



## AGENDA

METROPOLITAN BOARD OF PUBLIC EDUCATION

2601 Bransford Avenue, Nashville, TN 37204

Regular Meeting – June 9, 2020 – 5:00 p.m.

**Anna Shepherd, Chair**

I. CONVENE and ACTION

- A. Call to Order
- B. Establish Quorum

II. GOVERNANCE ISSUES- OUR ORGANIZATION

- A. Actions
  - 1. Consent
    - a. Approval of Minutes – 04/28/20 – Regular Meeting
    - b. Awarding of Purchases and Contracts
      - 1. 2Revolutions
      - 2. CareerSafe LLC
      - 3. Catapult Learning, LLC (2 contracts)
      - 4. Cognia, Inc.
      - 5. Dell
      - 6. Houghton Mifflin Harcourt Publishing Company
      - 7. Jarrett Builders, Inc.
      - 8. Learning Sciences International, LLC
      - 9. MeTEOR Education, LLC
      - 10. National Institute for Excellence in Teaching
      - 11. New Teacher Center
      - 12. Orion Building Corporation
      - 13. Richland Industries LLC
      - 14. Scholastic Inc.
      - 15. Sessions Paving Co
      - 16. Southpro Solutions, Inc.
      - 17. WestEd
    - c. Revised Nutrition Services Fund Budget
    - d. Student Handbook Revisions 2020-2021

III. DIRECTOR'S REPORT

- A. School Reopening Steps

IV. ANNOUNCEMENTS

V. ADJOURNMENT

**METROPOLITAN NASHVILLE PUBLIC SCHOOL BOARD MEETING –**  
April 28, 2020 - *This meeting was held virtually in accordance with Governor Bill Lee’s Executive Order #16 that allows Local Governments to hold public meeting electronically to the COVID-19 health crisis.*

**Members Present:** Anna Shepherd, chair, Freda Player-Peters, Fran Bush, Gini Pupo-Walker, Rachael Anne Elrod, Christiane Buggs, Amy Frogge vice-chair, Jill Speering and Sharon Gentry

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

**CONVENE AND ACTION**

- A. Call to Order  
Ms. Shepherd called the meeting to order.

**GOVERNANCE ISSUES**

- A. 1. Consent
  - a. Approval of Minutes – 3/10/2020 - Board Meeting Minutes
  - b. Suspension of Local Rules and Policies
  - c. Recommended Approval of Request #2 for Purchase of New Signal Upgrade (Hillsboro High School Additions and Renovations) – Stansell Electric Company, Inc.
  - d. Awarding of Purchases and Contracts
    - ~~1. ABM Industry Groups (ABM), LLC (2 contracts)~~
    - 2. Batteries Plus
    - 3. CDW-G (2 purchases)
    - 4. CIGNA Health Care
    - 5. Genesis Learning Centers (2 contracts)
    - 6. Hastings Architecture Associates, LLC
    - 7. Smith Seckman Reid Inc.
    - ~~8. Southern Management Systems~~

- (SMS), LLC  
~~9. United Way of Greater Nashville  
(deferred 4/14/20)~~  
10. Vanderbilt University Medical Center  
e. ~~ELA Materials Adoption~~  
f. CTE Materials Adoption

Amy Frogge pulled Item (e) ELA Materials Adoption, Freda Player-Peters pulled Item (d) 1. ABM Industry Groups (ABM), LLC (2 contracts) and (8.) Southern Management Systems (SMS), LLC and Christiane Buggs pulled Items (d) 9. United Way of Greater Nashville (deferred 4/14/20) from the agenda.

**Motion to approve consent agenda**

**By Sharon Gentry, seconded Amy Frogge**

**Motion Passes**

**Vote: 8-0 (Rachael Anne Elrod not present at time of vote)**

Freda Player-Peters asked that the Board have a future discussion around bringing custodial and ground services back in house. Sharon gentry and Anna Shepherd also supported the idea. Anna Shepherd asked if the Board would be approve the two contracts for two years instead of five? David Proffitt said the initial contract was a two year contract term. Freda Player-Peters asked to see a report of salaries and health benefits provided by the companies to employees.

**Motion to approve Item (d) 1. ABM Industry Groups (ABM), LLC (2 contracts) and (8.) Southern Management Systems (SMS), LLC**

**By Freda Player-Peters, seconded Sharon Gentry**

**Motion Passes**

**Vote: 8-0 (Rachael Anne Elrod not present at time of vote)**

**Motion to approve Item (d) 9. United Way of Greater Nashville (deferred 4/14/20) from the agenda.  
By Freda Player-Peters, seconded Jill Speering  
Motion Passes  
Vote: 8-0 (Christiane Buggs abstain)**

**Motion to approve the ELA Material recommendation to adopt Wit and Wisdom curriculum for a three year period for grade K-5<sup>th</sup> with the understanding that Wit and Wisdom materials will be used within our current Balanced Literacy Framework, along with an array of other supplemental materials. This motion is to approve ELA Materials for the remaining grade levels for six years.  
By Amy Frogge, seconded Jill Speering  
Motion Passes  
Vote: 9-0**

2. NEI Amendment report

**Motion to deny the NEI management of Knowledge Academy Middle School.  
By Fran Bush, seconded Sharon Gentry  
Motion Passes  
Vote: 9-0**

3. Charter School Committee Recommendation Nashville Collegiate Prep

**Motion to deny the Nashville Collegiate Prep Charter School Application due to the lack of meeting the operational, academic and financial criteria of the Charter Review Committee and discussion on the Board floor.  
By Freda Player-Peters, seconded Amy Frogge  
Motion Passes  
Vote: 9-0**

4. Charter School Committee Recommendation Ivy Prep Academy

**Motion to deny the Ivy Prep Academy based upon the finding of the Charter Review Committee that the application did not meet standards and based upon discussion on the Board floor.**

**By Christiane Buggs, seconded Sharon Gentry**

**Motion Passes**

**Vote: 9-0**

5. Charter School Committee Recommendation KIPP Southeast Nashville College Prep Elementary School

**Motion to deny the KIPP Southeast Nashville College Prep Elementary based upon the negative financial implications, discussion on the Board floor and points made in the charter review committee presentation.**

**By Christiane Buggs, seconded Freda Player-Peters**

**Vote: 9-0**

6. Charter School Committee Recommendation KIPP Southeast Nashville College Prep Middle School

**Motion to deny the KIPP Southeast Nashville College Prep Middle School Charter Application based upon not meeting the charter review committee findings and discussion on the Board floor.**

**By Freda Player-Peters, seconded Rachael Anne Elrod**

**Vote: 9-0**

7. Charter School Committee Recommendation KIPP Antioch College Prep High School

**Motion to deny the KIPP Antioch College Prep High School based upon deficiencies identified by the charter review office, financial implications on the district and discussion on the Board floor.**

**By Amy Frogge, seconded Freda Player-Peters**

**DIRECTOR'S REPORT**

A. Remote Learning 2.0 - Dr. Battle presented the report to the Board.

**BOARD COMMITTEE REPORT**

A. Jill Speering gave a brief Teaching and Learning Committee report.

**ANNOUNCEMENTS**

A. Each Board members thanked the Administration and staff for their hard work and effort

**Ms. Shepherd adjourned the meeting at 6:56 p.m.**



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Chris M. Henson  
Board Secretary

Anna Shepherd  
Board Chair

Date

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(1) VENDOR: 2Revolutions

SERVICE/GOODS (SOW): Contractor to train MNPS teachers in General Instructional Pedagogy and Classroom Culture/Environment. Services may be ordered by individual schools or centrally at the district level on an indefinite delivery/indefinite quantity basis.

SOURCING METHOD: RFQ 55093

TERM: July 1, 2020 through June 30, 2025

FOR WHOM: All MNPS Teachers

COMPENSATION: Contractor shall be paid in accordance with Exhibit A of the Contract.

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

OVERSIGHT: Federal Programs

EVALUATION: Based on the quality of training provided and effectiveness in classroom application.

MBPE CONTRACT NUMBER: 7497347

SOURCE OF FUNDS: Various – Operating Budget, Federal Grants, or School-based Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(2) VENDOR: CareerSafe, LLC

SERVICE/GOODS (SOW): Contractor is to provide industry certification exams for OSHA 10 and other industry certification exams included in Exhibit A.

SOURCING METHOD: Sole Source

TERM: July 1, 2020 through June 30, 2025

FOR WHOM: Students in MNPS Career Academies

COMPENSATION: Contractor shall be paid in accordance with Exhibit A Pricing.

Total compensation under this contract is not to exceed \$350,000.

OVERSIGHT: MNPS Career Academies

EVALUATION: Quality and timeliness of goods and services provided.

MBPE CONTRACT NUMBER: 7497473

SOURCE OF FUNDS: Federal Perkins Grant & Operating Budget



GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(3) VENDOR: Catapult Learning, LLC

SERVICE/GOODS (SOW): Amendment #4 adds an additional \$9,976 for Title I Equitable Services for the 2019-2020 school year. Contract is for the purchase of Title I tutor-directed instructional and family engagement services for eligible students in participating non-public schools, identified homeless students in non-Title I district schools, neglected/delinquent facilities and/or identified students in low performing schools, and professional development for teachers in on-site facilities, off-site facilities, or virtual delivery applications.

SOURCING METHOD: Amendment to a Previously Board Approved Contract

TERM: June 10, 2020 through August 22, 2022

FOR WHOM: Eligible students as described above

COMPENSATION: Amendment #4 increases the compensation of the contract by \$9,976.

Total compensation under this contract is not to exceed \$3,594,309.81.

OVERSIGHT: Federal Programs

EVALUATION: Quality of services provided and feedback from district's monitoring of the Contractor.

MBPE CONTRACT NUMBER: 10300

SOURCE OF FUNDS: Federal Funds – Title I Equitable Services Set-Aside (for Participating Non-public Schools)

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(3) VENDOR: Catapult Learning, LLC

SERVICE/GOODS (SOW): Contractor to train MNPS teachers in General Instructional Pedagogy and Classroom Culture/Environment. Services may be ordered by individual schools or centrally at the district level on an indefinite delivery/indefinite quantity basis.

SOURCING METHOD: RFQ 55093

TERM: July 1, 2020 through June 30, 2025

FOR WHOM: All MNPS Teachers

COMPENSATION: Contractor shall be paid in accordance with Exhibit A of the Contract.

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

OVERSIGHT: Federal Programs

EVALUATION: Based on the quality of training provided and effectiveness in classroom application.

MBPE CONTRACT NUMBER: 7497341

SOURCE OF FUNDS: Various – Operating Budget, Federal Grants, or School-based Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(4) VENDOR: Cognia, Inc.

SERVICE/GOODS (SOW): Contractor to train MNPS teachers in General Instructional Pedagogy and Classroom Culture/Environment. Services may be ordered by individual schools or centrally at the district level on an indefinite delivery/indefinite quantity basis.

SOURCING METHOD: RFQ 55093

TERM: July 1, 2020 through June 30, 2025

FOR WHOM: All MNPS Teachers

COMPENSATION: Contractor shall be paid in accordance with Exhibit A of the Contract.

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

OVERSIGHT: Federal Programs

EVALUATION: Based on the quality of training provided and effectiveness in classroom application.

MBPE CONTRACT NUMBER: 7497350

SOURCE OF FUNDS: Various – Operating Budget, Federal Grants, or School-based Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(5) VENDOR: Dell

SERVICE/GOODS (SOW): Dell hardware and related equipment/services.

SOURCING METHOD: RFP 48054

TERM: June 10, 2020 through June 30, 2025

FOR WHOM: MNPS students, teachers, and administrators

COMPENSATION: Contractor shall be paid in accordance with Exhibit A pricing on the contract.

Total compensation under this contract is not to exceed \$60,000,000.

OVERSIGHT: Technology & Information Services

EVALUATION: Quality of the goods and services provided.

MBPE CONTRACT NUMBER: 7497588

SOURCE OF FUNDS: Various - Operating Budget, Capital Funds, Federal Grants, or School-based Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(6) VENDOR: Houghton Mifflin Harcourt Publishing Company

SERVICE/GOODS (SOW): Contractor to train MNPS teachers in General Instructional Pedagogy and Classroom Culture/Environment. Services may be ordered by individual schools or centrally at the district level on an indefinite delivery/indefinite quantity basis.

SOURCING METHOD: RFQ 55093

TERM: July 1, 2020 through June 30, 2025

FOR WHOM: All MNPS Teachers

COMPENSATION: Contractor shall be paid in accordance with Exhibit A of the Contract.

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

OVERSIGHT: Federal Programs

EVALUATION: Based on the quality of training provided and effectiveness in classroom application.

MBPE CONTRACT NUMBER: 7497342

SOURCE OF FUNDS: Various – Operating Budget, Federal Grants, or School-based Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(7) VENDOR: Jarrett Builders, Inc.

SERVICE/GOODS (SOW): Provision of qualified contractors to provide quotes on concrete projects on an as-needed basis.

SOURCING METHOD: RFP 55092

TERM: June 10, 2020 through June 9, 2025

FOR WHOM: MNPS Schools and Facilities

COMPENSATION: Contractor shall be paid on a project-by-project quote in accordance with the terms and conditions of the request and contract.

Total compensation under this contract is not to exceed \$5,000,000.

OVERSIGHT: Facility Planning & Construction

EVALUATION: Quality and timeliness of goods and services provided.

MBPE CONTRACT NUMBER: 7497499

SOURCE OF FUNDS: Operating Budget & Capital Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(8) VENDOR: Learning Sciences International, LLC

SERVICE/GOODS (SOW): Contractor to train MNPS teachers in General Instructional Pedagogy and Classroom Culture/Environment. Services may be ordered by individual schools or centrally at the district level on an indefinite delivery/indefinite quantity basis.

SOURCING METHOD: RFQ 55093

TERM: July 1, 2020 through June 30, 2025

FOR WHOM: All MNPS Teachers

COMPENSATION: Contractor shall be paid in accordance with Exhibit A of the Contract.

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

OVERSIGHT: Federal Programs

EVALUATION: Based on the quality of training provided and effectiveness in classroom application.

MBPE CONTRACT NUMBER: 7497349

SOURCE OF FUNDS: Various – Operating Budget, Federal Grants, or School-based Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(9) VENDOR: MeTEOR Education, LLC

SERVICE/GOODS (SOW): Contractor to train MNPS teachers in General Instructional Pedagogy and Classroom Culture/Environment. Services may be ordered by individual schools or centrally at the district level on an indefinite delivery/indefinite quantity basis.

SOURCING METHOD: RFQ 55093

TERM: July 1, 2020 through June 30, 2025

FOR WHOM: All MNPS Teachers

COMPENSATION: Contractor shall be paid in accordance with Exhibit A of the Contract.

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

OVERSIGHT: Federal Programs

EVALUATION: Based on the quality of training provided and effectiveness in classroom application.

MBPE CONTRACT NUMBER: 7497344

SOURCE OF FUNDS: Various – Operating Budget, Federal Grants, or School-based Funds



GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(10) VENDOR: National Institute for Excellence in Teaching

SERVICE/GOODS (SOW): Contractor to train MNPS teachers in General Instructional Pedagogy and Classroom Culture/Environment. Services may be ordered by individual schools or centrally at the district level on an indefinite delivery/indefinite quantity basis.

SOURCING METHOD: RFQ 55093

TERM: July 1, 2020 through June 30, 2025

FOR WHOM: All MNPS Teachers

COMPENSATION: Contractor shall be paid in accordance with Exhibit A of the Contract.

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

OVERSIGHT: Federal Programs

EVALUATION: Based on the quality of training provided and effectiveness in classroom application.

MBPE CONTRACT NUMBER: 7497343

SOURCE OF FUNDS: Various – Operating Budget, Federal Grants, or School-based Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(11) VENDOR: New Teacher Center

SERVICE/GOODS (SOW): Contractor to train MNPS teachers in General Instructional Pedagogy and Classroom Culture/Environment. Services may be ordered by individual schools or centrally at the district level on an indefinite delivery/indefinite quantity basis.

SOURCING METHOD: RFQ 55093

TERM: July 1, 2020 through June 30, 2025

FOR WHOM: All MNPS Teachers

COMPENSATION: Contractor shall be paid in accordance with Exhibit A of the Contract.

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

OVERSIGHT: Federal Programs

EVALUATION: Based on the quality of training provided and effectiveness in classroom application.

MBPE CONTRACT NUMBER: 7497348

SOURCE OF FUNDS: Various – Operating Budget, Federal Grants, or School-based Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(12) VENDOR: Orion Building Corporation

SERVICE/GOODS (SOW): Provision of qualified contractors to provide quotes on concrete projects on an as-needed basis.

SOURCING METHOD: RFP 55092

TERM: June 10, 2020 through June 9, 2025

FOR WHOM: MNPS Schools and Facilities

COMPENSATION: Contractor shall be paid on a project-by-project quote in accordance with the terms and conditions of the request and contract.

Total compensation under this contract is not to exceed \$5,000,000.

OVERSIGHT: Facility Planning & Construction

EVALUATION: Quality and timeliness of goods and services provided.

MBPE CONTRACT NUMBER: 7497500

SOURCE OF FUNDS: Operating Budget & Capital Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(13) VENDOR: Richland Industries, LLC

SERVICE/GOODS (SOW): Provision of qualified contractors to provide quotes on Fencing Projects on an as-needed basis.

SOURCING METHOD: RFP 55097

TERM: June 10, 2020 through June 9, 2025

FOR WHOM: MNPS Schools and Facilities

COMPENSATION: Contractor shall be paid on a project-by-project quote in accordance with the terms and conditions of the request and contract.

Total compensation under this contract is not to exceed 5,000,000.

OVERSIGHT: Facility Planning & Construction

EVALUATION: Quality and timeliness of goods and services provided.

MBPE CONTRACT NUMBER: 7497444

SOURCE OF FUNDS: Operating Budget & Capital Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(14) VENDOR: Scholastic, Inc.

SERVICE/GOODS (SOW): Contractor to train MNPS teachers in General Instructional Pedagogy and Classroom Culture/Environment. Services may be ordered by individual schools or centrally at the district level on an indefinite delivery/indefinite quantity basis.

SOURCING METHOD: RFQ 55093

TERM: July 1, 2020 through June 30, 2025

FOR WHOM: All MNPS Teachers

COMPENSATION: Contractor shall be paid in accordance with Exhibit A of the Contract.

