



## AMENDED AGENDA

### METROPOLITAN BOARD OF PUBLIC EDUCATION

2601 Bransford Avenue, Nashville, TN 37204

Regular Meeting – June 14, 2016 - 5:00 p.m.

**Sharon Dixon Gentry, EdD, Chair**

#### TIME

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| 5:00 | I.   | <u>CONVENE and ACTION</u><br>A. Establish Quorum<br>B. Pledge of Allegiance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |
| 5:05 | II.  | <u>AWARDS AND RECOGNITIONS</u><br>A. SCORE 2015-2016 Tennessee Educator Fellowship (TEF)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | GP-3   |
| 5:10 | III. | <u>AND THE GOOD NEWS IS...</u><br>A. "The Creswell Comets" - Creswell Middle Prep School of the Arts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | GP-3.1 |
| 5:15 | IV.  | <u>PUBLIC PARTICIPATION</u><br><i>The Board will hear from those persons who have requested to appear at this Board meeting. In the interest of time, speakers are requested to limit remarks to three minutes or less. Comments will be timed.</i><br><br>A. Sandra Hill – LEAD Academy<br>B. Shaka Mitchell - Rocketship Elementary Charter Application<br>C. Rev. Enoch Fuzz – Martha O’Bryan Charter Application<br>D. Rev. James Turner – Martha O’Bryan Charter Application<br>E. Pastor Frank Stevenson – Martha O’Bryan Charter Application<br><b>F. Ed Kindall – Martha O’Bryan Charter Application</b><br><b>G. Andrea Evans – New Procedures</b><br><b>H. Freddie O’Connell – Martha O’Bryan Charter Application</b><br><b>I. Chris Moth - Renaissance: It used to mean "Re-birth"</b><br><b>J. Marquita Douglas – Martha O’Bryan Charter Application</b><br><b>K. Beverly Bigsby – Martha O’Bryan Charter Application</b><br><b>L. Tyler Fruland – Martha O’Bryan Charter Application</b><br><b>M. Sarah Van Hoven - Martha O’Bryan Charter Application</b><br><b>N. Maya Akser – Martha O’Bryan Charter Application</b><br><b>O. Marsha Edwards – Martha O’Bryan Charter Application</b><br><b>P. Joseph Sheeran – Martha O’Bryan Charter Application</b><br><b>Q. Joseph Bazelais – Martha O’Bryan Charter Application</b><br><b>R. Mattie Avery – Martha O’Bryan Charter Application</b><br><b>S. Dominique Hayes – Martha O’Bryan Charter Application</b><br><b>T. Megan Baker – Martha O’Bryan Charter Application</b><br><b>U. Jessica Holman – Martha O’Bryan Charter Application</b><br><b>V. Casey Smith – Martha O’Bryan Charter Application</b><br><b>W. Jameeka Usher – Martha O’Bryan Charter Application</b><br><b>X. Maurice McLord – Martha O’Bryan Charter Application</b><br><b>Y. Keith Rucker – Martha O’Bryan Charter Application</b><br><b>Z. William Byrd – Martha O’Bryan Charter Application</b><br><b>AA. Sandra Black – Martha O’Bryan Charter Application</b><br><b>BB. Rosie Claybrooks – Martha O’Bryan Charter Application</b><br><b>CC. Neal Claybrooks – Martha O’Bryan Charter Application</b><br><b>DD. Kelly McMullen – Martha O’Bryan Charter Application</b><br><b>EE. Santonio Almutgabar - Martha O’Bryan Charter Application</b> |        |

**FF. Gicola Lane – Martha O’Bryan Charter Application**

**GG. Theo Wellington - The Great American Eclipse 2017: inspiring a generation of students**

6:50 V. GOVERNANCE ISSUES

A. Actions

1. Consent

GP-8.3

- a. Approval of Minutes – 11/24/2015 and 01/12/2016 – Regular Meetings
- b. Recommended Approval of Extension of Contract for Asbestos Abatement at Various Schools – Levy Industrial Contractors
- c. Recommended Approval of Change Order #1 for Glencliff Elementary School Additions – RG Anderson Company
- d. Recommended Approval of Change Order #2 for Glenview Elementary School Additions – Bomar Construction Company
- e. Recommended Approval of Supplement #2 for New Tusculum Elementary School – Binkley Garcia Architects
- f. Recommended Approval of Request #1 for Purchase of Kitchen Equipment (Overton High School Additions and Renovations) – Hotel and Restaurant Supply Company
- g. Recommended Approval of Request #1 for Purchase of Progression Documentation Services (New Tusculum Elementary School) – Tennessee Documentation Services, LLC
- h. Recommended Approval of Request #4 for Large Scope Projects at Various Schools (Smith Springs Elementary School Log Cabin) – Orion Building Corporation
- i. Recommended Approval of Request #10 for Small Scope Projects at Various Schools (Fall-Hamilton Elementary School and McMurray Middle School Walk-in Cooler/Freezer Installations) – Bomar Construction Company
- j. Recommended Approval of Request #17 for Purchase of Furniture (Casa Azafran Classroom Expansion) – Guy Brown Interiors
- k. Awarding of Purchases and Contracts
  - (1) Allied Van Lines
  - (2) Awardees from ITB #B16-30 for Ovens and Skillets
  - (3) Awardees from ITB #B16-33 for Roof Repairs
  - (4) Brick Church College Prep LLC
  - (5) Cameron College Prep LLC
  - (6) Claim Technologies, Inc.
  - (7) Corwin Press, Inc.
  - (8) Dell Marketing LP
  - (9) East End Preparatory School
  - (10) Global Education Center
  - (11) Horton Group
  - (12) Imagine Learning, Inc.
  - (13) Interior Design Services, Inc.
  - (14) KIPP Nashville
  - (15) Kits for Kidz
  - (16) Metropolitan Nashville Police Department
  - (17) Neely’s Bend College Prep LLC
  - (18) Protection One Alarm Monitoring, Inc.
  - (19) School Outfitters
  - (20) School Specialty, Inc.
  - (21) TN Dept of Human Services
  - (22) TN State Employees Deferred Compensation Plan & Trust
  - (23) Vanderbilt University – Peabody Research Institute
  - (24) Wilson County Motor Company
- l. 2016-2017 Student Parent Handbook

- m. Approval of Special Career and Technical Education Courses - ACT PREP Pilot Course and Latin V
- n. Compulsory Attendance Waivers
- o. Legal Settlement C-33815 (\$11,000)
- p. Legal Settlement L-16148 (\$7,574.78)

2. 2016 Charter School Recommendations

3. BEP Litigation

7:30 V. REPORTS

- A. Director's Report
  - 1. Pre-K Update
- B. Committee Reports
  - 1. Governance
- C. Board Chairman's Report
  - 1. Announcements
  - 2.

8:00 VI. WRITTEN INFORMATION TO THE BOARD (not for discussion)  
A.

8:00 VII. ADJOURNMENT

Metropolitan Nashville Public Schools  
Board of Education  
Regular Meeting  
Minutes  
November 24, 2015


TOPIC	DISCUSSION/MOTION	FOLLOW-UP/OUTCOME
<ul style="list-style-type: none"> <li>Roll Call</li> </ul>	<p>Present: Amy Frogge Tyese Hunter Dr. Sharon Gentry, Chair Elissa Kim Mary Pierce Will Pinkston Jill Speering Chris Henson, Interim Director of Schools</p> <p>Absent: Anna Shepherd, Vice-Chair and Dr. Jo Ann Brannon</p> <p>Dr. Gentry called the meeting to order at 5:03 p.m.</p>	
<ul style="list-style-type: none"> <li>Pledge of Allegiance</li> </ul>	Led by Mr. Jones, a student from DuPont Hadley Middle Prep.	
<b>AWARDS AND RECOGNITIONS</b>		
<ul style="list-style-type: none"> <li>Music for All Advocacy in Action Award</li> </ul>	Ms. Schell announced that MNPS received the first ever Music for All Advocacy in Action Award from Music for All for the MNPS partnership with the Music Makes Us program.	
<ul style="list-style-type: none"> <li>Parent Ambassadors</li> </ul>	Mr. De Pena introduced MNPS Parent Ambassadors to the Board.	
<b>AND THE GOOD NEWS IS...</b>		
<ul style="list-style-type: none"> <li>DuPont Hadley Middle Prep Choir and Art</li> </ul>	Dr. Jones talked about the DuPont Hadley Middle Prep choir and art that was showcased during the Board meeting.	
<ul style="list-style-type: none"> <li>TN Promise</li> </ul>	Mr. Krause and Dr. Cobb briefly discussed the benefits of TN Promise.	
<ul style="list-style-type: none"> <li>STEM Investing in Innovation (i3) Grant</li> </ul>	Dr. Elliot and Dr. Clark briefly updated the Board on the STEM Investing in Innovation (i3) Grant.	
<ul style="list-style-type: none"> <li>USDA Farm to School Grant</li> </ul>	Dr. Clark and Mr. Spencer briefly updated the Board on the USDA Farm to School Grant.	
<b>GOVERNANCE ISSUES</b>		
<ul style="list-style-type: none"> <li>Consent Agenda</li> </ul>	<p><b>Ms. Kim read the following consent agenda: IV-A-1-a- Recommended Approval of Supplement #1 for Southeast Early Learning Center – Allard Ward Architects; IV-A-1-b- Recommended Approval of Supplement #1 for Glenview Elementary School Additions – Hart Freeland Roberts; IV-A-1-c- Recommended Approval of Request #5 for LEED Consultation at Various Schools (Southeast Early Learning Center) – Hastings Architecture Associates, LLC; IV-A-1-d- Awarding of Purchases and</b></p>	



Metropolitan Nashville Public Schools  
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TOPIC	DISCUSSION/MOTION	FOLLOW-UP/OUTCOME
<ul style="list-style-type: none"> <li>Consent Agenda - continued</li> </ul>	<b>Contracts (1) Dell Marketing LP (2 purchases), (2) Georgia State University, (3) Hearing Bridges, (4) Insight Education Group, Inc., (5) Mobile Fixture and Equipment Co., (6) RD Herbert &amp; Sons Company; IV-A-1-e- Tenure List. Ms. Kim made a motion to approve the consent agenda as read. Ms. Speering seconded.</b>	<b>VOTE: 7-0 – Unanimous</b>
<b>REPORTS</b>		
A. Director's Report 1. PASSAGE	Dr. Majors presented a PASSAGE report to the Board.	
B. Committee Reports		
1. Capital Needs	Ms. Pierce stated that the Board had begun looking at the preliminary capital budget needs of the district. The next meeting would be held December 8 <sup>th</sup> at 3:30 p.m.	
2. Teaching and Learning	Ms. Speering gave a Teaching and Learning Committee report.	
C. Board Chairman's Report		
1. Announcements	Ms. Speering announced that she and Mr. Henson attended Hunters Lane High School to hear their band. Also, during the event it was announced that StubHub had donated \$40,000 of new instruments to the school.	
<ul style="list-style-type: none"> <li>Hunters Lane High School</li> </ul>		
<ul style="list-style-type: none"> <li>Dupont Hadley Middle Prep</li> </ul>	Ms. Speering gave brief comments and thanked Mr. Walton, Dupont Hadley Middle Prep music teacher, for his service and hard work within the district.	
<ul style="list-style-type: none"> <li>Cane Ridge High School Cheerleading Team</li> </ul>	Ms. Hunter congratulated the Cane Ridge High School Cheerleading Team for qualifying for the National Competition.	
<ul style="list-style-type: none"> <li>RePublic High School</li> </ul>	Ms. Hunter announced that she attended the opening of the Thomas A. Cato Center at RePublic High School.	
<b>WRITTEN INFORMATION TO THE BOARD</b>		
<ul style="list-style-type: none"> <li>Sales Tax Collections as of November 20, 2015</li> </ul>		
<ul style="list-style-type: none"> <li>Fiscal Year 2015-2016 Operating Budget Financial Reports</li> </ul>		
<ul style="list-style-type: none"> <li>Transportation Update</li> </ul>		
<ul style="list-style-type: none"> <li>Substitute Teachers Update</li> </ul>		
<ul style="list-style-type: none"> <li>Upcoming Committee Meetings</li> </ul>		

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TOPIC	DISCUSSION/MOTION	FOLLOW-UP/OUTCOME
• Adjournment	Ms. Frogge adjourned the meeting at 6:29 p.m.	
• Signatures	 <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div> Chris M. Henson Board Secretary </div> <div> Sharon Dixon Gentry Board Chair </div> <div> Date </div> </div>	

Metropolitan Nashville Public Schools  
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January 12, 2016

TOPIC	DISCUSSION/MOTION	FOLLOW-UP/OUTCOME
<ul style="list-style-type: none"> <li>Roll Call</li> </ul>	<p>Present: Dr. Jo Ann Brannon Tyese Hunter Dr. Sharon Gentry, Chair Mary Pierce Will Pinkston Anna Shepherd - Vice-Chair Jill Speering Chris Henson, Interim Director of Schools</p> <p>Absent: Amy Frogge Elissa Kim</p> <p>Dr. Gentry called the meeting to order at 5:00 p.m.</p>	
<ul style="list-style-type: none"> <li>Pledge of Allegiance</li> </ul>	Led by Councilman Rosenberg and Councilman Pulley.	
<b>AWARDS AND RECOGNITIONS</b>		
<ul style="list-style-type: none"> <li>Pearl-Cohn High School - Varsity Football Team State Runner-up</li> </ul>	The Board and Mr. Henson recognized the Pearl-Cohn High School Team for being the Runner-Up in the State High School Football Championship Game.	
<ul style="list-style-type: none"> <li>West End Middle School - Samsung Solve for Tomorrow Contest</li> </ul>	The Board and Mr. Henson recognized West End Middle School for winning The Samsung Solve for Tomorrow Contest.	
<ul style="list-style-type: none"> <li>Hands on Nashville – Glencliff Greenhouse</li> </ul>	Mr. Henson announced that Glencliff High School would be partnering with Hands on Nashville to create the Hands on Nashville Academy of Environmental and Urban Planning.	
<b>AND THE GOOD NEWS IS...</b>		
<ul style="list-style-type: none"> <li>Isaac Litton Middle Prep Band</li> </ul>	The Isaac Litton Middle Prep Band performed before the Board meeting.	
<ul style="list-style-type: none"> <li>Hillwood High School Art Display</li> </ul>	Hillwood High School displayed art at the Board meeting.	
<b>PUBLIC PARTICIPATION</b>		
<ul style="list-style-type: none"> <li>Emily Nourse – Support of MNPS</li> </ul>	Ms. Nourse addressed the Board concerning Support of MNPS. She thanked Student Services and school staff for their diligence and care during tragic occurrences within the community.	
<ul style="list-style-type: none"> <li>Thom Druffel – Hillwood High School Proposal</li> </ul>	Mr. Druffel addressed the Board concerning Hillwood High School. He asked the Board to reconsider the location of Hillwood High School.	

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TOPIC	DISCUSSION/MOTION	FOLLOW-UP/OUTCOME
<ul style="list-style-type: none"> <li>Teena Cohen - Hillwood High School and Westmeade Elementary School proposals</li> </ul>	Ms. Cohen addressed the Board concerning the Hillwood High School and Westmeade Elementary School proposals. She asked the Board to consider renovating the current location of Hillwood High School.	
<ul style="list-style-type: none"> <li>Dave Rosenberg – Hillwood High School</li> </ul>	Councilman Rosenberg addressed the Board concerning Hillwood High School. He asked the Board to relocate the school to a new location.	
<ul style="list-style-type: none"> <li>Bo Mitchell – Hillwood High School</li> </ul>	Representative Mitchell addressed the Board concerning Hillwood High School. He asked the Board to relocate the school to Bellevue, a more centralized location.	
<ul style="list-style-type: none"> <li>Erick Huth - Issues Impacting our Teachers</li> </ul>	Dr. Huth addressed the Board concerning issues impacting teachers. He asked the Board to increase teacher planning time and decrease testing requirements.	
<ul style="list-style-type: none"> <li>Thomas Weber - Tusculum Elementary School</li> </ul>	Mr. Weber addressed the Board concerning Tusculum Elementary School. He asked the Board to address the capacity concerns at Tusculum.	
<ul style="list-style-type: none"> <li>Michael Hasty - Hillsboro High School and MNPS Capital Budget</li> </ul>	Mr. Hasty addressed the Board concerning Hillsboro High School. He asked the Board to approve the Capital Budget and support the renovation of Hillsboro High School.	
<ul style="list-style-type: none"> <li>Russ Pulley - Hillsboro High School</li> </ul>	Mr. Pulley addressed the Board concerning Hillsboro High School. He asked the Board to work to ensure that all schools within the district are top notch.	
<ul style="list-style-type: none"> <li>Seth A Hoffman - Hillsboro High School</li> </ul>	Mr. Hoffman addressed the Board concerning Hillsboro High School. He asked the Board to consider renovating Hillsboro at its current location.	
<ul style="list-style-type: none"> <li>Amelia Bryant - Equity in School Discipline</li> </ul>	Dr. Bryant addressed the Board concerning Equity in School Discipline. She asked the Board to collaborate with the community to address Equity in School Discipline within the district.	
<ul style="list-style-type: none"> <li>Kathy Bennett - Hillwood High School</li> </ul>	Ms. Bennett addressed the Board concerning Hillwood High School. She asked the Board to keep Hillwood High School at its current location.	
<ul style="list-style-type: none"> <li>Adam Floyd - Hillwood High School</li> </ul>	Mr. Floyd read a letter from the Hill Family (the family that donated the land for Hillwood High School). He asked the Board to keep Hillwood High School at its current location.	
<ul style="list-style-type: none"> <li>Thomas K. Baker - Hillwood High School</li> </ul>	Mr. Baker addressed the Board concerning Hillwood High School. He asked the Board to keep Hillwood at its current location.	
<ul style="list-style-type: none"> <li>Cathy Brown - Hillwood High School</li> </ul>	Ms. Brown addressed the Board concerning Hillwood High School. She asked the Board to keep Hillwood High School at its current location due to the growth of the Hillwood cluster.	

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TOPIC	DISCUSSION/MOTION	FOLLOW-UP/OUTCOME
• Jad Duncan - Hillwood High School	Mr. Duncan addressed the Board concerning Hillwood High School. He asked the Board to relocate the high school close to the Bellevue area.	
• Trish Bolian - Hillwood High School and Hillwood cluster	Ms. Bolian addressed the Board concerning Hillwood High School. She asked the Board to conduct a feasibility study before determining whether to rebuild or renovate Hillwood.	
• Chick Westover - MNPS Grading Policies	Mr. Westover addressed the Board concerning MNPS Grading Policies. He asked the Board to change the grading policies.	
• Kathy Baker – Hillwood High School	Ms. Baker addressed the Board concerning Hillwood High School. She asked the Board to renovate Hillwood High School at its current location.	
• Mina Johnson – Hillwood High School	Councilwoman Johnson addressed the Board concerning Hillwood High School. She asked the Board to consider education and capacity issues when making their decision on Hillwood High School.	
<b>GOVERNANCE ISSUES</b>		
• Consent Agenda	<p><b>Ms. Shepherd read the following consent agenda IV-A-1-a- Approval of Minutes - 8/25/2015, 9/09/2015, and 9/22/2015 Regular Meetings and 08/18/2015 Special Called Meeting; IV-A-1-b- Recommended Award of Contract for Architectural Services for Crieve Hall Elementary School Additions - Goodwyn Mills Cawood, Inc.; IV-A-1-c- Recommended Award of Contract for McGavock High School Auditorium (Lighting Upgrade) – Enterprise Electric, LLC; IV-A-1-d-Recommended Approval of Change Order #3 for Smith Springs Elementary School – Bell &amp; Associates Construction, L.P.; IV-A-1-e-Recommended Approval of Change Order #1 for Ruby Major Elementary School Additions – Orion Building Corporation; IV-A-1-f- Recommended Approval of Supplement #1 for New Tusculum Elementary School– Binkley Garcia Architecture; IV-A-1-g- Recommended Approval of Change Order #5 for Stratford STEM Magnet School Renovations – Messer Construction Company; IV-A-1-h- Recommended Approval of Request #4 for District-wide Roof Repairs (The Academy at Old Cockrill) – Collier Roofing Company, Inc.; IV-A-1-i- Recommended Approval of Request #2 for Playground Equipment (Buena Vista Elementary School) – GameTime; IV-A-1-j- Recommended Approval of Request #3 for Playground Equipment (Una Elementary School) – GameTime; IV-A-1-k-Recommended Approval of Request #2 for Purchase and Installation of Stadium Bleachers (Stratford STEM Magnet School) – Dant Clayton Corporation; IV-A-1-l- Awarding</b></p>	


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<ul style="list-style-type: none"> <li>Consent Agenda – continued</li> </ul>	<p><b>of Purchases and Contracts (1) Awardees from MNPS Request for Proposals (RFP) #16-6 Professional Development for Teachers and Staff of English Language Learners, (2) Carl Black Chevrolet; (3) Cigna Health Life Insurance Company dba Cigna – HealthSpring; (4) Claim Technologies, Inc.; (5) Conexion Americas; (6) Hands on Nashville, Inc.; (7) Lazell, Inc. dba Learning A-Z; (8) National Center on Time and Learning; (9) Neely Coble Company; (10) Pavement Restorations, Inc.; (11) Raptor Technologies, LLC; (12) Roofing Services &amp; Solutions (RSS); (13) Teaching Strategies; (14) Trane; (15) Utility Equipment Service, Inc.; IV-A-1-m- Legal Settlement Claim C-33428 (\$16,000.00); IV-A-1-n- Compulsory Attendance Wavier.</b></p> <p><b>Ms. Shepherd made a motion to approve the consent agenda as read. Dr. Brannon seconded.</b></p>	<p><b>VOTE: 9-0 – Unanimous</b></p>
<b>REPORTS</b>		
<ul style="list-style-type: none"> <li>TNReady Resolution</li> </ul>	<p>Ms. Shepherd read the following resolution:</p> <p>A resolution in opposition to the use of TNReady data for teacher evaluations for the school year 2015-2016. WHEREAS, Metropolitan Nashville Public Schools (MNPS) is responsible for providing a local system of public education, and WHEREAS, The State of Tennessee through the work of the Tennessee General Assembly, the Tennessee Department of Education, the Tennessee Board of Education, and local boards of education, has established nationally recognized standards and measures for accountability in public education, and WHEREAS, all public school systems in Tennessee have been granted a one-time pass in the 2015-2016 school year to not integrate TNReady scores into each student’s final grades due to an anticipated delay in assessment results, and WHEREAS, teachers with at least five years of experience are eligible for tenure only if they receive an overall evaluation score above expectations or significantly above expectations for the prior two years, and WHEREAS, this school year is the first year that the TNReady assessment will be administered, and WHEREAS, the TNReady assessment is not a compatible assessment with the TCAP assessment, and WHEREAS, the TNReady assessment requires the extensive use of technology and the State of Tennessee BEP funding formula, already inadequate, does not meet these</p>	

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TOPIC	DISCUSSION/MOTION	FOLLOW-UP/OUTCOME
<ul style="list-style-type: none"> <li>TN Ready Resolution – continued</li> </ul>	<p>technology needs or the needs of MNPS schools as a whole, and WHEREAS, the Tennessee General Assembly and Tennessee Board of Education have already adopted the “Tennessee Teaching Evaluation Act” to lessen the evaluation score impact of TNReady in English/language arts and math, and WHEREAS, over 70% of MNPS teachers, counselors, librarians, instructional coaches, and others do not produce individual TVAAS data, and WHEREAS, MNPS seeks to recruit and retain excellent teachers to serve our students. RS2016-1 NOW, THEREFORE, BE IT RESOLVED BY METROPOLITAN NASHVILLE PUBLIC SCHOOLS BOARD OF EDUCATION AS FOLLOWS: MNPS Board of Education strongly urges the Tennessee General Assembly and the Tennessee Board of Education to provide a waiver from utilizing the TNReady data for the use of teacher evaluations for the school year 2015-2016 or allow districts to only use observation data from evaluations to make decisions on hiring, placement, and compensation based strictly on the 2015-2016 TNReady data, and BE IT FURTHER RESOLVED, that the Tennessee General Assembly and the Tennessee Board of Education consider the impact of the 2015-2016 TNReady data upon future years of teacher evaluations, and BE IT FURTHER RESOLVED, that the Tennessee General Assembly and the Tennessee Board of Education consider allowing teachers to be eligible for tenure when they have received a composite score of four (4) or five (5) for two of any of the last five years, as opposed to the prior two years only.</p> <p><b>Ms. Speering made a motion to approve the TNReady Resolution. Ms. Frogge seconded.</b></p> <p>Ms. Frogge thanked Ms. Shepherd for bringing the resolution. She supported the resolution and believed the topic of ranking teachers, based on standardized tests should also be addressed. Ms. Speering also stated her support of the resolution. Dr. Gentry said it is important that the Board determine the best evaluation tool. A consistent tool to measure success and grading is needed.</p>	<p><b>VOTE: 9-0 – Unanimous</b></p>
A. Director’s Reports	Ms. Eckman presented the Pre-K Metrics to the Board.	
1. Pre-K Metrics		
2. Student Testing	Dr. Changas and Dr. Garcia presented the Student Testing report to the Board.	

