schools including the StRide program. 	<u>Our Organization</u> <ul style="list-style-type: none"> ▪ Operational Excellence ▪ School Choice
5	Continue partnering with the Nashville After Zone Alliance (NAZA) program which helps to provide equitable access to after school extracurricular activities and provides transportation for the programs.	✓	<ul style="list-style-type: none"> ▪ Ongoing ▪ The NAZA program partnership has continued. 	<u>Our Organization</u> <ul style="list-style-type: none"> ▪ Operational Excellence ▪ School Choice
#	LONG-TERM RECOMMENDATIONS	STATUS UPDATE ✓ = Complete and/or Ongoing ★ = Future Priority		Framework Alignment
1	Study school choice patterns to determine if there are large groups of students who wish to exercise choice to attend schools in specific geographic areas and the cost viability of providing transportation services when such cases exist	★	<ul style="list-style-type: none"> ▪ Not a 2017/18 major initiative, will review during 2018-19 SY planning and budget conversations. 	<u>Our Organization</u> <ul style="list-style-type: none"> ▪ Operational Excellence ▪ School Choice
2	Consider whether charter middle school students should be included in the StriDe program.	★	<ul style="list-style-type: none"> ▪ Not a 2017/18 major initiative, will review during 2018-19 SY planning and budget conversations. 	<u>Our Organization</u> <ul style="list-style-type: none"> ▪ Operational Excellence ▪ School Choice

PRIORITY AREA 4		MARKETING/OUTREACH/RECRUITMENT IN THE SCHOOL CHOICE PROCESS		
Leverage and extend existing marketing/outreach/recruitment efforts to ensure information is readily available and easily understood by all families.				
#	SHORT-TERM RECOMMENDATIONS	STATUS UPDATE ✓ = Complete and/or Ongoing ★ = Future Priority		Framework Alignment
1	Use enrollment centers and family resource centers as information hubs.	★	▪ Not a 2017/18 major initiative, will review during 2018-19 SY planning conversations.	<u>Our Organization</u> ▪ School Choice <u>Our Community</u> ▪ Communications Approach & Resources

PRIORITY AREA 4		MARKETING/OUTREACH/RECRUITMENT IN THE SCHOOL CHOICE PROCESS		
2	Extend the application period for the school choice process to March 1st. The school choice lottery should be run after March 1st.	✓	<ul style="list-style-type: none"> Complete – The 2018-19 application period was moved to the spring semester. 	<u>Our Organization</u> <ul style="list-style-type: none"> Operational Excellence School Choice
3	Provide professional support and financial resources to schools to assist with marketing their schools and recruiting students.	✓	<ul style="list-style-type: none"> Hired a Marketing Manager to assess school needs and support 	<u>Our Community</u> <ul style="list-style-type: none"> Communications Approach & Resources
4	Continue partnering with the Nashville Public Education Foundation to refine and improve Nashville School Finder.	★	<ul style="list-style-type: none"> Portions of SchoolFinder build-out have been completed, but the overall project is on hold for remainder of the 2017-18 school year. 	<u>Our Community</u> <ul style="list-style-type: none"> Communications Approach & Resources
5	Convene – prior to and after the launch of School Finder version 2.0 – representative groups of parents, principals, staff and other stakeholders to gather feedback on its effectiveness.	★	<ul style="list-style-type: none"> Portions of SchoolFinder build-out have been completed, but the overall project is on hold for remainder of the 2017-18 school year. 	<u>Our Community</u> <ul style="list-style-type: none"> Collective Impact & Advisory Engagement Communications Approach & Resources
6	Introduce the new version of School Finder 2.0 via principals at their school parent nights.	★	<ul style="list-style-type: none"> Portions of SchoolFinder build-out have been completed, but the overall project is on hold for remainder of the 2017-18 school year. 	<u>Our Community</u> <ul style="list-style-type: none"> Collective Impact & Advisory Engagement Communications Approach & Resources
7	Link SchoolFinder.org and MNPS websites so that school descriptions are consistent and easily updated by the school.	★	<ul style="list-style-type: none"> Portions of SchoolFinder build-out have been completed, but the overall project is on hold for remainder of the 2017-18 school year. 	<u>Our Community</u> <ul style="list-style-type: none"> Collective Impact & Advisory Engagement Communications Approach & Resources
8	Develop a districtwide strategy to market and promote zoned middle schools' strengths to help decrease student attrition between elementary and middle school	✓	<ul style="list-style-type: none"> In process - Marketing has begun process of visiting schools to identify challenges and opportunities to better communicate available offerings in the choice process Currently working on research of charter and private schools surrounding Metro zoned schools and marketing and recruitment strategies 	<u>Our Community</u> <ul style="list-style-type: none"> Communications Approach & Resources
#	LONG-TERM RECOMMENDATIONS	STATUS UPDATE ✓ = Complete and/or Ongoing ★ = Future Priority		
1	Consider mobile units for traveling into communities throughout the school year to communicate options and assist with the application process.	★	<ul style="list-style-type: none"> Not a 2017/18 major initiative, will review during 2018-19 SY planning and budget conversations. 	<u>Our Community</u> <ul style="list-style-type: none"> Communications Approach & Resources

