I. CONVENE and ACTION
   A. Establish Quorum
   B. Pledge of Allegiance
   C. 30 Seconds in My District...

II. PUBLIC PARTICIPATION - OUR COMMUNITY
    The Board will hear from those persons who have requested to appear at
    this Board meeting. In the interest of time, speakers are requested to limit
    remarks to three minutes or less. Comments will be timed.
    A. Beth Cruz - Elementary suspensions, expulsions, and arrests
    B. Linda D. Robinson – PASSAGE
    C. Jennifer Wade – PASSAGE
    D. Lawanda Mckinnon – Elementary Arrests
    E. Mary Crnobori - Impacts of trauma and adversity on our students,
       and how this relates to discipline strategies
    F. Dennise Quenner – HR Issues
    G. Maury Nation – Elementary Suspensions
    H. Ben Jordan - PASSAGE
    I. Erick Huth – Issues Impacting Teachers
    J. Lorraine Stallworth - Resolution to disband suspensions,
       expulsions, and arrests

III. GOVERNANCE ISSUES- OUR ORGANIZATION
    A. Actions
       1. Consent
          a. Recommended Approval of Change Order #1 for Hillsboro
             High School Additions and Renovations – American
             Constructors
          b. Recommended Approval of Change Order #1 for Tusculum
             Elementary School Additions – RG Anderson Company
          c. Recommended Approval of Supplement #2 for Professional
             Services Contract for Program Management Services –
             Heery International, Inc.
          d. Recommended Approval of Supplement #3 for Martin
             Luther King, Jr. Magnet High School Renovations and
             Additions Phase II – Bauer Askew Architecture PLLC
e. Awarding of Purchases and Contracts
   (1) ArbiterSports, LLC
   (2) Distinguished Professionals Education Institute (DPEI)
   (3) Edgenuity, Inc.
   (4) Guy Brown Interiors, LLC
   (5) Institutional Wholesale Company, Inc. (2)
   (6) Mechanical Resource Group
   (7) Metropolitan Nashville Police Department
   (8) Specialized Education of Tennessee, Inc.
   (9) State of Tennessee, Office of Criminal Justice Programs
   (10) United Way of Metropolitan Nashville
   (11) Vanderbilt University Medical Center
f. Legal Settlement Claim #AH-06775 ($105,000)
g. Policy Updates Based on Recently Enacted Statutes
h. Section 4 Policies – Instructional Program
i. Section 6 Policies – Students

2. Journey to Success Amended Charter Application
   Recommendation

IV. REPORTS – OUR ORGANIZATION
A. Director’s Report
   1. Opening of Schools Update
   2. 2019-2020 Operating Budget Process
   3. District Score Card

B. Board Chairman’s Report
   1. Chair Report
   2. Announcements

V. WRITTEN INFORMATION TO THE BOARD
A. Sales Tax Collections as of July 20, 2018
B. New Hire Report

VI. ADJOURNMENT
GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

   a. RECOMMENDED APPROVAL OF CHANGE ORDER #1 FOR HILLSBORO HIGH SCHOOL
      ADDITIONS AND RENOVATIONS – AMERICAN CONSTRUCTORS

      We are requesting approval to make the following changes to this contract:

      1. Adjustment to contract amount due to adding athletic fields, stadium, track,
         concessions, tennis courts, Metro Stormwater revisions, revised surface parking,
         rubber flooring at stair landings/treads/risers, tapered roof on flat structure to allow
         future expansion, change MTA bus lane to concrete, and increase in-contract
         contingency. $7,006,887

      2. Adjustment to contract amount due to accepting
         value engineering & alternates. (917,095)

      Total $6,089,792

      It is recommended that this supplement be approved.

      Legality approved by Metro Department of Law.

      FUNDING: 45018.80401018

      DATE: August 14, 2018

   b. RECOMMENDED APPROVAL OF CHANGE ORDER #1 FOR TUSCULUM ELEMENTARY
      SCHOOL ADDITIONS – RG ANDERSON COMPANY

      We are requesting approval to make the following changes to this contract:

      Adjustment to contract amount for 4 classroom addition $1,075,575

      It is recommended that this change order be approved.

      Legality approved by Metro Department of Law.

      FUNDING: 45015.80405015

      DATE: August 14, 2018
GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. RECOMMENDED APPROVAL OF SUPPLEMENT #2 FOR PROFESSIONAL SERVICES CONTRACT FOR PROGRAM MANAGEMENT SERVICES – HEERY INTERNATIONAL, INC.

We are requesting approval to amend the professional services contract to assign the contract from Heery International, Inc. to CBRE, Inc. due to ownership change of the company.

It is recommended that this supplement be approved.

Legality approved by Metro Department of Law.

FUNDING: Various funds used depending on project

DATE: August 14, 2018

d. RECOMMENDED APPROVAL OF SUPPLEMENT #3 FOR MARTIN LUTHER KING, JR MAGNET HIGH SCHOOL RENOVATIONS AND ADDITIONS PHASE II – BAUER ASKEW ARCHITETURE PLLC

We are requesting approval to make the following changes to this contract:

Adjustment to contract amount due to change in Fixed Limits Construction Cost

Total $34,173.625

It is recommended that this supplement be approved.

Legality approved by Metro Department of Law.

FUNDING: 45016.8040416

DATE: August 14, 2018
GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

e. AWARDING OF PURCHASES AND CONTRACTS

   (1) VENDOR: ArbiterSports, LLC

      SERVICE/GOODS (SOW): Payment processing system to automate payment of officials for all MNPS athletic events.

      SOURCING METHOD: Sole Source (TSSAA Requirement)

      TERM: August 15, 2018 through June 30, 2023

      FOR WHOM: MNPS High Schools & Middle Schools

      COMPENSATION: In accordance with Attachment C: Cost

      Total compensation under this contract is not to exceed $1,875,000.

      OVERSIGHT: Athletics

      EVALUATION: Prompt payment to MNPS game officials.

      MBPE CONTRACT NUMBER: 2-00698-00

      SOURCE OF FUNDS: Student Activity Funds
GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

e. AWARDING OF PURCHASES AND CONTRACTS

(2) VENDOR: Distinguished Professionals Education Institute (DPEI)

SERVICE/GOODS (SOW): Amendment #1 to extend the contract term to July 31, 2021. Contract is for the provision of teachers (distinguished professionals) in music, math, science, world languages, and other specialty areas. The program is designed for individuals who desire to teach on a course-by-course basis in areas where there are critical teacher shortages.

SOURCING METHOD: Previously approved by the Board

TERM: August 15, 2018 through July 31, 2021

FOR WHOM: Curriculum and Instruction

COMPENSATION: Amendment #1 is not increasing the previously approved contract value of $230,000.

$5,000 per course credit for math, science, and world language courses. Other courses are $7,500 per course credit. Partial semester courses are at a rate of $85 per course day.

Total compensation under this contract is not to exceed $230,000.

OVERSIGHT: Human Resources and Talent Services; Visual and Performing Arts

EVALUATION: Based on test scores and other data (i.e. attendance, classroom performance, disciplinary actions, etc.) compared when students enter and exit the program.

MBPE CONTRACT NUMBER: 2-00364-02A1

SOURCE OF FUNDS: Operating Budget
GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

(3) VENDOR: Edgenuity, Inc.

SERVICE/Goods: Purchase issued against an existing Indefinite Delivery/Indefinite Quantity (IDIQ) contract for academic credit recovery. Ten (10) professional development days are included.

SOURCING METHOD: RFP 13-17 (Open Competitive Sourcing)

TERM: August 15, 2018 through July 31, 2019

FOR WHOM: All MNPS High Schools

COMPENSATION: 400 digital libraries: $152.72 each
400 concurrent user licenses: $400 each
10 days of Professional Development: $2,200 per day
Customer discount: $40,500
Net total: $242,587

Total compensation for this purchase shall not exceed $242,587.

OVERSIGHT: Learning Technology

EVALUATION: Usability of system application by students

MBPE CONTRACT NUMBER: 2-574937-00A1

SOURCE OF FUNDS: Operating Budget
GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

(4) VENDOR: Guy Brown Interiors, LLC

SERVICE/GOODS (SOW): Provide furniture, fixtures, and design services.

SOURCING METHOD: RFP # 18-18

TERM: August 15, 2018 through August 14, 2023

FOR WHOM: All MNPS and district buildings

COMPENSATION: In accordance with Attachment C - Cost Spreadsheet.

Total compensation under this contract is not to exceed 10,000,000.

OVERSIGHT: Facilities and Construction

EVALUATION: Accurate and on-time delivery of services as presented in the Scope of Work and Minimum Requirements.

MBPE CONTRACT NUMBER: 2-177521-00

SOURCE OF FUNDS: Capital Funds
GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

(5) VENDOR: Institutional Wholesale Co., Inc.

SERVICE/GOODS (SOW): Indefinite Delivery/Indefinite Quantity (IDIQ) contract for the provision of General Groceries (meat, frozen foods, and staples) for the Nutrition Services Department.

SOURCING METHOD: ITB# 18-8

TERM: July 25, 2018 through July 31, 2020

FOR WHOM: All MNPS students

COMPENSATION: In accordance with Attachment C - Cost Spreadsheet.

Total compensation under this contract is not to exceed $22,000,000.

OVERSIGHT: Nutrition Services

EVALUATION: Accurate and on time delivery of goods.

MBPE CONTRACT NUMBER: 2-172500-10

SOURCE OF FUNDS: Nutrition Services Fund
GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

(5) VENDOR: Institutional Wholesale Co., Inc.

SERVICE/GOODS (SOW): Provision of Bread (fresh or frozen) for MNPS Nutrition Services.

SOURCING METHOD: ITB# 18-9

TERM: August 15, 2018 through July 31, 2020

FOR WHOM: All MNPS students

COMPENSATION: According to Exhibit C - Cost Spreadsheet.

Total compensation under this contract is not to exceed $1,500,000.

OVERSIGHT: Nutrition Services

EVALUATION: Delivery of goods as stated in scope of services.

MBPE CONTRACT NUMBER: 2-172501-11

SOURCE OF FUNDS: Nutrition Services Fund
GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

(6) VENDOR: Mechanical Resource Group

SERVICE/Goods (SOW): Amendment #1 to increase the not-to-exceed value by $45,000 to a new value of $295,000 and extend the contract term to October 31, 2018. This contract is for cooling tower service, preventative maintenance, and repair.

SOURCING METHOD: ITB# 14-6

TERM: August 15, 2018 through October 31, 2018

FOR WHOM: Maintenance

COMPENSATION: This amendment increases the compensation on the contract by $45,000.

Total compensation under this contract is not to exceed $295,000.

OVERSIGHT: Facilities and Construction

EVALUATION: Quality of service and parts provided.

MBPE CONTRACT NUMBER: 2-625631-01A1

SOURCE OF FUNDS: Capital Funds
GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

(7) VENDOR: Metro Nashville Police Department

SERVICE/GOODS (SOW): Memorandum of Understanding (MOU) to provide extra duty police services to Metro Schools at events and activities.

SOURCING METHOD: MOU with MNPD

TERM: August 15, 2018 through June 30, 2019

FOR WHOM: Security for MNPS events

COMPENSATION: In accordance with Attachment A – Cost Spreadsheet.

Total compensation under this contract is not to exceed $100,000.

OVERSIGHT: Security

EVALUATION: Ability to provide officers for MNPS events and activities.

MBPE CONTRACT NUMBER: 2-215822-14

SOURCE OF FUNDS: Operating Budget; School Activity Funds
GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

VENDOR: Specialized Education of Tennessee, Inc.

SERVICE/GOODS (SOW): Short-term lease agreement for the Ironwood Building located at 321 Ironwood Drive, Nashville, TN 37129. The Ironwood Building is to be utilized by the contractor for the operation of the Special Education Day School until their long-term facility location at the former TPS campus is renovated and operational.

SOURCING METHOD: RFP 18-14 (Open Competitive Sourcing)

TERM: August 15, 2018 through March 11, 2019

FOR WHOM: Special Education Day School students

COMPENSATION: Commencing on August 15, 2018 and continuing throughout the initial term. Lessee agrees to pay Lessor an annual “rent” for the use of the premises in the amount of $6.00 per square foot. The square footage to be utilized is approximately 17,163 square feet. Therefore, the initial monthly rent will be $8,581.50. Lessee shall pay rent to Lessor in monthly installments.

OVERSIGHT: Facility Planning and Construction

EVALUATION: Based on prompt payment of rent and upkeep of building.

MBPE CONTRACT NUMBER: 2-167070-03

SOURCE OF FUNDS: Revenue
GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

(9) VENDOR: State of Tennessee, Office of Criminal Justice Programs

SERVICE/GOODS (SOW): Grant for Victim of Crime Act of 1984 (VOCA) serving youth and young adults with trauma. Goals of the grant are to mitigate the impacts of crime by school-aged victims by providing increased access to supportive protective factors and interventions in the school setting, and increase access to and quality of direct trauma-specific, school-based interventions to mitigate the traumatizing impacts of crimes experienced by MNPS students.

SOURCING METHOD: Grant

TERM: September 1, 2018 through June 30, 2019

FOR WHOM: MNPS students who have been victims of or witnesses to potentially traumatic incidents.

COMPENSATION: Grantor State Agency to pay MNPS up to $200,000 through reimbursements for actual, reasonable, and necessary costs based upon the grant budget.

Total revenue received under this contract is not to exceed $200,000.

OVERSIGHT: Student Services and Federal Programs

EVALUATION: Timeliness of payments received.

MBPE CONTRACT NUMBER: 2-00737-00

SOURCE OF FUNDS: Revenue
GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

(10) VENDOR: United Way of Metropolitan Nashville

SERVICE/GOODS (SOW): Amendment #1 to modify the close date from June 30, 2021 to June 30, 2023. Contract is a facility use agreement for the McGruder Family Resource Center located at 2013 25th Avenue North, Nashville, TN 37208.

SOURCING METHOD: Lease Agreement

TERM: August 15, 2018 through June 30, 2023

FOR WHOM: McGruder Family Resource Center

COMPENSATION: Revenue

Total compensation under this contract is not to exceed NA.

OVERSIGHT: Facilities and Construction

EVALUATION: Payment of rent according to agreement.

MBPE CONTRACT NUMBER: 2-100065-01A1

SOURCE OF FUNDS: Revenue
GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

(11) VENDOR: Vanderbilt University Medical Center

SERVICE/GOODS (SOW): Amendment #1 to extend the term to June 30, 2021, increase the not-to-exceed amount by $45,000 to a new not-to-exceed value of $65,000, and updated scope to include tournament coverage. Contract is for the provision of Athletic Trainers for MNPS Athletic events.

SOURCING METHOD: Memorandum of Understanding (MOU)

TERM: August 15, 2018 through June 30, 2021

FOR WHOM: MNPS Athletes

COMPENSATION: Athletic Trainer at $25 per hour.

Total compensation under this contract is not to exceed $65,000.

OVERSIGHT: Athletics

EVALUATION: Trainers meeting requirements identified in scope of work.

MBPE CONTRACT NUMBER: 2-243685-002A1

SOURCE OF FUNDS: Operating Budget
General

The insurance program shall provide coverages in a minimum of the following broad categories:

1. Property: Buildings and contents against fire, extended coverage, vandalism and malicious mischief, boiler and machinery explosion, and vehicles;

2. Liability: Board members, Director of Schools, and employees resulting from discharging their duties, and students participating in work-based learning;

3. Workers’ compensation; and

4. Fidelity: Blanket bond and fiscal agent’s bond as required by statute.

The Director of Schools shall continually review the insurance program to ensure that adequate protection is being provided at a reasonable price.

GROUP HEALTH

The Board may provide group health insurance for all full-time employees. The Director of Schools, after consultation with personnel, shall recommend carriers of insurance for programs in which the Board makes partial or full payments. The Board shall approve all insurance carriers.

The Director of Schools/designee shall develop procedures to ensure the privacy of HIPAA protected information.

ANNUITIES

Board-approved companies for tax-sheltered annuities shall include all companies presently having contracts with employees.

The addition of a company to the list of Board-approved companies shall be considered on written request of agents of the company.

Written request for a change in annuity deductions shall be reported to the payroll office on or before the first day of the month in which such change is to be effective.
Legal References

1. Public Acts of 2018, Chapter No. 991
2. TCA 49-2-209
3. 45 CFR § 164.306, 164.316
4. TCA 49-2-208

Cross References

Payroll Procedures 2.802
Work-Based Learning 4.211
Any student transcript alteration shall be supported by documentation.\(^1\) This documentation shall include the reason for the transcript alteration and evidence that the student earned the grade reflected in the altered transcript.

\[\text{[insert school system]}\] shall not retaliate against an employee who brings unauthorized transcript alterations to the attention of school officials.\(^1\)

The Director of Schools shall develop procedures to implement this policy.

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**Legal References**

1. Public Acts of 2018, Chapter No. 557

**Cross References**

Grading System 4.600
Any student transcript alteration shall be supported by documentation. This documentation shall include the reason for the transcript alteration and evidence that the student earned the grade reflected in the altered transcript.

___________ [insert school system] shall not retaliate against an employee who brings unauthorized transcript alterations to the attention of school officials.¹

The Director of Schools shall develop procedures to implement this policy.

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Legal References

1. Public Acts of 2018, Chapter No. 557

Cross References

Grading System 4.600
1 **APPLICATION**

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

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

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

**Professional Employees**

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

No person shall be employed:

1. Who does not hold a valid license to teach from the State Board of Education;
2. Who has been identified by the Department of Children’s Services as a perpetrator of child abuse, severe child abuse, child sexual abuse, or child neglect, or who poses an immediate threat to the health, safety, or welfare of children;
3. Who is listed on the state’s abuse of vulnerable persons registry maintained by the Department of Health;
4. Who does not present a physician’s certificate showing a satisfactory health record or has any contagious or communicable disease in such form that might endanger the health of school children;
5. Who refuses to take and subscribe to an oath to support the Constitution of the State of Tennessee and of the United States of America;
6. Who fails to make a full disclosure of any prior criminal record and any prior dismissals from employment for cause; or
7. Who does not receive a satisfactory background check.\textsuperscript{10}

\textit{Support Employees}

No person shall be employed:

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

\textbf{EMPLOYMENT}

\textit{Professional Employees}

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

\textit{Initial Employment}

Upon initial employment, the Director of Schools shall notify such person, in writing, of the offer and conditions of employment. Upon receipt of employment notification, such person shall have fourteen (14) days to accept or reject, in writing, the offered employment.\textsuperscript{1} From the date of the written acceptance, such person is considered to be under employment with the system and is subject to all rights, privileges, and duties.

\textit{Support Employees}

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

1. TCA 49-5-406
2. State Board of Education Policy 5.501
3. TCA 49-5-406 (a)(2)(A)
4. TCA 49-5-413(e)
5. Public Acts of 2018, Chapter No. 938
6. TCA 49-5-403; TCA 49-5-101
7. TCA 49-5-413(e)
8. TCA 49-5-404; TRR/MS 0520-01-03-.08(2)(f)
9. TCA 49-5-405

Cross References

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

Background checks shall be required for applicants, employees, contract workers, and volunteers.¹

The Director of Schools/designee shall develop any necessary corresponding procedures.

APPLICANTS AND EMPLOYEES

To ensure the safety and welfare of students and staff, the district shall require criminal history background checks and fingerprinting of applicants for teaching positions and any other positions that require proximity to children. Further, applicants who (1) have been identified by the Department of Children’s Services as perpetrators of child abuse, severe child abuse, child sexual abuse, or child neglect, or who pose an immediate threat to the health, safety, or welfare of children; or (2) who are listed on the state’s abuse of vulnerable persons registry maintained by the Department of Health shall not be employed.² Any costs incurred to perform these background checks and fingerprinting shall be paid by the applicant. The Board shall reimburse the applicant if the position is offered and accepted.³

Background checks shall be required of these employees at least once every five (5) years after the date of hire.¹

USE AND DISSEMINATION

Fingerprints or other approved forms of positive identification shall be submitted with all requests for criminal history record checks for non-criminal justice purposes.⁴ The Director of Schools shall ensure the Originating Agency Identifier number is on file at all times.

Tennessee and FBI Criminal History Record Information (“CHRI”) obtained by the district shall be solely used to verify criminal violation(s) and shall not be disseminated. Results shall be considered confidential and only accessible to district personnel identified by the Director of Schools. CHRI shall only be accessed by authorized personnel in the performance of their duties and shall never be released to the public.

All persons directly associated with the accessing, maintaining, processing, dissemination, or destruction of CHRI shall sign an awareness statement and shall indicate that they have been specially trained on the subject. The training shall provide those with access to CHRI with a working knowledge of federal and state regulations and laws governing the security and processing of criminal history information. The Director of Schools is responsible for ensuring that authorized personnel receive such training within sixty (60) days of employment or job assignment and every three (3) years.

¹ See Section 46-6-101, T.C.A.
² See Section 37-1-703, T.C.A.
³ See Section 46-6-101, T.C.A.
⁴ See Section 46-6-101, T.C.A.
RETENTION AND SECURITY

The Director of Schools shall develop procedures to ensure CHRI is stored in a secure location. Areas in which CHRI is processed and handled shall be restricted to authorized personnel identified by the Director of Schools. The area shall be out of the view of the public and unauthorized personnel. The Director of Schools shall maintain a list of all employees who have access to, can process, disseminate, and/or destroy CHRI.

DISPOSAL OF CHRI

When CHRI is no longer needed, it shall be destroyed by burning, shredding, or other methods rendering the information unreadable. Record destruction shall be conducted under the supervision of the Director of Schools.

MISUSE

Employees who misuse CHRI or violate this policy shall be subject to disciplinary action up to and including termination. Any employee with knowledge of misuse shall immediately report a violation to the Director of Schools.

Legal References

1. Public Acts of 2018, Chapter No. 1006
2. TCA 49-5-406(a)(1); TCA 49-5-403; TCA 49-5-413(a)(2), (e)
3. TCA 49-5-413(c)
4. 34 USCA § 40316

Cross References

Application and Employment 5.106
Other than the routine transmission of administrative and personnel files, district employees are prohibited from assisting a school employee, contractor, or agent in obtaining a new job if the individual knows, or has probable cause to believe, that the person seeking a job change engaged in sexual misconduct regarding a minor or student in violation of the law.¹

These requirements shall not apply if:

1. The information giving rise to probable cause has been properly reported to the appropriate law enforcement agency; and

2. The matter has been officially closed in one of the following ways:
   
a. The prosecutor or police have investigated the allegations and notified school officials that there is insufficient information to establish probable cause;

b. The employee, contractor, or agent has been charged and either acquitted or exonerated;

or

c. The case remains open, and there have been no charges or indictment filed within four (4) years of the date the information was reported to the law enforcement agency.

Neither the district nor the Board shall enter into, or require a current or former employee to enter into, a non-disclosure agreement during a settlement for any act of sexual misconduct.¹

The Director of Schools shall develop administrative procedures to enforce this policy and comply with federal and state law.

Legal References

1. 20 USCA § 7926; Public Acts of 2018, Chapter No. 938

Cross References

Application and Employment 5.106
Separation Practices for Tenured Teachers 5.200
Separation Practices for Non-Tenured Teachers 5.201
Separation Practices for Non-Certified Employees 5.202
Child Abuse and Neglect 6.409
ELIGIBILITY

Anyone who has been employed for at least twelve (12) months by the school district and anyone who has at least 1,250 hours of service (hours used for leave, even FMLA leave, shall not be credited for service for purposes of FMLA eligibility\(^1\)) during the previous twelve-month period shall be eligible to use FMLA leave.\(^2\)

GENERAL PRINCIPLES

An eligible employee shall be granted, upon request, up to twelve (12) weeks unpaid leave during a fixed calendar year for the following reasons:

1. The birth of a child;
2. The placement of a child with the employee for adoption or foster care;
3. A serious health condition of the employee that makes the employee unable to perform the essential functions of his or her job position;
4. The care of a spouse, child, parent, or next of kin of the employee who has a serious health condition; and
5. Any qualifying circumstances arising out of the fact that a spouse, child, or parent of the employee is on covered active duty or has been notified of an impending call or order to covered active duty in the Armed Forces.

Granting of leave under this policy shall be subject to, and in accordance with, the provisions of applicable federal and state laws. An employee may substitute accrued paid leave for unpaid time. Use of accrued paid leave shall run concurrently with and be counted toward the employee’s total period of FMLA leave.

MATERNITY/PATERNITY LEAVE

1. *Relationship between FMLA leave and Tennessee Maternity Leave Act* - FMLA leave shall run concurrently with leave provided under the Tennessee Maternity Act, which affords eligible employees leave for a period not to exceed four (4) months for the adoption, pregnancy, childbirth, and nursing of a newborn child.\(^3\)
2. **Teachers’ Leave**- In accordance with state law, any teacher who goes on maternity leave shall be allowed to use all or a portion of the teacher’s accumulated sick or annual leave for maternity leave purposes. In order to be eligible to use sick leave, written request of the teacher accompanied by a statement from the teacher’s physician verifying pregnancy shall be submitted. Upon verification by a written statement from an adoption agency or other entity handling an adoption, a teacher may also be allowed to use accumulated leave for adoption of a child. If both adoptive parents are teachers employed by the district, however, only one (1) parent is entitled to use such leave.  

Spouses who are both eligible employees of the school district are limited to a combined total of twelve (12) workweeks of FMLA leave in a single twelve (12) month period if the leave is taken for the birth and care of a newborn child, for the placement of a child for adoption or foster care, or to care for a parent who has a serious health condition. Under certain circumstances, spouses who share leave for the birth or adoption of a child may be eligible for limited amounts of additional leave for other qualifying FMLA reasons.

### LEAVE FOR A SERIOUS HEALTH CONDITION

Eligible employees, upon request, shall be granted up to twelve (12) weeks of unpaid leave when he/she is unable to work because of a serious health condition or to care for an immediate family member with a serious health condition. Granting of such leave shall be subject to the provisions of applicable federal and state laws. Employees shall contact Human Resources to determine if the reason for leave qualifies as FMLA leave. If the leave is foreseeable, the employee shall give thirty (30) days’ notice. If the leave is not foreseeable, the employee shall notify Human Resources as soon as practicable—generally, either the same or next business day.

### LEAVE FOR MILITARY FAMILY MEMBERS

1. **Qualifying Exigency Leave**- Eligible employees are entitled to up to twelve (12) workweeks of leave because of any “qualifying exigency” arising out of the fact that the spouse, son, daughter, or parent of the employee, as defined under the FMLA, is on active duty, or has been notified of an impending call to active duty, or has been notified of an impended call to active duty status in the Armed Forces. Qualifying exigencies may include:

   a. Issues arising from the service member’s short notice deployment;
   b. Military events and related activities (e.g. official ceremonies, support programs);
   c. Making or updating financial and legal arrangements;
   d. Attending counseling;
   e. Taking up to fifteen (15) days leave to spend time with a covered service member who is on short-term rest and recuperation leave during deployment; or
   f. Attending post-deployment activities.

2. **Military Caregiver Leave**- An eligible employee who is the spouse, son, daughter, parent, or next of kin of a covered service member or covered veteran with a serious injury or illness is entitled to up to twenty-six (26) workweeks of leave in a “single twelve (12) month period.” A covered service member is a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is
otherwise in out-patient status, or is otherwise on the temporary disability retired list for a serious injury or illness.

A covered veteran is an individual who was a member of the Armed Forces at any time during the period of five (5) years preceding the date of the medical treatment, recuperation, or therapy that has a serious injury or illness who is currently receiving medical treatment, recuperation, or therapy.

The calculation of this five (5) year period shall not include the interval of October 28, 2009 through March 8, 2013. The “single twelve (12) month period” for military caregiver leave begins on the first day the employee takes leave for this reason and ends twelve (12) months later. An eligible employee is limited to a combined total of twenty-six (26) workweeks of leave to provide care for a covered service member. The maximum of twenty-six (26) workweeks may include no more than twelve (12) workweeks of leave that is taken for the birth and care of a newborn child, for the placement of a child for adoption or foster care, for care of a parent who has a serious health condition, or for the employee’s own serious health condition.

INTERMITTENT LEAVE

Eligible employees may take FMLA leave intermittently when medically necessary to care for a seriously ill family member, because of the employee’s own serious health condition, or for the care for a newborn, a newly adopted child, or a newly placed foster care child. When a licensed employee requests foreseeable leave for planned medical treatment and the employee would be on leave for greater than 20% of the total number of working days in the period during which the leave would extend, the school district may require that such employee elect either to take the leave for periods of a particular duration, not to exceed the duration of the planned medical treatment, or to transfer temporarily to an available alternative position offered by the school district for which the employee is qualified and that has equivalent pay and benefits and better accommodates recurring periods of leave.

RESTRICTIONS

1. Notice Requirements

   a. Employee Notice—For foreseeable leave, the employee shall provide the Director of Schools with at least thirty (30) days written notice before the beginning of the anticipated leave.

   b. District Notice—Once it has been established that the leave requested qualifies for FMLA, the Director of Schools/designee shall notify the employee within three (3) business days (absent extenuating circumstances) that any leave taken pursuant to state leave statutes (paid vacation leave, personal leave, sick leave, or workers’ compensation) shall run concurrently with FMLA leave. The notice may be given orally or in writing. If the notice is oral, it shall be confirmed in writing, no later than the following pay day.

2. Certification Requirement
a. The Director of Schools may require that a request for leave be supported by certification issued by a health care provider with the following information:

i. The date on which the serious health condition commenced;

ii. The probable duration of the condition;

iii. The appropriate medical facts within the knowledge of the health care provider regarding the condition; and

iv. A statement that the eligible employee is needed to care for the son, daughter, spouse, or parent and an estimate of the amount of time that such employee is needed.

b. If there is any reason to doubt the validity of the certification provided, the Director of Schools may require, at the expense of the school district, an opinion of a second health care provider.

3. Period Near the End of an Academic Term (Professional Employees)

a. If leave is taken more than five (5) weeks prior to the end of the term, the Director of Schools may require the employee to continue taking leave until the end of the term if the leave is at least three (3) weeks of duration and the return of employment would occur during the three (3) week period before the end of the term.

b. If the leave is taken five (5) weeks prior to the end of the term, the Director of Schools may require the employee to continue taking leave until the end of the term if the leave is greater than two (2) weeks duration and the return to employment would occur during the two (2) week period before the end of the term.

REQUIREMENTS OF THE BOARD

1. The employee shall be restored to the same position of employment or an equivalent position with no loss of benefits, pay, or other terms of employment.

2. The employee shall be kept under any group health plan for the duration of the leave.

3. The Board may recover the premium paid under the following conditions:

   a. The employee fails to return from leave after the period of leave has expired; and

   b. The employee fails to return to work for a reason other than the continuation, recurrence, or onset of a serious health condition or other circumstances beyond the control of the employee.
Legal References

2. Federal Family and Medical Leave Act of 1993, 29 USCA § 2601, 2611—2619
3. TCA 49-5-702; TCA 4-21-408
4. TCA 49-5-710(a)(2); Public Acts of 2018, Chapter No. 907
5. 29 CFR § 825.120(a)(3)
6. 29 CFR § 825.113
7. 29 CFR § 825.126
8. 29 CFR § 825.124; 29 CFR § 825.127
9. 29 CFR § 825.202
10. 29 CFR § 825.302-825.304
11. 29 CFR § 825.207
13. 29 CFR § 825.305-825.313
14. 29 CFR § 825.602
15. 29 USCA § 2614

Cross References

Sick Leave 5.302
Long-Term Leaves of Absence 5.304
Click here to choose a school board.

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1. QUALIFICATIONS

2. 1. A professional educator's license
3. 2. A master's degree in education with a preference for a doctorate degree
4. 3. Three (3) years of successful experience in school administration
5. 4. Such other qualifications as the Board deems desirable

6. REPORTS TO: The Board of Education

7. SUPERVISIONS: All administrative and supervisory personnel in the district

8. JOB GOAL: To provide leadership in developing and maintaining the best possible educational programs and services

9. SCOPE OF RESPONSIBILITY: The management responsibilities of the Director of Schools shall extend to all activities of the district, to all phases of the educational program, to all aspects of the financial operation, to all facility management, and to the conduct of such other duties as may be assigned by the Board. The Director of Schools may delegate these duties together with appropriate authority but may neither delegate nor relinquish ultimate responsibility for results or any portion of accountability.

10. ESSENTIAL FUNCTIONS

11. General Administrative

12. 1. Provides leadership in identification of priorities and assures that all activities reflect those board-established priorities.

13. 2. Prepares and recommends short and long-range plans for Board approval and implements those plans when approved.

14. 3. Prepares, in conjunction with the Chair, agenda recommendations relative to all matters requiring board action, including all facts, information, options, and reports needed to assure informed decisions. Provides advice and counsel to the Board on matters before it.

15. 4. Attends all regular and special meetings of the Board and keeps a complete and accurate record of the proceedings of all meetings of the Board and of its official acts.

16. 5. Recommends drafts of new policies or changes to the Board. Anticipates potential problems. Recommends policies or courses of staff action.
6. Develops administrative procedures to implement board policy or for the items deemed necessary for the efficient operation of the schools and disseminates these procedures to appropriate staff.

7. Keeps the Board informed regarding development in other districts or at state and national levels that would be helpful to the district.

8. Ensures that all local, state, and federal standards for the health and safety of the students and staff are maintained and that required reports are maintained.

9. Fulfills all statutory obligations and implements the education law of the State of Tennessee and the rules and regulations of the State Board of Education.¹

**Financial Management**

1. Provides direction to and supervision of school business functions. Encourages development and implementation of sound business practices. Continually assesses business practices to achieve efficiency.

2. Prepares, annually, a budget and submits it to the Board for approval. Presents approved budget to the appropriate local funding body for adoption.

3. Makes appropriate written reports for the Board detailing all receipts and expenditures of the public school funds and submits them to the local funding body.

4. Ensures that funds are spent prudently by providing adequate control and accounting of the district's financial and physical resources.

**Personnel Administration**

1. Establishes lines of authority which shall be approved by the Board and shown on the system organization chart. Lines of authority shall not restrict the practical working relationships of all staff members at all levels.

2. Employs such personnel as may be necessary within the limits of budgetary provisions and recommends to the Board teachers who are eligible for tenure.

3. Develops recruitment procedures to assure well-qualified applicants for professional and non-professional positions.

4. Assigns and transfers employees as the interest of the district may dictate and reports such action to the Board for information and record.

5. Holds meetings of teachers and other employees as necessary for the discussion of matters concerning the welfare and improvement of the schools.

6. Communicates directly, or through delegation, all actions of the Board relating to personnel matters to all and receives employees’ communications to be made to the Board.
7. Evaluates principals annually.

8. Informs the Office of Educator Licensing of licensed educators who have been suspended or dismissed, who have resigned, following allegations of conduct, including sexual misconduct, which, if substantiated, would warrant consideration for license suspension or revocation, or who have been convicted of a felony. The report shall be submitted within thirty (30) days of the suspension, dismissal, or resignation of receiving knowledge of the felony conviction.²

**Instructional Leadership**

1. Serves as the chief school executive. Ensures the development and maintenance of a positive educational program designed to meet the needs of the community and to carry out the policies of the Board. Ensures that a system of thorough and efficient education, as defined by state law, is available to all students.

2. Recommends to the Board for its adoption all courses of study, curriculum guides, and major changes in tests and time schedules to be used in the schools.

3. Oversees the timely revisions of all curriculum guides and courses of study.

4. Develops guidelines and direction for monitoring the effectiveness of existing and new programs.

5. Conducts a periodic audit of the total school program and advises the Board of recommendations for the educational advancement of the schools.

6. Seeks out available sources for grant funding to support programs and projects.

7. Ensures that the goals of the school system are adequately reflected in its educational program and operations.

**Community/Public Relations**

1. Promotes community support of the schools. Interprets district programs and services, reports, plans, events, and activities of interest and solicits community opinions regarding school and educational issues.