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

OVERSIGHT: Federal Programs

EVALUATION: Based on the quality of training provided and effectiveness in classroom application.

MBPE CONTRACT NUMBER: 7497346

SOURCE OF FUNDS: Various – Operating Budget, Federal Grants, or School-based Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(15) VENDOR: Sessions Paving Co.

SERVICE/GOODS (SOW): Provision of qualified contractors to provide quotes on concrete projects on an as-needed basis.

SOURCING METHOD: RFP 55092

TERM: June 10, 2020 through June 9, 2025

FOR WHOM: MNPS Schools and Facilities

COMPENSATION: Contractor shall be paid on a project-by-project quote in accordance with the terms and conditions of the request and contract.

Total compensation under this contract is not to exceed \$5,000,000.

OVERSIGHT: Facility Planning & Construction

EVALUATION: Quality and timeliness of goods and services provided.

MBPE CONTRACT NUMBER: 7497501

SOURCE OF FUNDS: Operating Budget & Capital Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(16) VENDOR: Southpro Solutions, Inc.

SERVICE/GOODS (SOW): Provision of qualified contractors to provide quotes on concrete projects on an as-needed basis.

SOURCING METHOD: RFP 55092

TERM: June 10, 2020 through June 9, 2025

FOR WHOM: MNPS Schools and Facilities

COMPENSATION: Contractor shall be paid on a project-by-project quote in accordance with the terms and conditions of the request and contract.

Total compensation under this contract is not to exceed \$5,000,000.

OVERSIGHT: Facility Planning & Construction

EVALUATION: Quality and timeliness of goods and services provided.

MBPE CONTRACT NUMBER: 7497498

SOURCE OF FUNDS: Operating Budget & Capital Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(17) VENDOR: WestEd

SERVICE/GOODS (SOW): Contractor to train MNPS teachers in General Instructional Pedagogy and Classroom Culture/Environment. Services may be ordered by individual schools or centrally at the district level on an indefinite delivery/indefinite quantity basis.

SOURCING METHOD: RFQ 55093

TERM: July 1, 2020 through June 30, 2025

FOR WHOM: All MNPS Teachers

COMPENSATION: Contractor shall be paid in accordance with Exhibit A of the Contract.

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

OVERSIGHT: Federal Programs

EVALUATION: Based on the quality of training provided and effectiveness in classroom application.

MBPE CONTRACT NUMBER: 7497345

SOURCE OF FUNDS: Various – Operating Budget, Federal Grants, or School-based Funds



## **A RESOLUTION TO BALANCE THE NUTRITION SERVICES FUND**

**WHEREAS**, the Nutrition Services Fund ("the Fund"), as part of the Metropolitan Nashville Public Schools ("MNPS") budget, is a self-supporting enterprise fund that relies on revenue from serving school meals.

**WHEREAS**, during the COVID-19 closure, the Nutrition Services Fund continued to incur expenses as MNPS provided food to students and continued to pay all staff.

**WHEREAS**, during the COVID-19 closure, the Nutrition Services Fund had minimal revenue resulting in a projected \$4,508,000 deficit.

**THEREFORE**, If MNPS is approved for and receives its grant funding under the CARES Act by June 30, 2020, then an amount sufficient to balance the Fund will be applied to the Nutrition Services Fund on June 30, 2020. If MNPS does not receive its grant funding under the CARES Act by June 30, 2020 then an amount sufficient to balance the Fund will be transferred from the Metropolitan Nashville Public Schools General Fund to the Nutrition Services Fund on June 30, 2020. Once sufficient grant funding under the CARES Act is received, the amount transferred on June 30, 2020 will be applied to the Nutrition Services Fund from the Cares Act grant funding and that same amount will be transferred back to the Metropolitan Nashville Public Schools General Fund.



METRO  
NASHVILLE  
PUBLIC  
SCHOOLS

Fiscal Year 2020 - 2021  
NUTRITION SERVICES

Revised June 9, 2020

**Metro Nashville Public Schools  
Nutrition Services Fund  
2020 - 2021 Fiscal Year**

<b>Estimated Cash Reserves July 1, 2020</b>	<b>\$0</b>
<b>Revenue</b>	
USDA Meal Reimbursements	27,846,000
Paid Meals	10,167,000
USDA Fresh Fruit and Vegetables Grant	600,000
After School Snacks	105,000
After School Supper	767,000
Summer Feeding Programs	200,000
A la Carte Sales	2,500,000
State Matching	400,000
Interest & Miscellaneous	200,000
Estimated Commodities	3,196,000
<b>Total Budgeted Revenue</b>	<b>\$45,981,000</b>
<b>Expenses</b>	
Salaries	16,417,000
Social Security Employer Match	1,018,000
Medicare Employer Match	246,000
Retirement / Pension Match	2,026,000
Employee Insurance Match	5,246,000
Unemployment Tax	150,000
<b>Total Labor Expenses</b>	<b>\$25,103,000</b>
Food Purchases	12,173,000
Estimated Commodities	3,055,000
Food Supplies (Disposable & Chemical)	1,679,000
Equipment Repair & Maintenance	825,000
Equipment Purchases (Appliances & Smallwares)	833,000
Supplies & Software	275,000
Uniforms	175,000
Fuel & Mileage	60,000
Advertising and Promotion	15,000
Telephone Expenses	15,000
Utilities	1,150,000
Commodity Storage & Shipment Costs	300,000
Other Expenses	323,000
<b>Total Non-Labor Expenses</b>	<b>\$20,878,000</b>
<b>Total Budgeted Expenses</b>	<b>\$45,981,000</b>
<b>Net Surplus / Loss</b>	<b>0</b>
<b>Estimated Cash Reserves June 30, 2021</b>	<b>\$0</b>

**METROPOLITAN NASHVILLE PUBLIC SCHOOLS  
FY 2020 - 21 BUDGET**

Account Number	Account Name	2019 - 2020 Positions	2019 - 20 Budget	2020 - 21 Position Changes	2020 - 21 Budget Changes	2020 - 21 Proposed Positions	2020 - 21 Proposed Budget	Remarks
<b>1440</b>	<b>NUTRITION SERVICES</b>							
1440	Salaries, Clerical	11.5	\$447,000	0.0	\$0	11.5	\$447,000	Sr. Accountant (1), Secretaries (2.5), Accounting Techs I (4), Accounting Techs II (2), Meal Benefits (2) <b>Further Info:</b> No increase in pay rates budgeted
1440	Salaries, Support*	714.5	\$16,196,000	-25.5	(\$226,000)	689.0	\$15,970,000	Director, Asst. Director, Business Manager, Coordinators, Field Managers, NS Managers, NS Workers, NS IT <b>Further Info:</b> Decreased budget based on planning no pay rate increases and fewer FTEs than 2019-20 budget
1440	FICA, Medicare, Pension, and Insurance		\$8,483,000		\$203,000		\$8,686,000	Pension, Insurance, FICA <b>Further Info:</b> budgeted benefit increases based on additional vacancies being filled, and subsequent FICA, Medicare, Unemployment, and pension increases.
1440	Food		\$13,964,000		(\$1,791,000)		\$12,173,000	Dairy, Produce, Frozen Food, and Food Supplies. <b>Further Info:</b> The reduction is commensurate with our goal food cost of 35% of revenue and our projected meals served for the 2020-21 school year.
1440	Supplies and Materials		\$1,987,000		(\$33,000)		\$1,954,000	Office Supplies, Disposable Cafeteria Supplies, etc. <b>Further Info:</b> Primary cause of decrease associated with new contract for disposable kitchen supplies that provides cost savings over prior year and vendor
1440	Other Expense		\$2,156,000		(\$178,000)		\$1,978,000	Telephone, Storage, Uniforms, Permits, Marketing, Training, Utilities, Technology, Pest Control, Software, etc. <b>Further Info:</b> Budgeted expense reduction due to cost control measures regarding commodity storage, utilities, etc. Consulting and training for POS upgrade will be completed in current 2019-20 year
1440	Equipment		\$2,456,000		(\$798,000)		\$1,658,000	Equipment Purchases (Large and Small), Smallwares, Equipment Repair & Maintenance <b>Further Info:</b> Reduction of expense due to fewer equipment needs, no specific planned café remodels, and overall budget constraints
1440	Capital Outlay		\$1,500,000		(\$1,500,000)		\$0	No large capital expenditures included in budget!
1440	Travel / Mileage		\$73,000		(\$13,000)		\$60,000	Budget reduction due to less planned department paid travel to conferences, i.e. SNA national conference for 2020 located in Nashville
	<b>Function Total</b>		<b>\$47,262,000</b>		<b>(\$4,336,000)</b>		<b>\$42,926,000</b>	
	Plus: USDA Commodities		\$3,250,000		(\$195,000)		\$3,055,000	Budgeted reduction based on lower commodity dollars allocated from USDA due to reduction in meal counts
	<b>Total Budget and Commodities</b>		<b>\$50,512,000</b>		<b>(\$4,531,000)</b>		<b>\$45,981,000</b>	

Student Meal Prices	2019 - 20	2020 - 21
<i>Breakfast</i>		
Elementary, Middle, and High School	No Cost	No Cost
<i>Lunch</i>		
Elementary	\$2.75	\$2.75
Middle Schools	\$2.75	\$2.75
High Schools	\$3.00	\$3.00

2019 - 20	2020 - 21	Non-Student Meal Prices
		<i>Breakfast</i>
\$2.00	\$2.00	Adult (MNPS staff and/or volunteer)
\$2.50	\$2.50	Adult (Parent / Visitor)
		<i>Lunch</i>
\$3.75	\$3.75	Adult (MNPS staff and/or volunteer)
\$4.00	\$4.00	Adult (Parent / Visitor)
\$4.75	\$4.75	Adult (Parent / Visitor Holiday Meal)
\$3.00	\$3.00	Non-enrolled Students (All Meals)

**Employee Work Calendars**

**2019-2020 Work Calendars**

<b>Position</b>	<b>Student Days</b>	<b>Paid Time Off Days (Vacation-Holidays)</b>	<b>Orientation/Training/Administrative Days</b>	<b>Total Paid Days</b>
K-8 Cafeteria Managers	176	16	9	201
9-12 Cafeteria Managers	176	16	7	199
K-8 Cafeteria Workers	176	16	5	197
9-12 Cafeteria Workers (on exam days, select employees will work half days)	176	16	-	192

**2020-2021 Work Calendars**

<b>Student Days</b>	<b>Paid Time Off Days (Vacation-Holidays)</b>	<b>Orientation/Training/Administrative Days</b>	<b>Total Paid Days</b>
176	16	9	201
176	16	7	199
176	16	5	197
176	16	-	192

## 2019-20 FY Fund Balance Executive Summary

The combined impact of missing school due to the 2020 Nashville tornado and COVID-19 public health crises has severely affected the Nutrition Services fund balance. The nature of this department and fund is that it is a self-supporting enterprise fund. All revenue received into the fund is a result of meals and meal related programs provided to students. No additional funding is typically provided. Due to schools being closed for an extended amount of time as a result of the Nashville tornado and COVID-19 health crisis, the fund will have lost 50 serving days of providing lunch, breakfast, snack, and after school supper meals by the end of the normal school year. The average revenue per day from these meals was approximately \$244K; multiplied by the lost serving days, the result is approximately \$12.2 million of unplanned and un-budgeted revenue loss.

In addition to this sudden reduction in revenue, MNPS Nutrition Services has continued to pay its entire staff of approximately 700 employees. The labor expense related to this is approximately \$2M per month.

Working with other departments within the district, MNPS Nutrition Services has been providing meals in the community and have been doing so since March 23<sup>rd</sup>. In contrast to the \$244K of revenue the fund was averaging per day, the current model of meal service results in approximately \$14K of revenue per day. This revenue, combined with drastically less spending on food and supplies for serving meals (\$1.6M) and other contracted services, has helped to offset the reduction in revenue from a budgetary perspective. However, continuing to carry the labor expense of our entire staff since school has been closed has led to projecting a negative fund balance in the amount of -\$4.5M. This means that funding outside of the traditional revenue streams available to the Nutrition Services department fund is required to end FY 2019-21 without a negative fund balance. See below for projection calculation.

<b>Estimated Fund Balance as of April 2020</b>	<b>(1,953,122)</b>
<i>Projected Revenue (May - June)</i>	
Est. Lunch Revenue (May - June)	374,330
Est. Breakfast Revenue (May - June)	214,676
<b>Total Projected Revenue (May - June)</b>	<b>589,006</b>
<i>Projected Expense (May - June)</i>	
Labor (May - June)	2,830,000
Utilities	300,000
Food & Disposable Supplies	923,900
Other	50,000
<b>Total Projected Expense (May - June)</b>	<b>4,103,900</b>
<i>Projected Year End Adj. Journal Entries (June 30)</i>	
Net Commodity Rev. Recognition Entry	60,000
Net Inventory Adj. Entry	900,000
<b>Total Projected Net Year End Adj. Entries (June 30)</b>	<b>960,000</b>
<b>Projected Ending Fund Balance with no Funding</b>	<b>(4,508,016)</b>
<b>Funding Transfer</b>	<b>4,508,016</b>
<b>Projected Ending Fund Balance w/Outside Funding</b>	<b>0</b>

MNPS 20-21

Student Parent Handbook Revisions

June 4, 2020

Handbook Topic	Department Designee	Page #	Justification
Adult Education Program	Bradley Redmond Antoinette Williams	33 or 34	Update
Assessment Calendar	Paul Chngas	63 to 69	Update
Child Abuse	Demonica Coverson Megan Cusson-Lark Antoinette Williams	35	Update
Community Achieves	Alison McArthur Antoinette Williams	23 or 24	Updated the Community Achieves school list. It includes school-based Family Resource Centers. Deleted the community based Family Resource Center page.
1 <sup>st</sup> Time Offender Program 402 & Drugs 505	Demonica Coverson Stephanie Davis Antoinette Williams	54, 59	Substance abuse continues to be an important public health problem that contributes greatly to morbidity and mortality rates, which warrants youth-focused initiatives to include educational and skills training program for

			<p>young people in school settings.</p> <p>A collaborative referral will increase the likelihood of the student receiving the appropriate education and interventions to address reduction of risk factors and increase of protective factors associated with adolescent drug use.</p> <p>Research indicates adolescent drug use of any type warrants education and intervention supports be made available to decrease the risk of substance abuse and addiction.</p>
<p>Noncompliance with an Assigned Disciplinary Response - 303</p> <p>Extreme Disruption of the School Environment or Bus - 413</p> <p>Sexual Intercourse Code – 426</p> <p>Repeated Violations - 400</p> <p>Recommended Level Response Changes</p>	<p>Alvin Jones Derrick Williams Antoinette Williams</p>	<p>52 to 58</p>	<p>T. C. A. § 49-6-4002</p> <p>§ 49-6-4002. Discipline policies; codes of conduct</p> <p>(c) In developing a discipline policy, the local board of education or charter school governing body shall seek recommendations from parents, employees of the LEA or charter school, law enforcement personnel, and youth-</p>



			related agencies in the community.
Discipline Process and Procedures	Alvin Jones Antoinette Williams	60, 61	The current statement does not consider student suspensions and expulsions during a time when school has been dismissed for an extended length of time. Additional language has been added to address times like we are currently experiencing.
Extreme Disruption of School Environment or Bus -Technology	Lance Lott/Douglas Renfro	57	Update
Threats Class 2 - 403	DeMonica Coverson Stephanie Davis Alvin Jones Antoinette Williams	54	To align with the current Threat Assessment Protocol for conducting threat assessments
English Learners	Molly Stovall	13-59	Updates
Driver's License Revocation	Bradley Redmond Antoinette Williams	33 or 34	Update
Opt-Out Laptop	Douglas Renfro	9	Update
Opt-Out Survey	Christine Stenson	10, 11	Update
Policy Section	David Sevier and Mark North	Throughout Handbook	Updates
Exceptional Education	Debbie McAdams	13-59	Updates



METRO  
NASHVILLE  
PUBLIC  
SCHOOLS

2020-2021 STUDENT-PARENT  
**HANDBOOK**





**DEAR FAMILIES,**

Welcome to Metro Nashville Public Schools! Our teachers and staff are ready to greet you and your students as we kick off an exciting and productive 2019-2020 school year! We know you have many educational choices. Thank you for selecting MNPS with the honor of educating your student.

In this handbook, you will find information to help you navigate through the school year, including policies and procedures, resources for families and the school year calendar. Additionally, this handbook contains important information on the rights of our students, families and staff in the educational process to learn and work in safe and supportive environments. We have a shared responsibility to uphold these rights while ensuring children receive the high-quality education they deserve.

Please take the time to become familiar with this handbook and use it as a reference guide throughout the school year. If you need additional assistance, contact your student's school or the MNPS Family Information Center at (615) 259-INFO (4636).

Sincerely,

A handwritten signature in cursive script that reads "Adrienne Battle".

**Dr. Adrienne Battle**

*Interim Director of Schools*

New message from Dr. Battle's for 20-21 Handbook (Please add to page above)

DEAR FAMILIES,

Welcome to Metro Nashville Public Schools! Our teachers and staff are ready to greet our students and parents as we start an exciting and productive 2020-21 school year, and seeing everyone in person will be a special thrill after the extended school closures this past spring. We know you have choices, and we thank you for selecting MNPS and giving us the honor of educating your children.

In this handbook you'll find information to help you navigate the school year, including policies and procedures, resources for families, and the calendar for the next nine months. This document also contains important information on the rights of MNPS students, families and staff to learn and work in safe and supportive environments. We have a shared responsibility to uphold these rights while ensuring that children get the high-quality education they deserve.

Please take some time to familiarize yourself with this handbook and use it as a guide throughout the school year. If you need additional assistance, please contact your child's school or call the MNPS Family Information Center at (615) 259-INFO (4636).

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

Thank you, and we look forward to a great year! بو پێزانینی پێر یان هەر پرسیاریکی ، تکیه تهنفونایان پهویندی بکمن ب رهنفهری قوتابخانه .

KURDISH SORANI: بو زانیاری زیاتر یان هەر پرسیاریکی ، تکیه تهنفونی یان پهویندی بکه به بهرنیوههری قوتابخانه .