PRIORITY AREA 4		MARKETING/OUTREACH/RECRUITMENT IN THE SCHOOL CHOICE PROCESS		
2	Conduct an academic and enrollment needs assessment at each school. Use results of this assessment to develop a strategic marketing plan to help promote equity and access.	✓	<ul style="list-style-type: none"> Initial data gathering underway School Choice program data collection is expected to also support this work. 	<u>Our Community</u> <ul style="list-style-type: none"> Communications Approach & Resources <u>Our Organization</u> <ul style="list-style-type: none"> School Choice
3	Develop marketing and outreach strategies to promote the school choice process.	✓	<ul style="list-style-type: none"> In process – Event plan is in development for annual School Choice Festival that will include marketing outreach strategy to families and the community 	<u>Our Community</u> <ul style="list-style-type: none"> Communications Approach & Resources <u>Our Organization</u> <ul style="list-style-type: none"> School Choice
4	Seek business community support to assist with the school choice marketing and outreach process.	✓	<ul style="list-style-type: none"> In process – Steps are underway to work with business and community partners to educate on new initiatives such as an expanded literacy focus and STEAM to help drive outreach efforts as well as support of the annual School Choice Festival. 	<u>Our Community</u> <ul style="list-style-type: none"> Collective Impact & Advisory Engagement Communications Approach & Resources

COMMUNICATIONS AND COMMUNITY ENGAGEMENT

PRIORITY AREA 1		COMMUNICATION OF VISION		
Articulate a clear vision and put in place a framework for consistently, transparently communicating it.				
#	SHORT-TERM RECOMMENDATIONS	STATUS UPDATE ✓ = Complete and/or Ongoing ★ = Future Priority		Framework Alignment
1	Put in place a consistent, well-publicized way for securing public input into the district’s strategic plan, using community partners to help rally community voices where appropriate And, coming out of the strategic planning process, create and publicly promote a branded digital scorecard to track district goals outlined in the strategic plan.	✓	<ul style="list-style-type: none">▪ In process - A static District Scorecard is under development for sharing with the School Board and posting to the MNPS website no later than Spring 2018.	<u>Our Organization</u> <ul style="list-style-type: none">▪ Performance Management & Data Monitoring <u>Our Community</u> <ul style="list-style-type: none">▪ Collective Impact & Advisory Engagement▪ Communications Approach & Resources
2	Create and execute an editorial plan that regularly showcases district and school activities and accomplishments and authentic stories of educators, students, and community members using mainstream media, social media, video and website.	✓	<ul style="list-style-type: none">▪ Launched a digital newsroom as a central location to house press releases, blogs, video, social media posts, etc.▪ Editorial calendar created and placed into use▪ Re-launched Metro Minute video segments for Spanish-language media outlets and district use for outreach to families.	<u>Our Community</u> <ul style="list-style-type: none">▪ Communications Approach & Resources

