WELCOME

We are excited to welcome your family to a new school year. Our school and district staff appreciate the opportunity to work with your family to provide your student a great education in a caring and supporting learning environment.

This year, we are excited to again offer breakfast and lunch at no cost to every student, regardless of income. Our school cafeterias offer a wide variety of foods that meet nutrition guidelines and appeal to students. You can still pack a lunch for your child if you want, and there are extra items for sale in addition to the standard school lunch. This program ensures every student gets nutritious meals every school day but does require us to collect some important information from each family.

If they have not done so already, your school administration will soon ask you to confirm some basic information so we can enter it into our system. You should receive a form that asks for your address, phone number, the number of people in your house and a simple yes or no question asking if your income is above a certain number. We need this information so we can keep track of the students in our system who come from economically disadvantaged homes. It helps us track student achievement and helps us receive much-needed federal money. Please help us by looking for this form and returning it as soon as possible.

This Student-Parent Handbook provides information about expected behaviors, disciplinary procedures and all state codes pertaining to school safety. Please read through this guide as a family to be certain you understand all school rules and district policies. After reading through the guide, parents or guardians should review the permissions needed, sign the signature page at the beginning of the handbook, and return it to your child’s school.

If you have questions, contact your school principal. The complete text of all our policies is available on our website, www.mnps.org under Inside MNPS/Policies and Procedures; through our Customer Service Center at (615) 259-INFO (4636); or at your school. This information is also available in Nashville Public Libraries.

When students understand expectations and follow the rules, we have taken an important step toward making this an excellent school year for every child. We look forward to working with you this year.
Please sign one form, front and back, for each Metro Nashville Public Schools student in your household and return the form to each student’s school.

I have received a copy of the Metro Nashville Public Schools Handbook 2015-16.

_________________________________________________________________________________
Student’s Name (please print)

_________________________________________________________________________________
Student’s School (please print)

_________________________________________________________________________________
Name of Parent or Guardian (please print)

__________________________  ________________________
Signature of Parent or Guardian  Date

**Note:** Failure to sign and return this form to the school does not relieve the student from the responsibility of conforming to MNPS’ Student - Parent Handbook.
PERMISSION FORM
Please print all information.

Student Name (First Name, Middle Name, Family Name) ________________________________________________________________

Parent/Guardian (Last Name, First Name, Middle Initial) _________________________________________________________________

Address ___________________________________________________________ Apt./Unit _______________________________

City ____________________________ State _________________ ZIP ______________

Phone ________________________________________ E-Mail ____________________________________________________

The signature below acknowledges I have read and understand the MNPS Student - Parent Handbook and related policies. I also understand my child is subject to compulsory school attendance laws and if my child is found to be unlawfully absent from school or habitually truant, law enforcement personnel may take my child into temporary custody and deliver him/her to the Metro Student Attendance Center (MSAC). Furthermore, I confirm my child’s participation in the areas identified with a check mark below.

Signature of Parent/Guardian__________________________________________________________________________________

<table>
<thead>
<tr>
<th>PERMISSION STATEMENTS</th>
<th>Y</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>MNPS has permission to honor my child publicly, including in the media.</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>MNPS has permission to share contact information about my child with a military recruiter.</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>MNPS has permission to photograph or digitally record my child for media and web publication.</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>My child has permission to be photographed or digitally recorded by the news and other non-MNPS media.</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>My child has permission to participate in the hearing, vision, height, weight, and blood pressure screenings.</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

LIMITLESS LIBRARIES OPT-OUT FORM

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

I wish to exclude my child from Limitless Libraries (see page 44 for description). My child will not be able to have public library items delivered to school. MNPS Does Not have my permission to give Limitless Libraries access to my child. Failure to sign the Limitless Libraries opt-out form will serve as an indication that your child has permission to access the Limitless Libraries.

Parent or Guardian Signature_________________________________________ Date __________________________

TECHNOLOGY OPT-OUT FORM

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

I have read the MNPS Technology Acceptable Use Policy. I understand that the Internet is a worldwide group of computer networks and that MNPS does not control the content available on, or through, these Internet sites. I understand that MNPS will undertake good faith efforts to filter objectionable material available on sites that can be accessed by MNPS students but that filtering efforts may not completely block objectionable content. Therefore, I am restricting my child's access to the District's Internet.

MNPS Does Not have my permission to give Internet access to my child. Failure to complete and sign the technology opt-out form will serve as an indication that your child has permission to access the District’s Internet.

Student Signature ___________________________ Date __________________________

Parent or Guardian Signature ___________________________ Date __________________________
Questions? Please call the MNPS Customer Service Center at 615-259-INFO (4636) or your child’s principal.

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

- The Metro Schools’ website at www.policy.mnps.org;
- Metro Schools Customer Service Center, 259-INFO (4636);
- Your local school

This handbook is also available in Arabic, Kurdish, Somali and Spanish.
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HANDBOOK PURPOSE

Metro Nashville Public Schools Student - Parent Handbook 2015-16 was written in accordance with the policies of the MNPS School Board and the regulations of the Tennessee Department of Education.

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

SCHOOL CLIMATE AND CULTURE

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

Schools with a positive climate and culture have:

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

STUDENT - PARENT HANDBOOK PRINCIPLES

MNPS Student - Parent Handbook 2015-16 is based on the five principles listed in the shaded box. These principles provide an important foundation to guide behavior, both individually and in interpersonal relationships. If students abide by these principles, the learning environment in all schools will be strengthened.

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

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

MNPS recognizes that additional steps must be taken when students with disabilities are disciplined. The Student - Parent Handbook requires principals and school staff to follow Board policies, the administrative regulations of the Director of Schools, and state and federal laws concerning the discipline of students with disabilities, including procedures for determining manifestation (that is, whether the behavior is linked to a student’s disability), conducting Functional Behavioral Assessments and developing Behavior Intervention Plans. MNPS is also committed to using this code fairly and without discrimination based on a student’s Individualized Education Program (IEP), 504 Plan, race, ethnicity, national origin, gender, gender identity, sexual orientation, or religion.

FIVE PRINCIPLES

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

Metropolitan Nashville Public Schools is required to provide annual notice of The Family Educational Rights and Privacy Act (FERPA) and the rights it provides parents and students. The FERPA gives parents and students over eighteen (18) years of age (“eligible students”) certain rights with respect to the student’s education records. These rights are:

1. The right to inspect and review the student’s education records within 45 days of the day the school receives a request for access. Parents of eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request an amendment of the student’s education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the school to amend a record that they believe is inaccurate or misleading. They should write the school principal (or appropriate official), clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student on an official committee, such as a disciplinary or grievance committee, or assisting another school official performing his or her tasks; or an attorney from the Department of Law with a legitimate educational interest. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility. Upon request, the school can disclose education records without consent to officials of another school district in which a student seeks or intends to enroll. (Note: FERPA requires a school district to make a reasonable attempt to notify the parent or eligible student of the records request unless it states in its annual notification that it intends to forward records on request.)

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:
   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, D.C. 20202-4605

Student directory information is restricted in accordance with FERPA guidelines. If you do not want MNPS to disclose any or all of the types of information designated below as directory information from your child’s education records without your prior written consent, you must notify the MNPS Customer Service Center either in writing or by completing a [consent revocation form], available at the MNPS Customer Service Center, by September 1, 2015. MNPS has designated the following information as directory information:

- Student’s name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user’s
• A student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user’s identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

STUDENT RIGHTS AND RESPONSIBILITIES

Students have the right to:

1. Attend school and receive a free and appropriate public education as provided by law.
2. Be taught in a safe learning environment.
3. Be treated courteously, fairly, and respectfully by other students and school staff.
4. Receive a written copy of select district and school policies and procedures at the beginning of the school year.
5. Bring complaints or concerns to the school principal or staff and expect a response in a reasonable amount of time.
6. Request or challenge in writing an explanation of anything in their education records.
7. Be told, orally and in writing, the reason(s) for any disciplinary decisions and the opportunity to tell their side of the story.
8. Receive information about the procedures for appealing disciplinary decisions.
9. Have a parent or guardian attend applicable disciplinary conferences and hearings.
10. Have school staff or an administrator present when police are called, and have a parent or guardian notified when their child is questioned during a police investigation with the exception of those situations that involves child abuse or neglect.
11. Be involved in the decision making policies that affect schools. This includes having their voices heard and being consulted about the policies that affect students and schools.
12. Feel safe in schools without fear or worry for our physical, mental, or emotional well-being.
13. 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.
14. Fair discipline, with district discipline policies being applied equitably in every school. The severity of consequences should be proportional to the severity of the infraction.
15. Fair communication with teachers and administrators, having a safe and respectful relationship that will nurture our academic progress, while also creating a secure learning environment.
16. Clean school buildings and classrooms. A clean and safe building is an environment that does not pose any danger to physical safety or hinder ability to learn. Students should participate in keeping schools clean and safe.
17. Healthy food in schools. This includes fresh fruits and vegetables, quality meats, and nutritious beverages available in the cafeteria and in snack machines.

