



AGENDA

METROPOLITAN BOARD OF PUBLIC EDUCATION

2601 Bransford Avenue, Nashville, TN 37204

Regular Meeting – June 23, 2026 – 5:00 p.m.

Freda Player, Chair

I. CONVENE and ACTION

- A. Call to Order
- B. Establish Quorum
- C. Pledge of Allegiance
- D. Adoption of Agenda

II. DIRECTOR'S REPORT

A. 2026 State of Schools

Core Tenets: Re-envision central office as a support hub. Empower and equip leaders at all levels.
Create and support engaging, rigorous, and personalized learning experiences for all students.
Identify and eliminate inequities.

III. PUBLIC PARTICIPATION

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

IV. BOARD REPORTS

- A. Budget and Finance

V. GOVERNANCE ISSUES

A. Actions

1. Consent

- a. Minutes – 6/9/2026– Regular Meeting
- b. Awarding of Purchases and Contracts
 - 1. D&H Electronic Systems, Inc.
 - 2. Fusion Alarms, LLC
 - 3. Johnson Controls US Holdings LLC
 - 4. Progressive Technologies, Inc
 - 5. Sims Strategic Diversity Consultants
- c. Student-Parent Handbook
- d. FY26-27 Operating Budget - *Recommendation from Budget and Finance Committee*
- e. Federal Programs Budget - *Recommendation from Budget and Finance Committee*

- f. Nutrition Services Budget - *Recommendation from Budget and Finance Committee*

2. MNPS ReImagined Zoning Option Phase Out

VI. WRITTEN INFORMATION TO THE BOARD

- A. Sales Tax Collections as of June 20, 2026

VII. ADJOURNMENT

If any accommodations are needed for individuals with disabilities who wish to be present at this meeting, please submit the accommodation through hubNashville at <https://nashville.gov/hub-ADA-boards> or by calling (615) 862-5200. Requests should be made soon as possible, but 72 hours prior to the scheduled is recommended.

METROPOLITAN NASHVILLE PUBLIC SCHOOL BOARD MEETING –

June 9, 2026

Members Present: Freda Player – Chair, Berthena Nabaa-McKinney – Vice-chair (arrived at 5:10 p.m.), Rachael Anne Elrod, Erin O’Hara Block, Cheryl Mayes, Abigail Tylor, Robert Taylor (attended virtually arrived at 5:05 p.m.), Zach Young, Rachael Anne Elrod and TK Fayne

Meeting called to order at 5:00 p.m.

CONVENE AND ACTION

- A. Call to Order – Freda Player called the meeting to order.
- B. Pledge of Allegiance – Led by Freda Player.
- C. Adoption of Agenda

Motion to agenda to adopt agenda as listed
By Zach Young, seconded Cheryl Mayes
Vote: 7-0 (unanimous)

DIRECTOR’S REPORT

- A. Dr. Battle and staff presented a presentation a Focused Outcomes Update: Core Tenets: Create and support engaging, rigorous, and personalized learning experiences for all students. Identify and eliminate inequities.

PUBLIC PARTICIPATION

- A. Chris Pinkin – He addressed the Board concerning a Zero Tolerance Expulsion.

GOVERNANCE ISSUES

A. Actions

1. Consent

- a. Minutes 5/26/2026 – Regular Meeting**
- b. Awarding of Purchases and Contracts**
 - 1. Allegis Group Holdings, Inc. dba TEKsystems, Inc.**
 - 2. Barnes & Noble Booksellers**
 - 3. Bootstrap Architecture + Construction**
 - 4. Communities in Schools of Tennessee**
 - 5. Florida Virtual School**
 - 6. Infinite Campus, Inc.**
 - 7. Motorola Solutions Inc.**
 - 8. Panorama Education, Inc.**
 - 9. Raptor Technologies, LLC**
 - 10. Sigman and Summerfield Associates, Inc.**
 - 11. Teknita LLC**
 - 12. Vanderbilt University**
- c. FY27 Consolidated Funding Application**
- d. Henin v. Metropolitan Government of Nashville and Davidson County**
- e. Harris v. Metropolitan Government of Nashville & Davidson County, Case No. 24C227 (Davidson County Circuit Court)**

Motion to approve the consent agenda.

By Cheryl Mayes, seconded Abigail Tylor

Vote: 9-0 (unanimous)

2. Amended Charter School Agreements

**Motion to approve to the Liberty Collegiate
Amended Charter School Agreement.**

By Zach Young, seconded Cheryl Mayes

Vote: 9-0 (unanimous)

**Motion to approve to the Liberty Collegiate
Amended Charter School Agreement.**

**By Cheryl Mayes, seconded Berthena Nabaa-
Mckinney**

Vote: 9-0 (unanimous)

Freda Player adjourned the meeting at 5:50 p.m.

David G. Sevier

David G. Sevier
Board Secretary

Freda Player
Board Chair

Date

GOVERNANCE ISSUES – ACTIONS – CONSENT

A.1.b.(1)

VENDOR:	D&H Electronic Systems, Inc.
SERVICE/GOODS (SOW):	For the provision of fire alarm services and related projects on an as-needed basis. Services may include, but are not limited to, the repair, replacement, and new installation of commercial fire alarm equipment and systems.
SOURCING METHOD:	RFP MNPS000046
TERM:	June 24, 2026 through May 13, 2030
FOR WHOM:	MNPS Facilities
COMPENSATION:	Contractor will be compensated per the agreed-upon quote per awarded project. Total compensation for this contract is not to exceed \$4,000,000. Total compensation is based on an estimated yearly amount of \$1,000,000.
OVERSIGHT:	Facilities
EVALUATION:	Based on the quality and timeliness of the services provided.
MBPE CONTRACT NUMBER:	C7000129
SOURCE OF FUNDS:	Capital Funds and Operating Budget

GOVERNANCE ISSUES – ACTIONS – CONSENT

A.1.b.(2)

VENDOR:	Fusion Alarms, LLC
SERVICE/GOODS (SOW):	For the provision of fire alarm services and related projects on an as-needed basis. Services may include, but are not limited to, the repair, replacement, and new installation of commercial fire alarm equipment and systems.
SOURCING METHOD:	RFP MNPS000046
TERM:	June 24, 2026 through May 13, 2030
FOR WHOM:	MNPS Facilities
COMPENSATION:	Contractor will be compensated per the agreed-upon quote per awarded project. Total compensation for this contract is not to exceed \$4,000,000. Total compensation is based on an estimated yearly amount of \$1,000,000.
OVERSIGHT:	Facilities
EVALUATION:	Based on the quality and timeliness of the services provided.
MBPE CONTRACT NUMBER:	C7000127
SOURCE OF FUNDS:	Capital Funds and Operating Budget

GOVERNANCE ISSUES – ACTIONS – CONSENT

A.1.b.(3)

VENDOR:	Johnson Controls US Holdings LLC
SERVICE/GOODS (SOW):	For the provision of fire alarm services and related projects on an as-needed basis. Services may include, but are not limited to, the repair, replacement, and new installation of commercial fire alarm equipment and systems.
SOURCING METHOD:	RFP MNPS000046
TERM:	June 24, 2026 through May 13, 2030
FOR WHOM:	MNPS Facilities
COMPENSATION:	Contractor will be compensated per the agreed-upon quote per awarded project. Total compensation for this contract is not to exceed \$4,000,000. Total compensation is based on an estimated yearly amount of \$1,000,000.
OVERSIGHT:	Facilities
EVALUATION:	Based on the quality and timeliness of the services provided.
MBPE CONTRACT NUMBER:	C7000130
SOURCE OF FUNDS:	Capital Funds and Operating Budget

GOVERNANCE ISSUES – ACTIONS – CONSENT

A.1.b.(4)

VENDOR:	Progressive Technologies, Inc.
SERVICE/GOODS (SOW):	For the provision of fire alarm services and related projects on an as-needed basis. Services may include, but are not limited to, repair, replacement, and new installation of commercial fire alarm equipment and systems.
SOURCING METHOD:	RFP MNPS000046
TERM:	June 24, 2026 through May 13, 2030
FOR WHOM:	MNPS Facilities
COMPENSATION:	Contractor will be compensated per the agreed-upon quote per awarded project. Total compensation for this contract is not to exceed \$4,000,000. Total compensation is based on an estimated yearly amount of \$1,000,000.
OVERSIGHT:	Facilities
EVALUATION:	Based on the quality and timeliness of the services provided.
MBPE CONTRACT NUMBER:	C7000128
SOURCE OF FUNDS:	Capital Funds and Operating Budget

GOVERNANCE ISSUES – ACTIONS – CONSENT

A.1.b.(5)

