AMENDED AGENDA

METROPOLITAN BOARD OF PUBLIC EDUCATION
2601 Bransford Avenue, Nashville, TN 37204
Regular Meeting – September 9, 2015 - 5:00 p.m.
Sharon Dixon Gentry, EdD, Chair

TIME

5:00  I.  CONVENE and ACTION
   A.  Establish Quorum
   B.  Pledge of Allegiance
   C.  Election of Chair and Vice-Chair

5:15  II.  AWARDS AND RECOGNITIONS
   A.  Music Makes Us – Big Machine Label Group Donation

5:15  III.  AND THE GOOD NEWS IS...

5:15  IV.  PUBLIC PARTICIPATION
   The Board will hear from those persons who have requested to appear at this Board meeting. In the
   interest of time, speakers are requested to limit remarks to three minutes or less. Comments will be
   timed.
   A.  Ed Kindall
   B.  Judy Cummings – Director of Schools Search
   C.  Lisa A. Spells - Cremona Strings Ensemble Too and Development Group, Inc.
   D.  Amanda Kail - MNPS Testing Calendar
   E.  Robert Sawyers- Bullying and Special Needs Students
   F.  Chris Moth - fairpathways.com: An overdue RESET for MNPS

5:45  V.  GOVERNANCE ISSUES
   A.  Actions
      1.  Consent
         a. Approval of Minutes – 5/12/2015 and 5/26/2015 Regular Meetings
         b. Recommended Approval of Request #31 for District-wide Maintenance, Repairs, and General
            Construction (Julia Green Site Improvements) – Southland Constructors, LLC
         c. Recommended Approval of Request #2 for Site Improvements at Smith Springs Elementary School –
            Roy T. Goodwin Contractors, Inc.
         d. Awarding of Purchases and Contracts
            (1) Awardees from MNPS Request for Proposals (RFP) #15-14 for Leadership Development
            (2) Dell Marketing LP
            (3) Imagine Learning, Inc.
            (4) NCS Pearson
            (5) SSDC Services Corporation
            (6) Teaching Strategies
            (7) TT Nissan Cool Springs
2. Hazard, Young, Attea and Associates Contract

3. Renaming of Stratford High School – Naming of Schools Committee

6:15 V. REPORTS
A. Director’s Report
   1. Priority Schools Overview

B. Committee Reports
   1. CLASS
   2. Teaching and Learning

C. Board Chairman's Report
   1. Announcements
   2. 

7:00 VI. WRITTEN INFORMATION TO THE BOARD (not for discussion)
A. Upcoming Committee Meetings
   1. Teaching and Learning – September 28th - 11:30 a.m.

7:00 VII. ADJOURNMENT
May 12, 2015

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<th>TOPIC</th>
<th>DISCUSSION/MOTION</th>
<th>FOLLOW-UP/OUTCOME</th>
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<tr>
<td>Roll Call</td>
<td>Present: Dr. Jo Ann Brannon, Amy Froge, Dr. Sharon Gentry, Chair (left at 6:30 p.m.), Tyese Hunter, Elissa Kim, Vice-Chair, Mary Pierce, Will Pinkston, Anna Shepherd, Jill Speering, Dr. Jesse Register, Director of Schools</td>
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<td>Pledge of Allegiance</td>
<td>Led by Councilman Anthony Davis.</td>
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<td>AWARDS AND RECOGNITIONS</td>
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<td>Dr. Koger – Antioch High School</td>
<td>The Board presented Dr. Koger with a Certificate of Recognition for receiving the William J. and Lucile H. Field Award. Dr. Koger, who has been a Level 5 principal for two consecutive years, is principal of Antioch High School which is a Reward Progress School.</td>
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<td>Chris Moth – “Teacher Attendance at Zoned High Schools. Do We Have a Problem?”</td>
<td>Mr. Moth addressed the Board concerning “Teacher attendance at zoned high schools. Do we have a problem?”. He asked the Board to research the data he supplied on teacher absences.</td>
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<td>Roy Wellington - Create New Academic Magnets at Maplewood High School and Gra-Mar Middle School</td>
<td>Mr. Wellington addressed the Board concerning creating new academic magnets at Maplewood High School and Gra-Mar Middle School. He asked the Board to consider his appeal to convert the two schools to academic magnets.</td>
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<td>Kristina Hurley – Redesigning Education</td>
<td>Ms. Hurley addressed the Board concerning redesigning education. She asked the Board to consider the redesign of the MNPS education system plan she created and passed out to the Board.</td>
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<td>Becky Sharpe - Substitutes and an Easy Way to Move Our ACT Needle</td>
<td>Ms. Sharpe addressed the Board concerning substitutes and an easy way to move our ACT needle. She asked the Board to consider using teacher substitute time for ACT preparation.</td>
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<td>Sherreese Dones - Charter School System</td>
<td>Ms. Dones addressed the Board concerning her daughters’ experiences at Purpose Prep. She thanked the Board for their time.</td>
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<td><strong>• Trudy Campbell - Charter School System</strong></td>
<td>Ms. Campbell addressed the Board concerning Purpose Prep Charter School.</td>
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<td><strong>• Dr. Jennifer Ess - Glendale Spanish Curriculum Continuum</strong></td>
<td>Dr. Ess addressed the Board concerning Glendale Spanish Curriculum. She asked the Board to support the program through high school.</td>
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<td><strong>• Janis Turner - Glendale Spanish Curriculum Continuum</strong></td>
<td>Ms. Turner addressed the Board concerning the Glendale Spanish Curriculum. She asked the Board to develop a formal pathway through high school for the Spanish curriculum.</td>
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<td><strong>• Elizabeth Lyons-Drake - Thank You to School Board for Providing Choices</strong></td>
<td>Ms. Lyons addressed the Board concerning school choice options. She shared her support of Rocketship Charter School with the Board and thanked the Board for providing a variety of school options.</td>
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<td><strong>• Nina Lockert - Charter School System</strong></td>
<td>Ms. Lockert addressed the Board concerning her support for Purpose Prep.</td>
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**GOVERNANCE ISSUES**

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| **• Approval of the East Nashville Advisory Committee Pathway Recommendation** | The East Nashville Advisory Committee presented the Pathway Recommendation to the Board.  

Ms. Speering asked if the Stratford Middle/High School 5-12 program would have two principals? Councilman Davis said, yes that is the recommendation. Ms. Speering asked if the committee has an opinion on whether the recommendations could be decided upon once the new Director is hired? Councilman Davis said, that would be a decision made by the committee as a whole. Ms. Shepherd asked if the committee will meet to monitor the implementation of the plan? Councilman Davis said, it was mentioned that monitoring would continue within Parent Advisory Council meetings. The committee also discussed that quarterly meetings could occur.  

**Mr. Pinkston made a motion to delay the approval of the pathways for two weeks, pending additional conversation with management and additional internal analysis. Ms. Shepherd seconded.**  

Ms. Kim said, she did not see a reason to delay the vote and thanked the committee for their hard work. Mr. Pinkston said, the Board did not have much time to process the pathway recommendations, and he would prefer the Board vote on the complete East Nashville Plan instead of only the pathways. Ms. Pierce asked if the Board delays voting on the pathways, how the |

**VOTE: 2-7 –Yes – Shepherd and Pinkston**
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<td>• Approval of the East Nashville Advisory Committee Pathway Recommendation - continued</td>
<td>communities will be affected. Mr. Weber said, the plan is for a year out, and a decision is needed to move forward in order to plan and implement. Councilman Davis said, the community and staff affected would appreciate certainty of the direction of their community and schools. Dr. Gentry stated that the Board was given opportunities to ask questions and attend the advisory meetings throughout the process. Mr. Pinkston asked if there was any research that proved that moving Bailey Middle School into Stratford High School would be successful? Mr. Sawyer said, no, the committee developed that proposal based upon the desires of the community. Mr. Pinkston said, he believed the process of the advisory committee lacks community involvement. Dr. Brannon asked, will middle and high school students ride separate buses? Mr. Weber said, that would be a question for Transportation. Dr. Gentry said, the Board can request that an implementation plan be presented, and the Board monitors that plan. Ms. Frogge stated that it would be good for the current staff at Bailey Middle School to remain during the transition. Ms. Frogge asked, will delaying the vote cause problems with the construction needed to make the recommended changes? Mr. Murdock said, there is a contractor currently on site and could conduct the work needed. But if the vote is delayed, the work can still be completed in a timely manner. Mr. Sawyer said immediate action is needed, a leader for this transition should be assigned, and it is important to form communication with staff on the transition expectations. Ms. Hunter thanked Dr. Register, staff, and the East Nashville Advisory Committee for their hard work.</td>
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Ms. Speering made a motion to approve the East Nashville Plan as written. Ms. Kim seconded.  

Mr. Pinkston said, he had concerns on the Bailey Middle School pathway recommendations but thought it would be best to approve the complete plan instead of only the pathways.  

Mr. Pinkston made a motion to accept and approve the entirety of the East Nashville Advisory Committee Recommendations. Ms. Speering seconded.  

VOTE: 0-9- Unanimous – motion failed  

VOTE: 9-0- Unanimous
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<td>SEIU Motion</td>
<td>Ms. Frogge made a motion to terminate the SEIU lawsuit. No one seconded the motion. Motion failed.</td>
<td>VOTE: 8-1 – No – Kim</td>
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<td>Ms. Frogge made a motion to direct Metro Legal to enter into settlement discussions with SEIU concerning the Labor Policy lawsuit. Mr. Pinkston seconded.</td>
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<td>Mr. Pinkston said, the appeal has been going on since July 2014, and MNPS essentially lost in Chancery Court. Mr. Pinkston asked Metro Legal if they could be of assistance in the process. Ms. Harkey said, yes. Dr. Brannon asked if the discussion could be held during the appeal process? Ms. Harkey said, yes. Dr. Register said, is it proper for me to enter into discussion with SEIU? Ms. Harkey said, it is appropriate for the lawyers to enter into those discussions.</td>
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<td>Consent Agenda</td>
<td>Ms. Kim read the following consent agenda: IV-A-1-a- Approval of Minutes – 2/10/2015 and 02/24/2015 Regular Meetings; IV-A-1-b- Recommended Approval of Supplement #1 for Joelton Middle School Additions and Renovations – Edwards + Hotchkiss Architects, P.C.; IV-A-1-c-Recommended Approval of Request #8 for Prototypical Pre-Kindergarten and Kindergarten Playgrounds at Various Schools (Waverly-Belmont Elementary School) – Custom Recreation; IV-A-1-d-Recommended Approval of Request #9 for Prototypical Pre-Kindergarten and Kindergarten Playgrounds at Various Schools (New Overton Cluster Elementary School) – Custom Recreation; IV-A-1-e- Awarding of Purchases and Contracts (1) Attainment Company, Inc., (2) Microsoft, (3) Nashville Entrepreneur Center, (4) University of Memphis, (5) Vanderbilt University, (6) Vanderbilt University – Bill Wilkerson Center; IV-A-1-f- Recommended Approval of Lease Amendment for KIPP Nashville’s Use of the Ewing Park Building as KIPP Academy Charter School; IV-A-1-g- Recommended Approval of Lease Amendment for Lipscomb University’s Use of the Stokes Building; IV-A-1-h- Recommended Approval of Lease Amendment for Lipscomb University’s Use of the Parking Lot at the Stokes Building; IV-A-1-i-Recommended Approval of Lease Amendment for PENCIL Foundation’s Use of Space at the McCann Building;</td>
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<td>; IV-A-1-j- Recommended</td>
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## Metropolitan Nashville Public Schools
### Board of Education
### Regular Meeting
### Minutes
### May 12, 2015

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<td>• Consent Agenda – continued</td>
<td>Approval of Lease for KIPP Nashville’s Use of Space in Kirkpatrick Elementary School as KIPP Academy Nashville Elementary Charter School; IV-A-1-k- Recommended Approval of Lease for LEAD Public School’s Use of Space in Neely’s Bend Middle School as Neely’s Bend College Prep Charter School; IV-A-1-l- Approval of Compulsory Attendance Waiver; IV-A-1-m- Approval of Special Courses: Audio Production I, II, and III; Foundations of Audio, AV Production and Digital Design; Medical Spanish; Medical Sociology and Anthropology; American Sign Language I.</td>
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Ms. Shepherd made a motion to approve the consent agenda as read. Dr. Brannon seconded.

**VOTE:** 8-0 – Unanimous

### REPORTS

#### A. Director’s Report

1. Mass Insight Report

Dr. Register introduced Mass Insight to the Board. Mass Insight developed turnaround strategies recommendations for MNPS.

Ms. Shepherd asked for a copy of the Mass Insight PowerPoint. Ms. Pierce asked for Mass Insight to send a copy of the recommended organizational chart and the current MNPS organizational chart. Mr. Pinkston asked, how were the schools that received written reports chosen? Mr. Cook stated that the Administration gave recommendations. Mr. Pinkston asked for insight on the School Improvement Grant program. Mr. Cook said the SIG program is a great idea and can be very useful when used properly.

#### A. Board Chairman’s Report

1. Announcements

   • Teacher of the Year – District 2

Dr. Brannon congratulated all of the District 2 Teacher of the Year honorees. She also congratulated all of the MNPS Teacher of the Year honorees.

   • Social and Emotional Learning (SEL) Conference

Ms. Speering announced that members of the MNPS Administration attended the Social and Emotional Learning (SEL) Conference in Cleveland, Ohio. Dr. Register was honored at the conference for his work in SEL.

   • Hunters Lane High School

Ms. Speering congratulated the staff and students at Hunters Lane High School for receiving high TEL survey scores.

   • Teacher of the Year

Ms. Speering stated that she attended the MNPS Teacher of the Year ceremony on May 11th. She congratulated all of the teachers.
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<td>• National Endowment of the Arts Grant</td>
<td>Ms. Shepherd announced that MNPS and the Music Makes Us program was awarded a grant for $100,000 from the National Endowment of the Arts. She thanked Dr. Nola Jones and Laurie Schell for their hard work.</td>
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<td>• McGavock High School Cluster Coalition</td>
<td>Ms. Shepherd announced that on May 14th at McGavock High School, the C Coalition will award 76 students with scholarships.</td>
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<td>• Donelson - Hermitage Chamber of Commerce Education Day</td>
<td>Ms. Shepherd announced that the Donelson - Hermitage Chamber of Commerce Education Day Luncheon will be held May 14th.</td>
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<td>• Teacher of the Year Ceremony</td>
<td>Ms. Shepherd stated that she attended the Teacher of the Year ceremony on May 11th. She congratulated all MNPS teachers.</td>
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<td>• Board Decisions</td>
<td>Mr. Pinkston said he hoped that the Board would take steps to ensure that information is received and researched thoroughly before making votes and other decisions.</td>
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<td>• Casa Azafran Early Learning Center</td>
<td>Mr. Pinkston congratulated the staff at Casa Azafran Early Learning Center for dramatically reducing the numbers of students who do not speak English.</td>
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<td>• J.T. Moore Middle Prep</td>
<td>Ms. Pierce announced that J.T. Moore Middle Prep recently dedicated the greenhouse the school won through the Bridgestone Rethink Green Contest.</td>
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<td>• Upcoming Elementary School Plays</td>
<td>Ms. Pierce announced that the following schools would be performing the following plays: Julia Green Elementary School - The Jungle Book on May 13th -15th at 6:30 p.m., Eakin Elementary School - Aristocats on May 12th -14th at 6:30 p.m., and Harris Hillman - The Jungle Book on May 12th at 10:00 a.m. and 12:30 p.m.</td>
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<td>• Hillwood High School Art Showcase</td>
<td>Ms. Frogge announced that Hillwood High School will hold an Art Showcase for the Academy of Art Design and Communication on May 13th from 5:00 – 8:00 p.m.</td>
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<td>• District 9 Community Meeting</td>
<td>Ms. Frogge announced a District 9 community meeting on May 28th at 6:00 p.m. at Westmeade Elementary School to discuss the possibility of a new elementary school.</td>
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<td>• Hillsboro High School</td>
<td>Ms. Frogge congratulated the “Hillsboro Players” from Hillsboro High School who recently did a production of Hair Spray and garnered thirteen nominations and five wins in the Nashville High School Musical Theater Awards.</td>
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<td>• Gower Elementary School</td>
<td>Ms. Frogge announced that Gower Elementary School will be performing The Jungle Book on May 12th.</td>
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Metropolitan Nashville Public Schools
Board of Education
Regular Meeting
Minutes
May 12, 2015