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2. Student Testing – continued	Mr. Pinkston said in the future he would like information on how much time is being spent on testing and also a testing calendar. Dr. Changas said he would provide that information. Ms. Speering asked, what are the options for a universal screener? Dr. Changas said he would provide that information.	
B. Committee Reports	Ms. Pierce gave a Capital Needs Committee report. The next meeting will be held January 26 <sup>th</sup> at 3:30 p.m.	
1. Capital Needs Committee		
C. Board Chairman's Report	Dr. Brannon announced that a meeting will be held on January 13 <sup>th</sup> at 6:00 p.m. at Overton High School concerning the school's renovation.	
1. Announcements		
• Overton High School		
• FANS Retro Basketball Game	Ms. Shepherd thanked Mark North and the FANS organization for a successful Retro Classic basketball game held on January 9 <sup>th</sup> .	
• Music Makes Us Program	Ms. Shepherd thanked the Mayor's Office and the Music Makes Us Program for their hard work for the district.	
• NSA	Ms. Shepherd congratulated Trisha McIntosh, a NSA student who auditioned for American Idol.	
• Director of School Search Survey	Ms. Pierce reminded the community that the last day to complete the Director Search survey was January 13 <sup>th</sup> . She asked the community to submit a survey.	
• Nashville Beautiful Contest	Ms. Pierce congratulated Julia Green 4 <sup>th</sup> grader, Dennis Oh, for winning 2 <sup>nd</sup> place in the Nashville Beautiful Contest.	
• Planning Commission	Ms. Hunter announced that the Planning Commission would be holding a meeting in Antioch on January 14 <sup>th</sup> .	
<b>WRITTEN INFORMATION TO THE BOARD</b>		
• Transportation Update		
• Substitute Teachers Update		
• Upcoming Committee Meetings		
• Adjournment	Ms. Pierce adjourned the meeting at 8:06 p.m.	
• Signatures	 <div> <div>Chris M. Henson</div> <div>Sharon Dixon Gentry</div> <div>Board Secretary</div> <div>Board Chair</div> <div>Date</div> </div>	



## GOVERNANCE ISSUES

### A. ACTIONS

#### 1. CONSENT

#### b. RECOMMENDED APPROVAL OF EXTENSION OF CONTRACT FOR ASBESTOS ABATEMENT AT VARIOUS SCHOOLS – LEVY INDUSTRIAL CONTRACTORS

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

1. Extension of contract for one additional year	
2. Increase contracted unit prices	
3. Increase contract maximum value	<u>\$220,000.00</u>
Total	\$220,000.00

It is recommended that this extension be approved.

Legality approved by Metro Department of Law.

FUNDING: Various Funds

DATE: June 14, 2016

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

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

1. Adjustment to contract due to additional parking and bus loop	<u>\$200,785.20</u>
Total	\$200,785.20

It is recommended that this change order be approved.

Legality approved by Metro Department of Law.

FUNDING: 45015.80404015

DATE: June 14, 2016

## GOVERNANCE ISSUES

### A. ACTIONS

#### 1. CONSENT

#### d. RECOMMENDED APPROVAL OF CHANGE ORDER #2 FOR GLENVIEW ELEMENTARY SCHOOL ADDITIONS – BOMAR CONSTRUCTION COMPANY

We request approval to make the following changes to this contract:

1. Adjustment to contract amount due to revision of original plan to create two Pre-K classrooms	<u>\$40,166.19</u>
Total	\$40,166.19

It is recommended that this change order be approved.

Legality approved by Metro Department of Law.

FUNDING: 45015.80404815

DATE: June 14, 2016

#### e. RECOMMENDED APPROVAL OF SUPPLEMENT #2 FOR NEW TUSCULUM ELEMENTARY SCHOOL – BINKLEY GARCIA ARCHITECTS

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

1. Adjustment to contract amount due to change in location on site	\$153,190.00
2. Adjustment to contract amount due to increase in project cost	<u>\$118,673.00</u>
Total	\$271,863.00

It is recommended that this supplement be approved.

Legality approved by Metro Department of Law.

FUNDING: 45016.80405015

DATE: June 14, 2016

## GOVERNANCE ISSUES

### A. ACTIONS

#### 1. CONSENT

#### f. RECOMMENDED APPROVAL OF REQUEST #1 FOR PURCHASE OF KITCHEN EQUIPMENT (OVERTON HIGH SCHOOL ADDITIONS AND RENOVATIONS) – HOTEL AND RESTAURANT SUPPLY COMPANY

We are requesting approval to issue a purchase order for Kitchen Equipment at Overton High School Additions and Renovations in the amount of \$788,600.00.

It is recommended that this request be approved.

FUNDING: 45016.80406816

DATE: June 14, 2016

#### g. RECOMMENDED APPROVAL OF REQUEST #1 FOR PURCHASE OF PROGRESSION DOCUMENTATION SERVICES (NEW TUSCULUM ELEMENTARY SCHOOL) – TENNESSEE DOCUMENTATION SERVICES, LLC

We are requesting approval to issue a purchase order for Progression Documentation Services for the New Tusculum Elementary School in the amount of \$29,000.00.

It is recommended that this request be approved.

FUNDING: 45015.80405015

DATE: June 14, 2016

#### h. RECOMMENDED APPROVAL OF REQUEST #4 FOR LARGE SCOPE PROJECTS AT VARIOUS SCHOOLS (SMITH SPRINGS ELEMENTARY SCHOOL LOG CABIN) – ORION BUILDING CORPORATION

We are requesting approval to issue a purchase order for a Large Scope Project at Smith Springs Elementary School for renovation of the log cabin in the amount of \$80,000.00

It is recommended that this request be approved.

FUNDING: 45015.80405515

DATE: June 14, 2016

## GOVERNANCE ISSUES

### A. ACTIONS

#### 1. CONSENT

##### i. RECOMMENDED APPROVAL OF REQUEST #10 FOR SMALL SCOPE PROJECTS AT VARIOUS SCHOOLS (FALL-HAMILTON ELEMENTARY SCHOOL AND MCMURRAY MIDDLE SCHOOL WALK-IN COOLER/FREEZER INSTALLATIONS) – BOMAR CONSTRUCTION COMPANY

We are requesting approval to issue a purchase order for a Walk-in Cooler/Freezer Installation at Fall-Hamilton Elementary School and McMurray Middle School in the amount of \$76,954.21.

1. Walk-in cooler at Fall-Hamilton Elementary School	\$41,189.90
2. Walk-in freezer at McMurray Middle School	<u>\$35,764.31</u>
Total	\$76,954.21

It is recommended that this request be approved.

FUNDING: 45016.80405916

DATE: June 14, 2016

##### j. RECOMMENDED APPROVAL OF REQUEST #17 FOR PURCHASE OF FURNITURE (CASA AZAFRAN CLASSROOM EXPANSION) – GUY BROWN INTERIORS

We are requesting approval to issue a purchase order for classroom furniture at Casa Azafran in the amount of \$33,614.30.

It is recommended that this request be approved.

FUNDING: 80101002.502229.2328910

DATE: June 14, 2016

## GOVERNANCE ISSUES

### A. ACTIONS

#### 1. CONSENT

#### k. AWARDING OF PURCHASES AND CONTRACTS

##### (1) VENDOR: Allied Van Lines, Inc.

SERVICE/GOODS: Requisition for the purchase of household moving services for the new Director of Schools and other new members of the district staff. This purchase piggybacks the E&I Cooperative Services contract with Allied Van Lines, Inc.

TERM: June 15, 2016 through July 31, 2016

FOR WHOM: MNPS staff relocating to Nashville

COMPENSATION: Total purchase is not to exceed \$60,000.

OVERSIGHT: Human Resources and Talent Services

EVALUATION: Quality and timeliness of services provided.

MBPE CONTRACT NUMBER: E&I Cooperative Services contract #CNR-01259

SOURCE OF FUNDS: Operating Budget

#### k. AWARDING OF PURCHASES AND CONTRACTS

##### (2) VENDOR: Awardees from MNPS Invitation to Bid (ITB) #B16-30

SERVICE/GOODS: Six (6) commercial grade kitchen ovens and three (3) commercial grade skillets for use in MNPS school cafeterias. The ITB awardees are:

- Hotel and Restaurant Supply
- Mobile Fixture, Inc.

TERM: June 15, 2016 through June 30, 2017

FOR WHOM: Nutrition Services

COMPENSATION: Total compensation under these contracts is not to exceed \$188,950.

OVERSIGHT: Nutrition Services

EVALUATION: Quality of products and timeliness of delivery.

MBPE CONTRACT NUMBER: Pending

SOURCE OF FUNDS: Nutrition Services Fund

## GOVERNANCE ISSUES

### A. ACTIONS

#### 1. CONSENT

#### k. AWARDING OF PURCHASES AND CONTRACTS

(3) VENDOR: Awardees from MNPS Invitation to Bid (ITB) #B16-33

SERVICE/GOODS: Roof repairs at J.E. Moss Elementary School, Two Rivers Middle School, and Moses McKissack Middle School. The ITB awardees are:

- Collier Roofing Company
- Maxwell Roofing and Sheet Metal

TERM: June 15, 2016 through June 30, 2017

FOR WHOM: Facility and Grounds Maintenance

COMPENSATION: Total compensation under these contracts is not to exceed \$2,180,086.

OVERSIGHT: Facility and Grounds Maintenance

EVALUATION: Quality and timeliness of services provided.

MBPE CONTRACT NUMBER: Pending

SOURCE OF FUNDS: Capital Funds – Roof Repair/Replacement

## GOVERNANCE ISSUES

### A. ACTIONS

#### 1. CONSENT

#### k. AWARDING OF PURCHASES AND CONTRACTS

##### (4) VENDOR: Brick Church College Prep LLC

SERVICE/GOODS: First Amendment to the lease contract, increasing Contractor's pro rata allocation of the total square footage in the building based on Contractor's increased student enrollment. The allocation change increases Contractor's lease payments to MNPS effective July 1, 2016.

TERM: July 1, 2015 through June 30, 2022

FOR WHOM: Students and staff of Brick Church College Prep LLC

COMPENSATION: This amendment increases monthly revenue under the lease from \$15,118.44 to \$23,355.80.

OVERSIGHT: Facility Services

EVALUATION: Promptness of lease payments and preservation/improvement of the building.

MBPE CONTRACT NUMBER: 2-00631-00A1

SOURCE OF FUNDS: Revenue

#### k. AWARDING OF PURCHASES AND CONTRACTS

##### (5) VENDOR: Cameron College Prep LLC

SERVICE/GOODS: Second Amendment to the lease contract, increasing Contractor's leased space from 125,669 square feet to 134,029 square feet, effective July 1, 2016.

TERM: July 1, 2014 through June 30, 2021

FOR WHOM: Students and staff at Cameron College Prep LLC

COMPENSATION: This amendment increases monthly revenue under the lease from \$36,303.66 to \$59,196.14.

OVERSIGHT: Facility Services

EVALUATION: Promptness of lease payments and preservation/improvement of the building.

MBPE CONTRACT NUMBER: 2-00300-02A2

SOURCE OF FUNDS: Revenue

## GOVERNANCE ISSUES

### A. ACTIONS

#### 1. CONSENT

#### k. AWARDING OF PURCHASES AND CONTRACTS

(6) VENDOR: Claim Technologies, Inc.

SERVICE/GOODS: Fifth Amendment to the contract, increasing compensation and extending the term to provide three (3) additional years of services. The first of the three additional years is provided at zero compensation. Contractor conducts audits of MNPS' third party Medical Administrator and Pharmacy Benefit Manager.

TERM: October 10, 2012 through December 31, 2019

FOR WHOM: Human Resources and Talent Services – Employee Benefits

COMPENSATION: This amendment increases compensation under the contract by \$267,918.

Total compensation under this contract is not to exceed \$831,568.

OVERSIGHT: Human Resources and Talent Services – Employee Benefits

EVALUATION: Based on usefulness and cost effectiveness of Contractor's audit services, and accuracy of reporting.

MBPE CONTRACT NUMBER: 2-00381-00A5

SOURCE OF FUNDS: Insurance Trust Fund



## GOVERNANCE ISSUES

### A. ACTIONS

#### 1. CONSENT

#### k. AWARDING OF PURCHASES AND CONTRACTS

(7) VENDOR: Corwin Press, Inc.

SERVICE/GOODS: Contractor is to conduct a series of six (6) one-day workshops (4 in the fall of 2016 and 2 in the spring of 2017) as train-the-trainer professional development in literacy teaching techniques, delivered to one teacher from each of the MNPS middle schools and high schools. Attendees will in turn provide training to all teachers at their assigned schools.

TERM: June 15, 2016 through March 31, 2017

FOR WHOM: Literacy teachers in MNPS middle schools and high schools

COMPENSATION: Total compensation under this contract is not to exceed \$70,113.38.

OVERSIGHT: Leadership and Learning – Secondary Literacy and Humanities

EVALUATION: Successful completion of training and positive evaluations.

MBPE Contract Number: Pending

Source of Funds: Operating Budget

## GOVERNANCE ISSUES

### A. ACTIONS

#### 1. CONSENT

#### k. AWARDING OF PURCHASES AND CONTRACTS

(8) (a) VENDOR: Dell Marketing LP

SERVICE/GOODS: Requisition #133100 for one hundred thirty-five (135) Dell Latitude model 3350 laptop computers, including warranty and accessories. This purchase piggybacks the Metropolitan Nashville Government (Metro) contract with Dell Marketing LP.

TERM: June 15, 2016 through December 31, 2016

FOR WHOM: Technology and Information Services

COMPENSATION: Total purchase is not to exceed \$98,496.27.

OVERSIGHT: Technology and Information Services

EVALUATION: Quality of products and timeliness of delivery.

MBPE CONTRACT NUMBER: Metro contract #355070

SOURCE OF FUNDS: Capital Funds – Technology

#### k. AWARDING OF PURCHASES AND CONTRACTS

(8) (b) VENDOR: Dell Marketing LP

SERVICE/GOODS: Requisition to increase compensation and scope for the Skype for Business Upgrade project being provided by Contractor. This purchase piggybacks the Metropolitan Nashville Government (Metro) contract with Dell Marketing LP. Additional services to be provided include:

- Creating five (5) Response Groups
- Convert up to six hundred (600) users at two (2) MNPS sites
- Configure Online Exchange Unified Messaging
- Implement and configure a Persistent Chat Pool

TERM: June 15, 2016 through December 31, 2016

FOR WHOM: MNPS employees

COMPENSATION: Total purchase is not to exceed \$32,975.

OVERSIGHT: Technology and Information Services

EVALUATION: Quality of products and timeliness of delivery.

MBPE CONTRACT NUMBER: Metro contract #355070

SOURCE OF FUNDS: Capital Funds – Technology

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

k. AWARDING OF PURCHASES AND CONTRACTS

(9) VENDOR: East End Preparatory School

SERVICE/GOODS: First Amendment to the lease contract, increasing leased space from 36,836 square feet to 78,123 square feet, effective July 1, 2016.

TERM: July 1, 2015 through June 30, 2025

FOR WHOM: Students and staff at East End Preparatory School

COMPENSATION: This Amendment increases monthly revenue under this lease from \$15,962.27 to \$34,504.33.

OVERSIGHT: Facility Services

EVALUATION: Promptness of lease payments and preservation/improvement of the building.

MBPE CONTRACT NUMBER: 2-769711-01A1

SOURCE OF FUNDS: Revenue

## GOVERNANCE ISSUES

### A. ACTIONS

#### 1. CONSENT

#### k. AWARDING OF PURCHASES AND CONTRACTS

(10)(a) VENDOR: Global Education Center

SERVICE/GOODS: Contractor will provide multi-cultural programs to MNPS Pre-K students at the Cambridge Early Learning Center (ELC).

TERM: July 1, 2016 through June 30, 2017

FOR WHOM: MNPS Pre-K students enrolled at the Cambridge ELC

COMPENSATION: Total compensation under this contract is not to exceed \$50,000.

OVERSIGHT: Leadership and Learning – Pre-K and Elementary

EVALUATION: Quality of services provided, and post-delivery evaluations by the ELC staff.

MBPE CONTRACT NUMBER: 2-332595-03

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

#### k. AWARDING OF PURCHASES AND CONTRACTS

(10)(b) VENDOR: Global Education Center

SERVICE/GOODS: First Amendment to the contract, adding compensation and extending the term by one year. Contractor provides multi-cultural events for Pre-K students enrolled at the Casa Azafran Early Learning Center (ELC).

TERM: July 24, 2015 through June 15, 2017

FOR WHOM: MNPS Pre-K students enrolled at the Casa Azafran ELC

COMPENSATION: This amendment increases compensation under the contract by \$50,000.

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

OVERSIGHT: Leadership and Learning – Pre-K and Elementary

EVALUATION: Quality of services provided, and post-delivery evaluations by the ELC staff.

MBPE CONTRACT NUMBER: 2-332595-02A1

SOURCE OF FUNDS: Operating Budget

## GOVERNANCE ISSUES

### A. ACTIONS

#### 1. CONSENT

#### k. AWARDING OF PURCHASES AND CONTRACTS

##### (11) VENDOR: Horton Group

SERVICE/GOODS: Contractor will provide website design services to develop and implement a replacement to the existing MNPS website (Edline service provided through Blackboard). The objective is improvements in mobility, user friendliness, interactive communications with MNPS systems and databases, and website maintenance effort required. The complete project will be performed in three (3) phases:

- Phase 1: Create and implement a new MNPS Marketing Website
- Phase 2: Rebuild & integrate MNPS department applications
- Phase 3: Mobile application development

TERM: June 15, 2016 through June 30, 2017

FOR WHOM: All MNPS employees

COMPENSATION: Compensation will be by Phase/milestone payments, plus a monthly recurring fee of \$275.

- Phase 1: \$36,050
- Phase 2: \$84,125
- Phase 3: \$72,500

Total compensation under this contract is not to exceed \$195,975.

OVERSIGHT: Communications

EVALUATION: Quality and timeliness of services provided.

MBPE CONTRACT NUMBER: Pending

SOURCE OF FUNDS: Operating Budget

## GOVERNANCE ISSUES

### A. ACTIONS

#### 1. CONSENT

#### k. AWARDING OF PURCHASES AND CONTRACTS

(12) VENDOR: Imagine Learning, Inc.

SERVICE/GOODS: Requisition #132822 to purchase the annual renewal of eight hundred (800) seat licenses for English Language Learner (ELL) students to access and use the Imagine Learning product. This purchase piggybacks the School District of Philadelphia's contract with Imagine Learning, Inc.

TERM: June 15, 2016 through June 30, 2017

FOR WHOM: MNPS ELL students

COMPENSATION: Total purchase is not to exceed \$120,000.

OVERSIGHT: Leadership and Learning – Learning Technology

EVALUATION: Quality of products and services.

MBPE CONTRACT NUMBER: School District of Philadelphia contract #RFQ-022212

SOURCE OF FUNDS: Operating Budget

#### k. AWARDING OF PURCHASES AND CONTRACTS

(13) VENDOR: Interior Design Services Inc.

SERVICE/GOODS: Requisition to purchase cubicle partitions for the TIS area in the Bransford Avenue Operations Building. This purchase piggybacks the Metropolitan Nashville Government (METRO) contract with Interior Design Services Inc.

TERM: June 15, 2016 through December 31, 2016

FOR WHOM: Technology and Information Services

COMPENSATION: Total purchase is not to exceed \$42,000.

OVERSIGHT: Technology and Information Services

EVALUATION: Quality of products and services.

MBPE CONTRACT NUMBER: Metro contract #374755

SOURCE OF FUNDS: Capital Funds – Technology

## GOVERNANCE ISSUES

### A. ACTIONS

#### 1. CONSENT

##### k. AWARDING OF PURCHASES AND CONTRACTS

(14)(a) VENDOR: KIPP Nashville

SERVICE/GOODS: First Amendment to the lease contract for space at the Kirkpatrick Elementary School building, increasing Contractor's pro rata allocation of the total square footage in the building based on Contractor's increased student enrollment. The allocation change increases Contractor's lease payments to MNPS effective July 1, 2016.

TERM: July 1, 2015 through June 30, 2025

FOR WHOM: Students and staff at KIPP Nashville (Kirkpatrick Elementary School location)

COMPENSATION: This amendment increases monthly revenue under the lease from \$5,071.29 to \$7,702.76.

OVERSIGHT: Facility Services

EVALUATION: Promptness of lease payments and preservation/improvement of the building.

MBPE CONTRACT NUMBER: 2-474614-07A1

SOURCE OF FUNDS: Revenue

## GOVERNANCE ISSUES

### A. ACTIONS

#### 1. CONSENT

##### k. AWARDING OF PURCHASES AND CONTRACTS

(14)(b) VENDOR: KIPP Nashville

SERVICE/GOODS: First Amendment to the lease contract for space at the Ewing Park Middle School building, increasing leased space from 44,629 square feet to 53,893 square feet, and temporarily leasing the large gym (9,538 square feet) for four (4) months, both effective July 1, 2016.