VENDOR:	Sims Strategic Diversity Consultants
SERVICE/GOODS (SOW):	For the provision of professional consulting services to support, manage, and administer the MNPS Supplier Development Program.
SOURCING METHOD:	Sole Source
TERM:	July 1, 2026 through June 30, 2031
FOR WHOM:	MNPS Procurement
COMPENSATION:	Contractor will be compensated in accordance with Section 3.1 of the contract. Total compensation for this contract is not to exceed \$375,000. Total compensation is based on an estimated yearly amount of \$75,000.
OVERSIGHT:	Procurement
EVALUATION:	Based on the quality and timeliness of the services provided.
MBPE CONTRACT NUMBER:	C7000131
SOURCE OF FUNDS:	Operating Budget



METRO
NASHVILLE
PUBLIC
SCHOOLS

MEMO

MNPS Student Parent Handbook Revisions

TO: Dr. Adrienne Battle, Superintendent of Schools
FROM: Handbook Revision Committee
SUBJECT: 2026-2027 Student Parent Handbook Revisions
DATE: June 17, 2026
CC: Dr. Elisa Norris, Chief of Student Support Services
Dr. David Sevier, Director of BOE Relations and Management

Student Parent Handbook Revisions

Below you will find proposed revisions for the 2026-2027 Student Parent Handbook. Included are the department, topic, proposed changes, and justifications.

Department Designee	Handbook Topic	Section and URL	Change	Justification (New Legislation, etc.)
Student Health Services/Nicole Boyle	Health Screenings	Permissions Related to Policies	UPDATE: Hearing, Vision, and Blood Pressure	This will allow parents to opt out of state-managed screenings.
Family Life and Sexual Health Education / Kyle Alexander	Family Life and Sexual Health Education Permission	Permissions (Page 4) NOTE: Add this to online forms viewable to high school student families only (grades 9-12). Add statement "for high school only" at top and move location in document to bottom with other high school only form. (O. Brown)	REMOVE: "Tennessee Human Trafficking Law" from the last checked box just above the signature line. REMOVE: The entire permission slip from the handbook/permission portal, as it is designed for and therefore only applies to one course in high school. Instead, providing copies of the exact same permission slip (minus the human trafficking) to schools/ lifetime wellness teachers to distribute and collect for their classes. After removing it from the handout, there could still be a separate electronic option for teachers, parents, and students.	New TN Legislation (HB 1527/SB 1710), effective 26-27 SY, requires public schools to provide age-appropriate child trafficking prevention and awareness education to K-12 students. Moving requirement from family life to general health education. Moving the topic to Q2 in the First Aid and Safety unit. Assigns the responsibility for collecting permissions to the teacher who needs the information for Q3 instruction (when the family life and sexual health unit is taught in the Lifetime Wellness scope and sequence).
Division of Strategy/Maya Young	TN Parent Occupational Survey	Migrant Education Program and/or Permissions Portal Policies and Procedures - Metropolitan Nashville Public Schools	ADD: Electronic version of the form TN Parent Occupational Survey.pdf	To meet the federal requirement to identify potential migratory students and/or families, LEA's must have families complete/return an Occupational Survey each year. An electronic version improves accessibility for families and allows staff to monitor form completion and collection better.
Social Work/Amie Coleman	School Social Work Services	Family Resources - Metropolitan Nashville Public Schools	UPDATE: Replace with the following- School Social Work services are available in every MNPS school. At times, personal or life challenges may interfere with a student's ability to learn. School Social Workers provide free,	More student centered, conciseness, improved tone, improved explanation of differences between DCS and MNPS School Social Workers

			short-term counseling to students during the school day, delivered on-site at the student's school. All information related to a student's sessions with a School Social Worker is kept confidential, except as required by law. MNPS uses a Collaborative Referral Protocol to connect students with appropriate school-based supports. To request School Social Work, families and staff should contact the school counselor at the student's assigned school, who will support the referral process. MNPS School Social Workers are not affiliated with the Department of Children's Services (DCS). School social workers do not serve as DCS case managers. MNPS School Social Work and DCS are separate agencies that provide distinct services with different roles and responsibilities.	
Student Support Services/ Megan Cusson Lark	MNPS Student Support Services – Limited Information Sharing (Opt-Out)	NEW Permission Form	ADD: Please see link below with language and correct format. MNPS Student Support Services – Limited Information Sharing (Opt-Out) .docx	After reviewing current practices for external partner referrals with Metro Legal, they recommended that we add this permission to the handbook and vetted the wording.
Division of Schools / K.C. Winfrey	Policies and Procedures / Search and Seizures	Policies and Procedures - Metropolitan Nashville Public Schools	ADD: All students, staff, and visitors are required to pass through the Evolv screening system before entering any Metro Nashville Public Schools building.	The DOS needs this added to the handbook and security door placards to support the day-to-day operational duties of our principals. There have been cases where parents have asked to see the "policy" that they must pass through Evolv prior to entry.

Communications/ Olivia Brown	Online Permissions - Handbook home	Student-Parent Handbook - Metropolitan Nashville Public Schools	REMOVE: All permission PDFs from homepage – move to internal location on intranet that is accessible to schools. MOVE: Military Recruitment opt-out to online portal and into forms packet.	2027 ADA compliance requirements that will be difficult to fulfill with translated pdf documents. Families who can access the PDF from the website could also access the online portal; however, the documents will still be created for on-demand printing if requested. Military form – does not have to be a printed form. Can be shared online - as long as opt-out form is in a written format, that form can be electronic.
Exceptional Education/ Debbie McAdams	Progressive Behavior Response Updates 5 new Procedures were submitted to David Sevier from State Monitoring- not in handbook but will be posted	Discipline Responses - Metropolitan Nashville Public Schools Website and Handbook updates 2026	ADD: Students in pre-kindergarten or kindergarten shall not be assigned to an alternative school/program.	State Board Rule specifies grade, not age

Exceptional Education/ Taylor Biondi	Discipline Responses – Alternative Learning Centers for Expelled Students	Discipline Responses - Metropolitan Nashville Public Schools Website and Handbook updates 2026	ADD: Under Alternative learning centers for expelled students add the following: MNPS does not engage in expulsion for pre-kindergarten or kindergarten students.	TDOE request to clarify that Pk and K students are not expelled
Exceptional Education/ Taylor Biondi	Progressive Behavior Responses	Progressive Behavior Responses - Metropolitan Nashville Public Schools	REMOVE: Under the Restorative Peace Center remove the following: Every school must have a Peace Center to be recognized as a level III Restorative School. Restorative Practices also embraces the following: • Implicit Bias • Mentoring • Parent Engagement • Transitions	Not every school has a Peace Center. Language is not parent centered

Exceptional Education/ Taylor Biondi	Discipline Responses	Discipline Responses - Metropolitan Nashville Public Schools	ADD: Under the heading Discipline Responses, in paragraph seven, add link after this sentence: "Please refer to the Manifestation Determination procedures for more guidance." The link should take parents to the heading Disciplinary Process & Procedures that is located farther down on the page. "Additional actions are required to provide equitable support for students with disabilities. MNPS requires that students with disabilities not be suspended from school for more than 10 cumulative school days per year."	Clarity and ease of use
Personal Growth and Development/Beth Schroeder	Progressive Behavior Responses	Progressive Behavior Responses - Metropolitan Nashville Public Schools Website and Handbook updates 2026	UPDATE: The Promoting Positive Relationship paragraph with the following: Strong, positive relationships are essential to student learning and well-being. Research consistently shows that students are more successful when they feel safe, valued, and connected to the adults and peers in their school community. Schools that foster a positive, supportive environment help students stay engaged in learning, build healthy relationships, and make positive choices. When students experience a sense of belonging at school, they are more likely to attend regularly, achieve academically, and contribute positively to the school community.	Language style Phrases like “free from fear, anger and other distractions” feel dated and less precise. Modern handbooks tend to emphasize belonging, safety, respect, and supportive relationships. Research references Naming specific researchers from the 1990s and early 2000s may make the handbook appear outdated. Additionally, districts now tend to reference well-established bodies of research rather than individual scholars. Audience clarity for parents and students, shorter sentences and plain language improve accessibility. This phrasing reflects contemporary research on school connectedness and SEL, while remaining accessible, concise, and appropriate for a handbook audience.
Personal Growth and Development /Beth Schroeder	Progressive Behavior Responses	Progressive Behavior Responses - Metropolitan Nashville Public Schools	UPDATE: Progressive Behavior responses - Tips for Calming Conflict paragraph with the following: When conflict occurs, adults play an important role in	Language is adult-centric and instructional Phrases like “reflecting back the feelings you hear” and “intervening in