Sincerely,

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

Dr. Adrienne Battle

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

Director of Schools

تماس بگیرید

# INFORMATION

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

**QUESTIONS?** Please call the MNPS Family Information Center at (615) 259-INFO (4636) or your student's principal. The handbook is available online at [www.mnps.org/2020-21-handbook](http://www.mnps.org/2020-21-handbook)

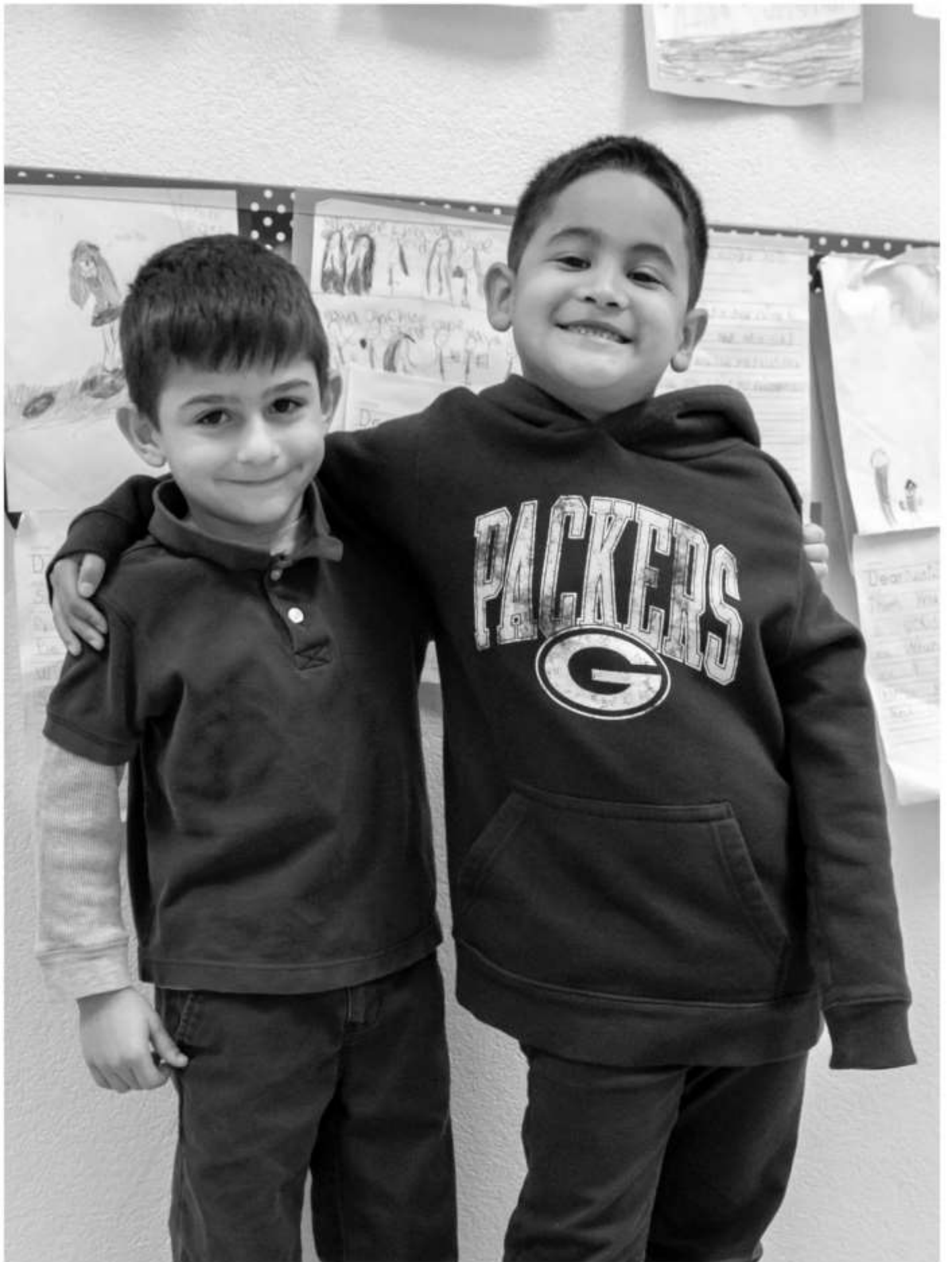
Policies may be modified or added throughout the school year. The current text of all policies is available in the following location:

- » The MNPS website at [www.mnps.org](http://www.mnps.org)
- » Your local school
- » MNPS Family Information Center  
2601 Bransford Ave, Nashville, TN 37204  
Entrance from Berry Rd.  
615-259-INFO (4636)

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

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

CHINESE: 如果你有问题或需要额外信息，请联系校长



# SIGNATURE REQUIRED

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

## STUDENT-PARENT HANDBOOK ACCESS & ACKNOWLEDGEMENT

I understand the 2019-2020 MNPS Student-Parent Handbook is available online at [www.mnps.org/handbook](http://www.mnps.org/handbook). The signature below acknowledges that I have read and understand the handbook and related policies.

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

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

Parent or Guardian Name (please print): \_\_\_\_\_

Parent or Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

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

## SCHOOL ATTENDANCE & TRUANCY

I understand that my student is subject to compulsory school attendance laws and if my student is unlawfully absent from school or habitually truant, law enforcement personnel may take my student into temporary custody and deliver him/her to the Metro Student Attendance Center (MSAC). (See pages 28-30 for more information.)

Parent or Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

# PERMISSION FORM

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

	YES	NO
<b>MEDIA (SEE PAGE 37 FOR MORE DETAILED INFORMATION)*</b>		
1. MNPS has permission to honor my student publicly, including submitting honors received to the media.		
2. MNPS has permission to interview, photograph or video record my student for use in print, on the internet, and in all other forms of media.		
3. MNPS has permission to allow news media and other non-MNPS media to interview, photograph or video record my student.		
<i>*If MNPS does not receive this permission form with a preference marked, the district will assume permission is granted for options one and two above and that permission is not granted for the third, which is photography or digital recording by news or non-MNPS media.</i>		
<b>MILITARY RECRUITER (SEE PAGE 37 FOR MORE DETAILED INFORMATION)</b>		
MNPS has permission to share contact information about my student with a military recruiter.		
<b>HEALTH SCREENINGS (SEE PAGE 37 FOR MORE DETAILED INFORMATION)</b>		
My student has permission to participate in the hearing, vision, height, weight and blood pressure screenings.		

Please print:

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

School Name: \_\_\_\_\_

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

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

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

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Parent or Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

# MILITARY STATUS OF PARENTS AND LEGAL GUARDIANS

**ONLY COMPLETE THIS FORM IF YOUR STUDENT’S PARENT OR LEGAL GUARDIAN CURRENTLY SERVES IN THE MILITARY.**

State and federal policymakers seek to help school districts assess the performance of students whose parent(s) or legal guardian(s) serve in the military to better understand the relationship between military life and child development. State legislation requires districts to identify students whose parent(s)/legal guardian(s) serve in the military. Every Student Succeeds Act (ESSA) defines students with parent(s) or legal guardian(s) on active duty military service as a subgroup for assessment reporting. Students are identified whose parent(s)/legal guardian(s) fall within the three military-related classifications:

**4 - Active Duty Military** – Parent/guardian on National Guard duty or Active Guard Reserve (full-time Reserve duty) or Active duty.

**5 - National Guard Military** – Parent/guardian who participates in the National Guard on a part-time basis.

**6 - Reserve Military** – Parent/guardian who participates on a part-time basis in the Reserves of a branch of the armed forces.

Classifications are only collected for parent(s)/legal guardian(s) of students, not for students enlisting in the military. **To collect this data for reporting purposes, the Military Connections Survey must be completed for each Metro Nashville Public Schools (MNPS) student in your household and returned to each student’s school.**

**For more information about USED commitment and services for military families:**  
<https://www.ed.gov/veterans-and-military-families>

## MILITARY CONNECTIONS SURVEY

School Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Student #: \_\_\_\_\_ Student Name: \_\_\_\_\_ Birthdate: \_\_\_\_\_

Parent(s)/legal guardian(s) of students must match guardian information contained in MNPS student records.

NAME OF PARENT OR LEGAL GUARDIAN	START DATE OF CURRENT MILITARY SERVICE	CLASSIFICATION: 4 (Active Duty), 5 (National Guard) or 6 (Reserve)	BRANCH: Army, Navy, Air Force, Marine Corps or Coast Guard



Parent or Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

# OPT-OUT PREFERENCES

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

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

## TECHNOLOGY OPT-OUT

*Only sign if you DO NOT want your student to have permission to access the district's internet.*

I have read the MNPS Technology Acceptable Use Policy (see page 37 for a description). I understand that the internet is a worldwide group of computer networks and that MNPS does not control the content available on, or through, these internet sites. I understand that MNPS will undertake good faith efforts to filter objectionable material available on sites that can be accessed by MNPS students but that filtering efforts may not completely block objectionable content. Therefore, I am restricting my student's access to the district's internet. **MNPS does not have my permission** to give internet access to my student. Failure to complete and sign the technology opt-out form will serve as an indication that your student has permission to access the district's internet.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent or Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

## LAPTOP/DEVICE OPT-OUT

**Only sign if you DO NOT want your student to have permission to access laptop or similar device to utilize both on and off campus for digital and remote learning opportunities.**

**I have read the MNPS Laptop/ Device for digital and remote learning (See Full Description Below)**

**MNPS may issue a laptop or similar device for remote or digital learning opportunities both on campus and off campus. This laptop or similar device will utilize the internet filtering provided by MNPS, as explained in the Acceptable Use Policy.**

**Therefore, I am restricting my student's access to a device for remote and digital learning. MNPS does not have my permission to check out a laptop or similar device to my student.**

**Failure to complete and sign the laptop/device opt-out form will serve as an indication that your student has permission to have a device checked out to them for both on and off campus learning.**

## LAPTOP/DEVICE FOR REMOTE/DIGITAL LEARNING (Full Description)

**MNPS students may be issued a laptop or similar device for remote or digital learning for use both on and off campus. Any parents wishing to restrict their student's access to a laptop or similar device are required to complete and sign the**

Laptop/Device Opt-Out form, located on the Opt-Out Preferences page in the front of the student parent handbook, and return to their student's school.

Failure to complete and sign the Laptop/Device Opt-Out form will serve as an indication that your student has permission to have a laptop/device checked out to them and agree and acknowledge the following:

1. MNPS retains title to the equipment at all times, unless otherwise transferred. Student, parent, or guardian ("we") shall hold no security or ownership interest in the equipment or in licenses to installed software. Equipment includes the following: A) laptop B) power adapter
2. We are fiscally responsible for lost, stolen, or damaged devices. Such responsibility shall not exceed \$400.00
3. The assigned student shall have possession of the equipment for the remainder of the school year and shall return in no event later than June 1, 2021.
4. If the device is damaged, we will return the device. We will not attempt to repair the device or contact any other computer repair service facility directly.
5. In the event that we install a program or modify the device, which impairs the functionality of the device, we are financially responsible for reimbursing the school system for the monetary cost.
6. If the device is lost, stolen, or damaged, it is our responsibility to immediately notify the school's librarian, teacher, principal, or assistant principal.
7. Upon request of an administrator or teacher, the device and power cord will be returned.
8. If the device is not returned to the school system upon the teacher or school's request or when enrollment is terminated for any reason, we agree to pay the cost of a replacement device within 30 calendar days. Furthermore, we understand and accept that MNPS may file a police report for stolen property should we fail to return or pay for the device and related items within 45 calendar days.
9. All sites used for instruction are evaluated by staff for appropriateness. Families should note that when MNPS devices are connected to a personal home network they are configured to filter the sites students may visit. Families should still discuss the importance of being safe, responsible, and respectful online
10. Users are responsible for securing and safeguarding data stored on MNPS technology. When using MNPS technology, this means that students should continue to use only approved MNPS digital tools (<https://www.mnps.org/digitaltools>) and follow each tool's specific guidelines for using student accounts. If students choose to use digital tools or access online services that are not part of MNPS's approved list, MNPS cannot be responsible for any data privacy or security concerns that may arise.
11. MNPS has the ability to monitor MNPS device usage to ensure compliance with MNPS policies. We understand that, because of MNPS's need to monitor MNPS devices, we have a limited expectation of data privacy while using MNPS technology. We understand that students are to use only MNPS approved digital tools in order to safeguard student data from unauthorized access. Furthermore, we are aware that the device may be randomly collected, inspected, and searched.
12. The device is to be used exclusively by the assigned student. Parent(s)/guardian(s) may only use the device for purposes of assisting their child with educational studies.
13. MNPS will obtain consent from participants before taking photos, recording audio, or capturing video.
14. At all times the MNPS Technology and Acceptable Use Policy found in the student-parent handbook applies.

*Please print:*

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

School Name: \_\_\_\_\_

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

\_\_\_\_\_

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

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

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Parent or Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

**SCHOOL SOCIAL WORK SERVICES OPT-OUT**

*Only sign if you DO NOT want your student to have permission to access school social work services.*

I wish to exclude my student from school social work services (see page 38 for a description). My student will not be able to have school social work services. **MINPS does not have my permission** to provide school social work services to my student. Failure to sign the School Social Work Opt-Out form will serve as an indication that your student has permission to access school social work services.

Parent or Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

# OPT-OUT PREFERENCES

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

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

## **MNPS SURVEY OPT-OUT INFORMATION AND PASSIVE CONSENT FORM**

*Only complete this form if you DO NOT grant permission for your student to take surveys conducted by MNPS in 2019-2020. If you choose to opt out, return the signed form to your student's school.*

During the 2020-2021 school year, MNPS is conducting two to three short (10-20 minute) surveys for students in third grade and above. These surveys will help us to learn more about our students and their perceptions of school. Your student's participation in these surveys is voluntary. You may exempt your student from participating in these surveys at any time prior to survey administration. In addition, your student can choose whether to take the survey or to answer any particular question. There will be NO penalty if you or your student choose not to participate.

### **School Climate Survey(s):**

The purpose of the school climate survey(s) is to help us improve school climate and culture. The survey(s) will ask your student about experiences at school, including relationships with teachers, connection to school, perceptions of safety, and overall school climate. Completing the survey(s) does not involve any risk to your student.

### **Neighborhoods and Wellbeing Survey:**

The purpose of the neighborhood and well-being survey is to learn more about students' experiences outside of school in order to support student well-being. The survey will ask students about their experiences in their neighborhood, with friends, and their own social and emotional development. Completing the survey does not involve any risk to your student.

These surveys will be administered securely online by Panorama Education. Your student's responses will be linked to his/her student ID and will be kept secure and confidential by the MNPS research office and Panorama Education. Although we do not ask, if a student reports harm to self, harm to others, or someone harming them in a survey, confidentiality will be breached solely for the purpose of protecting students or others from harm. Panorama Education's Privacy Policy is available at [www.panoramaed.com/privacy](http://www.panoramaed.com/privacy).

MNPS will share survey results grouped at the school level without any identifying information with school and district staff, and may share this aggregated data publicly. MNPS may provide individual survey responses without any identifying information to external researchers. De-identified data collected through these surveys may be archived by the Inter-University Consortium for Political and Social Research (ICPSR) as part of the Nashville Longitudinal Study of Youth Safety and Well-being.

You will receive phone notifications prior to each survey administration. You will have the opportunity to review each survey online or at your student's school before the survey begins.

If you do not wish for your student to participate in these surveys, please fill out the form on the back of this page and return it to your school. Or, you may send an email to Dr. Laura Stiver Walsh at [laura.stiver-walsh@mnps.org](mailto:laura.stiver-walsh@mnps.org) with your student's name, date of birth, school and grade.

**If you choose to opt out, please fill out and sign the form on the following page.**

By checking this box, I indicate **my student may not** take part in the MNPS School Climate Survey(s).

By checking this box, I indicate **my student may not** take part in the MNPS Neighborhood and Well-being Survey(s).

Please note that you only need to fill out and send in this form if your student is not allowed to take the surveys described above.

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

School Name: \_\_\_\_\_

Student's Date of Birth (Month/Day/Year): \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Parent or Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

***This form only applies to the specific MNPS-administered surveys listed above for the 2020-2021 school year. Researchers and program evaluators from inside or outside the district must ask for separate permission for any other surveys that the district or school approves.***

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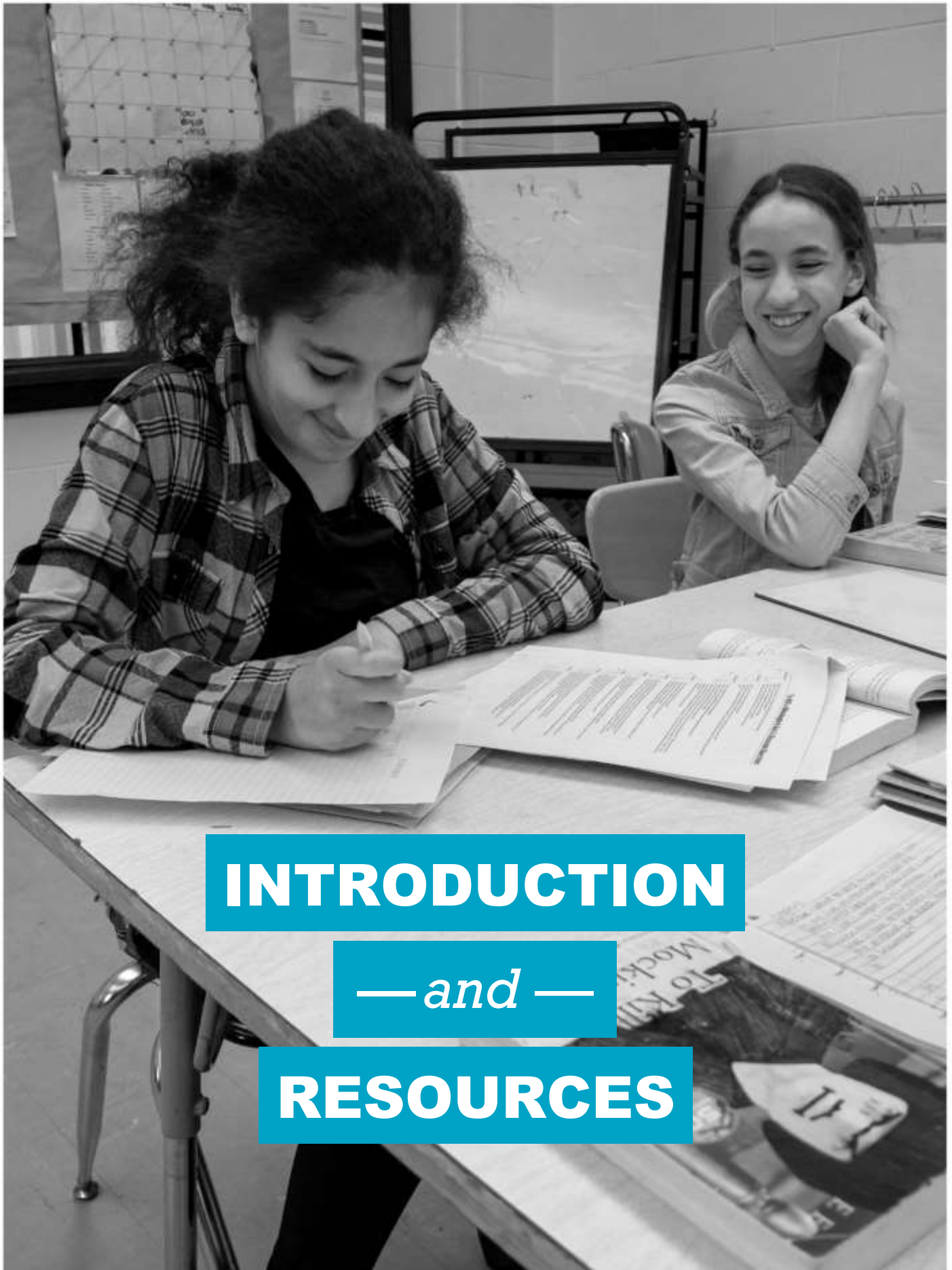
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**INTRODUCTION**

— *and* —

**RESOURCES**

# INTRODUCTION

## Handbook Purpose

The Metro Nashville Public Schools (MNPS) 2020-2021 Student-Parent Handbook reflects the policies of the MNPS Board of Public Education and the regulations of the Tennessee Department of Education.