PRIORITY AREA 1		COMMUNICATION OF VISION		
3	Streamline good news blogs and proactively send a weekly digest to a “Friends of Public Schools” list to ensure key influencers are seeing what is on elective social media channels.	✓	<ul style="list-style-type: none"> Created and launched weekly “What’s News” roundup of positive stories each Friday. Currently going to internal audience, with plans to expand to a community list. Launched a weekly MNPS Voices campaign that spotlights a district employee on social media each Wednesday. 	<u>Our Community</u> <ul style="list-style-type: none"> Communications Approach & Resources
4	Strengthen proactive communications with the city and state.	✓	<ul style="list-style-type: none"> In process 	<u>Our Community</u> <ul style="list-style-type: none"> Communications Approach & Resources
#	LONG-TERM RECOMMENDATIONS	STATUS UPDATE ✓ = Complete and/or Ongoing ★ = Future Priority		Framework Alignment
1	Produce an annual report to the community that candidly and transparently outlines achievements, areas of focus, challenges, and progress toward the larger vision and strategy. In tandem with the release of the annual report, consider making an annual State of the Schools address.	★	<ul style="list-style-type: none"> Planned for Fall 2018 - An abbreviated marketing piece has already been developed with distribution at various district events and meetings. The brochure highlights goals, first-year accomplishments (2016-17) and second-year priorities (2017-18) in the areas of curriculum, instruction & assessment, school culture & climate, college & career readiness, organizational development & effectiveness, performance management & operational efficiency, equity & access, and family & community engagement. 	<u>Our Community</u> <ul style="list-style-type: none"> Communications Approach & Resources
2	Retain outside help to develop a robust marketing strategy and staff/resource it effectively.	✓	<ul style="list-style-type: none"> Marketing manager is conducting needs assessment In process - A reassessment of the marketing function and key roles is currently underway. Among recent changes include moving the Community Engagement Coordinator position under Marketing to support recruitment, outreach and branding goals. 	<u>Our Community</u> <ul style="list-style-type: none"> Communications Approach & Resources
3	Better measure satisfaction and perceptions of schools and the district through annual parent, staff, and student surveys.	✓	<ul style="list-style-type: none"> In process - Marketing has begun the process of researching best practices in customer service training as well as strategies for collecting feedback from families, partners and the community. In recent weeks, surveys have been used to ascertain the level of satisfaction that attendees have with community engagement forums relative to the meeting formats and information shared. 	<u>Our Community</u> <ul style="list-style-type: none"> Communications Approach & Resources
4	Strengthen the ongoing feedback loop with parents and teachers.	✓	<ul style="list-style-type: none"> Teacher Voice Sessions conducted District and school-level Parent Advisory Council (PAC) relaunched 	<u>Our Community</u> <ul style="list-style-type: none"> Communications Approach & Resources <u>Our People</u> <ul style="list-style-type: none"> Norms, Accountability & Culture

PRIORITY AREA 2		CUSTOMER SERVICE CULTURE		
Build a stronger internal culture that is customer-centered.				
#	SHORT-TERM RECOMMENDATIONS	STATUS UPDATE ✓ = Complete and/or Ongoing ★ = Future Priority		Framework Alignment
1	Communicate clear, specific customer service values and expectations for all divisions and schools.	★	▪ Not a 2017/18 major initiative, will review during 2018-19 SY planning conversations.	<u>Our Community</u> ▪ Communications Approach & Resources
2	Take immediate steps to train front-office school staff on customer service strategies and to evaluate (and where necessary, overhaul) front offices to make them more welcoming to parents and community partners.	✓	▪ In process - Marketing has begun the process of researching best practices in customer service training as well as strategies for collecting feedback from families, partners and the community.	<u>Our Community</u> ▪ Communications Approach & Resources
3	Consider augmenting the work with the Arbinger Institute and Gallup by designating someone as a senior-level “culture czar” in the district.	✓	▪ District leadership will begin conducting Arbinger training sessions within their divisions. A refresher course for leadership delivering this content is planned for January 2018, with an additional area being trained at the end of February 2018. ▪ In addition, the Arbinger content will be covered in the Administration & Supervision meetings for Principals and district leadership beginning in January 2018.	<u>Our People</u> ▪ Norms, Accountability & Culture
4	Take additional steps to promote the positive culture work early and often.	✓	▪ Arbinger Central Office retreat held in June 2017. ▪ All schools have created a culture/climate goal within the school-level KPIs ▪ MNPS is working with Vanderbilt to better define and articulate culture/climate.	<u>Our People</u> ▪ Norms, Accountability & Culture
#	LONG-TERM RECOMMENDATIONS	STATUS UPDATE ✓ = Complete and/or Ongoing ★ = Future Priority		Framework Alignment
1	Conduct a ‘culture asset mapping’ of all schools to provide school leaders with candid, independent feedback that will help them strengthen the culture of buildings, better engage families and community partners, and grow faculty and student satisfaction.	★	▪ Not a 2017/18 major initiative, will review during 2018-19 SY planning conversations.	<u>Our People</u> ▪ Norms, Accountability & Culture
2	Review the district’s policies regarding faculty access and use of technology, Internet, and social media and ensure they are consistent with strengthening family communication and engagement.	★	▪ Not a 2017/18 major initiative, will review during 2018-19 SY planning conversations.	<u>Our Community</u> ▪ Family & Community Engagement <u>Our Organization</u> ▪ Operational Excellence

