



METRO
NASHVILLE
PUBLIC
SCHOOLS

2019-2020 STUDENT-PARENT HANDBOOK





DEAR FAMILIES,

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

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

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

Sincerely,

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

Dr. Adrienne Battle
Interim Director of Schools

INFORMATION

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

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

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

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

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

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

KURDISH BAH DINI: بو پێزانین پتر یان هەر پسیارمکی، زحمەت نەبیت تەلفوونی بو رێفەبەری قوتابخانی بکە .

KURDISH SORANI: بو زانیاریت زیاتر یا هەر پسیاریک، تکایه پەویهندیی به بەرێوەبەری قوتابخانی بکە .

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

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

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

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

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

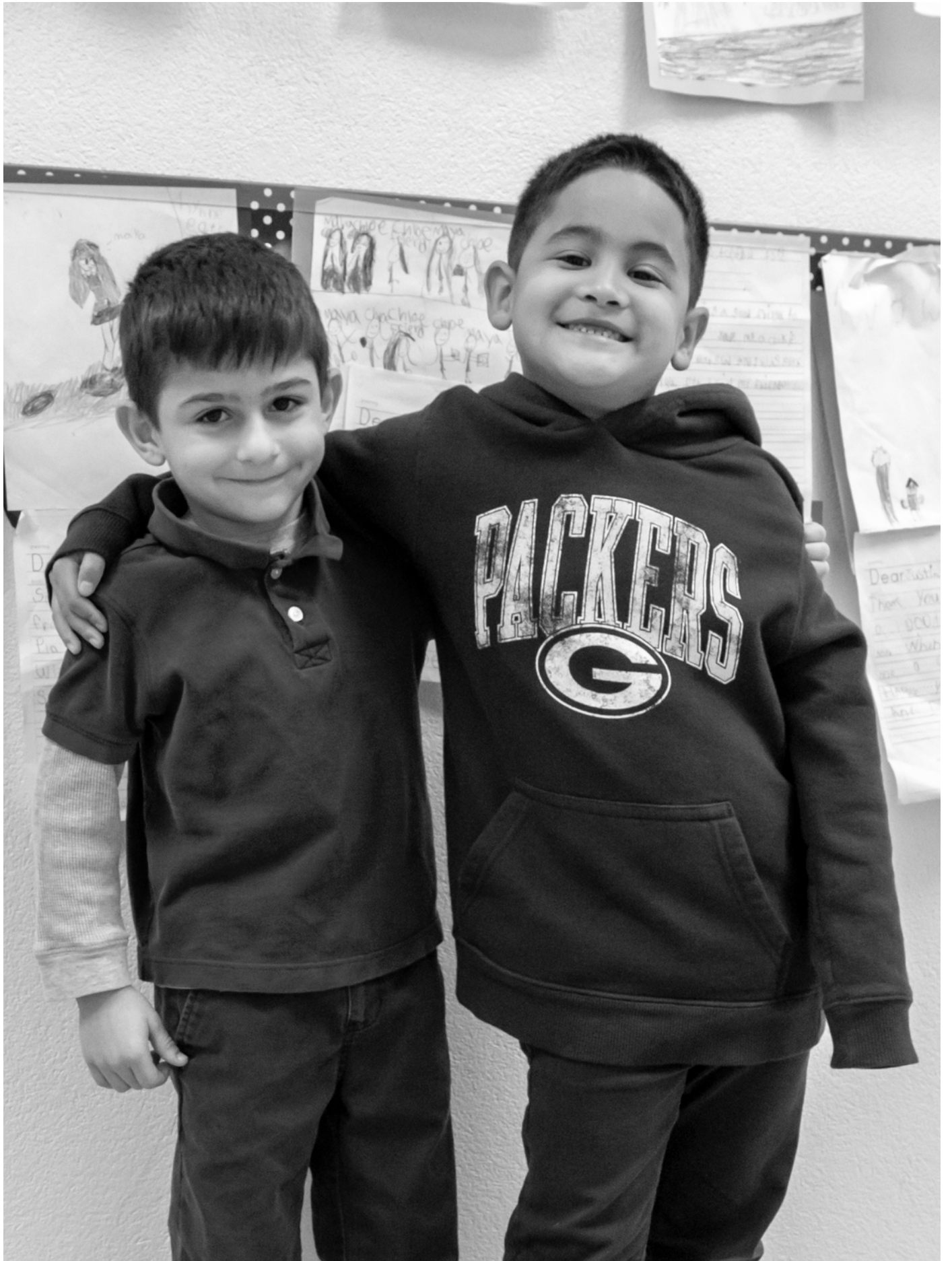
BURMESE: မေးခွန်းများရှိပါက သို့မဟုတ် အကြောင်းအရာများကို ပိုပြီး သိရှိလိုပါက ကျေးဇူးပြု၍ ကျောင်းအုပ်ထံ ဆက်သွယ်ပါ။

