



### **AMENDED AGENDA**

METROPOLITAN BOARD OF PUBLIC EDUCATION

2601 Bransford Avenue, Nashville, TN 37204

Regular Meeting – August 14, 2018 – 5:00 p.m.

**Anna Shepherd, Chair**

#### TIME

5:00

#### **I. CONVENE and ACTION**

- A. Establish Quorum
- B. Pledge of Allegiance
- C. 30 Seconds in My District...

#### **II. PUBLIC PARTICIPATION - OUR COMMUNITY**

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

- A. Beth Cruz - Elementary suspensions, expulsions, and arrests
- B. Linda D. Robinson – PASSAGE
- C. Jennifer Wade – PASSAGE
- D. Lawanda Mckinnon – Elementary Arrests
- E. Mary Crnobori - Impacts of trauma and adversity on our students, and how this relates to discipline strategies
- F. Dennise Quenner – HR Issues
- G. Maury Nation – Elementary Suspensions
- H. Ben Jordan - PASSAGE
- I. Erick Huth – Issues Impacting Teachers
- J. **Lorraine Stallworth - Resolution to disband suspensions, expulsions, and arrests**

#### **III. GOVERNANCE ISSUES- OUR ORGANIZATION**

- A. Actions
  - 1. Consent
    - a. Recommended Approval of Change Order #1 for Hillsboro High School Additions and Renovations – American Constructors
    - b. Recommended Approval of Change Order #1 for Tusculum Elementary School Additions – RG Anderson Company
    - c. Recommended Approval of Supplement #2 for Professional Services Contract for Program Management Services – Heery International, Inc.
    - d. Recommended Approval of Supplement #3 for Martin Luther King, Jr. Magnet High School Renovations and Additions Phase II – Bauer Askew Architecture PLLC

e. Awarding of Purchases and Contracts

- (1) ArbiterSports, LLC
- (2) Distinguished Professionals Education Institute (DPEI)
- (3) Edgenuity, Inc.
- (4) Guy Brown Interiors, LLC
- (5) Institutional Wholesale Company, Inc. (2)
- (6) Mechanical Resource Group
- (7) Metropolitan Nashville Police Department
- (8) Specialized Education of Tennessee, Inc.
- (9) State of Tennessee, Office of Criminal Justice Programs
- (10) United Way of Metropolitan Nashville
- (11) Vanderbilt University Medical Center

f. Legal Settlement Claim #AH-06775 (\$105,000)

g. Policy Updates Based on Recently Enacted Statutes

h. Section 4 Policies – Instructional Program

i. Section 6 Policies – Students

2. Journey to Success Amended Charter Application  
Recommendation

IV. REPORTS – OUR ORGANIZATION

A. Director's Report

- 1. Opening of Schools Update
- 2. 2019-2020 Operating Budget Process
- 3. District Score Card

B. Board Chairman's Report

- 1. Chair Report
- 2. Announcements

V. WRITTEN INFORMATION TO THE BOARD

A. Sales Tax Collections as of July 20, 2018

B. New Hire Report

VI. ADJOURNMENT

## GOVERNANCE ISSUES

### A. ACTIONS

#### 1. CONSENT

##### a. RECOMMENDED APPROVAL OF CHANGE ORDER #1 FOR HILLSBORO HIGH SCHOOL ADDITIONS AND RENOVATIONS – AMERICAN CONSTRUCTORS

We are requesting approval to make the following changes to this contract:

1. Adjustment to contract amount due to adding athletic fields, stadium, track, concessions, tennis courts, Metro Stormwater revisions, revised surface parking, rubber flooring at stair landings/treads/risers, tapered roof on flat structure to allow future expansion, change MTA bus lane to concrete, and increase in-contract contingency.

\$7,006,887

2. Adjustment to contract amount due to accepting value engineering & alternates.

(917,095)

Total \$6,089,792

It is recommended that this supplement be approved.

Legality approved by Metro Department of Law.

FUNDING: 45018.80401018

DATE: August 14, 2018

##### b. RECOMMENDED APPROVAL OF CHANGE ORDER #1 FOR TUSCULUM ELEMENTARY SCHOOL ADDITIONS – RG ANDERSON COMPANY

We are requesting approval to make the following changes to this contract:

Adjustment to contract amount for 4 classroom addition \$1,075,575

It is recommended that this change order be approved.

Legality approved by Metro Department of Law.

FUNDING: 45015.80405015

DATE: August 14, 2018

## GOVERNANCE ISSUES

### A. ACTIONS

#### 1. CONSENT

#### c. RECOMMENDED APPROVAL OF SUPPLEMENT #2 FOR PROFESSIONAL SERVICES CONTRACT FOR PROGRAM MANAGEMENT SERVICES – HEERY INTERNATIONAL, INC.

We are requesting approval to amend the professional services contract to assign the contract from Heery International, Inc. to CBRE, Inc. due to ownership change of the company.

It is recommended that this supplement be approved.

Legality approved by Metro Department of Law.

FUNDING: Various funds used depending on project

DATE: August 14, 2018

#### d. RECOMMENDED APPROVAL OF SUPPLEMENT #3 FOR MARTIN LUTHER KING, JR MAGNET HIGH SCHOOL RENOVATIONS AND ADDITIONS PHASE II – BAUER ASKEW ARCHITETURE PLLC

We are requesting approval to make the following changes to this contract:

Adjustment to contract amount due to change in Fixed Limits Construction Cost  
Total   \$34,173.625

It is recommended that this supplement be approved.

Legality approved by Metro Department of Law.

FUNDING: 45016.80404416

DATE: August 14, 2018



## GOVERNANCE ISSUES

### A. ACTIONS

#### 1. CONSENT

#### e. AWARDING OF PURCHASES AND CONTRACTS

(1) VENDOR: ArbiterSports, LLC

SERVICE/GOODS (SOW): Payment processing system to automate payment of officials for all MNPS athletic events.

SOURCING METHOD: Sole Source (TSSAA Requirement)

TERM: August 15, 2018 through June 30, 2023

FOR WHOM: MNPS High Schools & Middle Schools

COMPENSATION: In accordance with Attachment C: Cost

Total compensation under this contract is not to exceed \$1,875,000.

OVERSIGHT: Athletics

EVALUATION: Prompt payment to MNPS game officials.

MBPE CONTRACT NUMBER: 2-00698-00

SOURCE OF FUNDS: Student Activity Funds

## GOVERNANCE ISSUES

### A. ACTIONS

#### 1. CONSENT

#### e. AWARDING OF PURCHASES AND CONTRACTS

(2) VENDOR: Distinguished Professionals Education Institute (DPEI)

SERVICE/GOODS (SOW): Amendment #1 to extend the contract term to July 31, 2021. Contract is for the provision of teachers (distinguished professionals) in music, math, science, world languages, and other specialty areas. The program is designed for individuals who desire to teach on a course-by-course basis in areas where there are critical teacher shortages.

SOURCING METHOD: Previously approved by the Board

TERM: August 15, 2018 through July 31, 2021

FOR WHOM: Curriculum and Instruction

COMPENSATION: Amendment #1 is not increasing the previously approved contract value of \$230,000.

\$5,000 per course credit for math, science, and world language courses. Other courses are \$7,500 per course credit. Partial semester courses are at a rate of \$85 per course day.

Total compensation under this contract is not to exceed \$230,000.

OVERSIGHT: Human Resources and Talent Services; Visual and Performing Arts

EVALUATION: Based on test scores and other data (i.e. attendance, classroom performance, disciplinary actions, etc.) compared when students enter and exit the program.

MBPE CONTRACT NUMBER: 2-00364-02A1

SOURCE OF FUNDS: Operating Budget

## GOVERNANCE ISSUES

### A. ACTIONS

#### 1. CONSENT

(3) VENDOR: Edgenuity, Inc.

SERVICE/GOODS: Purchase issued against an existing Indefinite Delivery/Indefinite Quantity (IDIQ) contract for academic credit recovery. Ten (10) professional development days are included.

SOURCING METHOD: RFP 13-17 (Open Competitive Sourcing)

TERM: August 15, 2018 through July 31, 2019

FOR WHOM: All MNPS High Schools

COMPENSATION: 400 digital libraries: \$152.72 each  
400 concurrent user licenses: \$400 each  
10 days of Professional Development: \$2,200 per day  
Customer discount: \$40,500  
Net total: \$242,587

Total compensation for this purchase shall not exceed \$242,587.

OVERSIGHT: Learning Technology

EVALUATION: Usability of system application by students

MBPE CONTRACT NUMBER: 2-574937-00A1

SOURCE OF FUNDS: Operating Budget

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

(4) VENDOR: Guy Brown Interiors, LLC

SERVICE/GOODS (SOW): Provide furniture, fixtures, and design services.

SOURCING METHOD: RFP # 18-18

TERM: August 15, 2018 through August 14, 2023

FOR WHOM: All MNPS and district buildings

COMPENSATION: In accordance with Attachment C - Cost Spreadsheet.

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

OVERSIGHT: Facilities and Construction

EVALUATION: Accurate and on-time delivery of services as presented in the Scope of Work and Minimum Requirements.

MBPE CONTRACT NUMBER: 2-177521-00

SOURCE OF FUNDS: Capital Funds

## GOVERNANCE ISSUES

### A. ACTIONS

#### 1. CONSENT

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

SERVICE/GOODS (SOW): Indefinite Delivery/Indefinite Quantity (IDIQ) contract for the provision of General Groceries (meat, frozen foods, and staples) for the Nutrition Services Department.

SOURCING METHOD: ITB# 18-8

TERM: July 25, 2018 through July 31, 2020

FOR WHOM: All MNPS students

COMPENSATION: In accordance with Attachment C - Cost Spreadsheet.

Total compensation under this contract is not to exceed \$22,000,000.

OVERSIGHT: Nutrition Services

EVALUATION: Accurate and on time delivery of goods.

MBPE CONTRACT NUMBER: 2-172500-10

SOURCE OF FUNDS: Nutrition Services Fund

## GOVERNANCE ISSUES

### A. ACTIONS

#### 1. CONSENT

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

SERVICE/GOODS (SOW): Provision of Bread (fresh or frozen) for MNPS Nutrition Services.

SOURCING METHOD: ITB# 18-9

TERM: August 15, 2018 through July 31, 2020

FOR WHOM: All MNPS students

COMPENSATION: According to Exhibit C - Cost Spreadsheet.

Total compensation under this contract is not to exceed \$1,500,000.

OVERSIGHT: Nutrition Services

EVALUATION: Delivery of goods as stated in scope of services.

MBPE CONTRACT NUMBER: 2-172501-11

SOURCE OF FUNDS: Nutrition Services Fund

## GOVERNANCE ISSUES

### A. ACTIONS

#### 1. CONSENT

(6) VENDOR: Mechanical Resource Group

SERVICE/GOODS (SOW): Amendment #1 to increase the not-to-exceed value by \$45,000 to a new value of \$295,000 and extend the contract term to October 31, 2018. This contract is for cooling tower service, preventative maintenance, and repair.

SOURCING METHOD: ITB# 14-6

TERM: August 15, 2018 through October 31, 2018

FOR WHOM: Maintenance

COMPENSATION: This amendment increases the compensation on the contract by \$45,000.

Total compensation under this contract is not to exceed \$295,000.

OVERSIGHT: Facilities and Construction

EVALUATION: Quality of service and parts provided.

MBPE CONTRACT NUMBER: 2-625631-01A1

SOURCE OF FUNDS: Capital Funds

## GOVERNANCE ISSUES

### A. ACTIONS

#### 1. CONSENT

(7) VENDOR: Metro Nashville Police Department

SERVICE/GOODS (SOW): Memorandum of Understanding (MOU) to provide extra duty police services to Metro Schools at events and activities.

SOURCING METHOD: MOU with MNPd

TERM: August 15, 2018 through June 30, 2019

FOR WHOM: Security for MNPS events

COMPENSATION: In accordance with Attachment A – Cost Spreadsheet.

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

OVERSIGHT: Security

EVALUATION: Ability to provide officers for MNPS events and activities.

MBPE CONTRACT NUMBER: 2-215822-14

SOURCE OF FUNDS: Operating Budget; School Activity Funds



## GOVERNANCE ISSUES

### A. ACTIONS

#### 1. CONSENT

(8) VENDOR: Specialized Education of Tennessee, Inc.

SERVICE/GOODS (SOW): Short-term lease agreement for the Ironwood Building located at 321 Ironwood Drive, Nashville, TN 37129. The Ironwood Building is to be utilized by the contractor for the operation of the Special Education Day School until their long-term facility location at the former TPS campus is renovated and operational.

SOURCING METHOD: RFP 18-14 (Open Competitive Sourcing)

TERM: August 15, 2018 through March 11, 2019

FOR WHOM: Special Education Day School students

COMPENSATION: Commencing on August 15, 2018 and continuing throughout the initial term. Lessee agrees to pay Lessor an annual "rent" for the use of the premises in the amount of \$6.00 per square foot. The square footage to be utilized is approximately 17,163 square feet. Therefore, the initial monthly rent will be \$8,581.50. Lessee shall pay rent to Lessor in monthly installments.

OVERSIGHT: Facility Planning and Construction

EVALUATION: Based on prompt payment of rent and upkeep of building.

MBPE CONTRACT NUMBER: 2-167070-03

SOURCE OF FUNDS: Revenue

## GOVERNANCE ISSUES

### A. ACTIONS

#### 1. CONSENT

(9) VENDOR: State of Tennessee, Office of Criminal Justice Programs

SERVICE/GOODS (SOW): Grant for Victim of Crime Act of 1984 (VOCA) serving youth and young adults with trauma. Goals of the grant are to mitigate the impacts of crime by school-aged victims by providing increased access to supportive protective factors and interventions in the school setting, and increase access to and quality of direct trauma-specific, school-based interventions to mitigate the traumatizing impacts of crimes experienced by MNPS students.

SOURCING METHOD: Grant

TERM: September 1, 2018 through June 30, 2019

FOR WHOM: MNPS students who have been victims of or witnesses to potentially traumatic incidents.

COMPENSATION: Grantor State Agency to pay MNPS up to \$200,000 through reimbursements for actual, reasonable, and necessary costs based upon the grant budget.

Total revenue received under this contract is not to exceed \$200,000.

OVERSIGHT: Student Services and Federal Programs

EVALUATION: Timeliness of payments received.

MBPE CONTRACT NUMBER: 2-00737-00

SOURCE OF FUNDS: Revenue

## GOVERNANCE ISSUES

### A. ACTIONS

#### 1. CONSENT

(10) VENDOR: United Way of Metropolitan Nashville

SERVICE/GOODS (SOW): Amendment #1 to modify the close date from June 30, 2021 to June 30, 2023. Contract is a facility use agreement for the McGruder Family Resource Center located at 2013 25th Avenue North, Nashville, TN 37208.

SOURCING METHOD: Lease Agreement

TERM: August 15, 2018 through June 30, 2023

FOR WHOM: McGruder Family Resource Center

COMPENSATION: Revenue

Total compensation under this contract is not to exceed NA.

OVERSIGHT: Facilities and Construction

EVALUATION: Payment of rent according to agreement.

MBPE CONTRACT NUMBER: 2-100065-01A1

SOURCE OF FUNDS: Revenue

## GOVERNANCE ISSUES

### A. ACTIONS

#### 1. CONSENT

(11) VENDOR: Vanderbilt University Medical Center

SERVICE/GOODS (SOW): Amendment #1 to extend the term to June 30, 2021, increase the not-to-exceed amount by \$45,000 to a new not-to-exceed value of \$65,000, and updated scope to include tournament coverage. Contract is for the provision of Athletic Trainers for MNPS Athletic events.

SOURCING METHOD: Memorandum of Understanding (MOU)

TERM: August 15, 2018 through June 30, 2021

FOR WHOM: MNPS Athletes

COMPENSATION: Athletic Trainer at \$25 per hour.

Total compensation under this contract is not to exceed \$65,000.

OVERSIGHT: Athletics

EVALUATION: Trainers meeting requirements identified in scope of work.

MBPE CONTRACT NUMBER: 2-243685-002A1

SOURCE OF FUNDS: Operating Budget

Description: 3.600 Insurance Management Review: Annually in October			

1 *General*

2 The insurance program shall provide coverages in a minimum of the following broad categories:

- 3 1. Property: Buildings and contents against fire, extended coverage, vandalism and malicious mischief, boiler and machinery explosion, and vehicles;
- 4
- 5 2. Liability: Board members, Director of Schools, and employees resulting from discharging their
- 6 duties, and students participating in work-based learning;<sup>1</sup>
- 7 3. Workers' compensation; and
- 8 4. Fidelity: Blanket bond and fiscal agent's bond as required by statute.

9 The Director of Schools shall continually review the insurance program to ensure that adequate  
10 protection is being provided at a reasonable price.

11 **GROUP HEALTH**

12 The Board may provide group health insurance for all full-time employees.<sup>2</sup> The Director of Schools,  
13 after consultation with personnel, shall recommend carriers of insurance for programs in which the  
14 Board makes partial or full payments. The Board shall approve all insurance carriers.

15 The Director of Schools/designee shall develop procedures to ensure the privacy of HIPAA protected  
16 information.<sup>3</sup>

17 **ANNUITIES<sup>4</sup>**

18 Board-approved companies for tax-sheltered annuities shall include all companies presently having  
19 contracts with employees.

20 The addition of a company to the list of Board-approved companies shall be considered on written  
21 request of agents of the company.

22 Written request for a change in annuity deductions shall be reported to the payroll office on or before  
23 the first day of the month in which such change is to be effective.

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**Legal References**

1. Public Acts of 2018, Chapter No. 991
2. TCA 49-2-209
3. 45 CFR § 164.306, 164.316
4. TCA 49-2-208

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**Cross References**

Payroll Procedures 2.802  
Work-Based Learning 4.211

Click here to choose a school board.

Monitoring: <b>Review: Annually, in December</b>	Descriptor Term:  <b>Transcript Alterations</b>	Descriptor Code: <b>4.608</b>	Issued Date:
		Rescinds:	Issued:

- 1 Any student transcript alteration shall be supported by documentation.<sup>1</sup> This documentation shall  
2 include the reason for the transcript alteration and evidence that the student earned the grade reflected  
3 in the altered transcript.
- 4 \_\_\_\_\_ **[insert school system]** shall not retaliate against an employee who brings unauthorized  
5 transcript alterations to the attention of school officials.<sup>1</sup>
- 6 The Director of Schools shall develop procedures to implement this policy.

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Legal References

1. Public Acts of 2018, Chapter No. 557

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Cross References

Grading System 4.600

Click here to choose a school board.

Monitoring: <b>Review: Annually, in December</b>	Descriptor Term:  <b>Transcript Alterations</b>	Descriptor Code: <b>4.608</b>	Issued Date:
		Rescinds:	Issued:

- 1 Any student transcript alteration shall be supported by documentation.<sup>1</sup> This documentation shall  
2 include the reason for the transcript alteration and evidence that the student earned the grade reflected  
3 in the altered transcript.
- 4 \_\_\_\_\_ **[insert school system]** shall not retaliate against an employee who brings unauthorized  
5 transcript alterations to the attention of school officials.<sup>1</sup>
- 6 The Director of Schools shall develop procedures to implement this policy.

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Legal References

1. Public Acts of 2018, Chapter No. 557

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Cross References

Grading System 4.600



Click here to choose a school board.			
Monitoring: <b>Review: Annually, in January</b>	Descriptor Term: <b>Application and Employment</b>	Descriptor Code: <b>5.106</b>	Issued Date:
		Rescinds:	Issued:

## 1 APPLICATION

2 An individual desiring a position shall make application to the Director of Schools on forms developed  
3 by his/her office. To ensure the safety and welfare of students and staff, the district shall require  
4 criminal history background checks and fingerprinting of applicants for teaching positions and any  
5 other positions that require proximity to children.<sup>1</sup> If applying for a teaching position, the Director of  
6 Schools shall also check the applicant's license status in the State Board of Education's database to  
7 determine if there is a hold on that applicant's license, and if so, the reasoning behind the hold.<sup>2</sup>

8 Knowingly falsifying information shall be sufficient grounds for termination of employment and shall  
9 also constitute a Class A misdemeanor which must be reported to the District Attorney General for  
10 prosecution.<sup>3</sup>

11 Any costs incurred to perform these background checks and fingerprinting shall be paid by the  
12 applicant. The Board shall reimburse the applicant if a position is offered and accepted.<sup>4</sup>

### 13 *Professional Employees*

14 The application shall include a transcript of credits earned at the colleges or universities attended along  
15 with references from persons such as previous employers, college professors, and supervisors of  
16 student teachers. Other information shall include whether such applicant has been dismissed for cause  
17 from a school system.<sup>5</sup> If previously employed by a local board of education, the applicant shall  
18 provide evidence of acceptable resignation.

19 No person shall be employed:

- 20 1. Who does not hold a valid license to teach from the State Board of Education;<sup>6</sup>
- 21 2. Who has been identified by the Department of Children's Services as a perpetrator of child  
22 abuse, severe child abuse, child sexual abuse, or child neglect, or who poses an immediate  
23 threat to the health, safety, or welfare of children;<sup>7</sup>
- 24 3. Who is listed on the state's abuse of vulnerable persons registry maintained by the Department  
25 of Health;<sup>7</sup>
- 26 4. Who does not present a physician's certificate showing a satisfactory health record or has any  
27 contagious or communicable disease in such form that might endanger the health of school  
28 children;<sup>8</sup>
- 29 5. Who refuses to take and subscribe to an oath to support the Constitution of the State of  
30 Tennessee and of the United States of America;<sup>9</sup>
- 31 6. Who fails to make a full disclosure of any prior criminal record and any prior dismissals from  
32 employment for cause; or

7. Who does not receive a satisfactory background check.<sup>10</sup>

*Support Employees*

No person shall be employed:

1. Who has any contagious or communicable disease in such form that might endanger the health of the children;<sup>8</sup>
2. Who has been identified by the Department of Children's Services as a perpetrator of child abuse, severe child abuse, child sexual abuse, or child neglect, or who poses an immediate threat to the health, safety, or welfare of children;<sup>7</sup>
3. Who is listed on the state's abuse of vulnerable persons registry maintained by the Department of Health;<sup>7</sup>
4. Who has not complied with the Immigration Reform and Control Act of 1986;<sup>11</sup>
5. Who fails to make a full disclosure of any prior criminal record and any prior dismissals from employment for cause; or
6. Who does not receive a satisfactory background check.<sup>10</sup>

**EMPLOYMENT**

*Professional Employees*

After checking references and receiving written recommendations, the Director of Schools shall hire and assign qualified applicants.

*Initial Employment*

Upon initial employment, the Director of Schools shall notify such person, in writing, of the offer and conditions of employment. Upon receipt of employment notification, such person shall have fourteen (14) days to accept or reject, in writing, the offered employment.<sup>1</sup> From the date of the written acceptance, such person is considered to be under employment with the system and is subject to all rights, privileges, and duties.

*Support Employees*

After checking references and receiving written recommendations from principals and/or supervisors, the Director of Schools shall hire and assign qualified applicants.

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**Legal References**

1. TCA 49-5-406
2. State Board of Education Policy 5.501
3. TCA 49-5-406 (a)(2)(A)
4. TCA 49-5-413(c)
5. Public Acts of 2018, Chapter No. 938
6. TCA 49-5-403; TCA 49-5-101
7. TCA 49-5-413(e)
8. TCA 49-5-404; TRR/MS 0520-01-03-.08(2)(f)
9. TCA 49-5-405
10. Public Acts of 2018, Chapter No. 1006
11. Immigration Reform and Control Act of 1986; Pub. L. No. 99-603, 100 Stat. 3359

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**Cross References**

Orientation and Probation 5.107  
Compensation Guides & Contracts 5.110  
Background Investigations 5.118  
Recommendations and File Transfers 5.203  
Qualifications and Duties of the Director of Schools 5.802

Click here to choose a school board.			
Monitoring: <b>Review: Annually, in January</b>	Descriptor Term: <b>Background Investigations</b>	Descriptor Code: <b>5.118</b>	Issued Date:
		Rescinds:	Issued:

1 *General*

2 Background checks shall be required for applicants, employees, contract workers, and volunteers.<sup>1</sup>

3 The Director of Schools/designee shall develop any necessary corresponding procedures.

4 **APPLICANTS AND EMPLOYEES**

5 To ensure the safety and welfare of students and staff, the district shall require criminal history  
6 background checks and fingerprinting of applicants for teaching positions and any other positions that  
7 require proximity to children. Further, applicants who (1) have been identified by the Department of  
8 Children's Services as perpetrators of child abuse, severe child abuse, child sexual abuse, or child  
9 neglect, or who pose an immediate threat to the health, safety, or welfare of children; or (2) who are  
10 listed on the state's abuse of vulnerable persons registry maintained by the Department of Health shall  
11 not be employed.<sup>2</sup> Any costs incurred to perform these background checks and fingerprinting shall be  
12 paid by the applicant. The Board shall reimburse the applicant if the position is offered and accepted.<sup>3</sup>

13 Background checks shall be required of these employees at least once every five (5) years after the date  
14 of hire.<sup>1</sup>

15 **USE AND DISSEMINATION**

16 Fingerprints or other approved forms of positive identification shall be submitted with all requests for  
17 criminal history record checks for non-criminal justice purposes.<sup>4</sup> The Director of Schools shall ensure  
18 the Originating Agency Identifier number is on file at all times.

19 Tennessee and FBI Criminal History Record Information ("CHRI") obtained by the district shall be  
20 solely used to verify criminal violation(s) and shall not be disseminated. Results shall be considered  
21 confidential and only accessible to district personnel identified by the Director of Schools. CHRI shall  
22 only be accessed by authorized personnel in the performance of their duties and shall never be released  
23 to the public.

24 All persons directly associated with the accessing, maintaining, processing, dissemination, or  
25 destruction of CHRI shall sign an awareness statement and shall indicate that they have been specially  
26 trained on the subject. The training shall provide those with access to CHRI with a working knowledge  
27 of federal and state regulations and laws governing the security and processing of criminal history  
28 information. The Director of Schools is responsible for ensuring that authorized personnel receive such  
29 training within sixty (60) days of employment or job assignment and every three (3) years.

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## RETENTION AND SECURITY

The Director of Schools shall develop procedures to ensure CHRI is stored in a secure location. Areas in which CHRI is processed and handled shall be restricted to authorized personnel identified by the Director of Schools. The area shall be out of the view of the public and unauthorized personnel. The Director of Schools shall maintain a list of all employees who have access to, can process, disseminate, and/or destroy CHRI.

## DISPOSAL OF CHRI

When CHRI is no longer needed, it shall be destroyed by burning, shredding, or other methods rendering the information unreadable. Record destruction shall be conducted under the supervision of the Director of Schools.

## MISUSE

Employees who misuse CHRI or violate this policy shall be subject to disciplinary action up to and including termination. Any employee with knowledge of misuse shall immediately report a violation to the Director of Schools.

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### Legal References

1. Public Acts of 2018, Chapter No. 1006
2. TCA 49-5-406(a)(1); TCA 49-5-403;  
TCA 49-5-413(a)(2), (e)
3. TCA 49-5-413(c)
4. 34 USCA § 40316

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### Cross References

Application and Employment 5.106

Click here to choose a school board.

Monitoring:

**Review: Annually, in  
January**

Descriptor Term:

## **Recommendations and File Transfers**

Descriptor Code:

**5.203**

Issued Date:

Rescinds:

Issued:

Other than the routine transmission of administrative and personnel files, district employees are prohibited from assisting a school employee, contractor, or agent in obtaining a new job if the individual knows, or has probable cause to believe, that the person seeking a job change engaged in sexual misconduct regarding a minor or student in violation of the law.<sup>1</sup>

These requirements shall not apply if:

1. The information giving rise to probable cause has been properly reported to the appropriate law enforcement agency; and
2. The matter has been officially closed in one of the following ways:
  - a. The prosecutor or police have investigated the allegations and notified school officials that there is insufficient information to establish probable cause;
  - b. The employee, contractor, or agent has been charged and either acquitted or exonerated; or
  - c. The case remains open, and there have been no charges or indictment filed within four (4) years of the date the information was reported to the law enforcement agency.

Neither the district nor the Board shall enter into, or require a current or former employee to enter into, a non-disclosure agreement during a settlement for any act of sexual misconduct.<sup>1</sup>

The Director of Schools shall develop administrative procedures to enforce this policy and comply with federal and state law.

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#### Legal References

1. 20 USCA § 7926; Public Acts of 2018, Chapter No. 938

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#### Cross References

Application and Employment 5.106  
Separation Practices for Tenured Teachers 5.200  
Separation Practices for Non-Tenured Teachers 5.201  
Separation Practices for Non-Certified Employees 5.202  
Child Abuse and Neglect 6.409

Click here to choose a school board.			
Monitoring: <b>Review: Annually, in January</b>	Descriptor Term: <b>Family and Medical Leave</b>	Descriptor Code: <b>5.305</b>	Issued Date: Click here to enter a date.
		Rescinds:	Issued:

## 1 ELIGIBILITY

2 Anyone who has been employed for at least twelve (12) months by the school district and anyone who  
3 has at least 1,250 hours of service (hours used for leave, even FMLA leave, shall not be credited for  
4 service for purposes of FMLA eligibility<sup>1</sup>) during the previous twelve-month period shall be eligible to  
5 use FMLA leave.<sup>2</sup>

## 6 GENERAL PRINCIPLES

7 An eligible employee shall be granted, upon request, up to twelve (12) weeks unpaid leave during a fixed  
8 calendar year for the following reasons:

- 9 1. The birth of a child;
- 10 2. The placement of a child with the employee for adoption or foster care;
- 11 3. A serious health condition of the employee that makes the employee unable to perform the  
12 essential functions of his or her job position;
- 13 4. The care of a spouse, child, parent, or next of kin of the employee who has a serious health  
14 condition; and
- 15 5. Any qualifying circumstances arising out of the fact that a spouse, child, or parent of the  
16 employee is on covered active duty or has been notified of an impending call or order to  
17 covered active duty in the Armed Forces.
- 18
- 19
- 20
- 21

22 Granting of leave under this policy shall be subject to, and in accordance with, the provisions of  
23 applicable federal and state laws. An employee may substitute accrued paid leave for unpaid time. Use  
24 of accrued paid leave shall run concurrently with and be counted toward the employee's total period of  
25 FMLA leave.

## 26 MATERNITY/PATERNITY LEAVE

- 27 1. *Relationship between FMLA leave and Tennessee Maternity Leave Act-* FMLA leave shall run  
28 concurrently with leave provided under the Tennessee Maternity Act, which affords eligible  
29 employees leave for a period not to exceed four (4) months for the adoption, pregnancy,  
30 childbirth, and nursing of a newborn child.<sup>3</sup>
- 31

2. *Teachers' Leave*- In accordance with state law, any teacher who goes on maternity leave shall be allowed to use all or a portion of the teacher's accumulated sick or annual leave for maternity leave purposes. In order to be eligible to use sick leave, written request of the teacher accompanied by a statement from the teacher's physician verifying pregnancy shall be submitted. Upon verification by a written statement from an adoption agency or other entity handling an adoption, a teacher may also be allowed to use accumulated leave for adoption of a child. If both adoptive parents are teachers employed by the district, however, only one (1) parent is entitled to use such leave.<sup>4</sup>

Spouses who are both eligible employees of the school district are limited to a combined total of twelve (12) workweeks of FMLA leave in a single twelve (12) month period if the leave is taken for the birth and care of a newborn child, for the placement of a child for adoption or foster care, or to care for a parent who has a serious health condition. Under certain circumstances, spouses who share leave for the birth or adoption of a child may be eligible for limited amounts of additional leave for other qualifying FMLA reasons.<sup>5</sup>

## **LEAVE FOR A SERIOUS HEALTH CONDITION<sup>6</sup>**

Eligible employees, upon request, shall be granted up to twelve (12) weeks of unpaid leave when he/she is unable to work because of a serious health condition or to care for an immediate family member with a serious health condition. Granting of such leave shall be subject to the provisions of applicable federal and state laws. Employees shall contact Human Resources to determine if the reason for leave qualifies as FMLA leave. If the leave is foreseeable, the employee shall give thirty (30) days' notice. If the leave is not foreseeable, the employee shall notify Human Resources as soon as practicable—generally, either the same or next business day.

## **LEAVE FOR MILITARY FAMILY MEMBERS**

1. *Qualifying Exigency Leave<sup>7</sup>* - Eligible employees are entitled to up to twelve (12) workweeks of leave because of any "qualifying exigency" arising out of the fact that the spouse, son, daughter, or parent of the employee, as defined under the FMLA, is on active duty, or has been notified of an impending call to active duty, or has been notified of an impending call to active duty status in the Armed Forces. Qualifying exigencies may include:
  - a. Issues arising from the service member's short notice deployment;
  - b. Military events and related activities (e.g. official ceremonies, support programs);
  - c. Making or updating financial and legal arrangements;
  - d. Attending counseling;
  - e. Taking up to fifteen (15) days leave to spend time with a covered service member who is on short-term rest and recuperation leave during deployment; or
  - f. Attending post-deployment activities.
2. *Military Caregiver Leave<sup>8</sup>*- An eligible employee who is the spouse, son, daughter, parent, or next of kin of a covered service member or covered veteran with a serious injury or illness is entitled to up to twenty-six (26) workweeks of leave in a "single twelve (12) month period." A covered service member is a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is



otherwise in out-patient status, or is otherwise on the temporary disability retired list for a serious injury or illness.

A covered veteran is an individual who was a member of the Armed Forces at any time during the period of five (5) years preceding the date of the medical treatment, recuperation, or therapy that has a serious injury or illness who is currently receiving medical treatment, recuperation, or therapy.

The calculation of this five (5) year period shall not include the interval of October 28, 2009 through March 8, 2013. The "single twelve (12) month period" for military caregiver leave begins on the first day the employee takes leave for this reason and ends twelve (12) months later. An eligible employee is limited to a combined total of twenty-six (26) workweeks of leave to provide care for a covered service member. The maximum of twenty-six (26) workweeks may include no more than twelve (12) workweeks of leave that is taken for the birth and care of a newborn child, for the placement of a child for adoption or foster care, for care of a parent who has a serious health condition, or for the employee's own serious health condition.

## **INTERMITTENT LEAVE<sup>9</sup>**

Eligible employees may take FMLA leave intermittently when medically necessary to care for a seriously ill family member, because of the employee's own serious health condition, or for the care for a newborn, a newly adopted child, or a newly placed foster care child. When a licensed employee requests foreseeable leave for planned medical treatment and the employee would be on leave for greater than 20% of the total number of working days in the period during which the leave would extend, the school district may require that such employee elect either to take the leave for periods of a particular duration, not to exceed the duration of the planned medical treatment, or to transfer temporarily to an available alternative position offered by the school district for which the employee is qualified and that has equivalent pay and benefits and better accommodates recurring periods of leave.

## **RESTRICTIONS**

### **1. Notice Requirements**

- a. *Employee Notice*<sup>10</sup>- For foreseeable leave, the employee shall provide the Director of Schools with at least thirty (30) days written notice before the beginning of the anticipated leave.
- b. *District Notice*- Once it has been established that the leave requested qualifies for FMLA, the Director of Schools/designee shall notify the employee within three (3) business days (absent extenuating circumstances) that any leave taken pursuant to state leave statutes (paid vacation leave, personal leave, sick leave, or workers' compensation) shall run concurrently with FMLA leave.<sup>11</sup> The notice may be given orally or in writing. If the notice is oral, it shall be confirmed in writing, no later than the following pay day.<sup>12</sup>

### **2. Certification Requirement<sup>13</sup>**

- a. The Director of Schools may require that a request for leave be supported by certification issued by a health care provider with the following information:
    - i. The date on which the serious health condition commenced;
    - ii. The probable duration of the condition;
    - iii. The appropriate medical facts within the knowledge of the health care provider regarding the condition; and
    - iv. A statement that the eligible employee is needed to care for the son, daughter, spouse, or parent and an estimate of the amount of time that such employee is needed.
  - b. If there is any reason to doubt the validity of the certification provided, the Director of Schools may require, at the expense of the school district, an opinion of a second health care provider.
3. Period Near the End of an Academic Term (Professional Employees)<sup>14</sup>
- a. If leave is taken more than five (5) weeks prior to the end of the term, the Director of Schools may require the employee to continue taking leave until the end of the term if the leave is at least three (3) weeks of duration and the return of employment would occur during the three (3) week period before the end of the term.
  - b. If the leave is taken five (5) weeks prior to the end of the term, the Director of Schools may require the employee to continue taking leave until the end of the term if the leave is greater than two (2) weeks duration and the return to employment would occur during the two (2) week period before the end of the term.

### **REQUIREMENTS OF THE BOARD<sup>15</sup>**

1. The employee shall be restored to the same position of employment or an equivalent position with no loss of benefits, pay, or other terms of employment.
2. The employee shall be kept under any group health plan for the duration of the leave.
3. The Board may recover the premium paid under the following conditions:
  - a. The employee fails to return from leave after the period of leave has expired; and
  - b. The employee fails to return to work for a reason other than the continuation, recurrence, or onset of a serious health condition or other circumstances beyond the control of the employee.

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**Legal References**

1. *Hinson v. Tecumseh Products Co.*, 2000 U.S. App. LEXIS 26778, at \*1—10 (6th Cir. Oct. 17, 2000)
2. Federal Family and Medical Leave Act of 1993, 29 USCA § 2601, 2611—2619
3. TCA 49-5-702; TCA 4-21-408
4. TCA 49-5-710(a)(2); Public Acts of 2018, Chapter No. 907
5. 29 CFR § 825.120(a)(3)
6. 29 CFR § 825.113
7. 29 CFR § 825.126
8. 29 CFR § 825.124; 29 CFR § 825.127
9. 29 CFR § 825.202
10. 29 CFR § 825.302-825.304
11. 29 CFR § 825.207
12. OP Tenn. Atty Gen 94-006 (Jan 13, 1994); *Plant v. Morton International, Inc.*, 212 F. 3d 929, 932 (6th Cir. 2000)
13. 29 CFR § 825.305-825.313
14. 29 CFR § 825.602
15. 29 USCA § 2614

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**Cross References**

Sick Leave 5.302  
Long-Term Leaves of Absence 5.304

Click here to choose a school board.			
Monitoring: <b>Review: Annually, in February</b>	Descriptor Term:  <b>Qualifications and Duties of the Director of Schools</b>	Descriptor Code: <b>5.802</b>	Issued Date: Click here to enter a date.
		Rescinds:	Issued:

## 1 **QUALIFICATIONS**

- 2 1. A professional educator's license
- 3 2. A master's degree in education with a preference for a doctorate degree
- 4 3. Three (3) years of successful experience in school administration
- 5 4. Such other qualifications as the Board deems desirable

6 **REPORTS TO:** The Board of Education

7 **SUPERVISES:** All administrative and supervisory personnel in the district

8 **JOB GOAL:** To provide leadership in developing and maintaining the best possible educational  
9 programs and services

10 **SCOPE OF RESPONSIBILITY:** The management responsibilities of the Director of Schools shall  
11 extend to all activities of the district, to all phases of the educational program, to all aspects of the  
12 financial operation, to all facility management, and to the conduct of such other duties as may be assigned  
13 by the Board. The Director of Schools may delegate these duties together with appropriate authority but  
14 may neither delegate nor relinquish ultimate responsibility for results or any portion of accountability.

## 15 **ESSENTIAL FUNCTIONS**

### 16 **General Administrative**

- 17 1. Provides leadership in identification of priorities and assures that all activities reflect those  
18 board-established priorities.
- 19 2. Prepares and recommends short and long-range plans for Board approval and implements those  
20 plans when approved.
- 21 3. Prepares, in conjunction with the Chair, agenda recommendations relative to all matters  
22 requiring board action, including all facts, information, options, and reports needed to assure  
23 informed decisions. Provides advice and counsel to the Board on matters before it.
- 24 4. Attends all regular and special meetings of the Board and keeps a complete and accurate record  
25 of the proceedings of all meetings of the Board and of its official acts.
- 26 5. Recommends drafts of new policies or changes to the Board. Anticipates potential problems.  
27 Recommends policies or courses of staff action.

6. Develops administrative procedures to implement board policy or for the items deemed necessary for the efficient operation of the schools and disseminates these procedures to appropriate staff.
7. Keeps the Board informed regarding development in other districts or at state and national levels that would be helpful to the district.
8. Ensures that all local, state, and federal standards for the health and safety of the students and staff are maintained and that required reports are maintained.
9. Fulfills all statutory obligations and implements the education law of the State of Tennessee and the rules and regulations of the State Board of Education.<sup>1</sup>

### **Financial Management**

1. Provides direction to and supervision of school business functions. Encourages development and implementation of sound business practices. Continually assesses business practices to achieve efficiency.
2. Prepares, annually, a budget and submits it to the Board for approval. Presents approved budget to the appropriate local funding body for adoption.
3. Makes appropriate written reports for the Board detailing all receipts and expenditures of the public school funds and submits them to the local funding body.
4. Ensures that funds are spent prudently by providing adequate control and accounting of the district's financial and physical resources.

### **Personnel Administration**

1. Establishes lines of authority which shall be approved by the Board and shown on the system organization chart. Lines of authority shall not restrict the practical working relationships of all staff members at all levels.
2. Employs such personnel as may be necessary within the limits of budgetary provisions and recommends to the Board teachers who are eligible for tenure.
3. Develops recruitment procedures to assure well-qualified applicants for professional and non-professional positions.
4. Assigns and transfers employees as the interest of the district may dictate and reports such action to the Board for information and record.
5. Holds meetings of teachers and other employees as necessary for the discussion of matters concerning the welfare and improvement of the schools.
6. Communicates directly, or through delegation, all actions of the Board relating to personnel matters to all and receives employees' communications to be made to the Board.

7. Evaluates principals annually.

8. Informs the Office of Educator Licensing of licensed educators who have been suspended or dismissed, who have resigned, following allegations of conduct, including sexual misconduct, which, if substantiated, would warrant consideration for license suspension or revocation, or who have been convicted of a felony. The report shall be submitted within thirty (30) days of the suspension, dismissal, or resignation or of receiving knowledge of the felony conviction.<sup>2</sup>

### **Instructional Leadership**

1. Serves as the chief school executive. Ensures the development and maintenance of a positive educational program designed to meet the needs of the community and to carry out the policies of the Board. Ensures that a system of thorough and efficient education, as defined by state law, is available to all students.

2. Recommends to the Board for its adoption all courses of study, curriculum guides, and major changes in tests and time schedules to be used in the schools.

3. Oversees the timely revisions of all curriculum guides and courses of study.

4. Develops guidelines and direction for monitoring the effectiveness of existing and new programs.

5. Conducts a periodic audit of the total school program and advises the Board of recommendations for the educational advancement of the schools.

6. Seeks out available sources for grant funding to support programs and projects.

7. Ensures that the goals of the school system are adequately reflected in its educational program and operations.

### **Community/Public Relations**

1. Promotes community support of the schools. Interprets district programs and services, reports, plans, events, and activities of interest and solicits community opinions regarding school and educational issues.

2. Identifies available community resources and links to social service agencies that support education and healthy child development.

3. Develops strategies to promote parental involvement in their student's education and provides opportunities for parent-teacher interaction.

4. Maintains contact and good relations with local media. Acts as the Board's spokesperson.

5. Ensures that the district interests will be represented in meetings and activities of municipal and other governmental agencies.

6. Represents the school district and its interests in community organizations, activities, and projects.

**TERMS OF EMPLOYMENT:** Serves in accordance with the terms of the contract between the Board and the Director of Schools. Salary to be determined by the Board.

**EVALUATION:** Performance of this job will be evaluated in accordance with provisions of state law and the Board's policy on evaluation of the Director of Schools.

**GENERAL REQUIREMENTS:** The above statements are intended to describe the general nature and level of work being performed by the person assigned to this position. They are not intended to be a complete list of responsibilities, duties, and skills required of personnel so assigned.

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#### Legal References

1. TCA 49-2-301
2. TRR/MS 0520-02-03-.09(2); Public Acts of 2018, Chapter No. 935

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#### Cross References

Executive Committee 1.301  
Administrative Procedures 1.601  
Administrative Committees 1.602  
Administrative Reports 1.603  
School District Planning 1.701  
Application and Employment 5.106  
Evaluation of the Director of Schools 5.803

Click here to choose a school board.			
Monitoring: <b>Review: Annually, in March</b>	Descriptor Term:  <b>Code of Conduct</b>	Descriptor Code: <b>6.300</b>	Issued Date:
		Rescinds:	Issued:

1 The Board delegates to the Director of Schools the responsibility of developing specific codes of  
2 conduct which are appropriate for each level of school. The development of each code shall involve  
3 principals and faculty members of each level and shall be consistent with the relevant policies as  
4 adopted by the Board.<sup>1</sup>

5 The following levels of misbehavior and disciplinary procedures and options are standards designed to  
6 protect all members of the educational community in the exercise of their rights and duties and to  
7 maintain a safe learning environment where orderly learning is possible and encouraged.<sup>2</sup> These  
8 misbehaviors apply to student conduct on school buses, on school property, and while students are on  
9 school sponsored outings.

## 10 **MISBEHAVIORS: LEVEL I**

11 This level includes minor misbehavior on the part of the student which impedes orderly classroom  
12 procedures or interferes with the orderly operation of the school but which can usually be handled by  
13 an individual staff member.

14 *Examples (not an exclusive listing)*

- 15 • Classroom disturbances
- 16 • Classroom tardiness
- 17 • Cheating and lying
- 18 • Abusive language
- 19 • Non-defiant failure to do assignments or carry out directions
- 20 • Wearing, while on the grounds of a public school during the regular school day,  
21 clothing that exposes underwear or body parts in an indecent manner that disrupts the  
22 learning environment<sup>3</sup>
- 23 • Victimization of any student (Harassment (Sexual, Racial, Ethnic, Religious), Bullying,  
24 Cyber-bullying, and/or Hazing)

25 *Disciplinary Procedures*

- 26 • Staff member intervenes immediately.
- 27 • Staff member determines what offense was committed and its severity.
- 28 • Staff member determines who committed the offense and if he/she understands the  
29 nature of the offense.
- 30 • Staff member employs appropriate disciplinary options.
- 31 • The record of the offense and disciplinary action shall be maintained by the staff  
32 member.



*Disciplinary Options*

- Verbal reprimand
- Special assignment
- Restricting activities
- Assigning work details
- Counseling
- Withdrawal of privileges
- Issuance of demerits
- Strict supervised study
- Detention
- Corporal punishment
- In-school suspension

**MISBEHAVIORS: LEVEL II**

This level includes misbehavior whose frequency or seriousness tends to disrupt the learning climate of the school. These misbehaviors do not represent a direct threat to the health and safety of others but have educational consequences serious enough to require corrective action on the part of administrative personnel.

*Examples (not an exclusive listing)*

- Continuation of unmodified Level I behaviors
- School or class tardiness
- Using forged notes or excuses
- Disruptive classroom behavior

*Disciplinary Procedures*

- The student is referred to the principal for appropriate disciplinary action.
- The principal meets with the student and teacher.
- The principal hears the accusation made by the teacher and allows the student the opportunity to explain his/her conduct.
- The principal takes appropriate disciplinary action and notifies the teacher of the action.
- The record of offense and disciplinary action shall be maintained by the principal.

*Disciplinary Options*

- Teacher/schedule change
- Modified probation
- Behavior modification
- Social probation
- Peer counseling
- Referral to outside agency
- In-school suspension

- Transfer
- Detention
- Suspension from school-sponsored activities or from riding school bus
- Corporal punishment
- Out-of-school suspension (not to exceed ten (10) days)

### **MISBEHAVIORS: LEVEL III**

This level includes acts directly against persons or property but whose consequences do not seriously endanger the health or safety of others in the school.

#### *Examples (not an exclusive listing)*

- Continuation of unmodified Level I and II behaviors
- Fighting
- Vandalism (minor)
- Use, possession, sale, distribution, and/or being under the influence of tobacco, drugs, drug paraphernalia, and/or alcohol
- Stealing
- Threats to others
- Victimization of any student (Harassment (Sexual, Racial, Ethnic, Religious), Bullying, Cyber-bullying, and/or Hazing)

#### *Disciplinary Procedures*

- The student is referred to the principal for appropriate disciplinary action.
- The principal meets with the student and teacher.
- The principal hears the accusation and allows the student the opportunity to explain his/her conduct.
- The principal takes appropriate disciplinary action.
- The principal may refer incident to the Director of Schools and make recommendations for consequences.
- If the student's program is to be changed, adequate notice shall be given to the student and his/her parent(s)/guardian(s) of the charges against him, his/her right to appear at a hearing, and his/her right to be represented by a person of his/her choosing.
- Any change in school assignment is appealable to the Board.
- The record of offense and disciplinary action shall be maintained by the principal.

#### *Disciplinary Options*

- In-school suspension
- Detention
- Corporal punishment
- Restitution from loss, damage, or stolen property
- Out-of-school suspension not to exceed ten (10) days
- Social adjustment classes

- Transfer
- Expulsion

### **MISBEHAVIORS: LEVEL IV**

This level of misbehavior includes acts which result in violence to another's person or property or which pose a threat to the safety of others in the school. These acts are so serious that they usually require administrative actions which result in the immediate removal of the student from the school, the intervention of law enforcement authorities, and/or action by the Board.

If a student's action poses a threat to the safety of others in the school, a teacher, principal, school employee, or school bus driver may use reasonable force when necessary to prevent bodily harm or death to another person.

#### *Examples (not an exclusive listing)*

- Continuation of unmodified Level I, II, and III behaviors
- Death threat (hit list)
- Extortion
- Bomb threat
- Possession/use/transfer of dangerous weapons\*
- Assault that results in bodily injury upon any teacher, principal, administrator, any other employee of the school, or a school resource officer\*
- Aggravated assault\*
- Vandalism
- Theft/possession/sale of stolen property
- Arson
- Possession of unauthorized substances (i.e. any controlled substance, controlled substance analogue, or legend drug)\*
- Use/transfer of unauthorized substances
- Victimization of any student (Harassment (Sexual, Racial, Ethnic, Religious), Bullying, Cyber-bullying, and/or Hazing)
- Electronic threat to cause bodily injury or death to another student or school employee\*

#### *Disciplinary Procedures*

- The principal confers with appropriate staff members and with the student.
- The principal hears the accusations and allows the student the opportunity to explain his/her conduct.
- The parent(s)/guardian(s) are notified.
- Law enforcement officials are contacted.
- The incident is reported, and recommendations are made to the Director of Schools.
- Complete and accurate reports are submitted to the Director of Schools.
- The student is given a hearing before the disciplinary hearing authority.

*Disciplinary Options*

- Expulsion
- Alternative schools
- Other hearing authority or Board action which results in appropriate placement

\* Zero tolerance offenses

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**Legal References**

1. TCA 49-6-4005; Public Acts of 2018, Chapter No. 958
2. TCA 49-6-4002 to 4005; 20 USCA § 7114, 7118
3. TCA 49-6-4009

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**Cross References**

Traffic and Parking Controls 3.403  
Procedural Due Process 6.302  
Student Discrimination, Harassment, Bullying, Cyber-bullying, and Intimidation 6.304  
Bus Safety and Conduct 6.308  
Zero Tolerance Offenses 6.309  
Dress Code 6.310  
Detention 6.315  
Suspension/Expulsion/Remand 6.316  
Safe Relocation of Students 6.4081

Click here to choose a school board.			
Monitoring: <b>Review: Annually, in March</b>	Descriptor Term: <b>Zero Tolerance Offenses</b>	Descriptor Code: <b>6.309</b>	Issued Date: Click here to enter a date.
		Rescinds:	Issued:

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

## 2 **WEAPONS & DANGEROUS INSTRUMENTS**

3 Students shall not possess, handle, transmit, use, or attempt to use any dangerous weapon on school  
4 buses, on school property, or while on school sponsored outings.<sup>1</sup>

5 Dangerous weapons for the purposes of this policy shall include, but are not limited to, a firearm or  
6 anything manifestly designed, made, or adapted for the purpose of inflicting death or serious bodily  
7 injury or anything that in the manner of its use or intended use is capable of causing death or serious  
8 bodily injury.<sup>2</sup>

9 Violators of this section shall be subject to suspension and/or expulsion from school.

### 10 *Firearms*<sup>3</sup>

11 In accordance with state law, any student who brings to school or is in unauthorized possession of a  
12 firearm on school property shall be expelled for a period of not less than one (1) calendar year. The  
13 Director of Schools shall have the authority to modify this expulsion requirement on a case-by-case  
14 basis.<sup>4</sup>

## 15 **DRUGS**

16 In accordance with state law, any student who unlawfully possesses any drug, including any controlled  
17 substance, controlled substance analogue, or legend drug on school grounds or at a school-sponsored  
18 event, shall be expelled for a period of not less than one (1) calendar year. The Director of Schools  
19 shall have the authority to modify this expulsion requirement on a case-by-case basis.<sup>4</sup>

## 20 **ASSAULT**

21 In accordance with state law, any student who commits aggravated assault<sup>5</sup> or commits assault that  
22 results in bodily injury<sup>6</sup> upon any teacher, principal, administrator, any other employee of the school,  
23 or school resource officer shall be expelled for a period of not less than one (1) calendar year. The  
24 Director of Schools shall have the authority to modify this expulsion requirement on a case-by-case  
25 basis.<sup>4</sup>

## **ELECTRONIC THREATS**

In accordance with state law, any student who transmits by an electronic device any communication containing a credible threat to cause bodily injury or death to another student or school employee and the transmission of such threat creates actual disruptive activity at the school that requires administrative intervention shall be expelled for a period of not less than one (1) calendar year. The Director of Schools shall have the authority to modify this expulsion requirement on a case-by-case basis.<sup>4</sup>

## **NOTIFICATION**

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

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### Legal References

1. TCA 39-17-1309
2. TCA 39-11-106(a)(5)
3. 18 USCA § 921; 20 USCA § 7961(b)(3)
4. TCA 49-6-4216(b); TCA 49-6-3401(g)
5. TCA 39-13-102
6. TCA 39-13-101(a)(1); Public Acts 2018, Chapter No. 958
7. TCA 49-6-4209; TCA 39-17-1312

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### Cross References

Code of Conduct 6.300  
Drug-Free Schools 6.307  
Suspension/Expulsion/Remand 6.316

Click here to choose a school board.			
Monitoring: <b>Review: Annually, in March</b>	Descriptor Term: <b>Corporal Punishment</b>	Descriptor Code: <b>6.314</b>	Issued Date:
		Rescinds:	Issued:

- 1 Corporal punishment shall not be used as a disciplinary measure in any school.<sup>1</sup>
- 2 The Director of Schools shall be responsible for developing and implementing in-service training pro-
- 3 grams for teachers and staff in the use of alternative, positive measures of discipline.

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#### Legal References

1. TCA 49-6-4104

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#### Cross References

Code of Behavior and Discipline 6.300  
Student Records 6.600

Monitoring: <b>Review: Annually, in April</b>	Descriptor Term: <b>Child Abuse and Neglect</b>	Descriptor Code: <b>6.409</b>	Issued Date:
		Rescinds:	Issued:

## 1 **REPORTING**

2 All personnel shall be alert for any evidence of child abuse, sexual abuse, or neglect.<sup>1</sup> If personnel  
3 know or have reasonable cause to suspect abuse or neglect, a report shall be filed immediately. Reports  
4 shall be made to the judge having juvenile jurisdiction, to the county office of the Department of  
5 Children's Services (DCS), to the sheriff of the county where the child resides, or to the office of the  
6 chief law-enforcement official where the child resides.<sup>2</sup>

7 The report shall include, to the extent known by the reporter:<sup>3</sup>

- 8 1. The name, address, telephone number, and age of the child;
- 9
- 10 2. The name, telephone number, and address of the parents or persons having custody of the child;
- 11
- 12 3. The nature and extent of the abuse or neglect; and
- 13
- 14 4. Any evidence to the cause or any other information that may relate to the cause or extent of the
- 15 abuse or neglect.