TERM: July 1, 2015 through June 30, 2025

FOR WHOM: Students and staff at KIPP Nashville (Ewing Park Middle School location)

COMPENSATION: This Amendment increases monthly revenue under the lease from \$19,339.23 to \$22,646.

OVERSIGHT: Facility Services

EVALUATION: Promptness of lease payments and preservation/improvement of the building.

MBPE CONTRACT NUMBER: 2-474614-08A1

SOURCE OF FUNDS: Revenue

##### k. AWARDING OF PURCHASES AND CONTRACTS

(15) VENDOR: Kits for Kidz

SERVICE/GOODS: Contractor provides backpacks bundled with school supplies for MNPS Homeless Education Program students.

TERM: June 15, 2016 through June 30, 2020

FOR WHOM: MNPS Homeless Education Program students

COMPENSATION: Total compensation under this contract is not to exceed \$50,000.

OVERSIGHT: Support Services - Homeless Education

EVALUATION: Quality of products and timeliness of delivery.

MBPE CONTRACT NUMBER: 2-00644-00

SOURCE OF FUNDS: Federal Funds – Title I, Title X



## GOVERNANCE ISSUES

### A. ACTIONS

#### 1. CONSENT

##### k. AWARDING OF PURCHASES AND CONTRACTS

(16) VENDOR: Metropolitan Nashville Police Department (MNPd)

SERVICE/GOODS: MOU for extra duty Police Officers at events or activities. The MNPd rates for services under the MOU remain unchanged.

TERM: July 1, 2016 through June 30, 2017

FOR WHOM: MNPS students, staff, and guests at after-hours events

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

OVERSIGHT: Student Support Services

EVALUATION: Availability of Police Officers

MBPE CONTRACT NUMBER: 2-215822-12

SOURCE OF FUNDS: Operating Budget, Student Activity Funds

##### k. AWARDING OF PURCHASES AND CONTRACTS

(17) VENDOR: Neely's Bend College Prep LLC

SERVICE/GOODS: Lease contract for space in the Neely's Bend Middle School building. The initial monthly lease fee is based on a 51% pro rata share of total building space at an annual lease rate of \$3.12 per square foot.

TERM: July 1, 2016 through June 30, 2025

FOR WHOM: Students and staff at Neely's Bend College Prep LLC

COMPENSATION: This contract provides monthly lease revenue of \$14,303.53.

OVERSIGHT: Facility Services

EVALUATION: Promptness of lease payments and preservation/improvement of the building.

MBPE CONTRACT NUMBER: 2-00657-00

SOURCE OF FUNDS: Revenue

## GOVERNANCE ISSUES

### A. ACTIONS

#### 1. CONSENT

##### k. AWARDING OF PURCHASES AND CONTRACTS

(18)(a) VENDOR: Protection One Alarm Monitoring, Inc.

SERVICE/GOODS: Fire Alarm monitoring services for all fire alarms throughout MNPS. This contract is awarded under MNPS Request for Proposals (RFP) #16-16.

TERM: June 15, 2016 through June 14, 2021

FOR WHOM: Facility and Grounds Maintenance

COMPENSATION: Total compensation under this contract is not to exceed \$300,000.

OVERSIGHT: Facility and Grounds Maintenance

EVALUATION: Quality of services provided.

MBPE CONTRACT NUMBER: 2-474911-00

SOURCE OF FUNDS: Operating Budget

##### k. AWARDING OF PURCHASES AND CONTRACTS

(18)(b) VENDOR: Protection One Alarm Monitoring, Inc.

SERVICE/GOODS: Requisition #132749 for fire alarm certifications at various MNPS locations. This purchase piggybacks the Metropolitan Nashville Government contract with Protection One Alarm Monitoring, Inc.

TERM: June 15, 2016 through June 30, 2016

FOR WHOM: Facility and Grounds Maintenance

COMPENSATION: Total purchase is not to exceed \$25,000.

OVERSIGHT: Facility and Grounds Maintenance

EVALUATION: Responsiveness and quality of services.

MBPE CONTRACT NUMBER: Metro contract #314661

SOURCE OF FUNDS: Operating Budget

## GOVERNANCE ISSUES

### A. ACTIONS

#### 1. CONSENT

##### k. AWARDING OF PURCHASES AND CONTRACTS

(19) VENDOR: School Outfitters

SERVICE/GOODS: Requisition #133331 for the purchase of classroom furniture for Hunters Lane High School. This purchase piggybacks the TIPS/TAPS contract with School Outfitters.

TERM: June 15, 2016 through June 30, 2016

FOR WHOM: MNPS students at Hunters Lane High School

COMPENSATION: Total purchase is not to exceed \$30,212.41.

OVERSIGHT: Leadership and Learning

EVALUATION: Quality of products and timeliness of delivery.

MBPE CONTRACT NUMBER: TIPS/TAPS contract #1102215

SOURCE OF FUNDS: Operating Budget

##### k. AWARDING OF PURCHASES AND CONTRACTS

(20) VENDOR: School Specialty, Inc.

SERVICE/GOODS: Requisition #133334 for the purchase of computer furniture for Hunters Lane High School. This purchase piggybacks The Cooperative Purchasing Network (TCPN) contract with School Specialty, Inc.

TERM: June 15, 2016 through June 30, 2016

FOR WHOM: Students at Hunters Lane High School

COMPENSATION: Total purchase is not to exceed \$45,363.50.

OVERSIGHT: Leadership and Learning

EVALUATION: Quality of products and timeliness of delivery.

MBPE CONTRACT NUMBER: TCPN contract #R4930

SOURCE OF FUNDS: Operating Budget

## GOVERNANCE ISSUES

### A. ACTIONS

#### 1. CONSENT

##### k. AWARDING OF PURCHASES AND CONTRACTS

(21) VENDOR: Tennessee Department of Human Services

SERVICE/GOODS: Grant contract for the funding for three (3) Transition Coaches to provide enhanced, concentrated transition services to MNPS students with disabilities for post-secondary activities leading to employment.

TERM: July 1, 2016 through June 30, 2017

FOR WHOM: MNPS students eligible for the services provided under this Grant

COMPENSATION: Total Grant funding (net of Maintenance of Effort deductions) under this contract is not to exceed \$90,783.

OVERSIGHT: Leadership and Learning – Exceptional Education, Federal Programs

EVALUATION: Quality of services provided.

MBPE CONTRACT NUMBER: 2-222414-00

SOURCE OF FUNDS: Revenue

##### k. AWARDING OF PURCHASES AND CONTRACTS

(22) VENDOR: Tennessee State Employees Deferred Compensation Plan & Trust

SERVICE/GOODS: Resolution and Participating Employer Agreement for MNPS to offer a governmental 457(B) deferred compensation plan to certificated employees, funded by employee deferrals and, if elected, employer contributions.

TERM: From June 15, 2016

FOR WHOM: All MNPS certificated employees

COMPENSATION: There is no compensation paid under this Agreement.

OVERSIGHT: Human Resources and Talent Services – Employee Benefits

EVALUATION: Participation rate among certificated employees.

MBPE CONTRACT NUMBER: N/A

SOURCE OF FUNDS: Employee contributions to Plan

## GOVERNANCE ISSUES

### A. ACTIONS

#### 1. CONSENT

##### k. AWARDING OF PURCHASES AND CONTRACTS

(23) VENDOR: Vanderbilt University - Peabody Research Institute

SERVICE/GOODS: Third Amendment to the contract, extending the term through the 2016-2017 school year and adding compensation to continue the scope of work. Contractor evaluates the MNPS Pre-K program in the following measurement areas in order to provide a basis of comparison regarding student outcomes:

- Social-Emotional Development
- Cognitive Development
- Language Development & Literacy
- Approaches to Learning
- Physical Development

TERM: June 11, 2014 through June 30, 2017

FOR WHOM: Leadership and Learning – Early Learning Innovation

COMPENSATION: This amendment increases compensation under the contract by \$379,127.

Total compensation under this contract is not to exceed \$943,125.

OVERSIGHT: Leadership and Learning – Early Learning Innovation

EVALUATION: Timeliness and quality of the deliverables defined in Contractor's scope of work.

MBPE CONTRACT NUMBER: 2-218740-19 Annex 57A3

SOURCE OF FUNDS: Operating Budget/Federal Funds – Pre-School Expansion Grant

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

k. AWARDING OF PURCHASES AND CONTRACTS

(24) VENDOR: Wilson County Motor Company

SERVICE/GOODS: Requisition for the purchase of a model year 2016 Chevy Tahoe for the new MNPS Director of Schools. This purchase piggybacks the State of Tennessee contract with Wilson County Motors.

TERM: June 1, 2016 through July 31, 2016

FOR WHOM: MNPS Director of Schools

COMPENSATION: Total purchase is not to exceed \$55,000.

OVERSIGHT: Transportation

EVALUATION: Quality of product and timeliness of delivery.

MBPE CONTRACT NUMBER: State of Tennessee contract #40032

SOURCE OF FUNDS: Capital Funds – Transportation

## **HIGHLIGHTS OF MAJOR CHANGES TO 2016-2017 STUDENT-PARENT HANDBOOK**

- SCHOOL SOCIAL WORK SERVICES OPT-OUT FORM added to page 6
- COMMUNITY RESOURCES FOR MNPS STUDENTS added to pages 22-23
- HIPAA PRIVACY RULE added to page 45
- 2016-17 REQUIRED TENNESSEE STUDENT ASSESSMENTS & DISTRICT ASSESSMENTS added to pages 50-52
- ADA logo added to back cover
- Changes to the Discipline Codes and Discipline Responses in the Discipline Table are on the following pages

## **CHANGES TO DISCIPLINE TABLE**

- **Code 101-Cutting Class changed to Code 211 from Type 1 to Type 2 behavior**

Cutting Class	101	A	NO	NO
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Cutting Class	211	A, B	NO	NO
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- **Code 201- Dress Code Violation moved from Type 2 to Code 107 Type 1 behavior**

Dress Code Violation	201	A,B	NO	NO
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Dress Code Violation	107	A	NO	NO
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- **Code 108- Cheating added to Type 1 behavior**

Cheating	108	A	NO	NO
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### **Definition of Code 108: Cheating**

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

- **Code 205- Inappropriate Physical Contact/Horseplay named changed to Code 212- Inappropriate Physical Contact with other students**

Inappropriate Physical Contact/ Horseplay	205	A, B	NO	NO
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Inappropriate Physical Contact with other students	212	A, B	NO	NO
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- **Code 207- Trespassing on School Grounds moved from Type 2 to Code 318- Type 3 behavior**

Trespassing on School Grounds	207	A, B	NO	NO
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Trespassing on School Grounds	318	B, C	YES	NO
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- **Code 209- Possession of Counterfeit Money deleted (Type 2)**



- **Code 308 and 309 Gang: Display or Possession of Symbols or Paraphernalia and Gang Recruitment replaced with Code 320 Gang Activity: Recruitment, Display or Possession of Symbols or Paraphernalia**

Gang: Display or Possession of Symbols or Paraphernalia	308	B, C	YES	NO
Gang Recruitment	309	B, C	YES	NO
Gang Activity: Recruitment, Display or Possession of Symbols or Paraphernalia	320	B, C	YES	NO

Definition of 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).

- **Code 310 -Fleeing Drug or Weapon Search name changed to Code 425 Refusing or Fleeing Drug or Weapon Search and moved from Type 3 to Type 4**

Fleeing Drug or Weapon Search	310	B, C	YES	NO
Refusing or Fleeing Drug or Weapon Search <i>Expellable ONLY with evidence of drugs or firearm</i>	425	C, D, E	YES	YES

Definition of 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

- **Fighting response code change from B, C to C, D (page 28)**
- **Code 315 -Vandalism over \$500 moved from Type 3 to Code 423 Type 4 behavior and discipline response changed to C,D,E**

Vandalism over \$500	315	B, C, D	YES	NO
Vandalism over \$500	423	C, D, E	YES	YES

- **Code 316- Theft over \$500 moved from Type 3 to Code 424 Type 4 behavior and discipline response changed from B,C,D to C,D,E**

Theft over \$500	316	B, C, D	YES	NO
Theft over \$500	424	C, D, E	YES	YES

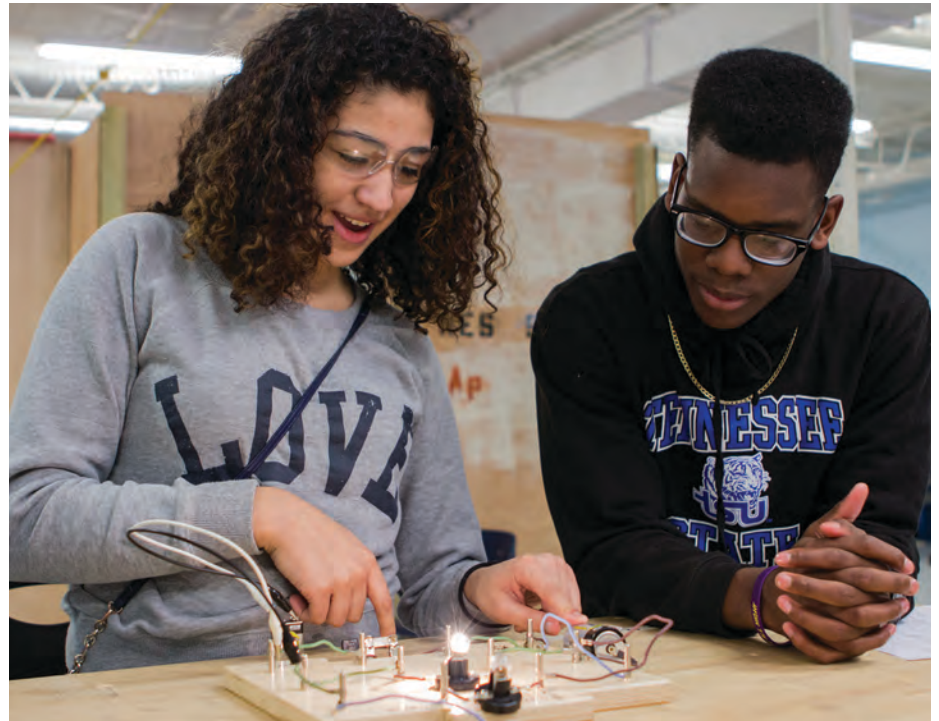
- **Code 401- Assault of Student discipline response changed from C, D, E to D, E (page 29)**
- **Code 404- Bomb Threat was deleted (Type 4) and is now included with all other Threats**

- Code 412- Assault of Teacher or Staff discipline response changed from C, D, E to D, E (page 29)
- Code 414- Group Fighting discipline response changed from C, D, E to D, E (page 28)
- Code 415- Gang Fighting deleted (Type 4)
- Code 411- Sexual Assault discipline response change from C, D, E to D, E (page 30)
- Code 419- Robbery discipline response changed from C, D, E to D, E (page 30)
- Code 421- Aggravated Assault of Student was changed to Code 421 Fighting – Repeated

Aggravated Assault of Student	421	D, E	YES	YES
Fighting - Repeated	421	D, E	YES	YES

#### **Definition of Code 421: Fighting - Repeated**

A student who participates in 2 or more fights in a school year may receive a minimum of 5 days of out-of-school suspension up to a calendar year expulsion. The disciplinary response should be based on: 1) the severity 2) the extent of actual disruption to the learning environment.



# STUDENT-PARENT HANDBOOK

2016-2017

METROPOLITAN NASHVILLE PUBLIC 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 Metro Schools' website at [www.mnps.org](http://www.mnps.org)
- Metro Schools Family Information Center, 615-259-INFO (4636)
- Your local school

This handbook is also available in Arabic, Kurdish, 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 پێزانین پێر یان هەر پرسیارمکی ، تکایه تەلەفۆن یان پەیوەندی بکەن ب رێفەبەری قوتابخانە.

**Kurdish Sorani:** بو زانیاری زیاتر یان هەر پرسیاریک ، تکایه تەلەفۆنی یان پەیوەندی بکە به بەریوەبەری قوتابخانه .

**Somali:** Hadii aad u baahantahay warbixin dheeraada ama aad su'aal qabtid, fadlan wac ama la xiriiir 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၍သင့်အားပိုမိုသေးသောအချက်အလက်များကိုလိုအပ်ပါက၊အကြောင်းအရာများကိုပိုမိုသိရှိလိုပါကကျောင်းဆရာများနှင့်ဆက်သွယ်ပါ။

**Amharic:** ተጨማሪ ማብራሪያ 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

# WELCOME

Dear families,

First, let me encourage you to take full advantage of the resources and information provided in this handbook. While not all of the material may apply to you and your child, there is essential information contained in this document that will help you interact with your child's school and be the best advocate for your child's educational needs. Engaged parents are critical partners in student success. The more you know, the more you can be involved – and we want you to be fully involved!

Second, let me say how excited I am about this school year. This is my first year in Nashville, but we have already accomplished so much together. When the Board of Education hired me, the entire city united behind a common goal: building excellent schools for all students. That is why I wanted to come to Nashville and what has driven me in my first months on the job.

When I started work here this summer, we came together again to hire great school principals in the first collaborative hiring process this district has seen. We started a community process for my leadership transition that will reshape our organization and align everything in the district under a unified strategic vision. You have been with us every step of the way, helping shape our path toward excellence.

With that collaborative spirit in mind, do not think of this handbook as a "rulebook." Instead, it's an agreement between you, your child, your school and your district.

You and your child have rights in education, and we all have the shared responsibility of making sure your child gets the high quality education he or she deserves. We as a district have a duty to help your child grow academically, socially and emotionally. This handbook serves as a pledge that we will work with each other to make that happen.

Part of our promise 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 caring adults. Our promise also includes giving students access to the special services they might need, such as special education or English learner services.

In this handbook, you'll find that information and much more spread over a few dozen pages that are hopefully easy to understand and navigate. I hope that after reading it, you sign and return the signature page and then keep this guide in a drawer or on a desk for the rest of the year. Use it as a reference guide as the months go by and the school year progresses. When you have a question, you can refer to this book first. And if you need more, the Family Information Center is available to help.

We are going to have a great year together, and 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*





# SIGNATURE FORM

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

I have received a copy of the Metro Nashville Public Schools Handbook 2016-17.

\_\_\_\_\_  
Student's Name *(please print)*

\_\_\_\_\_  
Student's School *(please print)*

\_\_\_\_\_  
Name of Parent or Guardian *(please print)*

\_\_\_\_\_  
Signature of Parent or Guardian

\_\_\_\_\_  
Date

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



# PERMISSION FORM

*Please print all information.*

Student Name (First Name, Middle Name, Last Name): \_\_\_\_\_

Parent/Guardian (First Name, Middle Initial, Last Name): \_\_\_\_\_

Address: \_\_\_\_\_ Apt./Unit: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: \_\_\_\_\_ E-Mail: \_\_\_\_\_

The signature below acknowledges that I have read and understand the MNPS Student - Parent Handbook and related policies. I also 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). Furthermore, I confirm my child's participation in the areas identified with a check mark below.

PERMISSION STATEMENTS	Y	N
MNPS has permission to honor my child publicly, including in the media.		
MNPS has permission to share contact information about my child with a military recruiter.		
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.		
My child has permission to participate in the hearing, vision, height, weight, and blood pressure screenings.		
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.		

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 FORM

*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 47 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 FORM

*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. 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 FORM

*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 47 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 \_\_\_\_\_





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# INTRODUCTION

## HANDBOOK PURPOSE

Metro Nashville Public Schools Student - Parent Handbook 2016-17 was written in accordance with the policies of the MNPS School Board 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.

## 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.

## STUDENT - PARENT HANDBOOK PRINCIPLES

MNPS Student - Parent Handbook 2016-17 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, its educational purpose or constitutes a threat to the health, safety or welfare of a student or students and/or school personnel.

If it is determined that 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 that 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.

## 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

Metropolitan Nashville Public Schools 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 eighteen (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 School Board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or 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, 2016. MNPS has designated the following information as directory information:

- Student's name
- Address
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- 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 ID number, user ID, or other unique personal identifier used to communicate in electronic systems, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password or other factor known or possessed only by the authorized user
- A student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except



when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password or other factor known or possessed only by the authorized user

## 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 our 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 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 their child is 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 pro-active 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 all 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 35)
  - Ways to improve student's academic or behavioral performance
  - Services for students with disabilities and English Language Learners
  - 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's policy on attendance and truancy.
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/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 School Board'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 MNPS' district office and to 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 School Board'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 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 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 MNPS' Student - Parent Handbook.
10. Notify parents/guardians prior to an out of school disciplinary action.





## 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](http://www.mnps.org). You can also email us at [FamilyInfo@mnps.org](mailto: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](http://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

Metro Schools 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 Family Information at (615) 259-INFO (4636) to update your contact information. If your phone number changes, contact Family Information to give us your updated number to ensure you continue receiving our calls.

### MNPS Family Portal

The MNPS Family Portal is a web-based tool that helps you stay connected to your 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 replaces GradeSpeed, as well as some functions of school and teacher websites. It also offers many new features previously unavailable to families through any existing Metro Schools service. It is available online and on mobile devices.

**FAMILY  
PORTAL** powered by  
infinite campus



You can find

Metropolitan Nashville PS

in the app store.



### Download Our Mobile App

Metro Schools also has a new app that is free to download in both the Apple and Google 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.

## CONTACT MNPS

### Mailing Address

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

### Phone

(615) 259-INFO (4636)

### Fax

(615) 214-8897

### Email

[FamilyInfo@mnps.org](mailto:FamilyInfo@mnps.org)

### Website

[www.mnps.org](http://www.mnps.org)  
[www.mnpschildrenfirst.com](http://www.mnpschildrenfirst.com)  
[www.onpubliceducation.com](http://www.onpubliceducation.com)

### Facebook

[www.facebook.com/  
MetroSchools](https://www.facebook.com/MetroSchools)

### Twitter

@MetroSchools

### Instagram

@MetroSchools



## GET INVOLVED

### Department of Family and Community Partners

Our mission is to improve student success by supporting and empowering all families, schools, and communities through meaningful engagement and collaboration.

### Parents Advisory Council (PAC)

In addition to opportunities for parent involvement at individual schools, all Metro Schools' families are invited to participate in the district's Parent Advisory Council (PAC). The PAC 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 parental involvement and work with Metro Schools' personnel to reduce or remove these barriers.

The PAC meets regularly throughout the school year. There are 14 distinct Parent Advisory Councils organized by cluster. These PACs represent the following clusters: Antioch, Cane Ridge, Glenclyff, Hillsboro, Hillwood, Hunters Lane, McGavock, Maplewood, Overton, Pearl-Cohn, Stratford, Whites Creek, Magnet, and Charter. Parents and guardians with students in more than one cluster may choose to participate in multiple PACs. Cluster PAC meetings are open to all MNPS parents and guardians and meet to discuss topics of common interest and concern, develop cluster events and initiatives, and meet with school leaders.