		Website and Handbook updates 2026	helping students feel understood and supported. Taking time to listen with calm attention and genuine care helps build trust and strengthens relationships. Encouraging students to share their perspective through open-ended questions such as “What was that like for you?” or “Can you tell me more?” helps adults better understand the situation and supports students in expressing their thoughts and feelings. Calm, respectful listening—especially when emotions are high—can help de-escalate conflict. Acknowledging feelings without judgment allows students to feel heard and opens the door to problem-solving. With guidance and support, students can learn to reflect on challenges, consider different perspectives, and identify solutions that restore relationships and move situations forward in a positive way.	a conflict” sound more like staff training than family guidance. The core ideas—listening, open-ended questions, problem-solving—are repeated across bullets and can be streamlined. Use warm, neutral language Focus on skills and support, not technique Emphasize partnership and guidance Avoid jargon and procedural detail Keep it short and readable
Personal Growth and Development/ Beth Schroeder	Progressive Behavior Responses	Progressive Behavior Responses - Metropolitan Nashville Public Schools Website and Handbook updates 2026	UPDATE: Progressive Behavior Responses - Skills and Strategies for Building Positive Relationships paragraph with following: Positive relationships are built through consistent, respectful, and supportive interactions. Adults in schools promote positive connections by creating environments where students feel safe, understood, and supported. Key strategies include: • Communicating with empathy, listening carefully, and showing understanding • Setting clear expectations that are taught, modeled, and consistently reinforced • Structuring tasks and routines to support student success • Using positive feedback and encouragement to reinforce appropriate behavior • Responding calmly and respectfully, even during tense situations • Using nonjudgmental language and maintaining a neutral, fair approach	Too many bullets, too little cohesion The list is long and repetitive. For families, this feels overwhelming and unclear about priorities. Not clearly framed as adult behaviors that support students Current best practice emphasizes how adults support skill development, not just what they do. Group ideas into clear themes Use plain, inclusive language Focus on support, skill-building, and consistency Avoid naming techniques or professional terminology Emphasize predictability, respect, and calm responses

			• Allowing students to express their thoughts and feelings in safe and appropriate ways • Helping students think through challenges and solve problems constructively Through these practices, schools support the development of strong relationships, emotional regulation, and positive behavior for all students.	
Personal Growth and Development/Beth Schroeder	Progressive Behavior Responses	Progressive Behavior Responses - Metropolitan Nashville Public Schools Website and Handbook updates 2026	UPDATE: Progressive Behavior Responses - School Practices for Establishing Positive Relationships paragraph with: MNPS schools use a variety of practices to help students build positive relationships, develop personal competency skills, and feel connected to their school community. Research shows that when students feel known, respected, and supported, they are more engaged in learning and better able to manage conflict. Common schoolwide practices may include: • Community-building routines such as classroom meetings or advisory groups • Opportunities for students to share ideas, express feelings, and learn from one another in respectful ways • Instruction in social, emotional, and communication skills • Mindfulness and self-regulation strategies • Consistent routines and clear expectations across classrooms and school settings • Restorative and relationship-focused approaches to addressing conflict These practices help schools create safe, caring, and inclusive environments where students can learn, grow, and develop healthy relationships with peers and adults.	“Daily Rap” - The term is unfamiliar to many families. The framing around “records of suspensions and arrests” is emotionally charged and likely to raise concern. Current practice favors neutral, strengths-based language Overly detailed explanations The descriptions of Morning Meetings and Advisories are accurate but too instructional. Families generally want to know: Why the practice exists; What students experience; How this supports learning and behavior Missing coherence The section shifts from: Detailed descriptions → a bullet list → a single line (“Restorative Discipline”) This makes it feel incomplete and slightly disjointed. This does not capture all the ways MNPS supports students. MNPS supports student relationships and well-being through a much broader ecosystem than what is named here, including (without listing specific programs): Tiered academic and behavioral supports

				School counseling and psychological services Family engagement and community partnerships Mental health and wellness supports Student voice and leadership opportunities Culturally responsive practices Safety and climate initiatives This section Over-centers a few specific structures, Under-represents systemwide supports, Risks appearing incomplete or outdated
Personal Growth and Development/ Beth Schroeder	Progressive Behavior Response	Progressive Behavior Responses - Metropolitan Nashville Public Schools Website and Handbook updates 2026	UPDATE: Parental Assistance- There are times when students exhibit repeated patterns of challenging behavior. These steps can be followed to advocate for your student: 1. If you suspect your student needs additional help with ~~his/her~~ their behavior, contact your student's teacher, school counselor or principal in writing to request a conference to discuss your concerns. You may also submit a Collaborative Referral for additional services at any time with the help of any MNPS staff member. 2. During this meeting, parents and teachers can discuss proactive solutions to address 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. 4. If the interventions are successful, the ~~S-Team~~ Support Team will document and may continue to monitor as needed. 5. If the behaviors continue after interventions and a disability is suspected, the appropriate	Grammar, using parent-friendly language (Support team instead of S-Team), update to Collaborative Referral process,

			assessment specialist is invited to a meeting by the Support Team. 6. If a disability is suspected at any point in this process, the school must respond to students suspected of having a disability within 10 school days with a scheduled meeting ~~the school and parent should convene schedule a meeting within 10 days~~ to obtain written parental consent  for an evaluation for special education services or a Section 504 Plan. Learn more about our support for students with disabilities.	
Personal Growth and Development/Beth Schroeder	Progressive Behavior Response	Progressive Behavior Responses - Metropolitan Nashville Public Schools Website and Handbook updates 2026	UPDATE: Intervention Strategies- To help students conduct themselves appropriately, this handbook lists prevention and intervention strategies that may be used prior to, or in addition to, any disciplinary response to student behavior. To more effectively support students, MNPS strives to provide increasingly intensive interventions and support to monitor student progress toward the clearly defined behavior expectations. This often takes the form of first teaching the expectation that we expect, providing encouragement when students are making progress toward the expectation and providing clear consequences that are consistent and well-defined. Examples of such strategies could include the following: • ~~Check and connect: Allows students to reflect on their behavior and teachers to provide feedback to students throughout the day.~~ • ~~Community conferencing: Allows students, school staff and others involved in a conflict to discuss the conflict and how it affected them, and to propose solutions.~~ • Community service: Allows students to participate in an activity to serve and benefit the community. Examples include ~~working at a soup kitchen,~~ cleaning up public spaces,	List is too long and not parent appropriate. Too specific on what interventions could be used in schools. Revised to make it more applicable to a wider audience.

			supporting at school events, assisting staff members, helping at a facility for the elderly, etc. • Check in/Check out: Allows teachers to provide feedback to a student on their behavior throughout the day. The student checks in and checks out with their mentor twice a day to review feedback and focus on their personal goals. • Small group social skills: Give students explicit teaching and practice in social skills such as conflict resolution, friendship making, dealing with stress, etc. • ~~Conference: Involves students, parents, guardians, teachers, school staff and principals in discussion about student misbehavior and potential solutions that address social, academic and personal issues related to the behavior.~~ • ~~Conflict resolution: Empowers students to take responsibility for peacefully resolving conflicts. Students, parents, guardians, teachers, school staff and principals engage in activities that promote problem-solving skills and techniques, such as conflict and anger management, active listening and effective communication.~~ • ~~Functional Behavioral Assessment: Involves gathering information about a student's inappropriate or disruptive behavior and determining approaches that school staff should take to correct or manage student behavior. This information is used to develop a Behavioral Intervention Plan for the student.~~ • Behavioral Intervention Plan: An approach to correcting inappropriate or disruptive student behavior through a plan designed by school staff to offer positive behavioral interventions, strategies and supports. This plan is appropriate for students with and without disabilities and is created after a Functional Behavior Assessment (FBA) is completed.	
--	--	--	--	--

			• Individualized Education Program (IEP) teams: IEP team can convene at any time to consider the need for supports and interventions for an individual student with identified disabilities. • 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 student'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.~~ • Self-Monitoring: Self-monitoring systems are used for students to earn rewards based on their reporting/evaluating behaviors. A self-monitoring system focuses on the student's recognition of his own behavior. • 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 Practice 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, principals, social workers and parents and may also include nurses, mental health clinicians, psychologists, behavior analysts, 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.	
Personal Growth and Development/ Beth Schroeder	Discipline Responses	Discipline Responses - Metropolitan Nashville Public Schools	UPDATE: Under Discipline Responses - interventions and responses to student behavior. Our schools are committed to creating safe, supportive, and respectful learning environments where all students can succeed. Student behavior is best addressed by preventing challenges before they occur and by responding in ways that teach skills, restore relationships, and support positive growth. We believe accountability is most effective when paired with an understanding of student development and the factors that influence behavior. Schools use proactive, fair, and consistent approaches that focus on helping students learn appropriate behaviors, solve problems, and strengthen self-management and social skills.	1. Too technical and operational Terms like: MTSS; Tier 1 / Tier 2 / Tier 3; Fidelity of implementation; Trauma-informed specialists / behavior analysts...are meaningful to educators, but overwhelming or confusing for families and may raise unnecessary questions or concerns. 2. More appropriate for staff training than parent-facing policy; Current guidance recommends trauma-responsive language without over-clinical labeling when communicating with families. Move from “interventions” to

