



METRO  
NASHVILLE  
PUBLIC  
SCHOOLS

2018-  
2019

# STUDENT-PARENT HANDBOOK





## **DEAR FAMILIES,**

Welcome to the 2018-19 school year! I am excited about another great year and I'm honored you have chosen Metro Schools for your child's education. We take our responsibility very seriously and are fully committed to giving every child an excellent educational experience.

I encourage you to take full advantage of the essential information and resources provided in this handbook. Our teachers and staff are dedicated to serving our students and providing a challenging and supportive learning environment. We also understand that engaged family members and guardians are critical partners in ensuring students exceed expectations. Our mission is to deliver a great public education to every student, every day—and we need your full involvement, support and engagement to be successful.

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

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

Please use this handbook as a reference guide throughout the school year. If you need additional assistance, contact our Family Information Center at 615-259-INFO (4636).

Sincerely,

A handwritten signature in black ink, appearing to read "Shawn Joseph". The signature is fluid and cursive, with a large, stylized 'J' and 'o'.

**Dr. Shawn Joseph**  
*Director of Schools*

# INFORMATION

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

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

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

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

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

**ARABIC:** اذا كنت تحتاج الى معلومات اضافية، او اذا كان لديك استله، من فضلك اتصل بمدير المدرسة .

**KURDISH BAHDINI:** بو پىزانينين پتر يان هەر پسیارمکی، زەھمەت نەبیت تلەفونى بو رىقەبەری قوتاپخانى بکە .

**KURDISH SORANI:** بو زانیاریت زیاتر یا هەر پسیاریک، تکایه پەیوەندی بە بەریوەبەری قوتاپخانى بکە .

**SOMALI:** Haddii aad u baahan tahay warbixin dheeraada ama aad su'aal qabtid, fadlan wac ama la xiriir maamulaha iskuulka.

**FARSI:** در صورت نیاز به اطلاعات بیشتر و یا داشتن هرگونه سوالی لطفاً با مدیر مدرسه تماس حاصل نمایید

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

**KINYARWANDA:** Niba ukeneye amakuru arambuye cyangwa ufile ibibazo, Usabwe guhamagara ukavugana n'umuyobozi mukuru w'ishuli.

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

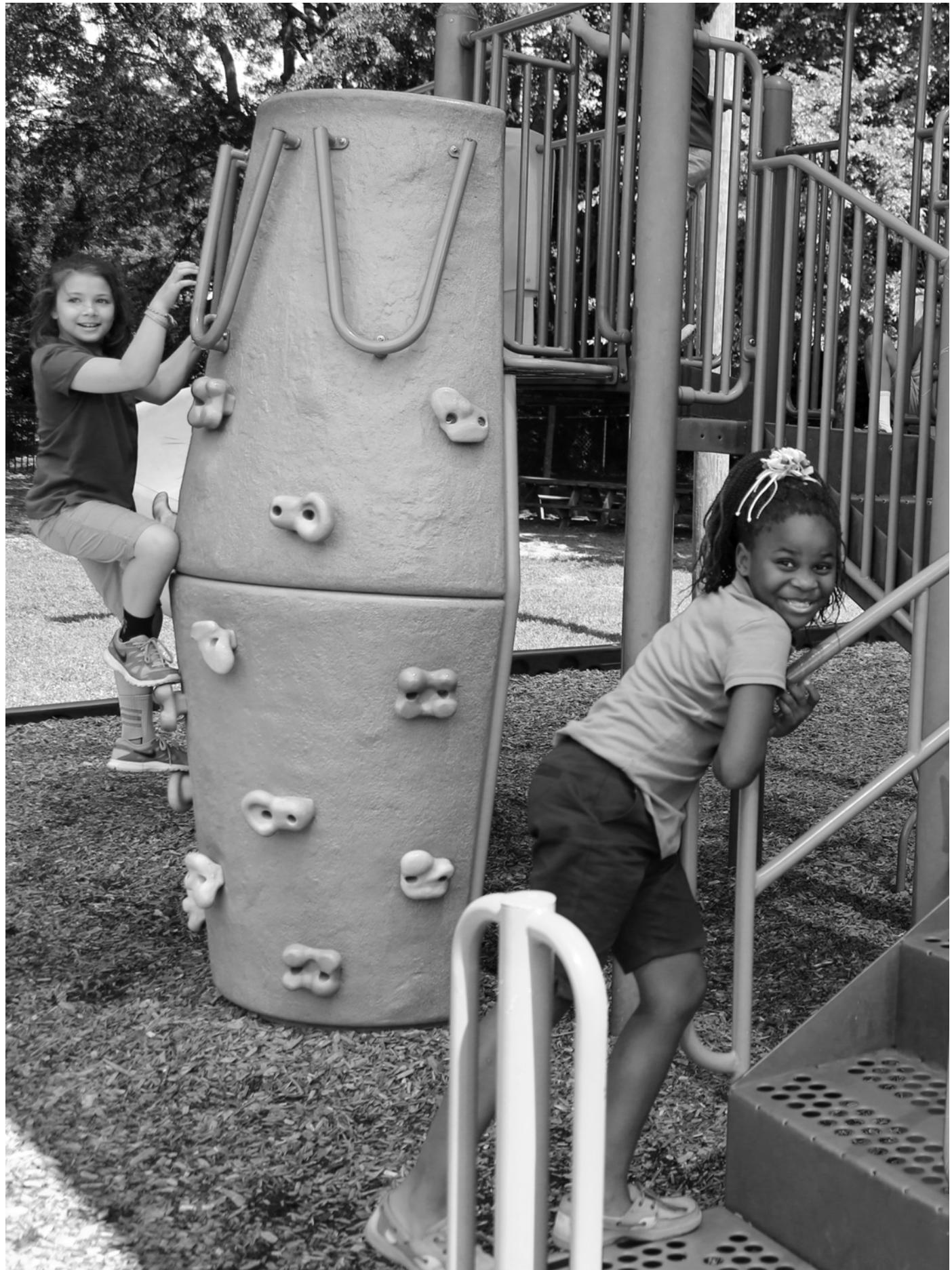
**BURMESE:** မေးခွန်းများရှိပါက သို့မဟုတ် အကြောင်းအရာများကို ပိုမြီး သိရှိလိုပါက ကျေးဇူးပြု၍ ကျောင်းအုပ်ထဲ ဆက်သွယ်ပါ။

**AMHARIC:** ተጠቃሚነት ማረጋገጫ ወይም ተያች ካለም እስከምን የትምህርት በተኋኒ  
እስተዳደር በስልክ ወይም ቅጂዎች በማድረግ አነጋገሩ::

**NEPALI:** यदि तपाईंलाई थप जानकारी चाहिएमा वा कुनै प्रश्न भएमा कृपया स्कूलको प्रिन्सिपललाई सम्पर्क गर्नुहोस |

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

**CHINESE:** 如果你有问题或需要额外信息，请联系校长



# SIGNATURE REQUIRED

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

## STUDENT-PARENT HANDBOOK ACCESS & ACKNOWLEDGEMENT

I understand that the 2018-19 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 MNPS Student-Parent Handbook.**

## SCHOOL ATTENDANCE & TRUANCY

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

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

# PERMISSION FORM

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

	<b>YES</b>	<b>NO</b>
<b>MEDIA (SEE PAGE 33 FOR MORE DETAILED INFORMATION)</b>		
MNPS has permission to honor my child publicly, including in the media.		
MNPS has permission to photograph or digitally record my child for media and web publication.		
My child has permission to be photographed or digitally recorded by the news and other non-MNPS media.		
<b>MILITARY RECRUITER (SEE PAGE 33 FOR MORE DETAILED INFORMATION)</b>		
MNPS has permission to share contact information about my child with a military recruiter.		
<b>HEALTH SCREENINGS (SEE PAGE 33 FOR MORE DETAILED INFORMATION)</b>		
My child has permission to participate in the hearing, vision, height, weight and blood pressure screenings.		
<b>LAPTOP</b>		
My child has permission to check out a laptop from the school library and I understand that all damages or loss of equipment must be reimbursed to the school. The maximum cost for a laptop will be \$600.		