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<td>Ms. Frogge congratulated Michelle Sheriff at Gower Elementary for being named a 2015 TEA Distinguished Educator. She also congratulated Homework Hotline for receiving the 2015 TEA Education Award.</td>
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**WRITTEN INFORMATION TO THE BOARD**

- Upcoming Committee Meetings
- Adjournment
  - Ms. Frogge adjourned the meeting at 7:18 p.m.
- Signatures

________________________  _________________________________  ____________________________
Chris M. Henson           Sharon Dixon Gentry                 Date
Board Secretary           Board Chair
May 26, 2015

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<td>Roll Call</td>
<td>Present: Dr. Jo Ann Brannon, Amy Frogge, Tyese Hunter, Elissa Kim, Vice-Chair, Mary Pierce, Will Pinkston, Anna Shepherd, Jill Speering, Dr. Jesse Register, Director of Schools</td>
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<td>Absent: Dr. Sharon Gentry, Chair</td>
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<td>Ms. Kim called the meeting to order at 5:00 p.m.</td>
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<td>Pledge of Allegiance</td>
<td>Led by Dr. Tony Majors, Chief Support Services Officer.</td>
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<td>AWARDS AND RECOGNITIONS</td>
<td>Ms. Speering pulled Item IV-A-1-f-9- Tennessee Achievement School District (ASD) and asked for an explanation. Dr. Coverstone stated that the item allows MNPS to charge fees to the ASD for utilities and other facility and grounds related costs.</td>
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<td>Dr. Vanessa Garcia congratulated Value – Added Achievement Award recipients: Sue Clark, Principal at Glendale Elementary School and Christie Lewis, Principal at Lockeland Elementary School.</td>
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<td>GOVERNANCE ISSUES</td>
<td>Ms. Speering made a motion to approve IV-A-1-f-9- Tennessee Achievement School District (ASD). Dr. Brannon seconded.</td>
<td>VOTE: 8-0 - Unanimous</td>
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<td>• Recommended Approval of Revised 2015-2016 Fiscal Year Budget – Budget, Finance, and Capital Needs Committee</td>
<td>Ms. Shepherd made a motion to approve the Revised 2015-2016 Fiscal Year Budget. Ms. Speering seconded.</td>
<td>VOTE: 8-0 Unanimous</td>
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**REPORTS**

A. Director’s Report
   1. LEAD Consolidation Recommendation

Dr. Coverstone gave a brief review of the LEAD Consolidation Recommendation.

Mr. Pinkston asked, how many new charter applications have been submitted? Dr. Coverstone said, eight new school requests, five conversion school requests, two amendment requests, and one renewal. Mr. Pinkston asked, when will the Board receive the charter recommendations? Dr. Coverstone said, in June. Mr. Pinkston asked for a one page summary of each of the applications. Dr. Coverstone distributed the document to the Board. Mr. Pinkston stated that he would like to see more of a narrative. Dr. Coverstone said that additional information will be provided to the Board on June 1st. Ms. Speering asked for specifics on what schools LEAD would be consolidating. The original LEAD Academy Charter School served grades 5-12. LEAD is asking to stop serving the middle grades (5-8) and only serve grades 9-12.

B. Committee Reports
   1. Governance

Ms. Frogge gave a Governance Committee report. The Board held a Governance Committee meeting on May 20th. The committee discussed the following: Asking current charter applicants for assurances that they will comply with the adopted Annenberg Standards, and Metro Legal reviewing the Annenberg Standards to determine their legality. On June 16th the committee will hold a meeting to discuss Ms. Harkey’s findings at 5:00 p.m.
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<tr>
<td>1. Announcements</td>
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<td>• Student Code of Conduct Handbook.</td>
<td>Dr. Brannon and Ms. Shepherd both thanked Dr. Majors and staff for their hard work on the Student Code of Conduct Handbook.</td>
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<td>• West End Middle Prep</td>
<td>Ms. Speering announced that she attended the West End Middle Prep production of the play “Hoody”.</td>
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<td>• Blue Ribbon Teacher Ceremony</td>
<td>Ms. Speering announced that she attended the Blue Ribbon Teacher ceremony at Vanderbilt University. She congratulated all the teachers.</td>
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<td>• High School Academic Awards</td>
<td>Ms. Speering announced that she attended the High School Academic Awards.</td>
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<td>• Reading Recovery Teacher Graduation</td>
<td>Ms. Speering announced that on May 27th from 4:00 – 6:00 p.m. the Reading Recovery teachers, who have been involved in a year-long professional development incentive, will be graduating. The ceremony will be held in the Board Room.</td>
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<td>• MNPS Retirement Ceremony</td>
<td>Ms. Speering announced that the MNPS Retirement Ceremony will be held May 28th from 4:00 – 6:00 p.m. in the Board Room.</td>
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<td>• MNPS End of the School Year</td>
<td>Ms. Speering wished all MNPS families and students a great summer and said to catch up on summer reading.</td>
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<td>• McGavock High School</td>
<td>Ms. Shepherd announced that on June 1st there will be a media event at McGavock High School when plans for a complete facelift for McGavock High School will be unveiled.</td>
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<td>• Project RESET</td>
<td>Ms. Pierce announced that Project RESET will be held May 30th at Rocketown from 10:00 a.m. -2:00 p.m.</td>
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<td>• Graduations</td>
<td>Ms. Frogge announced that she attended the Hillwood High School and Cora Howe School graduations. She congratulated all of the students.</td>
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<tr>
<td>• District 9 Community Meeting</td>
<td>Ms. Frogge announced that there will be a District 9 Community Meeting on May 30th at Westmeade Elementary.</td>
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**WRITTEN INFORMATION TO THE BOARD**

- Sales Tax Collections as of May 20, 2015
- Fiscal Year 2014-2015 Operating Budget Financial Reports
- Upcoming Committee Meetings
- Adjournment

May 26, 2015
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Chris M. Henson  
Board Secretary

Sharon Dixon Gentry  
Board Chair

Date
GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. RECOMMENDED APPROVAL OF REQUEST #31 FOR DISTRICT-WIDE MAINTENANCE, REPAIRS, AND GENERAL CONSTRUCTION (JULIA GREEN SITE IMPROVEMENTS) – SOUTHLAND CONSTRUCTORS, LLC

We are requesting approval to issue a purchase order against the existing contract for the Julia Green Soccer Field Improvements in the amount of $52,860.

It is recommended that this request be approved.

Legality approved by Metro Department of Law.

FUNDING: 45014.80405914

DATE: September 9, 2015

c. RECOMMENDED APPROVAL OF REQUEST #2 FOR SITE IMPROVEMENTS AT SMITH SPRINGS ELEMENTARY SCHOOL – ROY T. GOODWIN CONTRACTORS, INC.

We are requesting approval to issue a purchase order against the existing contract for the Site Improvements at Smith Springs Elementary School in the amount of $133,770.54.

It is recommended that this request be approved.

Legality approved by Metro Department of Law.

FUNDING: 45014.80404314

DATE: September 9, 2015
GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

d. Awarding of Purchases and Contracts

(1) VENDOR: Awardees from MNPS Request for Proposals (RFP) #15-14 for Leadership Development

SERVICE/GOODS: Professional Development in Leadership for school and district educators. The recommended awards will provide principals a minimum of twelve vendor choices for each of the five training subcategories in the scope of work. The following vendors are awarded contracts from this RFP:

- Amplify Education
- Association for Supervision and Curriculum Development (ASCD)
- Battelle for Kids
- Belmont University
- Catapult Learning
- DataWORKS
- Group Dynamics & Strategy Training Associates (GST)
- Institute for Professional Excellence in Coaching (iPEC)
- Mid-continent Research for Education and Learning (McREL)
- National Urban Alliance
- NCS Pearson
- Public Consulting Group (PCG)
- Safe & Civil Schools
- Solution Tree
- Southern Regional Education Board (SREB)
- Wisconsin Center for Education Research (WCER)

TERM: All contracts have an initial term of September 10, 2015 through June 30, 2018

FOR WHOM: All MNPS educators with leadership responsibilities

COMPENSATION: All contracts issued under the RFP are “option to purchase”, with no specific financial obligation. Actual expenditures under each contract will depend on the choice of service provider made by individual principals. Each contract will have an arbitrary “not to exceed” limit of $300,000.

OVERSIGHT: Leadership and Learning; Federal Programs

EVALUATION: Quality and effectiveness of professional development provided.

MBPE Contract Number: Pending
Source of Funds: Various
GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

d. Awarding of Purchases and Contracts

(2) VENDOR: Dell Marketing LP

SERVICE/GOODS: Requisition #114007 to purchase annual license and support renewal for the MNPS Virtual Desktop Environment. This purchase piggybacks the Wilson County contract with Dell Marketing LP.

TERM: September 10, 2015 through June 30, 2016

FOR WHOM: Technology and Information Services

COMPENSATION: This purchase is not to exceed $53,785.

OVERSIGHT: Technology and Information Services

EVALUATION: Quality of products and timeliness of delivery.

MBPE Contract Number: Wilson County contract #13ABX
Source of Funds: Operating Budget

(3) VENDOR: Dell Marketing LP

SERVICE/GOODS: Requisition to purchase sixty (60) OptiPlex 3020 microcomputers and monitors. This purchase piggybacks the Wilson County contract with Dell Marketing LP.

TERM: September 10, 2015 through June 30, 2016

FOR WHOM: Technology and Information Services

COMPENSATION: This purchase is not to exceed $36,039.60.

OVERSIGHT: Technology and Information Services

EVALUATION: Quality of products and timeliness of delivery.

MBPE Contract Number: Wilson County contract #13ABX
Source of Funds: Capital Funds - Technology
GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

d. Awarding of Purchases and Contracts

(4) VENDOR: Imagine Learning, Inc.

SERVICE/GOODS: Requisition #114263 to purchase an annual license renewal to use Contractor’s language and literacy products specifically designed for English Learners (EL) at Whitsitt Elementary School. This purchase piggybacks the Philadelphia School District’s contract with Imagine Learning, Inc.

TERM: September 10, 2015 through June 30, 2016

FOR WHOM: EL students and teachers at Whitsitt Elementary School

COMPENSATION: This purchase is not to exceed $40,000.

OVERSIGHT: Leadership and Learning – English Learners

EVALUATION: Quality and effectiveness of the product.

MBPE Contract Number: Philadelphia School District contract #RFQ-022212
Source of Funds: Federal Funds – School Improvement Grant (SIG)

d. Awarding of Purchases and Contracts

(5) VENDOR: NCS Pearson, Inc.

SERVICE/GOODS: Contractor will provide skill-based universal screening instruments (assessments) and progress monitoring for MNPS students in grades K-8 for reading, mathematics, and writing, based on, and compliant with, the Tennessee Response to Instruction and Intervention Manual and Implementation Guide. This is the second successive contract awarded to the Contractor from MNPS Request for Proposals #14-2.

TERM: September 10, 2015 through June 30, 2016

FOR WHOM: All MNPS students in grades K-8

COMPENSATION: Compensation is a fixed fee per student per year of $5.10.

Total compensation for this contract is not to exceed $290,700.

OVERSIGHT: Leadership and Learning – Curriculum and Instruction

EVALUATION: Success rate in identifying and classifying students for intervention; quality of progress monitoring; compliance with the RTII Manual and Implementation Guide.

MBPE Contract Number: 2-404901-08
Source of Funds: Operating Budget
GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

d. Awarding of Purchases and Contracts

(6) VENDOR: SSDC Services Corporation

SERVICE/GOODS: Medicare coordination and Social Security disability advocacy services. Contractor will use claims data to determine individuals who should be a) converted from MNPS primary to Medicare primary coverage, b) converted from Medicare Part A to Medicare Part B coverage, and c) deserving of Social Security benefits. This contract is awarded from MNPS Request for Proposals #15-8.

TERM: September 10, 2015 through September 9, 2020

FOR WHOM: All certificated employees and retirees

COMPENSATION:
Annual Fee: $30,000 for data exchange with Center for Medicare Services (CMS) and converting members from MNPS primary to Medicare primary.
Medicare Part B: $250 fee for converting a pre-65 member from Medicare Part A to Medicare Part B.
Medicare Overpayment Recovery Services: 10% of recovered payments.
Social Security disability award: $1,650 per award at application or reconsideration level; $2,900 per award at hearing level.

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

OVERSIGHT: Human Capital – Employee Benefits

EVALUATION: Based on return on investment.

MBPE Contract Number: 2-178495-00
Source of Funds: Insurance Trust Fund
GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT
d. Awarding of Purchases and Contracts

(7) VENDOR: Teaching Strategies

SERVICE/GOODS: First amendment to the contract, increasing compensation to purchase the following additional items:

- Creative Curriculum Instruction Kits for 174 classrooms
- Teaching Strategies GOLD for 174 classrooms
- Teaching Guides (50 sets)
- Curriculum Kits (18)

TERM: June 10, 2015 through June 30, 2016

FOR WHOM: MNPS Pre-K teachers and students

COMPENSATION: This amendment increases total compensation by $324,674. Total compensation under this contract is not to exceed $720,552.48.

OVERSIGHT: Leadership and Learning – Pre-K

EVALUATION: Timeliness and quality of products purchased.

MBPE Contract Number: 2-214201-01A1
Source of Funds: Federal Funds – Pre-K Expansion Grant

d. Awarding of Purchases and Contracts

(8) VENDOR: TT Nissan Cool Springs

SERVICE/GOODS: Requisitions to purchase four (4) delivery and passenger vans. These purchases piggyback the State of Tennessee contract with TT Nissan Cool Springs.

TERM: September 10, 2015 through June 30, 2016

FOR WHOM: Technology and Information Services; Central Services

COMPENSATION: Total purchases are not to exceed $109,771.

OVERSIGHT: Transportation

EVALUATION: Product quality and timeliness of delivery.

MBPE Contract Number: State of Tennessee contract #40050
Source of Funds: Capital Funds - Transportation
CONTRACT BETWEEN

THE METROPOLITAN GOVERNMENT OF NASHVILLE AND DAVIDSON COUNTY BY AND THROUGH THE METROPOLITAN BOARD OF PUBLIC EDUCATION

AND

ECRA GROUP, INC. dba HAZARD, YOUNG, ATTEA & ASSOCIATES

FOR

PURCHASE OF SERVICES/PROFESSIONAL SERVICES

This contract (“Contract”) is entered into by and between Metropolitan Government of Nashville and Davidson County by and through the Metropolitan Board of Public Education (“MBPE” or “MNPS”) and ECRA Group, Inc. dba Hazard, Young, Attea & Associates 5600 N. River Road, Rosemont, IL 60018 (“Contractor”). This Contract consists of the following:

a) This document,

In the event of conflicting provisions, all documents shall be construed according to the following priorities:

a) any properly executed amendment or change order to this Contract, (most recent with first priority),
b) this Contract.

1. Duties and Responsibilities of Contractor. Contractor agrees to represent the Metropolitan Board of Public Education in identifying candidates, facilitating the process, and employing a Director of Schools who serves as the superintendent/chief executive officer of the school system for Nashville Davidson County. These services will be conducted as described in, and under the terms of, Attachment A.

2. Term.

a) The term of this Contract will begin March 11, 2015 and end July 1, 2015.
b) In no event shall the term of this Contract exceed five (5) years.