16 The identity of the person reporting shall remain confidential except when the juvenile court  
17 determines otherwise.<sup>4</sup>

18 Notice that a report was filed, and any other information relevant to the wellbeing of the child, shall be  
19 verbally provided to the parent(s)/guardian(s) within twenty-four (24) hours of filing. This notice shall  
20 be made in coordination with DCS. Notice shall not be provided if there is reasonable cause to believe  
21 that the parent or legal guardian may be the perpetrator or in any way responsible for abuse.<sup>5</sup>

22 The Director of Schools/designee shall develop reporting procedures, including sample indicators of  
23 abuse and neglect, and shall disseminate the procedures to all school personnel.<sup>6</sup>

## 24 **INVESTIGATIONS**

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



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**Legal References**

1. TCA 37-1-403(a)(1); TCA 37-1-412; TCA 37-1-602; TCA 37-1-605
2. TCA 37-1-403(a)(2)
3. TCA 37-1-403(b); TCA 49-6-1601(b)
4. TCA 37-1-409(a)(1)
5. TCA 37-1-605(d); TCA 49-6-1601
6. TRR/MS 0520-01-03-.08(2)(e)
7. TCA 37-1-611(b)
8. Tenn. Op. Atty. Gen. No. 87-101 (June 9, 1987)

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**Cross References**

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

## **4 - INSTRUCTIONAL PROGRAM**

<b>Descriptor Code</b>	<b>Policy Title</b>	<b>Issued Date</b>
4.100	Instructional Goals	00/00/00
<b>Curriculum Development and Programs</b>		
4.200	Curriculum Development	00/00/00
4.201	Basic Curriculum Program	00/00/00
4.202	Special Education	00/00/00
4.203	Additional Credit Opportunities	00/00/00
4.204	Summer Extended Learning Program	00/00/00
4.206	Special Programs	00/00/00
	Homebound Instruction	
	Remedial Instruction	
4.207	English Learners	00/00/00
4.208	Adult Education Program	00/00/00
4.209	Virtual School	
4.210	Credit Recovery	
4.211	Work Based Learning Program	
4.212	Career and Technical Education	
4.213	Family Life Education	
<b>Extracurricular Programs</b>		
4.300	Extracurricular Activities	00/00/00
4.301	Interscholastic Athletics	00/00/00
4.302	Field Trips and Excursions	00/00/00
<b>Instructional Materials and Services</b>		
4.400	Instructional Resources and Materials	00/00/00
4.401	Textbooks	00/00/00
4.403	Reconsideration of Instructional	
	Materials and Textbooks	00/00/00
4.404	Use of Copyrighted Materials	00/00/00
4.405	Employee-Developed Materials	00/00/00
4.406	Use of the Internet	00/00/00
4.407	School and System Websites	00/00/00
4.408	Use of Multimedia	00/00/00

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**Community Instructional Resources**

4.500	Community Instructional Resources	00/00/00
4.501	School Volunteers	00/00/00
4.502	Parental and Family Engagement	00/00/00

**Academic Achievement**

4.600	Grading System	00/00/00
4.601	Reporting Student Progress	00/00/00
4.602	Honor Roll, Awards, & Class Ranking	00/00/00
4.603	Promotion and Retention	00/00/00
4.604	Credit for Prior Courses	00/00/00
4.605	Graduation Requirements	00/00/00
4.606	Graduation Activities	00/00/00
4.607	Waivers of Statute, Rules, and Regulations	00/00/00

**Testing and Evaluation**

4.700	Testing Programs	00/00/00
4.701	Maintaining Test Security	00/00/00
4.702	Evaluations of Instructional Programs	00/00/00

**Controversial Issues and Materials**

4.800	Controversial Issues	00/00/00
4.801	Controversial Materials	00/00/00
4.802	Student Equal Access	00/00/00
4.803	Recognition of Religious Beliefs, Customs & Holidays	00/00/00
4.804	Religious Content of Courses	00/00/00
4.805	Prayer and Period of Silence	00/00/00

## Metropolitan Nashville Board of Education

Monitoring: <b>Review: Annually, in November</b>	Descriptor Term: <b>Instructional Goals</b>	Descriptor Code: <b>4.100</b>	Issued Date:
		Rescinds: <b>E-2</b>	Issued: <b>08/13/13</b>

1 The board approves the following instructional goals for students:

- 2 • To acquire the knowledge and attitude necessary to achieve and maintain good physical and  
3 mental health;
- 4 • To provide every student with the foundation of knowledge, skills, and character necessary to  
5 excel in higher education, work, and life;
- 6 • To develop the skills necessary to function as a self-directed person;
- 7 • To develop the capacity to cope with change through an understanding of the arts, humanities,  
8 and scientific processes;
- 9 • To know the principles involved in making moral and ethical choices;
- 10 • To develop the basic skills of reading, writing, computation, spelling, speaking, and problem  
11 solving;
- 12 • To develop a positive attitude toward the lifelong endeavor of learning;
- 13 • To learn to identify personal talents and interests, make appropriate career choices, and develop  
14 career skills;
- 15 • To acquire knowledge and to develop skills in the management of personal and public  
16 resources necessary for meeting obligations to self, family, and society;
- 17 • To learn to act in a responsible manner;
- 18 • To learn of the rights and responsibilities of citizens of the community, state, nation, and world;  
19 and
- 20 • To learn to understand, respect, and interact with people of different cultures, generations, and  
21 races.

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Cross References

School District Goals 1.700

# Metropolitan Nashville Board of Education

Monitoring: <b>Review: Annually, in November</b>	Descriptor Term: <b>Curriculum Development</b>	Descriptor Code: <b>4.200</b>	Issued Date:
		Rescinds:	Issued:

Under the leadership and direction of the executive officer of the Department of Curriculum and Instruction, a unified curriculum shall be adopted for the school system in each subject area for grades K-12 and presented to the board for adoption.<sup>1,2</sup>

Teachers in each school shall participate in the system wide development of the curriculum in their appropriate subject areas.

The curriculum will be revised and updated regularly through in-service programs and curriculum planning sessions with changes subject to approval by the board.

At least one copy of the complete curriculum shall be made available at each school as well electronically. Teachers shall be given a personal copy of the portion which pertains to their area of teaching. New teachers shall be given an appropriate copy and briefed on its content in relation to the total curriculum.

Experimentation with newer concepts of curriculum design, scheduling, and instructional techniques is encouraged but must have prior approval of the principal. An experimental program requires the approval of the director of schools, the board, the Commissioner of Education, and the State Board of Education.<sup>2</sup>

A course may become a permanent part of the school program after three (3) years of operation upon approval of the State Board of Education.<sup>2</sup>

## IMPLEMENTATION

The primary responsibility for ensuring the effective operation of the curricular programs and activities shall be delegated to the director of schools.

The school principals shall be responsible for administering the established instructional programs of their respective schools.

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### Legal References

1. TCA 49-1-302(a)(1)-(3), (8)
2. TRR/MS 0520-01-03-.05(1)(a); TRR/MS 0520-01-03-.05(2)

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### Cross References

In-Service & Staff Development Opportunities 5.113

# Metropolitan Nashville Board of Education

Monitoring:  <b>Review: Annually, in November</b>	Descriptor Term:  <b>Basic Program</b>	Descriptor Code: <b>4.201</b>	Issued Date:
		Rescinds:	Issued:

1 The board shall not discriminate on the basis of sex, race, national origin, creed, age, or marital status  
2 in its educational programs or activities. Class size ratios shall not exceed the maximum allowed by  
3 state law.<sup>1</sup>

4 Educational materials that are utilized shall reflect the cultural and racial diversity which is present in  
5 the United States as well as the variety of careers, roles, and life-styles open to women and men. One  
6 of the objectives of the total curriculum and teaching strategies is to reduce stereotyping and to  
7 eliminate bias on the basis of sex, race, ethnicity, religion, and disability. The curriculum shall foster  
8 respect and appreciation of the cultural diversity found in our country and an awareness of the rights,  
9 duties, and responsibilities of each individual as a member of a pluralistic society.<sup>2</sup>

10 The course of study shall include those subjects and topics required by state and federal laws and  
11 regulations.<sup>3</sup>

12 The board reserves the right to add additional courses and to amend the content of prescribed courses  
13 as needed.

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## Legal References

1. TCA 49-1-104; TRR/MS 0520-01-03-.03(3)
2. 42 USCA § 12101; 34 CFR § 106.34
3. TCA 49-6-1001 to 1034, 1201-1205, 1301, 1302

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## Cross References

Student Goals 6.100  
Complaints and Grievances 6.305

# Metropolitan Nashville Board of Education

Monitoring: <b>Review: Annually, in November</b>	Descriptor Term: <b>Special Education</b>	Descriptor Code: <b>4.202</b>	Issued Date:
		Rescinds:	Issued:

The board shall provide access to a free appropriate public education to all disabled children ages 3-21, inclusive, residing within the jurisdiction of the school system. The plan for implementation of appropriate instruction and special education services shall be in accordance with the current *Rules, Regulations, and Minimum Standards* of the State Board of Education,<sup>1</sup> and state<sup>2</sup> and federal<sup>3</sup> law.

The board shall develop and periodically update a local plan for providing special education services for disabled students. Specifically, the board shall ensure the following:

1. All disabled children living within the school system receive a free and appropriate public education and the services to meet their unique needs; and
2. The rights of disabled children and their parents are protected.

The plan shall seek to accomplish the following objectives:

1. To carry out a comprehensive screening and assessment plan emphasizing the early identification and evaluation of disabled students.
2. To use the Individual Education Program Team (IEP-Team) for reviewing assessment, formulating programming, and determining placement for every disabled student, including review of proposed suspensions when appropriate, in accordance with the State Board of Education *Rules, Regulations, and Minimum Standards*;
3. To ensure that placements are made to educate disabled children with non-disabled to the extent appropriate and with age-appropriate peers;
4. To provide each disabled child with an individual educational program (IEP) specifically designed to meet his/her unique needs;
5. To provide continuing evaluation of each disabled child's progress, including at least annual review of each IEP and complete re-evaluation at least every three (3) years;
6. To ensure that procedural safeguards required by state and federal laws are adhered to; and
7. To involve parents of disabled children in a meaningful dialogue with school personnel which will begin with an initial referral and continue throughout the student's educational career.

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**Legal References**

1. TRR/MS 0520-01-09
2. TCA 49-10-101 et seq.
3. Education of Individuals with Disabilities, 20 U.S. C. Sections 1400-1485; Section 504 of the Rehabilitation Act of 1973 (Note: Section 504 of the Rehabilitation Act of 1973 has been interpreted by the courts to protect individuals with contagious diseases.)

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**Cross References**

Special Education Students 6.500



# Metropolitan Nashville Board of Education

Monitoring: <b>Review: Annually, in November</b>	Descriptor Term: <b>Additional Credit Opportunities</b>	Descriptor Code: <b>4.203</b>	Issued Date:
		Rescinds:	Issued:

## 1    **ADVANCED COLLEGE PLACEMENT**

2    An academically gifted high school student may complete the twelfth grade through enrollment in an  
3    institution of higher education or the participation in the course of an institution of higher education.  
4    Upon completing college level courses, the student shall earn credit for the corresponding courses of  
5    his/her senior year of high school.<sup>1</sup>

6    The director of schools shall develop procedures to ensure that building principals and guidance  
7    counselors are aware of this policy and are promoting the educational opportunities it provides.

## 8    **ENROLLMENT IN COLLEGE LEVEL COURSES**

9    Students in the 11th or 12th grades who are in good standing may earn high school credit by enrolling  
10   in college level courses which are conducted at times other than the regular school day at an institution  
11   of higher education.<sup>2</sup> Written approval by the principal shall be required before enrollment.

12   Credit may only be earned for courses which are not offered at the student's school.

13   Grades earned in such college level courses may be used to determine class rank, grade point average,  
14   and class valedictorian or salutatorian, provided the grading scale used by the college corresponds with  
15   the grading scale of the school system.

16   The board shall not be responsible for transportation to and from the college or for payment of tuition.

## 17   **CORRESPONDENCE COURSES<sup>3</sup>**

18   High school students may earn, through correspondence, a maximum of three (3) units of academic  
19   credit to be applied toward graduation requirements. Only two (2) units may be earned during any one  
20   (1) school year. Only courses offered by agencies and institutions recognized by the board shall be  
21   accepted. The approval of the principal/designee shall be obtained before the course is taken. The  
22   principal/designee and the student shall agree on a reasonable date for completion of the correspondence  
23   course(s). The student shall not receive credit if the course is not completed by the agreed date. An  
24   official record of the final grade must be received by the school before a diploma may be issued to the  
25   student. Students and/or their parents/guardians shall pay for approved correspondence courses the  
26   student chooses to take.

## 27   **VIRTUAL/ON-LINE COURSES**

28   High school students may also earn a maximum of three (3) units of academic credit to be applied toward  
29   graduation requirements by completing online courses offered through agencies or institutions approved

by the board. Credit from these online or virtual courses may be earned only in the following circumstances:

1. The course is not offered at the high school or although the course is offered at the high school, the student has an unavoidable scheduling conflict;
2. The course will serve as a supplement to extend homebound instruction;
3. The student has been expelled from a regular school setting, but educational services are to be continued; or
4. The principal, with agreement from the student's teachers and parents/guardians, determines the student requires a differentiated or accelerated learning environment.

The express approval of the principal/designee shall be obtained before a student enrolls in a virtual course. The school must receive an official record of the final grade before credit toward graduation will be recognized.

Through a supervision plan, the school shall be responsible for providing appropriate supervision and monitoring of students taking virtual courses.

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#### Legal References

1. TRR/MS 0520-01-03-.06(4)(a)
2. TRR/MS 0520-1-3-.06(4)(b)
3. TRR/MS 0520-1-3-.03(8)

# Metropolitan Nashville Board of Education

Monitoring: <b>Review: Annually, in November</b>	Descriptor Term: <b>Summer Extended Learning Program</b>	Descriptor Code: <b>4.204</b>	Issued Date:
		Rescinds: <b>IM 4.133</b>	Issued: <b>04/01/10</b>

- 1 Summer schools shall be organized and operated as a part of the public school program and shall comply
- 2 with rules and regulations of the State Board of Education.<sup>1</sup>
- 3 On an annual basis, the director of schools shall recommend a summer school program which must be
- 4 approved by the board. This recommendation shall consist of the courses to be offered, those students
- 5 who are eligible to attend, attendance requirements, and other relevant information of the program.
- 6 The board may adopt tuition rates for those students attending a summer school program.<sup>2</sup>

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## Legal References

1. TRR/MS 0520-01-03-.03(7)(a)
2. TCA 49-6-3003

# Metropolitan Nashville Board of Education

Monitoring: <b>Review: Annually, in November</b>	Descriptor Term: <b>Special Programs</b>	Descriptor Code: <b>4.206</b>	Issued Date:
		Rescinds: <b>IM 4.162</b>	Issued: <b>01/01/10</b>

## 1 **REMEDIAL INSTRUCTION**

2 The remedial program shall concentrate mainly on improvement of reading and math skills for the most  
3 educationally needy students. Various materials shall be used to supplement the work being done in the  
4 classroom.

5 Instructional assistants shall assist students in reading and math and work under the direction of the  
6 classroom teacher.

## 7 **HOMEBOUND INSTRUCTION**

8 The Homebound Instruction Program is for students who because of health impairments, are unable to  
9 attend the regular instructional program.

10 To qualify for the Homebound Program, a student must have a health impairment of sufficient  
11 seriousness as to anticipate that the student will be absent for a minimum of five (5) consecutive school  
12 days. The student must be certified by a physician as being health-impaired and unable to attend the  
13 regular instructional program. The services provided the homebound student should reflect capabilities  
14 and be determined by the homebound instructor, after consultation with appropriate professional staff  
15 of the student's assigned school.

## 16 **HOMEBOUND PROGRAM FOR PREGNANT STUDENTS<sup>1</sup>**

17 The homebound instruction program for pregnant students shall consist of three (3) hours of instruction  
18 per week for a period of six (6) weeks.<sup>2</sup>

19 The student's physician shall recommend, in writing, the six (6) week period for which the student shall  
20 be eligible for homebound instruction.

21 A homebound instruction program for longer than the six (6) week period shall only be provided to a  
22 student who is certified in writing by her physician as having health complications arising from the  
23 pregnancy that prevent her from returning to regular classes.

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Legal References

1. TCA 49-10-1102
2. TRR/MS 0520-01-02-.10

# Metropolitan Nashville Board of Education

Monitoring: <b>Review: Annually, in November</b>	Descriptor Term:  <b>English Learners</b>	Descriptor Code: <b>4.207</b>	Issued Date: <a href="#">Click here to enter a date.</a>
		Rescinds:	Issued:

If the inability to speak and understand the English language excludes a student from effective participation in the educational programs offered by the district, the district shall take reasonable actions to provide the student equal access to its programs. Students who are English learners (“EL”) shall be identified, assessed, and provided appropriate services. No child shall be admitted to or excluded from any program or extra-curricular activity based on the student’s surname or EL status.<sup>1</sup>

The director of schools shall evaluate the effectiveness of the district’s language assistance programs to ensure EL students will acquire English proficiency and the ability to participate in the standard instructional program within a reasonable period of time.

## ENGLISH LANGUAGE INSTRUCTION PROGRAM

The board directs the administration to develop and implement language instruction programs that:<sup>2</sup>

1. Appropriately identify EL students in a timely, valid, and reliable manner.
2. Determine the appropriate instructional environment for EL students.
3. Provide EL students with a language assistance program that is educationally sound and proven successful.
4. Annually assess the English proficiency of EL students and monitor the progress of students in order to determine their readiness for standard instructional program.
5. Monitor the progress of students that have exited the EL program.

## PARENTAL NOTIFICATION<sup>3</sup>

Parents of EL students shall be given notice of, and information regarding, the instructional program within the first thirty (30) days of the school year, or within the first two weeks of a student being placed in a language instruction educational program (LIEP). At a minimum, the notice will include the following:<sup>3</sup>

1. The reason for identifying the child as an EL student;
2. The child’s level of English language proficiency, including how the level was assessed, and the status of the child’s academic achievement;

- 1 3. Methods of instruction used in the program, methods of instruction in other available programs,  
2 and how they differ;
- 3 4. How the program meets the educational strengths and needs of the student, and how the  
4 program will help the student reach English language proficiency and meet academic standards;
- 5 5. Program exit requirements, rate of transition to a standard instructional program classroom, and  
6 expected rate of high school graduation;
- 7 6. How the program meets the goals of an EL student with an IEP; and
- 8 7. Information on the parents' right to withdraw the student from the program or choose another  
9 program or method of instruction if available.
- 10 Parental involvement will be encouraged and parents will be regularly apprised of their child's  
11 progress.<sup>4</sup>

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#### Legal References

1. Elementary and Secondary Education Act, as amended by ESSA (Pub. L. 114-95), § 1112(e)(3)(D)
2. Elementary and Secondary Education Act, as amended by ESSA (Pub. L. 114-95), § 3113(b)(3)(B)
3. Elementary and Secondary Education Act, as amended by ESSA (Pub. L. 114-95), § 1112(e)(3)(A)
4. Elementary and Secondary Education Act, as amended by ESSA (Pub. L. 114-95), § 1112(e)(3)(C)

# Metropolitan Nashville Board of Education

Monitoring:  <b>Review: Annually, in November</b>	Descriptor Term:  <b>Adult Education Program</b>	Descriptor Code: <b>4.208</b>	Issued Date:
		Rescinds:	Issued:

- 1 An Adult Education Program shall be provided to enable students and out-of-school youth who are  
2 seventeen (17) years of age and over to meet high school graduation requirements and receive a high  
3 school diploma.<sup>1</sup>
- 4 The director of schools shall appoint a member of the staff to coordinate, plan and develop the program.
- 5 Written parental permission and the approval of the coordinator are required for those students under 18  
6 years of age.

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## Legal References

1. TCA 49-6-409; TRR/MS 0520-01-02-.05



# Metropolitan Nashville Board of Education

Monitoring: <b>Review: Annually, in September</b>	Descriptor Term:  <b>Virtual School</b>	Descriptor Code: <b>4.2091</b>	Issued Date:
		Rescinds: <b>IM 4.163</b>	Issued: <b>01/01/14</b>

MNPS Virtual School<sup>1</sup> is a nontraditional K-12 public school within the Metropolitan Nashville Public Schools (MNPS) district with courses taught by highly qualified, certified MNPS teachers. To deliver instruction, teachers facilitate teaching and learning via the district's learning management system (LMS) and other innovative instructional technologies. All courses are aligned with the district's instructional goals and Tennessee's academic standards, curriculum frameworks, and assessments.

Courses are accredited and approved by the Tennessee Department of Education and Tennessee State Board of Education. As a public school, Virtual School also falls under the accountability system for Tennessee schools, thereby, being responsible for raising overall achievement and closing gaps between student subgroups. Further, Virtual School participates in the school improvement planning (SIP) process ensuring a culture of continuous improvement around virtual teaching and learning.

Virtual School courses are free for Davidson County students meeting the eligibility requirements with students able to enroll on either a full or part-time basis. Students who choose to take Virtual School courses above and beyond a full course load are required to pay tuition for the additional courses. Enrollment for out-of-county students is also offered based upon availability for those students meeting the eligibility requirements and consistent with the procedures contained herewith. Virtual School courses are for first-time credit and, in most cases, not offered for course retake.

## ENROLLMENT

To determine eligibility, a student applying for full or part-time enrollment should meet with the counselor at their school of primary enrollment to establish whether Virtual School will best serve the student's individual learning needs. If the student meets eligibility requirements and virtual learning will best serve the learner's needs, the student then completes an online registration form for Virtual School. When the learner does not meet the eligibility requirements, those requirements may be appealed consistent with the guidance contained herewith. Upon reviewing the student's application, Virtual School will notify the school of primary enrollment, student, and parent/guardian whether the enrollment request has been approved. Full-time enrollment requires a few additional steps before the learner is allowed to enroll on a full-time basis.

The director of schools shall establish procedures regarding the implementation of the virtual school.

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### Legal References

1. TRR/MS 0520-01-03-.03(12)

# Metropolitan Nashville Board of Education

Monitoring: <b>Review: Annually, in November</b>	Descriptor Term:  <b>Credit Recovery</b>	Descriptor Code: <b>4.210</b>	Issued Date:
		Rescinds: <b>IM 4.171</b>	Issued: <b>06/01/16</b>

## GENERAL<sup>1</sup>

The primary focus of course recovery is to allow students the opportunity to earn credit for a course previously failed. The director of schools shall ensure that credit recovery facilitators receive training regarding course organization, online instruction management, and related technology.

A student may recover credit through MNPS electronic credit recovery curriculum or through MNPS Virtual School. If a student has written, pre-approval from the school principal, a student may use credit recovery through an outside, accredited institution. Students may only recover one failed course at a time. The failed course must be successfully completed prior to starting a new credit recovery course.

Credit recovery teachers shall comply with all State Board of Education certification requirements.<sup>1</sup>

## ADMISSION AND REMOVAL<sup>2</sup>

No student shall be admitted to or otherwise enrolled in credit recovery courses unless:

1. The student's parent/guardian gives written consent for the student to enroll in the proposed credit recovery course. Parents/guardians should be informed that not all postsecondary institutions will accept credit recovery courses for credit and that the NCAA Clearinghouse will not accept credit recovery courses for credit; and
2. The student has previously taken an initial, non-credit recovery section of the proposed course and received a grade of at least fifty percent (50%). Students who receive a grade of below fifty percent (50%) in the non-credit recovery section of the course must re-take the course.

Upon approval by the principal or designee, the school counselor will enroll the student in the appropriate course and will notify the appropriate teacher that the student has been enrolled.

If a student is seeking to recover credit for the first semester of a two-semester course, the student may not receive the full credit for the course until he/she has enrolled in and passed the second semester of the course and taken any applicable End of Course examinations.

The board shall track students enrolled in credit recovery courses as directed by the Tennessee Department of Education.

## 1 INSTRUCTION AND CONTENT<sup>1</sup>

2 Credit recovery teachers shall work closely with credit recovery facilitators to correlate class content  
3 and instruction. The teacher of record will determine which standards/modules each student must  
4 complete as a requirement to recover credit.

5 The director of schools shall ensure that all credit recovery courses:

6 1. Align with Tennessee's current academic standards for the relevant course content area, as  
7 approved by the State Board of Education; and

8  
9 2. Differentiate instruction to address individual student growth needs based on diagnostic  
10 assessment or End of Course data.

11 Students in credit recovery programs shall:

12 1. Complete a course skill-specific diagnostic to determine skill-specific goals;

13  
14 2. Meet individual skill-specific goals in a flexible time frame as established by identified student  
15 need; and

16  
17 3. Master all individualized skill-specific goals as established by the diagnostic process in order to  
18 earn credit.

## 19 GRADES<sup>3</sup>

20 All students must complete a summative test covering the semester/year with at least 70% mastery.  
21 Students passing credit recovery shall receive a grade of seventy percent (70%).

22 Grades awarded in credit recovery courses shall adhere to the State Board of Education's Uniform  
23 Grading Policy.

24 Within five school days of completing the course, the teacher will generate a comprehensive report of  
25 the student's performance including a complete list of lesson assignments, grade earned for each  
26 lesson, summative test score and the final grade. One copy will be kept on file by the teacher, and a  
27 second copy will be provided to the school counselor. Within five days of receipt, the school counselor  
28 will backfill the student's transcript with the appropriate course code.

29 Students are not permitted to take first time credit through a MNPS electronic course recovery system  
30 without written prior approval by the Executive Director of School Counseling and/or the Executive  
31 Officer for High Schools. Students enrolled in a Simon Youth Foundation Academy, Cohn School, or  
32 Adult High School may use an electronic credit recovery system for first time credit.

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**Legal References**

1. SBOE Policy 2.103(7)(b)
2. SBOE Policy 2.103(7)(a)
3. SBOE Policy 2.103(7)(c)

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**Cross References**

Grading System 4.600  
Promotion and Retention 4.603

# Metropolitan Nashville Board of Education

Monitoring: <b>Review: Annually, in November</b>	Descriptor Term: <b>Work Based Learning Program</b>	Descriptor Code: <b>4.211</b>	Issued Date:
		Rescinds: <b>IM 4.172</b>	Issued: <b>09/01/13</b>

- 1 Students shall have access to a system of structured work-based learning (WBL) experiences that allow
- 2 them to apply classroom theories to practical problems as well as explore career options.
- 3 The director of schools shall develop administrative procedures to govern the efficient administration
- 4 of the WBL program. Such procedures shall include, among other things, a process for evaluation and
- 5 assessment of the program to ensure that it is of high quality and meets the needs of students.<sup>1</sup>

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## Legal References

1. State Board of Education Policy 2.103; TCA 49-7-1205



# Metropolitan Nashville Board of Education

Monitoring: <b>Review: Annually, in September</b>	Descriptor Term:  <b>Career and Technical Education</b>	Descriptor Code: <b>4.212</b>	Issued Date:
		Rescinds: <b>SP 6.150</b>	Issued:

- 1 Career and Technical Education (CTE) provides a sequence of courses for students in grades 9-12 to  
2 gain knowledge and skills in career programs by integrating academics with technical skills. Students  
3 who graduate with a concentration in a CTE program are prepared for both post-secondary institutions  
4 and/or the workplace. A concentration is three credits in a focused, sequential program of study.

## 5 **STANDARDS<sup>1</sup>**

- 6 All CTE programs are funded primarily with federal Carl D. Perkins funds, and programs must meet  
7 quality standards determined by the director of schools.

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### Legal References

1. TCA 49-11-104

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### Cross References

# Metropolitan Nashville Board of Education

Monitoring: <b>Review: Annually, in November</b>	Descriptor Term:  <b>Family Life Education</b>	Descriptor Code: <b>4.213</b>	Issued Date:
		Rescinds: <b>IM 4.154</b>	Issued: <b>08/01/12</b>

The system will maintain a program of family life education which conforms to guidelines established by the State Board of Education.<sup>1</sup>

A parent who chooses not to have a student participate in the family life education program shall submit such request in writing to the principal. A student who is excused from family life instruction shall be assigned alternative activities and shall not be penalized academically.

The goals of instruction for the family life education program shall be to:<sup>2</sup>

1. Provide accurate information about human reproduction, including conception, birth, and prenatal care, with specific emphasis on the family unit and the responsibilities and consequences relating to sexual activity;
2. Adapt this information to the age and grade level of students;
3. Promote, encourage and increase communication between parents and students;
4. Increase decision-making skills;
5. Offer information that will help students act responsibly; and
6. Enhance and develop the student's self-esteem.

Within these goals and at appropriate age and grade levels, the information presented will include:

1. Anatomy, physiology, and psychology of adolescence and sexual growth;
2. Marriage and responsibilities of family life;
3. Responsibilities of parents and child care;
4. Legal aspects of sexual conduct;
5. Self-respect, self-control, and individual differences among people;
6. Community resources; and



1        7. Pregnancy and childbirth.

2        Instruction on family life education shall emphasize that abstinence from sexual relations is the only  
3        method of protection that is 100% effective. Personnel involved in instruction regarding human sexuality  
4        will conduct such instruction with maturity and discretion. Personnel providing family life instruction  
5        shall receive training prior to presenting such instruction.

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Legal References

1.    TCA 49-6-1302
2.    TCA 49-6-1301

# Metropolitan Nashville Board of Education

Monitoring: <b>Review: Annually, in November</b>	Descriptor Term: <b>Extracurricular Activities</b>	Descriptor Code: <b>4.300</b>	Issued Date:
		Rescinds:	Issued:

The following guidelines shall be followed in administering school-sponsored extracurricular activities:

1. The board shall initially approve each extracurricular activity to ensure proper support and supervision.
2. Each student activity must be under the guidance and direction of a certified staff member.
3. All extracurricular activities and clubs must have the approval of the principal.
4. Student activities occurring before or after regularly scheduled school hours must be under the supervision of the principal or his/her designee.
5. Secret organizations shall not be operated in any school.
6. A student shall not be required to attend an extracurricular activity that is scheduled at a time which conflicts with his/her religious practices.
7. Extracurricular activities during vacation periods shall be restricted to regularly scheduled athletic programs and major events which cannot be scheduled otherwise.
8. Student groups shall not participate in state or national activities which are not listed as approved activities by a regional accrediting association or the state and national principals' associations without the approval of the director of schools.
9. A student on out-of-school suspension shall not be permitted to participate in extracurricular activities.
10. Activities which restrict participation because of race, color, religion, sex, disabilities, or national origin are strictly forbidden.<sup>1</sup>

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## Legal References

1. 20 USC § 1703

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## Cross References

Special Use of School Vehicles 3.402  
Interscholastic Athletics 4.301  
Field Trips and Excursions 4.302



# Metropolitan Nashville Board of Education

Monitoring:  <b>Review: Annually, in November</b>	Descriptor Term:  <b>Interscholastic Athletics</b>	Descriptor Code: <b>4.301</b>	Issued Date:
		Rescinds: <b>IM 4.107</b>	Issued: <b>01/01/12</b>

No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be treated differently from another person, or otherwise be discriminated against in any athletic program of the school. Equal athletic opportunities shall be provided for members of both sexes.<sup>1</sup>

Interscholastic athletics shall be administered as a part of the regular school program and shall be the principal's responsibility. Principals shall ensure that school regulations regarding participation in a sport are reasonable. Athletic schedules shall be filed in each school principal's office. The principal or his/her designee must accompany an athletic team on trips. Transportation of teams to athletic games is approved by the board, provided the team's school reimburses the board for mileage.

Bylaws of the Tennessee Secondary School Athletic Association shall regulate the operation and control of athletics.<sup>2</sup>

In the event that the school's insurance provider does not extend coverage to an athlete, that athlete must provide proof of independently secured catastrophic coverage and liability coverage, with the school system as a named insured, of not less than the limits set forth in TCA § 29-20-403.

Prior to participation in interscholastic athletics, every student must complete an annual physical examination.<sup>3</sup> The parents/guardians of each student shall be responsible for covering the cost of the examination, and these records shall be on file in the principal's office. It shall be the responsibility of the parent(s) or guardian(s) to provide health and hospitalization insurance for all students participating in interscholastic athletics.

No principal or teacher of any school under the control of the board shall dismiss his/her school or any group of students for the purpose of attending the practice of any interscholastic sport during the school day without written permission from the board. This does not prevent the inclusion of regular physical training lessons in the daily school program.<sup>4</sup>

Students shall not be required to attend a school athletic event, or event related to participation on a school athletic team, if the event is on an official school holiday, observed day of worship, or religious holiday. The student's parent or legal guardian shall notify the coach in writing three (3) full school days prior to the event.<sup>5</sup>

Coaches, employees, and volunteers of the school district shall not encourage, permit, condone, or tolerate hazing activities.<sup>6</sup>

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**Legal References**

1. 34 CFR § 106.41
2. TRR/MS 0520-01-02-.08(1)
3. TRR/MS 0520-01-03-.08(2)(b)
4. TCA 49-6-1002
5. Public Acts of 2017, Chapter No. 260
6. TCA 49-2-120

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**Cross References**

Attendance 6.200  
Student Insurance Program 3.601

# Metropolitan Nashville Board of Education

Monitoring:  <b>Review: Annually, in November</b>	Descriptor Term:  <b>Field Trips / Excursions / Competitions</b>	Descriptor Code: <b>4.302</b>	Issued Date:
		Rescinds: <b>SP 6.151</b>	Issued:

- 1 The board encourages field trips and excursions when the experiences are an integral part of the school
- 2 curriculum and contribute to the Board's desired educational goals.
- 3 The director of schools shall develop forms and procedures for submitting, reviewing, and approving
- 4 requests for field trips. Any request for a field trip, excursion, or competition which requires students to
- 5 travel out of state or stay overnight requires prior board approval.

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## Cross References

Special Use of School Vehicles 3.402  
Attendance 6.200

# Metropolitan Nashville Board of Education

Monitoring: <b>Review: Annually, in November</b>	Descriptor Term: <b>Instructional Materials</b>	Descriptor Code: <b>4.400</b>	Issued Date:
		Rescinds:	Issued:

- 1 All classrooms and learning centers, including but not limited to library media collections, shall be  
2 equipped with the instructional materials needed to provide quality learning experiences for students.
- 3 The director of schools or his/her designee shall establish procedures for the library information  
4 specialist to implement when developing the school library media center collection.
- 5 The board seeks to provide a wide range of instructional materials that cover all levels of difficulty,  
6 generate critical thinking, and support the educational programs. The director of schools shall develop  
7 procedures to review and reconsider instructional materials that are allegedly inappropriate.
- 8 A list of instructional materials shall be revised annually by building administrators under the direction  
9 of the director of schools.
- 10 Upon request, parents/guardians shall have the ability to inspect the following items: instructional  
11 materials; teaching materials; teaching aids; handouts; and tests that are developed by and graded by  
12 their child's teacher. The director of schools shall develop procedures for the inspection of materials  
13 and distribute these procedures to each principal.<sup>1</sup>

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## Legal References

1. 20 USCS § 1232h; 34 C.F.R. §98.3;  
TCA 49-6-7003

# Metropolitan Nashville Board of Education

Monitoring: <b>Review: Annually, in November</b>	Descriptor Term:  <b>Textbooks</b>	Descriptor Code: <b>4.401</b>	Issued Date:
		Rescinds:	Issued:

## 1 SELECTION<sup>1</sup>

2 The selection of textbooks shall be completed according to the laws and policies required by the State  
3 of Tennessee and the State Textbook Commission. The responsibility for textbook selection rests with  
4 the local textbook selection committees subject to approval by the board. The director of schools shall  
5 establish a procedure for providing citizens of the community with an opportunity to examine proposed  
6 textbooks prior to their final adoption,<sup>2</sup> including public notice of time and location at which textbooks  
7 may be examined. Once the proposed textbooks have been approved by the board, the director of schools  
8 shall post the list of all approved textbooks and instructional materials on the school system's website  
9 and send a copy of the list to the commissioner of education.

## 10 COMPLAINTS & RECONSIDERATION

11 The director of schools shall develop forms and procedures to enable citizens to file complaints regarding  
12 the selection or content of approved textbooks. Following the conclusion of this administrative process,  
13 a complainant may appeal an outcome to the board.

## 14 DISTRIBUTION

15 The director of schools shall designate an employee to be responsible for the purchase and distribution  
16 of textbooks in each school. The principal shall be responsible for seeing that each student has access to  
17 the distributed textbooks at no cost to the student.

## 18 CARE OF TEXTBOOKS<sup>3</sup>

19 Textbooks are property of the board and shall be returned at the end of the school year, upon completion  
20 of the course or upon withdrawal from a course or school. Parents are to sign an agreement stating they  
21 shall be responsible for the textbooks received and used by their children.

22 The following reimbursement schedule shall be used as a guide for collecting fines for lost or destroyed  
23 books:

24	Age of Book	Amount Collected
25	1 - 2 years	100% of replacement cost
26	3 - 4 years	75% of replacement cost
27	5 or more years	50% of replacement cost

28 The Board shall approve and periodically review a schedule of fines for damaged books. In cases where  
29 the book is damaged to the extent it is no longer useable, the amount collected shall conform to the



reimbursement schedule for lost books. A fine may only be assessed in cases where the pupil or parent damages, loses or defaces the textbook either through willful intent or neglect.<sup>4</sup>

Following an interview with parties and an investigation, if needed, the principal may assess the appropriate fine and notify the parents in writing.

The principal may include with the notice a provision stating that failure to pay the fine imposed within a reasonable time may result in the imposition of one of the following sanctions:<sup>3</sup>

1. Refusal to issue any additional textbooks until restitution is made;
2. Withholding of all grade cards, diplomas, certificates of progress, or transcripts until restitution is made;
3. Not allowing the pupil to take interim or final examinations or to earn course credit in the course for which the textbook is prescribed until restitution is made; or
4. Reducing the pupil's grade in the course for which the textbook is prescribed by one (1) letter grade or ten (10) percentage points until restitution is made.

The principal may waive the assessment of fines when in his/her judgment the student is the victim of uncontrollable circumstances and not responsible for the damages.

## INSPECTION

A list of textbooks used by the schools shall be revised annually by building administrators under the direction of the director of schools. Textbooks shall be available for inspection by parents/guardians upon request, and the director of schools shall develop procedures for the inspection of materials and distribute these procedures to each principal.<sup>5</sup>

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### Legal References

1. TCA 49-6-2207(c), (e)-(f); TCA 49-6-2202(d)
2. 20 USCS § 1232h(a); TCA 49-6-7003
3. TCA 49-3-310(1)(B)
4. TCA 49-3-310(1)(C)
5. 20 USCA § 1232h(a); TCA 49-6-7003

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### Cross References

Surplus Property Sales 2.403  
Reconsideration of Instructional Materials 4.403  
Controversial Materials 4.801  
Student Fees and Fines 6.709

# Metropolitan Nashville Board of Education

Monitoring: <b>Review: Annually, in November</b>	Descriptor Term:  <b>Reconsideration of Instructional Materials and Textbooks</b>	Descriptor Code: <b>4.403</b>	Issued Date:
		Rescinds: <b>IM 4.134</b>	Issued: <b>03/01/13</b>

The board supports principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States<sup>1</sup> and expressed in the Library Bill of Rights of the American Library Association.

Because opinions differ, there may be questions concerning some instructional and library materials despite the quality of the selection process. If a complaint is made, the following procedure is to be followed:

1. Inform the complainant of the selection procedures and make no commitments.
2. Request the complainant to submit a formal Request for Reconsideration of Instructional Materials.
3. Inform the principal (and other appropriate personnel).
4. Keep challenged materials available for use during the reconsideration process.
5. Upon receipt of the completed form, the principal requests review of the challenged materials by an ad hoc materials review committee within fifteen (15) working days, and notifies the appropriate supervisor and the director of schools that such review is being done. The review committee is appointed by the principal, and includes certified library media personnel, representatives from classroom teachers, one or more parents, and may include one or more students.
6. The review committee shall take the following steps after receiving the challenged materials:
  - a. Read, view, or listen to the material in its entirety;
  - b. Check general acceptance of the material by reading recognized and evaluative reviews;
  - c. Determine the extent to which the material supports the curriculum;
  - d. Complete the appropriate Checklist for Reconsideration of Instructional Materials, judging the material for its strength and value; and
  - e. Present recommendation to principal for further action and to the director of schools for purposes of information.
7. If the complainant desires further action after receiving the recommendation of the committee and the decision of the principal, an appeal may be made to the board.

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Legal References

1. *Board of Education, Island Trees Union Free School District No. 26 v. Pico*, 457 U.S. 853, 102 S. Ct. 2799 (1982)

# Metropolitan Nashville Board of Education

Monitoring:  <b>Review: Annually, in November</b>	Descriptor Term:  <b>Use of Copyrighted Materials</b>	Descriptor Code: <b>4.404</b>	Issued Date:
		Rescinds: <b>IM 4.156</b>	Issued: <b>11/01/03</b>

1 In order to define the fair and reasonable use of copyrighted work for educational purposes without the  
2 permission of the copyright owner and to reduce the risk of copyright infringement, all district staff  
3 shall adhere to the provisions of the federal copyright law and maintain the highest ethical standards in  
4 the use of copyrighted materials.<sup>1</sup>

5 District employees shall be notified that willful infringement of the law may result in disciplinary  
6 action. Legal support will not be provided to any employee who willfully violates the copyright law  
7 and will be held personally liable for damages. Infringement of this law by students is also prohibited  
8 and may result in disciplinary action.

9 In the case of computer software, the ethical and practical problems caused by computer software  
10 piracy shall be taught in all computer courses. Computer-related instruction for students and staff shall  
11 address the ethical and practical problems caused by software piracy. The director of schools and  
12 his/her designee shall be the only individual who may sign license agreements for software for District  
13 schools. Each school using licensed software shall have a signed copy of the software agreement.

14 The director of schools shall establish specific regulations regarding the copying, distribution and use  
15 of copyrighted materials for instructional purposes<sup>1</sup>.

16 The principal of each school shall establish practices which will enforce this policy at the school level.

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## Legal References

1. 17 USCS § 106, 107, 110

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## Cross References

School and System Websites 4.407  
Use of Multimedia 4.408

# Metropolitan Nashville Board of Education

Monitoring:  <b>Review: Annually, in November</b>	Descriptor Term:  <b>Employee-Developed Materials</b>	Descriptor Code: <b>4.405</b>	Issued Date:
		Rescinds:	Issued:

1 Intellectual property and materials that are developed by an employee as part of regular employment  
2 are the properties of the school system.<sup>1</sup>

3 The director of schools shall ensure that employment contracts reference the provisions of this policy.  
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## Legal Reference

1. *Community for Creative Non-Violence v. Reid*, 490  
U.S. 730 (1989)

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## Cross References

School and System Websites 4.407

# Metropolitan Nashville Board of Education

Monitoring: <b>Review: Annually, in November</b>	Descriptor Term:  <b>Use of the Internet</b>	Descriptor Code: <b>4.406</b>	Issued Date: <a href="#">Click here to enter a date.</a>
		Rescinds: <b>HC 5.112, IM 4.160</b>	Issued: <b>01/01/14</b>

The use of technology resources by students, staff members, or visitors to MNPS is a privilege and is subject to all applicable state and federal laws and policies of the district. Students are responsible for their ethical and educational use of the computer online services in the district.

## Employees

Before any employee is allowed use of the district's Internet or intranet access, the employee shall sign a written agreement, developed by the director/designee that sets out the terms and conditions of such use. Any employee who accesses the district's computer system for any purpose agrees to be bound by the terms of that agreement, even if no signed written agreement is on file.

The director of schools shall develop and implement procedures for appropriate Internet use which shall address the following:

1. Development of the Network and Internet Use Agreement.
2. General rules and ethics of Internet access.
3. Guidelines regarding appropriate instruction and oversight of student Internet use.
4. Prohibited and illegal activities, including but not limited to the following:<sup>1</sup>
  - Sending or displaying offensive messages or pictures;
  - Using obscene language;
  - Harassing, insulting, defaming, or attacking others;
  - Damaging computers, computer systems or computer networks;
  - Hacking or attempting unauthorized access to any computer;
  - Violation of copyright laws;
  - Trespassing in another's folders, work, or files;
  - Intentional misuse of resources;
  - Using another's password or other identifier (impersonation);
  - Use of the network for commercial purposes; and
  - Buying or selling on the Internet.

## Students

The director of schools shall develop and implement procedures for appropriate Internet use by students. Procedures shall address the following:

1. General rules and ethics of Internet use.
2. Prohibited or illegal activities, including, but not limited to:<sup>1</sup>

- Sending or displaying offensive messages or pictures;
- Using obscene language;
- Harassing, insulting, defaming, or attacking others;
- Damaging computers, computer systems or computer networks;
- Hacking or attempting unauthorized access;
- Violation of copyright laws;
- Trespassing in another's folders, work, or files;
- Intentional misuse of resources;
- Using another's password or other identifier (impersonation);
- Use of the network for commercial purposes; and
- Buying or selling on the Internet.

## **INTERNET SAFETY MEASURES<sup>2</sup>**

Internet safety measures shall be implemented that effectively address the following:

- Controlling access by students to inappropriate matter on the Internet and World Wide Web;
- Safety and security of students when they are using electronic mail, chat rooms, and other forms of direct electronic communications;
- Preventing unauthorized access, including "hacking" and other unlawful activities by students on-line;
- Unauthorized disclosure, use and dissemination of personal information regarding students; and
- Restricting students' access to materials harmful to them.

The director of schools/designee shall establish a process to ensure the district's education technology is not used for purposes prohibited by law or for accessing sexually explicit materials. The process shall include, but not be limited to:

- Utilizing technology that blocks or filters Internet access (for both students and adults) to material that is obscene, child pornography or harmful to students;
- Maintaining and securing a usage log; and
- Monitoring on-line activities of students.<sup>2</sup>

The board shall provide reasonable public notice of, and at least one (1) public hearing or meeting to address and communicate, its Internet safety measures.<sup>2</sup>

A written parental consent shall be required prior to the student being granted access to electronic media involving district technological resources. The required permission/agreement form, which shall specify acceptable uses, rules of on-line behavior, access privileges and penalties for policy/ procedural violations, must be signed by the parent/legal guardian of minor students (those under 18 years of age) and also by the student. This document shall be executed each year and shall be valid only in the school year in which it was signed unless parent(s) provide written notice that consent is withdrawn. In order to rescind the agreement, the student's parent/guardian (or the student who is at least 18 years old) must provide the director of schools with a written request.

## 1 E-MAIL

2 Users with network access shall not utilize district resources to establish electronic mail accounts through  
3 third-party providers or any other nonstandard electronic mail system. All data including e-mail  
4 communications stored or transmitted on school system computers shall be monitored.  
5 Employees/students have no expectation of privacy with regard to such data. E-mail correspondence  
6 may be a public record under the public records law and may be subject to public inspection.<sup>3</sup>

## 7 INTERNET SAFETY INSTRUCTION<sup>4</sup>

8 Students will be given appropriate instruction in internet safety as a part of any instruction utilizing  
9 computer resources. The director shall provide adequate in-service instruction on internet safety. Parents  
10 and students will be provided with material to raise awareness of the dangers posed by the internet and  
11 ways in which the internet may be used safely.

## 12 SOCIAL NETWORKING

- 13 1. District staff who have a presence on social networking websites are prohibited from posting  
14 data, documents, photographs, or inappropriate information that is likely to create a material and  
15 substantial disruption of classroom activity.
- 16 2. District staff are prohibited from accessing personal social networking sites on school computers  
17 or during school hours except for legitimate instructional purposes.
- 18 3. The board discourages district staff from socializing with students on social networking websites.  
19 The same relationship, exchange, interaction, information, or behavior that would be  
20 unacceptable in a non-technological medium is unacceptable when done through the use of  
21 technology.

## 22 VIOLATIONS

23 Violations of this policy or a procedure promulgated under its authority shall be handled in accordance  
24 with the existing disciplinary procedures of this District.

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### Legal References

1. TCA 39-14-602
2. Children's Internet Protection Act (Public Law 106-554)
3. TCA 10-7-512
4. TCA 49-1-221

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### Cross References

Use of Electronic Mail (e-mail) 1.805  
School and System Websites 4.407



# Metropolitan Nashville Board of Education

Monitoring: <b>Review: Annually, in November</b>	Descriptor Term: <b>School and System Websites</b>	Descriptor Code: <b>4.407</b>	Issued Date:
		Rescinds: <b>IM 4.101</b>	Issued: <b>07/01/10</b>

## CONTENT STANDARDS

The board authorizes the creation of school and/or district web pages on the Internet. Only those web pages maintained in accordance with board policy and established procedures shall be recognized as official representations of the district or individual schools. All information on a school or district web page must accurately reflect the mission, goals, policies, program, and activities of the school and district. The web page must have a purpose which falls within at least one of three categories:

1. Support of curriculum and instruction — intended to provide links to Internet resources for students, parents, and staff in the district;
2. Public information —intended to communicate information about the schools and district to students, staff, parents, community and the world at large; and
3. District technology support —intended to provide and respond to instructional and administrative technology needs of students and staff.

All material on a school website shall be either original to the school, in the public domain, or posted with the express permission of its rightful owner. This includes, but is not limited to, text, graphics, pictures, video, sounds, music, characters, logos, and trademarks. Web page publications shall follow all applicable copyright laws and guidelines. The director of communications is responsible for overseeing the overall content of district websites.

Websites developed under contract for the school district or within the scope of employment by district employees are the property of the school district.

## PRIVACY STANDARDS<sup>1</sup>

1. Because Internet publications are available to the entire world, special care shall be taken to protect the privacy of students and staff. Web pages may not include personal identifying information regarding a student<sup>1</sup> such as: telephone numbers, addresses, names of other family members, names of friends, e-mail addresses, specific location of a student at any given time, grades or any other academic information. No confidential information shall be published on or linked to the web site.
2. Student work may be published on web pages only with written consent of the student's parent/guardian or the eligible student before each incident of publication. The authoring student shall also sign a copyright consent form.
3. Links to student e-mail accounts are prohibited.

4. Pictures of students may be included only under the following conditions:

- a. Individual student pictures may be published on the web site only with written consent of the student's parent/guardian or eligible student. A release form is available in the student parent handbook or through the communications office.
- b. Pictures of groups of students involved in a school-related activity may be published without consent; however, the students shall only be identified by the group name.
- c. Students shall not be individually identified in pictures unless there is a special reason for doing so, such as recognition for receiving an award. In such cases, the student's parent/guardian or eligible student must give written consent.

## ADVERTISING/SPONSORSHIPS

Any use of advertising or sponsorships that appears on a school web site must be approved by the school web administrator, the principal or the director of schools/designee. Guidelines for approval shall be established by the director of schools/designee and must be consistent with the board's policies and guidelines used in other school and district publications.

## ADMINISTRATIVE PROCEDURES

The director of schools shall develop administrative procedures for development of web pages including content, quality and consistency standards and shall designate an individual(s) to be responsible for maintaining the official district web page and monitoring all district web page activity. A building principal shall make such designation for an individual school. Schools or departments who wish to publish a web page must identify the webmaster's name, e-mail address and phone number on the web page.

## CONCERNS/COMPLAINTS

As with any instructional materials or publication used by or representing the school or district, the building principal or director of schools, respectively, is ultimately responsible for accuracy and appropriateness of the information made available on the web site. Concern about the content of any page(s) created by students or staff should be directed to the building principal or the director of schools' office when related to the district web site. If the concern is not resolved, persons who wish to file a formal complaint shall submit a written request for reconsideration of instructional material.

## ACCESSIBILITY STANDARDS

All web-based intranet and internet communications shall be accessible to those who have limited vision and hearing if audio formats are utilized. MNPS adheres to all federal accessibility standards.

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### Legal References

1. 20 USCS 1232 g(a)(5)(A)-(B); ESEA (20 USCS 7908) Sect. 9528; 10 USCS 503

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### Cross References

Reconsideration of Instructional Materials 4.403  
Use of Copyrighted Materials 4.400  
Employee-Developed Materials 4.405



# Metropolitan Nashville Board of Education

Monitoring: <b>Review: Annually, in November</b>	Descriptor Term:  <b>Use of Multimedia</b>	Descriptor Code: <b>4.408</b>	Issued Date:
		Rescinds: <b>IM 4.157</b>	Issued: <b>01/01/14</b>

- 1 All multimedia used in the classroom must either be provided by the school or have the prior approval
- 2 of the principal.
- 3 Movies, songs or other multimedia may be rented or purchased for use in the classroom for education
- 4 purposes only. No movie, song or other multimedia will be used in the classroom for entertainment
- 5 purposes.

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Cross References

Use of Copyrighted Materials 4.404

# Metropolitan Nashville Board of Education

Monitoring: <b>Review: Annually, in December</b>	Descriptor Term: <b>Community Instructional Resources</b>	Descriptor Code: <b>4.500</b>	Issued Date:
		Rescinds: <b>SS 3.111</b>	Issued:

## 1 **COMMUNITY RESOURCE GUIDES**

- 2 An inventory of community resource people, agencies and establishments which have potential to  
3 enhance teaching and learning shall be maintained for each school to assist in instructional planning.

## 4 **USE OF COMMUNITY RESOURCE PERSONS**

- 5 The board recognizes the value of community resource persons in the educational program and  
6 authorizes the use of such persons with approval of the principal and the director of schools.

# Metropolitan Nashville Board of Education

Monitoring: <b>Review: Annually, in December</b>	Descriptor Term:  <b>School Volunteers</b>	Descriptor Code: <b>4.501</b>	Issued Date:
		Rescinds:	Issued:

- 1 All volunteers must be approved by the principal and shall serve under the supervision and direction of  
2 the professional personnel of the school to which they are assigned. Volunteers shall assist professional  
3 personnel in the performance of their teaching and administrative responsibilities. They may not teach,  
4 but they may reinforce skills taught by the professional staff.
- 5 The principal shall identify appropriate tasks for volunteers and shall be responsible for planning and  
6 conducting orientation programs and regular in-service training sessions.
- 7 Volunteers shall serve without compensation but shall be insured by the board against loss or damage  
8 in the performance of their duties.<sup>1</sup>
- 9 The principal shall ensure that appropriate recognition of volunteer services is made annually.
- 10 The director of schools shall develop procedures to require the appropriate background checks for  
11 volunteers who may work closely with students without much or any supervision of district employees.

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## Legal References

1. TCA 29-20-310(e)

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## Cross References

Visitors to the School 1.501

# Metropolitan Nashville Board of Education

Monitoring:  <b>Review: Annually, in December</b>	Descriptor Term:  <b>Parental and Family Engagement</b>	Descriptor Code: <b>4.502</b>  Rescinds: <b>IM 4.102</b>	Issued Date: Click here to enter a date.  Issued: <b>12/01/16</b>
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## 1 GENERAL EXPECTATIONS FOR PARENTAL ENGAGEMENT

2 The administration of Metropolitan Nashville Public Schools recognizes the value and importance of  
3 meaningful family engagement at the school and district level.