*Please print:*

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

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

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

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

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

Phone: \_\_\_\_\_ E-mail: \_\_\_\_\_

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

# OPT-OUT PREFERENCES

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

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

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

*Only complete this form if you DO NOT grant permission for your child to take surveys conducted by MNPS.*

During the 2018-19 school year, MNPS is conducting 2-4 short (10-15 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 child's participation in these surveys is voluntary. You may exempt your child from participating in these surveys at any time prior to survey administration. In addition, your child can choose whether to take the survey or to answer any particular question. There will be NO penalty if you or your child 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 child 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 child. The survey(s) are completely anonymous and are designed to protect your child's privacy. Students will not be asked to put information on the survey that could be used to identify them.

### **Neighborhoods and Wellbeing Survey(s)**

The purpose of the neighborhood and wellbeing survey(s) is to learn more about students' experiences outside of school in order to support student well-being. The survey(s) will ask your child about their experiences in their neighborhood, with friends, and their own social and emotional development. Completing the survey(s) does not involve any risk to your child. Your child's responses will be linked to his/her student ID and will be kept secure and confidential by the MNPS research office.

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 National Institute of Justice 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 child's school before the survey begins.

If you do not wish for your child 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@mtnps.org](mailto:laura.stiver-walsh@mtnps.org) with your child's name, date of birth, school, and grade.

***Please sign on the following page, if needed.***

## **MNPS SURVEY OPT-OUT INFORMATION AND PASSIVE CONSENT FORM (CONT.)**

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

- By checking this box, I indicate **my child may not** take part in the MNPS School Climate Survey(s).
- By checking this box, I indicate **my child may not** take part in the MNPS Neighborhood and Wellbeing Survey(s).

Please note that you only need to fill out and send in this form if your child 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. 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.***

# OPT-OUT PREFERENCES

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

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

## LIMITLESS LIBRARIES OPT-OUT

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

I wish to exclude my child (grades 3-12) from Limitless Libraries (see page 33 for a description). My child will not be able to have public library items delivered to school. **MNPS does not have my permission** to give Limitless Libraries access to my child. Failure to sign the Limitless Libraries opt-out form will serve as an indication that your child has permission to access the Limitless Libraries.

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

## TECHNOLOGY OPT-OUT

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

I have read the MNPS Technology Acceptable Use Policy (see page 31 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 child's access to the District's Internet. **MNPS does not have my permission** to give Internet access to my child. Failure to complete and sign the technology opt-out form will serve as an indication that your child has permission to access the District's Internet.

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

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

## SCHOOL SOCIAL WORK SERVICES OPT-OUT

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

I wish to exclude my child from School Social Work Services (see page 33 for a description). My child will not be able to have School Social Work Services. **MNPS does not have my permission** to provide School Social Work Services to my child. Failure to sign the School Social Work opt-out form will serve as an indication that your child has permission to access School Social Work Services.

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



# TABLE OF CONTENTS

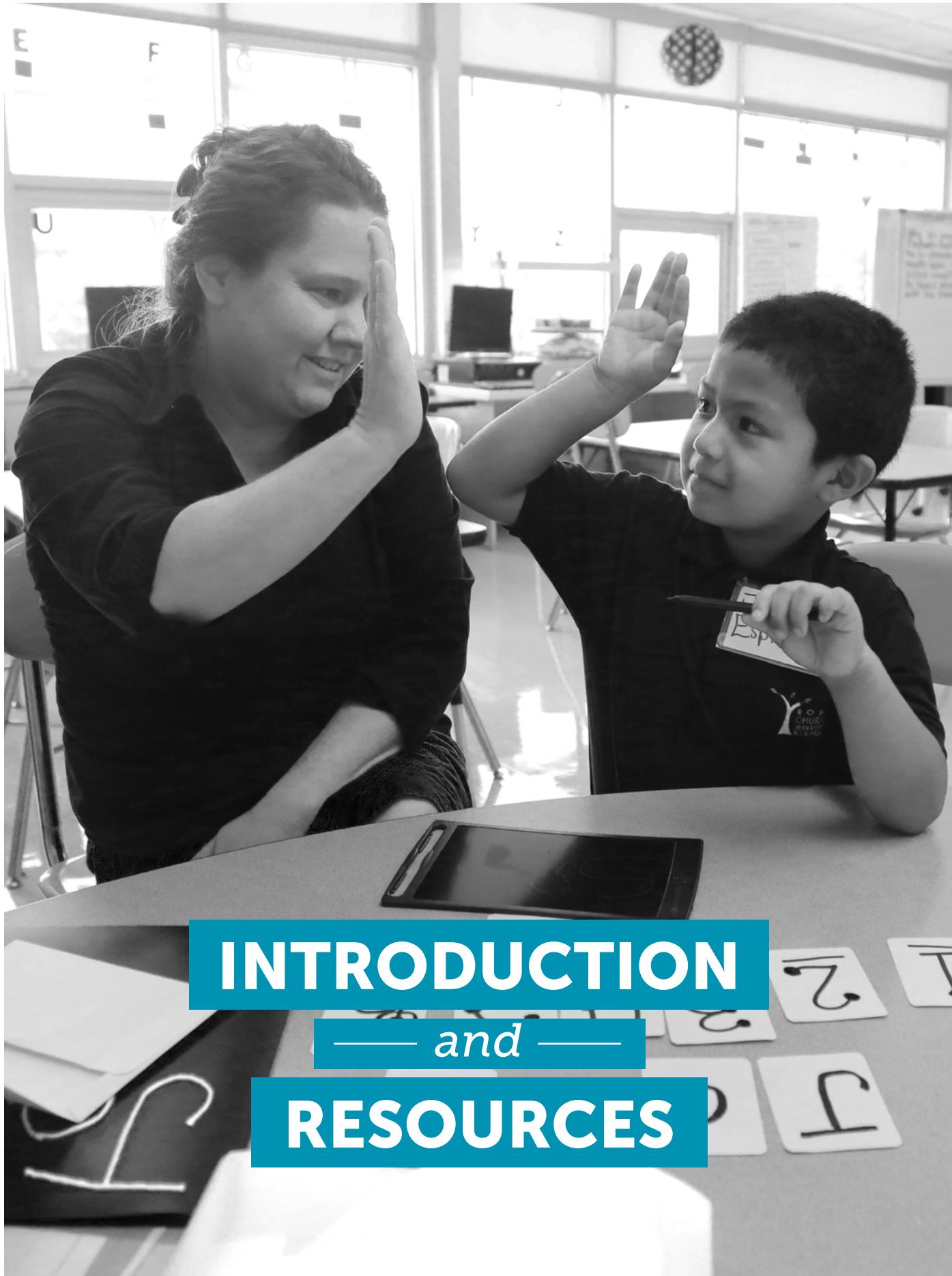
## INTRODUCTION AND RESOURCES

Handbook Purpose .....	12
Handbook Principles .....	12
School Climate and Culture .....	12
<b>Rights and Responsibilities</b>	
Family Educational Rights and Privacy Act .....	13
Student Rights and Responsibilities .....	14
Parent and Guardian Rights and Responsibilities .....	15
Principal and School Staff Rights and Responsibilities .....	15
District Office Responsibilities .....	16
<b>Resources</b>	
Stay Connected .....	17
Get Involved .....	18
Receive Assistance .....	18
Family Resource Centers .....	20