Each Cluster PAC chooses representatives to attend the Director's Parent Advisory Council. The Director's PAC meets with the Director of Schools and other MNPS administrators to discuss district-wide concerns.

Meeting dates are posted on the district website, [www.mnps.org](http://www.mnps.org).

For more information, or to become involved, please contact Molly Sehring, Director of Family and Community Partnerships, at [molly.sehring@mnps.org](mailto:molly.sehring@mnps.org).

### Parent Organization

One of the most important areas of parental involvement is having a voice in policy and procedure through parent groups at the school level. The best vehicle for parents to be organized for involvement in their schools and to give proactive input is through a parent-teacher organization (PTO, PTA, PTSO, etc) at each school. To find the parent-teacher organization at your school, contact your school's main office.

### Family Involvement Specialists

Metro Schools has 12 Family Involvement Specialists (FIS) on staff, each serving a different cluster within the district. The role of the FIS is to serve families by providing direct supports and

getting them more involved in schools. The FIS team:

- offers workshops to parents, school staff and the community on school engagement
- assists families in advocating for students
- works 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 that 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  
Bailey Middle Prep  
Buena Vista Elementary  
Cole Elementary  
Creswell Middle Prep  
DuPont Hadley Middle Prep  
Glenclyff High School  
Gra-Mar Middle Prep  
Hunters Lane High School  
Inglewood Elementary  
Jere Baxter Middle Prep  
Joelton Middle Prep  
Madison Middle Prep  
Maplewood High  
McKissack Middle Prep  
Napier Elementary  
Pearl-Cohn Entertainment Magnet High  
Two Rivers Middle Prep  
Tusculum Elementary  
Whitsitt Elementary  
Wright Middle Prep

For an updated list of participating schools please visit: [www.communityachieves.org](http://www.communityachieves.org)

### Parent University

Parent University is a program designed to help parents in supporting their child's education. The program affords 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](http://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 help line 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**

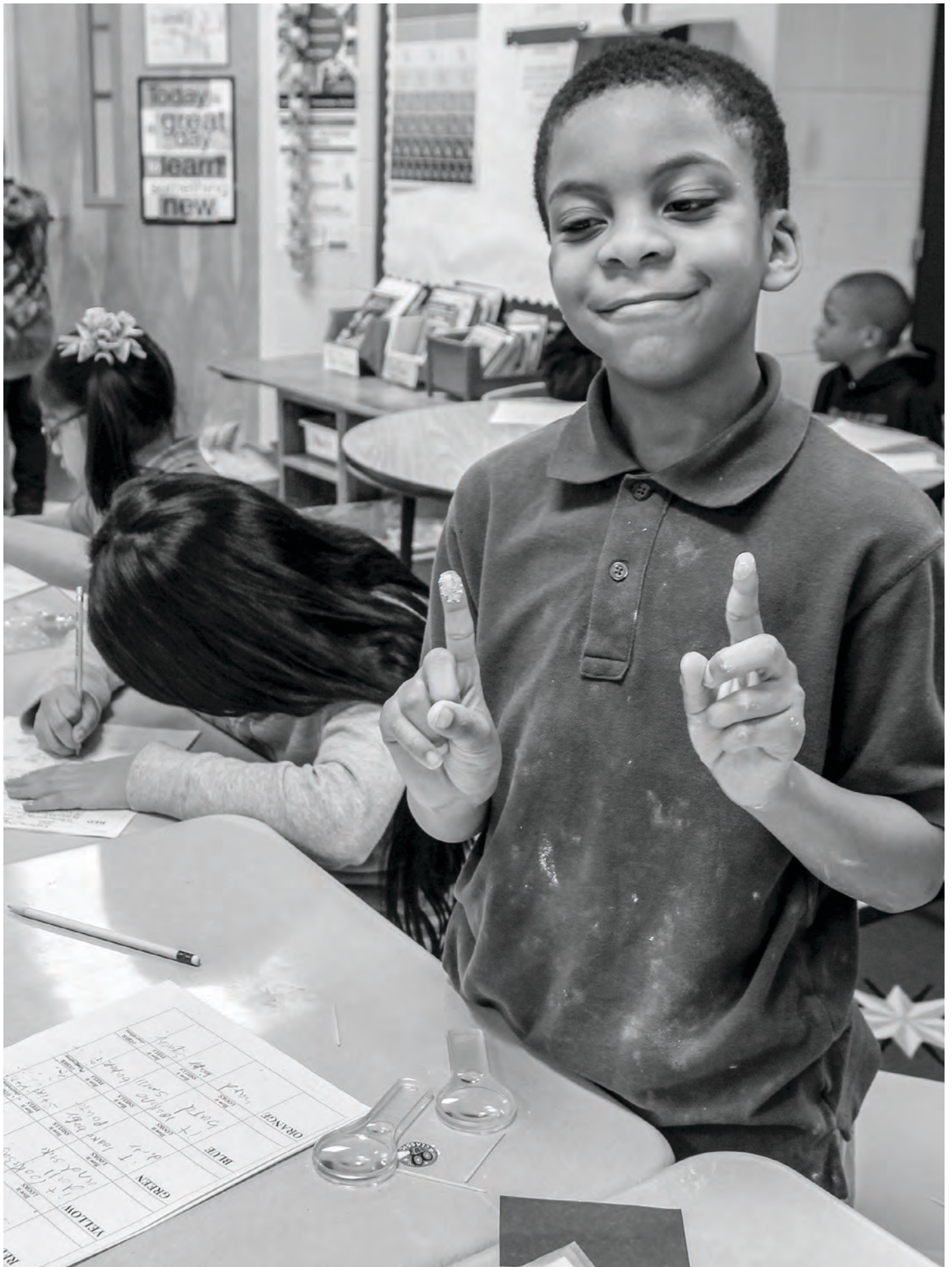
The Cluster Support Team works to secure services for students whose needs are beyond the resources of the schools. In addition, the Cluster Support Team serves as a conduit for services to prevent duplication of effort and children falling through the cracks. Cluster Support Teams include a truancy intervention specialist, social workers, family involvement specialist, 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.

### **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.





# FAMILY RESOURCE CENTERS

## LOCATIONS AND CONTACT INFORMATION

**Antioch High School**

1900 Hobson Pike – Portable #18  
Lead Agency: PENCIL Foundation  
Telephone: (615) 641-5400 Ext. 2010

**Bethlehem Centers of Nashville**

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

**Bordeaux Pre-K Center**

1910 South Hamilton Road  
Lead Agency: PENCIL Foundation  
Telephone: (615) 291-6355 Ext.101

**Cole Elementary School**

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

**Edgehill Family Resource Center**

1001 Edgehill Avenue  
Lead Agency: Organized Neighbors of Edgehill  
Telephone: (615) 256-4617

**Fall-Hamilton Elementary School**

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

**Glenclyff High School**

160 Antioch Pike  
Lead Agency: PENCIL Foundation  
Telephone: (615) 333-5070 ext. 301

**Madison Middle Prep**

300 Old Hickory Boulevard  
Lead Agency: PENCIL Foundation  
Telephone: (615) 254-1791 Ext. 213

**Martha O'Bryan Center**

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

**Maplewood High School**

401 Walton Lane  
Lead Agency: PENCIL Foundation  
Telephone: (615) 262-6770 Ext. 1100

**C. E. McGruder Family Resource Center**

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

**Napier Elementary School**

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

**Park Avenue Elementary School**

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

**Pearl-Cohn Entertainment Magnet High School**

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

**Salvation Army\Magness Potter Center**

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

**South Nashville Family Resource Center**

4928 Edmonson Pike  
Lead Agency: Catholic Charities  
Telephone: (615) 834-1944

**St. Luke's Community House**

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

**Tusculum Elementary School**

4917 Nolensville Road, Portable 17  
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](http://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 TN locations.

1704 Charlotte Ave, Suite 200, Nashville, TN 37203;  
(615) 833-2368; [www.bgcmt.org](http://www.bgcmt.org)

## **Boy Scouts of Middle TN**

Serving local youth from 1st 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](http://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](http://www.charlesdavisfoundation.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](http://www.enhopeexchange.org)

## **Girls on the Run**

Teaching life skills through dynamic, interactive lessons and running games for girls in 3rd-8th grades. 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](http://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](http://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](http://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](http://www.marthaobryan.org)

## **NAZA - Nashville After Zone Alliance**

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](http://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](http://www.oasiscenter.org)

**Rocketown**

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](http://www.rocketown.com)

**Southern Word**

Opportunities such as spoken word residencies and workshops, music production and songwriting, writers in the 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](http://www.southernword.org)

**Urban League of Middle Tennessee**

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](http://ul-mdtn.iamempowered.com)

**YMCA Youth Development Center**

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

1021 Russell St, Nashville, TN 37206;  
(615) 255-9622; [www.ymcamidtn.com/usydc](http://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](http://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;  
(615) 333-7672; [www.yllc.org](http://www.yllc.org)





# PROGRESSIVE BEHAVIOR RESPONSES

## 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 well 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. Say, for example, "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](http://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, the MNPS Student - Parent Handbook 2016-2017 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 some sort of activity to serve and benefit the community. Examples include working at a soup kitchen, cleaning up public spaces, helping at a facility for the aged, 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 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.

Metropolitan Nashville Public School's 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 Matrix 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 28-30.

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
<b>TYPE 1 BEHAVIORS</b>				
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
<b>TYPE 2 BEHAVIORS</b>				
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
<b>TYPE 3 BEHAVIORS</b>				
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
Fighting	311	C, D	YES	NO



## DISCIPLINE TABLE

BEHAVIOR	CODE	RESPONSE	SUSPENSION OUT OF SCHOOL	EXPULSION
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

# DISCIPLINE TABLE

BEHAVIOR	CODE	RESPONSE	SUSPENSION OUT OF SCHOOL	EXPULSION
Off Campus Behavior: <ul style="list-style-type: none"> <li>For a felony charge under T.C.A. §49-6-3051(b)(1) OR</li> <li>An act committed against a member of the student's school community that poses a threat to the safety of the school</li> </ul>	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 <i>Expellable ONLY with evidence of drugs or firearm</i>	425	C, D, E	YES	YES
<b>TYPE 5 BEHAVIORS</b>				
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 BEHAVIOR<sup>1</sup>

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/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

<sup>1</sup>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.)

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 Information System(SIS).

## **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/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 Information System (SIS).
5. If necessary, in-school suspension (ISS) of up to three (3) days or comparable services may be utilized.

## **LEVEL C RESPONSE – SUSPENSION OPTION**

1. Steps "1" through "4" are repeated from Level B.
2. If necessary, administrator may give ISS or comparable services for 1 – 3 days OR 1 – 3 days of out-of-school suspension (OSS), not to exceed a total of 3 days.

## **LEVEL D RESPONSE – SUSPENSION OPTION**

1. Same as Level C, except that administrator may give ISS or comparable services for 1 – 3 days and/or OSS for 1 – 5 days if necessary, not to exceed a total of 5 days. Note: If the suspension is for 5 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 Information System(SIS). 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 Matrix.

## **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 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.

#### **Code 105: Unauthorized Possession of Medication**

Possession of prescription or non-prescription medication which has not been registered in the school's office. For more information, see MNPS policy SP 6.129, available at [www.mnps.org](http://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**

Improper Use of Cell Phone, Internet, or Other Electronic Devices – Using personal technology, 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, exposure of a sexual nature or communication of a sexual nature and 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.

#### **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 may 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.

#### **Code 401: Assault on 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. A child may not receive the same disciplinary consequence for their involvement in an altercation, if the school administrator determines that 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 fight'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, 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 (1) 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 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 photograph 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 (1) 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 (2) 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**

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

**Code 411: Sexual Harassment**

Engaging in unwelcome sexual advances, requests for sexual favors, or other physical or verbal conduct or communication of a sexual nature. Sexual harassment includes gender-based harassment that creates an intimidating, hostile or offensive educational or work environment.

**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**

Two or more students intentionally causing or attempting to cause physical injury to another student. A student acting in self-defense after another student or students initiated the fight may not be disciplined for group fighting.

**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 Behavior<sup>2</sup> 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 1) with the use of force 2) against a person's will or 3) when the victim is unable to give consent.

**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**

Creating a substantial risk of serious bodily injury to another person.

**Code 421: Fighting - Repeated**

A student who participates in 2 or more fights in a school year may receive a minimum of 5 days of out-of-school suspension up to a calendar year expulsion. The disciplinary response should be based on:

- 1) the severity
- 2) 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

<sup>2</sup> TCA 49-6-3401 (a) Section (12)



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.

### **TYPE 5 BEHAVIORS**

#### **Code 501: Rape**

Committing oral, anal, or vaginal penetration 1) with use of force or 2) against a person's will or 3) 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 36 to 37 for more details. The following are Zero Tolerance offenses under Tennessee law:

#### **Code 505 (ZT): Drugs<sup>3</sup>**

Unlawful possession, use, or distribution of drugs on school grounds, including any controlled substance, 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 Diversion Program. A student who is found to have intent to distribute any drug with or without monetary exchange is not eligible for the Diversion Program. Eligibility requirements will include students attending an 8 hour drug education class and parents will be required to attend a 2 hour parent 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)<sup>4</sup>**

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 Expulsions<sup>5</sup> (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,

<sup>3</sup>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],

<sup>4</sup>TCA 39-11-106 (a)(34), <sup>5</sup>TCA 49-6-3401 (b)

or to protect persons on the school grounds. The principal/designee may suspend the student immediately for a maximum of two (2) 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 (1) day or less, the principal/designee will, within twenty-four (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 (5) 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/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. 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 (5) 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 District Family Information Center number at (615) 259-INFO (4636) or call the Discipline Office at (615) 259-8757.

Prior to any appeal hearing, but at no time later than fifteen (15) minutes before the appeal hearing begins, the parent/guardian will provide copies to the discipline director of all written evidence that the parent/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 Metro

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 Expulsion<sup>6</sup>**

There are three levels of appeals: Level 1 is to the Hearing Authority, Level 2 is to the Chief Support Services Officer/designee, and Level 3 is to the Board of 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 (5) days of written or actual notice of the decision to expel. If the appeal is not filed within the five (5) days, the right to appeal is waived. Notice of the parent/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 ten (10) days after the beginning of the expulsion (suspension of more than 10 days)<sup>7</sup>. 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.

<sup>6</sup> TCA 49-6-3401(4) (B-D), <sup>7</sup> TCA 49-6-3401(4) (C)



## **LEVEL 2 - Appeal to the Chief Support Services Officer/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 Chief Support Services Officer/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 Chief Support Services Officer/designee.

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

## **LEVEL 3 - Appeal to the Board of Education**

The Board of Education 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 Alternative Learning Center 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 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 officer of Elementary Schools 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 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 Alternative Learning Center 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 (1) 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/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 waiver. 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.



# 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 (3) 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

1. 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.
2. 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 SEIZURES<sup>8</sup>

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 the Metropolitan Nashville Public Schools 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.
- 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

<sup>8</sup> 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.



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) which 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 Metro School's Security Office for 60 days. After 60 days, unclaimed items will be discarded or destroyed.

## STUDENT ARREST

Parents/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 Metropolitan Nashville Public 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 may 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, 37204, assists parents in their native language as much as possible and acts as a resource and support for families and schools.

### EL Assessment & 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

#### 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 the Student - Parent Handbook, he or she will be disciplined in accordance with district policy and state and federal laws that govern Special Education (Individuals with Disabilities Education Act, IDEA). For more information regarding discipline and students with disabilities, please refer to the Notice of Procedural Safeguards booklet.

#### 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 will be developed.

### 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.
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 request either verbally or in writing that the school starts the 504-evaluation process.

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

The 504 Team will review all concerns and proceed with the 504-evaluation eligibility process.

#### Discipline

If a student who has been determined eligible under Section 504 violates school rules or district policies outlined in the Student - Parent 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 Individuals with Disabilities Education Act, IDEA. For more information regarding discipline and students with disabilities, contact the school and/or [www.mnps.org](http://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 describe 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).

### Board of Education Meetings and Policies

Board meetings are held on the second and fourth Tuesdays of each month. Persons who would like to speak to the Board may contact the board administrator at (615) 259-8487 to request to appear. Board meeting minutes are posted on the MNPS website and are available through the Family Information Center. More information about the Metropolitan Board of Education and its members is available on the MNPS website at [www.mnps.org](http://www.mnps.org).

### District Governance

The Metropolitan Nashville Public School District is governed by the Metropolitan Nashville Board of 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 sponsor policies applicable to their division. Policies are presented to the Director of Schools for approval in consultation with the full Executive Leadership Team. 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 Metro Schools' website at [www.mnps.org](http://www.mnps.org)
- Metro Schools Family Information Center (615) 259-INFO (4636)
- MNPS schools

## Attendance and Truancy

Tennessee law requires that children ages six (6) through seventeen (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/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, electronic 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 3 days)
- Deployment of a parent/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 3 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 3 days per year; only juniors and seniors)
- A principal may allow the following circumstances to be considered an excused absence if the parent/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/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/guardian of the student must send in a written note explaining why the student missed school within three (3) days of the student's return to school after being absent.
- Because students sometimes lose notes or forget to turn them in, the parent/guardian should make sure the designated school staff in the front office has received the written excuse notes.

- The parent/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/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 (4) 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 (5) 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/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/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 (4) 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.

## **Waiver of Compulsory Attendance**

If a parent/guardian believes his or her child is not benefitting from attending school or the student would like to obtain his or her GED, the parent/guardian should provide a written letter to the principal requesting a Waiver of Compulsory Attendance. The principal and school staff will discuss this request and choose to either approve or deny. If approved, the request will be sent to the MNPS Department of Support Services. The parent/guardian and student will meet with the executive director of Metro Schools to discuss the reasons for requesting that the student no longer attend school. The Director of Metro Schools will choose to grant or deny the waiver during the monthly School Board meeting, which is held on the second Tuesday of each month.

While waiting to hear if the student has been approved for the Waiver of Compulsory Attendance, the student should continue to attend school.

## **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

## **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, 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 6.100 available at [www.mnps.org](http://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 it 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. Metropolitan Nashville Public Schools 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 Family Information, (615) 259-INFO (4636).

## **Disruptive Parents/Guardians/Other Visitors**

Parent/guardian 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 such time as 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. Under no circumstances should a senior be required to come on exam day to find out if he/she is exempt. If a senior who is eligible for exemption elects to take the exam, the grade must count and be recorded. In the event a student is exempt and no exam is taken, each 9-week grade will count as 50% of the semester average. No exemptions are allowed in courses requiring an End of Course Exam. Senior exam exemptions are determined by individual classes by 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 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).

### **Internet and Email 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 district's Internet and Network. The full policy will be issued to parents and it will be posted on the MNPS policy section of the website. 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, MySpace 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 Metro Nashville Public Schools network, or through any electronic media, any material that identifies students or provides any information that would be considered confidential according to the Family Education Rights and Privacy Act (FERPA).

#### **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**

Metropolitan Nashville Public Schools 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's school is in improvement status; whether your child is eligible for special services based on varying factors such as being an English Language Learner, a homeless or migrant student, special education or gifted student, students' achievement level on State assessment, 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 determined to be 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 upon MNPS property. The application includes:

1. proof of valid, current Tennessee driver's license
2. proof of required insurance (set by state law), including personal liability and property damage
3. proof of ownership of vehicle to be parked on school property
4. 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-INFO (4636).

#### **Transportation - SS 3.118**

School bus transportation is a service provided to all zoned Metropolitan Nashville Public 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 should occur 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/ guardian; however, if the parent/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 & SP 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](http://www.schoolvolunteers.org)

## PERMISSIONS RELATED TO POLICIES

Certain permissions are required for students to participate in some school related activities. Parents/guardians should indicate on the permission form whether or not their child has permission to participate in the items listed. If a signature is not provided, MNPS will record the reply as a NO and the child will not be allowed to participate.

### Technology

Students will be permitted to use the Internet or e-mail at school unless the parent/guardian signs the **Technology Opt-Out form**, located on the Opt-out Preferences page in the front of the handbook, in order to restrict their child's use/access to the Internet. Please read the following sections (Internet and Email Use) and decide if you wish to restrict your child's access to the Internet. If you wish to deny your child's access, complete the Opt-Out Form, which should be signed by both the student and the parent/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 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.

If the parent/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 the 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.

### Military Recruiters

Metro Schools 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. Unless you deny permission, your child's information will be included.

### Publication of Name and Photo to MNPS Website

Web pages hosted from the MNPS web server will not display photographs, videos, and/or audio clips of any identifiable student without written permission obtained from the legal guardian of the student. Permission is provided on the Permissions page of this handbook.

## 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 page 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, Metro Nashville Public Schools, 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. 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 NPL'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/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 the handbook. Failure to sign the **Limitless Libraries Opt-Out form** will serve as an indication that the student has permission to access the Limitless Libraries.

## 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 inquiries, please contact:

Title VI & Title IX Coordinator  
2601 Bransford Avenue  
Nashville, Tennessee 37204  
Email: [civilrightscomplaints@mnps.org](mailto:civilrightscomplaints@mnps.org)  
Phone: 615-259-8634

### Section 504 of the Rehabilitation Act of 1973 & 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/guardian is encouraged to first meet and discuss the complaint with the local school 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/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 twenty (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/guardian wishes to appeal the decision of the District Section 504 Coordinator, he/she may submit a signed statement of appeal to the Chief Operating Officer or his/her designee within ten (10) days after receipt of the District Coordinator's response. The Chief Operating Officer or his/her designee will meet with all parties involved, formulate a conclusion, and respond in writing to the grievance within fifteen (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, 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, Tennessee 37204  
Email: shree.walker@mnps.org  
Phone: (615) 259-8486

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

For further information about students' rights and services, you may 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](http://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

Metropolitan Nashville Public Schools (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.

# 2016-17 REQUIRED TENNESSEE STUDENT ASSESSMENTS & DISTRICT ASSESSMENTS

## Student Achievement in Elementary & Middle Schools

Assessment	Grades	Purpose & Use	Test Window	Reporting
TCAP ( <i>Tennessee Comprehensive Assessment Program</i> ) 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.	<i>Part I</i> Early February - Early March  <i>Part II</i> Mid-April - Mid-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
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.	<i>Part I</i> Early February - Early March  <i>Part II</i> Mid-April - Mid-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.

## Screenings for Academic Support

Assessment	Grades	Purpose & Use	Test Window	Reporting
RTII Benchmark Universal Screener	K-12	RTII (Response to Instruction and Intervention) 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.	Early September, January and May	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 Metro Schools employees and the results are given to parents immediately.



### Screenings for Academic Support *(continued)*

Assessment	Grades	Purpose & Use	Test Window	Reporting
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.	Early March - Early 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.	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.

### 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.	One day in April <i>(a make-up test is available one day in May)</i>	Student-level reports are given 3-8 weeks after the test is given.