			At the schoolwide level, staff establish clear expectations, teach and model positive behavior, and provide regular opportunities for students to practice and receive feedback. Many classrooms and schools use strategies that support emotional regulation, build relationships, and promote a positive sense of belonging. When a student experiences ongoing or more significant behavioral challenges, additional support may be provided. These supports are designed to be: • Instructional rather than punitive • Responsive to individual student needs • Focused on skill development and positive relationships Families are valued partners in this process, and staff may collaborate with school-based support personnel as appropriate to help students be successful at school. Our approach to behavior is guided by the belief that every student can grow, learn, and improve when provided with clear expectations, consistent support, and caring relationships. Keep last two paragraphs as they currently are.	“support and response” language
Personal Growth and Development/Beth Schroeder	Discipline Responses	Discipline Responses - Metropolitan Nashville Public Schools	REMOVE: Discipline Responses-Discipline tables is listed twice in a row (delete one)	Listed twice in a row
Positive Schools Support/ Crystal Johnson-Terrell	Policies and Procedures	Policies and Procedures - Metropolitan Nashville Public Schools	ADD: New Tab: Visitor Code of Conduct Pursuant to a change in Tennessee State Law (Public Acts of 2024, Chapter No. 810) T.C.A. § 49-6-4003(e), persons who come onto school property shall be under the jurisdiction of the site administrator or their designee. Individuals who come onto school property or who contact employees on school or district business are expected to behave accordingly. Specifically, actions that are prohibited include, but are not limited to:	Ensure this section is included in the handbook in accordance with Policy 1501 (Visitors to Schools)

			1. Cursing and use of obscenities; 2. Disrupting or threatening to disrupt school or office operations; 3. Acting in an unsafe manner that could threaten the health or safety of others; 4. Verbal or written statements or gestures indicating intent to harm an individual or property; and 5. Physical attacks intended to harm an individual or substantially damage property. CONSEQUENCES FOR CODE OF CONDUCT VIOLATIONS: The principal or his/her designee has the authority to exclude from the school premises any persons disrupting the educational programs in the classroom or in the school, disturbing the teachers or students on the premises, or on the premises for the purpose of committing an illegal act. The principal shall contact law enforcement officials when he/she believes the situation warrants such measures. For more information, please contact: Metro Nashville Public Schools Support Hub (615) 259 – INFO. <i>Code of Conduct has been reviewed for its legality and constitutionality by the Board of Education's attorney.</i>	
Positive Schools Support	Discipline Responses: Disciplinary Process and Procedures	Discipline Responses - Metropolitan Nashville Public Schools	Level 1 – Appeal to Discipline Hearing Authority The appeal from this decision will be to a Disciplinary Hearing Authority and the Director of Discipline appointed by the Board of Education. The hearing will be held no later than 10 days after the beginning of the expulsion (suspension of more than 10 days). This appeal hearing is held by the Disciplinary Hearing Authority (DHA) at a location selected by the Discipline Director/Designee. The Discipline Director will give written notice to the time and place of the hearing to the person requesting the appeal and the principal or	Enhance alignment with administrative procedures Corrected grammatical and mechanical errors

			principal designee who ordered the expulsion. During deliberations, all parties will be excused, excluding the Disciplinary 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 director. 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.	
Positive Schools Support	Discipline Responses: Disciplinary Process and Procedures	Discipline Responses - Metropolitan Nashville Public Schools	Level 2 – Appeal to the Executive Director of Student Support Services/Designee A Level 2 appeal may be requested based on the following reasons: • The parent/student believes due process rights have been violated. • New evidence will be presented that was not presented at the Level 1 appeal hearing. Within five (5) days of the decision of the Level 1 appeal, a request for a Level 2 appeal must be submitted in writing with the reason for the request and the evidence to support the request to the Discipline Office. Once received, the Executive Director of Student Support Services/Designee will review the evidence provided and may grant or deny the request. The Executive Director of Student Support Services will respond to the request for the appeal hearing within ten (10) school days – when feasible – from receipt of the request. If the request for a hearing is denied, the Executive Director of Student Support Services/Designee	Enhance alignment with administrative procedures Corrected grammatical and mechanical errors

			will review the record and may affirm, modify, or overturn the decision of the Disciplinary Hearing Authority (DHA); provided, the Executive Director of Student Support Services/Designee may not impose a more severe penalty without an opportunity for a hearing. The executive director of Student Support Services/designee will respond to the request with his/her decision within ten (10) school days – when feasible – from receipt of the request. The Executive Director of Student Support Services is not required to explain the decision.	
Positive Schools Support	Discipline Responses: Disciplinary Process and Procedures	Discipline Responses - Metropolitan Nashville Public Schools	LEVEL 3 - Appeal to the MNPS Board of Public Education The Board of Education may grant or deny a request for a board hearing and may affirm, modify, or overturn the decision with or without a hearing before the board.	Aligned with the state statute governing the board's authority to act on appeal requests and render decisions
Positive Schools Support	Discipline Responses: Disciplinary Process and Procedures	Discipline Responses - Metropolitan Nashville Public Schools	Appeal process for Zero Tolerance offenses Level 1 – Appeal for Zero Tolerance Offenses to the Disciplinary Hearing Authority The appeal from this decision will be to a Disciplinary Hearing Authority and the Director of Discipline/Designee appointed by the Board of Education. The hearing will be held no later than 10 days after the beginning of the expulsion (suspension of more than 10 days). The appeal hearing is held by the Disciplinary Hearing Authority (DHA) at a location selected by the Discipline Director/Designee. -The disciplinary hearing authority-Discipline Director will give	Corrected grammatical and mechanical errors Appeal process for zero-tolerance offenses aligned with enhanced administrative procedures

			written notice to the time and place of the hearing to the person requesting the appeal and the principal or principal designee who ordered the expulsion. During deliberations, all parties will be excused, excluding the Disciplinary 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 Director. A request for a zero-tolerance appeal must be submitted in writing with the reason for the request to the Discipline Office no later than five (5) days of receipt of the "Notice of Expulsion." or More-Than-Ten (10) School Days" (TCA 49-6-3403 (C)). The suspending school is represented by the principal or designee. This representative explains the incident, including the facts discovered and the terms of the expulsion. Attendance, cumulative file (grades and transcripts), records, and any special information shall be brought to the appeal to address questions that may be asked by the Disciplinary Hearing Authority discipline director or designee. The student has the right to explain their account of the behavior that led to the expulsion. The discipline director or designee Disciplinary Hearing Authority (DHA) may affirm the decision of the principal or order removal of the expulsion. The Disciplinary Hearing Authority (DHA) may not modify the length of the expulsion, as state law requires that students who commit zero-tolerance offenses be expelled for at least one (1) calendar year. A written notification of the decision shall be sent within ten (10) school days via certified mail.	
--	--	--	--	--

Positive Schools Support	Discipline Responses: Disciplinary Process and Procedures	Discipline Responses - Metropolitan Nashville Public Schools	Level 2 – Appeal for Zero Tolerance Offenses to the Executive Director/Designee A Level 2 appeal may be requested based on the following reasons: • The parent student's believed due process rights have been violated. • New evidence will be presented that was not presented at the Level 1 appeal hearing. Within five (5) days of the decision of the Level 1 appeal, a request for a Level 2 appeal must be submitted in writing with the reason for the request and the evidence to support the request to the Discipline Office. Once received, the Executive Director of Student Support Services/Designee will review the evidence provided and may grant or deny the request. The Executive Director of Student Support Services/Designee will respond to the request for the appeal hearing within ten (10) school days – when feasible – from receipt of the request. If the request for a hearing is denied, the Executive Director of Student Support Services/Designee will review the record and may affirm or overturn the decision of the Disciplinary Hearing Authority (DHA).	Appeal process for zero-tolerance offenses aligned with enhanced administrative procedures
Positive Schools Support	Discipline Responses: Disciplinary Process and Procedures	Discipline Responses - Metropolitan Nashville Public Schools	LEVEL 3 – Appeal for Zero-Tolerance Offenses to the MNPS Board of Public 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.	Appeal process for zero-tolerance offenses aligned with enhanced administrative procedures