## POLICIES AND PROCEDURES

Inappropriate Use of Internet/Electronic Devices.....	22
Juvenile Offender Act .....	22
Safe Harbor Provision .....	22
Searches and Seizures.....	22
Student Arrest .....	23
Threat Assessments .....	23
Unsafe School Choice Option and Victims of Violent Crime.....	23
English Learners (EL)	
Centralized Assessment Location .....	23
EL Assessment and EL Services .....	24
Home Language Survey (HLS).....	24
Language Services .....	24
Students With Disabilities	
Special Education Services.....	24
Protections for Children Not Yet Eligible for Special Education and Related Services .....	24
504 Services .....	24
Policies Related to Administration of Schools	
District Governance.....	25
Board of Education Meetings and Policies .....	25
Attendance and Truancy .....	25
Homework Guidelines	
Elementary.....	27

Middle and High School.....	28
Reporting Requirements.....	29
Permissions Related to Policies	
Print and Digital Media.....	33
Military Recruiters.....	33
Health Screenings.....	33
Limitless Libraries.....	33
Technology.....	33
School Social Work Services.....	33
Non-Discrimination Statement.....	34
Civil Rights Compliance.....	34
<b>BEHAVIOR</b>	
<b>Progressive Behavior Responses</b>	
Promoting Positive Relationships.....	37
Tips for Calming Conflict .....	37
Skills and Strategies for Building Postive Relationships.....	37
School Practices for Establishing Positive Relationships.....	37
Parental Assistance .....	38
Intervention Strategies .....	38
<b>Discipline</b>	
Student Disciplinary Practices and Procedures .....	40
Discipline Responses .....	40
Discipline Table of Codes and Responses.....	41
Interventions and Responses to Student Behavior.....	44
Codes and Definitions of Behaviors.....	44
Disciplinary Process and Procedures .....	49
Alternative Learning Centers for Expelled Students.....	51
Probation Contracts.....	51
Modification of Expulsion Request.....	51
<b>CALENDARS</b> .....	52
Assessments	
2018-19 School Year	



# INTRODUCTION — and — RESOURCES

# INTRODUCTION

## Handbook Purpose

The Metro Nashville Public Schools (MNPS) 2018-19 Student-Parent Handbook was written in accordance with the policies of the MNPS Board of Public Education and the regulations of the Tennessee Department of Education.

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

## Handbook Principles

The 2018-19 Student-Parent Handbook is based on the five principles listed in the shaded box. These principles provide an important foundation to guide behavior, both individually and in interpersonal relationships. If students abide by these principles, the learning environment in all schools will be strengthened.

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

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

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

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

## School Climate and Culture

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

Schools with a positive climate and culture have:

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

## FIVE PRINCIPLES

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

# RIGHTS AND RESPONSIBILITIES

## Family Educational Rights and Privacy Act

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

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

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

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

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

Student directory information is restricted in accordance with FERPA guidelines. If you do not want MNPS to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must notify the MNPS Family Information Center either in writing or by completing a consent revocation form, available at the MNPS Family Information Center, by September 1, 2018. 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 and administrators, having a safe and respectful relationship that will nurture their academic progress, while also creating a secure learning environment.
3. Attend school and receive a free and appropriate public education as provided by law.
4. Be taught in a safe and clean learning environment. A clean and safe building is an environment that does not pose any danger to physical safety or hinder the ability to learn. Students should participate in keeping schools clean and safe.
5. Be treated courteously, fairly and respectfully by other students and school staff.
6. Receive a written copy of select district and school policies and procedures at the beginning of the school year and have access to district and school policies and procedures throughout the school year.
7. Bring complaints or concerns to the school principal or staff and expect a response in a reasonable amount of time.
8. Be told, orally or in writing, the reason(s) for disciplinary decisions and be allowed the opportunity to tell their side of the story.
9. Request or challenge in writing an explanation of anything in their education records.
10. Receive information about the procedures for appealing disciplinary decisions.
11. Have a parent or guardian attend applicable disciplinary conferences and hearings.
12. Have school staff or an administrator present when police are called, and have a parent or guardian notified when they are questioned during a police investigation with the exception of those situations that involve child abuse or neglect.
13. Be involved and have a voice in the decision making policies that affect students and schools.
14. Feel safe in schools without fear or worry for physical, mental or emotional well-being.
15. Fair discipline, with district discipline policies being applied equitably in every school. The level of consequences should be based on the level of the infraction. Efforts will be made to assist students in resolving their own conflicts.

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

## Students have the responsibility to:

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

# Parent and Guardian Rights and Responsibilities

## Parents and guardians have the right to:

1. Be actively involved in their children's education.
2. Be treated courteously, fairly and respectfully by school staff and principals.
3. Receive information and communication related to:
  - » Policies and procedures of the school and board
  - » Academic progress and behavior reports
  - » Prompt notification of disruptive behavior and/or disciplinary actions
  - » Information about due process procedures for disciplinary action (see page 49)
  - » Ways to improve student's academic or behavioral performance
  - » Services for English Language Learners and students with disabilities
  - » Translation services

## Parents and guardians have the responsibility to:

1. Make sure their children attend school regularly and on time and, when children are absent, send in written excuse notes. Please see MNPS policy on attendance and truancy on page 25.
2. Support MNPS by being a role model for their children, talking with their children about school and expected behavior and communicating the value of education through words and action.
3. Be respectful and courteous to staff, other parents, guardians and students while on school premises and during school activities. Inappropriate behavior may result in restricted access to the school, school grounds and school activities. The parent or guardian will be notified in writing.
4. Give updated contact information to MNPS and their children's individual school annually or whenever contact information changes. Provide the school with all legal documents pertaining to custody or special circumstances in a timely manner.
5. Give their children a space to complete their homework or allow participation in after-school programs that permit the completion of homework.
6. Encourage students to participate in extracurricular activities that promote social and emotional growth in the areas of creative arts, music and athletics.
7. Work with principals and school staff to address any academic or behavioral concerns or complaints children may experience.

