AGENDA

METROPOLITAN BOARD OF PUBLIC EDUCATION
2601 Bransford Avenue, Nashville, TN 37204
Regular Meeting – July 28, 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. AWARDS AND RECOGNITIONS
- A. Maplewood High School - Bridgestone Automotive Training Center Reauthorization
- B. Jonathan Rodriguez Soloman, Amqui Magnet K-8 School, Winner of the Distinguished Trailblazers in the Sciences competition at Michigan State University

III. DIRECTOR'S REPORT
- A. Preparing for the '26 -'27 School Year:
  Core Tenets: 1. Re-envision central office as a support hub; 2. Empower and equip leaders at all levels; 3. Create and Support Engaging, Rigorous, and Personalized Learning Experiences for All Students; 4. Identify and Eliminate Inequities

IV. PUBLIC PARTICIPATION

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

V. BOARD REPORTS
- A. Governance Committee

VI. GOVERNANCE ISSUES
- A. Actions
  - 1. Consent
    - a. Minutes – 6/23/2026– Regular Meeting
    - b. Awarding of Purchases and Contracts
      1. Applicant Insight, Inc.
      2. Bongards Creameries
      3. Butterball, LLC
      4. Creative Girls Rock
      5. District Management Group, LLC
      6. Eduservice, Inc. dba CT3
      7. Elisheba Mrozik dba Queen Bee Ink, LLC
      8. Genesis Learning Centers
      9. Gold Creek Foods, LLC

10. Goodman Food Products dba Don Lee Farms
11. High Liner Foods
12. HopSkipDrive, Inc.
13. Hormel Food Sales, LLC
14. Integrated Food Service
15. JTM Provisions Co., Inc.
16. Land O Lakes Dairy
17. M.C.I. Foods, Inc.
18. Miriam Speyer
19. Nashville State Community College
20. National Education Opportunity Network, Inc.
21. Overdrive, Inc.
22. Phases LLC
23. Pilgrim's Pride Corporation
24. Scenario Learning, LLC dba Vector Solutions
25. Simformotion, LLC
26. Tennessee College of Applied Technology Nashville
27. The J.M. Smucker Co., dba Smucker Foodservice, Inc.
28. The Metropolitan Nashville Education Association (MNEA)
29. Trident Seafood Corp.
30. Tyson Prepared Foods, Inc.

c. Charter School Handbook
d. Human Trafficking Curriculum Implementation Plan
e. School Resource Officer Memorandum of Understanding
f. Certification of Charges
g. Board Policies:
    - 1.400 School Board Meetings
    - 1.404 Public Participation
    - 1.905 Charter School Renewal
    - 2.100 Fiscal Management Goals
    - 2.200 Annual Operating Budget
    - 2.800 Expenditure of Funds
    - 4.213 Family Life Education
    - 4.215 Instructional Use of Digital Devices
    - 4.301Interscholastic Athletics
    - 4.600 Grading System
    - 4.603 Promotion and Retention
    - 4.605 Graduation Requirements
    - 5.106 Application and Employment
    - 5.110 Compensation Guides & Contracts
    - 5.200 Separation Practices for Tenured Teachers
    - 5.201 Separation Practices for Non-Tenured Teachers
    - 5.302 Sick Leave
    - 5.303 Personal and Professional Leave
    - 5.600 Staff Rights & Responsibilities
    - 5.610 Staff-Student Relations
    - 5.612 Social Media

- 5.801 Director of Schools Recruitment and Selection
- 6.200 Attendance
- 6.202 Home Schools
- 6.205 Student Assignments
- 6.303 Interrogations and Searches
- 6.306 Interference/Disruption of School Activities
- 6.317 Student Disciplinary Hearing Authority
- 6.318 Admission of Suspended or Expelled Students
- 6.4053 Outside Applied Behavior Analysis Therapy
- 6.412 Emergency Allergy Response Plan
- 6.505 Students in Foster Care
- 6.506 Students from Military Families

2. New Start Charter School Appeals

VII. WRITTEN INFORMATION TO THE BOARD

A. Sales Tax Collections as of July 20, 2026

B. State Required Threat Assesment

VIII. 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.

METRO NASHVILLE PUBLIC SCHOOLS

BOARD OF EDUCATION UPDATE

School Start Times: Implementation Update

Board Meeting — July 28, 2026

DRAFT

THE NEW SCHEDULE

Start times shift in August 2026

METRO NASHVILLE PUBLIC SCHOOLS

TIER 1 — HIGH SCHOOL

7:25 AM

— 2:25 PM

20 minutes later

TIER 2 — ELEMENTARY

8:10 AM

— 3:10 PM

10 minute later

TIER 3 — MIDDLE SCHOOL

8:55 AM

— 3:55 PM

Unchanged

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Most Magnet and charter schools unaffected | Spacing between tiers reduced from 55 to 45 minutes

Guiding principles for implementation

01

Reliable and Safe Transportation

Reliable morning routines support attendance, focus, and daily performance. Smooth routing and on-time performance reduce family disruption from day one.

02

Clear Communication

Clear, early communication helps families plan for the transition.

03

Integrated, Coordinated Transition

Support readiness across schools and departments. Strengthen coordination across divisions. Incorporate input throughout District functions.

04

Long-Term Systems

Use data to guide operational decisions. Minimize disruption while strengthening systems for the years ahead.

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Implementation is occurring in three coordinated phases

01 — COMPLETE

PLANNING + PREPARATION

March – May

- ✓ Routing validation & ridership audit
- ✓ Stop consolidation simulation
- ✓ Communication plan & templates
- ✓ SPED & enrollment data prep

02 — SUBSTANTIALLY COMPLETED

SYSTEM DESIGN

May – July

- ✓ • Stop ptimization & transit coordination
- ✓ • Bell mes, data and system updates
- ❑ Ongo ng route feasibility reviews, driver feedback, and fine tuning
- ❑ OTP monitoring tool, and data capture improvement
- ❑ Family & Staff communications

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03 — UPCOMING

LAUNCH + STABILIZATION

Start of SY 26–27

- Monitor transportation reliability, OTP
- Track attendance & readiness
- Rapid issue resolution
- Continuous improvement routines

Where we are: route development & driver readiness

SY 26–27 routing project plan — status as of July 21, 2026

7/2 — First draft GenEd routes shared with drivers for feedback

7/10 — First draft ExEd routes shared with drivers for feedback

7/21 — Driver feedback review, route adjustments & new-student reassignment (in progress)

7/27 — Final stop adjustments & completion of SY26–27 routes; Find My Bus Stop feature live

7/31 — Dry run 1 (PM routes)

8/6 — Dry run 2 (AM & PM routes)

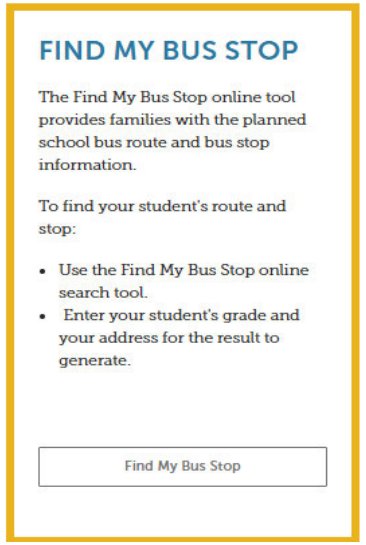
8/10 — Dry run feedback incorporated; final communications & route printing

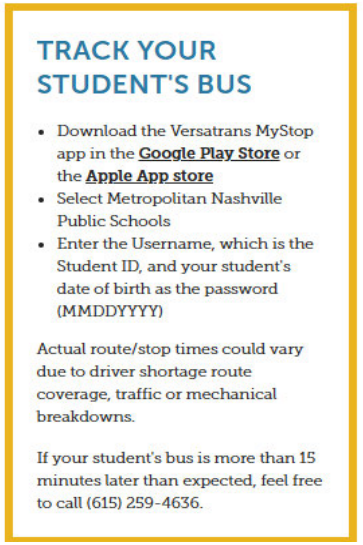
8/11 — First Day of School

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Transitioning to standard twice-weekly change cycle.
Routes move from Planning → Staging → Live on a pred ctable schedule so Find My Bus Stop reflects what's current and we communicate with drivers and families before changes take effect.

Closing the loop with drivers. By 7/31, drivers will receive a summary of the feedback they gave on draft routes and how it was addressed ("You said, We heard, We did"), reinforcing that their input shaped the final SY 26–27 routes.





BusChoice: the transportation opt-out portal

A new online portal where families confirm whether each student will ride the bus in SY 26–27.

01

Sign in and review

Families log in and see each of their students who is eligible to ride.

02

Make a selection

For each student, choose Yes (wil ride) or No (opt out) for the year head.

03

Syncs to Infinite Campus

Each choice flows automatically into Infinite Campus, so rosters and routes reflect real ridership.

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BUILT-IN ELIGIBILITY CHECK

Students in walk zones, at charter schools, or in non-eligible programs see a clear message that they do not qualify, along with the Family Information Center number, **615-259-4636**.

WHY IT MATTERS

Confirmed ridership gives Transportation accurate counts, so routes and stops can be sized to who is actually riding, with fewer empty seats from day one.

How the Board can support

1

Share formal communications

Share information about how start time updates and where parents can find information about their bus stops and routes at **mnps.org/departments/transportation**

2

Give the system time to stabilize

The first few weeks are always dynamic as routes are finalized and new students are added. Patience and monitoring during the initial change period are crucial.

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METROPOLITAN NASHVILLE PUBLIC SCHOOL BOARD MEETING – June 23, 2026

Members Present: Freda Player – Chair, Berthena Nabaa-McKinney – Vice-chair, Rachael Anne Elrod, Erin O'Hara Block, Cheryl Mayes, Abigail Tylor, Robert Taylor, Rachael Anne Elrod and TK Fayne

Member Absent: Zach Young

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
C. Adoption of Agenda

Motion to rearrange the agenda to the following order: Board Reports, Governance Issues, Director Report, Public Participation and remove the ReImagined MNPS Zoning Phase Out Option from the agenda.
By Freda Player, seconded TK Fayne
Vote: 8-0 (unanimous)

BOARD REPORTS

A. Berthena Nabaa-Mckinney gave an update on the Budget and Finance Committee.

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**~~

Motion to approve the consent agenda with the removal of A-1-d-FY26-27 Operating Budget - Recommendation from Budget and Finance Committee

By Abigail Tylor, seconded Cheryl Mayes
Vote: 8-0 (unanimous)

Motion to approve the consent agenda with the removal of A-1-d-FY26-27 Operating Budget - Recommendation from Budget and Finance Committee

By Cheryl Mayes, seconded Rachael Anne Elrod
Vote: 7-1 (Abigail Tylor)

DIRECTOR'S REPORT

A. Dr. Battle presented the 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.

PUBLIC PARTICIPATION

A. Chris Pinkin – He addressed the Board concerning a Zero Tolerance Expulsion.
B. Lilith Pipkin – She addressed the Board concerning a Zero Tolerance Expulsion.

WRITTEN INFORMATION TO THE BOARD

A. Sales Tax Collections as of June 20, 2026

ANNOUNCEMENTS

A. Freda Player announced that the July 14th Board is canceled. The Board will meet again on July 28th.

Freda Player adjourned the meeting at 5:37 p.m.

David G. Sevier

_____

David G. Sevier	Freda Player	Date
Board Secretary	Board Chair	

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(1)

VENDOR:	Applicant Insight, Inc.
SERVICE/GOODS (SOW):	Amendment #1 increases the contract value. The contract provides criminal background checks, Motor Vehicle Record (MVR) checks, and education and employment verification services for employment candidates, current employees, and designated contractors.
SOURCING METHOD:	Amendment of a Previously Board Approved Contract
TERM:	July 29, 2026 through August 12, 2029
FOR WHOM:	Human Resources
COMPENSATION:	This amendment increases the contract value by $1,200,000. Total compensation for this contract is not to exceed $2,075,000. Total compensation is based on an estimated yearly amount of $400,000.
OVERSIGHT:	Human Resources
EVALUATION:	Based on the timeliness and accuracy of services provided.
MBPE CONTRACT NUMBER:	7580899
SOURCE OF FUNDS:	Operating Budget

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(2)

VENDOR:	Bongards Creameries
SERVICE/GOODS (SOW):	Amendment #2 increases the contract value, extends the contract term, and adds required federal provisions. The contractor processes U.S. Department of Agriculture (USDA) donated commodities into finished food products for use in MNPS nutrition programs.
SOURCING METHOD:	Amendment of a Previously Board Approved Contract
TERM:	July 29, 2026 through June 30, 2028
FOR WHOM:	MNPS Students
COMPENSATION:	This amendment increases the contract value by $100,000. Total compensation for this contract is not to exceed $245,000. Total compensation is based on an estimated yearly amount of $50,000.
OVERSIGHT:	Nutrition Services
EVALUATION:	Based on the timeliness and accuracy of products provided.
MBPE CONTRACT NUMBER:	7561186
SOURCE OF FUNDS:	Nutrition Services Fund

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(3)

VENDOR:	Butterball, LLC
SERVICE/GOODS (SOW):	Amendment #1 increases the contract value, extends the contract term, and adds required federal provisions. The contractor processes U.S. Department of Agriculture (USDA) donated commodities into finished food products for use in MNPS nutrition programs.
SOURCING METHOD:	Amendment of a Previously Board Approved Contract
TERM:	July 29, 2026 through June 30, 2028
FOR WHOM:	MNPS Students
COMPENSATION:	This amendment increases the contract value by $60,000. Total compensation for this contract is not to exceed $135,000. Total compensation is based on an estimated yearly amount of $30,000.
OVERSIGHT:	Nutrition Services
EVALUATION:	Based on the timeliness and accuracy of products provided.
MBPE CONTRACT NUMBER:	7564479
SOURCE OF FUNDS:	Nutrition Services Fund

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(4)

VENDOR:	Creative Girls Rock
SERVICE/GOODS (SOW):	Supplemental contract to add more vendors to our qualified list of mural artists. This contract covers the provision of student-created mural projects, including professional design consultation, subcontract coordination, wall prep, priming, and final paint.
SOURCING METHOD:	RFP MNPS000039
TERM:	July 29, 2026 through December 9, 2030
FOR WHOM:	MNPS Students and Faculty
COMPENSATION:	Contractor will be compensated in accordance with Exhibit A. Total compensation for this contract is not to exceed $500,000. Total compensation is based on an estimated yearly amount of $100,000.
OVERSIGHT:	Facilities
EVALUATION:	Based on student collaboration as well as content and quality of services provided.
MBPE CONTRACT NUMBER:	C7000157
SOURCE OF FUNDS:	Operating Budget

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(5)

VENDOR:	District Management Group, LLC
SERVICE/GOODS (SOW):	Partnership with a cohort of schools to accelerate student learning and achievement. The partnership will focus on two primary outcomes: academic gains and advanced academic programming.
SOURCING METHOD:	RFP MNPS000025
TERM:	July 29, 2026 through July 28, 2031
FOR WHOM:	MNPS Students and Staff
COMPENSATION:	Contractor will be compensated in accordance with Exhibit A. Total compensation for this contract is not to exceed $800,000. Total compensation is based on an estimated yearly amount of $160,000.
OVERSIGHT:	Strategic Investments – Division of Academics and Schools
EVALUATION:	Based on the improvement in key academic metrics, access, participation, and completion rates for International Baccalaureate (IB), Advanced Placement (AP), or early college programs.
MBPE CONTRACT NUMBER:	C7000162
SOURCE OF FUNDS:	Operating Budget and Grant Funds (SSIG, TAG)

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(6)

VENDOR:	Eduservice, Inc. dba CT3
SERVICE/GOODS (SOW):	Amendment #2 increases the contract value. The contract is for the provision of a comprehensive professional development program designed to enhance instructional practices and classroom management among school leaders, instructional coaches, aspiring coaches, and teachers.
SOURCING METHOD:	Amendment of a Previously Board Approved Contract
TERM:	July 29, 2026 through April 22, 2030
FOR WHOM:	MNPS Teachers and Staff
COMPENSATION:	This amendment increases the contract value by $2,000,000. Total compensation for this contract is not to exceed $4,000,000. Total compensation is based on an estimated yearly amount of $800,000.
OVERSIGHT:	Teaching & Learning
EVALUATION:	Based on the universal screening (aReading and aMath) and benchmark data being tracked at schools that leverage the program to monitor the return on investment.
MBPE CONTRACT NUMBER:	7611546
SOURCE OF FUNDS:	Various Operating, State, and Federal Funds

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(7)

VENDOR:	Elisheba Mrozik dba Queen Bee Ink, LLC
SERVICE/GOODS (SOW):	Supplemental contract to add more vendors to our qualified list of mural artists. This contract covers the provision of student-created mural projects, including professional design consultation, subcontract coordination, wall prep, priming, and final paint.
SOURCING METHOD:	RFP MNPS000039
TERM:	July 29, 2026 through December 9, 2030
FOR WHOM:	MNPS Students and Faculty
COMPENSATION:	Contractor will be compensated in accordance with Exhibit A. Total compensation for this contract is not to exceed $500,000. Total compensation is based on an estimated yearly amount of $100,000.
OVERSIGHT:	Facilities
EVALUATION:	Based on student collaboration as well as content and quality of services provided.
MBPE CONTRACT NUMBER:	C7000158
SOURCE OF FUNDS:	Operating Budget

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(8)

VENDOR:	Genesis Learning Centers
SERVICE/GOODS (SOW):	For the provision of academic services for homebound students.
SOURCING METHOD:	RFP MNPS000035
TERM:	July 29, 2026 through July 28,2031
FOR WHOM:	MNPS Homebound Students
COMPENSATION:	Contractor will be compensated in accordance with Exhibit A. Total compensation for this contract is not to exceed $800,000. Total compensation is based on an estimated yearly amount of $160,000.
OVERSIGHT:	Special Populations
EVALUATION:	Based on the quality of service, capacity to perform, and student success and opportunity.
MBPE CONTRACT NUMBER:	C7000172
SOURCE OF FUNDS:	Operating Budget

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(9)

VENDOR:	Gold Creek Foods, LLC
SERVICE/GOODS (SOW):	Amendment #2 increases the contract value, extends the contract term, and adds required federal provisions. The contractor processes U.S. Department of Agriculture (USDA) donated commodities into finished food products for use in MNPS nutrition programs.
SOURCING METHOD:	Amendment of a Previously Board Approved Contract
TERM:	July 29, 2026 through June 30, 2028
FOR WHOM:	MNPS Students
COMPENSATION:	This amendment increases the contract value by $1,700,000. Total compensation for this contract is not to exceed $4,200,000. Total compensation is based on an estimated yearly amount of $850,000.
OVERSIGHT:	Nutrition Services
EVALUATION:	Based on the timeliness and accuracy of products provided.
MBPE CONTRACT NUMBER:	7561188
SOURCE OF FUNDS:	Nutrition Services Fund

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(10)

VENDOR:	Goodman Food Products dba Don Lee Farms
SERVICE/GOODS (SOW):	Amendment #2 increases the contract value, extends the contract term, and adds required federal provisions. The contractor processes U.S. Department of Agriculture (USDA) donated commodities into finished food products for use in MNPS nutrition programs.
SOURCING METHOD:	Amendment of a Previously Board Approved Contract
TERM:	July 29, 2026 through June 30, 2028
FOR WHOM:	MNPS Students
COMPENSATION:	This amendment increases the contract value by $300,000. Total compensation for this contract is not to exceed $746,000. Total compensation is based on an estimated yearly amount of $150,000.
OVERSIGHT:	Nutrition Services
EVALUATION:	Based on the timeliness and accuracy of products provided.
MBPE CONTRACT NUMBER:	7561193
SOURCE OF FUNDS:	Nutrition Services Fund

GOVERNANCE ISSUES – ACTIONS – CONSENT

A.1.b.(11)

VENDOR:	High Liner Foods
SERVICE/GOODS (SOW):	Amendment #2 increases the contract value, extends the contract term, and adds required federal provisions. The contractor processes U.S. Department of Agriculture (USDA) donated commodities into finished food products for use in MNPS nutrition programs.
SOURCING METHOD:	Amendment of a Previously Board Approved Contract
TERM:	July 29, 2026 through June 30, 2028
FOR WHOM:	MNPS Students
COMPENSATION:	This amendment increases the contract value by $65,000. Total compensation for this contract is not to exceed $160,000. Total compensation is based on an estimated yearly amount of $32,500.
OVERSIGHT:	Nutrition Services
EVALUATION:	Based on the timeliness and accuracy of products provided.
MBPE CONTRACT NUMBER:	7561199
SOURCE OF FUNDS:	Nutrition Services Fund

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(12)

VENDOR:	HopSkipDrive, Inc.
SERVICE/GOODS (SOW):	Amendment #2 increases the contract value and updates Exhibit A to include the annual price escalation and the addition of Wheelchair Accessible Vehicle (WAV) and in-app recording pricing. The contract is for the provision of alternative transportation services to provide transportations service for special needs, homeless, foster, and other students where traditional bus service is impractical.
SOURCING METHOD:	Amendment of a Previously Board Approved Contract
TERM:	July 29, 2026 through November 8, 2027
FOR WHOM:	MNPS Transportation
COMPENSATION:	This amendment increases the contract value by $2,000,000. Total compensation for this contract is not to exceed $4,500,000. Total compensation is based on an estimated yearly amount of $2,000,000.
OVERSIGHT:	Transportation
EVALUATION:	Based on quality of services provided and capacity to meet MNPS' requested needs.
MBPE CONTRACT NUMBER:	7545126
SOURCE OF FUNDS:	Various Operating Budgets and Federal Funds

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(13)

VENDOR:	Hormel Food Sales, LLC
SERVICE/GOODS (SOW):	Amendment #2 increases the contract value, extends the contract term, and adds required federal provisions. The contractor processes U.S. Department of Agriculture (USDA) donated commodities into finished food products for use in MNPS nutrition programs.
SOURCING METHOD:	Amendment of a Previously Board Approved Contract
TERM:	July 29, 2026 through June 30, 2028
FOR WHOM:	MNPS Students
COMPENSATION:	This amendment increases the contract value by $280,000. Total compensation for this contract is not to exceed $690,000. Total compensation is based on an estimated yearly amount of $140,000.
OVERSIGHT:	Nutrition Services
EVALUATION:	Based on the timeliness and accuracy of products provided.
MBPE CONTRACT NUMBER:	7561185
SOURCE OF FUNDS:	Nutrition Services Fund

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(14)

VENDOR:	Integrated Food Service
SERVICE/GOODS (SOW):	Amendment #2 increases the contract value, extends the contract term, and adds required federal provisions. The contractor processes U.S. Department of Agriculture (USDA) donated commodities into finished food products for use in MNPS nutrition programs.
SOURCING METHOD:	Amendment of a Previously Board Approved Contract
TERM:	July 29, 2026 through June 30, 2028
FOR WHOM:	MNPS Students
COMPENSATION:	This amendment increases the contract value by $426,000. Total compensation for this contract is not to exceed $1,064,000. Total compensation is based on an estimated yearly amount of $213,000.
OVERSIGHT:	Nutrition Services
EVALUATION:	Based on the timeliness and accuracy of products provided.
MBPE CONTRACT NUMBER:	7561187
SOURCE OF FUNDS:	Nutrition Services Fund

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(15)

VENDOR:	JTM Provisions Co., Inc.
SERVICE/GOODS (SOW):	Amendment #3 increases the contract value, extends the contract term, and adds required federal provisions. The contractor processes U.S. Department of Agriculture (USDA) donated commodities into finished food products for use in MNPS nutrition programs.
SOURCING METHOD:	Amendment of a Previously Board Approved Contract
TERM:	July 29, 2026 through June 30, 2028
FOR WHOM:	MNPS Students
COMPENSATION:	This amendment increases the contract value by $500,000. Total compensation for this contract is not to exceed $1,250,000. Total compensation is based on an estimated yearly amount of $250,000.
OVERSIGHT:	Nutrition Services
EVALUATION:	Based on the timeliness and accuracy of products provided.
MBPE CONTRACT NUMBER:	7561195
SOURCE OF FUNDS:	Nutrition Services Fund

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(16)

VENDOR:	Land O Lakes Dairy
SERVICE/GOODS (SOW):	Amendment #2 increases the contract value, extends the contract term, and adds required federal provisions. The contractor processes U.S. Department of Agriculture (USDA) donated commodities into finished food products for use in MNPS nutrition programs.
SOURCING METHOD:	Amendment of a Previously Board Approved Contract
TERM:	July 29, 2026 through June 30, 2028
FOR WHOM:	MNPS Students
COMPENSATION:	This amendment increases the contract value by $150,000. Total compensation for this contract is not to exceed $360,000. Total compensation is based on an estimated yearly amount of $75,000.
OVERSIGHT:	Nutrition Services
EVALUATION:	Based on the timeliness and accuracy of products provided.
MBPE CONTRACT NUMBER:	7561196
SOURCE OF FUNDS:	Nutrition Services Fund

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(17)

VENDOR:	M.C.I. Foods, Inc.
SERVICE/GOODS (SOW):	Amendment #2 increases the contract value, extends the contract term, and adds required federal provisions. The contractor processes U.S. Department of Agriculture (USDA) donated commodities into finished food products for use in MNPS nutrition programs.
SOURCING METHOD:	Amendment of a Previously Board Approved Contract
TERM:	July 29, 2026 through June 30, 2028
FOR WHOM:	MNPS Students
COMPENSATION:	This amendment increases the contract value by $600,000. Total compensation for this contract is not to exceed $1,487,000. Total compensation is based on an estimated yearly amount of $300,000.
OVERSIGHT:	Nutrition Services
EVALUATION:	Based on the timeliness and accuracy of products provided.
MBPE CONTRACT NUMBER:	7561192
SOURCE OF FUNDS:	Nutrition Services Fund

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(18)

VENDOR:	Miriam Speyer
SERVICE/GOODS (SOW):	Supplemental contract to add more vendors to our qualified list of mural artists. This contract covers the provision of student-created mural projects, including professional design consultation, subcontract coordination, wall prep, priming, and final paint.
SOURCING METHOD:	RFP MNPS000039
TERM:	July 29, 2026 through December 9, 2030
FOR WHOM:	MNPS Students and Faculty
COMPENSATION:	Contractor will be compensated in accordance with Exhibit A. Total compensation for this contract is not to exceed $500,000. Total compensation is based on an estimated yearly amount of $100,000.
OVERSIGHT:	Facilities
EVALUATION:	Based on student collaboration as well as content and quality of services provided.
MBPE CONTRACT NUMBER:	C7000155
SOURCE OF FUNDS:	Operating Budget

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(19)

VENDOR:	Nashville State Community College
SERVICE/GOODS (SOW):	For the provision of Dual Enrollment/Dual Credit opportunities.
SOURCING METHOD:	RFP MNPS000028
TERM:	July 29, 2026 through July 28, 2031
FOR WHOM:	MNPS Students
COMPENSATION:	Contractor will be compensated in accordance with Exhibit A. Total compensation for this contract is not to exceed $3,500,000. Total compensation is based on an estimated yearly amount of $700,000.
OVERSIGHT:	College and Career Readiness
EVALUATION:	Based on quality, effectiveness, and accessibility to provide Dual Enrollment/Dual Credit opportunities aligned with MNPS curriculum and student needs.
MBPE CONTRACT NUMBER:	C7000175
SOURCE OF FUNDS:	Operating Budget

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(20)

VENDOR:	National Education Opportunity Network, Inc.
SERVICE/GOODS (SOW):	For the provision of Dual Enrollment/Dual Credit opportunities.
SOURCING METHOD:	RFP MNPS000028
TERM:	July 29, 2026 through July 28, 2031
FOR WHOM:	MNPS Students
COMPENSATION:	Contractor will be compensated in accordance with Exhibit A. Total compensation for this contract is not to exceed $300,000. Total compensation is based on an estimated yearly amount of $60,000.
OVERSIGHT:	College and Career Readiness
EVALUATION:	Based on quality, effectiveness, and accessibility to provide Dual Enrollment/Dual Credit opportunities aligned with MNPS curriculum and student needs.
MBPE CONTRACT NUMBER:	C7000173
SOURCE OF FUNDS:	Operating Budget

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(21)

VENDOR:	Overdrive, Inc.
SERVICE/GOODS (SOW):	For the provision of an e-book and digital audiobook platform.
SOURCING METHOD:	RFP MNPS000052
TERM:	July 29, 2026 through July 28, 2031
FOR WHOM:	MNPS Students
COMPENSATION:	Contractor will be compensated in accordance with Exhibit A. Total compensation for this contract is not to exceed $1,650,000. Total compensation is based on an estimated yearly amount of $330,000.
OVERSIGHT:	Library Services
EVALUATION:	Based on the amount of circulation of digital reading material.
MBPE CONTRACT NUMBER:	C7000200
SOURCE OF FUNDS:	Various School-based Funds

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(22)

VENDOR:	Phases LLC
SERVICE/GOODS (SOW):	Supplemental contract to add more vendors to our qualified list of mural artists. This contract covers the provision of student-created mural projects, including professional design consultation, subcontract coordination, wall prep, priming, and final paint.
SOURCING METHOD:	RFP MNPS000039
TERM:	July 29, 2026 through December 9, 2030
FOR WHOM:	MNPS Students and Faculty
COMPENSATION:	Contractor will be compensated in accordance with Exhibit A. Total compensation for this contract is not to exceed $500,000. Total compensation is based on an estimated yearly amount of $100,000.
OVERSIGHT:	Facilities
EVALUATION:	Based on student collaboration as well as content and quality of services provided.
MBPE CONTRACT NUMBER:	C7000156
SOURCE OF FUNDS:	Operating Budget

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(23)

VENDOR:	Pilgrim's Pride Corporation
SERVICE/GOODS (SOW):	Amendment #1 increases the contract value, extends the contract term, and adds required federal provisions. The contractor processes U.S. Department of Agriculture (USDA) donated commodities into finished food products for use in MNPS nutrition programs.
SOURCING METHOD:	Amendment of a Previously Board Approved Contract
TERM:	July 29, 2026 through June 30, 2028
FOR WHOM:	MNPS Students
COMPENSATION:	This amendment increases the contract value by $360,000. Total compensation for this contract is not to exceed $898,000. Total compensation is based on an estimated yearly amount of $180,000.
OVERSIGHT:	Nutrition Services
EVALUATION:	Based on the timeliness and accuracy of products provided.
MBPE CONTRACT NUMBER:	7561200
SOURCE OF FUNDS:	Nutrition Services Fund

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(24)

VENDOR:	Scenario Learning, LLC dba Vector Solutions
SERVICE/GOODS (SOW):	For the provision of an online training platform for Human Resources compliance.
SOURCING METHOD:	RFP MNPS000008
TERM:	July 29, 2026 through July 28, 2031
FOR WHOM:	MNPS Staff
COMPENSATION:	Contractor will be compensated in accordance with Exhibit A. Total compensation for this contract is not to exceed $272,001.60. Total compensation is based on an estimated yearly amount of $54,400.
OVERSIGHT:	Human Resources
EVALUATION:	Based on the quality of the learning management system (LMS), HR compliance content, course library, training delivery methods, assessments, certifications, accessibility, and user experience.
MBPE CONTRACT NUMBER:	C7000199
SOURCE OF FUNDS:	Operating Budget

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(25)

VENDOR:	Simformotion, LLC
SERVICE/GOODS (SOW):	For the purchase of Cat Simulators in order to provide National Center for Construction Education and Research (NCCER) credentials for students who are part of the Heavy Equipment Operations pathway at Cane Ridge High School.
SOURCING METHOD:	Sole Source
TERM:	July 29, 2026 through December 1, 2026
FOR WHOM:	Cane Ridge High School
COMPENSATION:	Total compensation for this purchase is not to exceed $150,000.
OVERSIGHT:	College and Career Readiness
EVALUATION:	Based on the quality and timeliness in receiving the goods provided.
MBPE CONTRACT NUMBER:	TBD
SOURCE OF FUNDS:	ISM Grant Funds

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(26)

VENDOR:	Tennessee College of Applied Technology Nashville
SERVICE/GOODS (SOW):	For the provision of Dual Enrollment/Dual Credit opportunities.
SOURCING METHOD:	RFP MNPS000028
TERM:	July 29, 2026 through July 28, 2031
FOR WHOM:	MNPS Students
COMPENSATION:	Contractor will be compensated in accordance with Exhibit A. Total compensation for this contract is not to exceed $210,000. Total compensation is based on an estimated yearly amount of $42,000.
OVERSIGHT:	College and Career Readiness
EVALUATION:	Based on quality, effectiveness, and accessibility to provide Dual Enrollment/Dual Credit opportunities aligned with MNPS curriculum and student needs.
MBPE CONTRACT NUMBER:	C7000177
SOURCE OF FUNDS:	Operating Budget

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(27)

VENDOR:	The J.M. Smucker Co., dba Smucker Foodservice, Inc.
SERVICE/GOODS (SOW):	Amendment #1 increases the contract value, extends the contract term, and adds required federal provisions. The contractor processes U.S. Department of Agriculture (USDA) donated commodities into finished food products for use in MNPS nutrition programs.
SOURCING METHOD:	Amendment of a Previously Board Approved Contract
TERM:	July 29, 2026 through June 30, 2028
FOR WHOM:	MNPS Students
COMPENSATION:	This amendment increases the contract value by $500,000. Total compensation for this contract is not to exceed $1,246,000. Total compensation is based on an estimated yearly amount of $250,000.
OVERSIGHT:	Nutrition Services
EVALUATION:	Based on the timeliness and accuracy of products provided.
MBPE CONTRACT NUMBER:	7561198
SOURCE OF FUNDS:	Nutrition Services Fund

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(28)

VENDOR:	The Metropolitan Nashville Education Association (MNEA)
SERVICE/GOODS (SOW):	Amendment #5 extends the contract term, updates the compensation rates for the President, and increases the contract value. The contract is for MNEA to reimburse MNPS the salaries and benefits for the MNEA President, Vice President, and Organizing Director.
SOURCING METHOD:	Amendment of a Previously Board Approved Contract
TERM:	July 28, 2026 through June 30, 2027
FOR WHOM:	MNEA
COMPENSATION:	This amendment increases the contract value by $155,069.54 to cover the cost that MNEA will reimburse MNPS for the full cost of employee salaries and benefits as outlined below. Compensation below is subject to any increases approved by MNPS policy and changes in benefits enrollment or premiums. (a) Employee #453029 - Paula Pendergrass for the time period of July 1, 2026 through June 30, 2027. Salary: $125,930.32 Annual ER Cost (MED/DEN/VIS/HEARING (EE only)): $29,114.02 EE Life: $25.20 Total: $155,069.54 Total compensation for this contract covering all three positions since the contract origination and this new amendment is not to exceed $1,223,352.39.
OVERSIGHT:	Human Resources
EVALUATION:	Based on prompt and accurate performance.
MBPE CONTRACT NUMBER:	7518051
SOURCE OF FUNDS:	Not Applicable

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(29)

VENDOR:	Trident Seafood Corp.
SERVICE/GOODS (SOW):	Amendment #1 increases the contract value, extends the contract term, and adds required federal provisions. The contractor processes U.S. Department of Agriculture (USDA) donated commodities into finished food products for use in MNPS nutrition programs.
SOURCING METHOD:	Amendment of a Previously Board Approved Contract
TERM:	July 29, 2026 through June 30, 2028
FOR WHOM:	MNPS Students
COMPENSATION:	This amendment increases the contract value by $70,000. Total compensation for this contract is not to exceed $172,000. Total compensation is based on an estimated yearly amount of $35,000.
OVERSIGHT:	Nutrition Services
EVALUATION:	Based on the timeliness and accuracy of products provided.
MBPE CONTRACT NUMBER:	7561197
SOURCE OF FUNDS:	Nutrition Services Fund

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(30)

VENDOR:	Tyson Prepared Foods, Inc.
SERVICE/GOODS (SOW):	Amendment #3 increases the contract value, extends the contract term, and adds required federal provisions. The contractor processes U.S. Department of Agriculture (USDA) donated commodities into finished food products for use in MNPS nutrition programs.
SOURCING METHOD:	Amendment of a Previously Board Approved Contract
TERM:	July 29, 2026 through June 30, 2028
FOR WHOM:	MNPS Students
COMPENSATION:	This amendment increases the contract value by $2,535,000. Total compensation for this contract is not to exceed $6,335,000. Total compensation is based on an estimated yearly amount of $1,267,500.
OVERSIGHT:	Nutrition Services
EVALUATION:	Based on the timeliness and accuracy of products provided.
MBPE CONTRACT NUMBER:	7561194
SOURCE OF FUNDS:	Nutrition Services Fund



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MNPS Charter Authorization Handbook

2026-2027

Revised 7.21.2026

METRO NASHVILLE PUBLIC SCHOOLS

MNPS CHARTER SCHOOLS OFFICE

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About the Authorizer

Overview

With more than 150 schools, including 24 charter schools, Metro Nashville Public Schools (MNPS) is one of the nation's largest school districts. As the most diverse district in Tennessee, the consolidated city-county district covers Nashville and Davidson County, an area of about 525 square miles.
A nine-member elected Board, and its appointed Director of Schools, leads the school district. The Metropolitan Nashville Board of Education represents the public's voice in public education, providing oversight for what the school system needs and what the community wants.

Mission and Vision

The mission of the MNPS Charter Schools Office is to authorize excellen public schools that change lives.
The vision of the MNPS Charter Schools Office is a wo ld wh re all children and communities are empowered through exemplary public schools.

Guiding Principles and Policies

National Association of Charter School Authori e s

The MNPS Charter Schools Office ha deve oped a thorizing practices aligned with the National Association of Charter School Authorizers (NACSA) Principles and Standards (Table A). Through this process, the stage is set for strate ic integration of new schools through this approach to quality authorization.

Board Policies

Pursuant to the Tennessee P blic Char er Schools Act of 2002 (T.C.A. § 49-13-101 et seq.), the MNPS has adopted board policies to e sure compliant authorization practices:

MNPS Board Policy 1.900	Charter School Authorizing Principles	Appendix A
MNPS Board Policy 1.901	Charter School Applications	Appendix B
MNPS Board Policy 1.902	Charter School Agreements	Appendix C
MNPS Board Policy 1.903	Charter School Oversight	Appendix D
MNPS Board Policy 1.904	Charter School Intervention	Appendix E
MNPS Board Policy 1.905	Charter School Renewal	Appendix F
MNPS Board Policy 1.906	Charter School Revocation	Appendix G

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Table A: NACSA Principles and Standards

Link	QR Code
NACSA Principles and Standards	

Current Schools Opened and Operating

Table B provides the current charter schools that are open and operating with Metro Nashville Public Schools as the authorizer.

Table B: Current Schools Opened and Operating

School ID	School	Compa son	Beginning Year
179	Aventura Community School	K-4	2022
181	LEAD Cameron College Prep	5-8	2011
286	East End Prep	K-8	2011
305	Explore! Community School	K-8	2015
457	Intrepid College Prep	5-12	2013
499	KIPP Kirkpatrick ES	K-4	2015
501	KIPP Nashville College Prep ES	K-4	2017
502	KIPP Academy Nashvill MS	5-8	2007
503	KIPP Nashville College rep M	5-8	2013
504	KIPP Nashville Collegiate H	9-12	2014
507	LEAD Prep Southeast	5-12	2013
508	LEAD Acad my HS	9-12	2007
517	Liberty Colle iate Academ	5-8	2011
592	Nashville Classic l East	K-8	2013
594	Nashville Prep	5-8	2011
599	Nashville Classical West	K-2	2023
652	Purpose Prep Academy	K-5	2013
660	RePublic HS	9-12	2011
668	Rocketship United Academy	K-5	2015
687	Smithson Craighead Academy	K-5	2007
695	STEM Prep Academy	5-8	2011
696	STEM Prep Academy HS	9-12	2015
743	Valor Flagship	5-12	2014
744	Valor Voyager	5-8	2015

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Application Cycle

Charter School Applications

Purpose

The charter application process is designed for use by sponsors seeking to start public charter schools in Tennessee, including: (i) a new-start applicant, (ii) an existing Tennessee sponsor proposing a new school with a change in focus/grade structure, (iii) an out-of-state sponsor, (iv) an existing Tennessee sponsor proposing to replicate an existing school, or (v) an Opportunity Charter School.

Process and Timeline

Letter of Intent

All applicants must file a Letter of Intent at least 60 days prior to the application deadline of February 1st (T.C.A. § 49-13-107(a)). The form must be emailed to the MNPS Charter Schools Office no later than December 3rd. When the December 3rd deadline falls on a Sa urday, Sunday, or a State observed holiday, the Letter of Intent is due on the next business day. Applicants will submit the Letter of Intent to MNPS Charter Schools Office email at charterschooloffic @mnps.or

Charter application guidance and forms related to the L tter of Intent can be found in Table C.

Table C: Charter School Application Guidelines and Forms

Link	QR Code
TN State Board of Education Charter School Applications Link	

Within 10 business days of re eipt f a letter of intent, the authorizer shall share with the sponsor the most up to date per-pupil estimate of combined state and local funding. Sponsors must input that number into the budget template that accompanies the application to support accurate budgeting.

All letters of intent become public record after submission to MNPS. Submission of an application is an official waiver of confidentiality, notwithstanding any statements to the contrary that may be contained within the application, or in any other notifications submitted by the applicant.

Original Application Review Process and Timeline

Applicants must use the Charter School Applications found on the TN State Board of Education website (Table C).

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The full application is due on February 1st no later than 4:30 pm CT, unless this deadline falls on a Saturday, Sunday, or a State observed holiday, then it is due on the next business day. One electronic copy (pdf) and five (5) hard copies of the application are required. The electronic copy is considered the master copy in the event of discrepancies and should be submitted through e-mail. E-mailed applications must be submitted to the coordinator of the MNPS Charter Schools Office at charterschooloffice@mnps.org and TN State Board of Education at charterschool.applications@tn.gov. The five (5) hard copies must be delivered in person to MNPS Charter Schools Office in the Support Hub Family Information Center (parking lot off Berry Hill Road) at the following address:

Metropolitan Nashville Board of Public Education
2601 Bransford Avenue
Nashville, TN 37204

If in person delivery is not possible, then applicants will need to contact the coordinator at charterschooloffice@mnps.org one full business day before the deadline to make other arrangements in time to meet the February 1st 4:30 pm CT deadline, unless this d ad ine falls on a Saturday, Sunday, or a State observed holiday, then it is due on the next business day.

MNPS will not accept any applications received after th s date. Applications must be accompanied by a $2,500.00 application fee made out to the Metropolitan Nashville Public Schools. In the event an application is insufficient and returned to the applicant with ut review, the fee will be returned.

A completed application shall include all the componen described in the Application Formatting Submission and Instructions section of the applica on, along with the application fee.

All submitted applications become public record after submission to MNPS. Submission of an application is an official waiver of c nf dentiality, notwithstanding any statements to the contrary that may be contained within the application, or in any other notifications submitted by the applicant.

The application review consi ts of an valuation of the application as submitted and a capacity interview with the prospective a pl cant and their proposed governing board. The district has ninety (90) calendar days from the date of submission to submit evidence findings to the MNPS Board of Education and for the Board to vote on the approval or denial of the application. The timeline for this process is outlined in Table D.

The application review will include the following steps:

1) Each application will be reviewed for completeness by the MNPS Charter Schools executive director and coordinator independently using the appropriate forms. The applications will be reviewed for the following:

    - Educational Program Design and Capacity
    - Operations Plan and Capacity
    - Budget and Finance
    - Required Attachments
    - Applicable Addenda

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- Fiscal Impact (Optional for review by the LEA)

2) Each charter application will be reviewed and rated by a review team. Each reviewer will complete the application rubric provided by TN State Board of Education that includes ratings and feedback that will be submitted to MNPS Charter Schools Office.

3) MNPS Charter Schools Office will prepare questions for a capacity interview with each applicant and their governing board. The purpose of the interview is to further evaluate capacity and to gain a deeper understanding of the application by asking questions tied to the rubric or a specific rule/law.

4) At the conclusion of both the written application review and the capacity interview with each applicant, MNPS Charter Schools Office and the review team will determine a consensus rating for each applicable section of the application.

5) The evidence findings report will be compiled from the om ined analysis of this entire process and presented to the MNPS Board of Education for their review and vote on each application presented.