2. Identifies available community resources and links to social service agencies that support education and healthy child development.

3. Develops strategies to promote parental involvement in their student's education and provides opportunities for parent-teacher interaction.

4. Maintains contact and good relations with local media. Acts as the Board's spokesperson.

5. Ensures that the district interests will be represented in meetings and activities of municipal and other governmental agencies.
6. Represents the school district and its interests in community organizations, activities, and projects.

**TERMS OF EMPLOYMENT:** Serves in accordance with the terms of the contract between the Board and the Director of Schools. Salary to be determined by the Board.

**EVALUATION:** Performance of this job will be evaluated in accordance with provisions of state law and the Board's policy on evaluation of the Director of Schools.

**GENERAL REQUIREMENTS:** The above statements are intended to describe the general nature and level of work being performed by the person assigned to this position. They are not intended to be a complete list of responsibilities, duties, and skills required of personnel so assigned.

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**Legal References**

1. TCA 49-2-301
2. TRR/MS 0520-02-03-.09(2); Public Acts of 2018, Chapter No. 935

**Cross References**

Executive Committee 1.301
Administrative Procedures 1.601
Administrative Committees 1.602
Administrative Reports 1.603
School District Planning 1.701
Application and Employment 5.106
Evaluation of the Director of Schools 5.803
The Board delegates to the Director of Schools the responsibility of developing specific codes of conduct which are appropriate for each level of school. The development of each code shall involve principals and faculty members of each level and shall be consistent with the relevant policies as adopted by the Board.1

The following levels of misbehavior and disciplinary procedures and options are standards designed to protect all members of the educational community in the exercise of their rights and duties and to maintain a safe learning environment where orderly learning is possible and encouraged.2 These misbehaviors apply to student conduct on school buses, on school property, and while students are on school sponsored outings.

**MISBEHAVIORS: LEVEL I**

This level includes minor misbehavior on the part of the student which impedes orderly classroom procedures or interferes with the orderly operation of the school but which can usually be handled by an individual staff member.

*Examples (not an exclusive listing)*

- Classroom disturbances
- Classroom tardiness
- Cheating and lying
- Abusive language
- Non-defiant failure to do assignments or carry out directions
- Wearing, while on the grounds of a public school during the regular school day, clothing that exposes underwear or body parts in an indecent manner that disrupts the learning environment3
- Victimization of any student (Harassment (Sexual, Racial, Ethnic, Religious), Bullying, Cyber-bullying, and/or Hazing)

*Disciplinary Procedures*

- Staff member intervenes immediately.
- Staff member determines what offense was committed and its severity.
- Staff member determines who committed the offense and if he/she understands the nature of the offense.
- Staff member employs appropriate disciplinary options.
- The record of the offense and disciplinary action shall be maintained by the staff member.
**Disciplinary Options**

- Verbal reprimand
- Special assignment
- Restricting activities
- Assigning work details
- Counseling
- Withdrawal of privileges
- Issuance of demerits
- Strict supervised study
- Detention
- Corporal punishment
- In-school suspension

**MISBEHAVIORS: LEVEL II**

This level includes misbehavior whose frequency or seriousness tends to disrupt the learning climate of the school. These misbehaviors do not represent a direct threat to the health and safety of others but have educational consequences serious enough to require corrective action on the part of administrative personnel.

*Examples (not an exclusive listing)*

- Continuation of unmodified Level I behaviors
- School or class tardiness
- Using forged notes or excuses
- Disruptive classroom behavior

**Disciplinary Procedures**

- The student is referred to the principal for appropriate disciplinary action.
- The principal meets with the student and teacher.
- The principal hears the accusation made by the teacher and allows the student the opportunity to explain his/her conduct.
- The principal takes appropriate disciplinary action and notifies the teacher of the action.
- The record of offense and disciplinary action shall be maintained by the principal.

**Disciplinary Options**

- Teacher/schedule change
- Modified probation
- Behavior modification
- Social probation
- Peer counseling
- Referral to outside agency
- In-school suspension
Code of Behavior and Discipline

6.300

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1. Transfer
2. Detention
3. Suspension from school-sponsored activities or from riding school bus
4. Corporal punishment
5. Out-of-school suspension (not to exceed ten (10) days)

6. MISBEHAVIORS: LEVEL III

This level includes acts directly against persons or property but whose consequences do not seriously endanger the health or safety of others in the school.

Examples (not an exclusive listing)

- Continuation of unmodified Level I and II behaviors
- Fighting
- Vandalism (minor)
- Use, possession, sale, distribution, and/or being under the influence of tobacco, drugs, drug paraphernalia, and/or alcohol
- Stealing
- Threats to others
- Victimization of any student (Harassment (Sexual, Racial, Ethnic, Religious), Bullying, Cyber-bullying, and/or Hazing)

Disciplinary Procedures

- The student is referred to the principal for appropriate disciplinary action.
- The principal meets with the student and teacher.
- The principal hears the accusation and allows the student the opportunity to explain his/her conduct.
- The principal takes appropriate disciplinary action.
- The principal may refer incident to the Director of Schools and make recommendations for consequences.
- If the student’s program is to be changed, adequate notice shall be given to the student and his/her parent(s)/guardian(s) of the charges against him, his/her right to appear at a hearing, and his/her right to be represented by a person of his/her choosing.
- Any change in school assignment is appealable to the Board.
- The record of offense and disciplinary action shall be maintained by the principal.

Disciplinary Options

- In-school suspension
- Detention
- Corporal punishment
- Restitution from loss, damage, or stolen property
- Out-of-school suspension not to exceed ten (10) days
- Social adjustment classes
• Transfer
• Expulsion

**MISBEHAVIORS: LEVEL IV**

This level of misbehavior includes acts which result in violence to another’s person or property or which pose a threat to the safety of others in the school. These acts are so serious that they usually require administrative actions which result in the immediate removal of the student from the school, the intervention of law enforcement authorities, and/or action by the Board.

If a student’s action poses a threat to the safety of others in the school, a teacher, principal, school employee, or school bus driver may use reasonable force when necessary to prevent bodily harm or death to another person.

*Examples (not an exclusive listing)*

• Continuation of unmodified Level I, II, and III behaviors
• Death threat (hit list)
• Extortion
• Bomb threat
• Possession/use/transfer of dangerous weapons*
• Assault that results in bodily injury upon any teacher, principal, administrator, any other employee of the school, or a school resource officer*
• Aggravated assault*
• Vandalism
• Theft/possession/sale of stolen property
• Arson
• Possession of unauthorized substances (i.e. any controlled substance, controlled substance analogue, or legend drug)*
• Use/transfer of unauthorized substances
• Victimization of any student (Harassment (Sexual, Racial, Ethnic, Religious), Bullying, Cyber-bullying, and/or Hazing)
• Electronic threat to cause bodily injury or death to another student or school employee*

**Disciplinary Procedures**

• The principal confers with appropriate staff members and with the student.
• The principal hears the accusations and allows the student the opportunity to explain his/her conduct.
• The parent(s)/guardian(s) are notified.
• Law enforcement officials are contacted.
• The incident is reported, and recommendations are made to the Director of Schools.
• Complete and accurate reports are submitted to the Director of Schools.
• The student is given a hearing before the disciplinary hearing authority.
Disciplinary Options

- Expulsion
- Alternative schools
- Other hearing authority or Board action which results in appropriate placement

* Zero tolerance offenses
In order to ensure a safe and secure learning environment, the following offenses shall not be tolerated:

**WEAPONS & DANGEROUS INSTRUMENTS**

Students shall not possess, handle, transmit, use, or attempt to use any dangerous weapon on school buses, on school property, or while on school sponsored outings.¹

Dangerous weapons for the purposes of this policy shall include, but are not limited to, a firearm or anything manifestly designed, made, or adapted for the purpose of inflicting death or serious bodily injury or anything that in the manner of its use or intended use is capable of causing death or serious bodily injury.²

Violators of this section shall be subject to suspension and/or expulsion from school.

*Firearms*³

In accordance with state law, any student who brings to school or is in unauthorized possession of a firearm on school property shall be expelled for a period of not less than one (1) calendar year. The Director of Schools shall have the authority to modify this expulsion requirement on a case-by-case basis.⁴

**DRUGS**

In accordance with state law, any student who unlawfully possesses any drug, including any controlled substance, controlled substance analogue, or legend drug on school grounds or at a school-sponsored event, shall be expelled for a period of not less than one (1) calendar year. The Director of Schools shall have the authority to modify this expulsion requirement on a case-by-case basis.⁴

**ASSAULT**

In accordance with state law, any student who commits aggravated assault⁵ or commits assault that results in bodily injury⁶ upon any teacher, principal, administrator, any other employee of the school, or school resource officer shall be expelled for a period of not less than one (1) calendar year. The Director of Schools shall have the authority to modify this expulsion requirement on a case-by-case basis.⁴
1 ELECTRONIC THREATS

In accordance with state law, any student who transmits by an electronic device any communication containing a credible threat to cause bodily injury or death to another student or school employee and the transmission of such threat creates actual disruptive activity at the school that requires administrative intervention shall be expelled for a period of not less than one (1) calendar year. The Director of Schools shall have the authority to modify this expulsion requirement on a case-by-case basis.⁴

8 NOTIFICATION

When it is determined that a student has violated this policy, the principal of the school shall notify the student’s parent(s)/guardian(s) and the criminal justice or juvenile delinquency system as required by law.⁷

Legal References
1. TCA 39-17-1309
2. TCA 39-11-106(a)(5)
3. 18 USCA § 921; 20 USCA § 7961(b)(3)
4. TCA 49-6-4216(b); TCA 49-6-3401(g)
5. TCA 39-13-102
6. TCA 39-13-101(a)(1); Public Acts 2018, Chapter No. 958
7. TCA 49-6-4209; TCA 39-17-1312

Cross References
Code of Conduct 6.300
Drug-Free Schools 6.307
Suspension/Expulsion/Remand 6.316
Corporal Punishment

1. Corporal punishment shall not be used as a disciplinary measure in any school.¹

2. The Director of Schools shall be responsible for developing and implementing in-service training programs for teachers and staff in the use of alternative, positive measures of discipline.

Legal References

1. TCA 49-6-4104

Cross References

Code of Behavior and Discipline 6.300
Student Records 6.600
REPORTING

All personnel shall be alert for any evidence of child abuse, sexual abuse, or neglect. 1 If personnel know or have reasonable cause to suspect abuse or neglect, a report shall be filed immediately. Reports shall be made to the judge having juvenile jurisdiction, to the county office of the Department of Children's Services (DCS), to the sheriff of the county where the child resides, or to the office of the chief law-enforcement official where the child resides. 2

The report shall include, to the extent known by the reporter: 3

1. The name, address, telephone number, and age of the child;
2. The name, telephone number, and address of the parents or persons having custody of the child;
3. The nature and extent of the abuse or neglect; and
4. Any evidence to the cause or any other information that may relate to the cause or extent of the abuse or neglect.

The identity of the person reporting shall remain confidential except when the juvenile court determines otherwise. 4

Notice that a report was filed, and any other information relevant to the wellbeing of the child, shall be verbally provided to the parent(s)/guardian(s) within twenty-four (24) hours of filing. This notice shall be made in coordination with DCS. Notice shall not be provided if there is reasonable cause to believe that the parent or legal guardian may be the perpetrator or in any way responsible for abuse. 5

The Director of Schools/designee shall develop reporting procedures, including sample indicators of abuse and neglect, and shall disseminate the procedures to all school personnel. 6

INVESTIGATIONS

School administrators and employees have a duty to cooperate, provide assistance, and information in child abuse investigations 7 including permitting child abuse review teams to conduct interviews while the child is at school. The principal may control the time, place, and circumstances of the interview but may not insist that a school employee be present even if the suspected abuser is a school employee or another student. The principal is not in violation of any laws by failing to inform parents that the child is to be interviewed even if the suspected abuser is not a member of the child's household. 8
Legal References

1. TCA 37-1-403(a)(1); TCA 37-1-412; TCA 37-1-602; TCA 37-1-605
2. TCA 37-1-403(a)(2)
3. TCA 37-1-403(b); TCA 49-6-1601(b)
4. TCA 37-1-409(a)(1)
5. TCA 37-1-605(d); TCA 49-6-1601
6. TRR/MS 0520-01-03-.08(2)(e)
7. TCA 37-1-611(b)

Cross References

Recommendations and File Transfers 5.203
Staff-Student Relations 5.610
Interrogations and Searches 6.303
Student Discrimination, Harassment, Bullying, Cyber-bullying, and Intimidation 6.304
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Academic Achievement

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Testing and Evaluation

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Controversial Issues and Materials

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The board approves the following instructional goals for students:

- To acquire the knowledge and attitude necessary to achieve and maintain good physical and mental health;
- To provide every student with the foundation of knowledge, skills, and character necessary to excel in higher education, work, and life;
- To develop the skills necessary to function as a self-directed person;
- To develop the capacity to cope with change through an understanding of the arts, humanities, and scientific processes;
- To know the principles involved in making moral and ethical choices;
- To develop the basic skills of reading, writing, computation, spelling, speaking, and problem solving;
- To develop a positive attitude toward the lifelong endeavor of learning;
- To learn to identify personal talents and interests, make appropriate career choices, and develop career skills;
- To acquire knowledge and to develop skills in the management of personal and public resources necessary for meeting obligations to self, family, and society;
- To learn to act in a responsible manner;
- To learn of the rights and responsibilities of citizens of the community, state, nation, and world; and
- To learn to understand, respect, and interact with people of different cultures, generations, and races.

Cross References

School District Goals  1.700
Under the leadership and direction of the executive officer of the Department of Curriculum and Instruction, a unified curriculum shall be adopted for the school system in each subject area for grades K-12 and presented to the board for adoption.¹,²

Teachers in each school shall participate in the system wide development of the curriculum in their appropriate subject areas.

The curriculum will be revised and updated regularly through in-service programs and curriculum planning sessions with changes subject to approval by the board.

At least one copy of the complete curriculum shall be made available at each school as well electronically. Teachers shall be given a personal copy of the portion which pertains to their area of teaching. New teachers shall be given an appropriate copy and briefed on its content in relation to the total curriculum.

Experimentation with newer concepts of curriculum design, scheduling, and instructional techniques is encouraged but must have prior approval of the principal. An experimental program requires the approval of the director of schools, the board, the Commissioner of Education, and the State Board of Education.²

A course may become a permanent part of the school program after three (3) years of operation upon approval of the State Board of Education.²

**IMPLEMENTATION**

The primary responsibility for ensuring the effective operation of the curricular programs and activities shall be delegated to the director of schools.

The school principals shall be responsible for administering the established instructional programs of their respective schools.

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**Legal References**

1. TCA 49-1-302(a)(1)-(3), (8)
2. TRR/MS 0520-01-03-.05(1)(a); TRR/MS 0520-01-03-.05(2)

**Cross References**

In-Service & Staff Development Opportunities 5.113
The board shall not discriminate on the basis of sex, race, national origin, creed, age, or marital status in its educational programs or activities. Class size ratios shall not exceed the maximum allowed by state law.\(^1\)

Educational materials that are utilized shall reflect the cultural and racial diversity which is present in the United States as well as the variety of careers, roles, and life-styles open to women and men. One of the objectives of the total curriculum and teaching strategies is to reduce stereotyping and to eliminate bias on the basis of sex, race, ethnicity, religion, and disability. The curriculum shall foster respect and appreciation of the cultural diversity found in our country and an awareness of the rights, duties, and responsibilities of each individual as a member of a pluralistic society.\(^2\)

The course of study shall include those subjects and topics required by state and federal laws and regulations.\(^3\)

The board reserves the right to add additional courses and to amend the content of prescribed courses as needed.

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### Legal References

1. TCA 49-1-104; TRR/MS 0520-01-03-03(3)
2. 42 USCA § 12101; 34 CFR § 106.34
3. TCA 49-6-1001 to 1034, 1201-1205, 1301, 1302

### Cross References

- Student Goals 6.100
- Complaints and Grievances 6.305
The board shall provide access to a free appropriate public education to all disabled children ages 3-21, inclusive, residing within the jurisdiction of the school system. The plan for implementation of appropriate instruction and special education services shall be in accordance with the current Rules, Regulations, and Minimum Standards of the State Board of Education,¹ and state² and federal³ law.

The board shall develop and periodically update a local plan for providing special education services for disabled students. Specifically, the board shall ensure the following:

1. All disabled children living within the school system receive a free and appropriate public education and the services to meet their unique needs; and

2. The rights of disabled children and their parents are protected.

The plan shall seek to accomplish the following objectives:

1. To carry out a comprehensive screening and assessment plan emphasizing the early identification and evaluation of disabled students.

2. To use the Individual Education Program Team (IEP-Team) for reviewing assessment, formulating programming, and determining placement for every disabled student, including review of proposed suspensions when appropriate, in accordance with the State Board of Education Rules, Regulations, and Minimum Standards;

3. To ensure that placements are made to educate disabled children with non-disabled to the extent appropriate and with age-appropriate peers;

4. To provide each disabled child with an individual educational program (IEP) specifically designed to meet his/her unique needs;

5. To provide continuing evaluation of each disabled child’s progress, including at least annual review of each IEP and complete re-evaluation at least every three (3) years;

6. To ensure that procedural safeguards required by state and federal laws are adhered to; and

7. To involve parents of disabled children in a meaningful dialogue with school personnel which will begin with an initial referral and continue throughout the student’s educational career.
1. TRR/MS 0520-01-09
2. TCA 49-10-101 et seq.
3. Education of Individuals with Disabilities, 20 U.S. C. Sections 1400-1485; Section 504 of the Rehabilitation Act of 1973 (Note: Section 504 of the Rehabilitation Act of 1973 has been interpreted by the courts to protect individuals with contagious diseases.)

Cross References
Special Education Students 6.500
ADVANCED COLLEGE PLACEMENT

An academically gifted high school student may complete the twelfth grade through enrollment in an institution of higher education or the participation in the course of an institution of higher education. Upon completing college level courses, the student shall earn credit for the corresponding courses of his/her senior year of high school.¹

The director of schools shall develop procedures to ensure that building principals and guidance counselors are aware of this policy and are promoting the educational opportunities it provides.

ENROLLMENT IN COLLEGE LEVEL COURSES

Students in the 11th or 12th grades who are in good standing may earn high school credit by enrolling in college level courses which are conducted at times other than the regular school day at an institution of higher education.² Written approval by the principal shall be required before enrollment.

Credit may only be earned for courses which are not offered at the student's school.

Grades earned in such college level courses may be used to determine class rank, grade point average, and class valedictorian or salutatorian, provided the grading scale used by the college corresponds with the grading scale of the school system.

The board shall not be responsible for transportation to and from the college or for payment of tuition.

CORRESPONDENCE COURSES³

High school students may earn, through correspondence, a maximum of three (3) units of academic credit to be applied toward graduation requirements. Only two (2) units may be earned during any one (1) school year. Only courses offered by agencies and institutions recognized by the board shall be accepted. The approval of the principal/designee shall be obtained before the course is taken. The principal/designee and the student shall agree on a reasonable date for completion of the correspondence course(s). The student shall not receive credit if the course is not completed by the agreed date. An official record of the final grade must be received by the school before a diploma may be issued to the student. Students and/or their parents/guardians shall pay for approved correspondence courses the student chooses to take.

VIRTUAL/ON-LINE COURSES

High school students may also earn a maximum of three (3) units of academic credit to be applied toward graduation requirements by completing online courses offered through agencies or institutions approved
by the board. Credit from these online or virtual courses may be earned only in the following circumstances:

1. The course is not offered at the high school or although the course is offered at the high school, the student has an unavoidable scheduling conflict;

2. The course will serve as a supplement to extend homebound instruction;

3. The student has been expelled from a regular school setting, but educational services are to be continued; or

4. The principal, with agreement from the student's teachers and parents/guardians, determines the student requires a differentiated or accelerated learning environment.

The express approval of the principal/designee shall be obtained before a student enrolls in a virtual course. The school must receive an official record of the final grade before credit toward graduation will be recognized.

Through a supervision plan, the school shall be responsible for providing appropriate supervision and monitoring of students taking virtual courses.

Legal References

1. TRR/MS 0520-01-03-.06(4)(a)
2. TRR/MS 0520-1-3-.06(4)(b)
3. TRR/MS 0520-1-3-.03(8)
Summer schools shall be organized and operated as a part of the public school program and shall comply with rules and regulations of the State Board of Education.¹

On an annual basis, the director of schools shall recommend a summer school program which must be approved by the board. This recommendation shall consist of the courses to be offered, those students who are eligible to attend, attendance requirements, and other relevant information of the program.

The board may adopt tuition rates for those students attending a summer school program.²

Legal References

1. TRR/MS 0520-01-03-.03(7)(a)
2. TCA 49-6-3003
1 REMEDIAL INSTRUCTION

2 The remedial program shall concentrate mainly on improvement of reading and math skills for the most
3 educationally needy students. Various materials shall be used to supplement the work being done in the
4 classroom.

5 Instructional assistants shall assist students in reading and math and work under the direction of the
6 classroom teacher.

7 HOMEBOUND INSTRUCTION

8 The Homebound Instruction Program is for students who because of health impairments, are unable to
9 attend the regular instructional program.

10 To qualify for the Homebound Program, a student must have a health impairment of sufficient
11 seriousness as to anticipate that the student will be absent for a minimum of five (5) consecutive school
12 days. The student must be certified by a physician as being health-impaired and unable to attend the
13 regular instructional program. The services provided the homebound student should reflect capabilities
14 and be determined by the homebound instructor, after consultation with appropriate professional staff
15 of the student’s assigned school.

16 HOMEBOUND PROGRAM FOR PREGNANT STUDENTS

17 The homebound instruction program for pregnant students shall consist of three (3) hours of instruction
18 per week for a period of six (6) weeks.

19 The student’s physician shall recommend, in writing, the six (6) week period for which the student shall
20 be eligible for homebound instruction.

21 A homebound instruction program for longer than the six (6) week period shall only be provided to a
22 student who is certified in writing by her physician as having health complications arising from the
23 pregnancy that prevent her from returning to regular classes.
Legal References

1. TCA 49-10-1102
2. TRR/MS 0520-01-02-10
If the inability to speak and understand the English language excludes a student from effective participation in the educational programs offered by the district, the district shall take reasonable actions to provide the student equal access to its programs. Students who are English learners (“EL”) shall be identified, assessed, and provided appropriate services. No child shall be admitted to or excluded from any program or extra-curricular activity based on the student’s surname or EL status.¹

The director of schools shall evaluate the effectiveness of the district’s language assistance programs to ensure EL students will acquire English proficiency and the ability to participate in the standard instructional program within a reasonable period of time.

**ENGLISH LANGUAGE INSTRUCTION PROGRAM**

The board directs the administration to develop and implement language instruction programs that:²

1. Appropriately identify EL students in a timely, valid, and reliable manner.
2. Determine the appropriate instructional environment for EL students.
3. Provide EL students with a language assistance program that is educationally sound and proven successful.
4. Annually assess the English proficiency of EL students and monitor the progress of students in order to determine their readiness for standard instructional program.
5. Monitor the progress of students that have exited the EL program.

**PARENTAL NOTIFICATION³**

Parents of EL students shall be given notice of, and information regarding, the instructional program within the first thirty (30) days of the school year, or within the first two weeks of a student being placed in a language instruction educational program (LIEP). At a minimum, the notice will include the following:³

1. The reason for identifying the child as an EL student;
2. The child’s level of English language proficiency, including how the level was assessed, and the status of the child’s academic achievement;
3. Methods of instruction used in the program, methods of instruction in other available programs, and how they differ;

4. How the program meets the educational strengths and needs of the student, and how the program will help the student reach English language proficiency and meet academic standards;

5. Program exit requirements, rate of transition to a standard instructional program classroom, and expected rate of high school graduation;

6. How the program meets the goals of an EL student with an IEP; and

7. Information on the parents’ right to withdraw the student from the program or choose another program or method of instruction if available.

Parental involvement will be encouraged and parents will be regularly apprised of their child's progress.4

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Legal References

1. Elementary and Secondary Education Act, as amended by ESSA (Pub. L. 114-95), § 1112(e)(3)(D)

2. Elementary and Secondary Education Act, as amended by ESSA (Pub. L. 114-95), § 3113(b)(3)(B)

3. Elementary and Secondary Education Act, as amended by ESSA (Pub. L. 114-95), § 1112(e)(3)(A)

4. Elementary and Secondary Education Act, as amended by ESSA (Pub. L. 114-95), § 1112(e)(3)(C)
An Adult Education Program shall be provided to enable students and out-of-school youth who are seventeen (17) years of age and over to meet high school graduation requirements and receive a high school diploma.¹

The director of schools shall appoint a member of the staff to coordinate, plan and develop the program. Written parental permission and the approval of the coordinator are required for those students under 18 years of age.

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Legal References

1. TCA 49-6-409; TRR/MS 0520-01-02-.05
MNPS Virtual School\(^1\) is a nontraditional K-12 public school within the Metropolitan Nashville Public Schools (MNPS) district with courses taught by highly qualified, certified MNPS teachers. To deliver instruction, teachers facilitate teaching and learning via the district’s learning management system (LMS) and other innovative instructional technologies. All courses are aligned with the district’s instructional goals and Tennessee’s academic standards, curriculum frameworks, and assessments.

Courses are accredited and approved by the Tennessee Department of Education and Tennessee State Board of Education. As a public school, Virtual School also falls under the accountability system for Tennessee schools, thereby, being responsible for raising overall achievement and closing gaps between student subgroups. Further, Virtual School participates in the school improvement planning (SIP) process ensuring a culture of continuous improvement around virtual teaching and learning.

Virtual School courses are free for Davidson County students meeting the eligibility requirements with students able to enroll on either a full or part-time basis. Students who choose to take Virtual School courses above and beyond a full course load are required to pay tuition for the additional courses. Enrollment for out-of-county students is also offered based upon availability for those students meeting the eligibility requirements and consistent with the procedures contained herewith. Virtual School courses are for first-time credit and, in most cases, not offered for course retake.

### ENROLLMENT

To determine eligibility, a student applying for full or part-time enrollment should meet with the counselor at their school of primary enrollment to establish whether Virtual School will best serve the student’s individual learning needs. If the student meets eligibility requirements and virtual learning will best serve the learner’s needs, the student then completes an online registration form for Virtual School. When the learner does not meet the eligibility requirements, those requirements may be appealed consistent with the guidance contained herewith. Upon reviewing the student’s application, Virtual School will notify the school of primary enrollment, student, and parent/guardian whether the enrollment request has been approved. Full-time enrollment requires a few additional steps before the learner is allowed to enroll on a full-time basis.

The director of schools shall establish procedures regarding the implementation of the virtual school.

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Legal References

1. TRR/MS 0520-01-03-.03(12)
GENERAL

1. The primary focus of course recovery is to allow students the opportunity to earn credit for a course previously failed. The director of schools shall ensure that credit recovery facilitators receive training regarding course organization, online instruction management, and related technology.

2. A student may recover credit through MNPS electronic credit recovery curriculum or through MNPS Virtual School. If a student has written, pre-approval from the school principal, a student may use credit recovery through an outside, accredited institution. Students may only recover one failed course at a time. The failed course must be successfully completed prior to starting a new credit recovery course.

3. Credit recovery teachers shall comply with all State Board of Education certification requirements.

ADMISSION AND REMOVAL

1. No student shall be admitted to or otherwise enrolled in credit recovery courses unless:

   1. The student’s parent/guardian gives written consent for the student to enroll in the proposed credit recovery course. Parents/guardians should be informed that not all postsecondary institutions will accept credit recovery courses for credit and that the NCAA Clearinghouse will not accept credit recovery courses for credit; and

   2. The student has previously taken an initial, non-credit recovery section of the proposed course and received a grade of at least fifty percent (50%). Students who receive a grade of below fifty percent (50%) in the non-credit recovery section of the course must re-take the course.

2. Upon approval by the principal or designee, the school counselor will enroll the student in the appropriate course and will notify the appropriate teacher that the student has been enrolled.

   If a student is seeking to recover credit for the first semester of a two-semester course, the student may not receive the full credit for the course until he/she has enrolled in and passed the second semester of the course and taken any applicable End of Course examinations.

The board shall track students enrolled in credit recovery courses as directed by the Tennessee Department of Education.
INSTRUCTION AND CONTENT

Credit recovery teachers shall work closely with credit recovery facilitators to correlate class content and instruction. The teacher of record will determine which standards/modules each student must complete as a requirement to recover credit.

The director of schools shall ensure that all credit recovery courses:

1. Align with Tennessee’s current academic standards for the relevant course content area, as approved by the State Board of Education; and

2. Differentiate instruction to address individual student growth needs based on diagnostic assessment or End of Course data.

Students in credit recovery programs shall:

1. Complete a course skill-specific diagnostic to determine skill-specific goals;

2. Meet individual skill-specific goals in a flexible time frame as established by identified student need; and

3. Master all individualized skill-specific goals as established by the diagnostic process in order to earn credit.

GRADES

All students must complete a summative test covering the semester/year with at least 70% mastery. Students passing credit recovery shall receive a grade of seventy percent (70%).

Grades awarded in credit recovery courses shall adhere to the State Board of Education’s Uniform Grading Policy.

Within five school days of completing the course, the teacher will generate a comprehensive report of the student’s performance including a complete list of lesson assignments, grade earned for each lesson, summative test score and the final grade. One copy will be kept on file by the teacher, and a second copy will be provided to the school counselor. Within five days of receipt, the school counselor will backfill the student’s transcript with the appropriate course code.

Students are not permitted to take first time credit through a MNPS electronic course recovery system without written prior approval by the Executive Director of School Counseling and/or the Executive Officer for High Schools. Students enrolled in a Simon Youth Foundation Academy, Cohn School, or Adult High School may use an electronic credit recovery system for first time credit.
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<td>1. SBOE Policy 2.103(7)(b)</td>
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<td>2. SBOE Policy 2.103(7)(a)</td>
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<td>3. SBOE Policy 2.103(7)(c)</td>
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Students shall have access to a system of structured work-based learning (WBL) experiences that allow them to apply classroom theories to practical problems as well as explore career options.

The director of schools shall develop administrative procedures to govern the efficient administration of the WBL program. Such procedures shall include, among other things, a process for evaluation and assessment of the program to ensure that it is of high quality and meets the needs of students.¹

Legal References

1. State Board of Education Policy 2.103; TCA 49-7-1205
Career and Technical Education (CTE) provides a sequence of courses for students in grades 9-12 to gain knowledge and skills in career programs by integrating academics with technical skills. Students who graduate with a concentration in a CTE program are prepared for both post-secondary institutions and/or the workplace. A concentration is three credits in a focused, sequential program of study.

STANDARDS

All CTE programs are funded primarily with federal Carl D. Perkins funds, and programs must meet quality standards determined by the director of schools.

Legal References

1. TCA 49-11-104

Cross References
The system will maintain a program of family life education which conforms to guidelines established by the State Board of Education.¹

A parent who chooses not to have a student participate in the family life education program shall submit such request in writing to the principal. A student who is excused from family life instruction shall be assigned alternative activities and shall not be penalized academically.

The goals of instruction for the family life education program shall be to:²

1. Provide accurate information about human reproduction, including conception, birth, and prenatal care, with specific emphasis on the family unit and the responsibilities and consequences relating to sexual activity;
2. Adapt this information to the age and grade level of students;
3. Promote, encourage and increase communication between parents and students;
4. Increase decision-making skills;
5. Offer information that will help students act responsibly; and
6. Enhance and develop the student's self-esteem.

Within these goals and at appropriate age and grade levels, the information presented will include:

1. Anatomy, physiology, and psychology of adolescence and sexual growth;
2. Marriage and responsibilities of family life;
3. Responsibilities of parents and child care;
4. Legal aspects of sexual conduct;
5. Self-respect, self-control, and individual differences among people;
6. Community resources; and
7. Pregnancy and childbirth.

Instruction on family life education shall emphasize that abstinence from sexual relations is the only method of protection that is 100% effective. Personnel involved in instruction regarding human sexuality will conduct such instruction with maturity and discretion. Personnel providing family life instruction shall receive training prior to presenting such instruction.

Legal References

1. TCA 49-6-1302
2. TCA 49-6-1301
The following guidelines shall be followed in administering school-sponsored extracurricular activities:

1. The board shall initially approve each extracurricular activity to ensure proper support and supervision.
2. Each student activity must be under the guidance and direction of a certified staff member.
3. All extracurricular activities and clubs must have the approval of the principal.
4. Student activities occurring before or after regularly scheduled school hours must be under the supervision of the principal or his/her designee.
5. Secret organizations shall not be operated in any school.
6. A student shall not be required to attend an extracurricular activity that is scheduled at a time which conflicts with his/her religious practices.
7. Extracurricular activities during vacation periods shall be restricted to regularly scheduled athletic programs and major events which cannot be scheduled otherwise.
8. Student groups shall not participate in state or national activities which are not listed as approved activities by a regional accrediting association or the state and national principals' associations without the approval of the director of schools.
9. A student on out-of-school suspension shall not be permitted to participate in extracurricular activities.
10. Activities which restrict participation because of race, color, religion, sex, disabilities, or national origin are strictly forbidden.¹

Legal References

1. 20 USC § 1703

Cross References

Special Use of School Vehicles 3.402
Interscholastic Athletics 4.301
Field Trips and Excursions 4.302
No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be
treated differently from another person, or otherwise be discriminated against in any athletic program of
the school. Equal athletic opportunities shall be provided for members of both sexes.¹

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

Bylaws of the Tennessee Secondary School Athletic Association shall regulate the operation and control
of athletics.²

In the event that the school’s insurance provider does not extend coverage to an athlete, that athlete must
provide proof of independently secured catastrophic coverage and liability coverage, with the school
system as a named insured, of not less than the limits set forth in TCA § 29-20-403.

Prior to participation in interscholastic athletics, every student must complete an annual physical
examination.³ The parents/guardians of each student shall be responsible for covering the cost of the
examination, and these records shall be on file in the principal’s office. It shall be the responsibility of
the parent(s) or guardian(s) to provide health and hospitalization insurance for all students participating
in interscholastic athletics.

No principal or teacher of any school under the control of the board shall dismiss his/her school or any
group of students for the purpose of attending the practice of any interscholastic sport during the school
day without written permission from the board. This does not prevent the inclusion of regular physical
training lessons in the daily school program.⁴

Students shall not be required to attend a school athletic event, or event related to participation on a
school athletic team, if the event is on an official school holiday, observed day of worship, or religious
holiday. The student’s parent or legal guardian shall notify the coach in writing three (3) full school days
prior to the event.⁵

Coaches, employees, and volunteers of the school district shall not encourage, permit, condone, or
tolerate hazing activities.⁶
Legal References

1. 34 CFR § 106.41
2. TRR/MS 0520-01-02-.08(1)
3. TRR/MS 0520-01-03-.08(2)(b)
4. TCA 49-6-1002
6. TCA 49-2-120

Cross References

Attendance 6.200
Student Insurance Program 3.601
The board encourages field trips and excursions when the experiences are an integral part of the school curriculum and contribute to the Board's desired educational goals.

The director of schools shall develop forms and procedures for submitting, reviewing, and approving requests for field trips. Any request for a field trip, excursion, or competition which requires students to travel out of state or stay overnight requires prior board approval.

Cross References

Special Use of School Vehicles 3.402
Attendance 6.200
All classrooms and learning centers, including but not limited to library media collections, shall be equipped with the instructional materials needed to provide quality learning experiences for students.

The director of schools or his/her designee shall establish procedures for the library information specialist to implement when developing the school library media center collection.

The board seeks to provide a wide range of instructional materials that cover all levels of difficulty, generate critical thinking, and support the educational programs. The director of schools shall develop procedures to review and reconsider instructional materials that are allegedly inappropriate.

A list of instructional materials shall be revised annually by building administrators under the direction of the director of schools.