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

# Principal and School Staff Rights and Responsibilities

## Principals and school staff have the right to:

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

## Principals and school staff have the responsibility to:

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

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

## District Office Responsibilities

MNPS' district office staff has the responsibility to:

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

# RESOURCES

## Stay Connected

### FAMILY INFORMATION CENTER

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

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

### INFORMATION ONLINE

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

### CALLOUTS

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

### MNPS FAMILY PORTAL

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

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

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

## CONTACT MNPS



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



(615) 259-INFO (4636)



(615) 214-8897



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



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



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



@MetroSchools



@MetroSchools

### DOWNLOAD OUR MOBILE APP

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

## Get Involved

### PARENTS ADVISORY COUNCIL (PAC)

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

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

### COMMUNITY ACHIEVES

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

#### Participating Schools

Antioch High School  
Antioch Middle Prep  
Buena Vista Elementary  
Cole Elementary  
Creswell Middle  
DuPont Hadley Middle Prep  
Glencliff High School  
Gra-Mar Middle Prep  
Hunters Lane High School  
Inglewood Elementary  
Jere Baxter Middle  
Joelton Middle Prep  
Madison Middle Prep  
Maplewood High  
McKissack Middle Prep  
Napier Elementary  
Pearl-Cohn Entertainment Magnet High  
Stratford STEM Magnet  
Two Rivers Middle Prep  
Tusculum Elementary  
Whitsitt Elementary  
Wright Middle Prep

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

### THE HERO PROGRAM FOR FAMILIES AND STUDENTS IN TRANSITION

In accordance with the McKinney-Vento Homeless Assistance Act, Subtitle VII-B Title IX, Part A of the Every Student Succeeds Act, children and youth who lack a fixed, regular and adequate night-time residence may qualify for services and supports through The HERO Program. Eligibility for services under the McKinney-Vento Act is based on responses to questions related to a student's living and housing situation as reported on the McKinney-Vento Eligibility Assessment Form (Form A). The provisions of the McKinney-Vento Act apply not only to homeless students residing with a parent or legal guardian, but also to unaccompanied youth who are living in a homeless situation without a parent or guardian. Eligibility paperwork may be obtained at the district's enrollment centers and schools, or you may contact the program office directly by calling (615) 259-8729. The answers you give on the eligibility form will help the school determine the services the student may be eligible to receive. The student will not be discriminated against based upon the information provided, and the information you provide is confidential. Families and students can apply for services at any point during the school year once a loss of housing occurs. 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 Nashville Metropolitan Transit Authority (MTA) buses at no cost through an innovative program called StrIDE. Students in grades 5-8 who attend an out-of-zone school where they have no yellow bus service are eligible to participate in the StrIDE program with parental permission. Contact your middle school office for permission forms and eligibility information.

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

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

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

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

## **FAMILY RESOURCE CENTERS**

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

# FAMILY RESOURCE CENTERS

## *Locations and Contact Information*

FOR AN UPDATED LIST OF FAMILY RESOURCE CENTER LOCATIONS AND CONTACTS, PLEASE VISIT:

[www.unitedwaynashville.org/programs/family-resource-centers](http://www.unitedwaynashville.org/programs/family-resource-centers)

### **ANTIOCH HIGH SCHOOL**

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

### **BETHLEHEM CENTERS OF NASHVILLE**

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

### **COLE ELEMENTARY SCHOOL**

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

### **IVANETTA H. DAVIS EARLY LEARNING CENTER**

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

### **EDGEHILL FAMILY RESOURCE CENTER**

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

### **FALL-HAMILTON ELEMENTARY SCHOOL**

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

### **GLENCLIFF HIGH SCHOOL**

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

### **MADISON MIDDLE PREP**

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

### **MARTHA O'BRYAN CENTER**

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

### **MAPLEWOOD HIGH SCHOOL**

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

### **C. E. MCGRUDER FAMILY RESOURCE CENTER**

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

### **NAPIER ELEMENTARY SCHOOL**

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

### **PARK AVENUE ELEMENTARY SCHOOL**

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

### **PEARL-COHN ENTERTAINMENT MAGNET HIGH SCHOOL**

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

### **SALVATION ARMY\ MAGNESS POTTER CENTER**

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

### **SOUTH NASHVILLE FAMILY RESOURCE CENTER**

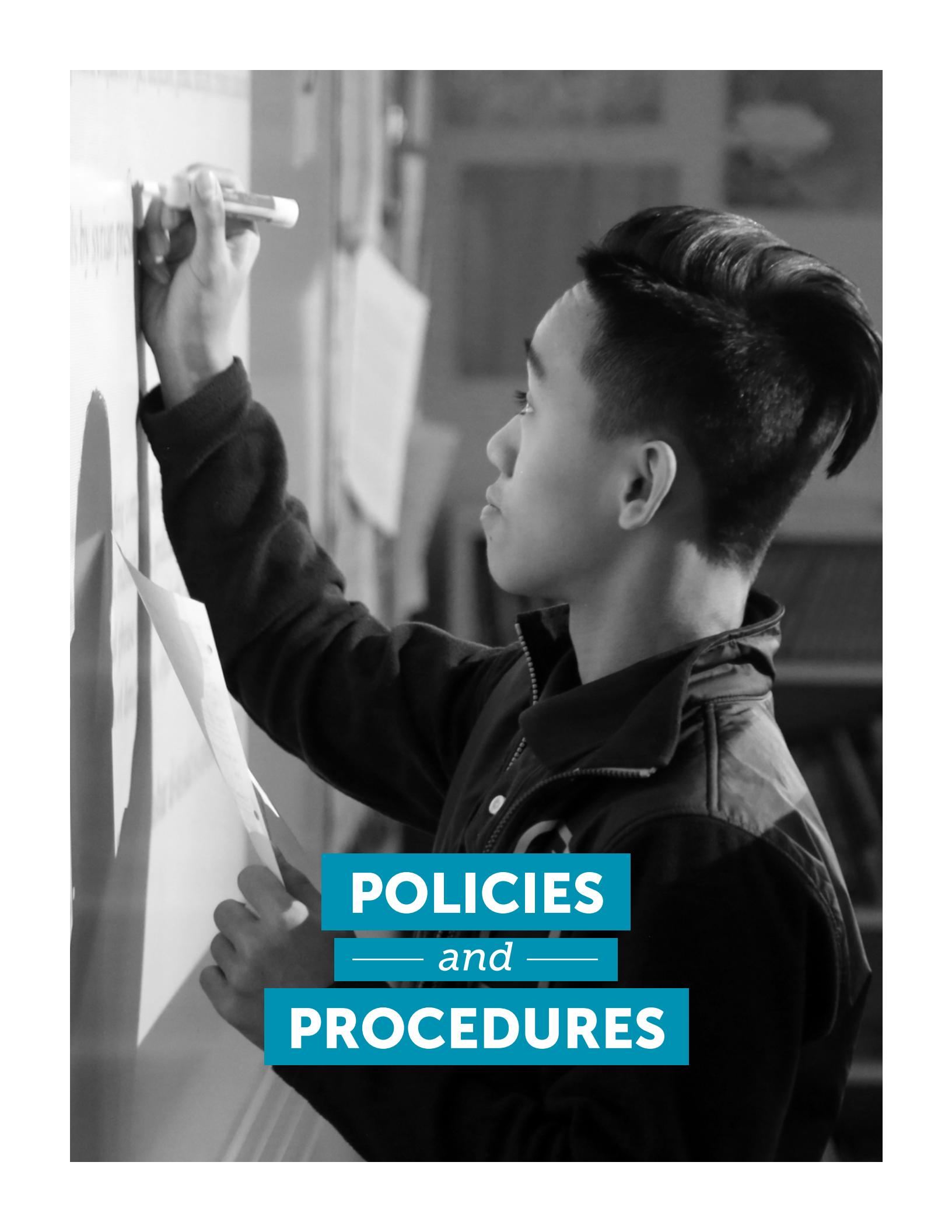
4928 Edmonson Pike #204 | Nashville, TN 37211  
Lead Agency: Catholic Charities  
Telephone: (615) 834-1944

### **ST. LUKE'S COMMUNITY HOUSE**

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

### **TUSCULUM ELEMENTARY SCHOOL**

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



**POLICIES**  
— *and* —  
**PROCEDURES**

# POLICIES AND PROCEDURES

## Inappropriate Use of Internet/ Electronic Devices

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

## 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.
- » A notice will be posted at all schools that lockers and other storage areas, containers and packages brought into the school by students or visitors are subject to search for drugs, drug paraphernalia and weapons.