   There are three ratings for each section and the o erall application: Meets Standard, Partially Meets Standard, and Does Not Meet Standard. As indicated in the guidance from the State Board of Education, for an application to be deemed re dy for approval, the summary rating for each of the major sections must meet the tandar

6) T.C.A. §49-13-108 (c) An LEA may deny on the basis that the opening of the charter school will cause a substantial neg tive fisc l impact on the district. The burden is on the district to provide substantial negative f scal impact. When evaluating whether a proposed charter school will create a negative fi cal imp ct on the district, MNPS considers both the district's funding structure and the ex ent to w ich di trict expenditures can be adjusted when students enroll in the charter schoo Metro Nashville Public Schools utilizes the Student-Based Budgeting (SBB) model, which alloca es funding primarily based on student enrollment, with additional resources provided for he st dents with unique needs. As enrollment changes, school-level funding is adjusted accord ngly.

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Table D: Timeline for Submission of a Charter School Application in SY2026-2027

Due Date*:	Item:
December 3, 2026	Deadline for submission of Letter of Intent (LOI) to MNPS and TN State Board of Education
February 1, 2027	Deadline for completed charter applications to MNPS Charter Schools Office (hard copies no later than 4:30 p.m.)
February-April 2027	Independent application review process
March-April 2027	Capacity Interviews conducted

Within 5 calendar days of the board vote	Findings report from Charter Review Team sent to charter applicant and to the MNPS Board of Education
Within 90 calendar days of receipt of the application	MNPS Board of Education vote on charter school applications
Within 10 calendar days of decision	Decision letter sent to charter applicant based on the MNPS School Board's vote

*Dates are subject to change.

Amended Application Review Process and Timeline

T.C.A. 49-13-108(3) provides applicants 30 days from the date of receipt of grounds for denial to submit an amended application to correct the deficiencies. The MNPS Board of Education then has 60 days after the receipt of the amended application to either deny or approve the application based on the recommendation of the review teams.

When possible, the same review team that read and provided evidence findings on the initial application will evaluate the amended applications to determine if the deficiencies have been corrected and present the evidence findings to the MNPS Board of Education. T ble E provides the timeline for submission of an amended new start application.

The following guidelines apply to the amended application:

- Amended applications will be due to MNPS Cha ter S hools Office by the 30th day after the MNPS Board of Education votes to deny an applica on. Amended applications will not be accepted after that date.
- Review team members will only review c rrecti n made to the areas of the application that the review team has deemed deficient
- One electronic copy and five ( ) hard copies shall be submitted, which shall be the same applications submitted previously wi h chang s highlighted in yellow so the review team will be able to see all corrections sil .
- A cover sheet shall be bmitted with page numbers so corrected work can be found quickly. It should be clear to r viewers here he changes were made, where they are located, and which area of the applic tion they rep ace. All changes must be highlighted in yellow.
- Additional informati n will no be accepted unless the review team specifically requests it.

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Table E: Timeline for Submission of Amended New Start Application for a Charter School Opening in SY 2026-2027

Due Date*:	Item:
Within 10 calendar days of decision	MNPS Charter Schools Office will send a letter to the applicant regarding the reason for denial
Within 30 calendar days of notification for denial	Amended application due to MNPS Charter Schools Office (hard copies no later than 4:30 p.m.)
May-July 2027	Amended application review process
Within 5 calendar days of the board vote	Findings report from Charter Review Team sent to charter applicant and to the MNPS Board of Education
Within 60 calendar days of receipt of the amended application	MNPS Board of Education vote on the amended charter school application

Within 10 calendar days of the board decision	Decision letter sent to charter applicant based on the MNPS School Board's vote Denied applicants notified about 10-day window to appeal to the State Board

*Dates are subject to change.

Five Year (Interim) Reviews

Purpose

Pursuant to T.C.A. § 49-13-121(k), the TN State Board of Education developed guidelines for local education agency (LEA) authorizers and charter schools to facilitate the five-year interim review process. In Tennessee, charter agreements are established for ten-year periods. Best practice for charter authorizers includes monitoring and meaningful feedback with charter schools on an annual basis during the charter term. In addition to annual reviews, strong interim reviews are a vital component in providing effective oversight of charter schools and sharing best p ctices across all schools within the charter authorizer's jurisdiction. Tennessee state law requires LEA au horizers to conduct an interim review every five years of each charter school authorized by the LEA. T C.A. § 49-13-121(k): An interim review of a charter school shall be conducted by he chartering authority under guidelines developed by the department of education in the fifth y ar of a harter school's initial period of operation and also in the fifth year following any renewal f a charter agreement. Such guidelines require a charter school to submit to the charteri g authority report on the progress of the school in achieving the goals, objectives, pupil performan e standards, content standards and other terms of the approved charter agreement.

Process and Timeline

Each charter school shall complete ch se tion b ed on TN State Board of Education Interim Review Guidance for the Five-Year Review pr ided in Table F. An electronic copy of the completed interim review report shall be submitted to he MNPS Charter Schools coordinator (charterschooloffice@m ps.org) and he TN State Board of Education (charterschools.application@tn.gov) no later than December 1st of the charter school's fifth operational year. The MNPS Charter Schools Office will hold a capacity interview and a five-year review meeting with the schools hat are under review during the Spring semester.

Table F: Five Year (Interim) Review Guidance

Link	QR Code
Charter School Interim Review Guidance	

The interim review is intended to be a rigorous review of a charter school's performance and progress toward meeting the performance goals stated in the charter agreement, including essential compliance requirements. The results of the interim review shall be clearly communicated to the school's

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leadership and governing board and must be used by the chartering authority when making renewal, nonrenewal, or revocation decisions. Interim reviews provide the authorizer with an opportunity to review overall renewal status with the charter school. The authorizer shall be prepared to initiate revocation based on the results of an interim review if indicated by the review and allowed by law. Through the process of the interim review, charter schools should be informed whether they are:
1. On track for renewal,
2. Off track, at risk of non-renewal, or
3. Severely off track, at risk of revocation.

The scope and level of an interim review shall be similar to the review conducted at the end of a school's charter term that is used to determine whether to renew the charter contract.

Table G: Five Year (Interim) Review Cycle

School ID	School	Interim Review
179	Aventura Community School	SY2027
507	LEAD Prep Southeast	SY2027
592	Nashville Classical East	SY2028
652	Purpose Prep Academy	SY2028
457	Intrepid College Prep	SY2028
503	KIPP Nashville College Prep MS	SY2028
599	Nashville Classical West	SY2028
743	Valor Flagship	SY2029
504	KIPP Nashville Collegiate HS	SY2029
668	Rocketship United Academy	SY2030
696	STEM Prep Academy HS	SY2030
744	Valor Voyager	SY2030
305	Explore! Community Sch l	SY2030
499	KIPP Kirkpatrick	SY2030
502	KIPP Academ Nashville MS	SY2031
501	KIPP Nashv le College Pre ES	SY2032
508	LEAD Academy HS	SY2032
687	Smithson Craighead Aca emy	SY2033
181	LEAD Cameron College Prep	SY2036
517	Liberty Collegiate Academy	SY2036
594	Nashville Prep	SY2036
660	RePublic HS	SY2036
286	East End Prep	SY2036
695	STEM Prep Academy	SY2036

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Renewal Applications

Purpose

Pursuant to T.C.A. § 49-13-121, the Metro Nashville Public Schools Board of Education has adopted Policy 1.905 (see Appendix F) to provide the process for charter schools to apply for renewal of their charter agreements with the authorizer for another ten-year period.

As a charter school authorizer, MNPS is responsible for evaluating a current charter school's performance and achievement levels in the process of deciding whether to renew a school's charter. A strong renewal process is critical to protect charter school autonomy, students, and stakeholders and ensures schools are held to high standards.

Process and Timeline

The Director of Schools/designee shall define and communicate with schools the criteria for renewal that is consistent with the charter agreement and including, but not limited to expectations for academic, organizational, and financial performance. The Director of Schools/designee shall annually notify the charter school of whether the charter school is "on-track" or "off-track" for renewal. The status of each charter school shall be published in the annual authorizing report. The Board shall make its renewal decision based on the renewal application, annual authorizer reports, and renewal performance report. Within ten (10) days of the Board voting by the resolution on a renewal application, the Director of Schools/designee shall promptly notify a chool of its renewal recommendation and decision, including the reasons for the decisi n and any rights to an appeal. The Director of Schools/designee shall promptly communicate renewal d cisions to the school community and public as well as the Department of Education and the Commission

Complete renewal application guidelines are found on the TN S ate Board of Education website provided in Table H.

Table H: Renewal Application Guidelines

Link	QR Code
TN State Board of Education Charter Schoo Applications Link	

The complete renewal applicati n p ocess will include the following:

a. Cover Page
b. Signed Assurance Page
c. Application Narrative (50-page limit)
d. Appendices
e. Capacity Interview (MNPS Requirement)

Capacity Interview (MNPS Requirement)

- Conducted by MNPS Charter Schools Office and review team members of the renewal year
- Compares current data to original charter application goals
- Provides review team members with a comprehensive view of the lifetime of the contractual agreement
- Provides an opportunity for review members to ask clarifying questions related to the renewal application

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Consensus Process:

- Application review conducted by MNPS review team who consider other materials, including, but not limited to the charter school's annual report(s); the local school board's performance report(s) for the charter school; the local school board's annual report(s); the local school board's site visit report and any responses submitted by the charter school regarding the local school board's visit findings; correspondence from the LEA to the governing body regarding the status of the school during the term of the charter and any plans of correction required by the LEA of the governing body; and any response to the cumulative report provided by the charter school.
- Ratings are determined using the model scoring rubric adopted by the State Board of Education. Each section is given the following calculated weights to determine the overall recommendation to renew or non-renew an application:

  40% Academic Success
  25% Operational Stability
  25% Financial Health
  10% Future Planning

- MNPS grants renewal only to schools that ha e achieved the standards and targets stated in the charter agreement, ar orga izationa ly and fiscally viable, and have been faithful to the terms of the contract and applicable law.

One electronic copy (pdf) and five ( ) hard copies of the renewal application are required. The electronic copy is considered the ma ter c py in h event of discrepancies and may be submitted through e-mail. E-mailed applications ust be submitted to the coordinator of Charter Schools at charterschooloffice@mnps rg and TN S te Board of Education at charterschool.applications@tn.gov. Hard copies will be deliv red in person to MNPS Charter Schools Office in the Support Hub Family Information Center (parkin lot off Be ry Hill Road) at the following address:

Metropolitan Nashville Board f Public Education
2601 Bransford Avenue
Nashville, TN 37204

If in person delivery is not possible, then applicants will need to contact the coordinator of Charter Schools at charterschooloffice@mnps.org one full business day before the deadline to make other arrangements in time to meet the April 1st 4:30pm CT deadline. MNPS will not accept any applications received after this date, unless this deadline falls on a Saturday, Sunday, or a State observed holiday, then it is due on the next business day.

After the application has been determined to be complete, MNPS Charter Schools Office will convene a review team which will analyze and evaluate the renewal application. Capacity interviews will be conducted to gain insight into the progress that has been made toward the goals outlined in the original application and ask clarifying questions related to the renewal application. By February 1st of the following year, MNPS will present the evidence findings to the MNPS Board of Education for a ruling

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by resolution on the renewal application. If the decision is to approve, MNPS and the charter school will immediately enter a new ten (10) year contract. If the decision is to deny renewal, the charter school governing board has ten (10) days to appeal to the Tennessee Public Charter Commission. If the Charter Commission upholds the denial, that decision is final and there is no appeal. If the Charter Commission overturns the MNPS Board's decision, the school will continue to operate under authorization of the Tennessee Public Charter Commission. Table I provides an overview of the renewal application timeline.

Table I: Timeline for Renewal Application SY 2027

Due Date*:	Item:
January 1, 2027	Provide renewal applicants a cumulative report and the MNPS Renewal Application Scoring Rubric.
April 1, 2027	Completed renewal charter applications due in the MNPS Charter Schools Office no later than 4:30 p.m. CT
Before February 1, 2027 deadline	Capacity Interviews with renewal applic nts
Within 5 calendar days of the board decision	Findings Reports due to the renew l applicant and the MNPS Board of Education
Before February 1, 2027 deadline	MNPS Board of Education vote o the findings report from MNPS Charter Schools Office
Within 10 days of the board decision	The MNPS Charter Schools Office sends a decision letter to the applicant based on the MNPS Sch l Board's vote.
Within 10 calendar days of the board decision	Renewal appli an s that a denied have 10 days to appeal to the Charter commissio .

*Dates are subject to change.

High-Performing Charte s

High-Performing charter school renewal applications shall be automatically approved for renewal. A charter school will be deem d high-pe forming if it:

1. Has meet or exceeded s anda ds on at least seventy-five percent (75%) of the indicators in each section of the school perf rmance framework in each of the three (3) immediately preceding school years;
2. Has attained a school composite level of "above expectations" or "significantly above expectations" as represented by the Tennessee Value-Added Assessment System (TVAAS) in each of the three (3) immediately preceding school years; and
3. Has had no significant audit findings during the term of the current charter agreement.

Within ten (10) days of the Board approving a high-performing charter school for renewal, the director of School/designee shall report the approval to the Department of Education and Commission.

Table J provides the renewal cycle for current charter schools operating under MNPS.

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Table J: Renewal Cycle of Current Charter Schools

School ID	School	Term expires June 30th	Renewal Application Due April 1st	Renewal Decision February 1st
501	KIPP Nashville Collegiate Prep ES	2027	2026	2027
508	LEAD Academy HS	2027	2026	2027
687	Smithson Craighead Academy	2028	2027	2028
286	East End Prep	2031	2030	2031
181	LEAD Cameron College Prep	2031	2030	2031
517/660	Liberty Collegiate/ RePublic	2031	2030	2031
594	Nashville Prep	2031	2030	2031
696	STEM Prep Academy	2031	2030	2031
179	Aventura	2032	2031	2032
507	LEAD Prep SE	203	2031	2032
457	Intrepid Academy	2033	2032	2033
503	KIPP Nashville College Prep MS	2033	2032	2033
592	Nashville Classical East	2 3	2032	2033
652	Purpose P p	2033	2032	2033
599	Nashvill Classical West	2033	2032	2033
504	KIPP N shville Collegiate HS	2034	2033	2034
743	Valor Flagship	2034	2033	2034
305	Explore Community School	2035	2034	2035
499	KIPP Kirkpatrick ES	2035	2034	2035
668	Rocketship United	2035	2034	2035
695	STEM High School	2035	2034	2035
744	Valor Voyager	2035	2034	2035
502	KIPP Academy Nashville MS	2036	2035	2036

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Charter Amendments

Purpose

In accordance with T.C.A. § 49-13-110(d), the governing body of a charter school may petition its authorizer to amend its charter agreement. Timelines for approval and the appeals process are defined by Tennessee Public Charter Commission rule 1185-01-01-.04.

An amendment to the original charter agreement shall be required for any material modification to the provisions of a charter school's charter agreement. A material modification to a charter agreement is defined as a substantive change to the terms of the charter agreement regarding a charter school's governance, financial, operational, or academic structure. Material modifications include, but are not limited to:

1. Change in governance structure (including, but not limited to, a change in the nonprofit entity governing the school), or addition of or changes to th charter management organization;
2. The addition or removal of a grade level or levels;
3. Changes in student enrollment which fall outside f the minim m or maximum enrollment thresholds set forth in the charter school's charter agreement;
4. The addition or removal of a plan to provide anspo tation to students attending the charter school;
5. Changes to the charter school's locati if outside he geographic area set forth in the charter agreement;
6. Changes to the charter school's academi fo us or goals set forth in the charter agreement; and
7. Changes identified in the charter a reemen as material modifications or amendments.

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Process and Timeline

Table K provides the tim line for any current charter school seeking an amendment for the Fall or Spring.

Table K: Timeline for Charter Ame dments

Fall Dates*	Item
September 1, 2026	Deadline for submission of the Letter of Intent (LOI) to the MNPS Charter Schools Office for proposed amendments for the year preceding the school year in which the proposed amendment will take effect
October 1, 2026	Deadline for submission of the complete charter amendment application due to the MNPS Charter Schools Office for the year preceding the school year in which the proposed amendment will take effect
With 5 calendar days of the board vote	Findings report due to the Board and applicant
Within 60 days of its due date	Amendments presented to MNPS Board of Education during the MNPS board meeting

Within 5 calendar days of the date of the board decision	Decision letter to the applicant based on the MNPS School Board's vote sent by MNPS Charter Schools Office Applicant has 10 calendar days to appeal to the Charter Commission if the decision is to deny.

Spring Dates*	**Item**
January 15, 2027	Deadline for submission of the Letter of Intent (LOI) to the MNPS Charter Schools Office for proposed amendments for the year preceding the school year in which the amendment will take effect
February 14, 2027	Deadline for the submission of the complete charter amendment application due to the MNPS Charter Schools Office for the year preceding the school year in which the proposed amendment will take effect
Within 5 calendar days of the board vote	Finding reports due to the Board and appli ant
Within 60 days of its due date	Amendments presented to the MNPS Boa d of Education during the MNPS board meeting
Within 5 calendar days of the date of the board decision	Decision letter to the applicant based on the MNPS School Board's vote sent by MNPS Charter Scho s Offic Applicant has 10 calendar days to appeal to the Charter Commission if the decision is to deny.

*Dates are subject to change. If the due date falls on a Satu day, Sund or state-observed holiday, the due date shall be the next business day.

Emergency Amendment

A charter school may submit an emerg cy amendment application at any time if good cause exists for an amendment due to unanticipated extrao dinary circumstances. In addition to the category of amendment, the school must check "EMERGENCY Petition" at the bottom of the first page of Part I and briefly describe the cir umstances constituting the emergency. The Background Statements shall include detailed written findings explaining the unanticipated extraordinary circumstances giving rise to the emergency amendment appl cation.

Applicants must follow the rules of the TN State Board of Education and the Charter Amendment guidelines as found on the TN State Board of Education website provided in Table L. The application describes the four category types and the requirements for each category. Applicants should look closely at the application scoring rubric, also found on TN State Board of Education website. The scoring rubric outlines the criteria under which each section will be evaluated by reviewers.

Table L: Amendment

Link	QR Code
TN State Board of Education Charter Applications Link	

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Charter School Support

Charter Office Direct Support

Purpose

The MNPS Charter Schools Office has adopted NACSA's three core principles to guide all aspects of the work used for charter authorizing. The three core principles are maintaining high standards for all schools, upholding high performing school's autonomy, and protecting student and public interest. By maintaining high standards beginning at the application process, the MNPS Charter Schools Office ensures schools are meeting the needs of all students throughout the implementation of their contract as well as the components outlined in the Model Charter School Performance Framework. The MNPS Charter Schools Office ensures high performing schools' autonomy is protected while providing support to schools in areas they are experiencing challenges.

Process and Timeline

The MNPS Charter Schools Office supports each charter school with onsite school visits. The purpose of the visits is to ensure charter schools provide the necessary informati n and discuss current data to ensure charter schools are equipped with the knowledge t meet the metric outlined in the Model Performance Framework and Contractual Agreement. Table M rovides the timeline of touchpoints and onsite visits for MNPS charter schools.

Table M: Charter Support

Dates*	Event	Item
August	Annual Charter School Kickoff	• L d by th MNPS Charter Schools Office and charter sta eholder • Mee with each charter network to provide charter schools with vital information as it relates to the latest guidance and requirements for the current school year
September	Charter School O site Visit Fall	Led by the MNPS Charter Schools Office • Onsite Visit focuses on most recent data in relation to the contractual agreement, model performance framework, and progress toward renewal
October	Quarterly Meeting for Charter Leaders	• Led by the MNPS Charter Schools Office Executive Director • Meetings focus on the vital information as it relates to the charter schools' governing bodies
January	Charter School Onsite Visit Spring	• Led by the MNPS Charter Schools Office Executive Director • Meetings focus on the vital information as it relates to the charter schools' governing bodies
	Quarterly Meeting for Charter Leaders	• Led by the MNPS Charter Schools Office Executive Director • Meetings focus on the vital information as it relates to the charter schools' governing bodies

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March	Charter School Onsite Visit Spring	• Led by the MNPS Charter Schools Office • Onsite Visit focuses on most recent data in relation to the contractual agreement, model performance framework
	Quarterly Meeting for Charter Leaders	• Led by the MNPS Charter Schools Office Executive Director • Meetings focus on the vital information as it relates to the charter schools' governing bodies
May	End of Year Recap	• Led by the MNPS Charter Schools Office • Virtual meeting focused on trends from the previous year and any updates that will aid in summer planning
	Quarterly Meeting for Charter Leaders	• Led by the MNPS Charter Schools Office Executive Director • Meetings focus on the vital information as it relates to the charter schools' governing bodies

*Dates are subject to change.

Extended Core Team

MNPS has a dedicated extended core team that provide compliance support to charter schools related to each charter school's contractual agreement, as well a stat , and federal policies.

Service Agreements

To ensure that Metro Nashville Public S h ols (MNPS) and the MNPS Charter Schools Office remain fully and demonstrably aligned with nationa y recognized quality authorizing standards, specifically Standard 6.111, which emphasizes nd prot cts mean ngful school-level autonomy, MNPS is taking deliberate and proactive steps to struc ur its internal processes in a manner that honors both compliance and flexibility. A p t of th effort, MNPS will make available formal service agreement contracts covering a defin d st of dis rict-p ovide supports and operational services. The purpose of these service agreement c ntracts is to provide charter school with clearly anticipated options, allowing each school to make inform d autonomous decisions regarding whether to utilize district services or to independently provide those se vice through the charter organization itself.

During the spring semester, each charter school will be provided with a list of available service agreements and may choose to participate in any of the services offered. No later than July 1st of each year, charter schools will receive a service agreement contract confirming the services they have elected to participate in for the upcoming school year.

Charter schools that choose not to opt in and receive specific services will remain fully responsible for ensuring compliance with all applicable requirements related to those services. Leaders are encouraged to carefully consider their selections and the compliance responsibilities associated with opting out.

Pre-Opening Support

Purpose

New charter schools that are approved by the MNPS Board of Education will receive support throughout the pre-opening process from the MNPS Charter Schools Office. Table O provides an

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overview of the pre-opening support based on the guidelines provided by the TDOE for the stages of a charter school's existence.

Table O: Pre-Opening Support

Category	**Pre-Opening**
Academics	Staffing and implemented plan to serve all students
Human Resources	Staff licenses, background checks, benefits
Governance	Board Changes
Facilities	Certificate of Occupancy
Operations	Community ties, Rec rd retention plans, Insurance, Enrollm nt
Financials	Budget based on actual nrollment and student gro ps
Charter Agreement	Negotiat ons and Execution

In addition to the categories of support, MNPS Charter Schools Office will conduct a walkthrough with Facilities Planning and Construction prior t open g to check the progress towards the opening timeline.
All new charter schools will receive on site chedu d visits in year 1 from the MNPS Charter Schools Office.

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Monitoring Oversight

LEA Annual Authorizer eport

Purpose

Pursuant to T.C.A. § 49-13-120 and in alignment with Tennessee State Board of Education (SBE) Policy 6.111, each authorizer shall submit to the SBE and make available on its website an annual authorizing report by January 1st of each year.

Process and Timeline

The annual report must include the following sections and information:

- Section 1: Cover Sheet
  - I. Name of the report
  - II. Name of authorizer
  - III. Contact information,
    - a. Name
    - b. Title
    - c. Email Address

d. Phone Number

IV. Date of report.

- Section II: Authorized School Data
  Section II shall include clear, accurate data for all charter schools it authorizes, including any that have closed within the past year.
  I. Name of school
  II. Current school address
  III. Current school phone number
  IV. School leader name(s)
  V. School leader(s) email address(es)
  VI. The operating status of the charter school with a designation of:
    a. Approved but not yet open;
    b. Open and operating;
    c. Revoked, including the reason for revocation;
    d. Non-renewed; or
    e. Closed, including date of closing and the reason for closing.
  VII. The oversight and contracted services, if an , provided by he authorizer to its authorized charter schools

- Section III: Authorized Approved School Waivers
  I. Name of School
  II. Citation of Statute or State Board ule Wa er Approved
  III. Description of Active Waiver Gran d
  IV. Date of Approval
  V. Expiration Date of Waiver

- Section IV: Portfolio
  Portfolio Performa ce Repor s shal include components of the performance framework set forth in the charte agreement, s listed below:
  I. Individual School Port olio
    a. Academ c Ou comes
    b. Financial Outcomes
    c. Organizational Outcomes
  II. Overall Authorizer Portfolio: A summary table or summative chart that provides a snapshot of how the portfolios performing collectively.
    a. Academic Outcomes
    b. Financial Outcomes
    c. Organizational Outcomes

- Section V: Authorizer Performance
  I. Report on the authorizer's performance in meeting its goals

Pursuant to Tennessee Code Annotated (T.C.A.) § 49-13-143, if a chartering authority has not adopted a performance framework for all its schools, it must adopt the model performance framework developed by the department for its charter schools. MNPS has adopted the following model

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performance framework (Table Q) for charter schools in compliance with this statute. The Director of Schools/designee shall annually notify the charter school of whether the charter school is "on-track" or "off-track" for renewal. The status of each charter school shall be published in the annual authorizing report.

Table Q: MNPS Charter Schools Office Responsibilities

Link	QR Code
TN State Board of Education Model Performance Framework	

Waiver Requests

Purpose

Pursuant to T.C.A. § 49-13-111(p), a sponsor of propo d charter school may apply to either the authorizer or to the Commissioner of Education fo a waiver of any State Board Rule or statute that inhibits or hinders the proposed charte scho l's abi ity to meet its goals or comply with its mission statement. Since Tennessee statutes and rule are reg larly updated, the waiver request process supports charter schools in ensuring heir aiver e aligned with current laws and policies.

Waivers may not be grante for req ireme ts related to:

- Federal and state ivil rights;
- Federal, state, and l cal health and safety;
- Federal and state publi reco ds;
- Immunizations;
- Possession of weapons on school grounds;
- Background checks and fingerprinting of personnel;
- Federal and state special education services;
- Student due process;
- Parental rights;
- Federal and state student assessment and accountability;
- Open meetings;
- At least the same equivalent time of instruction as required in regular public schools; and
- Teacher Evaluation.

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Process and Timeline

Charter schools seeking waivers can access the Waiver Request Form on the MNPS Charter Schools Collaboration SharePoint. Please submit the Waiver Request Form to the MNPS Charter Schools Office at charterschooloffice@mnps.org.

The MNPS Charter Schools Office will review the request(s) and either approve or deny the request. All waivers approved by the chartering authority shall be effective for the 10-year charter unless notified otherwise based on updates to SBOE rules or TCA laws. If a waiver is incomplete when submitted, the applicant will be notified that the waiver request needs to be resubmitted.

The required Waiver Request Form shall include:

- Charter School Name
- Contact Title
- Email address
- Effective date of waiver being requested
- An accurate and current citation to the specific state board r le or statute requested to be waived
- Detailed documentation of the grounds for requesting the waiver nd specific evidence showing how the state board rule or statute currently inhib ts or hinders the public charter school's ability to meet its goals or comply with its missi n stat ment

If the charter school receives a waiver from the Commis ioner of Education, the approved waiver should be submitted within **10 days** to the MNPS Cha ter Schools Office.

Tennessee Code Annotated changes yearly and inclu es many different chapters. To ensure that you are always looking at the most up-to date inform i n please use the log-in steps provided in Table R.

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Table R: Tennessee Code Annotated

Link	QR Code
Tennessee Code Annotated Pathway: ➢ + Title 49 Education ➢ All chapters may pertain to your school (frequently reference chapters 6 and 13)	

Charter School Payments

Tennessee Investment in Student Achievement (TISA) Formula

The TISA Act was passed by the Tennessee General Assembly on April 28, 2022, and was signed into law by Governor Bill Lee on May 2, 2022. Through the passage of the TISA Act, Tennessee's K-12 public schools will now transition to a student-based funding approach.

About TISA

In accordance with Tennessee Code Annotated, Title 49, Chapter 3, Part 1 and rules under TDOE 0520- 12-05, beginning with the 2023-2024 school year, the Department of Education shall implement the student-based funding formula known as the Tennessee Investment in Student Achievement (TISA) formula as the system for funding education for kindergarten through grade twelve (K-12) public schools. The Tennessee Investment in Student Achievement TISA) public school funding formula marks a significant change in how Tennessee invests in pu lic education. The TISA funding formula updates the way Tennessee funds public education for the firs time in over 30 years to empower each student to read proficiently by third grade, p epare each h gh school graduate for postsecondary success, and provide resources needed to ll students to ensure they succeed.
It is important to note that the TISA funding formula rel es on he prior year data to drive subsequent year allocations. This means data from the 2022-2023 scho year generates the funding to be allocated for the 2023-2024 school year.

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The TISA Formula

Average Daily Membership (ADM)

For almost all elements of the fund ng formula, a calculation called Average Daily Membership (ADM) is used to captur student cou ts. Rather than measuring raw numbers of students, ADM considers a student's enrol ment and d ily class assignment for each of nine reporting periods throughout the year, each last ng app oximately 20 instructional days of each LEA's school calendar. Funding is a cumulation of a thr e step process.

Step 1 – TISA Calculation-Base Funding

The first step is the only step tied directly to the Tennessee Investment in Student Achievement (TISA) funding formula. The base funding amount is subject to annual appropriations by the Tennessee General Assembly. For the 2026-27 TISA allocations, the base funding amount is $7,530 per ADM. This results in the per pupil ADM multiplied by the base funding amount. Under step 1, additional funding is generated based on Unique Learning Needs-ULN per student. These ULN's have specific weights and percentages of funding as stipulated in TDOE Rule 0520-12-05(04).

Step 2 – TISA Calculation- The LEA's calculated Per Pupil Rate-PPR for additional funding

The second step is based on current year data. This step determines how much of the LEA funding body's investment in education is considered additional local funds, or above the local required

contribution of TISA. It begins with Geographic District's Maintenance of Effort amount and submitted and approved by the district and funding entity (ePlan budget). Local required contribution is deducted from the total local revenues, resulting in the additional local funds amount. The total ADM of the geographic LEA is divided by the additional local amount, resulting in the PPR for additional local funds amount. Clarifying information will be forthcoming from MNPS Finance Department. Funding is calculated by multiplying step 2 PPR by the charter school's prior year ADM.

Step 3 – Current Year Enrollment Adjustments
Based on specific current year enrollment:

This step is based on current year enrollment and may be used if a charter school anticipates a change in enrollment, either increase or decrease, to project the funding change, adding a grade to an existing school, significant decrease in projected enrollment, or new charter schools. The increase/decrease in enrollment is multiplied by PPR that was calculated in step 2.

Beginning with FY26 allocations, Public Chapter 456 requires the d partment to disburse the state share of TISA funds directly to public charter schools. The state's shar of funding will be calculated using the geographic district's state and local percentages for base and we ghted funding, separately. These same state percentages will then be applied to the charter school's base and weighted amounts to determine the portion the state will cover. The state will fully und the charter school's direct funding allocation. As with district allocations, funding for postseco dary assessments will be held at the state level.
The remaining portion of the base and weighted funding t covered by the state will be the responsibility of the geographic district as the requ red local share. The funds will continue to be distributed from the LEA to the public chart r scho . All required local funds, additional local funds, and per pupil funds associated with rue-ups of curre t year ADM will be handled directly between the LEA and the public charter school.

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Public Charter School A peals

Public chapter 456 requires a process or public charter schools to dispute an alleged error in an allocation to its authorizer. Char er schools may submit the following types of disputes to their authorizing LEA for review:

- Data Error - To correct substantive data reporting discrepancies or errors during a reporting period, including:
  - ❖ Discrepancies between data submitted by the charter school and data recorded in the authorizing LEA's system; or
  - ❖ Discrepancies between data submitted by the LEA and data received by the department.

- Allocation Calculation - To correct inaccurate final TISA allocations due to an alleged error in the calculation process.

Appeal Submission Process
A charter school may submit a written dispute to its authorizer within five (5) business days of receiving final TISA allocation information from the department. The appeal must follow the process outlined below:

1. Charter School Review and Submission: If charter school identifies a substantive data or allocation calculation error, it may submit a completed **Appeal Form** to its authorizing LEA.
    a. The Appeal Form is available in the MNPS Charter Schools Collaboration under Documents > Charter Schools Office Resources.
    b. The department (tnedu.funding@tn.gov) must be copied on all correspondence for tracking purposes.
    c. All relevant supporting documentation must be included with the appeal.
2. LEA Review and Response: The authorizing LEA will review the appeal and issue a written response within five (5) business days of receiving the submission.
    a. The response must be signed by the Director of Schools.
    b. It must clearly state whether the LEA agrees that a data or calculation error occurred.
3. Escalation to the Department: If the LEA agrees that an error occurred, it may submit and LEA appeal to the department within fifteen (15) business days of the issuance of final allocations. The submission must include:
    a. The charter school's original Appeals Form;
    b. The LEA's written response; and
    c. Supporting documentation or evidence rel vant to the claim
4. Department Review and Resolution: The depar ment will review the LEA appeal and issue a written decision within ten (10) business days of r ce pt, provided all required documentation has been submitted. If an adjustment is warranted, th department will coordinate with the LEA and charter school to make the necessary corr ctions in timely manner.

Link	QR Code
TISA Guide for the 2026–2027	

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Withholding of Funds by the Chartering Authority

Chartering Authority may withhold funds to cover annual authorizer fee, the cost of any service contract is executed with the authorizer, and to cover the cost of participation in the LEA's benefits and retirement plans by the Charter School's employees, pursuant to T.C.A. § 49-13-112 and 119. SBOE Rule 0520-14-01-.03(2)(h)

The Chartering Authority may decrease Charter school's TISA allocation by any claw back amounts identified after the LEA completes its required true-up and final adjustment process-based on changes in revenue or student membership. TCA 49-13-112(a)(4), SBOE Rule 0520-14-01-.03(2)(e), DOE TISA Guide p. 47, DOE Guide on Chapter 456 of the Public Acts of 2025.

Intervention Policy

T.C.A. § 49-13-111(c) requires authorizers to adopt a "progressive intervention policy". The MNPS Board developed a clear plan for monitoring charter schools that is set forth in the charter agreement and aligned to the MNPS Charter School Office Authorization Handbook. The below policy outlines the intervention process MNPS will move through if a school meets the criteria for revocation or is not complying with state law or with the charter agreement. MNPS shall monitor its authorized charter schools to ensure sufficient performance, as well as compliance with charter agreements and applicable law. This policy shall outline the criteria and process for authorizer intervention decisions and actions in the event of deficient performance and/or non-compliance. The Director of Schools/designee reserves the right to place a charter school on any status without going through the preceding steps if more immediate actions are warranted.

Grounds for Intervention

1. In the event of a charter school's deficient performance nd/or non-compliance with its charter agreement or applicable law, MNPS shall issue to the school ti ely written notice as the MNPS Charter Schools Office becomes aware of the pe formance def ciency(s) and/or violation(s) justifying intervention.
2. Notices shall state:
    a. the deficiency(s) and/or violation(s);
    b. the applicable legal, performance a d/or contr ctual provision(s) not satisfactorily met;
    c. the expected remedy(s), including wh her a Performance Improvement Plan or a Corrective Action Plan are required (a further described below);
    d. the timeframe by which the deficien y(s) and/or violation(s) must be remedied and/or a Performance Improv ment Plan or a Corrective Action Plan to be submitted; and
    e. Any additional information deem d appropriate by MNPS.
3. MNPS will provide the charte school with a reasonable time (as determined by the MNPS Charter Schools Of ice) and opp rtunity for submission of a response to the notice and for submission of a Performance Improvement Plan or a Corrective Action Plan (if applicable).
4. If required by MNPS, a Perfo mance Improvement Plan or a Corrective Action Plan shall be developed by the chart r scho l and submitted to MNPS for review within ten (10) business days of the school's receipt of he notice (timeline subject to modification if necessary), and approval. The Plan shall include specific improvement objectives, responsible person(s) for each action, a timeline for each action, and indicators of success. MNPS reserves the right to require additional components in the Performance Improvement Plan or a Corrective Action Plan depending on the nature of the deficiency(s) and/or violation(s).
5. The charter school shall submit its Performance Improvement Plan or a Corrective Action Plan to MNPS within the timelines prescribed by MNPS. The Plan shall be approved by the MNPS Deputy Superintendent.
6. MNPS' approval of a Performance Improvement Plan or a Corrective Action Plan shall in no way abridge or mitigate the charter school's ultimate responsibility and accountability for remedying the deficiency(s) and/or violation(s), nor MNPS' authority to take additional action in response to the charter school's failure to remedy the deficiency(s) and/or violation(s) satisfactorily, including revocation of the charter agreement.

Charter School Response

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1. A charter school may contest MNPS' finding of a deficiency(s) and/or violation(s) by providing a written response within 5 days of receipt contesting such determination, along with supporting evidence, to the MNPS Deputy Superintendent within the timeframe prescribed in the notice. The Deputy Superintendent will review the contested notice and provide a written decision within 30 calendar days (timeline subject to modification if necessary).
2. If a charter school is not able to meet timeframes for remediation and/or submission of a Performance Improvement Plan or a Corrective Action Plan, it shall provide a written response within five (5) calendar days to MNPS within the stated timelines, which shall include a justification for its inability to meet the timeframe and a proposed timeframe for remedying the deficiency(s) and/or violation(s). MNPS shall consider the charter school's justification and either approve, approve with modifications, or reject the charter school's proposed timeframe.
3. Charter schools shall be responsible for notifying MNPS when a deficiency(s) and/or violation(s) has been remedied, if the charter school requires an extension of time to remedy a deficiency, or if the charter school requires a modification to its Performance Improvement Plan or a Corrective Action Plan.

Tiers of Intervention

1. Table S lays out the general conditions that may tri ger interventi ns by MNPS, including types of actions and consequences. The outlined pro edures are not a step-by-step process. MNPS reserves the right to place a charter school on a y st tus without going through the preceding steps if more immediate actions are warranted.
2. Depending on the severity of the concern o deficiency MNPS reserves the right to revoke the charter agreement in accordance with th term nd provisions of the charter agreement and Tenn. Code Ann. § 49-13-122. If MNPS de ermines that an intervention other than contract revocation is appropriate, it may be in at ny level of intervention. MNPS does not need to commence interventions at Level 0 and move ncrementally through the levels.
3. MNPS reserves the right to imp se add onal actions/consequences to those listed in each category if such additional actio s are deemed appropriate by MNPS.
4. A charter agreement may b revoked at any time by the authorizer in an emergency situation without the authorizer first aving to implement the progressive intervention policy. An emergency situation includes, but is not limited to, instances of fraud; misappropriation of funds; flagrant violation of h alth nd safety laws, rules, and regulations; flagrant disregard of the charter agreement; or sim ar misconduct.

The LEA shall assign a level of intervention for the charter school as defined by the charter agreement if deficiencies are identified through a notice of non-compliance. Depending on the severity of the deficiency, the Board reserves the right to revoke the charter agreement in accordance with state law. The Director of Schools/designee reserves the right to place a charter school on any status without going through the preceding steps if more immediate actions are warranted.

Table S: Levels of Intervention Outline

MNPS Response	
Tier 0: Notice of Non-compliance	
Possible Triggers	Initial signs of documented weak performance in academic, operational, and/or financial performance identified through routine oversight or violation of the contractual agreement.

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Possible Actions/Consequences/Interventions	Letter to the school's CEO detailing areas out of compliance.
Tier I: Notice of Concern	
Possible Triggers	Signs of documented weak performance in academic, operational, and/or financial performance identified through routine oversight or violation of the contractual agreement.
Possible Actions/Consequences/Interventions	Letter to the school's governing board and CEO detailing areas of concern and required action steps (if applicable)
Tier II: Notice of Deficiency	
Possible Triggers	Tier II shall be implemented if the interventions in Tier I are unsuccessful.
Possible Actions/Consequences/Interventions	Letter to the governing board and CEO detailing areas of deficiency(s) and/or violati ns and development and implementation of a Performance Improvement Plan The following MNP individuals will be c pied on all communication: - Director of Scho s - Deputy Superintend nt - Chief of Staff - Director of BOE Relation - Board of ducatio Chair - Executive ire or of Charter Schools
Tier III Notice of Probation	
Possible Triggers	Ti r III sh l be implemented if the interventions in Tier II are nsuccessful.
Possible Actions/Consequences/ ntervention	Le er to governing board and CEO to serve as notification of probationary status and outlining terms of probation; MNPS Charter Schools Office creates a Corrective Action Plan with the charter school that addresses deficits and has measurable outcomes, a timeline and very specific improvement expectations The following MNPS individuals will be copied on all communication: - Director of Schools - Deputy Superintendent - Chief of Staff - Director of BOE Relations - Board of Education Chair - Executive Director of Charter Schools
Tier IV: Charter Review	
Possible Triggers	Tier IV shall be implemented if there is a failure to successfully address the terms of the probationary status by successfully completing the Corrective Action Plan.

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Possible Actions/Consequences/Interventions	• Adopt an interim Reconstitution Plan that may include the appointment of an interim governing board and/or a governing board chairperson. For schools identified on the Priority School List for which revocation is not recommended, the school shall develop and implement a comprehensive support and improvement plan (T.C.A. § 49-13-122) • Decision by the Board of Education to commence revocation proceedings The following MNPS individuals will be copied on all communication: - Director of Schools - Deputy Superintendent - Chief of Staff - Director of BOE Relations - Board of Education Chair - Executive Director of Chart S ools
Tier V: Recommendation for Revocation	
Possible Triggers	Tier V shall be mplemented if there is a failure to successfully address the terms of the Reconstitution Plan.
Possible Actions/Consequences	• Recommend tion to revoke the charter contract • Lette stating re sons for proposed revocation to governing b ard The f lowing MNPS individuals will be copied on all communication: - Dir ctor of Sch ols - Deputy Sup rintendent Chief of Staff - Director of BOE Relations - Bo d of Education Chair - Executive Director of Charter Schools

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REMEDIES

Charter schools shall be responsible for notifying the Chartering Authority:

1. When a deficiency has been remedied;
2. If the charter school requires an extension of time to remedy a deficiency; or
3. If the charter school requests a modification to its corrective action plan.

The MNPS Charter Schools Office will review documentation from any charter school with an identified deficiency to determine if the intervention plan identified in the tiered intervention was successful. The Charter Office will determine if an extension or modification to any action, consequence, or intervention is necessary and provide an official notice upon the completion of the intervention plan.

MNPS Action Plan for Charter School Closure

Purpose

A charter agreement may be revoked at any time by the authorizer in an emergency situation without the authorizer first having to implement the progressive intervention policy. An emergency situation includes, but is not limited to, instances of fraud; misappropriation of funds; flagrant violation of health and safety laws, rules, and regulations; flagrant disregard of the charter agreement; or similar misconduct.

Process and Timeline

The framework and timelines in Table T will be followed as it applies to the closure of any charter school. Some tasks will not apply depending on the particular school being closed. Except in the cases of fraud, misappropriation of funds, flagrant disregard of the charter agreement, or similar misconduct, a decision to revoke shall become effective at the close of the academic year (T.C.A. § 49-13-122). The MNPS Charter Schools Office will work closely with the scho l's governing board prior to the beginning of closure proceedings to agree on which tasks are necessary and outline how the MNPS Charter Schools Office intends to supervise the closure. Re ponsible par ies and completion dates will be agreed upon to ensure a transparent and smooth closu e, and the MNPS Charter Schools Office will attend parent and community meetings to explain not only the mechanics of the closure process, but exactly why the school is being closed.

Table T: TDOE Closure Guidance

Link	QR Code
TDOE Closure Guidance	

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MNPS Action Plan for Charter Revocation

Purpose

The Board shall revoke a charter school agreement if the charter school:

1. Failed to meet or make sufficient progress toward the performance expectations set forth in the charter school agreement;
2. Committed a material violation of any of the conditions, standards, or procedures set forth in the charter school agreement;
3. Failed to meet generally accepted standards of fiscal management; or
4. Performed any of the acts that are conditions for non-approval of charter schools under state law.

Process and Timeline

The Director of Schools/designee shall develop administrative procedures regarding charter school closures prior to the Board denying renewal or revoking a charter school agreement. These procedures shall outline a detailed protocol that will ensure timely notification to parents, orderly transition of

students and student records, and disposition of school funds, property, and assets in accordance with state law.