### District Assessments

Assessment	Grades	Purpose & Use	Test Window	Reporting
Digital Literacy Assessment	5	This assessment measures how students are using technology for learning. It helps identify whether students have appropriate access to instructional technology at school and are active in learning. It also indicates if learning is personalized for students and whether students with disabilities are able to use assistive technology.	Late August - Early September	Results are available when the test is completed. School staff decide when and how to share the results with parents and students.
MNPS Benchmark Assessments	1-11	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.	Late September - Early October, Early December and Early March	Results are available soon after the test is given. Schools decide how and when to share it 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.	Late August - Early September, Early December and May	Results are available soon after the test is given. Schools decide how and when to share it with students and parents.

Exceptional Education Assessments				
Assessment	Grades	Purpose & Use	Test Window	Reporting
TCAP Alt-Portfolio Assessment (also called NCSC)	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 alt-portfolio assessment when parents/guardians and educators decide it is appropriate according to his or her needs.	<b>Science and social studies:</b> Early August - Late January; <b>English-Lang. Arts and Math:</b> 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.

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."	Late January - Early March	Results are not shared at the student, school or district level. State-level results are posted online six months after the test is given.

Up-to-date information throughout the year regarding state and district assessments can be found at the following district website:  
[www.mnps.org/pages/mnps/Academics/Test\\_and\\_Assessments](http://www.mnps.org/pages/mnps/Academics/Test_and_Assessments)

# 2016-2017 SCHOOL CALENDAR

## FALL SEMESTER 2016

8/3

All students report for half day

8/4

Teachers report for in-service;  
students do not report

8/5

Grades 1-12 report for full day;  
PK and K report for half day

9/5

Labor Day Holiday

9/6

Teachers report for in-service;  
students do not report

9/30

1st quarter ends

10/3 – 10/7

Fall Break; students do not report

10/10

Teacher planning day;  
students do not report

10/11

2nd quarter begins

11/8

Parent-teacher conference day;  
students do not report

11/23 – 11/25

Thanksgiving Holidays

12/13 – 12/15

Half day for exams, grades 9-12

12/16

Half day for all students;  
end of 2nd quarter and 1st semester

12/19 – 1/2

Winter Holidays

## SPRING SEMESTER 2017

1/3

Teacher planning day;  
students do not report

1/4

Teachers report for in-service;  
students do not report

1/5

3rd quarter begins

1/16

MLK Holiday

2/20

Professional development day;  
students do not report

3/15

3rd quarter ends

3/16 – 3/17

No classes, (potential snow make-up days)

3/20 – 3/24

Spring Break

3/27

Teacher planning day;  
students do not report

3/28

4th quarter begins

4/14

Spring Holiday

5/22 – 5/24

Half day for exams, grades 9-12

5/25

Half day for all students; end of 4th  
quarter, 2nd semester and school year

5/26

Teachers report for in-service;  
last day for teachers





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## **Special Course Applications for Board Approval**

**June 2016**

Districts have the ability to develop special courses and submit applications to the State Department of Education for approval for use for the following school year. Once applications are accepted by the State DOE, the district simply completes a Special Course Renewal for three years. Once approved and used for three years, the course is presented to the State Board of Education for permanent status. This year, MNPS will submit the following applications:

### **Special General Education Courses (initial applications):**

- ACT PREP Pilot Course: This is a new course that the TN Department of Education asked districts to apply for an offer for students needing assistance preparing for the ACT. This course is for one semester and students will receive .5 elective credit upon successful completion. We will review the data from the course to determine if we will expand the course offering in the upcoming school years.
- Latin V: This course is for the students at MLK who have completed 4 years of Latin, but want to extend their knowledge and understanding of Latin. Students who typically enroll in the high level course tend to pursue careers in law or medicine.

# Memorandum

**To:** Chris Henson, Interim Director of Schools  
**From:** Alvin Jones, Executive Director, Support Services  
**Date:** 6/7/2016  
**Re:** Compulsory Attendance Waiver Request

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This request for exemption from compulsory school attendance has been reviewed. The request meets the guidelines for exemption as approved by the State Board of Education and MNPS policy. I recommend approval of this request.

NAME	AGE	SCHOOL	Waiver	Waiver/ GED
W.D.	17	McGavock HS		X
R.H.	17	The Cohn Learning Center		X



# **Metropolitan Nashville Public Schools Office of Charter Schools**

## **Charter School Application Recommendation Report**

### **Jump Start Charter School**

**Submitted by: Jump Start**

### **Evaluation Team**

#### **Core Team**

Mary Laurens Seely, Coordinator of Data Coaches, MNPS  
Katy Enterline Miller, Data Coach, MNPS  
Laura Ferguson, Senior Manager, School Turnaround, MNPS  
John Thomas, Planning Facilitator, Federal Programs, MNPS

#### **Satellite Readers (subject matter experts)**

Gerry Altieri, Coordinator of Exceptional Education, MNPS  
Dan Killian, Coordinator, Special Projects, Exceptional Education, MNPS  
Rick Caldwell, Exceptional Education Coach, MNPS  
Edward McKinney, RTI Coordinator, MNPS  
Megan Trcka, ELD Specialist, MNPS  
Amanda Nelms, ELD Specialist, MNPS  
Melissa Bentley, ELD Specialist, MNPS  
Dr. Sharon Wright, Executive Lead Principal, Elementary, MNPS  
Dr. Kelli Peterson, Executive Principal, Utopian Academy, Atlanta, GA  
Dr. Lesley Isabel, Executive Lead Principal, Middle Schools, MNPS  
Dr. Amy Hunter, Director of Curriculum and Instruction, LEAD Public Schools  
Brian Hull, Director of Resource Strategy, MNPS  
Gary Pope, Senior Accountant, MNPS  
Adrienne Useted, Chief Financial Officer, LEAD Public Schools  
Dr. Shree Walker, Coordinator, 504 Compliance, MNPS  
Shereka Roby-Grant, Facilitator, School Improvement Planning, MNPS  
Carla Richards, Facilitator, School Improvement Planning, MNPS  
Dr. Lisa Currie, Director, Student Discipline, 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.

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 rigorous and thorough. This process 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 and one or more MNPS board representatives 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 - Jump Start

### School Name - Jump Start Charter School

#### Mission and Vision -

**Mission:** Jump-Start Charter School will address the needs of a diverse group of students, their families, and communities by building on the strength of the students' cultural heritage and life experiences. Jump-Start Charter School students will be educated and enlightened to become successful lifelong learners and valuable members of the global community. Our ELL program provides instruction for academic and linguistic competence. Such competence will enable students to achieve on the same basis as native speakers of English and to participate successfully in the mainstream of American society.

**Vision:** The vision of Jump-Start Charter School is to create a K-4 school that is highly regarded for its academic excellence, providing a challenging learning environment for students, particularly in reading and in math. In order to provide a successful student experience, we will build a supportive, collaborative community between students, parents, and staff, embracing diversity, and honoring the unique contributions of each individual.

### Proposed Location - Glencliff Cluster

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

Academic Year		Grades Served	Proposed Number of Students
Year 1	2017	K-2	324
Year 2	2018	K-3	432
Year 3	2019	K-4	524
Year 4	2020	K-4	524
Year 5	2021	K-4	524
Year 6	2022	K-4	524
Year 7	2023	K-4	524
Year 8	2024	K-4	524
Year 9	2025	K-4	524
Year 10	2026	K-4	524
At Capacity		K-4	524

## Executive Summary

### Recommendation from the Review Team:

☐ Authorize

☒ Do Not Authorize

**Summary Analysis:** The review team recommends that the MNPS Board of Education deny the Jump Start application for a new charter school opening in 2017. The school proposes to be an elementary school focusing on reading and math instruction and with a large EL population.

The standard of review for a new charter application must be high, with compelling evidence that the proposed school has the capacity to achieve strong academic outcomes for students, along with the operational and financial capacity to open and sustain a viable school. The Charter School Act itself encourages us to hold charter schools to a higher standard of performance when they list as purposes for the Act such things as:

- Improved learning for all students
- Providing greater decision making authority to schools and teachers in exchange for greater responsibility for student performance
- Ensuring that children have the opportunity to reach proficiency on state academic assessments (TCA 49-13-102).

This application as presented lacks definition and is not well-designed. There is a lack of focused curriculum, much of the research is outdated, assessment plans are vague, and pedagogy is weak. Also lacking is a specific, measurable assessment plan that would inform instruction and measure student growth.

For an application to be approved, the operational and financial plans must align with and support the academic plan, mission and vision of the school. It was difficult for the review team to assess this alignment due to the lack of a clear, comprehensive curriculum plan focused on a proven and successful set of practices that complement one another and result in high student achievement.

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

## Academic Plan Detail

### Rating: Does Not Meet Standard

**Summary as Presented in Proposal:** The Jump Start application proposes to open a school serving grades K-4 in the Glenclyff Cluster of MNPS, with a focus on literacy and math instruction. The school also anticipates having a high ELL population and also indicates an emphasis on this population, building partnerships with area colleges and universities to enhance their ability to serve students and families whose first language is not English.

### Review Team Analysis:

The academic plan does not meet standard for approval because in its review, the team found that the academic plan lacks definition and is not well-designed. There is a lack of focused curriculum, robust supports for struggling and special needs students, and targeted academic benchmarks with outcomes that are indicative of a high performing school. Little research is presented to support the classroom model as presented, and much of that is outdated, some by as much as 20 years. Particularly as it relates to EL students, which is a purported focus for the school, there is a lack of specific, measurable, and coherent academic strategies that would give the review team confidence that the applicant can open and run a successful school. The applicant also assumes a substantially higher EL population than the surrounding schools in the Glenclyff cluster,, and was unable to give the review team a clear idea how the school would draw the larger population, or where they are currently.

From the outset of the application, it is unclear to the review team exactly what the focus of the school will be and how their goals and objectives will be accomplished. The application is short on specifics and much of the research cited is obsolete and cannot be relied upon for instructional decisions.

There does not appear to be a well-defined assessment strategy, and it was unclear how the school will use data to inform instruction. There was not a clear plan for hiring EL teachers, and the use of teaching assistants that would be able to speak in each student's home language appears unrealistic.

There is no clear or compelling process for setting, monitoring or revising academic achievement goals. RTI plans were unfocused and applicants did not appear to have a clear plan for Tier II and III interventions. The school does not appear to have a comprehensive approach to help remediate academic underperformance based on assessment and data, and no plan was presented for corrective action if the school does not meet performance expectations.



During the interview, the applicant team was not able to answer questions related to instructional scope and sequence, and when questioned directly about exceptional education practices, were unsure of the structures to be used and indicated they would have to defer to yet-to-be hired instructional specialists for assistance. Clear descriptions of the work of those specialists were not provided, and there is no evidence that this academic plan would close the achievement gap or present a high quality educational option for students.

Based on both the written application and the applicant interview, the review team is not confident this academic plan design is likely to produce a highly effective school.

## Operations Plan Detail

### Rating: Does not Meet Standard

**Summary as Presented in Proposal:** The Jump Start School proposes to open with a governing board that consists of nine (9) members. There will be an Executive Director and Principal, as well as eighteen (18) core teachers the first year of operation. The school will begin with grades K-2, then add one grade at a time until they reach capacity at the 4<sup>th</sup> grade. There is an extended school year and school day, with school beginning at 7:45 a.m. and ending at 3:45 p.m. Jump Start will contract with a private provider for transportation and work through the State School Nutrition Office to provide food service.

**Review Team Analysis:** The operations plan for Jump Start does not meet standard for approval because there is very little specificity concerning critical aspects of school operations. Starting with the governing board, board members appear have a variety of education experience, but there is no one on the board with management, organizational or start-up school experience and the review team is not confident the expertise needed to open and run a new elementary charter school exists with the current members.

The operational structure is unfocused, with no solid student or teacher recruitment plans, inconsistencies in staffing models, and vague transportation and food service plans. Facility plans are ambiguous and the while the application does include three properties that possibly could house the school, there is no in-depth description of the properties in relation to anticipated build-out and suitability for elementary students.

Professional development plans are unclear, and the plan to assess teachers and mentor them is unrealistic. The application indicates teachers will be videotaped at least 10 times per year, but does not describe who will do this or the type of feedback teachers will receive. The start-up plan is inadequate and appears to leave out critical aspects such as actual recruitment timeline of students and plans for a lottery if the school is oversubscribed.

Although STEAM (Science, Technology, Engineering, Arts, and Math) is mentioned within the application for gifted students, the applicant does not outline a robust plan, or STEAM goals and objectives. Additionally, there is no strategy presented for technology or how computers will be used to further instructional goals.

Based on all the critical factors, the review team does not believe the school is ready to open and achieve sustainable success on a high level.

## Financial/Business Plan Detail

### Rating: Does Not Meet Standard

**Summary as Presented in Proposal:** Jump Start presented an 11 year budget with a per-pupil estimate of \$9,586 and assumptions of significant fundraising capability. The budget document outlines revenue and cost assumptions and details financial procedures, policies and assumptions. Contingency plans are mentioned, and the required state budget document is filled out. The organization has filed the required forms to become a 501 (c) (3) as required by Tennessee law.

**Review Team Analysis:** The budgeted transfer to the charter school is higher than the average for the past several years, and may be unrealistic. If the BEP and local match are lower, the budget as presented would be negatively impacted, and there was no plan presented to account for lower than expected revenues. The applicant does not indicate where budget cuts would occur in the event of an unexpected emergency, and only expresses confidence that enrollment numbers would be met.

Budget assumptions are unrealistic in some places, and the assumptions do not align completely with the submitted budget. One example among several would be that the application indicates a student teacher ratio of 18:1 with a full time teaching assistant (TA) assigned to each classroom, along with a part-time TA who is fluent in other languages. This number of teaching assistants is not reflected on either the organization chart or the 10 year budget.

Another example occurs with classroom technology. The application states that each classroom will have at least 3 student computers and 1 teacher computer. Assuming the 18 classrooms suggested in the application  $\times$  4 computers = 72 Computers. The application shows \$15,000.00 budgeted for computers, which the review team believes to be an unrealistic cost, is and additionally leaves the school unable to administer the on-line state accountability testing that is coming next year.

In summation, the review team does not have confidence that this organization has the financial expertise needed for opening and sustaining a viable school.



# **Metropolitan Nashville Public Schools Office of Charter Schools**

## **Charter School Application Recommendation Report**

### **Rocketship Conversion**

**Submitted by: Rocketship Education**

### **Evaluation Team**

#### **Core Team**

Mary Laurens Seely, Coordinator of Data Coaches, MNPS

Katy Enterline Miller, Data Coach, MNPS

Laura Ferguson, Senior Manager, School Turnaround, MNPS

John Thomas, Planning Facilitator, Federal Programs, MNPS

#### **Satellite Readers (subject matter experts)**

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Dr. Shree Walker, Coordinator, 504 Compliance, MNPS

Shereka Roby-Grant, Facilitator, School Improvement Planning, MNPS

Carla Richards, Facilitator, School Improvement Planning, MNPS

Dr. Lisa Currie, Director, Student Discipline, 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.

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 rigorous and thorough. This process 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 and one or more MNPS board representatives 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 - Rocketship Education**

**School Name – Rocketship Conversion**

**Mission and Vision – Rocketship’s mission is to eliminate the achievement gap by graduating all students at or above grade level.**

**Rocketship’s vision is to create a future in which thousands of children from Nashville have graduated from four-year colleges and have returned to their communities to eradicate the last traces of the achievement gap.**

**Proposed Location – Rocketship did not identify a specific school, but if approved, will work with MNPS to decide which existing low-performing school currently on the priority list will be converted.**

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

Academic Year		Grades Served	Proposed Number of Students
Year 1	2017	K-4	500
Year 2	2018	K-4	500
Year 3	2019	K-4	500
Year 4	2020	K-4	500
Year 5	2021	K-4	500
Year 6	2022	K-4	500
Year 7	2023	K-4	500
Year 8	2024	K-4	500
Year 9	2025	K-4	500
Year 10	2026	K-4	500
At Capacity		K-4	500

## Executive Summary

### Recommendation from the Review Team:

□ Authorize

■ Do Not Authorize

### Summary Analysis

The evaluation team recommends **denial** of the application by Rocketship Education for a conversion charter school opening in the 2017-18 school year.

The application is a replication of the two existing Rocketship schools, with additional supports for social emotional learning discipline and special education. Of the existing schools, Rocketship Nashville Northeast Elementary opened in 2014-15 and Rocketship United opened in 2015-16, the just-finished school year.

The threshold for converting existing schools, even if low-performing, must be high, and present compelling evidence that the incoming organization and administration have demonstrated, successful academic results in a turnaround environment. The Tennessee Charter law itself speaks to that standard in TCA 49-13-107, specifically stating “in reviewing an application, the chartering authority may take into consideration the past and current performance, or lack thereof, on any charter school operated by the sponsor.” The Charter School Act itself encourages us to hold charter schools to a higher standard of performance when they list as purposes for the Act such things as:

- Improved learning for all students
- Providing greater decision making authority to schools and teachers in exchange for greater responsibility for student performance
- Ensuring that children have the opportunity to reach proficiency on state academic assessments (TCA 49-13-102).

It is in the last bullet point that this application fails to meet very specific and essential standards in the state’s application scoring rubric. Those standards are:

- Performance management standard: If an operator has existing schools within the district, previous compliance/performance reports show evidence of **student academic success**, organizational efficiency, and financial sustainability.
- Existing school record of performance standard: Applicant provides clear, compelling evidence of **successful student outcomes for each school in the network**.

Both Rocketship schools did test for 2015-16, but due to the unforeseen difficulties with the state's TN Ready testing platform, and the subsequent decision by the state to halt testing before completion, no results for state accountability testing are available for 2015-16.

Due to this circumstance, the only state accountability test results available are the TCAP results from Rocketship Nashville Northeast in 2014-15. Based on these outcomes, **Rocketship has compiled a record of substandard results.**

Among MNPS charter schools, Rocketship was the lowest achieving school. Rocketship's 2015 success rate, which is the percentage of students reaching proficiency across reading, math, and science, was 24.3%, which ranks at only the 3<sup>rd</sup> percentile (bottom 3%) of Tennessee public schools state-wide. Schools in the bottom 5% for three years are identified as Priority Schools by the Tennessee Department of Education.

Based on both the written application and the interview, the review team did not find that Rocketship provided a clear, comprehensive plan to ensure last year's substandard results would not be repeated. Furthermore, Rocketship describes their own process for consideration of expansion called "greenlighting" within their application, and in the review team's estimation, did not follow their own process for ensuring their current schools are academically successful before applying for additional schools. Additionally, Rocketship does not have any conversion experience either in Nashville or nationally.

Converting an existing low-performing school before Rocketship has demonstrated academic success on state accountability measures would not be in the best interests of the students the district or the community. After carefully reviewing the application in its entirety and interviewing the applicant team, the evaluation team is recommending denial of 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 type="checkbox"/> Partially Meets Standard <input checked="" 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 type="checkbox"/> Meets Standard <input checked="" type="checkbox"/> Partially Meets Standard <input type="checkbox"/> Does Not Meet Standard

## Academic Plan Detail

### Rating: Does Not Meet Standard

**Summary as Presented in Proposal:** Rocketship proposes to convert a low-performing elementary school that is on the state's priority list with all grades at once (K-4). The Rocketship model combines traditional classroom instruction with blended learning, which enables highly personalized individual instruction through on-line adaptive technology and tutors; a parent engagement strategy that allows for advocacy on behalf of all children and their education; and a leadership development program that creates sustainable careers for highly effective educators.

The academic plan will not differ significantly from the original Rocketship model. Rocketship's instructional model is a teacher-led, technology-supported approach to personalized learning. Teachers leverage frequent assessment and learning lab data to group students for targeted instruction. Rocketship utilizes a unique integrated special education program, with special education teachers pushing into the classrooms to provide support and co-teaching. Teachers collaborate to provide greater differentiation for all learning. Rocketship provides a positive behavior intervention and support culture that promotes character development and offers social emotional curriculum to all students. Blended learning initiatives increase access to technology, self-paced curriculum and on-going real time data. Additionally, the instructional program includes social-emotional learning curricula and enrichment opportunities

**Review Team Analysis:** The application does not meet standard due to the less than successful state accountability scores of one of the existing Rocketship schools. In breaking down the proficient/advanced TCAP scores from 2014-15, the following facts emerge:

In reading and math scores, Rocketship's performance falls below that of several identified MNPS priority schools.

- Six (6) MNPS priority schools performed within + or - 5% of Rocketship in Math. Three performed better than Rocketship.
- Nine (9) MNPS Priority Schools performed within + or - 5% of Rocketship in Reading, with five (5) priority schools performing better.

In 2015, Rocketship's economically disadvantaged (ED) success rate was below district averages for ED students. Rocketship's ED students had a 29.4% success rate in math,



compared to MNPS's 37% ED success rate. Rocketship's RLA ED success rate was 17.4%, compared to MNPS's 32% success rate for ED students.

While Rocketship boasts of a TVAAS growth score of 5, the highest level, further analysis shows that even the growth was modest in reading and math, and built more on the strength of the science scores. As well, only 56.7% of students in 4<sup>th</sup> grade math increased their NCE score from the year before, leaving over 43% of students staying at the same growth level or falling behind. Fifty-four percent of students increased their reading/language arts (RLA) NCE score in 2015, leaving over 45% of students staying at the same growth level or falling behind. Looking at the math and reading growth without science, their Math NCE gain was 2.4% (14<sup>th</sup> among MNPS elementary schools); and Reading NCE gain was 2.3% (18<sup>th</sup> among MNPS elementary schools). Rocketship's own application includes goals of a year and a half growth in Reading and Math, and this moderate growth does not meet their own goals. Significantly above average growth is desirable in all subjects, not simply science.

Additionally, while growth is important, it does not meet the standard of evidence of student success in the state's replication rubric. The State of Tennessee defines success as the % of all test takers in math, reading, and science in a given year. That measure is achievement based. Consideration of growth is not a part of the definition of student success.

The review team is unanimous that the standard for conversion has not been met, and Rocketship must prove they can achieve academic success with their current schools before being allowed to convert a school that is low-performing.

## Operations Plan Detail

### Rating: Partially Meets Standard

**Summary as Presented in Proposal:** Rocketship Tennessee schools are governed by Rocketship Education's (RSED) Board of Directors and will benefit from the support of the Rocketship Education Network Support Team (NEST). The governance structure will not change significantly with the addition of a new stand-alone school. Rocketship has a local advisory board comprised of community members and parents of students attending the school.

The Rocketship model includes all grades beginning at the same time, with year one estimated at 448 students. At capacity, Rocketship Fresh Start will have 550 students. Rocketship typically starts out at three-quarters capacity and reaches maximum capacity within two years.

The leadership team consists of a principal, two assistant principals, and a business operations manager. This is consistent with all Rocketship schools, including their first Nashville school which opened for the 2014-15 school year.

Staffing plans include salaries that average above the local district and Rocketship will provide transportation and food service. Rocketship anticipates 10% of their population will be identified as special needs and 90% of their population will be identified as economically disadvantaged.

Organizational charts, start-up plans and job descriptions are included and recruitment and hiring plans are also presented. The relationship between the network board and the local governing advisory board is given, as well as an extensive network staffing model.