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

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

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

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

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

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

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

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

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

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

## Student Arrest

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

## 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 child to a different school that has not been designated as unsafe. Transportation will be provided by the school district. Currently, all MNPS schools are deemed safe by the State Department of Education.

## VIOLATION OF PERSONAL RIGHTS

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

## English Learners (EL)

### CENTRALIZED ASSESSMENT LOCATION

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

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

## EL ASSESSMENT AND EL SERVICES

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

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

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

## HOME LANGUAGE SURVEY (HLS)

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

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

## LANGUAGE SERVICES

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

## Students With Disabilities

### SPECIAL EDUCATION SERVICES

#### If You Suspect Your Child Has a Disability

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

#### Discipline

If a student who receives special education services or a student who has an Individualized Education Program (IEP) violates school rules or district policies outlined in

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

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

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

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

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

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

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

## 504 SERVICES

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

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

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

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

Steps to 504 Service:

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

### Discipline

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

### Protections for Children Not Yet Eligible for Services

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

## Polices Related to Administration of Schools

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

### DISTRICT GOVERNANCE

MNPS is governed by the Metropolitan Nashville Board of Public Education. The Board hires a Director of Schools

to ensure all state, federal and local laws and regulations governing local schools are upheld. Funding for the district's operating and capital budgets is approved by the Metro Council.

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. These procedures are presented to the Director of Schools for approval in consultation with the full ELT. The Director of Schools is ultimately responsible for approving the district's operating procedures. These are reviewed regularly and published online, and are subject to change throughout the school year. The current text of operating procedures is available in the following locations:

- » The MNPS website at [www.mnps.org](http://www.mnps.org)
- » All MNPS schools
- » MNPS Family Information Center  
2601 Bransford Ave, Nashville, TN 37204  
*Entrance off of Berry Hill Rd*  
615-259-INFO (4636)

## BOARD OF PUBLIC EDUCATION MEETINGS AND POLICIES

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

### ATTENDANCE AND TRUANCY

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

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

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

**What absences are counted as excused absences?**

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

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

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

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

- » Every principal establishes different rules regarding excusing absences. Parents and guardians should make sure they know the attendance policy for each school that their child attends.

- » When a written excuse note is turned in, the principal may do the following:

- Excuse an absence
- Refuse to excuse an absence
- Require a written or verbal explanation from the parent or guardian explaining the reason for each absence
- Require other documentation that the principal thinks is appropriate to excuse the absence
- Require a doctor's statement that the student's absences are related to an illness
- Require a doctor's statement approving the student to participate in the regular school program or extracurricular activities

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

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

**Late Arrival and Early Dismissal**

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 one half of a school day to be counted present.
- » If a child attends less than one half of a school day, the student will be marked as absent. A written excuse note should be turned in to the front office for this to be considered an excused absence.
- » Students who arrive after the designated start time of school will be counted as tardy. 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 child from the parent or guardian's home.

- » If a student has an IEP, the school must hold a Manifestation Determination Review to determine whether the student's absences were related to the student's disability prior to making a referral to juvenile court. If the student's disability had a direct and substantial relationship to the absences, a truancy referral to juvenile court will not be made.

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

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

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

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

### **Discharge of Compulsory Attendance**

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

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

## **Homework Guidelines**

### **ELEMENTARY**

#### **Background**

Research provides strong evidence that, when used appropriately, homework benefits student achievement (Good & Brophy, 2003; Cooper, Robinson, & Patall, 2006).

Homework is beneficial and important in a student's overall program; homework is required in MNPS.

## General Information

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

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

## When Planning and Assigning Homework, Teachers Should:

- » Help students to see how homework is related to classwork and instructional objectives (discuss homework with students);
- » Develop assignments which have meaning and account for individual student differences, needs and abilities;
- » Ensure the homework is challenging and at the right level of difficulty; design homework to maximize the chances that students will complete it. (Students should be able to complete homework assignments independently with relatively high success rates, but they should still find the assignments challenging enough to be interesting.);
- » Ensure the total homework load from all students' teachers is a reasonable one and the amount of homework (assigned two to four times a week) follows the "10 minute rule" (Cooper, 2007). The "10 minute rule" states that all daily homework assignments combined should take about as long to complete as 10 minutes multiplied by the student's grade level. For example, up to 10 minutes per night of homework for pre-k and Kindergarten students, 10 minutes per night in the first grade, 20 minutes for second grade, and an additional 10 minutes per grade level thereafter (e.g., 120 minutes for 12th grade). Additional time should be added appropriately for daily at-home reading for enjoyment and should not include a book report or like assignment;
- » Ensure homework assignments, the procedures for accomplishing them and the due dates are clear;

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

## Grading and Reporting

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

## MIDDLE AND HIGH SCHOOL

### Background

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

### General Information

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

- » extend learning, provide for the practice of concepts and skill development in concepts and/or skills initially presented in the classroom and that students

can do independently to deepen their knowledge and understanding;

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

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

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

- » Develop assignments which have meaning and account for individual student differences, needs and abilities;
- » Ensure the homework is challenging and at the right level of difficulty; design homework to maximize the chances that students will complete it. (Students should be able to complete homework assignments independently with relatively high success rates, but they should still find the assignments challenging enough to be interesting.);
- » Ensure the total homework load from all students' teachers is a reasonable one and the amount of homework (assigned two to four times a week) follows the "10 minute rule" (Cooper, 2007). The "10 minute rule" states that all daily homework assignments combined should take about as long to complete as 10 minutes multiplied by the student's grade level. For example, up to 10 minutes per night of homework for pre-k and Kindergarten students, 10 minutes per night in the first grade, 20 minutes for second grade, and an additional 10 minutes per grade level thereafter (e.g., 120 minutes for 12th grade). Additional time should be added appropriately for daily at-home reading for enjoyment and should not to include a book report or like assignment. (Please note: students taking more rigorous courses [i.e. Advanced Placement/AP] may be assigned more homework);
- » Clearly communicate to parents and students the importance of homework activities as part of flipped classroom activities and lessons, including potential

safety-related homework and how students' failure to complete the homework may limit their participation in the related classroom activity. If a student's failure to complete a homework assignment related to a classroom lesson, lab or activity (including a flipped classroom activity) limits them from safe and prepared participation, they may not be allowed to participate.

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

**Grading and Reporting**

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

**Reporting Requirements**

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

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

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

### **THREAT BY ELECTRONIC TRANSMISSION**

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

### **COMMUNICABLE DISEASE POLICY**

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

### **CHILD ABUSE AND NEGLECT POLICY**

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

### **COMPLAINTS POLICY**

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

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

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

When the school is on lock down due to a security or weather-related issue, the first priority is the safety of staff and students. Parents or other visitors to the building must follow school emergency procedures under the direction of school staff until the lock down is lifted.

During a security lock down, no one is permitted to enter the building from the outside. In weather-related lock downs, schools may allow those outside to seek shelter indoors until it becomes necessary for staff to take shelter.