3. Delivery. All delivery of services shall be made pursuant to a written purchase order issued by MBPE, which assumes no liability for any services delivered without such purchase order.


a) Contractor shall be paid $45,000 according to the following schedule:
   i) $22,500 upon Contract signing and filing by the office of the Metro County Clerk.
   ii) $11,250 upon presentation of the Leadership Profile Report.
   iii) $11,250 upon presentation of candidates to MBPE.
b) Contractor shall be paid for reimbursement of travel expenses (transportation, lodging, meals and tips) that shall not exceed the limits contained in MNPS Policy FM 2.102 Employee Travel Regulations.

c) Contractor shall be paid for reimbursement of expenses for secretarial services, postage, and telephone.

d) Contractor shall be paid for reimbursement of expenses for advertising and independent, third party background check(s) (amounts to be determined by MBPE).

e) Contractor shall submit a written invoice to MBPE at the conclusion of, and for, each of the service milestones listed in section 4.a) above. Each invoice submitted will also include separately listed reimbursable charges for costs described in sections 4.b) and 4.c) above, and be accompanied by supporting documentation (receipts, time logs, etc.) for any expenses submitted for reimbursement. Invoices are to be submitted to the MBPE Board Chair for review and approval. Payment of invoices may be withheld if documentation is not sufficient. Payment will be authorized only for the approved portion of each invoice. MBPE may request additional documentation or explanation regarding services at any time and Contractor shall respond to such requests promptly with such additional information as MBPE may require.

f) There will be no other charges or fees for the performance of this Contract. MBPE will make payments within 60 days of receipt of invoice.

g) Total compensation to be paid to Contractor under this Contract shall not exceed $60,000.

5. **Contractor Performance Evaluation.**

   a) The MBPE Board Chair will be responsible for performing and documenting Contractor’s performance evaluation during the term of this Contract.

   b) Contractor performance will be evaluated based upon successfully conducting the search and selection process so that MBPE is able to offer an employment contract to a new Director of Schools by September 30, 2015.

6. **Taxes.** MBPE shall not be responsible for any taxes that are imposed on Contractor. Furthermore, Contractor understands that it cannot claim exemption from taxes by virtue of any exemption that is provided to MBPE.

7. **Copyright, Trademark, Service Mark, or Patent Infringement.**

   a) Contractor shall, at its own expense, be entitled to and shall have the duty to defend any suit which may be brought against MBPE to the extent that it is based on a claim that the products or services furnished infringe a copyright, Trademark, Service Mark, or patent. Contractor shall further indemnify and hold harmless MBPE against any award of damages and costs made against MBPE by a final judgment of a court of last resort in any such suit. MBPE shall provide Contractor immediate notice in writing of the existence of such claim, and full right and opportunity to conduct the defense thereof, together with all available information and reasonable cooperation, assistance and authority to enable Contractor to do so. No costs or expenses shall be incurred for the account of Contractor without its written consent. MBPE reserves the right to participate in the defense of any such action. Contractor shall have the right to enter into negotiations for and the right to effect settlement or compromise of any such action, but no such settlement or compromise shall be binding upon MBPE unless approved by the Metropolitan Department of Law Settlement Committee and, where required, the Metropolitan Council.
b) If the products or services furnished under this Contract are likely to, or do become, the subject of such a claim of infringement, then without diminishing Contractor's obligation to satisfy the final award, Contractor may at its option and expense:
   
   i) Procure for MBPE the right to continue using the products or services, or
   
   ii) Replace or modify the alleged infringing products or services with other equally suitable products or services that are satisfactory to MBPE, so that they become non-infringing, or
   
   iii) Remove the products or discontinue the services and cancel any future charges pertaining thereto, provided, however, that Contractor will not exercise option b.iii. until Contractor and MBPE have determined that options b) i) and b) ii) are impractical.

   c) Contractor shall have no liability to MBPE, however, if any such infringement or claim thereof is based upon or arises out of:
      
      i) The use of the products or services in combination with apparatus or devices not supplied or else approved by Contractor, or
      
      ii) The use of the products or services in a manner for which the products or services were neither designated nor contemplated, or
      
      iii) The claimed infringement in which MBPE has any direct or indirect interest by license or otherwise, separate from that granted herein.

8. **Termination--Breach.** Should Contractor fail to fulfill in a timely and proper manner its obligations under this Contract or if it should violate any of the terms of this Contract, MBPE shall have the right to immediately terminate the Contract. Such termination shall not relieve Contractor of any liability to MBPE for damages sustained by virtue of any breach by Contractor. MBPE shall also have the right to terminate this Contract if Contractor becomes insolvent, makes an assignment for the benefit of its creditors, a receiver is appointed or a petition in bankruptcy is filed with respect to Contractor and is not dismissed within thirty (30) days.

9. **Termination--Funding.** In the event MBPE, in its sole discretion, does not or cannot obtain or continue the funding for this Contract from any source or sources at an aggregate level sufficient to allow for payment for the Work, MBPE may exercise one of the following alternatives: (1) terminate this Contract effective upon a date specified in a Termination Notice; or (2) continue this Contract by reducing, through written notice to Contractor, the amount of this Contract and the scope of work, consistent with the nature, amount, and circumstances of the loss of funding. Any termination or reduction of this Contract pursuant to this subsection shall not affect any obligations or liabilities of either Party accruing prior to such termination or reduction. MBPE shall not face any liability or penalty as a result of such termination or reduction of this Contract.

10. **Termination--Notice.** MBPE may terminate this Contract at any time upon thirty (30) days written notice to Contractor.

11. **Compliance with Laws.** Contractor agrees to comply with any applicable federal, state and local laws and regulations.

12. **Assignment--Consent Required.** The provisions of this Contract shall inure to the benefit of and shall be binding upon the respective successors and assignees of the parties hereto. Except for the rights of money due to Contractor under this Contract, neither this Contract nor
any of the rights and obligations of Contractor hereunder shall be assigned or transferred in whole or in part without the prior written consent of MBPE. Any such assignment or transfer shall not release Contractor from its obligations hereunder.

13. **Notices and Designation of Agent for Service of Process.** Notice of assignment of any rights to money due to Contractor under this Contract MUST be mailed or hand delivered to the attention of the DIRECTOR OF FINANCIAL OPERATIONS, FINANCIAL OPERATIONS, METROPOLITAN BOARD OF PUBLIC EDUCATION, 2601 BRANSFORD AVENUE, NASHVILLE, TN 37204, with a copy to the recipient for MBPE notices listed below.

a) All other notices to MBPE shall be mailed or hand delivered to:

   - **Dept:** Purchasing
   - **Attn:** Director of Purchasing
   - **Addr:** 2601 Bransford Avenue
     - Nashville, TN 37204
   - **Phone:** (615) 259-8400
   - **E-mail addr:** purchasing@mnps.org

b) Notices to Contractor shall be sent to:

   - **Contractor:** Hazard, Young, Attea & Associates
   - **Attention:** Hank Gmitro
   - **Addr:** 5600 N. River Rd., Suite 180
     - Rosemont, IL 60018
   - **Phone:** (847) 318-0072
   - **E-mail addr:** hya@ecragroup.com

c) Contractor’s Federal Tax ID #: 27-0092348.

14. **Maintenance of Records.** Contractor shall maintain documentation for all charges against MBPE. The books, records, and documents of Contractor, insofar as they relate to work performed or money received under the Contract, shall be maintained for a period of five (5) full years from the date of final payment and will be subject to audit, at any reasonable time and upon reasonable notice by MBPE or its duly appointed representatives. The records shall be maintained in accordance with generally accepted accounting principles.

15. **Monitoring.** The Contractor's activities conducted and records maintained pursuant to this Contract shall be subject to monitoring and evaluation by MBPE, the Department of Finance/Division of Internal Audit, or their duly appointed representatives.

16. **MBPE Property.** Any MBPE property, including but not limited to books, records, and equipment, that are in Contractor’s possession, shall be maintained by Contractor in good condition and repair, and shall be returned to MBPE by Contractor upon termination of the Contract. All goods, documents, records, and other work product and property produced during the performance of this Contract are deemed to be the property of Contractor until submitted, at its discretion, to MBPE.

17. **Partnership/Joint Venture.** Nothing herein shall in any way be construed or intended to create a partnership or joint venture between the parties or to create the relationship of principal and agent between or among any of the parties. None of the parties hereto shall hold itself out in a manner contrary to the terms of this paragraph. No party shall become liable for any representation, act or omission of any other party contrary to the terms of this paragraph.

18. **Insurance.** During the term of this Contract, Contractor shall maintain comprehensive general liability insurance, automobile liability insurance, and, if necessary, commercial
umbrella insurance, each with limits not less than one million dollars ($1,000,000.00), each occurrence. The METROPOLITAN BOARD OF PUBLIC EDUCATION, 2601 BRANSFORD AVENUE, NASHVILLE, TN 37204 shall be included as an additional insured on the comprehensive general liability policy. Commercial general liability shall apply as primary insurance with respect to any other insurance or self-insurance programs afforded to MBPE. There shall be no endorsement or modification to make insurance excess over other available insurance. Contractor shall maintain workers’ compensation insurance with statutory limits as required by the State of Tennessee or other applicable laws and employers’ liability insurance with limits of not less than five hundred thousand dollars ($500,000). A certificate of insurance, in a form satisfactory to MBPE, evidencing said coverage shall be provided to MBPE prior to commencement of performance of this Contract. **Throughout the term of this Contract, Contractor shall provide an updated certificate of insurance upon expiration of the current certificate.**

MBPE is part of a metropolitan form of government as set out under the Governmental Tort Liability Act in T.C.A. § 29-20-101, et seq., and as such has its liability limits defined by law. MBPE carries no insurance and is self-insured in an adequately funded Self-Insurance Program, up to the limits as set out by the statute.

19. **Indemnification and Hold Harmless.** Contractor shall indemnify and hold harmless MBPE, its officers, agents and employees from:

   a) Any claims, damages, costs and attorney fees for injuries or damages arising, in part or in whole, from the negligent or intentional acts or omissions of Contractor, its officers, employees and/or agents, including its sub or independent contractors, in connection with the performance of the Contract.

   b) Any claims, damages, penalties, costs, and attorney fees arising from any failure of Contractor, its officers, employees and/or agents, including its sub or independent contractors, to observe applicable laws, including, but not limited to, labor laws and minimum wage laws.

   c) MBPE will not indemnify, defend or hold harmless in any fashion the Contractor from any claims arising from any failure, regardless of any language in any attachment or other document that the Contractor may provide.

20. **School District Statutory Immunity.** Any other term, covenant, or condition of this Contract to the contrary notwithstanding, the School District, its officers, employees and agents, and the members of the Board of Education, retain their statutory governmental, official, and any other immunity provided pursuant to the laws of the State of Tennessee, including under T.C.A. 29-20-101 et seq., and do not waive the defenses of governmental and official immunity derived from such laws. The School District does not waive for itself or its officers, employees, agents, or for members of the Board of Education, any other defenses or immunities available to it or any of them.

21. **Attorney Fees.** Contractor agrees that, in the event either party deems it necessary to take legal action to enforce any provision of this Contract, and in the event MBPE prevails, Contractor shall pay all expenses of such action including MBPE’ attorney fees and costs at all stages of the litigation.

22. **Force Majeure.** Neither party shall have any liability to the other hereunder by reason of any delay or failure to perform any obligation or covenant if the delay or failure to perform is occasioned by force majeure, meaning any act of God, storm, fire, casualty, unanticipated work stoppage, strike, lockout, labor dispute, civil disturbance, riot, war, national emergency,
act of Government, act of public enemy, or other cause of similar or dissimilar nature beyond its control.

23. **Contingent Fees.** Contractor hereby represents that Contractor has not been retained, or retained any persons, to solicit or secure a MBPE contract upon an agreement or understanding for a contingent commission, percentage, or brokerage fee, except for retention of bona fide employees or bona fide established commercial selling agencies for the purpose of securing business. Breach of the provisions of this paragraph is, in addition to a breach of this Contract, a breach of ethical standards which may result in civil or criminal sanction and/or debarment or suspension from being a contractor or subcontractor under MBPE contracts.

24. **Gratuities and Kickbacks.** It shall be a breach of ethical standards for any person to offer, give or agree to give any employee or former employee, or for any employee or former employee to solicit, demand, accept, or agree to accept from another person a gratuity or an offer of employment in connection with any decision, approval, disapproval, recommendation, or preparation of any part of a program requirement or a purchase request, influencing the content of any specification or procurement standard, rendering of advice, investigation, auditing or in any other advisory capacity in any proceeding or application, request for ruling, determination, claim, or controversy or other particular matter, pertaining to any program requirement of a contract or subcontract or to any solicitation or proposal therefore. It shall be a breach of ethical standards for any payment, gratuity, or offer of employment to be made by or on behalf of a subcontractor under a contract to the prime contractor, higher tier subcontractor, or a person associated therewith, as an inducement for the award of a subcontract or order. Breach of the provisions of this paragraph is, in addition to a breach of this Contract, a breach of ethical standards which may result in civil or criminal sanction and/or debarment or suspension from being a contractor or subcontractor under MBPE contracts.

25. **Non-Discrimination.** It is the policy of MBPE not to discriminate on the basis of age, race, sex, color, national origin, or disability in its hiring, promotion, demotion, dismissal or laying off, and employment practices, or in admission to, access to, or operation of its programs, services, and activities. With regard to all aspects of this Contract, Contractor certifies and warrants that it will comply with this policy. No person shall be excluded from participation in, be denied benefits of, be discriminated against in the admission or access to, or be discriminated against in treatment or employment in MBPE’ contracted programs or activities, on the grounds of handicap and/or disability, age, race, color, religion, sex, national origin, or any other classification protected by federal or Tennessee State Constitutional or statutory law; nor shall they be excluded from participation in, be denied benefits of, or be otherwise subjected to discrimination in the performance of contracts with MBPE or in the employment practices of MBPE’ Contractors. Accordingly, all Contractors entering into contracts with MBPE shall, upon request, be required to show proof of such nondiscrimination and to post in conspicuous places that are available to all employees and applicants, notices of nondiscrimination.

26. **Compliance with the Americans with Disabilities Act.** Contractor will provide assurances that it does not discriminate on the basis of disability in admission to, access to, or operations of its program, services, or activities, including hiring or employment practices. The Contractor will insure that qualified applicants and participants with disabilities in its services, programs, or activities have communication access that is equally effective as that provided to people without disabilities. Information shall be made available in accessible formats and auxiliary aids and services shall be provided upon the reasonable request of a qualified person with a disability.
27. **Governing Law/Venue.** The validity, construction and effect of this Contract and any and all extensions and/or modifications thereof shall be governed by the laws of the State of Tennessee. Tennessee law shall govern regardless of any language in any attachment or other document that the Contractor may provide. Any action between the parties arising from this Contract shall be maintained in the courts of Davidson County, Tennessee.

28. **Waiver.** No waiver of any provision of this Contract shall affect the right of any party thereafter to enforce such provision or to exercise any right or remedy available to it in the event of any other default.

29. **Severability.** Should any provision of this Contract be declared to be invalid by any court of competent jurisdiction, such provision shall be severed and shall not affect the validity of the remaining provisions of this Contract.

30. **Entire Contract.** This Contract sets forth the entire agreement between the parties with respect to the subject matter hereof and shall govern the respective duties and obligations of the parties.

31. **Modification of Contract.** This Contract may be modified only by written amendment executed by all parties and their signatories hereto.

32. **Effective Date.** This Contract shall not be binding upon the parties until it has been signed first by the Contractor and then by the authorized representatives of MBPE, MBPE and the Metropolitan Government and has been filed in the office of the Metropolitan Clerk. When it has been so signed and filed, this Contract shall be effective as of the date first written above.
THE METROPOLITAN GOVERNMENT OF NASHVILLE AND DAVIDSON COUNTY BY AND THROUGH THE METROPOLITAN BOARD OF PUBLIC EDUCATION:

APPROVED:

Chair, MBPE

RECOMMENDED:

Director of Purchasing, MBPE

APPROVED AS TO AVAILABILITY OF FUNDS:

Account Number: 80101001, 502229, 1110910

Chief Financial Officer, MBPE

APPROVED AS TO INSURANCE:

Metropolitan Director of Insurance

APPROVED AS TO FORM AND LEGALITY:

Metropolitan Attorney

FILED IN THE OFFICE OF THE METROPOLITAN CLERK:

Date Filed: 3/16/2015

Contractor:

Name: Henry Gmitro

Title: President
Hazard, Young & Attea Associates
Metropolitan Nashville Public Schools

Proposal for Superintendent Search
February 2, 2015

Dr. Sharon Dixon, Chair
Metro Nashville Public Schools
2601 Bransford Avenue
Nashville, TN 37204

Dear Members of the Metropolitan Nashville Public Schools Board of Education,

Thank you for the opportunity to present this overview of the services that Hazard, Young, Attea & Associates, (HYA) can provide to the Metro Nashville Board of Education in your search for a new Director of Schools. HYA is uniquely qualified and highly successful in assisting Boards with their search for new leaders due to three critical factors:

**Our People** - We are the nation’s largest and most experienced network of associates who love their work and who know how to recruit talent by thoroughly and confidentially vetting candidates.