AMHARIC: ተጨማሪ ማብራሪያ ካስፈለገዎት ወይም ጥያቄ ካለዎት እባክዎን የትምህርት ቤቱን አስተዳዳሪ በስልክ ወይም ቀጠሮ በማድረግ አነጋግሩ።

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

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

CHINESE: 如果你有问题或需要额外信息，请联系校长



SIGNATURE REQUIRED

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

STUDENT-PARENT HANDBOOK ACCESS & ACKNOWLEDGEMENT

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

Student's Name (please print): _____

Student's School (please print): _____

Parent or Guardian Name (please print): _____

Parent or Guardian Signature _____ **Date** _____

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

SCHOOL ATTENDANCE & TRUANCY

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

Parent or Guardian Signature _____ **Date** _____

PERMISSION FORM

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

	YES	NO
MEDIA (SEE PAGE 37 FOR MORE DETAILED INFORMATION)*		
1. MNPS has permission to honor my student publicly, including submitting honors received to the media.		
2. MNPS has permission to interview, photograph or video record my student for use in print, on the internet, and in all other forms of media.		
3. MNPS has permission to allow news media and other non-MNPS media to interview, photograph or video record my student.		
<i>*If MNPS does not receive this permission form with a preference marked, the district will assume permission is granted for options one and two above and that permission is not granted for the third, which is photography or digital recording by news or non-MNPS media.</i>		
MILITARY RECRUITER (SEE PAGE 37 FOR MORE DETAILED INFORMATION)		
MNPS has permission to share contact information about my student with a military recruiter.		
HEALTH SCREENINGS (SEE PAGE 37 FOR MORE DETAILED INFORMATION)		
My student has permission to participate in the hearing, vision, height, weight and blood pressure screenings.		
LAPTOP		
My student has permission to check out a laptop from the school library, and I understand that I am responsible for reimbursing the school for damages or loss of equipment. The maximum cost for a laptop will be \$600.		

Please print:

Student Name (First, Middle, Last): _____

School Name: _____

Parent/Guardian Name (First, Middle, Last): _____

Address: _____ Apt./Unit: _____

City: _____ State: _____ Zip: _____

Phone: _____ Email: _____

Parent or Guardian Signature _____ **Date** _____

MILITARY STATUS OF PARENTS AND LEGAL GUARDIANS

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

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

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

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

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

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

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

MILITARY CONNECTIONS SURVEY

School Name: _____ Grade: _____

Student #: _____ Student Name: _____ Birthdate: _____

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

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

Parent or Guardian Signature _____ Date _____

OPT-OUT PREFERENCES

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

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

TECHNOLOGY OPT-OUT

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

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

Student Signature _____ Date _____

Parent or Guardian Signature _____ Date _____

SCHOOL SOCIAL WORK SERVICES OPT-OUT

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

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

Parent or Guardian Signature _____ Date _____

OPT-OUT PREFERENCES

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

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

MNPS SURVEY OPT-OUT INFORMATION AND PASSIVE CONSENT FORM

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

During the 2019-2020 school year, MNPS is conducting two to three short (10-20 minute) surveys for students in third grade and above. These surveys will help us to learn more about our students and their perceptions of school. Your student's participation in these surveys is voluntary. You may exempt your student from participating in these surveys at any time prior to survey administration. In addition, your student can choose whether to take the survey or to answer any particular question. There will be NO penalty if you or your student choose not to participate.

School Climate Survey(s)

The purpose of the school climate survey(s) is to help us improve school climate and culture. The survey(s) will ask your student about experiences at school, including relationships with teachers, connection to school, perceptions of safety, and overall school climate. Completing the survey(s) does not involve any risk to your student. The survey(s) is completely anonymous and designed to protect your student's privacy. Students will not be asked to put information on the survey that could be used to identify them.

Neighborhoods and Wellbeing Survey

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

These surveys will be administered securely online by Panorama Education. Panorama Education's Privacy Policy is available at www.panoramaed.com/privacy.

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

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

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

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

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

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

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

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

Student Name (First, Middle, Last): _____

School Name: _____

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

Parent or Guardian Signature _____ Date _____

This form only applies to the specific MNPS-administered surveys listed above for the 2019-2020 school year. Researchers and program evaluators from inside or outside the district must ask for separate permission for any other surveys that the district or school approves.