4 The board shall implement the following as required by federal or state laws or regulations:<sup>1</sup>

- 5 • The school district shall annually work with parents in evaluating and potentially revising the provisions  
6 of this policy in improving the quality of schools. Such an evaluation shall strive to identify any barriers  
7 to greater participation by parents (with particular attention to parents who are economically  
8 disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial  
9 or ethnic minority background).
- 10 • The school district shall provide the coordination, technical assistance, and other necessary support to  
11 assist individual schools with planning and implementing parental involvement activities.
- 12 • The school district shall involve parents with the development of required educational or improvement  
13 plans.
- 14 • The school district shall coordinate and integrate parental involvement strategies with those associated  
15 with other federal or state programs.
- 16 • The school district shall put into operation activities and procedures for the involvement of parents in all  
17 of its schools.<sup>2</sup> Those programs, activities and procedures will be planned and operated with meaningful  
18 consultation with parents.
- 19 • The school district shall ensure that activities and strategies are implemented to support this policy and  
20 included in the district plan.
- 21 • The district improvement plan shall include strategies for parental participation in the district's schools  
22 which are designed to improve parent and teacher cooperation in such areas as homework, attendance,  
23 discipline and higher education opportunities for students.
- 24 • The district plan shall include procedures to enable parents to learn about the course of study of their  
25 children and have access to all learning materials.
- 26 • The district plan shall identify opportunities for parents to participate in and support classroom  
27 instruction in the school. Such opportunities include, but are not limited to, organizing fundraising  
28 activities, volunteering as a field trip chaperone, assisting in the library, computer lab, or on the  
29 playground, offering after-school clubs, and recycling clothes.

- If the school district's plan is not satisfactory to parents, the school district shall submit parental comments regarding the plan to the State Department of Education as required.
  - The school district shall ensure Title I schools are in compliance with the *Every Student Succeeds Act*.
- The director shall develop and implement any procedures necessary to accomplish the goals of this policy.

## **SCHOOL LEVEL POLICY**

Each school shall submit to the director and board, for review and comment, its Title I school parent involvement policy, which must meet state and federal requirements, including a school-parent compact. This school level policy shall be developed jointly with and distributed to parents of participating students. A copy of these documents shall be retained in the district office and made available on the school's (if applicable) and school system's website.

## **SUPPORT FOR PROGRAM**

If the Title I allocation is \$500,000 or more to the school system, then at least one per cent (1%) of that allocation shall be reserved for the purpose of promoting parent involvement. Parents of students participating in the Title I programs shall be consulted on the use of these funds.

## **FAMILY-SCHOOL PARTNERSHIPS<sup>1</sup>**

Families and community members should be engaged in the education of students based on the following standards:

- Families are welcomed into the school community;
- Families and school staff should engage in regular and meaningful communication about student learning;
- Families and school staff work together to support student learning and development;
- Families are informed and encouraged to be advocates for students;
- Families are full partners in the decisions that affect children and families; and
- Community, civic, and business resources are made available to strengthen school programs, family practices, and student learning.

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### Legal References

1. Every Student Succeeds Act, Pub.L. 114-95, Dec. 10, 2015, 129 Stat. 1802; TCA 49-6-7001; State Board of Education, Tennessee Parent/Family Involvement Policy 4.207; TCA 49-2-305; 20 USCA § 6318
2. TCA 49-6-7001





# Metropolitan Nashville Board of Education

Monitoring: <b>Review: Annually, in December</b>	Descriptor Term:  <b>Grading System</b>	Descriptor Code: <b>4.600</b>	Issued Date:
		Rescinds: <b>IM 4.144</b>	Issued: <b>07/01/13</b>

The director of schools shall develop an administrative procedure to establish a system of grading and assessment for evaluating and recording student progress and to measure student performance in conjunction with board-adopted content standards for grades K-8.<sup>1</sup> The grading/assessment system shall follow all applicable statutes and rules and regulations of the State Board of Education. The grading/assessment system shall be uniform district-wide at comparable grade levels, except that the director of schools shall have the authority to establish and operate ungraded and/or unstructured classes in grades K-3 according to state rules and regulations.<sup>2</sup>

The director of schools shall submit a copy of the grading, reporting and assessment systems to the board before the system is implemented.<sup>3</sup> These guidelines shall be communicated annually to students and parents/guardians.<sup>1</sup>

Conduct grades are based on behavior and shall not be deducted from scholastic grades.

## **GRADING SYSTEM: GRADES NINE - TWELVE (9-12)<sup>1</sup>**

Schools teaching grades nine through twelve shall use the uniform grading system established by the State Board of Education. Using the uniform grading system, students' grades shall be reported for the purposes of application for post-secondary financial assistance administered by the Tennessee Student Assistance Corporation.

Subject-area grades shall be expressed by the following letters with their corresponding percentage range:

- A (93-100)
- B (85-92)
- C (75-84)
- D (70-74)
- F (0-69)

This grading system shall be uniform throughout the school system for each grade.

Advanced coursework grades will be weighted with additional percentage points to calculate the semester average. Depending on the course taken, the following percentage points will be assigned:

- Honors Courses – three (3) percentage points;
- Local and Statewide Dual Credit, Capstone Industry Certification Aligned, and Dual Enrollment Courses – four (4) percentage points; and

- Advanced Placement, Cambridge International, College Level Exam Program (CLEP), and International Baccalaureate Courses – five (5) percentage points.

### **CALCULATION OF GPA (GRADE POINT AVERAGE)**

For purposes of communicating with college admission offices and scholarship granting agencies, and for determining honor graduates (valedictorian and salutatorian), all high school course work, with the exception of pass/fail courses will be calculated in the GPA according to the MNPS scale.

### **LOTTERY/HOPE SCHOLARSHIPS<sup>4</sup>**

Each school counselor shall provide incoming freshman with information on college core courses required for lottery scholarships as well as necessary criteria (grade point average, ACT, and SAT score, etc.) that must be met in order to receive a scholarship.

Seniors may apply for the Tennessee HOPE Scholarship by completing the Free Application for Federal Student Aid (FAFSA). The FAFSA is available at the guidance office or online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Students shall be made aware of all applicable FAFSA deadlines and encouraged to submit applications in a timely manner.

Elementary school counselors should explain the HOPE Scholarship and its requirements to their students and impress upon them the benefits of making good grades.

### **LOTTERY SCHOLARSHIP DAY**

Each school year, prior to scheduling courses for the following school year, schools teaching students in grades 8-11 shall conduct a lottery scholarship day for students and their parents.<sup>5</sup>

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#### Legal References

1. TRR/MS 0520-01-03-.05(3), SBOE Policy 3.301
2. TCA 49-1-302(e)(2), (g)
3. TCA 49-2-203(b)(7)
4. TCA 49-4-904, 907
5. TCA 49-4-932(f)

# Metropolitan Nashville Board of Education

Monitoring: <b>Review: Annually, in December</b>	Descriptor Term: <b>Reporting Student Progress</b>	Descriptor Code: <b>4.601</b>	Issued Date:
		Rescinds:	Issued:

## 1 REPORT CARDS

2 Student progress reports shall be provided at least once every four and a half (4.5) weeks during the school year.  
3 The reporting procedure shall be in writing and shall be uniform for all reporting periods during each school year.<sup>1</sup>  
4 Each report shall be signed by the parents and returned promptly to the school.

5 Student progress reports shall indicate the students' conduct and include information on attendance, academic  
6 progress and other information necessary to communicate effectively with the parents.

7 In addition to the regular progress reports, principals and teachers are encouraged to confer with parents on the  
8 educational progress of their children. Teachers shall consult with parents of students who are working at an  
9 unsatisfactory level or whose performance shows a sudden deterioration. Parents shall be notified by the teacher  
10 as early in the school year as possible if the retention of a student is being considered.

## 11 PARENT CONFERENCES

12 At least two (2) times during the school year, conferences shall be scheduled in which parents and teachers may  
13 discuss any pertinent problems or other matters of concern regarding the development and education of each  
14 student. These scheduled conferences shall not use any portion of the 180 days of classroom instruction.<sup>2</sup> The  
15 director of schools shall be responsible for scheduling and coordinating system wide conferences.

16 Conferences shall be physically accessible to all students, parents and/or guardians.<sup>3</sup>

## 17 REPORTS OF WITHDRAWALS

18 The director of schools/attendance director shall be responsible for complying with state laws and regulations  
19 relating to the reporting of withdrawals of students, and the director of schools is authorized to develop procedures  
20 to ensure compliance.<sup>4</sup>

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### Legal References

1. TRR/MS 0520-01-03-.05(3)(a); TCA 49-6-901
2. TCA 49-6-7002
3. 28 CFR § 36.201
4. TCA 49-6-3017

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### Cross References

School Calendar 1.800  
Section 504 & ADA Grievance Procedures 1.802  
Grading System 4.600  
Staff Time Schedules 5.602  
Attendance 6.200

# Metropolitan Nashville Board of Education

Monitoring: <b>Review: Annually, in December</b>	Descriptor Term: <b>Honor Roll, Awards, &amp; Class Ranking</b>	Descriptor Code: <b>4.602</b>	Issued Date:
		Rescinds:	Issued:

## 1 HONOR ROLL

2 Honor roll students shall be determined by standards recommended by the director of schools and  
3 approved by the board. Unless a student or the parent/guardian of a student objects, the names of honor  
4 roll students may be released to the news media.

## 5 AWARDS AND CONTESTS

6 Prior to a school department or club presenting honors or awards or conducting contests, the school's  
7 principal shall approve such honor, award, or contest. Following approval, the principal shall keep on  
8 file the name of the honor, award or contest; the basis for selection of the award or honor; the method of  
9 participation; and the reason for the contest.

## 10 CLASS RANKING

11 All grades earned in grades 10, 11, and the first semester of grade 12 shall be counted toward the grade  
12 point average and the rank in class.

13 To become valedictorian or salutatorian, a student must be enrolled in the high school at least three (3)  
14 of the five (5) semesters preceding the final semester. The final semester shall not be used in determining  
15 class standing.

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### Cross References

Grading System 4.600  
Graduation Requirements 4.605

# Metropolitan Nashville Board of Education

Monitoring:  <b>Review: Annually, in December</b>	Descriptor Term:  <b>Promotion and Retention</b>	Descriptor Code: <b>4.603</b>	Issued Date:
		Rescinds: <b>IM 4.145</b>	Issued: <b>09/01/11</b>

The board expects students to meet grade-level standards and progress through each grade within one school year. To accomplish this, instruction should be focused on the district academic standards, accommodate the varying needs and interests of individual students, and include strategies for addressing academic deficiencies. To further promote student learning, schools and parents should form partnerships that involve parents in their child's education; foster shared responsibility among students, parents, and staff; and encourage ongoing two-way communication between parents and the school.

Students shall progress through the grade levels by demonstrating growth in learning and by meeting the grade-level academic standards established by the district. Progress toward high school graduation shall be based on the student's ability to pass the subjects and electives necessary to earn the required number of credits. Students will be promoted to the next grade level in high school based on district-established criteria and credits earned.

Students not making adequate progress in meeting district-established criteria will be identified as early in the school year and in their school career as practicable. When a student is identified as being at risk of retention, parents will be notified, and the student will be provided interventions. The interventions prescribed will be designed to assist the students in reaching grade-level expectations in core academic areas and to motivate and connect students to school. Such opportunities may include but are not limited to tutorial programs, after-school programs, and/or summer school programs. On-going assessment of student progress will be a part of each intervention program.

A student in third grade shall not be promoted to the next grade level unless the student has shown a basic understanding of curriculum and ability to perform the skills required in the subject of reading as demonstrated by the student's grades or standardized test results. However, the student may be promoted if the student participates in an LEA approved research-based intervention prior to the beginning of the next school year.<sup>1</sup>

The director of schools or his/her designee shall report, at least annually, on any intervention programs available to students in the third grade and recommend any new programs or the modifications of any existing programs to better serves these students.

In order to enhance the opportunity for remediation, students with problems shall be identified as early as possible in the school year. Parents shall be notified when problems are identified and shall be informed periodically of remedial efforts and given progress reports.

Before a student is retained, the parents shall be informed in writing and shall have the opportunity to participate in a conference at least six (6) weeks before the end of the school year.

The following factors shall be considered in making a decision on promotion and retention:<sup>2</sup>

1. *Mastery of essential competencies.* Students shall have mastered essential skills sufficiently to ensure a likelihood of success at the next grade level.
2. *Special procedures for special students.* Students who have been identified as having special problems, including high risk students and others with special needs, shall be given special consideration. Placement of students with IEPs shall be determined by the IEP-Team.
3. *Flexible placement.* Use of conditional promotion, remedial summer programs, assignment to transitional classes, and other approaches to meeting the needs of students shall be given consideration.
4. *Attendance.* Attendance shall become a relevant factor only when excessive absenteeism becomes an educational problem.
5. *Conduct.* Retention shall not be used as a disciplinary measure.
6. *Previous retention.* Except under unusual circumstances, students shall not be retained more than once in the same grade.
7. *Grade level.* Retention shall be considered more appropriate in grades K-3.

Once the decision to retain has been made:

1. A report of each student retained shall be made to the director of schools;
2. Documentation verifying student deficiencies shall be placed in the student's record;
3. Parents shall have the right to appeal any decision through appeal procedures established by board policy; and
4. The teacher shall be consulted at each level of the appeal procedure.

Educational approaches and techniques for the repeated year shall vary from the prior year in order to provide an appropriate instructional program. Variations may include, but are not limited to, the following:

1. different teacher(s);
2. different strategies;
3. different materials; and/or
4. varying lengths of time per subject and/or physical setting in classroom.

For the purpose of determining the effectiveness of retention toward improving student achievement, the progress of retained students shall be monitored for at least three (3) years.

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**Legal References**

1. TCA 49-6-3115
2. TRR/MS 0520-01-03-.05(3)(b)

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**Cross References**

Grading System 4.600  
Reporting Student Progress 4.601  
Attendance 6.200



# Metropolitan Nashville Board of Education

Monitoring:  <b>Review: Annually, in December</b>	Descriptor Term:  <b>Credit for Prior Courses</b>	Descriptor Code: <b>4.604</b>	Issued Date:
		Rescinds:	Issued:

1 Students enrolled in grades 9-12 who have taken the equivalent of a high school level course in middle  
2 school may earn high school credit for graduation, except in American History, under the following  
3 guidelines:<sup>1,2</sup>

- 4 1. Students shall be given the same comprehensive examination for the course as required for  
5 students in grades nine (9) through twelve (12) who earn credit for graduation;
- 6 2. The examination shall provide evidence that a student has mastered all of the terminal objectives  
7 in the applicable curriculum framework adopted by the State Board of Education and shall be  
8 scored and graded on the same scale as for students who are enrolled in the course;
- 9 3. Students must have earned a grade of “B” or better in the course in order to qualify to take the  
10 examination; and
- 11 4. Students must score a “B” or better on the examination in order to receive credit toward high  
12 school graduation.

13 The director of schools shall develop procedures for:

- 14 1. Making application for credit;
- 15 2. Administering and scoring the examination; and
- 16 3. Record keeping to ensure that proper credit is given.

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## Legal References

1. TRR/MS 0520-01-03-.06(2)
2. TCA 49-6-1202

# Metropolitan Nashville Board of Education

Monitoring: <b>Review: Annually, in December</b>	Descriptor Term: <b>Graduation Requirements</b>	Descriptor Code: <b>4.605</b>	Issued Date:
		Rescinds:	Issued:

## GENERAL

The program of studies shall include areas required by the State Board of Education.

Before high school graduation, every student shall;

1. Achieve the specified 22 units of credit;
2. Take the required end of course exams;<sup>1</sup>
3. Have satisfactory records of attendance and conduct,
4. Take the ACT or SAT in the 11<sup>th</sup> grade;<sup>2</sup> and
5. Complete a United States civics test.<sup>3</sup>

## SPECIAL EDUCATION STUDENTS<sup>4</sup>

Special education students who successfully complete their Individualized Educational Program (IEP), pass the required competency assessment and have satisfactory records of attendance and conduct shall be awarded a regular diploma. A special education diploma shall be awarded to students who have satisfactorily completed their IEP and who have satisfactory records of attendance and conduct, but who have not met the proficiency testing requirements.<sup>5</sup>

Special education students who do not meet the requirements for a high school diploma may be awarded an occupational diploma if the student has:<sup>1,4</sup>

1. satisfactorily completed their IEP;
2. maintained satisfactory records of attendance and conduct;
3. completed the occupational diploma Skills, Knowledge, and Experience Mastery Assessment (SKEMA);
4. completed at least four (4) years of high school; and
5. has two (2) years of paid or non-paid work experience.

The decision to attain an occupational diploma shall be made at the conclusion of the student's tenth (10<sup>th</sup>) grade year, or two (2) academic years prior to the expected graduation date. Students who have received an occupational diploma shall continue to make progress towards a high school diploma until the end of the school year in which they turn twenty-two (22) years old.

## STUDENT LOAD

All full time students in grades 9-12 shall be enrolled each semester in subjects that produce a minimum of five units of credit for graduation per year. Students with hardships and gifted students may appeal this requirement to the director of schools and then to the board.<sup>6</sup>

## 1 **EARLY GRADUATION**<sup>7</sup>

2 High school students shall be permitted to complete an early graduation program. Students intending to  
3 graduate early shall inform the school principal of this intent prior to the beginning of 9<sup>th</sup> grade, or as  
4 soon thereafter as the intent is known.

5 In order to graduate early, students must meet the following requirements:

- 6 1. Earn the required eighteen (18) credits;
- 7 2. Achieve a benchmark score for each required end-of-course exam;
- 8 3. Attain a cumulative GPA of at least 3.2 on a 4.0 scale;
- 9 4. Meet the minimum ACT or SAT benchmark score;
- 10 5. Obtain a qualifying benchmark score on a world language proficiency assessment; and
- 11 6. Complete at least two (2) types of the following courses:
  - 12 a. AP;
  - 13 b. IB;
  - 14 c. Dual enrollment; or
  - 15 d. Dual credit.

16 The director of schools shall develop administrative procedures to ensure that the early graduation  
17 program is conducted in accordance with state law.

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### Legal References

1. TCA 49-6-6001; State Board of Education Policy 2.103
2. TCA 49-6-6001(b); State Board of Education Policy 2.103
3. TCA 49-6-408; State Board of Education Policy 2.103
4. TRR/MS 0520-01-03-.06(1)(a); State Board of Education Policy 2.103
5. TCA 49-6-6005; State Board of Education Policy 2.103
6. TRR/MS 0520-01-03-.03(6)
7. TCA 49-6-8303; State Board of Education Policy 2.103

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### Cross References

Basic Curriculum Program 4.201  
Class Ranking 4.602

# Metropolitan Nashville Board of Education

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

Students who have met all graduation requirements on the day of graduation and students who are within two (2) or fewer credits of meeting all requirements<sup>1</sup> and can complete the requirements during the summer may participate in graduation activities. If extenuating circumstances exist at any school, the matter shall be presented to the board prior to graduation activities.

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

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

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

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

Principals shall ensure that students graduating with distinction and state honors are recognized at graduation.<sup>5</sup> Additionally, principals shall ensure that high school students who voluntarily complete at least ten (10) hours of community service each semester are recognized during the graduation ceremony.<sup>6</sup>

## Legal References

1. TCA 49-6-405
2. TCA 49-2-114
3. 28 CFR § 36.201
4. *Lee v. Weisman*, 505 U.S. 577(1992), 112 S. Ct. 2649, 120 L. Ed. 2d 467 (1992)
5. TRR/MS 0520-01-03-.06(1)(c); State Board of Education Policy 2.103; Public Acts of 2017, Chapter No. 207
6. State Board of Education Policy 2.103

## Cross References

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

# Metropolitan Nashville Board of Education

Monitoring: <b>Review: Annually, in December</b>	Descriptor Term: <b>Waivers of Rules and Regulations</b>	Descriptor Code: <b>4.607</b>	Issued Date:
		Rescinds:	Issued:

- 1 If the board finds that a state rule, regulation, or statute inhibits or hinders the district's ability to meet its  
2 goals or comply with its mission, it may apply for a waiver from such rule, regulation, or statute to the  
3 commissioner of education.<sup>1</sup> However, the board shall not seek a waiver from those rules and regulations  
4 that are specifically excluded by state law.
- 5 In the event of a natural disaster that results in the enrollment of displaced students, the board may  
6 request a waiver from maximum class sizes.<sup>2</sup>

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## Legal References

1. TCA 49-1-201(d)(1)
2. TCA 49-1-104(f)

# Metropolitan Nashville Board of Education

Monitoring: <b>Review: Annually, in December</b>	Descriptor Term: <b>Testing Programs</b>	Descriptor Code: <b>4.700</b>	Issued Date: Click here to enter a date.
		Rescinds:	Issued:

## General

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

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

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

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

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

### WEIGHTING TCAP SCORES

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

- a) 2017-2018 school year - 15% *{Insert information on grading period impacted.}*
- b) 2018-2019 school year - 15% *{Insert information on grading period impacted.}*

*{Insert EOC methodology here.}*

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

### TESTING INFORMATION AND PARENTAL CONSENT

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

Results of all group tests shall be recorded on the students' permanent records and shall be made available to appropriate personnel in accordance with established procedures.<sup>6</sup>

No later than July 31<sup>st</sup> of each year, the board shall publish on its website information related to state and board mandated tests that will be administered during the school year. The information shall include:<sup>7</sup>

1. The name of the test;
2. The purpose and use of the test;
3. The grade or class in which the test will be administered;
4. The tentative date or dates that the test will be administered;
5. The time and manner in which parents and students will be notified of the results of the test;
6. How parents can access the questions and answers on their student's state-required tests; and
7. If a board mandated test, how the test complements and enhances student instruction and learning and how it serves a purpose distinct from state-required tests.

- 1 Testing information shall also be placed in student handbooks or other school publications that are
- 2 provided to parents on an annual basis.

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**Legal References**

1. TCA 49-10-108
2. 20 USCS 1232(g)
3. TRR/MS 0520-01-03-.03(9)
4. Public Acts of 2017, Chapter No. 192; TCA 49-1-617(b)
5. TRR/MS 0520-01-03-.06(1)(c)(2)
6. TCA 10-7-504
7. TCA 49-6-6007

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**Cross References**

Student Records 6.600



# Metropolitan Nashville Board of Education

Monitoring:  <b>Review: Annually, in December</b>	Descriptor Term:  <b>Maintaining Test Security</b>	Descriptor Code: <b>4.701</b>	Issued Date:
		Rescinds: <b>IM 4.116</b>	Issued: <b>02/01/10</b>

- 1 Annually, the board shall designate a system testing coordinator who shall be responsible for  
2 administering, monitoring and maintaining security of all tests to be administered within the school  
3 system. The principal of each school shall serve as or designate a building testing coordinator who  
4 shall be responsible for the administering, monitoring and maintaining security of all tests given in  
5 his/her school.
- 6 Test security procedures shall adhere to guidelines issued by the State Department of Education.<sup>1</sup> Any  
7 employee found to have not followed security guidelines shall be placed on immediate suspension, and  
8 such actions shall be grounds for dismissal, and such actions shall be grounds for revocation of state  
9 license.<sup>2</sup>
- 10 The director of schools shall report a breach of security to the State Department of Education's Office  
11 of Accountability and any testing irregularity to the Division of State Testing within 24 hours of such  
12 events. In any class, grade, and/or school where a security breach is strongly suspected or verified,  
13 central office staff shall be present during subsequent tests for a period of two years.

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## Legal References

1. TRR/MS 0520-01-03-.03(9)(c)
2. TCA 49-1-607

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## Cross References

# Metropolitan Nashville Board of Education

Monitoring: <b>Review: Annually, in December</b>	Descriptor Term: <b>Evaluations of Instructional Programs</b>	Descriptor Code: <b>4.702</b>	Issued Date:
		Rescinds:	Issued:

- 1 Supervisors of the various instructional programs shall annually evaluate the instructional components
- 2 of their respective programs and submit such findings to the board.
- 3 The purposes of these evaluations of instruction shall be:
  - 4 1. To indicate instructional strengths and weaknesses;
  - 5 2. To obtain information needed for future planning;
  - 6 3. To gather data for public information; and
  - 7 4. To link the instructional program to the school system's goals.

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## Cross References

School District Goals 1.700  
Curriculum Development 4.200  
Evaluation 5.109

# Metropolitan Nashville Board of Education

Monitoring: <b>Review: Annually, in December</b>	Descriptor Term: <b>Controversial Issues</b>	Descriptor Code: <b>4.800</b>	Issued Date:
		Rescinds:	Issued:

The discussion of issues in the classroom which are politically, philosophically, or socially controversial shall be relevant to the subject matter being taught, related to educational objectives, appropriate for the age and maturity of students, and shall not materially or substantially disrupt or threaten to disrupt the discipline of the school.

To ensure that controversial issues are presented and discussed fairly and objectively and with instruction as their goal, the following guidelines shall be observed:

1. All personnel will seek to create an atmosphere in which differences of opinion can be voiced without fear and hostility and with mutual respect for all viewpoints;
2. Teachers will encourage students to withhold judgment and to avoid making conclusions until all relevant and significant facts have been assembled, critically examined, and checked for accuracy;
3. Teachers will seek to develop in students a sense of responsibility for their beliefs, opinions, attitudes, and actions;
4. Teachers shall place major emphasis upon “why” and “how” to think rather than “what” to think; and
5. If the subject matter being taught involves conflicting opinions, theories, or schools of thought, the teacher will ensure that differing sides of an issue are explored in order to help students develop their own critical faculties.

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Cross References

Staff Rights and Responsibilities 5.600

# Metropolitan Nashville Board of Education

Monitoring: <b>Review: Annually, in December</b>	Descriptor Term: <b>Controversial Materials</b>	Descriptor Code: <b>4.801</b>	Issued Date:
		Rescinds:	Issued:

1 Parent(s)/guardian(s) may request that a student not be required to read a book, use certain materials, or  
2 participate in an activity. If the request to the teacher is denied, then a written request may be submitted  
3 on the appropriate form to the principal.

4 No student who is granted such a request shall be penalized academically for his/her failure to participate  
5 in an activity, read a book, or use certain materials.

6 The final decision concerning the use of controversial materials shall rest with the board.  
7

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## Cross References

Textbooks 4.401  
Reconsideration of Instructional Materials 4.403  
Use of the Internet 4.406  
School and System Websites 4.407

# Metropolitan Nashville Board of Education

Monitoring: <b>Review: Annually, in December</b>	Descriptor Term: <b>Student Equal Access (Limited Public Forum)</b>	Descriptor Code: <b>4.802</b>	Issued Date:
		Rescinds:	Issued:

## 1 STUDENT MEETINGS

2 Schools may allow students to form clubs or groups that meet before, during, and/or after the school day.  
3 Requests to form such clubs or groups shall not be denied based upon the religious nature or beliefs of  
4 proposed club or group. If permitted, school administrators shall ensure that all clubs and groups have  
5 the same abilities to access facilities and advertise their meetings.<sup>1,2,3,5</sup>

6 No funds shall be expended by the school for any such meeting beyond the incidental costs associated  
7 with providing meeting space. Groups meeting under this policy may be required to pay a reasonable fee  
8 for compensating school personnel in the supervision of the activity.

9 No student may be compelled to attend or participate in a meeting under this policy.

10 A student or a group of students who wish to conduct a meeting under this policy must file an application  
11 with the principal at least three days prior to the proposed date.

12 The principal shall approve the meeting if he/she determines that:<sup>1</sup>

- 13 1. The meeting is voluntary and student-initiated;
- 14 2. There is no sponsorship of the meeting or its content by the school, the board, or its employees;
- 15 3. The meeting will not materially and substantially interfere with the orderly conduct of the  
16 school's educational activities or conflict with other previously scheduled meetings;
- 17 4. Employees of the district are to be present in a non-participatory monitoring capacity; however,  
18 no employee shall be required to attend in this capacity if the content of the meeting is contrary  
19 to the beliefs of the employee; and
- 20 5. Non-school persons will not direct, control or regularly attend.

21 Subject to the act's provisions, a student shall be permitted to voluntarily:

- 22 1. Pray in a public school, vocally or silently, alone or with other students to the same extent and  
23 under the same circumstances as a student is permitted to vocally or silently reflect, meditate, or  
24 speak on non-religious matters alone or with other students in such public school;  
25
- 26 2. Express religious viewpoints in a public school to the same extent and under the same  
27 circumstances as a student is permitted to express viewpoints on non-religious topics or subjects  
28 in such school;

3. Speak to and attempt to share religious viewpoints with other students in a public school to the same extent and under the same circumstances as a student is permitted to speak to and attempt to share non-religious viewpoints with other students; and
4. Possess or distribute religious literature in a public school, subject to reasonable time, place, and manner restrictions to the same extent and under the same circumstances as a student is permitted to possess or distribute literature on non-religious topics or subjects in such school.

#### **SCHOOL SPONSORED EVENTS<sup>4</sup>**

If the board or a school principal authorizes an event at which a student is to speak, a limited public forum shall be established for such student speakers. The appropriate administrators shall ensure that:

1. The forum is provided in a manner that does not discriminate against a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject;
2. There is an appropriate method of selecting student speakers which is based on neutral criteria;
3. Student speakers do not engage in speech that is obscene, vulgar, offensively lewd, indecent or promotes illegal drug use.

To the extent possible and practical, prior to events in which students will speak, notice shall be provided orally and/or in writing that the student's speech does not reflect the endorsement, sponsorship, position, or expression of the board and its employees.

Notice of this policy shall be provided in student handbooks and staff handbooks.

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#### Legal References

1. 20 USCS § 4071
2. *Bd. Of Educ. v. Mergens ex rel. Mergens*, 496 U.S. 226 (1990)
3. TCA 49-6-2904
4. TCA 49-6-1803
5. TCA 49-6-1805

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#### Cross References

Recognition of Religious Beliefs 4.803  
Prayer and Period of Silence 4.805

# Metropolitan Nashville Board of Education

Monitoring: <b>Review: Annually, in December</b>	Descriptor Term: <b>Recognition of Religious Beliefs, Customs &amp; Holidays</b>	Descriptor Code: <b>4.803</b>	Issued Date:
		Rescinds: <b>IM 4.140</b>	Issued: <b>11/01/14</b>

No religious belief or nonbelief shall be promoted or belittled by the school system or its employees. All students and staff members shall be tolerant of the views of others and not discriminate against anyone for a religious viewpoint or lack of a religious viewpoint. Students and staff members shall be excused from participating in practices which are contrary to their religious beliefs.<sup>1</sup>

## STUDENTS' EXPRESSIONS OF RELIGIOUS VIEWPOINTS

A student's voluntary expression of a religious viewpoint on an otherwise permissible subject shall be treated in the same manner as a student's voluntary expression of a secular viewpoint.

Students may express religious beliefs in homework, artwork, and other written and oral assignments free from discrimination based on the religious content of their submissions. These assignments shall be judged by ordinary academic standards of substance and relevance and against other legitimate academic concerns. A student shall not be penalized or rewarded on account of the religious content of the student's work.<sup>2</sup>

## RELIGIOUS HOLIDAYS

Observance of religious holidays shall be as follows:<sup>3</sup>

1. The several holidays throughout the year which have both a religious and a secular basis may be observed in the public schools;<sup>4</sup>

2. The historical and contemporary values and the origin of religious holidays may be explained in an unbiased and objective manner without sectarian indoctrination;

3. Music, art, literature and drama having religious themes or basis are permitted as part of the curriculum for school-sponsored activities and programs if presented in a prudent and objective manner and as a traditional part of the cultural and religious heritage of the particular holiday;

4. The use of religious symbols that are part of a religious holiday are permitted as a teaching aid or resource, provided such symbols are displayed as an example of the cultural and religious heritage of the holiday and are temporary in nature; and

5. The school district's calendar shall be prepared so as to attempt to minimize conflicts with religious holidays of all faiths. All students and staff members shall be tolerant of the views of others. Students and staff members shall be excused from participating in practices which are contrary to their religious beliefs.<sup>1</sup>

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**Legal References**

1. TCA 49-6-2901—2906; State Board of Education Guidelines-Recitation of the Pledge of Allegiance
2. TCA 49-6-1804
3. *Florey v. Sioux Falls Sch. Dist.*, 619 F. 2d 1311 (8th Cir. 1980).
4. TCA 49-6-3016

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**Cross References**

Student Equal Access 4.802  
Staff Rights and Responsibilities 5.600  
Attendance 6.200



# Metropolitan Nashville Board of Education

Monitoring:  <b>Review: Annually, in December</b>	Descriptor Term:  <b>Religious Content of Courses</b>	Descriptor Code: <b>4.804</b>	Issued Date: Click here to enter a date.
		Rescinds:	Issued:

1 Educational content which consists of religious themes shall be presented in a factual, objective, and  
2 respectful manner in accordance with the following guidelines:

- 3 1. Religious themes may be a part of the curriculum for school-sponsored activities and programs  
4 provided it is essential to the learning experience in the various fields of study and is presented  
5 objectively;
- 6 2. The inclusion of religion shall be for educational purposes only;<sup>1</sup>
- 7 3. The emphasis on religious themes should be only as extensive as necessary for a balanced and  
8 comprehensive study of the curriculum. Such studies shall never be used to proselytize, establish,  
9 foster, or demean any particular religion, religious tenets, or beliefs; and<sup>1</sup>
- 10 4. Student-initiated expressions to questions or assignments which reflect their beliefs or non-  
11 beliefs about a religious theme shall be accommodated.

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## Legal References

1. TCA 49-6-1005(a)

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## Cross References

Basic Curriculum Program 4.201  
Staff Rights & Responsibilities 5.600

# Metropolitan Nashville Board of Education

Monitoring:  <b>Review: Annually, in December</b>	Descriptor Term:  <b>Prayer and Period of Silence</b>	Descriptor Code: <b>4.805</b>	Issued Date:
		Rescinds:	Issued:

- 1 There shall be no school-sponsored or school-directed public prayer at any school-sponsored or school
- 2 directed activity,<sup>1</sup> but a period of silence may be observed.<sup>2</sup>
- 3 The teacher of the first class of each day shall call the students to order to observe a moment of silence.
- 4 No other action shall be taken by a teacher other than to maintain silence during this time.

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## Legal References

1. *Lee v. Weisman*, 505 U.S. 577 (1992)
2. TCA 49-6-1004

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## Cross References

Student Equal Access 4.802

## **6 - STUDENT**

<b>Descriptor Code</b>	<b>Policy Title</b>	<b>Issued Date</b>
6.100	Student Goals	00/00/00
<b>Attendance</b>		
6.200	Attendance	00/00/00
6.201	Compulsory Attendance Ages	00/00/00
6.202	Home Schools	00/00/00
6.203	School Admissions	00/00/00
6.204	Attendance of Non-Resident Students	00/00/00
6.205	Student Assignments	00/00/00
6.206	Transfer within the System	00/00/00
6.207	Withdrawals	00/00/00
6.208	Release During School Hours	00/00/00
6.209	Child Custody/Parental Access	00/00/00
<b>Behavior and Discipline</b>		
6.300	Code of Behavior and Discipline	00/00/00
6.301	Rights and Responsibilities of Students	00/00/00
6.302	Procedural Due Process	00/00/00
6.303	Interrogations and Searches	00/00/00
6.304	Student Discrimination, Harassment, Bullying, Cyberbullying, and Intimidation	00/00/00
6.305	Student Concerns, Complaints, and Grievances	00/00/00
6.306	Interference/Disruption of School Activities	00/00/00
6.307	Drug-Free Schools	00/00/00
6.3071	Student Alcohol and Drug Testing	00/00/00
6.308	Bus Safety and Conduct	00/00/00
6.309	Zero Tolerance Offenses	00/00/00
6.310	Dress Code	00/00/00
6.311	Care of School Property	00/00/00
6.312	Use of Personal Communication Devices	00/00/00
6.314	Corporal Punishment	00/00/00
6.315	Detention	00/00/00
6.316	Suspension/Expulsion/Remand	00/00/00
6.317	Student Disciplinary Hearing Authority	00/00/00
6.318	Admission of Suspended or Expelled Students	00/00/00
6.319	Alternative School Programs	00/00/00

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## Student Welfare

6.400	Promoting Student Welfare	00/00/00
6.402	Physical Examinations and Immunizations	00/00/00
6.403	Communicable Diseases	00/00/00
6.404	Acquired Immune Deficiency Syndrome	00/00/00
6.405	Medicines	00/00/00
6.4051	Glucagon and Diazepam Gel (Diastat)	00/00/00
6.409	Child Abuse and Neglect	00/00/00
6.410	Emergency Contact Information	00/00/00
6.411	Student Wellness	00/00/00
6.412	Emergency Allergy Response Plan	
6.413	Prevention and Treatment of Sports Related Concussions	
6.414	Prevention and Treatment of Sudden Cardiac Arrest	<del>00/00/00</del>
6.415	Student Suicide Prevention	00/00/00

## Individual Needs Students

6.500	Special Education Students	00/00/00
6.502	Foreign Exchange Students	00/00/00
6.503	Homeless Students	00/00/00
6.504	Migrant Students	00/00/00
6.505	Students in Foster Care	00/00/00

## Student Records

6.600	Student Records	00/00/00
6.601	Annual Notification of Rights	00/00/00
6.602	Inspection and Correction Procedures	00/00/00
6.604	Media Access to Students	00/00/00

## Student Activities

6.704	Student Publications	00/00/00
6.709	Student Fees and Fines	00/00/00
6.710	Gifts	00/00/00

# Metropolitan Nashville Board of Education

Monitoring:  <b>Review: Annually, in March</b>	Descriptor Term:  <b>Student Goals</b>	Descriptor Code: <b>6.100</b>	Issued Date:
		Rescinds: <b>E-3</b>	Issued: <b>07/08/14</b>

MNPS will provide every student with the foundation to acquire the knowledge, skills, and character necessary to become responsible and contributing citizens and to exhibit the habits and behaviors to achieve productive, healthy, and balanced lives.

In order to establish an environment that is conducive to learning, the board establishes the following goals:

1. To assure all students the same educational opportunities regardless of race, color, creed, religion, ethnic origin, sex, or disabilities;<sup>1</sup>
2. To protect and observe the legal rights of students;
3. To educate students with respect and encouragement;
4. To provide an environment where students can learn personal and civic responsibility for their actions through meaningful experiences;
5. To discipline students in a fair and constructive manner;
6. To provide for the safety, health and welfare of students;
7. To promote faithful attendance and diligent effort;
8. To understand and practice the components of good physical, mental, and emotional health; and
9. To understand the rights and duties of a citizen of a democratic society and obligations as a member of the community.

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#### Legal References

1. 20 USCS § 1703; TCA 49-6-3109

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#### Cross References

School District Goals 1.700  
Instructional Goals 4.100  
Basic Program 4.201  
Student Discrimination, Harassment, Bullying, Cyber-bullying, and Intimidation 6.304

# Metropolitan Nashville Board of Education

Monitoring: <b>Review: Annually, in May</b>	Descriptor Term:  <b>Attendance</b>	Descriptor Code: <b>6.200</b>	Issued Date:
		Rescinds: <b>SP 6.113</b>	Issued: <b>01/01/11</b>

Attendance is a key factor in student achievement, and therefore, students are expected to be present each day school is in session.

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

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

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

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

1. Personal illness/injury;
2. Illness of immediate family member;
3. Death in the family;
4. Extreme weather conditions;
5. Religious observances;<sup>5</sup>
6. College visits;
7. Pregnancy;

8. School sponsored or school endorsed activities;<sup>6</sup>

9. Summons, subpoena, or court order; or

10. Circumstances which in the judgment of the principal create emergencies over which the student has no control.

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

1. Attendance is checked and reported daily for each class;

2. Daily absentee sheets contain sign in/sign out sheets and indicate students present or absent for the majority of the day;

3. All student absences are verified;

4. Written excuses are submitted for absences and tardiness; and

5. System-wide procedures for accounting and reporting are followed.

## **TRUANCY**

Truancy is defined as an absence for an entire school day, a major portion of the school day, or the major portion of any class, study hall or activity during the school day for which the student is scheduled.

Students who are absent five (5) days without adequate excuse shall be reported to the director of schools/designee who will, in turn, provide written notice to the parent(s)/guardian(s) of the student's absence.<sup>7</sup> The director of schools/designee shall also comply with state law regarding the reporting of truant students to the proper authorities.<sup>7</sup> In addition, the principal/designee shall initiate meaningful communications with the student and parent(s)/guardian(s) in order to determine the underlying cause(s) of the unexcused absences. The principal/designee shall then develop an attendance plan and coordinate additional services designed to improve the student's attendance.<sup>8</sup>

Upon notification that a student has been absent ten (10) days without adequate excuse, the principal/designee shall attempt to meet in person with the student and parent(s)/guardian(s) to determine the appropriate services needed to improve the student attendance. The principal/designee shall document all communication attempts and refine the attendance plan as needed.<sup>8</sup>

If a student is required to participate in a remedial instruction program outside of the regular school day where there is no cost to the parent(s) and the school system provides transportation, unexcused absences from these programs shall be reported in the same manner.<sup>9</sup>

## **MILITARY SERVICE OF PARENT/GUARDIAN**

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

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

### **MAKE-UP WORK**

Students with an excused absence shall be provided the opportunity to receive assignments missed during the absence and to make up the work upon their return for the full grade. Students with an unexcused absence shall be provided the opportunity to make up missed work at the discretion of the teacher or principal. Make up work must be requested by the student or parent no later than three (3) days after returning to school. The work should be turned in at a mutually agreed time frame between the teacher and the student. The attendance record is not changed when missed work is completed.

### **CREDIT/PROMOTION DENIAL**

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

1. Parents and students shall be advised if a student is in danger of credit/promotion denial due to excessive absenteeism.
2. Procedures in due process are available to the student when credit or promotion is denied.

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

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

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

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

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

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



- 1 Within five (5) school days of the director of schools/designee rendering a decision, the student's
- 2 parent(s)/guardian(s) may request a hearing by the board, and the board shall review the record.
- 3 Following the review, the board may affirm or overturn the decision of the director of schools/designee.
- 4 The action of the board shall be final.
- 5 The director of schools/designee shall ensure that this policy is posted in each school building and
- 6 disseminated to all students, parents, teachers, and administrative staff.

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#### Legal References

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

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#### Cross References

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

# Metropolitan Nashville Board of Education

Monitoring:  <b>Review: Annually, in March</b>	Descriptor Term:  <b>Compulsory Attendance Ages</b>	Descriptor Code:  <b>6.201</b>	Issued Date:
		Rescinds:  <b>SP 6.113</b>	Issued:  <b>01/01/11</b>

Children between the ages of six (6) and seventeen (17) years, both inclusive, must attend a public or private school.<sup>1</sup> A parent/guardian or legal custodian who believes that their child is not ready to attend school at the designated age of mandatory attendance may make application to the principal of the public school which the child would attend for a one (1) semester or one-year deferral in required attendance. Any such deferral shall be reported to the director of schools by the principal.<sup>2</sup> Under certain circumstances, the board may temporarily excuse students from complying with the provisions of the compulsory attendance law.<sup>3</sup>

Any child residing within the state who is or will be five (5) years of age on or before August 15, who makes application for admission, shall be enrolled in the school designated by the board.<sup>4</sup>

If a child will be five (5) years of age on or before September 30, such child's parent(s)/legal guardian(s) may request that the child be admitted into kindergarten.<sup>5</sup> Upon a request, the director of schools shall administer an evaluation and examination. If the results indicate that the child is sufficiently mature emotionally and academically, then the child may be enrolled into kindergarten. The director of schools shall develop procedures and forms to implement the provisions of this policy.<sup>4</sup>

No child shall be eligible to enter first grade without having attended an approved kindergarten program.<sup>6</sup>

A child entering a special education program shall be no less than three (3) years of age.<sup>7</sup>

A person eighteen (18) years of age or older who applies for admission must have the application approved by the principal and director of schools when:

1. He/she fails to enroll within thirty (30) calendar days after school officially starts; or
2. He/she has dropped out of school and wants to re-enter.

The compulsory attendance law shall not apply to the following:<sup>8</sup>

1. A student who has received a diploma or other certificate of graduation;
2. A student who is enrolled and making satisfactory progress in a course leading to a GED;
3. A student who is six (6) years or younger and whose parent or guardian has filed notice of intent to conduct home school with the director of schools; or
4. A student enrolled in a home school who has reached the age of seventeen (17).

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**Legal References**

1. TCA 49-6-3001(c)(1)
2. TCA 49-6-3001(c)(5)
3. TCA 49-6-3005
4. TCA 49-6-201(b)(3); TCA 49-6-3001(b)(1)
5. TCA 49-6-3001(b)(2)(B)
6. TCA 49-6-201(8)(d)
7. 20 U.S.C. Sec 5. 1400—1485
8. TCA 49-6-3001(c)(2)(A)—(D)

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**Cross References**

Special Education Program 4.202  
Adult Education Program 4.208  
Special Education Students 6.500

# Metropolitan Nashville Board of Education

Monitoring:  <b>Review: Annually, in March</b>	Descriptor Term:  <b>Home Schools</b>	Descriptor Code: <b>6.202</b>	Issued Date:
		Rescinds: <b>SBO 1.110</b>	Issued: <b>01/01/12</b>

A "home school" is a school conducted or directed by a parent or parents or legal guardian or guardians for their own children. Home schools which teach K-12 where the parents are associated with an organization that conducts church-related schools (as defined by §49-50-801) are exempt from the following provisions, but must follow procedures issued by the State Department of Education.

A parent wishing to conduct a home school shall meet the following requirements:<sup>1</sup>

1. Provide annual notice to the director of schools before the commencement of each school year of the intent to conduct a home school;
2. Submit to the director of schools the name, number, age, grade level of children involved, location of the school, curriculum to be offered, proposed hours of instruction, qualifications of the parent/teacher;
3. Maintain attendance records, subject to inspection of the local director of schools;
4. Submit attendance records to the director of schools at the end of each school year;
5. Provide instruction for at least four (4) hours per day for the same number of instructional days as are required by state law for public schools;
6. Possess a high school diploma or GED;
7. Cooperate in the administration to home school students of appropriate tests by the Commissioner of Education, his/her designee or by a professional testing service in grades five (5), seven (7), and nine (9);
8. Take actions according to state law if home school student falls behind appropriate grade level;
9. Submit proof to the director of schools that the home school student has been vaccinated as required by law;
10. Submit proof to the director of schools that other health services and examinations as required by law have been received by the home school student; and
11. In the event of illness or inadequacy of the home school parent-teacher to teach a specific subject, employ a tutor having the same qualifications as required of parent/teacher.

1 If one or more of these requirements are not met, the board authorizes the director of schools to take  
2 formal action to bring the child into compliance with the compulsory attendance law (until the child has  
3 reached age 17), either in the home school or in a public, private, or church-related school.

4 It shall be the policy of this board that public school facilities shall be available for home school  
5 instruction only when all of the following conditions exist:

- 6 1. Special needs courses are being taught which require services unavailable to the home school  
7 student;
- 8 2. These services cannot be provided through any means other than the public schools;
- 9 3. Requests for services are made known by the home school parent when notice is given to the  
10 director of schools of the intent to conduct a home school;
- 11 4. The director of schools investigates request and make recommendations to the board;
- 12 5. No overcrowding, additional expenses, including providing transportation, or other special  
13 situations which interfere with the normal operation of the school system shall be incurred; and
- 14 6. Approval by the board on a case-by-case basis.

15 The director of schools, through the attendance supervisor, shall have the attendance records of the home  
16 school inspected at least two (2) times each school year in order to provide assistance in implementing  
17 the Compulsory Attendance Law.

18 If a home school student falls more than one (1) year behind his/her appropriate grade level in his/her  
19 comprehensive test score for two (2) consecutive tests, and if a certified teacher who would have  
20 taught the child at his/her grade level determines through appropriate means that the student is not  
21 learning disabled, the director of schools shall require the parents to enroll the child in a public,  
22 private, or church-related school.  
23

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Legal References

1. TCA 49-6-3050

# Metropolitan Nashville Board of Education

Monitoring: <b>Review: Annually, in March</b>	Descriptor Term: <b>School Admissions</b>	Descriptor Code: <b>6.203</b>	Issued Date:
		Rescinds: <b>SP 6.132</b>	Issued: <b>05/01/14</b>

1 Any student entering school for the first time must present:

- 2 1. A birth certificate or officially acceptable evidence of date of birth at the time of registration;<sup>1</sup>
- 3 2. Evidence of a current medical examination.<sup>2</sup> There shall be a complete medical examination of
- 4 every student entering school for the first time;
- 5 3. Evidence of state-required immunization;<sup>3</sup> and
- 6 4. Proof of residency.

7 The name used on the records of a student entering school must be the same as that shown on the birth  
8 certificate unless evidence is presented that such name has been legally changed through a court as  
9 prescribed by law. If the parent does not have or cannot obtain a birth certificate, then the name used  
10 on the records of such student will be the same as that shown on documents which are acceptable to  
11 the school principal as proof of date of birth.

12 A child whose care, custody and support have been assigned to a resident of the district by a power of  
13 attorney or order of the court shall be enrolled in school provided appropriate documentation has been  
14 filed with the district office.<sup>4</sup>

15 A student may transfer into the school system at any time during the year if his/her parent(s) or legal  
16 guardian moves his/her residence into the school system.

17 If a student has at any time been adjudicated delinquent for any offense listed in TCA 49-6-3051(b),  
18 the parents/guardians and a school administrator of any school having previously received similar  
19 notice from the juvenile court or another source, shall provide to the school principal/designee, the  
20 abstract provided under TCA 37-1-153 or TCA 37-1-154 or other similar written information when  
21 any such student:

- 22 1. Initially enrolls in an LEA;
- 23 2. Resumes school attendance after suspension, expulsion or adjudication of delinquency; or
- 24 3. Changes schools within this state.

25 This information shall be shared only with school employees who have responsibility for classroom  
26 instruction of the student and the school counselor, social worker or psychologist who is developing a  
27 plan for the child while in the school, and the school resource officer. Such information is otherwise  
28 confidential and shall not be released to others, and the written notification shall not become a part of  
29 the student's record.<sup>5</sup>

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**Legal References**

1. TCA 49-6-3008(b)
2. TRR/MS 0520-01-03-.08(2)(a)
3. TCA 49-6-5001(c)
4. TCA 49-6-3001(c)(6)
5. TCA 49-6-3051

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**Cross References**

Homeless Students 6.503  
Students in Foster Care 6.505

# Metropolitan Nashville Board of Education

Monitoring:  <b>Review: Annually, in March</b>	Descriptor Term:  <b>Attendance of Non-Resident Students</b>	Descriptor Code:  <b>6.204</b>	Issued Date:  Click here to enter a date.
		Rescinds:	Issued:

1 Students residing outside the boundaries of the school system may attend schools within the school system under  
2 the following conditions:

- 3 1. They must be approved by the director of schools of schools.<sup>1</sup>
- 4 2. They must pay a tuition fee established annually by the board. Annual tuition may not exceed per student,  
5 per annum, an amount equal to the amount of local funds actually used for school purposes by the school  
6 system per student during the preceding school year minus any funds received from the student's resident  
7 system. Tuition for out-of-state non-resident students shall be charged at the same rate as the average  
8 cost per student (state and local funds) in the system attended.<sup>2</sup>
- 9 3. Non-resident students should make application prior to the first day of school.<sup>3</sup>
- 10 4. Requests from students from adjoining states to attend school shall be considered on a case-by-case  
11 basis.<sup>4</sup>
- 12 5. Students who become residents of the school system shall be refunded any unused portion of the tuition  
13 on a pro-rata basis.
- 14 6. When payment is not made on all or any part of the required tuition for a previous year, the student(s)  
15 shall be excluded from future attendance until all prior and current tuition is paid.
- 16 7. If a teacher of this school system has a residence outside the school system, his/her children may be  
17 allowed to attend if the appropriate tuition requirements are met, provided that there is available room  
18 and teaching capacity and other determinations made by the board according to applicable law.<sup>5</sup>

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## Legal References

1. TCA 49-6-3104;  
TRR/MS 0520-01-03-.03(11)(f)—(i)
2. TCA 49-6-3003; TCA 49-6-403(f)
3. TCA 49-6-3105
4. TCA 49-6-3108
5. TCA 49-6-3113; TCA 49-6-3103



# Metropolitan Nashville Board of Education

Monitoring:  <b>Review: Annually, in March</b>	Descriptor Term:  <b>Student Assignments</b>	Descriptor Code: <b>6.205</b>	Issued Date:
		Rescinds: <b>SBO 1.105</b>	Issued: <b>03/01/17</b>

## TO SCHOOLS

Students, including those in kindergarten, shall attend the school to which they are assigned.<sup>1</sup>

Parents who are dissatisfied with the assignment of their children may, within ten (10) days after the assignment, make application to the board for a hearing requesting a transfer to another school.<sup>2</sup>

## TO CLASSES

The principal shall be responsible for assigning all students to classes.

Students who enter the system from another school system are to be placed by the principal in the grade and/or level as indicated by records from the former school. If the student's placement is inappropriate in the grade or level assigned, he/she may be reassigned by the principal to another grade level. Parents shall be kept advised.

The principal shall separate an alleged victim of child sexual abuse from an alleged perpetrator if the abuse allegedly occurred while the child was under the supervision or care of the school. If available and appropriate, a child shall be reassigned if a request is made by the child's parent or custodian and the perpetrator has been: (1) substantiated by the department of children's services; (2) adjudicated by a juvenile court to have committed the child sexual abuse; or (3) criminally charged.<sup>3</sup>

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### Legal References

1. TCA 49-6-3102, 3103
2. TCA 49-6-3201
3. TCA 49-6-3102(h)

# Metropolitan Nashville Board of Education

Monitoring:  <b>Review: Annually, in March</b>	Descriptor Term:  <b>Transfers Within the System</b>	Descriptor Code:  <b>6.206</b>	Issued Date:
		Rescinds:	Issued:

During the month of April each year, a parent/guardian may request that his/her child attend a school within the system other than the one to which the child is zoned.\*\* The director of schools or his/her designee shall review such requests and, if adequate space is available, grant such transfers unless a transfer would be adverse to the best interests of the child or the school system. If granted, the student must provide his/her own transportation to and from the school.<sup>1</sup>

Except within the first ten (10) days of a school year where a parent/guardian may appeal the assignment of a student to the board,<sup>2</sup> after a student has enrolled in one (1) school within the system, he/she shall not be permitted to transfer to another unless there is a change in residence of the student's parents or guardian outside the area in which the student enrolled. Any exception to this policy must be brought before the director of schools for evaluation and decision.

Students whose families transfer their residence to another school area after the first month of school may complete the school year at their former school. Students who present evidence that they will move during the school year and who desire to enroll in a new school in the new area may do so with prior written request for a change of school area. The director of schools or his/her designee may grant other exceptions to this policy for good and sufficient reasons.

Principals shall allow credit for work transferred from other schools only when substantiated by official transcripts or successful completion of comprehensive written examinations approved, administered and graded by the principal or his/her designated representative.<sup>3</sup>

\*\* Not effective in event of federally-mandated desegregation order.

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## Legal References

1. TCA 49-2-128
2. TCA 49-6-3201
3. TRR/MS 0520-01-03-.03 (11)(a)—(e)

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## Cross References

Student Assignments 6.205

# Metropolitan Nashville Board of Education

Monitoring:  <b>Review: Annually, in March</b>	Descriptor Term:  <b>Withdrawals</b>	Descriptor Code: <b>6.207</b>	Issued Date:
		Rescinds:	Issued:

- 1 The director of schools shall develop procedures and forms to ensure adequate notification and
- 2 subsequent documentation of the withdrawal of students from school.
- 3

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Cross References

Student Records 6.600

# Metropolitan Nashville Board of Education

Monitoring: <b>Review: Annually, in March</b>	Descriptor Term: <b>Release During School Hours</b>	Descriptor Code: <b>6.208</b>	Issued Date:
		Rescinds:	Issued:

1 The following procedure will be observed with regard to dismissal of students:

- 2 1. No student shall leave school prior to regular dismissal hours, except with the approval of the  
3 principal and parent. Elementary students shall be permitted to leave school prior to regular  
4 dismissal time only in the company of a parent, legal guardian, school employee, police officer,  
5 court officer, or a person designated in writing by the parent(s).
- 6 2. No student shall be sent from the school during school hours to perform an errand or act as a  
7 messenger.
- 8 3. When dental and medical appointments cannot be scheduled outside school hours, parent(s) must  
9 send a written request or personally call for dismissal.
- 10 4. High school students may be released for jobs and approved training at centers according the  
11 requirements of state law and regulations.