### **DISTRIBUTION OF MATERIALS POLICY**

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

### **ELIGIBILITY FOR ATHLETICS POLICY**

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 POLICY**

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

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

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

### **FEES WAIVERS POLICY**

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 POLICY

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

## HEALTH AND WELLNESS POLICY

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

## HIPAA PRIVACY RULE

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

## TECHNOLOGY AND ACCEPTABLE USE POLICY

Any parents wishing to restrict their children's access to the Internet and network are required to complete and sign the Technology Opt-Out form, located on the Opt-Out Preferences page in the front of the handbook, and return to their child's school. Failure to complete and sign the Technology Opt-Out form will serve as an indication that your child has permission to access the Internet and the district's network. The full policy will be issued to parents and it will be posted on the district's website at [www.mnps.org/policies-and-procedures](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 e-mail activity when there is a legitimate business or technical need to do so. MNPS users will not engage in unacceptable use of technology resources.

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

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

## LENGTH OF SCHOOL DAY POLICY

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 POLICY

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

## PARENT NOTIFICATION POLICY

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

## PERSONAL APPEARANCE POLICY

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

## BRING YOUR OWN DEVICE (BYOD) POLICY

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

## STUDENT DRIVING POLICY

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 POLICY

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

## SUBSTANCE ABUSE POLICY

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

## TRANSPORTATION POLICY

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

## TRANSPORTATION OF STUDENTS TO MEDICAL FACILITIES POLICY

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

## UNSAFE SCHOOL CHOICE POLICY PROCEDURE

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

## VOLUNTEERS AND VISITORS ON SCHOOL CAMPUS POLICY

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

## Permissions Related to Policies

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

### PRINT AND DIGITAL MEDIA

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

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

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

### MILITARY RECRUITERS

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

### HEALTH SCREENINGS

As mandated by the State of Tennessee, MNPS provides 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. Please confirm your permission for the screenings on the permission form at the front of this handbook. Unless you deny permission, your child will be included in the available health screenings.

### LIMITLESS LIBRARIES

Limitless Libraries is a cooperative effort of Metro Nashville Public Schools, the Nashville Public Library, and the Office of the Mayor. Its goal is to improve and enhance school libraries and ease access to public library resources. MNPS students in grades 3-12 may borrow

items from the public library and have them delivered to the school. They may also return public library items to the school library.

- » **Grades 3-4** – Students will be able to request items from the Nashville Public Library's juvenile collection only. All lost and damaged items will be billed at the regular library rates and must be reimbursed to the Nashville Public Library.
- » **Grades 5-12** – Students will follow the circulation policies set by the Nashville Public Library. All lost and damaged items will be billed at the regular library rates and must be reimbursed to the Nashville Public Library.

For all MNPS students, the student ID number serves as the student's library card at both the public library and school libraries. The Nashville Public Library will access the child's directory information to create and maintain the library account.

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

### TECHNOLOGY

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

### SCHOOL SOCIAL WORK SERVICES

School social work services exist in every MNPS school. The Social Work Department is committed to helping students reach their highest academic potential. Sometimes there are personal issues that interfere with students' learning. School social workers provide free counseling to students during the school day 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 child from school social work services, he/she may sign the School Social Work Opt-Out form on the Opt-Out

Preferences page in the front of this handbook. Failure to sign the School Social Work Services Opt-Out form will serve as an indication that the student has permission to meet with the School Social Worker at his/her school.

## Non-Discrimination Statement

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

## Civil Rights Compliance

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

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

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

### TITLE IX OF THE EDUCATIONAL AMENDMENTS OF 1972

Title IX prohibits discrimination on the basis of sex.

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

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

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

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

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

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

### Notice

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

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

### 504 Complaint Procedures

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

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

### Appeal Process

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

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

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

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

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

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

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

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

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

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

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

## **TITLE VII OF THE CIVIL RIGHTS ACT OF 1964**

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

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

**Scott Lindsey**  
Director, Employee Relations  
2601 Bransford Avenue  
Nashville, TN 37204  
Email: [scott.lindsey@mtnps.org](mailto:scott.lindsey@mtnps.org)  
Phone: (615) 259-8440

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



**BEHAVIOR**

# PROGRESSIVE BEHAVIOR RESPONSES

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

## Promoting Positive Relationships

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

## Tips for Calming Conflict

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

## Skills and Strategies for Building Positive Relationships

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

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

## School Practices for Establishing Positive Relationships

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

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

## Parental Assistance

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

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

## Intervention Strategies

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

Examples of such strategies include the following:

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

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

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

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

- » **Restorative justice strategies:** Interventions designed to identify and address the harm caused by an incident and to develop a plan to heal and correct the situation.
- » **Student Support Team:** Usually consists of teachers, school principals, social workers and parents and may also include nurses, mental health clinicians, psychologists and external agency representatives who help develop prevention and intervention techniques and alternative strategies that ultimately lead to student success. When student behavior requires intervention, the student support team develops a plan to address the behavior.

# DISCIPLINE

## Student Disciplinary Practices and Procedures

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

### MNPS' DISCIPLINE PHILOSOPHY

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

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

## Discipline Responses

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

The Table also includes five levels of possible response to inappropriate behavior (Levels A through E). Each behavior is assigned to one or more of these levels of intervention and response. Principals and school staff should use only the levels suggested for each behavior. Responses and interventions are to be progressive. If a behavior is assigned to two or more levels of response, the lowest level of intervention should generally be used first. Please see the Discipline Table on pages 41-43.

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

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

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

# DISCIPLINE TABLE

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

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

#### TYPE 4 BEHAVIORS

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

BEHAVIOR	CODE	RESPONSE	SUSPENSION OUT OF SCHOOL	EXPULSION
Off Campus Behavior: • For a felony charge under T.C.A. §49-6-3051(b)(1) OR • An act committed against a member of the student's school community that poses a threat to the safety of the school	417	C, D, E	YES	YES
Sexual Assault	418	D, E	YES	YES
Robbery	419	D, E	YES	YES
Reckless Endangerment	420	D, E	YES	YES
Fighting: Repeated	421	D, E	YES	YES
Vandalism Over \$500	423	C, D, E	YES	YES
Theft Over \$500	424	C, D, E	YES	YES
Refusing or Fleeing Drug or Weapon Search <i>Expellable ONLY with evidence of drugs or firearm</i>	425	C, D, E	YES	YES

#### TYPE 5 BEHAVIORS

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

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

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

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

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

### LEVEL B RESPONSE – ADMINISTRATIVE LEVEL REFERRAL

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

### LEVEL C RESPONSE – SUSPENSION OPTION

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

### LEVEL D RESPONSE – SUSPENSION OPTION

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

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

### LEVEL E RESPONSE – EXPULSION OPTION

(Suspensions of 10 Days or More)

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

## Codes and Definitions of Behaviors

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

### TYPE 1 BEHAVIORS

#### Code 100 | Tardy to School or Class

Arriving late to school, class or activity.

#### Code 102 | Noncompliance With a Reasonable Request

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

#### Code 103 | Agitating Other Students

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

#### Code 104 | Profane or Indecent Language

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

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

**Code 105 | Unauthorized Possession of Medication**

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

**Code 106 | Fireworks: Possession**

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

**Code 107 | Dress Code Violation**

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

**Code 108 | Cheating**

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

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

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

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

**Code 202 | Tobacco: Possession or Use**

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

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

**Code 203 | Electronic Devices**

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

**Code 204 | Disruption of the School Environment**

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

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

**Code 206 | Inappropriate Sexual Contact**

Minor contact of a sexual nature.

**Code 208 | Gambling**

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

**Code 210 | Drug Paraphernalia**

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

**Code 211 | Cutting Class**

Failing to attend a scheduled class or activity without authorization.