TABLE OF CONTENTS

INTRODUCTION AND RESOURCES

Handbook Purpose	13
Handbook Principles.....	13
School Climate and Culture	13

Rights and Responsibilities

Family Educational Rights and Privacy Act.....	14
Student Rights and Responsibilities	15
Parent and Guardian Rights and Responsibilities	16
Principal and School Staff Rights and Responsibilities	17
District Office Responsibilities	17

Resources

Stay Connected	19
Get Involved	20
Receive Assistance.....	20
Family Resource Centers	22

POLICIES AND PROCEDURES

Non-Discrimination Statement.....	24
Civil Rights Compliance.....	24
Reporting Requirements.....	25
Juvenile Offender Act	25
Safe Harbor Provision	26
Searches and Seizures.....	26
Student Arrest	27
Threat Assessments	27
Unsafe School Choice Option and Victims of Violent Crime.....	27
Violation of Personal Rights.....	27
Policies Related to Administration of Schools	
District Governance.....	27
MNPS Board of Public Education Meetings and Policies	27
Attendance and Truancy	28
Bring Your Own Device Policy (BYOD)	30
Child Abuse and Neglect Policy	30
Communicable Disease Policy	30
Complaints Policy	30
Disruptive Parents/Guardians/Other Visitors.....	30
Distribution of Materials Policy	30
Eligibility for Athletics Policy.....	30
Exemption from Exams Policy	30

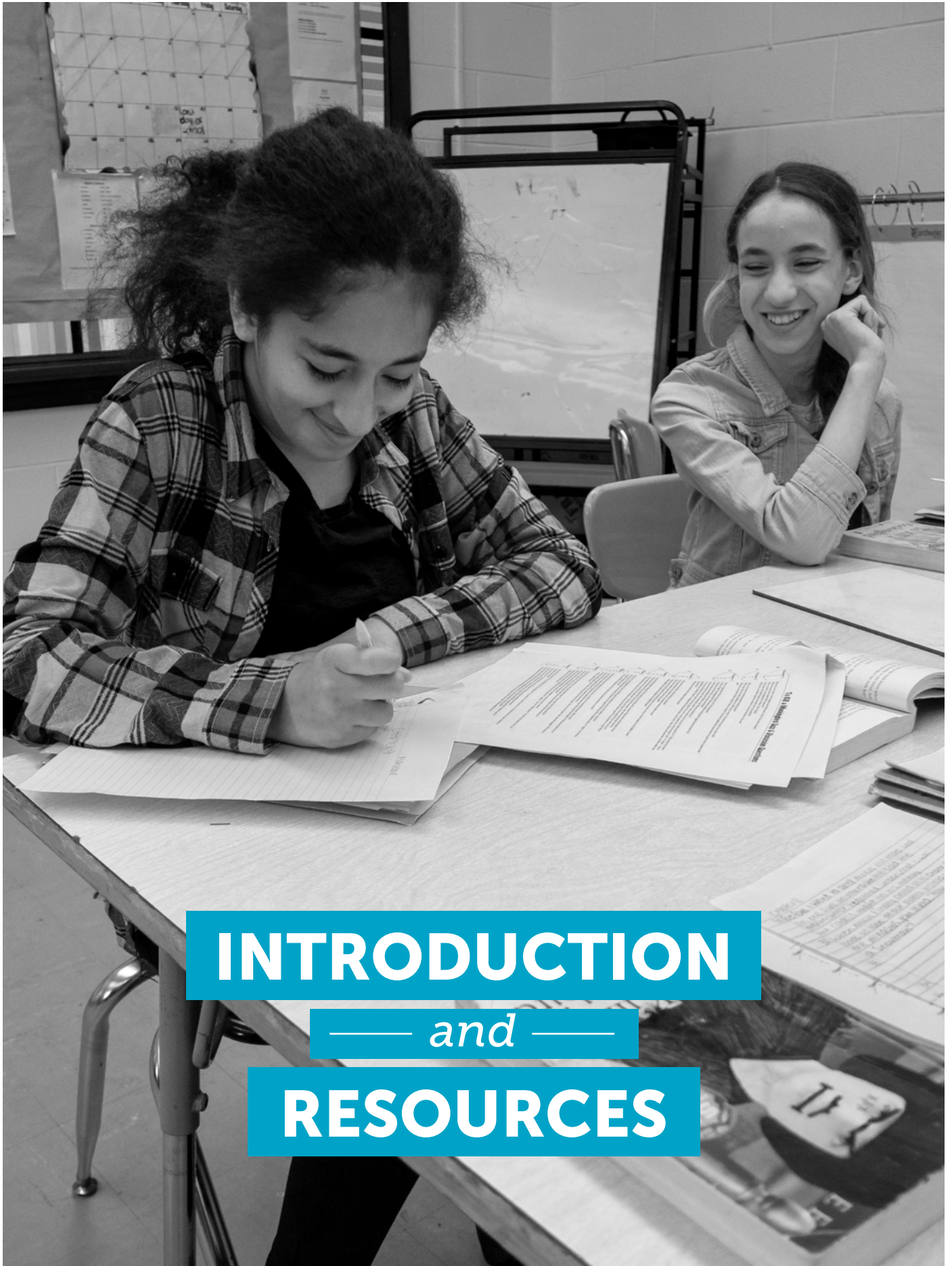
Family Life and Sexual Education Policy.....	30
Fee Waivers Policy.....	30
Field Trips Policy.....	30
Health and Wellness Policy	31
HIPAA Privacy Rule	31
Length of School Day Policy.....	31
Parent Involvement Policy	31
Parent Notification Policy	31
Personal Appearance Policy	31
Student Driving Policy.....	31
Student Records Policy.....	31
Substance Abuse Policy	31
Technology and Acceptable Use Policy.....	31
Transportation Policy	32
Transportation of Students to Medical Facilities Policy	33
Volunteers and Visitors on School Campus Policy.....	33
English Learners (EL)	
Centralized Assessment Location.....	33
EL Assessment and EL Services.....	33
Home Language Survey (HLS).....	33
Language Services	34
Students With Disabilities	
Special Education Services.....	34
Protections for Children Not Yet Eligible for Special Education and Related Services	34
504 Services.....	34
Homework Guidelines	
Elementary.....	35
Middle and High School.....	36
Inappropriate Use of Internet/Electronic Devices.....	37
Permissions Related to Policies	
Print and Digital Media.....	37
Military Recruiters.....	37
Health Screenings	37
Technology.....	37
School Social Work Services	38