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Appendix A – MNPS Board Policy 1.900 – Charter School Authorizing Principles

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in August	**Charter School Authorizing Principles**	**1.900**	**08/12/25**
		Rescinds: **1.900**	Issued: **01/10/23**

The Metropolitan Nashville Board of Education shall ensure that only high-quality charter schools are authorized to operate within the district and adhere to the State Board of Education's quality charter authorizing standards. To accomplish this, the Board shall adopt the fo owing authorizing principles that require charter schools to maintain high standards, while upholding s hool autonomy and protecting student and public interests.[1]

MAINTAINING HIGH STANDARDS

Charter schools shall be held accountable for me ting th performance standards and targets set forth in their charter agreement. The Board shall mainta n h gh standards for the charter school(s) it oversees and close any charter school that fails t me t the s ndards and targets established in the charter agreement or set by state law.[2]

UPHOLDING SCHOOL AUTONOMY

Charter school governing boards shal be independent of the Board and have the authority to make instructional programming financial, ersonnel, school culture, and scheduling decisions. The Board shall assume responsibility n t for the success or failure of individual schools but for holding schools accountable for their performan e

The Board shall only impose requirements on charter schools in its portfolio when there is a legal basis or compelling reason to do so.

PROTECTING STUDENT AND PUBLIC INTERESTS

The Board shall ensure clarity, consistency, and public transparency in authorizing policies, practices, and decisions regarding any charter school. The Board shall hold charter school governing boards accountable for being fiscally responsible and transparent.

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Charter schools are part of the public education program and shall adhere to non-selective, nondiscriminatory practices and ensure the fair treatment of all students. They shall provide appropriate services to all enrolled students in accordance with state and federal laws.[3] Charter school governing boards shall ensure fiscal responsibility and transparency.

Legal References

1. TCA 49-13-108(f); State Board of Education Policy 6.111; TRR/MS 0520-14-01-.01
2. TCA 49-13-111, TCA 49-13-120, TCA 49-13-122
3. TCA 49-13-111

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Appendix B – MNPS Board Policy 1.901 – Charter School Applications

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in August	**Charter School Applications**	**1.901**	**08/12/25**
		Rescinds: **1.901**	Issued: **0/23/24**

General

This policy shall apply to sponsors and potential sponsors of charter schools. It shall not apply to charter schools converting from existing public schools. Proposals from existing charter school operators or replicators and applicants proposing to contract with e ucational service providers shall be in accordance with state law.[1]

APPLICATION PROCESS

A prospective charter school sponsor shall send notice t the chartering authority and the Tennessee Department of Education of its intent sixty (60) calendar d s the year in which the proposed charter school plans to begin operation as a charter sch o chartering uthority shall determine whether the sponsor has selected the correct application category wi in ten (10) business days of receiving the letter of intent and notify the sponsor within five ( ) business days of a determination that the incorrect application category has been selected.[2] Wi in five 5) business days of the notice, the sponsor shall correct and resubmit the notice.

A sponsor seeking board approval of a nitial charter school application shall complete the forms developed by the State Boa d of Ed catio in coordination with the Tennessee Public Charter School Commission ("the Commission"). Th application shall provide all the information required by state law. The sponsor shall demonstrate th the proposed charter school meets the purpose prescribed by state law for the formation of charte school, and the proposed charter school will be able to implement a viable program of qu lity education for its students.

Electronic copies of applications shall be submitted to the LEA and the State Board of Education on or before 11:59 p.m. Central Time on February 1st of the year preceding the year in which the proposed charter school plans to begin operation as a charter school. If the 1st of February falls on a Saturday, Sunday, or holiday or inclement weather days on which the school district offices are closed, applications will be accepted on the next business day on or before 11:59 p.m. Late applications will not be accepted, without exception. The sponsor shall pay an application fee of $2,500.00. The chartering authority shall report each application received to the Tennessee Department of Education no later than ten (10) days after receipt.[2]

The LEA shall determine whether an application is complete within ten (10) business days of receiving the application and shall notify the sponsor within five (5) business days of the determination if the application is determined to be incomplete.[3] If incomplete the applicant shall be notified in 5 business

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days. Within 5 business days of notification of deficiencies, the sponsor may correct and resubmit the application.

REVIEW TEAM[1]

If necessary, the Director of Schools/designee shall appoint a review team to assist in reviewing and evaluating charter school applications. The team shall be comprised of members of the administrative staff for the district and community members with relevant educational, organizational, financial, and legal experience. The Director of Schools/designee shall develop an orientation for the team to ensure consistent evaluation standards and the elimination of real or perceived conflicts of interest.

The Board shall require the Director of Schools/designee to develop a procedure for receiving, reviewing, and ruling on applications for the establishment of charter schools by the review team. The procedure shall include a timeline for the application and review process. A copy of the procedure, including the review criteria, shall be available on the district's web ite.

The review team shall:

1. Evaluate all charter school applications based on the review criteria established by state law; and
2. Recommend one of the following options to the B a d for each application: approve, reject, or reject with stipulations for reconsideration [4]

APPROVAL/DENIAL OF APPLICATION[5]

The Board shall rule by resolution n the approval or denial of an initial charter school application within ninety (90) calendar days of re eipt of the completed application, or the application shall be deemed approved by state law The Dire tor of Schools/designee shall report the action taken by the Board to the State Board o Education and he Commission.

Approval

The sponsor of a charter school t at is approved by the Board shall enter into a written agreement with the Board which shall be binding on the charter school's governing body. The charter school agreement shall be in writing and signed by the sponsor and the Board.

The Board will receive an annual authorizer fee of three percent (3%) of the annual per student state and local allocations or thirty-five thousand dollars ($35,000), whichever is less.[6]

Charter schools approved by the Board are expected to implement the application as submitted and approved. Material variations in operations from the approved application require amendment pursuant to state law and the charter school agreement.[7]

The Board shall not provide services to charter schools that are not requested during the application process except for those services that are required under state or federal law. Services agreed to be provided to the charter school by the Board shall be provided at the Board's actual cost. The Board and charter school shall execute a service contract for any additional services.

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New charter school agreements are approved for a ten (10) year period.[8] The Board may revoke or deny renewal of a charter school agreement for any of the reasons enumerated in state law.[9]

Denial

If the initial charter school application is denied, the Director of Schools/designee shall notify the sponsor in writing within ten (10) calendar days, specifying the objective reasons for the denial and the deadline by which the sponsor may submit an amended application. Upon written receipt of the grounds for denial, the sponsor shall have thirty (30) calendar days within which to submit an amended application to correct the deficiencies. The Board shall have sixty (60) calendar days either to deny or to approve the amended application, or the application shall be deemed approved by state law.[5]

If the amended charter school application is denied, the Director of Schools/designee shall notify the sponsor in writing within five (5) calendar days, specifying the objective reasons for denial and the sponsor's right to an appeal. Within ten (10) calendar days of final d nial, an appeal may be filed with the Tennessee Public Charter School Commission.[10]

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Legal References

1. TCA 49-13-106; State Board of Education Poli 6.111
2. TCA 49-13-107; Public Acts of 2025, Chapter No. 275; TCA 1-3-102; TCA 49-13-108; TRR/MS 0520-14-01-.01(1)(b),(e)
3. TRR/MS 0520-14-01-.01(1)(i)
4. TRR/MS 0520-14-01
5. TCA 49-13-108; Public A s of 2025, Chap r No. 275; TRR/MSS 0520-14-01
6. TCA 49-13-128
7. TCA 49-13-110(d)-(e); TRR/MS 0520-1 01
8. TCA 49-13-110(c)
9. TCA 49-13-122
10. TCA 49-13-108(b)(5)

Appendix C – MNPS Board Policy 1.902 – Charter School Agreements

Metropolitan Nashville Board of Education			
Monitoring: **Review: Annually, in August**	Descriptor Term: **Charter School Agreements**	Descriptor Code: **1.902**	Issued Date: **08/12/25**
		Rescinds:	Issued:

General

Charter agreements shall articulate the rights and responsibilities of each party regarding school autonomy, funding, administration and oversight, outcomes, measures for evaluating success or failure, performance consequences, and other material terms. These agreements shall be separate from the application and contain terms and performance standards under which the school shall operate.[1]

All charter agreements shall:[1]

1. Clearly state the rights and responsibilities of the school and the authorizer;

2. Define the material terms of the agreement as being those relevant to renewal;

3. Allow amendments subject to the approval of both parties;

4. State and respect the autonomies to which schools are enti d (e.g., programming, staffing, budgeting, and scheduling);

5. Define performance standards, criteria, and condi ions for renewal, ntervention, revocation, and non-renewal;

6. State the amount of the authorizer fee and when it wil be collected;

7. Establish the consequences for meeting or not meeting standards as outlined by the Board;

8. State the statutory, regulatory, and pr cedura terms and conditions for the school's operation;

9. State reasonable pre-opening r uirements or conditions for new schools to ensure that they meet all health, safet , and ther l gal requirements prior to opening;

10. State the responsib lity and commitment of the school to adhere to essential public education obligations, including admitting and serving all eligible students so long as space is available, and not expelling or cou se ing out students except pursuant to a legal discipline policy approved by the Board; and

11. State the responsibilities of the school and the authorizer in the event of school closures.

PERFORMANCE STANDARDS

Charter agreements shall include clear academic, financial, and operational/organizational performance standards. Sources for obtaining this information shall be outlined in the agreement. At a minimum, these agreements shall include the following:

1. Academic performance standards that set expectations for student achievement and growth, incorporate state and federal accountability systems, and set expectations for postsecondary

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readiness (for high schools);

2. Financial performance standards that enable the Board to evaluate the charter's financial stability; and

3. Operational/Organizational performance standards that define the vital components of the educational program, the financial management standards, state and federal legal requirements, and school environment expectations for which the Board shall hold the charter accountable.

The performance standards included in the charter agreement shall establish specific expectations using objective measures of student achievement. This shall be the primary measure of school quality.

FEE-BASED SERVICES

Any fee-based services shall be outlined in a separate agreement. Th provision of any such fee-based services shall not be a condition of charter approval, continuation r renewal.[2]

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Legal References

1. TCA 49-13-110; State Board of Education Policy 6.111
2. State Board of Education Policy 6.111

Appendix D – MNPS Board Policy 1.903 – Charter School Oversight

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in August	**Charter School Oversight**	**1.903**	**08/12/25**
		Rescinds:	Issued:

General

The Director of Schools/designee shall oversee and annually evaluate charter schools to ensure they meet the performance standards and targets set forth in the charter school agreement.[1] The LEA shall create a comprehensive performance, accountability, and compliance monitoring system based on the charter school agreement and communicate the results to each charter school. At a minimum, the monitoring system shall address academic, financial, and operational/organizational performance standards as outlined in the charter school agreement and required by the State Board of Education.[1] The Board shall utilize the results when making renewal, revocation, and intervention decisions. Reports on charter school oversight shall be compiled by the MNPS Charter Schools Office and published on the district's webpage at least annually.

The Director of Schools/designee shall communicate with the charter schools in its portfolio as needed, including both the charter school leader and governing board, and provide timely notice of any material charter school agreement violations and performance deficiencies.

The Director of Schools/designee shall articulate and enforce stated consequences for failing to meet performance expectations or compliance requirements.

MONITORING SYSTEM

The Director of Schools/designee shall implement a performance and compliance monitoring system per the terms of the charter agreement. This information will be provided to the Board on an ongoing basis through reports that will form the basis of renewal, revocation, and intervention decisions. To aid in this, the Director of Schools/designee shall develop a reporting calendar that outlines when information required by state law shall be provided by the charter school.

SITE VISITS

A site visit to each charter school shall be conducted bi-annually. The purpose shall be to collect data and other qualitative information that cannot be obtained otherwise. The Director of Schools/designee shall develop a site visit procedure that outlines the expectations of charter schools prior to, during, and after the site visit, including review of the documents and data, classroom observations, and interviews. These visits shall minimize administrative burdens and avoid operational interference.

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The LEA shall provide the charter school with a report that summarizes the outcome of the visit. The report shall provide an analysis of relevant data and include general recommendations, if applicable.[2]

CHARTER SCHOOL REPORTING

Charter schools shall provide the information required by the charter school agreement and state law to the Board. The Director of Schools/designee shall develop a reporting calendar that defines and communicates the process, methods, and timing of gathering and reporting data to the LEA.[2]

AUTHORIZER REPORTING AND REVIEW

By December 1st, the Director of Schools/designee shall report to the State Board of Education detailing the authorizer fees collected in the previous school year and the authorizing obligations fulfilled using the fee.[4] By January 1st, the Director of Schools/designee shall submit an annual authorizer report to the State Board of Education and make the report available on the district website.[5] The Director of Schools/designee shall prepare the reports and provide the information to the Board prior to submission.

Legal References

1. TCA 49-13-111(d); State Board of Education Policy 6.111
2. TCA 49-13-120
3. TCA 49-13-120(a)-(b)
4. TCA 49-13-128(f); Public Acts of 2025, Chapter No. 275
5. TCA 49-13-120(c); Public Acts of 2025, Chapter No. 275

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Appendix E – MNPS Board Policy 1.904 – Charter School Intervention

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in August	**Charter School Intervention**	**1.904**	**08/12/25**
		Rescinds:	Issued:

General[1]

The Board shall develop a clear plan for monitoring charter schools that shall be set forth in the charter agreement and aligned to the MNPS Charter School Office Authoriza ion Handbook. If the Board identifies a deficiency in the academics, finances, or operations of he charter school, the Director of Schools/designee shall communicate the problem to the charter cho l Any intervention shall be proportionate to the identified problem and adhere to the provisions of e charter agreement, and intervention strategies shall preserve the school autonomy and responsibili y while clearly stating consequences for noncompliance.[1]

The Director of Schools/designee shall give the charter scho l timely notice of any charter agreement violations or performance deficiencies requiring int vention. Notices shall state the:

1. Deficiency;
2. Applicable regulatory, perf rmance or contra tual provision(s) not achieved;
3. Expected remedy; and
4. Timeframe by wh ch the Boar expects the deficiency to be remedied or a corrective action plan to be submitted

The Director of Schools/designe hall provide charter schools with reasonable time and opportunity to remedy the deficiency or to submit a corrective action plan.

PROGRESSIVE INTERVENTIONS[2]

The LEA shall assign a level of intervention for the charter school as defined by the charter agreement if deficiencies are identified through a notice of non-compliance. Depending on the severity of the deficiency, the Board reserves the right to revoke the charter agreement in accordance with state law. The Director of Schools/designee reserves the right to place a charter school on any status without going through the preceding steps if more immediate actions are warranted.

Tier I – Notice of Concern

The LEA shall provide the charter school with notice of the specific concern(s) with supporting documentation as well as information on possible consequences.

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Possible Deficiency: Signs of documented weak performance in academic, operational, and/or financial performance identified through routine oversight.

Possible Consequence: Letter to the school's governing board and CEO detailing areas of concern and required action steps.

Tier II – Notice of Deficiency

Tier II shall be implemented if the interventions in Tier I are unsuccessful. These interventions shall consist of a letter to the governing board and CEO detailing areas of deficiency(s) and/or violations and development and implementation of a Performance Improvement Plan.

Tier III – Notice of Probation

Tier III shall be implemented if the interventions in Tier II are unsuc essful, These interventions shall consist of a letter to the governing board and CEO to serve as notif cation of probationary status and outlining terms of probation; MNPS Charter Schools Office creates a Corrective Action Plan with the charter school that addresses deficits and has measurable outcomes, a ti eline and very specific improvement expectations.

Tier IV- Charter Review

Tier IV shall be implemented if there is a failure to uccessfully address the terms of the probationary status by successfully completing the Corrective ction P n These interventions shall consist of adopting an interim Reconstitution Plan that may i clude the appointment of an interim governing board and/or a governing board chairperson For schools identified on the Priority School List for which revocation is not recommended, the s hool sha l develop and implement a comprehensive support and improvement plan (T.C.A § 9-13-122). However, the Board of Education may make the decision to commence revocati proce dings. *Tier V- Recommendation of Revocation*

Tier V shall be impleme ed if there i a failure to successfully address the terms of the Reconstitution Plan. The charter review re ults in a re ommendation to revoke the charter contract.

REMEDIES[1]

Charter schools shall be responsible for notifying the LEA:

1. When a deficiency has been remedied;

2. If the charter school requires an extension of time to remedy a deficiency; or

3. If the charter school requests a modification to its corrective action plan.

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Legal References

1. State Board of Education Policy 6.111
2. TCA 49-13-122

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Appendix F – MNPS Board Policy 1.905 – Charter School Renewal

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in August	**Charter School Renewal**	**1.905**	
		Rescinds: **1.905**	Issued: **08/26/25**

ANNUAL NOTICE[1]

The Director of Schools/designee shall annually notify the charter school of whether the charter school is "on-track" or "off-track" for renewal. The status of each charter s hool shall be published in the annual authorizing report.

INTERIM REVIEW

The Director of Schools/designee shall conduct an inte m review of a charter school in the fifth year of a charter term in accordance with guidelines developed by the State Board of Education. As part of this process, the charter school shall submit a report on the p ogress of the school in achieving the goals and objectives set forth in the charter agre men [2]

CUMULATIVE PERFORMACE REPORT

Three (3) months prior to the date on hich charte school is required to submit a renewal application, the Director of School designe shall su mit a performance report to the charter school that summarizes the school's perform nc record over the charter term and states the summative findings concerning the school' erformance and prospects for renewal.[3]

APPLICATION AND EVALUATI N

No later than April 1st of the y ar pr or to the year in which the charter school agreement expires, the governing body of a charter scho l shall submit a renewal application to the Board.4 The Director of Schools/designee shall report each renewal application received to the Tennessee Public Charter School Commission ("the Commission") within ten (10) days of receipt.[4]

The Director of Schools/designee shall conduct a renewal evaluation site visit to each charter school that submits a charter school renewal application.

The Board will make renewal decisions by February 1st in the year the charter school agreement expires.

RENEWAL CRITERIA[5]

The Director of Schools/designee shall define and communicate with schools the criteria for renewal that is consistent with the charter agreement and including, but not limited to expectations for academic, organizational, and

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financial performance. The Board shall make its renewal decision based on the renewal application, annual authorizer reports, and renewal performance report.

Within ten (10) days of the Board voting by resolution on a renewal application, the Director of Schools/designee shall promptly notify a school of its renewal recommendation and decision, including the reasons for the decision and any rights to an appeal. The Director of Schools/designee shall promptly communicate renewal decisions to the school community and public as well as the Department of Education and the Commission.

High-Performing Charters

High-performing charter school renewal applications shall be automatically approved for renewal. A charter school will be deemed high-performing if it:[1]

1. Has meet or exceeded standards on at least seventy-five p ent (75%) of the indicators in each section of the school performance framework in each o the th ee (3) immediately preceding school years;

2. Has attained a school composite level of "above expect tions" or "significantly above expectations" as represented by the Tennessee Val Added Assessment System (TVAAS) in each of the three (3) immediately precedi g school ye rs; and

3. Has had no significant audit findings during th term of the current charter agreement.

Within ten (10) days of the Board ap roving a high-performing charter school for renewal, the director of School/designee shall report the pprova t the Department of Education and the Commission.

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Legal References

1. Public Acts of 2026, Chapter No. 1012
2. TCA 49-13-121(k)
3. State Board of Education Policy 6.111
4. TCA 49-13-121(a)
5. TCA 49-13-121; State Board of Education Policy 6.111

Appendix G – MNPS Board Policy 1.906 – Charter School Revocation

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in August	**Charter School Revocation**	**1.906**	**08/12/25**
		Rescinds:	Issued:

General

The Board shall revoke a charter school agreement if the charter school:[1]

1. Failed to meet or make sufficient progress toward the perfo mance expectations set forth in the charter school agreement;

2. Committed a material violation of any of the condi ions, standards, or procedures set forth in the charter school agreement;

3. Failed to meet generally accepted standards of fiscal management; or

4. Performed any of the acts that are conditions for no approval of charter schools under state law.

NOTICE

The Director of Schools/designee shall otify the charter school of the Board's intent to revoke the charter school agreement in writing t leas thirty (30) days prior to the revocation.[2]

Within ten (10) days of the Board voti g to renew, not renew, or revoke a charter school agreement, the Director of Schools/designee shal report the Board's decision to the State Board of Education and the Commission. The Director o Schools/designee shall also provide the charter school a copy of the Board's resolution setting forth the decision and the reasons for the decisions, and an explanation of the right to appeal.[3]

REVOCATION DUE TO PRIORITY STATUS

The Board may revoke a charter school agreement if the charter school is identified as a priority school under state law. Revocation shall take effect immediately following the close of the school year in which the charter school is identified as a priority school.[4]

The Board shall revoke a charter school agreement if the charter school is identified as a priority school for two consecutive cycles. Revocation shall occur immediately after the close of the school year in which the charter school is identified as a priority school for the second consecutive cycle.

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PROCEDURES FOR CLOSURE

The Director of Schools/designee shall develop administrative procedures regarding charter school closures prior to the Board denying renewal or revoking a charter school agreement.[5] These procedures shall outline a detailed protocol that will ensure timely notification to parents, orderly transition of students and student records, and disposition of school funds, property, and assets in accordance with state law

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Legal References

1. TCA 49-13-122(b); State Board of Education Policy 6.111
2. TCA 49-13-122(e)
3. State Board of Education Policy 6.111; Public Acts of 2025, Chapter No. 275
4. TCA 49-13-122(a)
5. TCA 49-13-130

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Proposed Implementation Plan for Public Chapter 744

2026–27 School Year
Metro Nashville Public Schools will implement child trafficking prevention and awareness education in alignment with Tennessee Public Chapter 744 and Tennessee health education standards. Instruction will occur through the district's K–12 health courses.

Elementary Schools: Grades K–5
Instruction will occur through existing K–5 health courses taught by teachers of record. Guidance and instructional support documents will be shared by the MNPS Curriculum and Instruction Department. Instruction will be aligned with the existing Erin's Law implementation and positive school supports learning integration practices. Topics will focus on personal safety, trusted adults, healthy boundaries, recognizing unsafe situations, and reporting concerns in developmentally appropriate ways. MNPS will use new board-adopted QuaverEd Health materials and other state-approved resources to address these topics.

Secondary Schools: Grades 6–12
Instruction will occur through grades 6–8 health courses and the high school Lifetime Wellness course. Teachers will use district-created scope and sequence documents aligned to Tennessee health education standards. Instructional materials will include new board-adopted Goodheart-Willcox curricular resources and other state-approved materials. These resources will continue to provide age-appropriate secondary support materials in compliance with the law. Topics include online safety, grooming behaviors, exploitation awareness, healthy relationships, consent, reporting procedures, and available community resources.

Delivery of Instruction
The primary instruction will be delivered by certified health and physical education teachers or approved teachers serving under state waiver provisions. School counselors and other district support staff may assist when appropriate. Professional learning and implementation guidance will be provided to teachers and school leaders prior to each school year.

Oversight and Reporting
The Curriculum and Instruction Department will collaborate with other MNPS departments to monitor implementation, provide support to schools, and support the MNPS Office of School Health in completing all required state reporting and compliance measures.

MEMORANDUM OF UNDERSTANDING
BETWEEN
Nashville and Davidson County
AND
Metropolitan Nashville Police Department
AND
Metropolitan Nashville Public Schools

THIS MEMORANDUM OF UNDERSTANDING ("MOU") is entered into by and between the above-named parties. Each individually as "Party" or collectively as "Parties".

WHEREAS, well developed School Resource Officer ("SRO") programs provide the crucial link between schools and law enforcement agencies in their continued efforts to establish and maintain safe and secure learning environments. An SRO, as part of his/her day-to-day operations, will be responsible for responding to all criminal acts committed at the school.

WHEREAS, the term School Resource Officer ("SRO") has the same meaning as in Tennessee Code Annotated § 49-6-4202(6). "'School resource officer' means a law enforcement officer, as defined under § 39-11-106, who is in compliance with all laws, rules, and regulations of the peace officers standards and training commission and who has been assigned to a school in accordance with a memorandum of understanding between the chief of the appropriate law enforcement agency and the LEA." The term "law enforcement officer" as defined under § 39-11-106 means an "officer, employee, or agent of government who has a duty imposed by law to (a) maintain public order; or (b) make arrests for offenses, whether that duty extends to all offenses or is limited to specific offenses; and (c) investigate the commission or suspected commission of offenses." An SRO acts as a liaison between the police agency, the school, and the community. This does not include a School Safety Officer or a School Security Officer.

WHEREAS, the term Local Education Agency ("LEA") has the same meaning as in Tennessee Code Annotated § 49-1-103(2). "'Local education agency (LEA)', 'school system', 'public school system', 'local school system', 'school district', or 'local school district' means any county school system, city school system, special school district, unified school system, metropolitan school system, or any other local public school system or school district created or authorized by the general assembly."

WHEREAS, a "public charter school" shall be established and operated as set forth in the Tennessee Public Charter Schools Act (Tennessee Code Annotated Title 49, Chapter 13).

WHEREAS, an "alternative school" and "alternative program" shall be established and operated as set forth in Tennessee Code Annotated Title 49, Chapter 6, Part 34.

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NOW THEREFORE, in consideration of the mutual promises contained herein, the sufficiency of which is hereby acknowledged, the Parties agree as follows:

I. PURPOSE OF MOU. The purpose of this MOU is to set forth the obligations of the Parties with respect to the placement of School Resource Officers ("SROs") in schools and with respect to planning and funding related thereto for the purpose of providing a law enforcement presence at each school. For the purposes of selecting and assigning SROs, the term "Sheriff" shall include the duly elected Sheriff or an authorized Sheriff Deputy designated by the Sheriff to oversee the SRO program. The term "Chief of Police" shall include the appointed Chief of Police or an authorized Officer designated by the Chief of Police to oversee the SRO program.

II. AUTHORITY. This MOU is to serve as the template MOU for the SRO grant funded program authorized by Public Chapter 1142 of the 114th Tennessee General Assembly and shall be executed between a local law enforcement entity and the LEA or public charter school or alternative school and presented to the Tennessee Department of Safety and Homeland Security as part of the application process for grant funding.

This MOU is also made and entered into pursuant to the authority contemplated by Tennessee Code Annotated Sections 49-6-4201 et seq., and specifically the authority granted to the Parties under Tennessee Code Annotated Section 12-9-101 et seq., which provides that one (1) or more public agencies may contract with any one (1) or more public agencies to perform any governmental service, activity, or undertaking which each public agency entering into is authorized by law to perform; provided that such MOU shall be authorized by the governing body of each Party. Contracts entered into pursuant to Tennessee Code Annotated § 12-9-108 need not conform to the requirements set forth in this chapter for joint undertakings.

III. GENERAL RESPONSIBILITIES OF LOCAL EDUCATION AGENCY (LEA) or PUBLIC CHARTER SCHOOL OR ALTERNATIVE SCHOOL.

A. Shall provide materials and facilities at each school location as are necessary for the SRO's performance of his/her function as an SRO at the assigned schools including, but not limited to the following:

i. A secured climate-controlled and properly lighted office large enough, at a minimum, to adequately accommodate a desk, two (2) chairs, a gun safe, and a lockable file cabinet and be located as reasonably possible near the main office;
ii. A landline telephone to be located in the office;
iii. Access to a computer work station; and
iv. Secretarial assistance when needed by the SRO.

B. Shall allow the SRO assigned to schools untethered access to the school facilities as required for the SRO to perform his/her duties on school property.

C. Shall be responsible for all aspects and costs of operation of its schools and nothing herein shall place any monetary obligation on the County or City unless specifically provided for herein.

D. Shall assist the SRO in the provision of his/her duties and responsibilities if requested by the Sheriff's Office or the assigned SRO.

IV. GENERAL RESPONSIBILITIES OF SHERIFF'S OFFICE or POLICE DEPARTMENT. The Sheriff or Chief of Police, on behalf of the County or City, shall have the following responsibilities:

A. The Sheriff or Chief of Police shall have the sole authority to conduct background checks, hire, select, discharge, discipline, outfit, provide equipment, and determine (within the parameters established by state law) the qualifications of SROs. The Sheriff or Chief of Police may involve school administrators in the selection process at his/her discretion.

B. Assign supervisors to oversee the SRO program and to perform non-scheduled visits to schools in which an SRO has been assigned.

C. Assign SROs to the schools within the jurisdiction of the Local Education Agency (LEA) or Public Charter School or Alternative School pursuant to a full-time schedule. The grant funding is for a full-time SRO to be dedicated to each particular school.

D. The sole authority to determine the duty hours of the SRO and the qualifications thereof, subject to the provision of IV.E. below.

E. To the degree required by applicable law, ensure that all SROs maintain qualifications and satisfactorily accomplish continuing training and continuing education required for the SROs to maintain state required qualifications as provided in Tennessee Code Annotated § 49-6-4217. The County or City will remain responsible for the costs associated with the obligations contained in this Section IV.E.

V. QUALIFICATIONS OF AN SRO.

A. An SRO must be a POST-certified, sworn officer of a law enforcement agency within the jurisdiction that includes the school community being served.

B. An SRO is recommended to have at least two (2) years' experience as a police office or the equivalent in order to be able to draw upon the expertise and experience of traditional police work when performing their duties in a school setting.

C. An SRO should not only be selected based on specific qualifications, but on a genuine desire to work with youth. Due to the nature of the SRO position, the majority of the time is spent interacting with youth. The ability of an SRO to connect with students and provide positive and enriching relationships is a very important trait that will have a positive effect on the school's overall climate.

VI. TRAINING FOR AN SRO AND SCHOOL PERSONNEL.

A. An SRO should receive forty (40) hours of specialized training provided by the Department of Justice, the National Association of School Resource Officers, Tennessee Association of School Resource Officers, Tennessee Law Enforcement Training Academy (TLETA), or other appropriate and recognized entity within one (1) year of being hired or assigned to a school, whichever is earlier. Due to the nature of the role of an SRO, it being significantly different than that of a traditional patrol officer, the SRO position requires skills and knowledge that may not be addressed in traditional law enforcement training. Therefore, it is important for an SRO to receive specialized training that will prepare him/her to work in a school setting.

B. After the initial forty (40) hours of specialized training, an SRO should attend sixteen (16) hours per year of training specific to his/her SRO duties in addition to the twenty-four (24) hours of POST-certified training that is annually required. Annual training ensures an SRO remains up-to-date with school related issues, trends, and best practices and provides the SRO with the knowledge and ongoing professional development necessary to perform the duties of an SRO.

C. Planning and training for emergencies and school safety should be conducted collaboratively by SROs and school personnel. Both should take an active role in training school personnel regarding emergency management issues. The development and implementation of school safety plans should be a collaborative effort, and school personnel should include and engage other first responders in the community.

VII. INFORMATION EXCHANGE. To best serve both the school and the law enforcement agency, it is important that lasting, long-term collaborations take place. The school and the law enforcement agency should participate in an open exchange of information and resources to

better serve the students and the community. It may be necessary to formalize information-sharing procedures in order to address student confidentiality concerns.

VIII. GENERAL DUTIES OF AN SRO.

A. The SRO shall not act as school disciplinarians, nor make decisions regarding school discipline. The SRO shall not be involved in the enforcement of disciplinary infractions that do not constitute violations of the law. The SRO shall retain full law enforcement authority and will take law enforcement action as appropriate. As soon as practical, the SRO will notify the head of the school of any such action. The SRO will comply with applicable state and federal law as they apply to SROs regarding special education students.

B. The basic duties of SROs include monitoring those who visit schools, providing assistance for disruptive students, and enforcing applicable laws.

C. An SRO may assist in any class as a guest speaker if requested by the head of the school in which the SRO is assigned.

D. To the extent that the SRO may do so under the authority of law, the SRO will take appropriate law enforcement action as the SRO deems is appropriate including, but not limited to action against intruders and unwanted guests who may appear at the school and related school functions. As practical, the SRO will advise the head of the school before requesting additional police assistance on campus.

E. The SRO may establish new programs relating to security and safety of the students and faculty but only after permission is granted by the Sheriff or Chief of Police and the head of the school in which the SRO is assigned.

F. The SRO will assist other law enforcement officers in matters regarding his/her school assignment whenever necessary.

G. The SRO shall make examination of all exterior doors to ensure they are locked or secured.

H. SROs may have other specific duties and responsibilities as defined by the Sheriff's Office or Police Department.

IX. ADDITIONAL DUTIES OF AN SRO FOR MIDDLE AND HIGH SCHOOLS.

A. The SRO will become familiar with all community agencies that offer assistance to youth and their families including, but not limited to school-based behavioral health liaisons,

mental health clinics, mental health liaisons, and drug treatment centers. The SRO may recommend referrals to such agencies once the SRO notifies the head of the school.

B. If requested by the head of the school and upon approval of the Sheriff or Chief of Police, the SRO may attend parent/faculty meetings to promote support and understanding of the SRO program.

C. If an SRO determines it necessary, the SRO may, in accordance with applicable state and federal laws regarding the questioning of juveniles, conduct formal police interviews with students and faculty. The interviews shall also be conducted in conformance with the SRO's employing agency's policies and procedures, the LEA, Public Charter School, or Alternative School policies, and all applicable laws.

D. The SRO may act as an instructor for the Drug Abuse Resistance Education ("D.A.R.E.") and for other related short-term programs at the assigned school if requested by the head of the school and approved by the Sheriff or Chief of Police.

E. Upon approval of the Sheriff or Chief of Police, an SRO may be assigned to investigate incidents relating to thefts, alcohol or drug use, or any other crime occurring at the school in which the SRO is assigned.

X. DISMISSAL AND REASSIGNMENT OF AN SRO. In the event the head of the school to which an SRO is assigned determines that the assigned SRO has failed to perform his/her duties and responsibilities, he/she may make a written request to the Superintendent or Director to request reassignment of the SRO including the reasons supporting the request. If the Superintendent or Director determines the request is valid, the Superintendent or Director shall promptly forward the written request to the Sheriff or Chief of Police for his/her consideration. The Sheriff or Chief of Police may, in his/her complete discretion, request a meeting with the head of the school to which an SRO is assigned and the SRO to determine whether reassignment is appropriate. The Sheriff or Chief of Police may request the Superintendent or Director to attend the meeting. If a meeting is held, the Sheriff or Chief of Police shall take the comments and written request into consideration in determining whether the SRO will be reassigned. Should the Sheriff or Chief of Police determine a meeting with the head of the school to which an SRO is assigned would not be advantageous, the Sheriff or Chief of Police shall determine whether the SRO shall be reassigned based on the information provided to him/her. The authority to reassign an SRO shall be in the complete discretion of the Sheriff or Chief of Police.

XI. RECORDS. The SRO will maintain detailed and accurate records of all actions taken by the SRO and general operations relating to the SRO program and shall submit those records to the Sheriff's Office or Police Department.

XII. TERM. The initial term of this MOU shall commence on the date this MOU is fully executed by the Parties and shall continue until June 30, 2027. The grant funding program requires an annual application for funding and an annual execution of an MOU.

XIII. TERMINATION.

A. Termination for Convenience. Any Party may terminate this MOU at any time by providing thirty (30) calendar days' written notice to the other Parties. Notice shall also be given to the Tennessee Department of Safety and Homeland Security. Such termination shall not affect in any manner any prior existing obligations between the Parties. Any unspent grant funding shall be returned to the Tennessee Department of Safety and Homeland Security.

B. Termination for Lack of Funding. Should any Party fail to, after exercising good faith effort, obtain the grant funding for the provision of SROs, this MOU shall be terminated immediately upon receiving written notice from the Tennessee Department of Safety and Homeland Security that the requirements for grant funding were not met. Termination for lack of funding shall not be deemed termination for breach.

XIV. RELATIONSHIP OF THE PARTIES. The SROs assigned to schools shall be considered employees of County, Sheriff's Office, City, or Police Department and shall be subject to the employing agency's control, supervision, and chain of command. The assigned SROs shall not be considered employees of the Local Education Agency (LEA), the Public Charter School, or the Alternative School. Assigned SROs will be subject to current procedures and policies in effect for his/her employing agency, including attendance at all mandated training and testing to maintain state law enforcement certification. This MOU is not intended to and will not constitute, create, give rise to, or otherwise recognize a joint venture, partnership, or formal business association or organization of any kind between the Parties, and the rights and obligations of the Parties shall be only those expressly set forth in this MOU.

XV. COOPERATION. The Parties agree to cooperate fully in order to successfully execute the terms and conditions of this MOU, including obtaining all regulatory and governmental approvals required by this MOU recognizing that the intent of each party to other parties is to serve the individual interests of each party while respecting the conditions and obligations of this MOU.

XVI. ADMINISTRATION. This MOU shall be administered by the head of the Local Education Agency (LEA), Public Charter School, or Alternative School for the Local Education Agency (LEA), the Public Charter School, or the Alternative School and the Sheriff or Chief of Police shall administer this MOU on behalf of the County or City.

XVII. LIMITATION ON LIABILITY. Each Party shall be responsible for its own actions and the actions of its employees, contractors, subcontractors, and agents conducted pursuant to this MOU. No Party shall be liable for claims against another party unless liability is imposed under the Tennessee Governmental Tort Liability Act.

XVIII. GENERAL TERMS.

A. Choice of Law and Forum. This MOU shall be exclusively governed by the laws of the State of Tennessee. In the event that any section and/or term of this MOU, or any exhibits hereto, becomes subject to litigation, the venue for such action will be exclusively maintained in a court of competent jurisdiction sitting in the County in which the Local Education Agency (LEA), Public Charter School, or Alternative School is located.

B. Notices. All notices, demands, and requests to be given hereunder by any Party shall be in writing and must be sent by certified or registered mail and shall be deemed properly given if tendered at the address below or at such other address as any Party shall designate by written notice to the other Parties.

County or City:	Nashville and Davidson County			
Street Address 1:	1 Public Square			
Street Address 2:				
City	Nashville	State: TN	ZIP Code	37201
ATTN (Name of person or title of County/City Official):	Freddie O'Connell			

Sheriff or Chief of Police:	Name and Title:	John Drake, Chief of Police		
	Street Address 1:	600 Murfreesboro Pike		
	Street Address 2:	P.O. Box 196399		
	City	Nashville	State: TN	ZIP Code 37219

Name of LEA or Public Charter School or Alternative School:	Name of LEA or Public Charter School:	Metro Nashville Public Schools		
	Street Address 1	206 Bransford Avenue		
	Street Address 2			
	City	Nashville	State: TN	ZIP Code 37204
	ATTN: [name or title of LEA, Public Charter School Official, or Alternative School Official]	Dr. Adrienne Battle		

C. Entire Understanding and Modifications in Writing. This MOU and any exhibits included herewith at the time of execution of this MOU contain the entire MOU between the parties, and no statement, promises, or inducements made by any party or agency of any party that is not contained in this MOU shall be valid or binding and this MOU may not be

enlarged, modified, or altered except in writing and signed by the parties and attached hereto.

D. Dispute Resolution. The Parties may agree to participate in non-binding mediation in an attempt to resolve any disputes. Notwithstanding the foregoing statement, any claims, disputes, or other matters in question between the Parties to this MOU, arising out of or relating to this MOU or breach thereof, shall be subject to and decided by a court of law.

E. Assignment. The rights and obligations of this MOU are not assignable.

F. Waiver. No waiver of any provision of this MOU shall be valid unless in writing and signed by the parties against who charged.

G. Headings. The headings in the MOU are for convenience and reference and are not intended to define or limit the scope of any provision of this MOU.

H. Employment Practices. No party shall subscribe to any personnel policy which permits or allows for the promotion, demotion, employment, dismissal, or laying off of any individual due to race, creed, color, national origin, age, sex, or which is in violation of applicable laws concerning the employment of individuals with disabilities. The Parties shall not knowingly hire any unauthorized employees or fail to comply with record keeping requirements set forth in the Federal Immigration Reform and Control Act of 1986, Chapter 878 of the 2006 Tennessee Public Acts, and all other applicable laws.

I. Independent Contractor. The relationship of the Parties shall be that of an independent contractor. No principal-agent or employer-employee relationship is created by this MOU. No party shall hold itself out in a manner contrary to the terms of this paragraph. No party shall become liable for any presentation, act, or omission of any other party contrary to the terms of this paragraph.

J. Severability. If any one or more of the covenants, agreements, or provisions of this MOU shall be held contrary to any expressed provisions of law or contrary to any policy of expressed law, although not expressly prohibited, or contrary to any express provision of public policy, or shall for any reason whatsoever be held invalid, then such covenants, agreements, or provisions shall be null and void and shall be deemed separate from the remaining covenants, agreements, or provisions of this MOU.

K. Specific Performance. The Parties recognize that the rights afforded to each under this MOU are unique and, accordingly, County or City shall, in addition to such other remedies as may be available to them in equity, have the right to enforce their respective

rights hereunder by an action for injunctive relief and/or specific performance to the extent permitted by law.

L. Compliance with Laws. The Parties shall comply with all laws of the United States of America, the State of Tennessee, and local laws and shall secure all necessary permits and licenses and keep the same in force during the term of this MOU.

M. Property. Each party shall be responsible for acquiring, holding, and disposing of real and personal property used in the provisions of the services and obligations provided herein.

N. Press Releases. In connection with the provision of SROs or the obligations or duties contained in this MOU, the Parties hereby agree that no party shall issue a press release or other similar external communications regarding this MOU, or otherwise related to the obligations or duties provided herein without written permission from all Parties. The Parties shall mutually agree on the language of any press release, provided that no Party shall unreasonably withhold its approval of the language. The Local Education Agency (LEA), Public Charter School, or Alternative School shall not publicly comment on the actions of a particular SRO without first consulting with the Sheriff or Chief of Police or designee.

O. List of Schools. The schools covered by this MOU are those listed on Attachment A.

P. Effective Date. This MOU shall be binding and effective on the date it has been signed by the authorized representative of the Local Education Agency (LEA), Public Charter School, or Alternative School and the Sheriff or Chief of Police.

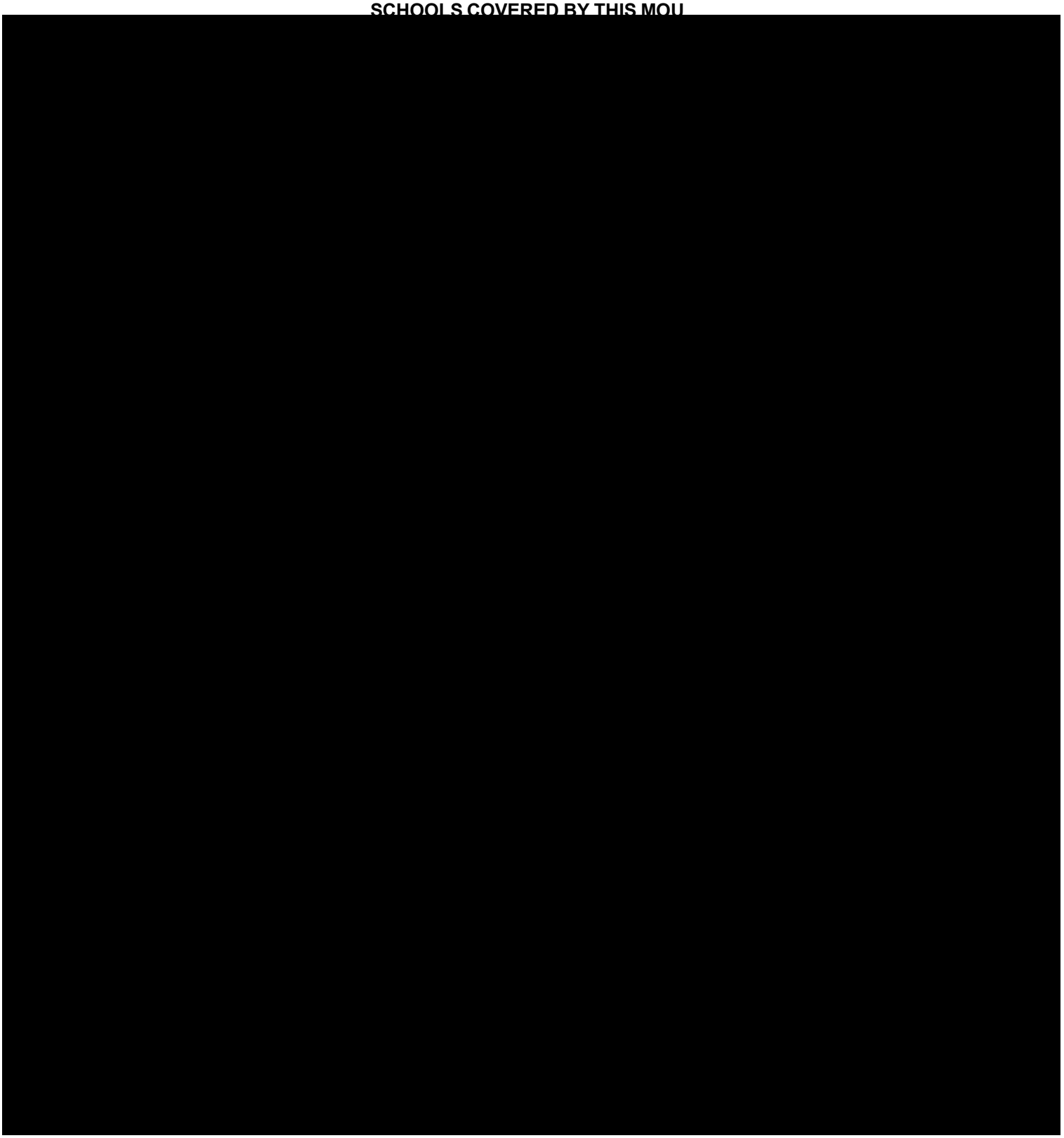
IN WITNESS WHEREOF, the Parties have executed this MOU effective as of the date and year written below.

