



AGENDA

METROPOLITAN BOARD OF PUBLIC EDUCATION
2601 Bransford Avenue, Nashville, TN 37204
Regular Meeting – June 27, 2017 – 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...

5:05

- II. GOVERNANCE ISSUES
- A. Actions
 - 1. Consent
 - a. Recommended Award of Contract for Architectural Services - New Nashville School of the Arts –Tuck-Hinton Architects PLC
 - b. Recommended Award of Contract for Architectural Services - New Hillwood High School – Hastings Architecture Associates, LLC
 - c. Recommended Award of Contract for General Construction at Various Schools (Percy Priest Elementary, McGavock Elementary, and Cora Howe Schools) – Orion Building Corporation
 - d. Recommended Approval of Request for Projects at Various Schools (Glenclyff Elementary School Kitchen Renovations) – Bomar Construction Company
 - e. Recommended Approval of Change Order #1 for Rosebank Elementary School Renovations – Carden Company, Inc.
 - f. Recommended Approval of Change Order #1 for East Nashville Magnet High School Stadium Improvements – Romach, Inc.
 - g. Recommended Approval of Change Order #1 for Glenclyff High School Stadium Improvements – Dowdle Construction Group, LLC
 - h. Recommended Approval of Change Order #2 for Construction Material Testing for Overton High School Additions and Renovations – Beaver Engineering, Inc.
 - i. Recommended Approval of Change Order #2 for Hume-Fogg Magnet High School Renovations – Messer Construction Co.
 - j. Recommended Approval of Supplement #3 for Rosebank Elementary School Renovations – Centric Architecture, Inc.
 - k. Recommended Approval of Request #4 for Purchase of Playground Equipment and Installation (Tusculum Elementary School) – Playworld Systems Inc.
 - l. Awarding of Purchases and Contracts
 - (1) Centerstone of Tennessee
 - (2) Education Resource Strategies
 - (3) Ensafe, Inc.
 - (4) GLE Associates, Inc.

- (5) KIPP Nashville
- (6) Neely's Bend College Prep
- (7) Northwest Evaluation Association (NWEA)
- (8) Plant the Seed
- (9) Teaching Strategies
- (10) Teachstone Training
- (11) TRA, Inc.

m. Student Code of Conduct Handbook

- 2. 2017 Charter Recommendations
- 3. Resolution Committing to Advocacy and Respect for the Entire Organization of MNPS and all of its Students and Families

5:30

III. REPORTS

- A. Director's Report
 - 1. MNPS Next
- B. Committee Reports
 - 1. Director Evaluation
- C. Board Chairman's Report
 - 1. Chair Report
 - 2. Announcements

6:30

IV. WRITTEN INFORMATION TO THE BOARD (not for discussion)

- A. Sales Tax Collections as of June 20, 2017
- B. Fiscal Year 2016-2017 Operating Budget Financial Reports

6:30

V. ADJOURNMENT

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

a. RECOMMENDED AWARD OF CONTRACT FOR ARCHITECTURAL SERVICES-NEW NASHVILLE SCHOOL OF THE ARTS-TUCK-HINTON ARCHITECTS PLC

The following architectural firm is being recommended for the New Nashville School of the Arts.

PROJECT:	FIRM:	AMOUNT:
New Nashville School of the Arts	Tuck-Hinton Architects PLC	\$2,803,000

It is recommended that this contract be approved.

Legality approved by Metro Department of Law.

FUNDING: 45017.80405217

DATE: June 27, 2017

b. RECOMMENDED AWARD OF CONTRACT FOR ARCHITECTURAL SERVICES-NEW HILLWOOD HIGH SCHOOL-HASTINGS ARCHITECTURE ASSOCIATES, LLC

The following architectural firm is being recommended for the New Hillwood High School.

PROJECT:	FIRM:	AMOUNT:
New Hillwood High School	Hastings Architecture Associates, LLC	\$2,482,000

It is recommended that this contract be approved.

Legality approved by Metro Department of Law.

FUNDING: 45017.80405517

DATE: June 27, 2017

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. RECOMMENDED AWARD OF CONTRACT FOR KITCHEN HOOD REPLACEMENTS AT VARIOUS SCHOOLS (PERCY PRIEST ELEMENTARY, MCGAVOCK ELEMENTARY, AND CORA HOWE SCHOOLS) - ORION BUILDING CORPORATION

We are requesting approval for Kitchen Hood Replacements at Percy Priest Elementary School, McGavock Elementary School, and Cora Howe School in the amount of \$640,750.00.

It is recommended that this contract be approved.

Legality approved by Metro Department of Law.

FUNDING: 80705810.507400.1440735

DATE: June 27, 2017

d. RECOMMENDED APPROVAL OF REQUEST FOR PROJECTS AT VARIOUS SCHOOLS (GLENCLIFF ELEMENTARY SCHOOL KITCHEN RENOVATIONS) - BOMAR CONSTRUCTION COMPANY

We are requesting approval to issue a purchase order for Kitchen Renovations at Glenclyff Elementary School in the amount of \$332,255.47.

It is recommended that this request be approved.

Legality approved by Metro Department of Law.

FUNDEING: 45015.8040415

DATE: June 27, 2017

e. RECOMMENDED APPROVAL OF CHANGE ORDER #1 FOR ROSEBANK ELEMENTARY SCHOOL RENOVATIONS-CARDEN COMPANY, INC

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

1. Adjustments to contract amount due to addition of Alternate 1 Scope: Renovation of 2000 wing classrooms	\$ 983,379.00
2. Adjustment to contract amount due to addition of Alternate 2 Scope: Renovation of monument sign	\$ 22,123.00
Total	\$1,005,502.00

It is recommended that this change order be approved.

Legality approved by Metro Department of Law.

FUNDING: 45016.80406316

DATE: June 27, 2017

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

f. RECOMMENDED APPROVAL OF CHANGE ORDER #1 FOR EAST NASHVILLE MAGNET HIGH SCHOOL STADIUM IMPROVEMENTS-ROMACH, INC

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

1. Civil Design Renovations per Metro Storm Water Division	<u>\$113,521.43</u>
Total	\$113,521.43

It is recommended that this change order be approved.

Legality approved by Metro Department of Law.

FUNDIND: 45017.80404317

DATE: June 27, 2017

g. RECOMMENDED APPROVAL OF CHANGE ORDER #1 FOR GLENCLIFF HIGH SCHOOL STADIUM IMPROVEMENTS-DOWDLE CONSTRUCTION GROUP, LLC

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

1. School Requested Electrical changes to provide night time lighting	\$ 1,992.01
2. Electrical Pathways and Conductors for pole lights, scoreboard, and press box	\$ 76,618.83
3. Additional bioswales and drainage elements per Metro Storm Water	\$140,338.14
4. Additional irrigation and sod to the football field	\$115,839.36
5. Additional removal and replacement of unsuitable soils	<u>\$ 44,875.48</u>
Total	\$379,663.82

It is recommended that this change order be approved.

Legality approved by Metro Department of Law.

FUNDING: 45016.80405916

DATE: June 27, 2017

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

h. RECOMMENDED APPROVAL OF CHANGE ORDER #2 FOR MATERIALS TESTING FOR VARIOUS SCHOOLS (OVERTON HIGH SCHOOL ADDITIONS AND RENOVATIONS)-BEAVER ENGINEERING, INC

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

1. Initial Site Work	\$ 1,473.52
2. Foundations	\$ 6,028.92
3. Structural Concrete	\$ 1,748.02
4. Structural Masonry	\$ 7,431.82
5. Wood Framing	\$ 1,061.80
6. Final Site Work	\$ 9,402.54
7. Other Cost	<u>\$ 300.00</u>
Total	\$27,446.62

It is recommended that this change order be approved.

Legality approved by Metro Department of Law.

FUNDING: 45016.80406816

DATE: June 27, 2017

i. RECOMMENDED APPROVAL OF CHANGE ORDER #2 FOR HUME-FOGG MAGNET HIGH SCHOOL RENOVATIONS-MESSER CONSTRUCTION CO

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

1. Adjustment to contract for new lockers	\$9,441.15
2. Adjustment to contract for garage door	\$126,853.22
3. Adjustment to contract for additional site lighting	\$47,134.33
4. Adjustment to contract to replace storm/sewer line	\$104,042.64
5. Adjustment to contract to replace windows in West Atrium	\$161,960.29
6. Adjustment to contract to replace acid traps	\$22,212.21
7. Adjustment to contract to add FRP(fiberglass reinforced plastic) in the Kitchen	\$21,355.45
8. Adjustment to contract to add Drywall in Cafeteria	\$7,348.34
9. Adjustment to contract for increased Construction Contingency	\$250,000.00
10. Adjustment to contract to allow for outside air issues	\$250,000.00
11. Adjustment to contract for HVAC unit for West Atrium	<u>\$34,479.64</u>
Total	\$1,034,827.27

It is recommended that this change order be approved.

Legality approved by Metro Department of Law.

FUNDING: 45015.80404915

DATE: June 27, 2017

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

j. RECOMMENDED APPROVAL OF SUPPLEMENT #3 FOR ROSEBANK ELEMENTARY SCHOOL RENOVATIONS-CENTRIC ARCHITECTURE, INC

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

1. Adjustment to contract amount due to increase in Fixed Limit of Construction	Cost	<u>\$17,099.00</u>
	Total	\$17,099.00

It is recommended that this supplement be approved.

Legality approved by Metro Department of Law.

FUNDUNG: 45016.80406316

DATE: June 27, 2017

k. RECOMMENDED APPROVAL OF REQUEST #4 FOR PURCHASE OF PLAYGROUND EQUIPMENT AND INSTALLATION (TUSCULUM ELEMENTARY SCHOOL) - PLAYWORLD SYSTEMS, INC

We are requesting approval to issue a purchase order for Playground Equipment and Installation at Tusculum Elementary School in the amount of \$117,441.02.

It is recommended that this change order be approved.

Legality approved by Metro Department of Law.

FUNDING: 45015.80405015

DATE: June 27, 2017

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

I. AWARDING OF PURCHASES AND CONTRACTS

(1) VENDOR: Centerstone of Tennessee, Inc.

SERVICE/GOODS: Mental health services for students attending Cora Howe School and Murrell School. Contractor provides community-based behavioral health care and a full range of mental health services. This contract is awarded from MNPS Request for Proposals (RFP) #17-20.

TERM: August 1, 2017 through July 31, 2022

FOR WHOM: MNPS students attending Cora Howe School and Murrell School

COMPENSATION: Annual compensation under this contract is approximately \$880,000. Total compensation under this contract is not to exceed \$4,400,000.

OVERSIGHT: Teaching and Learning – Exceptional Education

EVALUATION: Timely delivery and quality of services.

MBPE CONTRACT NUMBER: 2-404131-05

SOURCE OF FUNDS: Operating Budget; Federal IDEA Funds – Part B

I. AWARDING OF PURCHASES AND CONTRACTS

(2) VENDOR: Education Resource Strategies

SERVICE/GOODS: Sixth Amendment to the contract, increasing compensation to cover services provided during the 2017-2018 school year. Contractor provides consulting services to support the MNPS development and implementation of student-based budgeting.

TERM: January 14, 2014 through November 12, 2018

FOR WHOM: All MNPS Schools

COMPENSATION: This Amendment increases total compensation under this contract by \$35,000. Total compensation under this contract is not to exceed \$580,000.

OVERSIGHT: Chief Operating Officer - Resource Strategy

EVALUATION: Quality and effectiveness of services provided.

MBPE CONTRACT NUMBER: 2-00214-00A6

SOURCE OF FUNDS: Operating Budget

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

I. AWARDING OF PURCHASES AND CONTRACTS

(3) VENDOR: Ensafe, Inc.

SERVICE/GOODS: Purchase requisition #159644 for the second phase of testing drinking water in MNPS buildings for contaminants (e.g. lead content, etc.). This purchase piggybacks the State of Tennessee contract with Ensafe, Inc.

TERM: June 28, 2017 through June 30, 2018

FOR WHOM: Facility and Grounds Maintenance

COMPENSATION: Total purchase is not to exceed \$ 165,000.

OVERSIGHT: Facility and Grounds Maintenance

EVALUATION: Timeliness and quality of services provided

MBPE CONTRACT NUMBER: State of Tennessee contract #529/000-04-2012

SOURCE OF FUNDS: Capital Funds – Plumbing Upgrades

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

I. AWARDING OF PURCHASES AND CONTRACTS

(4) VENDOR: GLE Associates, Inc.

SERVICE/GOODS: Environmental consulting services on miscellaneous small projects and renovations involving asbestos and industrial hygiene.

TERM: June 28, 2017 through June 27, 2022

FOR WHOM: Facility and Grounds Maintenance

COMPENSATION: Contractor will be paid at fixed hourly rates plus 10% for reimbursable items.

Certified Industrial Hygienist	\$125 per hour
Senior Architect, RA	\$125 per hour
Senior Engineer, PE	\$125 per hour
Senior Environmental Geologist, PG	\$125 per hour
Staff Engineer	\$ 85 per hour
Staff Industrial Hygienist	\$ 85 per hour
Staff Architect	\$ 85 per hour
Staff Geologist	\$ 85 per hour
Field Technician	\$ 65 per hour
CADD	\$ 55 per hour
Clerical	\$ 50 per hour

Total compensation under this contract is not to exceed \$1,250,000.

OVERSIGHT: Facility and Grounds Maintenance

EVALUATION: Quality and timeliness of services provided.

MBPE CONTRACT NUMBER: Pending

SOURCE OF FUNDS: Operating Budget; Capital Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

I. AWARDING OF PURCHASES AND CONTRACTS

(5) VENDOR: KIPP Nashville

SERVICE/GOODS: Third Amendment to the contract, increasing total leased square footage at the Kirkpatrick School location from 21,243 square feet to 60,437 square feet and adding a “rent credit” provision for approved tenant-funded building improvements.

TERM: July 1, 2015 through June 30, 2025

FOR WHOM: Facility Services

COMPENSATION: This Amendment increases revenue under this contract by \$8,497.19 per month.

Monthly lease revenue under this contract is \$16,015.89.

OVERSIGHT: Facility Services

EVALUATION: Receipt of monthly lease payments.

MBPE CONTRACT NUMBER: 2-474614-07A3

SOURCE OF FUNDS: Revenue

I. AWARDING OF PURCHASES AND CONTRACTS

(6) VENDOR: Neely’s Bend College Prep, Nonprofit, LLC

SERVICE/GOODS: First Amendment to the contract, decreasing leased space from 107,762 square feet to 99,131 square feet and changing the terms of the lease rate by omitting the student ratio factor

TERM: July 1, 2016 through June 30, 2025

FOR WHOM: Facility Services

COMPENSATION: This amendment increases revenue under this contract by \$11,966.19 per month.

Total lease revenue under this contract is \$26,269.72 per month.

OVERSIGHT: Facility Services

EVALUATION: Receipt of monthly lease payments.

MBPE CONTRACT NUMBER: 2-00657-00A1

SOURCE OF FUNDS: Revenue

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

I. AWARDING OF PURCHASES AND CONTRACTS

(7) VENDOR: Northwest Evaluation Association (NWEA)

SERVICE/GOODS: First Amendment to the contract, increasing compensation to purchase student licenses for the 2017-2018 school year. Contractor provides the web-based *Measures of Academic Progress (MAP)* assessments in Math and Reading & Language Usage for grades 2-8.

TERM: November 30, 2016 through June 30, 2019

FOR WHOM: MNPS students and teachers in grades 2-8

COMPENSATION: This Amendment increases total compensation under this contract by \$460,000.

Total compensation under this contract is not to exceed \$911,000.

OVERSIGHT: Research, Assessment, and Evaluation

EVALUATION: Reliability and accessibility of product; timeliness and quality of services.

MBPE CONTRACT NUMBER: 2-00269-02A1

SOURCE OF FUNDS: Operating Budget

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

I. AWARDING OF PURCHASES AND CONTRACTS

(8) VENDOR: Plant the Seed

SERVICE/GOODS: Fifth Amendment to the contract, increasing compensation and extending the term to continue services at the Cambridge Early Learning Center (ELC) and Whitsitt Elementary School during the 2017-2018 school year. Contactor provides gardening education and outdoor classrooms.

TERM: July 1, 2014 through June 30, 2018

FOR WHOM: MNPS Pre-K students at Cambridge ELC and Whitsitt Elementary School

COMPENSATION: This Amendment increases total compensation under this contract by \$160,500.

Total compensation under this contract is not to exceed \$992,346.

OVERSIGHT: Teaching and Learning-Federal Programs

EVALUATION: Timely delivery and quality of programs.

MBPE CONTRACT NUMBER: 2-177008-00A5

SOURCE OF FUNDS: Federal Funds - Pre-School Expansion Grant

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

I. AWARDING OF PURCHASES AND CONTRACTS

(9) VENDOR: Teaching Strategies, LLC.

SERVICE/GOODS: Eighth Amendment to the contract, increasing compensation and extending the term to cover services through the 2017-2018 school year. Contractor provides Professional Development, online assessments, and curriculum for MNPS Pre-K classes.

TERM: June 10, 2015 through June 30, 2018

FOR WHOM: MNPS Pre-K staff and students

COMPENSATION: This Amendment increases compensation under this contract by \$236,411.

Total compensation under this contract is not to exceed \$1,438,800.

OVERSIGHT: Teaching and Learning – Federal Programs

EVALUATION: Timely delivery and quality of services.

MBPE CONTRACT NUMBER: 2-214201-01A8

SOURCE OF FUNDS: Federal Funds - Pre-School Expansion Grant

I. AWARDING OF PURCHASES AND CONTRACTS

(10) VENDOR: Teachstone Training, LLC

SERVICE/GOODS: Individual and “Train the Trainer” Professional Development for Contractor’s CLASS (Classroom Assessment Scoring System) products and services around assessment and intervention in Pre-K classrooms.

TERM: August 1, 2017 through July 31, 2018

FOR WHOM: MNPS Pre-K staff and teachers

COMPENSATION: Total compensation under this contract is not to exceed \$154,035.

OVERSIGHT: Teaching and Learning – Federal Programs

EVALUATION: Schedule adherence and quality of services defined in Contractor’s scope of work.

MBPE CONTRACT NUMBER: 2-866218-03

SOURCE OF FUNDS: Federal Funds - Pre-School Expansion Grant

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

I. AWARDING OF PURCHASES AND CONTRACTS

(11) VENDOR: TRA, Inc.

SERVICE/GOODS: Second Amendment to the contract, extending the term and increasing compensation to cover the license fee for School Funds Online student activity fund software during the 2017-2018, 2018-2019, and 2019-2020 school years.

TERM: August 12, 2015 through July 31, 2020

FOR WHOM: All MNPS schools

COMPENSATION: This Amendment increases compensation under this contract by \$186,520.

Total compensation under this contract is not to exceed \$301,864.

OVERSIGHT: Chief Operating Officer - School Audit

EVALUATION: Service quality and responsiveness.

MBPE CONTRACT NUMBER: 2-100125-02A2

SOURCE OF FUNDS: Operating Budget



METRO
NASHVILLE
PUBLIC
SCHOOLS

2017-
2018

STUDENT-PARENT HANDBOOK



DEAR FAMILIES,

Welcome to the 2017-18 school year! I am excited about another great year and I'm pleased that you've chosen Metro Schools for your child's education. That is a responsibility we take very seriously and we — as an entire organization — are fully committed to giving every child an excellent educational experience.

I encourage you to take full advantage of the essential information and resources provided in this handbook. Our teachers and principals have built engaging and supportive educational environments, but we know engaged family members and guardians are critical partners in ensuring students exceed expectations. For us to deliver on our mission — to deliver a great public education to every student, every day — we need your full involvement, support and engagement.

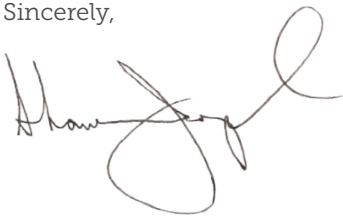
This handbook is an agreement between you, your student, your school and our district. You and your student both have rights in education and we all have the shared responsibility of ensuring your student gets the high quality education he/she deserves. Metro Schools has a duty and honor to grow and challenge your student academically, socially and emotionally. This handbook serves as a pledge that we will work with each other to make that happen.

Part of our commitment to you is that we will provide a positive school culture through discipline processes designed to help students build positive relationships and healthy social skills with each other and with caring adults. We also commit to giving all students access to the special services they might need, such as special education or English learner services.

My hope is for you to use this handbook as a reference guide as the school year progresses. If you need additional assistance, you can contact our Family Information Center at 615-259-INFO (4636).

I am ready to work hand-in-hand with you, your family and your school staff to achieve excellence for all children in Nashville.

Sincerely,



Dr. Shawn Joseph
Director of Schools



INFORMATION

QUESTIONS? Please call the MNPS Family Information Center at 615-259-INFO (4636) or your child's principal.

Policies are subject to be modified or added throughout the school year. The current text of all policies is available in the following locations:

- » The MNPS website at www.mnps.org
- » Your local school
- » MNPS Family Information Center
2601 Bransford Ave, Nashville, TN 37204
Entrance off of Berry Hill Rd
615-259-INFO (4636)

This handbook is also available in Arabic, Burmese, Kurdish, Nepali, Somali and Spanish.

SPANISH: Si usted necesita información adicional o si tiene alguna pregunta, por favor llame o póngase en contacto con el director de la escuela.

ARABIC: إذا كنت تحتاج إلى معلومات إضافية ، أو إذا كان لديك أسئلة ، من فضلك اتصل بمدير المدرسة .

KURDISH BAHDINI: بو پێزانینی پێر یان هەر پرسیار مکی ، تکایه تلهفون یا پهیوهندیی بکهن ب رێشمهری قوتابخانه.

KURDISH SORANI: بو زانیاری زیاتر یان هەر پرسیارێک ، تکایه تلهفونی یان پهیوهندی بکه به بهرێو بهری قوتابخانه .

SOMALI: Haddii aad u baahantahay warbixin dheeraada ama aad su'aal qabtid, fadlan wac ama la xiriir maamulaha Iskuulka.

FARSI: اگر شما نیاز به اطلاعات بیشتر دارید و یا در صورت داشتن هرگونه سوالی لطفاً با مدیر مدرسه تماس بگیرید

SWAHILI: Kama unahitaji maelezo ya ziada au una maswali, tafadhali piga simu au wasiliana na mkuu wa shule.

MAY MAY: Haddii rabte aqbaar ziada ama suaalo gabte ,fadlan maamulaha iskoolki ili harriir

BURMESE: အကယ်၍သင့်အားပိုမိုသေးသောသတင်းအချက်အလက်များလိုအပ်ပါကသို့မဟုတ်သင့်အကြောင်းအရာများကိုမေးမြန်းလိုပါကကျောင်းအကြောင်းအရာဆိုင်ရာဆရာတို့နှင့်ဆက်သွယ်ပါ။

AMHARIC: ተጨማሪ ማረፊያ ካስፈለገዎት ወይም ጥያቄ ካለዎት እባክዎን የትምህርት ቤቱን አስተዳዳሪ በስልክ ወይም ቀጠሮ በማድረግ አነጋግሩ።

NEPALI: यदि तपाइलाई थप सूचना चाहिएमा वा तपाईंका प्रश्न भएमा, कृपया

VIETNAMESE: Nếu quý vị cần biết thêm thông tin hoặc có bất cứ thắc mắc nào, xin vui lòng gọi điện thoại hoặc liên lạc với hiệu trưởng nhà trường.

CHINESE: 如果你有问题或需要额外信息，请联系校长



SIGNATURE REQUIRED

Please sign one form, front and back, for each Metro Nashville Public Schools (MNPS) student in your household and return the form to each student's school.

I have received a copy of the 2017-18 MNPS Student-Parent Handbook. The signature below acknowledges that I have read and understand the handbook and related policies.

Student's Name *(please print):* _____

Student's School *(please print):* _____

Parent or Guardian Name *(please print):* _____

Parent or Guardian Signature _____ **Date** _____

NOTE: Failure to sign and return this form to the school does not relieve the student from the responsibility of complying with the MNPS Student-Parent Handbook.

PERMISSION FORM

SCHOOL ATTENDANCE & TRUANCY

I understand that my child is subject to compulsory school attendance laws and if my child is found to be unlawfully absent from school or habitually truant, law enforcement personnel may take my child into temporary custody and deliver him/her to the Metro Student Attendance Center (MSAC).

Parent or Guardian Signature _____ Date _____

PERMISSION STATEMENTS

I confirm my child's participation in the areas identified with a check mark below:

	YES	NO
MEDIA (SEE PAGE 34 FOR MORE DETAILED INFORMATION)		
MNPS has permission to honor my child publicly, including in the media.		
MNPS has permission to photograph or digitally record my child for media and web publication.		
My child has permission to be photographed or digitally recorded by the news and other non-MNPS media.		
MILITARY RECRUITER (SEE PAGE 34 FOR MORE DETAILED INFORMATION)		
MNPS has permission to share contact information about my child with a military recruiter.		
HEALTH SCREENINGS (SEE PAGE 34 FOR MORE DETAILED INFORMATION)		
My child has permission to participate in the hearing, vision, height, weight and blood pressure screenings.		
LAPTOP		
My child has permission to check out a laptop from the school library and I understand that all damages or loss of equipment must be reimbursed to the school. The maximum cost for a laptop will be \$600.		

Please print:

Student Name (First, Middle, Last): _____

School Name: _____

Parent/Guardian Name (First, Middle, Last): _____

Address: _____ Apt./Unit: _____

City: _____ State: _____ Zip: _____

Phone: _____ E-mail: _____

Parent or Guardian Signature _____ Date _____

OPT-OUT PREFERENCES

ONLY SIGN THE FOLLOWING STATEMENTS IF YOU DO NOT WANT YOUR CHILD TO ACCESS THE SERVICE.

If you choose one of the Opt-Out Preferences, return the signed form to your child's school.

LIMITLESS LIBRARIES OPT-OUT

*Only sign if you **DO NOT** want your child to have permission to access Limitless Libraries.*

I wish to exclude my child from Limitless Libraries (see page 35 for description). My child will not be able to have public library items delivered to school. **MNPS does not have my permission** to give Limitless Libraries access to my child. Failure to sign the Limitless Libraries opt-out form will serve as an indication that your child has permission to access the Limitless Libraries.

Parent or Guardian Signature _____ Date _____

TECHNOLOGY OPT-OUT

*Only sign if you **DO NOT** want your child to have permission to access the District's Internet.*

I have read the MNPS Technology Acceptable Use Policy (see page 32 for description). I understand that the Internet is a worldwide group of computer networks and that MNPS does not control the content available on, or through, these Internet sites. I understand that MNPS will undertake good faith efforts to filter objectionable material available on sites that can be accessed by MNPS students but that filtering efforts may not completely block objectionable content. Therefore, I am restricting my child's access to the District's Internet. **MNPS does not have my permission** to give Internet access to my child. Failure to complete and sign the technology opt-out form will serve as an indication that your child has permission to access the District's Internet.

Student Signature _____ Date _____

Parent or Guardian Signature _____ Date _____

SCHOOL SOCIAL WORK SERVICES OPT-OUT

*Only sign if you **DO NOT** want your child to have permission to access School Social Work Services.*

I wish to exclude my child from School Social Work Services (see page 35 for a description). My child will not be able to have School Social Work Services. **MNPS does not have my permission** to provide School Social Work Services to my child. Failure to sign the School Social Work opt-out form will serve as an indication that your child has permission to access School Social Work Services.

Parent or Guardian Signature _____ Date _____

OPT-OUT PREFERENCES

ONLY SIGN THE FOLLOWING STATEMENTS IF YOU DO NOT WANT YOUR CHILD TO ACCESS THE SERVICE.

If you choose one of the Opt-Out Preferences, return the signed form to your child's school.

MNPS SCHOOL CLIMATE SURVEY OPT-OUT INFORMATION AND PASSIVE CONSENT FORM

*Only sign this form or contact MNPS if you **DO NOT** grant permission for your child to take climate surveys.*

If your child is in third grade or higher, he or she will be asked to complete three to four short (10-15 minute) district climate surveys during the 2017-18 academic year. These surveys are intended to help improve school climate, school and neighborhood safety, and student wellbeing. Specifically, the surveys will ask your child about his or her experiences at school, including perceptions of their peers' behavior, relationships with teachers, participation in school activities and general school climate. In addition, the survey will ask about students' experiences traveling to and from school and in their neighborhood.

Completing the online surveys will cause no risk to your child, and surveys will be designed to protect your child's privacy. Students will not be asked to put information on the survey that could be used to identify them.

You will receive phone notifications at least two weeks prior to each survey administration. You will have the opportunity to review the survey instrument online or at your child's school in the weeks leading up to the survey. You may exempt your student from participating in these surveys at any point prior to survey administrations or by filling out this form. In addition, your student can choose whether to take the survey or to answer any particular question. There will be NO penalty if you or your student choose not to participate.

If you do not wish for your student to participate in these surveys, please fill out this page and return it to your school, or send an email to Dr. Laura Stiver Walsh at laura.stiver-walsh@mnps.org. If you email, please include your child's name, date of birth, school and grade so we can communicate with your child's school before survey administrations.

If for any reason you do not wish your child to participate in the survey, please check the box below, fill out and sign this form and return it to your child's school.

☐ By checking this box I indicate **my child may not** take part in the MNPS School Climate Student Surveys.