BEHAVIOR

Progressive Behavior Responses

Promoting Positive Relationships.....	40
Tips for Calming Conflict	40
Skills and Strategies for Building Postive Relationships.....	40
School Practices for Establishing Positive Relationships.....	40

Parental Assistance	41
Intervention Strategies	41
Discipline	
MNPS' Discipline Philosophy	43
Student Disciplinary Practices and Procedures	43
Discipline Responses	43
Interventions and Responses to Student Behavior	44
Discipline Table of Codes and Responses.....	46
Disciplinary Process and Procedures	54
Alternative Learning Centers for Expelled Students.....	55
Probation Contracts.....	55
Modification of Expulsion Request.....	55
CALENDARS	57
Assessments	
2019-2020 School Year	



INTRODUCTION
— *and* —
RESOURCES

INTRODUCTION

Handbook Purpose

The Metro Nashville Public Schools (MNPS) 2019-2020 Student-Parent Handbook reflects the policies of the MNPS Board of Public Education and the regulations of the Tennessee Department of Education.

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

Handbook Principles

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

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

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

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

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

School Climate and Culture

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

Schools with a positive climate and culture have:

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

FIVE GUIDING PRINCIPLES

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

RIGHTS AND RESPONSIBILITIES

Family Educational Rights and Privacy Act

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

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

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

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

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

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

MNPS has designated the following information as directory information:

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

Student Rights and Responsibilities

Students have the right to:

1. An education that prepares them for success in post-secondary education. This includes receiving support and guidance from faculty, a strong academic curriculum and high expectations in the classroom. Information on all options of post-secondary education should begin at least in the ninth-grade year.
2. Fair communication with teachers, administrators, bus drivers and other staff having a safe and respectful relationship that will nurture their academic progress, while also creating a secure learning environment.
3. Attend school and receive a free and appropriate public education as provided by law.
4. Be taught in a safe and clean learning environment. A clean and safe building is an environment that does not pose any danger to physical safety or hinder the ability to learn. Students should participate in keeping schools clean and safe.
5. Be treated courteously, fairly and respectfully by other students and school staff.
6. Receive a written copy of select district and school policies and procedures at the beginning of the school year and have access to district and school policies and procedures throughout the school year.
7. Bring complaints or concerns to the school principal or staff and expect a response in a reasonable amount of time.
8. Be told, orally or in writing, the reason(s) for disciplinary decisions and be allowed the opportunity to tell their side of the story.
9. Request or challenge in writing an explanation of anything in their education records.
10. Receive information about the procedures for appealing disciplinary decisions.
11. Have a parent or guardian attend applicable disciplinary conferences and hearings.
12. Have school staff or an administrator present when police are called, and have a parent or guardian notified when they are questioned during a police investigation with the exception of those situations that involve child abuse or neglect.
13. Be involved and have a voice in the decision making policies that affect students and schools.
14. Feel safe in schools without fear or worry for physical, mental or emotional well-being.
15. Fair discipline, with district discipline policies being applied equitably in every school. The level of consequences should be based on the level of the infraction. Efforts will be made to assist students in resolving their own conflicts.