**Our Process** - Our approach is research-based and customized to meet your needs by employing the extensive use of unique community engagement tools and facilitating your work throughout the search.

**Our Commitment** - Building on the success of over 1000 searches, we work for you and with you, on behalf of your students, until you are completely satisfied.

We hope this information will provide you with the necessary data you need to select a search firm. We would also be delighted to talk with you further regarding the services we offer and our approach to working with districts and school boards in their search for new leaders.

Sincerely,

Hank Gmitro, President
Hazard, Young, Attea & Associates
HYA Executive Search Division of ECRA Group, Inc.
Proposal and Description of Services For Metropolitan Nashville Public Schools

HAZARD, YOUNG, ATTEA & ASSOCIATES (HYA) proposes to conduct a comprehensive national search for highly qualified candidates for the position of Director of Schools for the Metropolitan Nashville Public Schools. (hereinafter referred to as the District).

Hazard, Young, Attea & Associates was established and began working with Boards in 1987 in an effort to assist them in making the best leadership decisions possible. Presently, HYA is represented by over 150 Associates from throughout the United States who assist with the firm’s mission to provide aggressive, thorough and quality assistance to school boards in need of identifying and recruiting highly qualified executives for directorships, superintendencies and other administrative positions. HYA’s associates bring extensive executive search experience and broad educational backgrounds to its practice. Through continuing involvement in school and university work, HYA associates are aware of current educational issues and have strong relationships with educational leaders and opinion-makers in administrative leadership and management. HYA is now part of ECRA Group, Inc., a national consulting firm specializing in assisting leadership in obtaining the information and analytics they need to effectively lead their organizations.

The firm’s home office is located in Rosemont, Illinois, in proximity to O’Hare Airport, and regional offices are located in Palo Alto, California and Jersey City, New Jersey. The president of HYA is Dr. Hank Gmitro, former Superintendent of Community Consolidated School District 93 in Carol Stream/Bloomingdale, Illinois. Dr. William Attea, former Superintendent in Glenview School District 34, Illinois, is co-founder of HYA and actively involved with the firm.

HYA’s associates are located in 27 states across the country to conveniently serve our clients. Residing in Arizona, California, Colorado, Connecticut, Florida, Illinois, Kansas, Maine, Massachusetts, Michigan, Minnesota, Missouri, Nebraska, Nevada, New Jersey, New York, North Carolina, Ohio, Oregon, Pennsylvania, South Carolina, Texas, Utah, Virginia, Washington, West Virginia and Wisconsin, HYA Associates are uniquely qualified to bring local – as well as national – perspectives, knowledge, experience and connections to each search.

Since its founding, HYA has assisted over 1,000 school boards with executive searches. The student enrollment in these districts ranged from less than 100 students to upwards of 200,000. Based on HYA’s experience in assisting the school board in urban, suburban and rural districts, and our reputation as being the preeminent school search firm in the nation; we are most confident that we have both the personnel and support resources to assist The Metropolitan Nashville Board of Public Education (hereinafter referred to as the Board) in a highly successful search process for a Director of Schools.
Management Team Approach

HYA assigns an individual management team to each executive search that it conducts. In most district searches, typically 1-2 Senior Associates are responsible for managing the search. They assume direct responsibility for the search and coordinate the activities of the other associates engaged in the project. Additional associates are generally engaged as needed, with all 150+ associates in the firm tasked with identifying prospective candidates for the search. An assigned team also ensures that individuals closely associated with the search are available to respond to any request the Board may have on the Board’s time schedule.

The specific role of each search team includes helping the Board create an initial structure for its search by:

- assisting with profile development;
- providing valuable feedback about the District based on HYA research and professional understanding of the District’s standing in the broader marketplace;
- aggressive and insightful recruiting of candidates;
- screening potential candidates by means of preliminary interviews and background checks;
- reviewing candidates’ references and tapping HYA’s own confidential network to gain reliable information and;
- assisting the Board and new Director to assure a successful transition.

In brief, HYA consultants work with the Board – meeting as often as needed - maintaining direct and frequent communication – until a new Director is employed.

The Proposed Management Team and Firm References

Upon the concurrence of the Board, HYA proposes the search team will consist of William Attea, Founder of the Firm, and Diana McCauley, Senior Associate. The consultants’ résumés are attached. Dr. Attea led the prior search that HYA conducted for Metropolitan Nashville. Contact information for the President of the Board when HYA conducted the search in 2009 is listed, as well as several Board Presidents of Districts for whom HYA has recently provided search assistance so that you can speak with board leaders who have worked with the HYA consultants being proposed or in districts with similar demographics to your district. Dr. Attea was the lead consultant in the Boston and Orleans Parish searches. Dr. McCauley was engaged in several of the searches listed.

<table>
<thead>
<tr>
<th>District</th>
<th>Reference Name/Title</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metro Nashville School District, TN</td>
<td>David Fox, Board President</td>
<td>615-828-1193</td>
</tr>
<tr>
<td>Boston Public Schools, MA</td>
<td>Michael O’Neill, Board President</td>
<td>617-947-2967</td>
</tr>
<tr>
<td>Fairfax County Schools, VA</td>
<td>Ilryong Moon, Board President</td>
<td>703.409.0270</td>
</tr>
<tr>
<td>Montgomery County Schools, MD</td>
<td>Christopher Barclay, Board President</td>
<td>301.302.5623</td>
</tr>
<tr>
<td>Orleans Parish School District, LA</td>
<td>Nolan Marshall, Jr, Board President</td>
<td>504-460-1496</td>
</tr>
<tr>
<td>Virginia Beach City Schools, VA</td>
<td>Dan Edwards, Board President</td>
<td>757.263.1016</td>
</tr>
</tbody>
</table>

In addition to the references listed above, an extensive list of the national searches HYA has completed since 2007 is attached. Upon request, we would be pleased to provide a complete list of the over 1,000 searches we have conducted.
Tenure of Placements

HYA has had a long history of success in working with Boards to find the right candidates who will provide long-term leadership to the school district. Of the 296 directors/superintendents hired with HYA’s assistance since 2000, 90% of those individuals are still in their positions or have committed four years or more to the districts they served. The following data describes the tenure of those placements:

- 80% (234) are still in their position or retired from it
- 10% (32) stayed between 4 and 8 years - on average 5.1 years

Large and Urban District Expertise

HYA has particular familiarity and significant success with large and urban districts. HYA’s thorough search process is designed to match the specific needs of the large and/or urban district with the individual skills and talents of a candidate best suited for the district. HYA understands the current and emerging challenges facing larger districts including achievement expectations, student mobility, dropout concerns, achievement gap issues, English Language Learner requirements, the needs of immigrant students generally, issues related to poverty, and state/federal regulatory requirements. Hiring the right director is more important than ever as large districts work to improve student performance amid ever growing challenges.

Through the process of conducting searches across the country, HYA has successfully served more than half of the member school districts of the Council of the Great City Schools. Additionally, the firm has served 14 of the 25 largest school districts in the country, as well as 44 of the nation’s 100 largest districts.

The following is a list of some of our firm’s recent searches for a Superintendent of Schools for urban PreK-12 school districts with at least 20,000 students which have authorized Charter Schools:

- East Baton Rouge Parish Schools (LA)
- Jefferson Parish School District (LA)
- Orleans Parish Schools (LA)
- Boston Public Schools (in process) (MA)
- Indianapolis Public Schools (IN)
- Jersey City Public Schools (NJ)
- Seattle Public Schools (WA)

Diversity

HYA has been committed to engaging a diverse cadre of associates ever since it was established in 1987. Among its 20 minority associates is the founder of NABSE (National Alliance of Black School Educators), as well as several members of the Board of Directors of ALAS (Association of Latino Administrators and Supervisors).

HYA is also proud of the diversity of candidates hired with its assistance, including individuals – both male and female – of varied racial, ethnic, and religious backgrounds. Upon request, we will be pleased to provide diversity statistics (race, gender, and professional title) for many of our past searches.
The Search Process

We propose a multi-phased national search for candidates for the position of Director Of the Metropolitan Nashville Public Schools. The process outlined is defined in four phases and represents a prototypical search. However, HYA customizes each search to meet the needs of each school district or organization. Upon selection, the consultants will meet with the entire Board to discuss these procedures and modify them to meet the Board’s and District’s unique needs.

The Planning Phase

The first step of every HYA search is to hold a formal Planning Session. At this meeting, HYA consultants convene with the Board and proceed to customize the search and its process to the specific needs and requirements of the Board and the District, as articulated by those present. More specifically, HYA and the Board will cover and sort out central matters and considerations regarding the search, including:

- Review Board and consultant responsibilities for each phase of the search.
- Tailor the search to meet the needs of the Board and the District.
- Determine the role of staff members and constituents in the search.
- Determine the timeline and specific dates for search activities. The following is a tentative timeline for the search:
  - Planning session – within one week of selection of HYA
  - Community input sessions – two to three weeks after Planning Session
  - Presentation of a slate of candidates to the Board, 6 – 10 weeks after identification of criteria desired in the new Director.
  - Interview of candidates – within 1 - 2 weeks of presentation.
  - Selection of new Director within 1 - 2 weeks of interviews.

(The exact dates and times for these activities will be developed in cooperation with the Board to ensure the availability of all members when needed.)

- Consider Board’s options and preferences with regard to advertisements.
- Discuss the compensation package to be offered to the new Director of Schools.
- Agree upon a communication plan to keep the Board abreast of the search progress and the consultants alerted to issues that may arise from the Board and/or District.

Criteria Development

A clear definition of the position and qualifications sought is crucial to each subsequent phase of a successful search. To assist the Board in clarifying the criteria desired in the new Director, HYA will conduct individual interviews with each member of the Board and others the Board designates. HYA recommends extensive community involvement in providing input to the Board prior to establishing the criteria desired in the new Director. Up to four consultant days are allocated for the purpose of soliciting input through individual interviews, focus groups and general forums (open to all stakeholders). It is recommended that the consultants facilitate the interviews, focus groups and general forums so as to maintain objectivity in determining what respective stakeholder
groups value in the District, the issues they foresee, and the characteristics they would like the new Director to possess.

In addition to the personal interviews, HYA has developed an online survey that can be completed by any stakeholder. The data collected from the online survey and interviews with Board members, staff and the various stakeholders will be compiled in a Leadership Profile Report, which will be presented to the Board in both oral and written formats. Working with the Board, specific profile characteristics emerge from the results of the Leadership Profile Report and are subsequently incorporated into recruitment material. From experience, HYA has learned that one of the most crucial aspects of a successful search is the careful and explicit formation and enumeration of the criteria used in the selection process. Overall, this leadership assessment process has been highly successful in determining critical attributes, while invariably building positive public relations.

A critical decision to be made during the planning phase of the search regards the degree of confidentiality that can and will be provided to candidates, consistent with Tennessee State Law. HYA will advise the Board relative to approaches that provide for a modicum of confidentiality while ensuring that the Board, the consultants and the search process is open and transparent. The desire for confidentiality on the part of candidates versus the desire of the community to know as much as possible about the candidates under consideration is an important issue for the Board to consider in order to weigh the impact of the approach to be followed.

HYA prides itself on the extensive time and energy that our associates commit to working with local community and staff members to determine what they seek in their next Director. This information is essential to the Board in making their decisions about the "Desired Characteristics" to be sought in their next Director.

The Recruitment Phase

A key factor of a successful search is effective marketing and aggressive recruitment of successful individuals who may not be seeking a new position. To this end, HYA will aggressively identify individuals who meet the criteria identified by the Board and actively recruit them to consider this position. Identification and recruitment is done in a variety of ways including the following:

- Announcements of the vacancy will be placed on a number of websites including HYA’s (www.ecragroup.com), which will be linked to the District’s website. It also will be posted on Education Week, AASA and other educational websites. The strengths of easy-to-use technology will be maximized when the District creates a Director search page and posts the link for the Leadership Profile Survey.

- Advertisements will be placed in national and regional publications as agreed upon with the Board. Ad content will be shared with the Board members prior to publication to ensure they reflect the intent of the Board. All material will indicate that the District is an equal opportunity employer.

- Subject to the Board’s approval, all members of the groups with whom HYA consultants meet in the Leadership Profile Development process will be invited to nominate individuals they feel might be highly qualified for the position. On occasion, the preferred candidate is identified through such a nomination. Regardless, it reinforces the Board’s intent to have an
open, unbiased search embracing candidates from within, as well as beyond, the local area.

- To initiate the search for candidates, contacts throughout the nation will be advised of the vacancy and asked to help identify individuals who match the criteria the Board will identify as desirable in its next Director. Included in this communication will be directors/superintendents reaching every region of the country and leaders of state and national educational organizations, university officials, foundation executives, state education department personnel, and individuals in business, government, industry and the military who have an interest in school ventures. Members of the firm are active professionally in state and national organizations affording ongoing identification of emerging educational leaders with unusual talent and promise.

- Members of the firm will contact prospective candidates who meet the criteria established by the Board. Additional candidates will be sought through personal contact with a number of individuals who work with and/or are aware of a broad spectrum of school leaders.

- Complementing nominations received and utilizing candidate information generated from over 1,000 successful executive searches, HYA will aggressively recruit candidates for the position. In addition, HYA staff will send frequent announcements regarding the search to all associates.

HYA has learned that technology facilitates and enhances the application process, and thus requires all candidates to apply online. The applications will be reviewed and acknowledged by the consultants. During this phase of the search, HYA usually initiates communication with and conducts preliminary reference checks on the most promising applicants in anticipation of an interview. All materials received for this search will be considered confidential and provided to no one except on a need-to-know basis, in a manner consistent with both federal and state law.

Toward the close of the search, HYA will review all application materials carefully – with the guidance of the Board-established criteria – and typically identify 10 to 15 candidates for particular consideration. These individuals will undergo additional reference checks, internet searches, and, as appropriate, initial interviews with representatives from HYA. It is the practice of HYA to personally interview any candidate prior to making recommendations to the Board. As in all phases of the search, HYA adheres to strict guidelines of confidentiality.

Of note, HYA’s examination of a candidate’s background reaches beyond the handpicked personal and professional references provided by the candidate. Our ability to gain important background information regarding our candidates – beyond that which merely appears in an individual’s official file – is a unique and distinguishing characteristic of our firm, and is attributable, in part, to the integrity of both the firm and our associates, and the vast network of professional relationships built through their years in the education field.

The Selection Phase

Upon completion of initial interviews, HYA will present a select slate to the Board. The number of candidates to be submitted will be determined by the Board during the initial Planning Session. Prior to presenting the slate (or in a separate advance session, if preferred), the consultants will
conduct a seminar for the Board designed to prepare it for candidate interviews. This seminar will include written guidelines and protocols to ensure informative and comprehensive interviews. Approximately one-two hours in length, the seminar will also review the steps for the final stages of the search.

Prior to this seminar, HYA will solicit questions, hypothetical situations and/or topics of interest, identified by the Board as desirable topics of discussion for the Board’s initial interviews with the candidates. Such feedback will be developed into an Interview Script, which will be reviewed and revised during the aforementioned seminar and then used by the Board during the first round of interviews. The second interviews are generally unscripted and designed to follow-up on topics and questions identified during the first interviews. They also include an informal session such as a dinner with the candidate and his/her spouse or significant other, as well as the formal second interview.

The consultants generally do not sit in on the Board interviews but will be available for counsel or direct assistance to the Board throughout the interview process. The consultants will facilitate each decision-making session of the Board. Such involvement permits more active engagement by all Board members in both the general search process and the specific dialogue regarding the candidate pool. In facilitating the decision-making process, HYA assists the Board in assessing the abilities of the respective candidates in relation to the criteria identified by the Board.