Students have the responsibility to:

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

PARENT AND GUARDIAN RIGHTS AND RESPONSIBILITIES

Parents and Guardians have the right to:

1. Be actively involved in their children's education.
2. Be treated courteously, fairly, and respectfully by all school staff and principals.
3. Receive information about the policies of the Board and procedures that relate to their children's education.
4. Receive regular reports, written or oral, from staff regarding their children's academic progress or behavior, including but not limited to report cards, behavior progress reports, and conferences.
5. Receive information and prompt notification of inappropriate or disruptive behaviors by their children and any disciplinary actions taken by the principals or school staff.
6. Receive information about due process procedures for disciplinary matters concerning their children, including information on conferences and appeals.
7. Receive information from school staff about ways to improve their children's academic or behavioral progress, including, but not limited to, counseling, tutoring, after-school programs, academic programs, and mental health services within MNPS and the community.
8. Receive information about services for students with disabilities and English language learners, when applicable.
9. Receive communications through provided translators.

Parents and guardians have the responsibility to:

1. 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.
2. Make sure their children attend school regularly and on time and, when children are absent, send in written excuse notes. Please see MNPS's policy on attendance and truancy.
3. Tell school officials about any concerns or complaints in a respectful and timely manner.
4. Work with principals and school staff to address any academic or behavioral problems their children may experience.
5. Read and become familiar with the policies of the School Board's administrative regulations and this Student - Parent Handbook.
6. 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.

7. Give their children a space to complete their homework or allow participation in after-school programs that permit the completion of homework.
8. Be respectful and courteous to staff, other parents, guardians and students while on school premises and during school activities. Inappropriate behavior may result in restricted access to the school, school grounds, and school activities. The parent/guardian will be notified in writing.
9. Encourage students to participate in extracurricular activities that promote social and emotional growth in the areas of creative arts, music, and athletics.

PRINCIPAL AND SCHOOL STAFF RIGHTS AND RESPONSIBILITIES

Principals and school staff have the right to:

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

Principals and school staff have the responsibility to:

1. Attend work daily, be punctual, and use well-planned, creative and engaging instructional plans every day.
2. Maintain safe and orderly schools by using prevention and intervention strategies, and by following MNPS' Student - Parent Handbook.
3. Be respectful and courteous to students, parents and guardians, serving as role models for students.
4. Be knowledgeable about the policies of the School Board's administrative regulations and rules and enforce them fairly and consistently.
5. Be knowledgeable about federal and state laws and regulations regarding the disciplinary process for students with disabilities.
6. 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.
7. Make sure that students are referred to the appropriate committees, departments, offices, divisions, agencies and organizations when outside support is necessary.
8. 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.

9. Provide makeup work for students with lawful absences (students absent due to disciplinary reasons should be considered for makeup work).

10. Participate in required professional development opportunities.

**DISTRICT OFFICE RESPONSIBILITIES**

MNPS’ district office staff has the responsibility to:

1. Collaborate and communicate with the community to create and implement policies and procedures that promote highly effective schools that are safe and conducive to the success of students, staff, and the community.

2. Ensure all schools have the resources and leadership to support and maintain student and school success.

3. Protect the legal rights of school staff, principals, students and parents or guardians.

4. Be courteous, respectful and fair with students, parents or guardians, school staff and principals.

5. Provide a broad-based and varied curriculum to meet individual school needs.

6. Ensure the legal rights of students with disabilities.

7. Provide staff that is trained to meet the needs of students.

8. Provide support and professional development training to principals and school staff to help them support students.

9. Support principals and school staff in the fulfillment of their disciplinary responsibilities as defined by MNPS’ Student - Parent Handbook.

10. Contact and involve parents or guardians on disciplinary issues.
STAY CONNECTED

Customer Service
For information, questions, comments and suggestions, please contact our Customer Service Center by calling (615) 259-INFO or live chat with one of our customer service representatives by clicking on the chat box in the bottom right corner of our district website, www.mnps.org. You can also email us at customerservice@mnps.org.

Our Customer Service 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, contains information on a variety of topics, including school lunch menus, academic requirements, school lists and school zoning and transportation information.

Callouts
Metro Schools uses a callout system to share important news and information with families. You will receive recorded calls from the school district and the schools where your children are enrolled. If you are not receiving any calls, contact Customer Service at (615) 259-INFO (4636) to update your contact information. If your phone number changes, contact Customer Service to give us your updated number to ensure you continue receiving our calls.

GradeSpeed: Parent Connection
GradeSpeed allows you to access your children’s assignments and grades from home and stay in touch with your children’s teachers.

You can:
• Create an account for yourself as a parent/guardian
• View current grades
• View your child’s attendance
• Sign up to receive grade and attendance notification via email

Tip: When entering your child’s information make sure to enter information exactly the way it was entered into the school database during registration. For example, use the student’s legal full name, do not use nicknames.

Visit http://gradespeed.mnps.org to get started.

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

CONTACT MNPS

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

Phone
(615) 259-INFO (4636)

Fax
(615) 214-8897

Email
customerservice@mnps.org

Website
www.mnps.org
www.mnpschildrenfirst.com
www.onpubliceducation.com

Facebook
www.facebook.com/MetroSchools

Twitter
@MetroSchools

Instagram
@MetroSchools
GET INVOLVED

Parents Advisory Council

All Metro Schools families are encouraged to participate in the district’s Parent Advisory Council (PAC). The PAC was created to energize, organize, and mobilize parents to be involved in the lifelong education of their children, as well as help identify barriers to parental involvement and work with Metro Schools’ personnel to reduce or remove these barriers.

The PAC meets regularly throughout the school year. Cluster PAC meetings are held on the same night across the district. They are open to all MNPS parents and meet to discuss topics of common interest and concern, develop cluster events and initiatives, and meet with school leaders. Meeting dates are posted on the district website: Hover over the “Parents & Community” tab at the top to make a drop-down menu of options appear, then click “Director’s Parents Advisory Council.” The Director’s Parent Advisory Council (PAC) is composed of two representatives from each of the 12 Cluster PACs, as well as a Magnet Cluster PAC. The Director’s PAC meets with the Director of Schools and other MNPS administrators to discuss district-wide concerns.

For more information, or to become involved, please contact your school principal or Family Involvement Specialist.

Parent University

Parent University is a program designed to help parents in supporting their child’s education. The program affords a unique opportunity for parents, schools, and community to become jointly involved in education. Parent University program provides training, information, and resources to parents and caregivers that will aid parents in their essential responsibility for influencing children’s lives. The program also supports and empowers parents to become leaders and advocates for their child’s learning, and for school and community improvement.

RECEIVE ASSISTANCE

Community Helpline

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

Family Resource Centers

Family Resources Centers (FRCs) are committed to increasing the well-being of children and families. Each Family Resource Center is a partnership of health and social service providers, residents, schools, businesses and faith-based organizations, all working together to build on the strengths and address the needs of a neighborhood.
FAMILY RESOURCE CENTERS
LOCATIONS AND CONTACT INFORMATION

Antioch High School
1900 Hobson Pike – Portable #10
Lead Agency: PENCIL Foundation
Telephone: (615) 641-5400 Ext. 2010

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

Bordeaux Pre-K Center
1910 South Hamilton Road
Lead Agency: Bordeaux Northwest Family Resource Center
Telephone: (615) 291-6355 Ext.101

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

Edgewood Family Resource Center
1001 Edgewood Avenue
Telephone: (615) 256-4617
Email: frc@edgehillcommunity.org

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

Glenciff High School
160 Antioch Pike
Nashville, TN 37211
615-333-5070 ext. 301

Madison Middle Prep
300 Old Hickory Boulevard
Lead Agency: Martha O’Bryan Center
Telephone: (615) 254-1791 Ext. 213

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

Maplewood High School
401 Maplewood Lane
Lead Agency: Maplewood High School/Metro Schools
Telephone: (615) 259-5575

C. E. McGruder Family Resource Center
2013 25th Avenue North
Lead Agency: Matthew Walker Comprehensive Health Center
Telephone: (615) 242-4681

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

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

Pearl-Cohn Entertainment Magnet High School
904 26th Avenue North
Lead Agency: Family and Children Services
Telephone: (615) 329-8150 x 1121

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

South Nashville Family Resource Center
4928 Edmonson Pike
Lead Agency:
Telephone: (615)

St. Luke’s Community House
5601 New York Avenue
Lead Agency: St. Luke’s Community House
Telephone: (615) 350-1131

Tusculum Elementary School
Tusculum Elementary School, 4917 Nolensville Road, Portable 17
Lead Agency: PENCIL Foundation
Telephone: (615) 333-5179 ext.155
PROGRESSIVE DISCIPLINE RESPONSES

PROMOTING POSITIVE RELATIONSHIPS

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

TIPS FOR CALMING CONFLICT

• Show your child you understand. Listen well with sincere concern to create positive relationships between your child and others. Trust then becomes the foundation for academic success and conflict resolution.