Upon request, parents/guardians shall have the ability to inspect the following items: instructional materials; teaching materials; teaching aids; handouts; and tests that are developed by and graded by their child’s teacher. The director of schools shall develop procedures for the inspection of materials and distribute these procedures to each principal.\(^1\)

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Legal References

1. 20 USCS § 1232h; 34 C.F.R. §98.3; TCA 49-6-7003
The selection of textbooks shall be completed according to the laws and policies required by the State of Tennessee and the State Textbook Commission. The responsibility for textbook selection rests with the local textbook selection committees subject to approval by the board. The director of schools shall establish a procedure for providing citizens of the community with an opportunity to examine proposed textbooks prior to their final adoption, including public notice of time and location at which textbooks may be examined. Once the proposed textbooks have been approved by the board, the director of schools shall post the list of all approved textbooks and instructional materials on the school system’s website and send a copy of the list to the commissioner of education.

The director of schools shall develop forms and procedures to enable citizens to file complaints regarding the selection or content of approved textbooks. Following the conclusion of this administrative process, a complainant may appeal an outcome to the board.

The director of schools shall designate an employee to be responsible for the purchase and distribution of textbooks in each school. The principal shall be responsible for seeing that each student has access to the distributed textbooks at no cost to the student.

Textbooks are property of the board and shall be returned at the end of the school year, upon completion of the course or upon withdrawal from a course or school. Parents are to sign an agreement stating they shall be responsible for the textbooks received and used by their children.

The following reimbursement schedule shall be used as a guide for collecting fines for lost or destroyed books:

<table>
<thead>
<tr>
<th>Age of Book</th>
<th>Amount Collected</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 2 years</td>
<td>100% of replacement cost</td>
</tr>
<tr>
<td>3 - 4 years</td>
<td>75% of replacement cost</td>
</tr>
<tr>
<td>5 or more years</td>
<td>50% of replacement cost</td>
</tr>
</tbody>
</table>

The Board shall approve and periodically review a schedule of fines for damaged books. In cases where the book is damaged to the extent it is no longer useable, the amount collected shall conform to the
reimbursement schedule for lost books. A fine may only be assessed in cases where the pupil or parent damages, loses or defaces the textbook either through willful intent or neglect.\textsuperscript{4}

Following an interview with parties and an investigation, if needed, the principal may assess the appropriate fine and notify the parents in writing.

The principal may include with the notice a provision stating that failure to pay the fine imposed within a reasonable time may result in the imposition of one of the following sanctions:\textsuperscript{3}

1. Refusal to issue any additional textbooks until restitution is made;
2. Withholding of all grade cards, diplomas, certificates of progress, or transcripts until restitution is made;
3. Not allowing the pupil to take interim or final examinations or to earn course credit in the course for which the textbook is prescribed until restitution is made; or
4. Reducing the pupil's grade in the course for which the textbook is prescribed by one (1) letter grade or ten (10) percentage points until restitution is made.

The principal may waive the assessment of fines when in his/her judgment the student is the victim of uncontrollable circumstances and not responsible for the damages.

INSPECTION

A list of textbooks used by the schools shall be revised annually by building administrators under the direction of the director of schools. Textbooks shall be available for inspection by parents/guardians upon request, and the director of schools shall develop procedures for the inspection of materials and distribute these procedures to each principal.\textsuperscript{5}

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Legal References

1. TCA 49-6-2207(c), (e)-(f); TCA 49-6-2202(d)
2. 20 USCS § 1232h(a); TCA 49-6-7003
3. TCA 49-3-310(1)(B)
4. TCA 49-3-310(1)(C)
5. 20 USCA § 1232h(a); TCA 49-6-7003

Cross References

Surplus Property Sales 2.403
Reconsideration of Instructional Materials 4.403
Controversial Materials 4.801
Student Fees and Fines 6.709
The board supports principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States and expressed in the Library Bill of Rights of the American Library Association.

Because opinions differ, there may be questions concerning some instructional and library materials despite the quality of the selection process. If a complaint is made, the following procedure is to be followed:

1. Inform the complainant of the selection procedures and make no commitments.
2. Request the complainant to submit a formal Request for Reconsideration of Instructional Materials.
3. Inform the principal (and other appropriate personnel).
4. Keep challenged materials available for use during the reconsideration process.
5. Upon receipt of the completed form, the principal requests review of the challenged materials by an ad hoc materials review committee within fifteen (15) working days, and notifies the appropriate supervisor and the director of schools that such review is being done. The review committee is appointed by the principal, and includes certified library media personnel, representatives from classroom teachers, one or more parents, and may include one or more students.
6. The review committee shall take the following steps after receiving the challenged materials:
   a. Read, view, or listen to the material in its entirety;
   b. Check general acceptance of the material by reading recognized and evaluative reviews;
   c. Determine the extent to which the material supports the curriculum;
   d. Complete the appropriate Checklist for Reconsideration of Instructional Materials, judging the material for its strength and value; and
   e. Present recommendation to principal for further action and to the director of schools for purposes of information.
7. If the complainant desires further action after receiving the recommendation of the committee and the decision of the principal, an appeal may be made to the board.
Legal References

In order to define the fair and reasonable use of copyrighted work for educational purposes without the permission of the copyright owner and to reduce the risk of copyright infringement, all district staff shall adhere to the provisions of the federal copyright law and maintain the highest ethical standards in the use of copyrighted materials.¹

District employees shall be notified that willful infringement of the law may result in disciplinary action. Legal support will not be provided to any employee who willfully violates the copyright law and will be held personally liable for damages. Infringement of this law by students is also prohibited and may result in disciplinary action.

In the case of computer software, the ethical and practical problems caused by computer software piracy shall be taught in all computer courses. Computer-related instruction for students and staff shall address the ethical and practical problems caused by software piracy. The director of schools and his/her designee shall be the only individual who may sign license agreements for software for District schools. Each school using licensed software shall have a signed copy of the software agreement.

The director of schools shall establish specific regulations regarding the copying, distribution and use of copyrighted materials for instructional purposes.¹

The principal of each school shall establish practices which will enforce this policy at the school level.

Legal References

1. 17 USCS § 106, 107, 110

Cross References

School and System Websites 4.407
Use of Multimedia 4.408
Intellectual property and materials that are developed by an employee as part of regular employment are the properties of the school system.\textsuperscript{1}

The director of schools shall ensure that employment contracts reference the provisions of this policy.

\textsuperscript{1} Community for Creative Non-Violence v. Reid, 490 U.S. 730 (1989)
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.

**Employees**

Before any employee is allowed use of the district's Internet or intranet access, the employee shall sign a written agreement, developed by the director/designee that sets out the terms and conditions of such use. Any employee who accesses the district's computer system for any purpose agrees to be bound by the terms of that agreement, even if no signed written agreement is on file.

The director of schools shall develop and implement procedures for appropriate Internet use which shall address the following:

1. Development of the Network and Internet Use Agreement.
2. General rules and ethics of Internet access.
3. Guidelines regarding appropriate instruction and oversight of student Internet use.
4. Prohibited and illegal activities, including but not limited to the following:\(^1\)
   - Sending or displaying offensive messages or pictures;
   - Using obscene language;
   - Harassing, insulting, defaming, or attacking others;
   - Damaging computers, computer systems or computer networks;
   - Hacking or attempting unauthorized access to any computer;
   - Violation of copyright laws;
   - Trespassing in another's folders, work, or files;
   - Intentional misuse of resources;
   - Using another's password or other identifier (impersonation);
   - Use of the network for commercial purposes; and
   - Buying or selling on the Internet.

**Students**

The director of schools shall develop and implement procedures for appropriate Internet use by students. Procedures shall address the following:

1. General rules and ethics of Internet use.
2. Prohibited or illegal activities, including, but not limited to:\(^1\)
• Sending or displaying offensive messages or pictures;
• Using obscene language;
• Harassing, insulting, defaming, or attacking others;
• Damaging computers, computer systems or computer networks;
• Hacking or attempting unauthorized access;
• Violation of copyright laws;
• Trespassing in another's folders, work, or files;
• Intentional misuse of resources;
• Using another's password or other identifier (impersonation);
• Use of the network for commercial purposes; and
• Buying or selling on the Internet.

INTERNET SAFETY MEASURES

Internet safety measures shall be implemented that effectively address the following:

• Controlling access by students to inappropriate matter on the Internet and World Wide Web;
• Safety and security of students when they are using electronic mail, chat rooms, and other forms of direct electronic communications;
• Preventing unauthorized access, including "hacking" and other unlawful activities by students on-line;
• Unauthorized disclosure, use and dissemination of personal information regarding students; and
• Restricting students' access to materials harmful to them.

The director of schools/designee shall establish a process to ensure the district's education technology is not used for purposes prohibited by law or for accessing sexually explicit materials. The process shall include, but not be limited to:

• Utilizing technology that blocks or filters Internet access (for both students and adults) to material that is obscene, child pornography or harmful to students;
• Maintaining and securing a usage log; and
• Monitoring on-line activities of students.

The board shall provide reasonable public notice of, and at least one (1) public hearing or meeting to address and communicate, its Internet safety measures.

A written parental consent shall be required prior to the student being granted access to electronic media involving district technological resources. The required permission/agreement form, which shall specify acceptable uses, rules of on-line behavior, access privileges and penalties for policy/procedural violations, must be signed by the parent/legal guardian of minor students (those under 18 years of age) and also by the student. This document shall be executed each year and shall be valid only in the school year in which it was signed unless parent(s) provide written notice that consent is withdrawn. In order to rescind the agreement, the student's parent/guardian (or the student who is at least 18 years old) must provide the director of schools with a written request.
E-MAIL

Users with network access shall not utilize district resources to establish electronic mail accounts through third-party providers or any other nonstandard electronic mail system. All data including e-mail communications stored or transmitted on school system computers shall be monitored. Employees/students have no expectation of privacy with regard to such data. E-mail correspondence may be a public record under the public records law and may be subject to public inspection.

INTERNET SAFETY INSTRUCTION

Students will be given appropriate instruction in internet safety as a part of any instruction utilizing computer resources. The director shall provide adequate in-service instruction on internet safety. Parents and students will be provided with material to raise awareness of the dangers posed by the internet and ways in which the internet may be used safely.

SOCIAL NETWORKING

1. District staff who have a presence on social networking websites are prohibited from posting data, documents, photographs, or inappropriate information that is likely to create a material and substantial disruption of classroom activity.
2. District staff are prohibited from accessing personal social networking sites on school computers or during school hours except for legitimate instructional purposes.
3. The board discourages district staff from socializing with students on social networking websites. The same relationship, exchange, interaction, information, or behavior that would be unacceptable in a non-technological medium is unacceptable when done through the use of technology.

VIOLATIONS

Violations of this policy or a procedure promulgated under its authority shall be handled in accordance with the existing disciplinary procedures of this District.

Legal References

1. TCA 39-14-602
2. Children's Internet Protection Act (Public Law 106-554)
3. TCA 10-7-512
4. TCA 49-1-221

Cross References

Use of Electronic Mail (e-mail) 1.805
School and System Websites 4.407
CONTENT STANDARDS

The board authorizes the creation of school and/or district web pages on the Internet. Only those web pages maintained in accordance with board policy and established procedures shall be recognized as official representations of the district or individual schools. All information on a school or district web page must accurately reflect the mission, goals, policies, program, and activities of the school and district. The web page must have a purpose which falls within at least one of three categories:

1. Support of curriculum and instruction — intended to provide links to Internet resources for students, parents, and staff in the district;

2. Public information — intended to communicate information about the schools and district to students, staff, parents, community and the world at large; and

3. District technology support — intended to provide and respond to instructional and administrative technology needs of students and staff.

All material on a school website shall be either original to the school, in the public domain, or posted with the express permission of its rightful owner. This includes, but is not limited to, text, graphics, pictures, video, sounds, music, characters, logos, and trademarks. Web page publications shall follow all applicable copyright laws and guidelines. The director of communications is responsible for overseeing the overall content of district websites.

Websites developed under contract for the school district or within the scope of employment by district employees are the property of the school district.

PRIVACY STANDARDS

1. Because Internet publications are available to the entire world, special care shall be taken to protect the privacy of students and staff. Web pages may not include personal identifying information regarding a student such as: telephone numbers, addresses, names of other family members, names of friends, e-mail addresses, specific location of a student at any given time, grades or any other academic information. No confidential information shall be published on or linked to the web site.

2. Student work may be published on web pages only with written consent of the student's parent/guardian or the eligible student before each incident of publication. The authoring student shall also sign a copyright consent form.

3. Links to student e-mail accounts are prohibited.
4. Pictures of students may be included only under the following conditions:

a. Individual student pictures may be published on the web site only with written consent of the student's parent/guardian or eligible student. A release form is available in the student parent handbook or through the communications office.

b. Pictures of groups of students involved in a school-related activity may be published without consent; however, the students shall only be identified by the group name.

c. Students shall not be individually identified in pictures unless there is a special reason for doing so, such as recognition for receiving an award. In such cases, the student's parent/guardian or eligible student must give written consent.

ADVERTISING/SPONSORSHIPS

Any use of advertising or sponsorships that appears on a school web site must be approved by the school web administrator, the principal or the director of schools/designee. Guidelines for approval shall be established by the director of schools/designee and must be consistent with the board's policies and guidelines used in other school and district publications.

ADMINISTRATIVE PROCEDURES

The director of schools shall develop administrative procedures for development of web pages including content, quality and consistency standards and shall designate an individual(s) to be responsible for maintaining the official district web page and monitoring all district web page activity. A building principal shall make such designation for an individual school. Schools or departments who wish to publish a web page must identify the webmaster's name, e-mail address and phone number on the web page.

CONCERNS/COMPLAINTS

As with any instructional materials or publication used by or representing the school or district, the building principal or director of schools, respectively, is ultimately responsible for accuracy and appropriateness of the information made available on the web site. Concern about the content of any page(s) created by students or staff should be directed to the building principal or the director of schools' office when related to the district web site. If the concern is not resolved, persons who wish to file a formal complaint shall submit a written request for reconsideration of instructional material.

ACCESSIBILITY STANDARDS

All web-based intranet and internet communications shall be accessible to those who have limited vision and hearing if audio formats are utilized. MNPS adheres to all federal accessibility standards.
<table>
<thead>
<tr>
<th>Monitoring:</th>
<th>Descriptor Term:</th>
<th>Descriptor Code:</th>
<th>Issued Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review: Annually, in November</td>
<td>Use of Multimedia</td>
<td>4.408</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>IM 4.157</td>
<td>01/01/14</td>
</tr>
</tbody>
</table>

1. All multimedia used in the classroom must either be provided by the school or have the prior approval of the principal.

2. Movies, songs or other multimedia may be rented or purchased for use in the classroom for education purposes only. No movie, song or other multimedia will be used in the classroom for entertainment purposes.

Cross References

Use of Copyrighted Materials 4.404
COMMUNITY RESOURCE GUIDES

An inventory of community resource people, agencies and establishments which have potential to enhance teaching and learning shall be maintained for each school to assist in instructional planning.

USE OF COMMUNITY RESOURCE PERSONS

The board recognizes the value of community resource persons in the educational program and authorizes the use of such persons with approval of the principal and the director of schools.
1. All volunteers must be approved by the principal and shall serve under the supervision and direction of the professional personnel of the school to which they are assigned. Volunteers shall assist professional personnel in the performance of their teaching and administrative responsibilities. They may not teach, but they may reinforce skills taught by the professional staff.

2. The principal shall identify appropriate tasks for volunteers and shall be responsible for planning and conducting orientation programs and regular in-service training sessions.

3. Volunteers shall serve without compensation but shall be insured by the board against loss or damage in the performance of their duties.¹

4. The principal shall ensure that appropriate recognition of volunteer services is made annually.

5. The director of schools shall develop procedures to require the appropriate background checks for volunteers who may work closely with students without much or any supervision of district employees.

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LEGAL REFERENCES

1. TCA 29-20-310(e)

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CROSS REFERENCES

Visitors to the School 1.501
GENERAL EXPECTATIONS FOR PARENTAL ENGAGEMENT

The administration of Metropolitan Nashville Public Schools recognizes the value and importance of meaningful family engagement at the school and district level.

The board shall implement the following as required by federal or state laws or regulations:

- The school district shall annually work with parents in evaluating and potentially revising the provisions of this policy in improving the quality of schools. Such an evaluation shall strive to identify any barriers to greater participation by parents (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).

- The school district shall provide the coordination, technical assistance, and other necessary support to assist individual schools with planning and implementing parental involvement activities.

- The school district shall involve parents with the development of required educational or improvement plans.

- The school district shall coordinate and integrate parental involvement strategies with those associated with other federal or state programs.

- The school district shall put into operation activities and procedures for the involvement of parents in all of its schools. Those programs, activities and procedures will be planned and operated with meaningful consultation with parents.

- The school district shall ensure that activities and strategies are implemented to support this policy and included in the district plan.

- The district improvement plan shall include strategies for parental participation in the district's schools which are designed to improve parent and teacher cooperation in such areas as homework, attendance, discipline and higher education opportunities for students.

- The district plan shall include procedures to enable parents to learn about the course of study of their children and have access to all learning materials.

- The district plan shall identify opportunities for parents to participate in and support classroom instruction in the school. Such opportunities include, but are not limited to, organizing fundraising activities, volunteering as a field trip chaperone, assisting in the library, computer lab, or on the playground, offering after-school clubs, and recycling clothes.
• If the school district's plan is not satisfactory to parents, the school district shall submit parental comments regarding the plan to the State Department of Education as required.

• The school district shall ensure Title I schools are in compliance with the Every Student Succeeds Act.

The director shall develop and implement any procedures necessary to accomplish the goals of this policy.

SCHOOL LEVEL POLICY

Each school shall submit to the director and board, for review and comment, its Title I school parent involvement policy, which must meet state and federal requirements, including a school-parent compact. This school level policy shall be developed jointly with and distributed to parents of participating students. A copy of these documents shall be retained in the district office and made available on the school's (if applicable) and school system's website.

SUPPORT FOR PROGRAM

If the Title I allocation is $500,000 or more to the school system, then at least one per cent (1%) of that allocation shall be reserved for the purpose of promoting parent involvement. Parents of students participating in the Title I programs shall be consulted on the use of these funds.

FAMILY-SCHOOL PARTNERSHIPS

Families and community members should be engaged in the education of students based on the following standards:

• Families are welcomed into the school community;

• Families and school staff should engage in regular and meaningful communication about student learning;

• Families and school staff work together to support student learning and development;

• Families are informed and encouraged to be advocates for students;

• Families are full partners in the decisions that affect children and families; and

• Community, civic, and business resources are made available to strengthen school programs, family practices, and student learning.

Legal References


2. TCA 49-6-7001
The director of schools shall develop an administrative procedure to establish a system of grading and assessment for evaluating and recording student progress and to measure student performance in conjunction with board-adopted content standards for grades K-8.¹ The grading/assessment system shall follow all applicable statutes and rules and regulations of the State Board of Education. The grading/assessment system shall be uniform district-wide at comparable grade levels, except that the director of schools shall have the authority to establish and operate ungraded and/or unstructured classes in grades K-3 according to state rules and regulations.²

The director of schools shall submit a copy of the grading, reporting and assessment systems to the board before the system is implemented.³ These guidelines shall be communicated annually to students and parents/guardians.¹

Conduct grades are based on behavior and shall not be deducted from scholastic grades.

**GRADING SYSTEM: GRADES NINE - TWELVE (9-12)¹**

Schools teaching grades nine through twelve shall use the uniform grading system established by the State Board of Education. Using the uniform grading system, students’ grades shall be reported for the purposes of application for post-secondary financial assistance administered by the Tennessee Student Assistance Corporation.

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

- A (93-100)
- B (85-92)
- C (75-84)
- D (70-74)
- F (0-69)

This grading system shall be uniform throughout the school system for each grade.

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

- Honors Courses – three (3) percentage points;
- Local and Statewide Dual Credit, Capstone Industry Certification Aligned, and Dual Enrollment Courses – four (4) percentage points; and
• Advanced Placement, Cambridge International, College Level Exam Program (CLEP), and International Baccalaureate Courses – five (5) percentage points.

CALCULATION OF GPA (GRADE POINT AVERAGE)

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

LOTTERY/HOPE SCHOLARSHIPS

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

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

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

LOTTERY SCHOLARSHIP DAY

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

Legal References

1. TRR/MS 0520-01-03-.05(3), SBOE Policy 3.301
2. TCA 49-1-302(e)(2), (g)
3. TCA 49-2-203(b)(7)
4. TCA 49-4-904, 907
5. TCA 49-4-932(f)
REPORT CARDS

Student progress reports shall be provided at least once every four and a half (4.5) weeks during the school year. The reporting procedure shall be in writing and shall be uniform for all reporting periods during each school year. Each report shall be signed by the parents and returned promptly to the school.

Student progress reports shall indicate the students’ conduct and include information on attendance, academic progress and other information necessary to communicate effectively with the parents.

In addition to the regular progress reports, principals and teachers are encouraged to confer with parents on the educational progress of their children. Teachers shall consult with parents of students who are working at an unsatisfactory level or whose performance shows a sudden deterioration. Parents shall be notified by the teacher as early in the school year as possible if the retention of a student is being considered.

PARENT CONFERENCES

At least two (2) times during the school year, conferences shall be scheduled in which parents and teachers may discuss any pertinent problems or other matters of concern regarding the development and education of each student. These scheduled conferences shall not use any portion of the 180 days of classroom instruction. The director of schools shall be responsible for scheduling and coordinating system wide conferences.

Conferences shall be physically accessible to all students, parents and/or guardians.

REPORTS OF WITHDRAWALS

The director of schools/attendance director shall be responsible for complying with state laws and regulations relating to the reporting of withdrawals of students, and the director of schools is authorized to develop procedures to ensure compliance.

Legal References

1. TRR/MS 0520-01-03-.05(3)(a); TCA 49-6-901
2. TCA 49-6-7002
3. 28 CFR § 36.201
4. TCA 49-6-3017

Cross References

School Calendar 1.800
Section 504 & ADA Grievance Procedures 1.802
Grading System 4.600
Staff Time Schedules 5.602
Attendance 6.200
HONOR ROLL

Honor roll students shall be determined by standards recommended by the director of schools and approved by the board. Unless a student or the parent/guardian of a student objects, the names of honor roll students may be released to the news media.

AWARDS AND CONTESTS

Prior to a school department or club presenting honors or awards or conducting contests, the school's principal shall approve such honor, award, or contest. Following approval, the principal shall keep on file the name of the honor, award or contest; the basis for selection of the award or honor; the method of participation; and the reason for the contest.

CLASS RANKING

All grades earned in grades 10, 11, and the first semester of grade 12 shall be counted toward the grade point average and the rank in class.

To become valedictorian or salutatorian, a student must be enrolled in the high school at least three (3) of the five (5) semesters preceding the final semester. The final semester shall not be used in determining class standing.

Cross References

Grading System 4.600
Graduation Requirements 4.605
The board expects students to meet grade-level standards and progress through each grade within one school year. To accomplish this, instruction should be focused on the district academic standards, accommodate the varying needs and interests of individual students, and include strategies for addressing academic deficiencies. To further promote student learning, schools and parents should form partnerships that involve parents in their child’s education; foster shared responsibility among students, parents, and staff; and encourage ongoing two-way communication between parents and the school.

Students shall progress through the grade levels by demonstrating growth in learning and by meeting the grade-level academic standards established by the district. Progress toward high school graduation shall be based on the student’s ability to pass the subjects and electives necessary to earn the required number of credits. Students will be promoted to the next grade level in high school based on district-established criteria and credits earned.

Students not making adequate progress in meeting district-established criteria will be identified as early in the school year and in their school career as practicable. When a student is identified as being at risk of retention, parents will be notified, and the student will be provided interventions. The interventions prescribed will be designed to assist the students in reaching grade-level expectations in core academic areas and to motivate and connect students to school. Such opportunities may include but are not limited to tutorial programs, after-school programs, and/or summer school programs. On-going assessment of student progress will be a part of each intervention program.

A student in third grade shall not be promoted to the next grade level unless the student has shown a basic understanding of curriculum and ability to perform the skills required in the subject of reading as demonstrated by the student’s grades or standardized test results. However, the student may be promoted if the student participates in an LEA approved research-based intervention prior to the beginning of the next school year.

The director of schools or his/her designee shall report, at least annually, on any intervention programs available to students in the third grade and recommend any new programs or the modifications of any existing programs to better serves these students.

In order to enhance the opportunity for remediation, students with problems shall be identified as early as possible in the school year. Parents shall be notified when problems are identified and shall be informed periodically of remedial efforts and given progress reports.

Before a student is retained, the parents shall be informed in writing and shall have the opportunity to participate in a conference at least six (6) weeks before the end of the school year.

The following factors shall be considered in making a decision on promotion and retention:
1. *Mastery of essential competencies.* Students shall have mastered essential skills sufficiently to ensure a likelihood of success at the next grade level.

2. *Special procedures for special students.* Students who have been identified as having special problems, including high risk students and others with special needs, shall be given special consideration. Placement of students with IEPs shall be determined by the IEP-Team.

3. *Flexible placement.* Use of conditional promotion, remedial summer programs, assignment to transitional classes, and other approaches to meeting the needs of students shall be given consideration.

4. *Attendance.* Attendance shall become a relevant factor only when excessive absenteeism becomes an educational problem.

5. *Conduct.* Retention shall not be used as a disciplinary measure.

6. *Previous retention.* Except under unusual circumstances, students shall not be retained more than once in the same grade.

7. *Grade level.* Retention shall be considered more appropriate in grades K-3.

Once the decision to retain has been made:

1. A report of each student retained shall be made to the director of schools;

2. Documentation verifying student deficiencies shall be placed in the student’s record;

3. Parents shall have the right to appeal any decision through appeal procedures established by board policy; and

4. The teacher shall be consulted at each level of the appeal procedure.

Educational approaches and techniques for the repeated year shall vary from the prior year in order to provide an appropriate instructional program. Variations may include, but are not limited to, the following:

1. different teacher(s);

2. different strategies;

3. different materials; and/or

4. varying lengths of time per subject and/or physical setting in classroom.

For the purpose of determining the effectiveness of retention toward improving student achievement, the progress of retained students shall be monitored for at least three (3) years.
Legal References

1. TCA 49-6-3115
2. TRR/MS 0520-01-03-.05(3)(b)

Cross References

Grading System 4.600
Reporting Student Progress 4.601
Attendance 6.200
Students enrolled in grades 9-12 who have taken the equivalent of a high school level course in middle school may earn high school credit for graduation, except in American History, under the following guidelines:

1. Students shall be given the same comprehensive examination for the course as required for students in grades nine (9) through twelve (12) who earn credit for graduation;

2. The examination shall provide evidence that a student has mastered all of the terminal objectives in the applicable curriculum framework adopted by the State Board of Education and shall be scored and graded on the same scale as for students who are enrolled in the course;

3. Students must have earned a grade of “B” or better in the course in order to qualify to take the examination; and

4. Students must score a “B” or better on the examination in order to receive credit toward high school graduation.

The director of schools shall develop procedures for:

1. Making application for credit;

2. Administering and scoring the examination; and

3. Record keeping to ensure that proper credit is given.

Legal References

1. TRR/MS 0520-01-03-.06(2)
2. TCA 49-6-1202
1 GENERAL

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

3 Before high school graduation, every student shall;

4 1. Achieve the specified 22 units of credit;
5 2. Take the required end of course exams;¹
6 3. Have satisfactory records of attendance and conduct,
7 4. Take the ACT or SAT in the 11th grade;² and
8 5. Complete a United States civics test.³

9 SPECIAL EDUCATION STUDENTS⁴

10 Special education students who successfully complete their Individualized Educational Program (IEP), pass the required competency assessment and have satisfactory records of attendance and conduct shall be awarded a regular diploma. A special education diploma shall be awarded to students who have satisfactorily completed their IEP and who have satisfactory records of attendance and conduct, but who have not met the proficiency testing requirements.⁵

15 Special education students who do not meet the requirements for a high school diploma may be awarded an occupational diploma if the student has:¹⁴

17 1. satisfactorily completed their IEP;
18 2. maintained satisfactory records of attendance and conduct;
19 3. completed the occupational diploma Skills, Knowledge, and Experience Mastery Assessment (SKEMA);
20 4. completed at least four (4) years of high school; and
22 5. has two (2) years of paid or non-paid work experience.

23 The decision to attain an occupational diploma shall be made at the conclusion of the student’s tenth (10th) grade year, or two (2) academic years prior to the expected graduation date. Students who have received an occupational diploma shall continue to make progress towards a high school diploma until the end of the school year in which they turn twenty-two (22) years old.

27 STUDENT LOAD

28 All full time students in grades 9-12 shall be enrolled each semester in subjects that produce a minimum of five units of credit for graduation per year. Students with hardships and gifted students may appeal this requirement to the director of schools and then to the board.⁶
EARLY GRADUATION

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

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

1. Earn the required eighteen (18) credits;
2. Achieve a benchmark score for each required end-of-course exam;
3. Attain a cumulative GPA of at least 3.2 on a 4.0 scale;
4. Meet the minimum ACT or SAT benchmark score;
5. Obtain a qualifying benchmark score on a world language proficiency assessment; and
6. Complete at least two (2) types of the following courses:
   a. AP;
   b. IB;
   c. Dual enrollment; or
   d. Dual credit.

The director of schools shall develop administrative procedures to ensure that the early graduation program is conducted in accordance with state law.

Legal References

1. TCA 49-6-6001; State Board of Education Policy 2.103
2. TCA 49-6-6001(b); State Board of Education Policy 2.103
3. TCA 49-6-408; State Board of Education Policy 2.103
4. TRR/MS 0520-01-03-.06(1)(a); State Board of Education Policy 2.103
5. TCA 49-6-6005; State Board of Education Policy 2.103
6. TRR/MS 0520-01-03-.03(6)
7. TCA 49-6-8303; State Board of Education Policy 2.103

Cross References

Basic Curriculum Program 4.201
Class Ranking 4.602
Students who have met all graduation requirements on the day of graduation and students who are within two (2) or fewer credits of meeting all requirements and can complete the requirements during the summer may participate in graduation activities. If extenuating circumstances exist at any school, the matter shall be presented to the board prior to graduation activities.

Students are expected to participate in all graduation activities, and graduation apparel shall be determined by the administration of each school and shall be the personal expense of each student. Any fees required for graduation ceremonies shall be waived for students who are eligible to receive free or reduced price lunches, and in such cases, the school shall assume responsibility for payment of fees.

Graduation ceremonies shall be physically accessible to all students, their parents and/or guardians, and other interested citizens.

Students who do not wish to participate in graduation activities shall notify the school principal in writing at least five (5) days prior to the day of graduation. Non-participating students shall receive their diplomas or certificates from the principal’s office within one (1) week of the day of graduation.

The ceremony and all activities included shall not be religious in nature. The content of any students' speeches shall not reflect the endorsement, sponsorship, position, or expression of the school, employees, or board.

Principals shall ensure that students graduating with distinction and state honors are recognized at graduation. Additionally, principals shall ensure that high school students who voluntarily complete at least ten (10) hours of community service each semester are recognized during the graduation ceremony.

Legal References

1. TCA 49-6-405
2. TCA 49-2-114
3. 28 CFR § 36.201
5. TRR/MS 0520-01-03-.06(1)(c); State Board of Education Policy 2.103; Public Acts of 2017, Chapter No. 207
6. State Board of Education Policy 2.103

Cross References

Section 504 & ADA Grievance Procedures 1.802
Student Fees and Fines 6.709
If the board finds that a state rule, regulation, or statute inhibits or hinders the district's ability to meet its goals or comply with its mission, it may apply for a waiver from such rule, regulation, or statute to the commissioner of education. However, the board shall not seek a waiver from those rules and regulations that are specifically excluded by state law.

In the event of a natural disaster that results in the enrollment of displaced students, the board may request a waiver from maximum class sizes.

Legal References

1. TCA 49-1-201(d)(1)
2. TCA 49-1-104(f)
The board shall provide for a system-wide testing program which shall be periodically reviewed and evaluated. The purposes of the program shall be to:

1. Assist in promoting accountability;
2. Determine the progress of students;
3. Assess the effectiveness of the instructional program and student learning;
4. Aid in counseling and guiding students in planning future education and other endeavors;
5. Analyze the improvements needed in each instructional area;
6. Assist in the screening of students with learning difficulties;\(^1,2\)
7. Assist in placing students in remedial programs;
8. Provide information for college entrance and placement; and
9. Assist in educational research by providing data.

The director of schools shall be responsible for planning and implementing the program, which includes:

1. Determining specific purposes for each test;
2. Selecting the appropriate test to be given;
3. Establishing procedures for administering the tests;
4. Making provisions for interpreting and disseminating the results;
5. Maintaining testing information in a consistent and confidential manner; and
6. Ensuring that results are obtained as quickly as possible, especially when placement in a special learning program might be necessary.
State-mandated student testing programs shall be undertaken in accordance with procedures published by the State Department of Education.

**WEIGHTING TCAP SCORES**

TNReady\(^4\) and EOC\(^5\) scores will be included in students’ final grades as follows:

- a) 2017-2018 school year - 15\% (Insert information on grading period impacted.)
- b) 2018-2019 school year - 15\% (Insert information on grading period impacted.)

(Insert EOC methodology here.)

The director of schools may exclude these scores from students’ final grades if results are not received by the district at least five (5) instructional days before the end of the course.\(^4,5\)

**TESTING INFORMATION AND PARENTAL CONSENT**

Any test directly concerned with measuring student ability or achievement through individual or group psychological or socio-metric tests shall not be administered by or with the knowledge of any employee of the system without first obtaining written consent of the parents or guardians.\(^2\)

Results of all group tests shall be recorded on the students’ permanent records and shall be made available to appropriate personnel in accordance with established procedures.\(^6\)

No later than July 31\(^{st}\) of each year, the board shall publish on its website information related to state and board mandated tests that will be administered during the school year. The information shall include:

1. The name of the test;
2. The purpose and use of the test;
3. The grade or class in which the test will be administered;
4. The tentative date or dates that the test will be administered;
5. The time and manner in which parents and students will be notified of the results of the test;
6. How parents can access the questions and answers on their student’s state-required tests; and
7. If a board mandated test, how the test complements and enhances student instruction and learning and how it serves a purpose distinct from state-required tests.
1. Testing information shall also be placed in student handbooks or other school publications that are
2. provided to parents on an annual basis.

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<td>6. TCA 10-7-504</td>
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<td>7. TCA 49-6-6007</td>
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Annually, the board shall designate a system testing coordinator who shall be responsible for administering, monitoring and maintaining security of all tests to be administered within the school system. The principal of each school shall serve as or designate a building testing coordinator who shall be responsible for the administrating, monitoring and maintaining security of all tests given in his/her school.

Test security procedures shall adhere to guidelines issued by the State Department of Education. Any employee found to have not followed security guidelines shall be placed on immediate suspension, and such actions shall be grounds for dismissal, and such actions shall be grounds for revocation of state license.

The director of schools shall report a breach of security to the State Department of Education's Office of Accountability and any testing irregularity to the Division of State Testing within 24 hours of such events. In any class, grade, and/or school where a security breach is strongly suspected or verified, central office staff shall be present during subsequent tests for a period of two years.

Legal References
1. TRR/MS 0520-01-03-.03(9)(c)
2. TCA 49-1-607

Cross References
Supervisors of the various instructional programs shall annually evaluate the instructional components of their respective programs and submit such findings to the board.

The purposes of these evaluations of instruction shall be:

1. To indicate instructional strengths and weaknesses;
2. To obtain information needed for future planning;
3. To gather data for public information; and
4. To link the instructional program to the school system’s goals.

Cross References

School District Goals 1.700
Curriculum Development 4.200
Evaluation 5.109
The discussion of issues in the classroom which are politically, philosophically, or socially controversial shall be relevant to the subject matter being taught, related to educational objectives, appropriate for the age and maturity of students, and shall not materially or substantially disrupt or threaten to disrupt the discipline of the school.