# Metropolitan Nashville Board of Education

Monitoring:  <b>Review: Annually, in March</b>	Descriptor Term:  <b>Child Custody / Parental Access</b>	Descriptor Code:  <b>6.209</b>	Issued Date:
		Rescinds:	Issued:

The board presumes that the person who enrolls a student in school is the student's custodial parent. Unless a Tennessee court specifies otherwise, the custodial parent shall be the one whom the school district holds responsible for the education and welfare of that child.

Parents or guardians shall have the right to receive information contained in school records concerning their minor child.<sup>1</sup> The board, unless informed otherwise, assumes there are no restrictions regarding the non-custodial parent's right to be kept informed of the student's progress and activities. If restrictions are made relative to the rights of the non-custodial parent, the custodial parent shall submit a certified copy of the court order which curtails these specific rights.

Unless there are specific court-imposed restrictions, the non-custodial parent, upon request, shall receive a copy of the child's report card, notice of school attendance, names of teachers, class schedules, standardized test scores, and any other records customarily available to parents.<sup>2</sup>

No school official shall permit a change in the physical custody of a child at school unless:

1. The person seeking custody of the child presents the school official with a certified copy of a valid court order from a Tennessee court designating the person who has custody of the child; and
2. The person seeking custody shall give the school official reasonable advance notice of his/her intent to take custody of the child at school.<sup>3</sup>

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## Legal References

1. 20 USCS § 1232g(a)(1)(A)
2. TCA 49-6-902
3. TCA 36-6-105

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## Cross References

Student Records 6.600-604

# Metropolitan Nashville Board of Education

Monitoring:  <b>Review: Annually, in March</b>	Descriptor Term:  <b>Code of Behavior and Discipline</b>	Descriptor Code: <b>6.300</b>	Issued Date:
		Rescinds: <b>EE-15</b>	Issued: <b>10/12/04</b>

The board delegates to the director of schools the responsibility of developing specific codes of behavior and discipline which are appropriate for each level of school. The development of each code shall involve principals and faculty members of each level and shall be consistent with the relevant policies as adopted by the board.

The following levels of misbehavior and disciplinary procedures and options are designed to protect all members of the educational community in the exercise of their rights and duties.<sup>1</sup>

## **MISBEHAVIORS: Level I**

Minor misbehavior on the part of the student which impedes orderly classroom procedures or interferes with the orderly operation of the school, but which can usually be handled by an individual staff member.

*Examples (not an exclusive listing):*

- Classroom disturbances
- Classroom tardiness
- Cheating and lying
- Abusive language
- Non-defiant failure to do assignments or carry out directions
- Wearing while on the grounds of a public school during the regular school day, clothing that exposes underwear or body parts in an indecent manner that disrupts the learning environment<sup>2</sup>
- Harassment (Sexual, Racial, Ethnic, Religious)

*Disciplinary Procedures:*

- Immediate intervention by the staff member.
- Determine what offense was committed and its severity.
- Determine offender and that he/she understands the nature of the offense.
- Employ appropriate disciplinary options.
- Record of the offense and disciplinary action maintained by staff member.

*Disciplinary Options:*

- Verbal reprimand
- Special Assignment
- Restricting activities

- 1 • Assigning work details
- 2 • Counseling
- 3 • Withdrawal of privileges
- 4 • Issuance of demerits which might affect citizenship or deportment grades
- 5 • Strict supervised study
- 6 • Detention
- 7 • Corporal punishment
- 8 • In-school suspension

## 9 MISBEHAVIORS: Level II

10 Misbehavior whose *frequency* or *seriousness* tends to disrupt the learning climate of the school.  
11 Included in this level are misbehaviors which do not represent a direct threat to the health and safety of  
12 others but whose educational consequences are serious enough to require corrective action on the part  
13 of administrative personnel.

14 *Examples* (not an exclusive listing):

- 15 • Continuation of unmodified Level I behaviors
- 16 • School or class tardiness
- 17 • School or class truancy
- 18 • Using forged notes or excuses
- 19 • Disruptive classroom behavior

20 *Disciplinary Procedures:*

- 21 • Student is referred to principal for appropriate disciplinary action.
- 22 • Principal meets with student and teacher.
- 23 • Principal hears accusation made by teacher, permits student the opportunity of  
24 explaining his/her conduct, denying it or explaining any mitigating circumstances.
- 25 • Principal takes appropriate disciplinary action and notifies teacher of action.
- 26 • Record of offense and disciplinary action maintained by principal.

27 *Disciplinary Options:*

- 28 • Teacher/schedule change
- 29 • Modified probation
- 30 • Behavior modification
- 31 • Social probation
- 32 • Peer counseling
- 33 • Referral to outside agency
- 34 • In-school suspension
- 35 • Transfer
- 36 • Detention
- 37 • Suspension from school-sponsored activities or from riding school bus
- 38 • Corporal punishment

- 1 • Restricting school related honors student is otherwise due
- 2 • Out-of-school suspension (not to exceed ten (10) days).

### 3 **MISBEHAVIORS: Level III**

4 Acts directly against persons or property but whose consequences do not seriously endanger the health  
5 or safety of others in the school.

6 *Examples* (not an exclusive listing):

- 7 • Continuation of unmodified Level I and II behaviors
- 8 • Fighting (simple)
- 9 • Vandalism (minor)
- 10 • Use, possession, sale, and/or distribution of tobacco, drugs, and/or alcohol
- 11 • Stealing
- 12 • Threats to others
- 13 • Harassment (Sexual, Racial, Ethnic, Religious)

14 *Disciplinary Procedures:*

- 15 • Student is referred to principal for appropriate disciplinary action.
- 16 • Principal meets with student and teacher.
- 17 • Principal hears accusation by accusing party and permits offender the opportunity of  
18 explaining conduct.
- 19 • Principal takes appropriate disciplinary action.
- 20 • Principal may refer incident to director of schools and make recommendations for  
21 consequences.
- 22 • If student's program is to be changed, adequate notice shall be given to the student and  
23 his/her parents of the charges against him, his/her right to appear at a hearing and to be  
24 represented by a person of his/her choosing.
- 25 • Any change in school assignment is appealable to the Board.
- 26 • Record of offense and disciplinary action maintained by principal or director of schools.

27 *Disciplinary Options:*

- 28 • In-school suspension
- 29 • Detention
- 30 • Corporal punishment
- 31 • Restitution from loss, damage or stolen property
- 32 • Out-of-school suspension not to exceed ten (10) days
- 33 • Social adjustment classes
- 34 • Transfer
- 35 • Expulsion



**MISBEHAVIORS: Level IV**

Acts which result in violence to another's person or property or which pose a threat to the safety of others in the school. These acts are so serious that they usually require administrative actions which result in the immediate removal of the student from the school, the intervention of law enforcement authorities and/or action by the Board.

*Examples (not an exclusive listing):*

- Unmodified Level I, II and III behaviors
- Death threat (hit list)
- Extortion
- Bomb threat
- Possession/use/transfer of dangerous weapons \*
- Assault \*
- Vandalism
- Theft/possession/sale of stolen property
- Arson/Possession of unauthorized substances \*
- Use/transfer of unauthorized substances
- Harassment (Sexual, Racial, Ethnic, Religious)

*Disciplinary Procedures:*

- Principal confers with appropriate staff members and with the student.
- Principal hears accusations and permits offender opportunity to explain conduct.
- Parents are notified.
- Law enforcement officials are contacted.
- Incident is reported and recommendations made to the director of schools.
- Complete and accurate reports are submitted to the director of schools.
- Student is given hearing before disciplinary hearing authority.

*Disciplinary Options*

- Expulsion
- Alternative schools
- Other hearing authority or Board action which results in appropriate placement

\* Expulsion/Remand for a period of not less than one (1) calendar year subject to modification by the director of schools on a case-by-case basis.

**ADDITIONAL GUIDELINES:**

- A student shall not be suspended solely because charges are pending against him/her in juvenile or other court.
- A principal shall not impose successive short term suspensions that cumulatively exceed ten (10) days for the same offense.<sup>3</sup>

- A teacher or other school official shall not reduce or authorize the reduction of a student's grade because of discipline problems except in deportment or citizenship.
- A student shall not be denied the passing of a course or grade promotion solely on the basis of absences except as provided by board policy.
- A student shall not be denied the passing of a course or grade promotion solely on the basis of failure to:
  - pay any activity fee;
  - pay a library or other school fine; or
  - make restitution for lost or damaged school property.

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#### Legal References

1. TCA 49-6-4002 to 4005; 20 USCA § 7114, 7118
2. TCA 49-6-4009
3. TCA 49-6-3007(h)(3)

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#### Cross References

Traffic and Parking Controls 3.403

# Metropolitan Nashville Board of Education

Monitoring: <b>Review: Annually, in March</b>	Descriptor Term: <b>Rights and Responsibilities of Students</b>	Descriptor Code: <b>6.301</b>	Issued Date:
		Rescinds:	Issued:

1 The board expects all employees, students, and parents to assume the responsibility for appropriate behaviors in  
2 the school.

3 Each student has the right to:

- 4 1. Have the opportunity for a free education in the most appropriate learning environment;
- 5 2. Be secure in his/her person, papers and effects against unreasonable searches and seizure;
- 6 3. Be educated in a safe and secure environment;
- 7 4. Have appropriate resources and opportunities for learning;
- 8 5. Not be discriminated against on the basis of sex, race, color, creed, religion, national origin or
- 9 disabilities<sup>1</sup>; and
- 10 6. Be fully informed of school rules and regulations.

11 Each student has the responsibility to:

- 12 1. Know and adhere to reasonable rules and regulations established by the board and school officials
- 13 2. Respect the human dignity and worth of every other individual;
- 14 3. Refrain from libel, slanderous remarks, and obscenity in verbal and written expression;
- 15 4. Study and maintain the best possible level of academic achievement;
- 16 5. Be punctual and present in the regular school program;
- 17 6. Dress and groom in a manner that meets reasonable standards of health, cleanliness, modesty, and
- 18 safety;
- 19 7. Maintain and/or improve the school environment, preserve school and private property, and exercise
- 20 care while using school facilities;
- 21 8. Refrain from behavior which would lead to physical or emotional harm or disrupts the educational
- 22 process;
- 23 9. Respect the authority of school administrators, teachers and other authorized personnel in maintaining
- 24 discipline in the school and at school-sponsored activities;
- 25 10. Obey the law and school rules as to the possession or the use of alcohol, illegal drugs and other
- 26 unauthorized substances or materials; and
- 27 11. Possess on school grounds only those materials which are acceptable under the law and accept the
- 28 consequences for articles stored in one's locker.

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## Legal References

1. 20 USCS § 1703

# Metropolitan Nashville Board of Education

Monitoring:  <b>Review: Annually, in March</b>	Descriptor Term:  <b>Procedural Due Process</b>	Descriptor Code:  <b>6.302</b>	Issued Date:
		Rescinds:	Issued:

- 1 Before school authorities administer disciplinary measures, reasonable inquiry shall be made to  
2 determine the truth of what happened.<sup>1</sup> The nature of this inquiry will vary in degree with the  
3 seriousness of the offense and the consequence attached thereto.
- 4 For minor offenses where corrective measures are taken by the classroom teacher, no formal procedure  
5 is required. An inquiry into the incident to ensure that the offender is accurately identified, that he/she  
6 understands the nature of the offense, and that he/she knew the consequences of the offense for which  
7 he is accused.
- 8 In case of severe offenses where there is a possibility of suspension, the student shall be advised of the  
9 nature of his/her misconduct, questioned about it, and allowed to give an explanation.<sup>2</sup>
- 10 If the principal determines that the offense is of such nature that the student's continued presence  
11 would be detrimental to the school or persons within the school, he/she shall refer the case to the  
12 disciplinary hearing authority.<sup>3</sup>

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## Legal References

1. *Ingraham v. Wright*, 430 U.S. 651 (1977)
2. *Goss v. Lopez*, 419 U.S. 565, (1975)
3. TCA 49-6-3401(c)(4)(A)—(B)

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## Cross References

Interrogations and Searches 6.303  
Discipline Procedures 6.313  
Disciplinary Hearing Authority 6.317

# Metropolitan Nashville Board of Education

Monitoring:  <b>Review: Annually, in March</b>	Descriptor Term:  <b>Interrogations and Searches</b>	Descriptor Code:  <b>6.303</b>	Issued Date:
		Rescinds:  <b>SS 3.114</b>	Issued:  <b>12/01/11</b>

## 1 INTERROGATIONS BY SCHOOL PERSONNEL

2 Students may be questioned by teachers or principals about any matter pertaining to the operation of a  
3 school and/or the enforcement of its rules. Questioning must be conducted discreetly and under  
4 circumstances which will avoid unnecessary embarrassment to the student. Any student answering  
5 falsely, or evasively or refusing to answer a question may be subject to disciplinary action, including  
6 suspension.

7 If a student is suspected or accused of misconduct or infraction of the student code of conduct, the  
8 principal may interrogate the student without the presence of parent(s)/guardian(s).

## 9 INTERROGATIONS BY POLICE (AT ADMINISTRATOR'S REQUEST)

10 If the principal has requested assistance by law enforcement to investigate a crime involving his/her  
11 school, the police may interrogate a student suspect in school during school hours. The principal shall  
12 first attempt to notify the parent(s)/guardian(s) of the student unless circumstances require otherwise.  
13 However, the interrogation may proceed without attendance of the parent(s)/guardian(s), and the  
14 principal or his/her designee shall be present during the interrogation.

## 15 POLICE-INITIATED INTERROGATIONS

16 If the police deem circumstances of sufficient urgency to interrogate students at school for unrelated  
17 crimes committed outside of school hours, the police department shall first contact the principal  
18 regarding the planned interrogation and inform him/her of the probable cause to investigate. The  
19 principal shall make reasonable effort to notify the parent(s)/guardian(s) of the interrogation unless  
20 circumstances require otherwise. The interrogation may proceed without attendance of the  
21 parent(s)/guardian(s), but the principal or his/her designee shall be present during the interrogation.

## 22 SEARCHES BY SCHOOL PERSONNEL

23 In order to ensure a safe and secure learning environment, the director of schools shall develop  
24 procedures regarding the searching of students, lockers, vehicles, and containers which are consistent  
25 with state law and regulations. The director shall develop additional procedures to ensure compliance  
26 with all of the provisions of the School Security Act of 1981.<sup>1</sup>

27 Any vehicle driven onto school property is subject to a search by school personnel.<sup>2</sup> All vehicles on  
28 school property are subject to random and general searches. A vehicle may also be searched if there is  
29 reasonable suspicion to believe drugs, weapons, stolen property, or other contraband might be present in  
30 that vehicle.

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**Legal References**

1. TCA 49-6-4201 to 4218
2. TCA 49-6-4204

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**Cross References**

Traffic and Parking Controls 3.403  
Procedural Due Process 6.302  
Child Abuse and Neglect 6.409

# Metropolitan Nashville Board of Education

Monitoring: <b>Review: Annually, in March</b>	Descriptor Term: <b>Student Discrimination, Harassment, Bullying, Cyber-bullying, and Intimidation</b>	Descriptor Code: <b>6.304</b>	Issued Date:
		Rescinds: <b>SP 6.110</b>	Issued: <b>05/01/16</b>

The administration of the Metropolitan Nashville Public Schools is committed to providing all students a learning environment free from bullying and/or discrimination, including sexual and other harassment.

The District expects all students to treat each other with civility and respect and not to engage in behavior that is disruptive or violent. The District will not tolerate acts of bullying, discrimination, or harassment toward students or staff, by other students, staff, or third parties.<sup>1</sup>

This policy addresses conduct that takes place on school grounds, at any school-sponsored activity, on school-sponsored transportation, at any official school bus stop immediately before boarding and immediately after leaving school transportation of any kind. Additionally, a student may be disciplined under this policy for off-campus bullying, harassment, and/or cyber-bullying the same as if the improper conduct occurred on school grounds, when the actions of the accused student interfere with school activities, cause a disruption at school, interfere with the rights of students, or deny, limit, or interfere with the ability of the student victim to participate in or benefit from the services, activities, or opportunities offered by a school (i.e., create a hostile environment). Incidents that occur in an after-school program will be referred to the after-school program provider for discipline.

It is the principal's responsibility to ensure that all staff is trained on the policy, reporting procedures, and bullying and harassment prevention techniques. Information about disciplinary consequences will be published annually in the Student Code of Conduct.

## DEFINITIONS

### Bullying/Intimidation

Bullying/Intimidation is any intentional act that is severe, persistent, or pervasive and substantially interferes with a student's educational benefits, opportunities or performance, and has the effect of:

- 1) Physically harming a student or damaging a student's property;
- 2) Knowingly placing the student or students in reasonable fear of physical harm to the student or damage to the student's property;
- 3) Causing emotional distress to a student or students; or
- 4) Creating a hostile educational environment.

Bullying may involve, **but is not limited to**, the following: unwanted teasing, threatening, intimidating behavior, cyberbullying, physical bullying, theft, sexual, religious, or racial harassment and public humiliation. Bullying that involves a protected class must be reviewed for potential civil rights violations.

## 1     **Discrimination**

2     As used in this policy, discrimination means unlawful treatment of an individual on the basis of any  
3     classifications protected by local, state, and federal laws including but not limited to discrimination on the basis  
4     of race, color, sex, gender identity/expression, religion, disability, national origin, or sexual orientation.

5     MNPS will administer education related programs and activities, including but not limited to admissions,  
6     academic programs, and extracurricular activities, without regard to the student's race, color, religion, national  
7     origin, handicap/disability, sexual orientation, ancestry, or sex, including gender identity, gender expression, and  
8     appearance.

## 9     **Harassment**

10    Misconduct that may be perceived or described as bullying, cyber bullying, discrimination, intimidation, or  
11    hazing may constitute prohibited harassment under this policy when the conduct (1) is based on a student's real  
12    or perceived race, color, religion, national origin, handicap/disability, sexual orientation, ancestry, or sex,  
13    including gender identity, gender expression, and appearance; and (2) creates a hostile environment.

14    Harassment may take many forms and is not limited to conduct that constitutes bullying. Harassing conduct  
15    may include verbal acts and name-calling; graphic and written statements, which may include use of cell phones  
16    or the internet; or other conduct that may be physically threatening, harmful, or humiliating if such conduct is  
17    based on a student's real or perceived race, color, religion, national origin, handicap/disability, sexual  
18    orientation, ancestry, or sex, gender identity, gender expression, and appearance. Harassment does not have to  
19    include intent to harm, be directed at a specific target, or involve repeated incidents. Harassment creates a  
20    hostile environment when the conduct is sufficiently serious (severe, pervasive, or persistent) and objectively  
21    offensive so as to deny or interfere with or limit a student's ability to participate in or benefit from the programs,  
22    services, activities, or opportunities offered by a school or MNPS.

## 23   **Sexual Harassment**

24    Sexual harassment means any unwelcomed sexual advance or request for sexual favors or conduct of a sexual  
25    nature:

- 26       • when submission to such conduct is made either explicitly or implicitly a term or condition of an  
27       individual's participation in an education program or activity;
- 28       • when submission to or rejection of such conduct by an individual is used as the basis of any educational  
29       or service decision affecting the individual; and/or,
- 30       • when such conduct has the purpose or effect of substantially interfering with the student's ability to  
31       participate in or benefit from an education program or activity or creating an intimidating, hostile or  
32       offensive work or learning environment.

33    Sex-based harassment includes sexual harassment and non-sexual harassment based on gender identity,  
34    transgender status, gender expression or appearance, stereotypical notions of what is female/feminine v.  
35    male/masculine, or a failure to conform to those gender stereotypes.

36    Behaviors that constitute sexual harassment may include, but are not limited to sexually suggestive or offensive  
37    remarks; sexually suggestive pictures, sexually suggestive gesturing, verbal harassment or abuse of a sexual  
38    nature, harassing, abusive or sexually suggestive or offensive messages sent by e-mail or other electronic



medium, subtle or direct propositions for sexual favors, and touching, patting, or pinching. Sexual harassment may be directed against a particular person or persons, or a group, whether of the opposite sex or the same sex.

### **Hazing**

Hazing is an intentional or reckless act on or off MNPS property, by one student acting alone or with others, directed against any other student that (1) endangers the mental or physical health or safety of that student or (2) induces or coerces a student to endanger that student's mental or physical health or safety. Hazing does not include physical contact associated with athletic events, athletic training, or with competition conducted under a coach's or sponsor's supervision.<sup>2</sup>

### **Cyber Bullying**

The use of electronic information and communication technologies, including, but not limited to email, cell phone and pager voice, text, still photograph or video messages, instant messaging, defamatory personal web sites, social networking sites and online personal polling sites or journals, to support deliberate and harassing behavior that frightens, harms or embarrasses others and unreasonably impacts or disrupts the orderly operation of the school environment.

Due to restrictions of access to certain social networking sites, the District requests that parents or guardians provide documentation of the cyber-bullying.

## **REPORTING INCIDENTS OF BULLYING, CYBER BULLYING, DISCRIMINATION, INTIMIDATION, HARASSMENT, AND HAZING**

Any individual who witnesses or has knowledge of behaviors that may constitute a violation of this policy should report such information promptly to the principal/designee.<sup>3</sup> Any form of notification is appropriate. The District requires any MNPS employee who witnesses or has knowledge of behavior that may constitute bullying, cyber bullying, discrimination, intimidation, harassment, and/or hazing to report such information immediately to the school principal/designee, but not later than 24 hours after witnessing or learning about the incident. The principal/designee must report an incident found to be discrimination or harassment based on actual or perceived membership in a protected class along with the results of the investigation of the incident to MNPS appropriate Civil Rights Coordinator (listed below) within 24 hours upon the investigation's conclusion.

If the principal/designee is involved in the incident or if the parent/student is uncomfortable reporting the incident to the principal/designee of the school, the following reporting options can be used:

- MNPS Title VI Coordinator, Title VI of the Civil Rights Act of 1964 (race, color, national origin)  
615-259-8634  
[civilrightscomplaints@mnps.org](mailto:civilrightscomplaints@mnps.org)
- MNPS Title IX Coordinator, Coordinator, Title IX of the Education Act of 1972 (sex)  
615-259-8634  
[civilrightscomplaints@mnps.org](mailto:civilrightscomplaints@mnps.org)
- MNPS 504 Coordinator, Section 504 of the Rehabilitation Act of 1973 (disability)  
615-259-8486
- MNPS ADA Coordinator, Title II of the Americans With Disabilities Act of 1990 (disability)  
615-259-8531

## COMMUNITY RESOURCES

- Department of Children's Services  
289 Plus Park Blvd, Nashville, TN 37217  
615-360-4200
- Tennessee Child Abuse Hotline  
1-877-237-0004
- Middle Tennessee Mental Health Cooperative  
Mobile Crisis Unit  
275 Cumberland Bend, Suite 237, Nashville, TN 37228  
615-726-0125
- Sexual Assault Center  
101 French Landing Drive, Nashville, TN 37228  
615-259-9055

## PROHIBITION OF REPRISAL, RETALIATION, AND INTENTIONAL FALSE REPORTS

The administration of the Metropolitan Nashville Public Schools prohibits reprisal or retaliation against any person who witnesses and/or reports a violation of this policy. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the Director of Schools and/or principal or their designees after considering the nature, severity, and circumstance of the act, in accordance with case law and board policies and procedures.

Intentionally making false reports about bullying, discrimination, harassment, hazing, cyber bullying or other similar behavior to school officials shall be prohibited conduct. Any act of retaliation or reprisal or intentional false report against any person who reports a violation of this policy will not be tolerated. Any student or adult who engages in the act of retaliation or reprisal or who intentionally makes a false report against another shall be subjected to consequence and appropriate remedial action. In cases where any state or federal criminal law has allegedly been violated, the local law enforcement agency shall be notified. This disciplinary process does not include investigations that did not find the conduct to be more likely true than not.

## INVESTIGATION<sup>4</sup>

When responding to a violation of this policy, the principal/designee shall undertake immediate and appropriate action to investigate or otherwise determine what occurred, as described in the Standard Operating Procedure Outline for Reporting and Investigating Bullying, Cyber Bullying, Discrimination, Intimidation, Harassment, and Hazing. The investigation shall be prompt, thorough, and impartial, and the entire investigation should be well documented. While the investigation is pending, the principal/designee shall promptly take interim steps to protect the complainant, alleged victim, students, teachers, or other school personnel from bullying, cyber bullying, discrimination, intimidation, harassment, hazing, and/or retaliation.

To the extent practicable and allowed by law, reasonable effort will be made to protect the confidentiality of all parties throughout the course of the investigation. However, anonymity cannot be guaranteed.

## REMEDIES

If an investigation reveals that bullying, cyber bullying, discrimination, intimidation, harassment, and/or hazing has occurred, the principal shall take prompt and effective steps reasonably calculated to end such conduct,

- 1 prevent such conduct from recurring, eliminate any hostile environment, and remedy its effects as appropriate.  
2 In some instances of bullying and/or harassment, the complainant may be eligible for a transfer to another  
3 school as a victim of violent crimes; however, there is no right to an  
4

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#### Legal References

1. TCA 49-6-4503
2. TCA 49-2-120
3. 20 USCS §§ 1681 to 1686
4. TCA 49-6-4503(c)(2)(B)

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#### Cross References

Appeals to and Appearances Before the Board 1.404  
Staff-Student Relations 5.610  
Student Complaints and Grievances 6.305  
Discipline Procedures 6.313

# Metropolitan Nashville Board of Education

Monitoring: <b>Review: Annually, in March</b>	Descriptor Term: <b>Student Concerns, Complaints, and Grievances</b>	Descriptor Code: <b>6.305</b>	Issued Date:
		Rescinds:	Issued:

## 1 STUDENT CONCERNS AND COMPLAINTS

2 Decisions made by school personnel — such as aides, teachers, or assistant principals — which students  
3 believe are unfair or in violation of pertinent policies of the board or individual school rules may be  
4 appealed to the school principal or a designated representative. To appeal, students will contact the  
5 principal's office in their school and provide their name, the issue and the reason for their appeal on a  
6 printed form available at the school office within two days. The appeal will usually be decided  
7 confidentially and promptly, preferably within ten (10) school days.

8 However, if the principal does not make a decision within ten (10) school days following the date of  
9 complaint, students or parents may appeal at that time by contacting the director of schools/designee at  
10 the central office. The information provided should include the student's name, the school and a  
11 description of the problem.

12 An investigation and decision will be made within two (2) school days and communicated to the school  
13 principal and student by telephone. A written copy of the decision also will be sent to the student and  
14 the principal.

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### Cross References

Appeals To & Appearances Before the Board 1.404  
Basic Program 4.201

# Metropolitan Nashville Board of Education

Monitoring:  <b>Review: Annually, in March</b>	Descriptor Term:  <b>Interference/Disruption of School Activities</b>	Descriptor Code:  <b>6.306</b>	Issued Date:
		Rescinds:	Issued:

- 1 The staff is authorized to take reasonable measures to establish appropriate school behavior. Any  
2 professional employee shall have the authority to control the conduct of any student while under the  
3 supervision of the school system.<sup>1</sup> This authority shall extend to all activities of the school, including all  
4 games and public performances of athletic teams and other school groups, trips, excursions and all other  
5 activities under school sponsorship and direction.
- 6 Such measures may include the use of reasonable force to restrain or correct students and maintain order.
- 7 A student shall not use violence, force, noise, coercion, threat, intimidation, fear, passive resistance or  
8 any other conduct which causes the disruption, interference or obstruction of any school purpose while  
9 on school property, in school vehicles or buses, or at any school-sponsored activity, function or event,  
10 whether on or off campus. Neither shall he/she urge other students to engage in such conduct.
- 11 A student found guilty of misbehavior may receive punishment ranging from verbal reprimand to  
12 suspension and/or expulsion dependent on the severity of the offense and the offender's prior record.<sup>2</sup>

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## Legal References

1. TCA 49-6-4102
2. TCA 49-6-3401

# Metropolitan Nashville Board of Education

Monitoring:  <b>Review: Annually, in March</b>	Descriptor Term:  <b>Drug-Free Schools</b>	Descriptor Code:  <b>6.307</b>	Issued Date:
		Rescinds:	Issued:

In order to protect the rights of students, to safeguard the learning environment, and to contribute to a drug free community, the board's plan for dealing with alcohol and drugs<sup>1</sup> shall include the following:

1. Appropriate ways for handling alcohol/drug-related medical emergencies;
2. Guidelines for reporting alcohol/drug incidents and illegal activities;
3. Guidelines for referral of students who may have an alcohol/drug problem and/or are considered "high risk" to agencies and other appropriate sources of assistance;
4. Effective working relationships with appropriate community agencies, such as alcohol/drug service providers, law enforcement agencies and judicial officials.

Through the use of state guidelines the director of schools shall be responsible for:

1. Developing and implementing an appropriate curriculum on alcohol and drug education for students;
2. Providing adequate information and training for all staff personnel as appropriate to their responsibilities;
3. Implementing the relevant portions of the Drug-Free Youth Act;<sup>2</sup>
4. Developing administrative rules and guidelines for the school system to effectively respond to alcohol and drug situations that may occur at school or school-sponsored events; and
5. Providing notification to parents and students that compliance with this policy is mandatory.

Students shall not consume, possess, use, sell, distribute or be under the influence of illegal drugs or alcoholic beverages in school buildings, on school grounds, in school vehicles or buses, or at any school-sponsored activity, function or event whether on or off school grounds.<sup>3</sup> This includes but is not limited to abuse of inhalants and prescription drugs.

Disciplinary sanctions shall be imposed on students who violate standards of conduct required by this policy. Such sanctions shall be consistent with local, state and federal laws, up to and including suspension/expulsion as well as referral for prosecution.<sup>4</sup> Completion of an appropriate rehabilitation program may also be recommended.

Information about drug and alcohol counseling and rehabilitation programs shall be made available through the school office.

## Legal References

1. TRR/MS 0520-01-03-.08(2)(d)
2. 20 USCS § 7116
3. TCA 39-17-417; TCA 39-17-715
4. TCA 49-6-4209; TCA 49-6-3401

## Cross References

Drug-Free Workplace 1.804  
Zero Tolerance Offenses 6.309  
Suspension/Expulsion/Remand 6.316

# Metropolitan Nashville Board of Education

Monitoring:

Review: Annually, in  
April

Descriptor Term:

**Student Alcohol and Drug Testing**

Descriptor Code:

**6.3071**

Issued Date:

Rescinds:

Issued:

The possession and/or use of illegal drugs, and the misuse of prescription drugs is prohibited. The distribution, abuse, or misuse of over the counter medications or other chemicals or substances is likewise prohibited. Students will be notified in writing at the beginning of each school year or at the time of enrollment that they shall be subject to testing for drugs and alcohol during the school year.<sup>1</sup> The board will pay costs of any testing required pursuant to this policy.<sup>2</sup>

## **Reasonable Suspicion Drug Testing**

Principals are authorized to order drug tests for individual students when there is a reasonable cause to believe that:<sup>3</sup>

1. A school board policy on alcohol and drug use has been violated;
2. A search of lockers has produced evidence of the presence of drugs and/or alcohol;
3. A search of persons and containers has produced evidence of a presence of drug and/or alcohol;
4. A search of vehicles has produced evidence of the presence of drugs and/or alcohol; or
5. Through observation or other reasonable information reported by a teacher, staff member or other student that a student is using and/or under the influence of drugs and/or alcohol on school property.

Prior to performing a drug test on a student based on reasonable suspicion, the following conditions must be met:

1. A particular student has violated school policy;
2. The test will yield evidence of the violation of school policy or will establish that a student either was impaired due to drug use or did not use drugs;
3. The test is in pursuit of legitimate interests of the school in maintaining order, discipline, safety, supervision and education of students;
4. The test is not conducted for the sole purpose of discovering evidence to be used in a criminal prosecution; and

5. Tests shall be conducted in the presence of a witness. Persons who shall act as witnesses shall be designated by the Director of Schools.

Upon receiving reasonable information, the principal shall take the following steps:

1. Call the student into the principal's office or another private place;
2. Summon an appropriate qualified witness;
3. Discuss with the student the basis for the determination that a test is necessary;
4. Inform the student of the procedures which shall be followed in administering the test;
5. Notify the parent or guardian of the student of the impending test; and
6. Give the student an opportunity to decline the test and inform the student that if the test is not taken the penalty shall be suspension from school and a hearing before the disciplinary hearing authority.

#### **Random Drug Testing of Students Participating in Extracurricular Activities<sup>4</sup>**

Students involved in any voluntary extracurricular activities shall be subject to random drug tests. Parents and students will be informed of this policy prior to participation and shall sign a consent to the drug testing and a release of information as a condition of participation.

Extracurricular activity is defined as voluntary participation in activities not falling within the scope of regular curriculum and carrying no academic credit. This includes participating in athletic programs, cheerleading, band, clubs, student leadership positions, etc.

Prior to performing a random drug test on a student participating in extracurricular activities, the following conditions must be met:

1. The test will yield evidence of the violation of school policy or will establish that a student either was impaired due to drug use or did not use drugs;
2. The test is in pursuit of legitimate interests of the school in maintaining order, discipline, safety, supervision and education of students;
3. The test is not conducted for the sole purpose of discovering evidence to be used in a criminal prosecution; and
4. Tests shall be conducted in the presence of a witness. Persons who shall act as witnesses shall be *(Designate individual/job title here)*

No student who tests positive under a random drug testing program shall be suspended or expelled from school solely as the result of the positive test.<sup>5</sup> The director of schools shall develop procedures establishing a random process for the selection of students to be tested.



## 1     **Drug Testing Process**

2     The appropriately qualified and trained witness shall take the student to a designated place in the  
3     school and collect a specimen from the student. The specimen shall be taken in a manner which will  
4     ensure the integrity, validity, and accuracy of the test results but are minimally intrusive and provide  
5     maximum privacy to the tested student.

6     The type of specimen taken shall depend on the substance in question and the test performed on the  
7     specimen shall be appropriate for accurate detection of the substance in question. Once taken, the  
8     principal shall give the specimen an identifying number which in no way will reveal the identity of the  
9     student.

10    The principal will forward the specimen for analysis to a laboratory accredited by the Tennessee  
11    Department of Health and Environment and designated by the Board. Specimens shall be retained for  
12    ten (10) days.<sup>6</sup>

13    Upon receiving a written, certified copy of the analysis from the laboratory, the principal shall do one  
14    of the following:<sup>7</sup>

- 15       1. If the results of the analysis are negative, they shall be reported as negative and all evidence of  
16       the individual test, including all records in the school that the test was ordered and the reasons  
17       therefore, shall be destroyed and expunged.
- 18       2. If the results of the analysis are positive, the student and parents or guardian shall be given the  
19       written notice of the result. All records of the test, request for a test or indication a student has  
20       been tested shall be confidential student records in accordance with state law.

22    The board will provide students testing positive an assessment to determine the severity of the  
23    student's alcohol and drug problem and a recommendation for referral to intervention or treatment  
24    resources as appropriate.<sup>8</sup>

## 25    **Penalties**

26    Each confirmed incident will result in a referral to the Youth Services Officer (YSO).

27    First offense students will be suspended from all extra-curricular activities for one calendar year.

28    Second offense students will be suspended from all extra-curricular activities for duration of time  
29    enrolled or reenrolled in the Metropolitan Nashville school system.

30    Malicious use of authority granted by this policy by any school personnel may be grounds for  
31    dismissal.<sup>9</sup>

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### Legal References

1. T.C.A. 49-6-4213(a)(1)
2. T.C.A. 49-6-4213(a)(2)(G)
3. T.C.A. 49-6-4213(a)(1)
4. T.C.A. 49-6-4213(a)(2)
5. T.C.A. 49-6-4213(k)(2)
6. T.C.A. 49-6-4213(d)
7. T.C.A. 49-6-4213(j)-(k)
8. T.C.A. 49-6-4213(l)
9. T.C.A. 49-6-4213(m)

# Metropolitan Nashville Board of Education

Monitoring: <b>Review: Annually, in March</b>	Descriptor Term: <b>Bus Safety and Conduct</b>	Descriptor Code: <b>6.308</b>	Issued Date:
		Rescinds: <b>SP 6.118</b>	Issued: <b>07/01/11</b>

1 In order to maintain conditions and atmosphere suitable for learning, no person shall enter onto a school  
2 bus except students assigned to that bus or parents of students or other persons with lawful and valid  
3 business on the bus.<sup>1</sup>

4 The school bus is an extension of school activity; therefore, students shall conduct themselves on the bus  
5 in a manner consistent with the established standards for safety and classroom behavior.

6 Students are under the supervision and control of the bus driver while on his/her bus, and all reason- able  
7 directions given by him/her shall be followed. A driver may remove a student in the event that the driver  
8 finds it necessary for the safety of the other student passengers or the driver, provided that the driver  
9 secures the safety of the ejected student for the uncompleted trip.

10 A driver shall maintain a daily record of student disciplinary problems and related actions taken by the  
11 driver. The record should include the names of students who were reprimanded, reasons for the  
12 reprimands, and any actions taken by the driver to address the problems. A driver shall report to school  
13 authorities as soon as possible, but no later than the end of the route, any student refusing to obey the  
14 driver or exiting the bus without the driver's permission at a point other than the student's destination  
15 for that trip.<sup>2</sup>

16 The principal of the student transported shall be informed by the bus driver of any serious discipline  
17 problem and may be called upon to assist if necessary. A student may be denied the privilege of riding  
18 the bus if the principal determines that his/her behavior is such as to cause disruption on the bus, or if  
19 he/she disobeys state or local rules and regulations pertaining to student transportation.

20 The suspension of a student from riding the school bus shall follow the same procedures as for any other  
21 school suspension.

22 Any student who gets off the bus at any point between the pick-up point and school must present the bus  
23 driver with a note of authorization from the parent or the principal of the school that the student attends.

24 Any student wishing to ride a bus other than his/her designated bus must have written parental permission  
25 and the approval of the principal or his/her designee.

26 Students who transfer from bus to bus while en route to and from school shall be expected to abide by  
27 the discipline policies adopted by the board and rules adopted by the staff of the terminal school.

## 1    **USE OF VIDEO CAMERAS**

2    Video cameras may be used to monitor student behavior on school vehicles transporting students to and  
3    from school or extracurricular activities.

4    Students in violation of bus conduct rules shall be subject to disciplinary action in accordance with  
5    established board policy and regulations governing student conduct and discipline.

6    The district shall comply with all applicable state and federal laws related to video recordings when such  
7    recordings are considered for retention as part of the student's behavioral record as determined by the  
8    district and in accordance with the law.

9    Video surveillance shall be used only to promote the order, safety and security of students, staff and  
10   property.

11   The director of schools is directed to develop procedures governing the use of video cameras in  
12   accordance with the provisions of the law and established board policies.

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### Legal References

1. TCA 49-6-2008
2. TCA 49-6-2118(d)

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### Cross References

Student Transportation Management 3.400  
Scheduling and Routing 3.401  
Discipline Procedures 6.313  
Suspension/Expulsion/Remand 6.316  
Student Records 6.600-604

# Metropolitan Nashville Board of Education

Monitoring: <b>Review: Annually, in March</b>	Descriptor Term: <b>Zero Tolerance Offenses</b>	Descriptor Code: <b>6.309</b>	Issued Date: Click here to enter a date.
		Rescinds:	Issued:

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

## 2 **WEAPONS & DANGEROUS INSTRUMENTS**

3 Students shall not possess, handle, transmit, use or attempt to use any dangerous weapon in school  
4 buildings or on school grounds at any time, or in school vehicles and/or buses or off the school  
5 grounds at a school-sponsored activity, function or event.<sup>1</sup>

6 Dangerous weapons for the purposes of this policy shall include, but are not limited to a firearm or  
7 anything manifestly designed, made or adapted for the purpose of inflicting death or serious bodily  
8 injury or anything that in the manner of its use or intended use is capable of causing death or serious  
9 bodily injury.<sup>2</sup>

10 Violators of this section shall be subject to suspension and/or expulsion from school.

11 *Firearms (as defined in 18 U.S.C. § 921)*<sup>3</sup>

12 In accordance with state law, any student who brings or possess a firearm on school property shall be  
13 expelled for a period of not less than one (1) calendar year. The director of schools shall have the  
14 authority to modify this expulsion requirement on a case-by-case basis.<sup>4</sup>

## 15 **DRUGS**

16 In accordance with state law, any student who unlawfully possesses any drug including any controlled  
17 substance or legend drug shall be expelled for a period of not less than one (1) calendar year. The  
18 director of schools shall have the authority to modify this expulsion requirement on a case-by-case  
19 basis.<sup>5</sup>

## 20 **ASSAULT**

21 In accordance with state law, any student who commits aggravated assault as defined in § 39-13-102  
22 upon any teacher, principal administrator, any other employee of the school or school resource officer  
23 shall be expelled for a period of not less than one (1) calendar year. The director of schools shall have  
24 the authority to modify this expulsion requirement on a case-by-case basis.<sup>4</sup>

## **ELECTRONIC THREATS**

In accordance with state law, any student who transmits by an electronic device any communication containing a credible threat to cause bodily injury or death to another student or school employee and the transmission of such threat creates actual disruptive activity at the school that requires administrative intervention shall be expelled for a period of not less than one (1) calendar year. The director of schools shall have the authority to modify this expulsion requirement on a case-by-case basis.<sup>5</sup>

## **NOTIFICATION**

When it is determined that a student has violated this policy, the principal of the school shall notify the student's parent or guardian and the criminal justice or juvenile delinquency system as required by law.<sup>6</sup>

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### Legal References

1. TCA 39-17-1309
2. TCA 39-11-106(a)(5)(A), (B)
3. 18 U.S.C. 921; 20 USCA § 7961
4. TCA 49-6-4216(b); TCA 49-6-3401(g)
5. TCA 49-6-4216(b)(2)
6. TCA 49-6-4209; TCA 39-17-1312

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### Cross References

Discipline Procedures 6.313  
Suspension/Expulsion/Remand  
6.316

# Metropolitan Nashville Board of Education

Monitoring:  <b>Review: Annually, in March</b>	Descriptor Term:  <b>Dress Code</b>	Descriptor Code: <b>6.310</b>	Issued Date:
		Rescinds: <b>SP 6.114</b>	Issued: <b>09/01/11</b>

- 1 Students shall dress and groom in a clean and neat manner so as not to distract or interfere with the  
2 operation of the school.
- 3 More specific guidelines appropriate for each level of school (elementary, middle, junior high and senior  
4 high) shall be developed by the director of schools.<sup>1</sup> Principals and appropriate faculty shall be involved  
5 in the development of each set of guidelines.
- 6 When a student is dressed in a manner which is likely to cause disruption or interference with the  
7 operation of the school, or in a manner that violates the developed guidelines, the principal shall take  
8 appropriate action, which may include suspension.

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## Legal References

1. TCA 49-6-4215(a)(1) ; TCA 49-1-302(j)

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## Cross References

Discipline Procedures 6.313  
Suspension/Expulsion/Remand 6.316

# Metropolitan Nashville Board of Education

Monitoring:  <b>Review: Annually, in March</b>	Descriptor Term:  <b>Care of School Property</b>	Descriptor Code:  <b>6.311</b>	Issued Date:
		Rescinds:	Issued:

- 1 Students shall help maintain the school environment, preserve school property and exercise care while  
2 using school facilities.
- 3 All district employees shall report all damage or loss of school property to the principal or designee  
4 immediately after such damage or loss is discovered. The principal or designee shall make a full and  
5 complete investigation of any instance of damage or loss of school property. The investigation shall be  
6 carried out in cooperation with law enforcement officials when appropriate.
- 7 When the person causing damage or loss has been identified and the costs of repair or replacement  
8 have been determined, the director of schools shall take steps to recover these costs. This may include  
9 recommending the filing of a civil complaint in court to recover damages. If the responsible person is a  
10 minor, recovery will be sought from the minor's parent or guardian.<sup>1</sup>
- 11 In addition, the district may withhold the grades, diploma, and/or transcript of the student responsible  
12 for vandalism or theft or otherwise incurring any debt to a school until the student or the student's  
13 parent/ guardian has paid for the damages.<sup>2</sup> If a student and/or his/her parent dispute damages or the  
14 amount of damages, the director of schools shall meet with them to discuss the matter. Within five (5)  
15 days of the meeting, the director of schools shall notify the student and his/her parent of the final  
16 decision.
- 17 When the minor and parent are unable to pay for the damages, the director of schools may meet with  
18 the parent in an attempt to reach an agreement. Upon payment or completion of an agreement between  
19 the director and a parent, the student's grades, diploma, and/or transcripts shall be released. Such  
20 sanctions shall not be imposed if the student is not at fault.

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## Legal References

1. TCA 37-10-101
2. TRR/MS 0520-01-03-.03(15)

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## Cross References

Visitors to the School 1.501  
Safety 3.201  
Security 3.205  
Community Use of School Facilities 3.206  
Student Fees and Fines 6.709



# Metropolitan Nashville Board of Education

Monitoring: <b>Review: Annually, in March</b>	Descriptor Term: <b>Use of Personal Communication Devices and Electronic Devices</b>	Descriptor Code: <b>6.312</b>	Issued Date:
		Rescinds: <b>SP 6.107</b>	Issued: <b>06/01/10</b>

1 *Elementary and Middle School*

2 A student may possess a cellular telephone or other personal technology on school property. Use of such  
3 technology will be at the discretion of the building administrator.

4 *High School*

5 A student may possess a cellular telephone or other personal technology on school property and may use  
6 such technology during lunch and transition times. Use of personal technology during instructional  
7 periods is general prohibited.

8 Personal communication devices include, but are not limited to, wearable technology such as eye glasses,  
9 rings, or watches that have the capability to record, live stream, or interact with wireless technology; cell  
10 phones; laptops; tablets; and mp3 players. However, a teacher may grant permission for the use of these  
11 devices to assist with instruction in his/her classroom, and teachers are encouraged to integrate the  
12 devices into their course work. The principal or his/her designee may also grant a student permission to  
13 use such a device at his/her discretion.

14 Unauthorized use or improper storage of a device will result in confiscation until such time as it may be  
15 released to the student's parents or guardian. A student in violation of this policy is subject to disciplinary  
16 action.

# Metropolitan Nashville Board of Education

Monitoring:  <b>Review: Annually, in March</b>	Descriptor Term:  <b>Corporal Punishment</b>	Descriptor Code: <b>6.314</b>	Issued Date:
		Rescinds: <b>SP 6.157</b>	Issued: <b>11/01/03</b>

- 1 Corporal punishment shall not be used as a disciplinary measure in any school.<sup>1</sup>
- 2 The director of schools shall be responsible for developing and implementing in-service training
- 3 programs for teachers and staff in the use of alternative, positive measures of discipline.

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## Legal References

1. TCA 49-6-4104

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## Cross References

Discipline Procedures 6.313  
Student Records 6.600-604

# Metropolitan Nashville Board of Education

Monitoring:  <b>Review: Annually, in March</b>	Descriptor Term:  <b>Detention</b>	Descriptor Code: <b>6.315</b>	Issued Date:
		Rescinds:	Issued:

- 1 Students may be detained before or after the school day as a means of disciplinary action.
- 2 The following guidelines shall be followed:
  - 3 1. The student shall be given at least one (1) day of notice before detention;
  - 4 2. Parents shall be informed before detention takes place;
  - 5 3. Students in detention shall be under the supervision of school personnel;
  - 6 4. Detention shall not exceed one (1) hour after the official closing of the school day but may be
  - 7 administered several days in succession; and
  - 8 5. Teachers must have the approval of the principal before detaining a student.

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Cross References

Discipline Procedures 6.313

# Metropolitan Nashville Board of Education

Monitoring: <b>Review: Annually, in March</b>	Descriptor Term: <b>Suspension/Expulsion/Remand</b>	Descriptor Code: <b>6.316</b>	Issued Date:
		Rescinds:	Issued:

## 1 **DEFINITIONS:**<sup>1</sup>

2 **Suspension:** dismissed from attendance at school for any reason not more than ten (10) consecutive  
3 days. Multiple suspensions shall not run consecutively nor shall multiple suspensions be applied to  
4 avoid expulsion from school.

5 **Expulsion:** removal from attendance for more than ten (10) consecutive days or more than fifteen (15)  
6 days in a month of school attendance. Multiple suspensions that occur consecutively shall constitute  
7 expulsion.

8 **Remand:** assignment to an alternative school.

## 9 **REASONS FOR SUSPENSION/EXPULSION:**

10 Any principal, principal-teacher or assistant principal (herein called principal) may suspend/expel any  
11 student from attendance at school or any school-related activity on or off campus or from attendance at  
12 a specific class or classes, or from riding a school bus, without suspending such student from attendance  
13 at school (in-school suspension), for good and sufficient reasons including, but not limited to:<sup>2</sup>

- 14 1. Willful and persistent violation of the rules of the school;
- 15 2. Immoral or disreputable conduct, including vulgar or profane language;
- 16 3. Violence or threatened violence against the person of any personnel attending or assigned to any  
17 school;
- 18 4. Willful or malicious damage to real or personal property of the school, or the property of any  
19 person attending or assigned to the school;
- 20 5. Inciting, advising or counseling of others to engage in any of the acts herein enumerated;
- 21 6. Possession of a pistol, gun or firearm on school property;<sup>3</sup>
- 22 7. Possession of a knife, etc., as defined in TCA 39-17-1309, on school property;
- 23 8. Assaulting a principal, teacher, school bus driver or other school personnel with vulgar, obscene  
24 or threatening language;
- 25 9. Unlawful use or possession of barbitol or legend drugs, as defined in TCA 53-10-101;

10. Engaging in behavior which disrupts a class or school-sponsored activity;
11. Making a threat, including a false report, to use a bomb, dynamite, or any other deadly explosive or destructive device including chemical weapons on school property or at a school sponsored event;
12. One (1) or more students initiating a physical attack on an individual student on school property or at a school activity, including travel to and from school;
13. Off-campus criminal behavior resulting in felony charges; when behavior poses a danger to persons or property or disrupts the educational process; and
14. Any other conduct prejudicial to good order or discipline in any school.

If as a result of an investigation, a principal or his/her designee finds that a student acted in self-defense under a reasonable belief that the student, or another to whom the student was coming to the defense, may have been facing the threat of imminent danger of death or serious bodily injury, then, the student may not face any disciplinary action.<sup>4</sup>

#### **IN-SCHOOL SUSPENSION:<sup>5</sup>**

1. Students given an in-school suspension in excess of one (1) day from classes shall attend either special classes attended only by students guilty of misconduct or be placed in an isolated area appropriate for study; and
2. Personnel responsible for in-school suspension will see that each student is supervised at all times and has textbooks and classwork assignments from his/her regular teachers. Students given in-school suspension shall be required to complete academic assignments and shall receive credit for work completed.

#### **PROCEDURES FOR OUT OF SCHOOL SUSPENSION AND EXPULSION:<sup>6</sup>**

1. Unless the student's continued presence in the school, class or school-related activity presents an immediate danger to the student or other persons or property, no principal shall suspend/expel any student until that student has been advised of the nature of his/her misconduct, questioned about it, and allowed to give an explanation.
2. Upon suspension/expulsion of any student (in-school suspension in excess of one (1) day), the principal shall make an immediate attempt to contact the parent or guardian to inform them of the suspension/expulsion. The student shall not be sent home before the end of the school day unless the parent or guardian has been contacted.
3. The principal shall notify the parent or guardian and the director of schools or designee in writing:
  - a. Of the suspension/expulsion and the cause for it; and

- b. A request for a meeting with the parent or guardian, student and principal, to be held as soon as possible, but no later than five (5) days following the suspension/ expulsion.
4. Immediately following the scheduled meeting, whether or not attended by the parent or guardian or student, the principal shall determine the length of the suspension/expulsion and set conditions for readmission. If the principal determines the length of the suspension to be between six (6) and the maximum of ten (10) days, the principal shall develop and implement a plan for correcting the behavior when the student returns to school.
5. If at the time of the suspension the principal determines that an offense has been committed which, in the judgment of the principal would justify a suspension/expulsion for more than ten (10) days, he/she may suspend/expel/remand the student unconditionally for a specified period of time or upon such terms and conditions as are deemed reasonable.
6. The principal shall immediately give written or actual notice to the parent or guardian and the student of the right to appeal the decision to suspend/expel/remand for more than ten (10) days. The notice shall include a statement that, unless the student's parent or guardian requests an open hearing in writing within five (5) days of receipt of the notice, any hearing will be closed to the public. All appeals must be filed, orally or in writing, within five (5) days after receipt of the notice and may be filed by the parent or guardian, the student or any person holding a teaching license who is employed by the school system if requested by the student.
7. The appeal from this decision shall be to the board or to a disciplinary hearing authority appointed by the board.
8. If the suspension/expulsion occurs during the last ten (10) days of any term or semester, the student shall be permitted to take such final examinations or submit such required work as necessary to complete the course of instruction for that semester, subject to conditions prescribed by the principal.

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Legal References

1. TCA 49-6-3007(h)
2. TCA 49-2-203(a)(7); TCA 49-6-3401(a)
3. TCA 49-6-4216; TCA 39-17-1309(b)
4. TCA 49-6-3401(i)
5. TCA 49-6-3401(b)(1)
6. TCA 49-6-3401(a)-(c); *Goss v. Lopez*, 419 U.S. 565 (1975); 20 USCS 1415; Individuals with Disabilities Act Amendments of 1997 § 615

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Cross References

Traffic and Parking Controls 3.403  
 Procedural Due Process 6.302  
 Interference/Disruption of School Activities 6.306  
 Bus Conduct 6.308  
 Zero Tolerance Offenses 6.309  
 Dress Codes 6.310  
 Discipline Procedures 6.313  
 Disciplinary Hearing Authority 6.317

# Metropolitan Nashville Board of Education

Monitoring:  <b>Review: Annually, in March</b>	Descriptor Term:  <b>Student Disciplinary Hearing Authority</b>	Descriptor Code: <b>6.317</b>	Issued Date:
		Rescinds:	Issued:

A Disciplinary Hearing Authority (DHA) shall conduct appeals for students who have been suspended for more than ten (10) school days.<sup>1</sup> The board shall appoint a DHA which shall consist of six (6) members (maximum number must not exceed total membership of board). The Director of Schools shall recommend members of the DHA to the board for approval. At least one (1) DHA member shall be a licensed employee of the district. All appointments are for one (1) year terms and subject to reappointment. Board members shall not serve on the DHA.

The director of schools shall appoint a chairman of the DHA from the members appointed by the board. The chairman shall perform the following duties:

1. Set the time, place and date for each hearing;
2. Maintain order and structure during each hearing; and
3. Prepare, sign, and disseminate the minutes of each meeting.