Student Name (First, Middle, Last): _____

School Name: _____

Student's Date of Birth: _____ / _____ / _____

Parent or Guardian Signature _____ Date _____

TABLE OF CONTENTS

INTRODUCTION AND RESOURCES

Handbook Purpose	12
Handbook Principles.....	12
School Climate and Culture	12

Rights and Responsibilities

Family Educational Rights and Privacy Act.....	13
Student Rights and Responsibilities	14
Parent and Guardian Rights and Responsibilities	15
Principal and School Staff Rights and Responsibilities	15
District Office Responsibilities	16

Resources

Stay Connected	17
Get Involved	18
Receive Assistance.....	18
Family Resource Centers	20
Community Resources.....	21

POLICIES AND PROCEDURES

Inappropriate Use of Internet/Electronic Devices.....	24
Juvenile Offender Act	24
Safe Harbor Provision	24
Searches and Seizures.....	24
Student Arrest	25
Unsafe School Choice Option and Victims of Violent Crime.....	25
English Learners (EL).....	25
Centralized Assessment Location.....	25
EL Assessment and EL Services.....	25
Home Language Survey (HLS)	26
Language Services	26
Students With Disabilities.....	26
Special Education Services.....	26
Protections for Children Not Yet Eligible for Special Education and Related Services	26
504 Services.....	26
Policies Related to Administration of Schools.....	27
District Governance.....	27
Board of Education Meetings and Policies	27
Attendance and Truancy	27
Homework Guidelines	
Elementary.....	29

Middle and High School.....	30
Reporting Requirements.....	31
Permissions Related to Policies	
Print and Digital Media.....	34
Military Recruiters.....	34
Health Screenings.....	34
Limitless Libraries.....	35
Technology.....	35
School Social Work Services.....	35
Non-Discrimination Statement.....	35
Civil Rights Compliance.....	35

BEHAVIOR

Progressive Behavior Responses

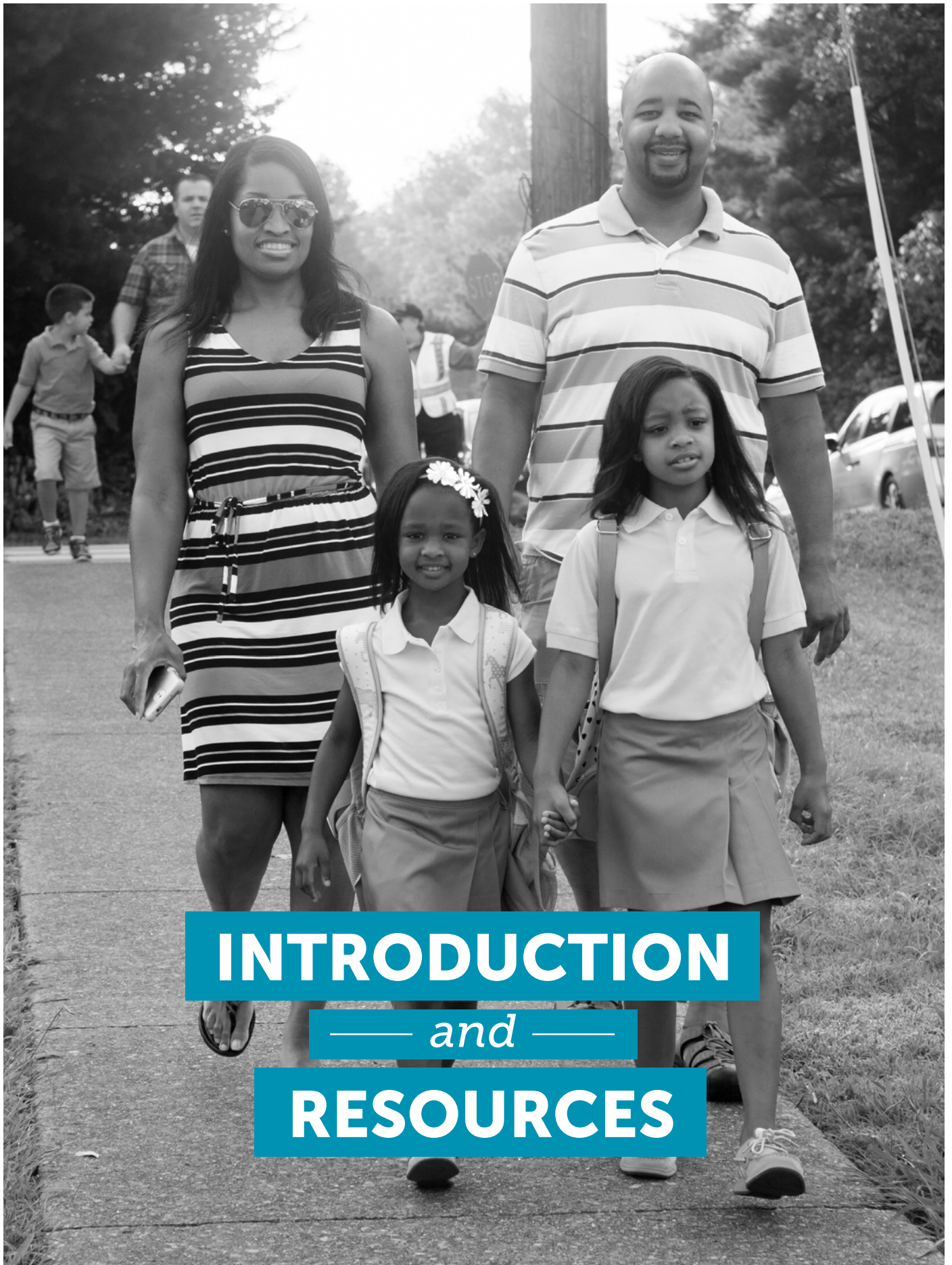
Promoting Positive Relationships.....	39
Tips for Calming Conflict.....	39
Skills and Strategies for Building Postive Relationships.....	39
School Practices for Establishing Positive Relationships.....	39
Parental Assistance.....	40
Intervention Strategies.....	40

Discipline

Student Disciplinary Practices and Procedures.....	42
Discipline Responses.....	42
Discipline Table of Codes and Responses.....	43
Interventions and Responses to Student Behavior.....	46
Codes and Definitions of Behaviors.....	46
Disciplinary Process and Procedures.....	51
Alternative Learning Centers for Expelled Students.....	53
Probation Contracts.....	53
Modification of Expulsion Request.....	53

CALENDARS

Assessments.....	55
2017-18 School Year.....	59



INTRODUCTION

— *and* —

RESOURCES

INTRODUCTION

Handbook Purpose

The Metro Nashville Public Schools (MNPS) 2017-18 Student-Parent Handbook was written in accordance with the policies of the MNPS Board of Public Education and the regulations of the Tennessee Department of Education.

The Student-Parent Handbook includes the rights and responsibilities of the school community, a range of disciplinary responses, and policies of MNPS. All members of the school community, including students, parents and guardians, principals, school staff, and the district office have rights and responsibilities that support a strong school community. Disciplinary responses focus on promoting positive responses, intervention strategies and the use of suspensions only as a disciplinary measure of last resort.

Handbook Principles

The 2017-18 Student-Parent Handbook is based on the five principles listed in the shaded box. These principles provide an important foundation to guide behavior, both individually and in interpersonal relationships. If students abide by these principles, the learning environment in all schools will be strengthened.

The Student-Parent Handbook applies to students at all times while they are on MNPS property during school hours, immediately before and after school while traveling in MNPS-sponsored transportation, and at any school-sponsored event, including field trips. Students may be subject to disciplinary action by the school if their actions off-campus create an unsafe or disruptive school environment, interfere with educational purpose or constitute a threat to the health, safety or welfare of a student or students and/or school personnel.

If it is determined students have engaged in cyberbullying during non-school hours and the behavior seriously affects the climate and safety of other students in the school, MNPS may implement intervention or disciplinary responses included in its Student-Parent Handbook.

MNPS recognizes additional steps must be taken when students with disabilities are disciplined. The Student-Parent Handbook requires principals and school staff to follow Board policies, the administrative regulations of the Director of Schools, and state and federal laws concerning the discipline of students with disabilities, including procedures for determining manifestation (that is, whether the behavior is linked to a student's disability), conducting Functional Behavioral Assessments and developing Behavior Intervention Plans. MNPS is also committed to using this code

fairly and without discrimination based on a student's Individualized Education Program (IEP), 504 Plan, race, ethnicity, national origin, gender, gender identity, sexual orientation or religion.

School Climate and Culture

MNPS defines school climate as the elements in a school associated with relationships, teaching and learning, physical environment and safety. Positive relationships are critical to creating a positive school climate. School leaders set the tone and expectations for the entire school community, paving the way for all members of that community to take simple, yet meaningful, steps to improve school climate.

Schools with a positive climate and culture have:

- » Positive relationships with all stakeholders, parents and guardians, students, teachers and school staff.
- » Training and resources to resolve conflicts peacefully and respectfully, with suspensions only as a disciplinary measure of last resort.
- » Supports for students who are experiencing emotional crisis, trauma or serious challenges in their homes and communities.
- » Engaging academic and extracurricular activities for students that meet behavioral and academic needs.
- » Effective communication among schools, parents and communities.
- » Clean and well maintained environments that clearly demonstrate school pride and love of learning.
- » A learning environment where students and staff feel physically and emotionally safe.

FIVE PRINCIPLES

- 1** My words, actions and attitudes demonstrate respect for myself and others at all times.
- 2** I seek to correct harm that I have caused to others in the school community.
- 3** I demonstrate pride in myself, in my future and in my school by arriving on time, dressed appropriately and prepared to focus on my studies.
- 4** I always seek the most peaceful means of resolving conflict and obtain the assistance of teachers, administrators or school staff when I am unable to resolve conflicts on my own.
- 5** I take pride in promoting a safe and clean learning environment at my school.

RIGHTS AND RESPONSIBILITIES

Family Educational Rights and Privacy Act

MNPS is required to provide annual notice of The Family Educational Rights and Privacy Act (FERPA) and the rights it provides parents and students. The FERPA gives parents, students over 18 years of age and others certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents of eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request an amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the school to amend a record that they believe is inaccurate or misleading. They should write the school principal (or appropriate official), clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Public Education; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); a parent or student on an official committee, such as a disciplinary or grievance committee, or assisting

another school official performing his or her tasks; or an attorney from the Department of Law with a legitimate educational interest. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility. Upon request, the school can disclose education records without consent to officials of another school district in which a student seeks or intends to enroll. *(Note: FERPA requires a school district to make a reasonable attempt to notify the parent or eligible student of the records request unless it states in its annual notification that it intends to forward records on request.)*

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-4605

Student directory information is restricted in accordance with FERPA guidelines. If you do not want MNPS to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must notify the MNPS Family Information Center either in writing or by completing a consent revocation form, available at the MNPS Family Information Center, by September 1, 2017. MNPS has designated the following information as directory information:

- » Student's name
- » Address
- » Telephone listing
- » Photograph
- » Date and place of birth
- » Major field of study
- » Dates of attendance
- » Participation in officially recognized activities and sports
- » Weight and height of members of athletic teams
- » Degrees, honors and awards received
- » The most recent educational agency or institution attended

Student Rights and Responsibilities

Students have the right to:

1. An education that prepares them for success in post-secondary education. This includes receiving support and guidance from faculty, a strong academic curriculum and high expectations in the classroom. Information on all options of post-secondary education should begin at least in the ninth-grade year.
2. Fair communication with teachers and administrators, having a safe and respectful relationship that will nurture their academic progress, while also creating a secure learning environment.
3. Attend school and receive a free and appropriate public education as provided by law.
4. Be taught in a safe and clean learning environment. A clean and safe building is an environment that does not pose any danger to physical safety or hinder the ability to learn. Students should participate in keeping schools clean and safe.
5. Be treated courteously, fairly and respectfully by other students and school staff.
6. Receive a written copy of select district and school policies and procedures at the beginning of the school year and have access to district and school policies and procedures throughout the school year.
7. Bring complaints or concerns to the school principal or staff and expect a response in a reasonable amount of time.
8. Be told, orally or in writing, the reason(s) for disciplinary decisions and be allowed the opportunity to tell their side of the story.
9. Request or challenge in writing an explanation of anything in their education records.
10. Receive information about the procedures for appealing disciplinary decisions.
11. Have a parent or guardian attend applicable disciplinary conferences and hearings.
12. Have school staff or an administrator present when police are called, and have a parent or guardian notified when they are questioned during a police investigation with the exception of those situations that involve child abuse or neglect.
13. Be involved and have a voice in the decision making policies that affect students and schools.
14. Feel safe in schools without fear or worry for physical, mental or emotional well-being.
15. Fair discipline, with district discipline policies being applied equitably in every school. The level of consequences should be based on the level of the infraction. Efforts will be made to assist students in resolving their own conflicts.

16. Healthy food in schools. This includes fresh fruits and vegetables, quality meats and nutritious beverages available in the cafeteria and in snack machines.

Students have the responsibility to:

1. Attend school daily, be prepared for class, and complete assignments to the best of their ability.
2. Know and obey school rules and instructions given by the school principal and staff.
3. Tell school staff about any dangerous behavior or activity that occurs on school grounds or off school grounds if it may result in disruption to the educational setting.
4. Bring only those materials to school that are allowed.
5. Behave respectfully toward everyone in the school community.
6. Keep parents or guardians informed of school-related issues and give them any materials sent home for parents or guardians by MNPS.
7. Voice opinions in constructive ways, attend key meetings and events that directly affect their education and schools, and encourage parents to participate whenever there is an opportunity for community input.
8. Hold classmates accountable with positive peer pressure. Report when peers are carrying weapons or anything else that may be perceived as a threat. Assist in creating a classroom environment that encourages a sense of learning and support by denouncing offensive and demeaning behavior.
9. Complete all assignments with maximum effort in a timely manner. Students agree to research post-secondary options and be proactive about taking the necessary steps (i.e. studying for tests, researching college on their own, etc.) to ensure their ability to qualify for their chosen path. Students share post-secondary goals and plans with a faculty member.
10. Accept responsibility for their actions. Students who feel they have been disciplined unfairly should respectfully approach a staff member to discuss the situation.
11. Get to know teachers and respect teachers and administrators. When necessary, students offer constructive criticism at the right time without shame or embarrassment.
12. Hold themselves and peers accountable for cleaning up at school.
13. Make the healthier choice in food items when options are presented.

Parent and Guardian Rights and Responsibilities

Parents and guardians have the right to:

1. Be actively involved in their children's education.
2. Be treated courteously, fairly and respectfully by school staff and principals.
3. Receive information and communication related to:
 - » Policies and procedures of the school and board
 - » Academic progress and behavior reports
 - » Prompt notification of disruptive behavior and/or disciplinary actions
 - » Information about due process procedures for disciplinary action (see page 51)
 - » Ways to improve student's academic or behavioral performance
 - » Services for English Language Learners and students with disabilities
 - » Translation services

Parents and guardians have the responsibility to:

1. Make sure their children attend school regularly and on time and, when children are absent, send in written excuse notes. Please see MNPS policy on attendance and truancy on page 27.
2. Support MNPS by being a role model for their children, talking with their children about school and expected behavior and communicating the value of education through words and action.
3. Be respectful and courteous to staff, other parents, guardians and students while on school premises and during school activities. Inappropriate behavior may result in restricted access to the school, school grounds and school activities. The parent or guardian will be notified in writing.
4. Give updated contact information to MNPS and their children's individual school annually or whenever contact information changes. Provide the school with all legal documents pertaining to custody or special circumstances in a timely manner.
5. Give their children a space to complete their homework or allow participation in after-school programs that permit the completion of homework.
6. Encourage students to participate in extracurricular activities that promote social and emotional growth in the areas of creative arts, music and athletics.
7. Work with principals and school staff to address any academic or behavioral concerns or complaints children may experience.

8. Read and become familiar with the policies of the Board of Public Education's administrative regulations and this Student-Parent Handbook.

Principal and School Staff Rights and Responsibilities

Principals and school staff have the right to:

1. Be treated courteously, fairly and respectfully by students, parents or guardians, and other school staff.
2. Work in a safe and orderly environment.
3. Communicate concerns, suggestions and complaints to the MNPS district office and receive a response within a reasonable amount of time.
4. Receive supportive professional development and training.
5. Receive the necessary resources to deliver quality instruction.

Principals and school staff have the responsibility to:

1. Attend work daily, be punctual and use well-planned, creative and engaging instructional plans every day.
2. Maintain safe and orderly schools by using prevention and intervention strategies, and by following MNPS Student-Parent Handbook.
3. Be respectful and courteous to students, parents and guardians, serving as role models for students.
4. Keep parents and guardians informed of student academic progress and behavior, create meaningful opportunities for their participation and provide regular communication in a language they understand.
5. Be knowledgeable about the policies of the Board of Public Education's administrative regulations and rules and enforce them fairly and consistently.
6. Be knowledgeable about federal and state laws and regulations regarding the disciplinary process for all students, including students with disabilities.
7. Communicate policies, expectations and concerns, and respond to complaints or concerns from students and parents or guardians in a timely manner and in a language they understand.
8. Make sure that students are referred to the appropriate committees, departments, offices, divisions, agencies and organizations when outside support is necessary.
9. Provide makeup work for students with lawful absences (students absent due to disciplinary reasons should be considered for make-up work).
10. Participate in required professional development opportunities.

11. Utilize community organizations to support the individual needs of the students and families served by the school community.

District Office Responsibilities

MNPS' district office staff has the responsibility to:

1. Collaborate and communicate with the community to create and implement policies and procedures that promote highly effective schools that are safe and conducive to the success of students, staff and the community.
2. Ensure all schools have the resources and leadership to support and maintain student and school success.
3. Protect the legal rights of school staff, principals, students and parents or guardians.
4. Be courteous, respectful and fair with students, parents or guardians, school staff and principals.
5. Provide a broad-based and varied curriculum to meet individual school needs.
6. Ensure the legal rights of all students, including students with disabilities.
7. Provide staff that is trained to meet the needs of students.
8. Provide support and professional development training to principals and school staff to help them support students.
9. Support principals and school staff in the fulfillment of their disciplinary responsibilities as defined by the MNPS Student-Parent Handbook.
10. Notify parents or guardians prior to an out-of-school disciplinary action.

RESOURCES

Stay Connected

FAMILY INFORMATION CENTER

For information, questions, comments and suggestions, please contact our Family Information Center by calling (615) 259-INFO or live chat with one of our family information representatives by clicking on the chat box in the bottom right corner of our district website (www.mnps.org). You can also email us at familyinfo@mnps.org.

Our Family Information Center telephone service hours are 6:30 a.m. to 5:30 p.m. Monday through Friday during regular school days. During school holidays and summer break our telephone service hours are 8 a.m. to 4:30 p.m.

INFORMATION ONLINE

Our website, www.mnps.org, contains information on a variety of topics, including school lunch menus, academic requirements, school lists and school zoning and transportation information.

CALLOUTS

MNPS uses a callout system to share important news and information with families. You will receive recorded calls from the school district and the schools where your children are enrolled. If you are not receiving any calls, contact your child's school or the Family Information Center at (615) 259-INFO to update your contact information. If your phone number changes, please update with your school or contact the Family Information Center to provide your updated number and ensure you continue receiving our calls.

MNPS FAMILY PORTAL

The MNPS Family Portal is a web-based tool that helps families stay connected to their child's classroom. It lets families see real-time grades, homework, upcoming due dates, attendance information, discipline information and more.

It allows for greater communication between teachers and families through emails, messages and mobile alerts.

The Family Portal is available online and on mobile devices. Instructions to access the Family Portal are sent from the school. Contact the Family Portal Liaison at your child's school for questions.

CONTACT MNPS



Metro Nashville Public Schools
2601 Bransford Ave.
Nashville, TN 37204



(615) 259-INFO (4636)



(615) 214-8897



familyinfo@mnps.org



www.mnps.org
www.mnpschildrenfirst.com
www.onpubliceducation.com



facebook.com/MetroSchools



@MetroSchools



@MetroSchools

DOWNLOAD OUR MOBILE APP

MNPS has a free app available to download in both the Apple and Google Play stores. Search for us under Metropolitan Nashville PS. Once downloaded, you can select the schools you want to follow and enable push notifications to receive information from those schools. The mobile app provides news about schools that is shared on websites and social media, as well as a directory, tip line, school menus and more.

Get Involved

DEPARTMENT OF FAMILY AND COMMUNITY PARTNERSHIPS

The mission of the Department of Family and Community Partnerships is to improve student success by supporting and empowering all families, schools and communities through meaningful engagement and collaboration.

PARENTS ADVISORY COUNCIL (PAC)

The Parent Advisory Council was created to energize, organize, and mobilize parents to be involved in the lifelong education of their children, as well as help identify barriers to family engagement and work with MNPS' personnel to reduce or remove these barriers.

For more information, or to become involved, please contact your school's principal.

FAMILY INVOLVEMENT SPECIALISTS

MNPS employs 12 Family Involvement Specialists (FIS) and six Pre-K Family Involvement Specialists. The role of the FIS is to serve schools by providing direct supports to students, families and schools. The FIS offer workshops to parents, school staff and community members on effective engagement strategies. They assist families in advocating for students and seek to increase parent leadership and voice in schools. In addition, FIS help connect community partners and volunteers to schools.

COMMUNITY ACHIEVES

Community Achieves is an MNPS-led community school initiative. A Community Achieves school focuses on academics, health, social services and youth development to improve the conditions for learning. There is an on-site manager who brings many partners together to offer a range of support and opportunities for children, youth, families and communities. Examples of resources that might be available include: food pantries, Family Resource Centers, clothing closets, after-school opportunities and classes for adults.

Participating Schools

Antioch High School
Antioch Middle Prep
Buena Vista Elementary
Cole Elementary
Creswell Middle
DuPont Hadley Middle Prep
Glenclyff High School
Gra-Mar Middle Prep
Hunters Lane High School
Inglewood Elementary
Jere Baxter Middle

Joelton Middle Prep
Madison Middle Prep
Maplewood High
McKissack Middle Prep
Napier Elementary
Pearl-Cohn Entertainment Magnet High
Stratford STEM Magnet
Two Rivers Middle Prep
Tusculum Elementary
Whitsitt Elementary
Wright Middle Prep

For an updated list of participating schools, please visit: www.communityachieves.org.

PARENT UNIVERSITY

Parent University is a program designed to help parents in supporting their child's education. The program provides a unique opportunity for parents, schools and community to become jointly involved in education. The Parent University program provides training, information and resources to parents and caregivers that will aid parents in their essential responsibility for influencing children's lives. The program also supports and empowers parents to become leaders and advocates for their child's learning and for school and community improvement.

To learn more, view available Parent University courses, and request a session, visit our district website, www.mnps.org, and search for "Parent University."

Receive Assistance

COMMUNITY HELPLINE

One of the easiest ways to get help is to contact Tennessee's community services helpline by dialing 2-1-1. When you call, you'll get a real person, one who is trained to help you sort out your needs, and then give you phone numbers and addresses of the closest places where you can get help.

CLUSTER SUPPORT TEAM

The Cluster Support Team works to secure services for students whose needs are beyond the resources of the schools. In addition, the Cluster Support Team serves as a conduit for services to prevent duplication of effort and children falling through the cracks. Cluster Support Teams include a truancy intervention specialist, social workers, a behavioral analyst and other key personnel who connect services to families and schools to support learning.

SCHOOL SOCIAL WORK SERVICES

School social work services exist in every MNPS school. The Social Work Department is committed to helping students reach their highest academic potential.

Sometimes there are personal issues that interfere with a student's learning. School social workers will provide free counseling to students during the school day on-site at their school. All records regarding a student's sessions with the school social worker are kept confidential except as required by law.

THE HERO PROGRAM FOR FAMILIES AND STUDENTS IN TRANSITION

In accordance with the McKinney-Vento Homeless Assistance Act, Subtitle VII-B Title IX, Part A of the Every Student Succeeds Act, children and youth who lack a fixed, regular and adequate night-time residence may qualify for services and supports through The HERO Program. Eligibility for services under the McKinney-Vento Act is based on responses to questions related to a student's living and housing situation as reported on the McKinney-Vento Eligibility Assessment Form (Form A). The provisions of the McKinney-Vento Act apply not only to homeless students residing with a parent or legal guardian, but also to unaccompanied youth who are living in a homeless situation without a parent or guardian. Eligibility paperwork may be obtained at the district's enrollment centers and schools, or you may contact the program office directly by calling (615) 259-8729. The answers you give on the eligibility form will help the school determine the services the student may be eligible to receive. The student will not be discriminated against based upon the information provided, and the information you provide is confidential. Families and students can apply for services at any point during the school year once a loss of housing occurs.

Students who qualify for McKinney-Vento services have the right to immediate enrollment, even if documentation normally required for enrollment is not available. McKinney-Vento eligible students may enroll in the zoned school for their temporary address or they can remain in the school they were attending at the time they lost housing. Additional services and supports, including but not limited to out-of-zone transportation, standard school attire, school supplies and referrals for resources, are also available.

Please contact The HERO Program for Families in Transition at (615) 259-8729 if you have additional questions or are in need of assistance.

STRIDE

All MNPS students enrolled in grades 9-12 are able to ride Nashville Metropolitan Transit Authority (MTA) buses at no cost through an innovative program called StrIDe. Students in grades 5-8 who attend an out-of-zone school where they have no yellow bus service are eligible to participate in the StrIDe program with parental permission. Contact your middle school office for permission forms and eligibility information.

High school students' MNPS ID cards serve as their school ID, library card and MTA bus pass. The cards are programmed to work on the fare boxes on all MTA buses. Students should place their ID above the bulls-eye located on the fare box and wait for the box to beep. This sound indicates the card has been recognized, and the student will be allowed to board.

A new school ID card will be issued at the start of the school year and is non-transferrable. It is only valid for bus rides on MTA. Students will be issued student ID cards at their respective schools. Cost to replace a lost or damaged card is \$15 and can be obtained from their school. Students will be limited to three replacement cards per semester.

Students utilizing this service must follow the MTA Code of Conduct or face revocation of MTA bus transportation privileges. The Code of Conduct is posted at Music City Central and online at NashvilleMTA.org.

For more information about bus routes or schedules, call MTA Customer Care at (615) 862-5950.

FAMILY RESOURCE CENTERS

Family Resources Centers (FRCs) are committed to increasing the well-being of children and families. Each Family Resource Center is a partnership of health and social service providers, residents, schools, businesses and faith-based organizations, all working together to build on the strengths and address the needs of a neighborhood. (See a list of locations and contact information on the next page.)

FAMILY RESOURCE CENTERS

Locations and Contact Information

FOR AN UPDATED LIST OF FAMILY RESOURCE CENTER LOCATIONS AND CONTACTS, PLEASE VISIT:
www.unitedwaynashville.org/programs/family-resource-centers

ANTIOCH HIGH SCHOOL

1900 Hobson Pike, Portable 18 | Antioch, TN 37013
Lead Agency: PENCIL Foundation
Telephone: (615) 641-5400 Ext. 2010

BETHLEHEM CENTERS OF NASHVILLE

1417 Charlotte Avenue | Nashville, TN 37203
Lead Agency: Bethlehem Centers of Nashville
Telephone: (615) 329-3386 Ext. 119

COLE ELEMENTARY SCHOOL

5060 Colemont Drive | Antioch, TN 37013
Lead Agency: Family & Children's Services
Telephone: (615) 333-5043 ext. 1815

IVANETTA H. DAVIS EARLY LEARNING CENTER

1910 South Hamilton Road | Nashville, TN 37218
Lead Agency: PENCIL Foundation
Telephone: (615) 291-6355 Ext.101

EDGEHILL FAMILY RESOURCE CENTER

1001 Edgehill Avenue | Nashville, TN 37203
Lead Agency: Organized Neighbors of Edgehill
Telephone: (615) 256-4617

FALL-HAMILTON ELEMENTARY SCHOOL

510 Wedgewood Avenue | Nashville, TN 37203
Lead Agency: Family and Children Services
Telephone: (615) 291-6380 ext. 8

GLENCLIFF HIGH SCHOOL

160 Antioch Pike | Nashville, TN 37211
Lead Agency: PENCIL Foundation
Telephone: (615) 333-5070 ext. 301

MADISON MIDDLE PREP

300 Old Hickory Boulevard | Madison, TN 37115
Lead Agency: PENCIL Foundation
Telephone: (615) 254-1791 Ext. 213

MARTHA O'BRYAN CENTER

711 South 7th Street | Nashville, TN 37206
Lead Agency: Martha O'Bryan Center
Telephone: (615) 254-1791 Ext. 213

MAPLEWOOD HIGH SCHOOL

401 Walton Lane | Nashville, TN 37216
Lead Agency: PENCIL Foundation
Telephone: (615) 262-6770 Ext. 1100

C. E. MCGRUDER FAMILY RESOURCE CENTER

2013 25th Avenue North | Nashville, TN 37208
Lead Agency: Matthew Walker Comprehensive Health Center
Telephone: (615) 242-4681

NAPIER ELEMENTARY SCHOOL

60 Fairfield Avenue | Nashville, TN 37210
Lead Agency: Family & Children's Service
Telephone: (615) 291-6400 x 655376

PARK AVENUE ELEMENTARY SCHOOL

3703 Park Avenue | Nashville, TN 37209
Lead Agency: Family and Children Services
Telephone: (615) 298-8412 ext. 659159

PEARL-COHN ENTERTAINMENT MAGNET HIGH SCHOOL

904 26th Avenue North | Nashville, TN 37208
Lead Agency: Family and Children Services
Telephone: (615) 329-8150 x 1121

SALVATION ARMY\MAGNESS POTTER CENTER

611 Stockell Street | Nashville, TN 37207
Lead Agency: The Salvation Army/Red Shield Family Initiative
Telephone: (615) 255-0554

SOUTH NASHVILLE FAMILY RESOURCE CENTER

4928 Edmonson Pike #204 | Nashville, TN 37211
Lead Agency: Catholic Charities
Telephone: (615) 834-1944

ST. LUKE'S COMMUNITY HOUSE

5601 New York Avenue | Nashville, TN 37209
Lead Agency: St. Luke's Community House
Telephone: (615) 350-7893

TUSCULUM ELEMENTARY SCHOOL

4917 Nolensville Road, Portable 17 | Nashville, TN 37211
Lead Agency: PENCIL Foundation
Telephone: (615) 333-5179 ext.155

COMMUNITY RESOURCES

for MNPS Students

BIG BROTHERS/BIG SISTERS OF MIDDLE TN

Volunteers serve students 5-18 years old with on-going mentoring that focuses on three outcome areas: higher aspirations, greater confidence and better relationships; avoidance of risky behaviors; and educational success.

1704 Charlotte Ave, Suite 130 | Nashville, TN 37203
(615) 329-9191 | www.mentorakid.org

BOYS AND GIRLS CLUB OF MIDDLE TN

Clubs offer structured programs for youth in after-school and summer programs in seven middle Tennessee locations.

1704 Charlotte Ave, Suite 200 | Nashville, TN 37203
(615) 833-2368 | www.bgcmt.org

BOY SCOUTS OF MIDDLE TN

Serving local youth from first grade to age 20 with programs including Cub Scouts, Boy Scouts, co-ed Venturing Crews and Exploring Posts.

3414 Hillsboro Pike | Nashville, TN 37215
(615) 383-9724 | www.mtcbsa.org

CHARLES DAVIS FOUNDATION

Comprehensive programming includes tutoring, athletic development, job readiness and cultural and economic development.

615 Main St | Nashville, TN 37206
(615) 254-0396 | www.charlesdavisfoundation.org

CONEXIÓN AMÉRICAS

The mission of Conexión Américas is to build a welcoming community and create opportunities where Latino families can belong, contribute and succeed. Programming includes college access, middle and high school after school programs, family-school partnerships, and adult ELL classes.

2195 Nolensville Pike | Nashville, TN 37211
(615) 320-5152 | www.conexionamericas.org

EAST NASHVILLE HOPE EXCHANGE

Serving elementary school students with summer and school-year programs that strengthen literacy skills.

419 Woodland St | Nashville, TN 37206
(615) 254-3534 | www.enhopeexchange.org

GIRLS ON THE RUN

Teaching life skills through dynamic, interactive lessons and running games for girls in grades 3-8. Programs are offered in area elementary and middle schools and conclude with girls and their running buddies completing a 5K.