To ensure that controversial issues are presented and discussed fairly and objectively and with instruction as their goal, the following guidelines shall be observed:

1. All personnel will seek to create an atmosphere in which differences of opinion can be voiced without fear and hostility and with mutual respect for all viewpoints;

2. Teachers will encourage students to withhold judgment and to avoid making conclusions until all relevant and significant facts have been assembled, critically examined, and checked for accuracy;

3. Teachers will seek to develop in students a sense of responsibility for their beliefs, opinions, attitudes, and actions;

4. Teachers shall place major emphasis upon “why” and “how” to think rather than “what” to think; and

5. If the subject matter being taught involves conflicting opinions, theories, or schools of thought, the teacher will ensure that differing sides of an issue are explored in order to help students develop their own critical faculties.

Cross References

Staff Rights and Responsibilities 5.600
Parent(s)/guardian(s) may request that a student not be required to read a book, use certain materials, or participate in an activity. If the request to the teacher is denied, then a written request may be submitted on the appropriate form to the principal.

No student who is granted such a request shall be penalized academically for his/her failure to participate in an activity, read a book, or use certain materials.

The final decision concerning the use of controversial materials shall rest with the board.

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Cross References

Textbooks 4.401
Reconsideration of Instructional Materials 4.403
Use of the Internet 4.406
School and System Websites 4.407
1 STUDENT MEETINGS

2 Schools may allow students to form clubs or groups that meet before, during, and/or after the school day. Requests to form such clubs or groups shall not be denied based upon the religious nature or beliefs of proposed club or group. If permitted, school administrators shall ensure that all clubs and groups have the same abilities to access facilities and advertise their meetings. 1, 2, 3, 5

6 No funds shall be expended by the school for any such meeting beyond the incidental costs associated with providing meeting space. Groups meeting under this policy may be required to pay a reasonable fee for compensating school personnel in the supervision of the activity.

9 No student may be compelled to attend or participate in a meeting under this policy.

10 A student or a group of students who wish to conduct a meeting under this policy must file an application with the principal at least three days prior to the proposed date.

12 The principal shall approve the meeting if he/she determines that: 1

13 1. The meeting is voluntary and student-initiated;

14 2. There is no sponsorship of the meeting or its content by the school, the board, or its employees;

15 3. The meeting will not materially and substantially interfere with the orderly conduct of the school’s educational activities or conflict with other previously scheduled meetings;

17 4. Employees of the district are to be present in a non-participatory monitoring capacity; however, no employee shall be required to attend in this capacity if the content of the meeting is contrary to the beliefs of the employee; and

20 5. Non-school persons will not direct, control or regularly attend.

21 Subject to the act’s provisions, a student shall be permitted to voluntarily:

22 1. Pray in a public school, vocally or silently, alone or with other students to the same extent and under the same circumstances as a student is permitted to vocally or silently reflect, meditate, or speak on non-religious matters alone or with other students in such public school;

25 2. Express religious viewpoints in a public school to the same extent and under the same circumstances as a student is permitted to express viewpoints on non-religious topics or subjects in such school;
3. Speak to and attempt to share religious viewpoints with other students in a public school to the same extent and under the same circumstances as a student is permitted to speak to and attempt to share non-religious viewpoints with other students; and

4. Possess or distribute religious literature in a public school, subject to reasonable time, place, and manner restrictions to the same extent and under the same circumstances as a student is permitted to possess or distribute literature on non-religious topics or subjects in such school.

SCHOOL SPONSORED EVENTS

If the board or a school principal authorizes an event at which a student is to speak, a limited public forum shall be established for such student speakers. The appropriate administrators shall ensure that:

1. The forum is provided in a manner that does not discriminate against a student’s voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject;

2. There is an appropriate method of selecting student speakers which is based on neutral criteria;

3. Student speakers do not engage in speech that is obscene, vulgar, offensively lewd, indecent or promotes illegal drug use.

To the extent possible and practical, prior to events in which students will speak, notice shall be provided orally and/or in writing that the student’s speech does not reflect the endorsement, sponsorship, position, or expression of the board and its employees.

Notice of this policy shall be provided in student handbooks and staff handbooks.

_____________________________  ______________________________

Legal References                     Cross References

1. 20 USCS § 4071                    Recognition of Religious Beliefs 4.803
3. TCA 49-6-2904
4. TCA 49-6-1803
5. TCA 49-6-1805
No religious belief or nonbelief shall be promoted or belittled by the school system or its employees. All students and staff members shall be tolerant of the views of others and not discriminate against anyone for a religious viewpoint or lack of a religious viewpoint. Students and staff members shall be excused from participating in practices which are contrary to their religious beliefs.1

STUDENTS’ EXPRESSIONS OF RELIGIOUS VIEWPOINTS

A student’s voluntary expression of a religious viewpoint on an otherwise permissible subject shall be treated in the same manner as a student’s voluntary expression of a secular viewpoint.

Students may express religious beliefs in homework, artwork, and other written and oral assignments free from discrimination based on the religious content of their submissions. These assignments shall be judged by ordinary academic standards of substance and relevance and against other legitimate academic concerns. A student shall not be penalized or rewarded on account of the religious content of the student's work.2

RELIGIOUS HOLIDAYS

Observance of religious holidays shall be as follows:3

1. The several holidays throughout the year which have both a religious and a secular basis may be observed in the public schools; 4

2. The historical and contemporary values and the origin of religious holidays may be explained in an unbiased and objective manner without sectarian indoctrination;

3. Music, art, literature and drama having religious themes or basis are permitted as part of the curriculum for school-sponsored activities and programs if presented in a prudent and objective manner and as a traditional part of the cultural and religious heritage of the particular holiday;

4. The use of religious symbols that are part of a religious holiday are permitted as a teaching aid or resource, provided such symbols are displayed as an example of the cultural and religious heritage of the holiday and are temporary in nature; and

5. The school district’s calendar shall be prepared so as to attempt to minimize conflicts with religious holidays of all faiths. All students and staff members shall be tolerant of the views of others. Students and staff members shall be excused from participating in practices which are contrary to their religious beliefs.1
Legal References

1. TCA 49-6-2901—2906; State Board of Education Guidelines—Recitation of the Pledge of Allegiance
2. TCA 49-6-1804
3. Florey v. Sioux Falls Sch. Dist., 619 F. 2d 1311 (8th Cir. 1980).
4. TCA 49-6-3016

Cross References

- Student Equal Access 4.802
- Staff Rights and Responsibilities 5.600
- Attendance 6.200
Educational content which consists of religious themes shall be presented in a factual, objective, and respectful manner in accordance with the following guidelines:

1. Religious themes may be a part of the curriculum for school-sponsored activities and programs provided it is essential to the learning experience in the various fields of study and is presented objectively;

2. The inclusion of religion shall be for educational purposes only;

3. The emphasis on religious themes should be only as extensive as necessary for a balanced and comprehensive study of the curriculum. Such studies shall never be used to proselytize, establish, foster, or demean any particular religion, religious tenets, or beliefs; and

4. Student-initiated expressions to questions or assignments which reflect their beliefs or non-beliefs about a religious theme shall be accommodated.

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Legal References

1. TCA 49-6-1005(a)

Cross References

Basic Curriculum Program 4.201
Staff Rights & Responsibilities 5.600
1 There shall be no school-sponsored or school-directed public prayer at any school-sponsored or school-directed activity,¹ but a period of silence may be observed.²

2 The teacher of the first class of each day shall call the students to order to observe a moment of silence.

3 No other action shall be taken by a teacher other than to maintain silence during this time.

Legal References

2. TCA 49-6-1004

Cross References

Student Equal Access 4.802
# 6 - STUDENT

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### Student Records

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<td>6.600</td>
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### Student Activities

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MNPS will provide every student with the foundation to acquire the knowledge, skills, and character necessary to become responsible and contributing citizens and to exhibit the habits and behaviors to achieve productive, healthy, and balanced lives.

In order to establish an environment that is conducive to learning, the board establishes the following goals:

1. To assure all students the same educational opportunities regardless of race, color, creed, religion, ethnic origin, sex, or disabilities;¹
2. To protect and observe the legal rights of students;
3. To educate students with respect and encouragement;
4. To provide an environment where students can learn personal and civic responsibility for their actions through meaningful experiences;
5. To discipline students in a fair and constructive manner;
6. To provide for the safety, health and welfare of students;
7. To promote faithful attendance and diligent effort;
8. To understand and practice the components of good physical, mental, and emotional health; and
9. To understand the rights and duties of a citizen of a democratic society and obligations as a member of the community.

Legal References

1. 20 USCS § 1703; TCA 49-6-3109

Cross References

School District Goals 1.700
Instructional Goals 4.100
Basic Program 4.201
Student Discrimination, Harassment, Bullying, Cyber-bullying, and Intimidation 6.304
Attendance is a key factor in student achievement, and therefore, students are expected to be present each day school is in session.

The attendance supervisor shall oversee the entire attendance program which shall include:

1. All accounting and reporting procedures and their dissemination;
2. Alternative program options for students who severely fail to meet minimum attendance requirements;
3. Ensuring that all school age children attend school;
4. Providing documentation of enrollment status upon request for students applying for new or reinstatement of driver's permit or license; and
5. Notifying the Department of Safety whenever a student with a driver's permit or license withdraws from school.

Student attendance records shall be given the same level of confidentiality as other student records. Only authorized school officials with legitimate educational purposes may have access to student information without the consent of the student or parent/guardian.

Absences shall be classified as either excused or unexcused as determined by the principal/designee. Excused absences shall include:

1. Personal illness/injury;
2. Illness of immediate family member;
3. Death in the family;
4. Extreme weather conditions;
5. Religious observances;
6. College visits;
7. Pregnancy;
8. School sponsored or school endorsed activities;

9. Summons, subpoena, or court order; or

10. Circumstances which in the judgment of the principal create emergencies over which the student has no control.

The principal shall be responsible for ensuring that:

1. Attendance is checked and reported daily for each class;

2. Daily absentee sheets contain sign in/sign out sheets and indicate students present or absent for the majority of the day;

3. All student absences are verified;

4. Written excuses are submitted for absences and tardiness; and

5. System-wide procedures for accounting and reporting are followed.

TRUANCY

Truancy is defined as an absence for an entire school day, a major portion of the school day, or the major portion of any class, study hall or activity during the school day for which the student is scheduled.

Students who are absent five (5) days without adequate excuse shall be reported to the director of schools/designee who will, in turn, provide written notice to the parent(s)/guardian(s) of the student's absence. The director of schools/designee shall also comply with state law regarding the reporting of truant students to the proper authorities. In addition, the principal/designee shall initiate meaningful communications with the student and parent(s)/guardian(s) in order to determine the underlying cause(s) of the unexcused absences. The principal/designee shall then develop an attendance plan and coordinate additional services designed to improve the student's attendance.

Upon notification that a student has been absent ten (10) days without adequate excuse, the principal/designee shall attempt to meet in person with the student and parent(s)/guardian(s) to determine the appropriate services needed to improve the student attendance. The principal/designee shall document all communication attempts and refine the attendance plan as needed.

If a student is required to participate in a remedial instruction program outside of the regular school day where there is no cost to the parent(s) and the school system provides transportation, unexcused absences from these programs shall be reported in the same manner.

MILITARY SERVICE OF PARENT/GUARDIAN

School principals shall provide students with a one-day excused absence prior to the deployment of and a one-day excused absence upon the return of a parent or custodian serving active military service.
Principals shall also allow up to ten (10) excused cumulative absences per year for students to visit a parent or guardian during a deployment cycle. The student shall provide documentation to the school as proof of his/her parent’s/guardian's deployment. Students shall be permitted to make up schoolwork missed during these absences.  

MAKE-UP WORK

Students with an excused absence shall be provided the opportunity to receive assignments missed during the absence and to make up the work upon their return for the full grade. Students with an unexcused absence shall be provided the opportunity to make up missed work at the discretion of the teacher or principal. Make up work must be requested by the student or parent no later than three (3) days after returning to school. The work should be turned in at a mutually agreed time frame between the teacher and the student. The attendance record is not changed when missed work is completed.

CREDIT/PROMOTION DENIAL

Credit/promotion denial determinations may include student attendance, however, student attendance may not be the sole criterion. However, if attendance is a factor, prior to credit/promotion denial, the following shall occur:

1. Parents and students shall be advised if a student is in danger of credit/promotion denial due to excessive absenteeism.

2. Procedures in due process are available to the student when credit or promotion is denied.

DRIVER'S LICENSE REVOCATION

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

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

ATTENDANCE HEARING

Students with excessive (more than 5) unexcused absences or those in danger of credit/promotion denial shall have the opportunity to appeal to an attendance hearing committee appointed by the principal. If the student chooses to appeal, the student or their parent(s)/guardian(s) shall be provided written or actual notice of the appeal hearing and shall be given the opportunity to address the committee. The committee will conduct a hearing to determine if any extenuating circumstances exist or to determine if the student has met attendance requirements that will allow him/her to pass the course or be promoted. Upon notification of the attendance committee decision, the principal shall send written notification to the director of schools/designee and the parent(s)/guardian(s) of the student of any action taken regarding the excessive unexcused absences. The notification shall advise parents/guardian(s) of their right to appeal such action within two (2) school days to the director of schools/designee.

The appeal shall be heard no later than ten (10) school days after the request for appeal is received.
Within five (5) school days of the director of schools/designee rendering a decision, the student's parent(s)/guardian(s) may request a hearing by the board, and the board shall review the record. Following the review, the board may affirm or overturn the decision of the director of schools/designee. The action of the board shall be final.

The director of schools/designee shall ensure that this policy is posted in each school building and disseminated to all students, parents, teachers, and administrative staff.

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Legal References

1. TRR/MS 0520-01-03-.08(1)(a); TCA 49-6-3006
2. TCA 49-6-3017(c)
3. TCA 10-7-504; 20 USCS § 1232g
4. TRR/MS 0520-01-02-.17(1)(c)
5. TRR/MS 0520-01-03-.03(16); TCA 49-6-2904(b)(5)
7. TCA 49-6-3007
8. TRR/MS 0520-01-02-.17
9. TCA 49-6-3021
10. TCA 49-6-3019
11. TCA 49-2-203(b)(7)

Cross References

Extracurricular Activities 4.300
Field Trips/Excursions/Competitions 4.302
Reporting Student Progress 4.601
Promotion and Retention 4.603
Recognition of Religious Beliefs, Customs & Holidays 4.803
Student Records 6.600
Children between the ages of six (6) and seventeen (17) years, both inclusive, must attend a public or private school. A parent/guardian or legal custodian who believes that their child is not ready to attend school at the designated age of mandatory attendance may make application to the principal of the public school which the child would attend for a one (1) semester or one-year deferral in required attendance. Any such deferral shall be reported to the director of schools by the principal. Under certain circumstances, the board may temporarily excuse students from complying with the provisions of the compulsory attendance law.

Any child residing within the state who is or will be five (5) years of age on or before August 15, who makes application for admission, shall be enrolled in the school designated by the board.

If a child will be five (5) years of age on or before September 30, such child's parent(s)/legal guardian(s) may request that the child be admitted into kindergarten. Upon a request, the director of schools shall administer an evaluation and examination. If the results indicate that the child is sufficiently mature emotionally and academically, then the child may be enrolled into kindergarten. The director of schools shall develop procedures and forms to implement the provisions of this policy.

No child shall be eligible to enter first grade without having attended an approved kindergarten program.

A child entering a special education program shall be no less than three (3) years of age.

A person eighteen (18) years of age or older who applies for admission must have the application approved by the principal and director of schools when:

1. He/she fails to enroll within thirty (30) calendar days after school officially starts; or
2. He/she has dropped out of school and wants to re-enter.

The compulsory attendance law shall not apply to the following:

1. A student who has received a diploma or other certificate of graduation;
2. A student who is enrolled and making satisfactory progress in a course leading to a GED;
3. A student who is six (6) years or younger and whose parent or guardian has filed notice of intent to conduct home school with the director of schools; or
4. A student enrolled in a home school who has reached the age of seventeen (17).
Legal References

1. TCA 49-6-3001(c)(1)
2. TCA 49-6-3001(c)(5)
3. TCA 49-6-3005
4. TCA 49-6-201(b)(3); TCA 49-6-3001(b)(1)
5. TCA 49-6-3001(b)(2)(B)
6. TCA 49-6-201(8)(d)
7. 20 U.S.C. Sec. 5. 1400—1485
8. TCA 49-6-3001(c)(2)(A)—(D)

Cross References

Special Education Program 4.202
Adult Education Program 4.208
Special Education Students 6.500
A "home school" is a school conducted or directed by a parent or parents or legal guardian or guardians for their own children. Home schools which teach K-12 where the parents are associated with an organization that conducts church-related schools (as defined by §49-50-801) are exempt from the following provisions, but must follow procedures issued by the State Department of Education.

A parent wishing to conduct a home school shall meet the following requirements:

1. Provide annual notice to the director of schools before the commencement of each school year of the intent to conduct a home school;

2. Submit to the director of schools the name, number, age, grade level of children involved, location of the school, curriculum to be offered, proposed hours of instruction, qualifications of the parent/teacher;

3. Maintain attendance records, subject to inspection of the local director of schools;

4. Submit attendance records to the director of schools at the end of each school year;

5. Provide instruction for at least four (4) hours per day for the same number of instructional days as are required by state law for public schools;

6. Possess a high school diploma or GED;

7. Cooperate in the administration to home school students of appropriate tests by the Commissioner of Education, his/her designee or by a professional testing service in grades five (5), seven (7), and nine (9);

8. Take actions according to state law if home school student falls behind appropriate grade level;

9. Submit proof to the director of schools that the home school student has been vaccinated as required by law;

10. Submit proof to the director of schools that other health services and examinations as required by law have been received by the home school student; and

11. In the event of illness or inadequacy of the home school parent-teacher to teach a specific subject, employ a tutor having the same qualifications as required of parent/teacher.
If one or more of these requirements are not met, the board authorizes the director of schools to take formal action to bring the child into compliance with the compulsory attendance law (until the child has reached age 17), either in the home school or in a public, private, or church-related school.

It shall be the policy of this board that public school facilities shall be available for home school instruction only when all of the following conditions exist:

1. Special needs courses are being taught which require services unavailable to the home school student;
2. These services cannot be provided through any means other than the public schools;
3. Requests for services are made known by the home school parent when notice is given to the director of schools of the intent to conduct a home school;
4. The director of schools investigates request and make recommendations to the board;
5. No overcrowding, additional expenses, including providing transportation, or other special situations which interfere with the normal operation of the school system shall be incurred; and
6. Approval by the board on a case-by-case basis.

The director of schools, through the attendance supervisor, shall have the attendance records of the home school inspected at least two (2) times each school year in order to provide assistance in implementing the Compulsory Attendance Law.

If a home school student falls more than one (1) year behind his/her appropriate grade level in his/her comprehensive test score for two (2) consecutive tests, and if a certified teacher who would have taught the child at his/her grade level determines through appropriate means that the student is not learning disabled, the director of schools shall require the parents to enroll the child in a public, private, or church-related school.

Legal References

1. TCA 49-6-3050
Any student entering school for the first time must present:

1. A birth certificate or officially acceptable evidence of date of birth at the time of registration;¹
2. Evidence of a current medical examination.² There shall be a complete medical examination of
   every student entering school for the first time;
3. Evidence of state-required immunization;³ and
4. Proof of residency.

The name used on the records of a student entering school must be the same as that shown on the birth
certificate unless evidence is presented that such name has been legally changed through a court as
prescribed by law. If the parent does not have or cannot obtain a birth certificate, then the name used
on the records of such student will be the same as that shown on documents which are acceptable to
the school principal as proof of date of birth.

A child whose care, custody and support have been assigned to a resident of the district by a power of
attorney or order of the court shall be enrolled in school provided appropriate documentation has been
filed with the district office.⁴

A student may transfer into the school system at any time during the year if his/her parent(s) or legal
guardian moves his/her residence into the school system.

If a student has at any time been adjudicated delinquent for any offense listed in TCA 49-6-3051(b),
the parents/guardians and a school administrator of any school having previously received similar
notice from the juvenile court or another source, shall provide to the school principal/designee, the
abstract provided under TCA 37-1-153 or TCA 37-1-154 or other similar written information when
any such student:

1. Initially enrolls in an LEA;
2. Resumes school attendance after suspension, expulsion or adjudication of delinquency; or
3. Changes schools within this state.

This information shall be shared only with school employees who have responsibility for classroom
instruction of the student and the school counselor, social worker or psychologist who is developing a
plan for the child while in the school, and the school resource officer. Such information is otherwise
confidential and shall not be released to others, and the written notification shall not become a part of
the student's record.⁵
Legal References

1. TCA 49-6-3008(b)
2. TRR/MS 0520-01-03-.08(2)(a)
3. TCA 49-6-5001(c)
4. TCA 49-6-3001(c)(6)
5. TCA 49-6-3051

Cross References

Homeless Students 6.503
Students in Foster Care 6.505
Students residing outside the boundaries of the school system may attend schools within the school system under the following conditions:

1. They must be approved by the director of schools of schools.¹

2. They must pay a tuition fee established annually by the board. Annual tuition may not exceed per student, per annum, an amount equal to the amount of local funds actually used for school purposes by the school system per student during the preceding school year minus any funds received from the student's resident system. Tuition for out-of-state non-resident students shall be charged at the same rate as the average cost per student (state and local funds) in the system attended.²

3. Non-resident students should make application prior to the first day of school.³

4. Requests from students from adjoining states to attend school shall be considered on a case-by-case basis.⁴

5. Students who become residents of the school system shall be refunded any unused portion of the tuition on a pro-rata basis.

6. When payment is not made on all or any part of the required tuition for a previous year, the student(s) shall be excluded from future attendance until all prior and current tuition is paid.

7. If a teacher of this school system has a residence outside the school system, his/her children may be allowed to attend if the appropriate tuition requirements are met, provided that there is available room and teaching capacity and other determinations made by the board according to applicable law.⁵

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Legal References

1. TCA 49-6-3104; TRR/MS 0520-01-03-.03(11)(f)—(i)
2. TCA 49-6-3003; TCA 49-6-403(f)
3. TCA 49-6-3105
4. TCA 49-6-3108
5. TCA 49-6-3113; TCA 49-6-3103
TO SCHOOLS

Students, including those in kindergarten, shall attend the school to which they are assigned.\(^1\)

Parents who are dissatisfied with the assignment of their children may, within ten (10) days after the assignment, make application to the board for a hearing requesting a transfer to another school.\(^2\)

TO CLASSES

The principal shall be responsible for assigning all students to classes.

Students who enter the system from another school system are to be placed by the principal in the grade and/or level as indicated by records from the former school. If the student's placement is inappropriate in the grade or level assigned, he/she may be reassigned by the principal to another grade level. Parents shall be kept advised.

The principal shall separate an alleged victim of child sexual abuse from an alleged perpetrator if the abuse allegedly occurred while the child was under the supervision or care of the school. If available and appropriate, a child shall be reassigned if a request is made by the child’s parent or custodian and the perpetrator has been: (1) substantiated by the department of children’s services; (2) adjudicated by a juvenile court to have committed the child sexual abuse; or (3) criminally charged.\(^3\)

Legal References

1. TCA 49-6-3102, 3103
2. TCA 49-6-3201
3. TCA 49-6-3102(h)
During the month of April each year, a parent/guardian may request that his/her child attend a school within the system other than the one to which the child is zoned.** The director of schools or his/her designee shall review such requests and, if adequate space is available, grant such transfers unless a transfer would be adverse to the best interests of the child or the school system. If granted, the student must provide his/her own transportation to and from the school.1

Except within the first ten (10) days of a school year where a parent/guardian may appeal the assignment of a student to the board,2 after a student has enrolled in one (1) school within the system, he/she shall not be permitted to transfer to another unless there is a change in residence of the student’s parents or guardian outside the area in which the student enrolled. Any exception to this policy must be brought before the director of schools for evaluation and decision.

Students whose families transfer their residence to another school area after the first month of school may complete the school year at their former school. Students who present evidence that they will move during the school year and who desire to enroll in a new school in the new area may do so with prior written request for a change of school area. The director of schools or his/her designee may grant other exceptions to this policy for good and sufficient reasons.

Principals shall allow credit for work transferred from other schools only when substantiated by official transcripts or successful completion of comprehensive written examinations approved, administered and graded by the principal or his/her designated representative.3

** Not effective in event of federally-mandated desegregation order.

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Legal References

1. TCA 49-2-128
2. TCA 49-6-3201
3. TRR/MS 0520-01-03-.03 (11)(a)—(e)

Cross References

Student Assignments 6.205
The director of schools shall develop procedures and forms to ensure adequate notification and subsequent documentation of the withdrawal of students from school.

Cross References

Student Records  6.600
The following procedure will be observed with regard to dismissal of students:

1. No student shall leave school prior to regular dismissal hours, except with the approval of the principal and parent. Elementary students shall be permitted to leave school prior to regular dismissal time only in the company of a parent, legal guardian, school employee, police officer, court officer, or a person designated in writing by the parent(s).

2. No student shall be sent from the school during school hours to perform an errand or act as a messenger.

3. When dental and medical appointments cannot be scheduled outside school hours, parent(s) must send a written request or personally call for dismissal.

4. High school students may be released for jobs and approved training at centers according the requirements of state law and regulations.
The board presumes that the person who enrolls a student in school is the student's custodial parent. Unless a Tennessee court specifies otherwise, the custodial parent shall be the one whom the school district holds responsible for the education and welfare of that child.

Parents or guardians shall have the right to receive information contained in school records concerning their minor child. The board, unless informed otherwise, assumes there are no restrictions regarding the non-custodial parent's right to be kept informed of the student's progress and activities. If restrictions are made relative to the rights of the non-custodial parent, the custodial parent shall submit a certified copy of the court order which curtails these specific rights.

Unless there are specific court-imposed restrictions, the non-custodial parent, upon request, shall receive a copy of the child's report card, notice of school attendance, names of teachers, class schedules, standardized test scores, and any other records customarily available to parents.

No school official shall permit a change in the physical custody of a child at school unless:

1. The person seeking custody of the child presents the school official with a certified copy of a valid court order from a Tennessee court designating the person who has custody of the child; and

2. The person seeking custody shall give the school official reasonable advance notice of his/her intent to take custody of the child at school.

Legal References
1. 20 USCS § 1232g(a)(1)(A)
2. TCA 49-6-902
3. TCA 36-6-105

Cross References
Student Records 6.600-604
The board delegates to the director of schools the responsibility of developing specific codes of behavior and discipline which are appropriate for each level of school. The development of each code shall involve principals and faculty members of each level and shall be consistent with the relevant policies as adopted by the board.

The following levels of misbehavior and disciplinary procedures and options are designed to protect all members of the educational community in the exercise of their rights and duties.¹

MISBEHAVIORS: Level I

Minor misbehavior on the part of the student which impedes orderly classroom procedures or interferes with the orderly operation of the school, but which can usually be handled by an individual staff member.

Examples (not an exclusive listing):

- Classroom disturbances
- Classroom tardiness
- Cheating and lying
- Abusive language
- Non-defiant failure to do assignments or carry out directions
- Wearing while on the grounds of a public school during the regular school day, clothing that exposes underwear or body parts in an indecent manner that disrupts the learning environment²
- Harassment (Sexual, Racial, Ethnic, Religious)

Disciplinary Procedures:

- Immediate intervention by the staff member.
- Determine what offense was committed and its severity.
- Determine offender and that he/she understands the nature of the offense.
- Employ appropriate disciplinary options.
- Record of the offense and disciplinary action maintained by staff member.

Disciplinary Options:

- Verbal reprimand
- Special Assignment
- Restricting activities
Assigning work details
Counseling
Withdrawal of privileges
Issuance of demerits which might affect citizenship or deportment grades
Strict supervised study
Detention
Corporal punishment
In-school suspension

MISBEHAVIORS: Level II

Misbehavior whose frequency or seriousness tends to disrupt the learning climate of the school.

Included in this level are misbehaviors which do not represent a direct threat to the health and safety of others but whose educational consequences are serious enough to require corrective action on the part of administrative personnel.

Examples (not an exclusive listing):
- Continuation of unmodified Level I behaviors
- School or class tardiness
- School or class truancy
- Using forged notes or excuses
- Disruptive classroom behavior

Disciplinary Procedures:

- Student is referred to principal for appropriate disciplinary action.
- Principal meets with student and teacher.
- Principal hears accusation made by teacher, permits student the opportunity of explaining his/her conduct, denying it or explaining any mitigating circumstances.
- Principal takes appropriate disciplinary action and notifies teacher of action.
- Record of offense and disciplinary action maintained by principal.

Disciplinary Options:

- Teacher/schedule change
- Modified probation
- Behavior modification
- Social probation
- Peer counseling
- Referral to outside agency
- In-school suspension
- Transfer
- Detention
- Suspension from school-sponsored activities or from riding school bus
- Corporal punishment
- Restricting school related honors student is otherwise due
- Out-of-school suspension (not to exceed ten (10) days).

**MISBEHAVIORS: Level III**

Acts directly against persons or property but whose consequences do not seriously endanger the health or safety of others in the school.

*Examples* (not an exclusive listing):

- Continuation of unmodified Level I and II behaviors
- Fighting (simple)
- Vandalism (minor)
- Use, possession, sale, and/or distribution of tobacco, drugs, and/or alcohol
- Stealing
- Threats to others
- Harassment (Sexual, Racial, Ethnic, Religious)

**Disciplinary Procedures:**

- Student is referred to principal for appropriate disciplinary action.
- Principal meets with student and teacher.
- Principal hears accusation by accusing party and permits offender the opportunity of explaining conduct.
- Principal takes appropriate disciplinary action.
- Principal may refer incident to director of schools and make recommendations for consequences.
- If student’s program is to be changed, adequate notice shall be given to the student and his/her parents of the charges against him, his/her right to appear at a hearing and to be represented by a person of his/her choosing.
- Any change in school assignment is appealable to the Board.
- Record of offense and disciplinary action maintained by principal or director of schools.

**Disciplinary Options:**

- In-school suspension
- Detention
- Corporal punishment
- Restitution from loss, damage or stolen property
- Out-of-school suspension not to exceed ten (10) days
- Social adjustment classes
- Transfer
- Expulsion
MISBEHAVIORS: Level IV

Acts which result in violence to another’s person or property or which pose a threat to the safety of others in the school. These acts are so serious that they usually require administrative actions which result in the immediate removal of the student from the school, the intervention of law enforcement authorities and/or action by the Board.

Examples (not an exclusive listing):

- Unmodified Level I, II and III behaviors
- Death threat (hit list)
- Extortion
- Bomb threat
- Possession/use/transfer of dangerous weapons *
- Assault *
- Vandalism
- Theft/possession/sale of stolen property
- Arson/Possession of unauthorized substances *
- Use/transfer of unauthorized substances
- Harassment (Sexual, Racial, Ethnic, Religious)

Disciplinary Procedures:

- Principal confers with appropriate staff members and with the student.
- Principal hears accusations and permits offender opportunity to explain conduct.
- Parents are notified.
- Law enforcement officials are contacted.
- Incident is reported and recommendations made to the director of schools.
- Complete and accurate reports are submitted to the director of schools.
- Student is given hearing before disciplinary hearing authority.

Disciplinary Options

- Expulsion
- Alternative schools
- Other hearing authority or Board action which results in appropriate placement

* Expulsion/Remand for a period of not less than one (1) calendar year subject to modification by the director of schools on a case-by-case basis.

ADDITIONAL GUIDELINES:

- A student shall not be suspended solely because charges are pending against him/her in juvenile or other court.
- A principal shall not impose successive short term suspensions that cumulatively exceed ten (10) days for the same offense.
1. A teacher or other school official shall not reduce or authorize the reduction of a student’s grade because of discipline problems except in deportment or citizenship.

2. A student shall not be denied the passing of a course or grade promotion solely on the basis of absences except as provided by board policy.

3. A student shall not be denied the passing of a course or grade promotion solely on the basis of failure to:
   
   o pay any activity fee;
   o pay a library or other school fine; or
   o make restitution for lost or damaged school property.
The board expects all employees, students, and parents to assume the responsibility for appropriate behaviors in the school.

Each student has the right to:

1. Have the opportunity for a free education in the most appropriate learning environment;
2. Be secure in his/her person, papers and effects against unreasonable searches and seizure;
3. Be educated in a safe and secure environment;
4. Have appropriate resources and opportunities for learning;
5. Not be discriminated against on the basis of sex, race, color, creed, religion, national origin or disabilities; and
6. Be fully informed of school rules and regulations.

Each student has the responsibility to:

1. Know and adhere to reasonable rules and regulations established by the board and school officials;
2. Respect the human dignity and worth of every other individual;
3. Refrain from libel, slanderous remarks, and obscenity in verbal and written expression;
4. Study and maintain the best possible level of academic achievement;
5. Be punctual and present in the regular school program;
6. Dress and groom in a manner that meets reasonable standards of health, cleanliness, modesty, and safety;
7. Maintain and/or improve the school environment, preserve school and private property, and exercise care while using school facilities;
8. Refrain from behavior which would lead to physical or emotional harm or disrupts the educational process;
9. Respect the authority of school administrators, teachers and other authorized personnel in maintaining discipline in the school and at school-sponsored activities;
10. Obey the law and school rules as to the possession or the use of alcohol, illegal drugs and other unauthorized substances or materials; and
11. Possess on school grounds only those materials which are acceptable under the law and accept the consequences for articles stored in one’s locker.

Legal References

1. 20 USCS § 1703
Before school authorities administer disciplinary measures, reasonable inquiry shall be made to
determine the truth of what happened. The nature of this inquiry will vary in degree with the
seriousness of the offense and the consequence attached thereto.

For minor offenses where corrective measures are taken by the classroom teacher, no formal procedure
is required. An inquiry into the incident to ensure that the offender is accurately identified, that he/she
understands the nature of the offense, and that he/she knew the consequences of the offense for which
he is accused.

In case of severe offenses where there is a possibility of suspension, the student shall be advised of the
nature of his/her misconduct, questioned about it, and allowed to give an explanation.

If the principal determines that the offense is of such nature that the student’s continued presence
would be detrimental to the school or persons within the school, he/she shall refer the case to the
disciplinary hearing authority.

Legal References

3. TCA 49-6-3401(c)(4)(A)—(B)

Cross References

- Interrogations and Searches 6.303
- Discipline Procedures 6.313
- Disciplinary Hearing Authority 6.317
**INTERROGATIONS BY SCHOOL PERSONNEL**

Students may be questioned by teachers or principals about any matter pertaining to the operation of a school and/or the enforcement of its rules. Questioning must be conducted discreetly and under circumstances which will avoid unnecessary embarrassment to the student. Any student answering falsely, or evasively or refusing to answer a question may be subject to disciplinary action, including suspension.

If a student is suspected or accused of misconduct or infraction of the student code of conduct, the principal may interrogate the student without the presence of parent(s)/guardian(s).

**INTERROGATIONS BY POLICE (AT ADMINISTRATOR'S REQUEST)**

If the principal has requested assistance by law enforcement to investigate a crime involving his/her school, the police may interrogate a student suspect in school during school hours. The principal shall first attempt to notify the parent(s)/guardian(s) of the student unless circumstances require otherwise. However, the interrogation may proceed without attendance of the parent(s)/guardian(s), and the principal or his/her designee shall be present during the interrogation.

**POLICE-INITIATED INTERROGATIONS**

If the police deem circumstances of sufficient urgency to interrogate students at school for unrelated crimes committed outside of school hours, the police department shall first contact the principal regarding the planned interrogation and inform him/her of the probable cause to investigate. The principal shall make reasonable effort to notify the parent(s)/guardian(s) of the interrogation unless circumstances require otherwise. The interrogation may proceed without attendance of the parent(s)/guardian(s), but the principal or his/her designee shall be present during the interrogation.