Positive Schools Support	Discipline Responses: Disciplinary Process and Procedures	Discipline Responses - Metropolitan Nashville Public Schools	Modification of Zero-Tolerance Offense The Director of Schools has the ability to modify a zero-tolerance offense on a case-by-case basis once the discipline director or designee has rendered a final decision. The Director of Schools is empowered authorized to modify the length of the term of the expulsion for a zero-tolerance offense if the Director determines it is appropriate. The student, parent or guardian, or representative can may make a request for modification at any time after the Notice of Expulsion has been received. Requests for modification can should be sent in writing via email to the Discipline Office. The requests will shall clearly state the grounds upon which this modification is being requested and include any information the Director of Schools may need to make a decision regarding the modification. A request for modification is not an appeal and should only be submitted if the parent or guardian, or the student does not contest the finding that the student committed the zero-tolerance offense and was afforded due process. The Director of Schools does not have the authority to remove the expulsion, only to modify the length of the expulsion. The Director of Schools will respond to the request for modification with their decision within a reasonable time, which will not exceed 30 school days from receipt of the request. The Director of Schools is not required to provide an explanation of for the decision.	Align the language more closely with the state statute
--	---	---	---	---

Positive Schools Support	Discipline Responses: Discipline Tables	Discipline Responses - Metropolitan Nashville Public Schools	312 Alcohol or Drug-Like Substance: Use or Possession, Under the Influence Possessing, using or being under the influence of substances that have the potential to intoxicate. A collaborative referral may be required. Students violating this code are not eligible for First Time Drug Offender Program. B, C, T	Removal of code
Positive Schools Support	Discipline Responses: Discipline Tables	Discipline Responses - Metropolitan Nashville Public Schools	402 Under the Influence of an Illegal Drug and/or Unauthorized Controlled Substance Being under the influence of any illegal drug(s) and/or a controlled substance not authorized for use by the student (e.g., prescription medicine) while on school grounds or at school-sponsored activities. 1st offense: Mandatory collaborative referral for substance abuse will be made for any student found in violation of this code and up to 3 days suspension for middle and high school; up to 1-2 days suspension for elementary school. 2nd offense: Required to attend First Time Drug Offenders Program (FTDOP) or Counseling and up to 5 days suspension for middle and high school; up to 1-2 days suspension for elementary. If a student does not attend, the student is expelled. 3rd offense: Level E response option C, D, E	Removal of code

Positive Schools Support	Discipline Responses: Discipline Tables	Discipline Responses - Metropolitan Nashville Public Schools	New code: 426 Possession, Use, or Under the Influence of Alcohol, or Other Intoxicating Substance Possession, use, or being under the influence of alcohol, or other intoxicating substance is prohibited while on school grounds or at school-sponsored events. 1st offense: Mandatory collaborative referral for substance abuse will be made for any student found in violation of this code. The student and parent are required to attend and complete the Fresh Start Initiative Program (FSIP). Failure to attend and complete FSIP will result in immediate expulsion. 2nd offense: Level E response FSIP, E	Combine codes 312 and 402 The Fresh Start Initiative Program is designed for initial intervention; follow-up is managed through existing systems.
Positive Schools Support	Discipline Responses: Discipline Tables	Discipline Responses - Metropolitan Nashville Public Schools	403 Threats Class 2 A threat to cause physical or bodily harm to a student or staff member. 1a. The threat must may be can verbal, non-written, written, or electronic and must include a detailed plan (e.g., time-based, methods/mean, location specific, weapon plus timing, collaborative plan, electronic and online plan) AND 2b. Evidence must support that the threat is actually or potentially harmful or lethal to the safety of other students or staff in the student's school, AND 2a. The threat creates disruptive activity at the school that requires administrative intervention.	The use of the conjunctive word “and” ensures that all required elements of the code are present before a determination is made, rather than allowing action based on a single factor in isolation Also, corrected grammatical and mechanical errors

			1. A building-level threat assessment must be completed within three (3) school days- when feasible- from when school administrators are made aware of the threat. 2. Upon completion and submission of the building-level threat assessment, a district-level threat assessment can be requested. C, D, E	
Positive Schools Support	Discipline Responses: Discipline Tables	Discipline Responses - Metropolitan Nashville Public Schools	417 Off-Campus Behavior <i>For a felony charge under T.C.A 49-6-3051(b) OR An act committed against a member of the ~~student's school~~ community ~~that poses a threat to the safety of the school~~</i> 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): (murder, rape, aggravated robbery, kidnapping, aggravated assault, felony reckless endangerment and aggravated sexual battery) ~~and~~ OR the student commits an act against a member of the MNPS-school community, AND poses a threat to the safety of other students or staff 2. The student's continued presence in school poses a threat to the safety of other students or school staff or otherwise substantially disrupts the educational process. ~~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.~~	Better alignment with current state statute. The use of OR is justified when policy, regulation, or procedural guidance requires selection of one qualifying option based on established criteria, rather than combining or layering multiple alternatives.

			3. A building level threat assessment must be completed within three (3) school days-when feasible- from when school administrators are made aware of the threat. 4. Upon completion and submission of the building-level threat assessment, a district-level threat assessment can be requested. C, D, E	
Positive Schools Support	Discipline Responses: Discipline Tables	Discipline Responses - Metropolitan Nashville Public Schools	425 Refusing or Fleeing Drug or Weapon Search A student who refuses to submit to a drug or weapon search when requested is in violation of this code. ~~Reasonable suspicion of drugs or firearms must exist for expulsion.~~ A student violating this code is not eligible for the ~~First Time Drug Offenders Program.~~ Fresh Start Initiative Program (FSIP). C, D, E	
Positive Schools Support	Discipline Responses: Discipline Tables	Discipline Responses - Metropolitan Nashville Public Schools	505 (ZT) Drugs ~~Unlawfully possessing, use or distributing of drugs on school grounds, including~~ any controlled substances as defined in Tenn. Code Ann. §§ 39-17-402 – 39-17-415, controlled substance analogues, as defined in Tenn. Code Ann. § 39-17-454, or legend drugs (prescription medication), as defined by Tenn. Code Ann. § 53-10-101, on school grounds or at a school sponsored event. Distribution of drugs is defined as the intentional transfer of any prohibited drug for money or other benefit. Distribution will be presumed if the student is found in possession of the following quantities of drugs:	Revisions were made to the language to better align with the current state statute. Also, corrected grammatical and mechanical errors. The word “use” is not in the state statute and was therefore removed.

			1. Possession of 1 or more ounces of any controlled substance and/or controlled substance analogue ~~legend drug (prescription).~~ 2. Possession of 3 or more vapes containing any controlled substance or controlled substance analogue. 3. Possession of 3 or more items containing ~~it~~ controlled substances or controlled substance analogues (e.g., edibles, ~~bags of chips,~~ gummies, etc.). A collaborative referral for substance abuse will be made for any student found in violation of this code. • If it is the student's first offense under unlawful possession and use, not distribution, of drugs, the student qualifies for the Fresh Start Initiative Program (FSIP) ~~First Time Drug Offender program.~~ ~~• After completion of the 1st Time Drug Offender program, a 30-day follow up with parent and student to determine what additional services were offered and whether the student/parent participated/completed the services/support provided.~~ E	
--	--	--	---	--



METRO
NASHVILLE
PUBLIC
SCHOOLS

Fiscal Year 2026-27

Federal Programs and Grants Fund

June 23, 2026

DRAFT

MNPS Federal Programs and Grants Fund	FY27
	July 2026 - June 2027
Grant Name	Projected*
Additional Targeted Support & Improvement (ATSI) 25 Grant	\$505,000
Carl Perkins Career & Technical Education	\$1,557,000
CDC Youth Health Equity FY25	\$433,000
Consolidated Admin Pool - Every Student Succeeds Act Administration*	\$3,250,000
DOJ-PSV SRI Subaward	\$94,000
GEAR Up Federal Competitive (ends Oct. 2026)	\$800,000
Individuals with Disabilities Education Act (IDEA Part B & Preschool)*	\$24,223,000
Innovative Schools Model (ISM)	\$13,500,000
Lottery for Education After School Programs (LEAPS)	\$500,000
Magnet School Assistance Program 2021	\$500,000
Magnet School Assistance Program 2023	\$3,190,079
Magnet School Assistance Program 2024	\$3,080,854
Project REACH	\$900,000
State School Improvement Grant 3.0	\$11,282,000
Tennessee Learning Loss Remediation & Student Acceleration Act*	\$10,151,000
Title I, Part A: Improving the Academic Achievement of the Disadvantaged*	\$40,500,000
Title I-A, Neglected*	\$464,000
Title I-D LEA*	\$378,000
Title II-A: Teacher & Principal Training & Recruiting*	\$5,640,000
Title III: English Language Acquisition/Enhancement/Academics*	\$3,284,000
Title IV, B: 21st Century Community Learning Centers*	\$815,000
Title IX: Education of the Homeless/McKinney-Vento*	\$505,000
Turnaround Action Grant (TAG) 6.0	\$5,156,000
Voluntary Pre-K State Grant*	\$2,895,000
Contingency (in anticipation of new and additional grant awards)	\$1,000,000
GRAND TOTAL ALL PROJECTED GRANTS	\$134,602,933
(*) Estimates based on FY26 TDOE allocations.	