1451 Elm Hill Pike, Suite 110 | Nashville, TN 37210
(615) 356-4829 | www.gotrmiddletn.org

GIRL SCOUTS OF MIDDLE TN

Serving girls grades K-12. Programs build confidence, courage and character. Programming includes, but is not limited to, healthy living, leadership, STEAM (science, technology, engineering, art and mathematics) and financial literacy.

4522 Granny White Pike | Nashville, TN 37204
(615) 383-0490 | www.gsmidtn.org

HARVEST HANDS

Faith-based community development non-profit offering the Empower Sports Program, after-school and summer programming, spiritual development and mentoring, and social enterprise opportunities for youth.

424 Humphreys St | Nashville TN 37203
(615) 499-4963 | www.harvesthandscdc.com

MARTHA O'BRYAN CENTER

Serving youth six months to post high school; programming includes, but is not limited to, an Early Learning Center, extended learning, leadership development, counseling, and college exploration.

711 S 7th St | Nashville, TN 37206
(615) 254-1791 | www.marthaobryan.org

NASHVILLE AFTER ZONE ALLIANCE (NAZA)

NAZA provides free, high-quality after-school programs that provide academic support and creative outlets for MNPS students in grades 5-8.

615 Church St | Nashville, TN 37219
(615) 880-2109 | www.nashvillez.org

OASIS CENTER

Oasis Center offers 19 individual and unique programs in three major departments: Crisis and Residential Services, Youth Engagement and Action, and College Connection. Their Youth Opportunity Center houses nine youth agencies.

1704 Charlotte Ave, Suite 200 | Nashville, TN 37203
(615) 327-4455 | www.oasiscenter.org

COMMUNITY RESOURCES

for MNPS Students

ROCKETOWN

Rocketown is a faith-based youth outreach facility that includes a recording studio, skate park, after-school activities, summer camp, art lab and more.

601 Fourth Ave S | Nashville, TN 37210
(615) 843-4001 | www.rocketown.com

SECOND HARVEST

The Second Harvest School Food Pantry Program is designed to increase food access for school children and their families in need. To find a School Food Pantry near you, go to www.secondharvestmidtn.org/learn/feeding-programs or call 615-329-3491.

331 Great Circle Rd | Nashville, TN 37228
(615) 329-3491 | www.secondharvestmidtn.org

SOUTHERN WORD

Opportunities such as spoken word residencies and workshops, music production and songwriting, writers' schools, and the youth poet laureate program engage youth in the literary and performing arts.

1704 Charlotte Ave, Suite 200 | Nashville, TN 37203
www.southernword.org

URBAN LEAGUE OF MIDDLE TENNESSEE

The Project Ready College Access program serves high school students and is comprised of three key components: academic development, social development, and cultural and global awareness.

50 Vantage Way, Suite 201 | Nashville, TN 37228
(615) 254-0525 | ul-mdtn.iamempowered.com

YMCA YOUTH DEVELOPMENT CENTER

Programs include Latino Achievers, Black Achievers, Reach and Rise, SEAL Team, and STEP Up.

1021 Russel St | Nashville, TN 37206
(615) 255-9622 | www.ymcamidtn.com/usydc

YOUTH ENCOURAGEMENT SERVICES

Through programs such as tutoring, summer camp, basketball leagues, job skill training and other recreational and cultural activities, YES serves youth ages 6-18 at three different community centers.

521 McIver St | Nashville, TN 37211
(615) 315-5333 | www.youthencouragement.org

YOUTH LIFE LEARNING CENTER

Working with youth and families with programming that includes after-school activities and social services in three locations around the city.

4402 Tennessee Ave | Nashville, TN 37203
www.yllc.org



POLICIES

— *and* —

PROCEDURES

POLICIES AND PROCEDURES

Inappropriate Use of Internet/ Electronic Devices

Students may not use personal technology during instructional periods except when used as an aid to instruction, at the discretion of the classroom teacher and building administrator. A student who brings his/her device to school does so at his/her own risk. No searches or investigations will be conducted for lost or stolen devices. Personal technology includes, but is not limited to, cellular phones, wireless earpieces, iPods, iPads, other mp3 players, calculators and portable gaming devices. Headphones must be used for personal technology used to play music or video. A student in possession of personal technology in violation of this policy is subject to disciplinary action. See policy SP 6.107.

Juvenile Offender Act

Pursuant to TCA 55-10-701, the juvenile court judge may issue an order of denial of driving privileges for any offense or prohibited conduct described in TCA 55-10-801(a). This section applies to any criminal offense, status offense, violation, infraction or other prohibited conduct involving the possession, use, sale or consumption of any alcoholic beverage or any controlled substance, as defined in TCA 39-17-4, or involving the possession or carrying of a weapon on school property, as defined in TCA 38-17-1309(b) or (c).

On first offenses, the judge may exercise discretion and sign a withdrawal to reinstate driving privileges after three months.

Beyond this limited circumstance, the denial or suspension of driving privileges are outlined in TCA 55-10-702.

For more information, contact the Department of Support Services.

Safe Harbor Provision

A student may approach a school official and voluntarily surrender an object, the possession of which is prohibited by these rules, provided the object is one that the student could lawfully possess off school grounds (such as a pocket knife) and is not a firearm. This safe harbor provision does not apply if a search is in progress at the school.

If a student approaches a school official and voluntarily surrenders such an object, then the student will not be subject to any disciplinary action under these rules. The principal will make arrangements to return the object to the student's parents or legal guardian, when applicable.

If a student discovers an illegal item such as drugs, a weapon or other contraband (e.g. tobacco, alcohol) on school property, or a school bus, or at a school bus stop, the student may approach a school official and report the discovery. A student will not automatically be in violation of school codes by solely making such a report.

School officials will use discretion in determining whether the circumstance surrounding the report warrant further investigation of the reporting student.

Searches and Seizures¹

The following procedures apply to the search of lockers, other areas of school property, including buses, assigned or accessible to students for the holding or storage of property, packages and containers brought onto school property by students and visitors.

Lockers and other storage areas are the property of MNPS and are subject to search. The search will be conducted by the principal or his/her designee in the presence of an adult witness.

- » There should be reasonable suspicion* for school authorities to investigate that the student(s) or visitor(s) possess(es) an item, the possession of which constitutes a crime or school rule violation.
- » If circumstances in a particular school dictate, either a general or random search of lockers or other school property accessible to students may be conducted.
- » A notice will be posted at all schools that lockers and other storage areas, containers and packages brought into the school by students or visitors are subject to search for drugs, drug paraphernalia and weapons.

The following procedures apply to the search of **students' or visitors' vehicles** located or parked on school property. The search will be conducted by the school principal or his/her designee in the presence of an adult witness.

- » There should be reasonable suspicion* for school authorities to investigate that the vehicle contains weapons, drugs, drug paraphernalia or other illicit items.

¹ TCA 49-6-4204, 4205

* Reasonable suspicion is defined as circumstances based on statements or facts that would lead a person of ordinary care and prudence to believe and consciously entertain an honest and strong suspicion that a person or persons have done a specific act.

- » If circumstances dictate, either a general or random search of vehicles may be conducted.
- » A notice will be posted at all school properties indicating that vehicles located or parked on school property are subject to search.

The following procedures apply to the **search of a student** for items in the student's immediate possession. The search will be conducted by the principal or his/her designee in the presence of an adult witness.

- » The search will be conducted in private and in the presence of an adult witness. Situations where there is an immediate threat to the safety and welfare of students and staff, and in the school official's judgment the immediate control of the student and item(s) that are subject of the search is necessary, a search may be conducted in a non-private setting and without an adult witness, provided all of the requirements of reasonableness above are met.

The following procedures apply to **item(s) discovered and/or seized in the course of searches conducted on school facilities**. Any item reasonably felt to necessitate criminal prosecution will be turned over to the appropriate law enforcement officials.

- » School authorities may seize any item reasonably felt to be a threat to the safety of others or is used to disrupt or interfere with the educational process.

NOTE: State law permits school officials to make use of metal detectors or other devices, as well as dogs trained to detect drugs or weapons, to assist in the discovery of weapons and drugs on school properties. Any contraband (such as knives, night sticks, gang-related paraphernalia, etc.) confiscated during searches or turned in to school staff will be stored at MNPS' Security Office for 60 days. After 60 days, unclaimed items will be discarded or destroyed.

Student Arrest

Parents or guardians of a student arrested while at school or at a school-sponsored activity will be contacted after the principal/designee is made aware of the arrest and after the police department has assumed custody of the student.

Unsafe School Choice Option and Victims of Violent Crime

Students who attend a public elementary or secondary school identified by the state as "unsafe," or students who are victims of a violent crime while in or on school grounds, as defined by federal law, must be given the option of enrolling in a different school within the same school district. Transportation for qualified students who decide to change schools must be provided by the school district for the remainder of the school year. In addition, families of a student who attend a school designated

"unsafe" due to a pattern of violence and/or the student is a victim of a violent crime on schools grounds, may choose to transfer the child to a different school that has not been designated as unsafe. Transportation will be provided by the school district. Currently, all MNPS schools are deemed safe by the State Department of Education.

VIOLATION OF PERSONAL RIGHTS

It is a violation for any student, teacher, administrator or other school district employee to violate the personal rights of others. Violation of personal rights is any act of intimidation, harassment/hazing, physical force or threat of physical force directed against all persons or their property or advocate, motivated either in whole or in part by hostility to their real or perceived race, ethnic background, religious belief, gender (including gender identity), age, disability or sexual orientation, with the intention of causing fear or intimidation, or to deter the free exercise or enjoyment of any rights or privileges secured by the Constitution or the laws of the State of Tennessee whether or not performed under the color of law.

English Learners (EL)

CENTRALIZED ASSESSMENT LOCATION

Since MNPS receives federal funds, federal law requires MNPS to assess every child when language proficiency might be an issue. MNPS is required to offer EL services to all students not proficient in English to ensure they have equal access to academic content in school.

Having a centralized assessment/placement center is the most effective and efficient way to assess and place students. The International Student Registration Center, located at 615 Fessey Park Road, Nashville, TN 37204, assists parents in their native language as much as possible and acts as a resource and support for families and schools.

EL ASSESSMENT AND EL SERVICES

To ensure a student is receiving the best support, MNPS must assess English proficiency. The WIDA-Access Placement Test (W-APT) has no bearing on school assignment or grade placement. It simply gives teachers a better understanding of the language support the child will need in the classroom as an English Learner.

When students are identified as English Learners, they will receive EL services during the regular school day from an ESL-endorsed teacher. Students who are deemed proficient in English through the W-APT do not receive EL services.

After the initial placement assessment, all English Learners are assessed annually for English proficiency through the ACCESS for ELLs. If the student scores proficient, he/she will be "exited" from EL services.

HOME LANGUAGE SURVEY (HLS)

Every student must have a completed and signed HLS in his/her cumulative file. A parent/guardian must complete a HLS when the child first enters MNPS. The form must be completed in its entirety, signed and dated.

If the HLS indicates the student speaks another language or that another language is spoken at home, the parent/guardian should make an appointment with the International Student Registration Center at the EL Office. Appointments can be made by calling (615) 259-8608.

LANGUAGE SERVICES

Families have the right to request an interpreter for any communication with the school. To request an interpreter, contact the school (a teacher or administrator) or the Office of English Learners at (615) 259-8608.

Students With Disabilities

SPECIAL EDUCATION SERVICES

If You Suspect Your Child Has a Disability

Families who suspect their child has a disability may request in writing that their child's school start the support team process. The support team process will review the concerns and develop a support team plan. Families may also request in writing that the school system test their child for any suspected disabilities. If a student is found eligible for special education services, an Individualized Education Program (IEP) will be developed.

Discipline

If a student who receives special education services or a student who has an Individualized Education Program (IEP) violates school rules or district policies outlined in this handbook, he or she will be disciplined in accordance with district policy and state and federal laws that govern Special Education, such as the Individuals with Disabilities Education Act (IDEA). For more information regarding discipline and students with disabilities, please refer to the Notice of Procedural Safeguards booklet.

PROTECTIONS FOR CHILDREN NOT YET ELIGIBLE FOR SPECIAL EDUCATION AND RELATED SERVICES (34 CFR §300.534)

If a child has not been determined eligible for special education and related services and violates a code of student conduct, but the school district had knowledge (as determined below) before the behavior that brought about the disciplinary action occurred that the child was a child with a disability, then the child may assert any of the protections described in this notice.

Basis of knowledge for disciplinary matters: A school district must be deemed to have knowledge that a child is a child with a disability if, before the behavior that brought about the disciplinary action occurred:

1. The parent of the child expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency, or a teacher of the child that the child is in need of special education and related services; or
2. The parent requested an evaluation related to eligibility for special education and related services under Part B of the IDEA; or
3. The child's teacher, or other school district personnel, expressed specific concerns about a pattern of behavior demonstrated by the child directly to the school district's Director of Special Education or to other supervisory personnel of the school district.

A school district would not be deemed to have such knowledge if:

1. The child's parent has not allowed an evaluation of the child or refused special education services; or
2. The child has been evaluated and determined to not be a child with disability under Part B of the IDEA.

504 SERVICES

Section 504 of the Rehabilitation Act of 1973 is a federal civil rights law protecting the rights of individuals with disabilities. It guarantees students with disabilities the right to an equal educational opportunity.

Qualified students who have a physical or mental impairment that substantially limits one or more major life activities, has a record of such impairment, or is regarded as having impairment must be provided a Free Appropriate Public Education (FAPE) and have procedural safeguards under the law.

A diagnosis of a disability does not automatically qualify a student for eligibility under Section 504.

To be eligible as a student with a disability under Section 504, a student must be evaluated and determined eligible under Section 504 by a 504 team. Families who suspect their child has a disability may submit a verbal or a written request for the school to start the 504 evaluation process. The 504 team will review all concerns and proceed with the 504 evaluation eligibility process.

Steps to 504 Service:

1. Contact the 504 Coordinator at the child's school
2. Be ready to assist in documenting a disability
3. Attend the 504 meetings
4. Be an active partner in the process with the school

Discipline

If a student who has been determined eligible under Section 504 violates school rules or district policies outlined in this handbook, he or she will be disciplined in accordance with district policy, state and federal laws that govern Section 504 of the Rehabilitation Act of 1973 and IDEA. For more information regarding discipline and students with disabilities, contact the school and/or visit www.mnps.org to obtain the Notice of Procedural Safeguards booklet and Section 504 Manual.

Protections for Children Not Yet Eligible for Services

If a child has not been determined eligible for 504 services and violates a code of student conduct, but the school district has knowledge that the child has a disability before the behavior that brought about the disciplinary action occurred, then the child may assert any of the protections described in this notice. In determining whether the school district had a basis of knowledge that the child has a disability, the district will follow similar guidelines as provided for under the IDEA outlined under the Exceptional Education Services section.

Policies Related to Administration of Schools

The information contained in this section is a brief description of the most referenced policies and procedures. The information included does not describe policies in their entirety but should be viewed in the policies section on the MNPS website for the complete policy. For questions or help, contact the MNPS Family Information Center at 259-INFO (4636).

DISTRICT GOVERNANCE

MNPS is governed by the Metropolitan Nashville Board of Public Education. The Board hires a Director of Schools to ensure all state, federal and local laws and regulations governing local schools are upheld. Funding for the district's operating and capital budgets is approved by the Metro Council.

Under Policy Governance, the administration is responsible for establishing all of the operating policies within the school district. Members of the Director's Executive Leadership Team (ELT) sponsor policies applicable to their division. Policies are presented to the Director of Schools for approval in consultation with the full ELT. The Director of Schools is ultimately responsible for approving district policy. District policies are reviewed annually and published online. Policies are subject to change throughout the school year. The current text of all policies is available in the following locations:

- » The MNPS website at www.mnps.org
- » All MNPS schools

- » MNPS Family Information Center
2601 Bransford Ave, Nashville, TN 37204
Entrance off of Berry Hill Rd
615-259-INFO (4636)

BOARD OF PUBLIC EDUCATION MEETINGS AND POLICIES

Board meetings are held on the second and fourth Tuesdays of each month. Persons who would like to request to speak to the Board at a Board Meeting, must submit the request in writing to board.administrator@mnps.org. For questions concerning appearing before the Board, contact (615) 259-8487. Board meeting minutes are posted on the MNPS website. More information about the Metropolitan Board of Public Education and its members is available on the MNPS website at www.mnps.org.

ATTENDANCE AND TRUANCY

Tennessee law requires children ages six through 17 attend school. Attending school daily helps children succeed academically. Missing school leads to difficulties for a student academically, socially and emotionally.

If a student is found to be unlawfully absent from school and/or habitually truant, the student may be taken into custody by law enforcement personnel and transported to the Metro Student Attendance Center (M-SAC). Juvenile court may also become involved if a student is truant.

The parent or guardian of any MNPS student should consistently update address records and contact information with the school staff so the school can contact them. Any information regarding attendance and truancy will be sent home via U.S. Postal Service, email and automated phone calls.

What absences are counted as excused absences?

- » Student's personal illness
- » Family member's illness that requires the student's temporary help
- » Death in the family (up to three days)
- » Deployment of a parent or guardian serving in the military (one day for deployment, one day for return and up to 10 days when the service member is on temporary leave at home)
- » Head lice (up to three days per infestation)
- » Recognized religious holidays regularly observed by persons of the child's faith
- » Court appearance or legally mandated meetings
- » Documented college visitations (up to three days per year for juniors and seniors)
- » A principal may allow the following circumstances to be considered an excused absence if the parent

or guardian submits a written request:

- Unexpected emergencies such as car problems
- Job interview or conference
- Doctor or dental appointments
- Other circumstances requested in writing by the parent or guardian that the principal considers to require a child's absence

How do absences need to be documented to be considered excused absences?

- » The parent or guardian of the student must send in a written note explaining why the student missed school within three days of the student's return to school after being absent.
- » Because students sometimes lose notes or forget to turn them in, the parent or guardian should make sure the designated school staff in the front office has received the written excuse notes.
- » The parent or guardian should keep a copy of the written excuse note for personal record.
- » If a written excuse note is not turned in, the absence will be considered an unexcused absence.
- » Absences will be marked on the student's attendance record as either excused or unexcused. The parent or guardian can request copies of the student's attendance record from the school's front office.

What role does the principal have in deciding whether an absence is excused?

- » Every principal establishes different rules regarding excusing absences. Parents and guardians should make sure they know the attendance policy for each school that their child attends.
- » When a written excuse note is turned in, the principal may do the following:
 - Excuse an absence
 - Refuse to excuse an absence
 - Require a written or verbal explanation from the parent or guardian explaining the reason for each absence
 - Require other documentation that the principal thinks is appropriate to excuse the absence
 - Require a doctor's statement that the student's absences are related to an illness
 - Require a doctor's statement approving the student to participate in the regular school program or extracurricular activities

What if there is concern about the accuracy of the student's attendance record?

- » If a parent/guardian has concerns regarding the accuracy of the student's attendance, he/she can

contact the school to discuss potential discrepancies. Concerns about the student's absences may be appealed to the school's principal, who will make the final decision.

Late Arrival and Early Dismissal

- » Students must attend one half of a school day to be counted present.
- » If a child attends less than one half of a school day, the student will be marked as absent. A written excuse note should be turned in to the front office for this to be considered an excused absence.
- » Students who arrive after the designated start time of school will be counted as tardy.
- » The principal will determine the time frame in which tardy students are able to go directly to class. Students are expected to get an admit slip to class from the office staff upon arriving at school.
- » Students will not be released from school for early dismissal without prior approval from the parent or guardian.
- » The names of the adults who are permitted to pick up the student from school must be documented in the student's school file. Without prior notification from the student's parent or guardian, a student will not be released to an adult whose name is not documented in the file.
- » The parent/guardian or adult whose name is listed on file will be asked to show the front office staff a picture ID for the student to be released from school.

Make-Up Work for Assignments Missed During Absence

- » Students with an excused absence will have the opportunity to make up the assignments that they missed during their absence. The student's absence will not affect the student's grade on the completed make-up assignment.
- » The principal will determine whether a student with an unexcused absence will have the opportunity to make up missed assignments.
- » The parent or student must request make-up work within three days of the student returning to school. The teacher and student will agree on a date that make-up work must be completed by in order for the student to receive credit.
- » The unexcused absence will remain unexcused even if missed work is completed.

Responses to Truancy

- » A student is considered to be truant after he or she has more than four unexcused absences in a school year.

- » The school staff may make a referral to various support staff, including Cluster Teams and M-SAC, in an effort to alleviate any social, emotional or family issues that may be contributing to the student's absences.
- » When a student has five unexcused absences, the principal may make a referral to juvenile court so the court can intervene with the student's truancy. If a juvenile court referral is made, the parent or guardian of the student must attend court and court reviews, as well as pay the fees that accompany court costs. If the student continues to miss school and remains truant, the court has the authority to remove the child from the parent or guardian's home.
- » If a student has an IEP, the school must hold a Manifestation Determination Review to determine whether the student's absences were related to the student's disability prior to making a referral to juvenile court. If the student's disability had a direct and substantial relationship to the absences, a truancy referral to juvenile court will not be made.

Metro Student Attendance Center (M-SAC)

In 2008, Metro Juvenile Court established Metro Student Attendance Center (M-SAC) in an effort to reduce truancy. M-SAC works with students who have been detained by police for loitering during school hours or who have been identified by the schools as being truant (having more than four unexcused absences). M-SAC, along with the student and parent/guardian's input, assesses the underlying reasons the student is truant. If needed, M-SAC can make referrals to various social service agencies to provide additional support to the student. M-SAC works closely with MNPS so that the schools can effectively follow up on the student's attendance.

Adult Education Program – High School Equivalency Test

Students 17 years of age or older will be eligible to take the High School State Equivalency Test (HiSET) in lieu of earning a high school diploma with the approval of the Director of Schools. Students wishing to take the HiSET are encouraged to enroll in a State approved HiSET program. Students must submit a written application for testing to the Executive Officer of Support Services/designee for a recommendation to be made to the Director of Schools. All applicants must be interviewed in order to be recommended for testing.

Discharge of Compulsory Attendance

Students who have reached their 17th birthday may be excused from compulsory attendance under the following circumstances:

- » The student significantly disrupts the learning of other students

- » The student's behavior requires consistent and significant discipline
- » The student is not significantly benefitting from attending school

Homework Guidelines

ELEMENTARY

Background

Research provides strong evidence that, when used appropriately, homework benefits student achievement (Good & Brophy, 2003; Cooper, Robinson, & Patall, 2006). Homework is beneficial and important in a student's overall program; homework is required in MNPS.

General Information

Homework is one of the many learning activities in which students engage; its purposes are to:

- » extend learning, provide for the practice of concepts and skill development in concepts and/or skills initially presented in the classroom and that students can do independently to deepen their knowledge and understanding;
- » provide opportunities for independent work;
- » provide opportunities for enrichment;
- » provide opportunities to engage in a flipped classroom pedagogical approach, where students' preparatory homework activities become vital to effective classroom activities; and,
- » provide opportunities to check for understanding and for possible instructional follow-up when students struggle or have misconceptions.

When Planning and Assigning Homework, Teachers Should:

- » Help students to see how homework is related to classwork and instructional objectives (discuss homework with students);
- » Develop assignments which have meaning and account for individual student differences, needs and abilities;
- » Ensure the homework is challenging and at the right level of difficulty; design homework to maximize the chances that students will complete it. (Students should be able to complete homework assignments independently with relatively high success rates, but they should still find the assignments challenging enough to be interesting.);
- » Ensure the total homework load from all students' teachers is a reasonable one and the amount of

homework (assigned two to four times a week) follows the “10 minute rule” (Cooper, 2007). The “10 minute rule” states that all daily homework assignments combined should take about as long to complete as 10 minutes multiplied by the student’s grade level. For example, up to 10 minutes per night of homework for pre-k and Kindergarten students, 10 minutes per night in the first grade, 20 minutes for second grade, and an additional 10 minutes per grade level thereafter (e.g., 120 minutes for 12th grade). Additional time should be added appropriately for daily at-home reading for enjoyment and should not include a book report or like assignment;

- » Ensure homework assignments, the procedures for accomplishing them and the due dates are clear;
- » Identify strategies to support students who may not have support at home with homework completion;
- » Be mindful of cultural, ethnic, religious and other celebrations and/or historical events that are important to members of our community;
- » Not assign homework on designated religious holidays when students are absent because of religious observances;
- » Not require homework over breaks from school (i.e., winter break);
- » Should allow students who have been excused from school for religious observances or other lawful absences the opportunity to make up assignments;
- » Partner with families to reinforce learning and broaden educational opportunities for students through parental knowledge of the homework procedures established by the individual teacher;
- » Involve parents in appropriate ways without requiring parents to act as teachers or to police students’ homework completion; and,
- » Make homework meaningful to students by ensuring cooperation and communication among the teachers, students and parents or guardians.

Grading and Reporting

- » Completed homework assignments are to be reviewed by the teacher (or a designee) with feedback provided as appropriate.
- » Homework completion will be reported on report cards using the following four-point scale:
 - 0 – never completes,
 - 1 – rarely completes,
 - 2 – sometimes completes,
 - 3 – frequently completes, and
 - 4 – always completes.

MIDDLE AND HIGH SCHOOL

Background

Research provides strong evidence that, when used appropriately, homework benefits student achievement (Good & Brophy, 2003; Cooper, Robinson, & Patall, 2006). Homework is beneficial and important in a student’s overall program and is required in MNPS.

General Information

Homework is one of the many learning activities in which students engage; its purposes are to:

- » extend learning, provide for the practice of concepts and skill development in concepts and/or skills initially presented in the classroom and that students can do independently to deepen their knowledge and understanding;
- » provide opportunities for independent work;
- » provide opportunities for enrichment;
- » provide opportunities to engage in a flipped classroom pedagogical approach (a learning model where students are first exposed to new material outside of the classroom through the use of prepared assignments, readings or other learning materials; the new material is then integrated into an engaging demonstration, application or lesson that allows for more critical thinking and active learning in the classroom), where students’ preparatory homework activities become vital to effective classroom activities; and,
- » provide opportunities to check for understanding and for possible instructional follow-up when students struggle or have misconceptions.

When Planning and Assigning Homework, Teachers Should:

Help students to see how homework is related to classwork and instructional objectives (discuss homework with students);

- » Develop assignments which have meaning and account for individual student differences, needs and abilities;
- » Ensure the homework is challenging and at the right level of difficulty; design homework to maximize the chances that students will complete it. (Students should be able to complete homework assignments independently with relatively high success rates, but they should still find the assignments challenging enough to be interesting.);
- » Ensure the total homework load from all students’ teachers is a reasonable one and the amount of homework (assigned two to four times a week) follows the “10 minute rule” (Cooper, 2007). The “10 minute rule” states that all daily homework

assignments combined should take about as long to complete as 10 minutes multiplied by the student's grade level. For example, up to 10 minutes per night of homework for pre-k and Kindergarten students, 10 minutes per night in the first grade, 20 minutes for second grade, and an additional 10 minutes per grade level thereafter (e.g., 120 minutes for 12th grade).

Additional time should be added appropriately for daily at-home reading for enjoyment and should not to include a book report or like assignment. (Please note: students taking more rigorous courses [i.e. Advanced Placement/AP] may be assigned more homework);

- » Clearly communicate to parents and students the importance of homework activities as part of flipped classroom activities and lessons, including potential safety-related homework and how students' failure to complete the homework may limit their participation in the related classroom activity. If a student's failure to complete a homework assignment related to a classroom lesson, lab or activity (including a flipped classroom activity) limits them from safe and prepared participation, they may not be allowed to participate.
- » Ensure homework assignments, the procedures for accomplishing them and the due dates are clear;
- » Identify strategies to support students who may not have support at home with homework completion;
- » Be mindful of cultural, ethnic, religious and other celebrations and/or historical events that are important to members of our community;
- » Not assign homework on designated religious holidays when students are absent because of religious observances;
- » Not require homework over breaks from school (i.e., winter break);
- » Should allow students who have been excused from school for religious observances or other lawful absences the opportunity to make up assignments;
- » Partner with families to reinforce learning and broaden educational opportunities for students through parental knowledge of the homework procedures established by the individual teacher;
- » Involve parents in appropriate ways without requiring parents to act as teachers or to police students' homework completion; and,
- » Make homework meaningful to students by ensuring cooperation and communication among the teachers, students and parents or guardians.

Grading and Reporting

- » Completed homework assignments are to be reviewed by the teacher (or a designee) with feedback provided as appropriate.

- » Homework completion will count for 10 percent of each nine-weeks grade. Providing high quality academic feedback is the district's recommended best practice; however, a numerical grade reflecting the percentage correct is not required for the homework grade. The 10 percent for homework is based on completion and/or accuracy.

Reporting Requirements

MNPS is committed to providing all students a learning environment free from bullying or harassment based on race, color, religion, national origin, disability, sexual orientation, ancestry or gender, including gender identity, expression and appearance. Bullying and harassment are prohibited and will not be tolerated.

Any students with knowledge of bullying should report the bullying to the principal. Bullying, harassment, intimidation or hazing that is reported to any staff member must be reported to the principal. See MNPS policy 6.110 available at www.mnps.org.

All students have the right to attend school in a safe environment that is conducive to learning. A threat is considered an expression to harm others or self through verbal, written or gestured communication. Any threat will be taken seriously if is communicated, observed or reported by the recipient(s) of the threat or by a third party who has knowledge of the threat. For this reason, policies and procedures have been established to assist the Threat Assessment Team's investigation and response to any threats to harm self or others. If the Threat Assessment Team concludes that a threat is credible, the consequences for the person or individuals making the threat may include, but are not limited to, the development of a safety plan, a referral to outside agencies, school level consequences, suspension, school reassignment and expulsion for up to one calendar year.

THREAT BY ELECTRONIC TRANSMISSION

Students, employees and volunteers must report any knowledge of electronic threats to school officials.

COMMUNICABLE DISEASE – SP 6.134

If a child currently has or has been exposed to certain communicable diseases, he or she should not attend school for the amount of time that is determined by the Metro Health Department.

CHILD ABUSE AND NEGLECT – SP 6.117

The district assures the safety of each child in our care. Staff is required by law to report any suspicion of abuse or neglect. MNPS will report suspected abuse to the Metropolitan Police Department and the Tennessee Department of Children's Services.

COMPLAINTS – SBOP 1.100

Parents should contact the teacher and school principal to resolve any complaints or concerns before filing a formal complaint with the Family Information Center, (615) 259-INFO (4636).

DISRUPTIVE PARENTS/GUARDIANS/OTHER VISITORS

Parents, guardians and other visitors whose conduct disrupts the safe and orderly operations of school facilities, in the reasonable judgment of authorized school personnel, may be required to obtain permission to be on school facilities or may be banned (ZT- Zero Tolerance) from MNPS facilities.

When the school is on lock down due to a security or weather-related issue, the first priority is the safety of staff and students. Parents or other visitors to the building must follow school emergency procedures under the direction of school staff until the lock down is lifted. During a security lock down, no one is permitted to enter the building from the outside. In weather-related lock downs, schools may allow those outside to seek shelter indoors until it becomes necessary for staff to take shelter.