**SEARCHES BY SCHOOL PERSONNEL**

In order to ensure a safe and secure learning environment, the director of schools shall develop procedures regarding the searching of students, lockers, vehicles, and containers which are consistent with state law and regulations. The director shall develop additional procedures to ensure compliance with all of the provisions of the School Security Act of 1981.¹

Any vehicle driven onto school property is subject to a search by school personnel.² All vehicles on school property are subject to random and general searches. A vehicle may also be searched if there is reasonable suspicion to believe drugs, weapons, stolen property, or other contraband might be present in that vehicle.
1

Legal References

1. TCA 49-6-4201 to 4218
2. TCA 49-6-4204

Cross References

Traffic and Parking Controls 3.403
Procedural Due Process 6.302
Child Abuse and Neglect 6.409
The administration of the Metropolitan Nashville Public Schools is committed to providing all students a learning environment free from bullying and/or discrimination, including sexual and other harassment.

The District expects all students to treat each other with civility and respect and not to engage in behavior that is disruptive or violent. The District will not tolerate acts of bullying, discrimination, or harassment toward students or staff, by other students, staff, or third parties.¹

This policy addresses conduct that takes place on school grounds, at any school-sponsored activity, on school-sponsored transportation, at any official school bus stop immediately before boarding and immediately after leaving school transportation of any kind. Additionally, a student may be disciplined under this policy for off-campus bullying, harassment, and/or cyber-bullying the same as if the improper conduct occurred on school grounds, when the actions of the accused student interfere with school activities, cause a disruption at school, interfere with the rights of students, or deny, limit, or interfere with the ability of the student victim to participate in or benefit from the services, activities, or opportunities offered by a school (i.e., create a hostile environment). Incidents that occur in an after-school program will be referred to the after-school program provider for discipline.

It is the principal’s responsibility to ensure that all staff is trained on the policy, reporting procedures, and bullying and harassment prevention techniques. Information about disciplinary consequences will be published annually in the Student Code of Conduct.

**DEFINITIONS**

**Bullying/Intimidation**

Bullying/Intimidation 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 to the student 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, cyberbullying, 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.
Discrimination

As used in this policy, discrimination means unlawful treatment of an individual on the basis of any classifications protected by local, state, and federal laws including but not limited to discrimination on the basis of race, color, sex, gender identity/expression, religion, disability, national origin, or sexual orientation.

MNPS will administer education related programs and activities, including but not limited to admissions, academic programs, and extracurricular activities, without regard to the student’s race, color, religion, national origin, handicap/disability, sexual orientation, ancestry, or sex, including gender identity, gender expression, and appearance.

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 serious (severe, pervasive, or persistent) and objectively offensive so as to deny or interfere with or limit a student’s ability to participate in or benefit from the programs, services, activities, or opportunities offered by a school or MNPS.

Sexual Harassment

Sexual harassment means any unwelcomed sexual advance or request for sexual favors or conduct of a sexual nature:

- when submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s participation in an education program or activity;
- when submission to or rejection of such conduct by an individual is used as the basis of any educational or service decision affecting the individual; and/or,
- when such conduct has the purpose or effect of substantially interfering with the student’s ability to participate in or benefit from an education program or activity or creating an intimidating, hostile or offensive work or learning environment.

Sex-based harassment includes sexual harassment and non-sexual harassment based on gender identity, transgender status, gender expression or appearance, stereotypical notions of what is female/feminine v. male/masculine, or a failure to conform to those gender stereotypes.

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.

**Hazing**

Hazing is an intentional or reckless act on or off MNPS property, by one student acting alone or with others, directed against any other student that (1) endangers the mental or physical health or safety of that student or (2) 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, athletic training, or with competition conducted under a coach’s or sponsor’s supervision.²

**Cyber Bullying**

The use of electronic information and communication technologies, including, but not limited to email, cell phone and pager voice, text, still photograph or video messages, instant messaging, defamatory personal web sites, social networking sites and online personal polling sites or journals, to support deliberate and harassing behavior that frightens, harms or embarrasses others and unreasonably impacts or disrupts the orderly operation of the school environment.

Due to restrictions of access to certain social networking sites, the District requests that parents or guardians provide documentation of the cyber-bullying.

**REPORTING INCIDENTS OF BULLYING, CYBER BULLYING, DISCRIMINATION, INTIMIDATION, HARASSMENT, AND HAZING**

Any individual who witnesses or has knowledge of behaviors that may constitute a violation of this policy should report such information promptly to the principal/designee.³ Any form of notification is appropriate. The District requires any MNPS employee who witnesses or has knowledge of behavior that may constitute bullying, cyber bullying, discrimination, intimidation, harassment, and/or hazing to report such information immediately to the school principal/designee, but not later than 24 hours after witnessing or learning about the incident. The principal/designee must report an incident found to be discrimination or harassment based on actual or perceived membership in a protected class along with the results of the investigation of the incident to MNPS appropriate Civil Rights Coordinator (listed below) within 24 hours upon the investigation’s conclusion.

If the principal/designee is involved in the incident or if the parent/student is uncomfortable reporting the incident to the principal/designee of the school, the following reporting options can be used:

- **MNPS Title VI Coordinator, Title VI of the Civil Rights Act of 1964 (race, color, national origin)**
  615-259-8634
civilrightscomplaints@mnps.org

- **MNPS Title IX Coordinator, Coordinator, Title IX of the Education Act of 1972 (sex)**
  615-259-8634
civilrightscomplaints@mnps.org

- **MNPS 504 Coordinator, Section 504 of the Rehabilitation Act of 1973 (disability)**
  615-259-8486

- **MNPS ADA Coordinator, Title II of the Americans With Disabilities Act of 1990 (disability)**
  615-259-8531
COMMUNITY RESOURCES

- Department of Children’s Services
  289 Plus Park Blvd, Nashville, TN 37217
  615-360-4200

- Tennessee Child Abuse Hotline
  1-877-237-0004

- Middle Tennessee Mental Health Cooperative
  Mobile Crisis Unit
  275 Cumberland Bend, Suite 237, Nashville, TN 37228
  615-726-0125

- Sexual Assault Center
  101 French Landing Drive, Nashville, TN 37228
  615-259-9055

PROHIBITION OF REPRISAL, RETALIATION, AND INTENTIONAL FALSE REPORTS

The administration of the Metropolitan Nashville Public Schools prohibits reprisal or retaliation against any person who witnesses and/or reports a violation of this policy. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the Director of Schools and/or principal or their designees after considering the nature, severity, and circumstance of the act, in accordance with case law and board policies and procedures.

Intentionally making false reports about bullying, discrimination, harassment, hazing, cyber bullying or other similar behavior to school officials shall be prohibited conduct. Any act of retaliation or reprisal or intentional false report against any person who reports a violation of this policy will not be tolerated. Any student or adult who engages in the act of retaliation or reprisal or who intentionally makes a false report against another shall be subjected to consequence and appropriate remedial action. In cases where any state or federal criminal law has allegedly been violated, the local law enforcement agency shall be notified. This disciplinary process does not include investigations that did not find the conduct to be more likely true than not.

INVESTIGATION

When responding to a violation of this policy, the principal/designee shall undertake immediate and appropriate action to investigate or otherwise determine what occurred, as described in the Standard Operating Procedure Outline for Reporting and Investigating Bullying, Cyber Bullying, Discrimination, Intimidation, Harassment, and Hazing. The investigation shall be prompt, thorough, and impartial, and the entire investigation should be well documented. While the investigation is pending, the principal/designee shall promptly take interim steps to protect the complainant, alleged victim, students, teachers, or other school personnel from bullying, cyber bullying, discrimination, intimidation, harassment, hazing, and/or retaliation.

To the extent practicable and allowed by law, reasonable effort will be made to protect the confidentiality of all parties throughout the course of the investigation. However, anonymity cannot be guaranteed.

REMEDIES

If an investigation reveals that bullying, cyber bullying, discrimination, intimidation, harassment, and/or hazing has occurred, the principal shall take prompt and effective steps reasonably calculated to end such conduct,
prevent such conduct from recurring, eliminate any hostile environment, and remedy its effects as appropriate. In some instances of bullying and/or harassment, the complainant may be eligible for a transfer to another school as a victim of violent crimes; however, there is no right to an

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### Legal References

1. TCA 49-6-4503
2. TCA 49-2-120
3. 20 USCS §§ 1681 to 1686
4. TCA 49-6-4503(c)(2)(B)

### Cross References

Appeals to and Appearances Before the Board 1.404
Staff-Student Relations 5.610
Student Complaints and Grievances 6.305
Discipline Procedures 6.313
STUDENT CONCERNS AND COMPLAINTS

Decisions made by school personnel — such as aides, teachers, or assistant principals — which students believe are unfair or in violation of pertinent policies of the board or individual school rules may be appealed to the school principal or a designated representative. To appeal, students will contact the principal's office in their school and provide their name, the issue and the reason for their appeal on a printed form available at the school office within two days. The appeal will usually be decided confidentially and promptly, preferably within ten (10) school days.

However, if the principal does not make a decision within ten (10) school days following the date of complaint, students or parents may appeal at that time by contacting the director of schools/designee at the central office. The information provided should include the student's name, the school and a description of the problem.

An investigation and decision will be made within two (2) school days and communicated to the school principal and student by telephone. A written copy of the decision also will be sent to the student and the principal.

Cross References

Appeals To & Appearances Before the Board 1.404
Basic Program 4.201
The staff is authorized to take reasonable measures to establish appropriate school behavior. Any professional employee shall have the authority to control the conduct of any student while under the supervision of the school system. This authority shall extend to all activities of the school, including all games and public performances of athletic teams and other school groups, trips, excursions and all other activities under school sponsorship and direction.

Such measures may include the use of reasonable force to restrain or correct students and maintain order.

A student shall not use violence, force, noise, coercion, threat, intimidation, fear, passive resistance or any other conduct which causes the disruption, interference or obstruction of any school purpose while on school property, in school vehicles or buses, or at any school-sponsored activity, function or event, whether on or off campus. Neither shall he/she urge other students to engage in such conduct.

A student found guilty of misbehavior may receive punishment ranging from verbal reprimand to suspension and/or expulsion dependent on the severity of the offense and the offender’s prior record.2

Legal References

1. TCA 49-6-4102
2. TCA 49-6-3401
In order to protect the rights of students, to safeguard the learning environment, and to contribute to a drug free community, the board’s plan for dealing with alcohol and drugs shall include the following:

1. Appropriate ways for handling alcohol/drug-related medical emergencies;
2. Guidelines for reporting alcohol/drug incidents and illegal activities;
3. Guidelines for referral of students who may have an alcohol/drug problem and/or are considered "high risk" to agencies and other appropriate sources of assistance;
4. Effective working relationships with appropriate community agencies, such as alcohol/drug service providers, law enforcement agencies and judicial officials.

Through the use of state guidelines the director of schools shall be responsible for:

1. Developing and implementing an appropriate curriculum on alcohol and drug education for students;
2. Providing adequate information and training for all staff personnel as appropriate to their responsibilities;
3. Implementing the relevant portions of the Drug-Free Youth Act;²
4. Developing administrative rules and guidelines for the school system to effectively respond to alcohol and drug situations that may occur at school or school-sponsored events; and
5. Providing notification to parents and students that compliance with this policy is mandatory.

Students shall not consume, possess, use, sell, distribute or be under the influence of illegal drugs or alcoholic beverages in school buildings, on school grounds, in school vehicles or buses, or at any school-sponsored event, function or event whether on or off school grounds.³ This includes but is not limited to abuse of inhalants and prescription drugs.

Disciplinary sanctions shall be imposed on students who violate standards of conduct required by this policy. Such sanctions shall be consistent with local, state and federal laws, up to and including suspension/expulsion as well as referral for prosecution.³ Completion of an appropriate rehabilitation program may also be recommended.

Information about drug and alcohol counseling and rehabilitation programs shall be made available through the school office.

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Legal References

1. TRR/MS 0520-01-03-.08(2)(d)
2. 20 USCS § 7116
3. TCA 39-17-417; TCA 39-17-715
4. TCA 49-6-4209; TCA 49-6-3401

Cross References

- Drug-Free Workplace 1.804
- Zero Tolerance Offenses 6.309
- Suspension/Expulsion/Remand 6.316
The possession and/or use of illegal drugs, and the misuse of prescription drugs is prohibited. The distribution, abuse, or misuse of over the counter medications or other chemicals or substances is likewise prohibited. Students will be notified in writing at the beginning of each school year or at the time of enrollment that they shall be subject to testing for drugs and alcohol during the school year. The board will pay costs of any testing required pursuant to this policy.

**Reasonable Suspicion Drug Testing**

Principals are authorized to order drug tests for individual students when there is a reasonable cause to believe that:

1. A school board policy on alcohol and drug use has been violated;
2. A search of lockers has produced evidence of the presence of drugs and/or alcohol;
3. A search of persons and containers has produced evidence of a presence of drug and/or alcohol;
4. A search of vehicles has produced evidence of the presence of drugs and/or alcohol; or
5. Through observation or other reasonable information reported by a teacher, staff member or other student that a student is using and/or under the influence of drugs and/or alcohol on school property.

Prior to performing a drug test on a student based on reasonable suspicion, the following conditions must be met:

1. A particular student has violated school policy;
2. The test will yield evidence of the violation of school policy or will establish that a student either was impaired due to drug use or did not use drugs;
3. The test is in pursuit of legitimate interests of the school in maintaining order, discipline, safety, supervision and education of students;
4. The test is not conducted for the sole purpose of discovering evidence to be used in a criminal prosecution; and
5. Tests shall be conducted in the presence of a witness. Persons who shall act as witnesses shall be designated by the Director of Schools.

Upon receiving reasonable information, the principal shall take the following steps:

1. Call the student into the principal’s office or another private place;
2. Summon an appropriate qualified witness;
3. Discuss with the student the basis for the determination that a test is necessary;
4. Inform the student of the procedures which shall be followed in administering the test;
5. Notify the parent or guardian of the student of the impending test; and
6. Give the student an opportunity to decline the test and inform the student that if the test is not taken the penalty shall be suspension from school and a hearing before the disciplinary hearing authority.

Random Drug Testing of Students Participating in Extracurricular Activities

Students involved in any voluntary extracurricular activities shall be subject to random drug tests. Parents and students will be informed of this policy prior to participation and shall sign a consent to the drug testing and a release of information as a condition of participation.

Extracurricular activity is defined as voluntary participation in activities not falling within the scope of regular curriculum and carrying no academic credit. This includes participating in athletic programs, cheerleading, band, clubs, student leadership positions, etc.

Prior to performing a random drug test on a student participating in extracurricular activities, the following conditions must be met:

1. The test will yield evidence of the violation of school policy or will establish that a student either was impaired due to drug use or did not use drugs;
2. The test is in pursuit of legitimate interests of the school in maintaining order, discipline, safety, supervision and education of students;
3. The test is not conducted for the sole purpose of discovering evidence to be used in a criminal prosecution; and
4. Tests shall be conducted in the presence of a witness. Persons who shall act as witnesses shall be (Designate individual/job title here)

No student who tests positive under a random drug testing program shall be suspended or expelled from school solely as the result of the positive test. The director of schools shall develop procedures establishing a random process for the selection of students to be tested.
Drug Testing Process

The appropriately qualified and trained witness shall take the student to a designated place in the school and collect a specimen from the student. The specimen shall be taken in a manner which will ensure the integrity, validity, and accuracy of the test results but are minimally intrusive and provide maximum privacy to the tested student.

The type of specimen taken shall depend on the substance in question and the test performed on the specimen shall be appropriate for accurate detection of the substance in question. Once taken, the principal shall give the specimen an identifying number which in no way will reveal the identity of the student.

The principal will forward the specimen for analysis to a laboratory accredited by the Tennessee Department of Health and Environment and designated by the Board. Specimens shall be retained for ten (10) days.

Upon receiving a written, certified copy of the analysis from the laboratory, the principal shall do one of the following:

1. If the results of the analysis are negative, they shall be reported as negative and all evidence of the individual test, including all records in the school that the test was ordered and the reasons therefore, shall be destroyed and expunged.

2. If the results of the analysis are positive, the student and parents or guardian shall be given the written notice of the result. All records of the test, request for a test or indication a student has been tested shall be confidential student records in accordance with state law.

The board will provide students testing positive an assessment to determine the severity of the student’s alcohol and drug problem and a recommendation for referral to intervention or treatment resources as appropriate.

Penalties

Each confirmed incident will result in a referral to the Youth Services Officer (YSO).

First offense students will be suspended from all extra-curricular activities for one calendar year.

Second offense students will be suspended from all extra-curricular activities for duration of time enrolled or reenrolled in the Metropolitan Nashville school system.

Malicious use of authority granted by this policy by any school personnel may be grounds for dismissal.
Legal References

1. T.C.A. 49-6-4213(a)(1)
2. T.C.A. 49-6-4213(a)(2)(G)
3. T.C.A. 49-6-4213(a)(1)
4. T.C.A. 49-6-4213(a)(2)
5. T.C.A. 49-6-4213(k)(2)
6. T.C.A. 49-6-4213(d)
7. T.C.A. 49-6-4213(j)-(k)
8. T.C.A. 49-6-4213(l)
9. T.C.A. 49-6-4213(m)
In order to maintain conditions and atmosphere suitable for learning, no person shall enter onto a school bus except students assigned to that bus or parents of students or other persons with lawful and valid business on the bus.\(^1\)

The school bus is an extension of school activity; therefore, students shall conduct themselves on the bus in a manner consistent with the established standards for safety and classroom behavior.

Students are under the supervision and control of the bus driver while on his/her bus, and all reason-able directions given by him/her shall be followed. A driver may remove a student in the event that the driver finds it necessary for the safety of the other student passengers or the driver, provided that the driver secures the safety of the ejected student for the uncompleted trip.

A driver shall maintain a daily record of student disciplinary problems and related actions taken by the driver. The record should include the names of students who were reprimanded, reasons for the reprimands, and any actions taken by the driver to address the problems. A driver shall report to school authorities as soon as possible, but no later than the end of the route, any student refusing to obey the driver or exiting the bus without the driver’s permission at a point other than the student’s destination for that trip.\(^2\)

The principal of the student transported shall be informed by the bus driver of any serious discipline problem and may be called upon to assist if necessary. A student may be denied the privilege of riding the bus if the principal determines that his/her behavior is such as to cause disruption on the bus, or if he/she disobeys state or local rules and regulations pertaining to student transportation.

The suspension of a student from riding the school bus shall follow the same procedures as for any other school suspension.

Any student who gets off the bus at any point between the pick-up point and school must present the bus driver with a note of authorization from the parent or the principal of the school that the student attends.

Any student wishing to ride a bus other than his/her designated bus must have written parental permission and the approval of the principal or his/her designee.

Students who transfer from bus to bus while en route to and from school shall be expected to abide by the discipline policies adopted by the board and rules adopted by the staff of the terminal school.
USE OF VIDEO CAMERAS

Video cameras may be used to monitor student behavior on school vehicles transporting students to and from school or extracurricular activities.

Students in violation of bus conduct rules shall be subject to disciplinary action in accordance with established board policy and regulations governing student conduct and discipline.

The district shall comply with all applicable state and federal laws related to video recordings when such recordings are considered for retention as part of the student’s behavioral record as determined by the district and in accordance with the law.

Video surveillance shall be used only to promote the order, safety and security of students, staff and property.

The director of schools is directed to develop procedures governing the use of video cameras in accordance with the provisions of the law and established board policies.

_____________________________  ______________________________
Legal References  Cross References
1. TCA 49-6-2008  Student Transportation Management 3.400
2. TCA 49-6-2118(d)  Scheduling and Routing 3.401
                                           Discipline Procedures 6.313
                                           Suspension/Expulsion/Remand 6.316
                                           Student Records 6.600-604
In order to ensure a safe and secure learning environment, the following offenses shall not be tolerated:

**WEAPONS & DANGEROUS INSTRUMENTS**

Students shall not possess, handle, transmit, use or attempt to use any dangerous weapon in school buildings or on school grounds at any time, or in school vehicles and/or buses or off the school grounds at a school-sponsored activity, function or event.¹

Dangerous weapons for the purposes of this policy shall include, but are not limited to a firearm or anything manifestly designed, made or adapted for the purpose of inflicting death or serious bodily injury or anything that in the manner of its use or intended use is capable of causing death or serious bodily injury.²

Violators of this section shall be subject to suspension and/or expulsion from school.

*Firearms (as defined in 18 U.S.C. § 921)*³

In accordance with state law, any student who brings or possess a firearm on school property shall be expelled for a period of not less than one (1) calendar year. The director of schools shall have the authority to modify this expulsion requirement on a case-by-case basis.⁴

**DRUGS**

In accordance with state law, any student who unlawfully possesses any drug including any controlled substance or legend drug shall be expelled for a period of not less than one (1) calendar year. The director of schools shall have the authority to modify this expulsion requirement on a case-by-case basis.⁵

**ASSAULT**

In accordance with state law, any student who commits aggravated assault as defined in § 39-13-102 upon any teacher, principal administrator, any other employee of the school or school resource officer shall be expelled for a period of not less than one (1) calendar year. The director of schools shall have the authority to modify this expulsion requirement on a case-by-case basis.⁴
**ELECTRONIC THREATS**

In accordance with state law, any student who transmits by an electronic device any communication containing a credible threat to cause bodily injury or death to another student or school employee and the transmission of such threat creates actual disruptive activity at the school that requires administrative intervention shall be expelled for a period of not less than one (1) calendar year. The director of schools shall have the authority to modify this expulsion requirement on a case-by-case basis.\(^5\)

**NOTIFICATION**

When it is determined that a student has violated this policy, the principal of the school shall notify the student’s parent or guardian and the criminal justice or juvenile delinquency system as required by law.\(^6\)

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**Legal References**

1. TCA 39-17-1309
2. TCA 39-11-106(a)(5)(A), (B)
3. 18 U.S.C. 921; 20 USCA § 7961
4. TCA 49-6-4216(b); TCA 49-6-3401(g)
5. TCA 49-6-4216(b)(2)
6. TCA 49-6-4209; TCA 39-17-1312

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**Cross References**

Discipline Procedures 6.313
Suspension/Expulsion/Remand 6.316
Students shall dress and groom in a clean and neat manner so as not to distract or interfere with the operation of the school.

More specific guidelines appropriate for each level of school (elementary, middle, junior high and senior high) shall be developed by the director of schools. Principals and appropriate faculty shall be involved in the development of each set of guidelines.

When a student is dressed in a manner which is likely to cause disruption or interference with the operation of the school, or in a manner that violates the developed guidelines, the principal shall take appropriate action, which may include suspension.

Legal References

1. TCA 49-6-4215(a)(1); TCA 49-1-302(j)

Cross References

Discipline Procedures 6.313
Suspension/Expulsion/Remand 6.316
Students shall help maintain the school environment, preserve school property and exercise care while using school facilities.

All district employees shall report all damage or loss of school property to the principal or designee immediately after such damage or loss is discovered. The principal or designee shall make a full and complete investigation of any instance of damage or loss of school property. The investigation shall be carried out in cooperation with law enforcement officials when appropriate.

When the person causing damage or loss has been identified and the costs of repair or replacement have been determined, the director of schools shall take steps to recover these costs. This may include recommending the filing of a civil complaint in court to recover damages. If the responsible person is a minor, recovery will be sought from the minor’s parent or guardian.1

In addition, the district may withhold the grades, diploma, and/or transcript of the student responsible for vandalism or theft or otherwise incurring any debt to a school until the student or the student’s parent/ guardian has paid for the damages.2 If a student and/or his/her parent dispute damages or the amount of damages, the director of schools shall meet with them to discuss the matter. Within five (5) days of the meeting, the director of schools shall notify the student and his/her parent of the final decision.

When the minor and parent are unable to pay for the damages, the director of schools may meet with the parent in an attempt to reach an agreement. Upon payment or completion of an agreement between the director and a parent, the student’s grades, diploma, and/or transcripts shall be released. Such sanctions shall not be imposed if the student is not at fault.

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Legal References

1. TCA 37-10-101
2. TRR/MS 0520-01-03-.03(15)

Cross References

Visitors to the School 1.501
Safety 3.201
Security 3.205
Community Use of School Facilities 3.206
Student Fees and Fines 6.709
A student may possess a cellular telephone or other personal technology on school property. Use of such technology will be at the discretion of the building administrator.

**High School**

A student may possess a cellular telephone or other personal technology on school property and may use such technology during lunch and transition times. Use of personal technology during instructional periods is general prohibited.

Personal communication devices include, but are not limited to, wearable technology such as eye glasses, rings, or watches that have the capability to record, live stream, or interact with wireless technology; cell phones; laptops; tablets; and mp3 players. However, a teacher may grant permission for the use of these devices to assist with instruction in his/her classroom, and teachers are encouraged to integrate the devices into their course work. The principal or his/her designee may also grant a student permission to use such a device at his/her discretion.

Unauthorized use or improper storage of a device will result in confiscation until such time as it may be released to the student's parents or guardian. A student in violation of this policy is subject to disciplinary action.
Corporal punishment shall not be used as a disciplinary measure in any school.  

The director of schools shall be responsible for developing and implementing in-service training programs for teachers and staff in the use of alternative, positive measures of discipline.

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Legal References

1. TCA 49-6-4104

Cross References

Discipline Procedures 6.313
Student Records 6.600-604
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<td>6.315</td>
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Students may be detained before or after the school day as a means of disciplinary action.

The following guidelines shall be followed:

1. The student shall be given at least one (1) day of notice before detention;
2. Parents shall be informed before detention takes place;
3. Students in detention shall be under the supervision of school personnel;
4. Detention shall not exceed one (1) hour after the official closing of the school day but may be administered several days in succession; and
5. Teachers must have the approval of the principal before detaining a student.

Cross References

Discipline Procedures 6.313
DEFINITIONS:

Suspension: dismissed from attendance at school for any reason not more than ten (10) consecutive days. Multiple suspensions shall not run consecutively nor shall multiple suspensions be applied to avoid expulsion from school.

Expulsion: removal from attendance for more than ten (10) consecutive days or more than fifteen (15) days in a month of school attendance. Multiple suspensions that occur consecutively shall constitute expulsion.

Remand: assignment to an alternative school.

REASONS FOR SUSPENSION/EXPULSION:

Any principal, principal-teacher or assistant principal (herein called principal) may suspend/expel any student from attendance at school or any school-related activity on or off campus or from attendance at a specific class or classes, or from riding a school bus, without suspending such student from attendance at school (in-school suspension), for good and sufficient reasons including, but not limited to:

1. Willful and persistent violation of the rules of the school;
2. Immoral or disreputable conduct, including vulgar or profane language;
3. Violence or threatened violence against the person of any personnel attending or assigned to any school;
4. Willful or malicious damage to real or personal property of the school, or the property of any person attending or assigned to the school;
5. Inciting, advising or counseling of others to engage in any of the acts herein enumerated;
6. Possession of a pistol, gun or firearm on school property;
7. Possession of a knife, etc., as defined in TCA 39-17-1309, on school property;
8. Assaulting a principal, teacher, school bus driver or other school personnel with vulgar, obscene or threatening language;
9. Unlawful use or possession of barbital or legend drugs, as defined in TCA 53-10-101;
10. Engaging in behavior which disrupts a class or school-sponsored activity;

11. Making a threat, including a false report, to use a bomb, dynamite, or any other deadly explosive or destructive device including chemical weapons on school property or at a school sponsored event;

12. One (1) or more students initiating a physical attack on an individual student on school property or at a school activity, including travel to and from school;

13. Off-campus criminal behavior resulting in felony charges; when behavior poses a danger to persons or property or disrupts the educational process; and

14. Any other conduct prejudicial to good order or discipline in any school.

If as a result of an investigation, a principal or his/her designee finds that a student acted in self-defense under a reasonable belief that the student, or another to whom the student was coming to the defense, may have been facing the threat of imminent danger of death or serious bodily injury, then, the student may not face any disciplinary action.  

IN-SCHOOL SUSPENSION:

1. Students given an in-school suspension in excess of one (1) day from classes shall attend either special classes attended only by students guilty of misconduct or be placed in an isolated area appropriate for study; and

2. Personnel responsible for in-school suspension will see that each student is supervised at all times and has textbooks and classwork assignments from his/her regular teachers. Students given in-school suspension shall be required to complete academic assignments and shall receive credit for work completed.

PROCEDURES FOR OUT OF SCHOOL SUSPENSION AND EXPULSION:

1. Unless the student’s continued presence in the school, class or school-related activity presents an immediate danger to the student or other persons or property, no principal shall suspend/expel any student until that student has been advised of the nature of his/her misconduct, questioned about it, and allowed to give an explanation.

2. Upon suspension/expulsion of any student (in-school suspension in excess of one (1) day), the principal shall make an immediate attempt to contact the parent or guardian to inform them of the suspension/expulsion. The student shall not be sent home before the end of the school day unless the parent or guardian has been contacted.

3. The principal shall notify the parent or guardian and the director of schools or designee in writing:
   a. Of the suspension/expulsion and the cause for it; and
b. A request for a meeting with the parent or guardian, student and principal, to be held as soon as possible, but no later than five (5) days following the suspension/expulsion.

4. Immediately following the scheduled meeting, whether or not attended by the parent or guardian or student, the principal shall determine the length of the suspension/expulsion and set conditions for readmission. If the principal determines the length of the suspension to be between six (6) and the maximum of ten (10) days, the principal shall develop and implement a plan for correcting the behavior when the student returns to school.

5. If at the time of the suspension the principal determines that an offense has been committed which, in the judgment of the principal would justify a suspension/expulsion for more than ten (10) days, he/she may suspend/expel/remand the student unconditionally for a specified period of time or upon such terms and conditions as are deemed reasonable.

6. The principal shall immediately give written or actual notice to the parent or guardian and the student of the right to appeal the decision to suspend/expel/remand for more than ten (10) days. The notice shall include a statement that, unless the student’s parent or guardian requests an open hearing in writing within five (5) days of receipt of the notice, any hearing will be closed to the public. All appeals must be filed, orally or in writing, within five (5) days after receipt of the notice and may be filed by the parent or guardian, the student or any person holding a teaching license who is employed by the school system if requested by the student.

7. The appeal from this decision shall be to the board or to a disciplinary hearing authority appointed by the board.

8. If the suspension/expulsion occurs during the last ten (10) days of any term or semester, the student shall be permitted to take such final examinations or submit such required work as necessary to complete the course of instruction for that semester, subject to conditions prescribed by the principal.

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**Legal References**

1. TCA 49-6-3007(b)
2. TCA 49-2-203(a)(7); TCA 49-6-3401(a)
3. TCA 49-6-4216; TCA 39-17-1309(b)
4. TCA 49-6-3401(i)
5. TCA 49-6-3401(b)(1)
6. TCA 49-6-3401(a)-(c); *Goss v. Lopez*, 419 U.S. 565 (1975); 20 USCS 1415; Individuals with Disabilities Act Amendments of 1997 § 615

**Cross References**

Traffic and Parking Controls 3.403
Procedural Due Process 6.302
Interference/Disruption of School Activities 6.306
Bus Conduct 6.308
Zero Tolerance Offenses 6.309
Dress Codes 6.310
Discipline Procedures 6.313
Disciplinary Hearing Authority 6.317
A Disciplinary Hearing Authority (DHA) shall conduct appeals for students who have been suspended for more than ten (10) school days. The board shall appoint a DHA which shall consist of six (6) members (maximum number must not exceed total membership of board). The Director of Schools shall recommend members of the DHA to the board for approval. At least one (1) DHA member shall be a licensed employee of the district. All appointments are for one (1) year terms and subject to reappointment. Board members shall not serve on the DHA.

The director of schools shall appoint a chairman of the DHA from the members appointed by the board. The chairman shall perform the following duties:

1. Set the time, place and date for each hearing;
2. Maintain order and structure during each hearing; and
3. Prepare, sign, and disseminate the minutes of each meeting.

Upon receiving notification of the request to appeal the suspension decision, the DHA shall provide written notification to the parent or guardian of the student, the student, and any other appropriate person of the time, place and date of the hearing. The hearing must be held no later than ten (10) days after the beginning of the suspension.

The DHA may take the following disciplinary actions:
1. Affirm the decision of the school principal;
2. Order removal of the suspension unconditionally;
3. Order removal of the suspension upon such terms and conditions as it deems reasonable;
4. Assign the student to alternative program; or
5. Suspend the student for a specified period of time.*

Within five (5) days of the DHA rendering a decision, the student, principal, principal-teacher or assistant principal may request a review by the board, and the board shall review the record. Following the review, the board may grant or deny the request for a hearing or affirm or overturn the decision of the DHA with or without a hearing. The board shall not impose a more severe penalty than that imposed by the DHA without first providing an opportunity for a hearing before the board. *
The notice of the hearing shall include a statement that, unless the student’s parent or guardian requests an open hearing in writing within five (5) days of receipt of the notice, the hearing shall be closed to the public.  

* Note: Zero-tolerance offenses as set forth in statute require mandatory calendar year expulsion or assignment to alternative placement for a calendar year unless modified by the director of schools.

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**Legal References**

1. TCA 49-6-3401(c)(4)(A)
2. TCA 49-6-3401(c) (5)
3. TCA 49-6-3401(c)(6)

**Cross References**

Procedural Due Process 6.302
Suspension/Expulsion/Remand 6.316
The board may deny admission of any student (except those in state custody) who has been expelled or suspended from another school system in Tennessee or another state even though the student has established residency in the system in which he/she seeks enrollment.

After a request for enrollment is made, the director of schools shall investigate the facts surrounding the suspension/expulsion from the former school system and make a recommendation to the board to approve or deny the request.

The board shall not deny enrollment beyond the length of the imposed suspension/expulsion.

If the action of the board is to deny admission, the director of schools shall, on behalf of the board, notify the Commissioner of Education of the decision.

A student may be dismissed if it is determined subsequent to the enrollment that the student has been suspended or expelled from the former school system.¹

Legal References
1. TCA 49-6-3401(f); 20 USCS § 1232G(b)(4), (h)

Cross References
1. School Admissions 6.203
   Student Records 6.600-604
A Disciplinary Hearing Authority (DHA) shall conduct appeals for students who have been suspended for more than ten (10) school days. The board shall appoint a DHA which shall consist of six (6) members (maximum number must not exceed total membership of board). The Director of Schools shall recommend members of the DHA to the board for approval. At least one (1) DHA member shall be a licensed employee of the district. All appointments are for one (1) year terms and subject to reappointment. Board members shall not serve on the DHA.

The director of schools shall appoint a chairman of the DHA from the members appointed by the board. The chairman shall perform the following duties:

1. Set the time, place and date for each hearing;
2. Maintain order and structure during each hearing; and
3. Prepare, sign, and disseminate the minutes of each meeting.

Upon receiving notification of the request to appeal the suspension decision, the DHA shall provide written notification to the parent or guardian of the student, the student, and any other appropriate person of the time, place and date of the hearing. The hearing must be held no later than ten (10) days after the beginning of the suspension.

The DHA may take the following disciplinary actions:

1. Affirm the decision of the school principal;
2. Order removal of the suspension unconditionally;
3. Order removal of the suspension upon such terms and conditions as it deems reasonable;
4. Assign the student to alternative program; or
5. Suspend the student for a specified period of time.*

Within five (5) days of the DHA rendering a decision, the student, principal, principal-teacher or assistant principal may request a review by the board, and the board shall review the record. Following the review, the board may grant or deny the request for a hearing or affirm or overturn the decision of the DHA with or without a hearing. The board shall not impose a more severe penalty than that imposed by the DHA without first providing an opportunity for a hearing before the board. *
The notice of the hearing shall include a statement that, unless the student’s parent or guardian requests an open hearing in writing within five (5) days of receipt of the notice, the hearing shall be closed to the public.³

* Note: Zero-tolerance offenses as set forth in statute require mandatory calendar year expulsion or assignment to alternative placement for a calendar year unless modified by the director of schools.