Upon receiving notification of the request to appeal the suspension decision, the DHA shall provide written notification to the parent or guardian of the student, the student, and any other appropriate person of the time, place and date of the hearing. The hearing must be held no later than ten (10) days after the beginning of the suspension.<sup>1</sup>

The DHA may take the following disciplinary actions: <sup>2</sup>

1. Affirm the decision of the school principal;
2. Order removal of the suspension unconditionally;
3. Order removal of the suspension upon such terms and conditions as it deems reasonable;
4. Assign the student to alternative program; or
5. Suspend the student for a specified period of time.\*

Within five (5) days of the DHA rendering a decision, the student, principal, principal-teacher or assistant principal may request a review by the board, and the board shall review the record. Following the review, the board may grant or deny the request for a hearing or affirm or overturn the decision of the DHA with or without a hearing. The board shall not impose a more severe penalty than that imposed by the DHA without first providing an opportunity for a hearing before the board. <sup>3</sup>

1 The notice of the hearing shall include a statement that, unless the student's parent or guardian requests  
2 an open hearing in writing within five (5) days of receipt of the notice, the hearing shall be closed to the  
3 public.<sup>3</sup>

4 \* Note: Zero-tolerance offenses as set forth in statute require mandatory calendar year expulsion or  
5 assignment to alternative placement for a calendar year unless modified by the director of schools.

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Legal References

1. TCA 49-6-3401(c)(4)(A)
2. TCA 49-6-3401(c) (5)
3. TCA 49-6-3401(c)(6)

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Cross References

Procedural Due Process 6.302  
Suspension/Expulsion/Remand 6.316



# Metropolitan Nashville Board of Education

Monitoring: <b>Review: Annually, in March</b>	Descriptor Term: <b>Admission of Suspended or Expelled Students</b>	Descriptor Code: <b>6.318</b>	Issued Date:
		Rescinds:	Issued:

- 1 The board may deny admission of any student (except those in state custody) who has been expelled or  
2 suspended from another school system in Tennessee or another state even though the student has  
3 established residency in the system in which he/she seeks enrollment.
- 4 After a request for enrollment is made, the director of schools shall investigate the facts surrounding  
5 the suspension/expulsion from the former school system and make a recommendation to the board to  
6 approve or deny the request.
- 7 The board shall not deny enrollment beyond the length of the imposed suspension/expulsion.
- 8 If the action of the board is to deny admission, the director of schools shall, on behalf of the board,  
9 notify the Commissioner of Education of the decision.
- 10 A student may be dismissed if it is determined subsequent to the enrollment that the student has been  
11 suspended or expelled from the former school system.<sup>1</sup>

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## Legal References

1. TCA 49-6-3401(f); 20 USCS § 1232G(b)(4), (h)

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## Cross References

School Admissions 6.203  
Student Records 6.600-604

# Metropolitan Nashville Board of Education

Monitoring:  <b>Review: Annually, in March</b>	Descriptor Term:  <b>Student Disciplinary Hearing Authority</b>	Descriptor Code: <b>6.317</b>	Issued Date:
		Rescinds:	Issued:

A Disciplinary Hearing Authority (DHA) shall conduct appeals for students who have been suspended for more than ten (10) school days.<sup>1</sup> The board shall appoint a DHA which shall consist of six (6) members (maximum number must not exceed total membership of board). The Director of Schools shall recommend members of the DHA to the board for approval. At least one (1) DHA member shall be a licensed employee of the district. All appointments are for one (1) year terms and subject to reappointment. Board members shall not serve on the DHA.

The director of schools shall appoint a chairman of the DHA from the members appointed by the board. The chairman shall perform the following duties:

1. Set the time, place and date for each hearing;
2. Maintain order and structure during each hearing; and
3. Prepare, sign, and disseminate the minutes of each meeting.

Upon receiving notification of the request to appeal the suspension decision, the DHA shall provide written notification to the parent or guardian of the student, the student, and any other appropriate person of the time, place and date of the hearing. The hearing must be held no later than ten (10) days after the beginning of the suspension.<sup>1</sup>

The DHA may take the following disciplinary actions: <sup>2</sup>

1. Affirm the decision of the school principal;
2. Order removal of the suspension unconditionally;
3. Order removal of the suspension upon such terms and conditions as it deems reasonable;
4. Assign the student to alternative program; or
5. Suspend the student for a specified period of time.\*

Within five (5) days of the DHA rendering a decision, the student, principal, principal-teacher or assistant principal may request a review by the board, and the board shall review the record. Following the review, the board may grant or deny the request for a hearing or affirm or overturn the decision of the DHA with or without a hearing. The board shall not impose a more severe penalty than that imposed by the DHA without first providing an opportunity for a hearing before the board. <sup>3</sup>

1 The notice of the hearing shall include a statement that, unless the student's parent or guardian requests  
2 an open hearing in writing within five (5) days of receipt of the notice, the hearing shall be closed to the  
3 public.<sup>3</sup>

4 \* Note: Zero-tolerance offenses as set forth in statute require mandatory calendar year expulsion or  
5 assignment to alternative placement for a calendar year unless modified by the director of schools.

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Legal References

1. TCA 49-6-3401(c)(4)(A)
2. TCA 49-6-3401(c) (5)
3. TCA 49-6-3401(c)(6)

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Cross References

Procedural Due Process 6.302  
Suspension/Expulsion/Remand 6.316

# Metropolitan Nashville Board of Education

Monitoring:  <b>Review: Annually, in April</b>	Descriptor Term:  <b>Promoting Student Welfare</b>	Descriptor Code:  <b>6.400</b>	Issued Date:
		Rescinds:	Issued:

1 The director shall develop procedures, programs and plans to promote and protect the health and  
2 welfare of students. These should provide, at a minimum, for the following:<sup>1</sup>

- 3 1. A student guidance program;
- 4 2. Student health services, including the administration of medications;
- 5 3. Student psychological service;
- 6 4. Student wellness plans;<sup>2</sup> and
- 7 5. Student social services.

8 The development of these programs and the scope of the services provided shall be consistent with  
9 state law and regulations.

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## Legal References

1. TRR/MS 0520-01-03-.08(1)
2. TCA 49-6-1022; Tennessee State Board of Education Policy 4.204, *Standards and Guidelines for Tennessee's Coordinated School Health Program*

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## Cross References

- Advanced College Placement 4.203  
Enrollment in College Level Courses 4.205  
Graduation Requirements 4.605

# Metropolitan Nashville Board of Education

Monitoring: <b>Review: Annually, in April</b>	Descriptor Term: <b>Physical Examinations and Immunizations</b>	Descriptor Code: <b>6.402</b>	Issued Date:
		Rescinds: <b>SP 6.132</b>	Issued: <b>05/01/14</b>

## 1 **PHYSICAL EXAMINATIONS<sup>1</sup>**

2 The principal shall ensure that there is a complete physical examination of each student prior to:

3 1. Entering school for the first time;<sup>2</sup> and

4  
5 2. Participation as a member of any athletic team or in any other strenuous physical activity  
6 program.<sup>3</sup>

7 Cost of the examination shall be borne by the parent or guardian of the student. These records shall be  
8 on file at the school where the child attends.

9 Screening tests as required by the Tennessee Department of Education and the Department of Health  
10 will be conducted. Parents/Guardians will receive written notice of any screening result that indicates a  
11 condition that might interfere or tend to interfere with a student's progress.

12 In general, the school district will not conduct physical examinations of a student without parental  
13 consent to do so or by court order, unless the health or safety of the student or others is in question.<sup>4</sup>

## 14 **IMMUNIZATIONS**

15 No students entering school, including those entering kindergarten or first grade, those from out-of-state  
16 and those from nonpublic schools, will be permitted to enroll (or attend) without proof of immunization,  
17 as determined by the Commissioner of Public Health.<sup>2,5</sup> It is the responsibility of the parents or guardians  
18 to have their children immunized and to provide such proof to the principal of the school which the  
19 student is to attend.<sup>5</sup>

20 Exceptions, in the absence of an epidemic or immediate threat thereof, will be granted to any child whose  
21 parent or guardian shall file with school authorities a signed, written statement that such measures  
22 conflict with his/her religious tenets and practices; or due to medical reasons if such child has a written  
23 statement from his/her doctor excusing him from such immunization.<sup>6</sup>

24 Proof of exceptions will be in writing and filed in the same manner as other immunization records.

25 A list of transfer students shall be kept at each school in order that their records may be monitored by  
26 the Department of Health.

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#### Legal References

1. 20 USCA § 1232h(c)
2. TRR/MS 0520-1-03-.08(2)(a)
3. TRR/MS 0520-01-03-.08(2)(b)
4. Tennessee School Health Screening Guidelines,  
[https://www.tn.gov/assets/entities/education/attachments/csh\\_school\\_health\\_screening\\_guidelines.pdf](https://www.tn.gov/assets/entities/education/attachments/csh_school_health_screening_guidelines.pdf)
5. TCA 49-6-5001(a), (c)
6. TCA 49-6-5001(b)(2)

# Metropolitan Nashville Board of Education

Monitoring:  <b>Review: Annually, in April</b>	Descriptor Term:  <b>Student Communicable Diseases</b>	Descriptor Code: <b>6.403</b>	Issued Date:
		Rescinds: <b>SP 6.134</b>	Issued: <b>07/01/11</b>

No student shall be denied an education solely because of a communicable disease, and his/her educational program shall be restricted only to the extent necessary to minimize the risk of transmitting the disease. MNPS will collaborate with the Metro Public Health Department regarding procedures to safeguard against the spread of communicable disease.

Parents or guardians of infected students shall inform appropriate school officials of the infection so that proper precautions for the protection of other students, employees, and the infected student shall be taken. School officials must adhere to MNPS guidelines on confidentiality of health records.

No student with a communicable disease which may endanger the health of either himself/herself or other individuals shall enter or remain in the regular school setting.<sup>1,2</sup> If a school principal has reason to believe a student has a communicable disease which may endanger the health of either himself/herself or other individuals in the regular school setting, the principal shall:

1. Assign the student to a setting which will protect other students, employees, and the student; or
2. Exclude the student from school until certification is obtained from a physician or the Metro Public Health Department by either the parent or principal stating that the disease is no longer communicable; and
3. Contact the MNPS office of student health services.

If the principal has reason to believe that the student has a long-term communicable disease, the principal must require confirmation from a physician or the Metro Public Health Department as to the student's condition. If the student is confirmed to have a long-term communicable disease the principal shall refer the student for special education services.<sup>1</sup>

The principal may request that further examinations be conducted by a physician or Metro Public Health Department and may request periodic re-examinations after the student has been readmitted to the school.<sup>2</sup> Expenses incurred from examinations requested by school officials shall be paid by the board.

The names of all students excluded from school under this policy shall be forwarded to the office student health services.

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## Legal References

1. TRR/MS 0520-01-03-.08(2)(c)
2. TCA 49-2-203(b)(2)

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## Cross References

- Special Education 4.202  
Special Programs 4.206

# Metropolitan Nashville Board of Education

Monitoring:  <b>Review: Annually, in April</b>	Descriptor Term:  <b>Acquired Immune Deficiency Syndrome</b>	Descriptor Code:  <b>6.404</b>	Issued Date:
		Rescinds:  <b>SP 6.135</b>	Issued:  <b>07/01/11</b>

## **LIABILITY AND NON-DISCRIMINATION**

Students infected with HIV shall not be denied enrollment in school. The board shall not prevent an HIV infected student from participating in the continuation of his/her education on the sole basis of HIV infection. To the extent practical with medical and educational needs, the student shall be subject to the same rules for class assignment, privileges and participation in any school-sponsored activities as all other students. The board shall strive to maintain a respectful school climate for HIV infected students.

Mandatory screening for communicable diseases not spread by casual everyday contact, such as HIV infection, shall not be a condition for school entry or attendance.<sup>1</sup>

## **ADMINISTRATIVE RESPONSIBILITIES FOR CONFIDENTIALITY**

If a student's parents/guardians choose to disclose the child's HIV status, all matters pertaining to that student shall be directed by procedures initiated by the director of schools.

The director of schools shall be responsible for requesting medical records from the parent/guardian and a statement from the student's physician regarding health status of the student reported to have HIV/AIDS. In addition, the director of schools shall gather information regarding the student's cumulative school record.

## **CONFIDENTIALITY**

No information concerning an HIV infected student shall be divulged, directly or indirectly, to any other individual or group without the written consent of the parent/guardian. All medical information and written documentation of discussions, telephone conversations, proceedings and meetings shall be kept by the director of schools in a locked file. If the HIV infected student is under the age of eighteen (18), access to this file shall be granted only to those persons who have the written consent of the infected student's parents/guardians.

Under no circumstances shall information identifying a student with AIDS be released to the public.<sup>2, 3</sup>

## **APPROPRIATE ALTERNATIVE EDUCATION PROGRAMS**

In determining the educational placement of a student known to be infected with HIV, school authorities shall follow established policies and procedures for students with disabilities. School authorities shall reassess placement if there is a change in the student's need for accommodations or services.

## **HIV PREVENTION EDUCATION/CURRICULUM**



The director of schools shall be responsible for developing instructional objectives to address each terminal objective in the state AIDS curriculum framework and provide each teacher responsible for teaching AIDS education with these objectives. Students shall further be taught universal precautions through the K-8 Healthful Living and Lifetime Wellness curricula and through the board's HIV prevention education program.

The state AIDS curriculum and related instructional objectives shall be used in grades K-12. Parents and guardians shall have convenient opportunities to preview all HIV prevention curricula and materials in accordance with the provisions of the Family Life Curriculum.

Students shall have access to voluntary and confidential counseling about matters related to HIV. Administrators shall maintain a list of counseling and testing resources for student use.

## INFECTION CONTROL

The director of schools shall develop an Occupational Safety and Health Administration (OSHA)-based infection control plan in which each school will provide for: 1) well-maintained and easily accessible materials necessary to follow universal precautions, and 2) designate first responders responsible for implementing infection control guidelines, including investigating, correcting, and reporting on instances of exposure. All schools shall further follow the most current Centers for Disease Control and Prevention (CDC) Universal Precautions for Prevention of Transmission of Human Immunodeficiency Virus, Hepatitis B Virus, and Other Blood borne Pathogens in Health Care Settings and the OSHA blood borne pathogens standard.<sup>4</sup>

The director of schools shall develop procedures to implement this policy as well as the State Board of Education HIV/AIDS Policy for Employees and Students of Tennessee Public Schools.<sup>5</sup>

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### Legal References

1. TRR/MS 0502-01-03-.08(2)(g)
2. TCA 68-10-113
3. 20 USCS 1232(g); 34 CFR § 300.622, .623
4. TRR/MS 0520-01-03-.05(1)(c)
5. Tennessee State Board of Education Policy 5.300, *HIV/AIDS Policy for Employees and Students of Tennessee Public Schools*

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### Cross References

Section 504 & ADA Grievance Procedures 1.802  
Special Education 4.202  
Special Programs 4.206

# Metropolitan Nashville Board of Education

Monitoring:  <b>Review: Annually, in April</b>	Descriptor Term:  <b>Administration of Medication in a School Setting</b>	Descriptor Code: <b>6.405</b>	Issued Date: Click here to enter a date.
		Rescinds: <b>SP 6.129</b>	Issued: <b>02/01/12</b>

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

# Metropolitan Nashville Board of Education

Monitoring: <b>Review: Annually, in April</b>	Descriptor Term:  <b>Glucagon and Diazepam Gel (Diastat)</b>	Descriptor Code: <b>6.4051</b>	Issued Date: <a href="#">Click here to enter a date.</a>
		Rescinds: <b>SS 3.119</b>	Issued: <b>01/01/12</b>

School personnel, who volunteer, under no duress or pressure and have been properly trained by a Registered Nurse, are permitted to administer Glucagon in emergency situations to a student based on physician's orders and/or the student's Individual Health Plan. If the school nurse is on site, the nurse shall provide the service to the student.<sup>1</sup>

The school nurse shall be responsible for updating and maintaining each Individual Health Plan. There must be a parent/guardian signature on file giving permission prior to training school personnel to administer Glucagon.

## DEFINITION OF GLUCAGON

Glucagon is a hormone that helps the liver release sugar, thus increasing the level of sugar in the blood. It must be injected with a syringe into the body like insulin.

## WHEN TO USE GLUCAGON

Glucagon is administered when the student has low blood pressure and is unable to take liquid of food by mouth because of unconsciousness or seizure activity as per a medical provider's written instructions.

## TRAINING

1. Review physicians' orders for Glucagon and parent/guardian permission on file.
2. The volunteer must complete an initial in-depth diabetes-related training recognizing signs and symptoms of hypoglycemia and respond with student-specific interventions.
3. The volunteer trainee must be able to state how Glucagon's action and the need medically for its use.
4. The volunteer trainee must be able to state how Glucagon should be prepared, the dosage and side effects, as well as follow-up care after the administration of Glucagon.
5. The volunteer trainee must be able to identify where Glucagon will be stored (must be kept in a secure location away from heat and direct light) and readily available to the student.
6. The volunteer trainee will notify or delegate notification of EMS/911 personnel, parents/guardian and the school nurse any time Glucagon is administered to any student.

7. The volunteer trainee must document observations, administration of Glucagon and follow-up care on the appropriate diabetic and medication forms.
8. Training will be provided until competency is demonstrated and retraining shall be completed on a yearly basis. Training will be documented and include a skills checklist, instructor's name, trainee's name, date of training, and documentation of competency of trainee to administer Glucagon. A copy of the trainee's competency training form will be kept in the employee's personnel file.

## **DEFINITION OF ANTI-SEIZURE MEDICATION**

Anti-seizure medication works to stop seizure activity by acting on brain cell interactions that inhibit the seizure discharges. This special formulation is administered rectally as a gel.

In addition to the assistance with self-administration of medications provided in subsection (a), public and non-public school personnel who volunteer under no duress or pressure and who have been properly trained by a registered nurse or employed or contracted by MNPS or governing board may administer anti-seizure medications to a student in an emergency situation based on the student's Individual Health Plan. If the school nurse is available, on site and able to reach the student within the time limit for administration specified in the IHP, then the school nurse shall provide this service to the student.

## **WHEN TO USE ANTI-SEIZURE MEDICATION**

Upon the decision of a trained volunteer to administer anti-seizure medication, school officials shall immediately summon local emergency medical services to the school to provide necessary monitoring of transport to safeguard the health and condition of the student.

Trained volunteer school personnel administering anti-seizure medications under this subsection, any registered nurse who provides training to administer such medications and any local board of education shall not be liable in any court of law for injury resulting from the reasonable and prudent assistance in the administration of such medications, if performed pursuant to the policies and guidelines developed by the departments of health and education and approved by applicable regulatory or governing boards or agencies.

MNPS shall not assign a student with epilepsy or other seizure disorder to a school other than the school for which the student is zoned or would otherwise regularly attend because the student has a seizure disorder.

A student's parent or guardian, who has given the student's school written authorization to administer anti-seizure medication, shall, in accordance with the student's IHP, notify the school administrator or school nurse if anti-seizure medication or prescription or over-the-counter medicines are administered at a time at which the student is not present in school. The student's IHP shall set forth with specificity the requirements of reporting administration of medication and for the dissemination of such information to volunteer school personnel trained to administer anti-seizure medication. Such notification shall be given after administration of medication before or at the beginning of the next school day in which the student is in attendance.

## 1 TRAINING

2 Prior to administration of an anti-seizure medication to a student by volunteer school personnel or a  
3 school nurse in an emergency situation, the student's parent or guardian shall provide:

- 4 1. The school with a written authorization to administer the medication at school;  
5
- 6 2. A written statement from the student's health care practitioner, which shall contain the  
7 student's name, the name and purpose of the medication, the prescribed dosage, the route of  
8 administration, the frequency that the medication may be administered and the circumstances  
9 under which the medication may be administered; and  
10
- 11 3. Prior to its date of expiration, the prescribed medication to the school is its unopened, sealed  
12 package with the intact label affixed by the dispensing pharmacy.

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### Legal References

1. TCA 49-50-1602(g)(1)

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### Cross References

# Metropolitan Nashville Board of Education

Monitoring:  <b>Review: Annually, in April</b>	Descriptor Term:  <b>Child Abuse and Neglect</b>	Descriptor Code:  <b>6.409</b>	Issued Date:
		Rescinds:  <b>SP 6.117</b>	Issued:  <b>08/01/17</b>

All personnel shall be alert for any evidence of child abuse or neglect.<sup>1</sup> Individuals who have reasonable cause to know or suspect that any child has been abused or neglected are, by statute, responsible for immediately reporting such suspicions directly to the judge having juvenile jurisdiction, the county Sheriff, the chief law enforcement official where the child resides or the Department of Children's Services (DCS).<sup>2</sup>

MNPS policy requires that the individual who suspects or receives information pertaining to an abuse/neglect allegation, report the allegation themselves.<sup>1,3</sup> MNPS treats any incidents of child abuse or neglect with the utmost gravity and care. Therefore, all MNPS personnel are required to immediately report suspected child abuse or neglect to each of the following: (this is a chronological list)

1. Department of Children's Services – Central Intake (1-877-237-0004)
2. Executive principal of the school or Assistant Principal
3. The Executive Officer of Student Services, via the MNPS DCS disclosure form
4. In the event a child has expressed a fear or refusal to go home, the Executive Principal should also call MNPd if DCS has not responded prior to two (2) hours of school dismissal or the child disclosed within two hours of school dismissal.

School personnel are not to investigate cases in which abuse or neglect are suspected. The Department of Children's Services or law enforcement will conduct all interviews as part of their investigation. School staff should prepare a written statement of what they witnessed or were told, but they should not ask the student to write a statement or question them once an abuse allegation has been submitted to DCS.

## *Administrator Responsibility for Reporting Abuse to Parents or Legal Guardians*

If a teacher, school official, or other school personnel has knowledge or reasonable cause to suspect that a child who attends such school may be the victim of child abuse or child sexual abuse sufficient to require reporting pursuant to this section and that such abuse occurred on school grounds or while the child was under supervision or care of the school (including transportation to and from school), then the principal or other person designated by the school shall verbally notify the parent or legal guardian of such child that a report pursuant to this section has been made and shall provide other information relevant to the future well-being of the child while under the supervision or care of the school to the parent or legal guardian within twenty four (24) hours.<sup>4</sup> Such notice shall not be sent to

any parent or legal guardian if there is reasonable cause to believe that such parent or legal guardian may be the perpetrator or in any way responsible for the child abuse or child sexual abuse.

Once notice is sent, the principal or other designated person shall provide to such parent or legal guardian all school information and records relevant to the alleged abuse or sexual abuse, if requested by the parent or legal guardian, provided such information is edited to protect the confidentiality and identity of the person who made the report, or other person whose life or safety may be endangered by the disclosure, and any information made confidential by federal law.

By law, the person reporting shall remain confidential except when the juvenile court determines otherwise.<sup>5</sup>

Abuse and neglect reports are not part of the educational record and shall be maintained separately from the educational record in a secured location. They are not subject to the disclosure and other requirements of the Federal Education Rights and Privacy Act (FERPA).

### *Indicators of Child Abuse*

Child abuse is defined as any wound, injury, disability, or physical or mental condition that is of such nature as to reasonably indicate that it has been caused by brutality, abuse, or neglect or that, on the basis of available information, reasonable appears to have been caused by such.

Possible indicators of abuse or neglect include:<sup>6</sup>

1. The child has repeated injuries that are not properly treated or adequately explained.
2. The child begins acting in unusual ways ranging from disruptive and aggressive behaviors to passive and withdrawn behaviors.
3. The child acts in the role of parent toward their brothers and sisters or even toward their own parents.
4. The child may have disturbed sleep (nightmares, bed wetting, fear of sleeping alone, needing a nightlight, etc.).
5. The child loses his/her appetite, overeats, or may report being hungry.
6. There is a sudden drop in school grades or participation in activities.
7. The child may act in stylized ways, such as sexual behavior that is not normal for his/her age group.
8. The child may report abusive or neglectful acts.

### *Investigations*

School administrators and employees have a duty to cooperate with, and provide assistance and information, in child abuse investigations.<sup>7</sup> This includes permitting child abuse review teams to

1 conduct interviews while the child is at school. The principal may reasonably control the time, place  
2 and circumstances of the interview, but may not insist that a school employee be present, even if the  
3 suspected abuser is a school employee or another student. The principal shall not be in violation of  
4 any laws by failing to inform parents that the child is to be interviewed, even if the suspected abuser is  
5 not a member of the child's household.<sup>8</sup> The principal also cannot insist that a parent be present during  
6 the interview.

7 In cases of suspected abuse and/or neglect, the law requires the school system to provide all school  
8 records to the Tennessee Department of Children's Services, juvenile court judge, or the police if  
9 requested. This includes any surveillance videos depicting suspected child sexual abuse instances on  
10 MNPS property, on a school bus, or at an MNPS-sponsored event. Parental permission is unnecessary  
11 as the Family Rights and Privacy Act (FERPA) creates an exception for information released "in  
12 connection with a health or safety emergency". However, the usual procedure for documenting that  
13 records have been viewed shall be followed.

14 The alleged perpetrator of the child abuse or neglect should not be notified that a report of abuse has  
15 been made or that there is a pending investigation unless compelling reasons exist to do so.

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#### Legal References

1. TCA 37-1-412
2. TCA 37-1-403(a)(2)
3. TCA 37-1-403(a)(1)
4. TCA 37-1-403
5. TCA 37-1-409(a)(1)
6. TRR/MS 0520-1-3-.08(2)(e)
7. TCA 37-1-611(b)
8. Tenn. Op. Atty. Gen. No. 87-101 (June 9, 1987)

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#### Cross References

Recommendations and File Transfers 5.203



# Metropolitan Nashville Board of Education

Monitoring:  <b>Review: Annually, in April</b>	Descriptor Term:  <b>Emergency Response</b>	Descriptor Code:  <b>6.410</b>	Issued Date:
		Rescinds:	Issued:

1 Parent(s) of all students shall provide the schools with emergency contact information which shall  
2 contain the following information:

- 3 1. Parents' location and phone numbers during the school day;
- 4 2. The name, address and phone number of the student's physician(s);
- 5 3. Directions in the event that medical treatment is needed;
- 6 4. Information concerning a student's particular physical disability or medical condition.

7 This information shall be required annually and shall be kept on file in the principal's office.

8 If a student suffers an injury or becomes ill, the staff member in charge shall have the responsibility to  
9 render first-aid or ensure that it is rendered.

10 Under situations and conditions perceived as an emergency, school personnel shall dial 911 and give  
11 accurate details to the emergency services dispatcher who will determine what emergency response is  
12 needed. Every effort shall be made to contact the child's parent/guardian; however failure to make such  
13 contact shall not unreasonably delay transport or treatment. In perceived non-emergency situations, the  
14 student's parent/guardian shall be called to transport the child to any health care provider or facility.  
15 Under no circumstances shall school personnel transport a student to a health care provider or facility in  
16 his/her personal vehicle. Principals shall inform the director of schools immediately of any serious  
17 injuries suffered by students while under the jurisdiction of the school.

18 Parents who object to the procedures contained in this policy shall submit to the principal a written  
19 emergency plan for his/her approval.

20 The director of schools shall develop forms and procedures to implement this policy.

# Metropolitan Nashville Board of Education

Monitoring:  <b>Review: Annually, in May</b>	Descriptor Term:  <b>Student Wellness</b>	Descriptor Code: <b>6.411</b>	Issued Date:
		Rescinds: <b>IM 4.146</b>	Issued: <b>06/01/14</b>

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

## COMMITMENT TO COORDINATED SCHOOL HEALTH

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

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

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

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

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

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

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

### **COMMITMENT TO NUTRITION**

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

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

### **DISTRICT GOALS**

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

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

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

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

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

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

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

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

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

## **RECORD KEEPING COMPLIANCE**

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

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### Legal References

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

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### Cross References

# Metropolitan Nashville Board of Education

Monitoring:  <b>Review: Annually, in April</b>	Descriptor Term:  <b>Emergency Allergy Response Plan</b>	Descriptor Code:  <b>6.412</b>	Issued Date:
		Rescinds:  <b>SP 6.131</b>	Issued:  <b>07/01/14</b>

The director of schools shall develop and maintain an Emergency Allergy Response Plan that meets state guidelines for managing students with life-threatening allergies. The Plan shall include measures to reduce exposure to allergens and procedures to treat allergic reactions. Components of the plan shall include, but are not limited to; education and training of personnel, record keeping/documentation, development and reviews of the allergy action plan, and protocols for classrooms and cafeterias that include strategies to reduce exposure to allergens.<sup>1</sup>

Using the state food allergy guidelines plan as a guide, the director shall also develop a process to identify all students with food allergies and develop and implement an Individualized Health Care Plan (IHCP) with an Allergy Action Plan for each specific student.<sup>2</sup>

## EPINEPHRINE AUTO-INJECTORS

The MNPS Board of Education believes schools should be prepared to treat allergic reactions in the event a student's personal epinephrine auto-injector is not available or the student is having a reaction for the first time.

Each school shall maintain epinephrine auto-injectors in at least two (2) unlocked, secure locations, including, but not limited to, the school office and the school cafeteria, so they may be administered to any student believed to be having a life-threatening allergic or anaphylactic reaction.

In the event of such a reaction, the school nurse or other trained school personnel may utilize these epinephrine auto-injectors to respond, under a standing protocol from a physician licensed to practice medicine in all its branches.

The director of schools or his/her/designee is authorized to seek the auto-injectors through a prescription written to MNPS. Upon the issuance of the auto-injectors, the director of schools shall ensure that they are placed within each school and that any needed trainings are conducted for staff.

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### Legal References

1. TCA 49-50-1602(f)
2. *Guidelines for Use of Health Care Professionals and Health Care Procedures in a School Setting, including Guidelines for Managing Life Threatening Food Allergies in Tennessee Schools* (Tennessee Department of Education and Tennessee Department of Health) (2014).

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### Cross References

Medicines 6.405

# Metropolitan Nashville Board of Education

Monitoring:  <b>Review: Annually, in April</b>	Descriptor Term:  <b>Prevention and Treatment of Sports Related Concussions</b>	Descriptor Code:  <b>6.413</b>	Issued Date:  Click here to enter a date.
		Rescinds:	Issued:

A concussion is a traumatic brain injury caused by a direct or indirect blow to the head or body. In order to ensure the safety of students that participate in interscholastic athletics, it is imperative that student athletes, coaches, and parents are educated about the nature and treatment of sports related concussions. The board recognizes that concussions can be a serious health issue and should be treated as such.

The board adopts the guidelines and other pertinent information and forms developed by the Tennessee Department of Health to inform and educate coaches, school administrators, student athletes, and parent(s) / guardian(s) of the nature, risk and symptoms of concussions and head injuries. These guidelines and materials may be viewed on the Department of Health's website and shall be made available to interested parties through the Central Office.

This policy shall govern all activities and those individuals involved in those activities which constitute an organized athletic game or competition against another team or in practice or preparation for an organized game or competition. It does not govern those activities or individuals involved in those activities which are entered into for instructional purposes only or those that are incidental to a nonathletic program or lesson.

## **REQUIRED TRAINING <sup>1</sup>**

The director of schools shall ensure that each school's athletic director and coaches, employed or volunteer, annually complete the *Concussion in Sports – What You Need to Know* online course. This course may be accessed online at [www.nfhslearn.com](http://www.nfhslearn.com).

Prior to the annual initiation of practice or competition, the following persons must review and sign a concussion and head injury information sheet approved by the Tennessee Department of Health: the director of schools, licensed healthcare professionals (if appointed), each school athletic director, and each coach, employed or volunteer.

In addition, prior to the annual initiation of practice or competition, all student athletes and their parent(s) / guardian(s) shall review the concussion and head injury information sheet approved by the Tennessee Department of Health. A form confirming this review shall be signed and returned by the student athlete, if the athlete is eighteen (18) years of age or older; or by the student athlete's parent(s) / guardian(s), for athletes younger than eighteen (18) years of age.

All documentation of the completion of a concussion recognition and head injury safety education course program and signed concussion and head injury information sheets shall be maintained by the director of schools or his/her designee for a period of three (3) years.

## Removal from Athletics <sup>1</sup>

Any student athlete who shows signs, symptoms and/or behaviors consistent with a concussion during an athletic activity or competition shall be immediately removed for evaluation by a licensed healthcare professional, if available, and if not, by the coach or other designated individuals.

No student athlete who has been removed from an athletic activity or competition due to a concussion or suspected concussion shall be allowed to return to any supervised team activities involving physical exertion, including games, competitions, or practices, until the student athlete has been evaluated by and received written clearance on forms approved by the Department of Health from a licensed health care provider for a full or graduated return. "Health care provider" means a Tennessee licensed medical doctor (M.D.), osteopathic physician (D.O.), a clinical neuropsychologist with concussion training, or a physician's assistant (P.A.) with concussion training who is a member of a health care team supervised by a Tennessee licensed medical doctor or osteopathic physician.<sup>2</sup>

This requirement for clearance prior to a student athlete returning to an athletic activity shall not apply if there is a legitimate explanation other than a concussion for the signs, symptoms, and/or behaviors observed.

The director of schools or his/her designee shall ensure that all protocols approved by the Tennessee Department of Health or required by law relative to the provisions of this policy are followed and implemented within each school.

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### Legal References

1. TCA 68-55-502
2. TCA 68-55-501

# Metropolitan Nashville Board of Education

Monitoring:

Review: Annually, in  
April

Descriptor Term:

## Prevention and Treatment of Sudden Cardiac Arrest

Descriptor Code:

**6.414**

Issued Date:

[Click here to  
enter a date.](#)

Rescinds:

Issued:

Sudden cardiac arrest (SCA) is a condition in which the heartbeat stops abruptly and unexpectedly, preventing blood flow to the brain, the heart, and the rest of the body. In order to ensure the safety of students that participate in interscholastic athletics, it is imperative that student athletes, coaches, and parents are educated about the nature and treatment of sudden cardiac arrest. The board recognizes that sudden cardiac arrest is a serious health issue and should be treated as such.

The board adopts the guidelines and other pertinent information and forms developed by the Tennessee Department of Health to inform and educate coaches, school administrators, student athletes, and parent(s) / guardian(s) of the nature, risk and symptoms of sudden cardiac arrest. These guidelines and materials may be viewed on the Department of Health's website and shall be made available to interested parties through the Central Office.

This policy shall govern all activities and those individuals involved in those activities which constitute an organized athletic game or competition against another team or in practice or preparation for an organized game or competition. It does not govern those activities or individuals involved in those activities which are entered into for instructional purposes only or those that are incidental to a nonathletic program or lesson.

### REQUIRED TRAINING<sup>1</sup>

The director of schools shall ensure that each school's athletic director and coaches, employed or volunteer, annually complete the *National Federation of State High School Associations Elective Course – Sudden Cardiac Arrest* online course. This course may be accessed online at [www.nfhslearn.com](http://www.nfhslearn.com).

Prior to the annual initiation of practice or competition, the following persons must review and sign a sudden cardiac arrest information sheet approved by the Tennessee Department of Health: each school athletic director, licensed healthcare professionals (if appointed), and each coach, employed or volunteer.

In addition, prior to the annual initiation of practice or competition, all student athletes and their parent(s) / guardian(s) shall review the sudden cardiac arrest information sheet approved by the Tennessee Department of Health. A form confirming this review shall be signed and returned by the student athlete, if the athlete is eighteen (18) years of age or older; or by the student athlete's parent(s) / guardian(s), for athletes younger than eighteen (18) years of age.



1 All documentation of the completion of a sudden cardiac arrest education course program and signed  
2 sudden cardiac arrest information sheets shall be maintained by the director of schools or his/her  
3 designee for a period of three (3) years.

#### 4 **Removal from Athletics<sup>1</sup>**

5 Any student athlete who shows signs, symptoms and/or behaviors consistent with sudden cardiac arrest  
6 during or after an athletic activity or competition shall be immediately removed for evaluation by a  
7 licensed healthcare professional, if available, and if not, by a coach or other designated individuals.  
8 Signs, symptoms and/or behaviors include, but are not limited to: passing out; fainting; unexplained  
9 shortness of breath; chest pains; dizziness; racing heart rate; and extreme fatigue.

10 Student athletes who have been removed from an athletic activity or competition shall not return to any  
11 supervised team activities involving physical exertion, including games, competitions, or practices,  
12 until the student athlete has been evaluated by and received written clearance on forms approved by the  
13 Department of Health from a licensed health care provider for a full or graduated return.

#### 14 **Penalties<sup>1</sup>**

15 A coach found in violation of the provisions of this policy related to removal from play and return to  
16 play may be subject to the penalties found with district procedures and in accordance with T.C.A. 68-  
17 6-101, et. seq.  
18

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#### Legal References

1. TCA 68-6-101, et. seq

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#### Cross References

# Metropolitan Nashville Board of Education

Monitoring:

Review: Annually, in  
April

Descriptor Term:

## Student Suicide Prevention

Descriptor Code:

**6.415**

Issued Date:

Rescinds:

Issued:

The board is committed to protecting the health and well-being of all students and understands that physical, behavioral, and emotional health are integral components of student achievement. Students are strongly encouraged to report if they, or a friend, are feeling suicidal or in need of help. Students will be provided information regarding The National Suicide Prevention Lifeline – 1-800-273-8255 (TALK).

### **PREVENTION<sup>1</sup>**

All district employees shall attend either the annual in-service training in suicide prevention or participate in other equivalent training approved by the director of schools. The training shall include, but not be limited to, identification of risk factors, warning signs, intervention and response procedures, referrals, and postvention.

The director of schools shall identify a district suicide prevention coordinator responsible for planning and coordinating the implementation of this policy. Each school principal shall designate a school suicide prevention coordinator to act as a point of contact in each school for issues relating to suicide prevention and policy implementation.

### **INTERVENTION<sup>1</sup>**

Any employee who has reason to believe that a student is at imminent risk of suicide shall report such belief to the principal or designee. Belief that a student is at imminent risk of suicide shall include, but not be limited to, the student verbalizing the desire to commit suicide, evidence of self-harm, or a student self-refers.

Upon notification, the principal or designee shall ensure the student is placed under adult supervision. Emergency medical services shall be contacted immediately if an in-school suicide attempt occurs. The principal or designee shall contact the director of schools or designee as soon as practicable.

Prior to contacting the student's parent/guardian, the director of schools or designee shall determine if there could be further risk of harm resulting from parent/guardian notification. If parent/guardian notification could result in further risk of harm or endanger the health or well-being of the student, then local law enforcement and the Department of Children's Services shall be contacted.<sup>2</sup>

If appropriate, the director of schools or designee shall contact the student's parent/guardian and provide the following information:

1. Inform the parent/guardian that there is reason to believe the student is at imminent risk of suicide;
2. Assure the parent/guardian that the student is currently safe or inform the parent/guardian that emergency medical services were contacted;
3. Ask the parent/guardian whether he/she is aware of the student's mental state;
4. Ask the parent/guardian whether he/she wishes to obtain or has obtained mental health counseling for the student;
5. Provide the names of community mental health counseling resources if appropriate.

The director of schools or designee will seek parental permission to communicate with outside mental health care providers regarding a student. If the student is under the age of 18 and the parent/guardian refuses to seek appropriate assistance, the director of schools or designee shall contact the Department of Children's Services.<sup>2</sup>

The director of schools or designee shall document the contact with the parent/guardian by recording:

1. The time and date of the contact;
2. The individual contacted;
3. The parent/guardian's response; and
4. Anticipated follow-up.

The director of schools or designee shall ensure the student is under adult supervision until a parent/guardian or other authorized individual accepts responsibility for the student's safety.

Prior to a student returning to school, the director of schools or designee and/or principal shall meet with the student's parent/guardian, and student if appropriate. The parent/guardian shall provide documentation from a mental health care provider stating that the student has received care. The principal will identify an employee to periodically check in with the student to ensure the student's safety and address any problems with re-entry.

## **POSTVENTION<sup>1</sup>**

Immediately following a student suicide death, the Crisis Team shall meet and implement the Crisis Management plan. At a minimum, the Crisis Management plan shall address the following:

1. Verification of death;
2. Preparation of postvention response to include support services;
3. Informing faculty and staff of a student death;
4. Informing students that a death has occurred;
5. Providing information on the resources available to students;

The Crisis Team shall work with teachers to identify the students most likely to be impacted by the death in order to provide additional assistance and counseling if needed. Additionally, staff and faculty will immediately review suicide warning signs and reporting requirements. The director of schools or designee shall be responsible for all media inquiries.

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**Legal References**

1. TCA 49-6-1901, et seq.
2. TCA 37-1-403

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**Cross References**

News Releases, News Conferences and Interview 1.503  
Crisis Management 3.203  
Student Discrimination, Harassment, Bullying, Cyber-  
bullying and Intimidation 6.304  
Promoting Student Welfare 6.400  
Student Wellness 6.411

# Metropolitan Nashville Board of Education

Monitoring:  <b>Review: Annually, in April</b>	Descriptor Term:  <b>Special Education Students</b>	Descriptor Code: <b>6.500</b>	Issued Date:
		Rescinds:	Issued:

Special education students between the ages of three (3) and twenty-one (21), inclusive, shall receive the benefit of a free appropriate public education. These students shall be educated with the general student population to the maximum extent appropriate and should be placed in separate or special classes only when the severity of the disability is such that education in regular classes, even with the use of supplementary aids and services, cannot be accomplished satisfactorily.<sup>1</sup>

Eligibility standards and options of service for special education services shall be based upon the criteria specified in state regulations.<sup>2</sup>

Students receiving special education services shall not be restrained, except as permitted by state law and regulations.<sup>3,4</sup> The director of school shall develop administrative procedures to govern the following:

1. Personnel authorized to use isolation and restraint;
2. Training requirements for personnel working with special education students; and
3. Incident reporting procedures.<sup>4</sup>

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## Legal References

1. TCA 49-10-103(c), (e)
2. TRR/MS 0520-01-09-.01
3. TCA 49-10-1301 to 1307
4. TRR/MS 0520-01-09-.23

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## Cross References

Special Education 4.202

# Metropolitan Nashville Board of Education

Monitoring:

**Review: Annually, in  
September**

Descriptor Term:

**Foreign Exchange Students**

Descriptor Code:

**6.502**

Issued Date:

Rescinds:

**SP 6.112**

Issued:

**03/01/15**

Any foreign exchange student is eligible for acceptance through the foreign exchange student program, provided he/she is participating through an agency endorsed by the Council on Standards for International Educational Travel and is sponsored by an individual or organization. Foreign exchange students will only be accepted in grades 9-12. There will be no more than four foreign exchange students in one school.

It is the responsibility of the sponsoring agency to obtain the necessary visa for entry into the United States.

All placements of foreign exchange students must be approved by the Departments of Student Assignment Services and Leadership and Learning of Metropolitan Nashville Public Schools. The following documentation must be submitted with the application:

1. A valid J1 student visa for the exchange student;
2. School records, including a transcript of academics (in English);
3. The student's date of birth;
4. The student's proficiency in English;
5. Copy of the application received by the sponsoring agency; and
6. Proof of host family's legal residence in Davidson County.

The deadline for receiving applications in the Student Assignment Office will be June 1<sup>st</sup> for the fall semester or the entire school year and December 1<sup>st</sup> for the second semester only.

## **ENROLLMENT IN MAGNET SCHOOLS**

Foreign exchange students may enroll in a magnet school provided that they are seeking enrollment for grades 11-12. A foreign exchange student must meet all entrance requirements before he/she will be granted admission to a magnet school. A magnet school may not have more than two foreign exchange students enrolled at a time.

# Metropolitan Nashville Board of Education

Monitoring:  <b>Review: Annually, in April</b>	Descriptor Term:  <b>Homeless Students</b>	Descriptor Code: <b>6.503</b>	Issued Date:
		Rescinds: <b>SP 6.100</b>	Issued: <b>01/01/13</b>

MNPS will ensure that all homeless students shall have equal access to the same free, appropriate public education as provided to other children and youths.<sup>1</sup>

Homeless students are individuals who lack a fixed, regular, and adequate nighttime residence.<sup>2</sup>  
Homeless students include:<sup>2</sup>

1. Students sharing the housing of other persons due to loss of housing, economic hardship, or similar reason; students living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; students living in emergency or transitional shelters; or students abandoned in hospitals;
2. Students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodations for human beings;
3. Students living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or trains stations, or similar settings; and
4. Migratory students who are living in circumstances described above.

## ENROLLMENT

Homeless students shall be immediately enrolled, even if the student is unable to produce records normally required for enrollment (i.e. academic records, immunization records, health records, proof of residency), or missed the district's application or enrollment deadlines.<sup>3</sup> Parents/guardians are required to submit contact information to the district's homeless coordinator.<sup>3</sup>

## PLACEMENT

For the purposes of this policy, school of origin shall mean the school that the student attended when permanently housed or the school in which the student was last enrolled, including a preschool/pre-k program.<sup>9</sup> School of origin shall also include the designated receiving school at the next grade level when the student completes the final grade level served by the school or origin.<sup>9</sup>

Placement shall be determined based on the student's best interest.<sup>4</sup> At all times, a strong presumption that keeping the student in the school of origin is in the student's best interest shall be maintained, unless doing so would be contrary to a request made by the student's parent/guardian or the student in the case of an unaccompanied youth.<sup>5</sup> When determining placement, student-centered factors, including but not limited to impact of mobility on achievement, education, health, and safety shall be considered.<sup>5</sup> The

choice regarding placement shall be made regardless of whether the student lives with their homeless parents/guardians or has been temporarily placed elsewhere.<sup>6</sup>

If it is not in the student's best interest to attend the school of origin, or the school requested by the parent/guardian or unaccompanied youth, the director or his/her designee shall provide a written explanation of the reasons for the determination, in a manner and form that is understandable to the parent/guardian or unaccompanied youth.<sup>5</sup> The written explanation shall include a statement regarding the right to appeal the placement decision.<sup>5</sup> If the placement decision is appealed, the district shall refer the parent/guardian or unaccompanied student to the homeless coordinator, who shall carry out the dispute resolution process as expeditiously as possible and in accordance with the law.<sup>7</sup> Upon notice of an appeal, the director of schools shall immediately enroll the student in the school in which enrollment was sought pending a final resolution of the dispute, including all available appeals.<sup>7</sup>

## RECORDS

Records ordinarily kept by the school shall be maintained for all homeless students. Information regarding a homeless student's living situation shall be treated as a student education record, and shall not be considered directory information.<sup>8</sup>

## SERVICES<sup>10</sup>

The director of schools shall ensure that each homeless student is provided services comparable to those offered to other students within the district, including transportation, special education services, programs in career and technical education (CTE), programs for gifted and talented students, and school nutrition.

The director of schools shall designate a district homeless coordinator who shall ensure this policy is implemented throughout the district. The homeless coordinator shall ensure:

1. Homeless students are quickly identified and have access to education and support services, to include Head Start and district pre-k programs;
2. Coordination with local social service agencies and other entities providing services to homeless students;
3. Coordinate transportation, transfer of records, and other interdistrict activities with other school districts;
4. Coordinate transportation to the school of origin or choice for homeless students;
5. Refer homeless students and their families to health care services, dental services, mental health and substance abuse services, and housing services;
6. Assist homeless students in obtaining immunizations, medical or immunization records, and any additional assistance that may be needed;
7. Public notice of the educational rights of homeless students is disseminated in places frequented by parents/guardians of homeless students, including schools, shelters, public



libraries, and soup kitchens; and

8. Unaccompanied youth are enrolled and informed of their status as independent students.

The director of schools shall develop procedures to ensure that homeless students are recognized administratively and that the appropriate and available services are provided for these students. The director shall ensure professional development is provided to school personnel providing services to homeless students.

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#### Legal References

1. 42 USCS §§ 11431 to 11435; McKinney-Vento Education Assistance Improvements Act of 2001, Part C, § 721
2. McKinney-Vento Act, as amended by ESSA (Pub. L. 114-95), § 725
3. McKinney-Vento Act, as amended by ESSA (Pub. L. 114-95, § 722(g)(3)(C)(i), § 722(g)(3)(H)
4. McKinney-Vento Act, as amended by ESSA (Pub. L. 114-95, § 722(g)(3)(A)
5. McKinney-Vento Act, as amended by ESSA (Pub. L. 114-95, § 722(g)(3)(B)
6. McKinney-Vento Act, as amended by ESSA (Pub. L. 114-95, § 722(g)(3)(F)
7. McKinney-Vento Act, as amended by ESSA (Pub. L. 114-95, § 722(g)(3)(E)
8. McKinney-Vento Act, as amended by ESSA (Pub. L. 114-95, § 722(g)(3)(G)
9. McKinney-Vento Act, as amended by ESSA (Pub. L. 114-95, § 722(g)(3)(I)
10. McKinney-Vento Act, as amended by ESSA (Pub. L. 114-95, § 722(g)(4) - (6)

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#### Cross References

Student Transportation 3.400  
Parental Involvement 4.502  
Promotion and Retention 4.603  
School Admissions 6.203  
Migrant Students 6.504

# Metropolitan Nashville Board of Education

Monitoring:  <b>Review: Annually, in April</b>	Descriptor Term:  <b>Migrant Students</b>	Descriptor Code:  <b>6.504</b>	Issued Date:
		Rescinds:	Issued:

The board directs the administration to identify migratory students in the district, as required by law, and to develop written administrative procedures for ensuring that migrant students receive services for which they are eligible. In developing and implementing a program to address the needs of migratory students, the district will:<sup>1</sup>

1. Identify migratory students and assess the educational and related health and social needs of each student.
2. Provide a full range of services to migrant students including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs, elective classes, fine arts classes, etc.
3. Provide migratory children with the opportunity to meet the same statewide assessment standards that all students are expected to meet.
4. To the extent feasible, provide advocacy and outreach programs to migratory students and their families and professional development for district staff.
5. Provide parents an opportunity to participate in the program.

If a migrant student is identified by the district, the director of schools or designee shall notify the Tennessee Department of Education and request assistance if needed.

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## Legal References

1. 20 USCS §§ 6318, 6391, 6399

# Metropolitan Nashville Board of Education

Monitoring:  <b>Review: Annually, in April</b>	Descriptor Term:  <b>Students in Foster Care</b>	Descriptor Code: <b>6.505</b>	Issued Date: Click here to enter a date.
		Rescinds:	Issued:

1 The MNPS School System shall provide all students in foster care, to include those awaiting foster  
2 care placement, with a free and appropriate public education.

## 3 **ENROLLMENT**

4 Students in foster care, to include those awaiting foster care placement, shall be immediately enrolled,  
5 even if the student is unable to produce records normally required for enrollment (i.e. academic records,  
6 immunization records, health records, proof of residency), or missed the district's application or  
7 enrollment deadlines.<sup>1</sup>

## 8 **PLACEMENT**

9 The district and the child welfare agency shall determine whether placement in a particular school is in  
10 a student's best interest. Other parties, including the student, foster parents, and biological parents (if  
11 appropriate), shall be consulted. If the child has an IEP or a Section 504 plan, then the relevant school  
12 staff members shall participate in the best interest decision process. This determination shall be made as  
13 quickly as possible to prevent educational disruption.

14 Placement shall be determined based on the student's best interest. At all times, a strong presumption  
15 that keeping the student in the school of origin is in the student's best interest shall be maintained.<sup>2</sup> For  
16 the purposes of this policy, school of origin shall mean the school in which the student was enrolled,  
17 including a preschool/pre-k program, at the time of placement in foster care or at the time of a placement  
18 change if the student is already placed in foster care.<sup>3</sup>

19 When determining placement, student-centered factors including, but not limited to, the following shall  
20 be considered:

- 21 1. Preferences of the student;
- 22 2. Preferences of the student's parent(s) or education decision maker(s);
- 23 3. The student's attachment to the school, including meaningful relationships with staff and peers;
- 24 4. Placement of the student's siblings;
- 25 5. Influence of the school climate on the student, including safety;
- 26 6. The availability and quality of the services in the school to meet the student's educational needs;
- 27 7. History of school transfers and how they have impacted the student;
- 28 8. How the length of the commute would impact the student;
- 29 9. Whether the student is receiving special education and related services, and if so, the availability  
30 of those required services in a school other than the school of origin; and

10. Whether the student is an EL and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin.

Transportation costs should not be considered when determining a student's best interest.

If it is not in the student's best interest to attend the school of origin, the director or his/her designee shall provide a written explanation of the reasons for the determination. The written explanation shall include a statement regarding the right to appeal the placement decision. If the placement decision is appealed, the district shall refer the student to the district coordinator for children in foster care, who shall carry out the dispute resolution process as expeditiously as possible and in accordance with the law.<sup>2</sup> Until the dispute is resolved, to the extent feasible, the student shall remain in his/her school of origin.<sup>2</sup>

### **TRANSPORTATION<sup>3,4</sup>**

The district shall collaborate with the local child welfare agency to develop and implement clear and written procedures governing how transportation to a student's school of origin shall be provided, arranged, and funded. This transportation will be provided for the duration of the student's time in foster care.

The director of schools shall develop administrative procedures to provide for transportation of students in foster care.<sup>5</sup> These procedures must ensure that:

1. Students in foster care needing transportation to their schools of origin will promptly receive that transportation in a cost-effective manner and in accordance with federal law; and
2. If there are additional costs incurred in providing transportation to the school of origin, the district will provide such transportation if:
  - a. the local child welfare agency agrees to reimburse the district for the cost of such transportation;
  - b. the district agrees to pay for the cost; or
  - c. the district and local child welfare agency agree to share the cost.<sup>4</sup>

The district will ensure that a student in foster care, to include a student awaiting foster care placement, remains in his/her school of origin while any disputes regarding transportation costs are being resolved.

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**Legal References**

1. Elementary and Secondary Education Act (ESEA), as amended by ESSA (Pub. L. 114-95) § 1111(g)(1)(E)(ii)-(iii)
2. Elementary and Secondary Education Act (ESEA), as amended by ESSA (Pub. L. 114-95), § 1111 (g)(1)(E)(i)-(iv)
3. Elementary and Secondary Education Act (ESEA), as amended by ESSA (Pub. L. 114-95), § 1111 (g)(1)(E)
4. Elementary and Secondary Education Act (ESEA), as amended by ESSA (Pub. L. 114-95), § 1112 (c)(5); § 475(4)(A) of the Social Security Act, 42 U.S.C. § 675(4)(A)
5. Elementary and Secondary Education Act (ESEA), as amended by ESSA (Pub. L. 114-95), § 1112 (c)(5)(B)(i)

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**Cross References**

Attendance 6.200  
School Admissions 6.203

# Metropolitan Nashville Board of Education

Monitoring:  <b>Review: Annually, in April</b>	Descriptor Term:  <b>Student Records</b>	Descriptor Code: <b>6.600</b>	Issued Date: Click here to enter a date.
		Rescinds: <b>SP 6.101</b>	Issued: <b>02/01/15</b>

A cumulative record shall be kept for each student enrolled in school. The folder shall contain a health record, attendance record, and scholarship record; shall be kept current; and shall accompany the student through his/her school career.<sup>1</sup>

The name used on the record of the student entering the school system must be the same as that shown on the birth certificate, unless evidence is presented that such name has been legally changed. If the parent does not have, or cannot obtain a birth certificate, then the name used on the records of such student shall be as shown on documents which are acceptable as proof of date of birth.

The name used on the records of a student entering the system from another school must be the same as that shown on records from the school previously attended unless evidence is presented that such name has been legally changed as prescribed by law.

When a student transfers to another school within the system, copies of the student's records, including the student's disciplinary records, shall be sent to the transfer school.<sup>2</sup>

When a student transfers to a school outside the system, copies of the student's records, including the student's disciplinary records, shall be sent to the transfer school.<sup>2</sup>

All records shall be remitted in accordance with the Family Education Rights and Privacy Act (FERPA).<sup>18</sup>

## ACCESS TO STUDENT RECORDS

Student records shall be confidential. Authorized school officials shall have access to and permit access to student education records for legitimate educational purposes.<sup>3</sup> A "legitimate educational interest" is the official's need to know information in order to:

1. Perform required administrative tasks;
2. Perform a supervisory or instructional task directly related to the student's education; and
3. Perform a service or benefit for the student or the student's family such as health care, counseling, student job placement, or student financial aid.