Signature of LEA, Public Charter School, or Alternative School	Signature of Sheriff or Chief of Police
DATE:	DATE:

Attachment A follows this page

ATTACHMENT A

SCHOOLS COVERED BY THIS MOU



ATTACHMENT A Page 2

SCHOOLS COVERED BY THIS MOU

[redacted]

METRO NASHVILLE PUBLIC SCHOOLS

Dr. Adrienne Battle
Superintendent of Schools
Adrienne.Battle@mnps.org
615-259-8421 office
615-214-8850 fax

July 7, 2026 via U.S. Mail, Certified Mail, and email

Mr. Mario Mumphery
[redacted]

Re: Notice of Charges for Dismissal

Dear Mr. Mumphery:

Dr. Brenda Diaz, Executive Principal of Nashville Big Picture High School, and Dr. Shelly Mendez, Executive Director of High Schools, have recommended that you be terminated from your position as a tenured Teacher – Exceptional Education Interventionist based on your unprofessional conduct (conduct unbecoming to a member of the teaching profession).

The recommendation is based on the following:

During the spring semester 2026 it came to the attention of Dr. Diaz that you were taking photos and videos of your students with and without their permission, and you were running the photos and videos through an AI program to alter the images and videos. You were also sharing these pictures and videos with other students. You were also inserting yourself into student conversations and making comments like "students don't want to be in relationships, they just want to have sex."

On May 4, 2026, the school social worker, Caitlin Marriott, received reports that you had taken photographs of male students and used those images to create AI-generated photos and videos without student consent. These images reportedly depicted students in altered scenarios, including dancing in a manner described by students as inappropriate, and creating simulated images portraying personal or family situations. Students reported that these actions made them feel extremely uncomfortable.

At some point in the spring 2026 semester prior to May 4, 2026, you told male student [redacted] about a female student he was dating, "you don't like her, you just want to have sex with her."

In the weeks leading up to May 5, 2026, you took pictures of student [redacted] without his consent during Personalized Learning Time. You showed him the AI app you used to turn these pictures you took in the classroom into cartoons or teddy bear style photos.

In February or March of 2026, student [redacted] was in Math class and you were sitting next to him. You grabbed your phone and told him to look at the camera. You took a picture of him and turned it into a video of him dancing "weird." At first he took it as a joke, but you persisted in this behavior, ultimately making [redacted] feel awkward and uncomfortable.

Student [redacted] reported that you would take pictures of him or any other male student and use AI to create a video of him or other students doing a "gay or zesty dance." This would happen during his math class in 3rd period. Your conduct caused him to want to "distance himself from you."

Student [redacted] reported that from about October 2025 through early May 2026 you were creating AI videos of different students doing "TikTok dances." In his opinion, the videos were inappropriate due to the way you made the students "move their hips in weird ways." As a result, he started trying to keep his distance from you.

Student [redacted] reported that you would text students after school hours trying to ascertain their whereabouts.

Student [redacted] reported that sometime in March 2026 while you were in his math class, you created a video of him doing a "feminine dance" and you showed it to him and one other student. He also stated you would text him from time to time after school. He said while you never texted him anything explicit, you would be very pushy and adamant that he respond quickly to your texts, and that you would get angry if he didn't respond quickly enough to suit you. [redacted] also said that you made a video of two male students "twerking" and you showed it to the entire class.

Student [redacted] reported that you made pictures and videos of him and modified them with AI without his permission. Specifically, you made a "prom-posal" poster of him without his consent and you encouraged him to use it. He states in February 2026 you made a video of him "doing gay dances."

Student [redacted] reported that you made AI videos of him from pictures you took of him. The videos would contain "dances that girls would do – majorette dances." You sent these videos to him but he deleted them, because he "doesn't like stuff like that on his phone."

After receiving these reports, Principal Diaz made a report to the Metro Nashville Police Department, and the Department of Children's Services (DCS). There are currently two DCS investigations into your conduct.

In your written statement responding to questions regarding these incidents, you declined to provide specifics such as the identities of the students of whom you made AI videos or pictures. You were not forthcoming with any information regarding the allegations, even though that information is uniquely available to you.

Your conduct violates MNPS policies, including 5.610 Staff-Student Relations (extending courtesy and respect to students); 5.611 Ethics (maintenance of just and courteous professional relationships with students); and 6.301, Student Rights and Responsibilities (providing students a safe environment).

Based on your recent conduct as described above, I am charging you with unprofessional conduct (conduct unbecoming to a member of the teaching profession). This conduct is grounds for dismissal under T.C.A. § 49-5-501 and 49-5-511, and I have no alternative but to seek termination of your employment as a tenured teacher.

In making this decision regarding termination of your employment, I am aware that you received a three day suspension without pay on January 13 – 15, 2026 for (1) inappropriate physical contact with a student, (2) inappropriate communication with a student, and (3) insubordination (trying to influence staff members' statements in the investigation that resulted in the suspension, while you were on administrative leave).

In addition, you received a September 10, 2023, Counseling Memo for failure to meet deadlines and for providing tutoring for a student, after school, in the building, for compensation without approval. You received another Counseling Memo on March 5, 2024, for inappropriate and retaliatory communication during an IEP meeting; failure to communicate timely and accurately with parents; ignoring parent requests for IEP meetings; failure to schedule and hold IEP meetings; and for providing tutoring for a student, after school, in the building, for compensation without approval. While I am not disciplining you again for these incidents, I am taking into account the fact that you received the suspension without pay and the Counseling

Memos in deciding to seek to terminate your employment based on your recent conduct.

Based on your recent conduct as described above, I am charging you with unprofessional conduct (conduct unbecoming to a member of the teaching profession). This conduct is grounds for dismissal under T.C.A. § 49-5-501 and 49-5-511, and I have no alternative but to seek termination of your employment as a tenured teacher.

Respectfully,

Adrienne Battle

Dr. Adrienne Battle
Superintendent of Schools

cc: Dr. Shelly Mendez, Executive Director, High Schools
Dr. Brenda Diaz, Exec. Principal, Nashville Big Picture High School
Lisa Spencer, Chief Human Resource Officer
Personnel file (Certificated)

METRO NASHVILLE PUBLIC SCHOOLS

Dr. Adrienne Battle
Superintendent of Schools
Adrienne.Battle@mnps.org
615-259-8421 office
615-214-8850 fax

July 7, 2026

Members of the Board
Metropolitan Board of Education
2601 Bransford Avenue
Nashville, TN 37204

Re: Charges Supporting the Dismissal of Mario Mumphery

Dear Board Members:

I am writing to recommend the dismissal of Mario Mumphery from employment as a tenured teacher with Metropolitan Nashville Public Schools pursuant to T.C.A. § 49-5-511.

I have charged him with unprofessional conduct (conduct unbecoming to a member of the teaching profession). Mr. Mumphery has engaged in questionable interactions with his students that were brought to the attention of school administrators on May 5, 2026.

Evidence supporting these charges is set forth in my July 7, 2026, letter to Mr. Mumphery, a copy of which is attached. I am asking you to certify these charges by voting that, if proven true, these charges warrant Mr. Mumphery's dismissal. Should you certify these charges, I will inform Mr. Mumphery of your action and formally advise him of his right to request a hearing before an impartial hearing officer.

At present, I am asking you to certify the charges, as provided in T.C.A. 49-5-511(a)(5). I am not asking you to weigh evidence either for or against dismissal. I am merely asking you to vote that the charges, if proven true, warrant dismissal. If Mr. Mumphery requests a hearing, it will occur at some point in the future.

Accordingly, I recommend that Mario Mumphery be dismissed from employment with Metropolitan Nashville Public Schools.

Sincerely,

Dr. Adrienne Battle
Superintendent of Schools

Attachment - Notice of Charges for Dismissal

cc: Dr. Shelly Mendez, Executive Director, High Schools
Dr. Brenda Diaz, Exec. Principal, Nashville Big Picture High School
Lisa Spencer, Chief Human Resource Officer
Personnel file (Certificated)

METRO NASHVILLE PUBLIC SCHOOLS

Dr. Adrienne Battle
Superintendent of Schools
Adrienne.Battle@mnps.org
615-259-8421 office
615-214-8850 fax

July 7, 2026 via U.S. Mail, Certified Mail, and email

Mr. John Wyatt
[redacted]

Re: Notice of Charges for Dismissal

Dear Mr. Wyatt:

Bruce Jackson, Executive Principal of McGavock High School, and Dr. Brian Mells, Executive Director of High Schools, have recommended that you be terminated from your position as a tenured Health and Wellness teacher based on the findings of an internal investigation, concluding that your actions constitute unprofessional conduct (conduct unbecoming to a member of the teaching profession).

The recommendation is based on the following:

On May 22, 2026, the last day for teachers to report for the 2025-26 school year, you were walking down a hallway at McGavock High School holding a power drill. No students were present, but Leslie Perry (Avid teacher), Kendra Brown (Numeracy Coach), and Cristiana Gentry-Broome (Drama teacher) were talking outside room 235. As you passed the group you revved the drill and pressed the end of the drill (that would normally hold a drill or screwdriver bit) against Ms. Perry's buttocks area.

She was startled and she screamed, "Don't touch me!" You walked past her a few steps, you turned around and you came back to her and did it again, also on her buttocks area. Again, she screamed, "Stop! Don't touch me!" Finally, you walked away.

Visibly shaken, Ms. Perry turned and walked into her classroom.

When offered an opportunity to explain yourself, you contended you had done nothing wrong or inappropriate. Rather than acknowledging the impact of your actions or accepting responsibility for your conduct, you denied wrongdoing despite the existence of video evidence of the incident and eyewitnesses.

You have violated the district's sexual harassment procedure, 5.500.1p., which among other things prohibits creating an intimidating, hostile or offensive work environment. Under this procedure, sexual harassment can include intentional brushing against another person's body. You initially passed by Ms. Perry after first making contact with the drill, then she told you to keep your hands off her, then you returned and did it again, which makes your conduct particularly egregious.

Ms. Perry filed a sexual harassment complaint as a result of this incident, and her complaint was substantiated.

In addition to violating the district's sexual harassment procedure, I am charging you with unprofessional conduct (conduct unbecoming to a member of the teaching profession). This conduct is grounds for dismissal under T.C.A. § 49-5-501 and 49-5-511, and I have no alternative but to seek termination of your employment as a tenured teacher.

In light of the above, and pursuant to T.C.A. § 49-5-511[a][3], I am hereby suspending you without pay effective today, pending the outcome of your termination proceeding.

Respectfully,

Adrienne Battle

Dr. Adrienne Battle
Superintendent of Schools

cc: Dr. Brian Mells, Executive Director, High Schools
Dr. Bruce Jackson, Exec. Principal, McGavock High School
Lisa Spencer, Chief Human Resource Officer
Personnel file (Certificated)

METRO NASHVILLE PUBLIC SCHOOLS

Dr. Adrienne Battle
Superintendent of Schools
Adrienne.Battle@mnps.org
615-259-8421 office
615-214-8850 fax

July 7, 2026

Members of the Board
Metropolitan Board of Education
2601 Bransford Avenue
Nashville, TN 37204

Re: Charges Supporting the Dismissal of John Wyatt

Dear Board Members:

I am writing to recommend the dismissal of John Wyatt from employment as a tenured teacher with Metropolitan Nashville Public Schools pursuant to T.C.A. § 49-5-511.

I have charged him with unprofessional conduct (conduct unbecoming to a member of the teaching profession). Mr. Wyatt repeatedly made physical contact with a female staff member despite her specifically telling him to stop.

Evidence supporting these charges is set forth in my July 7, 2026, letter to Mr. Wyatt, a copy of which is attached. I am asking you to certify these charges by voting that, if proven true, these charges warrant Mr. Wyatt's dismissal. Should you certify these charges, I will inform Mr. Wyatt of your action and formally advise him of his right to request a hearing before an impartial hearing officer.

At present, I am asking you to certify the charges, as provided in T.C.A. 49-5-511(a)(5). I am not asking you to weigh evidence either for or against dismissal. I am merely asking you to vote that the charges, if proven true, warrant dismissal. If Mr. Wyatt requests a hearing, it will occur at some point in the future.

Accordingly, I recommend that John Wyatt be dismissed from employment with Metropolitan Nashville Public Schools.

Sincerely,



Dr. Adrienne Battle
Superintendent of Schools

Attachment - Notice of Charges for Dismissal

cc: Lisa Spencer, Chief of Human Resources
Dr. Brian Mells, Executive Director, High Schools
Bruce Jackson, Exec. Principal, McGavock High School
Personnel file (Certificated)

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in July	**School Board Meetings**	**1.400**	Click here to enter a date.
		Rescinds: **1.400**	Issued: **07/01/04**

The board will transact all business at official meetings which may be either regular or special.

Every meeting of the board shall be open to the public, except for those meetings in which the law allows closed sessions.[1] Open meetings will be physically accessible to all students, employees, and interested citizens.[2]

The board may restrict the recording of board meetings via camera, camcorder, or other photographic equipment when such recording creates a threat to public safety and welfare or impedes the conducting of efficient and orderly public meetings.[3]

REGULAR MEETINGS

Regular meetings of the board shall be held on the second and fourth Tuesdays of each month (except in July and December) at 5:00 p.m. in the MNPS Board Room, 2601 Bransford Ave.

In instances when any regular meeting date falls on a legal holiday, the meeting shall be rescheduled by the chair.

Changes to regular meeting dates, time, location and/or study sessions may be called by the chair or at the request of a majority of the members of the board.

SPECIAL MEETINGS

The board shall hold such special meetings as necessary to transact the business of the board. Such meetings shall be called by the chair whenever, in the chair's judgment, the interests of the schools require it or when requested to do so by a majority of the board.[4]

Only business related to the call of the meeting and details related to agenda items shall be discussed or transacted by the board at a special meeting.

ELECTRONIC ATTENDANCE[5]

Absent board members may attend a regular or special meeting by electronic means for certain qualifying reasons subject to the following requirements:

1. A quorum of the Board shall be physically present at the meeting in order for any board member to attend electronically, except in the case of inclement weather or natural disasters (permitted for a maximum of three times per year);

2. Any board member wishing to participate electronically shall do so using technology that allows the Chair to visually identify the board member; and

3. The responsibility for the connection lies with the board member wishing to participate electronically. No more than three (3) attempts to connect shall be made unless the Board chooses to make additional attempts.

Work-Related Absence

A board member may attend a meeting by electronic means if out of the county due to work; however, he/she may only participate electronically two (2) times per year for this reason. The board member shall give the Chair and Director of Schools at least five (5) days' notice prior to the meeting of the board member's intention to participate electronically.

Sickness or Period of Convalescence

A board member may attend a meeting by electronic means if sick or in a period of convalescence on the advice of a healthcare professional; however, he/she may only participate electronically three (3) times per year for this reason.

Inclement Weather or Natural Disaster

A board member may attend a meeting by electronic means due to inclement weather or natural disaster if the schools in the school district are closed; however, he/she may only participate electronically three (3) times per year for this reason.

Family Emergency

A board member may attend a meeting by electronic means if there is a family emergency that prevents him/her from attending in person. The absence shall be due to the hospitalization of the board member or the death or hospitalization of the member's spouse, father, mother, son, daughter, brother, sister, son-in-law, daughter-in-law, stepson, stepdaughter, father-in-law, mother-in-law, brother-in-law, or sister-in-law. The board member may only participate electronically two (2) times per year for this reason.

Military Service

A board member may attend a meeting by electronic means if out of the county due to military service. The board member may participate electronically as often as he/she is able to do so.

~~Absent board members may attend a regular or special meeting by electronic means if the member is absent because of work, a family emergency, or the member's military service. If a board member is absent due to military service, he/she may participate electronically as often as he/she is able to do so. However, a board member may not participate electronically more than two (2) times per year for absences due to work and/or family emergencies.~~

~~*General Requirements*~~

~~The following requirements apply to all electronic attendance, regardless of the reason for the member's absence:~~

~~4. A quorum of the board must be physically present at the meeting in order for any member to attend electronically.~~

~~5. Any member wishing to participate electronically must do so using technology which allows the chair to visually identify the member.~~

~~6. The responsibility for the connection lies with the member wishing to participate electronically. No more than three (3) attempts to connect shall be made, unless the board chooses to make additional attempts.~~

~~*Work Related Absence*~~

~~The following requirements apply to electronic attendance due to a work related absence:~~

~~1. The board member must be absent from the county due to work.~~

~~2. The member wishing to participate must give the chair and director of schools at least five (5) days' notice prior to the meeting of the member's desire to participate electronically.~~

~~*Family Emergency*~~

~~The following requirement applies to electronic attendance due to a family emergency:~~

~~1. The member must be absent due to the hospitalization of the member or the death or hospitalization of the member's spouse, father, mother, son, daughter, brother, sister, son-in-law, daughter-in-law, step-son, step-daughter, father-in-law, mother-in-law, brother-in-law, or sister-in-law.~~

Legal References

1. TCA 8-44-102; TCA 49-6-804(c)
2. 28 CFR § 36.201(a); 28 CFR § 36.202
3. Tenn. Att'y Gen. Op. No.95-126 (December 28, 1995)
4. TCA 49-2-202(c)(1)
5. TCA 49-2-203(c); Public Acts of 2026, Chapter No. 852

Cross References
School Board Legal Status and Authority 1.100
Board Committees 1.300
Notification of Meetings 1.402
Appearances Before the Board 1.404
Section 504 and ADA Grievance Procedures 1.802

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in July	**Public Participation**	**1.404**	
		Rescinds: **1.404**	Issued: **04/09/24**

Bringing Formal Business Before the Board

Individuals desiring to make a presentation before the board must submit a written request with descriptive materials via electronic mail or USPS to the board chair and director of schools at least two weeks prior to the meeting. If the request is approved by the executive committee, the item will be placed on the agenda. The amount of time allotted will be determined by the executive committee but shall not be more than ten (10) minutes in length. Individuals placed on the agenda will be recognized at the appropriate point in the meeting and given time to speak. The executive committee shall determine whether or not the business is actionable or for information only. The board will not hear presentations from those seeking to sell products, offer services, obtain contracts, or otherwise financially benefit from a relationship with the district.

Public Participation Remarks at Board Meetings[1,2]

Individuals wishing to address the board shall register using the provided format. Registration will be open from the time the agenda is published until noon of the day prior to the meeting. Remarks must pertain to the business of the school district and board of education and should not reference individual employees or students by name.

The executive committee shall determine at what point in the meeting the public participation portion will take place. The total time dedicated to public participation remarks at any meeting of the board shall be no more than forty (40) minutes with no more than two (2) minutes per person and no more than twenty (20) speakers.

The chair may recognize individuals not on the agenda for remarks to the board if it is determined that such is in the public interest. A majority vote of members present can overrule the decision of the chair.

Individuals speaking to the board shall address remarks to the entire board and not individual members. Individuals may not delegate their time to another person who has not signed up to speak; nor, except in the case of a language translator, shall another person read statements on behalf of the person who has signed up to speak. Longer comments from community members may be submitted in written format. The chair shall have the authority to terminate the remarks of any individual who is disruptive or does not adhere to board rules.

Individuals desiring additional information about any item on the agenda shall direct such inquiries to the office of the director of schools

Legal References

1. TCA 39-17-306
2. TCA 8-44-112; Public Acts of 2026, Chapter No. 620

Cross References

School Board Meetings 1.400
Public Hearings 1.401
Agendas 1.403
Discrimination/Harassment of Employees 5.500
Complaints and Grievances 5.501
Student Discrimination, Harassment, Bullying, Cyber-bullying, and Intimidation 6.304
Student Concerns 6.305

1

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in August	**Charter School Renewal**	**1.905**	
		Rescinds: **1.905**	Issued: **08/26/25**

ANNUAL NOTICE[1]

The Director of Schools/designee shall annually notify the charter school of whether the charter school is "on-track" or "off-track" for renewal. The status of each charter school shall be published in the annual authorizing report.

INTERIM REVIEW

The Director of Schools/designee shall conduct an interim review of a charter school in the fifth year of a charter term in accordance with guidelines developed by the State Board of Education. As part of this process, the charter school shall submit a report on the progress of the school in achieving the goals and objectives set forth in the charter agreement.[2]

CUMULATIVE PERFORMACE REPORT

Three (3) months prior to the date on which a charter school is required to submit a renewal application, the Director of Schools/designee shall submit a performance report to the charter school that summarizes the school's performance record over the charter term and states the summative findings concerning the school's performance and prospects for renewal.[3]

APPLICATION AND EVALUATION

No later than April 1st of the year prior to the year in which the charter school agreement expires, the governing body of a charter school shall submit a renewal application to the Board.[4] The Director of Schools/designee shall report each renewal application received to the Tennessee Public Charter School Commission ("the Commission") within ten (10) days of receipt.[4]

The Director of Schools/designee shall conduct a renewal evaluation site visit to each charter school that submits a charter school renewal application.

The Board will make renewal decisions by February 1st in the year the charter school agreement expires.

RENEWAL CRITERIA[5]

The Director of Schools/designee ~~Board~~ shall define and communicate with schools the criteria for renewal that is consistent with the charter agreement and including, but not limited to expectations for academic, organizational, and financial performance. The Board shall make its renewal decision based on the renewal application, annual authorizer reports, and renewal performance report.

Within ten (10) days of the Board voting by resolution on a renewal application, the Director of Schools/designee shall promptly notify a school of its renewal recommendation and decision, including the reasons for the decision and any rights to an appeal. The Director of Schools/designee shall promptly communicate renewal decisions to the school community and public as well as the Department of Education and the Commission.

High-Performing Charters

High-performing charter school renewal applications shall be automatically approved for renewal. A charter school will be deemed high-performing if it:[1]

1. Has met or exceeded standards on at least seventy-five percent (75%) of the indicators in each section of the school performance framework in each of the three (3) immediately preceding school years;

2. Has attained a school composite level of "above expectations" or "significantly above expectations" as represented by the Tennessee Value-Added Assessment System (TVAAS) in each of the three (3) immediately preceding school years; and

3. Has had no significant audit findings during the term of the current charter agreement.

Within ten (10) days of the Board approving a high-performing charter school for renewal, the Director of Schools/designee shall report the approval to the Department of Education and the Commission.

Legal References

1. Public Acts of 2026, Chapter No. 1012
2. TCA 49-13-121(k)
3. State Board of Education Policy 6.111
4. TCA 49-13-121(a)
5. TCA 49-13-121; State Board of Education Policy 6.111

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in September	**Fiscal Management Goals**	**2.100**	
		Rescinds: **2.100**	Issued: **01/23/18**

The Board shall practice sound fiscal management which guarantees maximum use of all resources provided. The Board assumes responsibility, within its financial capabilities, for providing at public expense all items of equipment, supplies, and services that may be required in the interest of education in the schools under its jurisdiction.[1]

In fiscal management, the Board shall achieve the following goals:

1. To engage in advance planning with broad-based staff and community involvement;

2. To establish levels of funding which will provide quality education for the system's students;

3. To use the available techniques for budget development and management;

4. To provide timely and appropriate information to all staff with fiscal management 12 responsibilities; and

5. To establish efficient procedures for accounting, reporting, purchasing and delivery, payroll, 15 payment of vendors and contractors, and all other areas of fiscal management.

The Director of Schools shall develop procedures for accounting, reporting, purchasing and delivery, payroll, payment of vendors and contractors, internal controls, and all other areas of fiscal management. Financial policies and accompanying procedures shall be reviewed annually to ensure ongoing compliance.[2]

Legal References

1. *Internal School Funds Manual*, Section 3-1
2. Tenn. Comptroller of the Treasury, *Fiscal Health Principles for Tenn. School Districts and Local Governments* (2026)

Cross References

School District Goals 1.700

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in September	**Annual Operating Budget**	**2.200**	
		Rescinds: **2.200**	Issued: **01/23/18**

General

The MNPS system budget is the operational plan stated in financial terms which describes the projected revenues and expenditures to be incurred during the fiscal year beginning July 1st ending June 30th the following year.[1]

The board shall maintain a proposed budget with a projected year-end fund balance within mandated school board, Metro Council, and State of Tennessee imposed guidelines.

The board shall expend an amount of funds that is less than the amount of funds allocated through the budget appropriation unless funds are made available through other legal means, including the use of fund balances or reserves.

Central Office

PREPARATION PROCEDURES

Budget planning shall include an analysis of previous staffing, curriculum and facilities, and projections requiring additional staffing, curriculum modifications, and additional facilities.

The budget proposal shall be balanced, consistent with board policy and contract conditions, and include provisions for:

1. Programs to meet the needs of the entire student body;

2. Staffing arrangements adequate for proposed programs;

3. Maintenance of the district's equipment and facilities;

4. Efficiency and economy; and

5. As part of the Metropolitan Government of Nashville and Davidson County, Metro Nashville Public Schools follows the Metro Fund Balance Reserve Policy (RS2025-1139) adopted by Metro Council, which meets fiscal health standards and the Tennessee Comptroller of the Treasury guidance."[2]

Budget preparation shall be the responsibility of the Director of Schools[3] and the Chief ~~Operating~~ Financial Officer. The Director of Schools will establish procedures for the involvement of staff,

including requests from department heads and principals, all of whom will accept advice and suggestions from other staff and faculty members.

The Director of Schools, the Chief ~~Operating~~ Financial Officer, and the Board Chair shall develop a budget preparation calendar no later than January 1st of the current fiscal year. The calendar shall be used as a guide for coordinating the budgetary activities of individuals and groups, collecting budget data, reviewing budget problems, and making budget decisions.

HEARING AND REVIEWS

The proposed budget will be available for inspection by various interested citizens or groups in a location specified by the director of schools.

FINAL ADOPTION PROCEDURE

The Board shall adopt a budget and submit it to the Metro Council. The Director of Schools shall file with the Commissioner of Education a copy of the budget within ten (10) days after its adoption.[4]

Within thirty (30) days of the beginning of each fiscal year, the Director of Schools shall submit to the Commissioner a complete and certified copy of its entire school budget for the school year that is signed by the Director of Schools and the City Council.[5]

Beginning in 2027, the Director of Schools/designee shall annually provide the following to the Office of Research and Accountability in the office of the Comptroller of the Treasury by August 1:

1. A planning and budgetary report for the upcoming school year; and
2. An expenditure report for the immediately preceding school year.[6]

Legal References

1. *Internal School Funds Manual*, Section 4-35
2. Tenn. Comptroller of the Treasury, *Fiscal Health Principles for Tenn. School Districts and Local Governments* (2026)
3. TCA 49-2-203(a)(9)
4. TCA 49-2-301(b)(1)(X); TRR/MS 0520-01-02-.13(2)(a)
5. Public Acts of 2026, Chapter No, 1012
6. Public Acts of 2026, Chapter No. 1007

Cross References

Role of the Board of Education 1.101
Executive Committee 1.301

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in September	**Expenditure of Funds**	**2.800**	Click here to enter a date.
		Rescinds: **2.800**	Issued: **08/12/25**

General

The board shall approve contracts and expenditures greater than the threshold amount it has established as well as settlements and agreements greater than the threshold amount set by the Metropolitan Government of Nashville-Davidson County.[1] The metropolitan attorney shall consult with the director of schools prior to any settlement or agreement expenditures under this section. Except that for settlement of claims through the department of law's claims division, the metropolitan attorney or delegee shall provide a report of all claims settled through the claims division for twenty-five thousand dollars or less to the director on a quarterly basis.

Central Office

All expenditures not already approved through the budget process shall be approved by the board, or the director of schools when authorized. No expenditures shall be made except on an approved purchase order or contract. Employees of the district shall not create or authorize creation of a deficit in any fund.

No expenditure may be authorized or made which exceeds the appropriation of any fund of the budget as adopted or amended, and expenditures or encumbrances will not be authorized, made, or incurred in excess of any fund balance. The director of schools shall develop federal grant expenditure and cash management procedures that comply with all federal laws and regulations.[1]

Individual Schools

Internal activity funds shall not be expended without written approval by the membership of the group or activity, club, or class. All such expenses shall be in accordance with the *Tennessee Internal School Uniform Accounting Policy Manual*. Restricted account expenditures require the account sponsor's and principal approval prior to expense. Petty cash is prohibited in this district as a form of making payments through student activity funds. [2] No checks shall be written directly to employees for compensation or salary purposes from the internal school activity fund account. Any supplemental compensation owed to employees for extracurricular activities must be processed in the same manner as salary and other payroll payments. The business office shall invoice the school for reimbursement of compensation to the employee.

Individual schools are not separate legal entities. Therefore, any action taken by a school employee on behalf of a school might be construed as being binding by the district. To control this risk, no individual school employee will enter into any contract or agreement that obligates the school or school district to any action or payment through student activity funds without authorization by the director or his/her

designee. Any such written contract or agreement shall be reviewed and approved in writing by the director of schools or his/her designee prior to any school employee signing such contract.

Employees who authorize or contract for any obligation in violation of this policy shall assume personal responsibility for the payment of the obligation, shall be subject to dismissal from employment, and shall be subject to applicable civil and criminal proceedings. Any obligation, authorization for expenditure, or expenditure made in violation of the law and this policy shall be illegal and void.[3]

Legal References

1. TCA 49-2-203
2. 2 CFR § 200.403
3. *Internal School Funds Manual*, Section 5-1

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in November	**Family Life Education**	**4.213**	Click here to enter a date.
		Rescinds: **4.213**	Issued: **08/13/24**

General

A family life education program shall be implemented within the school district in compliance with state law.[1,2,3,4,5]

A parent/guardian who chooses not to have a student participate in any or all portions of the family life education program shall submit such request in writing to the student's family life education teacher, school counselor, or principal. A student who is excused from any or all portions of the program shall be assigned alternative health activities and shall not be penalized for grading purposes if the student satisfactorily performs alternative health lessons.

CHILD TRAFFICKING PREVENTION EDUCATION

Instruction on child trafficking prevention and awareness shall be provided for all students in grades K-12 in a manner that is age-appropriate, grade-appropriate, and advances each year through developmentally appropriate instruction and skill building.[6]

The Director of Schools/designee shall develop a plan to implement child trafficking prevention education into the district's health education instruction and present it to the Board for approval.

Legal References

1. TCA 49-6-1302
2. TCA 49-6-1304(a); TCA 49-6-1601(g)(2)
3. TCA 49-6-1304(c)
4. TCA 49-6-1304(d)
5. TCA 49-6-1304(b)
6. Public Acts of 2026, Chapter No. 744

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in November	**Instructional Use of Digital Devices**	**4.215**	
		Rescinds:	Issued:

General[1]

In-person, teacher led instruction shall be the primary mode of instruction for students in grades kindergarten through five (K-5).

Digital devices shall be utilized in these grades only when there is a clear educational benefit, including use for remediation purposes. Further, electronic assessments and instructional tools shall be developmentally appropriate and aligned with state academic standards.

The Director of Schools shall provide guidance to staff on appropriate use of technology for these grades and shall create procedures for ensuring that digital instruction complies with this framework and state law.

SOCIAL MEDIA USE

All students are prohibited from accessing social media platforms using district provided internet during the school day.[2]

COMMUNICATION WITH PARENTS/GUARDIANS

At the beginning of each school year, the Director shall ensure that principals provide parent(s)/guardian(s) with information on digital device use in the classroom. This shall include the types of devices used and the instructional purposes for such use.

Legal References

1. Public Acts of 2026, Chapter No. 808
2. Public Acts of 2025, Chapter No. 195

Cross References

Use of the Internet 4.406

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in November	**Interscholastic Athletics**	**4.301**	Click here to enter a date.
		Rescinds: **4.301**	Issued: **08/26/25**

General

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

Student athletes shall only be allowed to participate in athletic activities or events that align with the student's sex indicated on his/her original birth certificate.[2] The Director of Schools/designee shall require the parent/guardian to provide the student's original birth certificate prior to participation in any interscholastic athletics.

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

Bylaws of the Tennessee Secondary School Athletic Association shall regulate the operation and control of athletics. The Director of Schools shall develop a code of conduct for all coaches to follow in order to ensure the health and safety of athletes.[3]

INSURANCE & PHYSICAL EXAMINATIONS

In the event that the school's insurance provider does not extend coverage to an athlete, the athlete shall provide proof of independently secured catastrophic coverage and liability coverage, with the school district as a named insured, of not less than the limits set forth in state law.[4] It shall be the responsibility of the parent(s)/guardian(s) to provide health and hospitalization insurance for all students participating in interscholastic athletics.

Prior to participation in interscholastic athletics, every student shall complete an annual physical examination.[5] The parent(s)/guardian(s) of each student shall be responsible for covering the cost of the examination, and these records shall be on file in the principal's office.

SCHEDULING CONFLICTS

No principal or teacher shall dismiss his/her school or any group of students for the purpose of attending the practice of any interscholastic sport during the school day without written permission from the Board.[6] This does not prevent regular physical training lessons in the daily school program.

Students shall not be required to attend a school athletic event, or event related to participation on a school athletic team, if the event is on an official school holiday, observed day of worship, or religious holiday. The student's parent/guardian shall notify the coach in writing three (3) full school days prior to the event.[7]

SEVERE WEATHER[4]

Severe weather is any type of weather that could impede the safety of any athlete by compromising the playing conditions of the interscholastic sport. Severe weather includes, but is not limited to, thunder, lightning, and extreme temperatures. When severe weather is forecasted, suspension of play shall be discussed with all players, coaches, and officials, if applicable.

All coaches who oversee or participate in outdoor training, practice, or competition shall annually complete a heat illness prevention course approved by the Tennessee Department of Health as well as receive training on activity modifications based on environmental conditions.

PROHIBITION AGAINST HAZING

Coaches, employees, and volunteers of the school district shall not encourage, permit, condone, or tolerate hazing activities.[8]

HOME SCHOOL STUDENT PARTICIPATION[9]

Home school students shall be permitted to participate in accordance with TSSAA or TMSAA guidelines. If a school is not a member with these organizations, home school students that are zoned for the school shall be permitted to participate in interscholastic athletics to the same extent as other students.

VIRTUAL SCHOOL STUDENT PARTICIPATION[10]

Virtual school students shall be permitted to participate in accordance with TSSAA or TMSAA guidelines. If a school is not a member with these organizations, virtual school students that are zoned for the school shall be permitted to participate in interscholastic athletics to the same extent as other students.

PRIVATE SCHOOL STUDENT PARTICIPATION[11]

While students from private schools are permitted to try out for interscholastic athletics teams, this does not guarantee that they will make the team. As with all students, those from other schools shall only be admitted to the team subject to the independent decision of the coach or other relevant school official.

Public Schools with TSSAA or TMSSAA Membership

Private school students shall be permitted to participate in accordance with TSSAA or TMSAA guidelines subject to the following conditions. These students must:

- Attend a private school that is not a member with TSSAA or TMSAA and serves fewer than two-hundred (200) students in grades six through eight (6-8) or fewer than two hundred students in grades nine through twelve (9-12);

- Satisfy the eligibility requirements established by TSSAA or TMSAA; and

- Reside within the geographic boundaries of the district.

These students shall be permitted to participate in athletic programs not offered by the private school, but only in the middle or high school that they are zoned to attend.

Public Schools without TSSAA or TMSSAA Membership

If a school is not a member with these organizations and offers its students the opportunity to participate in interscholastic athletic competition, private school students that are zoned for the school shall be permitted to participate in interscholastic athletics to the same extent as other students.

Legal References

1. 34 CFR § 106.41; 20 USCA § 1681 *et seq.*
2. TCA 49-6-310(a)
3. TCA 49-6-3601
4. TCA 29-20-403
5. 20 USCA § 1232h(c); TRR/MS 0520-01-13-.01(1)(a)
6. TCA 49-6-1002(a)
7. TCA 49-6-1002(c)
8. TCA 49-2-120
9. TCA 49-6-3050(e)(1)(B)
10. TCA 49-16-216
11. Public Acts of 2026, Chapter No. 893

Cross References

Special Use of School Vehicles 3.402
Student Insurance Program 3.601
Extracurricular Activities 4.300
Attendance 6.200

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in December	**Grading System**	**4.600**	Click here to enter a date.
		Rescinds: **4.600**	Issued: **07/23/24**

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

The Director of Schools shall submit a copy of the grading and assessment systems to the Board before the system is implemented. These guidelines shall be communicated annually to students and parent(s)/guardian(s).

Conduct grades are based on behavior and shall not be reflected in scholastic grades.

GRADING SYSTEM[2]

Schools teaching grades nine (9) through twelve (12) shall use the uniform grading system established by the State Board of Education. This shall also apply to students enrolled in eighth grade for the grades achieved on high school courses. Using the uniform grading system, students' grades shall be reported for the purposes of application for post-secondary financial assistance administered by the Tennessee Student Assistance Corporation.

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

- A (90-100)
- B (80-89)
- C (70-79)
- D (60-69)
- F (0-59)

Grading floors with a minimum above zero are not permitted.[3] This grading system shall be uniform throughout the school district for each grade.

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

- Honors Courses – three (3) percentage points;

- Local and Statewide Dual Credit, Capstone Industry Certification Aligned– four (4) percentage points; and
- Advanced Placement, Cambridge International, College Level Exam Program (CLEP), International Baccalaureate Courses, and Dual Enrollment Courses – five (5) percentage points.

CALCULATION OF GPA (GRADE POINT AVERAGE)

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

LOTTERY SCHOLARSHIPS[4]

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

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

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

LOTTERY SCHOLARSHIP DAY

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

Legal References

1. TCA 49-2-203(b)(16); TCA 49-2-301(b)(1)(H); Public Acts of 2026, Chapter No. 901

Cross References

Alternative Credit Options 4.209
Credit Recovery 4.210
Reporting Student Progress 4.601

2. TRR/MS 0520-01-03-.02; State Board of Education Policy 3.301; TCA 49-6-407
3. TCA 49-6-407(c)(2)
4. TCA 49-4-904, 905, 907
5. TCA 49-4-932(f)

Honor Roll, Awards, & Class Ranking 4.602
Promotion and Retention 4.603
Transcript Alterations 4.608

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in December	**Promotion and Retention**	**4.603**	Click here to enter a date.
		Rescinds: **4.603**	Issued: **07/23/24**

General

All promotion and retention decisions shall be made on a case-by-case basis and comply with state and federal law. All decisions shall be made in consultation with a student's IEP and/or 504 team, if applicable.[1]

Students who have difficulty in achieving the requirements for promotion may be considered for retention. Schools shall identify these students by February 1st. Factors used to identify students for retention shall include:[2]

1. Ability to perform at the current grade level;
2. Results of local assessments, screening, or monitoring tools;
3. State assessments, as applicable;
4. Home Literacy Reports;[3]
5. Overall academic achievement of the student;
6. Likelihood of success with more difficult material if promoted to the next grade;
7. Attendance record; and
8. The student's maturity.

Students may be identified for retention after the February 1st deadline if the delay in identifying a student is due to:[4]

1. Date of enrollment;
2. Additional information acquired after results of local assessment, screening, or monitoring are released;

VOLUNTARY RETENTION[5]

A parent/guardian of a student enrolled in kindergarten through second grade may choose to retain his/her student in the current grade level if:

1. The student has a documented academic or behavioral delay; and

2. The parent/guardian believes that retention may benefit the student.

This information shall be submitted in writing within thirty (30) days of the end of the school year. The district shall send written notice to the parent/guardian confirming whether the student is eligible for retention under state law.

PROMOTION PLANS[6]

When a student is identified for retention, the student's parent(s)/guardian(s) shall be notified within fifteen (15) calendar days, and an individualized promotion plan shall be developed to help the student avoid retention. The plan shall be developed in coordination with the student's teachers, IEP or 504 team, if applicable, and may also include input from the student's parent(s)/guardian(s), school counselor, or other appropriate school personnel.

Promotion plans shall incorporate evidence-based strategies, including expectations and measurements that will verify whether a student has made sufficient progress to be promoted to the next grade level, and be tailored to the student's learning needs. Promotion plans for students in third and fourth grade will include additional requirements for promoting students in these grades. A copy of the plan will be provided to the student's parent(s)/guardian(s), and the school shall offer the opportunity for a parent-teacher conference to discuss the plan. If a student is not making progress on the promotion plan, then the strategies shall be modified. Parent(s)/guardian(s) shall be provided with any changes to the promotion plan.

A student who demonstrates sufficient academic progress according to his/her promotion plan shall be promoted to the next grade level unless retention is required per additional requirements for students in third and fourth grade.[7]

If a student has not demonstrated sufficient academic progress according to his/her promotion plan by the end of the school year, the student shall be eligible to enroll in a summer reading or learning program, if available. Parent(s)/guardian(s) shall be notified of a decision for retention at least ten (10) calendar days prior to the start of the next school year if the student was enrolled in a summer program. However, if the student wasn't enrolled in a summer program, the parent(s)/guardian(s) shall be notified of a decision for retention at least thirty (30) calendar days prior to the start of the next school year.[8]

RETENTION[7]

A student may be retained when such retention is in the best interests of the student or when retention is required per additional requirements for students in third and fourth grade.

Decision of Retention – General[9]

If a student is retained, the Director of Schools/designee shall develop an individualized academic remediation plan within thirty (30) calendar days after the beginning of the next school year. A copy of the plan shall be provided to the student's parent(s)/guardian(s) within ten (10) calendar days of its development. The plan shall include at least one of the following strategies:

1. Adjustment to the current instructional strategies or materials;

2. Additional instructional time;

3. Individual tutoring;

4. Modification to the student's classroom assignment to ensure the student receives instruction from a teacher with a level of overall effectiveness of above expectations (level 4) or significantly above expectations (level 5); or

5. Attendance or truancy interventions.

A student shall not be retained more than once in any grade. The progress of students who are retained shall be closely monitored and reported to parent(s)/guardian(s) at least three (3) times during the school year in which the student is retained. The Director of Schools shall develop procedures to ensure appropriate recordkeeping of students who are retained.

Decision of Retention – Third Grade[10]

Third grade students shall not be promoted to the next grade unless they are determined to be proficient (i.e., receive a performance level rating of "on track" or "mastered") in English language arts (ELA) based on the student's most recent TCAP test.

Students who are not proficient in ELA may still be promoted if the following conditions are met:

1. A student in third grade receiving a performance level rating of "approaching" on the ELA portion of the student's most recent TCAP test may be promoted if:

    a. The student is an English language learner and has received less than two (2) full years of ELA instruction;
    b. The student was previously retained in grades K-3;
    c. The student is retested before the next school year and scores proficient in ELA;
    d. The student attends a learning loss bridge camp before the next school year, maintains a ninety percent (90%) attendance rate, and demonstrates adequate growth on the post-test at the end of the camp;
    e. The student receives tutoring for the entirety of the next school year in accordance with state law;
    f. Beginning with the 2023-2024 school year, the student demonstrates proficiency in ELA standards by scoring within the fiftieth percentile on the most recently administered state-provided benchmark assessment and the district provides tutoring services to the student during the entire fourth grade school year and notifies the

student's parent/guardian, in writing, of the benefits of enrolling the student in summer programming; or

g. The student was administered a state-mandated assessment pursuant to TCA 49-1-616(d) as a third-grade student and the student demonstrates proficiency in ELA based on the student scoring within the fiftieth percentile on the most recently administered universal reading screener approved by the State Board of Education or the Tennessee universal reading screener.[11]

2. A student in third grade receiving a performance level rating of "below" on the ELA portion of the student's most recent TCAP test may be promoted if:

   a. The student is an English language learner and has received less than two (2) full years of ELA instruction;
   b. The student was previously retained in grades K-3;
   c. The student is retested before the next school year and scores proficient in ELA; or
   d. The student attends a learning loss bridge camp before the next school year, maintains a ninety percent (90%) attendance rate, and receives tutoring for the entirety of the next school year in accordance with state law.