After the Board identifies a preferred candidate, usually after the second round of interviews, HYA can facilitate the completion of a comprehensive background check on the finalist by an independent, third party firm – Baker Eubanks. This background review will confirm degrees attained, any data regarding the candidate on file with the criminal and domestic courts, as well as a review of his/her driving record and credit history. The firm also can conduct both print and social media reviews of the candidate. If desired the Board can conduct the reviews on multiple candidates before second interviews are conducted if the search calendar provides sufficient time. The options for background checks will be reviewed and determined by the Board at the Planning Meeting.

HYA also will assist the Board in arranging a visit to the finalist's community in order to ensure that the Board’s research will be as comprehensive as possible. These steps are important components of the selection process.

The Appointment Phase

Once the Board has determined their finalist and is satisfied with the successful completion of their due diligence review, the next step for the Board is to reach agreement on the contract terms to be offered. The HYA consultants will assist the Board in facilitating mutually agreeable terms with the preferred candidate. Once terms are determined, the consultants are available to work with the Board and/or its attorney in the preparation of a draft contract. It is highly recommended that the final contract be approved by the District’s legal counsel prior to presentation to the candidate.

After the successful candidate accepts the offer, HYA will assist the Board in making the appropriate announcements and introducing the candidate to the community. HYA consultants will also contact
all applicants, confirming the appointment and extending the Board’s appreciation to all candidates. HYA will advise the Board President to send a letter to the candidates interviewed by the Board.

Post Appointment

In addition, if desired, HYA can assist the Board and new Director in developing and implementing a successful transition plan. These services, which include a roles and/or goal setting workshops, facilitation of the first year Director’s evaluation and mentoring support throughout the year can greatly enhance the success of the new Director as s/he assumes the leadership role in the District.

HYA also is able to provide its clients a wide range of information management and accountability services to help support board governance and Director appraisal. Examples of such services include, but are not limited to 360-degree evaluations, strategic and long-range planning, community dashboards, and value-added impact analysis of programs and personnel.

Communication with the Board

HYA believes that communication and organization are critical to successful searches. These elements start even before the Planning Session. Prior to this meeting with the entire Board, each Board member will receive a detailed Planning Session agenda. A successful search relies on two-way communication throughout the search. In addition to the preparation of the agenda and meeting for the Planning Session, following are the formal and informal communication expectations for this search:

- A search manual will be provided to assist Board members in preparing for search activities and organizing all related material.

- A search portal can be established so that the Board can have access to information associated with the search through electronic communication.

- A clearly defined Planning Session will be held, during which all aspects of the search process will be discussed and decided.

- A comprehensive summary of the Planning Session will be sent to each Board member within three days of the meeting.

- A Leadership Profile Report will be sent to each Board member. The Report will summarize the input received from interviews with each Board member, individuals and groups with whom the Board requests the consultants to meet.

- The consultants will provide an oral report on the Leadership Profile findings and respond to questions at a public meeting to be determined by the Board.
• A workshop will be held with the entire Board to develop specific criteria to be sought in the new Director. The criteria will be developed utilizing the findings of the Leadership Profile Report and Board members' knowledge relative to the District’s current and future needs and challenges.

• Each Board member will be asked to identify questions, hypothetical situations or topics of interest that are important to consider in selecting the new Director. These will be drafted into an Interview Script for the Board to review and revise, and eventually use in the interview of candidates.

• A workshop will be held to prepare Board members for successful candidate interviews.

• The slate will be presented to the Board in person. During this session, each member will be provided comprehensive written and verbal information relative to each candidate being recommended for an interview.

• The consultants will meet with the Board after each set of interviews to assist the Board in its debriefing and selection of semi-finalist candidates, and ultimately a preferred candidate.

• In addition to the above formal communications, HYA will provide progress reports via email or regular mail to all Board members, as agreed upon during the Planning Session. The consultants assigned to the search also will be available as needed via phone and email.

Board members will receive the business, home and cell phone numbers, as well as the email addresses, of the consultants. HYA’s office staff, which is highly knowledgeable and pleased to assist at any time, also will be available to the Board members from 8:00 a.m. to 5:00 p.m. CST, Monday through Friday.

**Extent of Services & Guarantees**

HYA provides four guarantees to Boards when they contract with us for a search. They are:

1) **Fixed Price** - The consultant fee is a fixed fee from the time of accepting our proposal until a Director is employed. If there is a need to reopen a search because the chosen candidate decides not to come to the District or because the Board desires to see additional or different candidates, these search activities will be provided at no extra cost in the consulting fee.

2) **Two-Year Window** - If the Director departs from the position during the first year under any circumstances or within (2) years if the same Board is still in place, HYA will conduct a new search for the Board at no additional cost except expenses.

3) **Non-Solicitation of Selected Candidate** - The Director appointed with HYA’s assistance will not be presented to another board as a candidate if it would result in his/her leaving the District in less than five (5) years unless the Board advises HYA that the Director may seek another position or the Director is no longer employed by the District.
4) Price Match – HYA will agree to match the price of any competitive bid as long as the bid is for a comparable level of services and support (both time and process).

Cost Proposal

The consulting fee for the Comprehensive Search, as described, is $45,000. A mutually agreeable change in the fee will be established if the Board desires the consultants to have a greater or lesser involvement in any phase of the search or to provide services in addition to those delineated in this proposal.

Estimated Expenses

Expenses relating to search advertisement, interview expenses, and travel expenses of the candidates and Board will be borne by the Board.

- **Advertisements.** The costs for the advertisements are dependent upon variables such as type, size, layout and frequency of postings in national publications. Based on past experience HYA has created three advertisement packages that range between $1,750 and $4,000. These options will be explained and discussed at the Planning Meeting. HYA will also create a customized plan for the Board, if so desired.

- **Candidate Expenses.** Reliable estimates for interview costs and travel expenses for candidates are difficult to determine because interview accommodations, mode and distance of travel, and – perhaps the most significant variable – the number of persons involved are unknown at this time. However, again based on our prototypical search, HYA estimates – for budgeting purposes – that candidate-related expenses will range anywhere between $2,000 and $6,000.

- **Consultant Expenses.** HYA estimates that travel costs for the proposed management team to be in the District and meet with the Board according to the plan for a typical search will be $6,000. If the Board wishes to have the consultants provide additional time for activities such as the community engagement or sitting in on candidate interviews with the Board, the cost for consultant time is $750 per day.

- **Independent Background Checks and Media Reviews.** The costs for conducting independent, third party background checks by Baker-Eubanks depend upon the type and number of reviews the Board wishes to have completed. These decisions can be made at the Planning Meeting or at a later date. The costs range between $800 and $2,000 per candidate.
Payment Schedule

Our consultant fee is due in installments: (1) 50% upon contract signing, (2) 25% presentation of the Leadership Profile Report, (3) 25% upon presentation of slate of recommended candidates. Expenses, generally, are billed approximately two weeks after the search is concluded.

Workshops and Other Optional Services

HYA offers a variety of workshops, training and support services that could be of benefit to the Board and new Director during the transition period and the Director’s first year in the District. The most commonly requested workshops are:

- The “Roles Workshop” requires 3-4 hours and provides the Board with an opportunity to clarify the respective roles of the Board and the Director. The workshop addresses the concepts of trusteeship, governance, management, continuous improvement and systemic change. Developing and maintaining effective Board - Director relations, the need for long and short range planning, consensus decision-making and other components of successful boardsmanship also are discussed at this workshop. Typical cost is $3,000.

- The “Post-Employment Workshop/Retreat” requires 6-8 hours and generally is conducted on a Friday evening and Saturday. At this workshop, the roles developed by the Board at the prior workshop are reviewed with the Director. This workshop/retreat also provides the Board with an opportunity to determine what it desires to have the Director achieve during his/her first two years in the position. These goals are clarified and reduced to writing. The workshop/retreat also provides an opportunity to establish mechanisms to initiate or reinforce the concept of continuous improvement and to monitor the achievement of the Board’s expectations. Processes and instruments for performance evaluation of the Director and the Board will be developed. As part of this workshop, the Board and Director will be provided an opportunity to consider the use of HYA’s recently developed research-based, 360-degree evaluation process at no extra charge. Typical cost is $5,000.

- Comprehensive First-Year Support – In addition to the two workshops described above, HYA would also provide ongoing mentoring for the new Director to provide periodic check points (at least six times during the year) on progress towards the goals and work in the District. The mentoring relationships will be designed between the HYA consultant and the new Director with input from the Board. Comprehensive support also includes facilitation of the Board’s first year evaluation of the new Director using the evaluation process agreed upon during the aforementioned workshop-retreat and/or HYA’s recently developed research-based 360-degree Director evaluation process. The specific plans and approach for these services will
be determined by the Board and new Director, with facilitation by the HYA consultant. Typical cost is $12,500.

HYA also creates customized workshops to meet the specific needs of the Board and/or Director. These can be designed to meet the specific needs, timelines, and price points desired by the Board.

HYA looks forward to the possibility of working with the Board of Public Education and assisting with the selection of a new leader for the Metropolitan Nashville Public Schools. Please contact us at 847-318-0072 or at hya@ecragroup.com if you have any questions or need for additional information.
WILLIAM J. ATTEA

EDUCATION

Ed.D. State University of New York at Buffalo 1966
Ed.M. State University of New York at Buffalo 1962
B.A. Niagara University 1959

PROFESSIONAL EXPERIENCE

2010 - Present Executive Vice President, ECRA Group, Inc. (IL)
2007-2010 Chair, Board of Directors, Hazard, Young, Attea & Associates (IL)
1987-2006 Managing Principal, Hazard, Young, Attea & Associates (IL)
2002-2009 Adjunct Professor, National-Louis University (IL)
1990-2007 Executive Secretary, Suburban School Superintendents (USA)
1994-1995 Director, National Center for Leadership, National Louis University (IL)
1970-1994 Superintendent of Schools, Glenview Public Schools (IL)
1985-1994 Administrative Agent, North Cook Educational Service Center (IL)
1967-1970 Director of Instructional Services, Wilmette Public Schools (IL)
1965-1967 Assistant to Superintendent, Geneva Public Schools (NY)
1964-1965 Ford Foundation Intern, North Tonawanda Public Schools (NY)
1963-1964 Research Assistant, Western New York School Study Council
1960-1963 Teacher, Clarence Central Schools (NY)

CURRENT/PAST CIVIC/PROFESSIONAL ACTIVITIES

Adjunct Professor, University of Illinois Chicago
Council for Educational Change
DePaul University School of Education Advisory Committee
Ed-Red Finance Committee, Past Chair
Glenview Education Foundation
Glenview Values Project, Co-Founder
Glenview Historical Society
Glenview Sister Cities' Committee
Grove Heritage Association
Illinois State Superintendent of Education Advisory Committee
Rotary Club of Glenview-Sunrise, Past President

PROFESSIONAL MEMBERSHIPS

American Association of School Administrators
Illinois Association of School Administrators
Midwest Superintendents' Association
National Education Association
Phi Delta Kappa, Northwestern University (IL) Chapter
Society of Educational Administrators
Suburban School Superintendents
Superintendents Round Table and Study Club of Northern Illinois; Past-president

AWARDS AND RECOGNITIONS

Van Miller Distinguished Scholar Practitioner Award for “Outstanding contributions to the field of education” presented by the University of Illinois Alumni Association and the Illinois Association of School Administrators, 1989
Executive Education 100 Award (Selected as one of North America’s 100 leading school executives by an independent panel of jurors) presented by the American School Board Journal and Executive Educator magazines, 1990 and 1987
James T. Lambdin III Memorial Award for “Outstanding contribution in support of naval aviation” through support for quality education for dependents of military, 1984
Glenview Citizen of the Year for “Outstanding and selfless dedication” toward the betterment of the Glenview community, 1980
PTA Honorary Life Member
“Service Above Self Award” presented by the Rotary Club of Glenview, 1979
DIANA POLLARD MCCAULEY

EDUCATION

Ed.D. Temple University 1985
M.S. Villanova University 1978
Ed.M. Temple University 1973
B.S. Cheyney University 1971

PROFESSIONAL EXPERIENCE

1998 - Senior Associate, Hazard, Young, Attea & Associates
2006 - 2012 Sales Associate, JRL Enterprises, I Can Learn Education Systems
2005 - 2006 Associate Vice President Institutional Development, Benedict College, Columbia, SC
2003 - 2005 Chair, Division of Social Sciences and Education and Associate Professor, Bennett College, Greensboro, NC
Director, Office of Sponsored Programs, Bennett College, Greensboro, NC
1998-1999 Assistant to the President for Diversity and Affirmative Action, Illinois State University, Normal, IL
1995-1998 Associate Dean, Undergraduate Studies, Illinois State University, Normal, IL
1994-1995 Chair, Education Department, Illinois Wesleyan University, Bloomington, IL
1992-1995 Associate Professor of Education, Illinois Wesleyan University, Bloomington, IL
1992-1996 Adjunct Faculty, Department of Educational Administration and Foundations, Illinois State University, Normal, IL
1990-1991 Mathematics Teacher, Tredyffrin/Easttown Middle School, Devon, PA
1988-1990 Assistant Dean, College of Arts and Sciences, Villanova University, Villanova, PA
1980-1981 Adjunct Math Faculty, Delaware County Community College, Media, PA
1973-1988 Associate Director, Office for Social Action Programs, Villanova University, Villanova, PA

COMMUNITY/BOARD SERVICE

Board Member, District 87 Public Schools, Bloomington, IL., Appointed 1992, Elected 1993-2004
Board Member, McLean County Historical Society, 1997-2004
Member, Rotary International, 1997-Present

HONORS AND SPECIAL RECOGNITION

Recipient, The Minority Professionals Opportunities Program (Illinois State University) Exemplary Mentor Award, 1996
Recipient, Illinois Women Administrators – Dare To Be Great Award, 1994
Featured in A Gathering of Sisters, a pictorial documentary of African American Women, 1994
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<tr>
<td>Hallum</td>
<td>Jacquelyn Hallum 828.258.8118</td>
<td>Ronnie Holden 757.710.1830</td>
<td>Blanca Estela-Rubio 628.856.4201</td>
<td>Eric Horberger 571.291.5685</td>
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<td>Clarke County</td>
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<td>Baldwin Union Free SD  (NY) 5,000 students</td>
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<td>Virginia Beach City PS (VA) 70,259 students</td>
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<tr>
<td>Creager Alger</td>
<td>Janet Creager Alger 540.664.1163</td>
<td>Mary Jo O’Hagan 516.589.2994</td>
<td>David Lacher 914.671.2171</td>
<td>Dan Edwards 757.263.1016</td>
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<td>Green Brook</td>
<td>Green Brook Township PS (NJ) 930 students</td>
<td>Bridgewater-Raritan RSD (NJ) 8,800 students</td>
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<tr>
<td>Township</td>
<td>Janet Creager Alger 540.664.1163</td>
<td>Jeffrey Brookner 908.665.2777</td>
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<tr>
<td>School District</td>
<td>Gillian Thorpe 845.323.8051</td>
<td></td>
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<tr>
<td>(NY)</td>
<td><a href="mailto:gthorpe@haldaneschool.org">gthorpe@haldaneschool.org</a></td>
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<td>Maple Dale-</td>
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<td>Indian Hill SD</td>
<td>James Benscoter 414.540.4092</td>
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<td>SD RE-1 (CO)</td>
<td>J.B. Chapman 970.846.2671</td>
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<tr>
<td>School District</td>
<td>Linda Bond-Nelson 908.922.0377</td>
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<tr>
<td>IL</td>
<td>Sheila Pacholski 312.835.3589</td>
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<td>School District</td>
<td>Anne Capron 415.686.2926</td>
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<tr>
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<tr>
<td>District #12 (IL)</td>
<td>Lisa Mondo 630.240.1709</td>
<td></td>
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<tr>
<td>690 students</td>
<td><a href="mailto:lmond1@aol.com">lmond1@aol.com</a></td>
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<tr>
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<tr>
<td>Schools (CT)</td>
<td>Bruce Liky 203.722.6474</td>
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Select HYA Superintendent Search History
WITH REFERENCES