METRO
NASHVILLE
PUBLIC
SCHOOLS

**Fiscal Year 2026 - 2027
Nutrition Services Fund**

DRAFT

June 23, 2026

Metro Nashville Public Schools
Nutrition Services Fund
2026-2027 Fiscal Year

	FY2026-2027
Estimated Fund Balance July 1, 2026	1,000,000
Revenue	
USDA Meal Reimbursements (Breakfast and Lunch)	47,744,845
USDA Fresh Fruit and Vegetables Grant	658,900
After School Supper	1,388,000
DHS - Summer Feeding (Promising Scholars)	1,249,700
Bridge Funding - CACFP (Supper)	20,000
Bridge Funding - Summer Feeding (Promising Scholars)	20,000
Bridge Funding - Enriching Scholars (Saturday Meals)	20,000
A la Carte Sales & Adult Paid Meals	2,891,528
State Matching	355,132
Interest & Miscellaneous	984,833
Estimated Commodities	6,820,962
General Fund Transfer (No Cost Meals Subsidy)	3,583,600
General Fund Transfer (Pay Scale Upgrade)	6,837,400
Nutrition Services Cost of Steps - TBA	0
Nutrition Services Cost -COLA - TBA	0
Total Budgeted Revenue	72,574,900
Expenses	
Salaries	24,448,900
Salaries - Fresh Fruit and Vegetables Grant	80,000
Salaries - After School Supper	608,800
Salaries - Summer Feeding (Promising Scholars)	486,100
Medicare Employer Match	1,496,000
Social Security Employer Match	349,900
Employee Insurance Match	5,613,100
Retirement / Pension Match	2,858,400
Total Labor Expenses	35,941,200
Food Purchases	23,908,700
Food Purchases - Fresh Fruit and Vegetables Grant	578,900
Food Purchases - After School Supper	596,500
Food Purchases - Summer Feeding (Promising Scholars)	629,700
Food Purchases - Saturday Meals (Enriching Scholars)	20,000
Estimated Commodities	4,082,800
Food Supplies (Disposable & Chemical)	2,203,400
Food Supplies (Disposable & Chemical) - Summer Feeding	153,900
Food Supplies (Disposable & Chemical) - After School Supper	12,700
Equipment Repair & Maintenance	1,500,000
Equipment Purchases (Appliances & Smallwares)	314,000
Utilities	1,200,000
Uniforms	155,000
Fuel & Mileage	91,500
Advertising and Promotion	20,000
Telephone Expenses	20,000
Commodity Storage & Shipment Costs	580,000
Other Expenses	566,600
Total Non-Labor Expenses	36,633,700
Total Budgeted Expenses	72,574,900
Net Surplus / Loss	0
Estimated Cash Reserves June 30, 2027	1,000,000

METRO SCHOOLS
Reimagined

ZONED OPTION PROPOSAL SUMMARY

Recommendation: Starting with the 2027-28 school choice process, remove the boundary that provides zoned option preference.

Zoned Option History

- **2007-08:** The Board created a Student Assignment Taskforce to do an in-depth study on revising the student assignment plan.
- **July - 2008:** Board approved the rezoning plan recommended by the Student Assignment Taskforce.
 - Removed all non-contiguous zones and provided students in these areas zoned option schools.
 - This means that students in these areas have a zoned school and a zoned option school they can choose, and transportation will be provided to both schools if parents live the required distance from the school.
- **2009:** Civil suit filed: Spurlock v. Metropolitan Government of Nashville.
- **2012-13:** Both District Court and the Appeals Court found there was no discriminatory intent on the part of school officials in developing and approving the plan.
- **2013:** The U.S. Department of Education, Office for Civil Rights (OCR) began an investigation into the implementation of the rezoning plan.
- **2015:** The District entered into a Resolution Agreement with OCR.
- **2018:** Resolution agreement closed.

Immutable Factors

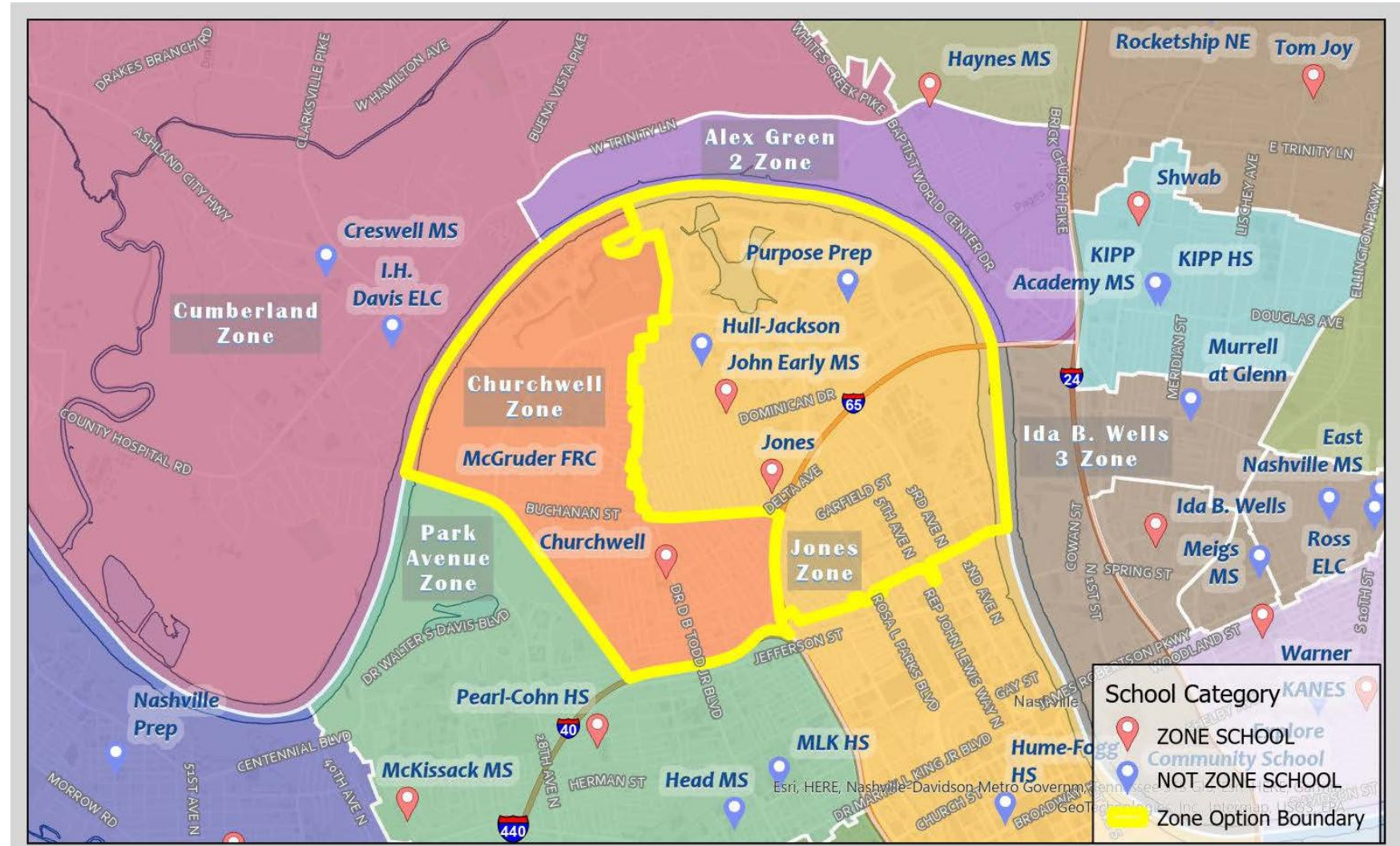
THE GUIDANCE	Consent Decree Ending <i>Kelley vs. Board of Education</i> Desegregation Lawsuit		TCA 49-6-3103 Factors in Determining Assignment	
THE BEDROCKS	Three-Tier System	Consistent Feeder Patterns	Logical Geographic Clusters	Option for Choice
THE PRINCIPLES	Educational Needs of Students	Demographic Diversity	Facility Capacity	Transportation Time & Distance

Zoned Option - Highlights

- 16 zoned schools have a zoned option.
- Currently 517 students are attending their zoned option school.
- 18 school buses transport 429 students to their zoned option school.
- At its peak in 2015, 4,961 students lived in an area with a zoned option.
- Currently, 3,402 students live in an area with a zoned option.