PRIORITY AREA 2		CUSTOMER SERVICE CULTURE		
3	Conduct an expansive audit of existing parent communications around critical areas to determine if they exist and/or if they need improvements so they are more family-friendly.	★	<ul style="list-style-type: none"> Not a 2017/18 major initiative, will review during 2018-19 SY planning conversations. 	<u>Our Community</u> <ul style="list-style-type: none"> Family & Community Engagement

PRIORITY AREA 3		PARENT/FAMILY ENGAGEMENT		
Reimagine parent/family engagement, and better leverage and coordinate community partners.				
#	SHORT-TERM RECOMMENDATIONS	STATUS UPDATE ✓ = Complete and/or Ongoing ★ = Future Priority		Framework Alignment
1	Resolve Infinite Campus implementation challenges.	✓	▪ Complete	<u>Our Organization</u> ▪ Operational Excellence
2	Explore bringing in outside expertise to design a more family-focused engagement program, including resources and tools for parents.	★	▪ Not a 2017/18 major initiative, will review during 2018-19 SY planning conversations.	<u>Our Community</u> ▪ Family & Community Engagement
3	Consolidate various positions/offices within the Central Office that coordinate partnerships to create one position dedicated to overseeing the process districtwide for needs assessment and partner engagement.	★	▪ Not a 2017/18 major initiative, will review during 2018-19 SY planning conversations.	<u>Our Community</u> ▪ Family & Community Engagement
4	Initiate monthly partner coordination meetings with key groups to forge stronger relationships with the many district nonprofit partners and better align their work with the district’s strategic plan.	★	▪ Not a 2017/18 major initiative, will review during 2018-19 SY planning conversations.	<u>Our Community</u> ▪ Family & Community Engagement
#	LONG-TERM RECOMMENDATIONS	STATUS UPDATE ✓ = Complete and/or Ongoing ★ = Future Priority		Framework Alignment
1	Clearly communicate district expectations re: family and community engagement, communications, and school culture.	✓	▪ School-level KPIs ▪ Share expectations through employee newsletter, Forward Focus	<u>Our Community</u> ▪ Communications Approach & Resources
2	Address staffing and training needs associated with more rigorous family and community engagement efforts.	★	▪ Not a 2017/18 major initiative, will review during 2018-19 SY planning conversations.	<u>Our Community</u> ▪ Family & Community Engagement

PRIORITY AREA 3		PARENT/FAMILY ENGAGEMENT		
3	Conduct an annual needs assessment (district wide and school-level) aligned with school improvement plans to identify gaps and partners needed to address those needs.	★	<ul style="list-style-type: none"> Not a 2017/18 major initiative, will review during 2018-19 SY planning conversations. 	<u>Our Organization</u> <ul style="list-style-type: none"> Performance Management & Data Monitoring <u>Our Community</u> <ul style="list-style-type: none"> Collective Impact & Advisory Engagement
4	Evaluate the impact of community partners on student success and link partner efforts to each individual school's School Improvement Plan.	★	<ul style="list-style-type: none"> Not a 2017/18 major initiative, will review during 2018-19 SY planning conversations. 	<u>Our Community</u> <ul style="list-style-type: none"> Collective Impact & Advisory Engagement