• Ask open-ended questions. Say, for example, “What was that like for you?” or “Tell me more about that.” This gets more than a “Yes” or “No” response and helps children tell their story.

• Use reflective listening when intervening in a conflict. Get the attention of an angry person by reflecting back the feelings you hear in a nonjudgmental way. Let children tell the story — say just enough to help them.

• Help your child problem-solve disputes. Use open-ended questions and reflective listening to help him/her think about what happened. Trust that with guidance, he/she will identify a solution that works.

SKILLS AND STRATEGIES FOR BUILDING POSITIVE RELATIONSHIPS

• Communicating understanding

• Structuring tasks for success

• Reinforcing behavior in a positive manner

• Setting rules, limits and consequences

• Creating a safe and trusting environment

• Remaining neutral

• Using nonjudgmental language

• Responding only when a response is necessary

• Staying calm in tense situations

• Encouraging people to “vent” while being aware of safety

• Listening and repeating what children say (reflective listening)

• Identifying and labeling feelings, values, and topics to be resolved (strategic listening)

• Asking open-ended questions

• Assisting others in using a positive problem-solving process

SUGGESTED 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.

• 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.

INTERVENTION STRATEGIES

To help students conduct themselves appropriately, the MNPS Student - Parent Handbook 2015-16 lists prevention and intervention strategies that may be used prior to or in addition to any disciplinary response to student behavior.
Examples of such strategies include the following:

- Community conferencing: Allows students, school staff and others involved in a conflict to discuss the conflict and how it affected them, and to propose solutions.
- Community service: Allows students to participate in some sort of activity to serve and benefit the community. Examples include working at a soup kitchen, cleaning up public spaces, helping at a facility for the aged, etc.
- Conference: Involves students, parents, guardians, teachers, school staff and principals in discussion about student misbehavior and potential solutions that address social, academic and personal issues related to the behavior.
- Conflict resolution: Empowers students to take responsibility for peacefully resolving conflicts. Students, parents, guardians, teachers, school staff and principals engage in activities that promote problem-solving skills and techniques, such as conflict and anger management, active listening and effective communication.
- Functional Behavioral Assessment: Involves gathering information about student’s inappropriate or disruptive behavior and determining approaches that school staff should take to correct or manage student behavior. This information is used to develop a Behavioral Intervention Plan for the student.
- Behavioral Intervention Plan: An approach to correcting inappropriate or disruptive student behavior through a plan designed by school staff to offer positive behavioral interventions, strategies and supports. This plan is appropriate for students with and without disabilities.
- Individualized Education Program (IEP) teams: Includes groups of individuals who are responsible for identifying and evaluating students with disabilities; developing, reviewing and revising IEPs for students with disabilities, Functional Behavioral Assessments and Behavioral Intervention Plans; and determining the placement of students with disabilities in a least restrictive environment.
- Mentoring Program: Involves pairing students with mentors (a counselor, teacher and fellow student or community member) who help their personal, academic and social development.
- Parent Outreach: Requires school staff to inform parents or guardians of their children’s behavior and seek their assistance in correcting inappropriate or disruptive behavior. Outreach made in writing or by telephone is intended to make parents aware of students’ behavior, task completion and achievement, and can include a request for parents to accompany students to school.
- Peer Mediation: A form of conflict resolution in which students help other students deal with and develop solutions to conflicts.
- Referral to appropriate substance abuse counseling services: Occurs for behavior related to substance abuse, or with those for whom there is reason to believe substance abuse counseling is needed. Services can be school or community based.
- Referral to community-based organizations: Can involve a variety of services, including after-school programming, individual or group counseling, leadership development, conflict resolution and tutoring.
- Referral to school-based health and mental health clinics or other social services: Provides counseling and assessments to students in need. Students are encouraged to privately share issues or concerns that lead to inappropriate or disruptive behavior or negatively affect academic success. In counseling sessions, students discuss goals and learn techniques that help them overcome personal challenges. Parents are to be regularly informed of student progress during counseling sessions and at school. Sessions can also involve family members or can be done in groups.
- Restorative justice strategies: Interventions designed to identify and address the harm caused by an incident and to develop a plan to heal and correct the situation.
- Student Support Team: Usually consists of teachers, school principals, social workers, and parents and may also include nurses, mental health clinicians, psychologists, 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.

**STUDENT DISCIPLINARY PRACTICES AND PROCEDURES**

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

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

- **Kindness** – When a child makes a mistake or violates the Student - Parent Handbook, he or she will be treated with dignity and respect.
- **Equity** – Similarly-situated children will receive similar consequences for similar acts.
- **Fairness** – Consequences will be individualized to the needs of each child. Principals and staff will take into account the student’s age, health, disability, decision-making ability, willingness to repair the harm and prior discipline history. Consequences will be proportionate to the mistakes made. 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.

**DISCIPLINARY RESPONSES**

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

The Matrix also includes five levels of possible response to inappropriate behavior (Levels A through E). Each behavior is assigned to one or more of these levels of intervention and response. Principals and school staff should use only the levels suggested for each behavior. Responses and interventions are to be progressive. If a behavior is assigned to two or more levels of response, the lowest level of intervention should generally be used first. Please see the Discipline Table on pages 24 - 26.

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, and
- 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

<table>
<thead>
<tr>
<th>BEHAVIOR</th>
<th>CODE</th>
<th>RESPONSE</th>
<th>SUSPENSION OUT OF SCHOOL</th>
<th>EXPULSION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TYPE 1 BEHAVIORS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tardy to School or Class</td>
<td>100</td>
<td>A</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td>Cutting Class</td>
<td>101</td>
<td>A</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td>Cutting Class</td>
<td>101</td>
<td>A</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td>Noncompliance with a reasonable request</td>
<td>102</td>
<td>A</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td>Agitating other students</td>
<td>103</td>
<td>A</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td>Profane or Indecent Language</td>
<td>104</td>
<td>A</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td>Unauthorized possession of medication</td>
<td>105</td>
<td>A</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td>Possession of Fireworks</td>
<td>106</td>
<td>A</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td><strong>TYPE 2 BEHAVIORS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repeated Violations of a pattern of Type 1 Behaviors, with evidence of implemented interventions.</td>
<td>200</td>
<td>A, B</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td>Dress Code Violation</td>
<td>201</td>
<td>A, B</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td>Possession or Use of Tobacco Products</td>
<td>202</td>
<td>A, B</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td>Electronic Devices: Improper use of cell phone, internet or electronic devices</td>
<td>203</td>
<td>A, B</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td>Disruption of the School Environment</td>
<td>204</td>
<td>A, B</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td>Inappropriate Physical Contact/ Horseplay</td>
<td>205</td>
<td>A, B</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td>Inappropriate Sexual Contact</td>
<td>206</td>
<td>A, B</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td>Trespassing on School Grounds</td>
<td>207</td>
<td>A, B</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td>Gambling</td>
<td>208</td>
<td>A, B</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td>Possession of Counterfeit Money</td>
<td>209</td>
<td>A, B</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td>Drug Paraphernalia</td>
<td>210</td>
<td>A, B</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td><strong>TYPE 3 BEHAVIORS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repeated Violations of a pattern of Type 2 Behaviors, with evidence of implemented interventions.</td>
<td>300</td>
<td>A, B, C</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Profane or Indecent Language toward Authority Figure</td>
<td>301</td>
<td>A, B, C</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Leaving School Grounds</td>
<td>302</td>
<td>A, B, C</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Noncompliance with an Administrative Directive</td>
<td>303</td>
<td>A, B, C</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Vandalism under $500</td>
<td>304</td>
<td>A, B, C</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Theft under $500</td>
<td>305</td>
<td>A, B, C</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Falsifying School Records</td>
<td>306</td>
<td>A, B, C</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Inappropriate Sexual Behavior</td>
<td>307</td>
<td>A, B, C</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Gang: Display or Possession of Symbols or Paraphernalia</td>
<td>308</td>
<td>B, C</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Gang Recruitment</td>
<td>309</td>
<td>B, C</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Fleeing Drug or Weapon Search</td>
<td>310</td>
<td>B, C</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Fighting</td>
<td>311</td>
<td>B, C</td>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>
# Discipline Table