**Review Team Analysis:** The Operational Plan partially meets the standard for approval because their operations model appears well thought out and has proven successful throughout the country. The review team found these characteristics to indicate a solid plan:

- Rocketship has a robust and well-developed talent pipeline. Applicants explained during the interview that not only do they have access to teachers trained in Rocketship's methods here in Nashville, but they also have access to talent within the larger organization. Both the application and the interview indicated intentional development of staff as leaders
- The national Rocketship Education network is supportive to local schools

The local advisory board has input into all aspects of the Nashville schools.

However, the review team has significant concerns about the process that Rocketship indicates it uses for assessing both school-by-school academic health and the greenlighting process used for consideration of expansion. In their own words, Rocketship outlines an extensive process used within the organization for assessing expansion, using such metrics as network capacity, student academic success, and certain financial indicators. The review team does not have confidence that Rocketship followed their own process for replication, considering their academic results for students are substandard.

## Financial/Business Plan Detail

### Rating: Partially Meets Standard

**Summary as Presented in Proposal:** The application indicates a consolidated budget and a fee schedule to schools that support the regional office. These fees will be 15% of revenues generated for each year in operation.

The school anticipates a significant investment in technology and equipment in the first year of operation, and also anticipates a very large lease expense.

The school will run a deficit in the first year of operation, and experience a negative fund balance through 2018-19. School assumes \$525,000 in Charter School start-up funds from the USDOE.

**Review Team Analysis:** The financial plan partially meets standard because, while the review team believes the Rocketship network overall has adequate financial resources, some of the budget assumptions are concerning. First, the school will run a deficit for at least one year, with a negative fund balance until 2018-19. While the school believes it has adequate fundraising and philanthropy to cover this deficit, the review team is not convinced this financial strategy is well-thought out.

The assumption of \$525,000 in Charter School start-up funds is equally concerning to the team. These funds are not guaranteed, and are competitive in nature. While it is likely that Rocketship would qualify, the review team is concerned that it is included as a part of the budget.

The only contingency plan presented in the event of an unexpected emergency was waiver of the 15% network fees, but no detail was presented to indicate what other budgetary adjustments would have to be made if this were not enough.



# **Metropolitan Nashville Public Schools Office of Charter Schools**

## **Charter School Application Recommendation Report**

### **Rocketship Fresh Start**

**Submitted by: Rocketship Education**

### **Evaluation Team**

#### **Core Team**

Mary Laurens Seely, Coordinator of Data Coaches, MNPS

Katy Enterline Miller, Data Coach, MNPS

Laura Ferguson, Senior Manager, School Turnaround, MNPS

John Thomas, Planning Facilitator, Federal Programs, MNPS

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## Introduction

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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 and one or more MNPS board representatives 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 - Rocketship Education**

**School Name – Rocketship Fresh Start**

**Mission and Vision – Rocketship Education will eliminate the achievement gap by graduating our students at or above grade level in Literacy and Math. Rocketship Education seeks to create a future in which thousands of children from Tennessee have graduated from four-year colleges and have come back to Tennessee to eradicate the last traces of the achievement gap. (This mission statement was in the original 2013 Rocketship application).**

**Proposed Location – Southeast Nashville**

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

Academic Year		Grades Served	Proposed Number of Students
Year 1	2017	K-4	448
Year 2	2018	K-4	497
Year 3	2019	K-4	550
Year 4	2020	K-4	550
Year 5	2021	K-4	550
Year 6	2022	K-4	550
Year 7	2023	K-4	550
Year 8	2024	K-4	550
Year 9	2025	K-4	550
Year 10	2026	K-4	550
At Capacity		K-4	550

## Executive Summary

### Recommendation from the Review Team:

- ☐ Authorize
- ☒ Do Not Authorize

### Summary Analysis

The evaluation team recommends **denial** of the application by Rocketship Education for a fresh start charter school opening in the 2017-18 school year.

The application is a true replication of the academic, operational and financial plan for the first two Rocketship schools, Rocketship Nashville Northeast Elementary and Rocketship United. Rocketship Nashville Northeast Elementary opened in 2014-15 and Rocketship United opened in 2015-16, the current school year.

The threshold for expanding existing schools must be high, with compelling evidence that those schools are exhibiting strong academic results for students that are significantly better than their previous results. The Tennessee Charter law itself speaks to that standard in TCA 49-13-107, specifically stating “in reviewing an application, the chartering authority may take into consideration the past and current performance, or lack thereof, on any charter school operated by the sponsor.” The Charter School Act itself encourages us to hold charter schools to a higher standard of performance when they list as purposes for the Act such things as:

- Improved learning for all students
- Providing greater decision making authority to schools and teachers in exchange for greater responsibility for student performance
- Ensuring that children have the opportunity to reach proficiency on state academic assessments (TCA 49-13-102).

It is in the last bullet point that this application fails to meet very specific and essential standards in the state’s application scoring rubric. Those standards are:

- Performance management standard: If an operator has existing schools within the district, previous compliance/performance reports show evidence of **student academic success**, organizational efficiency, and financial sustainability.
- Existing school record of performance standard: Applicant provides clear, compelling evidence of **successful student outcomes for each school in the network**.

Both Rocketship schools did test for 2015-16, but due to the unforeseen difficulties with the state's TN Ready testing platform, and the subsequent decision by the state to halt testing before completion, no results for state accountability testing are available for 2015-16.

Due to this circumstance, the only state accountability test results available are the TCAP results from Rocketship Nashville Northeast in 2014-15. Based on these outcomes, **Rocketship has compiled a record of substandard results.**

Among MNPS charter schools, Rocketship was the lowest achieving school. Rocketship's 2015 success rate, which is the percentage of students reaching proficiency across reading, math, and science, was 24.3%, which ranks at only the 3<sup>rd</sup> percentile (bottom 3%) of Tennessee public schools state-wide. Schools in the bottom 5% for three years are identified as Priority Schools by the Tennessee Department of Education.

Based on both the written application and the interview, the review team did not find that Rocketship provided a clear, comprehensive plan to ensure last year's substandard results would not be repeated. Additionally, Rocketship describes their own process for consideration of expansion called "greenlighting" within their application, and in the review team's estimation, did not follow their own process for ensuring their current schools are academically successful before applying for additional schools.

Adding an additional school before Rocketship has demonstrated academic success on state accountability measures would not be in the best interests of the students, the district or the community. After carefully reviewing the application in its entirety and interviewing the applicant team, the evaluation team is recommending denial of 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 type="checkbox"/> Partially Meets Standard <input checked="" 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 type="checkbox"/> Meets Standard <input checked="" type="checkbox"/> Partially Meets Standard <input type="checkbox"/> Does Not Meet Standard



## Academic Plan Detail

### Rating: Does Not Meet Standard

**Summary as Presented in Proposal:** Rocketship proposes to open a third (3<sup>rd</sup>) stand-alone elementary school with all grades at once (K-4). The Rocketship model combines traditional classroom instruction with blended learning, which enables highly personalized individual instruction through on-line adaptive technology and tutors; a parent engagement strategy that allows for advocacy on behalf of all children and their education; and a leadership development program that creates sustainable careers for highly effective educators.

The academic plan will not differ significantly from the original Rocketship model. Rocketship's instructional model is a teacher-led, technology-supported approach to personalized learning. Teachers leverage frequent assessment and learning lab data to group students for targeted instruction. Rocketship utilizes a unique integrated special education program, with special education teachers pushing into the classrooms to provide support and co-teaching. Teachers collaborate to provide greater differentiation for all learning. Rocketship provides a positive behavior intervention and support culture that promotes character development and offers social emotional curriculum to all students. Blended learning initiatives increase access to technology, self-paced curriculum and on-going real time data. Additionally, the instructional program includes social-emotional learning curricula and enrichment opportunities.

### Review Team Analysis:

The application does not meet standard due to the less than successful state accountability scores of one of the existing Rocketship schools. In breaking down the proficient/advanced TCAP scores from 2014-15, the following facts emerge:

In reading and math scores, Rocketship's performance falls below that of several identified MNPS priority schools.

- Six (6) MNPS priority schools performed within + or - 5% of Rocketship in Math. Three performed better than Rocketship.
- Nine (9) MNPS Priority Schools performed within + or - 5% of Rocketship in Reading, with five (5) priority schools performing better.

In 2015, Rocketship's economically disadvantaged (ED) success rate was below district averages for ED students. Rocketship's ED students had a 29.4% success rate in math, compared to MNPS's 37% ED success rate. Rocketship's RLA ED success rate was 17.4%, compared to MNPS's 32% success rate for ED students.

While Rocketship boasts of a TVAAS growth score of 5, the highest level, further analysis shows that even the growth was modest in reading and math, and built more on the strength of the science scores. As well, only 56.7% of students in 4<sup>th</sup> grade math increased their NCE score from the year before, leaving over 43% of students staying at the same growth level or falling behind. Fifty-four percent of students increased their reading/language arts (RLA) NCE score in 2015, leaving over 45% of students staying at the same growth level or falling behind. Looking at the math and reading growth without science, their Math NCE gain was 2.4% (14<sup>th</sup> among MNPS elementary schools); and Reading NCE gain was 2.3% (18<sup>th</sup> among MNPS elementary schools). Rocketship's own application includes goals of a year and a half growth in Reading and Math, and this moderate growth does not meet their own goals. Significantly above average growth is desirable in all subjects, not simply science.

Additionally, while growth is important, it does not meet the standard of evidence of student success in the state's replication rubric. The State of Tennessee defines success as the % of all test takers in math, reading, and science in a given year. That measure is achievement based. Consideration of growth is not a part of the definition of student success.

For these reasons, the review team has determined that the academic plan does not meet the standard for replication.

## Operations Plan Detail

### Rating: Partially Meets Standard

#### Summary as Presented in Proposal:

Rocketship Tennessee schools are governed by Rocketship Education's (RSED) Board of Directors and will benefit from the support of the Rocketship Education Network Support Team (NEST). The governance structure will not change significantly with the addition of a new stand-alone school. Rocketship has a local advisory board comprised of community members and parents of students attending the school.

The Rocketship model includes all grades beginning at the same time, with year one estimated at 448 students. At capacity, Rocketship Fresh Start will have 550 students. Rocketship typically starts out at three-quarters capacity and reaches maximum capacity within two years.

The leadership team consists of a principal, two assistant principals, and a business operations manager. This is consistent with all Rocketship schools, including their first Nashville school which opened for the 2014-15 school year.

Staffing plans include salaries that average above the local district and Rocketship will provide transportation and food service. Rocketship anticipates 10% of their population will be identified as special needs and 90% of their population will be identified as economically disadvantaged.

Organizational charts, start-up plans and job descriptions are included and recruitment and hiring plans are also presented. The relationship between the network board and the local governing advisory board is given, as well as an extensive network staffing model.

**Review Team Analysis:** The Operational Plan partially meets the standard for approval because their operations model appears well thought out and has proven successful throughout the country. The review team found these characteristics to indicate a solid plan:

- Rocketship has a robust and well-developed talent pipeline. Applicants explained during the interview that not only do they have access to teachers trained in Rocketship's methods here in Nashville, but they also have access to talent within the larger organization. Both the application and the interview indicated intentional development of staff as leaders

- The national Rocketship Education network is supportive to local schools
- The local advisory board has input into all aspects of the Nashville schools.

However, the review team has significant concerns about the process that Rocketship indicates it uses for assessing both school-by-school academic health and the greenlighting process used for consideration of expansion. In their own words, Rocketship outlines an extensive process used within the organization for assessing expansion, using such metrics as network capacity, student academic success, and certain financial indicators. The review team does not have confidence that Rocketship followed their own process for replication, considering their academic results for students are substandard.

## Financial/Business Plan Detail

### Rating: Partially Meets Standard

**Summary as Presented in Proposal:** The application indicates a consolidated budget and a fee schedule to schools that support the regional office. These fees will be 15% of revenues generated for each year in operation.

The school anticipates a significant investment in technology and equipment in the first year of operation, and also anticipates a very large lease expense.

The school will run a deficit in the first year of operation, and experience a negative fund balance through 2018-19. School assumes \$525,000 in Charter School start-up funds from the USDOE.

**Review Team Analysis:** The financial plan partially meets standard because, while the review team believes the Rocketship network overall has adequate financial resources, some of the budget assumptions are concerning. First, the school will run a deficit for at least one year, with a negative fund balance until 2018-19. While the school believes it has adequate fundraising and philanthropy to cover this deficit, the review team is not convinced this financial strategy is well-thought out.

The assumption of \$525,000 in Charter School start-up funds is equally concerning to the team. These funds are not guaranteed, and are competitive in nature. While it is likely that Rocketship would qualify, the review team is concerned that it is included as a part of the budget.

The only contingency plan presented in the event of an unexpected emergency was waiver of the 15% network fees, but no detail was presented to indicate what other budgetary adjustments would have to be made if this were not enough.



# **Metropolitan Nashville Public Schools Office of Charter Schools**

## **Charter School Application Recommendation Report**

### **Napier Community School**

**Submitted by: Martha O'Bryan Center**

### **Evaluation Team**

#### **Core Team**

Mary Laurens Seely, Coordinator of Data Coaches, MNPS  
Katy Enterline Miller, Data Coach, MNPS  
Laura Ferguson, Senior Manager, School Turnaround, MNPS  
John Thomas, Planning Facilitator, Federal Programs, MNPS

#### **Satellite Readers (subject matter experts)**

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Dr. Amy Hunter, Director of Curriculum and Instruction, LEAD Public Schools  
Brian Hull, Director of Resource Strategy, MNPS  
Gary Pope, Senior Accountant, MNPS  
Adrienne Useted, Chief Financial Officer, LEAD Public Schools  
Dr. Shree Walker, Coordinator, 504 Compliance, MNPS  
Shereka Roby-Grant, Facilitator, School Improvement Planning, MNPS  
Carla Richards, Facilitator, School Improvement Planning, MNPS  
Dr. Lisa Currie, Director, Student Discipline, 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.

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 rigorous and thorough. This process 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 and one or more MNPS board representatives 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 - Martha O'Bryan Center**

**School Name - Napier Community School**

### **Mission and Vision -**

**Mission:** Napier Community School will prepare all scholars for successful middle school transitions, increasing their opportunity to lead a balanced life and equipping them with the academic foundation and strong sense of self necessary to compete in a global context.

**Vision:** Napier Community School will partner with parents and community members to foster a safe, joyful, and peaceful place for scholars to develop strong foundational literacy and math skills in preparation for in-depth middle school curricula. Through intentional self-awareness and mindfulness training, scholars will develop a strong character, leadership skills, and a balanced and healthy mind. This combination of academic excellence and personal awareness will give scholars opportunities to recognize strengths, ignite curiosity, and become self-advocates. Further exploration during related arts and out-of-school time programming will expand their love of learning and fuel their desire for education. Proficiency in 21<sup>st</sup> Century Skills will empower scholars to compete in an ever-changing global job market. By combining rigor with joyfulness, scholars will graduate from Napier Community School with the tools and resiliency to achieve success.

**Proposed Location - Conversion of Napier Elementary**

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

Academic Year		Grades Served	Proposed Number of Students
Year 1	2017	K-4	460
Year 2	2018	K-4	460
Year 3	2019	K-4	460
Year 4	2020	K-4	460
Year 5	2021	K-4	460
Year 6	2022	K-4	460
Year 7	2023	K-4	460
Year 8	2024	K-4	460
Year 9	2025	K-4	460
Year 10	2026	K-4	460
At Capacity		K-4	460

## Executive Summary

### Recommendation from the Review Team:

#### ☒ Authorize

#### ☐ Do Not Authorize

**Summary Analysis:** The Martha O'Bryan Center submitted an application to specifically convert one of the MNPS district's priority schools, Napier Elementary, beginning with all grades at once. Martha O'Bryan currently operates two stand-alone charter schools within the MNPS district, East End Prep and Explore! Community School. East End Prep, with grades K-4, is very successful, consistently earning "excelling" status on the MNPS school report card and scoring very high on last year's TCAP testing (see East End report card attached). Explore! Community School is in its first year of operation.

The MNPS process for charter approval, particularly for an organization proposing to convert an existing school, is detailed, thorough, and based on the best interests of the students, district, and community. Additionally, the academic plan must be robust and present evidence that the applicant has a strong, comprehensive strategy to ensure the school moves away from priority status. Even with Martha O'Bryan's prior successful stand-alone charter schools, the threshold for replication must be high, and a conversion is much different than a stand-alone school. The wrong decision can harm a school and community that is already experiencing significant distress, so our standard of review in this case was especially rigorous. The review team very thoroughly vetted this application and in their expert opinion, the application meets the standard for **approval** in every area of the state's rubric – academic plan, operational plan, and financial plan.

Martha O'Bryan Center has, at the request of the Metropolitan Nashville Housing Agency, already developed an extensive presence in the Napier/Sudekum community and has been working with underserved communities in Nashville for over 100 years. Their expertise and experience is well-established.

The proposed conversion charter school defines a very clear mission that includes a multi-faceted approach consisting of health, academic foundation, balanced life, and sense of self- thus ensuring the whole child is included. Part of the mission is to move the students at Napier Elementary from the bottom 5% of the state to the top 10% of schools serving similar demographics within five years. The vision of the school

provides a focus on including parents, stakeholders, community and MNPS as partners in achieving the mission and goals of the proposed school.

Specific, measurable, and achievable academic goals are outlined in the application, and an established school leader has been hired with extensive experience in both turnaround and traditional school leadership. The review team is convinced that the multi-dimensional approach outlined in the application will create an excellent school for all Napier students.

Napier Community School will close the existing large achievement gaps using a model that includes intensive academic interventions, expanded wrap-around services, and social emotional supports that address Adverse Childhood Experiences (ACE's) through trauma-informed care. In addition, Martha O'Bryan will have access to the Napier Family Resource Center funded by United Way, will partner with Family and Children's Services, and Metro Parks and Recreation to increase social services offered in the community.

The strong academic plan outlined in the application, well supported by the operations and financial plans, give the review team confidence in our recommendation for approval of the Napier Community School.



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

**Summary as Presented in Proposal:** The Napier Community School proposes to provide a whole-school conversion of an existing MNPS priority school, Napier Elementary. Their goal is to move Napier from the bottom 5% in the state to the top 10% of school serving similar demographics within five years using a multi-dimensional approach – serving not only the students but also the parents and larger community. The school outlined values including social-emotional health, excellence in leadership, joyful atmosphere, and whole family engagement. The school will offer an extended day of 9 hours, resulting in 450 more instructional hours than the state of Tennessee requires. The academic focus will be rigorous, and will be supported by equally strong wrap-around and social-emotional supports that include the whole child and whole family.

**Review Team Analysis:** The Napier Community School application meets the standard for approval because the academic plan is strong, students are offered multiple avenues for acquisition of content and processing, instruction is data driven and an extended day is offered to ensure student success.

All courses are standards based and backwards-planned to align with the most current and rigorous standards available. There will be two teachers in each classroom, and teachers will have 100 minutes of planning each day. Fully half of those planning minutes will be devoted to co-curricular planning and data analysis, ensuring each student is given maximum learning opportunities. Additionally, a social worker will be part of this planning process to make sure any behavioral challenges, interventions and student needs are considered and met.

Each student will have a personalized learning plan, and the curriculum chosen is rigorous and research based. There will be 110 minutes of ELA instruction daily and 110 minutes of Math instruction. Social Studies is built into the ELA block, with 40 minutes daily built into the reading and writing materials. Students in K-2 will receive 90 minutes of Science each week during related arts block, and 3<sup>rd</sup> and 4<sup>th</sup> graders will receive 40 minutes of daily in-class instruction as well as a weekly 90 minute STEM lab. Arts instruction will be imbedded across the curriculum.

Teachers will receive significant professional development and coaching on how to analyze daily, weekly and interim assessment data. The school will use three interconnected assessment measures to create a comprehensive assessment framework rather than looking at assessments in isolation. They are Absolute Measures, Value-

Added Measures, and Internally developed measures. The school has a well-developed assessment strategy, using STEP, NWEA Map and internally developed assessments.

Instructional goals are clear, measurable, well-thought out, and although ambitious, are achievable.

The application offers specific, well developed instructional strategies for both English Language learners and students with disabilities. Those strategies will be differentiated and a very detailed description of Response to Intervention is given.

There will be two Special Education Lead Teachers (one for grades K-2 and the other for grades 3-4), with a total of eight (8) associate teachers to insure students with disabilities are given appropriate educational instruction. In addition, counseling, therapy, and consulting will be provided as a part of the wrap-around services offered by Martha O'Bryan Center.

The school will utilize the Sheltered Instruction Observation Protocol (SIOP) model as the main strategy for English Language learners within general education classrooms. Additional services will be offered to students who do not respond to this model.

Discipline will focus on positive culture, with two advisors hired whose sole responsibilities will be to foster a supportive environment and work with those students who struggle emotionally and behaviorally.

The academic plan is strong, with rigorous academics, strong social-emotional supports, extensive community engagement, and joyful culture. For these reasons, the review team is confident that the Napier Community School can reach its academic goals and meets the standard set forth in the state's application.

## Operations Plan Detail

### Rating: Meets Standard

**Summary as Presented in Proposal:** Napier Community School will operate under sponsor agency Martha O'Bryan Center's 501 (c) (3) status. The governing board is composed of 23 members, each with expertise and experience to assist school development and implementation. The board evaluates the school leader at the end of each fiscal year using a 360 review process. Board members receive on-going training and each new member receives a three-hour onboarding session.

The school included a start-up plan that will begin upon approval, and there is a fiscal reserve that allows for immediate staffing of appropriate personnel.

The facility is the current Napier School. Napier Community School will lease this facility from MNPS at an appropriate rate, and will provide some maintenance through Martha O'Bryan resources.

Staffing includes an Executive Principal, Lead Principals (2), Academic Dean, Director of Family Support Services, Academy Advisors (2), 20 Lead Teachers, 20 Assistant Teachers, 5 specials teachers, 2 Special Education Lead Teachers (one for K-2 and one for 3-4).

**Review Team Analysis:** The operations plan for Napier Community School meets standard because it has a robust governing board, identified facility, transportation, food service, and staffing plans that are well planned and identified.

The governing board is well-trained and adequately sized, with members whose strengths contribute to a successful school.

The school has a facility plan, leasing the current Napier Elementary School from MNPS, with plans to maintain and improve the building.

There is a robust staffing plan, with two teachers per classroom, support teachers and social workers, and a well-designed leadership pipeline for developing talent. Salaries are competitive, with opportunities to earn bonuses and incentives.

Transportation will be contracted out, with one bus route described, as Napier is essentially a neighborhood school within walking distance for most children. If another bus route is needed, Martha O'Bryan has the fiscal resources to accommodate the extra

costs. Equally, they also have the resources to accommodate any additional services required by students.

The operational plan, along with the evidence of two current charter school operating successfully, gives the review team confidence that the sponsor has the capacity to open and operate the Napier Community School.