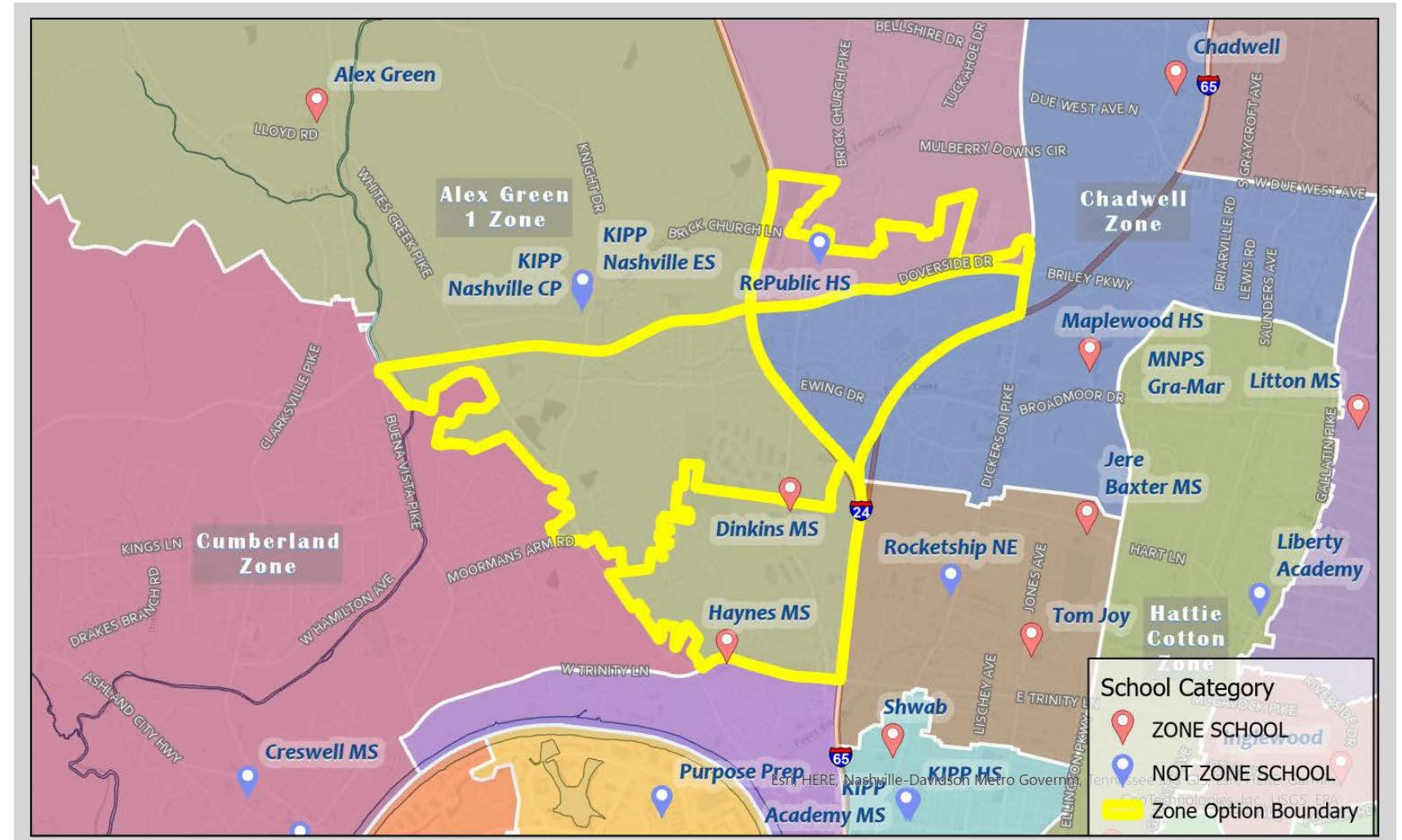
MNPS | Zoned Option Map: Pearl-Cohn Cluster

Zoned School	Zoned Option School
Churchwell ES	Gower ES
John Early MS	HG Hill MS
Pearl-Cohn HS	Lawson HS
Zoned School	Zoned Option School
Jones ES	Harpeth Valley ES
John Early MS	Bellevue MS
Pearl-Cohn HS	Lawson HS



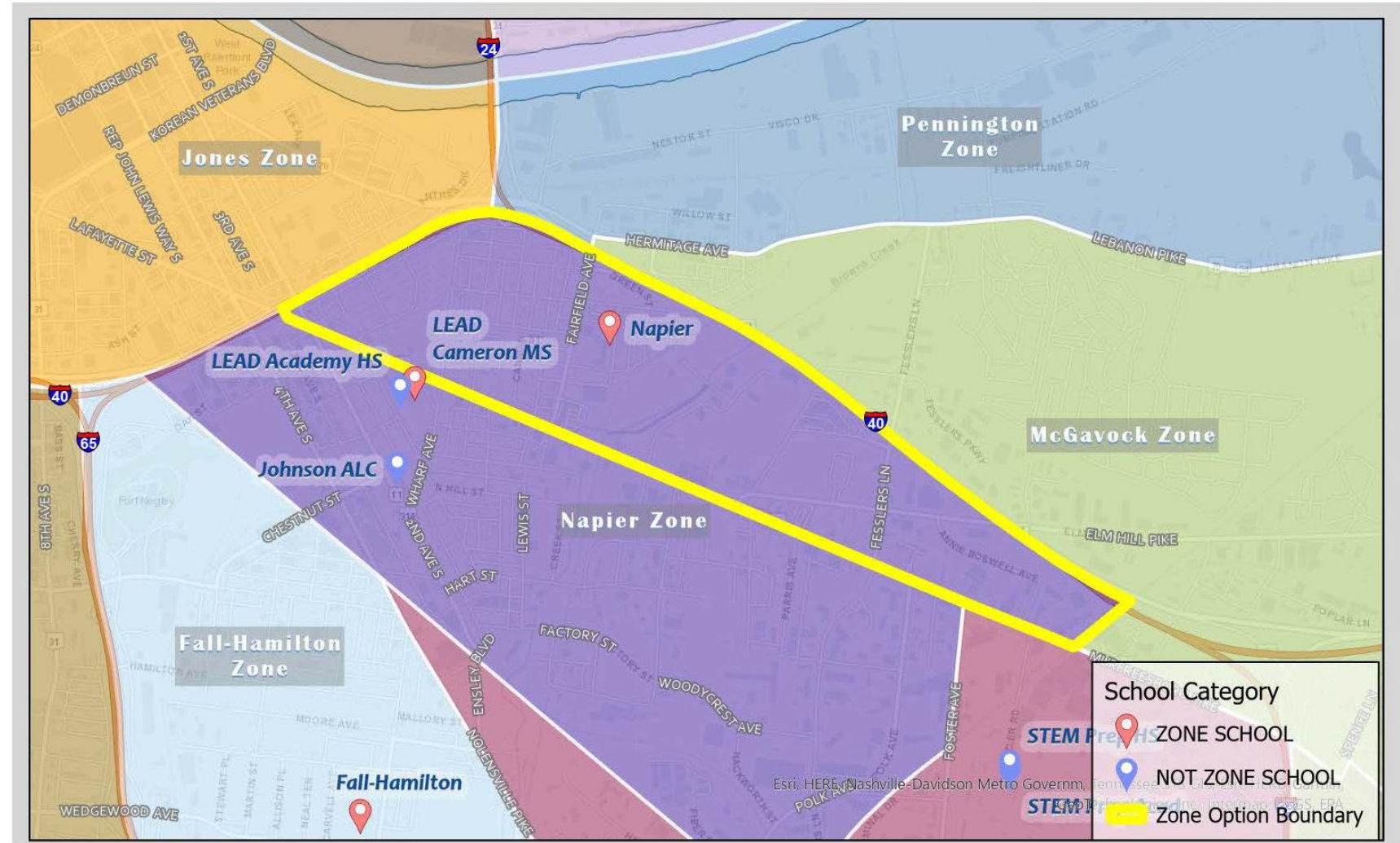
MNPS | Zoned Option Map: Hunters Lane Cluster