Decision of Retention – Fourth Grade[10]

Students in the following categories may be promoted to fifth grade if they demonstrate adequate growth on the fourth-grade ELA portion of the TCAP test:

1. A student who was promoted to fourth grade due to receiving tutoring for the entirety of the fourth-grade school year; and

2. A student who was promoted to fourth grade due to attending a learning loss bridge camp while maintaining a ninety percent (90%) attendance rate and receiving tutoring for the entirety of the fourth grade school year.

If a student that was promoted to fourth grade under one of the provisions above does not demonstrate adequate growth on the fourth-grade ELA portion of the TCAP test, then the following shall occur:

1. The student's principal shall convene a conference consisting of the following parties: the student's parent(s)/legal guardian, the student's ELA teacher, and the student's principal.

2. The conference shall review the student's fourth grade ELA performance to determine if the student should be promoted to fifth grade.

3. At the conclusion of the conference, a majority of the parties shall agree to one of the following:
   a. The student will be promoted to fifth grade and be assigned a tutor for the entirety of the student's fifth-grade year; or
   b. The student will be retained in fourth grade. A student shall not be retained more than once in fourth grade.

Decision of Retention – Students with Disabilities[12]

Retention and promotion decisions shall be made on a case-by-case basis and in consultation with the student's IEP and/or 504 team to determine whether the student's performance on the ELA portion of TCAP was due to the student's disability. The school district shall not retain a student with a disability or a suspected disability that impacts their ability to read.

APPEALS[8,13]

When a student is identified for retention, the parent(s)/guardian(s) shall be notified about the decision to retain the student and provided with information on the right to appeal the decision. Appeals shall be made to a principal or district designee within five (5) days. The district designee shall have ten (10) days to assemble an appeal committee and shall notify in writing or by actual notice the parent(s)/guardian(s) of the date, time, and location of the hearing. The committee shall conduct a hearing within five (5) days of notification of the meeting date to determine if the student will be promoted and issue such decision within five (5) days. The hearing shall be conducted using the district's appeal hearing format. The student and his/her parent(s)/guardian(s) shall be provided an opportunity to address the appeal committee. Upon notification of the committee decision, the principal shall send written notification to the Director of Schools/designee and the parent(s)/guardian(s). The decision of the appeal committee shall be final.

For students where retention is required per the additional requirements for students in third and fourth grade, parent(s)/guardian(s) may appeal this decision in accordance with state law.[7]

Legal References

1. 20 USCA § 1400 *et seq.*; 29 U.S.C. § 794 (Section 504); TRR/MS 0520-01-03-.16; TCA 49-6-3115
2. TRR/MS 0520-01-03-.16(5)
3. TCA 49-1-905(e)
4. TRR/MS 0520-01-03-.16(4)
5. TCA 49-6-314; TRR/MS 0520-01-03-.16(6)
6. TRR/MS 0520-01-03-.16(6)
7. TRR/MS 0520-01-03-.16(7)(f)
8. TRR/MS 0520-01-03-.16(7)(e)
9. TRR/MS 0520-01-03-.16(7)(g)
10. TRR/MS 0520-01-03-.16(8)
11. Public Acts of 2026, Chapter No. 1030
12. 29 U.S.C. § 794 (Section 504); 20 USCA § 1400 *et seq.*; TRR/MS 0520-01-03-.16(7)(e); TCA 49-6-3115(a)(3)
13. TRR/MS 0520-01-03-.16(3); TRR/MS 0520-01-02-.17(7); TCA 49-6-3102(e)(1)

Cross References

Credit Recovery 4.210
Grading System 4.600
Reporting Student Progress 4.601
Attendance 6.200
Student Assignments 6.205
Homeless Students 6.503
Student Records 6.600

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in December	**Graduation Requirements**	**4.605**	Click here to enter a date.
		Rescinds: **4.605**	Issued: **08/24/21**

General

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

Before high school graduation, every student shall:[1]

1. Achieve the specified units of credit;
2. Take the required end-of-course exams;
3. Have satisfactory records of attendance and conduct;
4. Take the ACT or SAT prior to graduation;[2] and
5. Pass a United States civics test.[3]

If a middle school student successfully completes any of the State Board-required high school credits, as evidence by a passing grade in the course prior to grade nine (9), the student shall receive graduation credit for that coursework.[4]

SPECIAL EDUCATION STUDENTS[5]

All students should be provided standards-based instruction and have access to the course content that will prepare them for postsecondary success. State Board of Education's High School Policy, defines Tennessee's four diploma options, regular diploma, alternative academic diploma, occupational diploma, and special education diploma. Individualized Education Program (IEP) teams must create a transition plan, inclusive of courses of study that will facilitate a student's movement towards their chosen diploma option. It is important for IEP teams to consider the student's postsecondary goals when determining the diploma option that is most appropriate. This consideration will also support the IEP team in developing a course of study within the student's transition plan. The diploma does not determine, nor is it predicated by, the student's least restrictive environment.

~~Special education students who earn the prescribed twenty-two (22) credit minimum shall be awarded a regular high school diploma.~~

~~Students who have received the below diplomas shall continue to make progress towards a regular high school diploma until the end of the school year in which they turn twenty-two (22) years old.~~

~~*Special Education Diploma*~~

~~A special education diploma shall be awarded to students who have not met the requirements for a regular high school diploma but have:[6]~~

~~1. Completed four (4) years of high school;~~

~~2. Made satisfactory progress on their IEP; and~~

~~3. Maintained satisfactory records of attendance and conduct.~~

~~*Occupational Diploma*~~

~~Special education students who do not meet the requirements for a regular high school diploma may be awarded an occupational diploma if the student has:[1,5]~~

~~1. Completed at least four (4) years of high school;~~

~~2. Made satisfactory progress on their IEP;~~

~~3. Maintained satisfactory records of attendance and conduct;~~

~~4. Completed the occupational diploma Skills, Knowledge, and Experience Mastery Assessment (SKEMA); and~~

~~5. Has two (2) years of paid or non-paid work experience.~~

~~The decision to attain an occupational diploma shall be made at the conclusion of the student's 10th grade year or two (2) academic years prior to the expected graduation date.~~

~~*Alternate Academic Diploma*~~

~~Special education students who do not meet the requirements for a regular high school diploma may be awarded an alternate academic diploma if the student has:[5]~~

~~1. Completed at least four (4) years of high school;~~

~~2. Participated in the high school alternate assessment;~~

~~3. Earned the prescribed twenty-two (22) credit minimum;~~

~~4. Made satisfactory progress on their IEP;~~

~~5. Maintained satisfactory records of attendance and conduct; and~~

~~6. Completed a transition assessment that measures postsecondary education and training, employment, independent living, and community involvement.~~

STUDENT LOAD

All full time students in grades 9-12 shall be enrolled each semester in subjects that produce a minimum of five (5) units of credit for graduation per year. Students with hardships and gifted students may appeal this requirement to the Director of Schools and then to the Board.[7]

EARLY GRADUATION[8]

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

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

1. Earn the required seventeen (17) credits;

2. Achieve a benchmark score for each required end-of-course exam;

3. Attain a cumulative GPA of at least 3.2 on a 4.0 scale;

4. Meet the minimum ACT, SAT, or Classic Learning Test (CLT) benchmark score;

5. Obtain a qualifying benchmark score on a world language proficiency assessment; and

6. Complete at least two (2) types of the following courses:

    a. AP;
    b. IB;
    c. Dual enrollment; or
    d. Dual credit.

The Director of Schools shall develop administrative procedures to ensure that the early graduation program is conducted in accordance with state law, including reporting the total number of requests to graduate early to the TN Department of Education.[9]

Legal References

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

Cross References

Class Size Ratios 4.201
Alternative Credit Options 4.209
Honor Roll, Awards, & Class Ranking 4.602

4. State Board of Education Policy 2.102
5. TRR/MS 0520-01-03-.06; State Board of Education Policy 2.103
6. TCA 49-6-6005; State Board of Education Policy 2.103
7. TRR/MS 0520-01-03-.06(19)
8. TCA 49-6-8103; State Board of Education Policy 2.103; Public Acts of 2026, Chapter No. 912
9. Public Acts of 2026, Chapter No. 1040

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in January	**Application and Employment**	**5.106**	
		Rescinds: **5.106**	Issued: **07/25/23**

APPLICATION

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

Knowingly falsifying information shall be sufficient grounds for termination of employment and shall also constitute a Class A misdemeanor which shall be reported to the District Attorney General for prosecution.[3]

Any costs incurred to perform these background checks and fingerprinting may ~~shall~~ be paid by the applicant. The Board shall reimburse the applicant if a position is offered and accepted.[4]

Professional Employees

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

No person shall be employed:

1. Who does not hold a valid license to teach or a temporary permit to teach from the State Board of Education;[6]
2. Who has been identified by the Department of Children's Services, or on a similar registry in another jurisdiction, as a perpetrator of child abuse, severe child abuse, child sexual abuse, or child neglect or who poses an immediate threat to the health, safety, or welfare of children;[7]
3. Who is listed on the state's abuse of vulnerable persons registry maintained by the Department of Health, or on a similar registry in another jurisdiction;[7]
4. Who does not present a physician's certificate showing a satisfactory health record or has any contagious or communicable disease in such form that might endanger the health of school children;[8]
5. Who refuses to take and subscribe to an oath to support the Constitution of the State of Tennessee and of the United States of America;[9]
6. Who has not had their information verified using E-Verify;[10]

7. Who fails to make a full disclosure of any prior criminal record and any prior dismissals from employment for cause; or
8. Who does not receive a satisfactory background check.[11]

Support Employees

No person shall be employed:

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

EMPLOYMENT

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

Initial Employment for Professional Employees

The Director of Schools shall notify such person, in writing, of the offer and conditions of employment. Upon receipt of employment notification, such person shall respond within the timeline established by state law.[13] From the date of the written acceptance, such person is considered to be under employment with the district and is subject to all rights, privileges, and duties.

Support Employees

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

Legal References

1. TCA 49-5-406; TCA 49-5-413
2. State Board of Education Policy 5.501
3. TCA 49-5-406(a)(2)(A)
4. TCA 49-5-413(c)
5. TCA 49-2-131
6. TCA 49-5-403; TCA 49-5-101; TCA 49-5-106
7. TCA 49-5-413(e)
8. TCA 49-5-404
9. TCA 49-5-405
10. Immigration Reform and Control Act of 1986, Pub. L. No. 99-603, 100 Stat. 3359, 8 USCA § 1101 *et seq.*; Public Acts of 2026, Chapter No. 772
11. TCA 49-5-413(a), (f)
12. TCA 49-5-406(b)

Cross References

Orientation and Probation 5.107
Compensation Guides & Contracts 5.110
Background Investigations 5.118
Recommendations and File Transfers 5.203
Interim Employees 5.700
Qualifications and Duties of the Director of Schools 5.802

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in January	**Compensation Guides & Contracts**	**5.110**	
		Rescinds: **5.110**	Issued: **05/08/18**

The director of schools shall establish salary schedules and pay plans for employees that are based on the district's strategic compensation plan and are designed to attract and maintain top quality staff. The salary schedules and pay plans shall be submitted to the board for its approval.[1]

Certified personnel must make a written contract with the board at a fixed salary per month before entering upon their duties.[2]

Contracts for administrators and system-wide professional personnel shall include two-hundred (200) days of responsibility, plus twenty (20) days for each additional month assigned by the board. Each contract shall provide:[3]

1. A minimum of one hundred and eighty (180) working days;
2. A minimum of five (5) days for in-service education;
3. Ten (10) vacation days; and
4. Five (5) days as designated by the board (teachers shall use one (1) day for parent-teacher conferences).

The school calendar adopted by the board each year shall become part of each employee's contract.

Salaries and supplements may be paid from revenue derived from sources other than taxes, provided the revenue is deposited with and salaries paid through the board. This includes donations or contributions from individual, civic or other non-school related sources of funds from individual school activity funds, such as gate receipts and concessions.[1,4]

ACCRUED LEAVE & BENEFICIARIES[5]

A deceased certificated employee's estate or designated beneficiary shall be paid the value of any unused accumulated leave. Unless an employee designates differently, the beneficiary shall be the same as the beneficiary designed for receipt of retirement benefits with the Tennessee Consolidated Retirement System.

Legal References

1. TCA 49-5-402
2. TCA 49-2-203(a)(1); TCA 49-5-408
3. TCA 49-6-3004
4. TCA 49-6-2006(a); *Tennessee Internal School Financial Management Manual*, Section 5, Title 6
5. TCA 49-5-717; Public Acts of 2026, Chapter No. 909

Cross References

School Calendar 1.800
Revenues 2.400
Payroll Procedures 2.802
Salary Deductions 2.803

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in January	**Separation Practices for Tenured Teachers**	**5.200**	
		Rescinds: **5.200**	Issued: **08/23/22**

SUSPENSION PENDING AN INVESTIGATION[1]

The Director of Schools may suspend a teacher at any time that may seem necessary, pending investigation, or final disposition of a case before the Board or an appeal. If the matter under investigation is not the subject of an ongoing criminal investigation or a Department of Children's Services investigation, and if no charges for dismissal have been made, a suspension pending investigation shall not exceed ninety (90) days in duration. Under no circumstances shall the Director of Schools suspend a teacher with pay. If vindicated or reinstated, the teacher shall be paid full salary for the period of suspension.

SUSPENSION OF THREE DAYS OR LESS[2,3]

The Director of Schools/designee may suspend a teacher for incompetence, inefficiency, neglect of duty, unprofessional conduct, and insubordination. Before a teacher is suspended, he/she shall be: (1) provided with written notice, including the reasons for the suspension along with an explanation of the evidence; (2) given an opportunity to respond to the Director of Schools at a conference, if requested within five (5) days; and (3) given a written decision of the suspension within ten (10) days. Both parties may be represented by counsel at the conference, which shall be recorded.

Under no circumstances shall a Director of Schools suspend a tenured teacher with pay. If reinstated, the tenured teacher shall be paid full salary for the period of suspension unless suspension without pay is deemed to be an appropriate penalty.

DISMISSAL OR SUSPENSION GREATER THAN THREE DAYS[4]

When a tenured teacher is charged with offenses that may justify dismissal or a suspension greater than three (3) days, the charges shall be made in writing, specifically stating the offenses that are charged, and shall be signed by the party or parties making the charges.

If, in the opinion of the Board, the charges are of such nature as to warrant the dismissal or a suspension greater than three (3) days of the teacher, the Director of Schools shall give the teacher a written notice of this decision, a copy of the charges against the teacher, and a copy of a form provided by the Commissioner of Education advising the teacher of his/her legal duties, rights, and recourse.

A tenured teacher who has been given notice of charges against him/her may within thirty (30) days after receipt of notice give written notice to the Director of Schools of his/her request for a hearing.

The Director of Schools shall, within five (5) days after receipt of request, assign a hearing officer from the list maintained by the Board.

The Board shall maintain a list of qualified individuals who have indicated a willingness to act as impartial hearing officers as defined under Tennessee law.

The hearing officer shall notify the parties, or their attorney, of the officer's assignment and direct the parties or the attorneys for the parties, or both, to appear before the hearing officer for simplification of issues and the scheduling of the hearing. That hearing shall be set no later than thirty (30) days following receipt of the initial request for a hearing. In the discretion of the hearing officer, all or part of any prehearing conference may be conducted by telephone if each participant has an opportunity to participate, be heard, and to address proof and evidentiary concerns. The hearing officer is empowered to issue appropriate orders and to regulate the conduct of the proceedings.

Either party may appeal to the Board an adverse ruling by giving written notice of appeal within ten (10) working days of the hearing officer's delivery of the hearing officer's written findings and conclusions. The Director of Schools shall prepare a copy of the proceedings, including all transcripts and evidence, documentary or otherwise, and transmit the same to the Board within twenty (20) working days of the receipt of the notice of appeal.

The Board shall hear the appeal on the record, and no new evidence may be submitted by either party. The appealing party may appear before the Board to argue why the adverse ruling should be overturned. In no event should such argument last more than fifteen (15) minutes unless the Board votes to extend additional time. At the conclusion of the hearing, any member of the Board may vote to sustain the decision of the hearing officer, send the record back for additional evidence, revise the penalty, or reverse the decision. The Board shall render its decision within ten (10) working days after the conclusion of the hearing. In the event that the decision of the Board is appealed to the chancery court, the Board shall transmit the entire record prepared by the Director of Schools and reviewed by the Board to the chancery court for its review.

RESIGNATION

A teacher shall give the Director of Schools notice of resignation at least thirty (30) days before the effective date of the resignation. A teacher who fails to give such notice, in the absence of justifiable extenuating circumstances, shall forfeit all tenure status. The Board may waive the thirty (30) days' notice requirement and permit a teacher to resign in good standing.[5]

The conditions under which it is permissible to break a contract with the Board are as follows:[6]

1. The incapacity on the part of the teacher to perform the contract as evidenced by the certified statement of a physician approved by the Board; or

2. The release by the Board of the teacher from the contract that the teacher has entered into with the Board.

~~Any teacher on leave shall notify the Director of Schools in writing at least thirty (30) days prior to the date of return if the teacher does not intend to return to the position from which he/she has taken leave. Failure to render such notice may be considered a breach of contract.~~[7]

~~Upon a breach of contract, the Borad, upon a motion recorded in its minutes, may file a complaint with the State Board of Education and request the suspension of a teacher's license. After the State Board of~~

~~Education has provided the teacher an opportunity for defense during a hearing, the State Board of Education may suspend the license for no less than thirty (30) days and no more than three hundred sixty-five (365) days.~~

RETIREMENT

Retirement is a termination of services under conditions that will allow the teacher to draw benefits from retirement plans and/or Social Security benefits. Teachers eligible for retirement benefits may elect to retire at any age according to the provisions of the retirement system.

Central office personnel shall assist teachers in securing retirement benefits; however, it shall be the responsibility of the retiring teacher to provide verification of eligibility in writing from the Tennessee Consolidated Retirement System (TCRS) to the central office. It shall be the responsibility of the retiring teacher to file for benefits.

Legal References

1. TCA 49-5-511(a)(3)
2. TCA 49-2-301(b)(1)(EE), TCA 49-5-512(d)
3. TCA 49-5-511(a)(2)
4. TCA 49-5-511; 512; 513
5. TCA 49-5-508(a); TCA 49-5-411(b); Public Acts of 2026, Chapter No. 898
6. TCA 49-5-508(c)
7. TCA 49-5-706

Cross References

Public Hearings 1.401
Teacher Tenure 5.117
Recommendations and File Transfers 5.203

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in January	**Separation Practices for Non-Tenured Teachers**	**5.201**	
		Rescinds: **5.201**	Issued: **08/23/22**

SUSPENSION PENDING AN INVESTIGATION[1]

The Director of Schools may suspend a teacher at any time that may seem necessary, pending investigation, or final disposition of a case before the Board or an appeal. If the matter under investigation is not the subject of an ongoing criminal investigation or a Department of Children's Services investigation, and if no charges for dismissal have been made, a suspension pending investigation shall not exceed ninety (90) days in duration. Under no circumstances shall the Director of Schools suspend a non-tenured teacher with pay if there is a pending investigation. If vindicated or reinstated, the non-tenured teacher shall be paid full salary for the period of suspension.

SUSPENSION OF THREE DAYS OR LESS[2]

The Director of Schools/designee may suspend a teacher for incompetence, inefficiency, neglect of duty, unprofessional conduct, and insubordination. Before a teacher is suspended, he/she shall be: (1) provided with written notice, including the reasons for the suspension along with an explanation of the evidence; (2) given an opportunity to respond to the Director of Schools at a recorded conference, if requested within five (5) days; and (3) given a written decision of the suspension within ten (10) days. Both parties may be represented by counsel at the conference, which shall be recorded.

Under no circumstances shall the Director of Schools suspend a non-tenured teacher with pay. If reinstated, the non-tenured teacher shall be paid full salary for the period of suspension unless suspension without pay is deemed to be an appropriate penalty.

DISMISSAL OR SUSPENSION GREATER THAN THREE DAYS[2]

The Director of Schools may dismiss or suspend for more than three (3) days any non-tenured teacher during the contract year for incompetence, inefficiency, insubordination, improper conduct, or neglect of duty after giving the non-tenured teacher, in writing, due notice of the charges.

The Director of Schools shall give the non-tenured teacher an opportunity for a full and complete hearing before an impartial hearing officer.

The Board will appoint an impartial hearing officer to conduct such hearings. The hearing officer will hear the case, and the teacher shall have the right to:

1. Be represented by counsel;

2. Call and subpoena witnesses;

3. Examine all witnesses; and

4. Require that all testimony be given under oath.

Factual findings and decisions in all dismissal cases shall be reduced to written form and delivered to the affected teacher within ten (10) working days following the close of the hearing. The teacher may appeal the decision to the Board within ten (10) working days of the hearing officer rendering the written decision to the teacher. Written notice of appeal to the Board shall be given to the Director of Schools. Within twenty (20) working days of receipt of notice, the Director of Schools shall prepare a copy of the proceedings, including all transcripts and evidence, documentary or otherwise, and provide the Board a copy of the same.

The Director of Schools shall also have the right to appeal any adverse ruling by the hearing officer in the same manner as the non-tenured teacher.

The Board shall hear the appeal. No new evidence shall be introduced. The non-tenured teacher may appear in person or be represented by counsel and argue why the decision should be modified or reversed. The Board shall take one of the following actions:

1. Sustain the decision;

2. Send the record back if additional evidence is necessary; or

3. Revise the penalty or reverse the decision.

Before any decision to dismiss is made, a majority of the membership of the Board shall concur in sustaining the charges. The Board shall render a decision on the appeal within ten (10) working days after the conclusion of the hearing.

Within twenty (20) working days after receipt of notice of the decision of the Board, either party may appeal to the chancery court in the county where the school district is located. The Board shall provide the entire record of the hearing to the court.

NONRENEWAL

Non-tenured teachers are subject to the same rules and regulations and are entitled to the privileges of employment enjoyed by tenured teachers except that they have no claim upon continuing employment or tenure protections.

The principal is responsible for discussing deficiencies as part of the evaluation process with the non-tenured teacher and providing assistance for overcoming these deficiencies.

The Director of Schools is under no obligation to re-employ non-tenured teachers at the end of their contract period. If the Director of Schools determines not to renew the contract of a non-tenured teacher, the following action shall be taken:

1. The Board shall be notified at the next regular board meeting; and

2. Written notice of non-renewal shall be sent to the teacher by certified mail, overnight carrier, or by email within five (5) business days following the last instructional day for the school year.[3] If the reason for nonrenewal is due only to a loss of funding for the position, then the notice shall include a statement listing it as the cause for nonrenewal.[4]

RESIGNATION

A teacher shall give the Director of Schools notice of resignation at least thirty (30) days before the effective date of the resignation.[5] The Board may waive the thirty (30) days notice requirement and permit a teacher to resign in good standing.

The conditions under which it is permissible to break a contract with the Board are as follows:[6]

1. The incapacity on the part of the teacher to perform the contract as evidenced by the certified statement of a physician approved by the Board; or

2. The release by the Board of the teacher from the contract which the teacher has entered into with the Board.

Any teacher on leave shall notify the Director of Schools in writing at least thirty (30) days prior to the date of return if the teacher does not intend to return to the position from which he/she has taken leave. Failure to render such notice may be considered a breach of contract.[7]

~~Upon a breach of contract, the Board, upon a motion recorded in its minutes, may file a complaint with the State Board of Education and request the suspension of a teacher's license. After the State Board of Education has provided the teacher an opportunity for defense during a hearing, the State Board of Education may suspend the license for no less than thirty (30) days and no more than three hundred sixty-five (365) days.~~[8]

RETIREMENT

Retirement is a termination of services under conditions which will allow the teacher to draw benefits from retirement plans and/or Social Security benefits.

Teachers eligible for retirement benefits may elect to retire at any age according to the provisions of the retirement system. Central office personnel shall assist teachers in securing retirement benefits; however, it shall be the responsibility of the retiring teacher to provide verification of eligibility in writing from the Tennessee Consolidated Retirement System (TCRS) to the central office. It shall be the responsibility of the retiring teacher to file for benefits.

(Note: Nonrenewal of non-tenured teachers after the contract year is not suspension or dismissal and does NOT follow the suspension/dismissal guidelines outlined in this policy. Rather, nonrenewal of non-tenured teachers after the contract year follows the nonrenewal guidelines outlined in this policy.)

Legal References

1. TCA 49-5-511(a)(3)
2. TCA 49-2-301(b)(1)(EE); TCA 49-5-512
3. TCA 49-5-409
4. TCA 49-5-409(b)(2)
5. TCA 49-5-508; TCA 49-5-411(b); Public Acts of 2026, Chapter No. 898
6. TCA 49-5-411(a)
7. TCA 49-5-706

Cross References

Public Hearings 1.401
Teacher Tenure 5.117
Recommendations and File Transfers 5.203

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in January	**Sick Leave**	**5.302**	
		Rescinds:	Issued:

PROFESSIONAL PERSONNEL

Professional personnel shall earn sick leave as outlined below and these days shall accumulate for an unlimited number of days.[1]

- 10-month contract = 8 sick days earned per year
- 11-month contract = 9 sick days earned per year
- 12-month contract = 10 sick days earned per year

Sick leave shall be defined as: illness of a teacher from natural causes or accident, quarantine, or illness or death of a member of the immediate family of a teacher, including the teacher's wife or husband, parents, grandparents, children, grandchildren, brothers, sisters, mother-in-law, father-in-law, daughter-in-law, son-in-law, brother-in-law, and sister-in-law.[2]

Frequent use and/or suspected misuse of sick leave by an employee are sufficient grounds for requiring a physician’s certificate stating the reason for absence. Documentation from a physician may be required in support of any claim for sick leave pay. Falsified documentation shall be grounds for disciplinary action, up to and including termination.

Permanent, cumulative sick leave records for each active professional employee shall be kept in the Director of Schools' office.

A teacher, upon employment, may transfer his/her accumulated sick leave from another Tennessee school district, provided that the Director of Schools of the district in which the accumulated leave was held provides notarized verification.[3]

SUPPORT PERSONNEL

Support personnel shall earn one (1) day of sick leave for each month an employee is employed.

At the termination of the employment of any employee, all unused sick leave accumulated by the employee shall be forfeited.

The immediate supervisor may require documentation from a physician stating the reason for absence.

Support personnel with more than 15 years of service who retire or die while covered under Board approved retirement plans may be paid for accumulated sick leave on a schedule published annually.

SICK LEAVE BANK

The purpose of the sick leave bank is to provide sick leave to all employees[4] who have suffered an unplanned personal illness, injury, disability, or quarantine and whose personal sick leave is exhausted.

To form a sick leave bank, a minimum of twenty (20) employees from the school district shall petition the Board for permission to establish a sick leave bank.[5] Upon approval, sick leave bank trustees shall be appointed and shall operate as the governing body of the sick leave bank and shall enact rules and regulations consistent with state law.[6] Employees wishing to participate shall initially give a maximum of three (3) days of sick leave. These days are to be deducted from the employee's personal accumulation and donated to the sick leave bank. Donations of sick leave to the bank are nonrefundable and nontransferable.[7]

At any time the number of days in the sick leave bank is less than twenty (20), or one (1) per employee if there are more than twenty (20) members, or at any time deemed advisable, the trustees shall assess each member one (1) or more days of accumulated sick leave. If an employee has no accumulated sick leave at the time of assessment, the first earned days shall be donated as they are accrued by the employee.[7]

An employee who is a member of the sick leave bank may request an allotment of days (for the employee's personal illness or on account of an illness of his/her minor child) in the manner designated by the trustees. The need for these days shall be verified by a statement from a physician.[8]

By written notice to the trustees, an employee may withdraw from bank participation on June 30th of any year.[9] Membership withdrawal results in forfeiture of all days contributed.

The sick leave bank shall be operated in accordance with state law.[10]

Legal References

1. TCA 49-5-710(a)(1); Public Acts of 2026, Chapter No. 1022
2. TRR/MS 0520-01-02-.04(2)
3. TCA 49-5-710(a)(5)
4. TCA 49-5-811
5. TCA 49-5-803
6. TCA 49-5-804; TCA 49-5-805
7. TCA 49-5-807
8. TCA 49-5-808(j), (m)
9. TCA 49-5-806(d)
10. TCA 49-5-801 *et seq.*

Cross References

Workers' Compensation 3.602
Orientation and Probation 5.107
Short Term Leaves of Absence 5.300
Family and Medical Leave 5.305
Physical Assault Leave 5.307

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in January	**Personal and Professional Leave**	**5.303**	
		Rescinds:	Issued:

Professional employees shall earn personal and professional leave at the rate of two (2) days for each half-year employed for a total of four (4) days per year. Any personal and professional leave remaining unused at the end of a year shall be credited to sick leave.[1]

If, at the termination of services, any employee has been absent for more days than leave has been earned, an amount sufficient to cover the excess days used shall be deducted from the employee's final salary payment.[2]

PERSONAL LEAVE

Subject to the following conditions, personal leave may be taken at the discretion of the employee:

1. Except in an emergency, each employee shall give the principal at least five (5) days' notice in writing of intent to take leave;

2. The approval of the principal of the school shall be required:[3]

    a. If more than ten percent (10%) of the teachers in any given school request its use on the same day;

    b. If requested during any prior established student examination period;

    c. If requested on the day immediately preceding or following a holiday or vacation period;

    d. If personal leave is requested for days scheduled for professional development or in-service training, according to a school calendar adopted by the Board prior to the commencement of the school year; or

    e. If personal leave is requested for days scheduled for parent-teacher conferences, according to a school calendar adopted by the Board prior to the commencement of the school year.

PROFESSIONAL LEAVE

Professional leave is a short, temporary absence for the purpose of attending workshops and other meetings relating to school business or serving on boards and commissions which meet during daytime hours when appointed by a mayor, city council, county executive, or county commission.[4]

Legal References

1. TCA 49-5-711(a); Public Acts of 2026, Chapter No. 1022; TRR/MS 0520-01-02-.04(3)
2. TCA 49-5-711(b)
3. TCA 49-5-711(c)(1)
4. TCA 49-5-205

Cross References

Short Term Leaves of Absence 5.300
Legislative Leave 5.309

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in February	**Staff Rights & Responsibilities**	**5.600**	Click here to enter a date.
		Rescinds: **5.600**	Issued: **07/25/23**

In fulfilling any rights and responsibilities, employees shall give proper consideration to the educational welfare of students and ensure that no conflict exists with their duties.

Each staff member has the right to a work environment free from sexual, racial, ethnic, and religious discrimination/harassment.[1]

Educators have the right to:[2]

1. Academic freedom within the confines of state law and board policy in order to create an atmosphere of freedom in the classroom

2. Be treated with civility and respect as well as having his/her professional judgement and discretion respected;

3. Report any errant, offensive, or abusive content or behavior of a student to the principal and/or appropriate agencies;

4. Provide students with a safe environment;

5. Defend themselves and their students from physical violence or harm;[3]

6. Share information regarding a student's educational experience, health, or safety with the student's parent(s)/guardian(s) unless otherwise prohibited;[4]

7. Review all instructional material or curriculum before being utilized by students;

8. Not be required to use his/her personal money to appropriately equip a classroom;

9. Report students who commit offenses of assault and battery or vandalism on school property endangering the life, health, or safety of others pursuant to state law;[5] and

10. Receive benefits in accordance with state law if the educator is a teacher who is on leave due to a physical assault or other violent criminal act committed during the course of employment.[6]

Each staff member has the responsibility to:

1. Make themselves familiar with and abide by the laws of the state, the policies of the Board, and the procedures designed to implement them[5];

2. To adhere to the Teacher Code of Ethics, to the extent applicable;[7]

3. Refrain from any sexually related behavior with students, including students who have graduated or withdrawn in the immediately preceding twelve (12) months;[8]

4. Exercise good judgment in selecting issues for discussion and balance the relative maturity of students and the students' right to know;

5. Be courteous and helpful in interacting and responding to parent(s)/guardian(s), visitors, and members of the public;

6. Keep all records and prepare and submit promptly all reports that may be required by state law, State Board of Education rules and regulations, board policy, and administrative procedures; and

7. Wear appropriate dress for work according to board guidelines and local school rules.

Legal References

1. 42 USCA § 2000e-2(a), (b); TCA 49-6-8004
2. TCA 49-5-209
3. TCA 49-6-2802
4. 20 USCA § 1232g
5. TCA 49-6-4301

Cross References

Curriculum Development 4.200
Controversial Issues 4.800
Religious Content of Courses 4.804
Staff-Student Relations 5.610
Ethics 5.611

6. TCA 49-5-714
7. TCA 49-5-1001
8. Public Acts of 2026, Chapter No. 898

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in February	**Staff-Student Relations**	**5.610**	
		Rescinds: **5.610**	Issued: **08/18/26**

Staff members shall maintain professional relationships with students at all times and develop wholesome and constructive relationships with them. Staff members shall be expected to regard each student as an individual and to accord each student the rights and respect that is due.

Staff members shall promote a learning environment that encourages fulfillment of each student's potential in regard to their program, consistent with district goals and with optimal opportunities for students. This goal may be reached by adapting instruction to individual needs by:

1. Insisting on reasonable standards of scholastic accomplishment for all students;
2. Creating a positive atmosphere in and out of the classroom;
3. Extending courtesy and respect to students; and
4. Treating all students with consistent fairness.[1]

Staff members shall use good judgment in their relationships with students beyond their work responsibilities and/or outside the school setting and shall avoid excessive informal and social involvement with individual students. Any appearance of impropriety shall be avoided. Sexual relationships between employees and students shall be prohibited.[2]

Legal References

1. TCA 49-5-1003
2. TCA 39-13-506; TCA 39-13-527; Public Acts of 2026, Chapter No. 898.

Cross References

Staff Rights & Responsibilities 5.600
Ethics 5.611

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in January	**Social Media**	**5.612**	
		Rescinds: **5.612**	Issued: **05/08/18**

The Board acknowledges the right of employees to use social media (defined as websites, blogs, wikis, social networks, online forums, virtual worlds, and any type of photo and messaging applications) or other technology communications (including texts or emails) with the understanding that employees' personal use of these sites should not damage the reputation of the district, its employees, its students or its families. Online social media may be used as both a communication and an e-learning tool. The district may employ social media tools and other technologies to fulfill its responsibility to communicate with employees, students, families and the community.

- All district policies and procedures will apply to the use of social media or communication technologies by employees when referring to the district, its schools, its employees, its students and families, its programs, or the local community. This includes, but is not limited to, all state and federal laws and the district policies related to non-discrimination and harassment, the filming, videotaping, audiotaping or photographing of students and the use of district technology or computer networks.

- Employees shall not engage in sexually related behavior with students, with or without the student's consent, whether verbally or non-verbally, or in written, visual, auditory, physical, virtual, digital or electronic format.[1]

- Employees shall not act as a spokesperson for the district or post comments on social media as a representative of the district except as authorized by the Director of Schools. Only individuals authorized by the district may publish content to a district website or social media profile.

- If an employee is not authorized to speak on behalf of the district, the employee should identify him/herself as a district employee with a disclaimer that any views expressed are their own and do not necessarily reflect the views of the district before commenting on social media about anything related to the district.

- Employees shall not use their district e-mail address for communication or membership on social media which is not officially connected to the district or the employee's role within the district.

- Employees shall not disclose information on social media that is confidential, proprietary to the district or protected by privacy laws, including but not limited to: logos, images of students or co-workers without appropriate prior consent, audio or video from internal staff meetings, non-public images of district premises or property, including floor plans, and student data.

- Employees shall not "friend," "follow," or otherwise interact with students who are not members of their family from any personal social media accounts, personal messaging applications or personal e-mail addresses. Any contact with students using digital or electronic means should be limited to purposes directly related to instruction or the district work

responsibilities and should originate only from the district social media or email accounts.

- Employees shall not use official district social media for political purposes, to conduct private commercial transactions or to engage in private business activities.

- Employees' personal usage of social media sites is limited to breaks and lunch hours.

Social media accounts affiliated with the district or a specific school, school sponsored group or district department must be approved by the Director of Communications or his/her designee and must be used for purposes which promote the educational, instructional, administrative, business and/or support services missions of the district. Social media should not be used to circumvent other district communication policies or outlets, including news media policy requirements. Social media accounts affiliated with school parent groups must be clearly identified as being run by parents.

District social media sites are subject to applicable public records laws. Any content maintained in a social media format related to district business, including communication posted by the district and communication received from citizens, is an open record. The department or school maintaining the site is responsible for responding completely and accurately to any public records request for social media content.

Employees found in violation of this policy shall either receive corrective action or be promptly and appropriately disciplined, up to and including termination.

Legal References

1. TCA 49-5-1008

Cross References

IM X.XXX Technology Acceptable Use
HR 5.500 Discrimination/Harassment Policy
SS 2.XXX Filming and Videotaping of Students HR 5.610
Staff Student Relations
HR 5.611 Ethics

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in February	**Director of Schools Recruitment and Selection**	**5.801**	
		Rescinds: **5.801**	Issued: **05/08/18**

When a vacancy occurs, the appointment of a Director of Schools is a function of the Board.[1] The Board is responsible for finding the person it believes can most effectively translate into action the policies of the Board and the goals of the community and the professional staff.

The Board may employ a consultant to advise and assist the Board in the search and selection process. However, final selection shall rest with the Board after a thorough consideration of qualified applicants. An interim Director of Schools appointed during the time of a search shall not become a candidate unless the Board expressly permits such inclusion in the selection process. A board member may not apply for or in any other way be considered for the position of Director of Schools.[2]

If the Board chooses to conduct a search to fill the position, the Board shall initially develop the following:[3]

1. Job description;

2. Timeline;

3. System for accepting and reviewing applications, including a process for handling public versus non-public material (Note: Per state law, records of all applicants are public unless candidates request their records be made private); and

4. Selection process which shall include, but not be limited to, the following:

    a. Candidates shall be interviewed by the board in an open session. Only Board members will be allowed to ask questions during the interview. However, the Board may, by a majority vote, choose to conduct interviews of finalist candidates in an executive session. Minutes of these executive sessions shall be maintained and published. All deliberation shall occur during open public meetings. If the board chooses to conduct finalist interviews in an executive session candidates may request that their records be private, rather than public, documents. Documents of those candidates who are named as finalists shall become available for public inspection at least 48 hours prior to an interview with the full board.

    b. The board may invite the community to participate in the process of selecting a director of schools.

    c. The interview process for each finalist shall include meetings with various staff and

community groups ~~and an interview with the entire board.~~

d. The Board shall attempt to select a Director of Schools by unanimous vote during a regular meeting, but only a majority vote of the membership of the Board shall be required for the appointment of a Director of Schools.

Legal References

1. TCA 49-2-203(a)(13)
2. TCA 49-2-203(a)(1)(D)
3. TCA 49-2-203(a)(13)(B); Public Acts of 2026, Chapter No. 1048

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in March	**Attendance**	**6.200**	**07/22/25**
		Rescinds: **6.200**	Issued: **08/23/22**

General

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

The Director of Schools/designee shall ensure that this policy is posted in each school building and disseminated to all students, parent(s)/guardian(s), teachers, and administrative staff.

The Attendance Supervisor shall oversee the entire attendance program which shall include:[1]

1. All accounting and reporting procedures and their dissemination;

2. Alternative program options for students who severely fail to meet minimum attendance requirements;

3. Ensuring that all school age children attend school;

4. Providing documentation of enrollment status upon request for students applying for new or reinstatement of driver's permit or license; and

5. Notifying the Department of Safety whenever a student with a driver's permit or license withdraws from school.[2]

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

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

1. Personal illness/injury;

2. Illness of immediate family member;

3. Death in the family;

4. Extreme weather conditions;

5. Religious observances;[5]

6. Pregnancy;

7. School endorsed activities;

8. Summons, subpoena, or court order; or

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

The principal shall be responsible for ensuring that:[6]

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

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

3. All student absences are verified;

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

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

TRUANCY

Annually, the Director of Schools/designee will provide written notice to parent(s)/guardian(s) that attendance at school is required. Students shall be present at least fifty percent (50%) of the scheduled school day in order to be counted present. Students may attend part-time days, alternating days, or for a specific amount of time as indicated in their Individualized Education Plan or 504 Plan and shall be considered present for school attendance purposes. If a student is required to participate in a remedial instruction program outside of the regular school day where there is no cost to the parent(s)/guardian(s) and the school district provides transportation, unexcused absences from these programs shall be reported in the same manner.[7]

A student who is absent five (5) days without adequate excuse shall be reported to the Director of Schools/designee who will, in turn, provide written notice to the parent(s)/guardian(s) of the student's absence. If a parent/guardian does not provide documentation within adequate time excusing those absences or request an attendance hearing, then the Director of Schools shall implement the progressive truancy intervention plan described below prior to referral to juvenile court.

Progressive Truancy Plan[8]

Prior to referral to juvenile court, the following progressive truancy intervention plan will be implemented.

Tier I

Tier I of the progressive truancy plan shall apply to all students in the district and include school-wide prevention-oriented supports to assist with satisfactory attendance. Tier I of the progressive truancy intervention plan shall include the following:

1. A conference with the student and the student's parent(s)/guardian(s);

2. An attendance contract, based on the conference, signed by the student, the parent(s)/guardian(s), 2 and an Attendance Supervisor/designee. The contract shall include:

    a. A specific description of the school's attendance expectations for the student;
    b. The period for which the contract is effective; and
    c. Penalties for additional absences and alleged school offenses, including additional disciplinary action and potential referral to juvenile court; and

3. Regularly scheduled follow-up meetings to discuss the student's progress.

Tier II

If a student accumulates additional unexcused absences in violation of the attendance contract in Tier I, the student will be subject to Tier II.

Under this tier, a school employee shall conduct an individualized assessment detailing the reasons a student has been absent from school. The employee may refer the student to counseling, community based services, or other services to address the student's attendance problems.

Tier III

This tier shall be implemented if the truancy interventions under Tier II are unsuccessful.

These interventions shall be determined by a team formed at each school. The interventions shall address student needs in an age-appropriate manner. Finalized plans shall be approved by the Director of Schools/designee.

Transfer Students and Truancy

The district shall request attendance records for students enrolling after the start of the school year from the previous school district. Unexcused absences accumulated at a previous school district for the current school year shall be factored into the student's placement on the truancy intervention plan tiers, if applicable.[8]

NON-SCHOOL SPONSORED EXTRACURRICULAR ACTIVITY[9]

A principal/designee may excuse a student to participate in non-school sponsored extracurricular activities. The principal shall document the approval in writing and shall excuse no more than ten (10) absences each school year. No later than seven (7) business days prior to the student's absence, the student shall provide documentation to the school as proof of the student's participation along with a

written request for the excused absence from the student's parent/guardian. The request shall include the following:

1. Student's name and personal identification number;

2. Student's grade;

3. The dates of the student's absence;

4. The reason for the student's absence; and

5. The signatures of the student and parent/guardian.

RELEASED TIME COURSE[10]

A principal/designee may excuse a student to attend a course in religious moral instruction for up to one (1) class period per school day. Students shall not be excused during any class which requires an examination for state or federal accountability purposes.

Students shall only be permitted to attend courses provided by entities that certify in writing that they have complied with the background check requirements outlined in state law.[11] The student shall submit a written consent form signed by the student's parent/guardian prior to participation in the released time course. The principal/designee shall document the approval in writing. The student shall provide documentation to the principal/designee as proof of the student's participation in the released time course. The district shall not be responsible for transporting students to and from the place of instruction.

MAKE-UP WORK

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

STATE-MANDATED ASSESSMENT

Students who are absent the day of the scheduled end-of-course (EOC) exams shall present a signed doctor's excuse or have been given an excused release by the principal prior to testing to receive an excused absence. Students who have excused absences will be allowed to take a make-up exam. Excused students will receive an incomplete in the course until they have taken the EOC exam.

Students who have an unexcused absence shall receive a failing grade on the EOC exam which shall be averaged into their final grade.