DISTRIBUTION OF MATERIALS – SBO 1.104

Information distributed at the school through pamphlets, flyers, newsletters, etc. must first be approved by the school principal and/or the district Communications Office.

ELIGIBILITY FOR ATHLETICS – IM 4.108

Eligibility for athletic participation in MNPS is governed by the Tennessee Secondary Schools Athletic Association (TSSAA), district policy and Middle School Athletic By-Laws. Students who withdraw from a school of choice will lose athletic eligibility for one calendar year, subject to TSSAA decisions. Students must submit required documentation to the school office prior to participating in athletic programs and practices.

EXEMPTION FROM EXAMS – IM 4.117

Seniors who are eligible for exemption cannot be required to take an exam. Students must be notified prior to the day of an exam for a given course that they are exempt. If a senior who is eligible for exemption elects to take the exam, the grade earned on the exam must count and be recorded. In the event a student is exempt and no exam is taken, each nine-week grade will count as 50 percent of the semester average. Under no circumstances are exemptions allowed in courses requiring an End of Course Exam. Senior exam exemptions are determined by individual classes each semester.

FAMILY LIFE AND SEXUAL EDUCATION – IM 4.154

The district has established a policy in accordance with state and federal laws which governs the teaching of topics such as abstinence, reproduction, HIV and other sexually transmitted diseases, and contraception. For students to participate in such courses where sexual issues are discussed, parents must sign a permission form indicating they have consented for their child to participate.

FEE WAIVERS – SP 6.109

The school may assess Board-approved fees for laboratory and classroom materials. Fees may be waived for students who qualify for free/reduced lunch.

FIELD TRIPS – SP 6.151

Students must obtain permission to participate in school-related field trips.

HEALTH AND WELLNESS – IM 4.146

The Federal government passed a law that governs health and wellness in public schools. The district has established a policy in accordance with this law that includes physical activity and food services on school property.

HIPAA PRIVACY RULE

The Health Insurance Portability and Accountability Act (HIPAA) Privacy Rule allows covered health care providers to disclose Protected Health Information (PHI) about students to school nurses, physicians or other health care providers for treatment purposes, without the authorization of the student or student's parent. For example, a student's primary care physician may discuss the student's medication and other health care needs with a school nurse who will administer the student's medication and provide care to the student while the student is at school. In addition, a covered health care provider may disclose proof of a student's immunizations directly to a school nurse or other person designated by the school to receive immunization records if the school is required by state or other law to have such proof prior to admitting the student and a parent, guardian, or other person acting in loco parentis has agreed to the disclosure. See 45 CFR 164.512(b)(1)(vi).

TECHNOLOGY AND ACCEPTABLE USE POLICY – IM 4.160

Any parents wishing to restrict their children's access to the Internet and network are required to complete and sign the Technology Opt-Out form, located on the Opt-Out Preferences page in the front of the handbook, and return to their child's school. Failure to complete and sign the Technology Opt-Out form will serve as an indication that your child has permission to access the Internet and the district's network. The full policy will

be issued to parents and it will be posted on the district's website at www.mnps.org/policies-and-procedures. 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.

All MNPS technology resources and all information processed by, created on or transmitted through MNPS technology resources are subject to the provisions of applicable Public Records laws. At no time should there be an expectation of privacy by students, staff or contractors while utilizing any MNPS technology resource, any MNPS network, stand-alone system or other device. The district reserves the right to examine, at its sole discretion, any information originating on, accessed by or processed through MNPS-owned computers, networks or other information system components. This examination may occur with or without the user's prior knowledge and may be conducted in real time or by examining access history and/or related files.

MNPS may monitor a user's Internet, online services and/or e-mail activity when there is a legitimate business or technical need to do so. MNPS users will not engage in unacceptable use of technology resources.

Alleged violations involving student use should be reported to the teacher who was supervising the student at the time of the alleged offense. The teacher or staff person will report the alleged violation to the principal, who will investigate the incident, with appropriate input from the Information Technology department. If after the investigation there is a reasonable certainty that a violation actually occurred, the principal will impose sanctions, which may include limiting or suspending a student's Internet privileges. Serious or repeated violations of Internet, online services and/or e-mail use could result in permanent loss of Internet, online services and/or e-mail privileges, and other disciplinary action consistent with the Student-Parent Handbook. If a student's misuse of Internet, online services and/or e-mail is in violation of the law, such misuse shall be reported to the appropriate authorities and could be punished as a criminal offense.

Personal web logging, blogging, tweeting, texting and personal usage of social media sites (such as, but not limited to, Twitter and Facebook) is not permitted without the express approval of the instructional staff for the course(s) in which a student is enrolled. Further, students are prohibited from posting, using MNPS resources to any Internet site outside the official MNPS network, or through any electronic media, any material that identifies students or provides any information that would be considered confidential according to FERPA or HIPPA.

LENGTH OF SCHOOL DAY – IM 4.159

The school day is designed to offer classes and lunch during a set time period. The district requires students to spend a specific amount of time in each class and 30 minutes at lunch.

PARENT INVOLVEMENT – IM 4.102

MNPS recognizes the value and importance of meaningful, two-way parental involvement at the school and district level. Parents are invited as partners in helping all students acquire necessary knowledge and skills without regard to the parent or family's race, religion, creed, gender, socioeconomic status, physical impairment or age.

PARENT NOTIFICATION POLICY – SP 6.152

This policy covers notifications that MNPS is required to provide all parents under state and federal laws. This includes, but is not limited to: whether your child is eligible for special services based on varying factors such as being an English Learner, a homeless or migrant student, or a special education or gifted student; students' achievement level on state assessments or attending a Title I school; and your right to request teachers' and other paraprofessionals' qualifications.

PERSONAL APPEARANCE – SP 6.114

All MNPS students are required to abide by their school's dress code during the school day. Failure to do so will result in immediate disciplinary action.

BRING YOUR OWN DEVICE (BYOD) – IM 4.173

This policy provides an opportunity for students to utilize personal technology for instructional use in MNPS schools and classrooms. The use of these of personal technology should be regulated by schools and teachers to meet the instructional goals.

STUDENT DRIVING POLICY – SP 6.148

The operation of a motor vehicle by an unlicensed driver is a danger to other students, MNPS staff and others as a violation of state law. Students must apply for permission to park a particular vehicle on MNPS property. The application includes:

- » proof of valid, current Tennessee driver's license
- » proof of required insurance (set by state law), including personal liability and property damage
- » proof of ownership of vehicle to be parked on school property
- » verification by owner of vehicle of licensed driver and sufficient insurance coverage

Without a parking pass or valid visitor pass, a vehicle is subject to towing at owner's expense. Parents may claim car upon proper proof of ownership. All costs of towing and impoundment will be charged to the owner of the vehicle. All visitors must park in designated visitor spaces and/or show a valid parking pass.

STUDENT RECORDS – SP 6.101

Student records may be accessed by a student's legal guardian upon request. Students over the age of 18 may also request their own records. A fee is charged for making copies of student records. Confidential student information is always protected under FERPA and only released with the parents' approval.

SUBSTANCE ABUSE POLICY – SP 6.153

MNPS maintains a supportive atmosphere for those students seeking to get treatment for substance abuse issues. Parents who suspect their child is dealing with substance abuse issues should contact the Office of Drug Education at (615) 259-8683.

TRANSPORTATION – SS 3.118

School bus transportation is a service provided to all zoned MNPS schools. As a function of the school system, all rules and regulations pertaining to the expectations for student behavior apply while riding the bus to and from school. In partnership with the school system, the Metro Transit Authority (MTA) does provide bus passes for MNPS students in grades 9-12 that utilize MTA bus transportation to attend their school of choice. All students are entitled to school bus transportation, with the exception of those who choose not to attend their school of zone, are removed for disciplinary reasons or have been expelled from school due to the violation of school rules. Students with disabilities are entitled to additional transportation benefits as identified in their Individualized Educational Plan (IEP).

TRANSPORTATION OF STUDENTS TO MEDICAL FACILITIES – SP 6.133

If an emergency involving injury occurs at an MNPS campus, 911 will be immediately called. Emergency personnel will make the determination of whether to transport the child to a medical facility. Every effort will be made to contact the child's parent or guardian; however, if the parent or guardian cannot be reached, the child will still be transported to a medical facility for emergency treatment. MNPS is not responsible for costs associated with emergency transport.

UNSAFE SCHOOL CHOICE POLICY PROCEDURE – SP 6.156 AND SPp 6.112

Students who attend a public elementary or secondary

school identified by the state as "unsafe," or students who are victims of a violent crime while in or on school grounds, must be given the option of enrolling in a different school within the same school district. Transportation for qualified students who decide to change schools must be provided by the school district for the remainder of that school year.

VOLUNTEERS AND VISITORS ON SCHOOL CAMPUS – IM 4.105

Visitors are welcome in our schools but they must respect the learning environment and appreciate the principal's role in ensuring the safety and security for all students and staff. All visitors must present a valid ID and sign in before receiving a visitor's badge. Volunteers must register with www.schoolvolunteers.org.

Permissions Related to Policies

Certain permissions are required for students to participate in some school-related activities. Parents or guardians should indicate on the permission form whether or not their child has permission to participate.

PRINT AND DIGITAL MEDIA

The following media sources will not display photographs, videos, and/or audio clips of any identifiable student without written permission obtained from the legal guardian of the student:

- » MNPS social media and web publication, including the Metro Schools' blog, Children First
- » MNPS printed media, including marketing brochures and informational publications
- » Non-MNPS social media and web publication, including community partners
- » Non-MNPS media, including local news stations, newspapers and other news sources

Permission can be granted or denied with the permission form at the front of this handbook. Non-MNPS media sources will be aware of students who do not have written consent for media publications.

MILITARY RECRUITERS

MNPS is required by law to provide military recruiters contact information for high school students approaching eligibility age for military service, **UNLESS** the parent has requested that the district not share the information. Please confirm your permission to release your child's name and contact information to a military recruiter on the permission form at the front of this handbook. Unless you deny permission, your child's information will be included.

HEALTH SCREENINGS

As mandated by the State of Tennessee, MNPS provides hearing and vision screenings at designated grade levels at both elementary and middle schools. At elementary, middle and high school Coordinated School Health sites, additional screenings for height, weight and blood pressure are also provided. Please confirm your permission for the screenings on the permission form at the front of this handbook. Unless you deny permission, your child will be included in the available health screenings.

LIMITLESS LIBRARIES

Limitless Libraries is a cooperative effort of the Nashville Public Library, MNPS and the Office of the Mayor. Its goal is to improve and enhance school libraries and ease access to public library resources. Limitless Libraries combines library purchasing efforts and supplements existing collections with updated formats like Playaways, DVDs and eBooks. MNPS students in grades 3-12 may borrow items from the public library and have them delivered to the school. They may also return public library items to the school library. The student ID number serves as the student's public library number, making public library resources accessible and available. The Nashville Public Library will access the child's directory information to create and maintain the library account.

- » **Grades 3-4** – Students will be able to request items from the Nashville Public Library's juvenile collection only. Students will be able to check out up to three items at a time and will not be charged overdue or lost/damaged item fees.
- » **Grades 5-12** – Students will follow the circulation policies set by the Nashville Public Library. All lost and damaged items will be billed at the regular library rates and must be reimbursed to the Nashville Public Library.

If the parent or guardian wishes to exclude his/her child from Limitless Libraries, he/she may sign the Limitless Libraries Opt-Out form on the Opt-Out Preferences page in the front of this handbook. Failure to sign the Limitless Libraries Opt-Out form will serve as an indication that the student has permission to access Limitless Libraries.

TECHNOLOGY

Students will be permitted to use the Internet or e-mail at school unless the parent or guardian signs the Technology Opt-Out form, located on the Opt-Out Preferences page in the front of this handbook, to restrict their child's use/access to the Internet. Please read the Technology and Acceptable Use Policy on page 32 and decide if you wish to restrict your child's access to the Internet. If you wish to deny access, complete the Opt-Out form, which should be signed by both the student and the parent or guardian before returning to your child's teacher.

SCHOOL SOCIAL WORK SERVICES

School social work services exist in every MNPS school. The Social Work Department is committed to helping students reach their highest academic potential. Sometimes there are personal issues that interfere with students' learning. School social workers provide free counseling to students during the school day on-site at their school. All records regarding a student's sessions with the school social worker are kept confidential except as required by law.

If the parent or guardian wishes to exclude his/her child from school social work services, he/she may sign the School Social Work Opt-Out form on the Opt-Out Preferences page in the front of this handbook. Failure to sign the School Social Work Services Opt-Out form will serve as an indication that the student has permission to meet with the School Social Worker at his/her school.

Non-Discrimination Statement

Metropolitan Nashville Public Schools (MNPS) does not discriminate on the basis of race, religion, creed, sex, gender, gender identity, sexual orientation, national origin, color, age and/or disability in admission to, access to or operation of its programs, services or activities and provides access to the Boy Scouts and other designated youth groups. MNPS does not discriminate in its hiring or employment practices.

Civil Rights Compliance

MNPS is committed to ensuring all students and adults are given the opportunity to learn, participate and work in an environment that is free from discrimination by adhering to the following laws:

TITLE VI OF THE CIVIL RIGHTS ACT OF 1964

Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race or ethnicity, color or national origin.

TITLE IX OF THE EDUCATIONAL AMENDMENTS OF 1972

Title IX prohibits discrimination on the basis of sex.

If you would like to file a Title VI or Title IX complaint or have questions, please contact:

Title VI & Title IX Coordinator
2601 Bransford Avenue
Nashville, TN 37204
Email: civilrightscalculations@mnps.org
Phone: (615) 259-8634

SECTION 504 OF THE REHABILITATION ACT OF 1973 AND TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990

Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act 1990 prohibits discrimination on the basis of disabilities.

Section 504 of the Rehabilitation Act of 1973 provides that no otherwise qualified individual with handicaps in the United States solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

Title II of the Americans with Disabilities Act, 1990 protects qualified individuals with disabilities from discrimination on the basis of disability in services, programs and activities provided by state and local government entities.

Notice

MNPS will make available the name(s), office address and telephone number of the ADA and Section 504 coordinator(s).

The district's initial and continuing notification may include the posting of notices, publication in newspapers and student and employee handbooks, and distribution of memoranda or other written communications.

504 Complaint Procedures

There are two complaint processes: the informal grievance process and formal complaint process.

- » **Informal Grievance Process:** Anyone may use the informal complaint procedures to report and resolve complaints of disability discrimination. Use of the informal complaint process is not required prior to filing a grievance. A parent or guardian is encouraged to first meet and discuss the complaint with the school's 504 Coordinator, teacher or building administrator involved with the objective of resolving the matter promptly and informally. If the complaint is not resolved as of that meeting, or if the complainant wishes to bypass the informal complaint process, the parent or guardian may file a grievance.
- » **Formal Complaint Process:** The district coordinator will hear Section 504 complaints. Complaints of disability discrimination may be made orally or in writing to the district coordinator who will endeavor to accomplish prompt and equitable resolution of complaints alleging any action that would be prohibited by the ADA/Section 504. The complainant and subject of the complaint will be provided the opportunity to present witnesses and evidence. The coordinator will respond to all complaints within 20 days with a written response, as well as information on further grievance procedures that may be

followed if the complaining party is not satisfied with the coordinator's proposed resolution.

Appeal Process

If the parent or guardian wishes to appeal the decision of the District Section 504 Coordinator, he/she may submit a signed statement of appeal to the Executive Officer of Support Services or his/her designee within 10 days after receipt of the district coordinator's response. The Executive Officer of Support Services or his/her designee will meet with all parties involved, formulate a conclusion and respond in writing to the grievance within 15 days.

If appropriate, the school will take steps to prevent recurrence of any harassment and to correct its discriminatory effects on the student and others.

The complainant may file a complaint with the U.S. Department of Education's Office for Civil Rights at any time before or during these grievance procedures.

504 or Title II complaints or inquiries, should be made to:

Shree Walker
504 Coordinator
2601 Bransford Avenue
Nashville, TN 37204
Email: shree.walker@mnps.org
Phone: (615) 259-8781

Henry Flenory
ADA Title II Coordinator
2601 Bransford Avenue
Nashville, TN 37204
Email: henry.flenory@mnps.org
Phone: (615) 259-8531

MNPS Bullying and Harassment Policy Link:
<http://www.mnps.org/policies-and-procedures/2016/7/19/sp-6110-bullying-cyber-bullying-discrimination-intimidation-harassment-and-hazing?rq=bullying%20and%20harassment>

MNPS Reporting Bullying and Harassment Link
<http://www.mnps.org/policies-and-procedures/2016/7/19/spp-6100-reporting-and-investigating-bullying-cyber-bullying-harassment-discrimination-intimidation-and-hazing?rq=bullying%20and%20harassment>

For further information about students' rights and services, contact the Tennessee Department of Education:

Andrew Johnson Tower
710 James Robertson Parkway
Nashville, TN 37243
Phone: (615) 741-2731
www.state.tn.us/education

For further information on notice of non-discrimination, visit <https://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the Office of Civil Rights that serves your area, or call 1-800-421-3481.

TITLE VII OF THE CIVIL RIGHTS ACT OF 1964

Title VII protects individuals against employment discrimination on the basis of race, color, religion, sex, as well as national origin.

If you would like to file a Title VII complaint or have inquiries regarding employment discrimination, please contact:

Scott Lindsey

Director, Employee Relations

2601 Bransford Avenue

Nashville, TN 37204

Email: scott.lindsey@mnps.org

Phone: (615) 259-8440

MNPS is committed to maintaining equitable employment/educational practices, services, programs and activities that are accessible and usable by qualified individuals with disabilities. For more specific information regarding the Americans with Disabilities Act (ADA) compliance and grievance procedures, refer to SBO 1.103.



BEHAVIOR

PROGRESSIVE BEHAVIOR RESPONSES

Progressive Behavior is a whole child approach to teaching children by meeting their behavioral, social, intellectual and emotional needs. MNPS recognizes that many factors both inside and outside the school building impact our students. Our goal is to provide the support and services needed by our students and their families to address these needs and prevent a student from requiring disciplinary action.

Promoting Positive Relationships

Research shows positive relationships help children learn. When our communities, schools and homes are free from fear, anger and other distractions, children develop and grow better. We know that students are more likely to succeed when they feel connected to others in their community and are less likely to act out in ways that cause disruption to the school environment. *(For more on this topic, see Bonnie Bernard's "Fostering Resiliency in Kids" and Robert Blum's "A Case for School Connectedness," Educational Leadership, April 2005.)*

Tips for Calming Conflict

- » Show your child you understand. Listen with sincere concern to create positive relationships between your child and others. Trust then becomes the foundation for academic success and conflict resolution.
- » Ask open-ended questions. For example, say "What was that like for you?" or "Tell me more about that." This gets more than a "yes" or "no" response and helps children tell their story.
- » Use reflective listening when intervening in a conflict. Get the attention of an angry person by reflecting back the feelings you hear in a nonjudgmental way. Let children tell the story — say just enough to help them.
- » Help your child problem-solve disputes. Use open-ended questions and reflective listening to help him/ her think about what happened. Trust that with guidance, he/she will identify a solution that works.

Skills and Strategies for Building Positive Relationships

- » Communicate understanding
- » Structure tasks for success
- » Reinforce behavior in a positive manner
- » Set rules, limits and consequences
- » Create a safe and trusting environment
- » Remain neutral

- » Use nonjudgmental language
- » Respond only when a response is necessary
- » Stay calm in tense situations
- » Encourage people to "vent" while being aware of safety
- » Listen and repeat what children say (reflective listening)
- » Identify and label feelings, values and topics to be resolved (strategic listening)
- » Ask open-ended questions
- » Assist others in using a positive problem-solving process

School Practices for Establishing Positive Relationships

- » **Daily Rap:** Students need to learn to communicate with one another in ways that help them build healthy relationships instead of records of suspensions and arrests. The Daily Rap is an intervention designed around core categories of social and emotional skills. Working in dialogue circles, teachers and staff build open communication with students so they can talk about the topic and resolve issues before they escalate to violence. More information about the Daily Rap is available from the Community Conferencing Center at www.communityconferencing.org.
- » **Morning Meetings:** Classroom meetings in which the teacher and all students come together are usually for one of two purposes: to build community at a relatively peaceful time or to resolve a conflict. At the Morning Meeting, students sit in a circle and do activities together that help build caring within the group and between individuals. The meeting provides a place for students to understand the truest meaning of "finding common ground." They come to see, tolerate and appreciate one another's ways. The most basic element of caring that aids this process is the genuine willingness to listen attentively.
- » **Student Advisories:** Students meet in small groups with an adult adviser every day or a few times a week to focus on character and civic development. Students discuss day-to-day issues, define their values, develop a trusting relationship with an adult advocate, hone communication skills and participate in social justice or service learning projects. Student Advisories offer emotional support for students during adolescence. Ideally, the advisory teacher is someone students know they can trust and

talk to about their progress in school. The activity can provide peer recognition in an accepting environment and offset peer pressure and negative responses from peers in other areas.

Parental Assistance

There are times when children exhibit repeated patterns of challenging behavior. These steps can be followed to advocate for your child:

1. If you suspect your child needs additional help with his/her behavior, contact your child's teacher, school counselor or principal in writing to request a conference to discuss your concerns.
2. During this meeting, parents and teachers can discuss proactive solutions to repeated behaviors.
3. If the behaviors continue after the parent/teacher conference, the parent and/or teacher should request a Student Support Team (S-Team) meeting (see *description under Intervention Strategies*).
4. If the interventions are successful, the S-Team will document and may continue to monitor as needed.
5. If the behaviors continue after interventions and a disability is suspected, the appropriate assessment specialist is invited to a meeting by the S-Team.
6. If a disability is suspected at any point in this process, the school and parent should convene a meeting within 10 days to obtain written parental consent to an evaluation for special education services or a 504.

Intervention Strategies

To help students conduct themselves appropriately, this handbook lists prevention and intervention strategies that may be used prior to or in addition to any disciplinary response to student behavior.

Examples of such strategies include the following:

- » **Community conferencing:** Allows students, school staff and others involved in a conflict to discuss the conflict and how it affected them, and to propose solutions.
- » **Community service:** Allows students to participate in an activity to serve and benefit the community. Examples include working at a soup kitchen, cleaning up public spaces, helping at a facility for the elderly, etc.
- » **Conference:** Involves students, parents, guardians, teachers, school staff and principals in discussion about student misbehavior and potential solutions that address social, academic and personal issues related to the behavior.
- » **Conflict resolution:** Empowers students to take responsibility for peacefully resolving conflicts.

Students, parents, guardians, teachers, school staff and principals engage in activities that promote problem-solving skills and techniques, such as conflict and anger management, active listening and effective communication.

- » **Functional Behavioral Assessment:** Involves gathering information about a student's inappropriate or disruptive behavior and determining approaches that school staff should take to correct or manage student behavior. This information is used to develop a Behavioral Intervention Plan for the student.
- » **Behavioral Intervention Plan:** An approach to correcting inappropriate or disruptive student behavior through a plan designed by school staff to offer positive behavioral interventions, strategies and supports. This plan is appropriate for students with and without disabilities.
- » **Individualized Education Program (IEP) teams:** Includes groups of individuals who are responsible for identifying and evaluating students with disabilities; developing, reviewing and revising IEPs for students with disabilities, Functional Behavioral Assessments and Behavioral Intervention Plans; and determining the placement of students with disabilities in a least restrictive environment.
- » **Mentoring Program:** Involves pairing students with mentors (a counselor, teacher and fellow student or community member) who help their personal, academic and social development.
- » **Parent Outreach:** Requires school staff to inform parents or guardians of their children's behavior and seek their assistance in correcting inappropriate or disruptive behavior. Outreach made in writing or by telephone is intended to make parents aware of students' behavior, task completion and achievement, and can include a request for parents to accompany students to school.
- » **Peer Mediation:** A form of conflict resolution in which students help other students deal with and develop solutions to conflicts.
- » **Referral to appropriate substance abuse counseling services:** Occurs for behavior related to substance abuse, or with those for whom there is reason to believe substance abuse counseling is needed. Services can be school or community based.
- » **Referral to community-based organizations:** Can involve a variety of services, including after-school programming, individual or group counseling, leadership development, conflict resolution and tutoring.
- » **Referral to school-based health and mental health clinics or other social services:** Provides counseling and assessments to students in need. Students are encouraged to privately share issues or concerns that lead to inappropriate or disruptive behavior or

negatively affect academic success. In counseling sessions, students discuss goals and learn techniques that help them overcome personal challenges. Parents are to be regularly informed of student progress during counseling sessions and at school. Sessions can also involve family members or can be done in groups.

- » **Restorative justice strategies:** Interventions designed to identify and address the harm caused by an incident and to develop a plan to heal and correct the situation.
- » **Student Support Team:** Usually consists of teachers, school principals, social workers and parents and may also include nurses, mental health clinicians, psychologists and external agency representatives

who help develop prevention and intervention techniques and alternative strategies that ultimately lead to student success. When student behavior requires intervention, the student support team develops a plan to address the behavior.

DISCIPLINE

Student Disciplinary Practices and Procedures

Discipline is used to teach and guide students how to recognize and manage emotions, demonstrate care and concern for others, develop positive relationships, make good decisions, and behave ethically, respectfully and responsibly.

MNPS' DISCIPLINE PHILOSOPHY

MNPS will ensure each child is treated with kindness, equity and fairness. MNPS principals and staff will use the natural consequences that result from student behavior and behavioral interventions to help children learn from their mistakes. MNPS will keep learning environments healthy and safe.

- » **Kindness:** When a child makes a mistake or violates the Student-Parent Handbook, he or she will be treated with dignity and respect.
- » **Equity:** Children will receive fair and impartial consequences for their behaviors.
- » **Fairness:** Consequences will be individualized to the needs of each child, with a willingness to assist in repairing the harm. Principals and staff will take into account the seriousness of the offense, the degree of harm caused, whether the act was intentional, the student's prior conduct, and the impact of the incident on the school community.

Discipline Responses

MNPS students are held to high standards. Students are expected to demonstrate respect for themselves and others at all times. When students are disruptive or act inappropriately, school staff and principals are expected to respond logically, appropriately and consistently. The MNPS Discipline Table describes five types of behavior, increasing in seriousness from a Type 1 behavior to a Type 5 behavior. For example, a dress code violation is a Type 1 behavior, while bringing a firearm to school is a Type 5 behavior.

The Table also includes five levels of possible response to inappropriate behavior (Levels A through E). Each behavior is assigned to one or more of these levels of intervention and response. Principals and school staff should use only the levels suggested for each behavior. Responses and interventions are to be progressive. If a behavior is assigned to two or more levels of response, the lowest level of intervention should generally be used first. Please see the Discipline Table on pages 43-45.

When choosing a higher-level response within the range of possible responses, an administrator must consider:

- » the student's age, health, disability, decision-making ability and prior discipline history
- » the student's willingness to repair the harm
- » the seriousness of the act
- » the harm caused or the potential to cause, including any injuries caused
- » the extent of actual disruption to the learning environment
- » whether the act was intentional

An administrator must clearly document the reasons for using the selected response by citing the factors above in the discipline referral. In each case, MNPS administrators and staff will ensure consequences applied will minimize the amount of instructional time lost. Suspensions and expulsions are measures of last resort. An administrator is never required to expel a student unless the behavior is a Type 5 Zero Tolerance Offense.

DISCIPLINE TABLE

BEHAVIOR	CODE	RESPONSE	SUSPENSION OUT OF SCHOOL	EXPULSION
TYPE 1 BEHAVIORS				
Tardy to School or Class	100	A	NO	NO
Noncompliance With a Reasonable Request	102	A	NO	NO
Agitating Other Students	103	A	NO	NO
Profane or Indecent Language	104	A	NO	NO
Unauthorized Possession of Medication	105	A	NO	NO
Possession of Fireworks	106	A	NO	NO
Dress Code Violation	107	A	NO	NO
Cheating	108	A	NO	NO
TYPE 2 BEHAVIORS				
Repeated Violations of a Pattern of Type 1 Behaviors, With Evidence of Implemented Interventions	200	A, B	NO	NO
Possession or Use of Tobacco Products	202	A, B	NO	NO
Electronic Devices: Improper Use of Cell Phone, Internet or Electronic Devices	203	A, B	NO	NO
Disruption of the School Environment	204	A, B	NO	NO
Inappropriate Sexual Contact	206	A, B	NO	NO
Gambling	208	A, B	NO	NO
Drug Paraphernalia	210	A, B	NO	NO
Cutting Class	211	A, B	NO	NO
Inappropriate Physical Contact With Other Students	212	A, B	NO	NO
TYPE 3 BEHAVIORS				
Repeated Violations of a Pattern of Type 2 Behaviors, With Evidence of Implemented Interventions	300	A, B, C	YES	NO
Profane or Indecent Language Toward Authority Figure	301	A, B, C	YES	NO
Leaving School Grounds	302	B, C	YES	NO
Noncompliance With an Administrative Directive	303	B, C	YES	NO
Vandalism Under \$500	304	B, C	YES	NO
Theft Under \$500	305	B, C	YES	NO
Falsifying School Records	306	B, C	YES	NO
Inappropriate Sexual Behavior	307	B, C	YES	NO

BEHAVIOR	CODE	RESPONSE	SUSPENSION OUT OF SCHOOL	EXPULSION
Fighting	311	C, D	YES	NO
Alcohol or Drug-Like Substance: Use or Possession, Under the Influence	312	B, C	YES	NO
Threats: Class 1	313	B, C	YES	NO
Possession of a Non-Lethal Firearm or Replica of Lethal Firearm	314	B, C	YES	NO
Possession of Other Weapons	317	B, C, D	YES	NO
Trespassing on School Grounds	318	B, C	YES	NO
Inappropriate Physical Contact Toward School Staff	319	B, C	YES	NO
Gang Activity: Recruitment, Display or Possession of Symbols or Paraphernalia	320	B, C	YES	NO

TYPE 4 BEHAVIORS

Repeated Violations of a Pattern of Type 3 Behaviors, With Evidence of Implemented Interventions	400	C, D, E	YES	YES
Assault of a Student <i>Expellable if assault or resulting injuries are severe</i>	401	D, E	YES	YES
Under the Influence of Illegal Drugs	402	C, D, E	YES	YES
Threats: Class 2	403	C, D, E	YES	YES
Bullying <i>Expellable if bullying is repeated over time and persists after administrative intervention</i>	405	C, D, E	YES	YES
Cyberbullying <i>Expellable if bullying is repeated over time and persists after administrative intervention</i>	406	C, D, E	YES	YES
Harassment Based on Race, Color or National Origin	407	C, D, E	YES	YES
Harassment Based on Religion or Creed	408	C, D, E	YES	YES
Harassment Based on Gender, Gender-Identity or Sexual Orientation	409	C, D, E	YES	YES
Harassment Based on Disability	410	C, D, E	YES	YES
Sexual Harassment	411	C, D, E	YES	YES
Assault of Teacher or Staff	412	D, E	YES	YES
Extreme Disruption of the School Environment <i>Expellable ONLY if actual risk of harm to other students</i>	413	C, D, E	YES	YES
Group Fighting	414	D, E	YES	YES
Gang Intimidation	416	C, D, E	YES	YES

BEHAVIOR	CODE	RESPONSE	SUSPENSION OUT OF SCHOOL	EXPULSION
Off Campus Behavior: <ul style="list-style-type: none"> For a felony charge under T.C.A. §49-6-3051(b)(1) OR An act committed against a member of the student's school community that poses a threat to the safety of the school 	417	C, D, E	YES	YES
Sexual Assault	418	D, E	YES	YES
Robbery	419	D, E	YES	YES
Reckless Endangerment	420	D, E	YES	YES
Fighting: Repeated	421	D, E	YES	YES
Vandalism Over \$500	423	C, D, E	YES	YES
Theft Over \$500	424	C, D, E	YES	YES
Refusing or Fleeing Drug or Weapon Search Expellable ONLY with evidence of drugs or firearm	425	C, D, E	YES	YES

TYPE 5 BEHAVIORS

Rape	501	E	YES	YES
Attempted Homicide	502	E	YES	YES
Homicide	503	E	YES	YES
(ZT) Threat by Electronic Transmission	504	E	NO	Expulsion mandatory, but not required to be one calendar year
(ZT) Drugs: Use, Possession or Distribution of Drugs As Defined in T.C.A. §§39-17-403 Through 39-17-415, T.C.A. § 39-17-454 and T.C.A. § 53-10-101	505	E	NO	Mandatory expulsion of one calendar year
(ZT) Aggravated Assault of Teacher or Staff	506	E	NO	Mandatory expulsion of one calendar year
(ZT) Explosives	507	E	NO	Mandatory expulsion of one calendar year
(ZT) Firearm: Handgun/Rifle/Shotgun	508	E	NO	Mandatory expulsion of one calendar year

Interventions and Responses to Student Behavior²

By utilizing the natural consequences that result from student behavior and implementing interventions, MNPS will help improve student behavior and keep our schools safe. Below are possible responses to student behavior.