<table>
<thead>
<tr>
<th>BEHAVIOR</th>
<th>CODE</th>
<th>RESPONSE</th>
<th>SUSPENSION OUT OF SCHOOL</th>
<th>EXPULSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol or Drug Like Substance: Use or Possession, Under the Influence</td>
<td>312</td>
<td>B, C</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Threats – Class 1</td>
<td>313</td>
<td>B, C</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Possession of a Non-Lethal Firearm or Replica of Lethal Firearm</td>
<td>314</td>
<td>B, C, D</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Vandalism over $500</td>
<td>315</td>
<td>B, C, D</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Theft over $500</td>
<td>316</td>
<td>B, C, D</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Possession of Other Weapons</td>
<td>317</td>
<td>B, C, D</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td><strong>TYPE 4 BEHAVIORS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repeated Violations of a pattern of Type 3 Behaviors, with evidence of</td>
<td>400</td>
<td>C, D, E</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>implemented interventions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assault of a Student</td>
<td>401</td>
<td>C, D, E</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Under the Influence of Illegal Drugs</td>
<td>402</td>
<td>C, D, E</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Threats – Class 2</td>
<td>403</td>
<td>C, D, E</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Bomb Threat</td>
<td>404</td>
<td>C, D, E</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Bullying</td>
<td>405</td>
<td>C, D, E</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Cyberbullying</td>
<td>406</td>
<td>C, D, E</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Harassment based on Race, Color, or National Origin</td>
<td>407</td>
<td>C, D, E</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Harassment based on Religion or Creed</td>
<td>408</td>
<td>C, D, E</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Harassment based on Gender, Gender-Identity or Sexual Orientation</td>
<td>409</td>
<td>C, D, E</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Harassment based on Disability</td>
<td>410</td>
<td>C, D, E</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td>411</td>
<td>C, D, E</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Assault of Teacher or Staff</td>
<td>412</td>
<td>C, D, E</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Extreme Disruption of the School Environment</td>
<td>413</td>
<td>C, D, E</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Group Fighting</td>
<td>414</td>
<td>C, D, E</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Gang Fighting</td>
<td>415</td>
<td>C, D, E</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Gang Intimiditation</td>
<td>416</td>
<td>C, D, E</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Off Campus Behavior: For a felony charge including but not limited to</td>
<td>417</td>
<td>C, D, E</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>those under T.C.A.§49-6-3051(b) OR An act committed against a member of</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the student's school community that poses a threat to the safety of the</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sexual Assault</td>
<td>418</td>
<td>C, D, E</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Robbery</td>
<td>419</td>
<td>C, D, E</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Reckless Endangerment</td>
<td>420</td>
<td>D, E</td>
<td>YES</td>
<td>YES</td>
</tr>
</tbody>
</table>
## DISCIPLINE TABLE

<table>
<thead>
<tr>
<th>BEHAVIOR</th>
<th>CODE</th>
<th>RESPONSE</th>
<th>SUSPENSION OUT OF SCHOOL</th>
<th>EXPULSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aggravated Assault of Student</td>
<td>421</td>
<td>D, E</td>
<td>YES</td>
<td>YES</td>
</tr>
</tbody>
</table>

### TYPE 5 BEHAVIORS

<table>
<thead>
<tr>
<th>BEHAVIOR</th>
<th>CODE</th>
<th>RESPONSE</th>
<th>SUSPENSION OUT OF SCHOOL</th>
<th>EXPULSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rape</td>
<td>501</td>
<td>E</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Attempted Homicide</td>
<td>502</td>
<td>E</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Homicide</td>
<td>503</td>
<td>E</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>(ZT) Threat by Electronic Transmission</td>
<td>504</td>
<td>E</td>
<td>YES</td>
<td>Expulsion mandatory, but not required to be one calendar year</td>
</tr>
<tr>
<td>(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</td>
<td>505</td>
<td>E</td>
<td>NO</td>
<td>Mandatory expulsion of one calendar year</td>
</tr>
<tr>
<td>(ZT) Aggravated Assault of Teacher or Staff</td>
<td>506</td>
<td>E</td>
<td>NO</td>
<td>Mandatory expulsion of one calendar year</td>
</tr>
<tr>
<td>(ZT) Explosives</td>
<td>507</td>
<td>E</td>
<td>NO</td>
<td>Mandatory expulsion of one calendar year</td>
</tr>
<tr>
<td>(ZT) Firearm - Handgun/Rifle/Shotgun</td>
<td>508</td>
<td>E</td>
<td>NO</td>
<td>Mandatory expulsion of one calendar year</td>
</tr>
</tbody>
</table>

### INTERVENTIONS AND RESPONSES TO STUDENT BEHAVIOR

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

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

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

#### LEVEL B RESPONSE – ADMINISTRATIVE LEVEL REFERRAL

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

#### LEVEL C RESPONSE – SUSPENSION OPTION

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

#### LEVEL D RESPONSE – SUSPENSION OPTION

1. Same as Level C, except that administrator may give ISS or comparable services for 1 – 3 days and/or OSS for 1 – 5 days if necessary, not to exceed a total of 5 days. Note: If the suspension is for 5 or more days, the principal will develop and implement a plan for improving the student’s behavior.

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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.)
LEVEL E RESPONSE –
EXPULSION OPTION (Suspensions Of 10 Days Or More)

1. Same as Level D, except that administrator may expel a student if necessary.

2. Expulsion is a measure of last resort. Prior to expulsion, all of the following factors must be considered: the seriousness of the act; the harm caused, including any injuries; the student’s willingness to repair the harm; the extent of the actual disruption to the learning environment; whether the act was intentional; the student’s age, health, disability, decision-making ability and the student’s prior discipline history.

3. Expulsion Documentation: All interventions utilized prior to expulsion must be clearly documented on the Student Support and Interventions page of the student’s record. All reasons for expelling a child rather than using a lower level of response must be clearly detailed.

4. Zero tolerance offenses as defined by state law require a level E response. All zero tolerance offenses except “Threat by Electronic Transmission” require a mandatory expulsion of 180 school days. See the MNPS Discipline Matrix.

CODES AND DEFINITIONS OF BEHAVIORS

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

TYPE 1 BEHAVIORS

Code 100: Tardy to School or Class
Arriving late to school, class, or activity.

Code 101: Cutting Class
Failing to attend a scheduled class or activity without authorization.

Code 102: Noncompliance with a Reasonable Request
Not following the reasonable request of a teacher, administrator, or staff member.

Code 103: Agitating other students
Unwanted and unreciprocated picking on or bothering of other students.

Code 104: Profane or Indecent Language
Using profane or indecent language, such as cursing on school grounds or at school-sponsored activities.

Code 105: Unauthorized Possession of Medication
Possession of prescription or non-prescription medication which has not been registered in the school’s office. For more information, see MNPS policy SP 6.129, available at www.mnps.org.

Code 106: Fireworks: Possession
Knowingly possessing fireworks on school grounds, on MNPS sponsored transportation, or at school-sponsored 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 201: Dress Code Violation
Wearing clothing that does not comply with the school’s Standard School Attire policy or requirements for appropriate dress.

Code 202: Tobacco: Possession or Use
Possessing or using any tobacco products, including but not limited to, cigarettes, cigars, vapor or e-cigarettes, or chewing tobacco.

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

Code 203: Electronic Devices
Improper Use of Cell Phone, Internet, or Other Electronic Devices – Using personal technology, electronic devices, or the internet, except when used for educational purposes with the permission of the classroom teacher or school administrator, or in violation of school rules.

Code 204: Disruption of the School Environment
Continuously and intentionally disrupting the school environment to the extent the learning of other students or the normal functioning of the school is significantly impaired. The discipline referral must include evidence demonstrating learning or the normal functioning of the school was significantly impaired.

Code 205: Inappropriate Physical Contact/Horse Play
Engaging in minor physical contact with another student or staff member, such as pushing, bumping or horseplay.

Code 206: Inappropriate Sexual Contact
Minor contact of a sexual nature, such as touching over clothing.
**Code 207: Trespassing on School Grounds**
Entering or remaining on school property without authorization. Being present in restricted areas of the school without authorization.

**Code 208: Gambling**
Betting on games or activities for money or things of value.

**Code 209: Counterfeit Money**
Using, creating, or distributing counterfeit money.

**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.

**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 or 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 pay 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 pay restitution will be taken into account in determining the appropriate level of response.

**Code 306: Falsifying Records**
Falsifying or altering school records, including, but not limited to, written, electronic or digital school records. This does not include cheating. Cheating will be dealt with at the instructional level.

**Code 307: Inappropriate Sexual Behavior**
Behavior of a sexual nature that is not recurring and does not rise to the level of sexual harassment or sexual assault. Inappropriate sexual behavior includes, but is not limited to, physical or verbal conduct or communication of a sexual nature and sexual behavior between consenting parties on school grounds or school-sponsored events.

**Code 308: Gang: Display or Possession of Symbols or Paraphernalia**
Possessing or displaying symbols or paraphernalia of a gang or of a violent and disruptive group.

**Code 309: Gang Recruitment or Initiation**
Participating in the recruitment or initiation of students into a gang or a violent and disruptive group.

**Code 310: Refusing or Fleeing from a Drug or Weapon Search**
A student will not refuse to submit to a drug or weapon search or flee when requested.

**Code 311: Fighting**
Mutual participation in an incident involving physical violence.

**Code 312: Alcohol or Drug-like Substance: Use, Possession, or Under the Influence**
Possessing, using, or being under the influence of alcoholic beverages or substances that have the potential to intoxicate. A referral to the school social worker will be made for any student found in violation of this code.

**Code 313: Threats – Class 1**
A verbal, written, electronic, or gestured threat to cause harm to students or school staff. 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 315: 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 pay restitution will be taken into account in determining the appropriate level of response.