Legal References
1. TCA 49-6-3401(c)(4)(A)
2. TCA 49-6-3401(c) (5)
3. TCA 49-6-3401(c)(6)

Cross References
Procedural Due Process 6.302
Suspension/Expulsion/Remand 6.316
The director shall develop procedures, programs and plans to promote and protect the health and welfare of students. These should provide, at a minimum, for the following:

1. A student guidance program;
2. Student health services, including the administration of medications;
3. Student psychological service;
4. Student wellness plans; and
5. Student social services.

The development of these programs and the scope of the services provided shall be consistent with state law and regulations.

Legal References
1. TRR/MS 0520-01-03-.08(1)
2. TCA 49-6-1022; Tennessee State Board of Education Policy 4.204, Standards and Guidelines for Tennessee’s Coordinated School Health Program

Cross References
Advanced College Placement 4.203
Enrollment in College Level Courses 4.205
Graduation Requirements 4.605
PHYSICAL EXAMINATIONS

The principal shall ensure that there is a complete physical examination of each student prior to:

1. Entering school for the first time; and
2. Participation as a member of any athletic team or in any other strenuous physical activity program.

Cost of the examination shall be borne by the parent or guardian of the student. These records shall be on file at the school where the child attends.

Screening tests as required by the Tennessee Department of Education and the Department of Health will be conducted. Parents/Guardians will receive written notice of any screening result that indicates a condition that might interfere or tend to interfere with a student's progress.

In general, the school district will not conduct physical examinations of a student without parental consent to do so or by court order, unless the health or safety of the student or others is in question.

IMMUNIZATIONS

No students entering school, including those entering kindergarten or first grade, those from out-of-state and those from nonpublic schools, will be permitted to enroll (or attend) without proof of immunization, as determined by the Commissioner of Public Health. It is the responsibility of the parents or guardians to have their children immunized and to provide such proof to the principal of the school which the student is to attend.

Exceptions, in the absence of an epidemic or immediate threat thereof, will be granted to any child whose parent or guardian shall file with school authorities a signed, written statement that such measures conflict with his/her religious tenets and practices; or due to medical reasons if such child has a written statement from his/her doctor excusing him from such immunization.

Proof of exceptions will be in writing and filed in the same manner as other immunization records.

A list of transfer students shall be kept at each school in order that their records may be monitored by the Department of Health.
Legal References

1. 20 USCA § 1232h(c)
2. TRR/MS 0520-1-03-.08(2)(a)
3. TRR/MS 0520-01-03-.08(2)(b)
4. Tennessee School Health Screening Guidelines, 
   https://www.tn.gov/assets/entities/education/attachments/csh_school_health_screening_guidelines.pdf
5. TCA 49-6-5001(a), (c)
6. TCA 49-6-5001(b)(2)
No student shall be denied an education solely because of a communicable disease, and his/her educational program shall be restricted only to the extent necessary to minimize the risk of transmitting the disease. MNPS will collaborate with the Metro Public Health Department regarding procedures to safeguard against the spread of communicable disease.

Parents or guardians of infected students shall inform appropriate school officials of the infection so that proper precautions for the protection of other students, employees, and the infected student shall be taken. School officials must adhere to MNPS guidelines on confidentiality of health records.

No student with a communicable disease which may endanger the health of either himself/herself or other individuals shall enter or remain in the regular school setting. If a school principal has reason to believe a student has a communicable disease which may endanger the health of either himself/herself or other individuals in the regular school setting, the principal shall:

1. Assign the student to a setting which will protect other students, employees, and the student; or
2. Exclude the student from school until certification is obtained from a physician or the Metro Public Health Department by either the parent or principal stating that the disease is no longer communicable; and
3. Contact the MNPS office of student health services.

If the principal has reason to believe that the student has a long-term communicable disease, the principal must require confirmation from a physician or the Metro Public Health Department as to the student’s condition. If the student is confirmed to have a long-term communicable disease the principal shall refer the student for special education services. If the principal may request that further examinations be conducted by a physician or Metro Public Health Department and may request periodic re-examinations after the student has been readmitted to the school. Expenses incurred from examinations requested by school officials shall be paid by the board.

The names of all students excluded from school under this policy shall be forwarded to the office student health services.

Legal References
1. TRR/MS 0520-01-03-.08(2)(c)
2. TCA 49-2-203(b)(2)

Cross References
Special Education 4.202
Special Programs 4.206
LIABILITY AND NON-DISCRIMINATION

Students infected with HIV shall not be denied enrollment in school. The board shall not prevent an HIV infected student from participating in the continuation of his/her education on the sole basis of HIV infection. To the extent practical with medical and educational needs, the student shall be subject to the same rules for class assignment, privileges and participation in any school-sponsored activities as all other students. The board shall strive to maintain a respectful school climate for HIV infected students.

Mandatory screening for communicable diseases not spread by casual everyday contact, such as HIV infection, shall not be a condition for school entry or attendance.1

ADMINISTRATIVE RESPONSIBILITIES FOR CONFIDENTIALITY

If a student's parents/guardians choose to disclose the child's HIV status, all matters pertaining to that student shall be directed by procedures initiated by the director of schools.

The director of schools shall be responsible for requesting medical records from the parent/guardian and a statement from the student's physician regarding health status of the student reported to have HIV/AIDS. In addition, the director of schools shall gather information regarding the student's cumulative school record.

CONFIDENTIALITY

No information concerning an HIV infected student shall be divulged, directly or indirectly, to any other individual or group without the written consent of the parent/guardian. All medical information and written documentation of discussions, telephone conversations, proceedings and meetings shall be kept by the director of schools in a locked file. If the HIV infected student is under the age of eighteen (18), access to this file shall be granted only to those persons who have the written consent of the infected student's parents/guardians.

Under no circumstances shall information identifying a student with AIDS be released to the public.2,3

APPROPRIATE ALTERNATIVE EDUCATION PROGRAMS

In determining the educational placement of a student known to be infected with HIV, school authorities shall follow established policies and procedures for students with disabilities. School authorities shall reassess placement if there is a change in the student's need for accommodations or services.

HIV PREVENTION EDUCATION/CURRICULUM
The director of schools shall be responsible for developing instructional objectives to address each terminal objective in the state AIDS curriculum framework and provide each teacher responsible for teaching AIDS education with these objectives. Students shall further be taught universal precautions through the K-8 Healthful Living and Lifetime Wellness curricula and through the board's HIV prevention education program.

The state AIDS curriculum and related instructional objectives shall be used in grades K-12. Parents and guardians shall have convenient opportunities to preview all HIV prevention curricula and materials in accordance with the provisions of the Family Life Curriculum.

Students shall have access to voluntary and confidential counseling about matters related to HIV. Administrators shall maintain a list of counseling and testing resources for student use.

**INFECTION CONTROL**

The director of schools shall develop an Occupational Safety and Health Administration (OSHA)-based infection control plan in which each school will provide for: 1) well-maintained and easily accessible materials necessary to follow universal precautions, and 2) designate first responders responsible for implementing infection control guidelines, including investigating, correcting, and reporting on instances of exposure. All schools shall further follow the most current Centers for Disease Control and Prevention (CDC) Universal Precautions for Prevention of Transmission of Human Immunodeficiency Virus, Hepatitis B Virus, and Other Blood borne Pathogens in Health Care Settings and the OSHA blood borne pathogens standard.  

The director of schools shall develop procedures to implement this policy as well as the State Board of Education HIV/AIDS Policy for Employees and Students of Tennessee Public Schools.

Legal References

1. TRR/MS 0502-01-03-.08(2)(g)  
2. TCA 68-10-113  
3. 20 USCS §1232(g); 34 CFR § 300.622, .623  
4. TRR/MS 0520-01-03-.05(1)(c)  
5. Tennessee State Board of Education Policy 5.300, HIV/AIDS Policy for Employees and Students of Tennessee Public Schools

Cross References

Section 504 & ADA Grievance Procedures 1.802  
Special Education 4.202  
Special Programs 4.206
If under exceptional circumstances a child is required to take non-prescription or prescription medication during school hours the medication shall be stored, labeled, and administered according to the procedures developed by the director of schools.
School personnel, who volunteer, under no duress or pressure and have been properly trained by a Registered Nurse, are permitted to administer Glucagon in emergency situations to a student based on physician’s orders and/or the student’s Individual Health Plan. If the school nurse is on site, the nurse shall provide the service to the student.¹

The school nurse shall be responsible for updating and maintaining each Individual Health Plan. There must be a parent/guardian signature on file giving permission prior to training school personnel to administer Glucagon.

**DEFINITION OF GLUCAGON**

Glucagon is a hormone that helps the liver release sugar, thus increasing the level of sugar in the blood. It must be injected with a syringe into the body like insulin.

**WHEN TO USE GLUCAGON**

Glucagon is administered when the student has low blood pressure and is unable to take liquid of food by mouth because of unconsciousness or seizure activity as per a medical provider’s written instructions.

**TRAINING**

2. The volunteer must complete an initial in-depth diabetes-related training recognizing signs and symptoms of hypoglycemia and respond with student-specific interventions.
3. The volunteer trainee must be able to state how Glucagon’s action and the need medically for its use.
4. The volunteer trainee must be able to state how Glucagon should be prepared, the dosage and side effects, as well as follow-up care after the administration of Glucagon.
5. The volunteer trainee must be able to identify where Glucagon will be stored (must be kept in a secure location away from heat and direct light) and readily available to the student.
6. The volunteer trainee will notify or delegate notification of EMS/911 personnel, parents/guardian and the school nurse any time Glucagon is administered to any student.
7. The volunteer trainee must document observations, administration of Glucagon and follow-up care on the appropriate diabetic and medication forms.

8. Training will be provided until competency is demonstrated and retraining shall be completed on a yearly basis. Training will be documented and include a skills checklist, instructor’s name, trainee’s name, date of training, and documentation of competency of trainee to administer Glucagon. A copy of the trainee’s competency training form will be kept in the employee’s personnel file.

DEFINITION OF ANTI-SEIZURE MEDICATION

Anti-seizure medication works to stop seizure activity by acting on brain cell interactions that inhibit the seizure discharges. This special formulation is administered rectally as a gel.

In addition to the assistance with self-administration of medications provided in subsection (a), public and non-public school personnel who volunteer under no duress or pressure and who have been properly trained by a registered nurse or employed or contracted by MNPS or governing board may administer anti-seizure medications to a student in an emergency situation based on the student’s Individual Health Plan. If the school nurse is available, on site and able to reach the student within the time limit for administration specified in the IHP, then the school nurse shall provide this service to the student.

WHEN TO USE ANTI-SEIZURE MEDICATION

Upon the decision of a trained volunteer to administer anti-seizure medication, school officials shall immediately summon local emergency medical services to the school to provide necessary monitoring of transport to safeguard the health and condition of the student.

Trained volunteer school personnel administering anti-seizure medications under this subsection, any registered nurse who provides training to administer such medications and any local board of education shall not be liable in any court of law for injury resulting from the reasonable and prudent assistance in the administration of such medications, if performed pursuant to the policies and guidelines developed by the departments of health and education and approved by applicable regulatory or governing boards or agencies.

MNPS shall not assign a student with epilepsy or other seizure disorder to a school other than the school for which the student is zoned or would otherwise regularly attend because the student has a seizure disorder.

A student’s parent or guardian, who has given the student’s school written authorization to administer anti-seizure medication, shall, in accordance with the student’s IHP, notify the school administrator or school nurse if anti-seizure medication or prescription or over-the-counter medicines are administered at a time at which the student is not present in school. The student’s IHP shall set forth with specificity the requirements of reporting administration of medication and for the dissemination of such information to volunteer school personnel trained to administer anti-seizure medication. Such notification shall be given after administration of medication before or at the beginning of the next school day in which the student is in attendance.
1 TRAINING

Prior to administration of an anti-seizure medication to a student by volunteer school personnel or a school nurse in an emergency situation, the student’s parent or guardian shall provide:

1. The school with a written authorization to administer the medication at school;

2. A written statement from the student’s health care practitioner, which shall contain the student’s name, the name and purpose of the medication, the prescribed dosage, the route of administration, the frequency that the medication may be administered and the circumstances under which the medication may be administered; and

3. Prior to its date of expiration, the prescribed medication to the school is its unopened, sealed package with the intact label affixed by the dispensing pharmacy.

_____________________________  ______________________________
Legal References                  Cross References
1. TCA 49-50-1602(g)(1)
All personnel shall be alert for any evidence of child abuse or neglect. Individuals who have reasonable cause to know or suspect that any child has been abused or neglected are, by statute, responsible for immediately reporting such suspicions directly to the judge having juvenile jurisdiction, the county Sheriff, the chief law enforcement official where the child resides or the Department of Children’s Services (DCS).

MNPS policy requires that the individual who suspects or receives information pertaining to an abuse/neglect allegation, report the allegation themselves. MNPS treats any incidents of child abuse or neglect with the utmost gravity and care. Therefore, all MNPS personnel are required to immediately report suspected child abuse or neglect to each of the following: (this is a chronological list)

1. Department of Children’s Services – Central Intake (1-877-237-0004)
2. Executive principal of the school or Assistant Principal
3. The Executive Officer of Student Services, via the MNPS DCS disclosure form
4. In the event a child has expressed a fear or refusal to go home, the Executive Principal should also call MNPD if DCS has not responded prior to two (2) hours of school dismissal or the child disclosed within two hours of school dismissal.

School personnel are not to investigate cases in which abuse or neglect are suspected. The Department of Children’s Services or law enforcement will conduct all interviews as part of their investigation. School staff should prepare a written statement of what they witnessed or were told, but they should not ask the student to write a statement or question them once an abuse allegation has been submitted to DCS.

**Administrator Responsibility for Reporting Abuse to Parents or Legal Guardians**

If a teacher, school official, or other school personnel has knowledge or reasonable cause to suspect that a child who attends such school may be the victim of child abuse or child sexual abuse sufficient to require reporting pursuant to this section and that such abuse occurred on school grounds or while the child was under supervision or care of the school (including transportation to and from school), then the principal or other person designated by the school shall verbally notify the parent or legal guardian of such child that a report pursuant to this section has been made and shall provide other information relevant to the future well-being of the child while under the supervision or care of the school to the parent or legal guardian within twenty four (24) hours. Such notice shall not be sent to
any parent or legal guardian if there is reasonable cause to believe that such parent or legal guardian
may be the perpetrator or in any way responsible for the child abuse or child sexual abuse.

Once notice is sent, the principal or other designated person shall provide to such parent or legal
guardian all school information and records relevant to the alleged abuse or sexual abuse, if requested
by the parent or legal guardian, provided such information is edited to protect the confidentiality and
identity of the person who made the report, or other person whose life or safety may be endangered by
the disclosure, and any information made confidential by federal law.

By law, the person reporting shall remain confidential except when the juvenile court determines
otherwise.\(^5\)

Abuse and neglect reports are not part of the educational record and shall be maintained separately
from the educational record in a secured location. They are not subject to the disclosure and other
requirements of the Federal Education Rights and Privacy Act (FERPA).

**Indicators of Child Abuse**

Child abuse is defined as any wound, injury, disability, or physical or mental condition that is of such
nature as to reasonably indicate that it has been caused by brutality, abuse, or neglect or that, on the
basis of available information, reasonable appears to have been caused by such.

Possible indicators of abuse or neglect include:\(^6\)

1. The child has repeated injuries that are not properly treated or adequately explained.
2. The child begins acting in unusual ways ranging from disruptive and aggressive behaviors
to passive and withdrawn behaviors.
3. The child acts in the role of parent toward their brothers and sisters or even toward their
own parents.
4. The child may have disturbed sleep (nightmares, bed wetting, fear of sleeping alone,
needing a nightlight, etc.).
5. The child loses his/her appetite, overeats, or may report being hungry.
6. There is a sudden drop in school grades or participation in activities.
7. The child may act in stylized ways, such as sexual behavior that is not normal for his/her
age group.
8. The child may report abusive or neglectful acts.

**Investigations**

School administrators and employees have a duty to cooperate with, and provide assistance and
information, in child abuse investigations.\(^7\) This includes permitting child abuse review teams to
conduct interviews while the child is at school. The principal may reasonably control the time, place
and circumstances of the interview, but may not insist that a school employee be present, even if the
suspected abuser is a school employee or another student. The principal shall not be in violation of
any laws by failing to inform parents that the child is to be interviewed, even if the suspected abuser is
not a member of the child’s household. The principal also cannot insist that a parent be present during
the interview.

In cases of suspected abuse and/or neglect, the law requires the school system to provide all school
records to the Tennessee Department of Children’s Services, juvenile court judge, or the police if
requested. This includes any surveillance videos depicting suspected child sexual abuse instances on
MNPS property, on a school bus, or at an MNPS-sponsored event. Parental permission is unnecessary
as the Family Rights and Privacy Act (FERPA) creates an exception for information released “in
connection with a health or safety emergency”. However, the usual procedure for documenting that
records have been viewed shall be followed.

The alleged perpetrator of the child abuse or neglect should not be notified that a report of abuse has
been made or that there is a pending investigation unless compelling reasons exist to do so.

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Legal References

1. TCA 37-1-412
2. TCA 37-1-403(a)(2)
3. TCA 37-1-403(a)(1)
4. TCA 37-1-403
5. TCA 37-1-409(a)(1)
6. TRR/MS 0520-1-3-.08(2)(e)
7. TCA 37-1-611(b)

Cross References

Recommendations and File Transfers 5.203
Parent(s) of all students shall provide the schools with emergency contact information which shall contain the following information:

1. Parents’ location and phone numbers during the school day;
2. The name, address and phone number of the student’s physician(s);
3. Directions in the event that medical treatment is needed;
4. Information concerning a student’s particular physical disability or medical condition.

This information shall be required annually and shall be kept on file in the principal’s office.

If a student suffers an injury or becomes ill, the staff member in charge shall have the responsibility to render first-aid or ensure that it is rendered.

Under situations and conditions perceived as an emergency, school personnel shall dial 911 and give accurate details to the emergency services dispatcher who will determine what emergency response is needed. Every effort shall be made to contact the child’s parent/guardian; however failure to make such contact shall not unreasonably delay transport or treatment. In perceived non-emergency situations, the student's parent/guardian shall be called to transport the child to any health care provider or facility. Under no circumstances shall school personnel transport a student to a health care provider or facility in his/her personal vehicle. Principals shall inform the director of schools immediately of any serious injuries suffered by students while under the jurisdiction of the school.

Parents who object to the procedures contained in this policy shall submit to the principal a written emergency plan for his/her approval.

The director of schools shall develop forms and procedures to implement this policy.
The board recognizes the value of proper nutrition, physical activity, and other health conscious practices and the impact that such practices have on student academic achievement, health, and well-being. In order to provide an environment conducive to overall student wellness, this policy shall be followed by all schools in the District.¹

COMMITTMENT TO COORDINATED SCHOOL HEALTH

All schools shall implement the CDC's Coordinated School Health approach to managing new and existing wellness related programs and services in schools and the surrounding community based on State law and State Board of Education CSH standards and guidelines. The district's Coordinated School Health Coordinator shall be responsible for overseeing compliance with State Board of Education CSH standards and guidelines in the school district.

SCHOOL HEALTH ADVISORY COUNCIL²,³

A district school health advisory council shall be established to serve as a resource to school sites for implementing policies and programs and develop an active working relationship with the county health council. The council shall consist of individuals representing the school and community, including parents, students, teachers, school administrators, health professionals, school food service representatives, and members of the public. The primary responsibilities of the council include but are not limited to:

1. Developing, implementing, monitoring, reviewing and as necessary, making recommendations as to physical activity and nutrition policies;
2. Ensuring all schools within the district create and implement an action plan related to all School Health Index modules;
3. Ensuring that the results of the action plan are annually reported to the council; and
4. Ensuring that school level results include measures of progress on each indicator of the School Health Index.

The State Board of Education's Coordinated School Health and Physical Activity Policies shall be used as guidance by the Council to make recommendations. The board will consider recommendations of the Council in making policy changes or revisions.

Additionally, each school will have a Healthy School Team consisting of teachers, students, parents and administrators.² The Team will hold Healthy School Team meetings during the school year to assess needs and oversee planning and implementation of school health efforts. The director of schools/designee will ensure compliance with the school Wellness Policy, to include an assessment of
the implementation of the Wellness Policy and the progress made in attaining the policy goals. The
assessment will be made available to the public.

COMMITMENT TO NUTRITION

All schools within the District shall participate in the USDA child nutrition programs, which may
include but not be limited to, the National School Lunch Program, the School Breakfast Program, the
Summer Food Service Program, and the After School Snack Program. Meals shall be accessible to all students in a non-stigmatizing manner. Students will be given adequate
time to enjoy healthy meals and relax in a pleasant environment. Good nutritional habits shall be
couraged. All food including vending machines, fundraising items, and concessions must meet
guidelines set forth by the Healthy, Hunger-free Kids Act, 2010, Smart Snacks in Schools. The
school principal/designee shall be responsible for overseeing the school district’s compliance with the
State Board of Education Rules and Regulations for sale of food items in the school district.

DISTRICT GOALS

The district will promote healthy nutrition through various activities, including nutrition related
newsletters, informational links on the district website, healthy eating posters and bulletin boards in
dining areas, and informational booths at various community functions. Nutrition Education will be
offered as part of a standards based program designed to provide students with the knowledge and
skills needed to promote and protect their health as outlined in the State Board of Education
Health Education and Lifetime Wellness Standards. Nutrition Education will discourage teachers
from using high fat, sugar, and sodium foods as rewards and encourage students to start each day with
a healthy breakfast.

COMMITMENT TO PHYSICAL ACTIVITY AND PHYSICAL EDUCATION

The board recognizes that physical activity is extremely important to the overall health of a child.
Schools shall support and promote physical activity. Physical activity may be integrated into any areas
of the school program.

Physical Education classes shall be offered as part of a standards based program designed to provide
developmentally appropriate moderate to vigorous physical activity as an integral part of the class. All
physical education classes shall comply with the State Board of Education’s Physical Education
Standards. In addition to the district’s physical education program, non-structured physical activity
periods shall be offered as required by law.

Schools shall continue to offer after school sports and activities. Physical activity shall not be
employed as a form of discipline or punishment.

COMMITMENT TO CURRICULUM

All applicable courses of study should be based on State-approved curriculum standards.
1 **SCHOOL HEALTH INDEX**³

2 All schools within the district shall annually administer a baseline assessment on each of the three recommended School Health Index modules. Results shall be submitted to the School Health Advisory Council and reported to the State Department of Education.

5 **RECORD KEEPING COMPLIANCE**

6 The district’s Coordinated School Health Coordinator shall ensure that records demonstrating compliance with community involvement requirements are maintained. The Coordinated School Health Coordinator shall additionally document that the school wellness policy and triennial assessments are made available to the public."
The director of schools shall develop and maintain an Emergency Allergy Response Plan that meets state guidelines for managing students with life-threatening allergies. The Plan shall include measures to reduce exposure to allergens and procedures to treat allergic reactions. Components of the plan shall include, but are not limited to; education and training of personnel, record keeping/documentation, development and reviews of the allergy action plan, and protocols for classrooms and cafeterias that include strategies to reduce exposure to allergens.¹

Using the state food allergy guidelines plan as a guide, the director shall also develop a process to identify all students with food allergies and develop and implement an Individualized Health Care Plan (IHCP) with an Allergy Action Plan for each specific student.²

### EPINEPHRINE AUTO-INJECTORS

The MNPS Board of Education believes schools should be prepared to treat allergic reactions in the event a student’s personal epinephrine auto-injector is not available or the student is having a reaction for the first time.

Each school shall maintain epinephrine auto-injectors in at least two (2) unlocked, secure locations, including, but not limited to, the school office and the school cafeteria, so they may be administered to any student believed to be having a life-threatening allergic or anaphylactic reaction.

In the event of such a reaction, the school nurse or other trained school personnel may utilize these epinephrine auto-injectors to respond, under a standing protocol from a physician licensed to practice medicine in all its branches.

The director of schools or his/her/designee is authorized to seek the auto-injectors through a prescription written to MNPS. Upon the issuance of the auto-injectors, the director of schools shall ensure that they are placed within each school and that any needed trainings are conducted for staff.

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1. TCA 49-50-1602(f)
A concussion is a traumatic brain injury caused by a direct or indirect blow to the head or body. In order to ensure the safety of students that participate in interscholastic athletics, it is imperative that student athletes, coaches, and parents are educated about the nature and treatment of sports related concussions. The board recognizes that concussions can be a serious health issue and should be treated as such.

The board adopts the guidelines and other pertinent information and forms developed by the Tennessee Department of Health to inform and educate coaches, school administrators, student athletes, and parent(s) / guardian(s) of the nature, risk and symptoms of concussions and head injuries. These guidelines and materials may be viewed on the Department of Health’s website and shall be made available to interested parties through the Central Office.

This policy shall govern all activities and those individuals involved in those activities which constitute an organized athletic game or competition against another team or in practice or preparation for an organized game or competition. It does not govern those activities or individuals involved in those activities which are entered into for instructional purposes only or those that are incidental to a nonathletic program or lesson.

**REQUIRED TRAINING**

The director of schools shall ensure that each school's athletic director and coaches, employed or volunteer, annually complete the *Concussion in Sports – What You Need to Know* online course. This course may be accessed online at www.nfhslearn.com.

Prior to the annual initiation of practice or competition, the following persons must review and sign a concussion and head injury information sheet approved by the Tennessee Department of Health: the director of schools, licensed healthcare professionals (if appointed), each school athletic director, and each coach, employed or volunteer.

In addition, prior to the annual initiation of practice or competition, all student athletes and their parent(s) / guardian(s) shall review the concussion and head injury information sheet approved by the Tennessee Department of Health. A form confirming this review shall be signed and returned by the student athlete, if the athlete is eighteen (18) years of age or older; or by the student athlete's parent(s) / guardian(s), for athletes younger than eighteen (18) years of age.

All documentation of the completion of a concussion recognition and head injury safety education course program and signed concussion and head injury information sheets shall be maintained by the director of schools or his/her designee for a period of three (3) years.
Removal from Athletics

Any student athlete who shows signs, symptoms and/or behaviors consistent with a concussion during an athletic activity or competition shall be immediately removed for evaluation by a licensed healthcare professional, if available, and if not, by the coach or other designated individuals.

No student athlete who has been removed from an athletic activity or competition due to a concussion or suspected concussion shall be allowed to return to any supervised team activities involving physical exertion, including games, competitions, or practices, until the student athlete has been evaluated by and received written clearance on forms approved by the Department of Health from a licensed health care provider for a full or graduated return. "Health care provider" means a Tennessee licensed medical doctor (M.D.), osteopathic physician (D.O.), a clinical neuropsychologist with concussion training, or a physician’s assistant (P.A.) with concussion training who is a member of a health care team supervised by a Tennessee licensed medical doctor or osteopathic physician.

This requirement for clearance prior to a student athlete returning to an athletic activity shall not apply if there is a legitimate explanation other than a concussion for the signs, symptoms, and/or behaviors observed.

The director of schools or his/her designee shall ensure that all protocols approved by the Tennessee Department of Health or required by law relative to the provisions of this policy are followed and implemented within each school.

Legal References

1. TCA 68-55-502
2. TCA 68-55-501
Sudden cardiac arrest (SCA) is a condition in which the heartbeat stops abruptly and unexpectedly, preventing blood flow to the brain, the heart, and the rest of the body. In order to ensure the safety of students that participate in interscholastic athletics, it is imperative that student athletes, coaches, and parents are educated about the nature and treatment of sudden cardiac arrest. The board recognizes that sudden cardiac arrest is a serious health issue and should be treated as such.

The board adopts the guidelines and other pertinent information and forms developed by the Tennessee Department of Health to inform and educate coaches, school administrators, student athletes, and parent(s) / guardian(s) of the nature, risk and symptoms of sudden cardiac arrest. These guidelines and materials may be viewed on the Department of Health's website and shall be made available to interested parties through the Central Office.

This policy shall govern all activities and those individuals involved in those activities which constitute an organized athletic game or competition against another team or in practice or preparation for an organized game or competition. It does not govern those activities or individuals involved in those activities which are entered into for instructional purposes only or those that are incidental to a nonathletic program or lesson.

REQUIRED TRAINING

The director of schools shall ensure that each school’s athletic director and coaches, employed or volunteer, annually complete the National Federation of State High School Associations Elective Course – Sudden Cardiac Arrest online course. This course may be accessed online at www.nfhslearn.com.

Prior to the annual initiation of practice or competition, the following persons must review and sign a sudden cardiac arrest information sheet approved by the Tennessee Department of Health: each school athletic director, licensed healthcare professionals (if appointed), and each coach, employed or volunteer.

In addition, prior to the annual initiation of practice or competition, all student athletes and their parent(s) / guardian(s) shall review the sudden cardiac arrest information sheet approved by the Tennessee Department of Health. A form confirming this review shall be signed and returned by the student athlete, if the athlete is eighteen (18) years of age or older; or by the student athlete's parent(s) / guardian(s), for athletes younger than eighteen (18) years of age.
All documentation of the completion of a sudden cardiac arrest education course program and signed sudden cardiac arrest information sheets shall be maintained by the director of schools or his/her designee for a period of three (3) years.

**Removal from Athletics**

Any student athlete who shows signs, symptoms and/or behaviors consistent with sudden cardiac arrest during or after an athletic activity or competition shall be immediately removed for evaluation by a licensed healthcare professional, if available, and if not, by a coach or other designated individuals. Signs, symptoms and/or behaviors include, but are not limited to: passing out; fainting; unexplained shortness of breath; chest pains; dizziness; racing heart rate; and extreme fatigue.

Student athletes who have been removed from an athletic activity or competition shall not return to any supervised team activities involving physical exertion, including games, competitions, or practices, until the student athlete has been evaluated by and received written clearance on forms approved by the Department of Health from a licensed health care provider for a full or graduated return.

**Penalties**

A coach found in violation of the provisions of this policy related to removal from play and return to play may be subject to the penalties found with district procedures and in accordance with T.C.A. 68-6-101, et. seq.

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**Legal References**

1. TCA 68-6-101, et. seq

**Cross References**
The board is committed to protecting the health and well-being of all students and understands that physical, behavioral, and emotional health are integral components of student achievement. Students are strongly encouraged to report if they, or a friend, are feeling suicidal or in need of help. Students will be provided information regarding The National Suicide Prevention Lifeline – 1-800-273-8255 (TALK).

**PREVENTION**

All district employees shall attend either the annual in-service training in suicide prevention or participate in other equivalent training approved by the director of schools. The training shall include, but not be limited to, identification of risk factors, warning signs, intervention and response procedures, referrals, and postvention.

The director of schools shall identify a district suicide prevention coordinator responsible for planning and coordinating the implementation of this policy. Each school principal shall designate a school suicide prevention coordinator to act as a point of contact in each school for issues relating to suicide prevention and policy implementation.

**INTERVENTION**

Any employee who has reason to believe that a student is at imminent risk of suicide shall report such belief to the principal or designee. Belief that a student is at imminent risk of suicide shall include, but not be limited to, the student verbalizing the desire to commit suicide, evidence of self-harm, or a student self-refers.

Upon notification, the principal or designee shall ensure the student is placed under adult supervision. Emergency medical services shall be contacted immediately if an in-school suicide attempt occurs. The principal or designee shall contact the director of schools or designee as soon as practicable.

Prior to contacting the student’s parent/guardian, the director of schools or designee shall determine if there could be further risk of harm resulting from parent/guardian notification. If parent/guardian notification could result in further risk of harm or endanger the health or well-being of the student, then local law enforcement and the Department of Children’s Services shall be contacted.
If appropriate, the director of schools or designee shall contact the student’s parent/guardian and provide the following information:

1. Inform the parent/guardian that there is reason to believe the student is at imminent risk of suicide;
2. Assure the parent/guardian that the student is currently safe or inform the parent/guardian that emergency medical services were contacted;
3. Ask the parent/guardian whether he/she is aware of the student’s mental state;
4. Ask the parent/guardian whether he/she wishes to obtain or has obtained mental health counseling for the student;
5. Provide the names of community mental health counseling resources if appropriate.

The director of schools or designee will seek parental permission to communicate with outside mental health care providers regarding a student. If the student is under the age of 18 and the parent/guardian refuses to seek appropriate assistance, the director of schools or designee shall contact the Department of Children’s Services.  

The director of schools or designee shall document the contact with the parent/guardian by recording:

1. The time and date of the contact;
2. The individual contacted;
3. The parent/guardian’s response; and
4. Anticipated follow-up.

The director of schools or designee shall ensure the student is under adult supervision until a parent/guardian or other authorized individual accepts responsibility for the student’s safety.

Prior to a student returning to school, the director of schools or designee and/or principal shall meet with the student’s parent/guardian, and student if appropriate. The parent/guardian shall provide documentation from a mental health care provider stating that the student has received care. The principal will identify an employee to periodically check in with the student to ensure the student’s safety and address any problems with re-entry.

**POSTVENTION**

Immediately following a student suicide death, the Crisis Team shall meet and implement the Crisis Management plan. At a minimum, the Crisis Management plan shall address the following:

1. Verification of death;
2. Preparation of postvention response to include support services;
3. Informing faculty and staff of a student death;
4. Informing students that a death has occurred;
5. Providing information on the resources available to students;

The Crisis Team shall work with teachers to identify the students most likely to be impacted by the death in order to provide additional assistance and counseling if needed. Additionally, staff and faculty will immediately review suicide warning signs and reporting requirements. The director of schools or designee shall be responsible for all media inquiries.
Legal References

1. TCA 49-6-1901, et seq.
2. TCA 37-1-403

Cross References

News Releases, News Conferences and Interview 1.503
Crisis Management 3.203
Student Discrimination, Harassment, Bullying, Cyber-bullying and Intimidation 6.304
Promoting Student Welfare 6.400
Student Wellness 6.411
Special education students between the ages of three (3) and twenty-one (21), inclusive, shall receive the benefit of a free appropriate public education. These students shall be educated with the general student population to the maximum extent appropriate and should be placed in separate or special classes only when the severity of the disability is such that education in regular classes, even with the use of supplementary aids and services, cannot be accomplished satisfactorily.¹

Eligibility standards and options of service for special education services shall be based upon the criteria specified in state regulations.²

Students receiving special education services shall not be restrained, except as permitted by state law and regulations.³,⁴ The director of school shall develop administrative procedures to govern the following:

1. Personnel authorized to use isolation and restraint;
2. Training requirements for personnel working with special education students; and
3. Incident reporting procedures.⁴

Legal References

1. TCA 49-10-103(c), (e)
2. TRR/MS 0520-01-09-.01
3. TCA 49-10-1301 to 1307
4. TRR/MS 0520-01-09-.23

Cross References

Special Education 4.202
Any foreign exchange student is eligible for acceptance through the foreign exchange student program, provided he/she is participating through an agency endorsed by the Council on Standards for International Educational Travel and is sponsored by an individual or organization. Foreign exchange students will only be accepted in grades 9-12. There will be no more than four foreign exchange students in one school.

It is the responsibility of the sponsoring agency to obtain the necessary visa for entry into the United States.

All placements of foreign exchange students must be approved by the Departments of Student Assignment Services and Leadership and Learning of Metropolitan Nashville Public Schools. The following documentation must be submitted with the application:

1. A valid J1 student visa for the exchange student;
2. School records, including a transcript of academics (in English);
3. The student’s date of birth;
4. The student’s proficiency in English;
5. Copy of the application received by the sponsoring agency; and
6. Proof of host family’s legal residence in Davidson County.

The deadline for receiving applications in the Student Assignment Office will be June 1st for the fall semester or the entire school year and December 1st for the second semester only.