PRIORITY AREA 4		ORGANIZATIONAL STRUCTURE		
Strengthen the organizational structure for communications and engagement.				
#	SHORT-TERM RECOMMENDATIONS	STATUS UPDATE ✓ = Complete and/or Ongoing ★ = Future Priority		Framework Alignment
1	Revisit organizational structure of the Communications Office, considering the model many districts have pursued of having one office of Communications & Engagement.	✓	<ul style="list-style-type: none">▪ In process - A reassessment of the marketing function and key roles is currently underway. Among recent changes include moving the Community Engagement Coordinator position under Marketing to support recruitment, outreach and branding goals. The area also supports public relations efforts, digital (website management, social media, videos), branding, community and partner collaboration, and event support.▪ Clearly defined roles and structure for work should align with key objectives in strategic framework	<u>Our Community</u> <ul style="list-style-type: none">▪ Communications Approach & Resources
2	Revisit organizational structure of the Communications Office, considering the model many districts have pursued of having one office of Communications & Engagement.	✓	<ul style="list-style-type: none">▪ Complete – The two areas are currently merging	<u>Our Community</u> <ul style="list-style-type: none">▪ Family & Community Engagement
3	Ensure all offices of the Communications Department have comprehensive strategic plans in place with specific key performance indicators (KPIs) and that, in turn, each position has a clear job description with individual KPIs that are reviewed and measured regularly.	✓	<ul style="list-style-type: none">▪ Communications plan completed▪ Marketing plan in development – as well as component that aligns with Family and Community Engagement to support outreach and marketing efforts▪ Community engagement plan pending hiring of new Director of Family & Community Engagement	<u>Our Community</u> <ul style="list-style-type: none">▪ Family & Community Engagement

PRIORITY AREA 4		ORGANIZATIONAL STRUCTURE		
4	Regularly track and report data relating to coverage of the district and communications office staff time to ensure a greater focus on proactive vs. reactive communications, and a stronger public narrative about the district.	★	<ul style="list-style-type: none"> ▪ Not a 2017/18 major initiative, will review during 2018-19 SY planning conversations. 	<u>Our Community</u> <ul style="list-style-type: none"> ▪ Communications Approach & Resources
#	LONG-TERM RECOMMENDATIONS	STATUS UPDATE ✓ = Complete and/or Ongoing ★ = Future Priority		Framework Alignment
1	Strengthen and modernize the Communications Department's multi-media capacity, tools, and resources.	✓	<ul style="list-style-type: none"> ▪ Digital newsroom added ▪ Developing a studio space in central office for recording video, hosting media, etc. ▪ Added equipment and assessed needs for additional equipment. ▪ Planned – Producing marketing videos for each school for promotion on school web pages. Additionally, website improvements are planned. 	<u>Our Community</u> <ul style="list-style-type: none"> ▪ Communications Approach & Resources
2	Tailor messages to individual schools' unique needs and circumstances rather than a one size-fits-all approach to school-level marketing needs.	✓	<ul style="list-style-type: none"> ▪ To be included in marketing plan – currently analyzing school academic programming and offerings, including assessment of magnets, charters, high school academies, college readiness and other advanced academic and student support opportunities across district schools. 	<u>Our Community</u> <ul style="list-style-type: none"> ▪ Communications Approach & Resources
3	Address Information Technology needs that significantly impede the Communications Department's ability to succeed.	✓	<ul style="list-style-type: none"> ▪ In process - Identifying areas of need and those options which can be addressed during current school year. 	<u>Our Community</u> <ul style="list-style-type: none"> ▪ Communications Approach & Resources <u>Our Organization</u> <ul style="list-style-type: none"> ▪ Operational Excellence
4	Revisit the function of internal communications so that its focus is more on communicating about and enhancing the district's organizational culture (rather than on helping Central Office or school staff with one-off documents).	✓	<ul style="list-style-type: none"> ▪ Adjustments are in process. 	<u>Our Community</u> <ul style="list-style-type: none"> ▪ Communications Approach & Resources