Authorized school officials may release information from or permit access to a student's education record without the parent(s) or eligible student's\* prior written consent in the following instances:

1. To comply with a judicial order or lawfully issued subpoena. The school system will make a reasonable effort to notify the student's parent(s) or the eligible student before making a disclosure;<sup>4</sup>
2. If the disclosure is an item of directory information;<sup>5</sup>
3. To comply with the requirements of child abuse reports to the extent known by the school officials including the name, address, and age of the child; the name and address of the person responsible for the care of the child, and the facts requiring the report;<sup>6</sup>
4. When certain federal and state officials need information in order to audit or enforce legal conditions related to federally-supported education programs in the school system;<sup>7</sup>
5. When the school system has entered into a contract or written agreement for an organization to conduct scientific research on the system's behalf to develop tests or improve instruction, provided that the studies are conducted in a manner which will not permit the personal identification of students and their parents by individuals other than representatives of the organization and the information will be destroyed when no longer needed for the purpose for which the study was conducted;<sup>8</sup>
6. To appropriate officials if the parent(s) claim the student as a dependent as defined by the Internal Revenue Code;<sup>9</sup>
7. To accrediting organizations to carry out their accrediting functions;<sup>10</sup>
8. When a student seeks or intends to enroll in another school district or a post-secondary school. Parent(s) of students or eligible students have a right to obtain copies of records transferred under this provision;<sup>11</sup>
9. To financial institutions or government agencies that provide or may provide financial aid to a student in order to establish eligibility, to determine the amount of financial aid, to establish conditions for the receipt of financial aid, and to enforce financial aid agreements;<sup>12</sup>
10. To make the needed disclosure in a health or safety emergency when warranted by the seriousness of the threat to the student or other persons, when the information is necessary and needed to meet the emergency, when time is an important and limiting factor, and when the persons to whom the information is to be disclosed are qualified and in a position to deal with the emergency;<sup>13</sup>
11. To the Attorney General or his designee for official purposes related to the investigation or prosecution of an act of domestic or international terrorism. An educational agency that, in good faith, produces education records in accordance with an order issued under this Act shall not be liable to any person for that production;<sup>14</sup>

12. To any agency caseworker or other representative of a state or local child welfare agency or tribal organization authorized to access the student's educational records when such agencies or organizations are legally responsible for the care and protection of the student;<sup>15</sup>

Authorized school officials may release information from a student's education record if the student's parent(s) or the eligible student gives written consent for the disclosure. The written consent must include:<sup>16</sup>

1. A specification of the records to be released;
2. The reasons for the disclosure;
3. The person, organization, or class of persons or organizations to whom the disclosure is to be made;
4. The signature of the parent(s) or eligible student;
5. The date of the consent and, if appropriate, a date when the consent is to be terminated. The student's parent(s) or the eligible student\* may obtain a copy of any records disclosed under this provision.

The school system will maintain an accurate record of all requests to disclose information from or to permit access to a student's education records. The system will maintain an accurate record of information it discloses and access it permits. The system will maintain this record as long as it maintains the student's education record.<sup>17</sup>

The record will include at least:<sup>17</sup>

1. The name of the person or agency that makes the request;
2. The interest the person or agency has in the information;
3. The date the person or agency makes the request; and
4. Whether the request is granted and, if it is, the date access is permitted or the disclosure is made.

*\* The student becomes an "eligible student" when he/she reaches age 18 or enrolls in a post-secondary school, at which time all of the above rights become the student's right.*



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**Legal References**

1. 20 USCS 1232g; TCA 10-7-503, 504; TRR/MS 0520-01-03-.03(13)
2. TCA 49-6-3001(c)(1)
3. TCA 10-7-504(a)(4); 20 USCS 1232g
4. 20 USCS 1232g(b)(2)(B)
5. 20 USCS 1232g(b)(2); TCA 10-7-504(a)(4)(A)
6. TCA 37-1-403
7. 20 USCS 1232g(b)(3)
8. 20 USCS 1232g(b)(1)(F)
9. 20 USCS 1232g(b)(1)(H)
10. 20 USCS 1232g(b)(1)(G)
11. TRR/MS 0520-01-03-.03(11)(e)
12. 20 USCS 1232g(b)(1)(D)
13. 20 USCS 1232g(b)(1)(I)
14. 20 USCS 1232g(j); USA Patriot Act of 2001 § 507
15. 20 USCS 1232g
16. 34 CFR 99.30
17. 34 CFR 99.32(a)
18. TCA 49-1-701, et seq.

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**Cross References**

School District Records 1.407  
Promotion and Retention 4.603  
Attendance 6.200  
Child Custody/Parental Access 6.209  
Disciplinary Hearing Authority 6.317  
AIDS 6.404

# Metropolitan Nashville Board of Education

Monitoring: <b>Review: Annually, in April</b>	Descriptor Term:  <b>Student Records Annual Notification of Rights</b>	Descriptor Code: <b>6.601</b>	Issued Date:
		Rescinds: <b>SP 6.152</b>	Issued: <b>01/01/10</b>

Within the first three weeks of each school year, the school system shall notify parent(s) of students and eligible students\* of each student's privacy rights.<sup>1</sup> For students enrolling after the above period, this information shall be given to the student's parent(s) or the eligible student at the time of enrollment.<sup>2</sup> The notice shall include the right of the student's parent(s) or the eligible student to:

1. Inspect and review the student's education records;
2. Seek correction of items in the record which are believed to be inaccurate, misleading, or in violation of the student's rights, including the right to a hearing upon request;
3. File a complaint with the appropriate state or federal officials when the school system violates laws and regulations relative to student records;
4. Obtain a copy of this policy and a copy of the student's educational records;
5. Exercise control over other people's access to the records, except when prior written consent is given, or under circumstances as provided by law or regulations, or where the school system has designated certain information as "directory information." Parent(s) of students or eligible students have two weeks after notification to advise the school system in writing of items they designate not to be used as directory information. The records custodian shall mark the appropriate student records for which directory information is to be limited, and this designation shall remain in effect until it is modified by the written direction of the student's parent(s) or the eligible student.

## DIRECTORY INFORMATION

"Directory information" means information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to the student's name, address, telephone number, e-mail address, photograph, date and place of birth, dates of attendance, grade level, enrollment status, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received, and the most recent educational agency or institution attended.<sup>3</sup>

Student directory information for 11th and 12th graders shall be made available upon request to persons or groups which make students aware of occupational and educational options, including official recruiting representatives of the military forces of the State and the United States.<sup>4</sup>

- 1 MNPS shall not release to other school districts the directory information, as defined by FERPA, for  
2 any MNPS student and his/her family unless he/she is currently enrolled in the other school districts or  
3 seeking to be enrolled in the other school districts.
- 4 \*The student becomes an “eligible student” when he/she reaches age 18 or enrolls in a post-secondary  
5 school, at which time all of the above rights become the student’s rights.<sup>5</sup>

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**Legal References**

1. 34 CFR § 99.4, § 99.7; TCA 49-1-703
2. 34 CFR § 99.7
3. 34 CFR § 99.3
4. TCA 49-6-406; 10 USCS § 503(c)
5. 34 CFR § 99.3, § 99.5; TCA 49-1-704

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**Cross References**

# Metropolitan Nashville Board of Education

Monitoring: <b>Review: Annually, in April</b>	Descriptor Term: <b>Student Records Inspection &amp; Correction Procedure</b>	Descriptor Code: <b>6.602</b>	Issued Date:
		Rescinds: <b>SP 6.101</b>	Issued: <b>02/01/15</b>

## 1 INSPECTION PROCEDURE

2 Parent(s) of students and eligible students\* may inspect and review the student's education records upon written  
3 request.<sup>1</sup>

4 Parent(s) or eligible students shall submit to the records custodian a request which identifies as precisely as  
5 possible the record(s) to inspect, and this inspection must be completed within 45 days from the receipt of the  
6 request.

7 The right to inspect and review educational records includes the right to a response from school officials  
8 concerning requests for explanation and interpretation of the data. School officials shall presume that the parent  
9 has the authority to inspect and review records relating to his/her child unless the school system has been advised  
10 that the parent does not have the authority under applicable state law governing guardianship, separation, and  
11 divorce.<sup>2</sup>

12 When a record contains information about students other than the parent's child or the eligible student, the  
13 parent(s) or eligible student may not inspect and review that information.<sup>2</sup>

## 14 FEES FOR COPIES<sup>3</sup>

15 A reasonable fee for copies provided to parent(s) or eligible students shall be determined by the director of schools.  
16 If the fee represents an unusual hardship, it may be waived in part or entirely by the records custodian.

## 17 CORRECTION PROCEDURES

18 Parent(s) of students or eligible students may seek to change any part of the student's record they believe to be  
19 incorrect.<sup>4</sup> The director of schools shall develop an acceptable procedure to establish an orderly process to review  
20 and potentially correct an education record.

21 *\*The student becomes an "eligible student" when he/she reaches age 18 or enrolls in a post-secondary school, at*  
22 *which time all of the above rights become the student's rights.*

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### Legal References

1. 34 CFR § 99.3, § 99.10; TCA 49-1-704
2. 34 CFR § 99.4
3. 34 CFR § 99.11
4. 34 CFR § 99.20, § 99.21, § 99.22

# Metropolitan Nashville Board of Education

Monitoring:  <b>Review: Annually, in April</b>	Descriptor Term:  <b>Media Access to Students</b>	Descriptor Code: <b>6.604</b>	Issued Date:
		Rescinds: <b>SS 3.101</b>	Issued: <b>08/01/09</b>

1 School administrators shall be authorized to grant permission and set parameters for media access to  
2 students in their respective schools. Media representatives shall be required to report to the  
3 administration for prior approval before accessing students involved in instructional programs and  
4 activities not attended by the general public. The media may interview and photograph students involved  
5 in instructional programs and school activities including athletic events, but such media access shall not  
6 be unduly disruptive.

7 Each year parents/guardians shall be given the option to withhold permission for public news media  
8 interviews or photographs of their child at school.

9 Specific parental/guardian permission must be obtained if the story or photograph covers topics of a  
10 sensitive nature.

11 If any student is to be filmed or videotaped and will be identified or a primary subject of the filming or  
12 videotaping, prior written consent/release/waiver shall be obtained from the student's parent/guardian.

13 District employees may release student information to the media only in accordance with applicable  
14 provisions of the education records law and board policies governing directory information and  
15 personally identifiable information.<sup>1</sup>

16 Parents shall be advised of this policy at the time of the student's registration and each fall in the  
17 student/parent handbook.

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## Legal References

1. USCS 20-1232g; TRR/MS 0520-01-03-.03(13)

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## Cross References

News Releases, News Conferences & Interviews 1.503

# Metropolitan Nashville Board of Education

Monitoring: <b>Review: Annually, in April</b>	Descriptor Term: <b>Student Publications</b>	Descriptor Code: <b>6.704</b>	Issued Date:
		Rescinds:	Issued:

## STUDENT RIGHTS

A student shall be allowed to responsibly express and disseminate his/her views in writing.

Any student may submit articles and editorials for school-sponsored publications. The procedure for submission of materials shall be published and distributed to all students.

## STANDARDS

School-sponsored publications shall adhere to commonly accepted community standards, and no printed material may be distributed which:

1. Is obscene
2. Is libelous
3. May create a material and substantial disruption of the normal school activity or appropriate discipline in the school.

## CONTROL AND SUPERVISION

Student publications shall be under the control of the principal. Each school shall have a faculty sponsor who reviews all publications proposed to be distributed in the school by a student or school group.

## DISTRIBUTION

School authorities shall regulate the time, manner, place and duration for the distribution of publications on school grounds.

## APPEALS

If a request for distributing any portion of a student publication is denied by the faculty sponsor, the decision may be appealed to the principal, then to the director of schools, and ultimately to the board.

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### Cross References

Use of Copyrighted Materials 4.404  
Use of the Internet 4.406  
Web Pages 4.407  
Controversial Issues 4.800

# Metropolitan Nashville Board of Education

Monitoring:  <b>Review: Annually, in April</b>	Descriptor Term:  <b>Student Fees and Fines</b>	Descriptor Code: <b>6.709</b>	Issued Date:
		Rescinds: <b>SP 6.109</b>	Issued: <b>02/01/12</b>

## 1 FEES

- 2 The director of schools shall develop procedures regarding fees for school activities and programs.  
3 Such procedures shall comply with all state laws and regulations.<sup>1</sup>

## 4 FINES

- 5 The director of schools shall develop procedures regarding the assessing and collections of fines for the  
6 destruction or damage of school property. Such procedures shall comply with all state laws and  
7 regulations.<sup>2</sup>

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### Legal References

1. TCA 49-2-114; TRR/MS 0520-01-03-.03(14)
2. TCA 37-10-101, 102; TRR/MS 0520-01-03-.03(15)

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### Cross References

Revenues 2.400  
Textbooks 4.401  
Graduation Activities 4.606  
Care of School Property 6.311

# Metropolitan Nashville Board of Education

Monitoring:  <b>Review: Annually, in April</b>	Descriptor Term:  <b>Gifts</b>	Descriptor Code: <b>6.710</b>	Issued Date:
		Rescinds:	Issued:

- 1 No school funds may be used to purchase gifts, including but not limited to presents, donations,
- 2 memorials, and flowers. Funds collected from teachers or derived by sales to teachers may be used
- 3 for these purposes.
  
- 4 The solicitation and/or collection of funds from students for the purpose of providing gifts for school
- 5 personnel is not permitted. Extreme discretion will be exercised by teachers in accepting student
- 6 gifts.
  
- 7 Students will be permitted, with the approval of the principal, to exchange gifts on special occasions.

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## Cross References

Student Activity Funds Management 2.900  
Staff Gifts & Solicitations 5.605





**METRO  
NASHVILLE  
PUBLIC  
SCHOOLS**

*Exceeding Great Expectations*

## **Charter School Application Recommendation Report**

**Submitted By: ReThink Forward**

### **Evaluation Team**

#### **Core Team**

**John Thomas, Planning Facilitator, MNPS**  
**Katy Enterline, Coordinator of Talent Management, HR, MNPS**  
**Michelle Doane, Consultant**  
**Dennis Queen, Executive Officer, Charter School Office, MNPS**  
**Carol Swann, Coordinator, Charter School Office, MNPS**

#### **Satellite Reviewers**

**Gerry Altieri, Principal, Harris Hillman, MNPS**  
**Rick Caldwell, SPED Coach, MNPS**  
**Dan Killian, Project Coordinator Exceptional Education, MNPS**  
**Carol Irwin, ELL Coach, MNPS**  
**Diane Chumley, ELL Coach, MNPS**  
**Todd Wigginton, Director, Elementary Instruction, MNPS**  
**Katy Pattullo, Coordinator, RTI**  
**Shereka Roby-Grant, Planning Facilitator, Federal Programs, MNPS**  
**Adrienne Useted, Chief Financial Officer, LEAD Public Schools**  
**Brian Hull, Director, Resource Strategy, MNPS**

## Introduction

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

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

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

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

- **Proposal Evaluation** – The evaluation team conducted independent and group assessment of the merits of each proposal against the published evaluation criteria.
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- **Consensus Conclusion** – The evaluation team came to a consensus regarding whether to recommend the proposal for approval or denial to the MNPS Board of Education.

### **Rating Characteristics**

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

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

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## Evaluation Contents

This evaluation report includes the following:

- **Proposal Overview** – Basic summary of the proposed school as presented in the application
- **Recommendation** – an overall judgment, based on extensive analysis of all evidence presented by the applicants, regarding whether the proposal meets the criteria for approval
- **Evaluation:** Analysis of the proposal is based on four primary areas of plan development:
  - › **Executive Summary** – Provides a comprehensive review of all three major areas of the application with emphasis on the reasons for the recommendation from the review team.
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  - › **Financial/Business Plan** – Provides budgeting and financial plans to ensure both initial and on-going fiscal compliance, including budget assumptions, transportation, fundraising, payroll and insurance functions.

Opening a successful, high-performing charter school depends on having a complete, coherent plan. It is not an endeavor for which strength in one area can compensate for weakness in another. Therefore, in order to receive a recommendation for approval, the application must **meet or exceed the standard in all three major areas** of the capacity review.

## Proposal Overview

**Operator/Applicant - Rethink Forward, Inc.**

**School Name - Journey to Success**

### **Mission and Vision:**

**Mission:** Journey's mission is to eliminate the false-sense of reality that exists in our media-driven society by providing a healthy, safe, engaged, supported, and challenging environment that will strengthen students academically, socially, and emotionally, resulting in confident students who are positive about learning and excited about possibilities for their future. Students will leave Journey with the skills and mindset necessary to not only face reality but create a better reality for the next generation.

**Vision:** ReThink Forward and Journey's vision is to inspire and equip a generation of self-directed critical thinkers to influence the world around them.

**Proposed Location -** Southeast Nashville, somewhere in the Cane Ridge, Overton, Glenciff, Antioch area.

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

Academic Year	Grades Served	Proposed Number of Students
Year 1 2019-20	Pre-K - 6	537
Year 2 2020-21	Pre K - 7	672
Year 3 2021-22	Pre K - 8	817
Year 4 2022-23	Pre K - 8	862
Year 5 2023-24	Pre K - 8	947
Year 6 2024-25	Pre K - 8	1012
Year 7 2025-26	Pre K - 8	1012
Year 8 2026-27	Pre K - 8	1012
Year 9 2027-28	Pre K - 8	1012
Year 10 2028-29	Pre K - 8	1012
At Capacity	Pre K - 8	1012

## Executive Summary

### Recommendation from the Review Team:

☐ Authorize

☒ Do Not Authorize

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

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

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

- Academic Program Design and Capacity
  - Detailed, curriculum and instructional strategies that align with the mission, target population, and state standards
  - Thorough, current research that supports the curriculum and instructional strategies
  - Articulation of a sound rationale for the application
  - Detailed plans for meeting all student needs, including accelerated learners, remediation, special education, and English Language Learners
  - Demonstrated internal alignment including scheduling and calendar
  - Includes sound plans for family and community engagement
  - Describes a school culture that reflects alignment to the school's mission and goals.
- Operational Plan and Capacity
  - Includes a sound and reasonable plan for staffing that is likely to attract and retain top talent
  - Presents a thorough and reasonable plan for start-up operations
  - Provides compelling detail on the school's plan for performance management
  - Presents an organizational chart aligned with the leadership and staffing structure
  - Has viable employment practices

- Articulates clear roles and appropriate responsibilities for governance and management
- Identifies founding Board members with diverse skills needed to govern effectively
- Identifies potential facilities and outlines the costs within the financial document
- Outlines a solid transportation plan that is reasonable and equitable to attract a diverse group of students
- Presents a plan for compliance with all federal and state requirements
- Financial Plan and Capacity
  - Realistic projections with clear assumptions from start-up through full enrollment
  - Spending priorities that align with the school's mission, support the academic program, support the management structure, professional development needs and growth plan
  - Cash flow projections that align to the MNPS Performance Frameworks and align with the overall budget
  - Sound financial controls to ensure appropriate use of public funds and long-term viability
  - Demonstrated financial planning and management capacity
  - Reasonable and transparent fundraising goals with disclosure of funders
  - Disclosure of all anticipated loans, gifts, and grants, including letters from funders confirming their investment should the school become approved.

After a thorough review of the Journey to Success written application by highly trained and skilled reviewers, and an extensive interview with the applicant team, the review team, along with the Office of Charter Schools, is recommending denial of this application. The reasons for this denial are compelling as the school did not meet standard in any major area – academic, operations, or financial.

This organization does not have any schools and appears to be a recent non-profit formation. ReThink Forward is heavily reliant on a Charter Management Organization (CMO), Noble Education Initiative, for all of its curriculum, instructional practice, professional development, operations and financial advice.

A clear, comprehensive, research-based curriculum or instructional design was not presented in the application, and no curriculum or programmatic structures were presented for Pre-K students. There was no evidence that gave reviewers confidence the applicant or anyone on their team has expertise in best practices for early childhood development. The structures, schedule, discipline and curriculum appeared to be discordant with the mission and vision as presented in the application.

The entire application lacked significant detail, and the review team was unclear as to the population of students targeted, the curriculum, the programming, or the instructional focus for the students. The proposed location was overly broad, with no definition of adequate facilities. Within the zip codes presented, there are nine (9) successful charter schools and no significant overcrowding due to facilities investments made by the district in recent years. Equally unclear was the recruiting model and exactly how students would be able to attend the school, given that the applicant does not intend to provide transportation.

Plans for serving special populations were neither robust nor comprehensive, and there was no clear plan presented for Response to Intervention.

While the area in which the applicant intends to locate would engender a population of students who are English Language Learners at more than 40%, the plans to serve this population were vague and incomplete. Professional development for teachers is mentioned, but the review team could not evaluate it due to the fact the curricular and programmatic goals were vague and unclear.

The discipline plan does not differentiate between Pre-K, elementary and middle grades, and is clearly not aligned to developmental milestones for young learners.

The applicant team did not ask for waivers from state board rules, which would indicate a lack of preparation and if approved, would contractually bind the school to all rules and regulations that govern traditional schools.

The financial model was inaccurate, as the applicant used the per-pupil rate that would be received if transportation were being offered. The state lowers the per-pupil rate if transportation is not offered, thus, the entire budget was incorrect. Additionally, the applicant left out significant portions of the budget that are required under state and federal law, primarily the Medicare tax and TCRS retirement employer contributions. Lack of these calculations caused additional issues with the finances as presented by the applicant. There was mention of a \$740,000 loan, but details were vague and the applicant was unable to substantiate such a loan was forthcoming.

In conclusion, Journey to Success did not present the review team with a clear, comprehensive, research-based, effective plan for successful instruction of students within the MNPS district. Additionally, the operations and financial sections contained significant errors, lack of detail, and under-preparation by the applicant. Equally troubling to the review team is the reliance of the ReThink Forward sponsor on the CMO. If approved, MNPS would contract with ReThink Forward and not the CMO, but it is very uncertain, based on current information, if the ReThink Forward team has the capacity to open, run, and sustain a school. It is also unclear how the contract with the CMO is structured, as there is no written agreement to date. Taking into account



the thorough review of the written application, an interview with the applicant's leadership team and CMO, and the concern of the MNPS review team that this application lacks significant detail and coherence throughout, the Office of Charter Schools respectfully requests that the MNPS Board of Education deny this application.

## Section Summaries

Only applicants who score “Meets Standard” in all three major areas on the evaluation rubric are recommended for authorization.

<b>Academic Plan</b>	<input type="checkbox"/> Meets Standard <input type="checkbox"/> Partially Meets Standard <input checked="" type="checkbox"/> Does Not Meet Standard
<b>Operations Plan</b>	<input type="checkbox"/> Meets Standard <input type="checkbox"/> Partially Meets Standard <input checked="" type="checkbox"/> Does Not Meet Standard
<b>Financial Plan</b>	<input type="checkbox"/> Meets Standard <input type="checkbox"/> Partially Meets Standard <input checked="" type="checkbox"/> Does Not Meet Standard

## Academic Plan Detail

### Rating: Does Not Meet Standard

**Summary as Presented in Proposal:** ReThink Forward submitted an application for a Pre-K – 8 school in the southeast end of Nashville. They propose to partner with a CMO, Noble Education Initiative, and with Trevecca University. At capacity, the school would have 1,012 students. The stated vision is to equip a generation of critical thinkers, and to emphasize social-emotional learning. The school intends to improve learning for all students and close the achievement gap between high and low students.

**Review Team Analysis:** The application does not meet standard for academic plan because there is very little detail presented about the curriculum, instructional practice, and assessments, and the review team could not determine whether the application meets Tennessee standards.

Additionally, the application indicates there will be as many as 32 Pre-K students, yet there was no curriculum or programming described specifically for these young learners. The review team did not see research indicative of familiarity with developmental needs of young children, nor was there evidence of how the school would approach these learners, or how the school would ultimately know they were successful with that group of students.

No clear plan was presented that differentiates instruction between the elementary (K-4) tier and the middle school tier (5-8). There is a heavy reliance on the assessment I-Ready, and it did not appear the applicant had plans for additional formative and summative testing, leaving the review team with the question of how this school measures success.

While several high-level instructional strategies were mentioned in the written application, there was not a cohesive plan or detailed description of how those strategies would work together within the school to benefit the students.

Additionally, no corrective action plan was presented in the event the school falls below academic expectations either on state assessments or district performance frameworks. There was a lack of detail around setting, revising and monitoring academic goals, and the goals themselves were unrealistic and deemed unattainable by the review team.

Particularly troubling to the review team was the lack of detail provided in the application concerning special populations – particularly students with disabilities and English Language Learners. There was no clear plan to identify and serve these students, and no solid RTI2 plan was presented to assist struggling learners. The review team did not see a plan to monitor progress for students with disabilities and

there was no clear strategy presented for hiring teachers with appropriate certifications to ensure the most vulnerable learners are served appropriately. The review team is not convinced that the applicant has the capacity to meet the needs of students with disabilities or English Language learners, as no founding members appeared to have that expertise.

The application talks about restorative discipline practices and an emphasis on social-emotional learning, but the actual discipline plan presented was more punitive in nature. There was no differentiation in discipline practices and procedures between Pre-K, K-4, and 5-8, as well as no description of differences for students with disabilities, including suspensions, expulsions, and due process.

The application also talks about a Community of Character program, but offers no detail around implementation, training for teachers, or how this program will be measured for success.

The parent-student handbook that describes the discipline plan mentions one consequence for truancy would be turning in students to the driver's license bureau, but this school would not have anyone old enough for a driver's license. This is one of several examples throughout the application of a lack of preparation and attention to detail.

The details given concerning expulsions do not align with Tennessee standards, and are vague at best. The handbook also does not contain a clear, concise complaint policy for parents.

There is a lack of specificity around recruitment, marketing, and enrollment of students. The plan includes an ambitious student enrollment of 537 students the first year in grades Pre-K – 6, but there is no evidence of outreach to the communities indicated in the application with the exception of one survey, which was mentioned but not presented to the review team.

It appears that a large part of the plan is for parents to perform volunteer hours at the school, but this was not fully explained and details were unclear. Wrap-around services were mentioned, but again, no detail was provided on how the community would access those services, or from where funding would generate.

In summary, the academic plan was vague, unsubstantiated by research, and lacked significant detail. It appears to the review team that the application was actually written by the CMO, and not the team with which MNPS would be contracting to run the school. The review team does not have confidence that the applicant, ReThink Forward, has the capacity to open and sustain a school for MNPS students that adds to the high-quality options that already exist within the area the school wishes to locate.

## Operations Plan Detail

### Rating: Does Not Meet Standard

**Summary as Presented in Proposal:** The application lists a three-member governing board and indicates more board members will be added when approved. The applicant indicated a location within the Cane Ridge, Antioch, Glenclyff and/or Overton area, and has indicated they will not provide transportation, with the exception of required special education transportation. By-laws indicate governing board members will serve one year.

**Review Team Analysis:** The Operations Plan does not meet standard because it lacks significant detail and the review team cannot appropriately assess the ability of the plan to support the academic outcomes.

The review team did not see a strong understanding of the roles and responsibilities of a governing board, in that the three board members were former educators. There were no other roles described in the written application, no board committees, and no plan for transition from a founding board to a governing board. During the interview, it appeared that the applicant had added an attorney and a local member, as all other board members were not Tennessee residents.

There did not appear to be a plan to evaluate the eventual school leader and no school leader has been named. Additionally, there was no plan in place to evaluate board members, train them as required by Tennessee law, or transition board members as they enter and exit the board. The application did mention the required yearly board training, but there was no on-going plan for board professional development. The by-laws presented indicated one year terms, opening the possibility that the entire board could turn over yearly, which does not contribute to the stability of the school.

No compelling start-up plan was presented, and anticipated challenges (hiring, facility, community engagement, etc.) would be addressed through partnerships that are not yet active, according to the applicant.

There was no plan presented in the application for securing a facility, but the applicant mentioned securing a suitable facility within 60 days of approval, which is unrealistic in the current real estate market. Additionally, no description was given of the type of facility sought (space requirements, number of rooms, build-out costs), which would be necessary in a search for space.

It is unclear who the school leader will be once the school opens, and considering the 2017 research done by the Center for Research on Educational Outcomes (CREDO), lack

of a named school leader during the charter application process is a major risk factor for new charters that review teams should consider.

There were conflicting staffing charts presented in the application that did not appear to include special education or ELL staff. The review team could not discern whether the staffing model would meet the needs of the school as written. Additionally, there was no staffing mentioned for Pre-K students, although the enrollment chart indicates there would be 32 Pre-K students in year one (1) if approved.

A job description for a state director was included in the application, even though that position is not included within the organizational charts. Overall, the review team could not evaluate this position without additional detail.

There were no strategies presented to support school leadership, or to mentor and retain qualified teachers. Additionally, there were no plans presented to staff hard-to-fill positions such as special education and ELL.

The applicant does not intend to provide transportation, and there was no comprehensive plan included to ensure students could get to the school. Although Tennessee charter law does not require a charter school to provide transportation, there does need to be a plan in place that can be communicated to parents during marketing and recruiting. The review team does not have confidence that a school with no transportation plans can successfully recruit 537 students in the first year.

It was unclear to the review team how the school plans to use technology. Blended learning was mentioned, but no detail was given. Safety plans were not clear, and the relationship between the charter applicant and the CMO was nebulous.

The school declined to address waivers from state board rules, which would contractually bind them to all rules and regulations that traditional public schools are bound to, including but not limited to text books, facilities, calendar, class size, and administrative licensure. It was not clear to the review team if the applicant understood the rules that can be waived and those that cannot.

In summary, the operations plan must support and enhance the academic plan for a charter school to be able to operate effectively. There are significant details lacking in this operations plan and the review team does not have confidence that the school can open and sustain itself with this plan.

## Financial/Business Plan Detail

### Rating: Does Not Meet

**Summary as Presented in Proposal:** The proposed budget assumes \$9,800 per-pupil and is based on a first year enrollment of 537 in grades Pre-K – 6. The assumptions do not include any grants in year one, and do assume securing a loan of \$740,243.00 in year one. The school assumes participation in all federal Title funds, and plans to pursue a variety of grant opportunities after the first year of operation. Average teacher salaries are assumed at \$45,000 per year, with a 2% per year increase. ReThink Forward will contract with Noble Education Initiative for management services.

**Review Team Analysis:** The financial plan does not meet standard because the applicant left out significant requirements that are mandatory in the state of Tennessee, and the review team is not confident that the financial plan will support and sustain the schools.

- The budget lacked significant expenses such as Medicare tax and TCRS pension contributions.
- The budget is based on the full per pupil amount and does not account for the reduced amount from the state because the school has chosen not to provide transportation.
- The application assumes a \$740,000 loan but offers no tangible evidence that a lender has agreed to such a large loan, or what collateral would be used to secure the loan.
- The application assumes BEP funding is continued over 12 months, when the charter law specifies nine (9) equal payments.
- Contingency plans are not sufficient to sustain the school in the event of a budgetary emergency
- The budget does not include monies for special education, high-needs students
- Years one (1) and two (2) end with significantly low cash flow, which does not meet the conditions of the MNPS financial performance framework.
- When probed about the low cash flow, the CMO indicated breaking even will take time, and the ReThink board will have to find funders. However, philanthropy is not mentioned after year one.
- Staff recruitment is budgeted at only \$1,000.00 in year one (1), which is considered low for recruiting teachers for grades Pre-K – 6.
- Years two through five (2-5) indicate a low recruiting budget for staffing as well, even though the school will almost double in size between years one (1) and five (5).
- The facilities budget is inadequate to account for build-out costs in the first years.

- There was no clear plan presented for financial procedures and policies, and the review team did not see solid financial controls.
- The application mentioned contracting with NEI for financial services, but there is no evidence that NEI has expertise in this area nor was there any plan to evaluate those services from NEI.
- The application did not include procedures for selecting outside contractors or vendors.
- The review team did not see clear evidence of individual or collective qualifications for implementing the financial plan successfully, including capacity in financial management, fundraising and development, and accounting.
- The lack of detail in the budget narrative and budget forms appears to indicate the applicant does not have a clear understanding of federal funds and how they can be accessed.
- Health care costs are budgeted at a 2% increase year over year, which is too low and not sustainable over time.

In summary, the entire budget is based on an incorrect per pupil amount due to the decision not to provide transportation. In addition, significant portions of the budget were left out entirely, and there are many unanswered questions. With that, the review team does not have confidence that this school will be able to successfully open and sustain itself with this financial plan.



# **Charter School Amended Application Recommendation Report**

**Submitted By: ReThink Forward**

## **Evaluation Team**

**Katy Enterline, Coordinator of Talent Management, HR, MNPS**

**Michelle Doane, Consultant**

**Dennis Queen, Executive Officer, Charter School Office, MNPS**

**Mary Laurens Minich, Director, Charter School Office, MNPS**

**John Thomas, Coordinator, Charter School Office, MNPS**

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  - › **Operations Plan** – Outlines operational support for the academic program, including staffing and human resources, recruitment and marketing, professional development for teachers, community involvement, and governing board structure and membership.
  - › **Financial/Business Plan** – Provides budgeting and financial plans to ensure both initial and on-going fiscal compliance, including budget assumptions, transportation, fundraising, payroll and insurance functions.

Opening a successful, high-performing charter school depends on having a complete, coherent plan. It is not an endeavor for which strength in one area can compensate for weakness in another. Therefore, in order to receive a recommendation for approval, the application must **meet or exceed the standard in all three major areas** of the capacity review.

## Proposal Overview

**Operator/Applicant - Rethink Forward, Inc.**

**School Name - Journey to Success**

### **Mission and Vision:**

**Mission:** Journey's mission is to eliminate the false-sense of reality that exists in our media-driven society by providing a healthy, safe, engaged, supported, and challenging environment that will strengthen students academically, socially, and emotionally, resulting in confident students who are positive about learning and excited about possibilities for their future. Students will leave Journey with the skills and mindset necessary to not only face reality but create a better reality for the next generation.

**Vision:** ReThink Forward and Journey's vision is to inspire and equip a generation of self-directed critical thinkers to influence the world around them.

**Proposed Location -** Southeast Nashville, somewhere in the Cane Ridge, Overton, Glenciff, Antioch area.

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

Academic Year	Grades Served	Proposed Number of Students
Year 1 2019-20	Pre-K - 6	537
Year 2 2020-21	Pre K - 7	672
Year 3 2021-22	Pre K - 8	817
Year 4 2022-23	Pre K - 8	862
Year 5 2023-24	Pre K - 8	947
Year 6 2024-25	Pre K - 8	1012
Year 7 2025-26	Pre K - 8	1012
Year 8 2026-27	Pre K - 8	1012
Year 9 2027-28	Pre K - 8	1012
Year 10 2028-29	Pre K - 8	1012
At Capacity	Pre K - 8	1012

## Executive Summary

### Amended Recommendation from the Review Team:

☐ Authorize

☒ Do Not Authorize

### Amended Summary Analysis –

After a thorough review of the Journey to Success written amended application by the core team, along with the Office of Charter Schools, is recommending denial of this application. The reasons for this denial are compelling as the school did not meet standard in any major area – academic, operations, or financial.

#### Academic

The academic plan continued to be high-level and reflected a lack of expertise in program development and implementation, especially in the areas of Pre-K and special populations. Professional development was mentioned frequently throughout the application; however, the document lacked specifics about the structure, content and outcomes. It was clear that a curriculum had not yet been developed or identified, with the applicant indicating only that they would align texts and materials to Tennessee standards. Additionally, the applicant relies heavily on a partnership with Trevecca Nazarene University (TNU) that does not appear to be fully developed and evidence of which was not adequately provided. While a letter from the TNU President was included, the actual plan was not in the application.

The applicant's plan for Response to Intervention (RTI) lacks an identified progress monitoring tool, and the review team had questions regarding the time used to provide Tier 2 services. Discipline remained an area of concern, as the team found no changes from the original application. No differentiation was indicated in discipline practices across differing grade level tiers.

#### Operations

Though the applicant amended the governing board to include three former principals, one current teacher and one higher education professional, the review team still felt that it lacked expertise in areas such as law, operations, marketing, and human resources. The vetting process for adding members was unclear, and the hands-off approach during year zero was concerning, as the contract with MNPS would be held with ReThink forward, not NEI.

While the applicant amended the plan to include a facilities description requiring a wide range of square footage, the review team still did not feel the applicant had a realistic view of the real estate market in Nashville and the requirements associated with the start-up of a new school. The applicant did mention working with a real estate professional, but did not mention which one. There was no mention of the potential requirements for a Pre-K supported through DHS certificate funding and how these may differ from TDOE requirements for Pre-K and elementary/middle schools. The plan to rely on TNU for space should a transition time be needed was unclear and unsupported by evidence.

The review team continued to have questions regarding the lack of a school leader and plans for recruitment and retention of teachers. A partnership with TNU was mentioned frequently throughout the application; however, it was unclear how master teachers to serve as mentors for preservice teachers at TNU would be identified.

Due to the population the applicant proposes to serve, lack of transportation continues to cause concern for the review team. Although Tennessee charter law does not require a charter school to provide transportation, ReThink Forward indicated they would target families with children currently at low performing schools who could not access transportation to attend high performing schools. Coupled with the prospect that they anticipate that 90% of students will qualify for either free or reduced meals, this does not seem to be a viable plan for school sustainability, nor does it appear to meet the needs of the families.

Technology and waivers remained concerns for the review team, as well. Though blended learning was described, software was not identified. Several allowable waivers were requested; however, the applicant attempted to reserve the right to request any waivers applicable to charters in the future.

### Financial

While the applicant addressed several areas of concern from the original review team, the changes were unclear and caused even more unease for reviewers. Of great concern was the potential conflict of interest in that Sherri Hage, CEO of NEI, the CMO with which ReThink Forward proposed to contract, appears to be the main funding source for the school. This could impact ReThink Forward's ability to provide an objective overview of NEI's performance and could potentially influence the services in which they choose to invest. Furthermore, reliance upon one person as a funding source does not inspire confidence in the school's ability to obtain secure funding.

## Summary

The review team agrees that while the applicant did address some of the questions outlined when original feedback was provided, they did not adequately address the concerns raised. In fact, some of the amendments raised additional concerns, indicating the applicant has not shown that they have the capacity to start up a new school in MNPS at this time.

In conclusion, Journey to Success was again unable to provide the review team with a clear, comprehensive, research-based, effective plan for successful instruction of students within MNPS. The operations and financial sections maintained significant errors, lack of detail, and under-preparation by the applicant. Equally troubling to the review team is the reliance of the ReThink Forward sponsor on the CMO, including financial reliance. If approved, MNPS would contract with ReThink Forward and not the CMO, but it is very uncertain, based on current information, if the ReThink Forward team has the capacity to open, run, and sustain a school. It continues to be unclear how the contract with the CMO is structured, as there is no written agreement to date. Taking into account the thorough review of the amended application, an interview with the applicant's leadership team and CMO, and the concern of the MNPS review team that this application lacks significant detail and coherence throughout, the Office of Charter Schools respectfully submits its second request that the MNPS Board of Education deny this application.



## Section Summaries

### Amended evaluation

Only applicants who score “Meets Standard” in all three major areas on the evaluation rubric are recommended for authorization.

Academic Plan	<input type="checkbox"/> Meets Standard <input type="checkbox"/> Partially Meets Standard <input checked="" type="checkbox"/> Does Not Meet Standard
Operations Plan	<input type="checkbox"/> Meets Standard <input type="checkbox"/> Partially Meets Standard <input checked="" type="checkbox"/> Does Not Meet Standard
Financial Plan	<input type="checkbox"/> Meets Standard <input type="checkbox"/> Partially Meets Standard <input checked="" type="checkbox"/> Does Not Meet Standard

## Amended Academic Plan Detail

**Rating: Does Not Meet Standard**

**Summary as Presented in Proposal:** ReThink Forward submitted an application for a Pre-K – 8 school in the southeast end of Nashville. They propose to partner with a CMO, Noble Education Initiative (NEI), and with Trevecca Nazarene University (TNU). At capacity, the school would have 1,012 students. The stated vision is to equip a generation of critical thinkers, and to emphasize social-emotional learning. The school intends to improve learning for all students and close the achievement gap between high and low performing students.

**Review Team Analysis:** The amended application review team determined the application does not meet standard for the academic plan. While the amended application does address a few concerns outlined in the original report of the core team, there still ambiguity surrounding the curriculum, instructional practice, and assessments for grades Pre-K-8. Re-think Forward continues to state that they will use year 0 to develop a more detailed plan for implantation.

The most important characteristic of the academic plan are the assessments. These have not been developed and cannot until a curriculum is identified. This lack of specificity around academic plan leaves reviewers without confidence. As well, the application lists things necessary to an academic plan but still does not provide the specificity necessary for a recommendation of approval.

The review team found additional information regarding the proposed Pre-K curriculum. They noticed the application provided a high level outline but did not provide an actual plan. The application indicated Journey would follow the TN State Standards and provided a link to the TDOE website but applicant did not demonstrate an understanding or knowledge of them. Additionally, the applicant mentions accepting DHS certificates, but references the TDOE standards. DHS and TDOE have two separate Pre-K monitoring processes. It is not clear that the applicant has a grasp of the different requirements set forth by both entities.

During the review of the amended application, the team noticed Journey plans to create an instructional calendar that will be used to guide teachers throughout the school year. From the calendar, curriculum maps would be created to ensure teachers were covering the TN tested standards. It was unclear to the team if NEI or the teachers and school leaders would be creating the calendar and curriculum maps. There was no differentiation made between the grade levels planning and expectations provided in the application.

While the applicant does intend to use their own Academic Design Plan to meet students where they are performing academically, there was little detail surrounding the actual design. The applicant also indicated, “They would connect with parents and community members to help build support for student outside the school day”. However, they provided no details as to the type of support or what the support would look like.

The applicant did state they would use blended learning in grades K-8. The team felt the plan lacked detail to provide a true understanding blended learning. Reviewers were unclear of how the blended model worked in conjunction with the proposed academic model. Also the applicant indicated they would use a software during blended learning time, however it was unclear as to which software they would use or how it would be used during this time.

There was an indication that the partnership between TNU and Journey would benefit the students with the latest educational research. Journey plans to provide tenured teachers that can mentor aspiring teachers from TNU. However, it was unclear if the agreement has been formalized or if there was an alternative plan in case TNU was unable to provide aspiring teachers to Journey. Additionally, it was unclear how tenured or master teachers would be identified and trained to be appropriate mentors.

While Journey indicated short term goals set for students by teachers, it was unclear to the team how they would monitor and revise goals. During the first review cycle, the team noticed a corrective action plan had not been presented. The applicant indicated a plan would be created if Journey fell below the state and/or the district, however there was little to no detail of an actual plan.

As noted in the original recommendation report, the team had concerns regarding the application’s detail around special populations. While additional information was added to address this specific question, the review team remains apprehensive regarding Journey’s capacity and understanding of the federal and state requirements around students with a disability, gifted students, and EL students. The application indicated that classroom teachers would be trained to understand the modification indicated by the IEP. The professional development would be conducted by the Student Services Coordinator, ESE Coordinator, and/or the schools administration team. There was no indication of how the services would actually be delivered. This was especially concerning to the team for students who may need pull out services.

The application indicated that EL students would be taught by a certificated EL teacher and would receive support through being immersed in the classroom. It was still unclear to the team how the student would be receiving their required amount of EL services based on their tier level. It was also unclear if during the immersed classroom

experience, the EL certificated teacher would be teaching both EL and English speaking students or just EL students.

When identifying a student as gifted, the applicant indicated they would conduct a meeting to review data and collect information through a questionnaire. However, it was unclear if an IEP would be created to outline the services that needed to be provided to the student. While project-based learning was a strategy outlined to address the needs of gifted students, there was no indication of increased rigor of instruction. Again, it was unclear to the team how the services indicated would support the needs of the students.

RTI was another concern indicated on the original recommendation report. While the applicant did indicate how students would be grouped together and receive the RTI services, the review team still had concerns that a monitoring tool was not identified. Additionally, it was indicated that students would receive tier 2 intervention services during enrichment time which would include: Technology, Music, Art, PE, and Foreign Language. The application indicated they would offer after school and Saturday tutoring free to students beginning in September. However, transportation would not be provided.

The application review team found no changes from the original application regarding discipline plan. This was concerning to the team since no differentiation was indicated in discipline practices across Pre-K – grade 8. Again, the applicant discussed using restorative practices; however, the handbook actually describes a plan more punitive in nature. The expulsion plan does not align with the state nor MNPS policy.

The applicant did add information indicating the print, radio, news stations, and social media strategies they would use as marketing tools. The applicant also indicated they conducted a survey where 89% of the parents were interested in a new school. However, the actual instrument was not included in the amended application and the team was unclear as to the number of parents participating and the validity of the responses.

In summary, while the applicant added additional information, the review team still had concerns and felt the academic plan was still lacking evidence that ReThink Forward would have the capacity and the ability to operate Journey to Success to be a high-quality institute as those already in MNPS. It appears ReThink Forward, the applicant and entity that MNPS would be contracting with, relied on the CMO to gather information and make changes.

## Amended Operations Plan Detail

### Rating: Does Not Meet Standard

**Summary as Presented in Proposal:** The application lists a five-member board that would act as the governing board during the first year of operation. They proposed that the board serve a one-year term. The applicant indicated a location within the Cane Ridge, Antioch, Glencliff and/or Overton area, and has indicated they will not provide transportation, with the exception of required special education and McKinney-Vento transportation. By-laws indicate governing board members will serve one year.

**Amended Review Team Analysis:** The Operations Plan does not meet standard because it lacks significant detail and the review team cannot appropriately assess the ability of the plan to support the academic outcomes.

ReThink Forward is now comprised of a board including, 3 former principals, 1 current teacher, and 1 higher education professional. Since the board's experience is centered in the field of education, the review team had concerns related to the board's capacity in other areas, particularly law, operations, marketing, and human resources. ReThink forward does have plans to divide the governing board into three committees focusing on financial health, operational efficiency, and academic performance. While the founding board plans to be the governing board through opening, the vetting process associated with adding additional members and what qualifications they would be seeking to add to the governing board. Additionally, ReThink Forward plans to take a hands off approach, leaving the day-to-day operations the CMO. This is cause for concern, especially during the first year of operation, since ReThink Forward would be the one holding the contract with MNPS, not the CMO.

The applicant will rely on the CMO to provide annual monitoring and evaluation updates to the board on the school's leadership team performance. At that time, the CMO will make recommendations to the board regarding next steps with the administration. The applicant indicated that if the board disagrees with the recommendation, it is up to the CMO to assure ReThink Forward they are doing what is best for the students. At this time, it is unclear as to next steps if the disagreement cannot be resolved between ReThink Forward and the CMO. The plan only indicated that the information would be passed on to the board annually, causing the review team to question why there was not a more comprehensive review plan that required reporting throughout the year. In addition, the original review committee had concerns surrounding the stability of the governing board since they are proposing a one year term. The only addendum the applicant put in place was the governing board would conduct a review at the end of the first year. The review team did not feel this addressed the lack of oversight needed.

The applicant indicated they would rely on the CMO and their experience to address all anticipated challenges (hiring, facility, community engagement, etc.). However, it is unclear at this time if the CMO has opened a new school from the first day.

While the applicant did include a wide range of square footage (50,000 to 90,000) and the number of classrooms needed to meet the requirements for operating a school, it is unclear if they plan to start at 50,000 and then be at 90,000 square feet at capacity. The review team was unsure how the applicant arrived at the wide range of square footage. Considering the current real estate market, the review team did not feel confident that the applicant could secure a facility if they waited until after an approval to begin looking for a location for the school. While the applicant provided a timeline, it was a very tight timeline that could be considered unrealistic. They also mention TNU would provide conference space to the school during construction. It was unclear if TNU had facilities that would meet the state compliance requirements for all grade levels including Pre-K. Additionally, there were questions regarding the funding that would be needed to secure the space or make any needed modifications until a transition to permanent building could be made.

The original review committee expressed concerns because a school leader had not been identified at that time. In 2007, The Center for Research on Educational Outcomes (CREDO) reported that the lack of a named leader during the charter application process is a major risk factor for new charters that review teams should consider. The applicant indicated they would rely on the expertise of ReThink Forward, NEI, and TNU to develop a leader to be successful at Journey. The review team remains unconvinced of the applicant's ability to recruit and retain a strong school leader.

The applicant did indicate they would use specialized head hunter sourcing and university partnerships to recruit for hard to fill positions. It was unclear to the review team which head hunter source they would use and what other universities would they be partnering with since they only indicate a partnership with TNU. Again, ReThink Forward indicated NEI had a proven track record for hiring, training, and developing high-performing school leaders. Evidence of this type of work in other successful charter schools was not provided.

As stated in the original recommendation report, the applicant does not intend to provide transportation, and there is no comprehensive plan to ensure students can get to school. Although Tennessee charter law does not require a charter school to provide transportation, ReThink Forward indicated they would target families with children currently at low performing schools who could not access transportation to attend high performing schools. This seemed contradicting to the review team. Also, ReThink forward is proposing to recruit 537 students during the first year of operation, causing review team to maintain doubts regarding the applicant's understanding of the area in

which the school will be located and the complexities of recruitment for a start-up charter school.

The applicant did attempt to address the concerns about the technology plan. They indicated technology would be available in three areas of the students' career at Journey: to encourage students to create original works, to collaborate with peers, and to do original research. While the applicant provided a broad overview of the availability of technology to students and teachers, a concrete plan was not provided. This concerned the review team since a large amount of funding is designated to technology.

The applicant added several waivers which are allowable. However, they indicated they wanted to reserve the right to request any and all waivers applicable to charters in the future. This is not permissible since all waivers must be included in the contract when it is created.



## Amended Financial/Business Plan Detail

### Rating: Does Not Meet

**Amended Summary as Presented in Proposal:** The proposed budget assumes \$9552 per-pupil and is based on a first year enrollment of 537 in grades Pre-K – 6. The assumptions do not include any grants in year one. It does however include a \$200,000 personal loan from Sherry Hague, CEO of NEI. The school assumes participation in all Federal Title funds, and plans to pursue a variety of grant opportunities after the first year of operation. Average teacher salaries are assumed at \$45,000 per year, with a 2% per year increase. ReThink Forward will contract with NEI for management services.

**Amended Review Team Analysis:** The financial plan does not meet standard. While the applicant address several areas of concern of the original review team, the changes were unclear and were cause for even more unease for the review team. The review team is not confident that the financial plan will support and sustain the schools.

The review team noticed the applicant added a letter from Sherry Hage, CEO of NEI indicating she would provide ReThink Forward with a personal loan in the amount of \$200,000 in year 0. As ReThink Forward indicated a good faith contract with NEI to be the CMO for Journey, the team felt this would be a conflict of interest. Furthermore, the review team noticed a letter which appeared as a line of credit from UBS Financial Service Inc. to Sherry Hage, CEO of NEI in the amount of \$1,300,000. However, the team learned that it was not an actual line of credit but a security account comprised of securities, mutual funds and other non-deposit investments products. The letter indicated the funds located in this account can fluctuate according to the market, as well as be transferred from the account or withdrawn. Since Mrs. Hage is the CEO of NEI and entering into a contract with ReThink Forward, this could again be deemed as a conflict of interest. Also, with the possibility of the funds being able decrease or be totally withdrawn, the review team felt this was unable to be used as an acceptable line of credit. In addition, this could impact ReThink Forward's ability to provide an objective review of NEI performance.

In year 1 the applicant budgeted \$86,526 for financial services. This amount increased to \$597,072 in year 5. While the applicant did indicate this amount included NEI management fee, authorizer fee, and repayment of the initial \$250,000 personal loan from Sherry Hage, the review committee felt the other expenditures were vague at best.

The description of Pre-K funding also caused the review team pause. The application proposes utilization of DHS certificates to provide funding for families who wish to attend the school. There does not appear to be a plan to accept children whose families



do not qualify for DHS certificates, nor does the plan provide a sliding scale for families who may not receive total tuition coverage. In order to provide services for children receiving DHS certificates, DHS childcare guidelines must be followed. There does not appear to be any plan for meeting these requirements, as they differ from those of TN Voluntary Pre-K. There are no plans outlined for blending and braiding of any Pre-K services, and the review team felt that the applicant did not have a full understanding of the different types of Pre-K providers in Tennessee.

The applicant indicated they would secure state and federal funds such as Title I, Title II, Title III, Title IV, and IDEA. It was unclear to the review team if the applicant investigated to determine the funding flow from the federal government to the state to the district and the current formulas to project state and federal funds going forward.

When comparing the budget narrative to the actual budget, it was unclear to the review team if the number of required EL teachers to support the needs of the number of EL projected students has been adequately funded.