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

## Handbook Principles

The 2019-2020 Student-Parent Handbook is based on the five principles listed in the shaded box. These principles provide an important foundation to guide behavior, both individually and in interpersonal relationships. If students follow these principles, it will strengthen the learning environments of our schools.

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

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

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

MNPS is also committed to using this code fairly and without discrimination based on a student's Individualized Education Program (IEP), 504 Plan, race, ethnicity, national origin, gender, gender identity, sexual orientation or religion.

## School Climate and Culture

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

Schools with a positive climate and culture have:

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

## FIVE GUIDING PRINCIPLES

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

# RIGHTS AND RESPONSIBILITIES

## Family Educational Rights and Privacy Act

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

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

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

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

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

Student directory information is restricted in accordance with FERPA guidelines. If you do not want MNPS to disclose the types of information designated below as directory information from your student's education records without your prior written consent, you must notify your student's school either in writing or by completing the Directory Information Opt-Out form, available online at [www.mnps.org/parentsandstudents](http://www.mnps.org/parentsandstudents) or from the Family Information Center, by September 3, 2019.

MNPS has designated the following information as directory information:

- » Student's name
- » Address
- » Photograph
- » Date and place of birth
- » Major field of study
- » Dates of attendance
- » Participation in officially recognized activities and sports
- » Weight and height of members of athletic teams
- » Degrees, honors and awards received

- » The most recent educational agency or institution attended

## Student Rights and Responsibilities

### Students have the right to:

1. An education that prepares them for success in post-secondary education. This includes receiving support and guidance from faculty, a strong academic curriculum and high expectations in the classroom. Information on all options of post-secondary education should begin at least in the ninth-grade year.
2. Fair communication with teachers, administrators, bus drivers and other staff having a safe and respectful relationship that will nurture their academic progress, while also creating a secure learning environment.
3. Attend school and receive a free and appropriate public education as provided by law.
4. Be taught in a safe and clean learning environment. A clean and safe building is an environment that does not pose any danger to physical safety or hinder the ability to learn. Students should participate in keeping schools clean and safe.
5. Be treated courteously, fairly and respectfully by other students and school staff.
6. Receive a written copy of select district and school policies and procedures at the beginning of the school year and have access to district and school policies and procedures throughout the school year.
7. Bring complaints or concerns to the school principal or staff and expect a response in a reasonable amount of time.
8. Be told, orally or in writing, the reason(s) for disciplinary decisions and be allowed the opportunity to tell their side of the story.
9. Request or challenge in writing an explanation of anything in their education records.
10. Receive information about the procedures for appealing disciplinary decisions.
11. Have a parent or guardian attend applicable disciplinary conferences and hearings.
12. Have school staff or an administrator present when police are called, and have a parent or guardian notified when they are questioned during a police investigation with the exception of those situations that involve child abuse or neglect.
13. Be involved and have a voice in the decision making policies that affect students and schools.

14. Feel safe in schools without fear or worry for physical, mental or emotional well-being.
15. Fair discipline, with district discipline policies being applied equitably in every school. The level of consequences should be based on the level of the infraction. Efforts will be made to assist students in resolving their own conflicts.
16. Healthy food in schools. This includes fresh fruits and vegetables, quality meats and nutritious beverages available in the cafeteria and in snack machines.

### Students have the responsibility to:

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

12. Hold themselves and peers accountable for cleaning up at school and on the bus.
13. Make the healthier choice in food items when options are presented.
14. Follow directions of the bus driver.
15. Be at the bus stop five minutes before the scheduled bus arrival time, waiting in a safe place, clear of traffic and 12 feet from where the bus stops. Wait for the bus in an orderly line and be respectful of the property around them.
16. Cross the roadway in front of the bus after the bus has stopped, they have looked at the bus driver for a hand signal, and they have looked in both directions for traffic — left, right, left.
17. Signal the bus driver with a a waving motion if something is dropped outside of the bus and wait for the bus driver to give a signal before picking up object.
18. Go directly to assigned seat when entering the bus and keep the aisles and exits clear.
19. While on the bus remain properly seated, back against the seat, bottom against the bottom of the seat, and keep hands to themselves.
20. Not eat, drink, chew gum, or bring tobacco, alcohol, drugs or any controlled substances on the bus.
21. Not carry animals, glass objects, nuisance items, hazardous materials, or weapons onto the bus. Students may carry only objects that can be held in their laps.
22. Refrain from using loud voices, profanity, and/or obscene gestures, and respect the rights and safety of others.
23. Keep their head, arms or objects inside of the bus windows.
24. Be totally silent at railroad crossings.
25. Stay seated until time to get off the bus. The open door is the signal to get up from the bus seat.
26. Ride the bus to which they have been assigned and get off at their assigned bus stop. Only in the event of an emergency, as determined by the principal or his/her representative, will a student be allowed to ride a different bus. Notification of this emergency must be sent to the school in a written note signed by the parent/guardian. The school administrator may grant permission after notifying the Transportation Supervisor.
27. Keep their bus clean and in good, safe condition.
28. Adhere to the “Bring Your Own Device” (BYOD) Policy prohibiting use of such devices during the operation of the school bus in a manner that interferes with the communication equipment or the bus driver’s operation of the bus. The bus driver may allow wearing of headphones with an audio system

on a case-by-case basis as long as it is in accordance with local school rules.

29. Refrain from using mirrors, lasers, flash cameras, or any other lights or reflective devices in a manner that might interfere with the school bus driver’s operation of the school bus.
30. Board the school bus at the bus stop to which they are assigned; students are automatically assigned to the bus stop closest to their home address.

## Parent and Guardian Rights and Responsibilities

### Parents and guardians have the right to:

1. Be actively involved in their student’s education.
2. Be treated courteously, fairly and respectfully by school staff and principals.
3. Receive information and communication related to:
  - » Policies and procedures of the school and the MNPS Board of Public Education
  - » Academic progress and behavior reports
  - » Prompt notification of disruptive behavior and/or disciplinary actions
  - » Information about due process procedures for disciplinary action (see page 54)
  - » Ways to improve student’s academic or behavioral performance
  - » Services for English Language Learners and students with disabilities
4. Translation services

### Parents and guardians have the responsibility to:

1. Make sure their student attends school regularly and on time and, when a student is absent, send in written excuse notes. Please see MNPS policy on attendance and truancy on page 28.
2. Support MNPS by being a role model for their student, talking with their student about school and expected behavior and communicating the value of education through words and action.
3. Be respectful and courteous to staff, other parents, guardians and students while on school premises and during school activities. Inappropriate behavior may result in restricted access to the school, school grounds and school activities. The parent or guardian will be notified in writing.
4. Give updated contact information to MNPS and their student’s school annually or whenever contact information changes. Provide the school with all legal documents pertaining to custody or special circumstances in a timely manner. Parents may be requested to provide verification of the student’s

address if school personnel, including Transportation staff, believe that the student's address may have changed.

5. Give their student a space to complete their homework or allow participation in after-school programs that permit the completion of homework.
6. Encourage students to participate in extracurricular activities that promote social and emotional growth in the areas of creative arts, music and athletics.
7. Work with principals and school staff to address any academic or behavioral concerns or complaints students may experience.
8. Read and become familiar with the policies of the Board of Education's administrative regulations and this Student-Parent Handbook.
9. Assist students in understanding the bus safety rules and encouraging their student's compliance.
10. Be responsible for their student's conduct and safety at all times prior to the arrival and after the departure of the school bus at the assigned bus stop.
11. Support safe riding practices and reasonable discipline efforts.
12. Teach their student the proper procedures for safely crossing the roadway before boarding and after leaving the school bus.
13. Respect the rights and privileges of others at the bus stop.
14. Monitor bus stops if possible.
15. Notify the school when a student who receives special transportation will not ride the bus for five or more days.
16. Be aware of illegal or undesirable activities and other dangers near the bus stop and report those to the appropriate school district representative or by calling the Family Information Center at (615) 259-4636.

## Principal and School Staff Rights and Responsibilities

### Principals and school staff have the right to:

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

### Principals and school staff have the responsibility to:

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

## District Office Responsibilities

### MNPS' district office staff has the responsibility to:

1. Ensure the legal rights of all students, including students with disabilities.
2. Collaborate and communicate with the community to create and implement policies and procedures that promote highly effective schools that are safe and conducive to the success of students, staff and the community.
3. Ensure all schools have the resources and leadership to support and maintain student and school success.
4. Protect the legal rights of school staff, principals, students and parents or guardians.

5. Be courteous, respectful and fair with students, parents or guardians, school staff and principals.
6. Provide a broad-based and varied curriculum to meet individual school needs.
7. Provide staff who are trained to meet the needs of students.
8. Provide support and professional development training to principals and school staff to help them support students.
9. Support principals and school staff in the fulfillment of their disciplinary responsibilities as defined by the MNPS Student-Parent Handbook.
10. Notify parents or guardians prior to an out-of-school disciplinary action.
11. Provide a bus that is clean, reliable and safe.
12. Ensure bus drivers will greet each student who enters the bus each morning and afternoon.
13. Ensure bus drivers will clearly communicate expectations and procedures to students to ensure their safety.
14. Ensure bus drivers will use language that is positive and welcoming in an attempt to build relationships with all riders.
15. Ensure bus drivers will clearly communicate the behavioral interventions to be used for all riders.
16. Ensure transportation staff will communicate issues and concerns to school staff and/or parents.
17. Ensure transportation will be made aware of the schools Tier I school-wide expectations and mirror (as much as possible) their expectations, policies, and procedures for student behavior on the bus.

# RIGHTS AND RESPONSIBILITIES

## Stay Connected

### FAMILY INFORMATION CENTER

For information, questions, comments and suggestions, please contact our Family Information Center by calling (615) 259-INFO or emailing us at [familyinfo@mnps.org](mailto:familyinfo@mnps.org).

#### Family Information Center Hours

*Phone:* Monday-Friday, 6:30 a.m.-5:30 p.m.

*In Person:* Monday-Friday, 8 a.m.-4:30 p.m.

### INFORMATION ONLINE

Our website, [www.mnps.org](http://www.mnps.org), contains information on a variety of topics, including school lunch menus, academic requirements, school lists and school zoning and transportation information.

### CALLOUTS

MNPS uses a callout system to share important news and information with families. You will receive recorded calls from the school district and your student's school. Callouts are also available in other languages. If you are not receiving calls, please check the Family Portal (see info below) to review and update your phone number and email address. If you need assistance, contact your student's school.

### MNPS FAMILY PORTAL

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

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

The Family Portal is available online and on mobile devices. Schools will provide instructions to access the Family Portal. Contact the Family Portal Liaison at your student's school for questions. Learn more at [www.mnps.org/familyportal](http://www.mnps.org/familyportal).

### DOWNLOAD OUR MOBILE APP

MNPS has a free mobile app available to download from both the Apple and Google Play stores. Search for Metropolitan Nashville PS. Once downloaded, you can select the schools you want to follow and enable push notifications to receive information from those schools.

## CONTACT MNPS



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



(615) 259-INFO (4636)



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



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



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



@MetroSchools



@MetroSchools

The mobile app provides news about schools that is shared on websites and social media, as well as a staff directory, mapping tool, school menus and more.



## Get Involved

### PARENT ADVISORY COUNCIL (PAC) AND THE EXCEPTIONAL EDUCATION FAMILY ADVISORY COUNCIL (EEFAC)

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

The Exceptional Education Family Advisory Council (EEFAC) was created by families of students with disabilities. Any parent of a student who receives special education services is eligible to be a member of EEFAC.

To get involved, contact your school's principal.

Please refer to [MNPS.org](http://MNPS.org) for additional information or email [EEQuestions@mnps.org](mailto:EEQuestions@mnps.org).

### COMMUNITY ACHIEVES

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

#### Participating Schools

Alex Green Elementary School  
Antioch High School  
Antioch Middle School  
Buena Vista Elementary School  
Cole Elementary School  
Donelson Middle School  
DuPont Hadley Middle School  
Fall Hamilton Elementary School  
H.G. Hill Middle School  
Haynes Middle School  
Haywood Elementary School  
Hull Jackson Elementary  
Inglewood Elementary School  
J.E. Moss Elementary  
Jere Baxter Middle School  
Joelton Middle School  
John Early Middle School  
Madison Middle School  
Maplewood High School  
Margaret Allen Middle School  
McKissack Middle School  
McMurray Middle School  
Napier Elementary School  
Overton High School

Pearl-Cohn High School  
Robert Churchwell Elementary  
Tusculum Elementary  
Two Rivers Middle School  
Whites Creek High School  
Whitsitt Elementary School  
Wright Middle School

For an updated list of participating schools and contact information, visit: [www.communityachieves.org](http://www.communityachieves.org).

## Receive Assistance

### COMMUNITY HELPLINE

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

### SCHOOL SOCIAL WORK SERVICES

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

MNPS utilizes a Collaborative Referral protocol to connect students with school-based providers to provide needed support. To make a referral for Social Work or School Counselor Services, please notify the school counselor at the child's assigned school. Please note MNPS School Social Workers are no way affiliated with the Department of Children Services. Thereby should not be confused with the case managers for DCS as both are separate entities with very different services that each provides.

### SCHOOL PSYCHOLOGIST

School Psychologists provide support to every MNPS school. The School Psychology Department is committed to providing systems and structure, data-based decision making, and individualized support to each student. School Psychologist support students by ensuring equitable access and increasingly intensive intervention in the area of academics and behavior and supports

schools by using to data to help determine each student's need.

## THE HERO PROGRAM FOR FAMILIES AND STUDENTS IN TRANSITION

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

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

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

## STRIDE

All MNPS students enrolled in grades 9-12 are able to ride WeGo (formerly MTA) buses at no cost through an innovative program called StriDe. Students in grades 5-8 who attend an out-of-zone school where they have no yellow bus service are eligible to participate in the StriDe program with parental permission. Contact your middle

school office for permission forms and eligibility information.

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

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

Students utilizing this service must follow the WeGo Code of Conduct or face revocation of WeGo bus transportation privileges. The Code of Conduct is posted at Music City Central and online at [NashvilleMTA.org](http://NashvilleMTA.org).

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

## EXTENDED LEARNING PROGRAMS

The Office of Extended Learning Programs provides direct and indirect support of before school, after school and summer programs. The Office of Extended Learning Programs is funded, in part, under the Elementary and Secondary Education Act, Title IV-B: 21st Century Community Learning Centers and Lottery for Education in Afterschool Programs grants.

To learn more about Extended Learning programs, please visit [www.mnps.org/before-and-after-care](http://www.mnps.org/before-and-after-care).

In the event of inclement weather, program hours may be delayed or canceled. The following schedule will be observed as a result of delayed starts, early dismissals, or school cancellations:

- » **Two-Hour Late Start** — Before care programs open two hours late
- » **School Closure** — Before Care and Afterschool / After Care Programs closed
- » **Early Dismissal** — Afterschool / After Care programs closed

MNPS reserves the right to cancel afterschool programs in the event that inclement weather is possible during out of school time.

(Deleted all of the Family Resource Center Page that was below)





**POLICIES**

*— and —*

**PROCEDURES**

# POLICIES AND PROCEDURES

## Non-Discrimination Statement

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

## Civil Rights Compliance

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

### TITLE VI OF THE CIVIL RIGHTS ACT OF 1964

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

### TITLE IX OF THE EDUCATIONAL AMENDMENTS OF 1972

Title IX prohibits discrimination on the basis of sex.

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

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

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

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

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

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

### Notice

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

The district's initial and continuing notification may include posting notices, publishing in newspapers, web and in student and employee handbooks, and distributing written communications.

### 504 Complaint Procedures

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

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

### Appeal Process

If the parent or guardian wishes to appeal the decision of the District Section 504 Coordinator, he/she may submit a signed statement of appeal to the Executive Officer of Support Services or his/her designee within 10 days after

receipt of the district coordinator's response. The Executive Officer of Support Services or his/her designee will meet with all parties involved, formulate a conclusion and respond in writing to the grievance within 15 days.

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

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

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

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

Jennifer Earwood  
ADA Title II Coordinator  
2601 Bransford Avenue  
Nashville, TN 37204  
Email: [jennifer.earwood@mnps.org](mailto:jennifer.earwood@mnps.org)  
Phone: (615) 259-8530

See **MNPS Bullying and Harassment Policy 6.304** at [www.mnps.org/policies-and-procedures](http://www.mnps.org/policies-and-procedures).