**Code 212 | Inappropriate Physical Contact****With Other Students**

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

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

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

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

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

**Code 302 | Leaving School Grounds Without Authorization**

Leaving school grounds without the permission of school officials.

**Code 303 | Noncompliance With an Administrative Directive**

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

**Code 304 | Vandalism Under \$500**

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

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

Taking the property of another individual or of the school without permission, with the intent of depriving the owner of the property. The value of the property taken is under \$500. A child's willingness to return or replace an

item taken or make restitution will be taken into account in determining the appropriate level of response.

#### **Code 306 | Falsifying Records**

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

#### **Code 307 | Inappropriate Sexual Behavior**

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

#### **Code 311 | Fighting**

Mutual participation in an incident involving physical violence.

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

Possessing, using or being under the influence of alcoholic beverages or substances that have the potential to intoxicate. A referral to the school social worker will be made for any student found in violation of this code. Does not qualify for Drug Diversion Program or Expulsion.

#### **Code 313 | Threats: Class 1**

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.

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

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

#### **Code 317 | Possession of Other Weapons**

Possessing or transmitting:

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

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

#### **Code 318 | Trespassing on School Grounds**

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

#### **Code 319 | Inappropriate Physical Contact Toward School Staff**

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

#### **Code 320 | Gang Activity**

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

### **TYPE 4 BEHAVIORS**

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

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

#### **Code 401 | Assault of Student**

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

#### **Code 402: Under the Influence of Illegal Drugs**

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

#### **Code 403 | Threat: Class 2**

A threat to cause harm to students, staff or school. Evidence must support the threat is actually or potentially

harmful or lethal to the safety of the school and/or community.

#### **Code 405 | Bullying**

Bullying is any intentional act that is severe, persistent or pervasive and substantially interferes with a student's educational benefits, opportunities or performance, and has the effect of:

1. Physically harming a student or damaging a student's property
2. Knowingly placing the student or students in reasonable fear of physical harm or damage to the student's property
3. Causing emotional distress to a student or students
4. Creating a hostile educational environment

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

Hazing is defined as an intentional or reckless act on or off MNPS property, by one student acting alone or with others, directed against any other student, that endangers the mental or physical health or safety of that student, or that induces or coerces a student to endanger that student's mental or physical health or safety.

Hazing does not include physical contact associated with athletic events, training or with competition conducted under a coach's or sponsor's supervision.

#### **Code 406 | Cyberbullying**

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

#### **Harassment**

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

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

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

#### **Code 408 | Harassment Based on Religion or Creed**

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

#### **Code 410 | Harassment Based on Disability**

#### **Code 411 | Sexual Harassment**

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

#### **Code 412 | Assault of Teacher or Staff**

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

#### **Code 413 | Extreme Disruption of the School Environment**

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

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

#### **Code 414 | Group Fighting**

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

#### **Code 416 | Gang Intimidation**

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

#### **Code 417 | Off-Campus Behavior<sup>3</sup> Leading to Felony Charge Under T.C.A 49-6-3051(b) or Off-Campus Acts Committed Against a Member of the School Community**

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

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

#### **Code 418 | Sexual Assault**

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

#### **Code 419 | Robbery**

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

#### **Code 420 | Reckless Endangerment**

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

#### **Code 421 | Fighting: Repeated**

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

#### **Code 423 | Vandalism (Over \$500)**

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

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

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

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

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

### **TYPE 5 BEHAVIORS**

#### **Code 501 | Rape**

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

#### **Code 502 | Attempted Homicide**

Attempting to kill another person.

#### **Code 503 | Homicide**

Killing another person.

### **TYPE 5 BEHAVIORS – ZERO TOLERANCE (ZT) OFFENSE**

*Expulsion Required, but Not Mandatory for One Year*

#### **Code 504 (ZT) | Threat by Electronic Transmission**

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

### **TYPE 5 BEHAVIORS – ZERO TOLERANCE (ZT) OFFENSES**

*Mandatory Expulsion for One Year*

A Zero Tolerance (ZT) Offense requires an expulsion of not less than one calendar year (180 school days) under Tennessee State Law. However, the Director of Schools or his designee may modify the length of the expulsion on a case by case basis through the appeals process or through a request for modification. See pages 49 to 51 for more details. The following are Zero Tolerance offenses under Tennessee law:

#### **Code 505 (ZT) | Drugs<sup>4</sup>**

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

<sup>3</sup> TCA 49-6-3401 (a) Section (12)

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

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

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

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

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

#### **Code 506 (ZT) | Aggravated Assault of Teacher, School Staff or a School Resource Officer (SRO)<sup>5</sup>**

Intentionally or knowingly causing serious bodily injury to a teacher, school staff member or SRO. Definition of "serious bodily injury" is injury that requires more than basic first aid.

#### **Code 507 (ZT) | Explosives**

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

#### **Code 508 (ZT) | Firearms**

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

## **Disciplinary Process & Procedures**

### **DISCIPLINARY DUE PROCESS SUSPENSIONS AND EXPULSIONS<sup>6</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 child, the student must remain on school property until the close of the school day. Parents should be provided written notice of the suspension or expulsion.

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

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

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

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

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

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

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

### **PROCESS FOR EXPULSIONS (A SUSPENSION OF MORE THAN 10 DAYS) & APPEALS OF THE EXPULSION<sup>7</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 Board of Public Education.

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

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

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

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

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

#### **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.

<sup>7</sup> TCA 49-6-3401(4) (B-D), <sup>8</sup> TCA 49-6-3401(4) (C)

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

#### **LEVEL 3 – Appeal to the Board of Public Education**

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

### **Alternative Learning Centers for Expelled Students**

Alternative Learning Centers (ALC) are available for elementary, middle and high school students who have been expelled (suspension of more than 10 days). Attendance for expelled elementary, 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 waiver. The written request should include a statement of reasons supporting the modification. The Director of Schools/designee will respond to the request with his/her decision within a reasonable time, which will not exceed 21 calendar days from receipt of the request. The Director of Schools/designee is not required to provide an explanation of the decision. Please contact the Discipline Office at (615) 259-8757 for address information.



**CALENDARS**

# 2018-19 REQUIRED TENNESSEE STUDENT ASSESSMENTS AND DISTRICT ASSESSMENTS

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

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

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

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

COLLEGE & CAREER READINESS				
ASSESSMENT	GRADES	PURPOSE & USE	TEST WINDOW	REPORTING
ACT	11-12	The ACT is a college readiness test utilized by hundreds of colleges and universities. It also helps determine which students are eligible for the HOPE Scholarship from the state.	March and April	Student-level reports are given 3-8 weeks after the test is given.
SCREENINGS FOR ACADEMIC SUPPORT				
ASSESSMENT	GRADES	PURPOSE & USE	TEST WINDOW	REPORTING
MTSS Universal Screener (FAST)	K-11	MTSS (Multi-tiered System of Student Supports) is an instructional support system designed to give students the individual support they need to learn, no matter where they stand academically. It includes periodic assessments to identify each student's specific needs in reading, writing and math so they can get the appropriate level of instruction.	August, November and February	Student-level reports should be shared with parents by the school. Students who take part in intervention will receive regular progress reports for parents.
WIDA ACCESS Placement Tests for English Learners (also called W-APT)	K-12	W-APT (WIDA ACCESS Placement Test) is given to students who speak a language other than English at home. It is used to help determine which kind and level of English language support they need. It also helps us know in which level to place students for the annual assessment all English Learner students take.	Administered to English Learner students at the time of enrollment	Tests are scored by MNPS employees and the results are given to parents immediately.
WIDA ACCESS for English Learners	K-12	This assessment helps determine language proficiency of English Learner students. It is the test the state gives every year to measure student performance in English language proficiency.	March - April	The state releases individual student reports with details of performance. These are distributed by district office staff to schools and then shared with families.
Naglieri Nonverbal Ability Test	2	This assessment is a brief nonverbal measure of general ability used to identify gifted second grade students not previously identified for the Encore program. It measures ability fairly for students from many different cultural and linguistic backgrounds.	Late October or Early November	Results are available approximately one month after the test is completed. School staff decide when and how to share the results with parents and students.
Kindergarten Entry Inventory (KEI)	K	Kindergarten Entry Inventory (KEI) will provide a comprehensive, developmental profile with specific benchmarks related to kindergarten readiness for each incoming kindergarten student in Tennessee.	August - September	Results are available soon after the test is given. School staff decide when and how to share the results with students and parents.