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<th>25,000+ Students</th>
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<tr>
<td>Belmont-Redwood Shores SD (CA) 3,600 students Robert Tashjian 650.520.5354</td>
<td>Decatur Public Schools (IL) 9,000 students Brian Hodges 217.877.8901</td>
<td>Alvord Unified SD (CA) 19,812 students Art Kaspereen <a href="mailto:artj@gmail.com">artj@gmail.com</a></td>
<td>Fairfax County Schools (VA) 186,000 students Ilryong Moon 703.409.0270</td>
</tr>
<tr>
<td>Fox Point-Bayside Schools (WI) 500 students Deb Friberg <a href="mailto:deb_friberg@hotmail.com">deb_friberg@hotmail.com</a></td>
<td>Livingston Schools (NJ) 5,400 students Ronnie Spring 201.424.0058</td>
<td>Oconomowoc Area Schools (WI) 5,100 students Don Wiemer 262.490.0804</td>
<td>Fort Bend ISD (TX) 69,000 students Jim Rice 832.563.2942</td>
</tr>
<tr>
<td>High Point Regional HS District (NJ) 800 Students Paul Derin 973.875.7205</td>
<td>Piscataway Twp Schools (NJ) 7,200 students Tom Mosier <a href="mailto:tmosier@pway.org">tmosier@pway.org</a></td>
<td>Passaic City SD (NJ) 7,000 students Byron Bostos 973.470.5500</td>
<td>Indianapolis Public Schools (IN) 30,000 students Diane Arnold 317.679.8844</td>
</tr>
<tr>
<td>Monona Grove School District (WI) 3,121 students Susan Fox 608.222.5015</td>
<td>Portage Public Schools (MI) 8,700 students Robert Snyder 269.381.3585</td>
<td>San Leandro Unified SD (CA) 8,800 students Diana J. Prola 510.483.0744</td>
<td>Jersey City Public Schools (NJ) 28,000 students Suzanne Mack 201.344.7599</td>
</tr>
<tr>
<td>Nicolet High School (WI) 1,300 students Marilyn Franklin 414.352.1180</td>
<td>Scaugus Windsor Central SD (CT) 9,000 students William Ziegler 415.331.0505</td>
<td>Shaker Heights City Schools (OH) 5,500 students Annette Sutherland 216.991.8573</td>
<td>Round Rock ISD (TX) 41,000 students Catherine Hanna 512.731.6604</td>
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<tr>
<td>Portola Valley School District (CA) 700 students Jocelyn Swisher 650.851.1777</td>
<td>Setauket-Edison Schools (NY) 1,000 students Jack McStowe <a href="mailto:jmcsnow@boe.us">jmcsnow@boe.us</a></td>
<td>St. John the Baptist Parish SD (LA) 6,253 students Gerald Keller 504.628.5277</td>
<td>Stafford County PS (VA) 27,463 students Stephanie Johnson 540.295.0233 <a href="mailto:johnsons@staffordschools.net">johnsons@staffordschools.net</a></td>
</tr>
<tr>
<td>Public Schools of the Tarrytowns (NY) 2,100 students Mimi Godwin 914.564.9621</td>
<td>Sunnybrook SD 171 (IL) 1,015 students Lance Lape 708.895.7790</td>
<td>Syosset Central SD (NY) 6,527 students Michael Cohen 516.567.7780 <a href="mailto:michaelcohenmd@gmail.com">michaelcohenmd@gmail.com</a></td>
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</tr>
<tr>
<td>Sausalito Marin City SD (CA) 500 students William Ziegler 415.331.0505</td>
<td>Tuckahoe Union Free SD (NY) 1,100 students Julio Urbina 212.239.3030</td>
<td>St. John the Baptist Parish SD (LA) 6,253 students Gerald Keller 504.628.5277</td>
<td></td>
</tr>
<tr>
<td>Secaucus School District (NJ) 2,190 students Jack McStowe <a href="mailto:jmcsnow@boe.us">jmcsnow@boe.us</a></td>
<td>Tukwila School District (WA) 2,920 students Mark Wahlsrom <a href="mailto:wahlssea@yahoo.com">wahlssea@yahoo.com</a></td>
<td>Syosset Central SD (NY) 6,527 students Michael Cohen 516.567.7780 <a href="mailto:michaelcohenmd@gmail.com">michaelcohenmd@gmail.com</a></td>
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<tr>
<td>Watchung Hills Regional HS (NJ) 888 students Robert Horowitz 732.563.1122</td>
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# Select HYA Superintendent Search History

## WITH REFERENCES

### 2012

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<tr>
<td>Doug Floski <a href="mailto:doug@oglelaw.com">doug@oglelaw.com</a></td>
<td>Nancy Kail</td>
<td>Josephine Lucey 408.785.0636</td>
<td>Lawrence Schmidt</td>
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<tr>
<td>Deerfield Public Schools (IL)</td>
<td>Lynchburg City SD (VA)</td>
<td>Downey Unified Schools (CA)</td>
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<tr>
<td>Ellen London 847.405.9607</td>
<td>Charles White 434.528.4510</td>
<td>Nancy Swenson</td>
<td>Mike Delesdernier 504.812.2150</td>
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<tr>
<td>Eureka School District (Granite Bay, CA)</td>
<td>Mentor Public Schools (OH)</td>
<td>Hamilton Township Schools (NJ)</td>
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<td>James DeGraffenreidt</td>
</tr>
<tr>
<td>Jerri Davis 916.780.0383</td>
<td>Alan Mihok 440.205.8432</td>
<td>Ron Tola 610.637.6617</td>
<td>410.336.3991</td>
</tr>
<tr>
<td>Greendale Schools (WI)</td>
<td>Muskego-Norway Public Schools (WI)</td>
<td>Highline School District (Burien, WA)</td>
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<tr>
<td>Elizabeth Johnston</td>
<td>Sheila Williams <a href="mailto:sgw3@charter.net">sgw3@charter.net</a></td>
<td>Myra Ford</td>
<td>Bob Douthitt 509.220.3440</td>
</tr>
<tr>
<td><a href="mailto:Elizabethjohnson@h.k12.oh.us">Elizabethjohnson@h.k12.oh.us</a></td>
<td>Park Hill School District (MO)</td>
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<tr>
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<td>Denise Schnell 816.587.7620</td>
<td>Polly Rauh 203.325.9379</td>
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<tr>
<td>obyne Kamp 914.591.6118</td>
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<td>Matthew Hamilton 970.400.7153</td>
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<tr>
<td>Mary Jane Brady 847.815.7168</td>
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<td>Marlborough Schools (MA)</td>
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<tr>
<td>4,800 students</td>
<td>Robin Comfort</td>
<td></td>
<td></td>
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<tr>
<td>Arthur Vigenat 508.460.3552</td>
<td><a href="mailto:rcomfort@uaschools.org">rcomfort@uaschools.org</a></td>
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<tr>
<td>Lisa Kiernan 914.629.5414</td>
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<td>Plainedge Union Free SD (NY)</td>
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<tr>
<td>Catherine Flanagan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><a href="mailto:cathy510@yahoo.com">cathy510@yahoo.com</a></td>
<td></td>
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<tr>
<td>Riverside SD 96, (IL)</td>
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<td>John Longley</td>
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<tr>
<td><a href="mailto:jlongley@rossschool.k12.ca.us">jlongley@rossschool.k12.ca.us</a></td>
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## Select HYA Superintendent Search History

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<td>Rick Hood 413.320.3611</td>
<td>Greg Nardone 516.523.7205</td>
<td>Ralph Johanson 563.381.4598</td>
<td>Tim Quillen 503.880.4274</td>
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<td>Beverly Hills Schools (CA)</td>
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<td>Lisa Korbatov 310.413.3223</td>
<td>Michael Lex <a href="mailto:mblex@verizon.net">mblex@verizon.net</a></td>
<td>Stuart Wolk 540.533.6715</td>
<td>Ken Roberge 303.443.2509</td>
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<td>Commissioner of Education</td>
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<td></td>
<td>Michael Intrien 510.864.3600</td>
<td>Dr. Harry Wayne Parrish <a href="mailto:parrishwp@yahoo.com">parrishwp@yahoo.com</a></td>
<td>Annette Cordero <a href="mailto:cordero@sbcc.edu">cordero@sbcc.edu</a></td>
<td>Elaine Berman 720.207.8703</td>
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<tr>
<td></td>
<td>Janet Benton 914.273.5342</td>
<td>John Steiningger <a href="mailto:GPMS@aol.com">GPMS@aol.com</a></td>
<td>Doug Bryce <a href="mailto:dbryce@saugus.k12.ca.us">dbryce@saugus.k12.ca.us</a></td>
<td>Brad Young 301.845.0263</td>
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<tr>
<td></td>
<td>Lynn Black 914.674.9110</td>
<td>Jim Foster <a href="mailto:jimmy-foster@sbcglobal.net">jimmy-foster@sbcglobal.net</a></td>
<td>Ward Stewart 707.853.6160</td>
<td>Carol Kyer 469.576.0871</td>
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<td></td>
<td>Lincolnshire-Prairie View SD (IL)</td>
<td>Marblehead Schools (MA)</td>
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<td>(Rockville, MD)</td>
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<tr>
<td></td>
<td>David Panitch <a href="mailto:david@rgic.com">david@rgic.com</a></td>
<td>Kathleen Leonardson 781.307.2019</td>
<td>Robin Moses 415.381.5795</td>
<td>136,000 students</td>
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<tr>
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<td>3,062 students</td>
<td>301.302.5623</td>
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<tr>
<td></td>
<td>Jim Foster <a href="mailto:jimmy-foster@sbcglobal.net">jimmy-foster@sbcglobal.net</a></td>
<td>Ken Robinson 224.374.7299</td>
<td>Jon Kraemelmeyer 970.668.5384</td>
<td>Santa Ana Schools (CA)</td>
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<td>Jose Hernandez 714.397.1023</td>
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<td>Kathleen Leonardson 781.307.2019</td>
<td>Jon Kraemelmeyer 970.668.5384</td>
<td>Banks Brown 970.723.1100</td>
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<td>Ken Robinson 224.374.7299</td>
<td>Banks Brown 970.723.1100</td>
<td>Retinna Pike 650.851.7121</td>
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## Select HYA Superintendent Search History

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<td>Carpentersville CUSD 300 (IL)</td>
<td>Birmingham City Schools (AL)</td>
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<td>29,000 students</td>
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<tr>
<td>Omri Praiss</td>
<td>Dr. Ken Gass</td>
<td>Joe Stevens</td>
<td>April Williams</td>
</tr>
<tr>
<td><a href="mailto:omri.praiss@huschblackwell.com">omri.praiss@huschblackwell.com</a></td>
<td>360.671.1003</td>
<td><a href="mailto:jstevens@dls.net">jstevens@dls.net</a></td>
<td>205.960.6257</td>
</tr>
<tr>
<td>Fremont SD 79 (IL)</td>
<td>Fairfield Public Schools (CT)</td>
<td>Fremont USD (CA)</td>
<td>Capistrano USD (CA)</td>
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<td>51,000 students</td>
</tr>
<tr>
<td>Sandy Bickley</td>
<td>Catherine Albin</td>
<td>Byron Gebhart 501.543.4566</td>
<td>Anna Bryson</td>
</tr>
<tr>
<td>847. 302.2699</td>
<td>203.256.1422</td>
<td>949.290.7196</td>
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<tr>
<td>Kohler SD (WI)</td>
<td>Mamaroneck Union Free SD (NY)</td>
<td>Iowa City Schools (IA)</td>
<td>Carroll County Schools (MD)</td>
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<tr>
<td>Jane Bishop</td>
<td>Linnet Tse</td>
<td>Pati Fields</td>
<td>Barbara Sheree</td>
</tr>
<tr>
<td>920. 207.6278</td>
<td>914.833.2871</td>
<td>319.338.9688</td>
<td>410.740.3150</td>
</tr>
<tr>
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<td>Millburn Township Schools (NJ)</td>
<td>Newton Public Schools (MA)</td>
<td>Douglas County Schools (CO)</td>
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<tr>
<td>Terri Sharpp</td>
<td>Noreen Brunini</td>
<td>Claire Sokoloff</td>
<td>Dan Gerken</td>
</tr>
<tr>
<td>312.261.3154</td>
<td>973.912.0424</td>
<td>617.816.4489</td>
<td>720.219.3366</td>
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<td>Newburyport Public Schools (MA)</td>
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<td>Oshkosh Area SD (WI)</td>
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<tr>
<td>Jordan Bechtel</td>
<td>Peter Traczyk</td>
<td>Ben Schneider, II</td>
<td>Kay Fields</td>
</tr>
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<td>978.465.5681</td>
<td><a href="mailto:ptraczyk@op97.org">ptraczyk@op97.org</a></td>
<td>920.235.9262</td>
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<td>Mary Ullmer</td>
<td>David Gorecz</td>
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<tr>
<td><a href="mailto:jheyde@sidley.com">jheyde@sidley.com</a></td>
<td>803.747.8031</td>
<td>309.888.2824</td>
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**HYA Executive Search**

Hazard, Young, Atkin & Associates
Defining the Desired Characteristics

The Superintendent Profile Survey is used to gather information regarding the characteristics, skills, and abilities that stakeholders view as important in the new superintendent. The Board is able to identify up to six groups that can be used to disaggregate the data. This approach permits the Board to see how different groups feel (e.g., community members vs. teachers or support staff members). The survey tool also aggregates the information into the five major areas represented below in the blue headers. This allows Board members to consider both categorical priorities as well as individual question (skills) priorities. All of the information collected will be presented to the Board in the Leadership Profile Report and used to help craft the final set of “Desired Characteristics” that the Board seeks in the new superintendent.

The sample survey presented on the back of this sheet illustrates what the survey will look like to the respondents. Each person completing the survey will be asked which group they represent and then to identify what he/she views as the eight most important descriptors of the new superintendent. The questions will be generated in a random order each time someone accesses the survey to ensure that the first questions are not given undue emphasis.

I. Vision and Values

1. Have a clear vision of what is required to provide exemplary educational services and implement effective change.
2. Act in accordance with the District’s mission, vision, and core beliefs.
3. Strive for continuous improvement in all areas of the District.
4. Hold a deep appreciation for diversity and the importance of providing safe and caring school environments.
5. Promote high expectations for all students and personnel.

II. Instructional Leadership

6. Hold a deep understanding of the teaching/learning process and of the importance of educational technology.
7. Increase academic performance and accountability at all levels and for all its students, including special needs populations.
8. Encourage a sense of shared responsibility among all stakeholders regarding success in student learning.
9. Provide meaningful guidance for systematic and comprehensive District-wide curriculum, instructional services, assessment programs, and professional development.
10. Utilize student achievement data to drive the District’s instructional decision-making.

III. Community Engagement

11. Be visible throughout the District and actively engaged in community life.
12. Identify, confront, and resolve issues and concerns in a timely manner.
13. Listen to and effectively represent the interests and concerns of students, staff, parents, and community members.
14. Maintain positive and collaborative working relationships with the school board and its members.
15. Develop strong relationships with constituents, local government, area businesses, media, and community partners.

IV. Communication and Collaboration

16. Communicate effectively with a variety of audiences and in a variety of ways.
17. Seek a high level of engagement with principals and other school-site leaders.
18. Foster a positive professional climate of mutual trust and respect among faculty, staff, and administrators.
19. Lead in an encouraging, participatory, and team-focused manner.
20. Involve appropriate stakeholders in the decision-making process.

V. Management

21. Be an effective manager of the District’s day-to-day operations.
22. Align budgets, long-range plans, and operational procedures with the District’s vision, mission, and goals.
23. Effectively plan and manage the long-term financial health of the District.
24. Recruit, employ, evaluate, and retain effective personnel throughout the District and its schools.
25. Guide the operation and maintenance of school facilities to ensure secure, safe, and clean school environments that support learning.

26. Please add any additional comments you wish to make regarding what you believe are necessary characteristics for a superintendent.

27. If you know of someone that you think would be a good candidate for this position, please share their name and contact information below.

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This is what the respondents will see online when they access the survey tool.

Superintendent Profile

The Board is very interested in your input as they seek to hire a new superintendent. This survey is designed to gather your perception on the importance of various characteristics commonly found in effective superintendents. The information will be used by the Board to determine the “Desired Characteristics” of our next superintendent. Thank you for taking the time to share your perceptions with the Board.