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

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

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

## IDEA – INDIVIDUALS WITH DISABILITIES ACT

A federal law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education and related services. IDEA requires schools to provide parents of a child with a disability with a notice of containing a full explanation of the procedural safeguards available under the IDEA, U.S Department of Education regulations, and TN law and regulations. You can access a copy of the *TN Procedural Safeguards* [here](#). If you have questions regarding IDEA, please contact [EEQuestions@mnps.org](mailto:EEQuestions@mnps.org).

## TITLE VII OF THE CIVIL RIGHTS ACT OF 1964

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

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

Mary Ellen Zander  
Director, Employee Relations  
2601 Bransford Avenue  
Nashville, TN 37204  
Email: [maryellen.zander@mnps.org](mailto:maryellen.zander@mnps.org)  
Phone: (615) 259-8440

MNPS is committed to maintaining equitable employment/educational practices, services, programs and activities that are accessible and usable by qualified individuals with disabilities. For more specific information regarding the Americans with Disabilities Act (ADA) compliance and grievance procedures, refer to **MNPS Policy 5.501**.

## Reporting Requirements

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

Any students with knowledge of bullying should report the bullying to the principal. Bullying, harassment, intimidation or hazing that is reported to any staff member must be reported to the principal. See MNPS policy at [www.mnps.org/policies-and-procedures](http://www.mnps.org/policies-and-procedures).

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

## THREAT BY ELECTRONIC TRANSMISSION

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

## Juvenile Offender Act

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

On first offenses, the judge may exercise discretion and sign a withdrawal to reinstate driving privileges after three months. Beyond this limited circumstance, the denial or suspension of driving privileges are outlined in TCA 55-10-702.

For more information, contact the Department of Support Services.

## Safe Harbor Provision

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

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

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

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

## Searches and Seizures<sup>1</sup>

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

**Lockers and other storage areas** are the property of MNPS and are subject to search. The search will be

conducted by the principal or his/her designee in the presence of an adult witness.

- » There should be reasonable suspicion\* for school authorities to investigate that the student(s) or visitor(s) possess(es) an item, the possession of which constitutes a crime or school rule violation.
- » If circumstances in a particular school dictate, either a general or random search of lockers or other school property accessible to students may be conducted.

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### <sup>1</sup> TCA 49-6-4204, 4205

» A notice will be posted at all schools that lockers and other storage areas, containers and packages brought on school property are subject to search for drugs, drug paraphernalia and weapons. **\* Reasonable suspicion is defined as circumstances based on standard case and prudence to believe and consciously entertain persons have done a specific act.**

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

- » There should be reasonable suspicion\* for school authorities to investigate that the vehicle contains weapons, drugs, drug paraphernalia or other illicit items.
- » If circumstances dictate, either a general or random search of vehicles may be conducted.
- » A notice will be posted at all school properties indicating that vehicles located or parked on school property are subject to search.

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

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

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

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

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

## Student Arrest

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

## Threat Assessments

There may be times when a student makes a written, verbal or electronic threat that might involve a specific, credible plan to cause harm to students, staff or school. In these instances, a Threat Assessment team may convene and proceed to:

- » Assess threats of potentially harmful or lethal behavior
- » Determine the level of concern and action required
- » Organize school and community resources and strategies
- » Manage situations involving students that pose threats to others
- » Help to maintain a sense of psychological safety within the climate of the school community

## Unsafe School Choice Option and Victims of Violent Crime

Students who attend a public elementary or secondary school identified by the state as “unsafe,” or students who are victims of a violent crime while in or on school grounds, as defined by federal law, must be given the option of enrolling in a different school within the same school district. Transportation for qualified students who decide to change schools must be provided by the school district for the remainder of the school year. In addition, families of a student who attend a school designated “unsafe” due to a pattern of violence and/or the student is a victim of a violent crime on schools grounds, may choose to transfer the student to a different school that has not been designated as unsafe. Transportation will be provided by the school district. Currently, all MNPS schools are deemed safe by the State Department of Education.

## Violation of Personal Rights

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

## Policies Related to Administration of Schools

The information contained in this section is a brief description of the most referenced policies and procedures. The information included does not describe policies in their entirety. Policies can be viewed in the policies section on [www.mnps.org](http://www.mnps.org). For questions or help, contact the MNPS Family Information Center at (615) 259-INFO (4636).

## DISTRICT GOVERNANCE

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

The Board of Education authorizes the director of schools to establish all of the operating procedures and protocols within the school district. Members of the director’s Executive Leadership Team (ELT) sponsor procedures applicable to their division. The director of schools is ultimately responsible for approving the district’s operating procedures. These are reviewed regularly and are subject to change throughout the school year.

## MNPS BOARD OF PUBLIC EDUCATION MEETINGS AND POLICIES

The Board of Education develops and approves the policies that govern the operation of the school district. These policies can be found at [www.mnps.org/policies-and-procedures](http://www.mnps.org/policies-and-procedures).

Board meetings are held on the second and fourth Tuesdays of each month. Persons who would like to request to publicly address the Board of Education at a board meeting should submit the request using the sign-up form on the MNPS website, [www.mnps.org/board-of-](http://www.mnps.org/board-of-)



**education.** For questions concerning appearing before the Board of Education, contact (615) 259-8487. Board meeting minutes are posted on the MNPS website. More information about the Board of Education and its members is available on the MNPS website at [www.mnps.org/board-of-education](http://www.mnps.org/board-of-education).

## ATTENDANCE AND TRUANCY

Tennessee law requires children ages 6 through 17 attend school. Attending school daily helps students succeed academically. Missing school leads to difficulties for a student academically, socially and emotionally.

If a student is found to be unlawfully absent from school and/or habitually truant, the student may be taken into custody by law enforcement personnel and transported to the Metro Student Attendance Center (M-SAC) (see more on page 29). Juvenile court may also become involved if a student is truant.

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

*What absences are counted as excused absences?*

- » Student's personal illness
- » Family member's illness that requires the student's temporary help
- » Death in the family (up to three days)
- » Deployment of a parent or guardian serving in the military (one day for deployment, one day for return and up to 10 days when the service member is on temporary leave at home)
- » Head lice (up to three days per infestation)
- » Recognized religious holidays regularly observed by persons of the student's faith
- » Court appearance or legally mandated meetings
- » Documented college visitations (up to three days per year for juniors and seniors)
- » A principal may allow the following circumstances to be considered an excused absence if the parent or guardian submits a written request:
  - Unexpected emergencies such as car problems
  - Job interview or conference
  - Doctor or dental appointments
  - Other circumstances requested in writing by the parent or guardian that the principal considers to require a student's absence

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

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

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

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

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

- » If a parent/guardian has concerns regarding the accuracy of the student's attendance, he/she can contact the school to discuss potential discrepancies. Concerns about the student's absences may be appealed to the school's principal, who will make the final decision.

### Late Arrival and Early Dismissal

All instructional time is important. Arriving to school on time and staying in school all day allows students to receive all available instruction, engage in social and emotional experiences, hear important announcements, and develop positive lifelong habits. Alternately, students who arrive late or leave early miss valuable instruction

time, disrupt the flow of class, distract students, and impede learning.

Every school shall establish, and communicate to parents or guardians, a schedule of consequences for students with late arrivals and early dismissals. Those consequences shall not include further loss of instructional time such as in-school suspension or out-of-school suspension.

- » Students must attend at least 50% of the scheduled school day to be counted present.
- » If a student attends less than 50% of a scheduled school day, the student will be marked as absent. A written excuse note should be submitted to the front office for this to be considered an excused absence.
- » Students who arrive after the designated start time of school will be counted as tardy. A student who leaves prior to the end of school will be marked as early dismissal.
- » The principal will determine the time frame in which tardy students are able to go directly to class. Students are expected to get an admit slip to class from the office staff upon arriving at school.
- » Students will not be released from school for early dismissal without prior approval from the parent or guardian.
- » The names of the adults who are permitted to pick up the student from school must be documented in the student's school file. Without prior notification from the student's parent or guardian, a student will not be released to an adult whose name is not documented in the file.
- » The parent/guardian or adult whose name is listed on file will be asked to show the front office staff a picture ID for the student to be released from school.

#### **Make-Up Work for Assignments Missed During Absence**

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

#### **Responses to Truancy**

- » A student is considered to be truant after he or she has more than four unexcused absences in a school year.
- » The school staff may make a referral to various support staff, school-based programs, youth court and M-SAC, as part of the districts progressive attendance intervention strategy to alleviate any social, emotional or family issues that may be contributing to the student's absences. School staff may also require students to take part in school-based community services, Saturday courses or after-school courses designed to improve attendance.
- » In-school suspension or out-of-school suspension must not be used as part of the progressive attendance intervention plans adopted by schools for unexcused absence from class or school.
- » When a student has five unexcused absences, the principal may make a referral to juvenile court so the court can intervene with the student's truancy. If a juvenile court referral is made, the parent or guardian of the student must attend court and court reviews, as well as pay the fees that accompany court costs. If the student continues to miss school and remains truant, the court has the authority to remove the student from the parent or guardian's home.
- » If a student has an IEP, the school must hold a Manifestation Determination Review to determine whether the student's absences were related to the student's disability prior to making a referral to juvenile court. If the student's disability had a direct and substantial relationship to the absences, a truancy referral to juvenile court will not be made.

#### **Metro Student Attendance Center (M-SAC)**

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

#### **Adult Education Program – High School Equivalency Test**

Students 17 years of age or older are eligible to take the High School State Equivalency Test (HiSET) in lieu of earning a high school diploma with the approval of the director of schools. Students wishing to take the HiSET are encouraged to enroll in a state-approved HiSET program. Students must submit a written application for testing to

the Chief of Student Services/designee for a recommendation to be made to the Director of Schools. All applicants must be interviewed in order to be recommended for testing.

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### **Driver’s License Revocation**

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

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

### **Discharge of Compulsory Attendance**

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

- » The student significantly disrupts the learning of other students
- » The student’s behavior requires consistent and significant discipline
- » The student is not significantly benefitting from attending school

### **BRING YOUR OWN DEVICE (BYOD)**

This policy provides an opportunity for students to utilize personal technology for instructional use in MNPS schools and classrooms. Student usage is at the discretion of the school principal and students must adhere to the acceptable usage policy. The use of these of personal technology should be regulated by schools and teachers to meet the instructional goals.

### **CHILD ABUSE AND NEGLECT**

The district has put policies in place to ensure the safety of each child in our care. MNPS faculty and staff are mandated by law to report any suspicion of abuse or neglect to either the Tennessee Department of Children’s Services and/or the Metropolitan Nashville Police

Department (MNPDP). If suspicion of abuse or neglect occurs after MNPS school hours, weekends and/or holidays, please notify and report suspicions to MNPDP and request a well-being check be conducted at the child's/student's residence

### **COMMUNICABLE DISEASE**

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

### **COMPLAINTS**

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

### **DISRUPTIVE PARENTS/GUARDIANS/OTHER VISITORS**

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

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

### **DISTRIBUTION OF MATERIALS**

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

### **ELIGIBILITY FOR ATHLETICS**

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

### **EXEMPTION FROM EXAMS**

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

### **FAMILY LIFE AND SEXUAL EDUCATION**

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

### **FEE WAIVERS**

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

### **FIELD TRIPS**

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

### **HEALTH AND WELLNESS**

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

### **HIPAA PRIVACY**

The Health Insurance Portability and Accountability Act (HIPAA) Privacy Rule allows covered health care providers to disclose Protected Health Information (PHI) about students to school nurses, physicians or other health care providers for treatment purposes, without the authorization of the student or student's parent. For example, a student's primary care physician may discuss the student's medication and other health care needs with a school nurse who will administer the student's medication and provide care to the student while the student is at school. In addition, a covered health care provider may disclose proof of a student's immunizations directly to a school nurse or other person designated by

the school to receive immunization records if the school is required by state or other law to have such proof prior to admitting the student and a parent, guardian, or other person acting in loco parentis has agreed to the disclosure. See 45 CFR 164.512(b)(1)(vi).

### **LENGTH OF SCHOOL DAY**

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

### **PARENT INVOLVEMENT**

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

### **PARENT NOTIFICATION**

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

### **PERSONAL APPEARANCE**

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

### **STUDENT DRIVING**

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

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

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

## STUDENT RECORDS

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

## SUBSTANCE ABUSE

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

## TECHNOLOGY AND ACCEPTABLE USE

Any parents wishing to restrict their student's access to the internet and network are required to complete and sign the Technology Opt-Out form, located on the Opt-Out Preferences page in the front of the handbook, and return to their student's school. Failure to complete and sign the Technology Opt-Out form will serve as an indication that your student has permission to access the internet and the district's network. The full policy will be issued to parents and it will be posted on the district's website at [www.mnps.org/policies-and-procedures](http://www.mnps.org/policies-and-procedures). The use of technology resources by students, staff members or visitors to MNPS is a privilege and is subject to all applicable state and federal laws and policies of the district. Students are responsible for their ethical and educational use of the computer online services in the district.

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

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

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

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

## TRANSPORTATION

MNPS Transportation Services and our caring and highly trained team are an extension of the school day. Much like educators on wheels, these team members help support learning outside of the classroom. Safety is the top priority for MNPS, and Transportation Services continuously strives to efficiently maximize resources and securely transport all of our students to and from school and school activities.

### School Bus Services

Transportation services are available based on eligibility criteria provided by the State of Tennessee Code:

- » **Elementary School** — Students in grades K-4 must be enrolled and live more than 1.25 miles away from their zoned school
- » **Middle School** — Students in grades 5-8 must be enrolled and live more than 1.25 miles away from their zoned school.
- » **High School** — Students in grades 9-12 who live more than 1.5 miles away from their zoned school.

Students who choose not to attend their zoned school, are removed for disciplinary reasons, or have been expelled from school are typically not eligible for transportation. Students with disabilities may be entitled to additional transportation services as identified in their Individualized Education Plan (IEP). Additionally, some Pre-K students may be entitled to additional transportation services.

### **Bus Stops**

Students are automatically assigned to the bus stop closest to their home address. Parents are responsible for their student's safety while getting to and from the bus stop and while waiting at the bus stop.

Bus stops are set to be used by elementary, middle, and high school students. A student's bus stop may be changed for safety reasons that may include, but are not limited to, a sex offender moving into the area, construction, police/gang activity, etc. The locations of bus stops are determined by the Transportation Supervisor and the Routing Department. The safety of all students is the first consideration when determining bus stop locations.

The school bus will travel streets or street segments that are at least 3/10 of a mile long and which provide a safe turnaround area for the bus. Door side pick-ups and drop offs will be provided to students who reside on high speed roadways (40+ mph) without sidewalks or a safe walking path. Students are not permitted to cross multi-lane roads.

Parents may be required to verify their address when a driver, team leader and/or Transportation Supervisor suspects that a student has moved.

Students are to be standing at the bus stop five minutes prior to the bus arrival time. Students are not to be waiting in the house or car. Running to the bus stop is a very dangerous practice and could result in serious injury.

Requests to change a bus stop for personal preferences will not be granted. Drivers are expected to deliver students to their assigned bus stop.

### **Responses to Student Behavior on the Bus**

When students have behavioral challenges on the bus, the driver will utilize the following responses:

- » Periodically remind all students on the bus about the behavioral expectations.
- » Have a restorative conversation with the student, inviting the student to repair the harm of their behavior
- » Next, change the student's seat.
- » Then, call the student's parent.

If the above responses are ineffective in teaching new behavior, the driver will submit a discipline referral to the

student's school, documenting all interventions tried prior to submitting the referral. The parent and Transportation department will also receive copies of the referral. The school administrator may assign a bus suspension or other disciplinary action as appropriate. The administrator may also request a conference with the parent and Transportation. The school will notify the Transportation Supervisor of the actions taken. The Transportation Supervisor will relay that information to the driver.

### **Bus Suspension**

The student is suspended from the bus for a specified period of time by the local school administrator. The student is expected to attend school, but the parents are responsible for providing transportation to and from school.

## **TRANSPORTATION OF STUDENTS TO MEDICAL FACILITIES**

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

## **VOLUNTEERS AND VISITORS ON SCHOOL CAMPUS**

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

## **English Learners (EL)**

Under Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act of 1974 (EEOA), public schools must ensure that EL students can participate meaningfully and equally in educational programs.

School districts must have procedures in place to accurately and timely identify potential EL students. Most school districts, including MNPS, use a home language survey (HLS) at the time of enrollment to gather information about a student's language background and identify students whose primary or home language is other than English.

## **HOME LANGUAGE SURVEY (HLS)**

A parent/guardian must complete an HLS when the student first enters MNPS. The form must be completed in its entirety, signed and dated.

If the first three questions of the HLS indicate the student speaks another language or that another language is spoken at home, the parent/ guardian should make an appointment with the International Student Registration Center at the EL Office by calling (615) 259-8608.

## IDENTIFYING AND ASSESSING ALL POTENTIAL EL STUDENTS

MNPS must then determine if potential EL students are in fact EL through a valid and reliable test that assesses English language proficiency in speaking, listening, reading and writing. MNPS must assess English proficiency using the WIDA-ACCESS Placement Test (W-APT), or WIDA Screener, these two assessments have no bearing on school assignment or grade placement.

If students are identified as English Learners, they will receive EL services during the regular school day from an ESL-endorsed teacher. Students who proficient in English based on the results from the W-APT (WIDA-ACCESS Placement Test) or WIDA Screener do not receive EL services.

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

## ASSESSMENT LOCATIONS

The International Student Registration Center sites assists parents in their native language and acts as a resource, and support for families and schools. If a family is not able to access one of our locations, EL Office, Antioch H.S. and Hispanic Family Foundation (HFF), MNPS will make accommodations for the family.

## TRANSLATION AND INTERPRETATION SERVICES

Families have the right to request an interpreter for any communication with the school. To request an interpreter, contact your child’s the school (a teacher or administrator), or the Family Information Center at 615-259-4636. Office of English Learners at (615) 259-3282 extensions 858243, 858303 or 858249.

*\*US Department of Justice and US Department of Education Fact Sheet: Ensuring English Learner Students Can Participate Meaningfully and Equally in Educational Programs*

## Students With Disabilities

## SPECIAL EDUCATION SERVICES

### If You Suspect Your Student Has a Disability

It is the responsibility of the district to seek ways to meet the unique educational needs of all children within the general education program prior to referring a child to special education. TN’s approach to teaching and learning is called RTI2.