NATIONAL ASSESSMENTS				
ASSESSMENT	GRADES	PURPOSE & USE	TEST WINDOW	REPORTING
National Assessment for Educational Progress (NAEP)	Varying grades in only selected schools	NAEP is only given to a small number of Tennessee students in selected schools. It is a national test designed to help measure Tennessee's academic performance against that of other states. That is why it is called "the nation's report card."	January - March (exact dates to be determined by state)	Results are not shared at the student, school or district level. State-level results are posted online six months after the test is given.
DISTRICT ASSESSMENTS				
ASSESSMENT	GRADES	PURPOSE & USE	TEST WINDOW	REPORTING
ELA and Math Performance Tasks	3-11	These assessments are used at three points throughout the school year to measure student progress in mastering state academic standards. They help teachers, principals and district staff make decisions about instruction and resources as they work to meet year-end academic goals.	October, December and March	Results are available soon after the test is given. School staff decide when and how to share the results with students and parents.
NWEA MAP - Reading and Math	2-8	MAP is a computer adaptive, interim and personalized reading assessment that precisely measures student progress and growth in reading. It includes a parent communication component and will allow MNPS to compare students' growth in reading on a national scale.	August, November and February	Results are available soon after the test is given. School staff decide when and how to share the results with students and parents.
Text Level Assessments	K-4	This assessment system is a series of texts that can be used to identify a student's current reading level and progress along a gradient of text levels over time.	August - September, November - December, May	Results are available soon after the test is given. School staff decide when and how to share the results with students and parents.
STATE REQUIRED FIELD TESTS				
ASSESSMENT	GRADES	PURPOSE & USE	TEST WINDOW	REPORTING
TCAP ELA-Writing Field Test	3-11	Approximately one-third to one-half of schools and districts will be required to participate in these field tests on a rotating basis every two or three years.	March (exact schools and dates to be determined by state)	Results from field-tested items are used for test development only. There are no district, school or student results.
TCAP EOC U.S. History Field Test	9-12	Approximately one-third to one-half of schools and districts will be required to participate in these field tests on a rotating basis every two or three years.	March (exact schools and dates to be determined by state)	Results from field-tested items are used for test development only. There are no district, school or student results.

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

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



**MNPS DISTRICT CALENDAR 2018-19 (JULY 2018 - JUNE 2019)**

\* REVISED 03/08/18

July 2018						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August 2018						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 2018						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 2018						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 2018						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 2018						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January 2019						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February 2019						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March 2019						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2019						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2019						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2019						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						



## TEACHER IN-SERVICE DAYS



## STOCKPILED PD DAYS



## STUDENTS NOT IN SCHOOL



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



## HALF DAY FOR ALL STUDENTS



**HALF DAY FOR  
9-12 ONLY & HALF  
STOCKPILED PD DAY**

<b>7/11</b>	ASSISTANT PRINCIPALS REPORT	<b>12/18-12/20</b>	HALF DAY FOR EXAMS GRADES 9-12
<b>7/30-8/3</b>	NEW STUDENT REGISTRATION WEEK	<b>12/21</b>	HALF DAY FOR ALL STUDENTS; END OF FIRST SEMESTER
<b>8/1</b>	TEACHERS REPORT FOR PRINCIPAL-FACULTY IN-SERVICE	<b>12/24-1/4</b>	WINTER HOLIDAYS
<b>8/2</b>	DISTRICT-WIDE TEACHER IN-SERVICE FOR PK-12	<b>1/7</b>	TEACHERS REPORT FOR STOCKPILED PD DAY; STUDENTS DO NOT REPORT
<b>8/3</b>	FACULTY PLANNING / IN-SERVICE DAY	<b>1/8</b>	THIRD QUARTER BEGINS
<b>8/6</b>	FACULTY PLANNING / IN-SERVICE DAY	<b>1/9</b>	REPORT CARDS ISSUED
<b>8/7</b>	FIRST DAY OF SCHOOL – FULL DAY FOR GRADES 1-12, HALF DAY FOR PK-K	<b>1/21</b>	MLK HOLIDAY; STUDENTS DO NOT REPORT
<b>8/8</b>	FULL DAY FOR GRADES 1-12, HALF DAY FOR PK-K	<b>2/8</b>	PROGRESS REPORTS ISSUED
<b>8/31</b>	TEACHERS REPORT FOR STOCKPILED PD DAY; STUDENTS DO NOT REPORT	<b>2/18</b>	TEACHERS REPORT FOR STOCKPILED PD DAY; STUDENTS DO NOT REPORT
<b>9/3</b>	LABOR DAY HOLIDAY; STUDENTS DO NOT REPORT	<b>3/8</b>	THIRD QUARTER ENDS
<b>9/7</b>	PROGRESS REPORTS ISSUED	<b>3/8</b>	HALF DAY FOR ALL STUDENTS; PARENT CONFERENCES IN AFTERNOON
<b>10/5</b>	FIRST QUARTER ENDS	<b>3/11-3/15</b>	SPRING BREAK
<b>10/8</b>	SECOND QUARTER BEGINS	<b>3/18</b>	FOURTH QUARTER BEGINS
<b>10/12</b>	TEACHERS REPORT FOR STOCKPILED PD DAY; STUDENTS DO NOT REPORT	<b>3/19</b>	REPORT CARDS ISSUED
<b>10/15-10/19</b>	FALL BREAK	<b>4/18</b>	PROGRESS REPORTS ISSUED
<b>10/23</b>	REPORT CARDS ISSUED	<b>4/19</b>	SPRING HOLIDAY
<b>11/6</b>	PARENT CONFERENCE DAY; STUDENTS DO NOT REPORT	<b>5/20-5/22</b>	HALF DAY FOR EXAMS GRADES 9-12
<b>11/12</b>	VETERANS DAY OBSERVANCE STUDENTS DO NOT REPORT	<b>5/23</b>	LAST DAY OF EXAMS; HALF DAY FOR ALL STUDENTS; END OF SCHOOL YEAR
<b>11/15</b>	PROGRESS REPORTS ISSUED	<b>5/24</b>	TEACHERS REPORT FOR PRINCIPAL-FACULTY IN-SERVICE; LAST DAY FOR TEACHERS
<b>11/21-11/23</b>	THANKSGIVING HOLIDAYS	<b>6/3</b>	LAST DAY FOR ASSISTANT PRINCIPALS



**POTENTIAL SNOW MAKE-UP DAYS IF MORE THAN 6 DAYS ARE NEEDED:  
MAY 28, 29, 30, 31**





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SCHOOLS

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