**Code 316: 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 pay restitution will be taken into account in determining the appropriate level of response.

**Code 317: Possession of Other Weapons**
Possessing, transmitting, or using a weapon, including:

- 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.

**TYPE 4 BEHAVIORS**

**Code 400: Repeated Violations of a Pattern of Type 3 Behaviors**
A repeated pattern of Type 3 behaviors that continues after documentation of prior interventions. Three or more incidents of a Type 3 behavior may constitute a pattern. The discipline referral must include documentation of interventions implemented.

**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. A child may not receive the same disciplinary consequence for their involvement in an altercation, if the school administrator determines that they acted in self-defense to protect themselves from physical harm. (TCA 49-6-3401) Response E may only be used if the attack was premeditated and if the student committing the act presents an ongoing safety risk to others. When Response E is used, evidence of premeditation and safety risk must be listed in the discipline referral.

**Code 402: Under the Influence of Illegal Drugs**
Being under the influence of illegal drugs while on school grounds or at school-sponsored activities. A referral to the school social worker will be made for any student found in violation of this code.

**Code 403: Threat, Class 2**
A verbal, written, or electronic threat to cause harm to students or staff in which evidence exists that a student has a specific, credible plan to cause harm to staff or students. The threat must be one that would cause a person to reasonably fear bodily injury.

**Code 404: Bomb Threat**
Intentionally making a false report of potential harm from a bomb, dynamite, explosive or arson-causing device.

**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; or
4. Creating a hostile educational environment.

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

Hazing is defined as: An intentional or reckless act on or off MNPS property, by one (1) student acting alone or with others, directed against any other student; that endangers the mental or physical health or safety of that student or that induces or coerces a student to endanger that student's mental or physical health or safety.

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

**Code 406: Cyber-bullying**
Using information and communication technologies, including, but not limited to email, cell phones, pagers, voicemails, texts, still photograph or video messages, instant messaging, defamatory websites, social networking sites and online personal polling sites or journals to bully another student. See the definition of bullying above.

**Harassment**
Misconduct that may be perceived or described as bullying, cyber bullying, discrimination, intimidation, or hazing may constitute prohibited harassment under this policy when the conduct (1) is based on a student's real or perceived race, color, religion, national origin, handicap/disability, sexual orientation, ancestry, or sex, including gender identity, gender expression, and appearance; and (2) creates a hostile environment.

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

**Code 407: Harassment based on Race, Color, Ancestry or National Origin**

**Code 408: Harassment based on Religion or Creed**

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

**Code 410: Harassment Based on Disability**

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

**Code 411: Sexual Harassment**

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

**Code 412: Assault of Teacher or Staff**

An intentional or reckless act that causes or has the potential to cause physical harm 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.

**Code 414: Group Fighting**

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

**Code 415: Gang Fighting**

Two or more gang-involved students intentionally causing or attempting to cause physical injury to another.

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2 TCA 49-6-3401 (a) Section (12)

**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 Leading to Felony Charge Under But Not Limited to 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 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.

A child may only be expelled if he or she is charged with a felony act under T.C.A. 49-6-3051(b)

**Code 418: Sexual Assault**

Unwanted sexual contact 1) with the use of force 2) against a person’s will or 3) when the victim is unable to give consent.

**Code 419: Robbery**

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

**Code 420: Reckless Endangerment**

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

**Code 421: Aggravated Assault of Student**

Intentionally, knowingly, or recklessly committing an unprovoked physical attack on another student that causes injuries requiring medical attention beyond general first aid. A child acting in self-defense after he or she has been assaulted by another child may not be disciplined for defending him or herself.

**TYPE 5 BEHAVIORS**

**Code 501: Rape**

Committing oral, anal, or vaginal penetration 1) with use of force or 2) against a person’s will or 3) when the victim is unable to give consent.

**Code 502: Attempted Homicide**

Attempting to kill another person.

**Code 503: Homicide**

Killing another person.
**TYPE 5 BEHAVIORS – ZERO TOLERANCE (ZT) OFFENSE – EXPULSION REQUIRED, BUT NOT MANDATORY FOR ONE YEAR**

**Code 504 (ZT): Threat by Electronic Transmission**  
A student who transmits by an electronic device a credible threat to cause bodily injury or death to another student or school employee and creates actual disruptive activity at the school that requires administrative intervention.

**TYPE 5 BEHAVIORS – ZERO TOLERANCE (ZT) OFFENSES – MANDATORY EXPULSION FOR ONE YEAR**

A Zero Tolerance (ZT) Offense requires an expulsion of not less than one calendar year (180 school days) under Tennessee State Law. However, the Director of Schools or his designee may modify the length of the expulsion on a case by case basis through the appeals process or through a request for modification. See pages 32 to 33 for more details. The following are Zero Tolerance offenses under Tennessee law:

**Code 505 (ZT): Drugs**

Unlawful possession, use, or distribution of drugs, including any controlled substance, controlled substance analog, or legend drug (prescription drug). Prohibited drugs include, but are not limited to, ketamine, bath salts, and salvia. Distribution of drugs is defined as the intentional exchange of any prohibited drug with or without monetary exchange. A referral to the school social worker will be made for any student found in violation of this code.

First Offenders Drug Diversion Program – Student is in possession or under the influence of marijuana or unauthorized prescription drugs for the first time. Although possession of drugs is a zero tolerance offense, first time offenders are eligible for a modification of expulsion under the Diversion Program. A student who is found to have intent to distribute any drug with or without monetary exchange is not eligible for the Diversion Program. A referral to the school social worker will be made for any student participating in the Drug Diversion Program.

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)**

Intentionally or knowingly causing serious bodily injury to a teacher, school staff member, or SRO.

**Code 507 (ZT): Explosives**

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

**Code 508 (ZT): Firearms**

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

**DISCIPLINARY PROCESS & PROCEDURES**

**Disciplinary Due Process Suspensions and Expulsions**

- **(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 (2) days** (summary suspension). If it is determined that disciplinary action is not warranted, the incident will be deleted and the suspension days will be changed to excused absences.

Upon suspension of any student other than for in-school suspension of one (1) day or less, the principal/designee will, within twenty-four (24) hours, notify the parent or guardian. If the parents are unable to come for their child, the student must remain on school property until the close of the school day. Parents should be provided written notice of the suspension or expulsion.

If a suspension is for five (5) or more days, the principal will develop and implement a plan for improving the behavior which will be made available for review by the Director of Schools upon request. The student will be provided the opportunity to make up missed work at the discretion of the principal/designee.

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

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3 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), 4 TCA 39-11-106 (a)(34), 7 TCA 49-6-3401 (b)
include the name and contact information for the discipline director as well as the requirement to contact the discipline director within five (5) days of actual or written notice of expulsion to request an appeal of the expulsion.

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

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

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

Process for Expulsions (A suspension of more than 10 days) & Appeals of the Expulsion

There are three levels of appeals: Level 1 is to the Hearing Authority, Level 2 is to the Chief Support Services Officer/designee, and Level 3 is to the Board of Education.

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

All appeals of disciplinary decisions associated with expulsion (suspension of more than 10 days) must be filed, orally or in writing within five (5) days of written or actual notice of the decision to expel. If the appeal is not filed within the five (5) days, the right to appeal is waived. Notice of the parent/guardian’s intent to have legal representation must be given to the Discipline Office at the time the appeal is requested, to allow for the district to also have legal representation. Each appeal hearing is recorded.

LEVEL 1 - Appeal to the Discipline Hearing Authority

The appeal from this decision will be to a disciplinary hearing authority and the Director of Discipline appointed by the board. The hearing will be held no later than ten (10) days after the beginning of the expulsion (suspension of more than 10 days). 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 Chief Support Services Officer/designee

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

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

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

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

LEVEL 3 - Appeal to the Board of Education

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

ALTERNATIVE LEARNING CENTERS FOR EXPELLED STUDENTS

Alternative Learning Centers are available for elementary, middle and high school students who have been expelled (suspension of more
than 10 days). Attendance for expelled elementary and middle school students is mandatory. All expelled high school students have the opportunity to attend an Alternative Learning Center when space is available. Please contact the discipline office at 615-259-8757 for placement.

Students in grades K-4 are subject to suspension and/or expulsion of up to one calendar year for violation of the Student - Parent Handbook. Students in grades K-4 who are in violation of a Zero Tolerance infraction or are recommended for expulsion are required to have an expedited review of their disciplinary record. The executive officer of Elementary Schools or designee, will conduct an Expedited Review of the case and make a recommendation for further action. Any student recommended for expulsion following the expedited review process will be referred to the Department of Student Discipline for a Level 1 disciplinary appeal hearing if requested by parent or guardian. Students in grades K-4 who have been expelled for up to one calendar year will be assigned to an Alternative Learning Center specified for elementary age children.

PROBATION CONTRACTS

Principals/designees have the right to place a student on a school-based probation without notification to the Department of Support Services Discipline Office. The time and conditions of the probation will be clearly stated. School-based probation is separate and apart from probation issued by the Department of Support Services Discipline Office. Probation contracts will not exceed one (1) calendar year.