LEVEL A RESPONSE – TEACHER/STUDENT/PARENT/SCHOOL STAFF

1. Student tells his/her side of the story and parent or guardian is notified.
2. Teacher or designated staff counsels with student.
3. Teacher or designated staff determines whether to involve a school social worker, nurse, school guidance counselor, psychologist, behavioral analyst, S-Team, 504 Team, IEP team or Cluster Support Team.
4. One or more interventions are initiated. All interventions and interactions are documented in the Student Management System, Infinite Campus.

LEVEL B RESPONSE – ADMINISTRATIVE LEVEL REFERRAL

1. Student tells his/her side of the story and has an opportunity to write a statement.
2. Administrator conferences with parent or guardian and determines if further consultation with school staff or teams is necessary.
3. Documentation of prior interventions is provided to the parent.
4. One or more additional interventions are initiated as appropriate. All interventions and interactions are documented in the Student Management System, Infinite Campus.
5. If necessary, in-school suspension (ISS) of up to three days or comparable services may be utilized.

LEVEL C RESPONSE – SUSPENSION OPTION

1. Steps one through four are repeated from Level B.
2. If necessary, administrator may give ISS or comparable services for one to three days OR one to three days of out-of-school suspension (OSS), not to exceed a total of three days.

LEVEL D RESPONSE – SUSPENSION OPTION

1. Same as Level C, except that administrator may give ISS or comparable services for one to three days and/

or OSS for one to five days if necessary, not to exceed a total of five days. *Note: If the suspension is for five or more days, the principal will develop and implement a plan for improving the student's behavior.*

LEVEL E RESPONSE – EXPULSION OPTION (Suspensions of 10 Days or More)

1. Same as Level D, except that administrator may expel a student if necessary.
2. Expulsion is a measure of last resort. Prior to expulsion, all of the following factors must be considered: the seriousness of the act; the harm caused, including any injuries; the student's willingness to repair the harm; the extent of the actual disruption to the learning environment; whether the act was intentional; the student's age, health, disability, decision-making ability and the student's prior discipline history.
3. Expulsion Documentation: All interventions utilized prior to expulsion must be clearly documented in the Student Management System, Infinite Campus. All reasons for expelling a child rather than using a lower level of response must be clearly detailed.
4. Zero tolerance offenses as defined by state law require a level E response. All zero tolerance offenses except "Threat by Electronic Transmission" require a mandatory expulsion of 180 school days. See the MNPS Discipline Table.

Codes and Definitions of Behaviors

Below are definitions of behaviors that may be subject to disciplinary responses and interventions. *Please note that school rules are different from Tennessee state criminal law.*

TYPE 1 BEHAVIORS

Code 100 | Tardy to School or Class

Arriving late to school, class or activity.

Code 102 | Noncompliance With a Reasonable Request

Not following the reasonable request of a teacher, administrator or staff member.

Code 103 | Agitating Other Students

Unwanted and/or unreciprocated picking on or bothering of other students.

Code 104 | Profane or Indecent Language

Using profane or indecent language, such as cursing on school grounds or at school-sponsored activities.

² TCA 49-6-4216, (In-school or Out-of-school suspension days represent calendar days: Monday through Friday, excluding designated district holidays, and inclement weather days.)

Code 105 | Unauthorized Possession of Medication

Possession of prescription or non-prescription medication that has not been registered in the school's office. For more information, see MNPS policy SP 6.129, available at www.mnps.org.

Code 106 | Fireworks: Possession

Knowingly possessing fireworks on school grounds, on MNPS sponsored transportation or at school-sponsored activities.

Code 107 | Dress Code Violation

Wearing clothing that does not comply with the school's Standard School Attire policy or requirements for appropriate dress.

Code 108 | Cheating

The act of gaining an unfair advantage on graded academic activities.

TYPE 2 BEHAVIORS**Code 200 | Repeated Violations of Type 1 Behaviors**

A repeated pattern of Type 1 behaviors that continues after documentation of prior interventions. Three or more incidents of a Type 1 behavior may constitute a pattern. The discipline referral must include documentation of interventions implemented.

Repeated violations for attendance or dress code: MNPS, in agreement with the U.S. Department of Justice's recommendations on Disciplinary Practices, believes that the use of exclusionary practices for attendance violations harm student achievement. However, MNPS recognizes that flagrant disruption of the learning environment is counterproductive to the learning environment.

Code 202 | Tobacco: Possession or Use

Possessing or using any tobacco products, including but not limited to, cigarettes, cigars, vapor or e-cigarettes or chewing tobacco.

Note: Tennessee law requires principals or law enforcement officials to issue citations to students under 18 who violate The Prevention of Youth Access to Tobacco Act. Violations include using, possessing, purchasing or receiving a tobacco product.

Code 203 | Electronic Devices

Using personal technology (such as a cell phone), electronic devices or the internet, except when used for educational purposes with the permission of the classroom teacher or school administrator, or in violation of school rules.

Code 204 | Disruption of the School Environment

Continuously and intentionally disrupting the school environment to the extent the learning of other students or the normal functioning of the school is significantly impaired. The discipline referral must include evidence

demonstrating learning or the normal functioning of the school was significantly impaired.

Code 206 | Inappropriate Sexual Contact

Minor contact of a sexual nature, such as touching over clothing.

Code 208 | Gambling

Betting on games or activities for money or things of value.

Code 210 | Drug Paraphernalia

Possessing any material used to produce or consume illegal drugs. Drug paraphernalia includes, but is not limited to bongs, roach clips, miniature spoons and pipes used to consume illegal drugs.

Code 211 | Cutting Class

Failing to attend a scheduled class or activity without authorization.

Code 212 | Inappropriate Physical Contact With Other Students

Engaging in minor physical contact with another student such as pushing, bumping or horseplay.

TYPE 3 BEHAVIORS**Code 300 | Repeated Violations of Type 2 Behaviors**

A repeated pattern of Type 2 behaviors that continues after documentation of prior interventions. Three or more incidents of a Type 2 behavior may constitute a pattern. The discipline referral must include documentation of interventions implemented.

Code 301 | Profane or Indecent Language Directed Toward an Authority Figure

Directing profane or indecent language toward a teacher, staff member or administrator.

Code 302 | Leaving School Grounds Without Authorization

Leaving school grounds without the permission of school officials.

Code 303 | Noncompliance With an Administrative Directive

Refusing to follow administrative directives to comply with assigned disciplinary responses.

Code 304 | Vandalism Under \$500

Willfully destroying or defacing school or personal property. The damage caused is less than \$500. A child's willingness to repair property damaged or to make restitution will be taken into account in determining the appropriate level of response.

Code 305 | Theft From an Individual or of School Property Under \$500

Taking the property of another individual or of the school without permission, with the intent of depriving the owner of the property. The value of the property taken is

under \$500. A child's willingness to return or replace an item taken or make restitution will be taken into account in determining the appropriate level of response.

Code 306 | Falsifying Records

Falsifying or altering school records, including, but not limited to, written, electronic or digital school records. This does not include cheating. Cheating will be dealt with at the instructional level.

Code 307 | Inappropriate Sexual Behavior

Behavior of a sexual nature that is not recurring and does not rise to the level of sexual harassment or sexual assault. Inappropriate sexual behavior includes, but is not limited to, physical or verbal conduct, communication of a sexual nature, or sexual behavior between consenting parties on school grounds or at school-sponsored events.

Code 311 | Fighting

Mutual participation in an incident involving physical violence.

Code 312 | Alcohol or Drug-like Substance: Use, Possession or Under the Influence

Possessing, using or being under the influence of alcoholic beverages or substances that have the potential to intoxicate. A referral to the school social worker will be made for any student found in violation of this code.

Code 313 | Threats: Class 1

A written, verbal or electronic threat to cause harm to students, staff or school in which no plan exists to carry out the threat. The threat must be one that would cause a person to reasonably fear bodily injury.

Code 314 | Possession of a Non-Lethal Firearm or Replica of a Firearm

Possessing a non-lethal firearm, weapon replica, stun gun, BB gun, air gun, air soft gun, pellet gun, cap gun or toy gun. A student found in possession of a water gun will not receive out-of-school suspension. Response D may only be utilized if possession of the non-lethal firearm or replica causes actual risk of harm to students. The specific nature of the risk must be documented in the discipline referral.

Code 317 | Possession of Other Weapons

Possessing or transmitting:

- » A knife, switchblade, razor blade, box cutter or other similar instrument utilizing a razor blade
- » Ammunition, chains, nun-chucks, brass knuckles or Billy clubs
- » An electric weapon or device, such as a Taser
- » Capsicum (Pepper spray)
- » Weapons similar to those listed above capable of causing serious bodily injury

Any weapons found on school grounds or at school functions will be confiscated and turned over to the appropriate authorities.

Code 318 | Trespassing on School Grounds

Entering or remaining on school property without authorization. Being present in restricted areas of the school without authorization.

Code 319 | Inappropriate Physical Contact Toward School Staff

Engaging in minor physical contact with staff such as intentional or reckless pushing or bumping or other incidents in which there is contact.

Code 320 | Gang Activity

Participating in the display of symbols or paraphernalia or the recruitment/initiation of a student into a gang (violent or disruptive group).

TYPE 4 BEHAVIORS

Code 400 | Repeated Violations of a Pattern of Type 3 Behaviors

A repeated pattern of Type 3 behaviors that continues after documentation of prior interventions. Three or more incidents of a Type 3 behavior constitute a pattern. The discipline referral must include documentation of interventions implemented. In determining whether an E response should be used. Consideration should be given to whether the behaviors pose a threat to the safety or security of the school. If a child has been expelled for repeated violations already in a school year, three additional level 300 violations are required for an additional repeated violations expulsion.

Code 401 | Assault of Student

Intentionally, knowingly or recklessly committing an unprovoked physical attack on another student. Minor physical contact, such as pushing or shoving, does not constitute assault. Students may not receive the same disciplinary consequence for their involvement in an altercation if the school administrator determines they acted in self-defense to protect themselves from physical harm (TCA 49-6-3401). Response E may be used if the assault or the resulting injuries are severe. When response E is used, evidence documenting the incident's severity and any resulting injuries must be listed in the discipline referral.

Code 402: Under the Influence of Illegal Drugs

Being under the influence of illegal drugs while on school grounds or at school-sponsored activities. A referral to the school social worker will be made for any student found in violation of this code.

Code 403 | Threat: Class 2

A written, verbal or electronic threat to cause harm to students, staff or school in which evidence exists that

a student has a specific, credible plan to cause harm to students, staff or school.

Code 405 | Bullying

Bullying 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 or damage to the student's property
3. Causing emotional distress to a student or students
4. Creating a hostile educational environment

Bullying may involve, but is not limited to, the following: unwanted teasing, threatening, intimidating behavior, cyberbullying, physical bullying, hazing, theft, sexual, religious or racial harassment and public humiliation. Bullying that involves a protected class must be reviewed for potential civil rights violations. If bullying is repeated over time and persists after documented administrative intervention, expulsion may result.

Hazing is defined as an intentional or reckless act on or off MNPS property, by one student acting alone or with others, directed against any other student, that endangers the mental or physical health or safety of that student, or that 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, training or with competition conducted under a coach's or sponsor's supervision.

Code 406 | Cyberbullying

Using information and communication technologies, including, but not limited to email, cell phones, pagers, voicemails, texts, still photographs or video messages, instant messaging, defamatory websites, social networking sites and online personal polling sites or journals to bully another student. See the definition of bullying above.

Harassment

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

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

Code 407 | Harassment Based on Race, Color, Ancestry or National Origin

Code 408 | Harassment Based on Religion or Creed

Code 409 | Harassment Based on Gender, Gender Identity, Gender Expression or Sexual Orientation

Code 410 | Harassment Based on Disability

Code 411 | Sexual Harassment

Sexual harassment is harassment based on sex. Behaviors that constitute sexual harassment may include, but are not limited to: unwelcomed sexually suggestive remarks or advances; pictures, gesturing or exposure; verbal harassment or abuse of a sexual nature; messaging of a harassing, abusive or sexual nature sent by e-mail or other electronic medium; subtle or direct propositions for sexual favors; touching, petting or pinching. Sexual harassment may be directed against a particular person or persons or group whether of the opposite sex or same sex.

Code 412 | Assault of Teacher or Staff

An intentional or reckless act that causes or has the potential to cause physical injury to a teacher or school staff on school grounds or at a school-sponsored activity.

Code 413 | Extreme Disruption of the School Environment

Intentionally disrupting the school environment to the extent that the safety of other students is at risk. Response E may only be used if there is documented evidence of actual risk of harm to students provided in the discipline

referral. However, Response E may be used whenever a threat requires an MNPS incident response, regardless of actual risk of harm to students.

Code 414 | Group Fighting

Three or more students engaging in a physical altercation. The altercation may include more students against a few students or multiple one on one fights.

Code 416 | Gang Intimidation

A gang-involved student behaving in a way that would reasonably be expected to cause physical injury to any person.

Code 417 | Off-Campus Behavior³ Leading to Felony Charge Under T.C.A. 49-6-3051(b) or Off-Campus Acts Committed Against a Member of the School Community

Students may be subject to disciplinary action for off-campus behavior when:

1. The student's behavior results in a felony charge under T.C.A. 49-6-3051(b) and the student's continued presence poses a danger to person/ persons or disrupts the educational process.
2. When a student commits an act against a member of the student's school community that poses a threat to the safety of other students or school staff in the student's school. The discipline referral must include a specific description of the safety threat posed to students or staff.

Code 418 | Sexual Assault

Unwanted sexual contact with the use of force against a person's will or when the victim is unable to give consent that poses physical, emotional, or psychological distress or injury upon the victim.

Code 419 | Robbery

Intentionally or knowingly taking the property of another person by use of violence or with the use of a weapon.

Code 420 | Reckless Endangerment

An intentional action in which the behavior causes injury or may potentially cause injury to students or staff.

Code 421 | Fighting: Repeated

A student who participates in two or more fights in a school year may receive a minimum of five days of out-of-school suspension up to a calendar year expulsion. The disciplinary response should be based on the severity and the extent of actual disruption to the learning environment.

Code 423 | Vandalism (Over \$500)

Willfully destroying or defacing school or personal property. The damage caused is over \$500. A child's willingness to repair the damage or make restitution will be taken into account in determining the appropriate level of response.

Code 424: Theft From an Individual or of School Property (Over \$500)

Taking the property of another individual or of the school without permission with the intent of depriving the owner of the property. The value of the property is over \$500. A child's willingness to return or replace an item taken or make restitution will be taken into account in determining the appropriate level of response.

Code 425 | Refusing or Fleeing from a Drug or Weapon Search

A student who refuses to submit to a drug or weapon search or flees when requested is in violation of this code. Evidence of drugs or firearms must exist for expulsion. A student violating this code is not eligible for the First Time Drug Offenders Class.

TYPE 5 BEHAVIORS

Code 501 | Rape

Committing oral, anal or vaginal penetration with use of force, against a person's will or when the victim is unable to give consent.

Code 502 | Attempted Homicide

Attempting to kill another person.

Code 503 | Homicide

Killing another person.

TYPE 5 BEHAVIORS – ZERO TOLERANCE (ZT) OFFENSE

Expulsion Required, but Not Mandatory for One Year

Code 504 (ZT) | Threat by Electronic Transmission

A student who transmits by an electronic device a credible threat to cause bodily injury or death to another student or school employee and creates actual disruptive activity at the school that requires administrative intervention.

TYPE 5 BEHAVIORS – ZERO TOLERANCE (ZT) OFFENSES

Mandatory Expulsion for One Year

A Zero Tolerance (ZT) Offense requires an expulsion of not less than one calendar year (180 school days) under Tennessee State Law. However, the Director of Schools or his designee may modify the length of the expulsion on a case by case basis through the appeals process or through a request for modification. See pages 51 to 53 for more details. The following are Zero Tolerance offenses under Tennessee law:

Code 505 (ZT) | Drugs⁴

Unlawful possession, use, or distribution of drugs on school grounds, including any controlled substance,

³ TCA 49-6-3401 (a) Section (12)

controlled substance analog or legend drug (prescription drug). Prohibited drugs include, but are not limited to, ketamine, bath salts and salvia. Distribution of drugs is defined as the intentional exchange of any prohibited drug for money or other benefit. A referral to the school social worker will be made for any student found in violation of this code.

First Offenders Drug Diversion Program – Student is in possession or under the influence of marijuana or unauthorized prescription drugs for the first time. Although possession of drugs is a zero tolerance offense, first-time offenders are eligible for a modification of expulsion under the Drug Diversion Program. A student who is found to have intent to distribute any drug with or without monetary exchange is not eligible for the Drug Diversion Program. Eligibility requirements will include students attending an eight-hour drug education class and parents will be required to attend a two-hour drug education class. Failure to complete all requirements of the program will nullify the student's eligibility. A referral to the school social worker will be made for any student participating in the Drug Diversion Program.

When a student participates in the First Offenders Program, he or she waives the right to an appeal. If a student misses a required drug education class or drug screening, they may be expelled. Upon expulsion, they will not have a right to appeal.

For information on the First Offenders Drug Diversion Program, call (615) 259-8683 or (615) 259-8757.

Code 506 (ZT) | Aggravated Assault of Teacher, School Staff or a School Resource Officer (SRO)⁵

Intentionally or knowingly causing serious bodily injury to a teacher, school staff member or SRO.

Code 507 (ZT) | Explosives

Possession of any destructive device, which includes any explosive, incendiary device or poison gas, including bombs, grenades, rockets, missiles, mines and similar devices. Possession of fireworks altered or modified to constitute an explosive may be considered a Zero Tolerance offense only if the altered fireworks are identified as an explosive by law enforcement officials. Fireworks are not considered an explosive.

Code 508 (ZT) | Firearms

Possession of a firearm or bringing a firearm to school. This includes, but is not limited to, handguns, rifles and shotguns. As required by state and federal law, any student who brings a weapon to school will be referred to law enforcement.

Disciplinary Process & Procedures

DISCIPLINARY DUE PROCESS SUSPENSIONS AND EXPULSIONS⁶

(A suspension of more than 10 days)

Disciplinary action will be initiated at the school level. The principal/designee will investigate a student's alleged misconduct and determine whether disciplinary action is necessary. The principal/designee will provide due process by explaining the school's view of the offense, the information gathered during the investigation, and the length of the suspension/expulsion or other behavioral intervention as determined by the principal. The principal/designee will allow the student to explain his/her side or view of the offense.

If the principal/designee has knowledge of any serious student misconduct, the principal/designee may immediately remove the student to restore order, to further investigate the misconduct or to protect persons on the school grounds. The principal/designee may suspend the student immediately for a maximum of two days (summary suspension). If it is determined that disciplinary action is not warranted, the incident will be deleted and the suspension days will be changed to excused absences.

Upon suspension of any student other than for in-school suspension of one day or less, the principal/designee will, within 24 hours, notify the parent or guardian. If the parents are unable to come for their child, the student must remain on school property until the close of the school day. Parents should be provided written notice of the suspension or expulsion.

If a suspension is for five or more days, the principal will develop and implement a plan for improving the behavior which will be made available for review by the Director of Schools upon request. The student will be provided the opportunity to make up missed work at the discretion of the principal/designee.

An expulsion is defined as a suspension of more than 10 days. On the same date the principal/designee makes the decision to expel a student, the principal/designee must immediately give written or actual notice to the student, the student's parents and the Discipline Office of Support Services of the expulsion and the parent or guardian of their right to appeal the expulsion. In the event actual notice is given, a written notice of the alleged misconduct will be provided in a timely manner and will include the rule allegedly violated and a brief description of the misconduct. Parents and students must also receive the information related to their right to appeal an expulsion.

⁴ TCA 39-17-403 through 39-17-416 AND 39-17-454 AND 53-10-101 [the statute, 49-6-3401 has been amended to include these additional sections],

⁵ TCA 39-11-106 (a)(34), ⁶ TCA 49-6-3401 (b)

A written notice will also include the name and contact information for the Discipline Director as well as the requirement to contact the Discipline Director within five days of actual or written notice of expulsion to request an appeal of the expulsion.

If a student has received an expulsion (suspension of more than 10 days), the parent or legal guardian may contact the Discipline Director for further questions. Please call the Family Information Center at (615) 259-INFO (4636) or the Discipline Office at (615) 259-8757.

Prior to any appeal hearing, but at no time later than 15 minutes before the appeal hearing begins, the parent/guardian will provide copies to the discipline director of all written evidence that the parent or guardian will introduce at the hearing. Requests on behalf of students for copies of evidence prior to the date of the appeal hearing must be made to the Discipline Office and will be granted if practical. Any records provided prior to the date of the hearing may be supplemented on the day of the appeal hearing. Evidence that is protected by FERPA, such as the identity of third party student witnesses, cannot be released by MNPS.

Suspended or expelled students are not allowed to be on any MNPS school property or participate in any MNPS school-sponsored activity/event (for example, graduations, athletic events, etc.). If a student is suspended on an instructional day that is cancelled because of inclement weather, any scheduled suspension days must be made up on the days following the inclement weather days.

PROCESS FOR EXPULSIONS (A SUSPENSION OF MORE THAN 10 DAYS) & APPEALS OF THE EXPULSION⁷

There are three levels of appeals: Level 1 is to the Hearing Authority, Level 2 is to the Executive Officer of Support Services/designee and Level 3 is to the Board of Public Education.

Upon making a decision to expel a student, the principal/assistant principal or dean will immediately give written or actual notice to the parent/guardian and the student of the right to appeal the decision to expel (suspend for more than 10 days). The decision from the Level 1 or Level 2 appeals may affirm the decision of the principal, order removal of the suspension unconditionally or upon such terms and conditions as it deems reasonable, assign the student to an alternative program or suspend/expel the student for a specified period of time. Expulsions for Zero Tolerance (ZT) offenses may only be modified by the Director of Schools on a case-by-case basis.

All appeals of disciplinary decisions associated with expulsion (suspension of more than 10 days) must be filed, orally or in writing, within five days of written or actual notice of the decision to expel. If the appeal is not filed within the five days, the right to appeal is waived. Notice of the parent or guardian's intent to have legal representation must be given to the Discipline Office at the time the appeal is requested, to allow for the district to also have legal representation. Each appeal hearing is recorded.

LEVEL 1 – Appeal to the Discipline Hearing Authority

The appeal from this decision will be to a disciplinary hearing authority and the Director of Discipline appointed by the Board. The hearing will be held no later than 10 days after the beginning of the expulsion (suspension of more than 10 days)⁸. The disciplinary hearing authority will give written notice to the time and place of the hearing to the person requesting the appeal and the principal or assistant principal who ordered the expulsion. During deliberations, all parties will be excused, excluding the hearing authority and the Director of Discipline. Failure to attend this appeal may constitute a waiver of the student's/parent's right to appeal. Extenuating circumstances will be considered by the discipline coordinator.

A written record of the proceedings, including a summary of the facts and the reasons supporting the decision, will be made by the disciplinary hearing authority.

LEVEL 2 – Appeal to the Executive Director of Support Services/Designee

A Level 2 appeal may be requested based on the following reasons:

- » Parent/student believes due process rights have been violated.
- » New evidence will be presented that was not presented at the Level 1 appeal hearing.
- » A plea for leniency.

At this level, the expelling school is represented by either the principal or assistant principal. This representative explains the incident to the Executive Director of Support Services/designee, including the facts discovered and the terms of the expulsion. Attendance, cumulative records (grades and transcripts), discipline records and any special information will be brought to the appeal to address questions that may be asked by the Executive Director of Support Services/designee.

⁷ TCA 49-6-3401(4) (B-D), ⁸ TCA 49-6-3401(4) (C)

In the case of a Zero Tolerance (ZT) offense, the Executive Director of Support Services/designee will make a recommendation to the Director of Schools who will then make the final decision.

LEVEL 3 – Appeal to the Board of Public Education

The Board may grant or deny a request for a board hearing and may affirm or overturn the decision with or without a hearing before the board.

Alternative Learning Centers for Expelled Students

Alternative Learning Centers (ALC) are available for elementary, middle and high school students who have been expelled (suspension of more than 10 days). Attendance for expelled elementary and middle school students is mandatory. All expelled high school students have the opportunity to attend an ALC when space is available. Please contact the Discipline Office at (615) 259-8757 for placement.

Students in grades K-4 are subject to suspension and/or expulsion of up to one calendar year for violation of codes listed in the Student-Parent Handbook. Students in grades K-4 who are in violation of a Zero Tolerance infraction or are recommended for expulsion are required to have an expedited review of their disciplinary record. The Executive Director of Student Discipline or designee, will conduct an expedited review of the case and make a recommendation for further action. Any student recommended for expulsion following the expedited review process will be referred to the Department of Support Services Discipline Office for a Level 1 disciplinary appeal hearing if requested by parent or guardian. Students in grades K-4 who have been expelled for up to one calendar year will be assigned to an ALC specified for elementary age children.

Probation Contracts

Principals/designees have the right to place a student on a school-based probation without notification to the Department of Support Services Discipline Office. The time and conditions of the probation will be clearly stated. School- based probation is separate and apart from probation issued by the Department of Support Services Discipline Office. Probation contracts will not exceed one calendar year.

Modification of Expulsion Request

A request for modification of an expulsion is a request for the Director of Schools/designee to change the terms of the expulsion, including but not limited to the length of the expulsion or the school assignment. At any time after the conclusion or waiver of the appeals process, a parent or guardian and/or student may submit to the Director of Schools a written request for modification of the student's expulsion. The Director of Schools has the power to modify any expulsion on a case-by-case basis at any time after the completion of the appeal process or wavier. The written request should include a statement of reasons supporting the modification. The Director of Schools/designee will respond to the request with his/her decision within a reasonable time, which will not exceed 21 calendar days from receipt of the request. The Director of Schools/designee is not required to provide an explanation of the decision. Please contact the Discipline Office at (615) 259-8757 for address information.



CALENDARS

2017-18 REQUIRED TENNESSEE STUDENT ASSESSMENTS AND DISTRICT ASSESSMENTS

STUDENT ACHIEVEMENT IN ELEMENTARY & MIDDLE SCHOOLS

ASSESSMENT	GRADES	PURPOSE & USE	TEST WINDOW	REPORTING
TCAP (Tennessee Comprehensive Assessment Program) Achievement Test	3-8	TCAP assessments measure a student's skills in English-Language Arts, math, science and social studies. Test results are used in teacher, school and district accountability with the State of Tennessee and the Federal Government. Results also count for 10% of a student's final grade in those subjects.	Mid-April - Early-May	"Quick score" results are typically available soon after the test is given so teachers can calculate final grades. Later the state releases more detailed individual student reports. These are distributed by district office staff to schools and shared with families in the fall.

STUDENT ACHIEVEMENT IN HIGH SCHOOLS

ASSESSMENT	GRADES	PURPOSE & USE	TEST WINDOW	REPORTING
TCAP End of Course Exams	Students enrolled in certain high school level classes	These assessments measure a student's skills in high school English, Integrated Math, Algebra I, Algebra II, Biology I, Chemistry and U.S. History. Test results are used in teacher, school and district accountability with the State of Tennessee and the Federal Government. Results also count for 25% of a student's final grade in those subjects.	Mid-April - Early-May	"Quick score" results are typically available soon after the test is given so teachers can calculate final grades. Later the state releases more detailed individual student reports. These are distributed by district office staff to schools and shared with families in the fall.

EXCEPTIONAL EDUCATION ASSESSMENTS

ASSESSMENT	GRADES	PURPOSE & USE	TEST WINDOW	REPORTING
TCAP Alt / MSAA Assessment	3-11	This assessment is designed for students with significant intellectual disabilities. It is based on a different set of content standards than the TCAP test. Students only take the TCAP-Alt assessment when parents/guardians and educators decide it is appropriate according to his or her needs.	March - May	The state releases individual student reports with details of performance. These are distributed by district office staff to schools and then shared with families.

CITIZENSHIP/CIVICS

ASSESSMENT	GRADES	PURPOSE & USE	TEST WINDOW	REPORTING
U.S. Civics Exam	9-12	Students graduating after January 17, 2017, are required to take a United States civics exam composed of questions administered as part of the civics test administered by the U.S. citizenship and immigration services to persons seeking to become naturalized citizens. Students may attempt the test multiple times during their high school career. Passage of the test is not a requirement for high school graduation	School schedules as necessary	Results are available soon after the test is given. School staff decide when and how to share the results with students and parents.

COLLEGE & CAREER READINESS

ASSESSMENT	GRADES	PURPOSE & USE	TEST WINDOW	REPORTING
ACT	11-12	The ACT is a college readiness test utilized by hundreds of colleges and universities. It also helps determine which students are eligible for the HOPE Scholarship from the state.	March and April	Student-level reports are given 3-8 weeks after the test is given.