While all of the characteristics listed on the survey are important and may be highly desirable, the purpose of the survey is to determine the most important characteristics for our new superintendent at this time and for the next few years. Therefore, please identify the eight (8) most important statements to you as you consider the needs of the District and the “Desired Characteristics” of its next leader.

I would like the new Superintendent to:

- Identify, confront, and resolve issues and concerns in a timely manner.
- Be an effective manager of the District’s day-to-day operations.
- Increase academic performance and accountability at all levels and for all its students, including special needs populations.
- Hold a deep appreciation for diversity and the importance of providing safe and caring school environments.
- Promote high expectations for all students and personnel.
- Hold a deep understanding of the teaching/learning process and of the importance of educational technology.
- Be visible throughout the District and actively engaged in community life.
- Effectively plan and manage the long-term financial health of the District.
- Provide meaningful guidance for systematic and comprehensive district-wide curriculum, instructional services, assessment programs, and professional development.
- Utilize student achievement data to drive the District’s instructional decision-making.
- Strive for continuous improvement in all areas of the District.
- Recruit, employ, evaluate, and retain effective personnel throughout the District and its schools.
- Listen to and effectively represent the interests and concerns of students, staff, parents, and community members.
- Involve appropriate stakeholders in the decision-making process.
- Develop strong relationships with constituents, local government, area businesses, media, and community partners.
- Communicate effectively with a variety of audiences and in a variety of ways.
- Seek a high level of engagement with principals and other school-site leaders.
- Foster a positive professional climate of mutual trust and respect among faculty, staff, and administrators.
- Lead in an encouraging, participatory, and team-focused manner.
- Maintain positive and collaborative working relationships with the school board and its members.
- Act in accordance with the District’s mission, vision, and core beliefs.
- Align budgets, long-range plans, and operational procedures with the District’s vision, mission, and goals.
- Encourage a sense of shared responsibility among all stakeholders regarding success in student learning.
- Have a clear vision of what is required to provide exemplary educational services and implement effective change.
- Guide the operation and maintenance of school facilities to ensure secure, safe, and clean school environments that support learning.

Please add any additional comments you wish to make regarding what you believe are necessary characteristics for a superintendent.

If you know of someone that you think would be a good candidate for this position, please share their name and contact information below.

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Metro Nashville Public Schools

Superintendent Search Calendar

- Planning meeting with Board
- Leadership profile development
- *Leadership Profile Report* presented to Board
- Workshop on Board and Superintendent Roles (optional)
- Seminar for interviews & final stages of search process
- Slate presentation to Board
- Board interview of semifinalists
- Board meets to identify finalists
- Board interview finalists
- Board meets to identify preferred candidate
- Board site visit
- Announcement of appointment
- Retreat with new superintendent (optional) to be determined after appointment of new Superintendent

HYA Executive Search
Hazard, Young, Attea & Associates
Hazard, Young, Attea and Associates
Baker-Eubanks Executive Due Diligence Report
Brief Descriptions of Investigative Services

To support Hazard, Young, Attea and Associates superintendent and executive search service, Baker-Eubanks has designed a due diligence investigation that reflects the responsibilities of the position being filled. Following are brief descriptions of the services typically included.

Personal Profile Summary
After conducting all research and analysis, Baker-Eubanks compiles a Personal Profile Summary for each candidate, with explanations helpful in understanding a candidate’s history.

Social Security and Residence Trace
This search not only verifies a candidate’s identity, it is the most reliable means of identifying a complete address and name history. Baker-Eubanks analyzes the results of this search to verify and discover information that may not be reported by the applicant.

County Courthouse Criminal Record History
As stated by the US Department of Justice, "No single source exists that provides complete and up-to-date information about a person's criminal record history." To improve accuracy, Baker-Eubanks' researchers conduct on-site research of primary source records at relevant county courthouses in over 3,000 U.S. counties. All aliases and jurisdictions of residence, employment and education within a given timeframe are investigated.

National Criminal Search
This search is a multi-jurisdictional search used to broadly "scan" for criminal activity occurring in jurisdictions throughout the country, where a candidate may have merely passed through. It is used as a tool to discover records in jurisdictions outside of the counties where a candidate has lived, worked or attended school.

County Level Upper & Lower Civil Record History
On-site record retrievers search upper and lower civil court records to identify involvement in non-criminal lawsuits. The search can reveal if a candidate has been the subject of dispute or litigation. All aliases and jurisdictions of residence, employment and education within a given timeframe are investigated.

Department of Motor Vehicles License History
This investigation provides identification of violations, accidents, suspensions, revocations, and DUI convictions. Results can reveal substance abuse problems, anger-management issues, and patterns of reckless behavior.
National Sex Offender Registry Search
Baker-Eubanks recommends this service when screening for any position that will have contact with children. Jurisdictions searched include the 50 U.S. states, the District of Columbia, Puerto Rico, Guam and participating tribes.

Education/Degree Verification
Degrees claimed are one of the most frequently falsified credentials on senior-level resumes. Baker-Eubanks provides verification of degrees earned, the date each degree was awarded, and the primary areas of study.

Postsecondary Education Institution Accreditation
Baker-Eubanks due diligence also provides verification that a candidate's degree was received from an institution that is accredited by a qualified agency. The name of the accrediting agency and the date of last accreditation is reported.

Academic Program Accreditation
Many universities have received accreditation in specific academic programs. Accreditation of relevant programs (as determined by the candidate's fields of study), the name of the accrediting agency, and the date of accreditation are documented.

Transunion Credit Report and Review
Baker-Eubanks analysts review the Credit Report and prepare a "to the point" summary of relevant history, which is provided along with the complete Transunion Report.

Media Reviews
Media reviews may offer additional insight for assessing the candidate's style and cultural fit within an organization or community. These reviews often provide clients with a broader perspective of the candidate's personality, patterns of behavior, priorities, and public persona.

News Media Review
This investigation can provide a better understanding of a candidate's leadership style, public relations skills, priorities, etc. Baker-Eubanks' News Media Review sources draw upon over 28,000 specialized publications and 900 newswires in 200 countries and include 30 years of credible archived information. Special focus is given to publications in communities where the candidate has lived or worked.

Social Media Review
Working with a leading innovator in online investigation, Baker-Eubanks has developed a social media review product that will meet the needs of most clients. This includes a review of text and images on sites such as Facebook, Twitter, LinkedIn, personal blogs, industry websites and thousands more. Our review provides a summary of candidate-generated activity with highlights of negative alerts.
# CERTIFICATE OF LIABILITY INSURANCE

**DATE (MM/DD/YYYY)**

3/6/2015

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**THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.**

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**IMPORTANT:** If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

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**PRODUCER**

DSP Insurance Services

1900 E. Golf Road

Suite 650

Schaumburg IL 60172

---

**CONTACT**

Stephen Webster

PHONE: (847) 934-6100

FAX: (847) 934-6186

---

**CERTIFICATE HOLDER**

Metro Nashville Board of Public Education

2601 Bransford Avenue

Nashville TN 37204

---

**CERTIFICATE NUMBER:** 14805

**REVISION NUMBER:**

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**COVERAGES**

**实际情况和条件** may be attached if more space is required.

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**DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES**

ACORD 25 (2014/01) The ACORD name and logo are registered marks of ACORD

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Certificate of Completion

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Initials: 4
Gary Appenfelder
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gary.appenfelder@mnps.org
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hgmitro@ecragroup.com
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gary.appenfelder@mnps.org
Director of Purchasing
Metro Nashville Public Schools
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Nashville, TN 37204
gary.appenfelder@mnps.org
IP Address: 96.4.9.1

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ECRA Group Incorporated
HYA Executive Search Division
5600 N River Rd Ste 180
Rosemont IL 60018-5184

INVOICE

Bill To:
Sharon Gentry, Board Chairman
Metropolitan Board of Public Education
2601 Bransford Ave
Nashville TN 37204

Bringing Decisions into Focus

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RECEIVED
MAR 26 2015
ACCOUNTS PAYABLE

80101001. 502229. 1110910

OK TO PAY 3/18/15

Please make all checks payable to ECRA Group Inc.

Total $22,500.00
Payments/Credits $0.00
Balance Due $22,500.00

Phone # 847-318-0072
Fax 847-318-6751
INVOICE

ECRA Group Incorporated
HYA Executive Search Division
5600 N River Rd Ste 180
Rosemont IL  60018-5184

Invoice Date:  5/5/2015

Bill To:
Sharon Gentry, Board Chairman
Metropolitan Board of Public Education
2601 Bransford Ave
Nashville TN  37204

Bringing Decisions into Focus

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Please make all checks payable to ECRA Group Inc.

Total $21,117.98

Payments/Credits $0.00

Balance Due $21,117.98
INVOICE

ECRA Group Incorporated
HYA Executive Search Division
5600 N River Rd Ste 180
Rosemont IL  60018-5184

Invoice Date: 7/24/2015

Bill To:
Sharon Gentry, Board Chairman
Metropolitan Board of Public Education
2601 Bransford Ave
Nashville TN  37204

ECRA Group Incorporated
5600 N River Rd Ste 180
Rosemont IL  60018-5184

P.O. Number
CC:

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Please make all checks payable to ECRA Group Inc.

Total $20,837.67

Payments/Credits $0.00

Balance Due $20,837.67

Phone # 847-318-0072
Fax 847-318-6751
Bringing Decisions into Focus

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Total $3,112.88

Please make all checks payable to ECRA Group Inc.

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Balance Due $3,112.88

Payments/Credits $0.00
MEMO

To:  Board of Education

From:  Euna McGruder, Ph.D.

Date:  September 2, 2015

Re:  Data Profiles and District Priority School Support Plans

Please find attached the new Priority School Summary Profiles for each of the 12 Priority schools. This represents the first fundamental step in the process of introducing the new Office of Priority Schools and highlighting its execution of a few of the new instructional changes. Please find the following documents attached:

1. Summary Page of Changes in Instructional Strategies for the Office of Priority Schools
2. Office of Priority Schools Presentation
3. Priority School Summary Profiles (12)
   a. Bailey STEM Middle
   b. Buena Vista Elementary
   c. Inglewood Elementary
   d. Jere Baxter Middle
   e. Joelton Middle
   f. Kirkpatrick Elementary
   g. Madison Middle
   h. Neely’s Bend Middle
   i. Pearl Cohn High
   j. Robert Churchwell Elementary
   k. John B. Whitsitt Elementary

Please note that these summary pages are not expected to be exhaustive. Instead, we are providing a few highlights of the instructional changes occurring in the priority schools. The data from the school overviews to be conducted September 2015 will support tailored strategies to ensure school-specific needs are addressed.

We welcome any follow-up questions that you may have after viewing this information. We look forward to the opportunity to present to you about the Office of Priority Schools and highlight the actions being taken to exit all MNPS schools from priority status.
Office of Priority Schools

Be the change you want to see.

~ Ghandi

Euna McGruder, Ph.D.
Executive Officer, Priority Schools
Office of Priority Schools

Team Members

• Euna McGruder, Ph.D., *Executive Officer*
  • Provides the leadership and management of the Office of Priority Schools.
  • Directs the support that the district turnaround support team provides according to the individual needs of the schools on an ongoing basis.

• Dorothy Gunn, Ed.D., *Executive Lead Principal*
  • Assists school leaders in troubleshooting implementation impediments and find alternative strategies to achieve progress in meeting goals.

• Makeshia Welch, M.P.P., *Data Analyst*
  • Collects, interprets, and presents data for each of the 12 schools and the aggregate iZone data to assist with the monitoring and evaluation of progress toward annual goals.
Vision

To be nationally recognized for increased student achievement.

Goals

1. Exit all MNPS schools from priority status.
   - Identifying state policy changes for exiting schools from priority status.
   - Working with the Interim Director of Schools and CAO to ensure robust supports.

2. Increase the percent of great leaders and teachers in priority schools.
   - Staffed schools with vetted new leaders (HC rigorous selection process).
   - Staffed schools with at least 48 new turnaround corps teachers.

3. Improve non-academic factors that support student achievement in priority schools.
   - Supported each school with a Community Achieves Coordinator.
   - Supported nine schools in receiving STARS Student Assistance Program (SAP) Specialists.

1. Conduct a quality school review to identify priority needs and maximize tailored supports (Insight Education Group).

2. Establish a structure to facilitate a streamlined support system through identifying a contact person in each department to expedite support and services.

3. Create comprehensive, school-specific, balanced literacy, math, and science plans that are aligned with effective schools’ research and Tennessee academic standards.

4. Establish comprehensive, school-specific student service/discipline and human capital plans (recruitment and retention) that provide robust supports to families and the entire learning community.
The Continuous Monitoring Cycle

Assess

Execute

Strategize

High achievement always takes place in a framework of high expectations.
~ Jack Kinder
Bailey STEM Middle School
Charlie McReynolds, Principal (NEW)

Summary

Bailey Middle School has a STEM (Science, Technology, Engineering and Math) focus for students interested in exploring a curriculum enriched with a design process approach. STEM Magnet students partner with the top scientists, engineers, mathematicians, and researchers in the region and utilize the most current technologies. Problem solving, thinking, and other skills are taught to students to expose them to a variety of careers.

Achievement Data

<table>
<thead>
<tr>
<th>Bailey STEM Middle Achievement Data</th>
<th>SY 2013 - 2014</th>
<th>SY 2014 - 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Math</td>
<td>Reading</td>
</tr>
<tr>
<td>% Advanced/Proficient</td>
<td>19.9%</td>
<td>16.2%</td>
</tr>
<tr>
<td>% Below Basic</td>
<td>46.3%</td>
<td>35.5%</td>
</tr>
<tr>
<td>TVAAS Composite</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>1-Yr Percentile Ranking</td>
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<td>3.8</td>
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</table>

<table>
<thead>
<tr>
<th>Bailey STEM Middle School Improvement Grant Yearly Success Rate Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>SY 2015 - 2016</td>
</tr>
</tbody>
</table>

* Success rate is used for state accountability purposes and is the average percent Proficient/Advanced across Reading, Math, and Science.

New Changes in the Instructional Design

- Execute a Balanced Literacy Framework that is grounded in the Literacy Design Collaborative model.
- Actualize Bailey STEM/Stratford High School instructional collaboration.
- Enhance the STEM electives, which include STEM Vex Robotic Team, Day of Discovery at Stratford HS, STEM Music Videos for science and math, Science Olympiad, and the Baily Beat morning broadcast.
- Leverage support of Community Achieves Coordinator and STARS Student Assistance Program Specialist.
Buena Vista Elementary School
Michelle McVicker, Principal

Summary

Buena Vista Elementary has a focus on building college and career readiness through quality technology-rich common core and literacy instruction. Buena Vista is equipped with a unique instructional design, which consists of Multi-Classroom Leaders, Lead Teachers, and Aspiring Teachers (ATs).

Achievement Data

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<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td>Math</td>
<td>Reading</td>
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<tr>
<td>% Advanced/Proficient</td>
<td>19.3%</td>
<td>15.1%</td>
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<tr>
<td>% Below Basic</td>
<td>28.6%</td>
<td>29.4%</td>
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<tr>
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<tr>
<td>1-Yr Percentile Ranking</td>
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Buena Vista Elementary School Improvement Grant Yearly Success Rate Goals

<table>
<thead>
<tr>
<th>SY 2015 - 2016</th>
<th>SY 2016 - 2017</th>
<th>SY 2017 - 2018</th>
<th>3-Yr Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>27.7%</td>
<td>37.7%</td>
<td>46.2%</td>
<td>37.2%</td>
</tr>
</tbody>
</table>

* Success rate is used for state accountability purposes and is the average percent Proficient/Advanced across Reading, Math, and Science.