## Financial/Business Plan Detail

### Rating: Meets Standard

**Summary as Presented in Proposal:** Napier Community School submitted detailed budget assumptions and both a school and network comprehensive budget worksheet, along with their latest audit. The schools assumes a BEP and local match of \$9, 100 per pupil in revenues, and uses a 2% year over year increase for expenses. Martha O'Bryan Center provides financial back-office support, which also manages Martha O'Bryan's \$7 million dollar operating budget. An independent auditing firm is engaged for the required yearly audit, and there are controls and policies that govern banking and idle funds, as required by Tennessee charter law. Contingency plans are presented in the event of a budget shortfall.

**Review Team Analysis:** The financial plan meets the standard for approval because the budget assumptions are realistic and reasonable, they support the academic and operational plans, all cost centers are adequately covered, and instructional costs are conservatively budgeted.

The school presents reasonable revenues and expenses, and the latest audit is clean with no findings. Although the school assumes \$510,000 in philanthropy in the start-up year, the organization has adequate resources, as well as a line of credit, in the event the philanthropy target is not met.

Additionally, Martha O'Bryan is currently operating two charter schools in Nashville and both are in excellent financial condition, as is the Martha O'Bryan Center itself. The center has established relationships with a number of organizations and donors in the community, and a long history of proven ability to procure funding through grants.

The review team is confident that Martha O'Bryan can leverage these existing partnerships, proven successful at the current schools, to provide the necessary resources that will support the academic and operational goals of the conversion school.



# Charter Fiscal Impact Analysis - Martha O'Bryan

## Assumptions

Charter Transfer Annual Increase (3-year Average)	3.1%
Projected Annual Growth of SBB Funding	2.0%

## 2017-18 Estimated Increase in Charter Transfer

Budget Category	Per Pupil Transfer	2017-18 Projected Enrollment	TOTAL Transfer
District Charter Transfer	\$ 9,600	460	<b>\$ 4,416,000</b>

## 2017-18 Estimated District Cost Off-Set

Budget Category	Per Pupil Expenditures	2017-18 Projected Enrollment	TOTAL Reduction
Current SBB Allocation	\$ 6,691*	460	\$ 3,077,860
Student Support Services	\$ 379	460	\$ 174,300
Substitutes	\$ 125	460	\$ 57,500
Textbooks	\$ 77	460	\$ 35,420
Off-Setting Lease Revenue			\$ 398,300
			<b>\$ 3,743,380</b>

\*Does not include centralized service costs

## Fiscal Impact on Centralized Services

2017-18 Fiscal Impact: Charter Transfer - Cost Reduction =	<b>\$ (672,620)</b>
This represents the amount that needs to be reduced from the district's centralized services, or added to the budget in order to break even.	

In this analysis, the fiscal impact to MNPS of authorizing the Martha O'Bryan charter application at Napier, is the district's increased charter transfer amount of \$4,416,000, less the off-setting reduction in SBB funding and other resources currently allocated to Napier. The difference of \$672,620 is the amount that needs to be reduced from the district's centralized services or added to the budget in order to break even.

## 2016-17 Centralized Services - NOT INCLUDED IN SBB ALLOCATION

Function	Total Cost	Per Pupil
District Administration (Board, Director's Office)	\$ 16,309,600	\$210.67
Leadership & Learning	\$ 110,922,231	\$ 1,433
Leadership & Management	\$ 39,163,031	\$ 506
Information Technology	\$ 18,341,100	\$ 237
Special Education (Related Service Providers, ChildFind)	\$ 12,517,000	\$ 162
Substitutes	\$ 8,441,600	\$ 109
Gifted & Talented	\$ 2,594,600	\$ 34
Nursing & Psychology Services	\$ 9,537,300	\$ 123
Other Supplies, Itinerant Teachers, Prof Dev.	\$ 20,327,600	\$ 263
Attendance & Discipline (e.g., Social Workers, Family & Community)	\$ 9,037,800	\$ 117
Transportation	\$ 34,302,100	\$ 443
Operation of Plant (e.g., Utilities, Custodial Services)	\$ 59,981,800	\$ 775
Utilities	\$ 32,032,500	\$ 414
Custodial Services	\$ 20,730,800	\$ 268
Other (Inventory, Fixed Assets, Security)	\$ 7,218,500	\$ 93
Maintenance	\$ 19,746,900	\$ 255
Fixed Charges (e.g., Insurance, Pension, Etc.)	\$ 39,741,600	\$ 513
Adult Education & Community Services	\$ 76,100	\$ 1
	<b>\$ 290,118,131</b>	<b>\$ 3,747</b>

## Ten-Year Fiscal Outlook

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-17
Charter Transfer	\$ 4,416,000.00	\$ 4,552,896.00	\$ 4,694,035.78	\$ 4,839,550.89	\$ 4,989,576.96	\$ 5,144,253.85	\$ 5,303,725.72	\$ 5,468,141.21	\$ 5,637,653.59	\$ 5,812,420.85
Cost Off-Set	\$ 3,743,380.00	\$ 3,818,247.60	\$ 3,894,612.55	\$ 3,972,504.80	\$ 4,051,954.90	\$ 4,132,994.00	\$ 4,215,653.88	\$ 4,299,966.95	\$ 4,385,966.29	\$ 4,473,685.62
Fiscal Impact	<b>\$ (672,620.00)</b>	<b>\$ (734,648.40)</b>	<b>\$ (799,423.22)</b>	<b>\$ (867,046.08)</b>	<b>\$ (937,622.06)</b>	<b>\$ (1,011,259.85)</b>	<b>\$ (1,088,071.84)</b>	<b>\$ (1,168,174.26)</b>	<b>\$ (1,251,687.30)</b>	<b>\$ (1,338,735.23)</b>

Ten-Year Fiscal Impact: **\$ (9,869,288.25)**


Metropolitan Nashville Public Schools  
Board of Education  
Regular Meeting  
Minutes  
November 24, 2015

TOPIC	DISCUSSION/MOTION	FOLLOW-UP/OUTCOME
<ul style="list-style-type: none"> <li>Roll Call</li> </ul>	<p>Present: Amy Frogge Tyese Hunter Dr. Sharon Gentry, Chair Elissa Kim Mary Pierce Will Pinkston Jill Speering Chris Henson, Interim Director of Schools</p> <p>Absent: Anna Shepherd, Vice-Chair and Dr. Jo Ann Brannon</p> <p>Dr. Gentry called the meeting to order at 5:03 p.m.</p>	
<ul style="list-style-type: none"> <li>Pledge of Allegiance</li> </ul>	Led by Mr. Jones, a student from DuPont Hadley Middle Prep.	
<b>AWARDS AND RECOGNITIONS</b>		
<ul style="list-style-type: none"> <li>Music for All Advocacy in Action Award</li> </ul>	Ms. Schell announced that MNPS received the first ever Music for All Advocacy in Action Award from Music for All for the MNPS partnership with the Music Makes Us program.	
<ul style="list-style-type: none"> <li>Parent Ambassadors</li> </ul>	Mr. De Pena introduced MNPS Parent Ambassadors to the Board.	
<b>AND THE GOOD NEWS IS...</b>		
<ul style="list-style-type: none"> <li>DuPont Hadley Middle Prep Choir and Art</li> </ul>	Dr. Jones talked about the DuPont Hadley Middle Prep choir and art that was showcased during the Board meeting.	
<ul style="list-style-type: none"> <li>TN Promise</li> </ul>	Mr. Krause and Dr. Cobb briefly discussed the benefits of TN Promise.	
<ul style="list-style-type: none"> <li>STEM Investing in Innovation (i3) Grant</li> </ul>	Dr. Elliot and Dr. Clark briefly updated the Board on the STEM Investing in Innovation (i3) Grant.	
<ul style="list-style-type: none"> <li>USDA Farm to School Grant</li> </ul>	Dr. Clark and Mr. Spencer briefly updated the Board on the USDA Farm to School Grant.	
<b>GOVERNANCE ISSUES</b>		
<ul style="list-style-type: none"> <li>Consent Agenda</li> </ul>	<p><b>Ms. Kim read the following consent agenda: IV-A-1-a- Recommended Approval of Supplement #1 for Southeast Early Learning Center – Allard Ward Architects; IV-A-1-b- Recommended Approval of Supplement #1 for Glenview Elementary School Additions – Hart Freeland Roberts; IV-A-1-c- Recommended Approval of Request #5 for LEED Consultation at Various Schools (Southeast Early Learning Center) – Hastings Architecture Associates, LLC; IV-A-1-d- Awarding of Purchases and</b></p>	

Metropolitan Nashville Public Schools  
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Minutes  
November 24, 2015

TOPIC	DISCUSSION/MOTION	FOLLOW-UP/OUTCOME
<ul style="list-style-type: none"> <li>Consent Agenda - continued</li> </ul>	<b>Contracts (1) Dell Marketing LP (2 purchases), (2) Georgia State University, (3) Hearing Bridges, (4) Insight Education Group, Inc., (5) Mobile Fixture and Equipment Co., (6) RD Herbert &amp; Sons Company; IV-A-1-e- Tenure List. Ms. Kim made a motion to approve the consent agenda as read. Ms. Speering seconded.</b>	<b>VOTE: 7-0 – Unanimous</b>
<b>REPORTS</b>		
A. Director's Report 1. PASSAGE	Dr. Majors presented a PASSAGE report to the Board.	
B. Committee Reports		
1. Capital Needs	Ms. Pierce stated that the Board had begun looking at the preliminary capital budget needs of the district. The next meeting would be held December 8 <sup>th</sup> at 3:30 p.m.	
2. Teaching and Learning	Ms. Speering gave a Teaching and Learning Committee report.	
C. Board Chairman's Report		
1. Announcements	Ms. Speering announced that she and Mr. Henson attended Hunters Lane High School to hear their band. Also, during the event it was announced that StubHub had donated \$40,000 of new instruments to the school.	
<ul style="list-style-type: none"> <li>Hunters Lane High School</li> </ul>		
<ul style="list-style-type: none"> <li>Dupont Hadley Middle Prep</li> </ul>	Ms. Speering gave brief comments and thanked Mr. Walton, Dupont Hadley Middle Prep music teacher, for his service and hard work within the district.	
<ul style="list-style-type: none"> <li>Cane Ridge High School Cheerleading Team</li> </ul>	Ms. Hunter congratulated the Cane Ridge High School Cheerleading Team for qualifying for the National Competition.	
<ul style="list-style-type: none"> <li>RePublic High School</li> </ul>	Ms. Hunter announced that she attended the opening of the Thomas A. Cato Center at RePublic High School.	
<b>WRITTEN INFORMATION TO THE BOARD</b>		
<ul style="list-style-type: none"> <li>Sales Tax Collections as of November 20, 2015</li> </ul>		
<ul style="list-style-type: none"> <li>Fiscal Year 2015-2016 Operating Budget Financial Reports</li> </ul>		
<ul style="list-style-type: none"> <li>Transportation Update</li> </ul>		
<ul style="list-style-type: none"> <li>Substitute Teachers Update</li> </ul>		
<ul style="list-style-type: none"> <li>Upcoming Committee Meetings</li> </ul>		

Metropolitan Nashville Public Schools  
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November 24, 2015

TOPIC	DISCUSSION/MOTION	FOLLOW-UP/OUTCOME
• Adjournment	Ms. Frogge adjourned the meeting at 6:29 p.m.	
• Signatures	 <div> <div>Chris M. Henson</div> <div>Board Secretary</div> </div> <div> <div>Sharon Dixon Gentry</div> <div>Board Chair</div> </div> <div>Date</div>	