SCREENINGS FOR ACADEMIC SUPPORT

ASSESSMENT	GRADES	PURPOSE & USE	TEST WINDOW	REPORTING
MTSS Universal Screener (FAST)	K-11	MTSS (Multi-tiered System of Student Supports) is an instructional support system designed to give students the individual support they need to learn, no matter where they stand academically. It includes periodic assessments to identify each student's specific needs in reading, writing and math so they can get the appropriate level of instruction.	August, November and February	Student-level reports should be shared with parents by the school. Students who take part in intervention will receive regular progress reports for parents.
WIDA ACCESS Placement Tests for English Learners (<i>also called W-APT</i>)	K-12	W-APT is given to students who speak a language other than English at home. It is used to help determine which kind and level of English language support they need. It also helps us know in which level to place students for the annual assessment all English Learner students take.	Administered to English Learner students at the time of enrollment	Tests are scored by MNPS employees and the results are given to parents immediately.
WIDA ACCESS for English Learners	K-12	This assessment helps determine language proficiency of English Learner students. It is the test the state gives every year to measure student performance in English language proficiency.	March - April	The state releases individual student reports with details of performance. These are distributed by district office staff to schools and then shared with families.
Naglieri Nonverbal Ability Test	2	This assessment is a brief nonverbal measure of general ability used to identify gifted second grade students not previously identified for the Encore program. It measures ability fairly for students from many different cultural and linguistic backgrounds.	Late October or Early November	Results are available approximately one month after the test is completed. School staff decide when and how to share the results with parents and students.
Kindergarten Entry Inventory (KEI)	K	Kindergarten Entry Inventory (KEI) will provide a comprehensive, developmental profile with specific benchmarks related to kindergarten readiness for each incoming kindergarten student in Tennessee.	August - September	Results are available soon after the test is given. School staff decide when and how to share the results with students and parents.

NATIONAL ASSESSMENTS				
ASSESSMENT	GRADES	PURPOSE & USE	TEST WINDOW	REPORTING
National Assessment for Educational Progress (NAEP)	Varying grades in only selected schools	NAEP is only given to a small number of Tennessee students in selected schools. It is a national test designed to help measure Tennessee's academic performance against that of other states. That is why it is called "the nation's report card."	January - March (exact dates to be determined by state)	Results are not shared at the student, school or district level. State-level results are posted online six months after the test is given.

DISTRICT ASSESSMENTS				
ASSESSMENT	GRADES	PURPOSE & USE	TEST WINDOW	REPORTING
ELA and Math Performance Tasks	3-11	These assessments are used at three points throughout the school year to measure student progress in mastering state academic standards. They help teachers, principals and district staff make decisions about instruction and resources as they work to meet year-end academic goals.	October, December and March	Results are available soon after the test is given. School staff decide when and how to share the results with students and parents.
NWEA MAP - Reading and Math	2-8	MAP is a computer adaptive, interim and personalized reading assessment that precisely measures student progress and growth in reading. It includes a parent communication component and will allow MNPS to compare students' growth in reading on a national scale.	August, November and February	Results are available soon after the test is given. School staff decide when and how to share the results with students and parents.
Text Level Assessments	K-4	This assessment system is a series of texts that can be used to identify a student's current reading level and progress along a gradient of text levels over time.	August - September, November - December, May	Results are available soon after the test is given. School staff decide when and how to share the results with students and parents.

STATE REQUIRED FIELD TESTS				
ASSESSMENT	GRADES	PURPOSE & USE	TEST WINDOW	REPORTING
TCAP ELA-Writing Field Test	3-11	Approximately one-third to one-half of schools and districts will be required to participate in these field tests on a rotating basis every two or three years.	March (exact schools and dates to be determined by state)	Results from field-tested items are used for test development only. There are no district, school or student results.
TCAP EOC U.S. History Field Test	9-12	Approximately one-third to one-half of schools and districts will be required to participate in these field tests on a rotating basis every two or three years.	March (exact schools and dates to be determined by state)	Results from field-tested items are used for test development only. There are no district, school or student results.

UP-TO-DATE INFORMATION THROUGHOUT THE YEAR REGARDING STATE AND DISTRICT ASSESSMENTS CAN BE FOUND AT THE FOLLOWING DISTRICT WEBSITE:

www.mnps.org/tests-and-assessments



MNPS DISTRICT CALENDAR 2017-18 (JULY 2017 - JUNE 2018)

* REVISED 05/25/2017

July 2017

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 2017

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 2017

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 2017

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2017

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December 2017

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January 2018

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 2018

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

March 2018

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April 2018

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 2018

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June 2018

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

**TEACHER
IN-SERVICE DAYS**

**STOCKPILED
PLANNING/PD DAYS**

STUDENTS IN SCHOOL

**STUDENTS NOT
IN SCHOOL**

**STUDENTS NOT
IN SCHOOL &
ADMIN OFFICES CLOSED**

**HALF DAY FOR
ALL STUDENTS**

**HALF DAY FOR
9-12 ONLY**

7/11 ASSISTANT PRINCIPALS REPORT
7/31-8/4 NEW STUDENT REGISTRATION WEEK
8/1 TEACHERS REPORT FOR PRINCIPAL-FACULTY IN-SERVICE
8/2 DISTRICT-WIDE TEACHER IN-SERVICE FOR PK-12
8/3 DISTRICT-WIDE IN-SERVICE, FACULTY PLANNING BUILT-IN FOR THE AFTERNOON
8/4 PRINCIPAL-FACULTY IN-SERVICE DAY
8/7 FIRST DAY OF SCHOOL – FULL DAY FOR GRADES 1-12, HALF DAY FOR PK-K
8/8 FULL DAY FOR GRADES 1-12, HALF DAY FOR PK-K
8/21 TEACHERS PLANNING/PD DAY; STUDENTS DO NOT REPORT
9/4 LABOR DAY HOLIDAY; STUDENTS DO NOT REPORT
9/6 PROGRESS REPORTS ISSUED
10/5 FIRST QUARTER ENDS
10/6 TEACHER PLANNING/PD DAY; STUDENTS DO NOT REPORT
10/9-10/13 FALL BREAK
10/23 REPORT CARDS ISSUED
11/1 PARENT CONFERENCE DAY; STUDENTS DO NOT REPORT
11/10 VETERANS DAY HOLIDAY; STUDENTS DO NOT REPORT
11/15 PROGRESS REPORTS ISSUED
11/22-11/24 THANKSGIVING HOLIDAYS

12/12-12/14 HALF DAY FOR EXAMS GRADES 9-12
12/15 HALF DAY FOR ALL STUDENTS; END OF FIRST SEMESTER
12/18-1/1 WINTER HOLIDAYS
1/2 TEACHER PLANNING/PD DAY; STUDENTS DO NOT REPORT
1/3 THIRD QUARTER BEGINS
1/9 REPORT CARDS ISSUED
1/15 MLK HOLIDAY; STUDENTS DO NOT REPORT
2/7 PROGRESS REPORTS ISSUED
2/19 TEACHER PLANNING/PD DAY; STUDENTS DO NOT REPORT
3/15 THIRD QUARTER ENDS
3/16 TEACHER PLANNING/PD DAY; STUDENTS DO NOT REPORT
3/19 FOURTH QUARTER BEGINS
3/26 REPORT CARDS ISSUED
3/30-4/6 SPRING BREAK
4/25 PROGRESS REPORTS ISSUED
5/21-5/23 HALF DAY FOR EXAMS GRADES 9-12
5/24 LAST DAY OF EXAMS; HALF DAY FOR ALL STUDENTS; END OF SCHOOL YEAR
5/25 TEACHERS REPORT FOR IN-SERVICE; LAST DAY FOR TEACHERS
6/1 LAST DAY FOR ASSISTANT PRINCIPALS



POTENTIAL SNOW MAKE-UP DAYS IF MORE THAN 5 DAYS ARE NEEDED:
MARCH 16; MAY 29, 30, 31



METRO
NASHVILLE
PUBLIC
SCHOOLS

www.mnps.org

2601 BRANSFORD AVE • NASHVILLE, TN 37204 • (615) 259-INFO (4636)

Metropolitan Nashville Public Schools (MNPS) does not discriminate on the basis of race, religion, creed, gender, gender identity, sexual orientation, national origin, color, age, and/or disability in admission to, access to, or operation of its programs, services or activities. MNPS does not discriminate in its hiring or employment practices.

CHANGES MADE TO THE STUDENT-PARENT HANDBOOK FOR 2017-18

06/20/17

OVERALL CHANGES

- Reorganized the handbook into four main sections (Introduction and Resources, Policies and Procedures, Behavior, and Calendars) and moved policies and procedures up in the handbook.
- Edited all content for grammatical errors and clarity.
- Updated all references to the school year.
- Updated all page number references (i.e., See page 35 for description).
- Changed all references to the Board to be “Board of Public Education” on first reference and “Board” on second reference.
- Changed the styles of headings and subheads to provide better clarity and hierarchy for the content.
- Changed job titles where referenced to be consistent with the new organizational structure.
- Redesigned the handbook to reflect the district’s new branding.

CHANGES TO FORMS

Signature Required Page

Changed heading from Signature Form to Signature Required.

Moved sentence from Permission Form "The signature below acknowledges that I have read and understand the MNPS Student-Parent Handbook and related policies." to the Signature Required page. The Signature Required page now reads:

Please sign one form, front and back, for each Metro Nashville Public Schools (MNPS) student in your household and return the form to each student’s school.

I have received a copy of the 2017-18 MNPS Student-Parent Handbook. The signature below acknowledges that I have read and understand the handbook and related policies.

Student’s Name *(please print)*: _____

Student’s School *(please print)*: _____

Parent or Guardian Name *(please print)*: _____

Parent or Guardian Signature _____ Date _____

NOTE: Failure to sign and return this form to the school does not relieve the student from the responsibility of complying with the MNPS Student-Parent Handbook.

Permission Form

Reorganized the Permission Form with subheads to make it easier for parents to glance over the form and immediately know what they were giving permission for. The Permission Form now reads:

SCHOOL ATTENDANCE & TRUANCY

I understand that my child is subject to compulsory school attendance laws and if my child is found to be unlawfully absent from school or habitually truant, law enforcement personnel may take my child into temporary custody and deliver him/her to the Metro Student Attendance Center (MSAC).

Parent or Guardian Signature _____ Date _____

PERMISSION STATEMENTS

I confirm my child's participation in the areas identified with a check mark below:

	YES	NO
MEDIA (SEE PAGE 34 FOR MORE DETAILED INFORMATION)		
MNPS has permission to honor my child publicly, including in the media.		
MNPS has permission to photograph or digitally record my child for media and web publication.		
My child has permission to be photographed or digitally recorded by the news and other non-MNPS media.		
MILITARY RECRUITER (SEE PAGE 34 FOR MORE DETAILED INFORMATION)		
MNPS has permission to share contact information about my child with a military recruiter.		
HEALTH SCREENINGS (SEE PAGE 34 FOR MORE DETAILED INFORMATION)		
My child has permission to participate in the hearing, vision, height, weight and blood pressure screenings.		
LAPTOP		
My child has permission to check out a laptop from the school library and I understand that all damages or loss of equipment must be reimbursed to the school. The maximum		

cost for a laptop will be \$600.		
----------------------------------	--	--

Please print:

Student Name (First, Middle, Last): _____

School Name: _____

Parent/Guardian Name (First, Middle, Last): _____

Address: _____ Apt./Unit: _____

City: _____ State: _____ Zip: _____

Phone: _____ E-mail: _____

Parent or Guardian Signature _____ Date _____

Opt-Out Preferences Form

Added second page to form to include MNPS School Climate Survey Opt-Out Information and Passive Consent Form:

MNPS School Climate Survey OPT-OUT Information and Passive Consent Form

Only sign this form or contact MNPS if you DO NOT grant permission for your child to take climate surveys.

If your child is in 3rd grade or higher, he or she will be asked to complete three to four short (10-15 minute) district climate surveys during the 2017-18 academic year. These surveys are intended to help improve school climate, school and neighborhood safety, and student wellbeing. Specifically, the surveys will ask your child about his or her experiences at school, including perceptions of their peers' behavior, relationships with teachers, participation in school activities, and general school climate. In addition, the survey will ask about students' experiences traveling to and from school and in their neighborhood.

Completing the online surveys will cause no risk to your child, and surveys will be designed to protect your child's privacy. Students will not be asked to put information on the survey that could be used to identify them.

You will be receive phone notifications at least two weeks prior to each survey administration. You will have the opportunity to review the survey instrument online or at your child's school in the weeks leading up to the survey. You may exempt your student from participating in these surveys at any point prior to survey administrations, or by filling out this form. In addition, your student can choose whether to take the survey or to answer any particular question. There will be NO penalty if you or your student choose not to participate.

If you do not wish for your student to participate in these surveys, please fill out this page and return it to your school, or send an email to Dr. Laura Stiver Walsh at laura.stiver-walsh@mnps.org. If you email,

please include your child's name, date of birth, school, and grade so we can communicate with your child's school before survey administrations.

If for any reason you do not wish your child to participate in the survey, please check the box below, fill out and sign this form and return it to your child's school.

☐ By checking this box I indicate my child MAY NOT take part in the MNPS School Climate Student Surveys.

Student's Full Name (please print)

Student's School

Student's Date of Birth

Parent or Guardian Signature

Date

CHANGES TO INTRODUCTION AND RESOURCES

Introduction

Changed heading "Student-Parent Handbook Principles" to "Handbook Principles" and relocated the section after the section titled "Handbook Purpose."

Family Educational Rights and Privacy Act

- Updated student directory information list under FERPA based on a February 2015 policy change:
 - Removed Electronic mail address
 - Added Telephone listing
 - Removed Grade level
 - Removed last two bullets related to student ID number

Student Rights and Responsibilities

- Updated wording of item number 8 (rights):
Be told, orally or in writing, the reason(s) for disciplinary decisions and **be allowed** the opportunity to tell their side of the story.

Principal and School Staff Rights and Responsibilities

- Updated wording of item number 6 (responsibilities):
Be knowledgeable about federal and state laws and regulations regarding the disciplinary process for **all students, including** students with disabilities.

District Office Responsibilities

- Updated wording of item number 6:
Ensure the legal rights of **all students, including** students with disabilities.

Resources

Stay Connected

- Updated content regarding Callouts:

MNPS uses a callout system to share important news and information with families. You will receive recorded calls from the school district and the schools where your children are enrolled. If you are not receiving any calls, **contact your child's school or** the Family Information **Center** at (615) 259-INFO to update your contact information. If your phone number changes, **please update with your school or** contact the Family Information **Center** to provide your updated number and ensure you continue receiving our calls.

- Updated content regarding MNPS Family Portal:

The MNPS Family Portal is a web-based tool that helps **families** stay connected to **their** child's classroom. It lets families see real-time grades, homework, upcoming due dates, attendance information, discipline information and more.

It allows for greater communication between teachers and families through emails, messages and mobile alerts.

The Family Portal is available online and on mobile devices. Instructions to access the Family Portal are sent from the school. Contact the Family Portal Liaison at your child's school for questions.

Get Involved

Updated wording in the following sections:

- Department of Family and Community Partnerships
 - The mission of the Department of Family and Community Partnerships is to improve student success by supporting and empowering all families, schools and communities through meaningful engagement and collaboration.
- Parent Advisory Council (PAC)
 - The Parent Advisory Council was created to energize, organize, and mobilize parents to be involved in the lifelong education of their children, as well as help identify barriers to family engagement and work with MNPS' personnel to reduce or remove these barriers.

For more information, or to become involved, please contact your school's principal.

- Deleted Parent Organization section
- Family Involvement Specialists
 - MNPS employs 12 Family Involvement Specialists (FIS) and six Pre-K Family Involvement Specialists. The role of the FIS is to serve schools by providing direct

supports to students, families and schools. The FIS offer workshops to parents, school staff and community members on effective engagement strategies. They assist families in advocating for students and seek to increase parent leadership and voice in schools. In addition, FIS help connect community partners and volunteers to schools.

- Community Achieves
 - Community Achieves is an MNPS-led community school initiative. A Community Achieves school focuses on academics, health, social services and youth development to improve the conditions for learning. There is an on-site manager who brings many partners together to offer a range of support and opportunities for children, youth, families and communities. Examples of resources that might be available include: food pantries, Family Resource Centers, clothing closets, after-school opportunities and classes for adults.
 - Updated the list of participating schools

Receive Assistance

Added two sections:

- The HERO Program for Families and Students in Transition

In accordance with the McKinney-Vento Homeless Assistance Act, Subtitle VII-B Title IX, Part A of the Every Student Succeeds Act, children and youth who lack a fixed, regular and adequate night-time residence may qualify for services and supports through The HERO Program. Eligibility for services under the McKinney-Vento Act is based on responses to questions related to a student's living and housing situation as reported on the McKinney-Vento Eligibility Assessment Form (Form A). The provisions of the McKinney-Vento Act apply not only to homeless students residing with a parent or legal guardian, but also to unaccompanied youth who are living in a homeless situation without a parent or guardian. Eligibility paperwork may be obtained at the district's enrollment centers and schools, or you may contact the program office directly by calling (615) 259-8729. The answers you give on the eligibility form will help the school determine the services the student may be eligible to receive. The student will not be discriminated against based upon the information provided, and the information you provide is confidential. Families and students can apply for services at any point during the school year once a loss of housing occurs.

Students who qualify for McKinney-Vento services have the right to immediate enrollment, even if documentation normally required for enrollment is not available. McKinney-Vento eligible students may enroll in the zoned school for their temporary address or they can remain in the school they were attending at the time they lost housing. Additional services and supports, including but not limited to out-of-zone transportation, standard school attire, school supplies and referrals for resources, are also available.

Please contact The HERO Program for Families in Transition at (615) 259-8729 if you have additional questions or are in need of assistance.

- StrlDe

All MNPS students enrolled in grades 9-12 are able to ride Nashville Metropolitan Transit Authority (MTA) buses at no cost through an innovative program called StrlDe. Students in grades 5-8 who attend an out-of-zone school where they have no yellow bus service are eligible to participate in the StrlDe program with parental permission. Contact your middle school office for permission forms and eligibility information.

High school students' MNPS ID cards serve as their school ID, library card and MTA bus pass. The cards are programmed to work on the fare boxes on all MTA buses. Students should place their ID above the bulls-eye located on the fare box and wait for the box to beep. This sound indicates the card has been recognized, and the student will be allowed to board.

A new school ID card will be issued at the start of the school year and is non-transferrable. It is only valid for bus rides on MTA. Students will be issued student ID cards at their respective schools. Cost to replace a lost or damaged card is \$15 and can be obtained from their school. Students will be limited to three replacement cards per semester.

Students utilizing this service must follow the MTA Code of Conduct or face revocation of MTA bus transportation privileges. The Code of Conduct is posted at Music City Central and online at NashvilleMTA.org.

For more information about bus routes or schedules, call MTA Customer Care at (615) 862-5950.

Family Resource Centers Locations and Contact Information

Added city, state and zip to each address.

Community Resources for MNPS Students

Added two resources:

- **Conexión Américas**
The mission of Conexión Américas is to build a welcoming community and create opportunities where Latino families can belong, contribute and succeed. Programming includes college access, middle and high school after school programs, family-school partnerships, and adult ELL classes. 2195 Nolensville Pike | Nashville, TN 37211
(615) 320-5152 | www.conexionamericas.org
- **Second Harvest**
The Second Harvest School Food Pantry Program is designed to increase food access for school children and their families in need. To find a School Food Pantry near you, go to www.secondharvestmidtn.org/learn/feeding-programs or call 615-329-3491. 331 Great Circle Rd | Nashville, TN 37228
(615) 329-3491 | www.secondharvestmidtn.org

CHANGES TO POLICIES AND PROCEDURES

Students With Disabilities

- Under Special Education Services, switched the two sub-sections so that "If You Suspect Your Child Has a Disability" appears before "Discipline."
- Under 504 Services, the fourth and fifth paragraphs, along with the numbered list, were updated to read:

To be eligible as a student with a disability under Section 504, a student must be evaluated and determined eligible under Section 504 by a 504 team. Families who suspect their child has a disability may submit a verbal or a written request for the school to start the 504 evaluation process. The 504 team will review all concerns and proceed with the 504 evaluation eligibility process.

Steps to 504 Service:

1. Contact the 504 Coordinator at the child's school
2. Be ready to assist in documenting a disability
3. Attend the 504 meetings
4. Be an active partner in the process with the school

Policies Related to Administration of Schools

- Switched the first two sections so that District Governance appears before Board of Education Meetings and Policies.
- Rewording for Board of Education Meetings and Policies:

Board meetings are held on the second and fourth Tuesdays of each month. Persons who would like to request to speak to the Board at a Board Meeting, must submit the request in writing to board.administrator@mnps.org. For questions concerning appearing before the Board, contact (615) 259-8487. Board meeting minutes are posted on the MNPS website. More information about the Metropolitan Board of Public Education and its members is available on the MNPS website at www.mnps.org.

- Replaced Waiver of Compulsory Attendance with the following:

Adult Education Program - High School Equivalency Test

Students 17 years of age or older will be eligible to take the High School State Equivalency Test (HiSET) in lieu of earning a high School diploma with the approval of the Director of Metropolitan Nashville Public Schools. Students wishing to take the HiSET are encouraged to enroll in a State approved HiSET program. Students must submit a written application for testing to the Executive Officer of Support Services/designee for a recommendation to be made to the Director. All applicants must be interviewed in order to be recommended for testing.

Added Section – Homework Guidelines

Homework Guidelines

ELEMENTARY

Background

Research provides strong evidence that, when used appropriately, homework benefits student achievement (Good & Brophy, 2003; Cooper, Robinson, & Patall, 2006). Homework is beneficial and important in a student's overall program; homework is required in MNPS.

General Information

Homework is one of the many learning activities in which students engage; its purposes are to:

- extend learning, provide for the practice of concepts and skill development in concepts and/or skills initially presented in the classroom and that students can do independently to deepen their knowledge and understanding;
- provide opportunities for independent work;
- provide opportunities for enrichment;
- provide opportunities to engage in a flipped classroom pedagogical approach, where students' preparatory homework activities become vital to effective classroom activities; and,
- provide opportunities to check for understanding and for possible instructional follow-up when students struggle or have misconceptions.

When Planning and Assigning Homework, Teachers Should:

- Help students to see how homework is related to classwork and instructional objectives (discuss homework with students);
- Develop assignments which have meaning and account for individual student differences, needs and abilities;
- Ensure the homework is challenging and at the right level of difficulty; design homework to maximize the chances that students will complete it. (Students should be able to complete homework assignments independently with relatively high success rates, but they should still find the assignments challenging enough to be interesting.);
- Ensure the total homework load from all students' teachers is a reasonable one and the amount of homework (assigned two to four times a week) follows the "10 minute rule" (Cooper, 2007). The "10 minute rule" states that all daily homework assignments combined should take about as long to complete as 10 minutes multiplied by the student's grade level. For example, up to 10 minutes per night of homework for pre-k and Kindergarten students, 10 minutes per night in the first grade, 20 minutes for second grade, and an additional 10 minutes per grade level thereafter (e.g., 120 minutes for 12th grade). Additional time should be added appropriately for daily at-home reading for enjoyment and should not include a book report or like assignment;
- Ensure homework assignments, the procedures for accomplishing them and the due dates are clear;
- Identify strategies to support students who may not have support at home with homework completion;
- Be mindful of cultural, ethnic, religious and other celebrations and/or historical events that are important to members of our community;
- Not assign homework on designated religious holidays when students are absent because of religious observances;
- Not require homework over breaks from school (i.e., winter break);
- Should allow students who have been excused from school for religious observances or other lawful absences the opportunity to make up assignments;
- Partner with families to reinforce learning and broaden educational opportunities for students through parental knowledge of the homework procedures established by the individual teacher;
- Involve parents in appropriate ways without requiring parents to act as teachers or to police students' homework completion; and,
- Make homework meaningful to students by ensuring cooperation and communication among the teachers, students and parents or guardians.

Grading and Reporting

- Completed homework assignments are to be reviewed by the teacher (or a designee) with feedback provided as appropriate.
- Homework completion will be reported on report cards using the following four-point scale:
 - 0 – never completes,
 - 1 – rarely completes,
 - 2 – sometimes completes,
 - 3 – frequently completes, and
 - 4 – always completes.

MIDDLE AND HIGH SCHOOL

Background

Research provides strong evidence that, when used appropriately, homework benefits student achievement (Good & Brophy, 2003; Cooper, Robinson, & Patall, 2006). Homework is beneficial and important in a student's overall program and is required in MNPS.

General Information

Homework is one of the many learning activities in which students engage; its purposes are to:

- extend learning, provide for the practice of concepts and skill development in concepts and/or skills initially presented in the classroom and that students can do independently to deepen their knowledge and understanding;
- provide opportunities for independent work;
- provide opportunities for enrichment;
- provide opportunities to engage in a flipped classroom pedagogical approach (a learning model where students are first exposed to new material outside of the classroom through the use of prepared assignments, readings or other learning materials; the new material is then integrated into an engaging demonstration, application or lesson that allows for more critical thinking and active learning in the classroom), where students' preparatory homework activities become vital to effective classroom activities; and,
- provide opportunities to check for understanding and for possible instructional follow-up when students struggle or have misconceptions.

When Planning and Assigning Homework, Teachers Should:

- Help students to see how homework is related to classwork and instructional objectives (discuss homework with students);
- Develop assignments which have meaning and account for individual student differences, needs and abilities;
- Ensure the homework is challenging and at the right level of difficulty; design homework to maximize the chances that students will complete it. (Students should be able to complete homework assignments independently with relatively high success rates, but they should still find the assignments challenging enough to be interesting.);
- Ensure the total homework load from all students' teachers is a reasonable one and the amount of homework (assigned two to four times a week) follows the "10 minute rule" (Cooper, 2007). The "10 minute rule" states that all daily homework assignments combined should take about as long to complete as 10 minutes multiplied by the student's grade level. For example, up to 10 minutes per night of homework for pre-k and Kindergarten students, 10 minutes per night in

the first grade, 20 minutes for second grade, and an additional 10 minutes per grade level thereafter (e.g., 120 minutes for 12th grade). Additional time should be added appropriately for daily at-home reading for enjoyment and should not to include a book report or like assignment. (Please note: students taking more rigorous courses [i.e. Advanced Placement/AP] may be assigned more homework);

- Clearly communicate to parents and students the importance of homework activities as part of flipped classroom activities and lessons, including potential safety-related homework and how students' failure to complete the homework may limit their participation in the related classroom activity. If a student's failure to complete a homework assignment related to a classroom lesson, lab or activity (including a flipped classroom activity) limits them from safe and prepared participation, they may not be allowed to participate.
- Ensure homework assignments, the procedures for accomplishing them and the due dates are clear;
- Identify strategies to support students who may not have support at home with homework completion;
- Be mindful of cultural, ethnic, religious and other celebrations and/or historical events that are important to members of our community;
- Not assign homework on designated religious holidays when students are absent because of religious observances;
- Not require homework over breaks from school (i.e., winter break);
- Should allow students who have been excused from school for religious observances or other lawful absences the opportunity to make up assignments;
- Partner with families to reinforce learning and broaden educational opportunities for students through parental knowledge of the homework procedures established by the individual teacher;
- Involve parents in appropriate ways without requiring parents to act as teachers or to police students' homework completion; and,
- Make homework meaningful to students by ensuring cooperation and communication among the teachers, students and parents or guardians.

Grading and Reporting

- Completed homework assignments are to be reviewed by the teacher (or a designee) with feedback provided as appropriate.
- Homework completion will count for 10 percent of each nine-weeks grade. Providing high quality academic feedback is the district's recommended best practice; however, a numerical grade reflecting the percentage correct is not required for the homework grade. The 10 percent for homework is based on completion and/or accuracy.

Reporting Requirements

- Corrected policy number referenced in second paragraph:

Any students with knowledge of bullying should report the bullying to the principal. Bullying, harassment, intimidation or hazing that is reported to any staff member must be reported to the principal. See MNPS policy 6.110 available at www.mnps.org.

- Replaced wording for Exemption from Exams – IM 4.117 with the following:

Seniors who are eligible for exemption cannot be required to take an exam. Students must be notified prior to the day of an exam for a given course that they are exempt. If a senior who is eligible for exemption elects to take the exam, the grade earned on the exam must count and be recorded. In the event a student is exempt and no exam is taken, each nine-week grade will count as 50 percent of the semester average. Under no circumstances are exemptions allowed in courses requiring an End of Course Exam. Senior exam exemptions are determined by individual classes each semester.

- Changed policy name “Internet and Email Use policy – IM 4.160” to “Technology and Acceptable Use Policy – IM 4.160” to be consistent with other references to this policy throughout the handbook.
- Addition to the last sentence of Technology and Acceptable Use Policy – IM 4.160:

Further, students are prohibited from posting, using MNPS resources to any Internet site outside the official MNPS network, or through any electronic media, any material that identifies students or provides any information that would be considered confidential according to FERPA or the Health Insurance Portability and Accountability Act (HIPPA).

Permissions Related to Policies

- Removed the sentence "If signature is not provided, MNPS will record the reply as a NO and the child will not be allowed to participate," because it conflicted with information provided in the Military Recruiters and Health Screenings paragraphs.
- Updated the wording for the media release policy:

Print and Digital Media

The following media sources will not display photographs, videos, and/or audio clips of any identifiable student without written permission obtained from the legal guardian of the student:

- MNPS social media and web publication, including the Metro Schools’ blog, Children First
- MNPS printed media, including marketing brochures and informational publications
- Non-MNPS social media and web publication, including community partners
- Non-MNPS media, including local news stations, newspapers and other news sources

Permission can be granted or denied with the permission form at the front of this handbook. Non-MNPS media sources will be aware of students who do not have written consent for media publications.

- Reorganized the order of these permissions and information to reflect the same order in which they appear on the permission and opt-out preferences forms:
 - Print and Digital Media
 - Military Recruiters
 - Health Screenings
 - Limitless Libraries
 - Technology
 - School Social Work Services

Civil Rights Compliance

- Two links were added:
 - MNPS Bullying and Harassment Policy Link
<http://www.mnps.org/policies-and-procedures/2016/7/19/sp-6110-bullying-cyber-bullying-discrimination-intimidation-harassment-and-hazing?rq=bullying%20and%20harassment>
 - MNPS Reporting Bullying and Harassment Link
<http://www.mnps.org/policies-and-procedures/2016/7/19/spp-6100-reporting-and-investigating-bullying-cyber-bullying-harassment-discrimination-intimidation-and-hazing?rq=bullying%20and%20harassment>

CHANGES TO BEHAVIOR

Progressive Behavior Responses

- Added intro paragraph to define Progressive Behavior:

Progressive Behavior is a whole child approach to teaching children by meeting their behavioral, social, intellectual and emotional needs. MNPS recognizes that many factors both inside and outside the school building impact our students. Our goal is to provide the support and services needed by our students and their families to address these needs and prevent a student from requiring disciplinary action.