CREDIT/PROMOTION DENIAL

Credit/promotion denial determinations may include student attendance; however, student attendance may not be the sole criterion.[12] If attendance is a factor prior to credit/promotion denial, the following shall occur:

1. The student and the parent(s)/guardian(s) shall be advised if the student is in danger of credit/promotion denial due to excessive absenteeism; and

2. Procedures in due process are available to the student when credit or promotion is denied.

DRIVER'S LICENSE REVOCATION[2]

A student who has more than ten (10) consecutive or fifteen (15) unexcused absences during any semester shall be ineligible to retain a driver's permit or license.

ATTENDANCE HEARING[13]

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

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

Within five (5) school days of the Director of Schools/designee rendering a decision, the student's parent(s)/guardian(s) may request a hearing by the Board, and the Board shall review the record. Following the review, the Board may affirm or overturn the decision of the Director of Schools/designee. The action of the Board shall be final.

Legal References

1. TCA 49-6-3006
2. TCA 49-6-3017(c)
3. 20 USCA § 1232g
4. TRR/MS 0520-01-02-.17(5); State Board of Education Policy 4.100
5. TCA 49-6-2904(b)(5)
6. TCA 49-6-3007
7. TCA 49-6-3021
8. TCA 49-6-3007; TCA 49-6-3009
9. Public Acts of 2026, Chapter No. 844
10. TCA 49-6-3022
11. TCA 49-2-130
12. Public Acts of 2025, Chapter No. 401
13. TCA 49-2-203(b)(7); TCA 49-6-3002(b)
14. TRR/MS 0520-01-02-.17(7)

Cross References

School Calendar 1.800
Extracurricular Activities 4.300
Interscholastic Athletics 4.301
Field Trips/Excursions/Competitions 4.302
Reporting Student Progress 4.601
Promotion and Retention 4.603
Recognition of Religious Beliefs, Customs, & Holidays 4.803
Voluntary Pre-K Attendance 6.2011
Homeless Students 6.503
Students in Foster Care 6.505
Students from Military Families 6.506
Student Records 6.600

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in March	**Home Schools**	**6.202**	
		Rescinds: **6.202**	Issued: **07/25/23**

General

A home school is a school conducted or directed by parent(s)/guardian(s) for their own children. Home schools which teach grades K-12 where the parent(s)/guardian(s) are associated with an organization that conducts church-related schools[1] are exempt from the following provisions but shall follow procedures issued by the State Department of Education.

A parent/guardian wishing to conduct a home school shall meet the following requirements:[2]

1. Provide annual notice to the Director of Schools before the commencement of each school year of the intent to conduct a home school;

2. Submit to the Director of Schools the name, number, age, grade level of children involved, location of the school, curriculum to be offered, proposed hours of instruction, and qualifications of the parent-teacher;

3. Maintain attendance records, subject to inspection by the Director of Schools;

4. Submit attendance records to the Director of Schools at the end of each school year;

5. Provide instruction for at least four (4) hours per day for the same number of instructional days as required by state law;[3]

6. Possess a high school diploma or a high school equivalency credential approved by the State Board of Education;[4]

7. ~~Cooperate in the administration to home school students of appropriate tests by the Commissioner 19 of Education/designee or by a professional testing service in grades five (5), seven (7), and nine (9)~~Ensure the administration to home school students of appropriate tests approved by the State Board of Education or a standardized test selected by the parent-teacher that provides nationally normed analytics in English and math in grades five (5), seven (7), and nine (9);[5]

8. ~~Take actions according to state law if home school student falls behind appropriate grade level;~~

9. Submit proof to the Director of Schools that other health services and examinations as required by state law have been received by the home school student; and

10. In the event of illness or inadequacy of the home school parent-teacher to teach a specific subject, employ a tutor having the same qualifications as required of parent-teacher.

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

FACILITIES USE

School facilities shall be available for home school instruction only when all of the following conditions exist:

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

RECORD ACCESS

The Director of Schools, through the Attendance Supervisor, shall have the attendance records of the home school inspected at least two (2) times each school year in order to provide assistance in implementing the compulsory attendance law.

~~STUDENT PERFORMANCE~~[5]

~~The Director of Schools shall develop administrative procedures regarding necessary consultations with home school parents in regard to student performance.~~

Legal References

1. TCA 49-50-801(a)
2. TCA 49-6-3050(b), (c)
3. TCA 49-6-3004(a); TCA 49-6-3050(b)(3)
4. TCA 49-6-3050(b)(4)
5. TCA 49-6-3050(b)(5); Public Acts of 2026, Chapter No. 912

Cross References

Compulsory Attendance Ages 6.201

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in March	**Student Assignments**	**6.205**	
		Rescinds: **6.205**	Issued: **08/14/18**

TO SCHOOLS

Students, including those in kindergarten, shall attend the school to which they are assigned.[1]

Parent(s)/guardian(s) who are dissatisfied with the assignment of their children may, within ten (10) days after the assignment, make application to the Board for a hearing requesting a transfer to another school.[2]

TO CLASSES

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

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

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

If an order of protection is issued to protect a student from another student enrolled in the same school, then the principal shall develop a student safety plan and implement it for the student who is named as the petitioner. This shall occur as soon as possible, but no later than five (5) school days from the date on which the school receives a copy of the order of protection. When reasonably practicable and appropriate, the building-level school safety team and the parent(s)/guardian(s) of the student named as the petitioner shall provide input into the plan. The Director of Schools shall develop administrative procedures to implement this process.[4]

Legal References

1. TCA 49-6-3102, 3103
2. TCA 49-6-3201
3. TCA 49-6-3102(h), (i)
4. Public Acts of 2026, Chapter No. 862

Cross References

Promotion and Retention 4.603
Transfers Within the System 6.206
Homeless Students 6.503
Students in Foster Care 6.505

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in March	**Interrogations and Searches**	**6.303**	
		Rescinds: **6.303**	Issued: **07/22/25**

QUESTIONING BY SCHOOL PERSONNEL

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

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

INTERROGATIONS BY POLICE AT PRINCIPAL'S REQUEST

If the principal has requested assistance by law enforcement to investigate a crime involving his/her school, the police may interrogate a student suspect in school during school hours. The principal shall first attempt to notify the parent(s)/guardian(s) of the student unless circumstances require otherwise. However, the interrogation may proceed without attendance of the parent(s)/guardian(s), but the principal/designee shall be present during the interrogation.[1]

POLICE-INITIATED INTERROGATIONS

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

SEARCHES BY SCHOOL PERSONNEL

The school principal shall authorize all searches at the outset per state law.[2] All principal initiated searches shall be conducted by a school security officer, or a school administrator or school employee designated by the Director of Schools who has completed the state required orientation and training.[2,3] The following conditions shall apply to principal initiated searches:

1. All the following standards of reasonableness must be met:
    a. A particular student has violated school policy;
    b. The search will yield evidence of the violation of school policy or will lead to finding dangerous weapons, drugs, or drug paraphernalia;

c. The search is in pursuit of legitimate interests of the school in maintaining order, discipline, safety, supervision, and education;
d. The search is not conducted for the sole purpose of discovering evidence to be used in criminal prosecution; and
e. The search shall be reasonably related to the objectives of the search and not excessively intrusive considering the age and sex of the student (Sex shall be defined as the "immutable characteristics of the person's reproductive system that identify the person as male or female, as determined by anatomy and genetics existing at the time of birth.") as well as the nature of the alleged infraction;[4]

2. A school administrator shall be on-site at any principal-initiated search;

3. A school administrator shall oversee the search and may end the search at any time; and

4. If a student is under the age of eighteen (18), the principal must notify the student's parent or guardian within a reasonable time of the search.[7]

If a school resource officer searches a student, based on having probable cause, the principal shall notify the Director of Schools/designee.[5]

In order to ensure a safe and secure learning environment, the Director of Schools shall develop procedures regarding the searching of students, lockers, vehicles, and containers which are consistent with state law. The Director of Schools shall develop additional procedures to ensure compliance with all of the provisions of the School Security Act of 1981.[6]

Legal References

1. TCA 49-6-4203(b)
2. TCA 49-6-4204(a); TCA 49-6-4205(a)
3. TCA 49-6-4212; Public Acts of 2026, Chapter No. 1040
4. TCA 49-6-4205(b); Public Acts of 2026, Chapter No. 938
5. State v. R.D.S., No. M200801724COAR3JV, 2009 WL 2136324, at *1 (Tenn. Ct. App. July 16, 2009)
6. TCA 49-6-4201; Tenn. Op. Att'y Gen. No. 14-21 (February 24, 2014)
7. TCA 49-6-4205(a)

Cross References

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

Metropolitan Nashville Board of Education

Monitoring: **Review: Annually, in March**	Descriptor Term: **Interference/Disruption of School Activities**	Descriptor Code: **6.306**	Issued Date:
		Rescinds: **6.306**	Issued: **11/09/21**

General

A student shall not engage in conduct which causes the disruption or interference with the operation of the school while on school property, in school vehicles or buses, or at school-sponsored events, whether on or off campus. The student shall not urge other students to engage in such conduct.

Employees are authorized to take reasonable measures to establish appropriate school behavior and have the authority to control the conduct of any student while under the supervision of the school district.[1]

A student may receive disciplinary action ranging from verbal reprimand to suspension and/or expulsion depending on the severity of the offense and the student's prior record.[2]

REMOVAL OF STUDENT[1]

If a student repeatedly or substantially interferes with the learning environment, the teacher may submit a written request along with the required documentation to the principal/designee to remove the student from the teacher's classroom. The student will be given notice of the rationale for the request as well as the opportunity to offer an explanation.

The principal/designee will investigate the request and make a decision regarding the student's placement. The principal will notify the teacher as to his/her decision.

If a teacher abuses or overuses the student removal process, the principal/designee shall address the abuse or overuse with the teacher and may require the teacher to complete additional professional development to improve the teacher's classroom management skills.

Appeal Process

If the teacher's request for removal is denied, he/she may file an appeal with the Director of Schools/designee. He/she will review the teacher's request for removal as well as the decision of the principal/designee and make a determination as to the student's placement.

CLASSROOM EVACUATION

Some or all students may be removed from a classroom or instructional area due to violent, aggressive, or severely disruptive behavior of another student that creates a safety concern or substantially interrupts classroom instruction.[3]

Parental Notification

The principal/designee shall provide notification to the parent(s)/guardian(s) of each student in the classroom or instructional area at the time of the classroom evacuation. The notification shall be provided by the end of the day in which the classroom evacuation took place unless the event that prompted the evacuation is an ongoing emergency or is otherwise under investigation by state or local law enforcement.

Notification to the parent(s)/guardian(s) must include:[3]

1. The fact that a classroom evacuation occurred;

2. A brief description of the general nature of the incident sufficient to explain why the classroom evacuation occurred; and

3. Any steps taken by the school to ensure the continued safety and supervision of students.

Parental notification provided in compliance with the Family Education Rights and Privacy Act (FERPA) and other applicable privacy laws.[4] No information shall be disclosed about the student whose conduct caused the classroom evacuation, or any other student, if the disclosure would violate privacy laws.

Recordkeeping

Each school shall maintain records of:

1. The date and time of the classroom evacuation;

2. The number of students evacuated;

3. The time and manner of parental notification; and

4. The staff member responsible for issuing parental notifications.

Legal References

1. TCA 49-6-2804
2. TCA 49-6-3401
3. Public Acts of 2026, Chapter No. 850
4. 20 USCA § 1232g; TCA 10-7-504

Cross References

Code of Conduct 6.300
Suspension 6.316
Safe Relocation of Students 6.4081

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in March	**Student Disciplinary Hearing Authority**	**6.317**	
		Rescinds: **6.317**	Issued: **08/14/18**

A Disciplinary Hearing Authority (DHA) shall conduct appeals for students who have been suspended for more than ten (10) school days.[1] The Director of Schools shall recommend members of the DHA to the board for approval which shall consist of no more than six members. ~~The board shall appoint a DHA which shall consist of six (6) members (maximum number must not exceed total membership of board). The Director of Schools shall recommend members of the DHA to the board for approval.~~ At least one (1) DHA member shall be a licensed employee of the district. All appointments are for one (1) year terms and subject to reappointment. Board members shall not serve on the DHA.

The director of schools shall appoint a chairman of the DHA from the members appointed by the board. The chairman shall perform the following duties:

1. Set the time, place and date for each hearing;
2. Maintain order and structure during each hearing; and
3. Prepare, sign, and disseminate the minutes of each meeting.

Upon receiving notification of the request to appeal the suspension decision, the DHA shall provide written notification to the parent or guardian of the student, the student, and any other appropriate person of the time, place and date of the hearing. The hearing must be held no later than ten (10) days after the beginning of the suspension.[1]

The DHA may take the following disciplinary actions: [2]

1. Affirm the decision of the school principal;
2. Order removal of the suspension unconditionally;
3. Order removal of the suspension upon such terms and conditions as it deems reasonable;
4. Assign the student to alternative program; or
5. Suspend the student for a specified period of time.*

Within five (5) days of the DHA rendering a decision, the student, principal, principal-teacher or assistant principal may request a review by the board, and the board shall review the record. Following the review, the board may grant or deny the request for a hearing or affirm or overturn the decision of the DHA with or without a hearing. The board shall not impose a more severe penalty than that imposed by the DHA without first providing an opportunity for a hearing before the board. [3]

The notice of the hearing shall include a statement that, unless the student's parent or guardian requests an open hearing in writing within five (5) days of receipt of the notice, the hearing shall be closed to the public.[3]

* Note: Zero-tolerance offenses as set forth in statute require mandatory calendar year expulsion or assignment to alternative placement for a calendar year unless modified by the director of schools.

Legal References

1. TCA 49-6-3401(c)(4)(A)
2. TCA 49-6-3401(c) (5)
3. TCA 49-6-3401(c)(6)

Cross References

Procedural Due Process 6.302
Suspension/Expulsion/Remand 6.316

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in March	**Admission of Suspended or Expelled Students**	**6.318**	Click here to enter a date.
		Rescinds: **6.318**	Issued: **08/13/24**

STUDENT READMISSION TO DISTRICT[1]

The district may continue a disciplinary investigation of a student who withdraws from the district during the investigation. If the student later reenrolls in the district, then the disciplinary investigation and/or consequences shall resume.

STUDENT DISCSIPLINED IN ANOTHER DISTRICT

The Board may deny admission of any student (except those in state custody) who has been expelled or suspended from another school district in Tennessee or another state even though the student has established residency in the district in which he/she seeks enrollment.

After a request for enrollment is made, the Director of Schools shall investigate the facts surrounding the suspension or expulsion from the former school district. The principal may ask the parent(s)/guardian(s) in writing if their student has been adjudicated delinquent for an offense listed in TCA 49-6-3051 and submit any records to the Director of Schools.[2] Based on the results of the investigation, the Director of Schools shall make a recommendation to the Board to approve or deny the request.

The Board shall not deny enrollment beyond the length of the imposed suspension or expulsion.

A student may be dismissed if it is determined subsequent to the enrollment that the student has been suspended or expelled from the former school district.[3]

Legal References

1. Public Acts of 2026, Chapter No. 760
2. TCA 49-6-3051(a)
3. TCA 49-6-3401(f); 20 USCA § 1232g(b)(4), (h)

Cross References

School Admissions 6.203
Student Records 6.600

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in April	**Outside Applied Behavior Analysis Therapy**	**6.4053**	
		Rescinds:	Issued:

General

This policy applies to "private pay providers", which include licensed behavior analysts, registered behavior technicians, and licensed assistant behavior analysts, who are under contract with parent(s)/guardian(s) of students with autism spectrum disorder or developmental delays.[1]

Private pay providers shall adhere to the memorandum of understanding ("MOU"), board policies, and state and federal laws while assisting students on school property and/or at school functions. This includes adhering to student confidentiality laws for any student the private pay provider encounters. The school district shall require a background check and fingerprinting of all private pay providers.

A private pay provider accompanying a student on campus shall be responsible for attending to the ongoing needs of the student they are contracted to assist. The school district shall not request the private pay provider to provide services to any other students, staff, or visitors.

The Director of Schools shall develop administrative procedures to implement this policy.

IEP TEAM COORDINATION

Private pay providers shall coordinate with the student's IEP team by:

- Attending an onboarding session;
- Defining roles and communication channels;
- Conducting a review of relevant student records;
- Ensuring documentation is accurate and promptly provided to all parties; and
- Coordinating with the IEP team prior to each meeting.

TERMINATION OF SERVICES

Services of the private pay provider may be terminated for cause. Termination shall be based on violation of the terms of the MOU. If termination is necessary, the district shall provide the parent/legal guardian with a letter outlining the reason for the termination.

APPEALS PROCESS

If a parent/legal guardian disagrees with the school district on the provision of services, a complaint may be filed in writing with the Director of Schools. The Director shall appoint a panel to make a decision on the appeal. The panel shall be composed of three individuals: a building level administrator, a special education staff member, and one other school employee. The panel shall review the complaint from the parent/legal guardian along with information provided by district staff and make a determination on the matter within ten (10) business days.

Legal References

1. Public Acts of 2026, Chapter No. 1112; 20 U.S.C. § 1401

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in April	**Reporting Child Abuse**	**6.409**	Click here to enter a date.
		Rescinds: **6.409**	Issued: **08/23/22**

General

The Director of Schools shall:[1]

1. Designate one employee as the Child Abuse Coordinator (the Coordinator) and an additional employee to serve as the Alternate Child Abuse Coordinator (the Alternate) for each school;

2. Require that the Coordinator and the Alternate receive appropriate training;

3. Supply the Coordinator with all necessary resources;

4. Ensure that all employees working directly with students annually complete the child abuse training program required by state law.[2]

The Coordinator shall assist any employee with appropriately reporting and responding to instances of child abuse or child sexual abuse.

REPORTING

All personnel shall be alert for any evidence of child abuse, sexual abuse, ~~or~~ neglect, or is a victim of, or a witness to, domestic violence.[3] If personnel know or have reasonable cause to suspect child abuse, sexual abuse, or neglect, a report shall be filed immediately with the Coordinator, the Department of Children's Services (DCS), and law enforcement.[4] When alleged abuse involves someone employed by, previously employed by, or otherwise affiliated with the school, the report may be made directly to the DCS and law enforcement prior to notifying the Coordinator.[5]

The report shall include, to the extent known by the reporter:[6]

1. The name, address, telephone number, and age of the child;

2. The name, telephone number, and address of the parents or persons having custody of the child;

3. The nature and extent of the abuse or neglect; and

4. Any evidence to the cause or any other information that may relate to the cause or extent of the abuse or neglect.

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

CONFIDENTIALITY

District employees shall keep all information regarding any child abuse confidential in accordance with state law.

INVESTIGATIONS

School administrators and employees have a duty to cooperate, provide assistance, and information in child abuse investigations[7] including permitting DCS teams to conduct interviews while the child is at school. The principal may control the time, place, and circumstances of the interview but may not insist that a school employee be present even if the suspected abuser is a school employee or another student. The principal is not in violation of any laws by failing to inform parent(s)/guardian(s) that the child is to be interviewed even if the suspected abuser is not a member of the child's household.[8]

Legal References

1. TCA 49-6-1601
2. TCA 37-1-408; Public Acts of 2022, Chapter No. 841
3. TCA 37-1-403(a)(1); TCA 37-1-412; TCA 37-1-602; TCA 37-1-605(a)(4)
4. TCA 37-1-403(a)(2); TCA 49-6-1601
5. Public Acts of 2022, Chapter No. 781
6. TCA 37-1-403(b)
7. TCA 37-1-611(b)
8. Tenn. Op. Atty. Gen. No. 87-101 (June 9, 1987)

Cross References

Recommendations and File Transfers 5.203
Staff-Student Relations 5.610
Interrogations and Searches 6.303
Student Discrimination, Harassment, Bullying, Cyber-bullying, and Intimidation 6.304
Title IX & Sexual Harassment 6.3041
Promoting Student Welfare 6.400

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in April	**Emergency Allergy Response Plan**	**6.412**	
		Rescinds: **6.412**	Issued: **08/14/18**

The Director of Schools shall develop and maintain an emergency allergy response plan that meets state guidelines for managing students with life-threatening allergies. The plan shall include measures to reduce exposure to allergens and procedures to treat allergic reactions. Components of the plan shall include, but are not limited to, education and training of personnel, record keeping/documentation, development and reviews of the allergy action plan, and protocols for classrooms and cafeterias that include strategies to reduce exposure to allergens.[1]

Using the state food allergy guidelines plan as a guide, the Director of Schools shall also develop a process to identify all students with food allergies and develop and implement an individualized health care plan (IHCP) with an allergy action plan for each specific student.[2]

EPINEPHRINE[3] ~~**AUTO-INJECTORS**~~

The MNPS Board of Education believes schools should be prepared to treat allergic reactions in the event a student's personal epinephrine ~~auto-injector~~ is not available or the student is having a reaction for the first time.

Each school shall maintain epinephrine ~~auto-injectors~~, either as auto-injectors, nasal sprays, or other forms, in at least two (2) unlocked, secure locations including, but not limited to, the school office and the school cafeteria.

In the event of such a reaction, the school nurse or other trained school personnel shall utilize epinephrine ~~auto-injectors~~ to respond, under a standing protocol from a physician licensed to practice medicine in all its branches.

The Director of Schools/designee is authorized to seek ~~the auto-injectors~~ epinephrine through a prescription written to MNPS. Upon the issuance of the ~~auto-injectors~~ epinephrine, the Director of Schools shall ensure that they are placed within each school and that any needed trainings are conducted for staff.

Legal References

1. TCA 49-50-1602(f)
2. *Guidelines for Use of Health Care Professionals and Health Care Procedures in a School Setting* (Tennessee Department of Education and Tennessee Department of Health, 2023, pg. 90)
3. Public Acts of 2026, Chapter No. 947

Cross References

Medicines 6.405

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in April	**Student Suicide Prevention**	**6.415**	
		Rescinds: **6.415**	Issued: **08/14/18**

The board is committed to protecting the health and well-being of all students and understands that physical, behavioral, and emotional health are integral components of student achievement. Students are strongly encouraged to report if they, or a friend, are feeling suicidal or in need of help. Students will be provided information regarding ~~The National Suicide Prevention Lifeline – 1-800-273-8255 (TALK).~~ The 988 Suicide and Crisis Lifeline number.

PREVENTION[1]

All district employees shall attend either the annual in-service training in suicide prevention or participate in other equivalent training approved by the director of schools. The training shall include, but not be limited to, identification of risk factors, warning signs, intervention and response procedures, referrals, and postvention.

The director of schools shall identify a district suicide prevention coordinator responsible for planning and coordinating the implementation of this policy. Each school principal shall designate a school suicide prevention coordinator to act as a point of contact in each school for issues relating to suicide prevention and policy implementation.

INTERVENTION[1]

Any employee who has reason to believe that a student is at imminent risk of suicide shall report such belief to the principal or designee. Belief that a student is at imminent risk of suicide shall include, but not be limited to, the student verbalizing the desire to commit suicide, evidence of self-harm, or a student self-refers.

Upon notification, the principal or designee shall ensure the student is placed under adult supervision. Emergency medical services shall be contacted immediately if an in-school suicide attempt occurs. The principal or designee shall contact the director of schools or designee as soon as practicable.

Prior to contacting the student's parent/guardian, the director of schools or designee shall determine if there could be further risk of harm resulting from parent/guardian notification. If parent/guardian notification could result in further risk of harm or endanger the health or well-being of the student, then local law enforcement and the Department of Children's Services shall be contacted.[2]

If appropriate, the director of schools or designee shall contact the student's parent/guardian and provide the following information:

1. Inform the parent/guardian that there is reason to believe the student is at imminent risk of suicide;
2. Assure the parent/guardian that the student is currently safe or inform the parent/guardian that emergency medical services were contacted;
3. Ask the parent/guardian whether he/she is aware of the student's mental state;
4. Ask the parent/guardian whether he/she wishes to obtain or has obtained mental health counseling for the student;
5. Provide the names of community mental health counseling resources if appropriate.

When additional information may help support a student's return to school, the director of schools or designee may seek parental permission to communicate with outside mental health providers regarding the student (through a release of information). However, the parent does have the right of refusal to give consent. ~~The director of schools or designee will seek parental permission to communicate with outside mental health care providers regarding a student.~~ If the student is under the age of 18 and the parent/guardian refuses to seek appropriate assistance, the director of schools or designee shall contact the Department of Children's Services.[2]

The director of schools or designee shall document the contact with the parent/guardian by recording:

1. The time and date of the contact;
2. The individual contacted;
3. The parent/guardian's response; and
4. Anticipated follow-up.

The director of schools or designee shall ensure the student is under adult supervision until a parent/guardian or other authorized individual accepts responsibility for the student's safety.

Prior to a student returning to school, the director of schools or designee and/or principal shall meet with the student's parent/guardian, and student if appropriate. The parent/guardian ~~shall provide~~ may be asked to share documentation from a mental health care provider stating that the student has received care; however, the return of the student to school shall not be contingent upon the receipt of this documentation. The principal will identify an employee to periodically check in with the student to ensure the student's safety and address any problems with re-entry.

POSTVENTION[1]

Immediately following a student suicide death, the Crisis Team shall meet and implement the Crisis Management plan. At a minimum, the Crisis Management plan shall address the following:

1. Verification of death;
2. Preparation of postvention response to include support services;
3. Informing faculty and staff of a student death;
4. Informing students that a death has occurred;
5. Providing information on the resources available to students;

The Crisis Team shall work with teachers to identify the students most likely to be impacted by the death in order to provide additional assistance and counseling if needed. Additionally, staff and faculty will immediately review suicide warning signs and reporting requirements. The director of schools or designee shall be responsible for all media inquiries.

Legal References

1. TCA 49-6-1901, et seq.
2. TCA 37-1-403

Cross References

News Releases, News Conferences and Interview 1.503
Crisis Management 3.203
Student Discrimination, Harassment, Bullying, Cyber-bullying and Intimidation 6.304
Promoting Student Welfare 6.400
Student Wellness 6.411

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in April	**Students in Foster Care**	**6.505**	Click here to enter a date.
		Rescinds: **6.505**	Issued: **08/13/19**

The MNPS School System shall provide all students in foster care, to include those awaiting foster care placement, with a free and appropriate public education.

ENROLLMENT

Students in foster care, to include those awaiting foster care placement, shall be immediately enrolled, even if the student is unable to produce records normally required for enrollment (i.e. academic records, immunization records, health records, proof of residency), or missed the district's application or enrollment deadlines.[1]

PLACEMENT

The district and the child welfare agency shall determine whether placement in a particular school is in a student's best interest. Other parties, including the student, foster parents, and biological parents (if appropriate), shall be consulted. If the child has an IEP or a Section 504 plan, then the relevant school staff members shall participate in the best interest decision process. This determination shall be made as ~~within five (5) days~~ quickly as possible to prevent educational disruption.

Placement shall be determined based on the student's best interest. At all times, a strong presumption that keeping the student in the school of origin is in the student's best interest shall be maintained.[2] For the purposes of this policy, school of origin shall mean the school in which the student was enrolled, including a preschool/pre-k program, at the time of placement in foster care or at the time of a placement change if the student is already placed in foster care.[3]

When determining placement, student-centered factors including, but not limited to, the following shall be considered:

1. Preferences of the student;
2. Preferences of the student's parent(s) or education decision maker(s);
3. The student's attachment to the school, including meaningful relationships with staff and peers;
4. Placement of the student's siblings;
5. Influence of the school climate on the student, including safety;
6. The availability and quality of the services in the school to meet the student's educational needs;
7. History of school transfers and how they have impacted the student;
8. How the length of the commute would impact the student;
9. Whether the student is receiving special education and related services, and if so, the availability of those required services in a school other than the school of origin; and

10. Whether the student is an EL and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin.

Transportation costs should not be considered when determining a student's best interest.

If it is not in the student's best interest to attend the school of origin, the director or his/her designee shall provide a written explanation of the reasons for the determination. The written explanation shall include a statement regarding the right to appeal the placement decision. If the placement decision is appealed, the district shall refer the student to the district coordinator for children in foster care, who shall carry out the dispute resolution process as expeditiously as possible and in accordance with the law.[2] Until the dispute is resolved, to the extent feasible, the student shall remain in his/her school of origin.[2]

TRANSPORTATION[3,4]

The district shall collaborate with the local child welfare agency to develop and implement clear and written procedures governing how transportation to a student's school of origin shall be provided, arranged, and funded. This transportation will be provided for the duration of the student's time in foster care.

The director of schools shall develop administrative procedures to provide for transportation of students in foster care.[5] These procedures must ensure that:

1. Students in foster care needing transportation to their schools of origin will promptly receive that transportation in a cost-effective manner and in accordance with federal law; and
2. If there are additional costs incurred in providing transportation to the school of origin, the district will provide such transportation if:
    a. the local child welfare agency agrees to reimburse the district for the cost of such transportation;
    b. the district agrees to pay for the cost; or
    c. the district and local child welfare agency agree to share the cost.[4]

The district will ensure that a student in foster care, to include a student awaiting foster care placement, remains in his/her school of origin while any disputes regarding transportation costs are being resolved.

Legal References

1. Elementary and Secondary Education Act (ESEA), as amended by ESSA (Pub. L. 114-95) § 1111(g)(1)(E)(ii)-(iii)
2. Elementary and Secondary Education Act (ESEA), as amended by ESSA (Pub. L. 114-95), § 1111 (g)(1)(E)(i)-(iv)
3. Elementary and Secondary Education Act (ESEA), as amended by ESSA (Pub. L. 114-95), § 1111 (g)(1)(E)
4. Elementary and Secondary Education Act (ESEA), as amended by ESSA (Pub. L. 114-95), § 1112 (c)(5); § 475(4)(A) of the Social Security Act, 42 U.S.C. § 675(4)(A)
5. Elementary and Secondary Education Act (ESEA), as amended by ESSA (Pub. L. 114-95), § 1112 (c)(5)(B)(i)

Cross References

Attendance 6.200
School Admissions 6.203

Metropolitan Nashville Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in April	**Students from Military Families**	**6.506**	
		Rescinds: **6.506**	Issued: **08/13/19**

General

The Director of Schools shall develop the necessary administrative procedures to ensure that students with parent(s)/guardian(s) in the armed services are identified and that appropriate and available services are provided for these students.[1]

RELOCATION OF MILITARY SERVICE MEMBER[2]

A student who does not currently reside within the school district shall be allowed to enroll if he/she is a dependent child of a service member who is being relocated to Tennessee on military orders. To be eligible for enrollment, the student will need to provide documentation that he/she will be a resident of the school district on relocation. This documentation must be provided to the school district within one (1) calendar year from the date of enrollment. ~~Within 30 days of enrollment, the parent(s)/guardian(s) of the student shall provide proof of residency within the school district.~~

If the child of a military member enrolls per this policy and has an active 504 plan, IEP, or an individualized family service plan, then the district shall take the necessary steps to ensure that services are in place when the student enrolls.

ABSENCES

Principals shall provide students with a one (1) day excused absence prior to the deployment of and a one (1) day excused absence upon the return of a parent/guardian serving active military service.

Principals shall also allow up to ten (10) excused cumulative absences per year for students to visit a parent/guardian during a deployment cycle. The student shall provide documentation to the school as proof of his/her parent/guardian's deployment. Students shall be permitted to make up school work missed during these absences.[3]

REMAINING IN THE DISTRICT[4]

If a student is enrolled in grades eleven (11) through twelve (12) and is a dependent child of a service member who relocates on military orders resulting in the student no longer residing in the school district due to relocation, the student shall have the option to remain enrolled in the same high school until the student graduates or withdraws.

Legal References

1. State Board of Education Policy 2.103
2. TCA 49-6-3101; Public Acts of 2026, Chapter No. 834
3. TCA 49-6-3019
4. Public Acts of 2026, Chapter No. 834

Cross References

Attendance 6.200
School Admissions 6.203

METRO NASHVILLE PUBLIC SCHOOLS

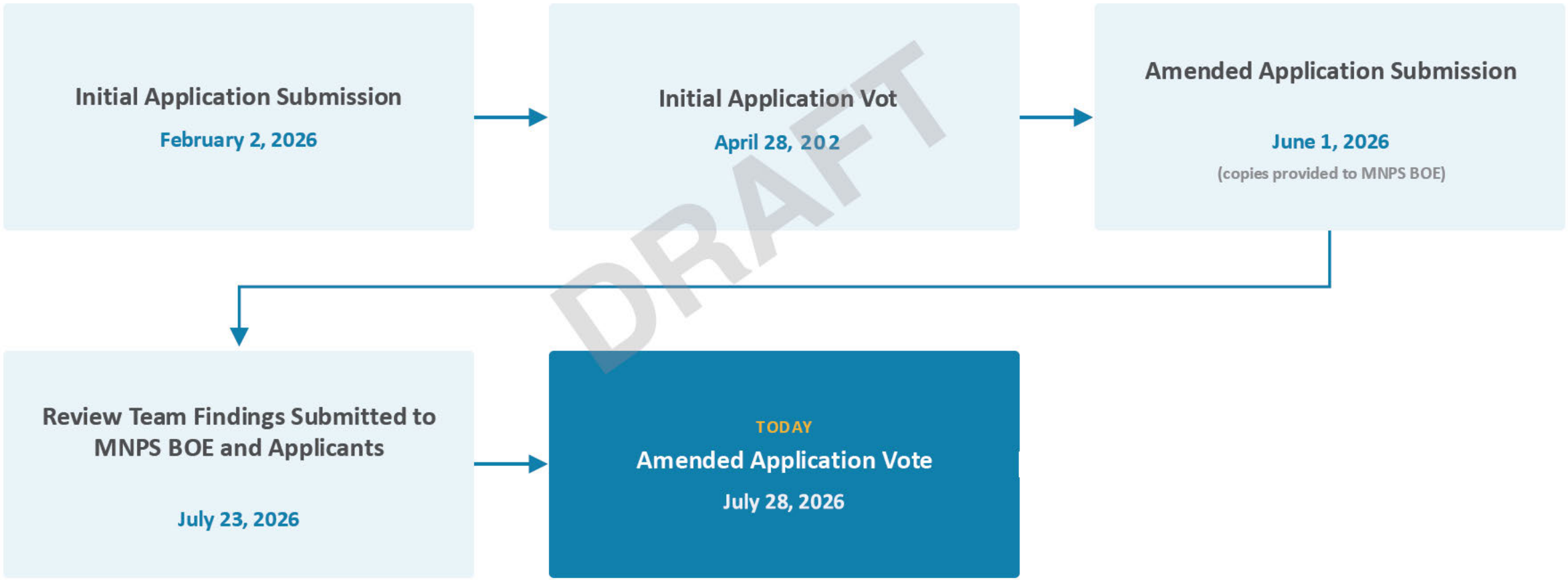
CHARTER SCHOOLS OFFICE

AMENDED NEW START CHARTER APPLICATIONS

DRAFT

JULY 28, 2026 · PRESENTED BY THE MNPS CHARTER SCHOOLS OFFICE

CHARTER APPLICATION REVIEW PROCESS



DRAFT

AMENDED NEW START

APPLICANT OVERVIEW

APPLICANT	PROPOSED GRADE SPAN	PROPOSED ENROLLMENT
Nashville School of Excellence	6–12	630
Empowerment Academy	K–5	50
The Gate School	6–8	360
Music City Academy	9–12	480

DRAFT

BOARD ACTION OPTIONS

Approve or deny each amended new start charter application.

DRAFT

60-DAY DECISION WINDOW

Per T.C.A. § 49-13-108(b)(3), the authorizer has 60 days from receipt an an amended application to approve or deny it. If no decision is de w in 60 within 60 days, the amended application is deemed approve

APPEAL TO THE COMMISSION

A sponsor may appeal a denial to the state Commission within 10 days. The days. The Commission must approve or deny within 75 days of receiving the receiving the appeal. Its decision is final and not subject to appeal.

BOARD DISCUSSION & VOTE

NASHVILLE SCHOOL OF EXCELLENCE

DRAFT

GRADES

6–12

PROPOSED ENROLLMENT

630

LOCATION / ZONE

South Nashville — Nolensville Road Area

Final Rating of the Review Committee: Partially Meets Expectations

Board Discussion & Vote — Approve or deny the amended application

BOARD ACTION OPTIONS

Approve or deny each amended new start charter application.

DRAFT

60-DAY DECISION WINDOW

Per T.C.A. § 49-13-108(b)(3), the authorizer has 60 days from receipt an amended application to approve or deny it. If no decision is mad withi 60 day , the amended application is deemed approved.

APPEAL TO THE COMMISSION

A sponsor may appeal a denial to the state Commission within 10 days. The Commission must approve or deny within 75 days of receiving the appeal. Its decision is final and not subject to appeal.

BOARD DISCUSSION & VOTE

EMPOWERMENT ACADEMY

DRAFT

GRADES

K–5

PROPOSED ENROLLMENT

50

LOCATION / ZONE

Nashville

Final Rating of the Review Committee: Partially Meets Expectations

Board Discussion & Vote — Approve or deny the amended application

BOARD ACTION OPTIONS

Approve or deny each amended new start charter application.

DRAFT

60-DAY DECISION WINDOW

Per T.C.A. § 49-13-108(b)(3), the authorizer has 60 days from receipt an amended application to approve or deny it. If no decision is mad withi 60 day , the amended application is deemed approved.

APPEAL TO THE COMMISSION

A sponsor may appeal a denial to the state Commission within 10 days. The Commission must approve or deny within 75 days of receiving the appeal. Its decision is final and not subject to appeal.

BOARD DISCUSSION & VOTE

THE GATE SCHOOL

DRAFT

GRADES

6–8

PROPOSED ENROLLMENT

360

LOCATION / ZONE

West Nashville

Final Rating of the Review Committee: Partially Meets Expectations

Board Discussion & Vote — Approve or deny the amended application

BOARD ACTION OPTIONS

Approve or deny each amended new start charter application.

DRAFT

60-DAY DECISION WINDOW

Per T.C.A. § 49-13-108(b)(3), the authorizer has 60 days from receipt an amended application to approve or deny it. If no decision is mad withi 60 day , the amended application is deemed approved.

APPEAL TO THE COMMISSION

A sponsor may appeal a denial to the state Commission within 10 days. The Commission must approve or deny within 75 days of receiving the appeal. Its decision is final and not subject to appeal.

MUSIC CITY ACADEMY

GRADES

9–12

PROPOSED ENROLLMENT

480

LOCATION / ZONE

School Districts 5, 8, and 9

DRAFT

Final Rating of the Review Committee: Partially Meets Expectations

Board Discussion & Vote — Approve or deny the amended application

Metro Nashville Public Schools

New-Start Charter School Applications

Estimated Fiscal Impact Summary, FY2027

Prepared for the Board of Education

As the Board considers the current round of new-start charter school applications, state law (T.C.A. § 49-13-108(c)) affirms that the Board may weigh whether a proposed charter school would result in a substantial negative fiscal impact on the district. This document summarizes the estimated fiscal impact of each application received for this review cycle, based on projected FY2027 Tennessee Investment in Student Achievement (TISA) funding and the district schools most likely to be affected by shifts in enrollment.

Estimates reflect the proportional share of state and local TISA funding that would move with students who enroll in a new charter school rather than an MNPS school, using each impacted school's FY2026 Average Daily Membership (ADM) and projected FY2027 per-pupil allocation. Two scenarios are shown for each applic ion: the projected impact at Year 1 enrollment and at full build-out capacity. Figures should be considered directional estim s rather than final projections, as actual fiscal impact will depend on where families ultimately choose to enroll.

A note on interpreting these figures: The totals below represent the t al TISA fun g that would shift with a student's enrollment, not a direct reduction to an individual district school's udget. On averag more than 60 percent of the district's total TISA allocation is distributed directly to schools through S ent-Ba d Budgeting and school-level staffing allocations, such as classroom associates. The remaining funds are invested central rovide essential services and supports that can be delivered more effectively and efficiently at scale, including transpor on, custodial and facilities operations, academic programs, and other districtwide supports that directly schools a students. As enrollment shifts, both school-level and centrally funded services are affected. For charter schoo the f r-pupil amount associated with each student would be reflected as a reduction in the charter school's budget.

DRAFT

Executive Summary

Application	Grad ang	Year 1 ts	Build-Out Seats	Schools Impacted	Est. Fiscal Impact (Year 1)	Est. Fiscal Impact (Build-Out)
Empowerment Academy	K-5	50	50	6	$714,794	$714,794
The Gate School		120	360	7	$1,873,855	$5,621,566
Music City Academy	9-12	120	480	9	$1,671,012	$6,684,049
Nashville School of Excellence	6-12	150	630	23	$2,184,849	$8,979,510
Total, All Applications		**440**	**1,520**	**45**	**$6,444,510**	**$21,999,919**

Empowerment Academy

Grade Range: K-5 | Year 1 Seats: 50 | Build-Out Capacity: 50 | Proposed Location: 901 40th Avenue North, 37209

Impacted School	ADM (SY26)	Seats Lost (Year 1)	Seats Lost (Build-Out)	% ADM (Year 1)	% ADM (Build-Out)	TISA Total Funding (SY27)	Per-Pupil Allocation	Fiscal Impact (Year 1)	Fiscal Impact (Build-Out)
Cockrill ES	266.7	10	10	3.8%	3.8%	$4,996,649	$18,738	$187,379	$187,379
Encompass Community	109.1	10	10	9.2%	9.2%	$1,965,640	$18,022	$180,218	$180,218
Park Avenue ES	255.7	10	10	3.9%	3.9%	$4,589,731	$17,950	$179,497	$179,497
Sylvan Park ES	444.3	5	5	1.1%	1.1%	$6,948,886	$15,641	$78,206	$78,206
Robert Churchwell ES	244.9	5	5	2.0%	2.0%	$4,382,718	$17,899	$89,494	$89,494
Other	—	10	10	—	—	—	—	—	—

Impacted School	ADM (SY26)	Seats Lost (Year 1)	Seats Lost (Build-Out)	% ADM (Year 1)	% ADM (Build-Out)	TISA Total Funding (SY27)	Per-Pupil Allocation	Fiscal Impact (Year 1)	Fiscal Impact (Build-Out)
Total		**50**	**50**					**$714,794**	**$714,794**

"Other" reflects seats projected to draw from schools outside the primary impacted group and is not separately itemized above.

Source: Tennessee Department of Education FY2027 TISA Projection Files. Fiscal impact reflects the estimated proportional share of additional local funding.

Build-out estimates assume each impacted school maintains its current ADM and receives the same estimated TISA allocation projected for Year 1.

The Gate School

Grade Range: 6-8 | Year 1 Seats: 120 | Build-Out Capacity: 360 | Proposed Location: West Nashville (Sylvan Park, West Meade, Bellevue, Belle Meade, Green Hills, Oak Hill, Forest Hill and Neely's Bend)

Impacted School	ADM (SY26)	Seats Lost (Year 1)	Seats Lost (Build-Out)	% ADM (Year 1)	% ADM (Build-Out)	TISA Total Funding (SY	Per-Pupil Allocation	Fiscal Impact (Year 1)	Fiscal Impact (Build-Out)
West End MS	286.9	20	60	7.0%	20.9%	$4 04,940	6,750	$334,991	$1,004,972
H.G. Hill MS	**423.5**	**20**	**60**	**4.7%**	**14.2%**	**7,209,064**	**$1 21**	**$340,428**	**$1,021,283**
Bellevue MS	487.9	20	60	4.1%	12.3%	$7,96 66	$16,314	$326,276	$978,829
Nashville Prep	**164.0**	**20**	**60**	**12.2%**	**36.6%**	**80,312**	**$17,559**	**$351,172**	**$1,053,516**
Moses McKissack MS	108.4	20	60	18.5%	4%	$1,9 767	$18,348	$366,965	$1,100,895
Head MS	327.9	10	30	3.0%	9.1%	$5,050,902	$15,402	$154,024	$462,071
Other	—	10	30	—	—	—	—	—	—
Total		**120**	**360**					**$1,873,855**	**$5,621,566**

"Other" reflects seats projected to draw from schools o de the pr a impacte group and is not separately itemized above.

Source: Tennessee Department of Education FY2027 TIS oject Files al impact reflects the estimated proportional share of additional local funding.

Build-out estimates assume each impacted school maintain urrent ADM and receives the same estimated TISA allocation projected for Year 1.