**ENROLLMENT IN MAGNET SCHOOLS**

Foreign exchange students may enroll in a magnet school provided that they are seeking enrollment for grades 11-12. A foreign exchange student must meet all entrance requirements before he/she will be granted admission to a magnet school. A magnet school may not have more than two foreign exchange students enrolled at a time.
MNPS will ensure that all homeless students shall have equal access to the same free, appropriate public education as provided to other children and youths.¹

Homeless students are individuals who lack a fixed, regular, and adequate nighttime residence.²

Homeless students include:²

1. Students sharing the housing of other persons due to loss of housing, economic hardship, or similar reason; students living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; students living in emergency or transitional shelters; or students abandoned in hospitals;

2. Students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodations for human beings;

3. Students living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or trains stations, or similar settings; and

4. Migratory students who are living in circumstances described above.

ENROLLMENT

Homeless students shall be immediately enrolled, even if the student is unable to produce records normally required for enrollment (i.e. academic records, immunization records, health records, proof of residency), or missed the district’s application or enrollment deadlines.³ Parents/guardians are required to submit contact information to the district’s homeless coordinator.³

PLACEMENT

For the purposes of this policy, school of origin shall mean the school that the student attended when permanently housed or the school in which the student was last enrolled, including a preschool/pre-k program.⁹ School of origin shall also include the designated receiving school at the next grade level when the student completes the final grade level served by the school or origin.⁹

Placement shall be determined based on the student’s best interest.⁴ At all times, a strong presumption that keeping the student in the school of origin is in the student’s best interest shall be maintained, unless doing so would be contrary to a request made by the student’s parent/guardian or the student in the case of an unaccompanied youth.⁵ When determining placement, student-centered factors, including but not limited to impact of mobility on achievement, education, health, and safety shall be considered.⁵ The
choice regarding placement shall be made regardless of whether the student lives with their homeless parents/guardians or has been temporarily placed elsewhere.\textsuperscript{6}

If it is not in the student’s best interest to attend the school of origin, or the school requested by the parent/guardian or unaccompanied youth, the director or his/her designee shall provide a written explanation of the reasons for the determination, in a manner and form that is understandable to the parent/guardian or unaccompanied youth.\textsuperscript{5} The written explanation shall include a statement regarding the right to appeal the placement decision.\textsuperscript{6} If the placement decision is appealed, the district shall refer the parent/guardian or unaccompanied student to the homeless coordinator, who shall carry out the dispute resolution process as expeditiously as possible and in accordance with the law.\textsuperscript{7} Upon notice of an appeal, the director of schools shall immediately enroll the student in the school in which enrollment was sought pending a final resolution of the dispute, including all available appeals.\textsuperscript{7}

**RECORDS**

Records ordinarily kept by the school shall be maintained for all homeless students. Information regarding a homeless student’s living situation shall be treated as a student education record, and shall not be considered directory information.\textsuperscript{8}

**SERVICES**\textsuperscript{10}

The director of schools shall ensure that each homeless student is provided services comparable to those offered to other students within the district, including transportation, special education services, programs in career and technical education (CTE), programs for gifted and talented students, and school nutrition.

The director of schools shall designate a district homeless coordinator who shall ensure this policy is implemented throughout the district. The homeless coordinator shall ensure:

1. Homeless students are quickly identified and have access to education and support services, to include Head Start and district pre-k programs;

2. Coordination with local social service agencies and other entities providing services to homeless students;

3. Coordinate transportation, transfer of records, and other interdistrict activities with other school districts;

4. Coordinate transportation to the school of origin or choice for homeless students;

5. Refer homeless students and their families to health care services, dental services, mental health and substance abuse services, and housing services;

6. Assist homeless students in obtaining immunizations, medical or immunization records, and any additional assistance that may be needed;

7. Public notice of the educational rights of homeless students is disseminated in places frequented by parents/guardians of homeless students, including schools, shelters, public
libraries, and soup kitchens; and

8. Unaccompanied youth are enrolled and informed of their status as independent students.

The director of schools shall develop procedures to ensure that homeless students are recognized administratively and that the appropriate and available services are provided for these students. The director shall ensure professional development is provided to school personnel providing services to homeless students.

Legal References

1. 42 USCS §§ 11431 to 11435; McKinney-Vento Education Assistance Improvements Act of 2001, Part C, § 721
2. McKinney-Vento Act, as amended by ESSA (Pub. L. 114-95), § 725
5. McKinney-Vento Act, as amended by ESSA (Pub. L. 114-95, § 722(g)(3)(B)
10. McKinney-Vento Act, as amended by ESSA (Pub. L. 114-95, § 722(g)(4) - (6)

Cross References

Student Transportation 3.400
Parental Involvement 4.502
Promotion and Retention 4.603
School Admissions 6.203
Migrant Students 6.504
The board directs the administration to identify migratory students in the district, as required by law, and to develop written administrative procedures for ensuring that migrant students receive services for which they are eligible. In developing and implementing a program to address the needs of migratory students, the district will:

1. Identify migratory students and assess the educational and related health and social needs of each student.

2. Provide a full range of services to migrant students including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs, elective classes, fine arts classes, etc.

3. Provide migratory children with the opportunity to meet the same statewide assessment standards that all students are expected to meet.

4. To the extent feasible, provide advocacy and outreach programs to migratory students and their families and professional development for district staff.

5. Provide parents an opportunity to participate in the program.

If a migrant student is identified by the district, the director of schools or designee shall notify the Tennessee Department of Education and request assistance if needed.

Legal References

1. 20 USCS §§ 6318, 6391, 6399
The MNPS School System shall provide all students in foster care, to include those awaiting foster care placement, with a free and appropriate public education.

ENROLLMENT

Students in foster care, to include those awaiting foster care placement, shall be immediately enrolled, even if the student is unable to produce records normally required for enrollment (i.e. academic records, immunization records, health records, proof of residency), or missed the district’s application or enrollment deadlines.¹

PLACEMENT

The district and the child welfare agency shall determine whether placement in a particular school is in a student’s best interest. Other parties, including the student, foster parents, and biological parents (if appropriate), shall be consulted. If the child has an IEP or a Section 504 plan, then the relevant school staff members shall participate in the best interest decision process. This determination shall be made as quickly as possible to prevent educational disruption.

Placement shall be determined based on the student’s best interest. At all times, a strong presumption that keeping the student in the school of origin is in the student’s best interest shall be maintained.² For the purposes of this policy, school of origin shall mean the school in which the student was enrolled, including a preschool/pre-k program, at the time of placement in foster care or at the time of a placement change if the student is already placed in foster care.³

When determining placement, student-centered factors including, but not limited to, the following shall be considered:

1. Preferences of the student;
2. Preferences of the student’s parent(s) or education decision maker(s);
3. The student’s attachment to the school, including meaningful relationships with staff and peers;
4. Placement of the student’s siblings;
5. Influence of the school climate on the student, including safety;
6. The availability and quality of the services in the school to meet the student’s educational needs;
7. History of school transfers and how they have impacted the student;
8. How the length of the commute would impact the student;
9. Whether the student is receiving special education and related services, and if so, the availability of those required services in a school other than the school of origin; and
10. Whether the student is an EL and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin.

Transportation costs should not be considered when determining a student’s best interest.

If it is not in the student’s best interest to attend the school of origin, the director or his/her designee shall provide a written explanation of the reasons for the determination. The written explanation shall include a statement regarding the right to appeal the placement decision. If the placement decision is appealed, the district shall refer the student to the district coordinator for children in foster care, who shall carry out the dispute resolution process as expeditiously as possible and in accordance with the law. Until the dispute is resolved, to the extent feasible, the student shall remain in his/her school of origin.

**TRANSPORTATION**

The district shall collaborate with the local child welfare agency to develop and implement clear and written procedures governing how transportation to a student’s school of origin shall be provided, arranged, and funded. This transportation will be provided for the duration of the student’s time in foster care.

The director of schools shall develop administrative procedures to provide for transportation of students in foster care. These procedures must ensure that:

1. Students in foster care needing transportation to their schools of origin will promptly receive that transportation in a cost-effective manner and in accordance with federal law; and
2. If there are additional costs incurred in providing transportation to the school of origin, the district will provide such transportation if:
   a. the local child welfare agency agrees to reimburse the district for the cost of such transportation;
   b. the district agrees to pay for the cost; or
   c. the district and local child welfare agency agree to share the cost.

The district will ensure that a student in foster care, to include a student awaiting foster care placement, remains in his/her school of origin while any disputes regarding transportation costs are being resolved.
## Legal References

1. Elementary and Secondary Education Act (ESEA), as amended by ESSA (Pub. L. 114-95) § 1111(g)(1)(E)(ii)-(iii)
2. Elementary and Secondary Education Act (ESEA), as amended by ESSA (Pub. L. 114-95), § 1111 (g)(1)(E)(i)-(iv)
3. Elementary and Secondary Education Act (ESEA), as amended by ESSA (Pub. L. 114-95), § 1111 (g)(1)(E)
4. Elementary and Secondary Education Act (ESEA), as amended by ESSA (Pub. L. 114-95), § 1112 (c)(5); § 475(4)(A) of the Social Security Act, 42 U.S.C. § 675(4)(A)
5. Elementary and Secondary Education Act (ESEA), as amended by ESSA (Pub. L. 114-95), § 1112 (c)(5)(B)(i)

## Cross References

- Attendance 6.200
- School Admissions 6.203
A cumulative record shall be kept for each student enrolled in school. The folder shall contain a health record, attendance record, and scholarship record; shall be kept current; and shall accompany the student through his/her school career.¹

The name used on the record of the student entering the school system must be the same as that shown on the birth certificate, unless evidence is presented that such name has been legally changed. If the parent does not have, or cannot obtain a birth certificate, then the name used on the records of such student shall be as shown on documents which are acceptable as proof of date of birth.

The name used on the records of a student entering the system from another school must be the same as that shown on records from the school previously attended unless evidence is presented that such name has been legally changed as prescribed by law.

When a student transfers to another school within the system, copies of the student’s records, including the student’s disciplinary records, shall be sent to the transfer school.²

When a student transfers to a school outside the system, copies of the student’s records, including the student’s disciplinary records, shall be sent to the transfer school.²

All records shall be remitted in accordance with the Family Education Rights and Privacy Act (FERPA).¹⁸

**ACCESS TO STUDENT RECORDS**

Student records shall be confidential. Authorized school officials shall have access to and permit access to student education records for legitimate educational purposes.³ A “legitimate educational interest” is the official’s need to know information in order to:

1. Perform required administrative tasks;

2. Perform a supervisory or instructional task directly related to the student’s education; and

3. Perform a service or benefit for the student or the student’s family such as health care, counseling, student job placement, or student financial aid.

Authorized school officials may release information from or permit access to a student’s education record without the parent(s) or eligible student’s* prior written consent in the following instances:
1. To comply with a judicial order or lawfully issued subpoena. The school system will make a reasonable effort to notify the student’s parent(s) or the eligible student before making a disclosure;¹

2. If the disclosure is an item of directory information;²

3. To comply with the requirements of child abuse reports to the extent known by the school officials including the name, address, and age of the child; the name and address of the person responsible for the care of the child, and the facts requiring the report;³

4. When certain federal and state officials need information in order to audit or enforce legal conditions related to federally-supported education programs in the school system;⁴

5. When the school system has entered into a contract or written agreement for an organization to conduct scientific research on the system’s behalf to develop tests or improve instruction, provided that the studies are conducted in a manner which will not permit the personal identification of students and their parents by individuals other than representatives of the organization and the information will be destroyed when no longer needed for the purpose for which the study was conducted;⁵

6. To appropriate officials if the parent(s) claim the student as a dependent as defined by the Internal Revenue Code;⁶

7. To accrediting organizations to carry out their accrediting functions;⁷

8. When a student seeks or intends to enroll in another school district or a post-secondary school. Parent(s) of students or eligible students have a right to obtain copies of records transferred under this provision;⁸

9. To financial institutions or government agencies that provide or may provide financial aid to a student in order to establish eligibility, to determine the amount of financial aid, to establish conditions for the receipt of financial aid, and to enforce financial aid agreements;⁹

10. To make the needed disclosure in a health or safety emergency when warranted by the seriousness of the threat to the student or other persons, when the information is necessary and needed to meet the emergency, when time is an important and limiting factor, and when the persons to whom the information is to be disclosed are qualified and in a position to deal with the emergency;¹⁰

11. To the Attorney General or his designee for official purposes related to the investigation or prosecution of an act of domestic or international terrorism. An educational agency that, in good faith, produces education records in accordance with an order issued under this Act shall not be liable to any person for that production;¹¹
12. To any agency caseworker or other representative of a state or local child welfare agency or
tribal organization authorized to access the student's educational records when such agencies or
organizations are legally responsible for the care and protection of the student;\(^\text{15}\)

Authorized school officials may release information from a student’s education record if the student’s
parent(s) or the eligible student gives written consent for the disclosure. The written consent must
include:\(^\text{16}\)

1. A specification of the records to be released;
2. The reasons for the disclosure;
3. The person, organization, or class of persons or organizations to whom the disclosure is to be
made;
4. The signature of the parent(s) or eligible student;
5. The date of the consent and, if appropriate, a date when the consent is to be terminated. The
student’s parent(s) or the eligible student* may obtain a copy of any records disclosed under this
provision.

The school system will maintain an accurate record of all requests to disclose information from or to
permit access to a student’s education records. The system will maintain an accurate record of
information it discloses and access it permits. The system will maintain this record as long as it maintains
the student’s education record.\(^\text{17}\)

The record will include at least:\(^\text{17}\)

1. The name of the person or agency that makes the request;
2. The interest the person or agency has in the information;
3. The date the person or agency makes the request; and
4. Whether the request is granted and, if it is, the date access is permitted or the disclosure is made.

* The student becomes an "eligible student" when he/she reaches age 18 or enrolls in a post-secondary
school, at which time all of the above rights become the student's right.
Legal References

1. 20 USCS 1232g; TCA 10-7-503, 504; TRR/MS 0520-01-03-.03(13)
2. TCA 49-6-3001(c)(1)
3. TCA 10-7-504(a)(4); 20 USCS 1232g
4. 20 USCS 1232g(b)(2)(B)
5. 20 USCS 1232g(b)(2); TCA 10-7-504(a)(4)(A)
6. TCA 37-1-403
7. 20 USCS 1232g(b)(3)
8. 20 USCS 1232g(b)(1)(F)
9. 20 USCS 1232g(b)(1)(H)
10. 20 USCS 1232g(b)(1)(G)
11. TRR/MS 0520-01-03-.03(11)(e)
12. 20 USCS 1232g(b)(1)(D)
13. 20 USCS 1232g(b)(1)(I)
14. 20 USCS 1232g(j); USA Patriot Act of 2001 § 507
15. 20 USCS 1232g
16. 34 CFR 99.30
17. 34 CFR 99.32(a)
18. TCA 49-1-701, et seq.

Cross References

School District Records 1.407
Promotion and Retention 4.603
Attendance 6.200
Child Custody/Parental Access 6.209
Disciplinary Hearing Authority 6.317
AIDS 6.404
Within the first three weeks of each school year, the school system shall notify parent(s) of students and eligible students* of each student’s privacy rights.\(^1\) For students enrolling after the above period, this information shall be given to the student’s parent(s) or the eligible student at the time of enrollment.\(^2\) The notice shall include the right of the student’s parent(s) or the eligible student to:

1. Inspect and review the student’s education records;
2. Seek correction of items in the record which are believed to be inaccurate, misleading, or in violation of the student’s rights, including the right to a hearing upon request;
3. File a complaint with the appropriate state or federal officials when the school system violates laws and regulations relative to student records;
4. Obtain a copy of this policy and a copy of the student's educational records;
5. Exercise control over other people’s access to the records, except when prior written consent is given, or under circumstances as provided by law or regulations, or where the school system has designated certain information as “directory information.” Parent(s) of students or eligible students have two weeks after notification to advise the school system in writing of items they designate not to be used as directory information. The records custodian shall mark the appropriate student records for which directory information is to be limited, and this designation shall remain in effect until it is modified by the written direction of the student’s parent(s) or the eligible student.

**DIRECTORY INFORMATION**

"Directory information" means information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to the student's name, address, telephone number, e-mail address, photograph, date and place of birth, dates of attendance, grade level, enrollment status, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received, and the most recent educational agency or institution attended.\(^3\)

Student directory information for 11th and 12th graders shall be made available upon request to persons or groups which make students aware of occupational and educational options, including official recruiting representatives of the military forces of the State and the United States.\(^4\)
MNPS shall not release to other school districts the directory information, as defined by FERPA, for any MNPS student and his/her family unless he/she is currently enrolled in the other school districts or seeking to be enrolled in the other school districts.

*The student becomes an “eligible student” when he/she reaches age 18 or enrolls in a post-secondary school, at which time all of the above rights become the student’s rights.  

<table>
<thead>
<tr>
<th>Legal References</th>
<th>Cross References</th>
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<tr>
<td>1. 34 CFR § 99.4, § 99.7; TCA 49-1-703</td>
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<td>2. 34 CFR § 99.7</td>
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<td>3. 34 CFR § 99.3</td>
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<tr>
<td>4. TCA 49-6-406; 10 USCS § 503(c)</td>
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</tr>
<tr>
<td>5. 34 CFR § 99.3, § 99.5; TCA 49-1-704</td>
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</table>
**INSPECTION PROCEDURE**

Parent(s) of students and eligible students* may inspect and review the student’s education records upon written request.¹

Parent(s) or eligible students shall submit to the records custodian a request which identifies as precisely as possible the record(s) to inspect, and this inspection must be completed within 45 days from the receipt of the request.

The right to inspect and review educational records includes the right to a response from school officials concerning requests for explanation and interpretation of the data. School officials shall presume that the parent has the authority to inspect and review records relating to his/her child unless the school system has been advised that the parent does not have the authority under applicable state law governing guardianship, separation, and divorce.²

When a record contains information about students other than the parent’s child or the eligible student, the parent(s) or eligible student may not inspect and review that information.²

**FEES FOR COPIES³**

A reasonable fee for copies provided to parent(s) or eligible students shall be determined by the director of schools. If the fee represents an unusual hardship, it may be waived in part or entirely by the records custodian.

**CORRECTION PROCEDURES**

Parent(s) of students or eligible students may seek to change any part of the student’s record they believe to be incorrect.⁴ The director of schools shall develop an acceptable procedure to establish an orderly process to review and potentially correct an education record.

*The student becomes an “eligible student” when he/she reaches age 18 or enrolls in a post-secondary school, at which time all of the above rights become the student’s rights.*

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**Legal References**

1. 34 CFR § 99.3, § 99.10; TCA 49-1-704
2. 34 CFR § 99.4
3. 34 CFR § 99.11
4. 34 CFR § 99.20, § 99.21, § 99.22
School administrators shall be authorized to grant permission and set parameters for media access to students in their respective schools. Media representatives shall be required to report to the administration for prior approval before accessing students involved in instructional programs and activities not attended by the general public. The media may interview and photograph students involved in instructional programs and school activities including athletic events, but such media access shall not be unduly disruptive.

Each year parents/guardians shall be given the option to withhold permission for public news media interviews or photographs of their child at school.

Specific parental/guardian permission must be obtained if the story or photograph covers topics of a sensitive nature.

If any student is to be filmed or videotaped and will be identified or a primary subject of the filming or videotaping, prior written consent/release/waiver shall be obtained from the student's parent/guardian.

District employees may release student information to the media only in accordance with applicable provisions of the education records law and board policies governing directory information and personally identifiable information.¹

Parents shall be advised of this policy at the time of the student's registration and each fall in the student/parent handbook.

¹ Legal References

1. USCS 20-1232g; TRR/MS 0520-01-03-.03(13)
STUDENT RIGHTS

A student shall be allowed to responsibly express and disseminate his/her views in writing.

Any student may submit articles and editorials for school-sponsored publications. The procedure for submission of materials shall be published and distributed to all students.

STANDARDS

School-sponsored publications shall adhere to commonly accepted community standards, and no printed material may be distributed which:

1. Is obscene
2. Is libelous
3. May create a material and substantial disruption of the normal school activity or appropriate discipline in the school.

CONTROL AND SUPERVISION

Student publications shall be under the control of the principal. Each school shall have a faculty sponsor who reviews all publications proposed to be distributed in the school by a student or school group.

DISTRIBUTION

School authorities shall regulate the time, manner, place and duration for the distribution of publications on school grounds.

APPEALS

If a request for distributing any portion of a student publication is denied by the faculty sponsor, the decision may be appealed to the principal, then to the director of schools, and ultimately to the board.


**Metropolitan Nashville Board of Education**

<table>
<thead>
<tr>
<th>Monitoring:</th>
<th>Descriptor Term:</th>
<th>Descriptor Code:</th>
<th>Issued Date:</th>
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<tbody>
<tr>
<td>Review: Annually, in April</td>
<td><strong>Student Fees and Fines</strong></td>
<td>6.709</td>
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</tbody>
</table>

Rescinds: SP 6.109  Issued: 02/01/12

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1. **FEES**

   The director of schools shall develop procedures regarding fees for school activities and programs. Such procedures shall comply with all state laws and regulations."^{1}

2. **FINES**

   The director of schools shall develop procedures regarding the assessing and collections of fines for the destruction or damage of school property. Such procedures shall comply with all state laws and regulations."^{2}

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**Legal References**

1. TCA 49-2-114; TRR/MS 0520-01-03-.03(14)
2. TCA 37-10-101, 102; TRR/MS 0520-01-03-.03(15)

**Cross References**

- Revenues 2.400
- Textbooks 4.401
- Graduation Activities 4.606
- Care of School Property 6.311

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*Version Date: August 9, 2018*
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<th>Descriptor Term:</th>
<th>Gifts</th>
<th>Descriptor Code:</th>
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</table>

1. No school funds may be used to purchase gifts, including but not limited to presents, donations, memorials, and flowers. Funds collected from teachers or derived by sales to teachers may be used for these purposes.

2. The solicitation and/or collection of funds from students for the purpose of providing gifts for school personnel is not permitted. Extreme discretion will be exercised by teachers in accepting student gifts.

3. Students will be permitted, with the approval of the principal, to exchange gifts on special occasions.

Cross References

- Student Activity Funds Management 2.900
- Staff Gifts & Solicitations 5.605
Charter School Application Recommendation Report

Submitted By: ReThink Forward

Evaluation Team

Core Team
John Thomas, Planning Facilitator, MNPS
Katy Enterline, Coordinator of Talent Management, HR, MNPS
Michelle Doane, Consultant
Dennis Queen, Executive Officer, Charter School Office, MNPS
Carol Swann, Coordinator, Charter School Office, MNPS

Satellite Reviewers
Gerry Altieri, Principal, Harris Hillman, MNPS
Rick Caldwell, SPED Coach, MNPS
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Carol Irwin, ELL Coach, MNPS
Diane Chumley, ELL Coach, MNPS
Todd Wigginton, Director, Elementary Instruction, MNPS
Katy Pattullo, Coordinator, RTI
Shereka Roby-Grant, Planning Facilitator, Federal Programs, MNPS
Adrienne Useted, Chief Financial Officer, LEAD Public Schools
Brian Hull, Director, Resource Strategy, MNPS
Introduction

Charter schools are public schools operated by independent, non-profit governing bodies that are granted greater autonomy in the areas of curriculum, calendar, staffing, methodology, and pedagogy in return for greater accountability in achieving high quality academic results with their students. In Tennessee, public charter school students are measured against the same academic standards as students in other public schools and are required to use the same state-approved assessments as all other public schools. Charter schools are required to serve all eligible students, with the education of at-risk students being of utmost importance.

Based on a study by the Thomas Fordham Institute and Basis Policy Research, charter schools that exhibit low performance in their first year of operation are less than 1% likely to improve after five (5) years. Therefore, it is the authorizer’s responsibility to create and apply a rigorous, fair, and thorough authorization process in order to ensure only those charter schools who can offer and sustain high quality educational options for all students are recommended and approved to open. Metropolitan Nashville Public Schools is interested in charter applicants who demonstrate the capacity to educate the most at-risk students in highly diverse and personalized settings.

Charter schools in Nashville are required to provide appropriate curriculum, aligned professional standards, engaging models of parental and partnership programs, and strategic planning to leverage and grow resources for the school. Schools are held accountable for academic results, responsible school leadership, sound fiscal and operational management and adherence to the laws and rules that govern education in the state of Tennessee.

Evaluation Process
The Office of Charter Schools worked closely with the National Association of Charter School Authorizers (NACSA) to create an evaluation process that embodies best practices from authorizers throughout the country and has gained both statewide and national recognition as rigorous, thorough, fair and impartial.

A core team specifically trained to assess the quality and sustainability of a proposed school reviews each application. In addition, individuals with specific expertise in special education, English Language learners, business and finance, curriculum, facilities and transportation also review each application to provide the needed expertise in those areas. Finally, the review teams also may include community stakeholders and others who have experience and expertise in specialized areas.

The Office of Charter Schools exercises additional oversight of the process.

**Evaluation Process**
This recommendation report from the Office of Charter Schools is the culmination the three stages of review:

- **Proposal Evaluation** – The evaluation team conducted independent and group assessment of the merits of each proposal against the published evaluation criteria.
- **Capacity Interview** – The evaluation team conducted an interview with the applicant group to provide applicants an opportunity to address questions from the written proposal and to evaluate the applicants’ capacity to implement their proposed program effectively and with fidelity.
- **Consensus Conclusion** – The evaluation team came to a consensus regarding whether to recommend the proposal for approval or denial to the MNPS Board of Education.

**Rating Characteristics**
**Meets the Standard** – The response reflects a thorough understanding of key issues and alignment within all areas of the proposal – academic, operational, and financial. It shows thorough preparation; presents a clear and realistic picture of how the school expects to operate at a high level; and inspires confidence in the applicant’s ability to carry out their plan effectively.

**Partially Meets Standard** – The response meets the criteria in some respects, but lacks detail and/or requires additional information in one or more areas.

**Does Not Meet Standard** – The response has substantial gaps in a number of areas and the review team has no confidence the applicant can deliver a high quality educational option to the students in Davidson County.
Evaluation Contents
This evaluation report includes the following:

- **Proposal Overview** – Basic summary of the proposed school as presented in the application
- **Recommendation** – an overall judgment, based on extensive analysis of all evidence presented by the applicants, regarding whether the proposal meets the criteria for approval
- **Evaluation**: Analysis of the proposal is based on four primary areas of plan development:
  - **Executive Summary** – Provides a comprehensive review of all three major areas of the application with emphasis on the reasons for the recommendation from the review team.
  - **Academic Plan** – Describes the applicant’s model in regards to curriculum and instruction, assessment, working with at-risk and special populations, goals, discipline and logistics (school calendar, daily schedule, etc.).
  - **Operations Plan** – Outlines operational support for the academic program, including staffing and human resources, recruitment and marketing, professional development for teachers, community involvement, and governing board structure and membership.
  - **Financial/Business Plan** – Provides budgeting and financial plans to ensure both initial and on-going fiscal compliance, including budget assumptions, transportation, fundraising, payroll and insurance functions.

Opening a successful, high-performing charter school depends on having a complete, coherent plan. It is not an endeavor for which strength in one area can compensate for weakness in another. Therefore, in order to receive a recommendation for approval, the application must **meet or exceed the standard in all three major areas** of the capacity review.
Proposal Overview

Operator/Applicant – Rethink Forward, Inc.

School Name – Journey to Success

Mission and Vision:
Mission: Journey’s mission is to eliminate the false-sense of reality that exists in our media-driven society by providing a healthy, safe, engaged, supported, and challenging environment that will strengthen students academically, socially, and emotionally, resulting in confident students who are positive about learning and excited about possibilities for their future. Students will leave Journey with the skills and mindset necessary to not only face reality but create a better reality for the next generation.
Vision: ReThink Forward and Journey’s vision is to inspire and equip a generation of self-directed critical thinkers to influence the world around them.

Proposed Location – Southeast Nashville, somewhere in the Cane Ridge, Overton, Glencliff, Antioch area.

Enrollment Projections (as presented by applicant in the written proposal)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Grades Served</th>
<th>Proposed Number of Students</th>
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<tbody>
<tr>
<td>Year 1 2019-20</td>
<td>Pre-K - 6</td>
<td>537</td>
</tr>
<tr>
<td>Year 2 2020-21</td>
<td>Pre K - 7</td>
<td>672</td>
</tr>
<tr>
<td>Year 3 2021-22</td>
<td>Pre K - 8</td>
<td>817</td>
</tr>
<tr>
<td>Year 4 2022-23</td>
<td>Pre K - 8</td>
<td>862</td>
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<tr>
<td>Year 5 2023-24</td>
<td>Pre K - 8</td>
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<td>Year 6 2024-25</td>
<td>Pre K - 8</td>
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<td>Year 7 2025-26</td>
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<td>Year 9 2027-28</td>
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<td>Year 10 2028-29</td>
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<td>1012</td>
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<tr>
<td>At Capacity</td>
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</table>
Executive Summary

Recommendation from the Review Team:

□ Authorize

X □ Do Not Authorize

Summary Analysis – The Metropolitan Nashville Public Schools Office of Charter Schools has established itself over the past several years as an authorizer of national prominence, with an application process that is fair, transparent, and aligned with national standards. As a result, our charter sector is one of the strongest in the nation, and we always welcome new and innovative applications that serve our students and families well.

The lens through which our review team evaluates an application is one that looks for innovative instruction that produces high quality academic outcomes for all students, school operations that support those academic outcomes and sustainable fiscal practices that ensure strong financial stability.

A summary of the qualities we have identified as present in a high quality application is as follows:

- Academic Program Design and Capacity
  - Detailed, curriculum and instructional strategies that align with the mission, target population, and state standards
  - Thorough, current research that supports the curriculum and instructional strategies
  - Articulation of a sound rationale for the application
  - Detailed plans for meeting all student needs, including accelerated learners, remediation, special education, and English Language Learners
  - Demonstrated internal alignment including scheduling and calendar
  - Includes sound plans for family and community engagement
  - Describes a school culture that reflects alignment to the school’s mission and goals.

- Operational Plan and Capacity
  - Includes a sound and reasonable plan for staffing that is likely to attract and retain top talent
  - Presents a thorough and reasonable plan for start-up operations
  - Provides compelling detail on the school’s plan for performance management
  - Presents an organizational chart aligned with the leadership and staffing structure
  - Has viable employment practices
Articulates clear roles and appropriate responsibilities for governance and management
- Identifies founding Board members with diverse skills needed to govern effectively
- Identifies potential facilities and outlines the costs within the financial document
- Outlines a solid transportation plan that is reasonable and equitable to attract a diverse group of students
- Presents a plan for compliance with all federal and state requirements

Financial Plan and Capacity
- Realistic projections with clear assumptions from start-up through full enrollment
- Spending priorities that align with the school’s mission, support the academic program, support the management structure, professional development needs and growth plan
- Cash flow projections that align to the MNPS Performance Frameworks and align with the overall budget
- Sound financial controls to ensure appropriate use of public funds and long-term viability
- Demonstrated financial planning and management capacity
- Reasonable and transparent fundraising goals with disclosure of funders
- Disclosure of all anticipated loans, gifts, and grants, including letters from funders confirming their investment should the school become approved.

After a thorough review of the Journey to Success written application by highly trained and skilled reviewers, and an extensive interview with the applicant team, the review team, along with the Office of Charter Schools, is recommending denial of this application. The reasons for this denial are compelling as the school did not meet standard in any major area – academic, operations, or financial.

This organization does not have any schools and appears to be a recent non-profit formation. ReThink Forward is heavily reliant on a Charter Management Organization (CMO), Noble Education Initiative, for all of its curriculum, instructional practice, professional development, operations and financial advice.

A clear, comprehensive, research-based curriculum or instructional design was not presented in the application, and no curriculum or programmatic structures were presented for Pre-K students. There was no evidence that gave reviewers confidence the applicant or anyone on their team has expertise in best practices for early childhood development. The structures, schedule, discipline and curriculum appeared to be discordant with the mission and vision as presented in the application.
The entire application lacked significant detail, and the review team was unclear as to the population of students targeted, the curriculum, the programming, or the instructional focus for the students. The proposed location was overly broad, with no definition of adequate facilities. Within the zip codes presented, there are nine (9) successful charter schools and no significant overcrowding due to facilities investments made by the district in recent years. Equally unclear was the recruiting model and exactly how students would be able to attend the school, given that the applicant does not intend to provide transportation.

Plans for serving special populations were neither robust nor comprehensive, and there was no clear plan presented for Response to Intervention.

While the area in which the applicant intends to locate would engender a population of students who are English Language Learners at more than 40%, the plans to serve this population were vague and incomplete. Professional development for teachers is mentioned, but the review team could not evaluate it due to the fact the curricular and programmatic goals were vague and unclear.

The discipline plan does not differentiate between Pre-K, elementary and middle grades, and is clearly not aligned to developmental milestones for young learners.

The applicant team did not ask for waivers from state board rules, which would indicate a lack of preparation and if approved, would contractually bind the school to all rules and regulations that govern traditional schools.

The financial model was inaccurate, as the applicant used the per-pupil rate that would be received if transportation were being offered. The state lowers the per-pupil rate if transportation is not offered, thus, the entire budget was incorrect. Additionally, the applicant left out significant portions of the budget that are required under state and federal law, primarily the Medicare tax and TCRS retirement employer contributions. Lack of these calculations caused additional issues with the finances as presented by the applicant. There was mention of a $740,000 loan, but details were vague and the applicant was unable to substantiate such a loan was forthcoming.

In conclusion, Journey to Success did not present the review team with a clear, comprehensive, research-based, effective plan for successful instruction of students within the MNPS district. Additionally, the operations and financial sections contained significant errors, lack of detail, and under-preparation by the applicant. Equally troubling to the review team is the reliance of the ReThink Forward sponsor on the CMO. If approved, MNPS would contract with ReThink Forward and not the CMO, but it is very uncertain, based on current information, if the ReThink Forward team has the capacity to open, run, and sustain a school. It is also unclear how the contract with the CMO is structured, as there is no written agreement to date. Taking into account
the thorough review of the written application, an interview with the applicant’s leadership team and CMO, and the concern of the MNPS review team that this application lacks significant detail and coherence throughout, the Office of Charter Schools respectfully requests that the MNPS Board of Education deny this application.
Section Summaries

Only applicants who score “Meets Standard” in all three major areas on the evaluation rubric are recommended for authorization.

<table>
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Academic Plan Detail

Rating: Does Not Meet Standard

Summary as Presented in Proposal: ReThink Forward submitted an application for a Pre-K – 8 school in the southeast end of Nashville. They propose to partner with a CMO, Noble Education Initiative, and with Trevecca University. At capacity, the school would have 1,012 students. The stated vision is to equip a generation of critical thinkers, and to emphasize social-emotional learning. The school intends to improve learning for all students and close the achievement gap between high and low students.

Review Team Analysis: The application does not meet standard for academic plan because there is very little detail presented about the curriculum, instructional practice, and assessments, and the review team could not determine whether the application meets Tennessee standards.

Additionally, the application indicates there will be as many as 32 Pre-K students, yet there was no curriculum or programming described specifically for these young learners. The review team did not see research indicative of familiarity with developmental needs of young children, nor was there evidence of how the school would approach these learners, or how the school would ultimately know they were successful with that group of students.

No clear plan was presented that differentiates instruction between the elementary (K-4) tier and the middle school tier (5-8). There is a heavy reliance on the assessment I-Ready, and it did not appear the applicant had plans for additional formative and summative testing, leaving the review team with the question of how this school measures success.

While several high-level instructional strategies were mentioned in the written application, there was not a cohesive plan or detailed description of how those strategies would work together within the school to benefit the students.

Additionally, no corrective action plan was presented in the event the school falls below academic expectations either on state assessments or district performance frameworks. There was a lack of detail around setting, revising and monitoring academic goals, and the goals themselves were unrealistic and deemed unattainable by the review team.

Particularly troubling to the review team was the lack of detail provided in the application concerning special populations – particularly students with disabilities and English Language Learners. There was no clear plan to identify and serve these students, and no solid RTI2 plan was presented to assist struggling learners. The review team did not see a plan to monitor progress for students with disabilities and
there was no clear strategy presented for hiring teachers with appropriate certifications to ensure the most vulnerable learners are served appropriately. The review team is not convinced that the applicant has the capacity to meet the needs of students with disabilities or English Language learners, as no founding members appeared to have that expertise.