Zoned School	Zoned Option School
Alex Green ES	Old Center ES
Whites Creek HS	Hunters Lane HS
Zoned School	Zoned Option School
Alex Green ES	Joelton ES
Dinkins MS	Haynes MS
Zoned School	Zoned Option School
Bellshire ES	Amqui ES
Madison MS	Dinkins MS
Zoned School	Zoned Option School
Chadwell ES	Amqui ES
Jere Baxter MS	Dinkins MS
Maplewood HS	Hunters Lane HS



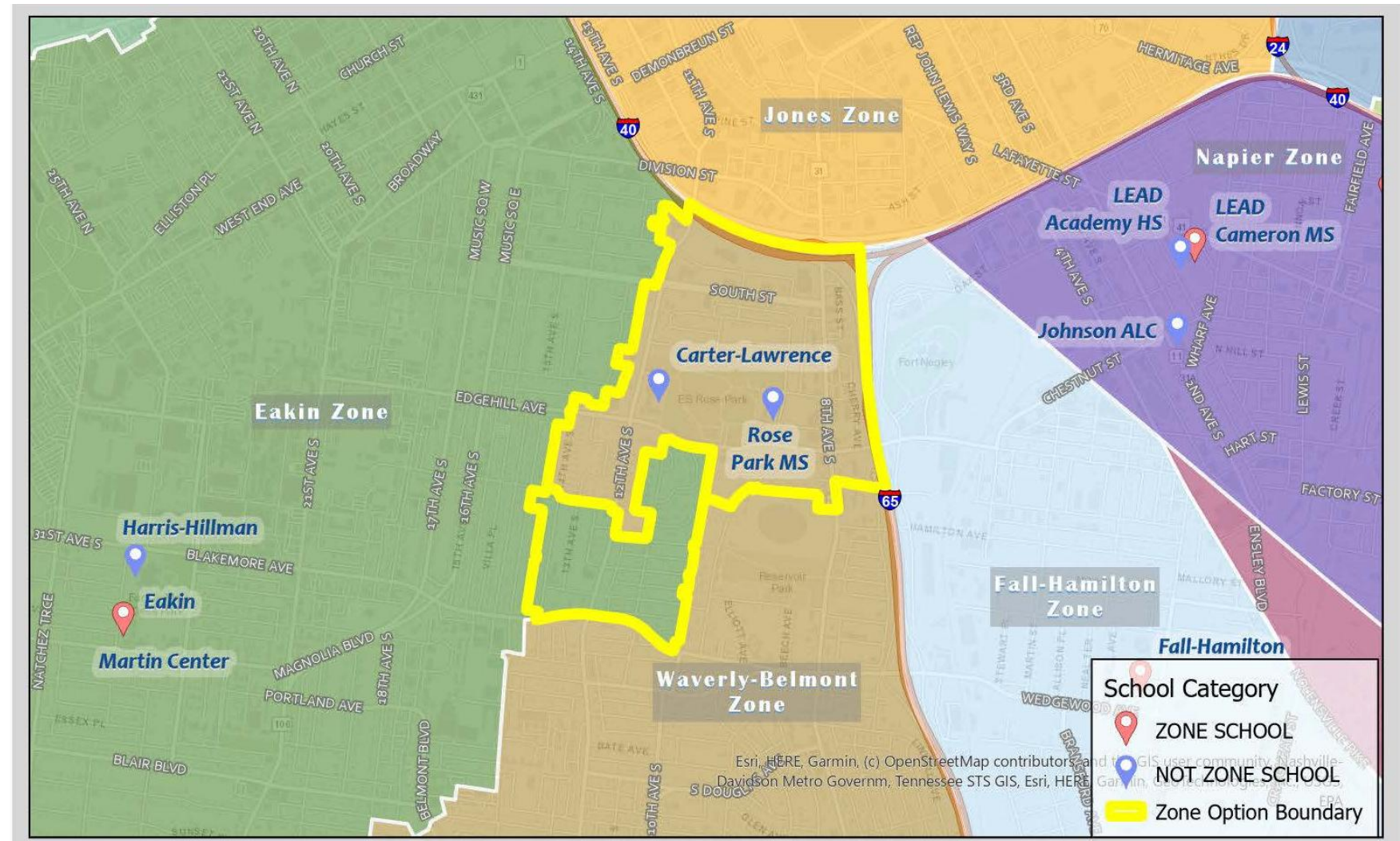
MNPS | Zoned Option Map: Glenclyff Cluster

Zoned School	Zoned Option School
Napier ES	Hickman ES
Margaret Allen MS	Donelson MS



MNPS | Zoned Option Map: Hillsboro Cluster

Zoned School	Zoned Option School
Waverly-Belmont ES	Carter-Lawrence ES
Waverly-Belmont ES	Julia Green ES
Zoned School	Zoned Option School
Eakin ES	Julia Green ES



Zoned Option Phase Out

- **If approved, 2025-26 will be the final year for new enrollments via the zoned option pathway.**
- **MNPS will continue to honor the zoned option placement until the child tiers out of their current zoned option school.**
- **MNPS will continue to provide transportation, if needed, until the child tiers out of their current zoned option school.**

Zoned Option Phase Out

Zoned Option School	Tier	2025-26	2027-28	2028-29	2029-30	2030-31
Dinkins	MS	5	X			
Donelson	MS	24	X			
Haynes	MS	10	X			
H.G. Hill	MS	46		X		
Bellevue	MS	15		X		
Hunters Lane	HS	44		X		
Lawson	HS	153			X	
Amqui	ES	28				X
Carter-Lawrence	ES	80				X
Gower	ES	20				X
Harpeth Valley	ES	24				X
Hickman	ES	29				X
Joelton	ES	11			X	
Julia Green	ES	5				X
Old Center	ES	23				X

ZONED OPTION PROPOSAL SUMMARY

Recommendation: Starting with the 2027-28 school choice process, remove the boundary that provides zoned option preference.

Metropolitan Nashville Public Schools
Sales Tax Collections
As of June 20, 2026

General Purpose Fund

MONTH	2025-2026 Projection	TOTAL 2025-2026 COLLECTIONS	\$ Change For Month - FY26 Projection	% Change For Month - FY26 Projection	% Increase / Decrease Year- To-Date
September	\$25,871,851.93	\$27,136,447.38	\$1,264,595.45	4.89%	4.89%
October	34,565,123.01	33,617,925.55	(947,197.46)	-2.74%	0.53%
November	33,257,055.89	34,702,025.51	1,444,969.62	4.34%	1.88%
December	36,567,057.00	37,064,952.21	497,895.21	1.36%	1.74%
January	33,919,051.51	32,385,259.35	(1,533,792.16)	-4.52%	0.44%
February	38,519,191.06	38,590,100.02	70,908.96	0.18%	0.39%
March	31,256,104.52	29,633,364.25	(1,622,740.27)	-5.19%	-0.35%
April	29,544,337.28	30,879,073.54	1,334,736.26	4.52%	0.19%
May	35,416,945.19	36,547,420.33	1,130,475.14	3.19%	0.55%
June	35,731,504.12	35,992,466.17	260,962.05	0.73%	0.57%
July	36,402,164.71				
August	36,620,713.78				
TOTAL	\$407,671,100.00	\$336,549,034.31	\$1,900,812.80		0.57%

Debt Service Fund

MONTH	2025-2026 Projection	TOTAL 2025-2026 COLLECTIONS	\$ Change For Month - FY26 Projection	% Change For Month - FY26 Projection	% Increase / Decrease Year- To-Date
September	\$3,825,655.64	\$4,012,638.15	\$186,982.51	4.89%	4.89%
October	5,110,936.98	4,971,048.78	(139,888.20)	-2.74%	0.53%
November	4,917,701.45	5,131,353.55	213,652.10	4.34%	1.88%
December	5,407,149.37	5,480,757.14	73,607.77	1.36%	1.74%
January	5,015,590.35	4,788,775.67	(226,814.68)	-4.52%	0.44%
February	5,695,810.30	5,706,279.21	10,468.91	0.18%	0.39%
March	4,621,821.93	4,381,855.77	(239,966.16)	-5.19%	-0.35%
April	4,368,703.91	4,566,057.49	197,353.58	4.52%	0.19%
May	5,237,083.02	5,404,230.22	167,147.20	3.19%	0.55%
June	5,283,596.66	5,322,169.71	38,573.05	0.73%	0.57%
July	5,382,766.85				
August	5,415,083.56				
TOTAL	\$60,281,900.00	\$49,765,165.69	\$281,116.10		0.57%