MODIFICATION OF EXPULSION REQUEST

A request for modification of an expulsion is a request for the Director of Schools/designee to change the terms of the expulsion, including but not limited to the length of the expulsion or the school assignment. At any time after the conclusion or waiver of the appeals process, a parent/guardian and/or student may submit to the Director of Schools a written request for modification of the student’s expulsion. The Director of Schools has the power to modify any expulsion on a case-by-case basis at any time after the completion of the appeal process or waiver³. The written request should include a statement of reasons supporting the modification. The Director of Schools/designee will respond to the request with his/her decision within a reasonable time, which will not exceed 21 calendar days from receipt of the request. The Director of Schools/designee is not required to provide an explanation of the decision. Please contact the discipline office at 615-259-8757 for address information.
POLICIES AND PROCEDURES

CLUSTER SUPPORT TEAM

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

INAPPROPRIATE USE OF INTERNET/ELECTRONIC DEVICES

Students may not use personal technology during instructional periods except when used as an aid to instruction, at the discretion of the classroom teacher and building administrator. A student who brings his/her device to school does so at his/her own risk. No searches or investigations will be conducted for lost or stolen devices. Personal technology includes, but is not limited to, cellular phones, wireless earpieces, iPods, iPads, other mp3 players, calculators, and portable gaming devices. Headphones must be used for personal technology used to play music or video. A student in possession of personal technology in violation of this policy is subject to disciplinary action. See policy SP 6.107.

JUVENILE OFFENDER ACT

Pursuant to TCA 55-10-701, the juvenile court judge may issue an order of denial of driving privileges for any offense or prohibited conduct described in TCA55-10-801(a). This section applies to any criminal offense, status offense, violation, infraction or other prohibited conduct involving the possession, use, sale or consumption or any alcoholic beverage, wine, or beer or any controlled substance, as defined in TCA 39-17-4, or involving the possession or carrying of a weapon on school property, as defined in TCA 38-17-1309(b) or (c).

On first offenses, the judge may exercise discretion and sign a withdrawal to reinstate driving privileges after three (3) months.

Beyond this limited circumstance, the denial or suspension of driving privileges are outlined in TCA 55-10-702.

For more information, contact the department of Support Services.

SAFE HARBOR PROVISION

1. A student may approach a school official and voluntarily surrender an object, the possession of which is prohibited by these rules, provided the object is one that the student could lawfully possess off school grounds (such as a pocket knife) and is not a firearm. This safe harbor provision does not apply if a search is in progress at the school. If a student approaches a school official and voluntarily surrenders such an object, then the student will not be subject to any disciplinary action under these rules. The principal will make arrangements to return the object to the student’s parents or legal guardian, when applicable.

2. If a student discovers an illegal item such as drugs, a weapon or other contraband (e.g. tobacco, alcohol) on school property, or a school bus, 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

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

Lockers and other storage areas are the property of the Metropolitan Nashville Public Schools and are subject to search. The search will be conducted by the principal or his/her designee in the presence of an adult witness.

• There should be reasonable suspicion for school authorities to investigate that the student(s) or visitor(s) possess(es) an item, the possession of which constitutes a crime or school rule violation.

• If circumstances in a particular school dictate, either a general or random search of lockers or other school property accessible to students may be conducted.

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

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

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

• If circumstances dictate, either a general or random search of vehicles may be conducted.

• A notice will be posted at all school properties indicating that vehicles located or parked on school property are subject to search.

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

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

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

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

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

STUDENT ARREST

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

UNSAFE SCHOOL CHOICE OPTION AND VICTIMS OF VIOLENT CRIME

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

Violation of Personal Rights

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

ENGLISH LEARNERS (EL)

Centralized Assessment Location

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

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

EL Assessment & EL Services

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

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

* 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.
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**

**EXCEPTIONAL EDUCATION SERVICES**

**Discipline**

If a student who receives exceptional education services or a student who has an Individualized Education Program (IEP) violates school rules or district policies outlined in the Student - Parent Handbook, he or she will be disciplined in accordance with district policy and state and federal laws that govern Special Education (Individuals with Disabilities Education Act, IDEA). For more information regarding discipline and students with disabilities, please refer to the Notice of Procedural Safeguards booklet (Exceptional Education Parent Rights) which can be obtained at the school.

**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 Plan will be developed.

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

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

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

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

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

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

**504 SERVICES**

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

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

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

To be eligible as a student with a disability under Section 504, a student must be evaluated and determined eligible under Section 504 by a 504 team. Families who suspect their child has a disability, you may request either verbally or in writing that, the school starts the 504-evaluation process.

1. Contact the 504 Coordinator at the child’s school
2. Be ready to assist in documenting a disability
3. Attend the 504 meetings
4. Be an active partner in the process with the school
The 504 Team will review all concerns and proceed with the 504-evaluation eligibility process.

**Discipline**

If a student who has a 504 Individual Accommodation Plan (IAP) or has been determined eligible under Section 504 by a 504 team violates school rules or district policies outlined in the Student - Parent Handbook, he or she will be disciplined in accordance with district policy, state and federal laws that govern Section 504 of the Rehabilitation Act of 1973 and Individuals with Disabilities Education Act, IDEA. For more information regarding discipline and students with disabilities, contact the school and/or www.mnps.org to obtain the Notice of Procedural Safeguards booklet and Section 504 Manual.

**Protections For Children Not Yet Eligible For Services**

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

**POLICIES RELATED TO ADMINISTRATION OF SCHOOLS**

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

**Board of Education Meetings and Policies**

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

**District Governance**

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

Under Policy Governance, the administration is responsible for establishing all of the operating policies within the school district. Members of the Director’s Executive Leadership Team sponsor policies applicable to their division. Policies are presented to the Director of Schools for approval in consultation with the full Executive Leadership Team. The Director of Schools is ultimately responsible for approving district policy. District policies are reviewed annually and published online. Policies are subject to change throughout the school year. The current text of all policies is available in the following locations:

- The Metro Schools’ website at www.policy.mnps.org under Inside MNPS/ Policies and Procedures;
- Metro Schools Customer Service Center, (615) 259-INFO (4636);
- MNPS schools.

**Attendance and Truancy**

Tennessee law requires that children between ages six (6) and eighteen (18) 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 lawfully absent from school and/or habitually truant, the student may be taken into custody by law enforcement personnel and transported to the Metro Student Attendance Center (M-SAC). Juvenile court may also become involved if a student is truant.

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

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

- Student’s personal illness
- Family member’s illness that requires the student’s temporary help
- Death in the family (up to 3 days)
- Deployment of a parent/guardian serving in the military (one day for deployment; one day for return; and up to 10 days when the service member is on temporary leave at home)
- Head lice (up to 3 days per infestation)
- Recognized religious holidays regularly observed by persons of the child’s faith
- Court appearance or legally mandated meetings
• Documented college visitations (up to 3 days per year; only juniors and seniors)

• A principal may allow the following circumstances to be considered an excused absence if the parent/guardian submits a written request:
  - Unexpected emergencies such as car problems
  - Job interview or conference
  - Doctor or dental appointments
  - Other circumstances requested in writing by the parent/guardian that the principal considers to require a child's absence

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

• The parent/guardian of the student must send in a written note explaining why the student missed school within three (3) days of the student's return to school after being absent.

• Because students sometimes lose notes or forget to turn them in, the parent/guardian should make sure the designated school staff in the front office has received the written excuse notes.

• The parent/guardian should keep a copy of the written excuse note for personal record.

• If a written excuse note is not turned in, the absence will be considered an unexcused absence.

• Absences will be marked on the student's attendance record as either excused or unexcused. The parent/guardian can request copies of the student's attendance record from the school's front office.

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

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

LATE ARRIVAL AND EARLY DISMISSAL

• Students must attend 3.5 hours of a school day to be counted present.

• If a child attends less than 3.5 hours of a school day, the student will be marked as absent. A written excuse note should be turned in to the front office for this to be considered an excused absence.

• Students who arrive after the designated start time of school will be counted as tardy.

• The principal will determine the time frame in which tardy students are able to go directly to class. Students are expected to get an admit slip to class from the office staff upon arriving at school.

• Students will not be released from school for early dismissal without prior approval from the parent or guardian.

• The names of the adults who are permitted to pick up the student from school must be documented in the student's school file. Without prior notification from the student's parent or guardian, a student will not be released to an adult whose name is not documented in the file.

• The parent/guardian or adult whose name is listed on file will be asked to show the front office staff a picture ID for the student to be released from school.

MAKE-UP WORK FOR ASSIGNMENTS MISSED DURING ABSENCE

• Students with an excused absence will have the opportunity to make up the assignments that they missed during their absence. The student’s absence will not affect the student’s grade on the completed make-up assignment.

• The principal will determine whether a student with an unexcused absence will have the opportunity to make up missed assignments.