Pursuant to IDEA Regulations at 34 C.F.R. §300.301(b), a parent or the school district may refer a child for an evaluation to determine if the child is a child with disability. If a student is suspected of an educational disability at any time, he or she may be referred by the student’s teacher, parent, or outside sources for an initial comprehensive evaluation based on referral concerns. The team, not an individual, then determines whether it is an appropriate referral (i.e., the team has reason to suspect a disability) for an initial comprehensive evaluation. The school team must obtain informed parental consent and provide written notice of the evaluation.

Child find is the affirmative, ongoing obligation of states and local districts to identify, locate, and evaluate all children with disabilities residing within the jurisdiction who are in need of special education and related services. 34 CFR 300.111 (a)(1)(i).

### Discipline

If a student who has an Individualized Education Program (IEP) violates school rules or district policies outlined in this handbook, he or she will be disciplined in accordance with district policy and state and federal laws that govern Special Education, such as the Individuals with Disabilities Education Act (IDEA). If a student is suspended for an accumulated 10 days, the student’s Individualized Educational Program Team (IEP-team) will convene to determine if the behavior displayed is a manifestation of the student’s disability. For more information regarding discipline and students with disabilities, please refer to the [Notice of Procedural Safeguards booklet](#).

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

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

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

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

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

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

## 504 SERVICES

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

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

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

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

Steps to 504 Service:

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

## Discipline

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

## Protections for Children Not Yet Eligible for Services

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

## Homework Guidelines

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

## ELEMENTARY

### General Information

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

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



### **When Planning and Assigning Homework, Teachers Should:**

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

- » Make homework meaningful to students by ensuring cooperation and communication among the teachers, students and parents or guardians.

### **Grading and Reporting**

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

## **MIDDLE AND HIGH SCHOOL**

### **General Information**

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

### **When Planning and Assigning Homework, Teachers Should:**

- » Help students to see how homework is related to classwork and instructional objectives (discuss homework with students);
- » Develop assignments which have meaning and account for individual student differences, needs and abilities;
- » Ensure the homework is challenging and at the right level of difficulty; design homework to maximize the

chances that students will complete it. (Students should be able to complete homework assignments independently with relatively high success rates, but they should still find the assignments challenging enough to be interesting.);

- » Ensure the total homework load from all students' teachers is a reasonable one and the amount of homework (assigned two to four times a week) follows the "10 minute rule" (Cooper, 2007). The "10 minute rule" states that all daily homework assignments combined should take about as long to complete as 10 minutes multiplied by the student's grade level. For example, up to 10 minutes per night of homework for pre-k and Kindergarten students, 10 minutes per night in the first grade, 20 minutes for second grade, and an additional 10 minutes per grade level thereafter (e.g., 120 minutes for 12th grade). Additional time should be added appropriately for daily at-home reading for enjoyment and should not to include a book report or like assignment. (Please note: students taking more rigorous courses [i.e. Advanced Placement/AP] may be assigned more homework);
- » Clearly communicate to parents and students the importance of homework activities as part of flipped classroom activities and lessons, including potential safety-related homework and how students' failure to complete the homework may limit their participation in the related classroom activity. If a student's failure to complete a homework assignment related to a classroom lesson, lab or activity (including a flipped classroom activity) limits them from safe and prepared participation, they may not be allowed to participate.
- » Ensure homework assignments, the procedures for accomplishing them and the due dates are clear;
- » Identify strategies to support students who may not have support at home with homework completion;
- » Be mindful of cultural, ethnic, religious and other celebrations and/or historical events that are important to members of our community;
- » Not assign homework on designated religious holidays when students are absent because of religious observances;
- » Not require homework over breaks from school (i.e., winter break);
- » Should allow students who have been excused from school for religious observances or other lawful absences the opportunity to make up assignments;
- » Partner with families to reinforce learning and broaden educational opportunities for students through parental knowledge of the homework procedures established by the individual teacher;
- » Involve parents in appropriate ways without requiring parents to act as teachers or to police students' homework completion; and,

- » Make homework meaningful to students by ensuring cooperation and communication among the teachers, students and parents or guardians.

### Grading and Reporting

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

## Inappropriate Use of Internet/Electronic Devices

Students may not use personal technology during instructional periods except when used as an aid to instruction, at the discretion of the classroom teacher and building administrator. A student who brings his/her device to school does so at his/her own risk. No searches or investigations will be conducted for lost or stolen devices. Personal technology includes, but is not limited to, cellular phones, wireless earpieces, iPods, iPads, other mp3 players, calculators and portable gaming devices. Headphones must be used for personal technology used to play music or video. A student in possession of personal technology in violation of this policy is subject to disciplinary action. See MNPS policy 6.312 at [www.mnps.org/policies-and-procedures](http://www.mnps.org/policies-and-procedures).

## Permissions Related to Policies

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

### PRINT AND DIGITAL MEDIA

MNPS provides the opportunity annually for parents/guardians to approve the use of photographs, videos and/or audio clips of students by the district and outside media (see permission form at the front of this handbook). **Unless a parent/legal guardian returns this permission form or other written statement to the school denying permission, the district will use** the following media sources to display photographs, videos and/or audio clips of any identifiable student:

- » MNPS digital communications, including social media, email, videos and district websites
- » MNPS printed media, including marketing materials and informational publications

**Unless the parent/legal guardian of the student returns this permission form granting permission, the district will deny permission** for the following media sources (including community partners) to display photographs, videos and/or audio clips of any identifiable student unless separate written permission is obtained from the parent/legal guardian of the student for the specific request:

- » Non-MNPS print and digital media, including, but not limited to fliers, brochures, social media, websites and other publications
- » Non-MNPS media, including local news stations, newspapers and other news sources

## MILITARY RECRUITERS

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

## HEALTH SCREENINGS

As mandated by the State of Tennessee, MNPS provides color perception screenings, hearing and vision screenings at designated grade levels at both elementary and middle schools. Additional screenings in elementary, middle and high school, for height, weight and blood pressure are also provided. Confirm your permission for the screenings on the permission form at the front of this handbook. Unless you deny permission, your student will be included in the available health screenings.

## TECHNOLOGY

Students will be permitted to use the internet or email at school unless the parent or guardian signs the Technology Opt-Out form, located on the Opt-Out Preferences page in the front of this handbook, to restrict their student's

use/access to the internet. All students are issued a MNPS username and email address. The username allows students to utilize district technology resources. The district provided email address can be used for communication with the student by the school, district or other students. Please read the Technology and Acceptable Use Policy on page 31 and decide if you wish to restrict your student's access to the internet. If you wish to deny access, complete the Opt-Out form, which should be signed by both the student and the parent or guardian before returning to your student's teacher.

## SCHOOL SOCIAL WORKER, PSYCHOLOGIST, AND SCHOOL COUNSELOR SERVICES

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

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



**BEHAVIOR**

# PROGRESSIVE BEHAVIOR RESPONSES

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

## Promoting Positive Relationships

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

## Tips for Calming Conflict

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

## Skills and Strategies for Building Positive Relationships

- » Communicate understanding
- » Structure tasks for success
- » Reinforce behavior in a positive manner
- » Set rules, limits and consequences

- » Create a safe and trusting environment
- » Remain neutral
- » Use nonjudgmental language
- » Respond only when a response is necessary
- » Stay calm in tense situations
- » Encourage people to "vent" while being aware of safety
- » Listen and repeat what students say (reflective listening)
- » Identify and label feelings, values and topics to be resolved (strategic listening)
- » Ask open-ended questions
- » Assist others in using a positive problem-solving process
- » **Creating clear expectations that are consistent throughout the school**

## School Practices for Establishing Positive Relationships

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

hone communication skills and participate in social justice or service learning projects. Student Advisories offer emotional support for students during adolescence. Ideally, the advisory teacher is someone students know they can trust and talk to about their progress in school. The activity can provide peer recognition in an accepting environment and offset peer pressure and negative responses from peers in other areas.

- » **Teaching Important SEL Competencies and Skills**
- » **Integrating Important SEL Competencies and Skills into Academic Instruction**
- » **Running Community Gatherings or Advisory Circles**
- » **Mindfulness Awareness Practices**
- » **Respectful Communication**
- » **Predictable Routines and Procedures**
- » **Restorative Discipline**

## Parental Assistance

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

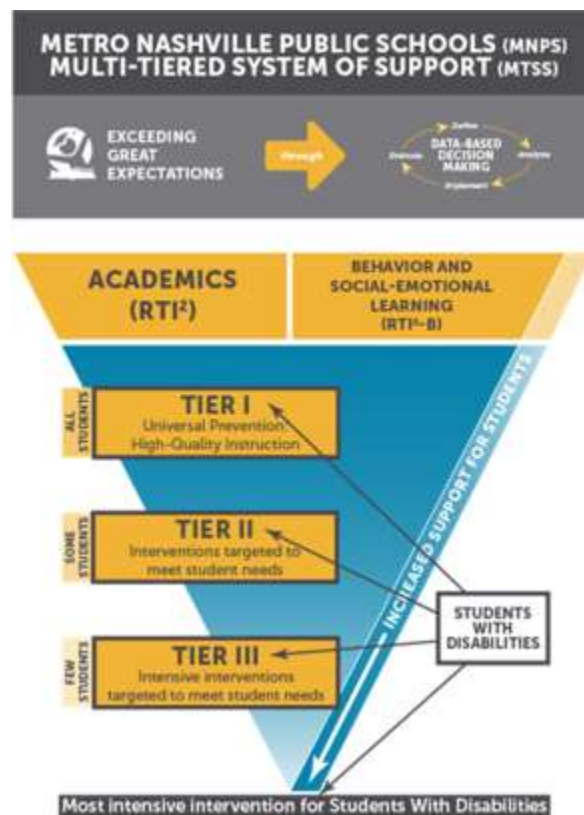
1. If you suspect your student needs additional help with his/her behavior, contact your student’s teacher, school counselor or principal in writing to request a conference to discuss your concerns.
2. During this meeting, parents and teachers can discuss proactive solutions to repeated behaviors.
3.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

## Intervention Strategies

To help students conduct themselves appropriately, this handbook lists prevention and intervention strategies that may be used prior to or in addition to any disciplinary response to student behavior. To more effectively support students, MNPS strives to provide increasingly intensive interventions and support to monitor student progress toward the clearly defined behavior expectations. This often takes the form of first teaching the expectation that we expect. Providing

encouragement when students are making progress toward the expectation and providing clear consequences that are consistent, and well defined. MNPS completed a Request for Proposal (RFP) to identify evidence-based behavior programs that can help support schools and students based on need. The intervention programs detailed in this guide are those that have been vetted through the MNPS Request for Proposal Process and are now available for purchase by schools based on need.

## MTSS – Behavior



Multi-Tiered Systems of Support- Behavior focuses on teaching students appropriate behaviors, as opposed to punishing inappropriate behaviors and develops positive relationships between students and school staff.

MTSS (Multi-Tiered System of Support) is a coherent continuum of evidence based, system-wide practices to support a timely response to academic and behavioral needs, using data-based decision making to empower each MNPS student to exceed great expectations. Schools that have shared leadership support systems that engage students—rather than demand student compliance—have fewer discipline problems, increased student achievement, and higher graduation rates (Bruening, 2014).

Examples of such strategies include the following:

- » **Check and connect:** Allows students to reflect on their behavior and teachers to provide feedback throughout the day to the students throughout the day.
- » **Community conferencing:** Allows students, school staff and others involved in a conflict to discuss the conflict and how it affected them, and to propose solutions.
- » **Community service:** Allows students to participate in an activity to serve and benefit the community. Examples include working at a soup kitchen, cleaning up public spaces, helping at a facility for the elderly, etc.
- » **Conference:** Involves students, parents, guardians, teachers, school staff and principals in discussion about student misbehavior and potential solutions that address social, academic and personal issues related to the behavior.
- » **Conflict resolution:** Empowers students to take responsibility for peacefully resolving conflicts. Students, parents, guardians, teachers, school staff and principals engage in activities that promote problem-solving skills and techniques, such as conflict and anger management, active listening and effective communication.
- » **Functional Behavioral Assessment:** Involves gathering information about a student's inappropriate or disruptive behavior and determining approaches that school staff should take to correct or manage student behavior. This information is used to develop a Behavioral Intervention Plan for the student.
- » **Behavioral Intervention Plan:** An approach to correcting inappropriate or disruptive student behavior through a plan designed by school staff to offer positive behavioral interventions, strategies and supports. This plan is appropriate for students with and without disabilities.
- » **Individualized Education Program (IEP) teams:** IEP team can convene at any time to consider the need for supports and interventions for individual student.
- » **Mentoring program:** Involves pairing students with mentors (a counselor, teacher and fellow student or community member) who help their personal, academic and social development.
- » **Parent outreach:** Requires school staff to inform parents or guardians of their student's behavior and seek their assistance in correcting inappropriate or disruptive behavior. Outreach made in writing or by telephone is intended to make parents aware of students' behavior, task completion and achievement, and can include a request for parents to accompany students to school.
- » **Peer mediation:** A form of conflict resolution in which students help other students deal with and develop solutions to conflicts.
- » **Referral to appropriate substance abuse counseling services:** Occurs for behavior related to substance abuse, or with those for whom there is reason to believe substance abuse counseling is needed. Services can be school or community based.
- » **Self-Monitoring:** Self-monitoring systems are used for students to earn rewards based on their reporting/evaluating behaviors. A self-monitoring system focuses on the student's recognition of his own behavior.
- » **Referral to community-based organizations:** Can involve a variety of services, including after-school programming, individual or group counseling, leadership development, conflict resolution and tutoring.
- » **Referral to school-based health and mental health clinics or other social services:** Provides counseling and assessments to students in need. Students are encouraged to privately share issues or concerns that lead to inappropriate or disruptive behavior or negatively affect academic success. In counseling sessions, students discuss goals and learn techniques that help them overcome personal challenges. Parents are to be regularly informed of student progress during counseling sessions and at school. Sessions can also involve family members or can be done in groups.
- » **Restorative justice strategies:** Interventions designed to identify and address the harm caused by an incident and to develop a plan to heal and correct the situation.
- » **Student Support Team:** Usually consists of teachers, school principals, social workers and parents and may also include nurses, mental health clinicians, psychologists and external agency representatives who help develop prevention and intervention techniques and alternative strategies that ultimately lead to student success. When student behavior requires intervention, the student support team develops a plan to address the behavior.

# DISCIPLINE

## MNPS' Discipline Philosophy

Discipline is the opportunity to intervene, teach, and shape the future of the student. Discipline should be administered with equity, dignity, freedom from bias and respect for all parties.

## Student Disciplinary Practices and Procedures

Rules and behavioral expectations designed to promote a healthy environment for all participants are hallmarks of an orderly and democratic society. Monitoring and meeting those expectations are the responsibility of all who participate.

Discipline is to be viewed not as an opportunity to punish, but rather as an opportunity to teach appropriate behaviors and restore the student to the school community. We are not only responsible for contributing to students' intellectual development, but also for their social and emotional development.

As you use this handbook, remember that the well-being of each student individually and all children collectively should be your greatest consideration.

## Discipline Responses

Toxic stress and traumatic events faced by students outside of the school setting can impact brain development and health, availability for learning, and behavior. In fact research shows that, in comparison to students with no known Adverse Childhood Experiences (ACEs), students with 3 or more are 3 times more likely to experience academic failure, 5 times more likely to have chronic absenteeism, 6 times more likely to have serious school disciplinary concerns, and 4 times more likely to exhibit somatic health complaints (e.g., headache, stomach ache).

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

The Table also includes five levels of possible responses to inappropriate behavior (Levels A through E) and an

additional potential response (Level T) for behavior on the bus. Each behavior is assigned to one or more of these levels of intervention and response. *Principals and school staff may use only the levels provided for each behavior. Only one response letter may be chosen.* Responses and interventions are to be progressive. If a behavior is assigned to two or more levels of response, the lowest level of intervention should be used for the first occurrence of behavior. Please see the Discipline Table on pages 46-53.

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

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

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

Except for Type 5 Behaviors, students in Pre-K through Grade 4 will not be expelled. Except for Type 5 behaviors, law enforcement will not be called to make an arrest for elementary students.

"Informal" suspensions – suspensions that are not documented in the student management system (Infinite Campus) - are prohibited. A parent may not be called to pick up their student for disciplinary or behavioral reasons unless the incident and the suspension are documented. Parents must be provided a copy of the student's discipline referral when a suspension occurs.



Unless otherwise noted, all codes apply to behavior at school, on the bus, or at school-sponsored activities.

## Interventions and Responses to Student Behavior<sup>2</sup>

School discipline is best accomplished by preventing misbehavior before it occurs; and using positive, safe, and respectful interventions after it occurs in an effort to promote new, more adaptive skills and prevent future challenging behaviors. Schools must balance accountability with an understanding of the origins of challenging behavior, including an understanding of the impacts of Adverse Childhood Experiences and toxic stress on behavior. Training about ACEs and Trauma-Informed School Practices is recommended and readily available for all schools. Schools should incorporate a trauma-sensitive approach within a Multi-Tiered System of Supports (MTSS) that incorporates positive behavior interventions and supports (RTI2B), restorative practices, and social emotional learning foundations at the tier 1 universal level of prevention. Essential elements of a strong tier 1 include teaching and reinforcing school and classroom rules and expectations, establishing clear and consistent consequences, providing explicit expectations and training for staff on building positive relationships with students, and teaching and providing opportunities for students to engage in social emotional learning practices focused on stress reduction (e.g., regulating breaks) during the school day.

After challenging behavior warranting disciplinary action occurs, schools should draft and implement individualized student success plans (tier 2) or behavior intervention plans (tier 3) that explicitly include trauma-informed strategies with an emphasis on positive relationships and emotional and behavioral regulation. Examples may include pairing students with supportive adult mentors and teaching and practicing stress reduction/regulation skills to promote self-management. Trauma-Informed Specialists, Behavior Analysts (Behavior Support Team and Exceptional Education Coaching Team), Restorative Practices Specialists, and Social Emotional Learning Specialists are available to assist school staff with development of individual student plans.

A restorative and consistent approach is preferable to utilizing suspension and expulsion. Suspension and expulsion are never required, except for Type 5 offenses. Length of in-school suspension (ISS) and out-of-school suspension (OSS) may not exceed the days allowed in this handbook.

### MTSS BEHAVIOR

In MNPS we use a positive approach to discipline when possible. We provide clear behavior expectations that are consistent throughout our schools. We provide increasingly intensive intervention to support our students. When students are receiving intervention, we monitor their progress to determine if they need additional interventions and support. While receiving

intervention, it is preferable to use a restorative approach to discipline.