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Music City Academy

Grade Range: 9-12 | Year 1 Seats: 120 | Build-Out Capacity: 480 | Proposed Location: District 8

Impacted School	ADM (SY26)	Seats Lost (Year 1)	Seats Lost (Build-Out)	% ADM (Year 1)	% ADM (Build-Out)	TISA Total Funding (SY27)	Per-Pupil Allocation	Fiscal Impact (Year 1)	Fiscal Impact (Build-Out)
Hillsboro HS	1,170.6	25	100	2.1%	8.5%	$18,536,746	$15,836	$395,895	$1,583,579
Pearl-Cohn HS	**485.7**	**20**	**80**	**4.1%**	**16.5%**	**$8,523,571**	**$17,548**	**$350,952**	**$1,403,808**
John Overton HS	1,787.3	15	60	0.8%	3.4%	$31,052,945	$17,374	$260,616	$1,042,465
LEAD Academy HS	**453.4**	**15**	**60**	**3.3%**	**13.2%**	**$8,123,039**	**$17,916**	**$268,737**	**$1,074,950**
STEM Prep HS	495.9	10	40	2.0%	8.1%	$8,651,491	$17,445	$174,450	$697,799
Nashville School of The Arts	**564.2**	**5**	**20**	**0.9%**	**3.5%**	**$8,424,882**	**$14,933**	**$74,667**	**$298,670**
Martin Luther King Jr	1,274.7	5	20	0.4%	1.6%	$18,628,173	$14,614	$73,069	$292,275
Hume-Fogg HS	**883.4**	**5**	**20**	**0.6%**	**2.3%**	**$12,832,043**	**$14,525**	**$72,625**	**$290,502**
Other	—	20	80	—	—	—	—	—	—
Total		**120**	**480**					**$1,671,012**	**$6,684,049**

"Other" reflects seats projected to draw from schools outside the primary impacted group and is not separately itemized above.

Source: Tennessee Department of Education FY2027 TISA Projection Files. Fiscal impact reflects the estimated proportional share of additional local funding.

Build-out estimates assume each impacted school maintains its current ADM and receives the same estimated TISA allocation projected for Year 1.

Nashville School of Excellence

Grade Range: 6-12 | Year 1 Seats: 150 | Build-Out Capacity: 630 | Proposed Location: South Nashville Nolensville Road

Impacted School	ADM (SY26)	Seats Lost (Year 1)	Seats Lost (Build-Out)	% ADM (Year 1)	% ADM (Build-Out)	TISA Total Funding (SY27)	Per-Pupil Allocation	Fiscal Impact (Year 1)	Fiscal Impact (Build-Out)
William Henry Oliver MS	395.9	20	60	5.1%	15.2%	$6,589,239	$16,646	$332,916	$998,748
Thurgood Marshall MS	**523.4**	**10**	**30**	**1.9%**	**5.7%**	**$9,203,562**	**$17,584**	**$175,838**	**$527,515**
Nashville Collegiate Prep	1,059.4	10	30	0.9%	2.8%	$18,630,168	$17,586	$175,859	$527,577
McMurray MS	**511.0**	**10**	**25**	**2.0%**	**4.9%**	**$9,308,214**	**$18,215**	**$182,153**	**$455,383**
Antioch MS	622.0	10	25	1.6%	4.0%	$11,181,792	$17,977	$179,769	$449,422
Kipp Antioch Global MS	**200.9**	**5**	**10**	**2.5%**	**5.0%**	**$3,516 9**	**$17,507**	**$87,533**	**$175,067**
Kipp Antioch College Prep MS	523.4	5	10	1.0%	1.9%	694,712	$ 14	$83,068	$166,136
John F. Kennedy MS	**809.9**	**5**	**10**	**0.6%**	**1.2%**	**$17,1 42**	**$21,167**	**$105,836**	**$211,672**
Apollo MS	660.3	5	10	0.8%	1.5%	81,560	$18,147	$90,734	$181,467
Valor Voyager Academy	**520.6**	**5**	**10**	**1.0%**		**$8,49 9**	**$16,309**	**$81,545**	**$163,090**
Antioch HS	1,825.2	5	40	0.3%	2%	$ 10,152	$17,703	$88,513	$708,102
Cane Ridge HS	**1,766.7**	**5**	**40**	**3%**	**2**	**$31,030,051**	**$17,564**	**$87,820**	**$702,562**
Intrepid CP	816.0	5		0 %	3.7	$13,880,041	$17,009	$85,046	$510,277
KA@The Crossings	**335.1**	**5**		**5%**	**9.0%**	**$6,014,533**	**$17,949**	**$89,745**	**$538,470**
Kipp Antioch Global HS	373.2	5	30	1.3%	8.0%	$6,300,185	$16,882	$84,412	$506,473
LEAD Southeast	**785.0**	**5**		**.6%**	**3.8%**	**$13,631,490**	**$17,365**	**$86,824**	**$520,942**
John Overton HS	1,787.3	5		0.3%	1.7%	$31,052,945	$17,374	$86,872	$521,232
Valor Flahship Academy	**1,427.9**	**5**	**25**	**0.4%**	**1.8%**	**$22,950,700**	**$16,073**	**$80,365**	**$401,826**
Glencliff HS	867.4	0	20	0.0%	2.3%	$15,945,679	$18,384	$0	$367,675
Nurses Middle College	**123.6**	**0**	**10**	**0.0%**	**8.1%**	**$2,317,317**	**$18,752**	**$0**	**$187,516**
Hillsboro HS	1,170.6	0	10	0.0%	0.9%	$18,536,746	$15,836	$0	$158,358
Other MS	—	**15**	**50**	—	—	—	—	—	—
Other HS	—	10	65	—	—	—	—	—	—
Total		**150**	**630**					**$2,184,849**	**$8,979,510**

"Other" reflects seats projected to draw from schools outside the primary impacted group and is not separately itemized above.

Source: Tennessee Department of Education FY2027 TISA Projection Files. Fiscal impact reflects the estimated proportional share of additional local funding.

Build-out estimates assume each impacted school maintains its current ADM and receives the same estimated TISA allocation projected for Year 1.

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District Charter Enrollment Trend

The table below shows the share and number of Davidson County resident students enrolled in charter schools over the past six school years, provided as context for evaluating the cumulative fiscal impact of new charter seats over time.

School Year	Charter Share of Enrollment	Charter Enrollment (Students)
2020-2021	13.9%	13,422

School Year	Charter Share of Enrollment	Charter Enrollment (Students)
2021-2022	13.3%	12,926
2022-2023	13.2%	13,088
2023-2024	13.1%	13,283
2024-2025	12.4%	12,690
2025-2026	12.2%	12,527

Appendix: Average Cost Assumptions Used in Modeling

The cost estimates below reflect averages drawn from MNPS schools referenced in the impacted-school tables above and are provided for context on the type of resources that a fiscal impact of this size could represent. They are not a line-item budget projection.

Staffing (Salary, Taxes, and Benefits)

Position	Average Annual Cost
Assistant Principal	$145,300
Teacher	$94,500
Exceptional Education Para Professional	$52,200
Social Worker	$100,900
Tutor	$47,300

Instructional Supplies

Level	Average Annual Cost
Instructional Supplies (Elementary)	$16,100
Instructional Supplies (Middle)	$14,367
Instructional Supplies (High)	$70,500

**Average from MNPS schools listed in t mpacted-sch ables a ove.*

Software

Level	Average Annual Cost
Software (Elementary)	$6,000
Software (Middle)	$12,500
Software (High)	$18,333

**Average from MNPS schools listed in the impacted-school tables above.*

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Amended New Start Charter Application Review Team Findings

Nashville School of Excellence Proposed Model: Science, Tech olog Engineering, and Math (STEM)	
Grades	6th-12
Enrollment	30
Location/Zone	Nashville- Nolensville Pike

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Submitted July 23, 2026

METRO NASHVILLE PUBLIC SCHOOLS

Section 1: Charter Application Overview

ABOUT THE STATE LAW

In Tennessee, charter schools are public schools and can be established in one of the following ways:

- Creating a new public charter school or opportunity public charter school
- Converting a traditional public school to a charter school

Tennessee law limits who may sponsor a charter school and prescribes the type of entity may operate a charter school. Only entities that are exempt from federal taxation under 26 U.S.C. § 501(c)(3) of the Internal Revenue Code may operate a p lic charter school in Tennessee. Pursuant to Tennessee Code Annotated (T.C.A.) § 49 3 06, a charter will not be granted to a for-profit corporation, a nonpublic school, as defined in T. A § 49-6-3001, or other private, religious, or church school. Cyber-based public charter school re not allowed.

Sponsors must submit all application materials – application narrative, required attachments, and applicable addenda – t the auth izer on or before 11:59 p.m. CT on February 1 of the year preceding the yea in hich the proposed public charter school plans to begin operation. If February 1 falls on a S turd y, unday, or state-observed holiday, the application is due on the next busi ss day

Section 2: The Eval ati n rocess

THE REVIEW COMMITTEE

To ensure our review t m con isted of cross departmental experts, MNPS appointed a core team specifically trained t a sess the quality and sustainability of a proposed school. Individuals with specific expertise in Business and Finance, Curriculum, Facilities, Data Quality, and Operations evaluate each application to provide the needed expertise in those areas. Finally, the review team includes an external consultant who has experience and expertise in specialized areas.

A team of seven (7) people reviewed the amended applications and produced the evidence findings. The review committee members included:

- Deputy Chief of Schools
- Executive Director of Maintenance and Construction
- Director of Boundary and Planning
- Executive Officer of Operations
- Data Coach Research and Assessment
- Resource Strategy Coordinator
- External Reviewer

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THE AMENDED APPLICATION REVIEW PROCESS

Amended Application Submission
Pursuant to T.C.A. § 49-13-108(b)(3), if an initial charter school application is denied, the charter school sponsor will have 30 calendar days from receipt of the grounds for denial to submit an amended application using this same application form to correct the deficiencies.

Amended Application Vote
Pursuant to T.C.A. § 49-13-108(b)(3), if an amended application is submitted, the authorizer has 60 days from receipt of an amended application to approve or deny the amended application. If the authorizer fails to approve or deny the amended application within 60 days, then the amended application will be deemed approved.

Decision Appeal
A sponsor may appeal an authorizer's decision to den a p blic charter school application to the state's appellate body, the Commission, no late than 10 ays after the date of the authorizer's decision. The Commission must eith approve or ny a public charter school application no later than 75 days from the Com issio s receipt of the notice of appeal. The Commission's decision is final and is not subject ppeal.

Section 3: Conducting Due Dilig nce

Authorizers may also conside appr pri e due diligence when evaluating a charter school application. Due diligence can in ude a performance review of a sponsor's existing schools, evaluating the fiscal im act the istrict, researching governing board and/or ESP relationships for pot tial conf ts of interest, and applicant communication affirming capacity of the local schools in e neig orhood where the charter school is proposing to open. It is recommended that due ige ce is conducted by knowledgeable and impartial district staff and included as part of the reco d for the board.
T.C.A. § 49-13-108(c) An LEA may deny on the basis that the opening of the charter school will cause a substantial negative fiscal impact on the district. The burden is on the district to provide substantial negative fiscal impact. When evaluating whether a proposed charter school will create a negative fiscal impact on the district, MNPS considers both the district's funding structure and the extent to which district expenditures can be adjusted when students enroll in a charter school. Metro Nashville Public Schools utilizes the Student-Based Budgeting (SBB) model, which allocates funding primarily based on student enrollment, with additional resources provided for students with unique needs. As enrollment changes, school-level funding is adjusted accordingly.

Section 4: Summary Ratings for Nashville School of Excellence

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SUMMARY RATINGS

There are three ratings for each section and the overall application: Meets Standard, Partially Meets Standard, and Does Not Meet Standard. This report includes a summary of evidence justifying the review team's scores after reviewing the amended sections of the application. Ratings for each of the subsections shall be averaged to determine the summary rating for each major section. As indicated in the guidance from the State Board of Education, for an application to be deemed ready for approval, the summary rating for each of the major sections must meet the standard.

The MNPS REVIEW COMMITTEE'S RATINGS Nashville School of Excellence		
Category	Original Rating	Amended Rating
Educational Program Design and Capacity	Partially Meet	Partially Meets
Operations Plan and Capacity	Partially M ts	Partially Meets
Budget and Finance	Partially Meets	Partially Meets
Applicable Addenda	Parti y Meets	Partially Meets
Overall Rating	**Partia y eets**	**Partially Meets**

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EDUCATIONAL PROGRAM DESIG AND CAPACITY

The Criteria

According to the state's ic the eview committee should consider if the amended application addresse the cha cteri tics of a strong response for Educational Program Design and Capacity in the f owing s bsections:

1. School Overview
2. School Mission and Model
3. Anticipated Student Population
4. Family and Community Engagement and Support
5. School Culture and Discipline
6. Curriculum and Instruction
7. Special Populations
8. Student Assessment and Evaluation
9. Educational Program Capacity

Evidence Findings

The review team found the following strengths and concerns in the amended application and concluded that the Educational Program Design and Capacity **Partially Meets Standard**.

Waiver Request: The application includes a request for flexibility related to administrative staffing, specifically seeking a waiver that would allow unlicensed deans or assistant principals to conduct TEAM evaluations for licensed teachers.

School Overview: Nashville School of Excellence (NSE) proposes a charter school serving students in grades 6–12 in the Nolensville Road area, with a mission to support student success in college and careers through a Science, Technology, Engineering, and Math (STEM) focused curriculum with an emphasis on inclusive learning environment, individualized academic, social and emotional supports, and engagement with families and community partners. The applicant states their model will include an enriched curriculum, technology integration, multiple forms of assessment, instructional and student support systems, and opportunities for parental involvement. NSE will operate as part of the Read Foundation network, which has operated schools in west Tennessee si ce 2010.

School Mission and Model: The amended applicatio p vides additional research and supporting details regarding the proposed school model and eed for the school. However, mission-specific goals continue to be only loosely aligned with e mission and do not clearly align with state accountability indicators or dem nstra e a clear plan for assessing mission attainment.
The needs assessment addresses schoo choice av lability, capacity, and seat quality; however, concerns remain regarding the ati le used to justify the need for replication. The response relies heavily on STEM designa on a e dence of need, and questions remain regarding the methodology used dentify at quality, including assumptions that all seats within a school are uniformly h gh- o ow-qu ity.
The structure of the school da rem ins eneral and lacks sufficient detail and differentiation by grade band. The amended ap ication did not address the concerns regarding the proposed schedule, including the amo t of me allocated to intervention, enrichment, and remediation relative to Tier I inst ction in E A and mathematics. In addition, the proposed early-release schedule may not me minimum instructional time requirements, as instruction is scheduled from 7:45 a.m. to 1:20 p. vi ating the required instructional minutes each day outlined in T.C.A. 49-6-3004(e).
While revisions are made in several areas, concerns identified in prior submissions regarding mission alignment, educational goals, and the structure of the school day remain largely unresolved.

Anticipated Student Population: The amended application provides additional details about the methodology used to determine the anticipated student population and includes supporting evidence for enrollment and demographic projections using data from surrounding schools; however, the rationale supporting the final enrollment projections is not fully explained based on the data provided.
The analysis of academic and non-academic needs remains underdeveloped. While demographic information is provided, the response does not fully describe the anticipated academic needs of students beyond general demographic characteristics.

Family and Community Engagement and Support: The amended application demonstrates outreach to families, community members, and stakeholders and includes evidence of

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opportunities provided for family and community engagement. However, evidence that community voice shaped the application and school design remains limited and does not consistently demonstrate how stakeholder feedback informed the proposed school mission and model.
While outreach activities are described, the evidence provided is still limited in demonstrating meaningful community support or enrollment demand. Concerns remain that engagement efforts appear more focused on validating the proposed STEM model than assessing the preferences and needs of the broader community. Additional evidence of authentic engagement and community input was not substantially expanded in the amended application.

School Culture and Discipline: The amended application includes attendance strategies that incorporate collaboration with families through home visits nd attendance initiatives. However, questions remain regarding the attendance plan, includin how attendance measures are defined and monitored. It is not clear whether reported att dance metrics refer to average daily attendance, satisfactory attendance rates, or another m asure and the implementation strategies are not fully described.
The school culture is described in general term and mains loosely connected to the school's mission, model, and student outcomes. While ad onal information is provided regarding alignment to the mission and student needs the con ection between the proposed culture, mission, and desired outcomes remains nd developed. While the response provides a general understanding of how the school ultur w establish and reinforce a positive academic environment, the strate s desc ed are not clearly differentiated from those commonly available in tradition l dis ct sch ols and do not consistently demonstrate alignment to the unique aspe s of t e p posed school model.
The discipline approach referen s PBIS and related supports; however, implementation details remain limited While truct es and strategies are identified, the amended application does not provide su cient spe ficity regarding how the culture, attendance, and discipline plans will be implemen d and ustained in practice.

Curriculum and Instruction: The amended application removes the previous compliance concern related to science materials and identifies STEMscopes as the science curriculum. However, questions remain regarding how STEM will be implemented across the curriculum and how the instructional program is differentiated from other available options within MNPS. The learning environment and instructional program continue to be described in general terms and lack sufficient detail regarding day-to-day implementation. Limited substantive revisions are made to sections previously identified as concerns, and descriptions of instructional strategies for core content areas remain underdeveloped. While instructional approaches are identified, the response does not consistently provide specific details regarding implementation or how the strategies will meet the needs of the anticipated student population.
The amended application references adaptive computer programs to support students who are struggling academically; however, the purpose of those programs is not clearly defined. Questions from the original application and capacity interview related to whether the programs are intended for skills-based intervention, dyslexia-specific intervention, standards-based remediation, or other instructional purposes remain unclear. Concerns also

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remain regarding the degree to which the model relies on computer-based interventions as a primary support strategy.
Additional information is provided regarding post-secondary readiness opportunities; however, the response continues to focus primarily on Tennessee graduation requirements rather than College and Career Readiness (CCR) indicators. The amended application does not clearly identify CCR criteria as a unifying framework for the school's college and career readiness strategy and does not fully demonstrate they can ensure all students will be supported in meeting those indicators. While opportunities such as CTE pathways and other programs are identified, the response does not clearly articulate pathways to attainment of Early Post-Secondary Opportunities (EPSOs), work-based learning experiences, or industry credentials. Industry credential options are not specified by pathway level, connections between CTE pathways and EPSO opportunities are not clearly described, and the application does not outline a process for monitoring student participation and progress toward CCR attainment.

Special Populations: The amended application pr vides st ffing plans to serve students with disabilities, English Learners, and gifted students however, co erns remain regarding whether staffing levels are aligned with project stud nt enrollment and service needs. The response continues to indicate that additional sta ill be hired if needed rather than demonstrating staffing plans based n projecte enrollment and anticipated service requirements.
The staffing plan for English Learners may not e ufficient if enrollment reaches projected levels, as one ESL teacher may n uppor he anticipated EL population while maintaining required staf ng ra os. As result, alignment between projected student demographics and planned s ffing em ns unclear.
Concerns also remain regarding e capacity to provide interventions and specialized services. The absence of an inte ven nist instructional coach in Year 1 raises questions about the school's ability to pr ide inter ntion group sizes consistent with the Tennessee RTI² framework. Although f ure sta ng additions are referenced, the plan relies on adding positions in response to ed ather than proactively staffing for anticipated student support requirements.
The amended application also indicates that one special education teacher will be certified to serve gifted students. This staffing approach raises concerns regarding whether sufficient capacity and specialized expertise exist to effectively serve both student populations.

Student Assessment and Evaluation: The amended application identifies formative and summative assessments; however, the timing and frequency of assessment administration remain unclear. Additional language was added regarding assessment timing, but the response continues to provide only general descriptions, indicating that assessment frequency will vary by assessment type without clearly detailing administration schedules or timelines.
The amended application describes how assessment data will be used to inform instructional decisions, including student grouping and reteaching. However, it does not provide sufficient detail regarding how data will be used to evaluate the quality and effectiveness of instruction. The response focuses primarily on interventions and adjustments for students rather than how assessment results will inform improvements in instructional practice.

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Limited revisions were made to the description of data analysis and dissemination. As a result, the processes for using assessment data to evaluate instructional quality and guide instructional improvement remain underdeveloped.

Educational Program Capacity: The amended application provides additional information regarding local representation, including plans to establish a Nashville office and the identification of board members with ties to the Nashville area. The response also indicates that at least one board meeting will be held annually in Nashville. However, concerns remain regarding the extent of local leadership and governance presence, as much of the work continues to be conducted from Memphis, parent participation would primarily occur through virtual attendance, and the connection of some identified board members to the Nashville community is unclear.
The amended application identifies a proposed principal; h wever, concerns remain regarding the individual's experience leading a charter school, part ularly within Tennessee, since the proposed school leader's experience is out of state or ut f country. While leadership experience is described through positions such as t acher le der and instructional mentor, the response provides limited specific examples of le dership resu related to raising student achievement, managing instructional programs devel ping staff, or leading school-based initiatives. The response also does not clearly de nstrate whether the proposed principal holds the required Tennessee educator o administr tor license. The résumé identifies an Oklahoma science educator certificate, b t T essee licensure is not evident.
School-based team capacity remains limit d, a th proposed principal is the primary identified school leader. While the amende plicat references future local hires and additional staffing, those positions are ge erall planne for later stages of implementation, and key leadership and operational fu tion co inue to rely heavily on personnel and resources located outside of Nashville
Board capacity remain und deve ped in several areas. Although additional board representation is ide ified, the mended application does not clearly explain how board member qualifications lign wit the specific needs of the proposed school

To restate, the review team consensus determined the section **Partially Meets Standard**.

OPERATIONS PLAN AND CAPACITY

The Criteria

According to the state's rubric, the review committee should consider if the amended application addresses the characteristics of a strong response for Operations Plan and Capacity in the following subsections:

1. Governance
2. Staffing
3. Facilities
4. Transportation
5. Health and Safety
6. Insurance
7. Food Service

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8. Start-up Plan
9. Operations Capacity

Evidence Findings

The review team found the following strengths and concerns in the amended application and concluded that the Operations Plan and Capacity section **Partially Meets Standard**.

Governance: The amended application includes revisions related to parent representation, including one annual in-person meeting in Nashville. However, concerns remain regarding meaningful parent participation and engagement in governance. Parent participation would continue to rely primarily on virtual attendance, and the response provides limited detail regarding how the parent representative will be supported, oriented, and meaningfully integrated into board governance activities.

The amended application does not provide additional ar regarding the relationship between the board, the Executive Director, and the school leader. Th governance structure continues to emphasize the relationship between the board nd the Exec ive Director, and it remains unclear how board oversight and communicati will xtend to the principal serving as the school leader.

Questions also remain regarding board p licies and perational structures. Meeting schedules and committee structures continue to lac cl ty and appear variable, and the information provided regarding governance policies remain g neral. In addition, the submitted governance documentation contin s to re t information for the READ Foundation, limiting the extent to which the materia demonstra governance structures specific to the proposed school.

Staffing: The amende app catio provides information regarding teacher recruitment, retention, and profes onal de lopment; however, limited substantive revisions are made in these areas. The teac er recru ment and retention plan references benefits and supports, but it does not clearly demo trat strategies that are differentiated from those offered by MNPS or other charter schools in e area.

The professional development plan continues to lack sufficient detail regarding structure, frequency, duration, and types of professional learning. In addition, the response does not clearly demonstrate how professional development is aligned to the school model, instructional strategies, and the needs of the anticipated student population.

As previously mentioned in School Mission and Model, the early release days referenced in the professional development plan may impact the viability of the overall school calendar and instructional time requirements.

Facilities: The amended application adds narrative describing the proposed facility, including plans for science classrooms that are larger than standard classrooms to support the STEM model. However, the facilities program table was not updated to reflect those changes and continues to identify science classrooms as 650 square feet. As a result, the facility plan does not clearly demonstrate that science instructional spaces are appropriately sized for laboratory-based instruction.

Concerns also remain regarding facility budgeting. No revisions are made to address previously identified concerns about whether the proposed facilities budget is sufficient to

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support the instructional program and facility requirements of the proposed school. Limited additional information is provided regarding facility readiness or suitability, leaving prior concerns regarding space planning and budget assumptions unresolved.

Transportation: The amended application clarifies that transportation will be provided for students who live more than two miles from the school.
However, the transportation plan continues to lack operational detail. The amended application does not provide sufficient information regarding the anticipated number of students requiring transportation, geographic service areas, route planning, fleet size, or the methodology used to determine transportation needs. As a result, the response reflects an intent to provide transportation but does not fully demonstrate how transportation services will be implemented or supported through the proposed budget.

Health and Safety: The amended application includes th required elements of a school safety plan and identifies the processes and responsib iti necessary to support school safety.

Insurance: This subsection rated Meets Stand rd in e original application review.

Food Service: This subsection rated Me ts Standa d in the original application review.

Start-up Plan: The amended application clu s melines and target completion dates for key start-up activities. However, t timelin does not consistently identify when major tasks should begin, prerequisite activ ties, depe dencies among tasks. In addition, critical activities such as facility acqu ition re t clearly prioritized within the overall start-up plan. The contingency plan provides r ponses to potential challenges; however, many of the strategies largely resta th rigin plan rather than identifying alternative approaches if initial strategies are unsuc essful. W ile the response notes the possibility of delaying school opening in the event o facility allenges, additional contingency planning remains limited. The amended application ls indicates that a facility will be secured by July 2026, while continuing to identify delay d opening due to facility issues as a contingency. As a result, the timeline and contingency planning do not fully demonstrate how potential facility-related risks will be mitigated.

Operations Capacity: The amended application demonstrates team capacity across the identified operational competencies and generally meets the expectations of the rubric.

To restate, the review team consensus determined the section **Partially Meets Standard**.

BUDGET AND FINANCE

The Criteria

According to the state's rubric, the review committee should consider if the amended application addresses the characteristics of a strong response for Budget and Finance in the following subsections:

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1. Operating Budget
2. Budget and Finance Capacity

Evidence Findings

The review team found the following strengths and concerns in the amended application and concluded that the section **Partially Meets Standard**.

Operating Budget and Budget and Finance Capacity: The amended application provides additional details regarding revenue assumptions, staffing alignment, and long-term financial sustainability, including a defined break-even point in Year 3. The budget narrative more clearly explains revenue projections, staffing costs, and sustainability planning and reflects a more conservative budgeting approach.
However, concerns remain regarding several budget a s ptions. The amended application projects $50,000 in annual student fee revenue for uniforms ield trips, and athletics, raising concerns as the projections include approximatel 30% of the udents will be economically disadvantaged. Questions also remain regardi tran ortation budgeting and operational details, as the methodology used to determine th umber of buses is not explained and the special education transportation allocatio of $25,0 may not be sufficient to cover the cost of specialized transportation services. In ad iti custod al expenditures appear to assume access to a facility requiring limited cleani g an intenance.
While revisions were made to rev ue ass ptions and potential grant funding, limited substantive changes were mad to k y budg t assumptions and expenditure projections.

To restate, the review team con nsus determined the section **Partially Meets Standard**.

APPLICABLE ADDENDA

The Criteria

According to the state's rubric, the review committee should consider if the amended application addresses the characteristics of a strong response for the Applicable Addenda in the following subsections:

1. Addendum A Supplemental Questions for Sponsors with Past or Present Relationships to Other Charter Schools
2. Addendum B Supplemental Questions for Sponsors Proposing to Open a New School That Will Create a Network or as Part of an Existing Network/CMO

Evidence Findings

The review team found the following strengths and concerns in the amended application and concluded that the section **Partially Meets Standard**.

Addendum A: The amended application acknowledges 2025 performance deficiencies at MSE Cordova and attributes those results, in part, to staffing challenges involving two social

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studies teachers. However, the response does not fully address the school's Level 1 growth score or 2.3 achievement score, and the analysis of performance challenges remains limited. Performance data provided in the amended application raises additional questions regarding academic outcomes. The reported ACT average remains below both state and MNPS averages, and MSE Cordova's academic performance data does not consistently demonstrate high levels of student achievement, including ELA performance where the percentage of students meeting or exceeding expectations peaked at 25.3%.
The amended application does not clearly explain why the academic pathways proposed for NSE are expected to produce different outcomes than those achieved at existing network schools serving similar student populations. As a result, the connection between past organizational performance and the proposed school model remains underdeveloped.
While some additional explanation is provided regarding performance challenges, the root-cause analysis remains surface-level and does not fully demonstrate a comprehensive plan for addressing similar performance issues should they occu n the future.

Addendum B: The amended application provides additiona etail regarding network governance structures, including board oversight committee re ponsibilities, and network authority. The response more clearly defines d ision making authority between the network and NSE and addresses prior questions regarding overnance roles and responsibilities. However, some aspects of network gove ance and ccountability remain unclear. Financial information is presented at a high level, ut th rationale for maintaining an approximately $11 million fund balance is not explained, inclu ing hy those resources aren't being used to support students, staff, and scho peratio . The amended application also references a corrective action related to the ate s bmissi n of an audit but provides limited information regarding the circ msta ce r resolution of that issue.
The amended application contin s to identify broad areas of shared responsibility, limiting clarity regarding accou tab y for y functions. In addition, the organizational charts do not clearly show how in idual sc ools fit within the network structure. While school-level charts indicate that pr cipals r port to the Executive Director, those reporting relationships are not reflected in the netw k o ganizational chart, creating uncertainty regarding leadership and reporting structures across he organization.

To restate, the review team consensus determined the section **Partially Meets Standard**.

OVERALL RATING

According to the state's rubric, once all sections have been evaluated, review members must assign an overall evaluation rating to the amended application based on the cumulative ratings of each section. For an application to be deemed ready for approval, the summary rating for each of the major sections must meet the standard. The review team concluded that the amended application **Partially Meets Standard**.

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Amended New Start Charter Application Review Team Findings

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Empowerment Academy Proposed Model: Agricu tur and TEAM (males only)	
Grades	K-5
Enrollment	50
Location/Zone	Nashville, TN

Submitted July 23, 2026

METRO NASHVILLE PUBLIC SCHOOLS

Section 1: Charter Application Overview

ABOUT THE STATE LAW

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- Creating a new public charter school or opportunity public charter school
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Tennessee law limits who may sponsor a charter school and prescribes the type of entity may operate a charter school. Only entities that are exempt from federal taxation under 26 U.S.C. § 501(c)(3) of the Internal Revenue Code may operate a p lic charter school in Tennessee. Pursuant to Tennessee Code Annotated (T.C.A.) § 49 3 06, a charter will not be granted to a for-profit corporation, a nonpublic school, as defined in T. A § 49-6-3001, or other private, religious, or church school. Cyber-based public charter school re not allowed.

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Section 2: The Eval ati n rocess

THE REVIEW COMMITTEE

To ensure our review t m con isted of cross departmental experts, MNPS appointed a core team specifically trained t a sess the quality and sustainability of a proposed school. Individuals with specific expertise in Business and Finance, Curriculum, Facilities, Data Quality, and Operations evaluate each application to provide the needed expertise in those areas. Finally, the review team includes an external consultant who has experience and expertise in specialized areas.

A team of seven (7) people reviewed the amended applications and produced the evidence findings. The review committee members included:

- Deputy Chief of Schools
- Executive Director of Maintenance and Construction
- Director of Boundary and Planning
- Executive Officer of Operations
- Data Coach Research and Assessment
- Resource Strategy Coordinator
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THE AMENDED APPLICATION REVIEW PROCESS

Amended Application Submission
Pursuant to T.C.A. § 49-13-108(b)(3), if an initial charter school application is denied, the charter school sponsor will have 30 calendar days from receipt of the grounds for denial to submit an amended application using this same application form to correct the deficiencies.

Amended Application Vote
Pursuant to T.C.A. § 49-13-108(b)(3), if an amended application is submitted, the authorizer has 60 days from receipt of an amended application to approve or deny the amended application. If the authorizer fails to approve or deny the amended application within 60 days, then the amended application will be deemed approved.

Decision Appeal
A sponsor may appeal an authorizer's decision to den a p lic charter school application to the state's appellate body, the Commission, no later than 10 day fter the date of the authorizer's decision. The Commission must either approv or de y a public charter school application no later than 75 days from the Commission's rece t f the notice of appeal. The Commission's decision is final and is not subject to app al

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Section 3: Conducting Due Diligence

Authorizers may also consid ap ropr te due diligence when evaluating a charter school application. Due diligen an in ude a performance review of a sponsor's existing schools, evaluating the fiscal i pact on he district, researching governing board and/or ESP relationships for potential conflicts f intere and applicant communication affirming capacity of the local schools in the neighborh od where the charter school is proposing to open. It is recommended that due diligence is conduc ed by knowledgeable and impartial district staff and included as part of the record for the board.

T.C.A. § 49-13-108(c) An LEA may deny on the basis that the opening of the charter school will cause a substantial negative fiscal impact on the district. The burden is on the district to provide substantial negative fiscal impact. When evaluating whether a proposed charter school will create a negative fiscal impact on the district, MNPS considers both the district's funding structure and the extent to which district expenditures can be adjusted when students enroll in a charter school. Metro Nashville Public Schools utilizes the Student-Based Budgeting (SBB) model, which allocates funding primarily based on student enrollment, with additional resources provided for students with unique needs. As enrollment changes, school-level funding is adjusted accordingly.

Section 4: Summary Ratings for Empowerment Academy

SUMMARY RATINGS

Three ratings are used to evaluate each section and the overall application: Meets Standard, Partially Meets Standard, and Does Not Meet Standard. This report provides a summary of the evidence supporting the review team's ratings following its review of the amended sections of the application. As stated in the guidance issued by the State Board of Education, an application is considered ready for approval only if each major section receives an overall rating of Meets Standard. Ratings for each of the subsections shall be averaged to determine the summary rating for each major section. As indicated in the guidance provided by the State Board of Education, for an application to be deemed read for approval, the overall rating for each major section must be Meets Standard.

The MNPS Review ommi ee's Ratings The Empowerm n Academy		
Category	Origina Rating	Amended Rating
Educational Program Design and Capac	es Not Meet	Partially Meets
Operations Plan and Capacity	Do Not Meet	Partially Meets
Budget and Finance	Does Not Meet	Partially Meets
Applicable Addenda	artially Meets	Partially Meets
Overall Rating	**Does Not Meet**	**Partially Meets**

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EDUCATIONAL P OGRAM DESIGN AND CAPACITY

The Criteria

According to the state's rubric, the review committee should consider if the amended application addresses the characteristics of a strong response for Educational Program Design and Capacity in the following subsections:

1. School Overview
2. School Mission and Model
3. Anticipated Student Population
4. Family and Community Engagement and Support
5. School Culture and Discipline
6. Curriculum and Instruction
7. Special Populations
8. Student Assessment and Evaluation
9. Educational Program Capacity

Evidence Findings

The review team found the following strengths and concerns in the amended application and concluded that the Educational Program Design and Capacity **Partially Meets Standard**.

Waiver Request: Not applicable

School Overview: The Empowerment Academy is a proposed charter school network with current applications in Davidson County, Hamilton County, and Shelby County. The applicant has an Agricultural and STEAM focus with a K-5 grade structure and a projected enrollment of 50 male students. The applicant states their design is to address early literacy gaps by focusing on reading proficiency by the end of third grade through small class, personalized instruction aligned to Tennessee academic standards for historically underserved male students.

School Mission and Model: The mission statement in the amended application is updated to reflect the boys-only model; however, it lacks clarity b a e it does not incorporate STEAM or agriculture, both of which the application identifies as compo nts of the school model. The mission-aligned goals provided in the amended a plication are ot measurable. For example, the application states that students will "demon rate easurable growth in reading and math" but does not provide performance targets, bench ks, or measures for evaluating progress, including outcomes related to the mission s emphas on early literacy. The plan for evaluating progress and communicating results lack key details, including alignment to the mission, measurable targets, and timelines or frequ ncy o eporting progress to stakeholders.
The needs assessment in the am ded ap cation does not provide sufficient evidence to support the need for a boys-on y sch ol in th proposed community. Although the amended application includes a resourc pag w links to external sources, it does not identify the specific data used to assess sch l choice availability, capacity, seat quality, or demand for the proposed school m del s a r ult, the application does not clearly demonstrate how need is determined justified
The proposed amend d sched e lacks balance and contains inconsistencies between the narrative and schedule t les More than 50 minutes of the school day are allocated to arrival, morning meetings, and clos ng circles without a clear connection to the academic program. The amended application contains conflicting information regarding recess length and includes Math Block I without identifying the corresponding Math Block II. The schedule includes a daily literacy intervention period for Grades 1 and 2 but does not explain how students who do not require intervention are served during that time. In addition, the purpose of the RTI/MTSS period is unclear given the separate intervention block. The application separates reading and writing instruction but does not provide a rationale for this approach. Current literacy research supports integrated reading and writing instruction to strengthen literacy development, and the application does not explain why a different model is proposed. The connection between the schedule and the proposed agriculture and STEAM programs is also not clear.

Anticipated Student Population: The amended application identifies West Nashville, specifically the 37209 area, as the target community. The enrollment projections in Table 1 now align with the narrative description; however, the methodology used to develop enrollment projections remains unclear. While the application references data sources, it does not provide the specific data used to determine enrollment targets or demographic projections. The

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application states that the initial enrollment target of 50 students is based on an intentionally small-scale launch; however, it does not explain how the enrollment projections are calculated or provide evidence to support maintaining enrollment of 50 students at full capacity. The application also proposes a multi-grade classroom model with one teacher serving two grade levels but does not provide supporting research or a rationale for this approach. The projected enrollment chart in the amended application still has some discrepancies as Table 1 shows 8 students in grades K-3 and 9 students in grades 4-5, but the Years 1-5 Students Counts chart provided in the budget shows 10 students in K and 8 students in grades 1-5.

The amended application identifies both academic and non-academic student needs; however, the needs assessment lacks specificity to the proposed student population and school model. Many of the identified needs reflect supports commonly provided in schools, such as services for English learners and students with disabilities, rather than needs demonstrated through data specific to the target community. The academic needs represent a deficit model for students who have achievement gaps as it focuses on fo ndational, remedial work and interventions rather than a research-based model of in re ed exposure to rigorous, grade level content.

Table 2 includes demographic projections; howev r, inconsiste cies continue to exist within the amended application. For example, the pro cted nglish Learner population is identified as 5–10 percent in one section and 8–12 percent the narrative. Although data sources are cited, the application does not provide th specific d a used to develop demographic projections, limiting the ability to evaluate the ethodology and reasonableness of the estimates.

The amended recruitment plan in des se al outreach strategies but lacks detail regarding implementation and expected utcomes. It d es not clearly explain how recruitment efforts will attract students to a boys-only scho l m del with an agriculture and STEAM focus, nor does it demonstrate how outreach strat es are tailored to the target population.

The amended applicati n s es th open seats will be backfilled; however, it provides limited detail regarding imp mentatio The plan does not clearly identify the grade levels that will be eligible for backfilling, hen ba kfilling will occur, or detailed procedures that will be used to enroll students into avail le eats.

Family and Community Engagement and Support: The amended application indicates that most family and community engagement occurred through two summer camp sessions held in Arlington, Tennessee, in 2025. Limited evidence is provided of authentic engagement with families and community stakeholders in the proposed Nashville service area. In addition, the application does not clearly demonstrate how community feedback informed the development of the proposed boys-only model, agricultural focus, or STEAM program. As a result, evidence that family and community voice shaped the application and school design remains limited.

Table 3 and the corresponding materials provide some evidence of outreach and engagement activities; however, the documentation does not demonstrate broad engagement with diverse stakeholders in the proposed community or substantial community support specific to the Nashville location. The amended materials provide limited evidence of how stakeholder feedback is collected, analyzed, or incorporated into the school's design and planning.

The amended application includes plans for ongoing engagement with families and community members, including weekly family leadership meetings, monthly community partnership meetings, and quarterly community service projects. These strategies provide opportunities for

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continued communication and involvement. However, the application does not clearly explain how the engagement plan aligns with the school's mission.

School Culture and Discipline: The culture overview describes school culture in general terms, but the amended application does not clearly articulate a specific vision for the proposed school. While the response references the school's model and intended student outcomes, the connection between culture, the boys-only model, and desired outcomes is underdeveloped. The amended application provides a general description of how culture supports a positive academic environment but does not identify specific practices, structures, or routines that will establish and reinforce the culture.

The plan for establishing school culture demonstrates intent but lacks sufficient detail to evaluate implementation. The response provides a list of activities and expectations but does not present a comprehensive plan for how culture will be established from the first day of operation for students, staff, and families. In addition, the amended application provides limited information regarding how students who enroll during e hool year will be integrated into the school community and culture. The alignment betw en shar norms, expectations, and the school's mission is not fully developed.

The amended application includes attendance oals; owever, most goals are not measurable beyond the stated target of 95% daily attendance he response identifies several attendance strategies but provides limited detail rega ding imple entation, family engagement, and the use of community resources. While the a pli ion ref rences tiered supports for students with attendance concerns, it does not identify t e cr er that trigger interventions, the specific supports that will be provided, th dividua responsible for implementation, or the process for monitoring effectiveness. A a result, the lan does not present a coherent system for tracking attendance patterns d re po ding to chronic absenteeism. Additionally, the applicant states they will prioritiz relationship building over academic instruction" which does not demonstrate that th app cant nderstands how to build relationships through instruction.

The amended discip ne plan d scribes a general approach to student behavior and school expectations but does ot clea outline the practices, systems, or responses that will be used to address student misco du The application references alignment with the school's mission; however, the conn ction between the discipline approach and the proposed boys-only model is not clearly explained. The discussion of staff preparation consists primarily of a list of professional development topics rather than an explanation of how those practices will be implemented within the school's discipline framework.

Curriculum and Instruction: The overview of the academic plan provides a very basic summary of the educational program as student-centered, standards-aligned instruction, and real-world application. The program is not clearly linked to the anticipated student population of a boys-only school. The non-negotiables are underdeveloped because the application does not provide specific, well-reasoned rationales for how small class sizes, a longer school day, daily literacy and math blocks, integrated enrichment, and agricultural education support the school's identity and mission.

The learning environment contains limited details regarding students' day-to-day experiences. The amended application also includes contradictory information regarding class size and teacher-to-student ratios. The description of classes with 8–9 students contradict previous information indicating that classrooms will combine two grade levels, resulting in 16–18

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students based on the projected enrollment chart on page 18. This section also states that the school will enroll 25 students in each grade-level cohort and that students will remain in homeroom for core instruction while participating in small groups throughout the day. These inconsistencies limit understanding of the proposed academic plan.
The amended application provides a general outline of instructional strategies through explicit instruction and culturally responsive teaching practices and includes movement-based learning focused on the boys-only population. The need for differentiation for English learners and students with disabilities is acknowledged; however, the amended application lacks specific details regarding how all students within a classroom will be supported.
Curriculum materials are included with a general rationale for their use. However, the amended application continues to identify Eureka Math, which is not approved for use in Tennessee. While the applicant stated during the capacity interview for the original application that Eureka Math² would be used, the amended application does not re lect that change. As a result, it is unclear whether the proposed academic plan complies w h Tennessee requirements. Additionally, curriculum materials are not identified by ra band, and the application does not provide information regarding the social studies curriculu
The amended application acknowledges complia ce with foun tional literacy instruction requirements under T.C.A. § 49-1-905 using C e Kn wledge Language Arts (CKLA).

Special Populations: The staffing plan f r special p pulations includes general intentions to meet staffing needs but does not fully de on ate alignment with the proposed enrollment, student demographics, or service delivery mod . he application states that the school will employ one ESL-certified teache coordi tor but does not provide a rationale for how this model will function in practice his is particu rly unclear given that the instructional staffing budget for Years 1–5 include nly hre teachers and three teaching assistants.
The amended application provid a high-level plan for serving students with disabilities and identifies some instruc ona uppo s; however, the response lacks specificity, evidence-based examples, and desc ptions of ow services will be adapted for students with mild, moderate, and severe disabilities A multi sciplinary team, including teachers, specialists, administrators, and families, will meet re ula y to evaluate progress and adjust supports. However, it is unclear whether special ed cation teachers or specialists are included in the staffing plan or budget, as the instructional staffing model identifies only three teachers and three teaching assistants. In addition, the amended application does not clearly describe how progress toward IEP goals will be monitored or how services will be adjusted based on student performance data.
Methods for identifying English Learners are provided; however, the proposed process does not align with current state requirements because it continues to reference the use of a WIDA screener, which Tennessee has not used for the past two years. The amended application acknowledges the need to monitor English Learner progress but does not identify the assessment tools, timelines, or procedures that will be used. In addition, a plan for post-exit monitoring of English Learners is not provided.