HUMAN RESOURCES AND TALENT MANAGEMENT

PRIORITY AREA 1		HUMAN RESOURCE PROCESSES		
Refine and streamline all HR processes to ensure MNPS can think about human capital in a strategic way.				
#	SHORT-TERM RECOMMENDATIONS	STATUS UPDATE ✓ = Complete and/or Ongoing ★ = Future Priority		Framework Alignment
1	Redesign and streamline the application and hiring processes with the goal of ensuring that all high-quality candidates are available for principals to hire in January, February, and March and for central office hiring managers to hire in a timely manner.	✓	<ul style="list-style-type: none">Processes mapped and streamlining in progress.Step by step training for recruiters and Human Resource Partners (HRP) being developed.Consultant from Propel Change working with team	<u>Our People</u> <ul style="list-style-type: none">Norms, Accountability & Culture
2	Implement a strong recruitment effort that highlights why MNPS is a great place to work. Focus recruitment efforts on hard-to-fill areas and ensure that the workforce is diverse and of high quality.	✓	<ul style="list-style-type: none">A number of efforts are underway, including a Diversity Innovation Grant (DIG) application from TDOE.	<u>Our People</u> <ul style="list-style-type: none">Recruitment & Retention
3	Review the current use of the Applitracks system and redesign the workflow to ensure that this automated applicant-tracking system is used to its full potential.	✓	<ul style="list-style-type: none">Workflow mapping complete.Positions being routed to appropriate TAP or HRP based on tier and quadrant	<u>Our People</u> <ul style="list-style-type: none">Norms, Accountability & Culture
4	Implement strategies to improve the substitute teacher fill-rate through improved systems that enhance recruitment and incentive pay for substitutes.	✓	<ul style="list-style-type: none">Partnership in place with Education Solutions Services (ESS) to provide substitutes to high-need schoolsSubstitute teacher incentive program restructured to encourage more consistency in substitute work schedulesClassroom management training added to improve quality and retention of substitutes	<u>Our People</u> <ul style="list-style-type: none">Recruitment & Retention
#	LONG-TERM RECOMMENDATIONS	STATUS UPDATE ✓ = Complete and/or Ongoing ★ = Future Priority		Framework Alignment
1	Create and implement a multi-year quality research-based induction program for all employees.	✓	<ul style="list-style-type: none">Action plan refinement in process.	<u>Our People</u> <ul style="list-style-type: none">Professional Growth & Development
2	Audit all current data reports so decisions can be made regarding the prioritization of the data to be used internally with HR staff and externally with customers and stakeholders.	✓	<ul style="list-style-type: none">Audit is currently in process.	<u>Our People</u> <ul style="list-style-type: none">Norms, Accountability & Culture

PRIORITY AREA 1		HUMAN RESOURCE PROCESSES		
3	Identify clear goals and objectives for the HR Department that contribute to the accomplishment of the district's goals.	✓	<ul style="list-style-type: none"> Goals, strategies and high-level actions were articulated within the Our People section of the Strategic Framework Action plan refinement in progress. 	<u>Our People</u> <ul style="list-style-type: none"> Norms, Accountability & Culture
4	Determine key performance indicators (KPIs) and benchmarks to measure and compare performance and effectiveness of the department and regularly report on these metrics.	✓	<ul style="list-style-type: none"> Identification of specific metrics to monitor the performance measures included within the Strategic Framework are in process. 	<u>Our People</u> <ul style="list-style-type: none"> Norms, Accountability & Culture

PRIORITY AREA 2		CUSTOMER SERVICE		
Improve customer service to ensure Human Resources is supporting the human capital needs of schools and worksites.				
#	SHORT-TERM RECOMMENDATIONS	STATUS UPDATE ✓ = Complete and/or Ongoing ★ = Future Priority		Framework Alignment
1	Create a Principal and Hiring Manager Advisory Board to advise the Executive Human Resources Officer about challenge areas and opportunities for improvement.	★	▪ Not a priority for 2017-18, will review during 2018-19 SY planning conversations.	<u>Our People</u> ▪ Norms, Accountability & Culture ▪ Leadership Development
2	Establish an annual survey that is sent to principals and hiring managers to learn about the ways in which Human Resources is supporting the human capital needs of schools and worksites.	✓	▪ An Our People Strategic Framework performance measures is as follows, “Increased employee and candidate satisfaction with organizational support, services, and responsiveness provided by the Office of Human Resources. ▪ Action plan refinement is in process.	<u>Our People</u> ▪ Norms, Accountability & Culture
3	Institute consistent exit surveys that are automatically sent to staff who leave the district and use this data to inform recruitment, hiring, and retention strategies.	✓	▪ A high-level action within the Strategic Framework covers exit interviews. ▪ Action plan refinement in process. ▪ Exit interview for certificated staff in use ▪ Exit interview for support staff began in December 2017	<u>Our People</u> ▪ Recruitment & Retention
4	Build a culture of helpfulness within the HR department through training, coaching, and practicing an outward mindset.	✓	▪ The Our People goal and a strategy aligns with this recommendation. ▪ Action plan refinement in process. ▪ Consultant from Urban Schools Human Capital Academy is providing training to Human Resource Partners (HRP) and Talent Acquisition Partners (TAP) on strategic practices and planning	<u>Our People</u> ▪ Norms, Accountability & Culture