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

1. Student tells his/her side of the story and parent or guardian is notified.
2. Teacher or designated staff counsels with student.
3. Staff determines whether to involve a school social worker, nurse, school guidance counselor, psychologist, behavioral analyst, S-Team, 504 Team, IEP Team, or Cluster Support Team. If school-based resources are unable to address a student's needs, a collaborative referral is created.
4. One or more interventions are initiated and documented. An opportunity to repair harm and restore the relationship of all parties involved will be provided.

### LEVEL B RESPONSE – ADMINISTRATIVE LEVEL REFERRAL

1. Administrator will hear the student's side of the story and provide an opportunity to write a statement.
2. The administrator will provide the student an opportunity to right the wrong and repair the harm.
3. A plan will be created to support the student's needs through providing interventions and support. Staff determines whether to involve a school social worker, nurse, school guidance counselor, psychologist, behavioral analyst, S-Team, 504 Team, IEP Team, or Cluster Support Team. If school-based resources are unable to address the student's needs, a collaborative referral is created.
4. All interventions should be documented in the student management system (Infinite Campus) and provided to the parent or guardian.
5. If necessary, the administrator will have a conversation with the parent or guardian to discuss the student's needs and how to best support the student.
6. If necessary, in-school suspension (ISS) of up to two days or comparable services may be utilized for middle and high school students. 1 day of ISS may be used for elementary students. ISS does not take the place of a collaborative referral.

<sup>2</sup> TCA 49-6-4216, (In-school or Out-of-school suspension days represent calendar days; OSS represent calendar days)

### LEVEL C RESPONSE – SUSPENSION OPTION

1. Steps one through five are repeated from Level B.
2. If necessary, Administrator may:
  - » Give middle school and high school students ISS or comparable services for one to three days OR one

to three days of out-of-school suspensions (OSS), not to exceed a total of three days.

- » Give elementary students one to two days of ISS OR, after obtaining supervisory approval, one to two days of OSS, not to exceed a total of two days.
3. A formal restorative conference must occur upon return from suspension with all necessary parties to modify the student's plan of support. Parents/guardians, student, teacher(s), relevant support staff and community supports must be invited.

- » the harm caused or the potential to cause harm, including any injuries caused
- » the extent of actual disruption to the learning environment
- » whether the act was intentional.

Zero Tolerance offenses as defined by state law require a Level E response. All Zero Tolerance offenses except "Threat by Electronic Transmission" require a mandatory expulsion of 180 school days. See the MNPS Discipline Table.

## LEVEL D RESPONSE – SUSPENSION OPTION

1. Same as Level C, except that administrator may:
  - » For middle and high school students, give ISS or comparable services for one to three days and/or OSS for one to five days if necessary. The combination of ISS and OSS may not exceed a total of five days for middle and high school students.
  - » For elementary students, give one to two days of ISS and/or one to two days of OSS if the offense is eligible for OSS. See Discipline Table on pages 46-53. The combination of ISS and OSS may not exceed a total of two days.
2. Upon return from suspension, a restorative conference must occur and a collaborative referral must be made. A plan of support for the student must be created.

## LEVEL E RESPONSE – EXPULSION OPTION

1. Same as level D, except that administrator may expel a middle or high school student if necessary. *Elementary students may not be expelled, except for Type 5 Behaviors.*
2. Expulsion Documentation: All interventions utilized prior to expulsion must be clearly documented in the Student Management System (Infinite Campus). All reasons for expelling a student rather than using a lower level of response must be clearly detailed.
3. Upon return from expulsion, a formal restorative conference must be held with appropriate individuals including parent/guardian, student, teacher(s), relevant support staff and community supports.

Expulsion is a measure of last resort. Prior to expulsion, all of the following factors *must* be considered:

- » the student's age, health, disability, decision-making ability and prior intervention history
- » the student's willingness to repair the harm
- » the seriousness of the act

## **LEVEL T RESPONSE – TRANSPORTATION SUSPENSION OPTION**

For certain behaviors occurring on the bus affecting student safety, a student may be suspended from the bus for a maximum of three days. The T response may only be used for behavior occurring on the bus. When a student is suspended from the bus, they may still attend school but parents are responsible for transportation. Recognizing that some students do not have alternate transportation when suspended from the bus, a bus suspension will only be used if the bus driver has not been able to address the student's behavior by reminding the student about behavioral expectations on the bus, having a restorative conversation with the student, changing the student's assigned seat, and calling a parent/guardian to address the concern. The bus driver will utilize restorative approaches to behavior when the bus is in a safe and

secure location prior to initiating a referral to school administration. The driver's discipline referral to the school will include interventions tried prior to referral.

# DISCIPLINE TABLE

BEHAVIOR	CODE	DEFINITION	RESPONSE	MIDDLE & HIGH OSS	MIDDLE & HIGH SCHOOL EXPULSION	ELEMENTARY OSS
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## TYPE 1 BEHAVIORS

Tardy to School, Bus or Class	100	Arriving late to school, bus, class or activity.	A	NO	NO	NO
Noncompliance With a Reasonable Request	102	Not following the reasonable request of a teacher, administrator or staff member.	A	NO	NO	NO
Agitating Other Students	103	Unwanted and/or unreciprocated picking on or bothering of other students.	A	NO	NO	NO
Profane or Indecent Language	104	Using profane or indecent language, such as cursing. If directed at teacher, staff member or administrator, see Code 301.	A	NO	NO	NO
Possession of Fireworks	106	Knowingly possessing fireworks. Fireworks will be confiscated and not returned.	A	NO	NO	NO
Dress Code Violation	107	Wearing clothing that does not comply with the school's Standard School Attire policy or requirements for appropriate dress.	A	NO	NO	NO

## TYPE 2 BEHAVIORS

Repeated Violations of a Pattern of Same Type 1 Behaviors, With Evidence of Implemented Interventions	200	Three or more of the same Type 1 behaviors occurring within one quarter that continue after interventions addressing the specific behavior have been implemented. Interventions must be documented in the referral and in Support and Intervention.	A, B, T	NO	NO	NO
Possession of Tobacco Products	202	Possessing any tobacco products, including but not limited to, cigarettes, cigars, vapor or e-cigarettes, or chewing tobacco. All items will be confiscated and not returned. Students under 18 will be issued a citation.	A, B	NO	NO	NO
Electronic Devices	203	Using a cell phone, electronic device, or the internet for non-educational purposes or without the permission of the classroom teacher or school administrator.	A, B	NO	NO	NO
Disruption of Classroom	204	Continuously and intentionally disrupting the classroom learning environment to the extent that the learning of other students or the routine functioning of the class is significantly impaired. The discipline referral must describe the significant impairment to the learning or routine functioning of the class.	A, B	NO	NO	NO
Gambling	208	Betting on games or activities for money or things of value.	A, B	NO	NO	NO

BEHAVIOR	CODE	DEFINITION	RESPONSE	MIDDLE & HIGH OSS	MIDDLE & HIGH SCHOOL EXPULSION	ELEMENTARY OSS
Drug Paraphernalia	210	Possessing any material used to produce or consume illegal drugs. Drug paraphernalia includes, but is not limited to, bong, roach clips, miniature spoons and pipes used to consume illegal drugs. All items will be confiscated and not returned.	A, B	NO	NO	NO
Cutting Class	211	While on school property, failing to attend a scheduled class or activity without authorization. <i>If student is not attending any classes while in the building for the entire school day for five days, truancy protocol should be triggered.</i>	A, B	NO	NO	NO
Inappropriate Physical Contact With Other Students	212	Engaging in unwanted minor physical contact with another student such as pushing, bumping or touching.	A, B, T	NO	NO	NO

### TYPE 3 BEHAVIORS

Repeated Violations of a Pattern of Same Type 2 Behaviors, With Evidence of Implemented Interventions	300	Three or more of the same Type 2 behaviors occurring within one quarter that continue after interventions addressing the specific behavior have been implemented. Interventions must be documented in the referral and in Support and Intervention.	B, C, T	YES	NO	NO
Profane or Indecent Language Towards Teacher or Staff	301	Directing profane or indecent language toward a teacher, staff member or administrator.	B, C, T	YES	NO	YES
Leaving School Grounds or Bus Without Authorization	302	Leaving school grounds without the permission of school officials. Exiting the bus at an unauthorized stop or jumping from exit doors or windows.	B, C, T	YES	NO	NO
Noncompliance With an Assigned Disciplinary Response	303	Refusing to follow an administrative directive to comply with an assigned disciplinary response.	B, C	YES	NO	NO
Vandalism Under \$1000	304	Willfully destroying or defacing school or personal property. The damage caused is less than \$1000. A child's willingness to repair property damaged or to make restitution will be taken into account in determining appropriate level of response.	B, C, T	YES	NO	NO
Theft Under \$1000	305	Taking the property of another individual or the school without permission, with the intent of depriving the owner of the property. The value of the property taken is under \$1000. A child's willingness to return or replace item taken or make restitution will be taken into account in determining the appropriate level of response.	B, C, T	YES	NO	NO
Falsifying School Records	306	Falsifying or altering school records, including, but not limited to, written, electronic or digital school records. This does not include cheating.	B, C	YES	NO	NO

BEHAVIOR	CODE	DEFINITION	RESPONSE	MIDDLE & HIGH OSS	MIDDLE & HIGH SCHOOL EXPULSION	ELEMENTARY OSS
Inappropriate Sexual Behavior	307	Engaging in mutual activity of a sexual nature that does not rise to the level of harassment or intercourse. <i>*A referral to DCS will be made. Elementary OSS may only be used to allow time to create a safety plan to meet the needs of the students involved.</i>	B, C, T	YES	NO	YES*
Indecent Exposure	308	Intentionally exposing body parts generally considered private. For shirts exposing cleavage, use Code 107 (Dress Code).	B, C, T	YES	NO	NO
Offensive Touching	309	Engaging in unwanted or offensive touching of areas generally considered private.	B, C, T	YES	NO	NO
Fighting	311	Mutual participation in an incident involving physical violence. <i>*Elementary students may only receive OSS if fight results in injury.</i>	B, C, D, T	YES	NO	YES*
Alcohol or Drug-Like Substance: Use or Possession, Under the Influence	312	Possessing, using or being under the influence of substances that have the potential to intoxicate. A collaborative referral is required. Students violating this code are not eligible for First Time Drug Offender Program.	B, C, T	YES	NO	NO
Threats: Class 1	313	A threat to cause harm to students, staff or school in which no plan exists to carry out the threat. The threat must be one that would cause a person to reasonably fear bodily injury.	B, C, T	YES	NO	NO
Possession of a Non-Lethal Weapon or Replica of Lethal Weapon	314	Possessing a non-lethal weapon, weapon replica, stun gun, BB gun, air gun, air soft gun, pellet gun, cap gun or toy gun. Water guns are excluded.	B, C, T	YES	NO	NO
Possession of Other Weapons	317	Possessing an instrument capable of causing serious bodily injury, such as a knife, Taser or pepper spray. Weapons will be confiscated and turned over to the appropriate authorities.	B, C, D, T	YES	NO	NO
Trespassing on School Grounds	318	Entering and remaining on school property or during school-sponsored activities without authorization. Parents will be called. If student remains on campus, law enforcement may be contacted.	B, C	YES	NO	NO
Inappropriate Physical Contact Toward School Staff	319	Engaging in intentional physical contact with MNPS staff that does not rise to level of causing bodily injury (pushing, tripping, running into and biting).	B, C, T	YES	NO	NO
Gang Activity: Recruitment, Display or Possession of Symbols or Paraphernalia	320	Displaying gang symbols, gang paraphernalia or participating in the recruitment/initiation of a student into a gang (violent or disruptive group).	B, C, D, T	YES	NO	NO
Use of Tobacco Products	321	Using any tobacco products, including but not limited to, cigarettes, cigars, vapor or e-cigarettes, or chewing tobacco. For the first offense, a B response will be used. All items will be confiscated and not returned. Students under 18 will be issued a citation.	B, C, D, T	YES	NO	NO

BEHAVIOR	CODE	DEFINITION	RESPONSE	MIDDLE & HIGH OSS	MIDDLE & HIGH SCHOOL EXPULSION	ELEMENTARY OSS
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#### TYPE 4 BEHAVIORS

Harassment of School Staff	400	Repeated incidents of intentional verbal, electronic, sexual, or physical harassment or intimidation directed at teachers, administrators or school staff. Documentation of incidents must be included in referral.	C, D, E	YES	YES	NO
Assault of a Student	401	Intentionally, knowingly or recklessly committing an unprovoked physical attack on another student. Minor physical contact, such as pushing or shoving, does not constitute assault. Students may not receive the same disciplinary consequence for their involvement in an altercation if the school administrator determines they acted in self-defense to protect themselves from physical harm (TCA 49-6-3401). <i>Response E may be used if the assault or the resulting injuries are severe. When response E is used, evidence documenting the incident's severity and any resulting injuries must be included in the discipline referral.</i>	D, E	YES	YES	YES
Under the Influence of Illegal Drugs	402	Being under the influence of any illegal drug(s) while on school grounds or at school-sponsored activities. A collaborative referral will be made for any student found in violation of this code. If it is the student's first offense of under the influence of illegal drugs offense, the student qualifies for the First Time Drug Offender Program.	C, D, E	YES	YES	NO
Threats: Class 2	403	A threat to cause harm to students, staff or school. The threat must be verbal or written and include a detailed plan. Evidence must support that the threat is actually or potentially harmful or lethal to the safety of other students in the student's school as determined by the results of a Building Level threat assessment. The Building Level threat assessment must be completed within 24 hours of when school administrators are made aware and the student returns to school.  In determining whether an E response should be used, a threat assessment must be used to determine whether the threat is credible.	D, E	YES	YES	NO
Bullying	405	Any intentional act that is severe, persistent or pervasive and substantially interferes with a student's educational benefits, opportunities or performance, and has the effect of: 1. Physically harming a student or damaging a student's property 2. Knowingly placing a student(s) in reasonable fear of physical harm or damage to the student's property	C, D, E	YES	YES	YES*



BEHAVIOR	CODE	DEFINITION	RESPONSE	MIDDLE & HIGH OSS	MIDDLE & HIGH SCHOOL EXPULSION	ELEMENTARY OSS
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3. Causing emotional distress to a student(s)  
 4. Creating a hostile educational environment  
 Bullying incidents must be reviewed for civil rights violations. If bullying is repeated over time and persists after documented administrative intervention, expulsion may result.  
*\*Elementary student OSS only if repeated over time and persists after documented administrative intervention.*

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

Cyberbullying	406	Using technology, including, but not limited to email, cell phones, voicemails, texts, photos, video messages, instant messaging, defamatory websites, social networking sites, online personal polling sites or journals to bully another student. See the definition of bullying above. <i>*Elementary OSS only if repeated over time and persists after documented administrative intervention.</i>	C, D, E	YES	YES	YES*
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**HARASSMENT**

Harassment is misconduct that:

1. May be perceived or described as bullying, hazing, or cyberbullying, discrimination or intimidation
2. Is based on a student's real or perceived race, color, religion, national origin, disability, sexual orientation, ancestry or sex, including gender identity, gender expression and appearance; and
3. Creates a hostile environment when the conduct is sufficiently severe, pervasive or persistent to interfere or limit a student's ability to participate in school services, activities, or opportunities.

Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents.  
*\*Elementary OSS only if repeated over time and persists after documented administrative intervention.*

Harassment Based on Race, Color or National Origin	407	See definition above.	C, D, E	YES	YES	YES*
Harassment Based on Religion or Creed	408	See definition above.	C, D, E	YES	YES	YES*

BEHAVIOR	CODE	DEFINITION	RESPONSE	MIDDLE & HIGH OSS	MIDDLE & HIGH SCHOOL EXPULSION	ELEMENTARY OSS
Harassment Based on Gender, Gender-Identity or Sexual Orientation	409	See definition above.	C, D, E	YES	YES	YES*
Harassment Based on Disability	410	See definition above.	C, D, E	YES	YES	YES*
Sexual Harassment	411	Sexual harassment is harassment based on sex. Behaviors that constitute sexual harassment include, but are not limited to: unwelcome sexually suggestive remarks or advances; pictures, gesturing or exposure; verbal harassment or abuse of a sexual nature; messaging of a harassing, abusive or sexual nature (including nudity), sent by electronic medium; subtle or direct propositions for sexual favors; touching, petting or pinching. Sexual harassment may be directed against a particular person or persons or group whether of the opposite sex or same sex. <i>*Elementary OSS only if repeated over time and persists after documented administrative intervention.</i>	C, D, E	YES	YES	YES*
Assault of a Teacher or Staff	412	Any act, intentional or unintentional, that causes or has the potential to cause physical injury to a teacher or school staff. An assault is more than incidental contact. Pushing or bumping a bus driver while the bus is operating constitutes assault of staff.	D, E	YES	YES	YES
Extreme Disruption of the School Environment or Bus	413	Intentionally disrupting the school environment or bus to the extent that the safety of other students is at risk. The discipline referral must include evidence of actual disruption and actual risk of harm. Starting a fire or igniting fireworks constitutes extreme disruption. Using technology to access and alter student records or	C, D, E	YES	YES	NO*

electronically tampering with MNPS technology systems and services (including but not limited to electronic records, databases, networks, and cloud services) in a manner that impairs normal school functioning constitutes extreme disruption.  
*\*Elementary administrators should use crisis response team.*

Group Fighting	414	Three or more students engaging in a physical altercation. The altercation may include more students against a few students or multiple one on one fights. <i>*Elementary students may only receive OSS if the fight results in injury.</i>	D, E	YES	YES	YES*
Gang Intimidation	416	A gang-involved student behaving in a way that would reasonably be expected to cause physical injury to any person. Evidence must be provided in the referral showing that a student is gang-involved and intimidation is gang-related.	C, D, E	YES	YES	NO
Off Campus Behavior: – For a felony charge under T.C.A 49-6-3051(b) OR – An act committed against a member of the student’s school community that poses a threat to the safety of the school	417	Students may be subject to disciplinary action for off-campus behavior when: 1. The student’s behavior results in a felony charge under T.C.A. 49-6-3051(b): murder, rape, aggravated robbery, kidnapping, aggravated assault, felony reckless endangerment and aggravated sexual battery and the student poses a threat to the safety of other students or staff. 2. When a student commits an act against a member of the student’s school community that poses a threat to the safety of other students or school staff in the student’s school as determined by the results of a <b>Building Level Threat Assessment</b> . The referral must include a specific description of the safety threat posed to students or staff.	C, D, E	YES	YES	NO
Sexual Assault	418	Unwanted sexual contact with the use of force against a person’s will or when the victim is unable to give consent that poses physical, emotional or psychological distress or injury upon the victim.	D, E	YES	YES	YES