Student Assessment and Evaluation: The amended application identifies several formative and summative assessments and provides general information regarding the frequency of administration. However, the rationale for the assessment system is underdeveloped. As noted in the Curriculum and Instruction section, the amended application identifies Eureka Math,

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making it unclear how the assessment and instructional program fully align with Tennessee Academic Standards. In addition, it is not clearly explained how MAP, SAT10, and aimswebPlus will be used in tandem to measure student performance, inform instruction, and evaluate progress since they are similar assessments.

The amended application provides a general plan for data collection, analysis, and dissemination. The plan includes the use of a Student Information System (SIS), such as PowerSchool or Infinite Campus, and Illuminate Education. Data analysis is expected to occur through weekly Professional Learning Communities (PLCs). The application also identifies methods for sharing data with stakeholders, including parent portals, progress reports, quarterly report cards, family nights, student data conferences, and quarterly and annual public board reports.

The plan for addressing academic underperformance demonstrates general intent but lacks sufficient detail to evaluate implementation. The application states that "all students receive high-quality, standards-aligned Tier I instruction, support d by universal screening administered three times per year." However, the resp ns conflates assessment with intervention, as universal screening is used to ident fy stude needs and inform supports rather than serve as a support itself. While the ap lication refer nces a tiered intervention approach, it does not clearly describe how ass sme data will be used to determine interventions, monitor student progress, and infor decisions related to additional support or referrals.

Educational Program Capacity: The fou din te m members in Table 4 is complete; however, some resumes are mis from attachments in the amended application for individuals identified in the app catio as Te m Members in Table 4 or placed in a separate section with individuals not re renc d i the application without explanation, limiting the ability to evaluate the qualifications an xperience of the proposed team.

The qualifications and xpe nce charter leadership of the Head of School cannot be determined as there conflict g information between the chart, the narrative description, and the resume. More bro dly, the pplication provides limited evidence of successful school leadership experience am ng he individuals identified to lead the school. As a result, the application does not demonstrate a track record of raising student achievement, managing instructional programs, developing staff, or operating a charter school environment.

Significant concerns remain regarding the capacity of the proposed school-based team to successfully launch and sustain the proposed charter school. Several key instructional, operational, and support positions remain unfilled, creating substantial reliance on future hiring and contracted services. The amended application describes intended responsibilities for school leaders and staff but provides limited evidence of prior successful implementation of comparable leadership, management, or operational responsibilities. Additionally, the individuals identified in the application do not collectively demonstrate experience across all critical areas necessary for charter school implementation, including charter school startup, academic accountability, and compliance with state requirements.

While the staffing and leadership needs are acknowledged, the amended application does not provide sufficient detail regarding recruitment strategies, timelines, succession planning, or contingency plans to address identified gaps. As a result, the plan does not clearly demonstrate how the school will ensure leadership readiness by opening.

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The proposed organizational structure is difficult to evaluate in relation to the projected enrollment and staffing model. Given the number of unfilled positions and the reliance on future hires, questions remain regarding the school's capacity to implement the academic program and operational systems as proposed.
The governing board demonstrates experience in community engagement and public service; however, the amended application still provides limited evidence of collective expertise in charter school governance, academic accountability, school finance, and instructional oversight. This raises concerns regarding the board's capacity to provide effective oversight and ensure compliance with Tennessee statutes, State Board rules, and charter school requirements.
There is limited detail regarding the process used to select current board members and recruit future members. While the need to address board capacity is acknowledged, the amended application does not provide a sufficiently detailed plan for identifying, recruiting, vetting, and onboarding individuals to address existing gaps in board xpertise.

To restate, the review team consensus determined he secti **Partially Meets Standard**.

OPERATIONS PLAN AND CAPACITY

The Criteria

According to the state's rubric, the review omm t should consider if the amended application addresses the charact stics o strong response for Operations Plan and Capacity in the following subse tions

1. Governance
2. Staffing
3. Facilities
4. Transportation
5. Health and Safety
6. Insurance
7. Food Service
8. Start-up Plan
9. Operations Capacity

Evidence Findings

The review team found the following strengths and concerns in the amended application and concluded that the Operations Plan and Capacity section **Partially Meets Standard**.

Governance: The amended application provides details regarding the powers and duties of the governing board, including academic oversight, financial oversight, and operational and legal oversight responsibilities. Additional details related to the recruitment and selection process for adding a parent representative to the board within the required six-month window are also included.
The amended application describes the relationship between the board and school leaders, including the point of contact, communication structures, and meeting cadence. There is a

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clarification about the distinction between the board's oversight role and the school leader's role. This information aligns with the organizational chart included in Attachment 4.
The amended board policies address meeting frequency, board and committee structure, conflict of interest, and complaint procedures.
While the required attachments in the original application are still provided, the nonprofit status remains pending approval.

Staffing: The amended application provides a leadership and staffing structure with reporting lines. However, it remains unclear whether certified English Learner and special education teachers will be employed by the school, as those positions are not included in the organizational chart. In addition, the application does not provide a research-based rationale for the proposed model of combining grade levels under one teacher.
The amended application states that executive salaries are reduced to increase teacher salaries and improve competitiveness with Davidson Co ty schools. However, the proposed teacher salary ranges remain below those of many pu ic nd charter schools. Additionally, the salary schedule indicates that special education and interve on teachers will receive higher salaries, but it is not clear if those positions are in luded in the hool's operating budget.
The professional development plan includes c necti ns to the school's model; however, it does not fully explain how professional develop m will prepare staff to serve the anticipated boys-only student population.

Facilities: The Facilities subsection in the origi al pplication received the rating of Meets Standard as it identified facility cr a align d to the proposed instructional model and described preliminary site visit and ngage ent with real estate contacts; however, the applicant still made significan evisi ns this section in the amended application. The amended application removes th nformation regarding the property search and instead identifies 901 40th Ave ue rth a the proposed facility location. While the application now identifies a specific e, it prov des a high-level overview with limited detail regarding how the facility aligns with the structio al model and projected enrollment.
The amended application tat s that the facility will include spaces for STEAM and agricultural learning; however, it does not provide sufficient information regarding how the site will support these components of the educational program. In addition, the application provides limited information regarding the facility's suitability for the proposed school model.
The amended application also provides limited information regarding legal and operational requirements and does not include an analysis of the site's architectural suitability or code compliance.
While the application demonstrates some progress toward identifying a facility by naming a proposed location at 901 40th Avenue North, the application also states that backup locations have been identified; however, no specific information regarding those locations is provided in the Facilities section. Additional conflicting information is provided in the Start-up Plan section as the amended application lists 901 40th Avenue North as a secured backup site in their contingency plan.
The facility budget contains inconsistencies related to the amended narrative. The amended application identifies annual facility-related costs beyond rent; however, those costs are not reflected in the budget. In addition, the application does not include funding for tenant improvements, despite identifying facility features intended to support the proposed

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educational program. As a result, it is unclear whether the budget adequately reflects the costs associated with preparing and operating the proposed facility at 901 40th Avenue North.

Transportation: The amended application outlines a basic transportation plan but indicates the pickup locations will be in a zip code in Hamilton County, so it cannot be determined if the applicant has a viable plan.
The amended application now includes an acknowledgement of the obligation to provide transportation if required by a student's IEP with general details. The application states a budget allocation will have a dedicated contingency line for specialized transportation services, but this allocation does not appear in the budget provided in Attachment 9.

Health and Safety: The medical plan identifies how the school will meet student medical needs, including a plan to hire or contract for part-time nursing services.
The school safety plan will be overseen by the School Di ctor. A general plan and timeline is provided for developing and finalizing the plan prior to ch ol opening.

Insurance: The proof of insurance lists the types and correspo ding amounts of the insurance coverage the proposed school will secure; how ver, the information provided in Attachment 8 only addresses workers compensation insurance he application refers to a letter from the agent about the coverage, but it is not lo ted in the document provided so an adequate plan for coverage cannot be determined.

Food Service: This subsection r d Meet tandard in the original application review.

Start-up Plan: The amended pplic tio provides a timeline with major categories and basic information related to student re itment, staffing, and facilities.
The contingency plan i clud gen ral strategies to address potential challenges; however, it does not provide cle plans fo addressing enrollment shortfalls. The application also does not identify contingency p ns if oth r related charter school applications submitted by the applicant in Hamilton an Sh by County are not approved based on the centralized support model. As noted in the Fac ties section, the application contains conflicting information regarding facility contingency planning, as St. Luke AME Church is identified as a secured backup location in the contingency plan but is identified as the primary facility location in the Facilities section.

Operations Capacity: The description of the team's capacity is more of a description of duties and does not provide relevant expertise or past success across numerous operational competencies. Based on the information provided, it cannot be determined that the team has sufficient experience or expertise to launch or run the 3 proposed charter schools across 3 geographic locations.
The amended application describes a process for board oversight through monthly dashboard reviews, quarterly performance reviews, and annual strategic reviews tied to charter goals. The response demonstrates how performance data will be reviewed and used to assess organizational health.
The amended application also provides a tiered board intervention process tied to organizational performance. The intervention framework includes leadership coaching and

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improvement planning for early concerns, corrective action plans and external support for moderate concerns, and potential leadership restructuring, budget adjustments, and enrollment or expansion limitations for more significant concerns.

To restate, the review team consensus determined the section **Partially Meets Standard**.

BUDGET AND FINANCE

The Criteria

According to the state's rubric, the review committee should consider if the amended application addresses the characteristics of a strong response for Budget and Finance in the following subsections:

1. Operating Budget
2. Budget and Finance Capacity

Evidence Findings

The review team found the following str g hs and c cerns in the amended application and concluded that the section **Partially Mee Sta ard**.

Operating Budget and Budg t and Financ Capacity: The amended application identifies 901 40th Avenue North as the rop sed cility; however, limited detail is provided regarding how the site supports the propos d instructional model. While the budget includes rent and minimal maintenance osts, does ot appear to account for several facility expenses identified elsewhere the app ation, including utilities, custodial services, security, repairs, grounds maintenance, suran , and approximately $48,500 in additional annual facility costs. The budget also does no de tify funding for potential ADA accessibility upgrades, fire-safety improvements, tenant improvements, or other modifications that may be required to convert a church facility into an educational setting. In addition, the amended application proposes STEM and agricultural learning spaces but does not include funding for a science laboratory, garden infrastructure, accessible pathways, or other facility improvements needed to support those program components.

The Year 0 budget raises concerns regarding the realism of financial assumptions. Administrative salaries are budgeted only for the final two months of the fiscal year despite key leaders being responsible for significant pre-opening activities throughout Year 0. The budget does not clearly demonstrate how compensation for these responsibilities will be funded or whether deferred salary obligations are reflected in subsequent budget years. Overall, the treatment of Year 0 staffing costs creates uncertainty regarding the accuracy and completeness of financial planning assumptions and the long-term impact of those obligations on future operating budgets.

To restate, the review team consensus determined the section **Partially Meets Standard**.

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APPLICABLE ADDENDA

The Criteria

According to the state's rubric, the review committee should consider if the amended application addresses the characteristics of a strong response for the Applicable Addenda in the following subsections:

1. Addendum B- Supplemental Questions for Sponsors Proposing to Open a New School That Will Create a Network or as Part of an Existing Network/CMO
2. Addendum C- Supplemental Questions for Sponsors Contracting with a Third Party ESP (including a CMO)
3. Addendum D- Supplemental Questions for Sponsors Seeking Approval of Multiple Schools in this Application Cycle

Evidence Findings

The review team found the following strengths nd co cerns in the amended application and concluded that the section **Partially Meets Stan d**.

Addendum B: The amended application de nstrate improvements in financial structure, shared services, and organizational align ent ever, there is limited specificity in growth planning to demonstrate readines for ope g a new school.

Addendum C: The amende pplic includes plans for an ESP not indicated in the original application. A general framewo or selecting, overseeing, and evaluating an Educational Service Provider is in uded. ince ere is no ESP identified, the plan lacks any concrete evidence, performan history nd demonstrated capacity. The information provided is largely prospective and depend nt up n future provider selection rather than verified evidence of an identified ESP's success. It s also unclear when and if this cost is included in the budget.

Addendum D: The amended application includes additional information about how capacity will be sustained over time.

To restate, the review team consensus determined the section **Partially Meets Standard**.

OVERALL RATING

According to the state's rubric, once all sections have been evaluated, review members must assign an overall evaluation rating to the amended application based on the cumulative ratings of each section. For an application to be deemed ready for approval, the summary rating for each of the major sections must meet the standard. The review team concluded that the amended application **Partially Meets Standard**.

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Amended New Start Charter Application Review Team Findings

The Gate School Proposed Model: Harkness Method a d AI Enhanced Learning	
Grades	6th-8
Enrollment	60
Location/Zone	Nashville, TN- West Davidson County

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Submitted July 23, 2026

METRO NASHVILLE PUBLIC SCHOOLS

Section 1: Charter Application Overview

ABOUT THE STATE LAW

In Tennessee, charter schools are public schools and can be established in one of the following ways:

- Creating a new public charter school or opportunity public charter school
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Pursuant to T.C.A. § 49-13-108(b)(3), if an amended application is submitted, the authorizer has 60 days from receipt of an amended application to approve or deny the amended application. If the authorizer fails to approve or deny the amended application within 60 days, then the amended application will be deemed approved.

Decision Appeal
A sponsor may appeal an authorizer's decision to den a p lic charter school application to the state's appellate body, the Commission, no later than 10 day fter the date of the authorizer's decision. The Commission must either approv or de y a public charter school application no later than 75 days from the Commission's rece t f the notice of appeal. The Commission's decision is final and is not subject to app al

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Section 3: Conducting D e D gence

Authorizers may also ons er ap ropriate due diligence when evaluating a charter school application. Due dili ence can nclude a performance review of a sponsor's existing schools, evaluating the fiscal im act on t e district, researching governing board and/or ESP relationships for potential conflicts of ter st, and applicant communication affirming capacity of the local schools in the neighborhoo where the charter school is proposing to open. It is recommended that due diligence is conducted by knowledgeable and impartial district staff and included as part of the record for the board.
T.C.A. § 49-13-108(c) An LEA may deny on the basis that the opening of the charter school will cause a substantial negative fiscal impact on the district. The burden is on the district to provide substantial negative fiscal impact. When evaluating whether a proposed charter school will create a negative fiscal impact on the district, MNPS considers both the district's funding structure and the extent to which district expenditures can be adjusted when students enroll in a charter school. Metro Nashville Public Schools utilizes the Student-Based Budgeting (SBB) model, which allocates funding primarily based on student enrollment, with additional resources provided for students with unique needs. As enrollment changes, school-level funding is adjusted accordingly.

Section 4: Summary Ratings for The Gate School

SUMMARY RATINGS

There are three ratings for each section and the overall application: Meets Standard, Partially Meets Standard, and Does Not Meet Standard. This report includes a summary of evidence justifying the review team's scores after reviewing the amended sections of the application. Ratings for each of the subsections shall be averaged to determine the summary rating for each major section. As indicated in the guidance from the State Board of Education, for an application to be deemed ready for approval, the summary rating for each of the major sections must meet the standard.

The MNPS Review Committee's Ratings The Gate School		
Category	Original Rating	Amended Rating
Educational Program Design and Capacity	Partially Mee	Meets Standard
Operations Plan and Capacity	Partially M e	Meets Standard
Budget and Finance	Partially Meets	Partially Meets
Applicable Addenda	Not A plicable	Not Applicable
Overall Rating	**P ially Meets**	**Partially Meets**

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EDUCATIONAL PROGRAM DESIGN AND CAPACITY

The Criteria

According to the state's rubric, eview committee should consider if the amended application addresses t e ract istics of a strong response for Educational Program Design and Capacity in the f llowing bsections:

1. School Overview
2. School Mission and odel
3. Anticipated Student Population
4. Family and Community Engagement and Support
5. School Culture and Discipline
6. Curriculum and Instruction
7. Special Populations
8. Student Assessment and Evaluation
9. Educational Program Capacity

Evidence Findings

The review team found the following strengths and concerns in the amended application and concluded that the Educational Program Design and Capacity **Meets Standard**.

Waiver Request: This application includes a proposed waiver request for TCA 49-6-2206 for the use of unapproved textbooks and instructional materials to support the school's ability to deliver instruction fully aligned to their model.

School Overview: The Gate School's describes their vision as centering on the belief in middle school students' potential and the role of excellent teaching in preparing them for success in high school and beyond. The applicant states the school design is based on three core features: a teaching focused staffing model and career pathways for educators; integration of artificial intelligence to learning and instruction and to personalize feedback; and an emphasis on communication through daily, discussion-based learning centered around the Harkness method.

School Mission and Model: The amended application includes additional metrics aligned with state reporting requirements and updates data to reflect the 2024–2025 school year. Mission-specific goals include measures related to teacher evaluation and student growth. However, concerns remain regarding the distinction between mission attainment and performance goals, as the application does not clearly demonstrate how the ission itself will be measured.
There is an explanation of the governing body's need as ssment and addresses school choice availability, capacity, and seat quality in the ommuni However, the rationale for the selected data sets is not always clear, as the ap ication shifts etween targeted-area and districtwide data without a clear explanation. C cer also remain regarding the justification for need in the proposed community, including lim d discussion of existing schools in the target area, available capacity in the targ d area, a d enrollment challenges experienced by existing charter schools serving the area.
The methodology used to identify quality s at is subjective, including the use of a 40% proficiency threshold. The ese rch an trends used to support some of the goals are not clear, including the goal of m ntainin hron c absenteeism below 10%. Additionally, the application cites achievement t n s acro s grade bands without clearly demonstrating how those trends are unique e pro osed community.
While the amended a plicatio desc ibes the use of artificial intelligence for differentiation, the strategies are not un ue as th model relies primarily on data collection and differentiation programs already comm nly u ed in school districts.
The sample schedule pro d d does not demonstrate compliance with statutory requirements for fine arts instruction, as it reflects a year-long visual arts course in sixth grade without evidence that both music and art will be provided annually as required for students in grades K–8.

Anticipated Student Population: The amended application still includes a description of the anticipated student population and uses local data to support population and enrollment projections. Enrollment projections are generally presented as realistic and supported by a defined methodology.
However, the amendments for academic and non-academic needs are not equally developed. Non-academic needs, including well-being, behavioral health, and school services, are not described and supported by evidence for the anticipated population of economically disadvantaged students, students with disabilities, and English Learners.
The amended application includes additional outreach activities; however, it does not fully demonstrate an understanding of the target community, particularly with respect to projected enrollment of English Learners, students with disabilities, and economically

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disadvantaged students. It also does not address enrollment challenges experienced by existing charter schools serving similar student populations.
As previously mentioned, while enrollment projections are supported by data, the projections primarily reflect Davidson County trends rather than data specific to the targeted enrollment area, limiting the extent to which the projected student population is reflective of the proposed location of the school.

Family and Community Engagement and Support: The amended application demonstrates community engagement through outreach to families, community members, and stakeholders and provides authentic evidence of community support. Communication structures and ongoing efforts to engage the community are included in the school development plan.
There is a plan for ongoing family and community engagement, including assigning family engagement responsibilities to existing staff roles. Howeve there is primarily one staff member directly responsible for coordinating and mainta ing a cohesive focus on family and community engagement which may limit the capacity t s tain ongoing engagement.

School Culture and Discipline: The amended s bmission de onstrates alignment between the school culture, instructional model, mission and s udent outcomes. The response provides details regarding the strategies, practices, and st ures that will establish and reinforce the school's culture.
The attendance plan includes a tiered sy tem f supp rt, progress monitoring, and partnerships designed to promote attenda ce nd ddress chronic absenteeism. However, the plan relies more heavily on interv ons af attendance concerns emerge instead of additional family engagement rateg es and ommunity partnerships focused on prevention and early intervention.
The discipline approach incorpo es restorative practices, including the use of a student point system. Cultural releva ce addr sed primarily through visual supports and multilingual staff and does not fully d monstrat esponsiveness to the diverse cultural and linguistic needs of the anticipated studen populat n.
The response references est rative and community-based supports, including Dream Streets Nashville, St. Luke's Community House, and local pediatric providers. The plan needs more development to understand how students and families will access these services and how the partnerships will support implementation of the attendance and discipline plans.

Curriculum and Instruction: The amended application provides additional details regarding instructional strategies, including specific methods and systems for differentiating instruction within the core classroom environment. The response describes how students performing at different levels, including students with disabilities and English Learners, will be supported in core content areas, including Algebra I.
The amended application more fully develops differentiation strategies; however, questions remain regarding the proposed artificial intelligence component as the school model, since the approach is similar to data collection and differentiation practices already commonly used in school districts.
Instructional materials are identified, and the amended application indicates an intent to seek waivers for materials not included on the state-approved list. However, concerns remain regarding the proposed use of unapproved curricular materials, including the identified EL

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curriculum and Spanish curriculum. The waiver request does not demonstrate alignment to Tennessee academic standards, and a blanket waiver for instructional materials would not satisfy the material-specific waiver process required for individual content areas and adoption cycles.

Special Populations: This subsection rated Meets Standard in the original application review.

Student Assessment and Evaluation: The amended application identifies formative and summative assessments and provides sufficient detail regarding the assessment system. The response demonstrates how assessments will be administered and used to support student learning and academic performance.
Systems for data analysis and data use are described, including processes for collecting, analyzing, and using assessment data to inform instruction The response demonstrates a systematic approach to using data to support instruction decision-making and student achievement.

Educational Program Capacity: The amended pplication pr ents school leaders and board members with experience in academics, gover nce nance, and community engagement and demonstrates alignment between team expe e and the school's mission, vision, instructional model, and goals.
The amended application includes plans o a ess the administrative experience gaps of the proposed school leader through ment ship w an external consultant. However, concerns remain regarding the ex t of th roposed school leader's direct administrative and school leadership experience While eaders p experience is described through roles such as Level 5 teacher, grade-level l der and structional mentor, the amended application provides limited specific exampl of past leadership results demonstrating success in raising student achievement, ana ng in ructional programs, developing staff, or leading school-based initiatives.

To restate, the review tea c nsensus determined the section **Meets Standard**.

OPERATIONS PLAN AND CAPACITY

The Criteria

According to the state's rubric, the review committee should consider if the amended application addresses the characteristics of a strong response for Operations Plan and Capacity in the following subsections:

1. Governance
2. Staffing
3. Facilities
4. Transportation
5. Health and Safety
6. Insurance
7. Food Service
8. Start-up Plan

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9. Operations Capacity

Evidence Findings

The review team found the following strengths and concerns in the amended application and concluded that the Operations Plan and Capacity section **Meets Standard**.

Governance: This subsection rated Meets Standard in the original application review.

Staffing: The amended application provides additional details regarding professional development and more clearly explains how professional learning will support the anticipated student population. The response demonstrates alignment between professional development activities and the instructional needs of students.

Facilities: The amended application provides addition l d ail regarding facility planning, including clarification of current engagements with architects he process for procuring architectural services for any needed renovation and the add on of a board member with real estate expertise to support the facility sear h
However, questions remain regarding facility read ss and the adequacy of the proposed tenant improvement budget. The amend d applicati indicates that potential properties would require only cosmetic improvements and ed s the tenant improvement budget to approximately $100,000. Because specifi pro ert s under consideration have not been identified, there is insufficient info tion to etermine whether the proposed budget is adequate to bring a facility into comp ance w h educational occupancy standards and support the proposed instructional mo el, in lud g requirements related to code compliance, accessibility, fire and life safety, d instructional fit.
While additional perso nel a iden fied to support the facility search process, limited changes are made regarding e propo d facilities themselves.

Transportation: The am nd d application provides additional daily operational details regarding transporta ion and describes how students will be accommodated. The response demonstrates greater attention to the day-to-day implementation of the transportation plan and addresses transportation needs for the anticipated student population. The transportation plan provides sufficient operational detail and supports implementation of transportation services consistent with the proposed school model.

Health and Safety: This subsection rated Meets Standard in the original application review.

Insurance: This subsection rated Meets Standard in the original application review.

Food Service: This subsection rated Meets Standard in the original application review.

Start-up Plan: This subsection rated Meets Standard in the original application review.

Operations Capacity: This subsection rated Meets Standard in the original application review.

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To restate, the review team consensus determined the section **Meets Standard.**

BUDGET AND FINANCE

The Criteria

According to the state's rubric, the review committee should consider if the amended application addresses the characteristics of a strong response for Budget and Finance in the following subsections:

1. Operating Budget
2. Budget and Finance Capacity

Evidence Findings

The review team found the following strengths and concerns the amended application and concluded that the section **Partially Meets Standard.**

Operating Budget and Budget and Finance Cap city: The amended application strengthens revenue assumptions, staffi g lignmen financial management systems, and long-term sustainability planning. Revisio s inc e explicit budgeting for special education staffing, additional transparency regarding e ured and anticipated funding sources, cash flow projections, contingency planning, e pande procurement processes for contracted services, and stronger alignment betw n the dget nd the staffing model presented in Attachment 9. The response demonstrates im ro ed tra sparency, internal consistency, and financial planning rigor and addre s prio concerns regarding budget alignment, staffing projections, procurement process s, and anc management capacity.
However, concerns r main reg ding facility-related budget assumptions. The amended application reduced the nant mprovement budget from approximately $500,000–$600,000 to $100,000 based on the as mption that the proposed facility would require only cosmetic upgrades. Because specific properties under consideration are not identified, the amended application does not demonstrate that the proposed budget is sufficient to address code compliance, accessibility, fire/life safety, and instructional space requirements necessary to support the proposed educational program. As a result, the adequacy of the tenant improvement budget and the facility costs to support educational occupancy remains uncertain.

To restate, the review team consensus determined the section **Partially Meets Standard.**

APPLICABLE ADDENDA

This section is not applicable based on the applicant's category type.

OVERALL RATING

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According to the state's rubric, once all sections have been evaluated, review members must assign an overall evaluation rating to the amended application based on the cumulative ratings of each section. For an application to be deemed ready for approval, the summary rating for each of the major sections must meet the standard. The review team concluded that the amended application **Partially Meets Standard.**

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Amended New Start Charter Application Review Team Findings

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Music City Academy Proposed Model: Team Centered Caree Connected Learning	
Grades	9th-12
Enrollment	80
Location/Zone	Davidson County-Districts 5,8, and 9

Submitted July 23, 2026

METRO NASHVILLE PUBLIC SCHOOLS

Section 1: Charter Application Overview

ABOUT THE STATE LAW

In Tennessee, charter schools are public schools and can be established in one of the following ways:

- Creating a new public charter school or opportunity public charter school
- Converting a traditional public school to a charter school

Tennessee law limits who may sponsor a charter school and prescribes the type of entity may operate a charter school. Only entities that are exempt from federal taxation under 26 U.S.C. § 501(c)(3) of the Internal Revenue Code may operate a p lic charter school in Tennessee. Pursuant to Tennessee Code Annotated (T.C.A.) § 49 3 06, a charter will not be granted to a for-profit corporation, a nonpublic school, as defined in T. A § 49-6-3001, or other private, religious, or church school. Cyber-based public charter school re not allowed.

Sponsors must submit all application materials – application narrative, required attachments, and applicable addenda – t the auth izer on or before 11:59 p.m. CT on February 1 of the year preceding the yea in hich the proposed public charter school plans to begin operation. If February 1 falls on a S turd y, unday, or state-observed holiday, the application is due on the next busi ss day

Section 2: The Eval ati n rocess

THE REVIEW COMMITTEE

To ensure our review t m con isted of cross departmental experts, MNPS appointed a core team specifically trained t a sess the quality and sustainability of a proposed school. Individuals with specific expertise in Business and Finance, Curriculum, Facilities, Data Quality, and Operations evaluate each application to provide the needed expertise in those areas. Finally, the review team includes an external consultant who has experience and expertise in specialized areas.

A team of seven (7) people reviewed the amended applications and produced the evidence findings. The review committee members included:

- Deputy Chief of Schools
- Executive Director of Maintenance and Construction
- Director of Boundary and Planning
- Executive Officer of Operations
- Data Coach Research and Assessment
- Resource Strategy Coordinator
- External Reviewer

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THE AMENDED APPLICATION REVIEW PROCESS

Amended Application Submission
Pursuant to T.C.A. § 49-13-108(b)(3), if an initial charter school application is denied, the charter school sponsor will have 30 calendar days from receipt of the grounds for denial to submit an amended application using this same application form to correct the deficiencies.

Amended Application Vote
Pursuant to T.C.A. § 49-13-108(b)(3), if an amended application is submitted, the authorizer has 60 days from receipt of an amended application to approve or deny the amended application. If the authorizer fails to approve or deny the amended application within 60 days, then the amended application will be deemed approved.

Decision Appeal
A sponsor may appeal an authorizer's decision to den a p lic charter school application to the state's appellate body, the Commission, no later than 10 day fter the date of the authorizer's decision. The Commission must either approv or de y a public charter school application no later than 75 days from the Commission's rece t f the notice of appeal. The Commission's decision is final and is not subject to app al

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Section 3: Conducting Due Diligence

Authorizers may also consid ap ropr te due diligence when evaluating a charter school application. Due diligen an in ude a performance review of a sponsor's existing schools, evaluating the fiscal i pact on he district, researching governing board and/or ESP relationships for potential conflicts f intere and applicant communication affirming capacity of the local schools in the neighborh od where the charter school is proposing to open. It is recommended that due diligence is conduc ed by knowledgeable and impartial district staff and included as part of the record for the board.
T.C.A. § 49-13-108(c) An LEA may deny on the basis that the opening of the charter school will cause a substantial negative fiscal impact on the district. The burden is on the district to provide substantial negative fiscal impact. When evaluating whether a proposed charter school will create a negative fiscal impact on the district, MNPS considers both the district's funding structure and the extent to which district expenditures can be adjusted when students enroll in a charter school. Metro Nashville Public Schools utilizes the Student-Based Budgeting (SBB) model, which allocates funding primarily based on student enrollment, with additional resources provided for students with unique needs. As enrollment changes, school-level funding is adjusted accordingly.

Section 4: Summary Ratings for Music City Academy

SUMMARY RATINGS

There are three ratings for each section and the overall application: Meets Standard, Partially Meets Standard, and Does Not Meet Standard. This report includes a summary of evidence justifying the review team's scores after reviewing the amended sections of the application. Ratings for each of the subsections shall be averaged to determine the summary rating for each major section. As indicated in the guidance from the State Board of Education, for an application to be deemed ready for approval, the summary rating for each of the major sections must meet the standard.

The MNPS REVIEW COMMITTEE'S RATINGS Music City Academy		
Category	Original Rating	Amended Rating
Educational Program Design and Capacity	Partially M e	Meets Standard
Operations Plan and Capacity	Partially Meets	Partially Meets
Budget and Finance	Meet Standard	Meets Standard
Applicable Addenda	N Appli ble	Not Applicable
Overall Rating	**Part ll Meets**	**Partially Meets**

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EDUCATIONAL PROGRAM DESIGN AND CAPACITY

The Criteria

According to the state's rubric, t review committee should consider if the amended application addresses t e c ract stics of a strong response for Educational Program Design and Capacity in the llowing s bsections:

1. School Overview
2. School Mission and odel
3. Anticipated Student Population
4. Family and Community Engagement and Support
5. School Culture and Discipline
6. Curriculum and Instruction
7. Special Populations
8. Student Assessment and Evaluation
9. Educational Program Capacity

Evidence Findings

The review team found the following strengths and concerns in the amended application and concluded that the Educational Program Design and Capacity **Meets Standard**.

Waiver Request: Not applicable

School Overview: The applicant proposes Music City Academy (MCA) as a school model that integrates academics, athletics, wellness, and career preparation to support students' postsecondary readiness. The proposed program organizes students into small teams led by coach-advisors who provide guidance and academic support embedded across huddle (advisory), classrooms, athletics, and interventions, with progress monitoring through indicators such as attendance and engagement. The applicant aims to connect Career and Technical Education pathways to local industries, including health sciences and audio/visual production. Wellness is embedded into the proposed daily schedule through physical activity, social-emotional learning, and mental health support. The applicant states that MCA would enroll students from across Nashville, with a focus on targeted catchment areas of MNPS Districts 5, 8, and 9, to reflect the city's racial and socioeconomic diversity. The program description also indicates that all students will participate in athletics as part of a shared student-athlete identity

School Mission and Model: The amended applicati in udes clarification about the measurable aspect of the mission and features of the school at are linked to the aspiration of achieving the Top 10 in the state status for overa success rate according to the Tennessee Department of Education State Report Card cr ria. The amended schedule now aligns with the mission as well. The mission specific goals an argets are amended to indicate if they are linked to academic or health measures; h wever, th goals and targets still do not include growth of highest need students or overa sta eport card grade which would also support the school mission.
The amended application includ propr e revisions regarding the reporting of state championships for MNPS sch ols. A ditiona data about high school to post-secondary success is included. However, he sses ment of need still lacks clear evidence for determining e nee for the proposed school model as some of the data is selective. For exampl , the A dem Results at Existing High Schools chart still uses outdated academic a d survey ata and omits the overall report card grade and growth of highest need students, ich l mits the justification. Additionally, the physical health data provided in the Indicators Declining Student Engagement, Wellness, and Connectedness is not a reliable indicator as declines in participation in a sport may be influenced by other factors unrelated to health or learning outcomes.
The structure of the school day now includes the key component for the foreign language requirements in the schedule, and the waiver request for foreign language is removed as well. While the daily schedule is amended to clarify start and end times, instructional blocks, and breaks, there are concerns about the balance of the scheduled time for required classes. The amended schedule appears unbalanced in some areas as 40 minutes of daily instruction for math and ELA is inadequate, especially when Lifetime Wellness has twice the instructional time. Additionally, there is no PE credit included in the coursework scope and sequence so it remains unclear how the 0.5 credit will be earned.

Anticipated Student Population: The amended application provides additional details about the anticipated student population; however, the description lacks specificity and detail and is not consistently reflective of the proposed location for the school. The identified districts remain unclear as several of the zip codes listed for Districts 5, 8, and 9 are not in the indicated MNPS districts. For example, 37076 is indicated as a high-interest area in District 8,

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but that zip code is not in the District 8 cluster. Additionally, significant survey responses from the targeted catchment area of Districts 5, 8, and 9 are not provided. Academic and non-academic needs are not equally developed, as limited detail is provided regarding non-academic support and services for students.
The methodology used to determine population, enrollment, and demographic projections does not clearly explain how the projected enrollment of 120 students per grade level and 480 students overall is determined. Demographic projections rely on districtwide statistics rather than data specific to the targeted clusters, resulting in an underdeveloped methodology for determining projected student demographics.
The enrollment projections and backfilling policy provide additional information; however, the credibility and consistency of enrollment assumptions and projected outcomes is still not clear. The amended application states that enrollment projections are supported by a 15% enrollment grace and indicates that enrollment will be back illed as necessary. However, the authorizer's enrollment threshold is typically limited to 5% or 25 students, whichever is less. In addition, while the application expands backfilling to g d 10 and 11 and does not allow backfilling in grade 12, projected enrollment figures remain u changed.

Family and Community Engagement and S port The amended application demonstrates additional outreach to families, community memb , and stakeholders and provides evidence of community engagement and support. The applica on demonstrates authentic engagement with community stakeholders and reflect com unity oice and input. The engagement approach demonstrates a commitment to uild g nd maintaining relationships with families and the broader community.

School Culture and Discipli : Th a nded application articulates a vision for the school's culture that is aligned with the s ool's mission, model, and student outcomes. Additional details are provided re ardi the ecution of culture-related strategies and plans, providing greater specificity re arding h w school culture will be established and reinforced.
The applicant includes ddition plans to establish culture from day one with students, teachers, administrators, nd arents/families. The additional plans address how shared norms, values, and expecta ions will be introduced and reinforced in alignment with the school's mission and culture.
The application also provides a more detailed plan for integrating students who enroll mid-year and demonstrates preparation for maintaining a unified school culture for new and existing students.

Curriculum and Instruction: The amended application provides a description of the educational program and instructional model that is aligned with the school's mission and vision. However, the learning environment is described in general terms and lacks sufficient detail regarding the day-to-day student experience.
While the amended application outlines a variety of instructional strategies, the strategies are presented as broad concepts and are not consistently accompanied by specific explanations of what they will look like in practice. In addition, the instructional model does not consistently provide an evidence-based rationale demonstrating how students will learn content in core academic areas such as mathematics, science, and ELA.

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The amended application identifies curricular materials, including the addition of state-approved World Language materials and a commitment to adopt CTE materials from the state-approved list during the 2028 adoption cycle. However, the rationale for selected materials does not provide evidence demonstrating how they determined this would meet the needs of the anticipated student population.
While the amended application is revised to reference College and Career Readiness (CCR) indicators, the criteria identified and the plans for meeting those criteria continue to reflect the outdated Ready Graduate measures rather than current CCR indicators, resulting in misalignment between the stated outcomes and implementation plan.

Special Populations: The amended application now provides processes and plans for serving special populations and demonstrates an understanding of anticipated student needs and service requirements.

Student Assessment and Evaluation: Multiple form iv nd summative assessments are included in the amended application with sufficient detail reg ding the school's assessment plan. The response describes how assessments ill be admini ered and used to support the school's academic program and includes the u of th program that will be used as a measure of student growth. However, an evidenc ased rationale regarding the growth measure program within the proposed as essment stem is not provided.
The amended application provides detai reg ding assessment administration and data use; however, concerns remain regarding the n mb r assessments identified and the potential impact on instructional time, parti rly in thematics and ELA where instructional time is already limited.
The processes for data collec n, a aly s and how they will be used to inform instruction are described, and a plan for implem nting the assessment system is provided.

Educational Progr m Capac y: The amended application demonstrates capacity through the identification of foundi g team embers and the addition of a team member with charter school leadership experi ce This also includes plans to address the identified leadership gaps, including the planned addition of a General Manager by March 2027.
However, identified gaps in the school-based team are not consistently accompanied by sufficient detail regarding how those gaps will be filled.
While the amended application identifies a Chief Academic Officer, the application lacks clarity regarding the specific position that will serve as the school's executive leader.
The amended plan continues to rely heavily on a limited number of identified individuals, with several critical functions anticipated to be filled through future hires or contracted consultants who have not yet been identified.
The application includes additional board members intended to address identified gaps; however, concerns remain regarding the board's collective experience in charter school governance, academic oversight, and school accountability. While charter leadership experience has been added to the team, the governing board does not fully demonstrate sufficient charter school governance expertise and recently added board members are not accompanied by a fully developed explanation of the selection and vetting process.

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A defined process for recruiting and hiring staff, including stages from initial application through final interview, as well as the use of external partners and contracted positions are included in the amended application, however; the board selection criteria continue to lack detail.

To restate, the review team consensus determined the section **Meets Standard**.

OPERATIONS PLAN AND CAPACITY

The Criteria

According to the state's rubric, the review committee should consider if the amended application addresses the characteristics of a strong response for Operations Plan and Capacity in the following subsections:

1. Governance
2. Staffing
3. Facilities
4. Transportation
5. Health and Safety
6. Insurance
7. Food Service
8. Start-up Plan
9. Operations Capacity

Evidence Findings

The review team fou d the fol wing strengths and concerns in the amended application and concluded that the Op rations an and Capacity section **Partially Meets Standard**.

Governance: The amende application provides additional detail regarding governance structures, including a plan to add a parent representative to the board by January 2028 and information regarding board meeting frequency. The response includes a timeline for implementation and additional governance procedures.

Staffing: Additional details are included in the amended application regarding professional development, including an outline for the first 10 days of professional development, quarterly professional development days, and weekly coaching cycles. The plan outlines the structure and frequency of several professional learning opportunities.
The amendments include additional language regarding the initial professional development program; however, plans for professional development throughout the school year are less developed as they lack a fully developed structure, frequency, and implementation plan.
The application describes how professional development will occur and connects professional learning to the school's instructional program; however, a deep dive of schoolwide data is not planned until January, raising questions regarding the timing of data analysis and instructional adjustments during the first semester.

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Facilities: The amended application identifies facility needs and provides additional information regarding plans to partner with Tennessee State University (TSU) to address athletic facility needs. The amendment also identifies space needs for CTE programming; however, it does not sufficiently explain how CTE programming requirements will be accommodated within the proposed facilities plan.

While the amended application identifies legal and practical facility considerations and outlines potential facilities under consideration, the information provided remains too general to determine the suitability of the proposed sites or the reasonableness of facility budgets. It is still unclear how a 20,000-square-foot Year 1 facility can be brought into compliance with educational occupancy standards and aligned with the proposed instructional model within the stated tenant improvement budget, including considerations related to accessibility, code compliance, fire/life safety, and instructional program needs. Although the application indicates that potential sites would require only cosmetic upgrades, insufficient information is provided to evaluate those assumptions.

Concerns also remain regarding the feasibility of the a hle facilities plan. The application does not provide a detailed plan demonstrating how athletic ogramming will be accommodated, and the proposed TSU partnersh p does not g arantee access to suitable facilities, as the documentation reflects an offe o dis uss a lease rather than a committed agreement. Additional operational considerations sociated with remote athletic facilities, including transportation and alignment wi h the prop sed service area, remain insufficiently addressed to ensure a facility can be rea y t pen within the proposed timeframe.

Transportation: The amended a ication w identifies the General Manager as the individual responsible for trans ortat n plan ng.

Health and Safety: A part-time hool nurse through Years 1 and 2, with the nurse onsite for part of the day and ava abl n ca during school hours is now included in the amended application, but the mended a plication did not demonstrate how this level of nursing coverage is sufficient meet t anticipated health needs of the student population, particularly given the sch ol's lanned athletic programming for Years 1 and 2.

Insurance: This subsection rated Meets Standard in the original application review.

Food Service: This subsection rated Meets Standard in the original application review.

Start-up Plan: The amended application includes additional leadership capacity through the planned addition of a General Manager and Chief Academic Officer, which helps distribute responsibility for key start-up tasks.

The start-up timeline includes a comprehensive list of activities; however, concerns remain regarding whether the number of identified personnel is sufficient to complete all pre-opening tasks within the proposed timeframe. While the application addresses earlier concerns through additional leadership roles and planned support from the Nashville Incubator, questions remain regarding overall operational capacity to execute the start-up plan and open on time.

The contingency plan addresses potential challenges; however, the proposed responses remain general and do not provide detailed mitigation strategies for identified risks.

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Operations Capacity: The amended application provides additional details regarding team capacity, including the addition of new leadership roles intended to address identified gaps in experience and operational responsibilities.
As previously noted, questions remain regarding team capacity and organizational oversight. The application identifies multiple vacancies and relies on future hires to fill key positions, with limited detail regarding how those positions will be filled. In addition, the board is described as having responsibilities that appear more operational in nature, creating concerns regarding the distinction between governance responsibilities and day-to-day management functions.

To restate, the review team consensus determined the section **Partially Meets Standard**.

BUDGET AND FINANCE

This section rated **Meets Standard** in the original applicatio review.

APPLICABLE ADDENDA

This section is not applicable based on the applica 's category type.

OVERALL RATING

According to the state's rubric, o ce ll sect ns have been evaluated, review members must assign an overall evaluation r ing to h am nded application based on the cumulative ratings of each section. For an applica n o be emed ready for approval, the summary rating for each of the major sectio must m et the standard. The review team concluded that the amended application **artially Mee Standard**.

DRAFT

Metro Nashville Public Schools
State Required Threat Reporting
End of School Year 25-26

In accordance with TCA 49-6-2704, the district is required to report the number of threats or significantly disruptive behavior incidents that were reported to a state or local law enforcement agency. The following totals reflect the required quarterly and year-to-date counts.

- 2025-26 Q1: 53
- 2025-26 Q2: 27
- 2025-26 Q3: 46
- 2025-26 Q4: 9

- 2025-26 YTD (through Q1): 53
- 2025-26 YTD (through Q2): 80
- 2025-26 YTD (through Q3): 126
- 2025-26 YTD (through Q4): 135

Metropolitan Nashville Public Schools
Sales Tax Collections
As of July 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	35,919,552.56	(482,612.15)	-1.33%	0.38%
August	36,620,713.78				
TOTAL	**$407,671,100.00**	**$372,468,586.87**	**$1,418,200.65**		**0.38%**

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%	0.42%
July	5,382,766.85	5,311,388.04	(71,378.81)	-1.33%	0.38%
August	5,415,083.56				
TOTAL	**$60,281,900.00**	**$55,076,553.73**	**$209,737.29**		**0.38%**