The application talks about restorative discipline practices and an emphasis on social-emotional learning, but the actual discipline plan presented was more punitive in nature. There was no differentiation in discipline practices and procedures between Pre-K, K-4, and 5-8, as well as no description of differences for students with disabilities, including suspensions, expulsions, and due process.

The application also talks about a Community of Character program, but offers no detail around implementation, training for teachers, or how this program will be measured for success.

The parent-student handbook that describes the discipline plan mentions one consequence for truancy would be turning in students to the driver’s license bureau, but this school would not have anyone old enough for a driver’s license. This is one of several examples throughout the application of a lack of preparation and attention to detail.

The details given concerning expulsions do not align with Tennessee standards, and are vague at best. The handbook also does not contain a clear, concise complaint policy for parents.

There is a lack of specificity around recruitment, marketing, and enrollment of students. The plan includes an ambitious student enrollment of 537 students the first year in grades Pre-K – 6, but there is no evidence of outreach to the communities indicated in the application with the exception of one survey, which was mentioned but not presented to the review team.

It appears that a large part of the plan is for parents to perform volunteer hours at the school, but this was not fully explained and details were unclear. Wrap-around services were mentioned, but again, no detail was provided on how the community would access those services, or from where funding would generate.

In summary, the academic plan was vague, unsubstantiated by research, and lacked significant detail. It appears to the review team that the application was actually written by the CMO, and not the team with which MNPS would be contracting to run the school. The review team does not have confidence that the applicant, ReThink Forward, has the capacity to open and sustain a school for MNPS students that adds to the high-quality options that already exist within the area the school wishes to locate.
Operations Plan Detail

Rating: Does Not Meet Standard

Summary as Presented in Proposal: The application lists a three-member governing board and indicates more board members will be added when approved. The applicant indicated a location within the Cane Ridge, Antioch, Glencliff and/or Overton area, and has indicated they will not provide transportation, with the exception of required special education transportation. By-laws indicate governing board members will serve one year.

Review Team Analysis: The Operations Plan does not meet standard because it lacks significant detail and the review team cannot appropriately assess the ability of the plan to support the academic outcomes.

The review team did not see a strong understanding of the roles and responsibilities of a governing board, in that the three board members were former educators. There were no other roles described in the written application, no board committees, and no plan for transition from a founding board to a governing board. During the interview, it appeared that the applicant had added an attorney and a local member, as all other board members were not Tennessee residents.

There did not appear to be a plan to evaluate the eventual school leader and no school leader has been named. Additionally, there was no plan in place to evaluate board members, train them as required by Tennessee law, or transition board members as they enter and exit the board. The application did mention the required yearly board training, but there was no on-going plan for board professional development. The by-laws presented indicated one year terms, opening the possibility that the entire board could turn over yearly, which does not contribute to the stability of the school.

No compelling start-up plan was presented, and anticipated challenges (hiring, facility, community engagement, etc.) would be addressed through partnerships that are not yet active, according to the applicant.

There was no plan presented in the application for securing a facility, but the applicant mentioned securing a suitable facility within 60 days of approval, which is unrealistic in the current real estate market. Additionally, no description was given of the type of facility sought (space requirements, number of rooms, build-out costs), which would be necessary in a search for space.

It is unclear who the school leader will be once the school opens, and considering the 2017 research done by the Center for Research on Educational Outcomes (CREDO), lack
of a named school leader during the charter application process is a major risk factor for new charters that review teams should consider.

There were conflicting staffing charts presented in the application that did not appear to include special education or ELL staff. The review team could not discern whether the staffing model would meet the needs of the school as written. Additionally, there was no staffing mentioned for Pre-K students, although the enrollment chart indicates there would be 32 Pre-K students in year one (1) if approved.

A job description for a state director was included in the application, even though that position is not included within the organizational charts. Overall, the review team could not evaluate this position without additional detail.

There were no strategies presented to support school leadership, or to mentor and retain qualified teachers. Additionally, there were no plans presented to staff hard-to-fill positions such as special education and ELL.

The applicant does not intend to provide transportation, and there was no comprehensive plan included to ensure students could get to the school. Although Tennessee charter law does not require a charter school to provide transportation, there does need to be a plan in place that can be communicated to parents during marketing and recruiting. The review team does not have confidence that a school with no transportation plans can successfully recruit 537 students in the first year.

It was unclear to the review team how the school plans to use technology. Blended learning was mentioned, but no detail was given. Safety plans were not clear, and the relationship between the charter applicant and the CMO was nebulous.

The school declined to address waivers from state board rules, which would contractually bind them to all rules and regulations that traditional public schools are bound to, including but not limited to text books, facilities, calendar, class size, and administrative licensure. It was not clear to the review team if the applicant understood the rules that can be waived and those that cannot.

In summary, the operations plan must support and enhance the academic plan for a charter school to be able to operate effectively. There are significant details lacking in this operations plan and the review team does not have confidence that the school can open and sustain itself with this plan.
Financial/Business Plan Detail

Rating: Does Not Meet

Summary as Presented in Proposal: The proposed budget assumes $9,800 per-pupil and is based on a first year enrollment of 537 in grades Pre-K – 6. The assumptions do not include any grants in year one, and do assume securing a loan of $740,243.00 in year one. The school assumes participation in all federal Title funds, and plans to pursue a variety of grant opportunities after the first year of operation. Average teacher salaries are assumed at $45,000 per year, with a 2% per year increase. ReThink Forward will contract with Noble Education Initiative for management services.

Review Team Analysis: The financial plan does not meet standard because the applicant left out significant requirements that are mandatory in the state of Tennessee, and the review team is not confident that the financial plan will support and sustain the schools.

- The budget lacked significant expenses such as Medicare tax and TCRS pension contributions.
- The budget is based on the full per pupil amount and does not account for the reduced amount from the state because the school has chosen not to provide transportation.
- The application assumes a $740,000 loan but offers no tangible evidence that a lender has agreed to such a large loan, or what collateral would be used to secure the loan.
- The application assumes BEP funding is continued over 12 months, when the charter law specifies nine (9) equal payments.
- Contingency plans are not sufficient to sustain the school in the event of a budgetary emergency.
- The budget does not include monies for special education, high-needs students.
- Years one (1) and two (2) end with significantly low cash flow, which does not meet the conditions of the MNPS financial performance framework.
- When probed about the low cash flow, the CMO indicated breaking even will take time, and the ReThink board will have to find funders. However, philanthropy is not mentioned after year one.
- Staff recruitment is budgeted at only $1,000.00 in year one (1), which is considered low for recruiting teachers for grades Pre-K – 6.
- Years two through five (2-5) indicate a low recruiting budget for staffing as well, even though the school will almost double in size between years one (1) and five (5).
- The facilities budget is inadequate to account for build-out costs in the first years.
• There was no clear plan presented for financial procedures and policies, and the review team did not see solid financial controls.
• The application mentioned contracting with NEI for financial services, but there is no evidence that NEI has expertise in this area nor was there any plan to evaluate those services from NEI.
• The application did not include procedures for selecting outside contractors or vendors.
• The review team did not see clear evidence of individual or collective qualifications for implementing the financial plan successfully, including capacity in financial management, fundraising and development, and accounting.
• The lack of detail in the budget narrative and budget forms appears to indicate the applicant does not have a clear understanding of federal funds and how they can be accessed.
• Health care costs are budgeted at a 2% increase year over year, which is too low and not sustainable over time.

In summary, the entire budget is based on an incorrect per pupil amount due to the decision not to provide transportation. In addition, significant portions of the budget were left out entirely, and there are many unanswered questions. With that, the review team does not have confidence that this school will be able to successfully open and sustain itself with this financial plan.
Charter School Amended Application Recommendation Report

Submitted By: ReThink Forward

Evaluation Team

Katy Enterline, Coordinator of Talent Management, HR, MNPS
Michelle Doane, Consultant
Dennis Queen, Executive Officer, Charter School Office, MNPS
Mary Laurens Minich, Director, Charter School Office, MNPS
John Thomas, Coordinator, Charter School Office, MNPS
Introduction

Charter schools are public schools operated by independent, non-profit governing bodies that are granted greater autonomy in the areas of curriculum, calendar, staffing, methodology, and pedagogy in return for greater accountability in achieving high quality academic results with their students. In Tennessee, public charter school students are measured against the same academic standards as students in other public schools and are required to use the same state-approved assessments as all other public schools. Charter schools are required to serve all eligible students, with the education of at-risk students being of utmost importance.

Based on a study by the Thomas Fordham Institute and Basis Policy Research, charter schools that exhibit low performance in their first year of operation are less than 1% likely to improve after five (5) years. Therefore, it is the authorizer’s responsibility to create and apply a rigorous, fair, and thorough authorization process in order to ensure only those charter schools who can offer and sustain high quality educational options for all students are recommended and approved to open. Metropolitan Nashville Public Schools is interested in charter applicants who demonstrate the capacity to educate the most at-risk students in highly diverse and personalized settings.

Charter schools in Nashville are required to provide appropriate curriculum, aligned professional standards, engaging models of parental and partnership programs, and strategic planning to leverage and grow resources for the school. Schools are held accountable for academic results, responsible school leadership, sound fiscal and operational management and adherence to the laws and rules that govern education in the state of Tennessee.
Evaluation Process

The Office of Charter Schools worked closely with the National Association of Charter School Authorizers (NACSA) to create an evaluation process that embodies best practices from authorizers throughout the country and has gained both statewide and national recognition as rigorous, thorough, fair and impartial.

A core team specifically trained to assess the quality and sustainability of a proposed school reviews each application. In addition, individuals with specific expertise in special education, English Language learners, business and finance, curriculum, facilities and transportation also review each application to provide the needed expertise in those areas. Finally, the review teams also may include community stakeholders and others who have experience and expertise in specialized areas.

The Office of Charter Schools exercises additional oversight of the process.

Evaluation Process
This recommendation report from the Office of Charter Schools is the culmination the three stages of review:

- **Proposal Evaluation** – The evaluation team conducted independent and group assessment of the merits of each proposal against the published evaluation criteria.
- **Capacity Interview** – The evaluation team conducted an interview with the applicant group to provide applicants an opportunity to address questions from the written proposal and to evaluate the applicants’ capacity to implement their proposed program effectively and with fidelity.
- **Consensus Conclusion** – The evaluation team came to a consensus regarding whether to recommend the proposal for approval or denial to the MNPS Board of Education.

Rating Characteristics
**Meets the Standard** – The response reflects a thorough understanding of key issues and alignment within all areas of the proposal – academic, operational, and financial. It shows thorough preparation; presents a clear and realistic picture of how the school expects to operate at a high level; and inspires confidence in the applicant’s ability to carry out their plan effectively.

**Partially Meets Standard** – The response meets the criteria in some respects, but lacks detail and/or requires additional information in one or more areas.
Does Not Meet Standard – The response has substantial gaps in a number of areas and the review team has no confidence the applicant can deliver a high quality educational option to the students in Davidson County.

Evaluation Contents
This evaluation report includes the following:

- **Proposal Overview** – Basic summary of the proposed school as presented in the application
- **Recommendation** – an overall judgment, based on extensive analysis of all evidence presented by the applicants, regarding whether the proposal meets the criteria for approval
- **Evaluation:** Analysis of the proposal is based on four primary areas of plan development:
  - **Executive Summary** – Provides a comprehensive review of all three major areas of the application with emphasis on the reasons for the recommendation from the review team.
  - **Academic Plan** – Describes the applicant’s model in regards to curriculum and instruction, assessment, working with at-risk and special populations, goals, discipline and logistics (school calendar, daily schedule, etc.).
  - **Operations Plan** – Outlines operational support for the academic program, including staffing and human resources, recruitment and marketing, professional development for teachers, community involvement, and governing board structure and membership.
  - **Financial/Business Plan** – Provides budgeting and financial plans to ensure both initial and on-going fiscal compliance, including budget assumptions, transportation, fundraising, payroll and insurance functions.

Opening a successful, high-performing charter school depends on having a complete, coherent plan. It is not an endeavor for which strength in one area can compensate for weakness in another. Therefore, in order to receive a recommendation for approval, the application must **meet or exceed the standard in all three major areas** of the capacity review.
Proposal Overview

Operator/Applicant – Rethink Forward, Inc.

School Name – Journey to Success

Mission and Vision:
Mission: Journey’s mission is to eliminate the false-sense of reality that exists in our media-driven society by providing a healthy, safe, engaged, supported, and challenging environment that will strengthen students academically, socially, and emotionally, resulting in confident students who are positive about learning and excited about possibilities for their future. Students will leave Journey with the skills and mindset necessary to not only face reality but create a better reality for the next generation.
Vision: ReThink Forward and Journey’s vision is to inspire and equip a generation of self-directed critical thinkers to influence the world around them.

Proposed Location – Southeast Nashville, somewhere in the Cane Ridge, Overton, Glencliff, Antioch area.

Enrollment Projections (as presented by applicant in the written proposal)

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Executive Summary

Amended Recommendation from the Review Team:

☐ Authorize

X ☐ Do Not Authorize

Amended Summary Analysis –

After a thorough review of the Journey to Success written amended application by the core team, along with the Office of Charter Schools, is recommending denial of this application. The reasons for this denial are compelling as the school did not meet standard in any major area – academic, operations, or financial.

Academic

The academic plan continued to be high-level and reflected a lack of expertise in program development and implementation, especially in the areas of Pre-K and special populations. Professional development was mentioned frequently throughout the application; however, the document lacked specifics about the structure, content and outcomes. It was clear that a curriculum had not yet been developed or identified, with the applicant indicating only that they would align texts and materials to Tennessee standards. Additionally, the applicant relies heavily on a partnership with Trevecca Nazarene University (TNU) that does not appear to be fully developed and evidence of which was not adequately provided. While a letter from the TNU President was included, the actual plan was not in the application.

The applicant’s plan for Response to Intervention (RTI) lacks an identified progress monitoring tool, and the review team had questions regarding the time used to provide Tier 2 services. Discipline remained an area of concern, as the team found no changes from the original application. No differentiation was indicated in discipline practices across differing grade level tiers.

Operations

Though the applicant amended the governing board to include three former principals, one current teacher and one higher education professional, the review team still felt that it lacked expertise in areas such as law, operations, marketing, and human resources. The vetting process for adding members was unclear, and the hands-off approach during year zero was concerning, as the contract with MNPS would be held with ReThink forward, not NEI.
While the applicant amended the plan to include a facilities description requiring a wide range of square footage, the review team still did not feel the applicant had a realistic view of the real estate market in Nashville and the requirements associated with the start-up of a new school. The applicant did mention working with a real estate professional, but did not mention which one. There was no mention of the potential requirements for a Pre-K supported through DHS certificate funding and how these may differ from TDOE requirements for Pre-K and elementary/middle schools. The plan to rely on TNU for space should a transition time be needed was unclear and unsupported by evidence.

The review team continued to have questions regarding the lack of a school leader and plans for recruitment and retention of teachers. A partnership with TNU was mentioned frequently throughout the application; however, it was unclear how master teachers to serve as mentors for preservice teachers at TNU would be identified.

Due to the population the applicant proposes to serve, lack of transportation continues to cause concern for the review team. Although Tennessee charter law does not require a charter school to provide transportation, ReThink Forward indicated they would target families with children currently at low performing schools who could not access transportation to attend high performing schools. Coupled with the prospect that they anticipate that 90% of students will qualify for either free or reduced meals, this does not seem to be a viable plan for school sustainability, nor does it appear to meet the needs of the families.

Technology and waivers remained concerns for the review team, as well. Though blended learning was described, software was not identified. Several allowable waivers were requested; however, the applicant attempted to reserve the right to request any waivers applicable to charters in the future.

Financial

While the applicant addressed several areas of concern from the original review team, the changes were unclear and caused even more unease for reviewers. Of great concern was the potential conflict of interest in that Sherri Hage, CEO of NEI, the CMO with which ReThink Forward proposed to contract, appears to be the main funding source for the school. This could impact ReThink Forward’s ability to provide an objective overview of NEI’s performance and could potentially influence the services in which they choose to invest. Furthermore, reliance upon one person as a funding source does not inspire confidence in the school’s ability to obtain secure funding.
Summary

The review team agrees that while the applicant did address some of the questions outlined when original feedback was provided, they did not adequately address the concerns raised. In fact, some of the amendments raised additional concerns, indicating the applicant has not shown that they have the capacity to start up a new school in MNPS at this time.

In conclusion, Journey to Success was again unable to provide the review team with a clear, comprehensive, research-based, effective plan for successful instruction of students within MNPS. The operations and financial sections maintained significant errors, lack of detail, and under-preparation by the applicant. Equally troubling to the review team is the reliance of the ReThink Forward sponsor on the CMO, including financial reliance. If approved, MNPS would contract with ReThink Forward and not the CMO, but it is very uncertain, based on current information, if the ReThink Forward team has the capacity to open, run, and sustain a school. It continues to be unclear how the contract with the CMO is structured, as there is no written agreement to date. Taking into account the thorough review of the amended application, an interview with the applicant’s leadership team and CMO, and the concern of the MNPS review team that this application lacks significant detail and coherence throughout, the Office of Charter Schools respectfully submits its second request that the MNPS Board of Education deny this application.
Section Summaries

Amended evaluation
Only applicants who score “Meets Standard” in all three major areas on the evaluation rubric are recommended for authorization.

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Amended Academic Plan Detail

Rating: Does Not Meet Standard

Summary as Presented in Proposal: ReThink Forward submitted an application for a Pre-K – 8 school in the southeast end of Nashville. They propose to partner with a CMO, Noble Education Initiative (NEI), and with Trevecca Nazarene University (TNU). At capacity, the school would have 1,012 students. The stated vision is to equip a generation of critical thinkers, and to emphasize social-emotional learning. The school intends to improve learning for all students and close the achievement gap between high and low performing students.

Review Team Analysis: The amended application review team determined the application does not meet standard for the academic plan. While the amended application does address a few concerns outlined in the original report of the core team, there still ambiguity surrounding the curriculum, instructional practice, and assessments for grades Pre-K-8. Re-think Forward continues to state that they will use year 0 to develop a more detailed plan for implantation.

The most important characteristic of the academic plan are the assessments. These have not been developed and cannot until a curriculum is identified. This lack of specificity around academic plan leaves reviewers without confidence. As well, the application lists things necessary to an academic plan but still does not provide the specificity necessary for a recommendation of approval.

The review team found additional information regarding the proposed Pre-K curriculum. They noticed the application provided a high level outline but did not provide an actual plan. The application indicated Journey would follow the TN State Standards and provided a link to the TDOE website but applicant did not demonstrate an understanding or knowledge of them. Additionally, the applicant mentions accepting DHS certificates, but references the TDOE standards. DHS and TDOE have two separate Pre-K monitoring processes. It is not clear that the applicant has a grasp of the different requirements set forth by both entities.

During the review of the amended application, the team noticed Journey plans to create an instructional calendar that will be used to guide teachers throughout the school year. From the calendar, curriculum maps would be created to ensure teachers were covering the TN tested standards. It was unclear to the team if NEI or the teachers and school leaders would be creating the calendar and curriculum maps. There was no differentiation made between the grade levels planning and expectations provided in the application.
While the applicant does intend to use their own Academic Design Plan to meet students where they are performing academically, there was little detail surrounding the actual design. The applicant also indicated, “They would connect with parents and community members to help build support for student outside the school day”. However, they provided no details as to the type of support or what the support would look like.

The applicant did state they would use blended learning in grades K-8. The team felt the plan lacked detail to provide a true understanding blended learning. Reviewers were unclear of how the blended model worked in conjunction with the proposed academic model. Also the applicant indicated they would use a software during blended learning time, however it was unclear as to which software they would use or how it would be used during this time.

There was an indication that the partnership between TNU and Journey would benefit the students with the latest educational research. Journey plans to provide tenured teachers that can mentor aspiring teachers from TNU. However, it was unclear if the agreement has been formalized or if there was an alternative plan in case TNU was unable to provide aspiring teachers to Journey. Additionally, it was unclear how tenured or master teachers would be identified and trained to be appropriate mentors.

While Journey indicated short term goals set for students by teachers, it was unclear to the team how they would monitor and revise goals. During the first review cycle, the team noticed a corrective action plan had not been presented. The applicant indicated a plan would be created if Journey fell below the state and/or the district, however there was little to no detail of an actual plan.

As noted in the original recommendation report, the team had concerns regarding the application’s detail around special populations. While additional information was added to address this specific question, the review team remains apprehensive regarding Journey’s capacity and understanding of the federal and state requirements around students with a disability, gifted students, and EL students. The application indicated that classroom teachers would be trained to understand the modification indicated by the IEP. The professional development would be conducted by the Student Services Coordinator, ESE Coordinator, and/or the schools administration team. There was no indication of how the services would actually be delivered. This was especially concerning to the team for students who may need pull out services.

The application indicated that EL students would be taught by a certificated EL teacher and would receive support through being immersed in the classroom. It was still unclear to the team how the student would be receiving their required amount of EL services based on their tier level. It was also unclear if during the immersed classroom
experience, the EL certificated teacher would be teaching both EL and English speaking students or just EL students.

When identifying a student as gifted, the applicant indicated they would conduct a meeting to review data and collect information through a questionnaire. However, it was unclear if an IEP would be created to outline the services that needed to be provided to the student. While project-based learning was a strategy outlined to address the needs of gifted students, there was no indication of increased rigor of instruction. Again, it was unclear to the team how the services indicated would support the needs of the students.

RTI was another concern indicated on the original recommendation report. While the applicant did indicate how students would be grouped together and receive the RTI services, the review team still had concerns that a monitoring tool was not identified. Additionally, it was indicated that students would receive tier 2 intervention services during enrichment time which would include: Technology, Music, Art, PE, and Foreign Language. The application indicated they would offer after school and Saturday tutoring free to students beginning in September. However, transportation would not be provided.

The application review team found no changes from the original application regarding discipline plan. This was concerning to the team since no differentiation was indicated in discipline practices across Pre-K – grade 8. Again, the applicant discussed using restorative practices; however, the handbook actually describes a plan more punitive in nature. The expulsion plan does not align with the state nor MNPS policy.

The applicant did add information indicating the print, radio, news stations, and social media strategies they would use as marketing tools. The applicant also indicated they conducted a survey where 89% of the parents were interested in a new school. However, the actual instrument was not included in the amended application and the team was unclear as to the number of parents participating and the validity of the responses.

In summary, while the applicant added additional information, the review team still had concerns and felt the academic plan was still lacking evidence that ReThink Forward would have the capacity and the ability to operate Journey to Success to be a high-quality institute as those already in MNPS. It appears ReThink Forward, the applicant and entity that MNPS would be contracting with, relied on the CMO to gather information and make changes.
Amended Operations Plan Detail

Rating: Does Not Meet Standard

Summary as Presented in Proposal: The application lists a five-member board that would act as the governing board during the first year of operation. They proposed that the board serve a one-year term. The applicant indicated a location within the Cane Ridge, Antioch, Glencliff and/or Overton area, and has indicated they will not provide transportation, with the exception of required special education and McKinney-Vento transportation. By-laws indicate governing board members will serve one year.

Amended Review Team Analysis: The Operations Plan does not meet standard because it lacks significant detail and the review team cannot appropriately assess the ability of the plan to support the academic outcomes.

ReThink Forward is now comprised of a board including, 3 former principals, 1 current teacher, and 1 higher education professional. Since the board’s experience is centered in the field of education, the review team had concerns related to the board’s capacity in other areas, particularly law, operations, marketing, and human resources. ReThink Forward does have plans to divide the governing board into three committees focusing on financial health, operational efficiency, and academic performance. While the founding board plans to be the governing board through opening, the vetting process associated with adding additional members and what qualifications they would be seeking to add to the governing board. Additionally, ReThink Forward plans to take a hands off approach, leaving the day-to-day operations the CMO. This is cause for concern, especially during the first year of operation, since ReThink Forward would be the one holding the contract with MNPS, not the CMO.

The applicant will rely on the CMO to provide annual monitoring and evaluation updates to the board on the school’s leadership team performance. At that time, the CMO will make recommendations to the board regarding next steps with the administration. The applicant indicated that if the board disagrees with the recommendation, it is up to the CMO to assure ReThink Forward they are doing what is best for the students. At this time, it is unclear as to next steps if the disagreement cannot be resolved between ReThink Forward and the CMO. The plan only indicated that the information would be passed on to the board annually, causing the review team to question why there was not a more comprehensive review plan that required reporting throughout the year. In addition, the original review committee had concerns surrounding the stability of the governing board since they are proposing a one year term. The only addendum the applicant put in place was the governing board would conduct a review at the end of the first year. The review team did not feel this addressed the lack of oversight needed.
The applicant indicated they would rely on the CMO and their experience to address all anticipated challenges (hiring, facility, community engagement, etc.). However, it is unclear at this time of the CMO has opened a new school from the first day.

While the applicant did include a wide range of square footage (50,000 to 90,000) and the number of classrooms needed to meet the requirements for operating a school, it is unclear if they plan to start at 50,000 and then be at 90,000 square feet at capacity. The review team was unsure how the applicant arrived at the wide range of square footage. Considering the current real estate market, the review team did not feel confident that the applicant could secure a facility if they waited until after an approval to begin looking for a location for the school. While the applicant provided a timeline, it was a very tight timeline that could be considered unrealistic. They also mention TNU would provide conference space to the school during construction. It was unclear if TNU had facilities that would meet the state compliance requirements for all grade levels including Pre-K. Additionally, there were questions regarding the funding that would be needed to secure the space or make any needed modifications until a transition to permanent building could be made.

The original review committee expressed concerns because a school leader had not been identified at that time. In 2007, The Center for Research on Educational Outcomes (CREDO) reported that the lack of a named leader during the charter application process is a major risk factor for new charters that review teams should consider. The applicant indicated they would rely on the expertise of ReThink Forward, NEI, and TNU to develop a leader to be successful at Journey. The review team remains unconvinced of the applicant’s ability to recruit and retain a strong school leader.

The applicant did indicate they would use specialized head hunter sourcing and university partnerships to recruit for hard to fill positions. It was unclear to the review team which head hunter source they would use and what other universities would they be partnering with since they only indicate a partnership with TNU. Again, ReThink Forward indicated NEI had a proven track record for hiring, training, and developing high-performing school leaders. Evidence of this type of work in other successful charter schools was not provided.

As stated in the original recommendation report, the applicant does not intend to provide transportation, and there is no comprehensive plan to ensure students can get to school. Although Tennessee charter law does not require a charter school to provide transportation, ReThink Forward indicated they would target families with children currently at low performing schools who could not access transportation to attend high performing schools. This seemed contradicting to the review team. Also, ReThink forward is proposing to recruit 537 students during the first year of operation, causing review team to maintain doubts regarding the applicant’s understanding of the area in
which the school will be located and the complexities of recruitment for a start-up charter school.

The applicant did attempt to address the concerns about the technology plan. They indicated technology would be available in three areas of the students’ career at Journey: to encourage students to create original works, to collaborate with peers, and to do original research. While the applicant provided a broad overview of the availability of technology to students and teachers, a concrete plan was not provided. This concerned the review team since a large amount of funding is designated to technology.

The applicant added several waivers which are allowable. However, they indicated they wanted to reserve the right to request any and all waivers applicable to charters in the future. This is not permissible since all waivers must be included in the contract when it is created.
Amended Financial/Business Plan Detail

Rating: Does Not Meet

Amended Summary as Presented in Proposal: The proposed budget assumes $9552 per-pupil and is based on a first year enrollment of 537 in grades Pre-K – 6. The assumptions do not include any grants in year one. It does however include a $200,000 personal loan from Sherry Hague, CEO of NEI. The school assumes participation in all Federal Title funds, and plans to pursue a variety of grant opportunities after the first year of operation. Average teacher salaries are assumed at $45,000 per year, with a 2% per year increase. ReThink Forward will contract with NEI for management services.

Amended Review Team Analysis: The financial plan does not meet standard. While the applicant address several areas of concern of the original review team, the changes were unclear and were cause for even more unease for the review team. The review team is not confident that the financial plan will support and sustain the schools.

The review team noticed the applicant added a letter from Sherry Hague, CEO of NEI indicating she would provide ReThink Forward with a personal loan in the amount of $200,000 in year 0. As ReThink Forward indicated a good faith contract with NEI to be the CMO for Journey, the team felt this would be a conflict of interest. Furthermore, the review team noticed a letter which appeared as a line of credit from UBS Financial Service Inc. to Sherry Hague, CEO of NEI in the amount of $1,300,000. However, the team learned that it was not an actual line of credit but a security account comprised of securities, mutual funds and other non-deposit investments products. The letter indicated the funds located in this account can fluctuate according to the market, as well as be transferred from the account or withdrawn. Since Mrs. Hage is the CEO of NEI and entering into a contract with ReThink Forward, this could again be deemed as a conflict of interest. Also, with the possibility of the funds being able decrease or be totally withdrawn, the review team felt this was unable to be used as an acceptable line of credit. In addition, this could impact ReThink Forward’s ability to provide an objective review of NEI performance.

In year 1 the applicant budgeted $86,526 for financial services. This amount increased to $597,072 in year 5. While the applicant did indicate this amount included NEI management fee, authorizer fee, and repayment of the initial $250,000 personal loan from Sherry Hage, the review committee felt the other expenditures were vague at best.

The description of Pre-K funding also caused the review team pause. The application proposes utilization of DHS certificates to provide funding for families who wish to attend the school. There does not appear to be a plan to accept children whose families
do not qualify for DHS certificates, nor does the plan provide a sliding scale for families who may not receive total tuition coverage. In order to provide services for children receiving DHS certificates, DHS childcare guidelines must be followed. There does not appear to be any plan for meeting these requirements, as they differ from those of TN Voluntary Pre-K. There are no plans outlined for blending and braiding of any Pre-K services, and the review team felt that the applicant did not have a full understanding of the different types of Pre-K providers in Tennessee.

The applicant indicated they would secure state and federal funds such as Title I, Title II, Title III, Title IV, and IDEA. It was unclear to the review team if the applicant investigated to determine the funding flow from the federal government to the state to the district and the current formulas to project state and federal funds going forward.

When comparing the budget narrative to the actual budget, it was unclear to the review team if the number of required EL teachers to support the needs of the number of EL projected students has been adequately funded.
## Metropolitan Nashville Public Schools
### Sales Tax Collections
#### As of July 20, 2018

### General Purpose Fund

<table>
<thead>
<tr>
<th>MONTH</th>
<th>2017-2018 Projection</th>
<th>TOTAL 2017-2018 COLLECTIONS</th>
<th>$ Change For Month - FY18 Projection</th>
<th>% Change For Month - FY18 Projection</th>
<th>% Increase / Decrease Year-To-Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>$15,381,985.64</td>
<td>$13,237,970.46</td>
<td>($2,144,015.18)</td>
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<tr>
<td>October</td>
<td>17,737,106.49</td>
<td>18,569,404.33</td>
<td>$832,297.84</td>
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<td>November</td>
<td>18,735,563.05</td>
<td>19,090,775.12</td>
<td>$355,212.07</td>
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<td>December</td>
<td>18,564,842.39</td>
<td>18,860,122.15</td>
<td>$295,279.76</td>
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<td>January</td>
<td>17,718,272.36</td>
<td>18,506,044.41</td>
<td>$787,772.05</td>
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<td>February</td>
<td>23,522,306.81</td>
<td>22,777,216.45</td>
<td>($745,090.36)</td>
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<td>-0.56%</td>
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<td>March</td>
<td>15,903,850.36</td>
<td>16,631,331.50</td>
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<td>April</td>
<td>16,775,044.03</td>
<td>17,076,701.24</td>
<td>($301,657.21)</td>
<td>-1.79%</td>
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<tr>
<td>May</td>
<td>19,161,602.23</td>
<td>20,182,728.13</td>
<td>$1,020,125.90</td>
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<td>June</td>
<td>18,271,550.64</td>
<td>19,376,832.57</td>
<td>$1,105,281.93</td>
<td>5.70%</td>
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<td>July</td>
<td>18,550,400.20</td>
<td>19,926,243.13</td>
<td>$1,375,842.93</td>
<td>6.90%</td>
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<td>August</td>
<td>20,371,175.79</td>
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<td>TOTAL</td>
<td>$220,693,700.00</td>
<td>$203,865,919.49</td>
<td>$3,827,780.51</td>
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### Debt Service Fund

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<tr>
<th>MONTH</th>
<th>2017-2018 Projection</th>
<th>TOTAL 2017-2018 COLLECTIONS</th>
<th>$ Change For Month - FY18 Projection</th>
<th>% Change For Month - FY18 Projection</th>
<th>% Increase / Decrease Year-To-Date</th>
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<tr>
<td>September</td>
<td>$3,523,252.83</td>
<td>$3,171,913.06</td>
<td>($351,339.77)</td>
<td>-11.08%</td>
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<td>October</td>
<td>4,062,694.64</td>
<td>4,449,363.02</td>
<td>$386,668.38</td>
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<td>November</td>
<td>4,291,391.69</td>
<td>4,574,287.21</td>
<td>$282,895.52</td>
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<td>December</td>
<td>4,252,288.03</td>
<td>4,519,021.10</td>
<td>$266,733.07</td>
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<td>3.50%</td>
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<td>January</td>
<td>4,058,380.68</td>
<td>4,434,181.52</td>
<td>$375,800.84</td>
<td>8.48%</td>
<td>4.54%</td>
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<td>February</td>
<td>5,387,798.17</td>
<td>5,457,585.11</td>
<td>$69,786.94</td>
<td>1.28%</td>
<td>3.87%</td>
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<td>March</td>
<td>3,642,786.24</td>
<td>3,984,986.81</td>
<td>$342,200.57</td>
<td>8.59%</td>
<td>4.49%</td>
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<td>April</td>
<td>3,842,333.68</td>
<td>4,003,285.55</td>
<td>$160,951.87</td>
<td>4.02%</td>
<td>4.43%</td>
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<td>May</td>
<td>5,553,865.54</td>
<td>4,835,819.19</td>
<td>($718,046.35)</td>
<td>-14.85%</td>
<td>-2.07%</td>
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<td>June</td>
<td>5,349,998.71</td>
<td>4,642,828.64</td>
<td>($707,170.07)</td>
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<td>July</td>
<td>4,248,980.04</td>
<td>4,774,471.37</td>
<td>$525,491.33</td>
<td>11.01%</td>
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<td>August</td>
<td>4,666,029.75</td>
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<td>TOTAL</td>
<td>$52,879,800.00</td>
<td>$48,847,742.58</td>
<td>$633,057.42</td>
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<tr>
<td>AARON, CHARLOTTE JEAN</td>
<td>MNPS McGavock High</td>
<td>TEACHER - MATH</td>
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<td>ADAMS, GREGORY LEE</td>
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<td>ADAMS, QUANITA MARIE</td>
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<td>AGEE, DAINA A</td>
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<td>AKBOYUN, ENRIQUETA</td>
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<td>AKERS, LISA</td>
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<td>TEACHER - GRADE 7</td>
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<td>TEACHER - GRADE 6</td>
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<td>ALEXANDER, JESSICA BRITTANY</td>
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<td>8/1/2018</td>
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<td>ALLEN, ERIKA BROOKE</td>
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<td>SOCIAL WORKER I (LSSW)</td>
<td>8/1/2018</td>
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<td>ANCKER, JAMES A.</td>
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<td>ANDERSEN, BRITTANY BLAIRE</td>
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<td>TEACHER - ARTS THEATRE</td>
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<td>ANDERSON, DEREK</td>
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<td>ANGULO, OSMILA CORONADO</td>
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<td>BABYAR, JOANNA REBEKAH</td>
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<td>BAEZA, ERIKA</td>
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<td>BAKER, JOSHUA A</td>
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<td>BANE, LAUREL LEIGH</td>
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<td>BARRY, RUTH ANNE</td>
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