BEHAVIOR	CODE	DEFINITION	RESPONSE	MIDDLE & HIGH OSS	MIDDLE & HIGH SCHOOL EXPULSION	ELEMENTARY OSS
Robbery	419	Intentionally or knowingly taking the property of another person by use of violence or with the use of a weapon.	D, E	YES	YES	NO
Reckless Endangerment	420	A reckless action in which the behavior causes serious injury or may potentially cause serious injury. The potential harm must be foreseeable by a reasonable person. <i>*Elementary students may receive up to two days OSS for safety planning purposes only.</i>	D, E	YES	YES	YES*
Fighting: Repeated	421	A middle or high school student who participates in three or more fights during the current year is subject to a 5 day suspension, or expulsion as determined by the executive principal. <i>*An elementary student may receive OSS for up to two days for three fights and five days for a fourth fight.</i>	D, E	YES	YES	YES*
Vandalism Over \$1000	423	Willfully destroying or defacing school or personal property. The damage caused is over \$1000. A child's willingness to repair the damage or make restitution will be taken into account in determining the appropriate level of response.	D, E	YES	YES	NO
Theft Over \$1000	424	Taking the property of another individual or of the school without permission with the intent of depriving the owner of the property. The value of the property is over \$1000. A child's willingness to return or replace an item taken or make restitution will be taken into account in determining the appropriate level of response.	D, E	YES	YES	NO
Refusing or Fleeing Drug or Weapon Search	425	A student who refuses to submit to a drug or weapon search when requested is in violation of this code. Reasonable suspicion of drugs or firearms must exist for expulsion. A student violating this code is not eligible for the First Time Drug Offenders Program.	C, D, E	YES	YES	NO
Sexual Intercourse	426	Engaging in any form of consensual sexual intercourse (including oral sex) on school grounds, on the bus, or at school activities or events. A mandatory expulsion of 60 school days will be issued for a first offense. For a second offense, a student may be expelled for up to a calendar year.	E	YES	YES	NO

**TYPE 5 BEHAVIORS** — *Elementary students are subject to expulsion for Type 5 offenses only.*

Rape	501	Committing oral, anal or vaginal penetration with use of force, against a person's will or when the victim is unable to give consent.	E	YES	YES	YES
Attempted Homicide	502	Attempting to kill another person.	E	YES	YES	YES

BEHAVIOR	CODE	DEFINITION	RESPONSE	MIDDLE & HIGH OSS	MIDDLE & HIGH SCHOOL EXPULSION	ELEMENTARY OSS
Homicide	503	Killing another person.	E	YES	YES	YES

**TYPE 5 BEHAVIORS: ZERO TOLERANCE (ZT) OFFENSE** — *Expulsion required, but one year is not mandatory.*

Threats by Electronic Transmission	504 (ZT)	A student who transmits by an electronic device a credible threat to cause bodily injury or death to another student or school employee and creates actual disruptive activity at the school that requires administrative intervention	E	YES	YES	YES
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**TYPE 5 BEHAVIORS: ZERO TOLERANCE (ZT) OFFENSE** — *Mandatory expulsion for one year.*

A Zero Tolerance (ZT) Offense requires an expulsion of not less than one calendar year (180 school days) under Tennessee State Law. However, the director of schools or the designee may modify the length of the expulsion on a case-by-case basis through the appeals process or through a request for modification. See pages 54-56 for more details. The following are Zero Tolerance offenses under Tennessee Law:

Drugs	505 (ZT)	Unlawful possession, use or distribution of drugs on school grounds, including any controlled substance, controlled substance analog or legend drug (prescription drug). Prohibited drugs include, but are not limited to, ketamine, bath salts and salvia. Distribution of drugs is defined as the intentional exchange of any prohibited drug for money or other benefit. A collaborative referral will be made for any student found in violation of this code. If it is the student's first offense under unlawful possession and use, not distribution, of drugs, the student qualifies for the First Time Drug Offender program.	E	YES	YES	YES
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Aggravated Assault of Teacher, School Staff or a School Resource Officer (SRO)	506 (ZT)	Intentionally or knowingly 1) Causing serious bodily injury or 2) committing an assault with a deadly weapon of a teacher, school staff, or SRO. "Serious bodily injury" is injury that requires more than basic first aid. A "deadly weapon" is a weapon, such as a firearm or knife, that is designed to inflict serious bodily injury.	E	YES	YES	YES
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Explosives	507 (ZT)	Possession of any destructive device, which includes any explosive, incendiary device or poison gas, including bombs, grenades, rockets, missiles, mines and similar devices. Possession of fireworks altered or modified to constitute an explosive may be considered a Zero Tolerance offense only if the altered fireworks are identified as an explosive by law enforcement officials. Fireworks are not considered an explosive.	E	YES	YES	YES
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Firearm	508 (ZT)	Possession of a firearm or bringing a firearm to school. This includes, but is not limited to, handguns, rifles and shotguns. As required by state and federal law, any student who brings a weapon to school will be referred to law enforcement.	E	YES	YES	YES
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## Disciplinary Process & Procedures

### DISCIPLINARY DUE PROCESS SUSPENSIONS AND EXPULSIONS<sup>3</sup>

*(A suspension of more than 10 days)*

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

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

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

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

An expulsion is defined as a suspension of more than 10 days. On the same date the principal/designee makes the decision to expel a student, the principal/designee must immediately give written or actual notice to the student, the student’s parents and the Discipline Office of Support Services of the expulsion and the parent or guardian of their right to appeal the expulsion. In the event actual notice is given, a written notice of the alleged misconduct

will be provided in a timely manner and will include the rule allegedly violated and a brief description of the misconduct. Parents and students must also receive the information related to their right to appeal an expulsion.

A written notice will also include the name and contact information for the discipline director as well as the requirement to contact the discipline director within five days of actual or written notice of expulsion to request an appeal of the expulsion. MNPS Translation and Interpretation services are available for families during the appeal process.

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

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

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

**If school is dismissed by the Director of Schools for inclement weather or extenuating circumstances during a student’s suspension, any days beyond 10 consecutive days of dismissal from school will count as part of the student’s suspension.**

**If school is dismissed by the Director of Schools for inclement weather or extenuating circumstances during a student’s expulsion/remandment, any dismissed days of**

school will count toward satisfying the student's expulsion/remandment.

## PROCESS FOR EXPULSIONS (A SUSPENSION OF MORE THAN 10 DAYS) & APPEALS OF THE EXPULSION<sup>4</sup>

There are three levels of appeals: Level 1 is to the Hearing Authority, Level 2 is to the executive officer of support services/designee and Level 3 is to the MNPS Board of Public Education.

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

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

### LEVEL 1 – Appeal to the Discipline Hearing Authority

The appeal from this decision will be to a disciplinary hearing authority and the director of discipline appointed by the Board of Education. The hearing will be held no later than 10 days after the beginning of the expulsion (suspension of more than 10 days)<sup>5</sup>. The disciplinary hearing authority will give written notice to the time and place of the hearing to the person requesting the appeal and the principal or assistant principal who ordered the expulsion. During deliberations, all parties will be excused, excluding the hearing authority and the director of discipline. Failure to attend this appeal may constitute a waiver of the student's/parent's right to appeal. Extenuating circumstances will be considered by the discipline director.

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

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

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

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

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

In the case of a Zero Tolerance (ZT) offense, the executive director of support services/designee will make a recommendation to the director of schools who will then make the final decision.

### LEVEL 3 – Appeal to the MNPS Board of Public Education<sup>6</sup> (4) (C)

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

## Alternative Learning Centers for Expelled Students

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

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

for up to one calendar year will be assigned to an ALC specified for elementary age children.

## **Probation Contracts**

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

## **Modification of Expulsion Request**

A request for modification of an expulsion is a request for the director of schools/designee to change the terms of the expulsion, including but not limited to the length of the expulsion or the school assignment. At any time after the conclusion or waiver of the appeals process, a parent or guardian and/or student may submit to the director of schools a written request for modification of the student's expulsion. The director of schools has the power to modify any expulsion on a case-by-case basis at any time after the

completion of the appeal process or wavier. The written request should include a statement of reasons supporting the modification. The director of schools/designee will respond to the request with his/ her decision within a reasonable time, which will not exceed 21 calendar days from receipt of the request. The director of schools/designee is not required to provide an explanation of the decision. Please contact the Discipline Office at (615) 259-8757 for address information.





**CALENDARS**

# 2020-2021 REQUIRED TENNESSEE STUDENT ASSESSMENTS AND DISTRICT ASSESSMENTS

<b>STUDENT ACHIEVEMENT IN ELEMENTARY &amp; MIDDLE SCHOOLS</b>				
<b>ASSESSMENT</b>	<b>GRADES</b>	<b>PURPOSE &amp; USE</b>	<b>TEST WINDOW</b>	<b>REPORTING</b>
TCAP /TNReady (Tennessee Comprehensive Assessment Program) Achievement Test	3-8	TCAP assessments measure a student's skills in English-Language Arts, math, science and social studies. Test results are used in teacher, school and district accountability with the State of Tennessee and the Federal Government. Results also may count for up to 15% of a student's final grade in those subjects.	Mid-April - Early-May	"Quick score" results are typically available soon after the test is given so teachers can calculate final grades. Later the state releases more detailed individual student reports. These are distributed by district office staff to schools and shared with families in the fall.
<b>STUDENT ACHIEVEMENT IN HIGH SCHOOLS</b>				
<b>ASSESSMENT</b>	<b>GRADES</b>	<b>PURPOSE &amp; USE</b>	<b>TEST WINDOW</b>	<b>REPORTING</b>
TCAP/TNReady End of Course Exams	Students enrolled in certain high school level classes	These assessments measure a student's skills in high school English, Integrated Math, Algebra I, Algebra II, Biology I and U.S. History. Test results are used in teacher, school and district accountability with the State of Tennessee and the Federal Government. Results also may count for up to 15% of a student's final grade in those subjects.	Mid-April - Early-May	"Quick score" results are typically available soon after the test is given so teachers can calculate final grades. Later the state releases more detailed individual student reports. These are distributed by district office staff to schools and shared with families in the fall.
<b>EXCEPTIONAL EDUCATION ASSESSMENTS</b>				
<b>ASSESSMENT</b>	<b>GRADES</b>	<b>PURPOSE &amp; USE</b>	<b>TEST WINDOW</b>	<b>REPORTING</b>
TCAP Alt / MSAA Assessment	3-11	This assessment is designed for students with significant intellectual disabilities. It is based on a different set of content standards than the TCAP test. Students only take the TCAP-Alt assessment when parents/guardians and educators decide it is appropriate according to his or her needs.	March - April	The state releases individual student reports with details of performance. These are distributed by district office staff to schools and then shared with families.

<b>CITIZENSHIP/CIVICS</b>				
<b>ASSESSMENT</b>	<b>GRADES</b>	<b>PURPOSE &amp; USE</b>	<b>TEST WINDOW</b>	<b>REPORTING</b>
U.S. Civics Exam	9-12	Students are required to pass a United States civics exam in order to graduate with a regular high school diploma.	School schedules as necessary	Results are available soon after the test is given. School staff decide when and how to share the results with students and parents.
<b>COLLEGE &amp; CAREER READINESS</b>				
<b>ASSESSMENT</b>	<b>GRADES</b>	<b>PURPOSE &amp; USE</b>	<b>TEST WINDOW</b>	<b>REPORTING</b>
ACT	11-12	The ACT is a college readiness test utilized by hundreds of colleges and universities. It also helps determine which students are eligible for the HOPE Scholarship from the state.	September and March	Student-level reports are given 3-8 weeks after the test is given.
<b>SCREENINGS FOR ACADEMIC SUPPORT</b>				
<b>ASSESSMENT</b>	<b>GRADES</b>	<b>PURPOSE &amp; USE</b>	<b>TEST WINDOW</b>	<b>REPORTING</b>
MTSS Universal Screener (FAST)	K-11	MTSS (Multi-tiered System of Student Supports) is an instructional support system designed to give students the individual support they need to learn, no matter where they stand academically. It includes periodic assessments to identify each student's specific needs in reading, writing and math so they can get the appropriate level of instruction.	August, January and May	Student-level reports should be shared with parents by the school. Students who take part in intervention will receive regular progress reports for parents.
WIDA ACCESS Screener	K-12	The WIDA ACCESS Screener is given to students who speak a language other than English at home. It is used to help determine which kind and level of English language support they need. It also helps us know in which level to place students for the annual assessment all English Learner students take.	Administered to English Learner students at the time of enrollment	Tests are scored by MNPS employees and the results are given to parents immediately.
WIDA ACCESS for English Learners	K-12	This assessment helps determine language proficiency of English Learner students. It is the test the state gives every year to measure student performance in	February - April	The state releases individual student reports with details of performance. These are distributed by district office staff to schools and then shared with families.

		English language proficiency.		
Naglieri Nonverbal Ability Test	2	This assessment is a brief nonverbal measure of general ability used to identify gifted second-grade students not previously identified for the Encore program. It measures ability fairly for students from many different cultural and linguistic backgrounds.	Late October or Early November	Results are available approximately one month after the test is completed. School staff decide when and how to share the results with parents and students.
Kindergarten Entry Inventory (KEI)	K	Kindergarten Entry Inventory (KEI) will provide a comprehensive, developmental profile with specific benchmarks related to kindergarten readiness for each incoming kindergarten student in Tennessee.	August – September	Results are available soon after the test is given. School staff decide when and how to share the results with students and parents.
<b>NATIONAL ASSESSMENTS</b>				
<b>ASSESSMENT</b>	<b>GRADES</b>	<b>PURPOSE &amp; USE</b>	<b>TEST WINDOW</b>	<b>REPORTING</b>
National Assessment for Educational Progress (NAEP)	Varying grades in only selected schools	NAEP is only given to a small number of Tennessee students in selected schools. It is a national test designed to help measure Tennessee's academic performance against that of other states. That is why it is called "the nation's report card."	January - March (exact dates to be determined by state)	Results are not shared at the student, school or district level. State-level results are posted online six months after the test is given.
<b>DISTRICT ASSESSMENTS</b>				
<b>ASSESSMENT</b>	<b>GRADES</b>	<b>PURPOSE &amp; USE</b>	<b>TEST WINDOW</b>	<b>REPORTING</b>
ELA and Math Performance Tasks	2-11 for ELA, 3-11 for Math	These assessments are used at three points throughout the school year to measure student progress in mastering state academic standards. They help teachers, principals and district staff make decisions about instruction and resources as they work to meet year-end academic goals.	September, December and March	Results are available soon after the test is given. School staff decide when and how to share the results with students and parents.
NWEA MAP - Reading and Math	2-9	MAP is a computer adaptive, interim and personalized reading assessment that precisely measures student progress and growth in reading. It includes a parent	August, November and February	Results are available soon after the test is given. School staff decide when and how to share the results with students and parents.

		communication component and will allow MNPS to compare students' growth in reading on a national scale.		
Text Level Assessments	K-4	This assessment system is a series of texts that can be used to identify a student's current reading level and progress along a gradient of text levels over time.	August–September, November–December, May	Results are available soon after the test is given. School staff decide when and how to share the results with students and parents.
<b>STATE REQUIRED FIELD TESTS</b>				
<b>ASSESSMENT</b>	<b>GRADES</b>	<b>PURPOSE &amp; USE</b>	<b>TEST WINDOW</b>	<b>REPORTING</b>
TCAP ELA Writing Field Test	3-11	Approximately one-third to one-half of schools and districts will be required to participate in these field tests on a rotating basis every two or three years.	March (exact schools and dates to be determined by state)	Results from field-tested items are used for test development only. There are no district, school or student results.
TCAP EOC U.S. History Field Test	9-12	Approximately one-third to one-half of schools and districts will be required to participate in these field tests on a rotating basis every two or three years.	March (exact schools and dates to be determined by state)	Results from field-tested items are used for test development only. There are no district, school or student results.

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

[www.mnps.org/tests-and-assessments](http://www.mnps.org/tests-and-assessments)

<b>INDUSTRY CERTIFICATION</b>					
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<b>N, DUAL CREDIT, AND ADVANCED ACADEMICS ASSESSMENTS</b>					
<b>ASSESSMENT</b>	<b>GRADES</b>	<b>PURPOSE &amp; USE</b>	<b>TEST WINDOW</b>	<b>REPORTING</b>	
Industry Certification Exams	10-12	Industry certifications (IC) are earned through secondary and postsecondary career and technical education programs and courses that are focused on robust, career-aligned learning pathways.	TBD	Based upon specific industry certification	
Dual Credit Exams	10-12	Students enrolled in statewide dual credit courses take the online challenge exam which is used to assess mastery of the postsecondary-level learning objectives. Students who meet or exceed the exam "cut score" receive college credit that can be applied to any Tennessee public postsecondary institution.	TBD	Results are provided through the online testing platform upon completion of the exam.	
International Baccalaureate Exams	11-12	The International Baccalaureate (IB) Diploma Programme, provides high school students the opportunity to take a rigorous, pre-university course of studies. IB courses are aligned to internationally benchmarked exams which provide opportunities for students to earn postsecondary credit while still in high school.	April - May	Results are available in July for the May exams.	
Advanced Placement Exams	9-12	The Advanced Placement (AP) exams are designed to measure how well students have mastered the content and skills	May	Results are available in July for the May exams.	

		in their AP courses. Students who earn a qualifying score on an AP Exam can receive credit for the corresponding course at most accredited colleges.			
Cambridge International Exams	10-12	The Cambridge AICE Diploma is designed for students worldwide. The high school A and AS Level courses, available only through approved Cambridge International Schools, provide students the opportunity to earn postsecondary credit that is accepted by colleges in the U.S. and abroad.	TBD	Results are available in August for the spring exams.	

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[www.mnps.org/tests-and-assessments](http://www.mnps.org/tests-and-assessments)

**Put the 2020-2021 Calendar below. I emailed to Olivia on 4/49/20**

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