PRIORITY AREA 2		CUSTOMER SERVICE		
#	LONG-TERM RECOMMENDATIONS	STATUS UPDATE ✓ = Complete and/or Ongoing ★ = Future Priority		Framework Alignment
1	<p>Develop and communicate clear protocols for various HR actions so that employees are aware of the procedures. Develop the following areas first:</p> <ul style="list-style-type: none"> a. Create an annual Compensation Benefit Summary and distribute it to all employees. b. Develop a protocol for terminations so the employee and the workplace site has a clear procedure for exiting employees. c. Develop an online Human Capital portal – for current and future employees – where all standard operating procedures would be updated. 	✓	<ul style="list-style-type: none"> ▪ a. Currently in process with a completion target of March 2018. ▪ b. Not a priority for 2017-18, will review during 2018-19 SY planning conversations. ▪ c. All policies being updated in conjunction with larger district initiative. Current policies will be converted to Standard Operating Procedures (SOPs) and posted for employees in the Spring. 	<p><u>Our People</u></p> <ul style="list-style-type: none"> ▪ Norms, Accountability & Culture

PRIORITY AREA 3		HIGH-QUALITY STAFF		
Retain high quality staff by providing staff with multiple opportunities for growth and recognition.				
#	SHORT-TERM RECOMMENDATIONS	STATUS UPDATE ✓ = Complete and/or Ongoing ★ = Future Priority		Framework Alignment
1	Working with schools and offices, create a districtwide Retention Plan that focuses on support for highly-effective employees and provides career paths for all employees. Review turnover data by worksite yearly.	✓	<ul style="list-style-type: none">▪ Greater attention is given to new teachers through the New Teacher Academy project to increase support and professional development aimed at increasing retention rates.▪ Career pathways are supported with programs such as Future Administrator’s Workshops to prepare teachers for school-based leadership positions.▪ Turnover data by worksite completed for 16-17 SY	<u>Our People</u> <ul style="list-style-type: none">▪ Recruitment & Retention▪ Professional Growth & Development

PRIORITY AREA 3		HIGH-QUALITY STAFF		
2	Conduct a compensation study that includes a review of how MNPS compares to surrounding districts as well as comparable districts, and subsequently develop a strategic approach to MNPS total compensation that recognizes the contributions of employees and can be used to recruit and retain the highest quality staff.	✓	<ul style="list-style-type: none"> Compensation study is currently in process – February 2018 completion expected. 	<u>Our People</u> <ul style="list-style-type: none"> Recruitment & Retention
3	Create leadership pathways for all employee groups by promoting a culture of learning and development for all employees.	✓	<ul style="list-style-type: none"> A Principal Pipeline Initiative has been implemented to recruit, select, develop, and retain high-quality leaders in every school. Partnerships have been established with Teach for America, Lipscomb University, and Vanderbilt Peabody College of Education to enhance leader's recruitment, preparation and performance. 	<u>Our People</u> <ul style="list-style-type: none"> Leadership Development
#	LONG-TERM RECOMMENDATIONS	STATUS UPDATE ✓ = Complete and/or Ongoing ★ = Future Priority		Framework Alignment
1	Create partnerships with local universities and alternative certification programs, for current staff and students who intend to pursue teaching, to establish a “grow your own” pipeline to assist in staffing hard-to-fill teacher positions and increase the diversity of the workforce.	✓	<ul style="list-style-type: none"> A Strategic Framework High-Level Action calls for the district to continue building partnerships to improve and further develop pipeline of educators for MNPS. Action plan refinement is in process. College Instructor Program initiated in October 2017. Partnership with Vanderbilt Peabody College of Education Partnership with Lipscomb University 	<u>Our People</u> <ul style="list-style-type: none"> Recruitment & Retention Professional Growth & Development
2	Institute a strong recognition program for all staff that recognizes employees who devote their time, skills, and energy to support and improve student achievement.	★	<ul style="list-style-type: none"> Not a priority for 2017-18, will review during 2018-19 SY planning conversations. 	<u>Our People</u> <ul style="list-style-type: none"> Recruitment & Retention