• The parent or student must request make up work within three days of the student returning to school. The teacher and student will agree on a date that make-up work must be completed by in order for the student to receive credit.

• The unexcused absence will remain unexcused even if missed work is completed.
RESPONSES TO TRUANCY

• A student is considered to be truant after he or she has more than four (4) unexcused absences in a school year.

• The school staff may make a referral to various support staff, including Cluster Teams and M-SAC, in an effort to alleviate any social, emotional, or family issues that may be contributing to the student’s absences.

• When a student has five unexcused absences, the principal may make a referral to juvenile court so the court can intervene with the student's truancy. If a juvenile court referral is made, the parent/guardian of the student must attend court and court reviews, as well as pay the fees that accompany court costs. If the student continues to miss school and remains truant, the court has the authority to remove the child from the parent/guardian’s home.

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

METRO STUDENT ATTENDANCE CENTER (M-SAC)

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

WAIVER OF COMPULSORY ATTENDANCE

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

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

DISCHARGE OF COMPULSORY ATTENDANCE

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

• The student significantly disrupts the learning of other students.

• The student’s behavior requires consistent and significant discipline.

• The student is not significantly benefitting from attending school.

REPORTING REQUIREMENTS

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

Any students with knowledge of bullying should report the bullying to the principal. Bullying, harassment, intimidation or hazing that is reported to any staff member must be reported to the principal. See MNPS policy 6.100 available at www.mnps.org.

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 SP 6.134

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

Child Abuse and Neglect - SP 6.117

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

**Complaints - SBOP 1.100**
Parents should contact the teacher and school principal to resolve any complaints or concerns before filing a formal complaint with Customer Service, (615) 259-INFO (4636).

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

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

**Distribution of Materials - SBO 1.104**
Information distributed at the school through pamphlets, flyers, newsletters, etc. must first be approved by the school principal and/or the district Communications Office.

**Eligibility for Athletics - IM 4.108**
Eligibility for athletic participation in MNPS is governed by the Tennessee Secondary Schools Athletic Association (TSSAA). Students who withdraw from a school of choice will lose athletic eligibility for one calendar year. Students must submit required documentation to the school office prior to participating in athletic programs and practices.

**Exemption from Exams - IM 4.117**
Seniors who are eligible for exemption cannot be required to take an exam. Under no circumstances should a senior be required to come on exam day to find out if he/she is exempt. If a senior who is eligible for exemption elects to take the exam, the grade must count and be recorded. In the event a student is exempt and no exam is taken, each 9-week grade will count as 50% of the semester average. No exemptions are allowed in courses requiring an End of Course Exam. Senior exam exemptions are determined by individual classes by semester.

**Family Life and Sexual Education - IM 4.154**
The district has established a policy in accordance with state and federal laws which governs the teaching of topics such as abstinence, reproduction, HIV and other sexually transmitted diseases, and contraception. For students to participate in such courses where sexual issues are discussed, parents must sign a permission form indicating they have consented for their child to participate.

**Fee Waivers - SP 6.109**
The school may assess Board approved fees for laboratory and classroom materials. Fees may be waived for students who qualify for free/reduced lunch.

**Field Trips - SP 6.151**
Students must obtain permission to participate in school-related field trips.

**Health and Wellness - IM 4.146**
The Federal government passed a law that governs health and wellness in public schools. The district has established a policy in accordance with this law that includes physical activity and food services on school property.

**Internet and Email Use policy - IM 4.160**
Any parents wishing to restrict their children's access to the Internet and network are required to complete and sign the Technology Opt-out form on page 3 and return to their child's school. Failure to complete and sign the Technology Opt-out form will serve as an indication that your child has permission to access the district's Internet and Network. The full policy will be issued to parents and it will be posted on the MNPS policy section of the website. The use of technology resources by students, staff members, or visitors to MNPS is a privilege and is subject to all applicable state and federal laws and policies of the district. Students are responsible for their ethical and educational use of the computer online services in the district.

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

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

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

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

Length of School Day - IM 4.159
The school day is designed to offer classes and lunch during a set time period. The district requires students to spend a specific amount of time in each class and 30 minutes at lunch.

Parent Involvement - IM 4.102
Metropolitan Nashville Public Schools recognizes the value and importance of meaningful, two-way parental involvement at the school and district level. Parents are invited as partners in helping all students acquire necessary knowledge and skills without regard to the parent or family's race, religion, creed, gender, socioeconomic status, physical impairment, or age.

Parent Notification Policy - SP 6.152
This policy covers notifications that MNPS is required to provide all parents under state and federal laws. This includes, but is not limited to: whether your child's school is in improvement status; whether your child is eligible for special services based on varying factors such as being an English Language Learner, a Homeless or migrant student, exceptional education or gifted services student, students' achievement level on State assessment, or attending a Title I school; and your right to request teachers’ and other paraprofessionals’ qualifications.

Parents have the right to request information about the qualifications of the teachers and paraprofessionals who instruct their child. Parents may learn more about MNPS teacher qualifications—either district-wide or at a specific school—by visiting the Tennessee Department of Education website and clicking the Report Card link for the appropriate year. Also, highly qualified teacher information is available at www.state.tn.us/education. Click on the column at the bottom right that says Educator Lookup. For more information, contact the child's school.

Personal Appearance - SP 6.114
All MNPS students are required to abide by their school's dress code during the school day. Failure to do so will result in immediate disciplinary action.

Student Use of Personal Technology (Cell Phones, etc.) – D SP 6.107
Tier-Level Use of Personal Technology

High School
A student may possess a mobile telephone or other personal technology on school property and may use such technology during lunch and transition times. Use of personal technology for explicit instructional purposes is encouraged unless otherwise prohibited by the teacher.

Middle and Elementary School
A student may possess a mobile telephone or other personal technology on school property. Use of such technology will be at the discretion of the building administrator. If the building administrator elects to allow modified use of personal technology, plans must be submitted to the Chief Academic Officer or his or her designee for approval.

Schools with Special Circumstances
Administrators of schools with special circumstances, e.g., alternative learning centers, may add additional restrictions for use of personal technology with the approval of the Chief Academic Officer or his or her designee.

Student Driving Policy – SP 6.148
The operation of a motor vehicle by an unlicensed driver is determined to be a danger to other students, MNPS staff and others as a violation of state law. Students must apply for permission to park a particular vehicle upon MNPS property. The application includes:

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

Without a parking pass or valid visitor pass, a vehicle is subject to towing at owner's expense. Parents may claim car upon proper proof of ownership. All costs of towing and impoundment will be charged to the owner of the vehicle. All visitors must park in designated visitor spaces and/or show a valid parking pass.
**Student ID Badges - SP 6.106**
Students in grades 5-12 must have an ID badge on their person at all times while on school grounds during the school day. Students who do not have an ID badge may be denied admission to school events. Individual middle and high schools may have additional requirements for the display and use of student ID badges.

**Student Records - SP 6.101**
Student records may be accessed by a student's legal guardian upon request. Students over the age of 18 may also request their own records. A fee is charged for making copies of student records. Confidential student information is always protected under FERPA and only released with the parents' approval.

**Substance Abuse Policy - SP 6.153**
MNPS maintains a supportive atmosphere for those students seeking to get treatment for substance abuse issues. Parents who suspect their child is dealing with substance abuse issues should contact the Office of Drug Education at (615) 259-INFO (4636).

**Transportation - SS 3.118**
School bus transportation is a service provided to all zoned Metropolitan Nashville Public Schools. As a function of the school system, all rules and regulations pertaining to the expectations for student behavior apply while riding the bus to and from school. In partnership with the school system, the Metro Transit Authority (MTA), does provide bus passes for MNPS students in grades 9-12 that utilize MTA bus transportation to attend their school of choice. All students are entitled to school bus transportation, with the exception of those who choose not to attend their school of zone, are removed for disciplinary reasons, or have been expelled from school due to the violation of school rules. Students with disabilities are entitled to additional transportation benefits as identified in their Individualized Educational Plan (IEP).

**Transportation of Students to Medical Facilities - SP 6.133**
If an emergency involving injury should occur at an MNPS campus, 911 will be immediately called. Emergency personnel will make the determination of whether to transport the child to a medical facility. Every effort will be made to contact the child's parent/guardian; however, if the parent/guardian cannot be reached, the child will still be transported to a medical facility for emergency treatment. MNPS is not responsible for costs associated with emergency transport.

**Unsafe School Choice Policy Procedure- SP 6.156 & SP 6.112**
Students who attend a public elementary or secondary school identified by the state as "unsafe," or students who are victims of a violent crime while in or on school grounds, must be given the option of enrolling in a different school within the same school district. Transportation for qualified students who decide to change schools must be provided by the school district for the remainder of that school year.