Codes and Definitions of Behaviors

- Grouped harassment into copy and codes 407-411 by placing a gray box in the background so that it was clear they went together.

New wording for the following codes:

- Code 103: Agitating other students
Unwanted **and/or** unreciprocated picking on or bothering of other students.
- Code 307: Inappropriate Sexual Behavior
Behavior of a sexual nature that is not recurring and does not rise to the level of sexual harassment or sexual assault. Inappropriate sexual behavior includes, but is not limited to, physical or verbal conduct, **communication of a sexual nature, or** sexual behavior between consenting parties on school grounds or at school-sponsored events.
- Code 319: Inappropriate Physical Contact toward School Staff
Engaging in minor physical contact with staff such as intentional or reckless pushing or bumping **or other incidents in which there is contact.**

- **Code 400: Repeated Violations of a Pattern of Type 3 Behaviors**
A repeated pattern of Type 3 behaviors that continues after documentation of prior interventions. **Three or more incidents of a Type 3 behavior constitute a pattern.** The discipline referral must include documentation of interventions implemented. In determining whether an E response should be used. Consideration should be given to whether the behaviors pose a threat to the safety or security of the school. **If a child has been expelled for repeated violations already in a school year, three additional level 300 violations are required for an additional repeated violations expulsion.**
- **Code 401: Assault of a Student**
Intentionally, knowingly or recklessly committing an unprovoked physical attack on another student. Minor physical contact, such as pushing or shoving, does not constitute assault. Students may not receive the same disciplinary consequence for their involvement in an altercation if the school administrator determines they acted in self-defense to protect themselves from physical harm (TCA 49-6-3401). Response E may be used if the assault or the resulting injuries are severe. When response E is used, evidence documenting the **incident's** severity and any resulting injuries must be listed in the discipline referral.
- **Code 411: Sexual Harassment**
Sexual harassment is harassment based on sex. Behaviors that constitute sexual harassment may include, but are not limited to: unwelcomed sexually suggestive remarks or advances; pictures, gesturing or exposure; verbal harassment or abuse of a sexual nature; messaging of a harassing, abusive or sexual nature sent by e-mail or other electronic medium; subtle or direct propositions for sexual favors; touching, petting or pinching. Sexual harassment may be directed against a particular person or persons or group whether of the opposite sex or same sex.
- **Code 414: Group Fighting**
Three or more students engaging in a physical altercation. The altercation may include more students against a few students or multiple one on one fights.
- **Code 418: Sexual Assault**
Unwanted sexual contact with the use of force against a person's will or when the victim is unable to give consent that poses physical, emotional, or psychological distress or injury upon the victim.
- **Code 420: Reckless Endangerment**
An intentional action in which the behavior causes injury or may potentially cause injury to students or staff.
- **Code 425: Refusing or Fleeing from a Drug or Weapon Search**
A student who refuses to submit to a drug or weapon search or flees when requested is in violation of this code. Evidence of drugs or firearms must exist for expulsion. **A student violating this code is not eligible for the First Time Drug Offenders Class.**

CHANGES TO CALENDARS

- Updated testing assessments section based on info provided by Assessment and Evaluation Department.
- Updated district calendar.



METRO
NASHVILLE
PUBLIC
SCHOOLS

Exceeding Great Expectations

Charter School Application Recommendation Report

LEAD North High School

Submitted By LEAD Public Schools

Evaluation Team

Core Team

Dr. Mary Laurens Seely, MNPS

John Thomas, MNPS

Katherine Enterline, MNPS

Dennis Queen, MNPS

Carol Swann, MNPS

Satellite Reviewers

Stephanie Adams, MNPS

Gerry Altieri, MNPS

Rick Caldwell, MNPS

Kimberly Covington, MNPS

Phyllis Dyer, MNPS

Teresa Hogue, MNPS

Brian Hull, MNPS

Jill Peeples, MNPS

Daniel Killian, MNPS

David Kovach, MNPS

Carrie Owen, MNPS

Shereka Roby-Grant, MNPS

Sudhir Sinha, MNPS

Renee Thessing, MNPS

Sharon Wright, 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 responsibility of the authorizer to create and apply a rigorous, fair and thorough authorization process in order to ensure only those charter schools who can offer and sustain high quality educational options for all students are recommended and approved to open. Metropolitan Nashville Public Schools is interested in charter applicants who demonstrate the capacity to educate the most at-risk students in highly diverse and personalized settings.

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

Evaluation Process

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

The applications are reviewed by a core team specifically trained to assess the quality and sustainability of a proposed school. In addition, the applications are also reviewed by individuals with specific expertise: special education, English Language learners, business and finance, curriculum, facilities and transportation.

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

Evaluation Process

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

- **Proposal Evaluation** – The evaluation team conducted independent and group assessment of the merits of each proposal against the published evaluation criteria.
- **Capacity Interview** – The evaluation team conducted an interview with the applicant group for the purpose of providing applicants an opportunity to address questions from the written proposal and also to evaluate the applicants' capacity to implement their proposed program effectively and with fidelity.
- **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.

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

Evaluation Contents

This evaluation report includes the following:

- **Proposal Overview** – Basic summary of the proposed school as presented in the application
- **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.
 - › **Academic Plan** – Describes the applicant’s model in regards to curriculum and instruction, assessment, working with at-risk and special populations, goals, discipline and logistics (school calendar, daily schedule, etc.).
 - › **Operations Plan** – Outlines operational support for the academic program, including staffing and human resources, recruitment and marketing, professional development for teachers, community involvement, and governing board structure and membership.
 - › **Financial/Business Plan** – Provides budgeting and financial plans to ensure both initial and on-going fiscal compliance, including budget assumptions, transportation, fundraising, payroll and insurance functions.

Opening a successful, high-performing charter school depends on having a complete, coherent plan. It is not an endeavor for which strength in one area can compensate for weakness in another. Therefore, 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 - LEAD Public Schools

School Name - LEAD Academy North High School

Mission and Vision -

Mission: To prepare all students with the knowledge and skills to succeed in college and in life.

Vision: 100% of graduates earning a regular diploma to be accepted to a college or university.

Proposed Location - This school will locate at Brick Church College Prep, an already existing school where LEAD Public Schools operates a middle school. An alternate location is Neely's Bend College Prep, also a location where LEAD Public Schools operates a middle school.

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

Academic Year	Grades Served	Proposed Number of Students
Year 1 2018-19	9	170
Year 2 2019-20	9-10	325
Year 3 2020-21	9-11	465
Year 4 2021-22	9-12	600
Year 5 2022-23	9-12	600
Year 6 2023-24	9-12	600
Year 7 2024-25	9-12	600
Year 8 2025-26	9-12	600
Year 9 2026-27	9-12	600
Year 10 2027-28	9-12	600
At Capacity	9-12	600

Executive Summary

Recommendation from the Review Team:

☐ **Authorize**

☒ **Do Not Authorize**

Summary Analysis - An ongoing and vigorous debate continues to engage the country concerning the best way to provide all children with the high quality educational opportunities necessary to thrive and acquire the skills for success in college and throughout life. The persistence of opportunity gaps, and the limited success in closing those gaps in most major urban school districts in the United States, has led many advocates to propose major changes in the status quo, and one of those changes that has gained much traction in the last 25 years are charter schools.

It is well established in recent years through the excellent work of the Center for Research on Education Outcomes (CREDO) and others that some charter schools are much better than others at educating their students. This variability has profound implications for the children who attend those schools.

A recent study released in April of this year by the Thomas Fordham Institute has identified three major risk factors authorizers responsible for approving charter schools would be well advised to consider, along with an already identified and implemented rigorous review process. Those factors are:

- Lack of identified leadership – charter schools that propose a self-managed school without naming its initial school leader
- High Risk, Low Dose – charter applications that propose to serve at-risk students, but employ “low dose” academic programs that do not include sufficient academic supports, with examples including, but not limited to intensive small-group tutoring or individual tutoring, and supports for EL and EE students who are typically the most at-risk students.
- A child-centered curriculum – applications that propose to deploy child-centered, inquiry-based pedagogies, such as Montessori, Waldorf, Paideia, or experiential programs.

According to the study, the presence of any of these risk factors in charter applications significantly increased the probability that the school would perform poorly during its first years of operation. Prior studies have proven conclusively that charter schools that begin with poor performance have very little probability of improvement over the first five years of operation. According to this recent study, an application containing two or more of these risk factors increased the probability of poor performance to 80%. This

application contained two of those factors – lack of an identified school leader and an application that states a desire to serve a highly at-risk population, but lacking the identified research and resources to do so.

Thus, it becomes a matter of serving the public trust and a great responsibility to the community for review teams to consider a proposed charter school's ability to enhance the options that already exist for a district's students. A wrong decision can negatively impact students and families for years to come.

After a thorough review of the written application by at least 20 skilled and trained reviewers, along with an interview with the applicant team, the core review team, along with the Office of Charter Schools, is recommending denial of this application.

The reasons for this denial are compelling, and while the review team thoroughly reviewed LEAD's existing schools, including past performance, the conclusion is that the proposed school is not ready to open.

A review of the current high school reveals 40% attrition between 9th and 12th grade, which is the highest in the district. This number means 40% of the students who begin the 9th grade at LEAD do not complete their high school experience at LEAD. While there is a plan for graduation, it is evident that the systems and structures needed to ensure all students reach graduation, particularly at-risk students, are lacking. The application is absent a robust, effective strategy for addressing students at risk of dropping out, and while mentioning some practices such as Crew, does not adequately describe these strategies, nor does it offer the research that indicates they are effective for those students who struggle.

A clear, comprehensive plan for meeting the needs of students with disabilities or English Language learners was not presented in the application, and current research specifying best practices in these areas for high school students was lacking in the application. To date, only one student classified as English Language learner has reached their senior year at the currently operating LEAD High School in four graduating classes.

The existing LEAD High School has not met their own network goals of performing at or above MNPS in all courses, attendance, or graduation rate. The application did not communicate a robust corrective action plan for how the applicant will address a school that does not meet the stated goals.

Overall, LEAD Public Schools did not present the review team with a clear, comprehensive, research-based, effective plan for successful instruction of the some of

the district's most at-risk learners. Taking into account the thorough review of the written application, an interview with the applicant's leadership team, and the concern of the MNPS review team that two of the risk factors mentioned in the latest research on charter school failure is highly indicative of the proposed school being an unacceptable risk to the district, 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 will be recommended for authorization.

Academic Plan	<input type="checkbox"/> Meets Standard <input checked="" type="checkbox"/> Partially Meets Standard <input type="checkbox"/> Does Not Meet Standard
Operations Plan	<input type="checkbox"/> Meets Standard <input checked="" type="checkbox"/> Partially Meets Standard <input type="checkbox"/> Does Not Meet Standard
Financial Plan	<input checked="" type="checkbox"/> Meets Standard <input type="checkbox"/> Partially Meets Standard <input type="checkbox"/> Does Not Meet Standard

Academic Plan Detail

Rating: Partially Meets Standard

Summary as Presented in Proposal: As presented in the application, this school is designed to close the achievement gap, ensure parents zoned for low performing or priority schools have choices, promote innovative teaching methods, push autonomy to the building and classroom level in return for accountability, create new opportunities for teachers and invite parents to participate in new ways in the education of their children. In addition, the application stated that LEAD schools are known for being a “network of firsts,” whether it is expanding services to students with disabilities, opening the first charter high school in Nashville, being the first school have 100 percent of students accepted to a four-year college, and partnering with the district to transform chronically low-performing schools serving zoned enrollment. The school would serve primarily students coming from Brick Church College Prep and Neely’s Bend College Prep, and would incubate out of one of those two schools.

Review Team Analysis: The school as presented only partially meets the criteria for approval because the application presented no evidence the curriculum or instructional design is based on current best practice or research that is relevant. In fact, much of the research cited was over 15 years old and much of that was academic research. None of it can be practically used for instructional planning for students in 2017 and going forward.

An analysis of the current high school finds it struggling with differentiation of learning, as stated in the interview. There is little evidence the plan as presented will be effective for growing all students while at the same time closing achievement gaps, a fact that is evident in the current high school in which a large number of students who are members of special populations have not made it to their senior year at LEAD Academy.

As stated in the Executive Summary, an analysis of the enrollment numbers in the current LEAD high school show a 40% attrition rate between the 9th and 12th grade year, which translates to 40% of the students who begin at LEAD High School do not complete their high school experience at LEAD. This raises questions for the review team about the capacity and ability of the applicant to ensure all students are served efficiently, as well as being unsure of the reasons behind this large attrition rate.

The LEAD Academy High School currently operating did not meet network goals of performing at or above MNPS in all courses, attendance, nor graduation rate. No clear, compelling corrective action plan was presented in the application, and during the

interview, network leaders only presented reactive strategies that have been used within some of their schools, rather than presenting a clear, comprehensive, research-based network plan for working with schools and leaders who do not meet goals.

The LEAD ASD schools within the network that will matriculate to this school are still listed as priority schools on the TN DOE website, which does not give the review team confidence the organization has shown sufficient evidence of increased performance to warrant a 9-12 pathway for the students who will most likely be attending.

The application did not describe a strong plan for RTII, and does not give a clear or compelling picture of curriculum and instructional methodology that will be used to ensure at-risk students are well-served. The applicant team indicated during the interview that they struggle with what RTII looks like in high school and was unable to share the curriculum and instructional methods that will be used to serve at-risk students.

The review team was not sure how research around Growth Mindset is related to the stated curriculum and academic focus, and no research is presented to support the curriculum choice of Engage NY and the instructional model of Read-Write-Discuss-Revise is successful with the population of students the application proposes to serve. Additionally, there was no research presented supporting the use of computerized instruction for students who struggle or fall behind, and the rationale given was not compelling or clear to the review team.

While academic goals were presented and aligned to the mission and vision, the review team is unclear how those goals will be measured, as few metrics were presented to review progress. Much of the language was vague and non-specific, and the solution for students who are in danger of not graduating on time seems to be a 5th year of high school. Additionally, the application itself did not present research based strategies for students who struggle, and there was no clear definition of what “on-track” to graduate actually means. The review team found this lack of specificity to be particularly concerning.

There is a plan for graduation that was presented, but systems and structures for students at risk of dropping out are nebulous or lacking entirely. The application is absent a robust, research-based set of strategies addressing students at risk of dropping out, and while mentioning Crew and tutoring, does not adequately describe these strategies, nor present research indicating they are effective for those students who struggle or are in danger of not graduating.

While many assessments were mentioned in the application, the review team is concerned that there is no clear, comprehensive plan presented outlining how the school will use the data gathered from those assessments to inform instruction, evaluate academic progress, or provide differentiated instruction for students who are at-risk, students with disabilities, or English Language Learners.

A clear, comprehensive, compelling plan was not presented for meeting the needs of students with disabilities, and current research specifying best practices for high school students was lacking. Additionally, only one English Language Learner has made it to graduation at the current LEAD High School in four graduating classes. Considering the potential for a high English Language Learner population for this high school, that fact was concerning to the review team.

At present, one school within the LEAD Public School's network is struggling non-compliance in May, which raises questions for the review team concerning support for special populations across the entire network.

The plan as presented for hiring EE and EL teachers, as well as service providers, nurses, and educational assistants is not consistently articulated or well-researched. The application states that a team will meet to analyze the needs, and then develop a plan that meets minimum needs. Later the application mentions contracts with behavior consultants and other coordinator positions, leaving reviewers confused about the overall plan to ensure success for special populations.

A further analysis of the graduating classes of 2014, 2015, 2016, and 2017 started with 41 students with disabilities. Only 13 graduated in 2014-16, and three were on track to graduate in 2017. Sixteen (16) of the 41 students with disabilities completed the entire program at LEAD Academy, which translates to 39%.

During the interview, the applicant team stated that they "have learned that they need to focus on the student instead of the hours in the IEP". It is unclear to reviewers if IEP's are being followed as written and ensuring students with disabilities are receiving services they are entitled to under the current federal and state laws.

Overall, while there certainly are some strengths within the currently operating LEAD schools, analysis of this application, as well as a very close look at the network as a whole, leads reviewers to the conclusion that there are some very real issues that need attention before the network is ready to expand further.

Operations Plan Detail

Rating: Partially Meets Standard

Summary as Presented in Proposal: The application describes the governing board and outlines roles and responsibilities within the board. The current governing board will also lead the proposed new high school. A start-up timeline is given, and plans for facilities, transportation, and food service are discussed. The new school would incubate from the currently existing Brick Church College Prep or Neely's Bend College Prep. The school utilizes MNPS food service and outsources transportation to third party providers.

Review Team Analysis: This application partially meets standard because while professional development plans were described, the curriculum, instructional design, and special population's academic plans were inadequate, making it hard for the review team to determine if the plans are robust or support professional growth of all teachers, especially in the areas of English Language learners and students with disabilities.

While the applicant stated in the interview that they have created additional network positions to address special populations, the review team remains concerned that, given at least one school in the network has recently been cited by the MNPS Exceptional Education Department as non-compliant with their IEP's and service to special needs students, these additional may not be adequate.

Due to the fact that outdated research was presented that does not align to current best practice regarding educating high school students, once again, the review team is concerned that the professional development offered will be inadequate.

The review team is concerned about the quality of schools across the network because of the following: existence of schools still in priority status, struggles to meet Exceptional Education compliance requirements, and attrition of special populations. While some description of how the network has met those challenges was given, it is not evident that those challenges have been fully overcome and clear, corrective action plans are not detailed in the application, thus bringing into question the network capacity to open more schools before the current ones are all successful and serving students well.

The review team has serious questions concerning the rapid growth of this network and its capacity to meet the needs of all learners.

While this applicant has certainly shown some strengths in opening and running multiple schools, the review team is concerned that additional growth before all schools

in the network are high performing, could potentially prove to be detrimental to not only the students in the new school, but also those in the existing schools as well,

After weighing all written evidence and considering the interview, the review team finds that the Operations Plan rates a partially meets standard, and cannot be recommended for approval at this time.

Financial/Business Plan Detail

Rating: Meets Standard

Summary as Presented in Proposal: LEAD presented a network and school budget that included assumptions for fundraising, grants, and transfers from the district. Audits presented are clean and there have not been findings for the previous years.

The detailed budget included contingency plans for the authorizer fee and how the network would respond should enrollment fall short of projections.

Review Team Analysis: The financial plan meets standard because financial estimates are reasonable and the robust budget submitted includes viable contingency plans. The application provides evidence of all external funding that is included in the budget.

Network fiscal health appears strong, and the addition of this school in the long run is projected to continue to improve LEAD's financial standing.

Staffing plans are in line with enrollment estimates, and evidence of no audit findings was included. Included in the contingency plans was calculation of the newly legislated authorizer fee, which will begin in 2018.

Overall, the review team is confident this applicant could meet its financial obligations should it be approved to open.

Charter School Application Recommendation Report

LEAD Southeast Elementary and Middle

Submitted By LEAD Public Schools

Evaluation Team

Core Team

Dr. Mary Laurens Seely, MNPS

John Thomas, MNPS

Katherine Enterline, MNPS

Dennis Queen, MNPS

Carol Swann, MNPS

Satellite Reviewers

Stephanie Adams, MNPS

Gerry Altieri, MNPS

Rick Caldwell, MNPS

Kimberly Covington, MNPS

Phyllis Dyer, MNPS

Teresa Hogue, MNPS

Brian Hull, MNPS

Jill Peeples, MNPS

Daniel Killian, MNPS

David Kovach, MNPS

Carrie Owen, MNPS

Shereka Roby-Grant, MNPS

Sudhir Sinha, MNPS

Renee Thessing, MNPS

Sharon Wright, 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 responsibility of the authorizer to create and apply a rigorous, fair and thorough authorization process in order to ensure only those charter schools who can offer and sustain high quality educational options for all students are recommended and approved to open. Metropolitan Nashville Public Schools is interested in charter applicants who demonstrate the capacity to educate the most at-risk students in highly diverse and personalized settings.

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

Evaluation Process

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

The applications are reviewed by a core team specifically trained to assess the quality and sustainability of a proposed school. In addition, the applications are also reviewed by individuals with specific expertise: special education, English Language learners, business and finance, curriculum, facilities and transportation.

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

Evaluation Process

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

- **Proposal Evaluation** – The evaluation team conducted independent and group assessment of the merits of each proposal against the published evaluation criteria.
- **Capacity Interview** – The evaluation team conducted an interview with the applicant group for the purpose of providing applicants an opportunity to address questions from the written proposal and also to evaluate the applicants' capacity to implement their proposed program effectively and with fidelity.
- **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.

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

Evaluation Contents

This evaluation report includes the following:

- **Proposal Overview** – Basic summary of the proposed school as presented in the application
- **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.
 - › **Academic Plan** – Describes the applicant’s model in regards to curriculum and instruction, assessment, working with at-risk and special populations, goals, discipline and logistics (school calendar, daily schedule, etc.).
 - › **Operations Plan** – Outlines operational support for the academic program, including staffing and human resources, recruitment and marketing, professional development for teachers, community involvement, and governing board structure and membership.
 - › **Financial/Business Plan** – Provides budgeting and financial plans to ensure both initial and on-going fiscal compliance, including budget assumptions, transportation, fundraising, payroll and insurance functions.

Opening a successful, high-performing charter school depends on having a complete, coherent plan. It is not an endeavor for which strength in one area can compensate for weakness in another. Therefore, 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 - LEAD Public Schools

School Name - LEAD Southeast Elementary

Mission and Vision -

Mission: Prepare all students with the knowledge and skills to succeed in college and in life.

Vision: 100% of the students completing the 8th grade will enroll in high school and be accepted to a college or university upon graduation.

Proposed Location - 531 Metroplex Drive, Nashville (current home of LEAD Prep SE) for the first two years, with other facilities being sought as the school builds out.

Facilities under consideration are: 1717 Elm Hill Pike; 1530 Antioch Pike; 1111 Foster Avenue; 655 Grassmere Park Drive; and 550 Metroplex Drive.

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

Academic Year	Grades Served	Proposed Number of Students
Year 1 2018-19	K-2	150 (50 each in grades K-2)
Year 2 2019-20	K-3; 5	385 (100 in K; 75 each in grades 1-3; 60 in grade 5))
Year 3 2020-21	K-6	680 (100 each in grades K-4; 90 each in grades 5-6)
Year 4 2021-22	K-7	830 (100 each in grades K-4; 150 in 5 th grade; 90 each in grades 6-7)
Year 5 2022-23	K-8	980 (100 each in grades K-4; 150 each in grades 5-6; 90 each in grades 7-8)
Year 6 2023-24	K-8	1100 (100 each in grades K-4; 150 each in grades 5-8)
Year 7 2024-25	K-8	1100 (100 each in grades K-4; 150 each in grades 5-8)
Year 8 2025-26	K-8	1100 (100 each in grades K-4; 150 each in grades 5-8)
Year 9 2026-27	K-8	1100 (100 each in grades K-4; 150 each in grades 5-8)
Year 10 2027-28	K-8	1100 (100 each in grades K-4; 150 each in grades 5-8)
At Capacity	K-8	1100

Executive Summary

Recommendation from the Review Team:

☐ Authorize

☒ Do Not Authorize

Summary Analysis – An ongoing and vigorous debate continues to engage the country concerning the best way to provide all children with the high quality educational opportunities necessary to thrive and acquire the skills for success in college and throughout life. The persistence of opportunity gaps, and the limited success in closing those gaps in most major urban school districts in the United States, has led many advocates to propose major changes in the status quo, and one of those changes that has gained much traction in the last 25 years are charter schools.

It is well established in recent years through the excellent work of the Center for Research on Education Outcomes (CREDO) and others that some charter schools are much better than others at educating their students. This variability has profound implications for the children who attend those schools.

A recent study released in April of this year by the Thomas Fordham Institute has identified three major risk factors authorizers responsible for approving charter schools would be well advised to consider, along with an already identified and implemented rigorous review process. Those factors are:

- Lack of identified leadership – charter schools that propose a self-managed school without naming its initial school leader
- High Risk, Low Dose – charter applications that propose to serve at-risk students, but employ “low dose” academic programs that do not include sufficient academic supports, with examples including, but not limited to intensive small-group tutoring or individual tutoring, and supports for EL and EE students who are typically the most at-risk students.
- A child-centered curriculum – applications that propose to deploy child-centered, inquiry-based pedagogies, such as Montessori, Waldorf, Paideia, or experiential programs.

According to the study, the presence of any of these risk factors in charter applications significantly increased the probability that the school would perform poorly during its first years of operation. Prior studies have proven conclusively that charter schools that begin with poor performance have very little probability of improvement over the first

five years of operation. According to this recent study, an application containing two or more of these risk factors increased the probability of poor performance to 80%.

Thus, it becomes a matter of serving the public trust and a great responsibility to the community for review teams to consider a proposed charter school's ability to enhance the options that already exist for a district's students. A wrong decision can negatively impact students and families for years to come.

After a thorough review of the written application by at least 20 skilled and trained reviewers, along with an interview with the applicant team, the core review team, along with the Office of Charter Schools, is recommending denial of this application.

The reasons for this denial are compelling, and while the review team thoroughly reviewed LEAD's existing schools, including past performance, the conclusion is that the proposed school is not ready to open.

A clear, comprehensive, research-based curriculum or instructional design was not presented in the application, and it appeared to the team that the applicant tried to adapt their more developed middle school curriculum to the elementary level. There was no evidence presented that gave reviewers confidence there was expertise in best practices in early child development present on the design team or within the organization. The structures, schedule, discipline, and curriculum appear to be more suited to a middle school.

There was a lack of current research in the application, some of which was over 15 years old. Though this might be useful from a historical perspective, it cannot be used to plan instruction. The applicant could not explain the curriculum choices made as they relate to the intended population of students that will be served, neither in the written application nor in the interview. There was no clear plan for Response to Instruction and Intervention (RTII) or serving at-risk students in the lower grades. Plans for serving special populations are unclear and neither robust nor comprehensive. Additionally the review team cited grave concern regarding an existing middle school's recent citation for non-compliance by the MNPS Exceptional Education Office.

While the area in which the applicant intends to locate could engender a population of students who are English Language learners at a rate of 40% or more, the plans to serve this population are vague and incomplete. Professional development for teachers is mentioned, but the review team is concerned it is not effective for special populations.

The discipline plan does not differentiate between elementary and middle grades, and is clearly not aligned to developmental milestones for young learners.

Overall, LEAD Public Schools did not present the review team with a clear, comprehensive, research-based, effective plan for successful instruction of the district's youngest learners. Taking into account the thorough review of the written application, an interview with the applicant's leadership team, and the concern of the MNPS review team that at least one of the risk factors mentioned earlier is extremely high, 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 will be recommended for authorization.

Academic Plan	<input type="checkbox"/> Meets Standard <input checked="" type="checkbox"/> Partially Meets Standard <input type="checkbox"/> Does Not Meet Standard
Operations Plan	<input type="checkbox"/> Meets Standard <input checked="" type="checkbox"/> Partially Meets Standard <input type="checkbox"/> Does Not Meet Standard
Financial Plan	<input checked="" type="checkbox"/> Meets Standard <input type="checkbox"/> Partially Meets Standard <input type="checkbox"/> Does Not Meet Standard

Academic Plan Detail

Rating: Partially Meets Standard

Summary as Presented in Proposal: LEAD Public Schools proposed to open a combination elementary/middle school, beginning with Kindergarten and building out to grade 8. At capacity this school would serve 1,100 students in the southeast quadrant of Nashville, and would incubate out of the currently operating LEAD Southeast Middle School.

Review Team Analysis: The application only partially meets the standard for approval because the framework of the school appears to be more conducive to upper elementary and middle grade students, particularly in terms of discipline, instruction, scheduling and movement.

The application lacks a clear and compelling early childhood emphasis. There is not a strong, comprehensive academic focus other than mastery of standards and commitment to the LEAD Ethos. In the interview, the applicant team did not seem to understand the basic principles of teaching reading and math to students in early grades. Additionally, the applicant team could not answer questions related to the research base for same-sex social-emotional education (segregating students by gender for Crew time), nor could they adequately outline how social emotional learning opportunities would be differentiated to meet the needs of young children. This lack of specificity is concerning, and seems to underscore the review team's belief that the applicant has not thoroughly researched best practices for teaching young children.

At least some of the research cited is over 15 years old and cannot be used to plan instruction. When asked in the interview, the applicant team could not give a rationale for not using current research. There is no evidence this applicant team has expertise in early childhood development and the application appears to be a slightly modified middle school application.

RTII curriculum and instructional strategies were not evidenced and applicant group was not able to assure the review team that it understands the RTII process for elementary students.

The academic focus does not mention plans to meet the needs specific to a projected EL population of 40%. When describing the most important areas of the academic plan, the application discussed Crew (a social emotional support), and not academics. Also unclear is how Crew will be structured for young learners, and what research exists that suggests dividing early learners (particularly K-2) by gender (which happens during the Crew time) is beneficial or suggested best practice.

While the application mentions using Engage NY curriculum, the applicant failed to include supporting research or rationale to indicate how this curriculum meets the needs of their specific population. Furthermore, no additional information was provided to assure reviewers this curriculum is suitable for elementary students, how it will be utilized, or how it can be differentiated for a potentially high EL population

Where research was cited, it was outdated and the review team was concerned that more current research was not utilized.

Corrective action plans are not well defined with clear timelines and supporting documents in the event the school, if allowed to open, fails to meet standards. The application states that the plan would be developed after areas of concern are identified. Considering that LEAD already operates several schools, the review team is concerned that there are no clear plans in place already in the event one or more schools falls below the expected academic standards or school performance goals.

The application does not clearly describe a robust suite of remediation practice for students, only examples of potential practices. Network leaders communicated they have not decided on a curriculum and set of instructional practices for at-risk students. As this is one of the stated reasons for submission of the application, the review team does not have confidence plans to serve at-risk students are well-developed or that young learners who struggle will be served well by this school. Related to this, and additionally concerning, is the recent study referenced in the executive summary of this report that indicates a lack of robust resources for at-risk students has been recently identified as one of the high risk factors indicating a charter school may be at risk of failure.

At least one LEAD school has recently fallen into unsatisfactory compliance status from MNPS Exceptional Education office, and it is not evident to the review team that the supports needed for the most at-risk students are sufficient.

When questioned within the interview about specific areas of early childhood education, such as foundational reading concepts, reference was made to giving the new leader autonomy in determining use of best practices rather than fully answering the question. Once again, the review team is not confident there is sufficient knowledge of early childhood development, which engenders questions about whether this school can open and sustain itself successfully.

The school's goals, as stated in the written application, are primarily based on outperforming area schools rather than on clearly determined academic performance standards.

The application makes no mention of how the organization will use data to inform instruction and evaluate the progress for students who are at-risk, students with disabilities, and students

who are EL. Considering the potentially high EL population, this is especially concerning to the review team.