**Metropolitan Nashville Public Schools**  
**Sales Tax Collections**  
**As of July 20, 2018**

**General Purpose Fund**

<b>MONTH</b>	<b>2017-2018 Projection</b>	<b>TOTAL 2017-2018 COLLECTIONS</b>	<b>\$ Change For Month - FY18 Projection</b>	<b>% Change For Month - FY18 Projection</b>	<b>% Increase / Decrease Year To-Date</b>
September	\$15,381,985.64	\$13,237,970.46	(\$2,144,015.18)	-16.20%	-16.20%
October	17,737,106.49	18,569,404.33	\$832,297.84	4.48%	-4.12%
November	18,735,563.05	19,090,775.12	\$355,212.07	1.86%	-1.88%
December	18,564,842.39	18,860,122.15	\$295,279.76	1.57%	-0.95%
January	17,718,272.36	18,506,044.41	\$787,772.05	4.26%	0.14%
February	23,522,306.81	22,777,216.45	(\$745,090.36)	-3.27%	-0.56%
March	15,903,850.36	16,631,331.50	\$727,481.14	4.37%	0.09%
April	16,775,044.03	16,707,701.24	(\$67,342.79)	-0.40%	0.03%
May	19,161,602.23	20,182,278.13	\$1,020,675.90	5.06%	0.65%
June	18,271,550.64	19,376,832.57	\$1,105,281.93	5.70%	1.18%
July	18,550,400.20	19,926,243.13	\$1,375,842.93	6.90%	1.74%
August	20,371,175.79				
<b>TOTAL</b>	<b>\$220,693,700.00</b>	<b>\$203,865,919.49</b>	<b>\$3,543,395.28</b>		<b>1.74%</b>

**Debt Service Fund**

<b>MONTH</b>	<b>2017-2018 Projection</b>	<b>TOTAL 2017-2018 COLLECTIONS</b>	<b>\$ Change For Month - FY18 Projection</b>	<b>% Change For Month - FY18 Projection</b>	<b>% Increase / Decrease Year To-Date</b>
September	\$3,523,252.83	\$3,171,913.06	(\$351,339.77)	-11.08%	-11.08%
October	4,062,694.64	4,449,363.02	\$386,668.38	8.69%	0.46%
November	4,291,391.69	4,574,287.21	\$282,895.52	6.18%	2.61%
December	4,252,288.03	4,519,021.10	\$266,733.07	5.90%	3.50%
January	4,058,380.68	4,434,181.52	\$375,800.84	8.48%	4.54%
February	5,387,798.17	5,457,585.11	\$69,786.94	1.28%	3.87%
March	3,642,786.24	3,984,986.81	\$342,200.57	8.59%	4.49%
April	3,842,333.68	4,003,285.55	\$160,951.87	4.02%	4.43%
May	5,553,865.54	4,835,819.19	(\$718,046.35)	-14.85%	2.07%
June	5,349,998.71	4,642,828.64	(\$707,170.07)	-15.23%	0.25%
July	4,248,980.04	4,774,471.37	\$525,491.33	11.01%	1.30%
August	4,666,029.75				
<b>TOTAL</b>	<b>\$52,879,800.00</b>	<b>\$48,847,742.58</b>	<b>\$633,972.33</b>		<b>1.30%</b>

Name	Department/School	Title	Hire Date
AARON, CHARLOTTE JEAN	MNPS McGavock High	TEACHER - MATH	8/1/2018
ADAMS, GREGORY LEE	MNPS Croft Middle	TEACHER - GRADE 5	8/1/2018
ADAMS, QUANITA MARIE	MNPS Martin Luther King Magnet	TEACHER - MATH	8/1/2018
AGEE, DAINA A	MNPS Glenclyff High School	TEACHER - EL SECONDARY	8/1/2018
AKBOYUN, ENRIQUETA	MNPS Cole Elementary	ASST - SCHOOL GENERAL	8/3/2018
AKERS, LISA	MNPS Tusculum Elementary	ASST - SCHOOL GENERAL	8/3/2018
ALBRIGHT, SAVANNAH ROSE	MNPS Thurgood Marshall Middle	TEACHER - GRADE 7	8/1/2018
ALEXANDER, COURTNEY H	MNPS Thurgood Marshall Middle	TEACHER - GRADE 6	8/1/2018
ALEXANDER, JESSICA BRITTANY	MNPS Joelton Middle	TEACHER - GRADE 5	8/1/2018
ALLEN, ERIKA BROOKE	MNPS Antioch Middle	SOCIAL WORKER I (LSSW)	8/1/2018
AMES, KIMBERLY M MCGHEE	MNPS A Z Kelley Elementary	TEACHER - GRADE 4	8/1/2018
ANCKNER, JAMES A.	MNPS Jones Paideia	TEACHER - MUSIC CHORAL	8/1/2018
ANDERSEN, BRITTANY BLAIRE	MNPS Cane Ridge High	TEACHER - ARTS THEATRE	8/1/2018
ANDERSON, DEREK	MNPS McGavock High	TEACHER - SCIENCE	8/1/2018
ANDERSON, ERICA JOAN PRUETT	MNPS Pearl Cohn High	TEACHER - SCIENCE	8/1/2018
ANDERSON, JENNIFER RENEE	MNPS Gower Elementary	ASST - SCHOOL GENERAL	8/3/2018
ANDREWS, OLIVIA ROSE	MNPS Wright Middle	TEACHER - EX ED LIFE SKILLS	8/1/2018
ANGULO, OSMILA CORONADO	MNPS ELL	TRANSLATOR - PARENT OUTREACH	8/3/2018
ARMSTRONG, CATHRYN DENISE	MNPS Antioch Middle	TEACHER - AVID	8/1/2018
ATTALLAH, CHRISTINE NABIH	MNPS McMurray Middle	TEACHER - GRADE 5	8/1/2018
AUXIER, SHELBY MARIE	MNPS Waverly Belmont ES	TEACHER - GRADE 1	8/1/2018
BABYAR, JOANNA REBEKAH	MNPS William Henry Oliver MS	TEACHER - MATH	8/1/2018
BAEZA, ERIKA	MNPS A Z Kelley Elementary	TEACHER - GRADE 2	8/1/2018
BAKER, JOSHUA A	MNPS Sub & Clerical Aides	SUBSTITUTE - ED ASST	8/6/2018
BALL, LAURA	MNPS Hattie Cotton Elementary	TEACHER - KINDERGARTEN	8/1/2018
BANE, LAUREL LEIGH	MNPS Bellshire Elementary	TEACHER - EX ED	8/1/2018
BARNA, NATHAN WILLIAMS	MNPS Day to Day Sub Area I	SUBSTITUTE - TEACHER (CERT)	8/6/2018
BARNES, ALLISON MICHELLE	MNPS Warner Elementary	TEACHER - PRE-K	8/1/2018
BARNES, PEDRO MORALIS	MNPS Jones Paideia	TEACHER - HEALTH PE ES	8/1/2018
BARR, JIA RONEISHA	MNPS Donelson Middle	TEACHER - ENGLISH	8/1/2018
BARRETT, AMANDA FAY	MNPS Dupont Tyler Middle	TEACHER - GRADE 6	8/1/2018
BARRETT, ERICKA WILLIAMS	MNPS School Social Work	SOCIAL WORKER I (LSSW)	8/1/2018
BARRY, RUTH ANNE	MNPS Glenview Elementary	TEACHER - GRADE 2	8/3/2018
BARTON, ARIEL ELISE	MNPS Thurgood Marshall Middle	TEACHER - EX ED LIFE SKILLS	8/1/2018
BARTON, CAROL A	MNPS Sub & Clerical Aides	SUBSTITUTE - ED ASST	7/26/2018

BARTON, JOHN	MNPS Goodlettsville Middle	TEACHER - ENGLISH	8/1/2018
BASTA, HANAA S	MNPS Day to Day Sub Area I	SUBSTITUTE - TEACHER (CERT)	8/1/2018
BAXTER, JAMES G	MNPS Maplewood High	TEACHER - ENGLISH	8/1/2018
BEARD, ROCHELLE DENISE	MNPS Alex Green Elementary	PARA-PRO - EX ED	8/3/2018
BEASLEY, ALFREDA	MNPS Creswell Middle Prep SOA	TEACHER - SCIENCE	8/1/2018
BEASLEY, LAQUESHA REVEATRICE	MNPS Eagle View Elementary	ASST - FOOD SVC	7/25/2018
BELL , MARCIA E	MNPS Thomas A Edison Elem	ASST - FOOD SVC	7/25/2018
BELL, NATASHA	MNPS Hickman Elementary	AIDE - INSTRUCTIONAL	8/2/2018
BENJAMIN, CATHERINE CHAMPE	MNPS Tusculum Elementary	TEACHER - KINDERGARTEN	8/1/2018
BENNETT, JAMIE A	MNPS A Z Kelley Elementary	TEACHER - GRADE 3	8/1/2018
BERNARD , PEYTON ELIZABETH	MNPS Eagle View Elementary	AIDE - INSTRUCTIONAL	8/2/2018
BIGGS, TEMISSA DAWN	MNPS Bus Drivers	DRIVER - BUS	8/1/2018
BILODEAU JR, ALBERT	MNPS Jere Baxter Middle	TEACHER - EX ED LIFE SKILLS	8/1/2018
BINES, STEPHEN JORDAN	MNPS Madison Middle School	TEACHER - MUSIC BAND	8/1/2018
BIRDYSHAW, KATHRYN MELIKE	MNPS Madison Middle School	TEACHER - EL SECONDARY	8/1/2018
BISHOP, HEATHER ASHLEY	MNPS Hermitage Elementary	TEACHER - KINDERGARTEN	8/1/2018
BLACK, LYDIA	MNPS Hunters Lane High	TEACHER - MATH	8/1/2018
BLAIR, SHADA NICOLE	MNPS Amqui Elementary	TEACHER - GRADE 1	8/1/2018
BLOSSMAN, AMBER ROYANNE	MNPS Lockeland Elementary	PARA-PRO - EX ED	8/3/2018
BLOUGH, RACHEL ELIZABETH	MNPS Croft Middle	TEACHER - MATH	8/1/2018
BLYTHE, HANNAH ELIZABETH	MNPS J E Moss Elementary	TEACHER - GRADE 1	8/1/2018
BOATMAN, ANSLEY MCREE	MNPS Day to Day Sub Area I	SUBSTITUTE - TEACHER (CERT)	8/6/2018
BOATMAN, MICHAEL JOSEPH	MNPS East End Preparatory	CASHIER - FOOD SVC	7/25/2018
BOHANAN, TAYLOR PAIGE	MNPS Murrell School	TEACHER - EX ED SBI	8/1/2018
BOOKER, DONTE JHONEL	MNPS Apollo Middle	PARA-PRO - EX ED	8/3/2018
BOONE, SUMMER PAISLEY	MNPS Tulip Grove Elementary	ED ASST - EX ED PRE-K	8/3/2018
BOREO, KATHERINE	MNPS Donelson Middle	TEACHER - EX ED	8/1/2018
BOWERS, MELODY	MNPS H G Hill Middle	TEACHER - EL SECONDARY	8/1/2018
BOWERS, TERI EARLINE	MNPS Antioch Middle	TEACHER - EX ED	8/1/2018
BOWLING, JESSICA DENEE	MNPS Dupont Tyler Middle	TEACHER - ENGLISH	8/1/2018
BOWLING, KRISTI G.	MNPS Day to Day Sub Area I	SUBSTITUTE - TEACHER (CERT)	7/27/2018
BOYD, DEARRIS ARMONI	MNPS Buena Vista Elementary	TEACHER - GRADE 1	8/1/2018
BOYETT, KATELYN MARIE	MNPS Glencliff Elementary	TEACHER - GRADE 1	8/1/2018
BRACKETT, TRACEY	MNPS Stratton Elementary	TEACHER - GRADE 3	8/1/2018
BRADFORD, SYDNEE KYANNA TRABUE	MNPS Antioch High	TEACHER - SCIENCE	8/1/2018
BRADLEY, TERESA NICOLE DAHL	MNPS Exceptional Education	PSYCHOLOGIST - SCHOOL TEAM	8/1/2018

BRANNEN, LINDSEY DALE	MNPS Mt View Elementary	TEACHER - EX ED	8/1/2018
BRANTLEY, ZACHARY KEITH	MNPS Eakin Elementary	PARA-PRO - EX ED	8/3/2018
BREWER, AMY CLARE	MNPS William Henry Oliver MS	TEACHER - GRADE 5	8/1/2018
BREWSTER, BRENDA	MNPS Exceptional Education	THERAPIST - OCCUPATIONAL	8/2/2018
BRIDGES, ASHLEY ANN	MNPS Smith Springs Elem	TEACHER - GRADE 3	8/1/2018
BRIDGES, ERIN SCHORK	MNPS Waverly Belmont ES	LIBRARIAN	8/1/2018
BRISCOE, PATRICE R.	MNPS Madison Middle School	TEACHER - ENGLISH	8/1/2018
BRITT, SYDNEY MARIE	MNPS McMurray Middle	TEACHER - GRADE 5	8/1/2018
BROADWAY, ANDREW CLIFTON	MNPS McMurray Middle	TEACHER - GRADE 6	8/1/2018
BROOKS, JANELLE ANTONETTE	MNPS Antioch Middle	COACH - NUMERACY	8/1/2018
BROOKS, MAYA VICTORIA	MNPS Ruby Major Elementary	PARA-PRO (ED ASST)	8/10/2018
BROWN, ALEXANDRA ARIELLE	MNPS Day to Day Sub Area I	SUBSTITUTE - TEACHER (CERT)	7/26/2018
BROWN, JANICE MARIE	MNPS Madison Middle School	ASST - FOOD SVC	7/25/2018
BROWN, KATIE MARIE	MNPS Tom Joy Elementary	TEACHER - EX ED	8/1/2018
BROWN, MYLES JEFFREY	MNPS Ida B Wells Elementary	AIDE - INSTRUCTIONAL	8/2/2018
BROWN, RECIA MICHELLE	MNPS The Academy-Old Cockrill	TEACHER - SCIENCE CHEMISTRY	8/1/2018
BROWN, TAMARA DANETTE	MNPS J E Moss Elementary	CASHIER - FOOD SVC	7/25/2018
BROWNING, NICOLE	MNPS Glenview Elementary	TEACHER - KINDERGARTEN	8/1/2018
BRYAN, LEONARD DIXON	MNPS Dupont Tyler Middle	TEACHER - SOCIAL STUDIES HIST	8/1/2018
BRYAN, LESLIE GREEN	MNPS John Trotwood Moore MS	TEACHER - GRADE 5	8/1/2018
BRYANT, ANTOINETTE	MNPS Lakeview Elementary	ASST - FOOD SVC	8/6/2018
BRYANT, LASHONDA	MNPS Extended Learning Service	SUPV - PROG EXTENDED LRNG	8/1/2018
BRYANT, ROCHELLE R	MNPS Ross Early Learning Ctr	ED ASST - PRE-K	8/3/2018
BUCHANAN, BRITTANY MARIE	MNPS School Social Work	SOCIAL WORKER I (LSSW)	8/1/2018
BUCHANAN, CANDACE YVOONE	MNPS Wright Middle	TEACHER - MATH	8/1/2018
BUCKINGHAM, OLYMPIA FELICE	MNPS Day to Day Sub Area I	SUBSTITUTE - TEACHER (CERT)	8/1/2018
BURCIAGA, JONATHAN	MNPS ELL	TRANSLATOR - PARENT OUTREACH	8/3/2018
BURNETT-GORDON, JC D	MNPS Whites Creek High	TEACHER - ARTS DRAMA & DANCE	8/1/2018
BURNEY, KRISTY	MNPS Day to Day Sub Area I	SUBSTITUTE - TEACHER (CERT)	8/7/2018
BURNS, JESSICA WOLFE	MNPS John B Whitsitt Elem	TEACHER - RESOURCE ADV ACAD P8	8/1/2018
BURNS, MATTHEW LEE	MNPS Head Middle	TEACHER - MUSIC CHORAL	8/1/2018
BURTON, ASHLI DANIELLE	MNPS East Nashville Magnet	TEACHER - SOCIAL STUDIES	8/1/2018
BUSCHER, SHELBY LYNN	MNPS Ida B Wells Elementary	TEACHER - EX ED	8/1/2018
BUSIENEI, PETER	MNPS Harpeth Valley Elementary	TEACHER - EX ED	8/1/2018
BUTLER, LISA DANETTE	MNPS Robert Churchwell Museum	TEACHER - GRADE 3	8/1/2018
BUTTREY, KRISTEN SHEREE	MNPS Hull Jackson Elementary	TEACHER - PRE-K	8/1/2018

BUTZ, CHRISTOPHER PAUL	MNPS Antioch High	TEACHER - SOCIAL STUDIES HIST	8/1/2018
CALDWELL, JULIE	MNPS Speech	THERAPIST - SPEECH & LANG LD	8/1/2018
CALDWELL, MICHELLE ELIZABETH	MNPS Park Avenue Elementary	LIBRARIAN	8/1/2018
CAMACHO, SARA LESLIE	MNPS John Overton High	TEACHER - SCIENCE BIOLOGY	8/1/2018
CAMPBELL, DANIELLE THERESA	MNPS Dupont Tyler Middle	TEACHER - EX ED	8/1/2018
CAMPBELL, MICHAELA	MNPS Apollo Middle	TEACHER - GRADE 5	8/1/2018
CAMPBELL, THOMAS WILLIAM	MNPS John Trotwood Moore MS	TEACHER - GRADE 6	8/1/2018
CANNON, RACHEL MARIE	MNPS Shwab Elementary	TEACHER - PRE-K EX ED	8/1/2018
CARNAHAN, MELISSA R	MNPS Joelton Elementary	SPEC - INSTRUCTIONAL	8/1/2018
CARPENTER, SARAH ANNE	MNPS Madison Middle School	TEACHER - GRADE 5	8/10/2018
CARR, FIORELLA	MNPS Ruby Major Elementary	TEACHER - KINDERGARTEN	8/1/2018
CARTER, LINDA LEA	MNPS Day to Day Sub Area I	SUBSTITUTE - TEACHER (CERT)	7/12/2018
CARVER, CATHI NICOLE	MNPS Jones Paideia	TEACHER - GRADE 4	8/6/2018
CASH, CHELSEA	MNPS Antioch Middle	TEACHER - EL SECONDARY	8/1/2018
CAUDLE, FRANCINE M	MNPS J E Moss Elementary	TEACHER - GRADE 3	8/1/2018
CEVALLOS, ESTEBAN DAVID	MNPS Antioch High	TEACHER - LANGUAGE SPANISH	8/1/2018
CHADWICK, DEBORAH J	MNPS Fall-Hamilton Elementary	PARA-PRO - EX ED	8/3/2018
CHAMPION, DIANA MARGARITA	MNPS Hunters Lane High	TEACHER - LANGUAGE SPANISH	8/1/2018
CHANDLER, RHONDA LYNNE	MNPS Stratford STEM Magnet HS	TEACHER - ENGLISH	8/1/2018
CHASTAIN, HOLLY CAROLINE	MNPS Cumberland Elementary	TEACHER - GRADE 3	8/1/2018
CHEN, REBECCA LIN	MNPS Antioch High	LIBRARIAN - SECONDARY	8/1/2018
CHILDRESS, PATRICE LATRELLE	MNPS Amqui Elementary	ASST - SCHOOL GENERAL	8/2/2018
CHILDRESS, TALIA LATOSHA	MNPS John F Kennedy Middle	TEACHER - EX ED	8/1/2018
CHISAM II, CHARLES M	MNPS Croft Middle	TEACHER - GRADE 6	8/1/2018
CLARK, MORGAN NICOLE	MNPS May Werthan Shayne Elem	ED ASST - EX ED LIFE SKILLS	8/6/2018
CLEMMONS, DELIA MARY ALICE	MNPS Exceptional Education	PSYCHOLOGIST - SCHOOL TEAM	8/1/2018
CLEMONS, KARESS ROGER TYON O'N	MNPS Whites Creek High	TEACHER - ENGLISH	8/1/2018
CLICK, JOSHUA R	MNPS Day to Day Sub Area I	SUBSTITUTE - TEACHER (CERT)	7/31/2018
COAKE, SHANNON	MNPS Hickman Elementary	TEACHER - RESOURCE ADV ACAD P8	8/1/2018
COCKERHAM, ABBY LAUREN	MNPS Inglewood Elementary	TEACHER - EX ED	8/1/2018
COFFEE, NECHA MARIE	MNPS Apollo Middle	CASHIER - FOOD SVC	7/25/2018
COHN, LATOINETTE C	MNPS Robert Churchwell Museum	PARA-PRO - EX ED	8/3/2018
COLE, RHONDA JOY	MNPS Tom Joy Elementary	SPEC - INSTRUCTIONAL	8/1/2018
COLES, LEAH UTLEY	MNPS Day to Day Sub Area I	SUBSTITUTE - TEACHER (CERT)	8/3/2018
COLGAN, POLLY JEAN	MNPS Tusculum Elementary	TEACHER - GRADE 3	8/1/2018
COLLIER, LAYNE ELIZABETH	MNPS Meigs Middle Magnet	TEACHER - GRADE 8	8/1/2018

COLTON, COURTNEY DYLAN	MNPS Murrell School	TEACHER - EX ED SBI	8/1/2018
CONDLIN, MEGHAN	MNPS Hunters Lane High	TEACHER - ENGLISH	8/1/2018
CONTINI, DANIEL R	MNPS John Overton High	AIDE - INSTRUCTIONAL	8/2/2018
COOK, SHEREEN MICHELE	MNPS W A Bass ALC	TEACHER - ENGLISH	8/1/2018
COOLEY, ABIGAIL	MNPS Lockeland Elementary	TEACHER - GRADE 1	8/1/2018
COOLEY, ERIN ELISE	MNPS Day to Day Sub Area I	SUBSTITUTE - TEACHER (CERT)	7/25/2018
COOPER, NATALIA PRADA-REY	MNPS Crieve Hall Elementary	TEACHER - EL ES	8/1/2018
CORLEY, SERENE DAWN	MNPS Smith Springs Elem	LIBRARIAN	8/1/2018
COUCH, SUSANA	MNPS ELL	TRANSLATOR - PARENT OUTREACH	8/3/2018
COUGHLIN, JESSICA MARIE	MNPS Buena Vista Elementary	TEACHER - GRADE 1	8/1/2018
COVEN, JONATHAN PARKS	MNPS Jones Paideia	TEACHER - GRADE 3	8/1/2018
COX, KATHERINE LILLI	MNPS Apollo Middle	TEACHER - EX ED	8/1/2018
COX, KATHERINE PAIGE	MNPS Exceptional Education	PSYCHOLOGIST - SCHOOL TEAM	8/1/2018
COX, MARY ALISON	MNPS Andrew Jackson Elementary	PARA-PRO - EX ED	8/3/2018
COX, THERESA DIANE	MNPS Bellshire Elementary	ASST - FOOD SVC	7/25/2018
CRANK, KAITLYN ELIZABETH	MNPS Hunters Lane High	TEACHER - EX ED	8/1/2018
CRAWFORD, LISA	MNPS Dupont Tyler Middle	SECRETARY-CLERK	8/2/2018
CREGO, CECILIA JANE	MNPS Bellevue Middle	TEACHER - EX ED	8/1/2018
CRESCENCIO, STACY ABIGAIL	MNPS Wright Middle	TEACHER - ENGLISH	8/1/2018
CRESPO, HECTOR LUIS VIERA	MNPS Antioch High	TEACHER - EL SECONDARY	8/3/2018
CROW, HAYLEY ALYCE	MNPS McGavock High	TEACHER - ENGLISH	8/1/2018
CRUTCHFIELD, ELIZABETH BRANHAM	MNPS A Z Kelley Elementary	TEACHER - GRADE 2	8/1/2018
CULBERTSON, CHARLENE M	MNPS Shwab Elementary	TEACHER - PRE-K	8/1/2018
CUNNINGHAM, KATHLEEN LYNN	MNPS Day to Day Sub Area I	SUBSTITUTE - TEACHER (CERT)	7/26/2018
CUSTER, JESSICA ASHLEY	MNPS Tusculum Elementary	TEACHER - KINDERGARTEN	8/1/2018
CYPHER, ANNA MARIE	MNPS Harpeth Valley Elementary	TEACHER - GRADE 1	8/1/2018
DALE, JAMES H	MNPS Pennington Elementary	TEACHER - COMPUTER LAB	8/1/2018
DALE, KIMKINYONA F.	MNPS Cane Ridge Elementary	COUNSELOR - ES	7/27/2018
DANNER, TASHEA	MNPS Buena Vista Elementary	TEACHER - GRADE 2	8/1/2018
DARPHIN, HANNAH	MNPS Joelton Middle	TEACHER - GRADE 5	8/1/2018
DAUGHERTY, LORA K	MNPS Mt View Elementary	TEACHER - EL ES	8/1/2018
DAVIS III, CLIFTON OSBURN	MNPS Whites Creek High	TEACHER - HEALTH PE SECONDARY	8/1/2018
DAVIS, JANEISHA ASHANTE	MNPS Stratford STEM Magnet HS	PARA-PRO - EX ED	8/3/2018
DAVIS, JAWAN	MNPS John Trotwood Moore MS	TEACHER - GRADE 7	8/1/2018
DAVIS, MARY CHURCHWELL	MNPS Tom Joy Elementary	TEACHER - GRADE 3	8/1/2018
DAVIS, RACHEL KELSEY	MNPS John Overton High	CLERK - LIBRARY	8/3/2018

DAVIS, SUSAN D	MNPS Day to Day Sub Area I	SUBSTITUTE - TEACHER (CERT)	8/8/2018
DE BRUYN, CHRISTOPHER J	MNPS Jere Baxter Middle	TEACHER - SCIENCE	8/1/2018
DEAN, SARA E	MNPS Hillsboro High	TEACHER - EX ED LIFE SKILLS	8/1/2018
DEDRICK, MALAIKA DEVONNE	MNPS Thurgood Marshall Middle	TEACHER - EX ED	8/1/2018
DEEL, GLEMA JEAN	MNPS West End Middle	SECRETARY-CLERK	8/2/2018
DEES, ERIN NICOLE	MNPS Exceptional Education	PSYCHOLOGIST - SCHOOL TEAM	8/1/2018
DEFLITCH, ANGELA LEE	MNPS Hermitage Elementary	TEACHER - GRADE 4	8/1/2018
DEFLITCH, BRENTON M	MNPS Glencliff High School	TEACHER - ENGLISH	8/1/2018
DELANEY, DEANY LESLI	MNPS Goodlettsville Middle	AIDE - INSTRUCTIONAL	8/2/2018
DEMETROS, DENA ELAINE	MNPS Thurgood Marshall Middle	SOCIAL WORKER I (LSSW)	8/1/2018
DENNING, SHANA WALKER	MNPS Goodlettsville Elementary	COUNSELOR - ES	7/27/2018
DERRYBERRY, KELLY ANN	MNPS Norman Binkley Elementary	TEACHER - GRADE 4	8/24/2018
DEWEEZ, LEAH BRITTANY	MNPS Cane Ridge High	TEACHER - MATH	8/1/2018
DIAZ, KATHERINE MORGAN	MNPS Robert Churchwell Museum	TEACHER - KINDERGARTEN	8/1/2018
DICKERSON, LAVONDA RENEE	MNPS Lakeview Elementary	ASST - FOOD SVC	8/6/2018
DIXON, CHANTRISE	MNPS Rose Park Middle	CASHIER - FOOD SVC	7/25/2018
DIXON, NAOMI	MNPS Cane Ridge Elementary	COACH - NUMERACY	8/1/2018
DOESCHER, JAEI	MNPS McGavock High	TEACHER - EX ED	8/1/2018
DOTSON, JENNIFER R	MNPS Speech	THERAPIST - SPEECH & LANG LD	8/1/2018
DOUGHERTY, VERONICA BROWN	MNPS Goodlettsville Middle	LIBRARIAN	8/1/2018
DOWNTON, MARY CAROL	MNPS Ida B Wells Elementary	TEACHER - EX ED	7/6/2018
DOYLE, HANNAH BEATRIX	MNPS Jere Baxter Middle	ASST - RESTORATIVE PRACTICE	8/2/2018
DRIVER, DEBORAH D	MNPS William Henry Oliver MS	TEACHER - EX ED	8/1/2018
DRUFFEL, MEAGHAN	MNPS Joelton Elementary	TEACHER - GRADE 1	8/1/2018
DUFF, CODY J	MNPS Martin Luther King Magnet	TEACHER - MUSIC CHORAL	8/1/2018
DUKES, TRAVIS	MNPS Harpeth Valley Elementary	TEACHER - EX ED	8/1/2018
DUNSING, NADINE CATHERINE	MNPS Antioch Middle	TEACHER - MATH	8/1/2018
DYER, LYDER	MNPS The Big Picture School	TEACHER - MATH	8/1/2018
DYESS, LAYTON ELIZABETH	MNPS Granbery Elementary	TEACHER - GRADE 1	8/1/2018
EASLEY, TAKKIA TINNON	MNPS Smith Springs Elem	TEACHER - GRADE 2	8/1/2018
EASLEY, TEQUILA RACHELL	MNPS Cole Elementary	ASST - FOOD SVC	8/6/2018
EASON, JAMES	MNPS The Big Picture School	TEACHER - SOCIAL STUDIES HIST	8/1/2018
ECKER, SAMANTHA E	MNPS Day to Day Sub Area I	SUBSTITUTE - TEACHER (CERT)	8/1/2018
EDGE, RACHAEL LYNN	MNPS Lakeview Elementary	TEACHER - KINDERGARTEN	8/1/2018
EDWARDS, ANNA MICHELLE	MNPS Tusculum Elementary	TEACHER - GRADE 3	8/1/2018
EDWARDS, BARBARA ANN	MNPS Day to Day Sub Area I	SUBSTITUTE - TEACHER (CERT)	8/8/2018



EDWARDS, CAROLINE MIRIAM	MNPS Fall-Hamilton Elementary	TEACHER - GRADE 1	8/1/2018
EHIEMUA, EMMANUEL E	MNPS Apollo Middle	ASST - RESTORATIVE PRACTICE	8/2/2018
ELLIOTT, OLIVIA LYNN	MNPS Inglewood Elementary	TEACHER - GRADE 4	8/1/2018
ELLIS, DRAKE ANTHONY	MNPS Hunters Lane High	TEACHER - MATH	8/1/2018
ELLIS, KRISTAL DENETTE	MNPS Gower Elementary	ED ASST - EX ED PRE-K	8/3/2018
ELLIS, STEPHANIE RENAE	MNPS Martin Luther King Magnet	TEACHER - ENGLISH	8/10/2018
ELMORE, CHAUNTIA DENISE	MNPS Ivanetta H Davis ELC	TEACHER - PRE-K	8/1/2018
EMBERTON JR, JAMES MERLE	MNPS Antioch High	TEACHER - MATH	8/1/2018
EMERSON, LACY MARIE	MNPS Eakin Elementary	TEACHER - ART	8/1/2018
ENGLISH, RODNEY	MNPS Whites Creek High	TEACHER - EX ED	8/1/2018
ENOCH, TERRIA CHASITY	MNPS Hermitage Elementary	TEACHER - EX ED	8/1/2018
ERAGA, HANNA SAMAYA	MNPS Antioch High	TEACHER - EL SECONDARY	8/1/2018
ERETE, KAFESTA SCOTT JAMES	MNPS Jones Paideia	TEACHER - GRADE 1	8/1/2018
ESPINOZA, FABIOLA DEL CARMEN	MNPS A Z Kelley Elementary	ASST - FOOD SVC	7/25/2018
ESTES, GREGORY	MNPS Exceptional Education	PSYCHOLOGIST - SCHOOL TEAM	8/1/2018
EVANS, BRIA DONECIA	MNPS Creswell Middle Prep SOA	TEACHER - ARTS DRAMA & DANCE	8/1/2018
EVANS, BRITTANY CHANTEL	MNPS William Henry Oliver MS	AIDE - INSTRUCTIONAL	8/1/2018
EVANS, CHRISTA JEANNE	MNPS Eakin Elementary	TEACHER - GRADE 1	8/1/2018
EWING, JENNIFER DAWN	MNPS Thomas A Edison Elem	AIDE - INSTRUCTIONAL	8/2/2018
EZIGBO, ALLEN AMARACHWUKWU	MNPS Margaret Allen Middle	TEACHER - GRADE 5	8/1/2018
FANNING, CAROLINE SMITH	MNPS Ivanetta H Davis ELC	TEACHER - ART	8/1/2018
FARAG, YOUSSTINA BAHIG	MNPS Tusculum Elementary	ASST - FOOD SVC	7/25/2018
FARIAS, HOPE LEASHIA	MNPS Cumberland Elementary	TEACHER - GRADE 4	8/1/2018
FEDORIS, JOSEPH	MNPS Granbery Elementary	TEACHER - HEALTH PE ES	8/1/2018
FEENSTRA, EMILY RENEE	MNPS A Z Kelley Elementary	TEACHER - GRADE 2	8/1/2018
FEHRENBACH, KATE A	MNPS Eagle View Elementary	TEACHER - PRE-K	8/1/2018
FEIT, REBECCA	MNPS Westmeade Elementary	TEACHER - GRADE 4	8/1/2018
FELTS, TRACY LEE	MNPS Dan Mills Elementary	ED ASST - EX ED ONE TO ONE	8/3/2018
FICKETT, LORRANIE PATRICIA	MNPS Hermitage Elementary	ASST - SCHOOL GENERAL	8/2/2018
FIELDS, AMANDA KELLY	MNPS Waverly Belmont ES	TEACHER - GRADE 2	8/1/2018
FINGER, BESSIE ELIZABETH	MNPS Day to Day Sub Area I	SUBSTITUTE - TEACHER (CERT)	8/6/2018
FINN, JUDI S JUO	MNPS Wright Middle	SECRETARY-CLERK	8/2/2018
FINNIE, RAE DANIELLE	MNPS Sylvan Park Elementary	SPEC - LITERACY TEACHER DEV	8/1/2018
FISHER, DEVIN ALEXANDRA	MNPS Cora Howe School	PARA-PRO - EX ED	8/3/2018
FISHER, LILY ROSE	MNPS East Nash Middle	TEACHER - GRADE 6	8/1/2018
FLECK, LINDSEY ANN	MNPS Hickman Elementary	AIDE - INSTRUCTIONAL	8/2/2018

FLEMING, JANE M.	MNPS Nashville Classical	CASHIER - FOOD SVC	8/3/2018
FLEMING, KATELYN MARIE	MNPS Haywood Elementary	TEACHER - EL ES	8/1/2018
FLORA, BRITTANY GALE	MNPS J E Moss Elementary	TEACHER - KINDERGARTEN	8/1/2018
FLOWERS, DIXIE-ANNA LYNNE	MNPS Cane Ridge High	TEACHER - ENGLISH	8/1/2018
FLY, KIMBERLY LYNN	MNPS Hearing Impaired	TEACHER - EX ED HEARING	8/1/2018
FOGLE, NIKI LYNN	MNPS Gra Mar Middle	TEACHER - GRADE 5	8/1/2018
FORD, DENISE LYNNETTE	MNPS Madison Middle School	TEACHER - COMPUTER	8/1/2018
FORD, JASON DOUGLAS	MNPS McGavock High	TEACHER - ENGLISH	8/1/2018
FORD, LACIE ELIZABETH	MNPS Rose Park Middle	TEACHER - GRADE 6	8/1/2018
FOSTER, BENNETT POE	MNPS Goodlettsville Middle	TEACHER - GRADE 6	8/1/2018
FOSTER, MEGHAN SHEEHAN	MNPS Smith Springs Elem	TEACHER - KINDERGARTEN	8/1/2018
FOSTER, SANDRA	MNPS Haywood Elementary	TEACHER - EL ES	8/1/2018
FRALIE, MATTHEW EARL	MNPS Neelys Bend Elementary	TEACHER - GRADE 4	8/1/2018
FRANKHAUSER, KIRI BETH	MNPS Wright Middle	TEACHER - GRADE 5	8/1/2018
FRANKLIN, TIFFANY DANIELLE	MNPS Apollo Middle	TEACHER - SCIENCE	8/1/2018
FREIHOEFER, JARED	MNPS Day to Day Sub Area I	SUBSTITUTE - TEACHER (CERT)	7/27/2018
FRENCH, LISA RENEE	MNPS Isaac Litton Middle	SECRETARY-CLERK	7/11/2018
FRENZEL, KRISTEN	MNPS Granbery Elementary	PARA-PRO - EX ED	8/3/2018
FRYE, SUZANNE ELIZABETH	MNPS Exceptional Education	THERAPIST - SPEECH & LANG LD	8/1/2018
FUSELIER, DINA LUZ	MNPS Goodlettsville Middle	TEACHER - GRADE 5	8/1/2018
GADALLA, HANY RAFAT	MNPS Sub & Clerical Aides	SUBSTITUTE - ED ASST	8/3/2018
GAINES, DE'ANDRE	MNPS East Nash Middle	TEACHER - GRADE 8	8/1/2018
GALAT, ALLISON JOY	MNPS Goodlettsville Elementary	TEACHER - GRADE 4	8/1/2018
GARCIA, SHEILA	MNPS Margaret Allen Middle	TEACHER - MATH	8/1/2018
GARTH, TYJUAN L	MNPS John Overton High	PARA-PRO (ED ASST)	8/3/2018
GARTUNG, KAYLA SAUNITA	MNPS John Overton High	TEACHER - EL SECONDARY	8/1/2018
GASVODA, HEATHER	MNPS Donelson Middle	TEACHER - LANGUAGE SPANISH	8/1/2018
GENTRY, SARAH ELIZABETH	MNPS Gower Elementary	TEACHER - EX ED	8/1/2018
GEORGESCU, LAURA MIHAELA	MNPS Apollo Middle	TEACHER - GRADE 5	8/1/2018
GHABROUSH, CHRISTINA	MNPS Paragon Mills Elementary	ED ASST - EX ED REGULAR	8/3/2018
GHOBRIAL, JINA	MNPS Sub & Clerical Aides	SUBSTITUTE - ED ASST	8/1/2018
GHOLSON, ROY W	MNPS Whites Creek High	TEACHER - SCIENCE BIOLOGY	8/1/2018
GIBBS, DOROTHY N	MNPS Gateway Elementary	SPEC - INSTRUCTIONAL	8/1/2018
GIBSON, ELIZABETH ANN	MNPS Speech	THERAPIST - SPEECH & LANG LD	8/1/2018
GILLILAND, MATTHEW L	MNPS John Early Museum Magnet	TEACHER - GRADE 6	8/3/2018
GLADSON, AMY	MNPS Norman Binkley Elementary	COACH - INSTRUCTIONAL	8/1/2018

GLASHEEN, HELEN ELIZABETH	MNPS Stanford Elementary	TEACHER - MONTESSORI	8/1/2018
GNERLICH, CHERYL A	MNPS East Nashville Magnet	TEACHER - SCIENCE CHEMISTRY	8/1/2018
GOLDSTROM, RACHEL	MNPS Carter-Lawrence Elem	TEACHER - ART	8/1/2018
GOMEZ ALCORTA, ALDO RODRIGO	MNPS McGavock High	TEACHER - LANGUAGE SPANISH	8/2/2018
GONZALEZ-RIVERA, FEDERICO	MNPS Cane Ridge High	TEACHER - LANGUAGE SPANISH	8/1/2018
GOODMAN, ROBBIE LYNN	MNPS Harpeth Valley Elementary	TEACHER - EX ED	8/1/2018
GRAENING, GAYLE ELLEN	MNPS Nashville School of Arts	TEACHER - MUSIC INSTRUMENTAL	8/1/2018
GRAY, JENNIFER D	MNPS Day to Day Sub Area I	SUBSTITUTE - TEACHER (CERT)	8/3/2018
GREEN, KARINE H	MNPS Day to Day Sub Area I	SUBSTITUTE - TEACHER (CERT)	8/8/2018
GREEN, LYDIA R	MNPS Warner Elementary	LIBRARIAN	8/1/2018
GREEN, MOLLY ELIZABETH	MNPS Hunters Lane High	TEACHER - SOCIAL STUDIES HIST	8/1/2018
GREEN, ROBYN CASSANDRA	MNPS Maplewood High	TEACHER - ENGLISH	8/1/2018
GREEN, TAYLOR LEIGH	MNPS Wright Middle	SPEC - INSTRUCTIONAL	8/1/2018
GREGG, CRYSTAL	MNPS Waverly Belmont ES	PARA-PRO (ED ASST)	8/3/2018
GREGORY, CORBYN SHELBI	MNPS Glencliff Elementary	TEACHER - GRADE 4	8/1/2018
GREGORY, GLENDA M	MNPS Accounting	MGR - PROJECT R-12 II	7/13/2018
GRETSKY, ZACHARY	MNPS Rose Park Middle	TEACHER - GRADE 8	8/1/2018
GRIFFIN, EMMA KATHERINE	MNPS Hillsboro High	TEACHER - MATH	8/1/2018
GRIFFIN, LINDSAY BOEKO	MNPS Rosebank Elementary	TEACHER - GRADE 4	8/1/2018
GRIFFIN, VALERIE GRACE	MNPS Waverly Belmont ES	TEACHER - KINDERGARTEN	8/1/2018
GRIGGS, NATALIE NOREEN	MNPS Johnson ALC	TEACHER - ALTERNATIVE SCHOOL	8/1/2018
GRIGGS, SUMMER JONETTA	MNPS Napier Elementary	TEACHER - GRADE 3	8/1/2018
GROSS, KATHERINE ANNE	MNPS Eagle View Elementary	TEACHER - GRADE 1	8/1/2018
GROVES, JOSHUA ALEX	MNPS Dupont Hadley Middle	TEACHER - MATH	8/1/2018
GRYS, GABRIELLE DEMATOS	MNPS Margaret Allen Middle	TEACHER - SOCIAL STUDIES HIST	8/1/2018
GUARISCO, KATHLEEN RENEE	MNPS John F Kennedy Middle	TEACHER - GRADE 5	8/1/2018
GUIDER, HALEY JARE	MNPS Stratton Elementary	ASST - SCHOOL GENERAL	8/2/2018
GUINN, PAIGE CUNNINGHAM	MNPS Waverly Belmont ES	TEACHER - KINDERGARTEN	8/1/2018
GUTHRIE, LYNN MARIE	MNPS Day to Day Sub Area I	SUBSTITUTE - TEACHER (CERT)	8/6/2018
GUTIERREZ, ALMA D OCHOA	MNPS John B Whitsitt Elem	SECRETARY-CLERK	7/11/2018
GWALTNEY, MALISSA ANN	MNPS Hickman Elementary	TEACHER - EX ED AUTISTIC/C/BIP	8/1/2018
HAAG, KAITLYN ELIZABETH	MNPS May Werthan Shayne Elem	TEACHER - GRADE 1	8/2/2018
HADDON, ALENA ELIZABETH	MNPS Goodlettsville Middle	TEACHER - GRADE 6	8/1/2018
HAINES, KATHRYN G	MNPS Mt View Elementary	SPEC - INSTRUCTIONAL	8/1/2018
HALE, SUSAN M	MNPS John Overton High	TEACHER - EX ED	8/1/2018
HALEY, ASHLEY NICOLE	MNPS Antioch Middle	TEACHER - EL SECONDARY	8/1/2018

HALEY, KRYSTEN JO WOMACK	MNPS Paragon Mills Elementary	TEACHER - KINDERGARTEN	8/1/2018
HALL, ADRIENNE JINETTE	MNPS Dan Mills Elementary	PARA-PRO - EX ED	8/3/2018
HALL, BELINDA	MNPS Ruby Major Elementary	CASHIER - FOOD SVC	7/25/2018
HALL, KATHARINE ROSE	MNPS Speech	THERAPIST - SPEECH & LANG LD	8/1/2018
HAMILTON, THOMAS	MNPS Glenview Elementary	CASHIER - FOOD SVC	7/30/2018
HAMPTON, JESSICA NICOLE	MNPS Jere Baxter Middle	TEACHER - ENGLISH	8/1/2018
HANCOCK, MEGAN MARIE	MNPS Apollo Middle	TEACHER - GRADE 6	8/1/2018
HANCOCK, SARA CATHERINE	MNPS Granbery Elementary	TEACHER - GRADE 1	8/1/2018
HANKS, JEREMY M	MNPS McMurray Middle	TEACHER - EX ED	8/1/2018
HANNA, NORA MAIRI	MNPS Ross Early Learning Ctr	TEACHER - PRE-K	8/1/2018
HARBOUR, CORECIA L	MNPS Antioch Middle	TEACHER - EX ED	8/1/2018
HARDIN, KAVITRIA WANDREA	MNPS Bellevue Middle	ASST - FOOD SVC	7/25/2018
HARDY, ALLISON RAE	MNPS East Nashville Magnet	TEACHER - SCIENCE CHEMISTRY	8/1/2018
HARRELL, KELLY NICOLE	MNPS Stratton Elementary	TEACHER - GRADE 3	8/9/2018
HARRIEL, CLAUDISHA KAREESE	MNPS Donelson Middle	TEACHER - MATH	8/1/2018
HARRIS, ELIZABETH	MNPS Shwab Elementary	TEACHER - GRADE 4	8/1/2018
HARRIS, LARA CATHERINE	MNPS Speech	THERAPIST - SPEECH & LANG LD	8/1/2018
HART, LAUREN ELISE	MNPS Lakeview Elementary	TEACHER - PRE-K BLENDED	8/1/2018
HASSE, LAUREN ANN	MNPS Antioch Middle	TEACHER - ENGLISH	8/1/2018
HATCHETT, ILA V	MNPS Paragon Mills Elementary	SPEC - INSTRUCTIONAL	8/1/2018
HATHAWAY, KATHLEEN MARY	MNPS Hillwood High	TEACHER - EL SECONDARY	8/1/2018
HAUNREITER, MIKA ROSE	MNPS Hickman Elementary	TEACHER - GRADE 2	8/1/2018
HAWKINS, PEGGY J	MNPS Day to Day Sub Area I	SUBSTITUTE - TEACHER (CERT)	7/31/2018
HAYE, TANEISHA	MNPS Napier Elementary	TEACHER - GRADE 1	8/1/2018
HAYNIE, HOLLY	MNPS Dupont Elementary	TEACHER - GRADE 3	8/1/2018
HEADLEY-GREENE, JENIKA YASMEENE	MNPS Buena Vista Elementary	TEACHER - GRADE 3	8/1/2018
HEDGES, RACHEL	MNPS John B Whitsitt Elem	TEACHER - RELATED ARTS STEM	8/1/2018
HELTON, RONNIE CORNEL	MNPS Hillwood High	TEACHER - SCIENCE CHEMISTRY	8/1/2018
HENKELS, ALEXANDRA EILEEN	MNPS Antioch High	TEACHER - SCIENCE	8/1/2018
HENLEY, DONNA ANNE	MNPS Special Ed Early Chldhood	PARA-PRO - EX ED	8/3/2018
HERRING, DESIREE NICOLE	MNPS Speech	THERAPIST - SPEECH & LANG LD	8/1/2018
HERRMANN, KAREN D	MNPS Hillsboro High	TEACHER - MATH	8/1/2018
HERSETH, ELIZABETH STEPHANIE	MNPS Ida B Wells Elementary	TEACHER - GRADE 4	8/1/2018
HERTZOG, LESLIE	MNPS Head Middle	TEACHER - LANGUAGE SPANISH	8/1/2018
HEWITT, ELIZABETH D	MNPS Sylvan Park Elementary	DEAN - INSTRUCTION	8/1/2018
HICOCK, KATHRYN ANNE	MNPS Cole Elementary	TEACHER - GRADE 2	7/12/2018

HIGGINS, SANDRA A	MNPS Inglewood Elementary	PARA-PRO (ED ASST)	8/3/2018
HILL, KELLE N	MNPS Madison Middle School	TEACHER - SCIENCE	8/1/2018
HILL, MEAH MICHELLE	MNPS Thurgood Marshall Middle	TEACHER - GRADE 5	8/1/2018
HINES, FELICIA Y	MNPS Sub & Clerical Aides	SUBSTITUTE - ED ASST	8/1/2018
HINES, HAYDEN THOMAS	MNPS Wright Middle	TEACHER - MATH	8/1/2018
HITCH, CHRISTINE LOUISE	MNPS Speech	THERAPIST - SPEECH & LANG LD	8/1/2018
HODGE, DHYANA	MNPS Buena Vista Elementary	COUNSELOR - ES	7/27/2018
HODGES-ABLE, PATRICIA	MNPS Robert E Lillard Elem	SPEC - FAMILY ENGAGEMENT	8/1/2018
HOFFMAN, ALEXA MARIE	MNPS Murrell School	TEACHER - EX ED SBI	8/1/2018
HOLLAND, MICHAEL D	MNPS John B Whitsitt Elem	TEACHER - GRADE 4	8/1/2018
HOLLAND, NANCY H	MNPS Day to Day Sub Area I	SUBSTITUTE - TEACHER (CERT)	8/6/2018
HOLMES, MARY OWEN MCKAY	MNPS Glenclyff High School	TEACHER - SOCIAL STUDIES HIST	8/1/2018
HOLZEN, HANS	MNPS H G Hill Middle	TEACHER - SCIENCE	8/1/2018
HOOTEN, TORI NACHEY	MNPS Glenview Elementary	TEACHER - GRADE 3	8/1/2018
HOOVER, CARISSA MARIE	MNPS Antioch High	TEACHER - SOCIAL STUDIES GOVT	8/1/2018
HOPKINS, CHRISTINA K	MNPS Ivanetta H Davis ELC	ED ASST - PRE-K	8/3/2018
HORSLEY, SELINA	MNPS Stem Preparatory	CHARTER - CERTIFICATED	7/30/2018
HOWSE, KRISTEN	MNPS Hermitage Elementary	ED ASST - EX ED PRE-K	8/3/2018
HUBBARD, CHARLES MORGAN	MNPS Day to Day Sub Area I	SUBSTITUTE - TEACHER (CERT)	7/31/2018
HUNTER, HEATHER NICOLE	MNPS Inglewood Elementary	PARA-PRO (ED ASST)	8/3/2018
HUNTER, SHERIKA RENEE	MNPS Ruby Major Elementary	ASST - FOOD SVC	8/3/2018
HUTCHISON, YOLANDA KENNEDY	MNPS Hunters Lane High	TEACHER - EX ED	8/1/2018
IBRAHIM, SABA AH MONIER MO	MNPS A Z Kelley Elementary	ASST - FOOD SVC	7/25/2018
IRALDO, CAPUCINE DEVINA	MNPS Antioch High	ED ASST - EX ED LIFE SKILLS	8/3/2018
IRVIN, TAYLOR VIRGINA	MNPS A Z Kelley Elementary	TEACHER - EX ED	8/1/2018
ISHAK, RANDA G	MNPS Sub & Clerical Aides	SUBSTITUTE - ED ASST	8/7/2018
IVENS, LACEY	MNPS Thomas A Edison Elem	PARA-PRO (ED ASST)	8/3/2018
IVY, KAREN	MNPS Whites Creek High	TEACHER - MATH	8/1/2018
JACKSON, JAIME B	MNPS Antioch Middle	TEACHER - MATH	8/1/2018
JACKSON, MONIQUE NICOLE	MNPS Bellshire Elementary	TEACHER - GRADE 2	8/1/2018
JACKSON, YOLANDA	MNPS Antioch High	TEACHER - CTE BUSINESS & MKTG	8/1/2018
JACOBS , ERIC AUSTIN	MNPS John Overton High	TEACHER - SOCIAL STUDIES	8/1/2018
JAFFA, SHOSHANA MICHELLE	MNPS Croft Middle	TEACHER - MUSIC INSTRUMENTAL	8/1/2018
JAIN, ARIANNA SUNDRI	MNPS McGavock High	TEACHER - MATH	8/1/2018
JAMES, KAITLYN ELIZABETH	MNPS Two Rivers Middle	TEACHER - EX ED	8/1/2018
JAMISON, AMY EARHART	MNPS Antioch High	TEACHER - SOCIAL STUDIES ECON	8/1/2018

JANCO, ALYSSA R	MNPS Eagle View Elementary	TEACHER - GRADE 2	8/1/2018
JANTI, ANTHONY STEPHEN	MNPS Donelson Middle	TEACHER - EX ED	8/1/2018
JENKINS, AINEK DELSHAWN	MNPS Murrell School	PARA-PRO - EX ED	8/3/2018
JENKINS, CHRISTIAN DAVID	MNPS Hume-Fogg High	TEACHER - MATH	8/1/2018
JESSE, ELLEN MAE P	MNPS Glenclyff Elementary	TEACHER - GRADE 4	8/1/2018
JOHNSON ANGLE, GILLIAN MARIE	MNPS Hunters Lane High	TEACHER - EL SECONDARY	8/1/2018
JOHNSON, CHARMAINE L	MNPS Alex Green Elementary	SECRETARY-CLERK	8/2/2018
JOHNSON, ELLEN R	MNPS Creswell Middle Prep SOA	TEACHER - GRADE 6	8/1/2018
JOHNSON, EMILY LYNNE	MNPS Hermitage Elementary	TEACHER - GRADE 1	8/1/2018
JOHNSON, JANICE N	MNPS Old Center Elementary	PARA-PRO - EX ED	8/3/2018
JOHNSON, JOSHUA WILLIAM	MNPS West End Middle	TEACHER - EX ED	8/1/2018
JOHNSON, JULIANN GRACE	MNPS Thurgood Marshall Middle	TEACHER - GRADE 8	8/2/2018
JOHNSON, MALLORY	MNPS Hunters Lane High	TEACHER - EX ED	8/1/2018
JOHNSON, NICOLE L	MNPS Hattie Cotton Elementary	TEACHER - GRADE 1	8/1/2018
JOHNSON, SHANEKA MICHELLE	MNPS Glenclyff Elementary	PARA-PRO - EX ED	8/3/2018
JOHNSON, STEPHANIE RANDALL SHU	MNPS West End Middle	TEACHER - SOCIAL STUDIES	8/1/2018
JOHNSON, TAMIA DENISE	MNPS Thurgood Marshall Middle	TEACHER - GRADE 6	8/1/2018
JOHNSTON, JENNIFER	MNPS Vision	TEACHER - EX ED VISUAL IMPAIR	8/1/2018
JONES, APRIL DAWN	MNPS Donelson Middle	TEACHER - ENGLISH	8/1/2018
JONES, AUTUMN ALISSA	MNPS Antioch High	TEACHER - ENGLISH	8/1/2018
JONES, BAILEY MARIE	MNPS Carter-Lawrence Elem	TEACHER - MUSIC CHORAL	8/1/2018
JONES, CAROLINE GRACE	MNPS Cockrill Elementary	TEACHER - GRADE 4	8/1/2018
JONES, CORI JANAY	MNPS Day to Day Sub Area I	SUBSTITUTE - TEACHER (CERT)	7/26/2018
JONES, DAVID GERRION	MNPS Cane Ridge High	TEACHER - SCIENCE CHEMISTRY	8/1/2018
JONES, SAMANTHA KAY	MNPS Ross Early Learning Ctr	TEACHER - PRE-K EX ED	8/1/2018
JONES, SARAH LILLIAN	MNPS Hattie Cotton Elementary	TEACHER - GRADE 4	8/1/2018
JONES, SHARREE	MNPS Gra Mar Middle	TEACHER - GRADE 6	8/6/2018
JORDAN, ADAM GARVIN	MNPS Thurgood Marshall Middle	TEACHER - GRADE 7	8/1/2018
JORDAN, ELIZABETH	MNPS Tusculum Elementary	TEACHER - GRADE 1	8/1/2018
JORDAN, JAZMIN LEAH	MNPS Gra Mar Middle	TEACHER - MUSIC BAND	8/1/2018
JORDANA, KIMBERLY GOODEN	MNPS Day to Day Sub Area I	SUBSTITUTE - TEACHER (CERT)	8/3/2018
JOVER, AMBER NICOLE	MNPS Day to Day Sub Area I	SUBSTITUTE - TEACHER (CERT)	8/3/2018
JUBY, MATTHEW	MNPS Antioch High	TEACHER - SOCIAL STUDIES HIST	8/3/2018
JUDD, LAURA HIPPENSTEEL	MNPS Ivanetta H Davis ELC	TEACHER - PRE-K EX ED	8/1/2018
JUSTUSSON, TERESA	MNPS Alex Green Elementary	TEACHER - GRADE 1	8/1/2018
KAGAN, MALEAH	MNPS Pearl Cohn High	TEACHER - EX ED	8/1/2018

KAHLER, AARON KIP	MNPS Thurgood Marshall Middle	TEACHER - EL SECONDARY	8/1/2018
KALISH, ASHLEY ANN	MNPS Exceptional Education	PSYCHOLOGIST - SCHOOL TEAM	8/1/2018
KANE, ANGELA R	MNPS Antioch Middle	TEACHER - SCIENCE	8/1/2018
KARASZEWSKI, JULIANE SILCILIA	MNPS Dupont Hadley Middle	CLERK - LIBRARY	8/3/2018
KARR, RACHELLE MARIE	MNPS West End Middle	TEACHER - ENGLISH	8/1/2018
KAUSHAL, AMOL	MNPS Cane Ridge High	TEACHER - ENGLISH	8/1/2018
KEEF, SAVANNAH JANE	MNPS Hunters Lane High	TEACHER - ENGLISH	8/1/2018
KELLEHER, KAITLYN ALYSSA	MNPS West End Middle	TEACHER - ENGLISH	8/1/2018
KENNEDY, KEVIN ROLAND	MNPS Maplewood High	TEACHER - ENGLISH	8/1/2018
KENNEDY, ROXANNE	MNPS Bellevue Middle	ASST - FOOD SVC	8/1/2018
KESSLER, SHELBY LYNN	MNPS Exceptional Education	INTERPRETER - SIGN LANG NON-LI	8/3/2018
KEYSER, ADAM MACKENZIE	MNPS Inglewood Elementary	TEACHER - GRADE 4	8/1/2018
KINDELL, JERMEE NICOLE	MNPS Day to Day Sub Area I	SUBSTITUTE - TEACHER (CERT)	8/3/2018
KING, ANNA BROOKS	MNPS School Social Work	SOCIAL WORKER I (LSSW)	8/1/2018
KING, ERIN LEIGH	MNPS Tusculum Elementary	TEACHER - GRADE 2	8/1/2018
KING, TANESHIA D	MNPS Thurgood Marshall Middle	TEACHER - EX ED	8/1/2018
KIRBY, KATHERINE	MNPS John Early Museum Magnet	TEACHER - SCIENCE	8/1/2018
KIRBY, TENEICE RENEE	MNPS Inglewood Elementary	TEACHER - EX ED	8/1/2018
KNAPP, RACHEL LYNN	MNPS McGavock High	TEACHER - ENGLISH	8/1/2018
KOONS, JENNIFER MICHELLE	MNPS Harpeth Valley Elementary	TEACHER - GRADE 3	8/1/2018
KOVAL, RACHEL SLOANE	MNPS Head Middle	TEACHER - GRADE 5	8/1/2018
KRAMER, KELLIS	MNPS William Henry Oliver MS	TEACHER - GRADE 6	8/1/2018
KRIPITZER, DANIELLE	MNPS Robert E Lillard Elem	TEACHER - GRADE 1	8/1/2018
KWAKYE, LAREA MCCREE	MNPS William Henry Oliver MS	TEACHER - GRADE 6	8/1/2018
LAGUNA BENITEZ, ALLAN	MNPS Smith Springs Elem	TEACHER - GRADE 1	8/1/2018
LAMBERT, CAITLIN LIANNA	MNPS Lockeland Elementary	TEACHER - GRADE 3	8/1/2018
LANDERS, NANCY D	MNPS Neelys Bend Elementary	TEACHER - GRADE 1	8/1/2018
LANG, SIENA DEBORAH	MNPS Rose Park Middle	TEACHER - SCIENCE	8/1/2018
LANPHERE, KATIE MARIE	MNPS Antioch Middle	TEACHER - GRADE 5	8/1/2018
LAUTERBACH, LAUREN JAYNE	MNPS Apollo Middle	TEACHER - MATH	8/1/2018
LAVALLAIS, THOMAS EMMANUEL	MNPS Antioch Middle	TEACHER - SCIENCE	8/1/2018
LAWHON, ALLYSON RAE	MNPS Hunters Lane High	TEACHER - ENGLISH	8/1/2018
LAWS, SUZETTE DARE	MNPS Glendale Elementary	ED ASST - EX ED LIFE SKILLS	8/3/2018
LAY, VALERIE MARTIN	MNPS The Big Picture School	TEACHER - ENGLISH	8/1/2018
LAYNE, JAMIE R	MNPS Wright Middle	TEACHER - EX ED	8/6/2018
LAZENBY, WESTON	MNPS Day to Day Sub Area I	SUBSTITUTE - TEACHER (CERT)	8/3/2018