**Volunteers and Visitors on School Campus - IM 4.105**
Visitors are welcome in our schools but they must respect the learning environment and appreciate the principal's role in ensuring the safety and security for all students and staff. All visitors must present a valid ID and sign in before receiving a visitor's badge. Volunteers must register with www.schoolvolunteers.org

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

**Technology Opt-Out**
Students will be permitted to use the Internet or e-mail at school unless the parent/guardian signs the "TECHNOLOGY OPT-OUT FORM" located on the permission form restricting their child's use/access to the Internet. Please read the following sections (Internet and Email Use) and decide if you wish to restrict your child's access to the Internet. If you wish to deny your child's access, complete the OPT-OUT Form, which should be signed by both the student and the parent/guardian before returning to your child's teacher.

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

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

**HEALTH SCREENINGS**
As mandated by the State of Tennessee, MNPS provides hearing and vision screenings at designated grade levels at both elementary and middle schools. At elementary, middle, and high school Coordinated School Health sites, additional screenings for height, weight, and blood pressure are also provided. Please confirm your permission for the screenings. Unless you deny permission, your child will be included in the available health screenings.
LIMITLESS LIBRARIES

Limitless Libraries is a cooperative effort of the Nashville Public Library, Metro Nashville Public Schools, and the Office of the Mayor. Its goal is to improve and enhance school libraries and ease access to public library resources. Limitless Libraries combines library purchasing efforts and supplements existing collections with updated formats like Playaways, DVDs, and eBooks. MNPS students in grades 3-12 may borrow items from the public library and have them delivered to the school. They may also return public library items to the school library. The student ID number serves as the student’s public library number, making public library resources accessible and available. Nashville Public Library will access the child’s directory information to create and maintain the library account.

• Grades 3-4- Students will be able to request items from NPL's juvenile collection only. Students will be able to check out up to three items at a time and will not be charged overdue or lost/damaged item fees.

• Grades 5-12- Students will follow the circulation policies set by the Nashville Public Library. All lost and damaged items will be billed at the regular library rates and must be reimbursed to the Nashville Public Library.

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

NON-DISCRIMINATION STATEMENT

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

CIVIL RIGHTS COMPLIANCE

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

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

Title IX of the Educational Amendments of 1972
Title IX prohibits discrimination on the basis of sex.

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

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

Section 504 of the Rehabilitation Act of 1973 & Title II of the Americans With Disabilities Act of 1990

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

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

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

Notice

MNPS will make available the name(s), office address and telephone number of the ADA and Section 504 coordinator(s). The district’s initial and continuing notification may include the posting of notices, publication in newspapers and student and employee handbooks and distribution of memoranda, or other written communications.

504 Complaint Procedures

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

Informal Grievance Process

Anyone may use the informal complaint procedures to report and resolve complaints of disability discrimination. Use of the informal complaint process is not required prior to filing a grievance.

A parent/guardian is encouraged to first meet and discuss the complaint with the local school 504 Coordinator, teacher or building administrator involved with the objective of resolving the matter promptly and informally. If the complaint is not resolved as of that meeting, or if the complainant wishes to bypass the informal complaint process, the parent/guardian may file a grievance.
Formal Complaint Process

The District coordinator will hear Section 504 complaints. Complaints of disability discrimination may be made orally or in writing to the District coordinator who will endeavor to accomplish prompt and equitable resolution of complaints alleging any action that would be prohibited by the ADA/Section 504. The complainant and subject of the complaint will be provided the opportunity to present witnesses and evidence. The coordinator will respond to all complaints within twenty (20) days with a written response, as well as information on further grievance procedures that may be followed if the complaining party is not satisfied with the coordinator’s proposed resolution.

Appeal Process

If the parent/guardian wishes to appeal the decision of the District Section 504 Coordinator, he/she may submit a signed statement of appeal to the Chief Operating Officer or his/her designee within ten (10) days after receipt of the District Coordinator’s response. The Chief Operating Officer or his/her designee will meet with all parties involved, formulate a conclusion, and respond in writing to the grievance within fifteen (15) days.

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

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

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

Shree Walker
504 Coordinator
2601 Bransford Avenue
Nashville, Tennessee 37204
Email: shree.walker@mnps.org
Phone: 615-259-8486

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

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

Andrew Johnson Tower
710 James Robertson Parkway
Nashville, TN 37243
615-741-2731
www.state.tn.us/education

For further information on notice of non-discrimination, visit https://wdcrrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm for the address and phone number of the Office of Civil Rights that serves your area, or call 1-800-421-3481.

Title VII of the Civil Rights Act of 1964

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

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

Scott Lindsey
Director, Employee Relations
2601 Bransford Avenue
Nashville, TN 37204
Email: scott.lindsey@mnps.org
Phone: 615-259-8440

Metropolitan Nashville Public Schools (MNPS) is committed to maintaining equitable employment/educational practices, services, programs and activities that are accessible and usable by qualified individuals with disabilities. For more specific information regarding the Americans with Disabilities Act (ADA) compliance and grievance procedures, refer to SBO 1.103.
### FALL SEMESTER 2015

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
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<tbody>
<tr>
<td>8/5</td>
<td>All students report for half day</td>
</tr>
<tr>
<td>8/6</td>
<td>Teachers report for in-service; students do not report</td>
</tr>
<tr>
<td>8/7</td>
<td>Grades 1-12 report for full day; half day for PK and K</td>
</tr>
<tr>
<td>9/7</td>
<td>Labor Day Holiday</td>
</tr>
<tr>
<td>9/8</td>
<td>Teachers report for in-service; students do not report</td>
</tr>
<tr>
<td>10/2</td>
<td>1st quarter ends</td>
</tr>
<tr>
<td>10/5 - 10/9</td>
<td>Fall Break; students do not report</td>
</tr>
<tr>
<td>10/12</td>
<td>Teacher planning day; students do not report</td>
</tr>
<tr>
<td>10/13</td>
<td>2nd quarter begins</td>
</tr>
<tr>
<td>11/3</td>
<td>Parent-teacher conference day; students do not report</td>
</tr>
<tr>
<td>11/25 – 11/27</td>
<td>Thanksgiving Holidays</td>
</tr>
<tr>
<td>12/15 – 12/18</td>
<td>Half day for exams grades 9-12</td>
</tr>
<tr>
<td>12/18</td>
<td>Half day for all students; end of 2nd quarter and 1st semester</td>
</tr>
<tr>
<td>12/21 – 1/1</td>
<td>Winter Holidays</td>
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### SPRING SEMESTER 2016

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>1/4</td>
<td>Teacher planning day; students do not report</td>
</tr>
<tr>
<td>1/5</td>
<td>Teachers report for in-service; students do not report</td>
</tr>
<tr>
<td>1/6</td>
<td>3rd quarter begins</td>
</tr>
<tr>
<td>1/18</td>
<td>MLK Holiday</td>
</tr>
<tr>
<td>2/15</td>
<td>Professional development day; students do not report</td>
</tr>
<tr>
<td>3/15</td>
<td>3rd quarter ends</td>
</tr>
<tr>
<td>3/16 – 3/18</td>
<td>Intersession</td>
</tr>
<tr>
<td>3/21 – 3/25</td>
<td>Spring Break</td>
</tr>
<tr>
<td>3/28</td>
<td>Teacher planning day; students do not report</td>
</tr>
<tr>
<td>3/31</td>
<td>4th quarter begins</td>
</tr>
<tr>
<td>5/20 – 5/25</td>
<td>Half day for exams grades 9-12</td>
</tr>
<tr>
<td>5/27</td>
<td>Half day for all students; end of 4th quarter, 2nd semester and school year</td>
</tr>
<tr>
<td>5/26</td>
<td>Teachers report for in-service; last day for teachers</td>
</tr>
</tbody>
</table>

### WELCOME

We are excited to welcome your family to a new school year. Our school and district staff appreciate the opportunity to work with your family to provide your student a great education in a caring and supporting learning environment.

This year, we are excited to again offer breakfast and lunch at no cost to every student, regardless of income. Our school cafeterias offer a wide variety of foods that meet nutrition guidelines and appeal to students. You can still pack a lunch for your child if you want, and there are extra items for sale in addition to the standard school lunch. This program ensures every student gets nutritious meals every school day but does require us to collect some important information from each family.

If they have not done so already, your school administration will soon ask you to confirm some basic information so we can enter it into our system. You should receive a form that asks for your address, phone number, the number of people in your house and a simple yes or no question asking if your income is above a certain number. We need this information so we can keep track of the students in our system who come from economically disadvantaged homes. It helps us track student achievement and helps us receive much-needed federal money. Please help us by looking for this form and returning it as soon as possible.

This Student-Parent Handbook provides information about expected behaviors, disciplinary procedures and all state codes pertaining to school safety. Please read through this guide as a family to be certain you understand all school rules and district policies. After reading through the guide, parents or guardians should review the permissions needed, sign the signature page at the beginning of the handbook, and return it to your child's school.

If you have questions, contact your school principal. The complete text of all our policies is available on our website, www.mnps.org under Inside MNPS/Policies and Procedures; through our Customer Service Center at (615) 259-INFO (4636); or at your school. This information is also available in Nashville Public Libraries.

When students understand expectations and follow the rules, we have taken an important step toward making this an excellent school year for every child. We look forward to working with you this year.