PRIORITY AREA 4		PERFORMANCE MANAGEMENT		
Develop and implement a performance management system to articulate performance standards for every role and to provide supports to help employees grow.				
#	SHORT-TERM RECOMMENDATIONS	STATUS UPDATE ✓ = Complete and/or Ongoing ★ = Future Priority		Framework Alignment
1	Support all employees with a Performance Management System with goals, objectives, standards, and supports that are implemented consistently and with transparency and in a manner that helps all employees grow.	✓	<ul style="list-style-type: none">▪ All assistant principals develop a Student Learning Objective (SLO) and a culture goal to demonstrate impact on student achievement and school operations.	<u>Our People</u> <ul style="list-style-type: none">▪ Leadership Development▪ Professional Growth & Development
2	Establish collaborations between HR and Executive Leadership Principals (ELPs), Academics, and Special Education to ensure that there is high-quality professional development that is connected to the knowledge and skills that are needed by employees to perform their duties successfully.	✓	<ul style="list-style-type: none">▪ A spiraling curriculum is being designed to address knowledge and skill gaps in school leaders.▪ Monthly professional development is offered to assistant principals new to their positions.	<u>Our People</u> <ul style="list-style-type: none">▪ Leadership Development
3	Analyze the distribution of effective teachers to ensure that the highest-needs schools have the highest-quality teachers and consider incentives for staff to choose to work in high-need schools.	✓	<ul style="list-style-type: none">▪ Observations of teachers are being conducted throughout the school year to gauge effectiveness. Feedback is provided to educators regarding areas of reinforcement and areas of refinement after each formal observation.▪ Talent Management provides quarterly audits of observation data to EDSSIs and school level administration for review.▪ The district implemented a Turnaround Corp strategy for two years (15-16 and 16-17). Highly effective educators worked an 11-month contract, received a bonus to relocate to a high-needs school and received a performance bonus for having an overall level of effectiveness 4 or 5.▪ Further analysis and consideration needs to be given to continuing or revamping and funding this initiative.	<u>Our People</u> <ul style="list-style-type: none">▪ Professional Growth & Development

PRIORITY AREA 4		PERFORMANCE MANAGEMENT		
4	Develop clear and coherent roles for teachers and support staff to lead in both professional learning and performance management.	✓	<ul style="list-style-type: none"> ▪ The TEAM Ambassador Program is a leadership opportunity and was funded through the student based budgeting process for the 17-18 school level. Selected teacher leaders are providing evaluation support to educators in schools as well as developing individual leadership action plans. ▪ More intentional focus needs to be applied to support staff development. This is not a year one (17/18) Strategic Framework priority, but is noted as a need in future years. 	<u>Our People</u> <ul style="list-style-type: none"> ▪ Professional Growth & Development
#	LONG-TERM RECOMMENDATIONS	STATUS UPDATE ✓ = Complete and/or Ongoing ★ = Future Priority		Framework Alignment
1	Strategically manage the performance of employees in the district by developing a talent management report that includes the performance of each employee and other relevant employee data (such as employee assignments, attendance, etc.) to identify employees' relative areas of strength and needs for growth.	★	<ul style="list-style-type: none"> ▪ Not a priority for 2017-18, will review during 2018-19 SY planning conversations. 	<u>Our People</u> <ul style="list-style-type: none"> ▪ Professional Growth & Development
2	Create and disseminate regular employee absentee reports to supervisors and consider incentives for employees who have good attendance.	★	<ul style="list-style-type: none"> ▪ Not a priority for 2017-18, will review during 2018-19 SY planning conversations. 	<u>Our People</u> <ul style="list-style-type: none"> ▪ Norms, Accountability & Culture

TRANSITION TEAM REPORT STATUS
SUMMARY BY SECTION

Transition Team Priority Areas & Recommendations	STATUS		
	✓ = Complete and/or Ongoing	★ = Future Priority	Overall Total
STUDENT ACHIEVEMENT			
1. Academic Priorities & Goals	8	0	8
2. Instructional Tools & Instructional Coherence	8	0	8
3. Professional Development	7	0	7
4. Assessments & Data	7	0	7
SECTION TOTAL	30	0	30
SCHOOL CHOICE			
1. Choice Programs	8	2	10
2. Diversity	3	4	7
3. Transportation	4	3	7
4. Marketing/Outreach/Recruitment in the School Choice Process	6	6	12
SECTION TOTAL	21	15	36
COMMUNICATIONS & COMMUNITY ENGAGEMENT			
1. Communication of Vision	7	1	8
2. Customer Service Culture	3	4	7
3. Parent/Family Engagement	2	6	8
4. Organizational Structure	7	1	8
SECTION TOTAL	19	12	31
HUMAN RESOURCES & TALENT MANAGEMENT			
1. Human Resource Processes	8	0	8
2. Customer Service	4	1	5
3. High-Quality Staff	4	1	5
4. Performance Management	4	2	6
SECTION TOTAL	20	4	24
OVERALL REPORT TOTAL	90	31	121