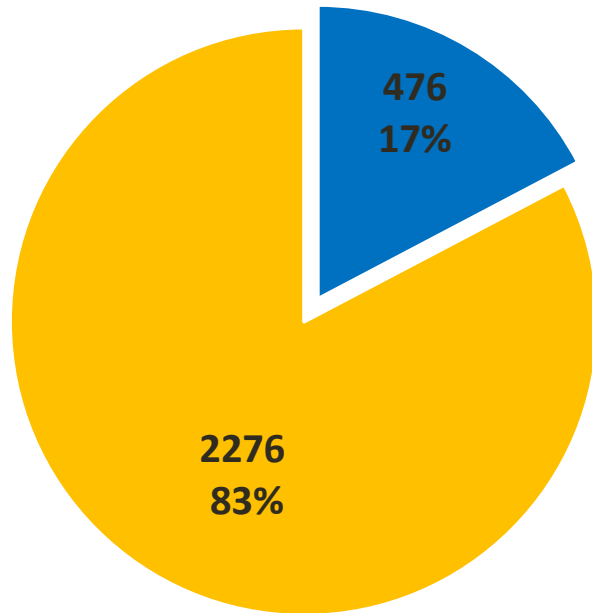
# Metro Nashville Public Schools

## Pre-Kindergarten: Quality and Capacity

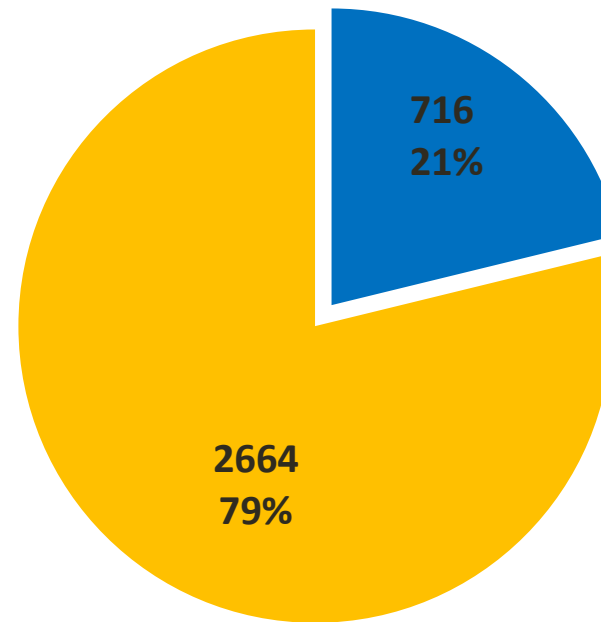


# Pre-K Enrollment School Based and Early Learning Centers

2015-2016



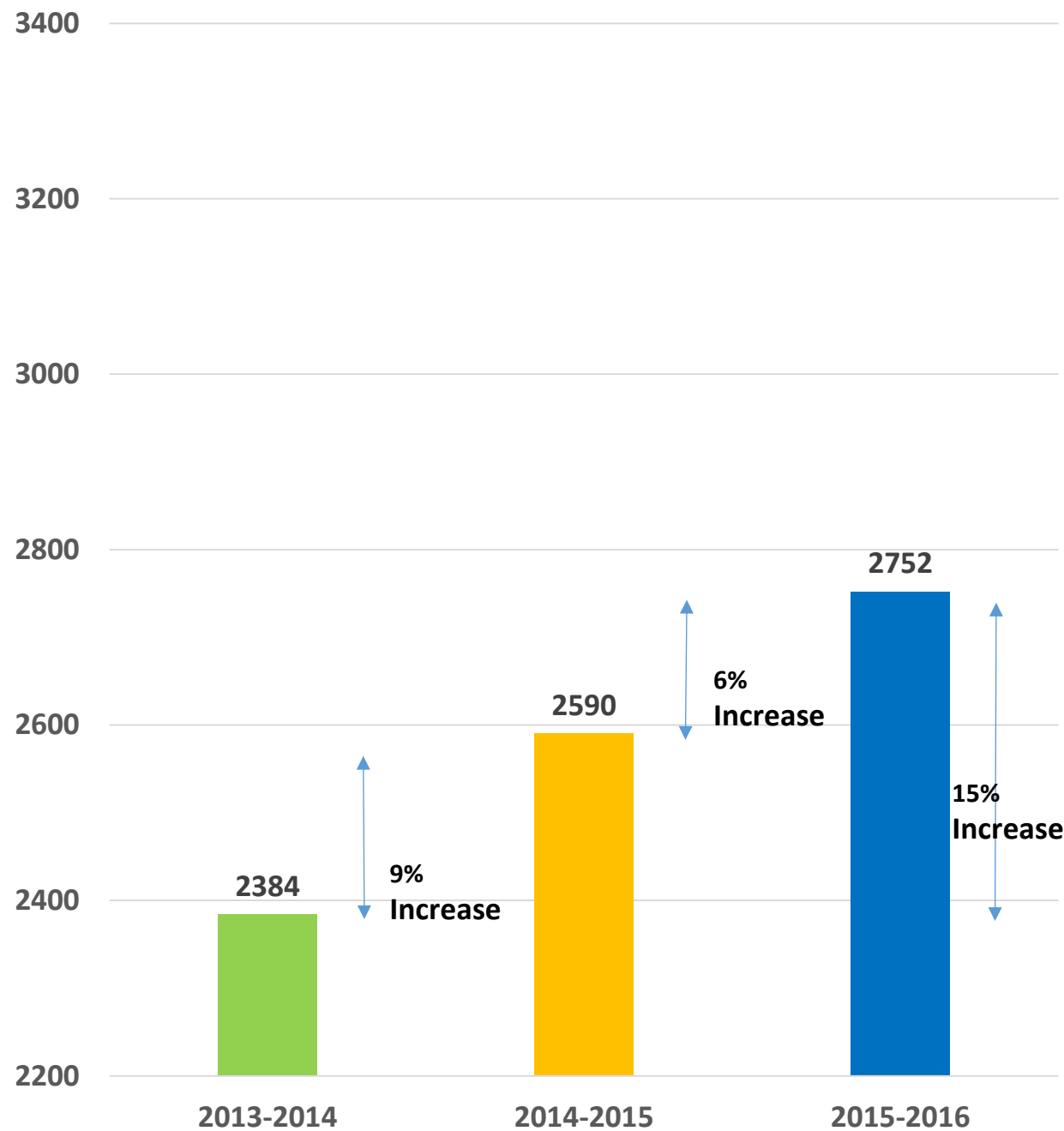
2016-2017



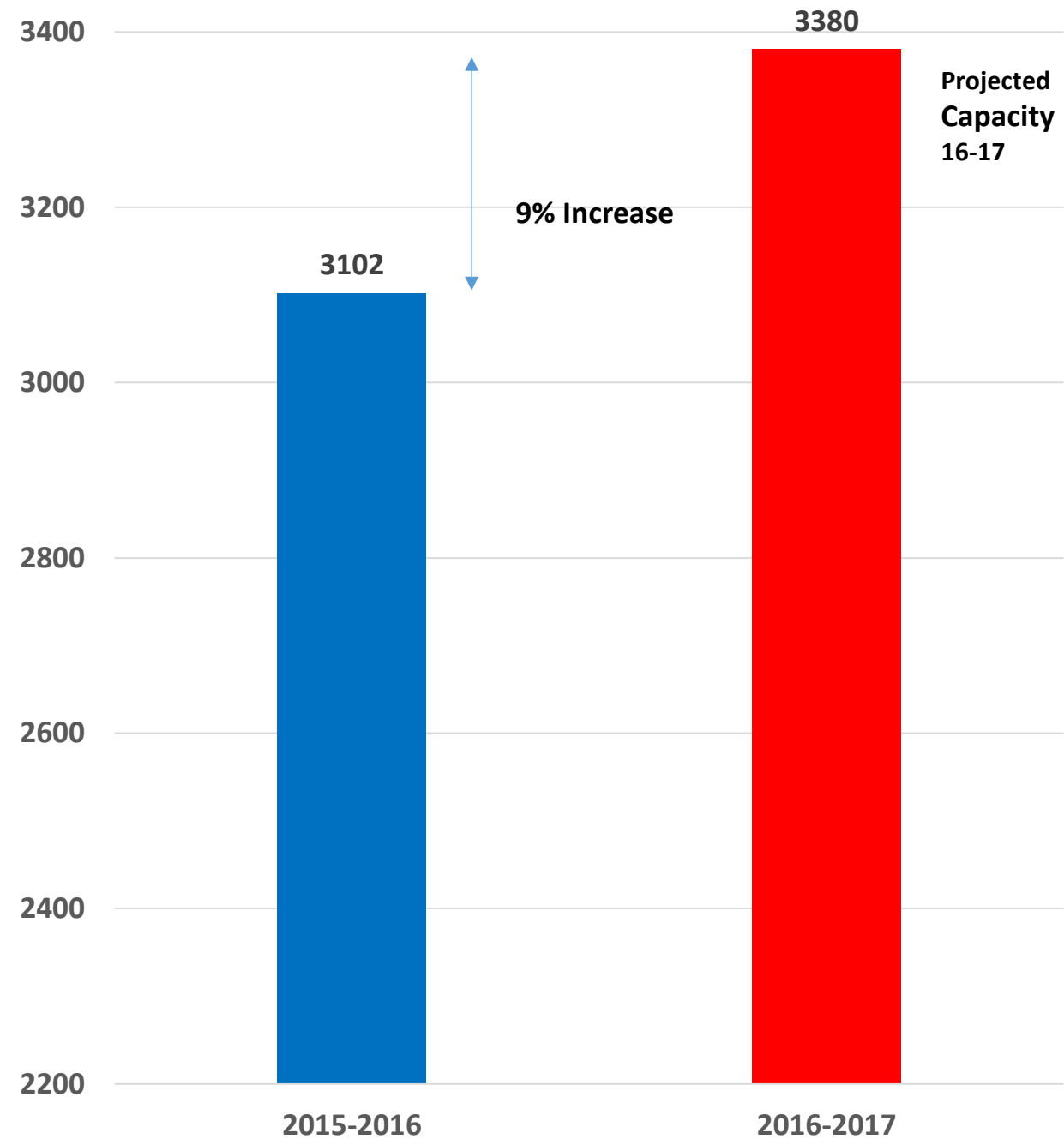
■ ELC  
■ School Based



2013-2016 Enrollment

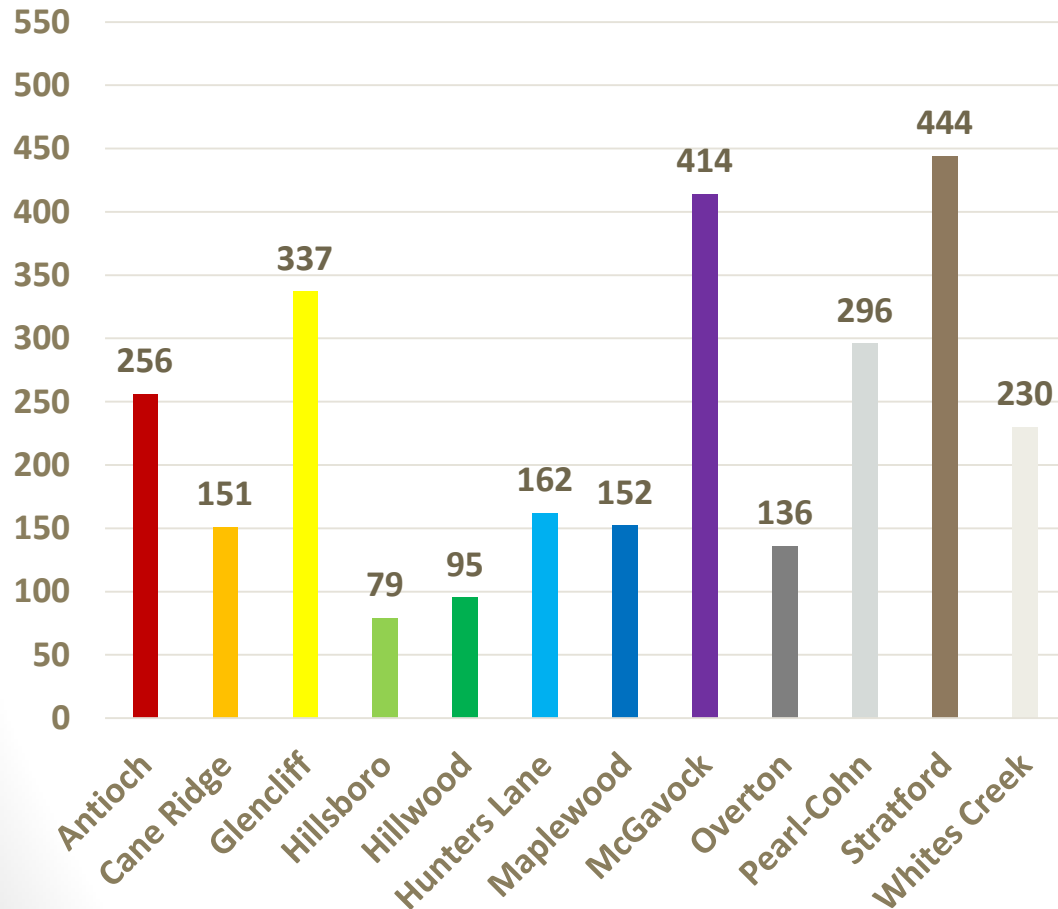


2015-2016 & 2016-2017 Capacity

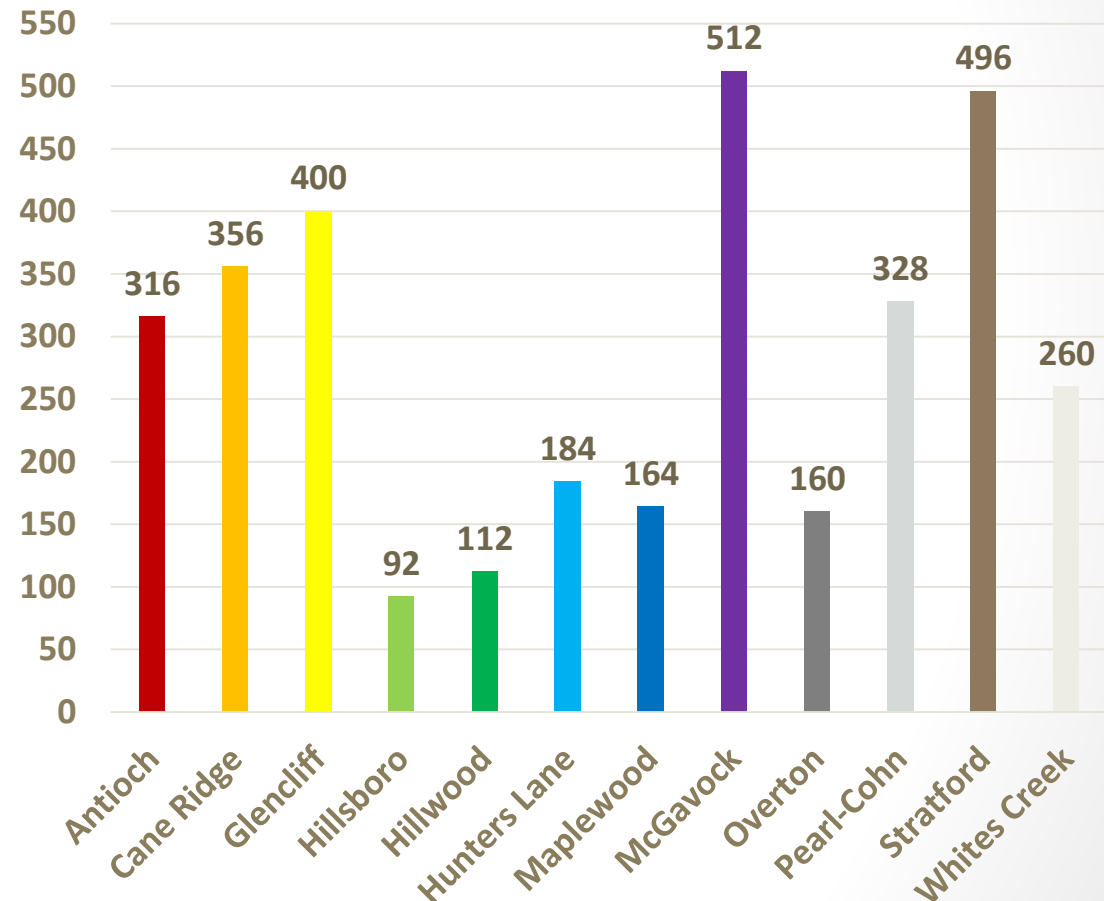


# Enrollment and Capacity by Cluster

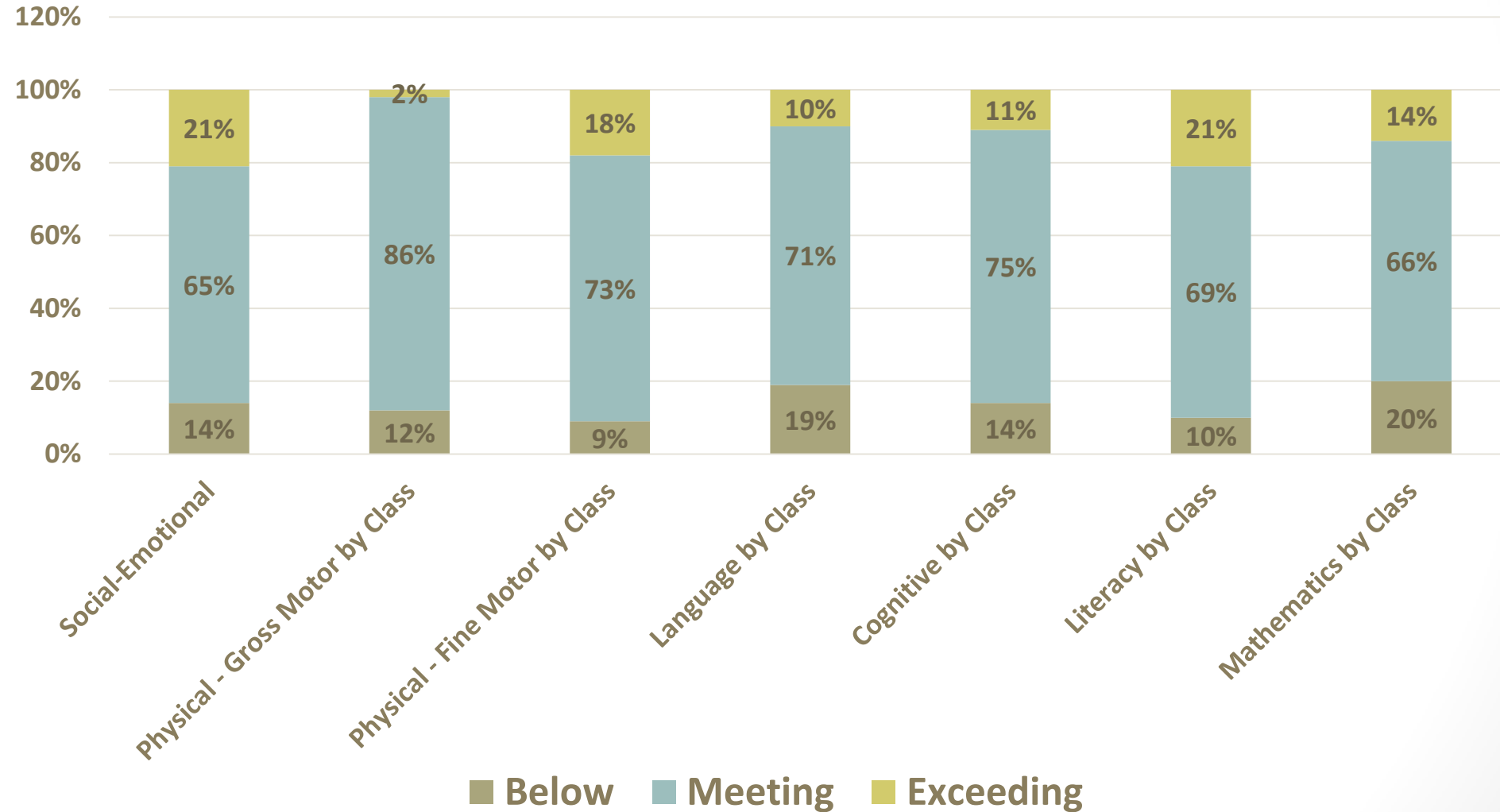
Cluster Enrollment 2015-2016



Cluster Capacity 2016-2017

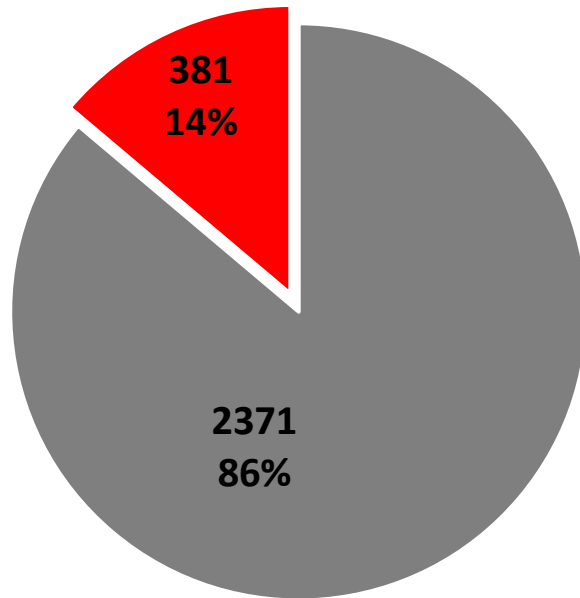


# Student Outcomes-GOLD Data



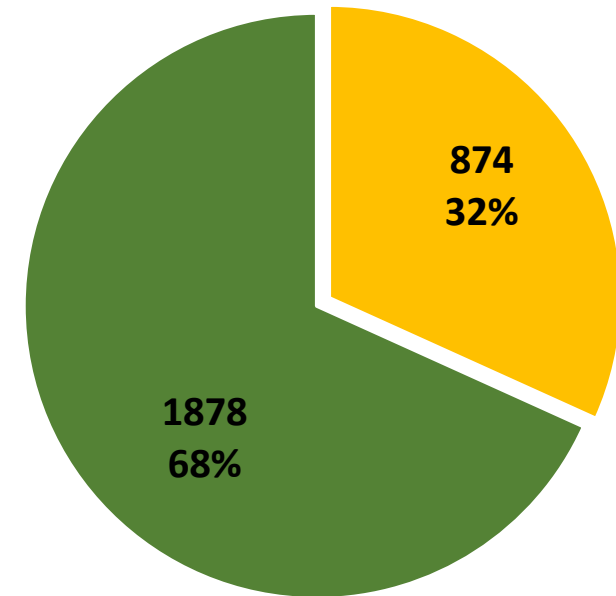
# Special Populations

Economically Disadvantaged 2015-2016



■ Economically Disadvantaged ■ Above Income

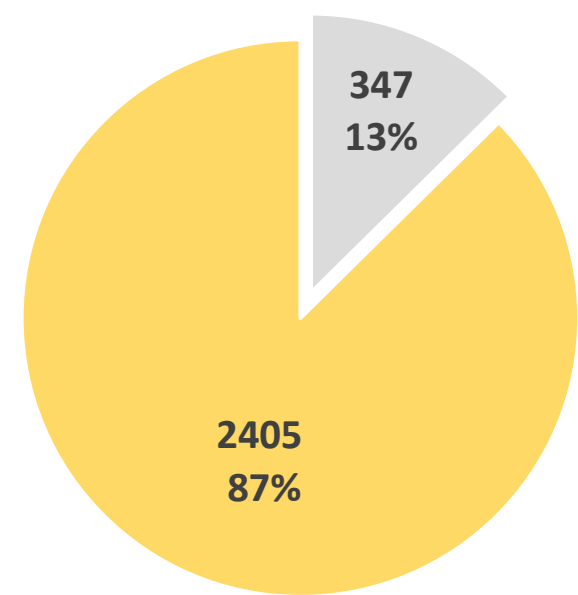
Home Language 2015-2016



■ Home Language other than English ■ English is Home Language

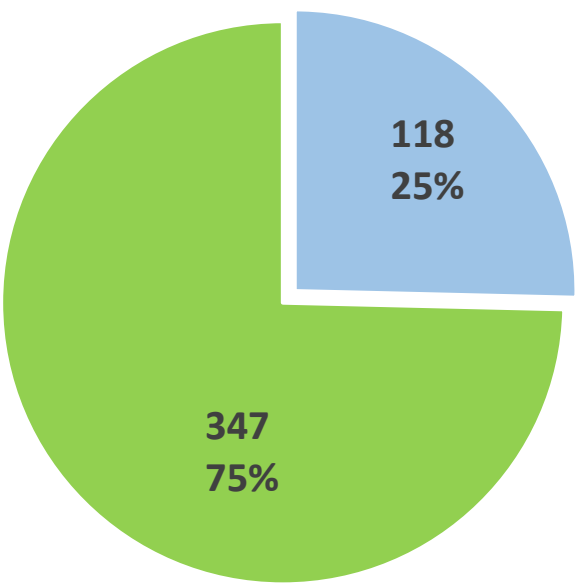
# Students Entering with Individual Education Plan (IEP) or Identified After Enrollment

Entering with IEP 2015-2016



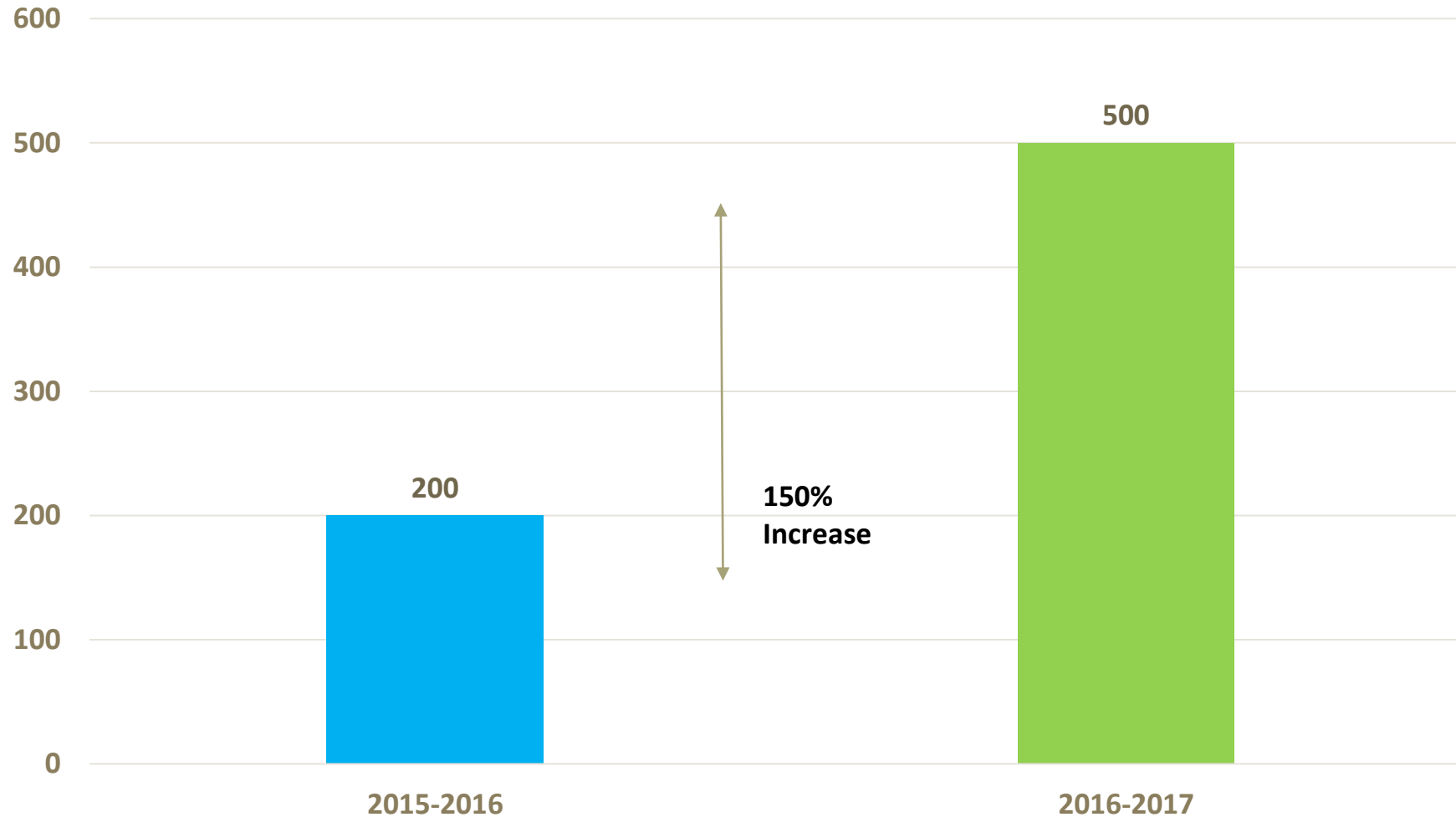
■ IEP ■ No IEP

Entering & Identified 2015-2016



■ Identified for IEP ■ Entering with IEP

# Before and After Care Capacity



# Pre-K Expansion

## 276 New Student Seats in SY 16-17



### School Based Classrooms

Una: 1 Classroom (20)

Cole: 1 Classroom (20)

Smith Springs: 1 Classroom (20)

### Cambridge Early Learning Center

8 Classrooms (160)

### Community Based Program

Kinder Care Learning Center: 2 Classrooms (40)

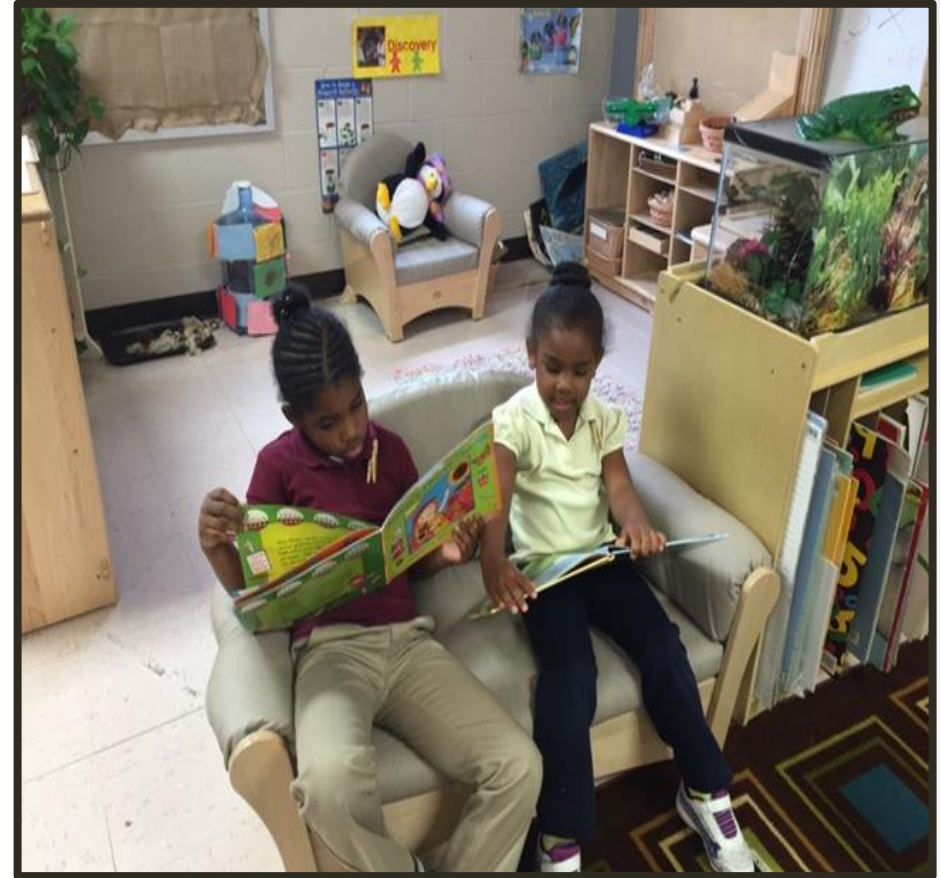
### Casa Azafrán Early Learning Center

Self Contained (3 year old class): 1 Classroom (16)



Thank you!

Questions or Comments



## ***Teaching Strategies-Creative Curriculum: GOLD Assessment Objectives***

### **Social-Emotional**

**Objective 1: Regulates own emotions and behaviors**

**Objective 2: Establishes and sustains positive relationships**

**Objective 3: Participates cooperatively and constructively in group situations**

### **Physical**

**Objective 4: Demonstrates traveling skills**

**Objective 5: Demonstrates balancing skills**

**Objective 6: Demonstrates gross-motor manipulative skills**

**Objective 7: Demonstrates fine-motor strength and coordination**

### **Language**

**Objective 8: Listens to and understands increasingly complex language**

**Objective 9: Uses language to express thoughts and needs**

**Objective 10: Uses appropriate conversational and other communication skills**

### **Cognitive**

**Objective 11: Demonstrates positive approaches to learning**

**Objective 12: Remembers and connects experiences**

**Objective 13: Uses classification skills**

**Objective 14: Uses symbols and images to represent something not present**

### **Literacy**

**Objective 15: Demonstrates phonological awareness**

**Objective 16: Demonstrates knowledge of the alphabet**

**Objective 17: Demonstrates knowledge of print and its uses**

**Objective 18: Comprehends and responds to books and other texts**

**Objective 19: Demonstrates emergent writing skills**

### Mathematics

**Objective 20: Uses number concepts and operations**

**Objective 21: Explores and describes spatial relationships and shapes**

**Objective 22: Compares and measures**

**Objective 23: Demonstrates knowledge of patterns**

### Social Studies

**Objective 24: Uses scientific inquiry skills**

**Objective 25: Demonstrates knowledge of the characteristics of living things**

**Objective 26: Demonstrates knowledge of the physical properties of objects and materials**

**Objective 27: Demonstrates knowledge of Earth's environment**

**Objective 28: Uses tools and other technology to perform tasks**

**Objective 29: Demonstrates knowledge about self**

**Objective 30: Shows basic understanding of people and how they live**

**Objective 31: Explores change related to familiar people or places**

**Objective 32: Demonstrates simple geographic knowledge**

### Performing/Visual Arts

**Objective 33: Explores the visual arts**

**Objective 34: Explores musical concepts and expression**

**Objective 35: Explores dance and movement concepts**

**Objective 36: Explores drama through actions and language**

### English Language Acquisition

**Objective 37: Demonstrates progress in listening to and understanding English**

**Objective 38: Demonstrates progress in speaking English**