LEBECK, MICHAELA BROOKE	MNPS Westmeade Elementary	SECRETARY-CLERK	7/11/2018
LEBLANC, ALYSSA MARIE	MNPS Cumberland Elementary	TEACHER - KINDERGARTEN	8/1/2018
LEEPER, DANIELLE	MNPS Rosebank Elementary	TEACHER - KINDERGARTEN	8/1/2018
LEKICH, LEAH SCHEFLIN	MNPS Margaret Allen Middle	TEACHER - SCIENCE	8/1/2018
LEMASTER, MARY BRIANNA	MNPS Eakin Elementary	ASST - SCHOOL GENERAL	8/3/2018
LERNER, JASON	MNPS Cane Ridge High	TEACHER - SCIENCE PHYSICS	8/1/2018
LEWIS, HAYDEN ALEXANDER	MNPS Julia Green Elementary	TEACHER - EX ED	8/1/2018
LIEGEY, KRISTEN	MNPS Hickman Elementary	TEACHER - MUSIC CHORAL	8/1/2018
LINDELL, HANNAH	MNPS Bellevue Middle	TEACHER - GRADE 5	8/1/2018
LIPSEY, TAMERA KAYE	MNPS Una Elementary	SPEC - LITERACY TEACHER DEV	8/1/2018
LOMELI ROSAS, ESTELA	MNPS Neelys Bend Elementary	ASST - SCHOOL GENERAL	8/2/2018
LONG, ARIEL JENESE	MNPS Day to Day Sub Area I	SUBSTITUTE - TEACHER (CERT)	8/1/2018
LOPEZ-AGUIRRE, JULIE	MNPS Antioch High	TEACHER - LANGUAGE SPANISH	8/1/2018
LOVEBERRY, MARY ANN	MNPS Ruby Major Elementary	ASST - FOOD SVC	7/25/2018
LOWE, LEEANDRA MARSH	MNPS Day to Day Sub Area I	SUBSTITUTE - TEACHER (CERT)	8/3/2018
LOWE, SILAS	MNPS Ivanetta H Davis ELC	TEACHER - PRE-K	8/1/2018
LUBERT, NOAH JACKSON	MNPS Day to Day Sub Area I	SUBSTITUTE - TEACHER (CERT)	7/27/2018
LUCKEYDOO, WALLY T	MNPS Hunters Lane High	TEACHER - CTE BUSINESS & MKTG	8/2/2018
LUEBECK, JACOB HENRY	MNPS Day to Day Sub Area I	SUBSTITUTE - TEACHER (CERT)	8/6/2018
LUEPKE, MADELINE OLIVIA	MNPS Waverly Belmont ES	TEACHER - GRADE 1	8/1/2018
LYNCH, JAMIE M	MNPS Dodson Elementary	SPEC - INSTRUCTIONAL	8/1/2018
LYONS, RODRICK D	MNPS Day to Day Sub Area I	SUBSTITUTE - TEACHER (CERT)	8/6/2018
MACKINNON, ELIZABETH	MNPS Joelton Middle	TEACHER - EX ED	8/1/2018
MACKLIN, JANIE L.	MNPS Antioch High	TEACHER - SCIENCE BIOLOGY	8/1/2018
MADDOX, KATUNDRA LYNETTE	MNPS Bellshire Elementary	COUNSELOR - ES	7/27/2018
MADDUX, CARL RAYMOND	MNPS Jere Baxter Middle	PARA-PRO - EX ED	8/3/2018
MAGYAR, TESSA CORRINE	MNPS Dupont Tyler Middle	TEACHER - EX ED	8/1/2018
MAIWALD, ABIGAIL ELIZABETH	MNPS John B Whitsitt Elem	TEACHER - GRADE 1	8/1/2018
MAJNARIC, KYLE	MNPS * K Twelve Administration	ATHL COACH	8/1/2018
MALONE, MARIANNE	MNPS Alex Green Elementary	SPEC - LITERACY TEACHER DEV	8/1/2018
MANNION, LISA M	MNPS Goodlettsville Middle	TEACHER - ENGLISH	8/1/2018
MARGHELLA, EMILY JAIMA	MNPS Eagle View Elementary	AIDE - INSTRUCTIONAL	8/2/2018
MARKLE, JESSICA POTS	MNPS Eagle View Elementary	TEACHER - EL ES	8/1/2018
MARRIOTT, MALINDA	MNPS William Henry Oliver MS	PARA-PRO (ED ASST)	8/3/2018
MARSHALL, ANDREW CLAYTON	MNPS Jere Baxter Middle	TEACHER - MATH	8/1/2018
MARSHALL, JENNIFER	MNPS Hermitage Elementary	SPEC - INSTRUCTIONAL	8/1/2018



MARTINEZ, NILDA ROSA	MNPS A Z Kelley Elementary	ASST - FOOD SVC	7/25/2018
MASON, COLLEEN SUE	MNPS Hickman Elementary	ED ASST - EX ED ONE TO ONE	8/3/2018
MASON, CRYSTAL G	MNPS Day to Day Sub Area I	SUBSTITUTE - TEACHER (CERT)	8/1/2018
MASON, KIMBERLY L	MNPS Henry C Maxwell Elem	SECRETARY-CLERK	8/3/2018
MATHEWS JR, LARRY D	MNPS Stratford STEM Magnet HS	TEACHER - CTE CRIMINAL JUSTICE	8/1/2018
MATTARAZZO, ELIZABETH	MNPS Liberty Collegiate	CHARTER - CERTIFICATED	7/30/2018
MATTHEWS, DONNA	MNPS Cane Ridge High	COUNSELOR - HS	7/18/2018
MAY, JENNIFER LANGE	MNPS John Overton High	TEACHER - EX ED	8/1/2018
MAYES, LOYD C	MNPS William Henry Oliver MS	TEACHER - SOCIAL STUDIES	8/1/2018
MAYNARD, NICOLE G ROMERO	MNPS Hume-Fogg High	TEACHER - SOCIAL STUDIES HIST	8/1/2018
MCCLELLAN, MORGAN TOWNSEND	MNPS Sylvan Park Elementary	TEACHER - GRADE 1	8/1/2018
MCCLURE, OKEMI KENA	MNPS Pearl Cohn High	AIDE - INSTRUCTIONAL	8/2/2018
MCENTEE, BRIANNA	MNPS Smithson Craighead Acad	CHARTER - CERTIFICATED	8/1/2018
MCGILL, JAMES	MNPS Buena Vista Elementary	TEACHER - EX ED	8/1/2018
MCGLONE, KIRSTEN JANE	MNPS Apollo Middle	TEACHER - MUSIC CHORAL	8/1/2018
MCGRATH, CASEY OBEIRNE	MNPS McGavock High	TEACHER - MATH	8/1/2018
MCGUIRE, BRYSON TRE	MNPS H G Hill Middle	TEACHER - SOCIAL STUDIES	8/1/2018
MCINTYRE, ERIN NICHOLE	MNPS Cane Ridge High	TEACHER - SOCIAL STUDIES HIST	8/1/2018
MCINTYRE, MICHELLE A	MNPS Antioch Middle	TEACHER - COMPUTER	8/1/2018
MCKEIVER, DANIELLE TYLER	MNPS J E Moss Elementary	TEACHER - GRADE 3	8/1/2018
MCKELL, AMARA JEANETTE	MNPS Pearl Cohn High	PARA-PRO - EX ED	8/6/2018
MCKISSACK, CHELSEA R	MNPS Thurgood Marshall Middle	TEACHER - RESOURCE ADV ACAD P8	8/1/2018
MCLAURINE, KEVON LAMARA	MNPS Day to Day Sub Area I	SUBSTITUTE - TEACHER (CERT)	7/26/2018
MCLEMORE, CHANDIS	MNPS Hunters Lane High	PARA-PRO - EX ED	8/3/2018
MEACHAM, EMILY	MNPS Glendale Elementary	ED ASST - EX ED PRE-K	8/3/2018
MEDEIROS, BRIANNA	MNPS Lakeview Elementary	TEACHER - GRADE 4	8/1/2018
MERRITT, HEATHER SMITH	MNPS Bus Drivers	DRIVER - BUS	8/1/2018
MERRITT, REBEKAH DANIELLE	MNPS Isaac Litton Middle	TEACHER - EL SECONDARY	8/1/2018
MERRIWEATHER, RAHEEM-ASAD	MNPS McMurray Middle	TEACHER - GRADE 8	8/1/2018
MERRIWETHER, DEMARIO A	MNPS Antioch High	SUPV - CAMPUS	8/3/2018
MESERVEY, MCKENZIE ALEXIS	MNPS Dupont Elementary	COUNSELOR - ES	7/27/2018
MEZA GOMEZ, ADA MAGDIEL	MNPS Casa Azafran ELC	ED ASST - PRE-K	8/3/2018
MGBEMERE, BIANCA IRUKA	MNPS Stratton Elementary	AIDE - INSTRUCTIONAL	8/2/2018
MILAN, MARIETA KONITHA	MNPS Cora Howe School	PARA-PRO - EX ED	8/3/2018
MILES, COURTNEY R	MNPS Apollo Middle	TEACHER - GRADE 5	8/1/2018
MILLER, BELINDA G	MNPS Ruby Major Elementary	TEACHER - COMPUTER	8/1/2018

MILLER, CAMMI ANN	MNPS Dupont Tyler Middle	TEACHER - EX ED	8/1/2018
MILLER, HONAH	MNPS Joelton Middle	TEACHER - MATH	8/1/2018
MILLER, PEYTON MARIE	MNPS Bellevue Middle	TEACHER - GRADE 6	8/1/2018
MILTON, LATRISHIA ANNETTE	MNPS William Henry Oliver MS	TEACHER - SCIENCE	8/1/2018
MITCHELL, HOWARD MARVET	MNPS Apollo Middle	TEACHER - SOCIAL STUDIES	8/1/2018
MONROE, KRISTIN LYNN	MNPS Joelton Middle	TEACHER - GRADE 5	8/1/2018
MONTGOMERY, BRANDI L	MNPS Dupont Elementary	CLERK - LIBRARY	8/3/2018
MONTGOMERY, NICOLETTA L	MNPS Glendale Elementary	ED ASST - EX ED PRE-K	8/3/2018
MOODY, KRISTIE KAY	MNPS Hillsboro High	TEACHER - EX ED	8/1/2018
MORALES, MIGUEL	MNPS Bellevue Middle	TEACHER - MUSIC INSTRUMENTAL	8/1/2018
MORGAN, LYNITA	MNPS Day to Day Sub Area I	SUBSTITUTE - TEACHER (CERT)	8/6/2018
MORK, EMILY JEAN MACON	MNPS Murrell School	TEACHER - EX ED SBI	8/1/2018
MORLOCK, MARY L	MNPS May Werthan Shayne Elem	TEACHER - EL ES	8/1/2018
MORRIS, JASMINE L	MNPS Creswell Middle Prep SOA	TEACHER - SOCIAL STUDIES	8/1/2018
MORSE, SAVANNAH MARIE	MNPS Cole Elementary	TEACHER - EX ED	8/1/2018
MOSLER, MADISON CAMILLE	MNPS Robert E Lillard Elem	TEACHER - GRADE 1	8/1/2018
MOSS, AMY	MNPS Apollo Middle	TEACHER - EL SECONDARY	8/1/2018
MOTIS, SARAH	MNPS Eagle View Elementary	TEACHER - EL ES	8/1/2018
MOXLEY, SYDNEY MAE	MNPS John Overton High	TEACHER - EL SECONDARY	8/1/2018
MULVEY, MANDI JO	MNPS Eagle View Elementary	TEACHER - KINDERGARTEN	8/1/2018
MURRAY, JASMINE E	MNPS Whites Creek High	TEACHER - MUSIC CHORAL	8/1/2018
MYERS, AMBER LOUISE	MNPS H G Hill Middle	TEACHER - EX ED	8/1/2018
MYERS, JENNA LYNN	MNPS Sylvan Park Elementary	TEACHER - GRADE 1	8/1/2018
NAIL, CAROLINE PHILLIPS	MNPS Day to Day Sub Area I	SUBSTITUTE - TEACHER (CERT)	8/6/2018
NASON, EMILY PAIGE	MNPS Tom Joy Elementary	TEACHER - GRADE 4	8/1/2018
NEAL, ANNA MARIE	MNPS A Z Kelley Elementary	TEACHER - GRADE 2	8/1/2018
NEAL, SARAH JESSE	MNPS A Z Kelley Elementary	TEACHER - EX ED LIFE SKILLS	8/1/2018
NELSON, KATE MICHAEL	MNPS Exceptional Education	THERAPIST - OCCUPATIONAL	8/2/2018
NEUHOFF, FLORA FERRELL	MNPS Westmeade Elementary	TEACHER - KINDERGARTEN	8/1/2018
NEWMAN, MARK	MNPS Goodlettsville Middle	TEACHER - MATH	8/1/2018
NIEDZIELSKI II, ROBERT J	MNPS Cane Ridge High	TEACHER - EL SECONDARY	8/2/2018
NIETO, SARAH SUZANNE	MNPS Cole Elementary	SPEC - FAMILY ENGAGEMENT	7/20/2018
NIPAS, MARIA CARMELA V	MNPS Apollo Middle	TEACHER - MATH	8/1/2018
NOEL, LILY ERIN KAPLAN	MNPS Sylvan Park Elementary	TEACHER - EX ED	8/1/2018
NORMAN, KENDRA DREY	MNPS Croft Middle	TEACHER - GRADE 5	8/1/2018
NORMENT, MICHELLE KIMBERLY	MNPS Gra Mar Middle	LIBRARIAN - SECONDARY	8/1/2018

NORRIS, ISABELLE	MNPS Thomas A Edison Elem	TEACHER - EX ED LIFE SKILLS	8/1/2018
NORTH, NATALIE MAE	MNPS Dupont Hadley Middle	TEACHER - MATH	8/1/2018
NORTHERN, BRYAN M	MNPS J E Moss Elementary	ED ASST - EX ED PRE-K BLENDED	8/3/2018
NORTHFIELD, SHEA ANNE	MNPS Apollo Middle	TEACHER - SCIENCE	8/1/2018
NORTON, AMY LEA	MNPS Pearl Cohn High	TEACHER - ENGLISH	8/1/2018
OGLESBY, DAVEN JEROME	MNPS Lakeview Elementary	TEACHER - EX ED LIFE SKILLS	8/1/2018
OLDHAM, BAILEY	MNPS Mt View Elementary	PARA-PRO - EX ED	8/3/2018
OLSEN, EMMA NOEL	MNPS Hull Jackson Elementary	TEACHER - MONTESSORI	8/1/2018
O'RIK, NICHOLAS C	MNPS Stratford STEM Magnet HS	TEACHER - ENGLISH	8/1/2018
ORMAN, VICTORIA KAROLINE	MNPS Hillwood High	TEACHER - ENGLISH	8/1/2018
ORR, ANNA KATHERINE	MNPS Antioch High	TEACHER - EL SECONDARY	8/1/2018
OSBORNE, CASEY LORENE	MNPS Nashville Virtual School	TEACHER - MATH	8/1/2018
OSBORNE, SPECIAL TATYANA	MNPS Goodlettsville Elementary	ASST - FOOD SVC	7/25/2018
O'SULLIVAN, MADELINE INEZ	MNPS Charlotte Park Elementary	PARA-PRO - EX ED	8/3/2018
OVALLE, SARAI	MNPS Eagle View Elementary	TEACHER - GRADE 3	8/1/2018
OWEN, EMILY CHRISTINE	MNPS John Trotwood Moore MS	TEACHER - GRADE 6	8/1/2018
OWENS , NADIYAH A	MNPS John Overton High	TEACHER - ENGLISH	8/1/2018
OWENS, DERESE LASHALL	MNPS Antioch High	SUPV - CAMPUS	8/3/2018
OYEWUMI, SIJUWOLA O	MNPS Carter-Lawrence Elem	TEACHER - KINDERGARTEN	8/1/2018
PALACIOS JR, SIMON GONZALES	MNPS Stratford STEM Magnet HS	TEACHER - CTE CRIMINAL JUSTICE	8/1/2018
PALMER, TERESA HAIGLEY	MNPS Glendale Elementary	TEACHER - PRE-K EX ED	8/1/2018
PANNELL, KIERSTEN LYLE	MNPS Percy Priest Elementary	TEACHER - GRADE 2	8/1/2018
PARK, ADAM N	MNPS Stratford STEM Magnet HS	TEACHER - GRADE 7	8/1/2018
PARKER, CAROL ANN	MNPS Nashville Virtual School	TEACHER - CTE ITS TECH ED-DIV	8/1/2018
PATINO GONZALEZ, MELISSA	MNPS Hillwood High	TEACHER - EX ED	8/1/2018
PEARSALL, JESSICA ROSE	MNPS Glenview Elementary	TEACHER - GRADE 3	8/1/2018
PEELE, EMMA JEAN	MNPS Paragon Mills Elementary	TEACHER - KINDERGARTEN	8/1/2018
PERKINS, JACQUELINE DENISE	MNPS Antioch High	TEACHER - EX ED	8/1/2018
PERRITT, CHELSEA L	MNPS Hillsboro High	TEACHER - EL SECONDARY	8/1/2018
PERRY, RENITA FORBES HENDRICK	MNPS Curriculum&Instruction-MS	COORD - L5 PD & INSTRUCTION	7/30/2018
PETERS, LINDSAY ALYSE	MNPS East Nashville Magnet	TEACHER - ARTS THEATRE	8/1/2018
PEWITT, RODRICK	MNPS Dupont Tyler Middle	TEACHER - MATH	8/1/2018
PFLEEGOR, ERICA LYNNE	MNPS Hillsboro High	TEACHER - ENGLISH	8/1/2018
PHELPS, VICTORIA LYNN	MNPS Eakin Elementary	INTERPRETER - SIGN LANG NON-LI	8/3/2018
PHILLIPS, DIANE M	MNPS Exceptional Education	THERAPIST - PHYSICAL	8/2/2018
PICKETT, LAKEISHA NICOLE	MNPS West End Middle	TEACHER - MATH	8/1/2018

PIERCE, DENISE	MNPS Tusculum Elementary	TEACHER - EX ED	8/6/2018
PIERCE, PAMELA EGNER	MNPS Murrell School	TEACHER - EX ED SBI	8/1/2018
PIESECKI, PATIENCE	MNPS Vision	TEACHER - EX ED VISUAL IMPAIR	8/1/2018
POGUE, KRISTIN RENEE	MNPS Lakeview Elementary	TEACHER - KINDERGARTEN	8/1/2018
POLETT, SARAH ELIZABETH	MNPS Alex Green Elementary	TEACHER - GRADE 1	8/1/2018
POLNIAK, TERESA PERALTA	MNPS Lakeview Elementary	TEACHER - GRADE 4	8/2/2018
POPE, ZETTA M	MNPS Day to Day Sub Area I	SUBSTITUTE - TEACHER (CERT)	8/8/2018
PORTER, MEGAN ELIZABETH	MNPS Charlotte Park Elementary	TEACHER - EL ES	8/1/2018
POTTON, AMANDA BETH	MNPS Andrew Jackson Elementary	TEACHER - GRADE 4	8/1/2018
POUNDERS, ALLISON BROOKE	MNPS Speech	THERAPIST - SPEECH & LANG LD	8/1/2018
POUSSON, JULEE	MNPS Speech	THERAPIST - SPEECH & LANG LD	8/1/2018
POWELL, ANNA C	MNPS Eagle View Elementary	TEACHER - GRADE 3	8/1/2018
PRATER, TROY ALEXANDER	MNPS Jere Baxter Middle	TEACHER - ENGLISH	8/1/2018
PRICE, KATHERN ELAINE	MNPS Cumberland Elementary	TEACHER - KINDERGARTEN	8/1/2018
PRICE, KATHLEEN KELLY	MNPS Dupont Hadley Middle	TEACHER - EL SECONDARY	8/1/2018
PRICE, MEGAN ELIZABETH	MNPS Inglewood Elementary	TEACHER - GRADE 2	8/1/2018
PRICE, SAVANNAH LEIGH	MNPS Stratford STEM Magnet HS	TEACHER - SCIENCE	8/1/2018
PRICE, TARA DENISE	MNPS Wright Middle	TEACHER - GRADE 6	8/1/2018
PRITCHETT, LEAH	MNPS Exceptional Education	PSYCHOLOGIST - SCHOOL TEAM	8/1/2018
PRYOR, CHRISTOPHER S	MNPS Thurgood Marshall Middle	TEACHER - GRADE 6	8/1/2018
PUCKETT, TRISTAN JACE	MNPS McGavock High	TEACHER - ENGLISH	8/1/2018
PUGH, CHELSEA NICHOLE	MNPS Pennington Elementary	ED ASST - EX ED ONE TO ONE	8/3/2018
PURTZER, QUENTIN ALEXANDER	MNPS Pearl Cohn High	TEACHER - MATH	8/1/2018
QUEYROUZE, LAURA CLAIRE	MNPS Inglewood Elementary	PARA-PRO (ED ASST)	8/3/2018
QUIN, DENICE MARY ELIZABETH	MNPS Donelson Middle	TEACHER - EL SECONDARY	8/1/2018
QUINONES ROSA, JOSE L	MNPS Maxwell Elementary	CASHIER - FOOD SVC	7/25/2018
RAGLAND, MICHELA E	MNPS Maplewood High	ASST - RESTORATIVE PRACTICE	8/2/2018
RAINEY, JAMIE	MNPS Bellevue Middle	TEACHER - MATH	8/1/2018
RAMOS AYALA, MARIA I	MNPS Antioch Middle	SECRETARY-CLERK	7/25/2018
RAMOS, CRISTINA ISABEL	MNPS Goodlettsville Middle	TEACHER - COMPUTER	8/1/2018
RANDOLPH, JEFFREY S	MNPS Antioch High	TEACHER - HEALTH LIFE WELLNESS	8/1/2018
RANKIN, AMBER P	MNPS Instructional Support	SPEC - INSTRUCTIONAL	8/1/2018
RASHID, TAVGA	MNPS Paragon Mills Elementary	PARA-PRO - EX ED	8/3/2018
RAVASIO, JENNA MARIE	MNPS Joelton Elementary	TEACHER - GRADE 3	8/1/2018
RAY-STARKS, ERICA LYNN	MNPS Day to Day Sub Area I	SUBSTITUTE - TEACHER (CERT)	8/3/2018
REED, ELISHA DEL	MNPS Speech	THERAPIST - SPEECH & LANG LD	8/1/2018

REED, JAMECIA DORSHEA	MNPS Carter-Lawrence Elem	AIDE - INSTRUCTIONAL	8/2/2018
REED, KENDRA LATRICE	MNPS Antioch High	COUNSELOR - HS	7/31/2018
REED, THERESA EILEEN	MNPS John B Whitsitt Elem	TEACHER - GRADE 2	8/1/2018
REEVES, CARRIE	MNPS Tusculum Elementary	TEACHER - ART	8/1/2018
REID, MARYSARAH GRACE	MNPS Day to Day Sub Area I	SUBSTITUTE - TEACHER (CERT)	8/3/2018
REIER, JENNIFER LAMB	MNPS Julia Green Elementary	LIBRARIAN	8/1/2018
REILLY, ANNE COLLEEN	MNPS Martin Luther King Magnet	TEACHER - ENGLISH	8/1/2018
REINERS, CLARE THERESE	MNPS Ross Early Learning Ctr	ASST - SCHOOL GENERAL	8/2/2018
REYNOLDS, KATHARINE	MNPS Nashville School of Arts	TEACHER - ENGLISH	8/1/2018
RICE, ROBERT MARKELL	MNPS Pearl Cohn High	TEACHER - SOCIAL STUDIES	8/1/2018
RICH, FLORENCE ELIZABETH	MNPS Glenclyff High School	TEACHER - EL SECONDARY	8/3/2018
RICHARDS, LAUREN MELISSA	MNPS Hattie Cotton Elementary	TEACHER - EX ED	8/1/2018
RIDLEY, STEPHANIE	MNPS John Overton High	TEACHER - LANGUAGE SPANISH	8/1/2018
RIECKHOFF, JAIME P	MNPS Ida B Wells Elementary	LIBRARIAN	8/1/2018
RIGGS, LAUREN	MNPS Cole Elementary	TEACHER - GRADE 2	8/1/2018
RILEY, MELISSA ELAINE	MNPS Glenclyff High School	TEACHER - MATH	8/1/2018
RIMINI, BRIAN	MNPS John B Whitsitt Elem	TEACHER - STEAM	8/1/2018
RITCHEY, SARA MICHELLE	MNPS Ruby Major Elementary	TEACHER - GRADE 4	8/1/2018
ROBERTS, DENISE KAY WOLF	MNPS Extended Learning Service	ASST - PROG EXTENDED LEARNING	8/2/2018
RODRIGUEZ, JAMIE CAROLINA	MNPS Croft Middle	TEACHER - EL SECONDARY	8/1/2018
ROGERS, BRANDY A	MNPS McGavock High	ASST - RESTORATIVE PRACTICE	8/2/2018
ROGERS, DEBI S.	MNPS McGavock High	CASHIER - FOOD SVC	7/25/2018
ROGGENSACK, CHERYL A	MNPS Day to Day Sub Area I	SUBSTITUTE - TEACHER (CERT)	7/12/2018
ROLLINS III, LEONARD THURMAN	MNPS Whites Creek High	TEACHER - MATH GEOMETRY	8/1/2018
ROMERO, DENEDY	MNPS Nashville Classical	CHARTER - SUPPORT	8/1/2018
ROSENKRANTZ, DARA SOPHIA	MNPS Hume-Fogg High	TEACHER - LANGUAGE SPANISH	8/1/2018
ROY, CHRISTIE JOAN	MNPS John Trotwood Moore MS	TEACHER - GRADE 7	8/1/2018
RUCKER JR, JOE CLARENCE	MNPS Cumberland Elementary	ASST - FOOD SVC	7/25/2018
RUNYEON, RUSSELL DANE	MNPS McGavock High	TEACHER - LANGUAGE SPANISH	8/1/2018
RUSSELL, CLAUDIA F	MNPS Stanford Elementary	PRINCIPAL - ASST ES	8/1/2018
RUSSELL, ERICA	MNPS * K Twelve Administration	ATHL COACH	8/1/2018
RUSSELL, VERONICA L	MNPS Harris-Hillman Special Ed	PARA-PRO - EX ED	8/3/2018
SACCI, TONYA LANETTE	MNPS May Werthan Shayne Elem	TEACHER - GRADE 4	8/1/2018
SALERNO, SIMONE	MNPS Madison Middle School	TEACHER - ENGLISH	8/1/2018
SALLIE, LATONYA YVETTE	MNPS Bellevue Middle	ASST - SCHOOL GENERAL	8/2/2018
SAMUELS, DARRESHA NECOLE	MNPS Stratford STEM Magnet HS	ASST - FOOD SVC	7/25/2018

SANDERS, MAGDLEON MARQUITA M	MNPS Haywood Elementary	CASHIER - FOOD SVC	7/25/2018
SANDOVAL, MACKENZIE REBECCA	MNPS Goodlettsville Middle	TEACHER - RESOURCE ADV ACAD P8	8/1/2018
SANDWITH, JACKSON	MNPS Inglewood Elementary	PARA-PRO (ED ASST)	8/3/2018
SANFORD, KELLY JENEANE	MNPS Madison Middle School	TEACHER - EX ED	8/17/2018
SANTANIELLO, ANNA BETH	MNPS Charlotte Park Elementary	TEACHER - EX ED	8/1/2018
SARMIENTO, MARICELA	MNPS Glendale Elementary	TEACHER - GRADE 2	8/1/2018
SAUL, NIKESHA A	MNPS KA at the Crossing	CHARTER - CERTIFICATED	8/6/2018
SCARAMUCCI, ISABELLA	MNPS Napier Elementary	TEACHER - EX ED	8/2/2018
SCHATZ, DEREK ALEXANDER	MNPS Tom Joy Elementary	TEACHER - MUSIC INSTRUMENTAL	8/1/2018
SCHILLO, DAVID	MNPS Wright Middle	TEACHER - SCIENCE	8/1/2018
SCHINKAI, LINDSEY TAYLOR	MNPS Tulip Grove Elementary	TEACHER - GRADE 4	8/1/2018
SCHLEGEL, ERIC	MNPS Stratford STEM Magnet HS	TEACHER - MATH	8/1/2018
SCHMIDT, SUSAN A	MNPS Glencliff High School	TEACHER - RECOVERY A+ LAB	8/1/2018
SCHNAPPAUF, RAEYN J	MNPS Cane Ridge High	TEACHER - ENGLISH	8/1/2018
SCHREIBER, SYDNEY ERIN	MNPS Cumberland Elementary	TEACHER - GRADE 4	8/1/2018
SCHWARTZ, CATHERINE	MNPS Nashville Classical	CHARTER - CERTIFICATED	7/26/2018
SCOTT, JENNY LEE	MNPS Joelton Elementary	TEACHER - GRADE 3	8/1/2018
SCOTT, LAUREN ELIZABETH	MNPS Exceptional Education	PSYCHOLOGIST - SCHOOL TEAM	8/1/2018
SCOTT, MICHEAL LEGERE	MNPS Day to Day Sub Area I	SUBSTITUTE - TEACHER (CERT)	8/1/2018
SCOTT-MUTTERSPAUGH, JULIE MARIE	MNPS Stanford Elementary	ED ASST - PRE-K	8/3/2018
SEARS, ERIN ALEXANDRA	MNPS Cumberland Elementary	TEACHER - EX ED	8/1/2018
SEIGAL, ASHLEY MARIE	MNPS Croft Middle	TEACHER - ENGLISH	8/1/2018
SEISS, ASHLEY MORGAN	MNPS Hillsboro High	TEACHER - ENGLISH	8/1/2018
SELVAGGIO, RYAN BROTHERTON	MNPS ELL	TEACHER - EL ES	8/1/2018
SEMRAD, MONICA D	MNPS Eakin Elementary	TEACHER - GRADE 1	8/1/2018
SENFT, LINDSAY MARIE	MNPS Speech	THERAPIST - SPEECH & LANG LD	8/1/2018
SEPANSKI, SARAH ELIZABETH	MNPS Donelson Middle	TEACHER - MATH	8/1/2018
SETTINE, ANNA MARIE	MNPS Lockeland Elementary	TEACHER - GRADE 1	8/1/2018
SEWELL, EUGENE	MNPS Maplewood High	TEACHER - MATH	8/9/2018
SGAMBATI, REBECCA CATHERINE	MNPS The Big Picture School	TEACHER - ENGLISH	8/1/2018
SHACKELFORD, SIERRA BRUNER	MNPS Glencliff High School	TEACHER - SOCIAL STUDIES HIST	8/1/2018
SHAFFER, JONATHAN WALTER	MNPS John F Kennedy Middle	TEACHER - SCIENCE	8/1/2018
SHAFIK, NEVEEN REFAAT	MNPS Dupont Hadley Middle	CASHIER - FOOD SVC	7/25/2018
SHEARON, AMBER RAE	MNPS Special Ed Bus Sub	MONITOR - SCHOOL BUS	8/2/2018
SHEFFIELD, JODI	MNPS McGavock High	TEACHER - EL SECONDARY	8/1/2018
SHEPPARD, HANNAH CHRISTINE	MNPS Stratton Elementary	TEACHER - GRADE 2	8/1/2018

SHROFF, APRIL LILLIAN	MNPS Lakeview Elementary	TEACHER - ART	8/1/2018
SIMMONS, GODFREY JARRIS	MNPS Madison Middle School	TEACHER - HEALTH PE SECONDARY	8/1/2018
SIMMS, SAMANTHA DENISE	MNPS J E Moss Elementary	TEACHER - GRADE 3	8/1/2018
SIMPSON, ADRIENNE RYNEA	MNPS Croft Middle	SECRETARY-CLERK	8/6/2018
SIMPSON, CHRISTOPHER ELLIOTT	MNPS W A Bass ALC	TEACHER - HEALTH PE SECONDARY	8/1/2018
SIMS, TARONDA L	MNPS H G Hill Middle	CASHIER - FOOD SVC	7/25/2018
SINAI, NAAMI	MNPS Cane Ridge High	ASST - FOOD SVC	8/6/2018
SINGLETON, BRITTANY R	MNPS Smithson Craighead Acad	CHARTER - CERTIFICATED	8/1/2018
SIVAAINKARAN, ANJALI	MNPS Antioch High	TEACHER - MUSIC BAND	8/1/2018
SKELTON, HANSON	MNPS Stratton Elementary	TEACHER - READING INTERVENTION	8/1/2018
SKINNER, AMBER NICOLE	MNPS McMurray Middle	SPEC - INSTRUCTIONAL	8/1/2018
SKINNER, JOHN C	MNPS Hume-Fogg High	TEACHER - SCIENCE BIOLOGY	8/1/2018
SKONEY, SARAH	MNPS Hattie Cotton Elementary	TEACHER - GRADE 4	8/1/2018
SLASOR, KIMBERLY	MNPS Head Middle	TEACHER - MATH	8/1/2018
SLOAN, MICHELLE BOSWELL	MNPS Charlotte Park Elementary	TEACHER - RESOURCE ADV ACAD P8	8/1/2018
SMILEY, ASHLEY MICHELLE	MNPS Thurgood Marshall Middle	TEACHER - ART	8/1/2018
SMILEY, KATHARINE LAWRENCE	MNPS Hickman Elementary	AIDE - INSTRUCTIONAL	8/2/2018
SMITH JR, KEVIN	MNPS Gra Mar Middle	TEACHER - SOCIAL STUDIES	8/1/2018
SMITH JR, PAUL TYRONE	MNPS McGavock High	TEACHER - SOCIAL STUDIES	8/1/2018
SMITH, ANNA MARIE	MNPS Tulip Grove Elementary	TEACHER - PRE-K	8/1/2018
SMITH, GRETTA KAYLIN	MNPS Murrell School	PARA-PRO - EX ED	8/3/2018
SMITH, HOLLY JO	MNPS Antioch High	TEACHER - EL SECONDARY	8/1/2018
SMITH, JASMIN SAMON	MNPS Thurgood Marshall Middle	TEACHER - GRADE 5	8/1/2018
SMITH, JOSHUA DELANEY	MNPS Thurgood Marshall Middle	TEACHER - GRADE 7	8/1/2018
SMITH, REBECCA HARRIS	MNPS Alex Green Elementary	TEACHER - ART	8/1/2018
SMITH, STEPHEN	MNPS The Academy at Opry Mills	SPEC - INSTRUCTIONAL	8/1/2018
SMITH, STEVEN ALLEN	MNPS Joelton Middle	TEACHER - ART	8/1/2018
SMITH, TINA RENEE	MNPS Fall-Hamilton Elementary	TEACHER - GRADE 2	8/1/2018
SMITH, TYLAR DANRAE	MNPS Day to Day Sub Area I	SUBSTITUTE - TEACHER (CERT)	7/31/2018
SMITH-DUMAS, ANGELA B	MNPS Exceptional Education	SECRETARY-BOOKKEEPER	7/27/2018
SMITHSON, ASHLEY	MNPS John Trotwood Moore MS	TEACHER - GRADE 5	8/1/2018
SOFFAR, SHANNEN LIV	MNPS Day to Day Sub Area I	SUBSTITUTE - TEACHER (CERT)	8/3/2018
SOFI, RONAHI	MNPS Glencliff High School	TEACHER - HEALTH PE SECONDARY	8/1/2018
SOMERVILLE, CAROLINE HAUNES	MNPS The Academy at Opry Mills	ADVISOR - GRADUATION	8/1/2018
SONDGERATH, CATHERINE HONEA	MNPS Maplewood High	TEACHER - CTE ENGINEERING	8/1/2018
SOUDERS, CASEY MARIE	MNPS Exceptional Education	COACH - DATA	8/1/2018

SPENCER-ORRELL, GRAHAM	MNPS Goodlettsville Middle	TEACHER - GRADE 6	8/1/2018
SPRAGENS, ELIZABETH LEIGH	MNPS Joelton Middle	TUTOR	8/3/2018
SPRANDEL, KATHLEEN BOWERS	MNPS Stanford Elementary	CLERK - LIBRARY	8/3/2018
STAMPS, GREGORY BRIAN	MNPS Day to Day Sub Area I	SUBSTITUTE - TEACHER (CERT)	8/3/2018
STARLING, DAVETRIA T.	MNPS Bellshire Elementary	PARA-PRO - EX ED	8/2/2018
STEELE, CALVISHA	MNPS Napier Elementary EO	ASST - FOOD SVC	7/27/2018
STEELE, RYAN DANIEL	MNPS Cane Ridge High	TEACHER - MATH	8/1/2018
STEGALL, JOHN KENNETH	MNPS Buena Vista Elementary	TEACHER - EX ED	8/1/2018
STEPHENS, TYLER	MNPS Martin Luther King Magnet	TEACHER - SOCIAL STUDIES	8/1/2018
STEVENS, KATHLEEN L	MNPS Carter-Lawrence Elem	TEACHER - KINDERGARTEN	8/1/2018
STEWART, LASHAWN	MNPS Goodlettsville Middle	SECRETARY-CLERK	8/2/2018
STIMAX, ELLIE MARIE	MNPS Hillwood High	TEACHER - EL SECONDARY	8/1/2018
STOCKTON, JASON GRAY	MNPS Day to Day Sub Area I	SUBSTITUTE - TEACHER (CERT)	7/25/2018
STOKES, ANGELA D	MNPS McGavock High	ASST - FOOD SVC	7/25/2018
STRICKLAND, NATHAN ALAN	MNPS Murrell School	PARA-PRO - EX ED	8/3/2018
STRONG, PAULA ANN	MNPS Thurgood Marshall Middle	TEACHER - EL SECONDARY	8/1/2018
STROUD, SALLY ELIZABETH	MNPS Paragon Mills Elementary	TEACHER - KINDERGARTEN	8/1/2018
STUART, ERIN RENEE	MNPS Day to Day Sub Area I	SUBSTITUTE - TEACHER (CERT)	8/3/2018
STUCKER, AMY LOUISE	MNPS Norman Binkley Elementary	TEACHER - GRADE 2	8/1/2018
STUDEBAKER, EMILY BURTON	MNPS Stratton Elementary	TEACHER - GRADE 4	8/1/2018
SULAIMAN, HIBAAQ JAMA	MNPS ELL	TRANSLATOR - PARENT OUTREACH	8/3/2018
SULLENBERGER, RYAN D	MNPS Day to Day Sub Area I	SUBSTITUTE - TEACHER (CERT)	7/25/2018
SUTPHEN, RACHEL NICOLE	MNPS A Z Kelley Elementary	TEACHER - GRADE 2	8/1/2018
SUTTON, MELYNDA M	MNPS Neelys Bend Elementary	PARA-PRO - EX ED	8/3/2018
SWEATHOMAS, ASPEN NICOLE	MNPS Sub & Clerical Aides	SUBSTITUTE - ED ASST	8/8/2018
SWINSON, ANDREW WANNER	MNPS Human Resources & Org Dev	ANALYST - HR PERF MGMT II	7/9/2018
SYCK, PAM F	MNPS Cumberland Elementary	LIBRARIAN	8/1/2018
TABULOG, BRENNIA WILLIAMS	MNPS Eagle View Elementary	TEACHER - GRADE 1	8/1/2018
TAHA, VAHIN SALIH	MNPS Croft Middle	TEACHER - GRADE 6	8/3/2018
TAKLA, FATEN IBRAHIM	MNPS John F Kennedy Middle	PARA-PRO - EX ED	8/10/2018
TAPLEY, RYAN JOSEPH	MNPS Isaac Litton Middle	TEACHER - SCIENCE	8/1/2018
TAPP, TIFFANY ALICIA GABRIELLE	MNPS Ida B Wells Elementary	TEACHER - GRADE 4	8/1/2018
TARANGO, SARA BETH	MNPS Shwab Elementary	TEACHER - GRADE 4	8/1/2018
TAYLOR, KRISTEN M	MNPS Amqui Elementary	ASST - SCHOOL GENERAL	8/1/2018
TAYLOR, WILLIAM RAMSEY	MNPS Cole Elementary	LIBRARIAN	8/1/2018
THAYER, AUSTIN	MNPS Hillsboro High	TEACHER - LANGUAGE FRENCH	8/1/2018



THOMAS, BRANDY	MNPS Isaac Litton Middle	TEACHER - ENGLISH	8/1/2018
THOMAS, LAUREN MEGAN	MNPS Murrell School	PARA-PRO - EX ED	8/3/2018
THOMAS, PER	MNPS Exceptional Education	COACH - EX ED	8/1/2018
THOMAS, RYAN DANIEL	MNPS Nashville School of Arts	TEACHER - ENGLISH	8/1/2018
THURMOND, KARLA DENISE	MNPS Margaret Allen Middle	TEACHER - GRADE 6	8/1/2018
TOMLIN, ANNA MARIE	MNPS Glenview Elementary	TEACHER - GRADE 4	8/1/2018
TORRES, JUANITA	MNPS Eagle View Elementary	ASST - FOOD SVC	7/25/2018
TOVAR, ISRAEL	MNPS Wright Middle	TEACHER - SOCIAL STUDIES	8/1/2018
TRAN, DO VAN	MNPS McGavock High	TEACHER - MATH	8/7/2018
TRESNAN, JENNIFER L	MNPS William Henry Oliver MS	TEACHER - EX ED	8/1/2018
TROXELL, KAYLA ANNE	MNPS Jones Paideia	TEACHER - ART	8/1/2018
TUCKER JR, JAMES ERIC	MNPS School Social Work	SOCIAL WORKER I (LSSW)	8/1/2018
TULLOSS, CRYSTAL ONEIDA	MNPS Antioch High	TEACHER - CTE BUSINESS & MKTG	8/1/2018
TURNER, KAYLA ALEXANDRA	MNPS Head Middle	TEACHER - ART	8/1/2018
TWAROG, ERIN ELIZABETH	MNPS Harris-Hillman Special Ed	TEACHER - EX ED MULTI HANDICAP	8/1/2018
UNDERWOOD, ANTONETTE LATOYA F	MNPS Head Middle	TEACHER - GRADE 7	8/1/2018
URECKIS, KENDAL FLYNN	MNPS Haywood Elementary	TEACHER - KINDERGARTEN	8/1/2018
VAN LEER, EVELYN A	MNPS Hunters Lane High	TEACHER - ENGLISH	8/1/2018
VAN LINDEN, JON PATRICK HAROLD	MNPS John Overton High	TEACHER - ENGLISH	8/1/2018
VARNER, TOMMY S	MNPS Apollo Middle	TEACHER - GRADE 7	8/1/2018
VARNEY, LESLIE D	MNPS Day to Day Sub Area I	SUBSTITUTE - TEACHER (CERT)	8/6/2018
VEGA, MARITZA	MNPS Stratton Elementary	CLERK - FRONT DESK - BILINGUAL	8/3/2018
VICKERS, EMILY ANN	MNPS Exceptional Education	PSYCHOLOGIST - SCHOOL TEAM	8/1/2018
VIVENTI, MACKENZIE	MNPS Glencliff High School	TEACHER - MUSIC BAND	8/1/2018
VOIGT, DEVINNE ELIZABETH	MNPS Dupont Tyler Middle	TEACHER - ENGLISH	8/1/2018
VOYLES, MACKENZIE HOGSTEN	MNPS Cumberland Elementary	TEACHER - MUSIC CHORAL	8/1/2018
WADE, PETER W	MNPS Nashville School of Arts	TEACHER - MATH	8/1/2018
WALDEN, JERRICA SIMONE	MNPS Madison Middle School	TEACHER - SCIENCE	8/1/2018
WALKER, DANIEL L	MNPS Maplewood High	TEACHER - MATH	8/1/2018
WALKER, RUTH ELLEN	MNPS Robert Churchwell Museum	TEACHER - MATH	8/1/2018
WALKER, TENEKA	MNPS Day to Day Sub Area I	SUBSTITUTE - TEACHER (CERT)	8/1/2018
WALLACE, AARON C	MNPS Carter-Lawrence Elem	TEACHER - PRE-K	8/1/2018
WALLER, SEAN A	MNPS Whites Creek High	PARA-PRO (ED ASST)	8/3/2018
WALLS, RONDA A	MNPS Day to Day Sub Area I	SUBSTITUTE - TEACHER (CERT)	7/12/2018
WALSH, MICHELLE M	MNPS ELL	TEACHER - EL SECONDARY	8/1/2018
WALTERS, ANTWUAN DANTA	MNPS Stratford STEM Magnet HS	TEACHER - MUSIC BAND	8/1/2018

WARD, BETHANY ALICIA	MNPS John Overton High	TEACHER - ENGLISH	8/1/2018
WARD, JODI	MNPS Glencliff Elementary	TEACHER - GRADE 4	8/1/2018
WARD, MARILYNN JEAN	MNPS Day to Day Sub Area I	SUBSTITUTE - TEACHER (CERT)	8/8/2018
WARDLAW, ARABELLA MARY	MNPS Donelson Middle	TEACHER - EX ED	8/1/2018
WARE, BRYANT LEBRONE	MNPS Cane Ridge High	TEACHER - MATH	8/1/2018
WARREN, ABIGAIL ROSE	MNPS Wright Middle	TEACHER - HEALTH PE SECONDARY	8/1/2018
WASHINGTON, DARIUS DEVON	MNPS McKissack Middle	TUTOR	8/3/2018
WATERS, SHENITA ALTHETA	MNPS Robert Churchwell Museum	CASHIER - FOOD SVC	7/25/2018
WATKINS, KIMBERLY	MNPS Extended Learning Service	ASST - PROG EXTENDED LEARNING	8/2/2018
WATKINS, SHALOM FATIMA	MNPS Antioch Middle	ASST - RESTORATIVE PRACTICE	7/6/2018
WATSON, KOURTNEY	MNPS East Nash Magnet Middle	ASST - FOOD SVC	8/6/2018
WEAVER, LINDA CAROL	MNPS Hickman Elementary	TEACHER - KINDERGARTEN	8/1/2018
WEBB, ALEXANDRA DAVIS	MNPS Gower Elementary	TEACHER - EX ED LIFE SKILLS	8/1/2018
WEBB, EMILY ROSE	MNPS Chadwell Elementary	TEACHER - GRADE 2	8/1/2018
WEBER, AVERIE FAITH	MNPS Cora Howe School	PARA-PRO - EX ED	8/3/2018
WEBER, EMILY KATE	MNPS Crieve Hall Elementary	TEACHER - GRADE 4	8/1/2018
WEEKS, CHRISTOPHER W	MNPS Haynes Middle	TEACHER - ART	8/1/2018
WELCH, JOSEPH T	MNPS Pearl Cohn High	TEACHER - SCIENCE	8/1/2018
WELCH, KATHLEEN T	MNPS Sub & Clerical Aides	SUBSTITUTE - ED ASST	8/1/2018
WESOLEK, KATIE LEIGH	MNPS Hermitage Elementary	LIBRARIAN	8/1/2018
WEST, ANDREW	MNPS John Trotwood Moore MS	TEACHER - GRADE 6	8/1/2018
WEST, TARA COLLEEN	MNPS Nutrition Svc Internal	CASHIER - FOOD SVC ROV	7/25/2018
WHALEN, HUNTER NICOLE	MNPS John B Whitsitt Elem	TEACHER - EX ED	8/1/2018
WHITE, LACURBY KALELAH	MNPS Ivanetta H Davis ELC	ED ASST - EX ED PRE-K	8/3/2018
WHITE, MEGAN ALYSSA	MNPS Warner Elementary	TEACHER - ART	8/1/2018
WHITE, TRINITY KIAH ARIANNA	MNPS Glencliff High School	TEACHER - MATH	8/1/2018
WHITE, TYRONE	MNPS Antioch Middle	TEACHER - MATH	8/1/2018
WHITELOW, BRITTENEE JEANETTE	MNPS Haywood Elementary	ASST - SCHOOL GENERAL	8/6/2018
WHITE-SHAW, LATARSHA	MNPS Gra Mar Middle	TEACHER - GRADE 7	8/1/2018
WHITFIELD, CHERYL DENISE	MNPS Day to Day Sub Area I	SUBSTITUTE - TEACHER (CERT)	7/25/2018
WHITING, AMBER GRACE	MNPS William Henry Oliver MS	TEACHER - GRADE 6	8/1/2018
WIGGINS, SANDRA R	MNPS New Vision Academy	CHARTER - CERTIFICATED	7/30/2018
WILBURN, JOSHUA D	MNPS Apollo Middle	TEACHER - ENGLISH	8/1/2018
WILDMAN, SARAH LYNNE	MNPS Dupont Tyler Middle	TEACHER - MATH	8/1/2018
WILLAFORD, ADRIENNE MICHELLE	MNPS A Z Kelley Elementary	TEACHER - GRADE 4	8/1/2018
WILLEY, DIANE D	MNPS A Z Kelley Elementary	SPEC - INSTRUCTIONAL	8/1/2018

WILLIAMS , AMY JILL	MNPS Cora Howe School	PARA-PRO - EX ED	8/3/2018
WILLIAMS, ADAM GRADY	MNPS Hillwood High	TEACHER - CTE CULINARY ARTS	8/1/2018
WILLIAMS, ANDREA JEAN	MNPS Robert E Lillard Elem	TEACHER - GRADE 1	8/7/2018
WILLIAMS, SARAH DIANE	MNPS Glenview Elementary	TEACHER - GRADE 3	8/1/2018
WILLIAMS, SHIRLEY B	MNPS Day to Day Sub Area I	SUBSTITUTE - TEACHER (CERT)	8/7/2018
WILLIAMS, TANISHA N	MNPS Eagle View Elementary	COUNSELOR - ES	7/27/2018
WILLIS, RACHEL JEAN	MNPS Day to Day Sub Area I	SUBSTITUTE - TEACHER (CERT)	8/3/2018
WILSON, ALEXANDRIA	MNPS Thurgood Marshall Middle	TEACHER - EL SECONDARY	8/1/2018
WILSON, APRIL ALEXANDRIA	MNPS Apollo Middle	TEACHER - SOCIAL STUDIES	8/1/2018
WILSON, JULIA A	MNPS Day to Day Sub Area I	SUBSTITUTE - TEACHER (CERT)	8/6/2018
WILSON, KHANDI MONET	MNPS Hunters Lane High	TEACHER - ENGLISH	8/1/2018
WILSON, MOLLY FRAZIER	MNPS McGavock High	TEACHER - EX ED LIFE SKILLS	8/1/2018
WINDHAM, ERIN	MNPS Warner Elementary	TEACHER - COMPUTER	8/1/2018
WITT, ISAAC RAYMOND	MNPS Apollo Middle	TEACHER - EL SECONDARY	8/1/2018
WOLFE , ANNA GRACE	MNPS Glenview Elementary	TEACHER - KINDERGARTEN	8/1/2018
WOLFORD, AMANDA NICHOLE	MNPS Nashville Virtual School	TEACHER - MATH	8/1/2018
WOODS, AUSTEN L	MNPS Eagle View Elementary	TEACHER - GRADE 4	8/1/2018
WOODS, FELICIA MARIE	MNPS Neelys Bend Elementary	TEACHER - EX ED	8/1/2018
WOODS, MELISSA ANN	MNPS Waverly Belmont ES	ASST - FOOD SVC	7/25/2018
WOODY, EMMA CAROLINELIANG	MNPS William Henry Oliver MS	TEACHER - GRADE 6	8/1/2018
WOOLRIDGE, KAREN	MNPS Stratton Elementary	TEACHER - MATH	8/1/2018
WRAY, CRYSTAL D	MNPS Haynes Middle	TEACHER - EX ED	8/1/2018
WRIGHT , MADISON	MNPS Inglewood Elementary	PARA-PRO (ED ASST)	8/3/2018
WRIGHT, ALICEN JEAN	MNPS Hearing Impaired	TEACHER - EX ED HEARING	8/1/2018
WRIGHT, BRANDON THOMAS	MNPS Hunters Lane High	TEACHER - SOCIAL STUDIES HIST	8/1/2018
WRIGHT, SELAH GRACE	MNPS Goodlettsville Elementary	TEACHER - EX ED	8/1/2018
WYANT, KATHLEEN L	MNPS Granbery Elementary	TEACHER - KINDERGARTEN	8/1/2018
YEARGIN, ANAISS EDOUIDA	MNPS Day to Day Sub Area I	SUBSTITUTE - TEACHER (CERT)	8/3/2018
YERBY, HANNAH ERIN	MNPS Inglewood Elementary	TEACHER - GRADE 1	8/1/2018
YOUNG, ASHLEY	MNPS Exceptional Education	PSYCHOLOGIST - SCHOOL TEAM	8/1/2018
YOUNG, CATHERINE	MNPS Glenview Elementary	SPEC - INSTRUCTIONAL	8/1/2018
YOUNG, DAVID A	MNPS Day to Day Sub Area I	SUBSTITUTE - TEACHER (CERT)	8/9/2018
YOUNG, STANLEY	MNPS Ida B Wells Elementary	COUNSELOR - ES	7/27/2018
YOUSSEF, NAHLA NAGUIB ESHAK	MNPS Mt View Elementary	CASHIER - FOOD SVC	8/6/2018
ZAZULAK, REBECCA LYNN	MNPS Antioch Middle	TEACHER - GRADE 6	8/1/2018
ZETTLER, ALEXANDRIA	MNPS Old Center Elementary	TEACHER - EL ES	8/1/2018

ZETTWOCH, CAITLEN NICOLE	MNPS Wright Middle	TEACHER - EL SECONDARY	8/1/2018
ZIGLER, ERIC GENE	MNPS Hillsboro High	TEACHER - SOCIAL STUDIES P FIN	8/1/2018
ZOLA, NGANGU	MNPS ELL	TUTOR	8/3/2018