Reviewer's expressed some concern related to the use of SAT-10, as MNPS as well as other districts have abandoned its use in favor of assessments more aligned to TN Ready standards. Also concerning is when asked for a rationale for use of SAT-10, the applicant team seemed confused that it had been mentioned in the application.

Within the interview, the Chief Academic Officer made a statement to the effect that assessments drive the curriculum for students in early grades. In fact, the curriculum should be driven by standards and assessments are merely tools used to inform teachers and administrators of student progress towards mastery of those standards. This statement, while confusing, is another example that this proposed school is not ready to open.

When the review team considered all aspects of the academic plan thoroughly, the conclusion is that the academic plan is not sufficiently robust or aligned with current best practices for early learners to be considered for approval.

Operations Plan Detail

Rating: Partially Meets Standard

Summary as Presented in Proposal: The application describes the governing board and outlines roles and responsibilities within the board. A start-up timeline is given, and plans for facilities, transportation, and food service are discussed. The new school would incubate from the currently existing LEAD Prep Southeast in south Nashville. The school utilizes MNPS food service and outsources transportation to third party providers.

Review Team Analysis: This application partially meets standard because while professional development plans were described, the curriculum, instructional design, and special population's academic plans were inadequate, making it hard for the review team to determine if the plans are robust or support professional growth of all teachers, especially in the areas of English Language learners and students with disabilities.

While the applicant stated in the interview that they have created a position at the network level to assist all schools in the network with special populations, the review team remains concerned that the professional development has still not been adequate, given at least one school in the network has recently been cited by the MNPS Exceptional Education Department as non-compliant with their IEP's and service to special needs students.

Due to the fact that outdated research was presented that does not align to current best practice regarding educating young children, once again, the review team is concerned that the professional development offered will be inadequate.

Additionally, here were several statements that appeared to be copied and pasted from earlier applications, and the following statement is an example: "We have been members of the Madison Chamber of Commerce since 2015, have relationships with various community organizations, and the LEAD brand is synonymous with college acceptance. In addition, our two North Nashville middle schools have a group of students who will likely matriculate to the school and will help ensure strong enrollment". This appears to be speaking of the high school and is one of several statements that the review team consider to be inappropriate to the application for an elementary school in Southeast Nashville.

The review team is concerned about the quality of schools across the network because of the following: existence of schools still in priority status, struggles to meet Exceptional Education compliance requirements, and attrition of special populations. While some description of how the network has met those challenges was given, it is not evident that those challenges have

been fully overcome and clear, corrective action plans are not detailed in the application, thus bringing into question the network capacity to open more schools before the current ones are all successful and serving students well. The review team has serious questions concerning the rapid growth of this network and its capacity to meet the needs of all learners.

Closer to this application, the same structures in place for middle and high school may not be adequate for elementary grades. The review team has serious concerns about the capacity of this organization to support and retain teachers and staff with professional development at the elementary level, or to develop leadership that is knowledgeable about young child development.

After weighing all written evidence and considering the interview, the review team finds that the Operations Plan rates a partially meets standard, and cannot be recommended for approval at this time.

Financial/Business Plan Detail

Rating: Meets Standard

Summary as Presented in Proposal: LEAD presented a network and school budget that included assumptions for fundraising, grants, and transfers from the district. Audits presented are clean and there have not been findings for the previous years.

The detailed budget included contingency plans for the authorizer fee and how the network would respond should enrollment fall short of projections.

Review Team Analysis: The financial plan meets standard because financial estimates are reasonable and the robust budget submitted includes viable contingency plans. The application provides evidence of all external funding that is included in the budget.

Network fiscal health appears strong, and the addition of this school in the long run is projected to continue to improve LEAD's financial standing.

Staffing plans are in line with enrollment estimates, and evidence of no audit findings was included. Included in the contingency plans was calculation of the newly legislated authorizer fee, which will begin in 2018.

Overall, the review team is confident this applicant could meet its financial obligations should it be approved to open.

RESOLUTION COMMITTING TO ADVOCACY AND RESPECT FOR THE ENTIRE ORGANIZATION OF MNPS AND ALL OF ITS STUDENTS AND FAMILIES

Metropolitan Nashville Davidson County Board of Public Education
Nashville, Tennessee

A resolution declaring the Board of Education's intent to reaffirm our commitment to our Governing Policy Three: Board Job Description with a specific focus on number Eight:

Advocate for the organization and all of the students it serves.

WHEREAS, Metro Nashville Public Schools currently serve students in all of the following: traditional zoned district schools for students in grades K-12, open enrollment district schools, pre-kindergarten programs, magnet schools, non-traditional academies, alternative schools, homeschool programs and public charter schools; and

WHEREAS, MNPS educates nearly 88,000 students who come from diverse cultural and socio-economic backgrounds, many with diverse learning styles*; and

WHEREAS, MNPS public charter schools, authorized by the MNPS Board of Education, serve almost 10,000 students; and

WHEREAS, the cultural and socio-economic diversity within MNPS public charter schools closely reflects that of the entire district**; and

WHEREAS, the Metropolitan Nashville Davidson County Board of Public Education is committed to providing every student a high-quality education that promotes social and emotional learning and strives for increasing academic achievement; and

WHEREAS these core beliefs are reiterated in the commitment in Governing Policy Three that this Board will "advocate for the organization and all of the students it serves;" and

WHEREAS, the Board of Education has been addressed on numerous occasions by parents and others with children enrolled in one of our 28 MNPS Board approved charter schools by way of letters and public comments that they do not feel supported by the totality of the board; and

WHEREAS, these same parents have asked that the Board of Education treat them and their schools with the same courtesy and respect extended to parents and educators in zoned schools, magnet schools, and all other types of schools authorized by the Board of Education; and

WHEREAS, this board has consistently adopted standards that promote collaboration, including the first Annenberg Standard, which states that "Traditional district and charter schools should work together to ensure a coordinated approach that serves all children"; and

WHEREAS, we recognize that in every type of school our organization offers or authorizes, there will be concerns that should be addressed by the Director of Schools and district staff, and

WHEREAS, at times, advocacy for students and families with concerns might appear to conflict with advocacy for MNPS, it is possible to do so without disparaging the schools, the employees or MNPS, and

WHEREAS, all of our students, and their families, regardless of the schools they attend, deserve to be treated in a respectful, inclusive manner;

THEREFORE, BE IT RESOLVED, the Metro Nashville Board of Public Education:

1. Recognizes that our MNPS public charter schools are part of the organization of MNPS and serve the same diverse populations as our other MNPS schools; and
2. Commits to ensuring its schools remain safe and welcoming places for all students and their families regardless of the type of school they attend; and
3. Commits to treating students, parents, staff and leaders of MNPS public charter schools with the same respect and civility extended to those in district run schools; and
4. Commits to handling concerns, issues and sensitive information reported by families or staff from a district charter school in the same discreet, consistent and professional manner as those brought by families or staff from a district-run school; and
5. Commits to high standards of personal accountability when giving public statements (social media posts, opinion editorials, statements on the board floor, etc.) to ensure the accuracy of information to the best of one's ability; and
6. Commits to leading as a productive, student-centered board focused on making every MNPS school excellent.

Adopted this 13th day of June 2017.

*MNPS District-wide Enrollment

Subgroup	Enrollment	%
Asian	3,730	4.3%
Black or African American	37,097	42.5%
Hispanic/Latino	20,554	23.5%
American Indian or Alaska Native	140	0.2%
Native Hawaiian or Other Pacific Islander	105	0.1%
White	25,703	29.4%
ELL	14,946	17.1%
SWD	11,986	13.7%
Economically Disadvantaged	43,608	49.9%
Charter	9,655	11.1%
Total Enrollment	87,329	100.0%

** MNPS Charter School Enrollment

Subgroup	Enrollment	%
Asian	152	1.6%
Black or African American	4,796	49.7%
Hispanic/Latino	2,990	31.0%
American Indian or Alaska Native	12	0.1%
Native Hawaiian or Other Pacific Islander	2	0.0%
White	1,703	17.6%
ELL	1,485	15.4%
SWD	1,092	11.3%
Economically Disadvantaged	5,508	57.0%
Total Enrollment	9,655	100.0%

Metropolitan Nashville Public Schools
Sales Tax Collections
As of June 20, 2017

General Purpose Fund

MONTH	2016-2017 Projection	TOTAL 2016-2017 COLLECTIONS	\$ Change For Month - FY17 Projection	% Change For Month - FY17 Projection	% Increase / Decrease Year To-Date
September	\$15,149,207.10	\$13,685,452.67	(\$1,463,754.43)	-10.70%	-10.70%
October	17,468,687.47	17,781,640.71	\$312,953.24	1.76%	-3.66%
November	18,452,034.19	18,366,166.97	(\$85,867.22)	-0.47%	-2.48%
December	18,283,897.07	18,297,006.50	\$13,109.43	0.07%	-1.80%
January	17,450,138.35	17,483,301.86	\$33,163.51	0.19%	-1.39%
February	23,166,339.24	23,380,390.98	\$214,051.74	0.92%	-0.90%
March	15,663,174.35	16,076,260.30	\$413,085.95	2.57%	-0.45%
April	16,521,184.08	14,852,214.65	(\$1,668,969.43)	-11.24%	-1.60%
May	18,871,626.04	20,152,263.86	\$1,280,637.82	6.35%	-0.59%
June	17,995,043.76	18,827,220.79	\$832,177.03	4.42%	-0.07%
July	18,269,673.45				
August	20,062,894.89				
TOTAL	\$217,353,900.00	\$178,901,919.29	(\$119,412.37)		-0.07%

Debt Service Fund

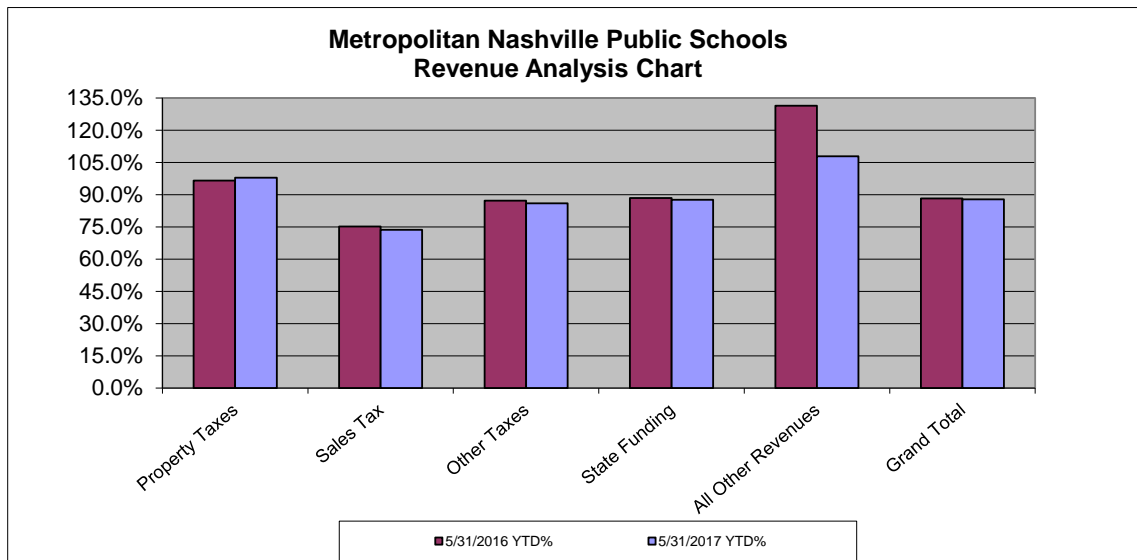
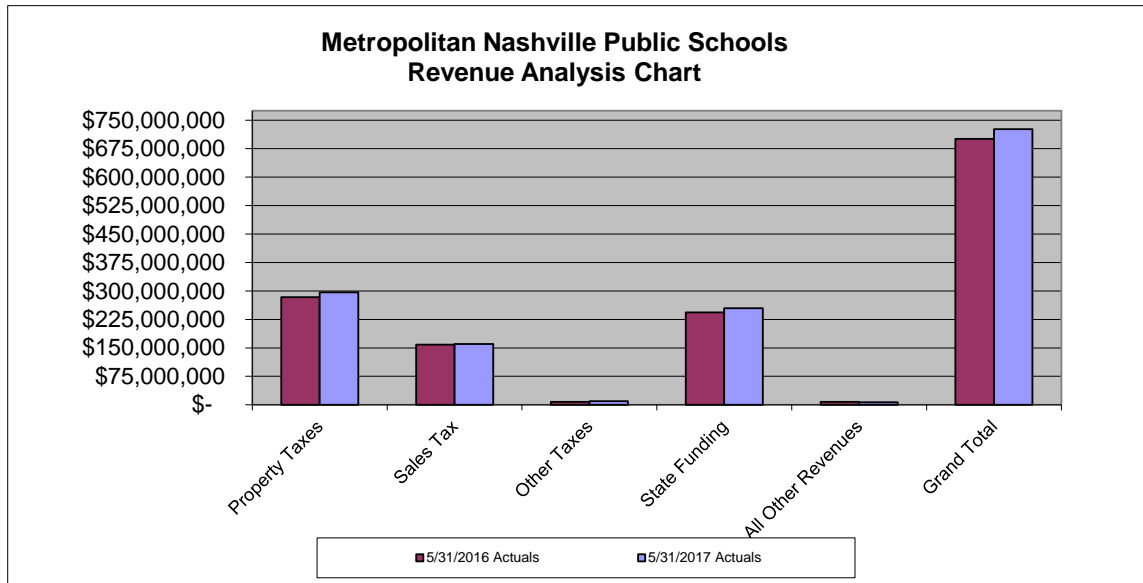
MONTH	2016-2017 Projection	TOTAL 2016-2017 COLLECTIONS	\$ Change For Month - FY17 Projection	% Change For Month - FY17 Projection	% Increase / Decrease Year To-Date
September	\$3,082,071.68	\$2,912,597.41	(\$169,474.27)	-5.82%	-5.82%
October	3,553,964.67	3,784,365.92	\$230,401.25	6.09%	0.91%
November	3,754,024.32	3,908,767.34	\$154,743.02	3.96%	2.03%
December	3,719,817.21	3,894,048.31	\$174,231.10	4.47%	2.69%
January	3,550,190.91	3,720,872.15	\$170,681.24	4.59%	3.08%
February	4,713,138.96	4,975,916.24	\$262,777.28	5.28%	3.55%
March	3,186,637.14	3,421,419.46	\$234,782.32	6.86%	3.98%
April	3,361,197.27	3,160,912.76	(\$200,284.51)	-6.34%	2.88%
May	4,858,411.39	4,288,892.23	(\$569,519.16)	-13.28%	0.85%
June	4,680,072.74	4,006,890.81	(\$673,181.93)	-16.80%	-1.01%
July	3,716,923.44				
August	4,081,750.26				
TOTAL	\$46,258,200.00	\$38,074,682.63	(\$384,843.66)		-1.01%

**Metropolitan Nashville Public Schools
General Purpose Fund # 35131
Monthly Budget Accountability Report
May 31, 2017**

	FY16 Annual Budget	FY16 YTD Actuals Through May	FY16 YTD % Through May	FY17 Annual Budget	FY17 YTD Actuals Through May	FY17 YTD % Through May	FY17 YTD Budget Available May
REVENUES:							
Charges, Commissions, & Fees	\$ 1,230,000	\$ 3,084,485	250.77%	\$ 1,230,000	\$ 1,910,662	155.34%	\$ (680,662)
Other Governments & Agencies	274,940,000	243,248,550	88.47%	290,479,100	254,471,121	87.60%	36,007,979
Taxes, Licenses, & Permits	512,950,800	449,510,756	87.63%	530,711,400	465,549,547	87.72%	65,161,853
Fines, Forfeits, & Penalties	1,200	483	40.25%	1,200	500	41.67%	700
Transfers From Other Funds and Units	2,500,000	2,324,825	92.99%	2,500,000	1,838,253	73.53%	661,747
All Other Revenues	2,378,000	2,620,721	110.21%	2,378,000	2,839,529	119.41%	(461,529)
TOTAL REVENUES	\$ 794,000,000	\$ 700,789,820	88.26%	\$ 827,299,700	\$ 726,609,612	87.83%	\$ 100,690,088
EXPENSES:							
Salaries:							
Regular Pay	\$ 425,619,251	\$ 402,933,083	94.67%	\$ 436,329,400	\$ 416,502,123	95.46%	\$ 19,827,277
Overtime	975,700	1,666,495	170.80%	980,300	1,431,341	146.01%	(451,041)
All Other Salary Codes	6,670,949	8,890,000	133.26%	8,009,600	8,251,392	103.02%	(241,792)
Total Salaries	433,265,900	413,489,578	95.44%	445,319,300	426,184,856	95.70%	19,134,444
 Fringes	 147,401,600	 140,217,981	 95.13%	 148,170,500	 143,226,266	 96.66%	 4,944,234
Other Expenses:							
Utilities	26,448,479	19,720,393	74.56%	26,628,100	22,441,357	84.28%	4,186,743
Professional and Purchased Services	43,853,014	36,576,640	83.41%	45,532,790	39,755,081	87.31%	5,777,709
Travel, Tuition, and Dues	2,531,308	1,557,700	61.54%	2,961,822	1,826,251	61.66%	1,135,571
Communications	3,318,370	2,408,592	72.58%	3,525,375	2,346,300	66.55%	1,179,075
Repairs and Maintenance Services	4,810,900	4,547,339	94.52%	5,629,111	4,564,145	81.08%	1,064,966
Internal Service Fees	1,856,600	1,749,116	94.21%	2,370,300	2,173,327	91.69%	196,973
Transfers To Other Funds and Units	86,449,521	78,556,291	90.87%	103,413,800	95,062,413	91.92%	8,351,387
All Other Expenses	60,064,308	57,344,470	95.47%	59,748,602	54,294,265	90.87%	5,454,337
Total Other Expenses:	229,332,500	202,460,541	88.28%	249,809,900	222,463,139	89.05%	27,346,761
TOTAL EXPENSES	\$ 810,000,000	\$ 756,168,100	93.35%	\$ 843,299,700	\$ 791,874,261	93.90%	\$ 51,425,439

METROPOLITAN NASHVILLE PUBLIC SCHOOLS
Revenue Analysis
FY2016 and FY2017

Description	FY16 YTD Actuals through May 2016	FY16 Annual Revenue Budget	YTD %	FY17 YTD Actuals through May 2017	FY17 Annual Revenue Budget	YTD %
Property Taxes	\$ 283,318,092	\$ 293,426,500	96.6%	\$ 296,159,308	\$ 302,518,200	97.9%
Local Option Sales Tax	158,641,314	210,866,400	75.2%	160,074,699	217,353,900	73.6%
Other Taxes, License, Permits	7,551,350	8,657,900	87.2%	9,315,540	10,839,300	85.9%
State Funding	243,248,550	274,940,000	88.5%	254,471,121	290,479,100	87.6%
All Other Revenues	8,030,514	6,109,200	131.4%	6,588,944	6,109,200	107.9%
Grand Total	\$ 700,789,820	\$ 794,000,000	88.3%	\$ 726,609,612	\$ 827,299,700	87.8%



Metropolitan Nashville Public Schools
General Purpose Fund #35131
Expenditures by Function
For the Fiscal Year Ending June 30, 2017

Function #	Function Name	FY2017 Budget	FY2017 YTD Actuals @ May 31, 2017	% Spent
ADMINISTRATION				
1100	OFFICE OF DIRECTOR OF SCHOOLS	\$ 589,000	\$ 564,601	95.9%
1110	BOARD OF EDUCATION	416,600	289,205	69.4%
1150	CHIEF FINANCIAL OFFICER	383,500	330,027	86.1%
1190	ALIGNMENT NASHVILLE	200,000	200,000	100.0%
1200	HUMAN CAPITAL	6,110,000	4,870,115	79.7%
1205	EMPLOYEE RELATIONS	575,900	515,078	89.4%
1250	CHIEF OF STAFF	530,100	400,285	75.5%
1300	EMPLOYEE BENEFITS	799,900	893,673	111.7%
1400	CHIEF OPERATING OFFICER	240,400	145,261	60.4%
1500	PURCHASING	845,600	733,525	86.7%
1600	FISCAL SERVICES	1,810,500	1,366,428	75.5%
1625	SCHOOL AUDIT	697,600	541,879	77.7%
1700	STUDENT ASSIGNMENT SERVICES	1,150,500	1,116,034	97.0%
1750	FAMILY INFORMATION CENTER	715,800	628,845	87.9%
1800	COMMUNICATIONS	1,636,800	1,247,938	76.2%
	TOTAL ADMINISTRATION	\$ 16,702,200	\$ 13,842,895	82.9%
LEADERSHIP AND LEARNING				
2050	CHIEF OF SCHOOLS	3,705,400	3,451,990	93.2%
2055	OFFICE OF PRIORITY SCHOOLS	329,600	286,553	86.9%
2059	OFFICE OF CHARTER SCHOOLS	398,600	360,660	90.5%
2060	STUDENT SUPPORT SERVICES	2,046,600	1,604,737	78.4%
2080	CHIEF ACADEMIC OFFICER	2,105,800	1,381,346	65.6%
2109	FEDERAL PROGRAMS AND GRANTS	294,200	280,523	95.4%
2112	CENTRAL SCHOOL COUNSELING SERVICES	464,500	389,555	83.9%
2125	IN-SCHOOL SUSPENSION	890,600	954,536	107.2%
2126	HOMEBOUND PROGRAM - REGULAR EDUCATION	169,100	155,808	92.1%
2136	GIFTED/TALENTED PROGRAM	2,863,900	2,768,261	96.7%
2137	ADVANCED ACADEMICS	1,193,100	796,997	66.8%
2160	PSYCHOLOGICAL SERVICES	4,582,700	3,979,367	86.8%
2170	RESEARCH, ASSESSMENT, AND EVALUATION	2,416,900	1,730,560	71.6%
2171	CENTRAL LIBRARY INFORMATION SERVICES	744,700	764,656	102.7%
2174	INFORMATION MANAGEMENT AND DECISION SUPPORT	4,446,900	4,029,062	90.6%
2178	INFORMATION TECHNOLOGY	13,599,000	11,385,976	83.7%
2180	TEXTBOOKS	3,093,100	346,624	11.2%
2200	DISTRICT STAFF DEVELOPMENT	2,652,400	1,699,614	64.1%
2203	LEARNING TECHNOLOGY	3,349,300	3,121,269	93.2%
2215	PRINCIPAL LEADERSHIP ACADEMY	140,000	-	0.0%
2232	LITERACY PROGRAM	6,895,000	5,722,082	83.0%
2240	SUPPLEMENTARY TEACHER PAY	467,500	868,225	185.7%
2282	STEM (SCIENCE TECHNOLOGY ENGINEERING MATHEMATICS)	848,000	526,095	62.0%
2310	PRINCIPALS	48,256,800	47,467,873	98.4%
2311	COUNSELING SERVICES	15,134,300	13,500,730	89.2%
2312	LIBRARY SERVICES	11,527,200	10,684,395	92.7%
2313	SUBSTITUTES - REGULAR/CTE	7,478,500	6,199,369	82.9%
2314	HEALTH SERVICES	5,101,400	4,044,704	79.3%
2315	SUBSTITUTES - SPECIAL EDUCATION	963,100	661,687	68.7%
2316	SCHOOL FUNDING ALLOCATION	9,590,100	7,804,805	81.4%
2320	REGULAR TEACHING	266,948,000	258,013,103	96.7%
2321	PRE-K INSTRUCTION	5,990,400	5,445,052	90.9%
2322	CLASSROOM PREPARATION DAY	665,200	633,684	95.3%
2323	ENGLISH LANGUAGE LEARNER - SUPERVISION	1,888,800	1,705,285	90.3%
2324	ENGLISH LANGUAGE LEARNER	17,576,500	14,068,294	80.0%
2328	PRE-K MODEL CENTERS	5,300,000	4,723,198	89.1%
2332	SMALLER LEARNING COMMUNITIES (SLC)	492,700	401,986	81.6%
2334	INSTRUCTIONAL SUPPORT - OTHER	12,088,500	13,971,739	115.6%

Metropolitan Nashville Public Schools
General Purpose Fund #35131
Expenditures by Function
For the Fiscal Year Ending June 30, 2017

Function #	Function Name	FY2017 Budget	FY2017 YTD Actuals @ May 31, 2017	% Spent
2335	PUPIL SUPPORT - OTHER	1,359,700	877,895	64.6%
2336	VANDERBILT MATH & SCIENCE PROGRAM	1,145,000	760,833	66.4%
2350	MUSIC MAKES US	892,200	648,813	72.7%
2371	CAMPUS SUPERVISORS	3,093,400	2,828,740	91.4%
2395	HOMEWORK HOTLINE	80,000	79,661	99.6%
2505	CAREER & TECHNICAL EDUCATION SUPERVISION	297,000	277,063	93.3%
2520	CAREER & TECHNICAL EDUCATION	5,603,500	7,615,119	135.9%
2555	METROPOLITAN GOVERNMENT IT CHARGES	2,184,500	2,010,525	92.0%
2600	ALTERNATIVE LEARNING PROGRAMS	3,259,500	2,549,130	78.2%
2650	NON-TRADITIONAL SCHOOLS	7,617,700	6,933,332	91.0%
2710	STUDENT ASSIGNMENT PLAN	5,661,200	4,686,194	82.8%
2711	SPECIAL EDUCATION GUIDANCE	160,700	154,244	96.0%
2805	SPECIAL EDUCATION SUPERVISION	1,051,000	939,126	89.4%
2810	SPECIAL EDUCATION PRINCIPALS	646,300	596,135	92.2%
2820	SPECIAL EDUCATION TEACHING	66,396,100	67,710,323	102.0%
2999	CAREER LADDER	1,500,000	1,198,933	79.9%
	TOTAL LEADERSHIP AND LEARNING	\$ 567,646,200	\$ 535,796,465	94.4%
ATTENDANCE AND SOCIAL SERVICES				
3100	ATTENDANCE SERVICES	313,300	292,133	93.2%
3210	CLUSTER BASED STUDENT SUPPORT	6,003,100	5,486,701	91.4%
3250	FAMILY & COMMUNITY SERVICES	1,446,700	1,196,298	82.7%
3260	COMMUNITY ACHIEVES	1,597,900	1,367,452	85.6%
	TOTAL ATTENDANCE AND SOCIAL SERVICES	\$ 9,361,000	\$ 8,342,585	89.1%
TRANSPORTATION				
4110	TRANSPORTATION SUPERVISION	3,341,400	3,369,581	100.8%
4130	OPERATION OF SCHOOL BUSES	13,507,700	13,352,887	98.9%
4131	OPERATION OF SPECIAL EDUCATION BUSES	7,557,000	8,240,682	109.0%
4137	BUS MONITORS	6,188,400	6,287,909	101.6%
4160	MAINTENANCE OF VEHICLES	5,296,500	6,182,781	116.7%
4319	MTA BUS PASSES	994,300	814,974	82.0%
	TOTAL TRANSPORTATION	\$ 36,885,300	\$ 38,248,814	103.7%
OPERATION OF PLANT				
5120	PORTABLE MOVING	455,000	458,515	100.8%
5212	CUSTODIAL AND CARE OF GROUNDS	20,730,800	21,014,898	101.4%
5220	UTILITY SERVICES, NATURAL GAS	2,996,200	2,002,241	66.8%
5230	UTILITY SERVICES, WATER & SEWER	2,965,900	2,826,415	95.3%
5240	UTILITY SERVICES, ELECTRICITY	20,669,400	17,607,039	85.2%
5250	UTILITY SERVICES, TELEPHONES	1,317,000	787,594	59.8%
5260	UTILITY SERVICES, WASTE DISPOSAL	925,100	838,375	90.6%
5280	RADIO TRANSMISSION	282,600	259,050	91.7%
5315	FIXED ASSET AND INVENTORY CONTROL	2,636,700	1,958,559	74.3%
5320	DELIVERY & MAIL SERVICES	932,900	631,938	67.7%
5325	SAFETY AND SECURITY	3,095,400	2,703,624	87.3%
5326	ATHLETIC EVENT SECURITY	605,000	324,972	53.7%
	TOTAL OPERATION OF PLANT	\$ 57,612,000	\$ 51,413,219	89.2%
MAINTENANCE OF BUILDINGS				
6110	MAINTENANCE SUPERVISION	689,500	388,143	56.3%
6120	CONSTRUCTION SUPERVISION	552,900	527,977	95.5%
6300	MAINTENANCE OF FACILITIES	18,520,100	16,759,606	90.5%
	TOTAL MAINTENANCE OF BUILDINGS	\$ 19,762,500	\$ 17,675,725	89.4%

Metropolitan Nashville Public Schools
General Purpose Fund #35131
Expenditures by Function
For the Fiscal Year Ending June 30, 2017

Function #	Function Name	FY2017 Budget	FY2017 YTD Actuals @ May 31, 2017	% Spent
FIXED CHARGES				
7130	UNEMPLOYMENT COMPENSATION	500,000	500,000	100.0%
7210	RENTAL LAND AND BUILDING	56,100	56,066	99.9%
7311	RETIREEES GROUP INSURANCE-CERTIFICATED	21,145,000	19,901,647	94.1%
7315	EMPLOYEE DEATH BENEFITS	74,000	77,333	104.5%
7316	EMPLOYEE INJURIES ON THE JOB REIMBURSEMENT	3,121,000	3,121,000	100.0%
7318	RETIREMENT SICK LEAVE PAY-CERTIFICATED	1,830,100	253,297	13.8%
7319	RETIREMENT SICK LEAVE PAY-SUPPORT	208,100	61,457	29.5%
7320	BUILDINGS AND CONTENTS INSURANCE	1,032,900	1,032,900	100.0%
7325	INSURANCE RESERVE	14,700	9,235	62.8%
7340	LIABILITY INSURANCE	1,290,600	1,304,371	101.1%
7499	GUARANTEED PENSION PAYMENT	4,285,000	3,927,917	91.7%
7777	PROPERTY TAX REFUND	6,735,500	7,627,638	113.2%
7900	LEGAL SERVICES	192,000	192,000	100.0%
	TOTAL FIXED CHARGES	\$ 40,485,000	\$ 38,064,861	94.0%
ADULT AND COMMUNITY SERVICES				
8119	DISTRICT DUES	76,100	25,056	32.9%
8320	ADULT EDUCATION PROGRAM	448,600	457,635	102.0%
	TOTAL ADULT AND COMMUNITY SERVICES	\$ 524,700	\$ 482,691	92.0%
	OPERATING TRANSFER TO CHARTER SCHOOLS FUND	\$ 92,721,000	\$ 85,531,673	92.2%
	REIMBURSABLE PROJECTS	\$ 1,599,800	\$ 2,475,333	154.7%
	GRAND TOTAL:	\$ 843,299,700	\$ 791,874,261	93.9%