New Changes in Instructional Design

- Execute a Balanced Literacy Framework that is grounded in an extended literacy block model.
- Utilize three 105-minute blocks to ensure focus on Reading/Language Arts, Mathematics, and Science.
- Incorporate Writer’s Workshop, as well as Modeled, Shared, Guided and Independent Writing strategies as an integral part of daily instruction and concept application in all grades levels and all content areas.
- Create and implement an individualized learning plan for each scholar.
- Leverage support of Community Achieves Coordinator and STARS Student Assistance Program Specialist.
Inglewood Elementary utilizes an early childhood approach, which focuses on integrated curriculum and aligned pedagogical expectations across pre-K through grade four. All students and their families are provided wrap-around services to address non-academic needs. Research-based reading interventions are provided to students struggling with literacy. The Science, Technology, Engineering, Art and Math (STEAM) focus will provide students with experiences that develop 21st Century skills and support their transition to the STEAM program at Litton Middle School.

### Achievement Data

<table>
<thead>
<tr>
<th>Inglewood Elementary Achievement Data</th>
<th>SY 2013 - 2014</th>
<th>SY 2014 - 2015</th>
</tr>
</thead>
<tbody>
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<td>Reading</td>
<td>Science</td>
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<tr>
<td>% Advanced/Proficient</td>
<td>15.5%</td>
<td>16.5%</td>
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<tr>
<td>% Below Basic</td>
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<tr>
<td>TVAAS Composite</td>
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<td>1-Yr Percentile Ranking</td>
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<table>
<thead>
<tr>
<th>Inglewood Elementary School Improvement Grant Yearly Success Rate Goals</th>
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<tbody>
<tr>
<td>SY 2015 - 2016</td>
</tr>
<tr>
<td>27.7%</td>
</tr>
</tbody>
</table>

* Success rate is used for state accountability purposes and is the average percent Proficient/Advanced across Reading, Math, and Science.

### New Changes in Instructional Design

- Execute a Balanced Literacy Framework that is grounded in direct instruction and guided reading to implement content integration (Science and Reading).
- Apply Math Perspectives research (Kathy Richardson) to ensure conceptual understandings of mathematics.
- Execute STEAM model with fidelity.
- Leverage support of Community Achieves Coordinator and STARS Student Assistance Program Specialist.
Jere Baxter Middle School  
Miriam Harrington, Principal

Summary

Jere Baxter Middle School has a unique focus on quality teacher learning and professional development opportunities. Jere Baxter utilizes a blended learning platform and extended learning opportunities to support students in meeting rigorous academic standards. Students and their families have access to wrap-around services to address their non-academic needs.

Achievement Data

<table>
<thead>
<tr>
<th>Jere Baxter Middle Achievement Data</th>
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<th>SY 2014 - 2015</th>
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<tr>
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<td>Reading</td>
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<tr>
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<td>15.8%</td>
</tr>
<tr>
<td>% Below Basic</td>
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<td>40.4%</td>
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<td>33.7%</td>
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</tbody>
</table>

* Success rate is used for state accountability purposes and is the average percent Proficient/Advanced across Reading, Math, and Science.

New Changes in Instructional Design

- Execute a Balanced Literacy Framework that is grounded in literacy best practices.
- Implement a common planning time to address intervention, data analysis, planning, and instructional strategies.
- Actualize a demonstration classroom, which allows for teachers to receive in-time instructional coaching and job-embedded professional development.
- Increase instructional time on each Friday to implement “Read to Write, Write to Read”, during which students read a book of choice and write a guided reflection of this literature.
- Leverage support of Community Achieves Coordinator and STARS Student Assistance Program Specialist.
Joelton Middle School

Peggy Brodien, Principal (NEW)

Summary

Joelton Middle School is utilizing extended learning time and a blended learning approach to support students in receiving rigorous instruction and mastering Tennessee Ready standards. Non-academic barriers to learning have been removed by coordinating services with community agencies. Students have extended learning time to master the more rigorous standards.

Achievement Data

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Joelton Middle
School Improvement Grant Yearly Success Rate Goals

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<th>SY 2017 - 2018</th>
<th>3-Yr Goals</th>
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<td>46.8%</td>
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<td>46.3%</td>
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</table>

* Success rate is used for state accountability purposes and is the average percent Proficient/Advanced across Reading, Math, and Science.

New Changes in Instructional Design

- Execute a Balanced Literacy Framework that is grounded in literacy best practices.
- Analyze RTI data in weekly scheduled meetings.
- Implement a student accountability system to track learning progress and reflect on next steps.
- Increase time and frequency of student exploration of technology-integrated learning.
- Leverage support of Community Achieves Coordinator.
Summary

Kirkpatrick Elementary is working closely with KIPP to convert the school grade-by-grade to a K-4 KIPP charter school. Throughout this 3-year process, Kirkpatrick and KIPP students will operate on the same schedule. Both schools will have coordinated professional development activities for the teachers and joint family and community meetings.

Achievement Data

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<td>Science</td>
<td>Math</td>
<td>Reading</td>
<td>Science</td>
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Kirkpatrick Elementary School Improvement Grant Yearly Success Rate Goals

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<th>3-Yr Goals</th>
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<tbody>
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<td>44.5%</td>
<td>35.5%</td>
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* Success rate is used for state accountability purposes and is the average percent Proficient/Advanced across Reading, Math, and Science.

New Changes in Instructional Design

- Execute a Balanced Literacy Framework that is grounded in literacy best practices.
- Establish KIPP/MNPS instructional collaboration.
- Implement small skill groupings of students to increase focus on math fluency based on benchmark assessment data.
- Initiate writing workshop that aligns with targeted literacy skills.
- Leverage support of Community Achieves Coordinator and STARS Student Assistance Program Specialist.
Madison Middle School
Kelli Lorton, Principal (NEW)

Summary

Madison Middle School is implementing a comprehensive plan to deliver rigorous instruction that enables students to master Tennessee Ready standards. Non-academic barriers to learning are removed by coordinating services with community agencies. Students have extended learning time to achieve proficiency on more rigorous standards.

Achievement Data

<table>
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</tr>
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<tr>
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<td>26.5%</td>
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<tr>
<td>1-Yr Percentile Ranking</td>
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Madison Middle
School Improvement Grant Yearly Success Rate Goals

<table>
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<th>SY 2016 - 2017</th>
<th>SY 2017 - 2018</th>
<th>3-Yr Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>33.7%</td>
<td>43.6%</td>
<td>52.1%</td>
<td>43.1%</td>
</tr>
</tbody>
</table>

* Success rate is used for state accountability purposes and is the average percent Proficient/Advanced across Reading, Math, and Science.

New Changes in Instructional Design

- Execute a Balanced Literacy Framework that is grounded in literacy best practices.
- Ensure regular practice with complex text and academic language. There will be strong focus on reading, writing, and speaking grounded in evidence from text (literary and informational).
- Utilize Madison’s Extended Learning Time, which includes a strong emphasis on reading and responding to complex text through annotation, asking questions of the text, and participation in Socratic Seminar.
- Initiate weekly math performance tasks that will build on prior knowledge and learned content to enhance student learning. All Madison Middle’s Math students will have the opportunity to demonstrate understanding of weekly skills through a math performance task every Friday.
- Leverage support of Community Achieves Coordinator and STARS Student Assistance Program Specialist.
Napier Elementary School

Angela Underwood, Principal (NEW)

Summary

The Napier School Community embraces a blended, student-centered approach to teaching and learning in which instruction is designed to facilitate student progress organized around mastery instead of age and seat time. Napier students participate in planning, goal setting and evidence production to demonstrate mastery based on projects and performance tasks.

Achievement Data

<table>
<thead>
<tr>
<th>Napier Elementary Achievement Data</th>
<th>SY 2013 - 2014</th>
<th>SY 2014 - 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Advanced/Proficient</td>
<td>24.0%</td>
<td>23.0%</td>
</tr>
<tr>
<td>% Below Basic</td>
<td>15.8%</td>
<td>31.5%</td>
</tr>
<tr>
<td>TVAAS Composite</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>1-Yr Percentile Ranking</td>
<td>1.5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Napier Elementary School Improvement Grant Yearly Success Rate Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>SY 2015 - 2016</td>
</tr>
<tr>
<td>31.9%</td>
</tr>
</tbody>
</table>

* Success rate is used for state accountability purposes and is the average percent Proficient/Advanced across Reading, Math, and Science.

New Changes in Instructional Design

- Execute a Balanced Literacy Framework that is grounded in literacy best practices.
- Create a Maker’s Space to afford Napier students the opportunity to practice and apply standards learned in the areas of art, textiles, engineering, music, food, science and technology.
- Execute Project Based Learning in related arts classes for Kindergarten through fourth grades, ensuring hands-on experiences aligned to cross-curricular subjects.
- Provide 1:1 technology in all K through 4th grade core subject areas, as well as digital resources such as Imagine Learning, ALEKS, and Compass Hybrid.
- Leverage support of Community Achieves Coordinator.
Neely’s Bend Middle School
Michelle Demps, Principal (NEW)

Summary

Neely’s Bend Middle School will convert to a LEAD charter school administered by the Achievement School District through a four-year process (of which they are currently in the first year). Quality instruction will be provided for all students. Non-academic needs of students and families are addressed by wrap-around services coordinated through community agencies.

Achievement Data

<table>
<thead>
<tr>
<th>Neely’s Bend Middle Achievement Data</th>
<th>SY 2013 - 2014</th>
<th>SY 2014 - 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Math</td>
<td>Reading</td>
</tr>
<tr>
<td>% Advanced/Proficient</td>
<td>26.2%</td>
<td>24.4%</td>
</tr>
<tr>
<td>% Below Basic</td>
<td>34.1%</td>
<td>27.3%</td>
</tr>
<tr>
<td>TVAAS Composite</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>1-Yr Percentile Ranking</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Neely’s Bend Middle School Improvement Grant Yearly Success Rate Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>SY 2015 - 2016</td>
</tr>
<tr>
<td>36.6%</td>
</tr>
</tbody>
</table>

* Success rate is used for state accountability purposes and is the average percent Proficient/Advanced across Reading, Math, and Science.

New Changes in Instructional Design

- Execute a Balanced Literacy Framework that is grounded in literacy best practices.
- Establish LEAD/MNPS instructional collaboration utilizing EngageNY Curriculum and Planning. All components of the Balanced Literacy Framework are embedded in daily lessons and tasks.
- Utilize Eureka Math in conjunction with EngageNY to enhance and reinforce the Common Core Standards being taught during daily instruction.
- Implement an integrated science curriculum from the Concord Consortium, which allows students to engage in project-based and virtual learning using digital resources.
- Leverage support of Community Achieves Coordinator and STARS Student Assistance Program Specialist.
Pearl Cohn High School
Sonia Stewart, Principal

Summary

Pearl Cohn High School students have an extended school day, which allows for more time for students to learn and meet academic standards. Students are expected to improve their academic skills through specialized instruction in reading, writing, and critical thinking reinforced through opportunities for additional tutoring during the school day. Students and their families have access to wrap-around services through coordination with community agencies in alignment with Community Achieves.

Achievement Data

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Alg I</td>
<td>Alg II</td>
</tr>
<tr>
<td>% Advanced/Proficient</td>
<td>24.3%</td>
<td>5.2%</td>
</tr>
<tr>
<td>% Below Basic</td>
<td>29.6%</td>
<td>60.4%</td>
</tr>
<tr>
<td>TVAAS Composite</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>1-Yr Percentile Ranking</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Pearland Magnet High School Improvement Grant Yearly Success Rate Goals

<table>
<thead>
<tr>
<th>SY 2015 - 2016</th>
<th>SY 2016 - 2017</th>
<th>SY 2017 - 2018</th>
<th>3-Yr Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>39.5%</td>
<td>49.4%</td>
<td>57.7%</td>
<td>48.9%</td>
</tr>
</tbody>
</table>

*Success rate is used for state accountability purposes and is the average percent Proficient/Advanced across Reading, Math, and Science.

New Changes in Instructional Design

- Execute a Balanced Literacy Framework that is grounded in literacy best practices.
- Increase focus on instructional delivery and student engagement through robust observation cycles and specified scheduling for skill grouping.
- Amplify focus on student service supports, parent community engagement, and attendance review teams to ensure reduction in chronic absenteeism.
- Initiate ACT prep through ongoing ACT aligned instruction in literacy, numeracy and science classes.
- Leverage support of Community Achieves Coordinator and STARS Student Assistance Program Specialist.
Robert Churchwell Museum Magnet Elementary School  
Trellaney Lane, Principal

Summary

Robert Churchwell Museum Magnet Elementary has a museum instructional focus that enhances student learning through the use of “Integrated Thematic Instruction” and museums as a means for including a range of resources.

Achievement Data

<table>
<thead>
<tr>
<th>Robert Churchwell Elementary Achievement Data</th>
<th>SY 2013 - 2014</th>
<th>SY 2014 - 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Math</td>
<td>Reading</td>
</tr>
<tr>
<td>% Advanced/Proficient</td>
<td>24.5%</td>
<td>21.9%</td>
</tr>
<tr>
<td>% Below Basic</td>
<td>28.4%</td>
<td>38.1%</td>
</tr>
<tr>
<td>TVAAS Composite</td>
<td>5</td>
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<tr>
<td>1-Yr Percentile Ranking</td>
<td>4.9</td>
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Robert Churchwell Elementary  
School Improvement Grant Yearly Success Rate Goals

<table>
<thead>
<tr>
<th>SY 2015 - 2016</th>
<th>SY 2016 - 2017</th>
<th>SY 2017 - 2018</th>
<th>3-Yr Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>36.2%</td>
<td>46.2%</td>
<td>54.5%</td>
<td>45.7%</td>
</tr>
</tbody>
</table>

* Success rate is used for state accountability purposes and is the average percent Proficient/Advanced across Reading, Math, and Science.

New Changes in Instructional Design

- Execute a Balanced Literacy Framework that is grounded in literacy best practices.
- Provide prescriptive coaching to teachers using actionable feedback and effective modeling of instruction based on the correlates of the Tennessee Educator Acceleration Model (TEAM).
- Analyze student work in collaborative teacher teams using a research-based protocol.
- Utilize the Continuous Improvement Model to strengthen the instructional core through the use of data analysis and a prescribed plan/framework for instruction that centers around instructional strategies and practices in all academic areas.
- Leverage support of Community Achieves Coordinator.
John B. Whitsitt Elementary School
Justin Uppinghouse, Principal (NEW)

Summary

John B. Whitsitt Elementary utilizes an early childhood approach, which focuses on best practices for pre-K through grade 4. A new pre-K classroom has increased the number of seats for 4-year olds. All students and their families have wrap-around services to address their non-academic needs. Research-based reading interventions help students struggling with literacy. Students from non-English backgrounds experience a multicultural environment staffed by teachers with the skills to support their English language development.

Achievement Data

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>% Advanced/Proficient</td>
<td>21.8%</td>
<td>23.8%</td>
</tr>
<tr>
<td>% Below Basic</td>
<td>31.1%</td>
<td>32.3%</td>
</tr>
<tr>
<td>Math</td>
<td>17.7%</td>
<td>13.2%</td>
</tr>
<tr>
<td>Reading</td>
<td>17.6%</td>
<td>19.0%</td>
</tr>
<tr>
<td>Science</td>
<td>45.9%</td>
<td>53.9%</td>
</tr>
<tr>
<td>TVAAS Composite</td>
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</tr>
<tr>
<td>1-Yr Percentile Ranking</td>
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<table>
<thead>
<tr>
<th>Whitsitt Elementary School Improvement Grant Yearly Success Rate Goals</th>
<th>SY 2015 - 2016</th>
<th>SY 2016 - 2017</th>
<th>SY 2017 - 2018</th>
<th>3-Yr Goals</th>
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</thead>
<tbody>
<tr>
<td>30.6%</td>
<td>40.5%</td>
<td>49.0%</td>
<td>40.1%</td>
<td></td>
</tr>
</tbody>
</table>

* Success rate is used for state accountability purposes and is the average percent Proficient/Advanced across Reading, Math, and Science.

New Changes in Instructional Design

- Execute a Balanced Literacy Framework that is grounded in literacy best practices.

- Establish a school-wide focus on high-yield EL instructional strategies that will improve literacy, mathematics, and science achievement.

- Execute an observation and feedback model that aligns with our schools instructional focus: literacy, mathematics, and science.

- Align tiered instruction and assessment with the TNCORE Standards, District Benchmarks, and the TNReady Assessment.

- Leverage support of Community Achieves Coordinator.