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

Students have the responsibility to:

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

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

30. Board the school bus at the bus stop to which they are assigned; students are automatically assigned to the bus stop closest to their home address.

Parent and Guardian Rights and Responsibilities

Parents and guardians have the right to:

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

Parents and guardians have the responsibility to:

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

6. Encourage students to participate in extracurricular activities that promote social and emotional growth in the areas of creative arts, music and athletics.
 7. Work with principals and school staff to address any academic or behavioral concerns or complaints students may experience.
 8. Read and become familiar with the policies of the Board of Education's administrative regulations and this Student-Parent Handbook.
 9. Assist students in understanding the bus safety rules and encouraging their student's compliance.
 10. Be responsible for their student's conduct and safety at all times prior to the arrival and after the departure of the school bus at the assigned bus stop.
 11. Support safe riding practices and reasonable discipline efforts.
 12. Teach their student the proper procedures for safely crossing the roadway before boarding and after leaving the school bus.
 13. Respect the rights and privileges of others at the bus stop.
 14. Monitor bus stops if possible.
 15. Notify the school when a student who receives special transportation will not ride the bus for five or more days.
 16. Be aware of illegal or undesirable activities and other dangers near the bus stop and report those to the appropriate school district representative or by calling the Family Information Center at (615) 259-4636.
2. Maintain safe and orderly schools by using prevention and intervention strategies, and by following MNPS Student-Parent Handbook.
 3. Be respectful and courteous to students, parents and guardians, serving as role models for students.
 4. Keep parents and guardians informed of student academic progress and behavior, create meaningful opportunities for their participation and provide regular communication in a language they understand.
 5. Be knowledgeable about the policies of the MNPS Board of Public Education's administrative regulations and rules and enforce them fairly and consistently.
 6. Be knowledgeable about federal and state laws and regulations regarding the disciplinary process for all students, including students with disabilities.
 7. Communicate policies, expectations and concerns, and respond to complaints or concerns from students and parents or guardians in a timely manner and in a language they understand.
 8. Make sure that students are referred to the appropriate committees, departments, offices, divisions, agencies and organizations when outside support is necessary.
 9. Provide makeup work for students with lawful absences (students absent due to disciplinary reasons should be considered for make-up work).
 10. Participate in required professional development opportunities.
 11. Utilize community organizations to support the individual needs of the students and families served by the school community.

Principal and School Staff Rights and Responsibilities

Principals and school staff have the right to:

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

Principals and school staff have the responsibility to:

1. Attend work daily, be punctual and use well-planned, creative and engaging instructional plans every day.

District Office Responsibilities

MNPS' district office staff has the responsibility to:

1. Collaborate and communicate with the community to create and implement policies and procedures that promote highly effective schools that are safe and conducive to the success of students, staff and the community.
2. Ensure all schools have the resources and leadership to support and maintain student and school success.
3. Protect the legal rights of school staff, principals, students and parents or guardians.
4. Be courteous, respectful and fair with students, parents or guardians, school staff and principals.
5. Provide a broad-based and varied curriculum to meet individual school needs.

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

RESOURCES

Stay Connected

FAMILY INFORMATION CENTER

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

Family Information Center Hours

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

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

INFORMATION ONLINE

Our website, www.mnps.org, contains information on a variety of topics, including school lunch menus, academic requirements, school lists and school zoning and transportation information.

CALLOUTS

MNPS uses a callout system to share important news and information with families. You will receive recorded calls from the school district and your student's school. Callouts are also available in other languages. If you are not receiving calls, contact your student's school to update your contact information. If your phone number changes, please update with your school to ensure you continue receiving our calls.

MNPS FAMILY PORTAL

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

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

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

CONTACT MNPS



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



(615) 259-INFO (4636)



familyinfo@mnps.org



www.mnps.org
www.mnpschildrenfirst.com



facebook.com/MetroSchools



@MetroSchools



@MetroSchools

DOWNLOAD OUR MOBILE APP

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

Get Involved

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

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

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

To get involved, contact your school's principal.

COMMUNITY ACHIEVES

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

Participating Schools

Alex Green Elementary School
Antioch Middle School
Buena Vista Elementary School
Cole Elementary School
DuPont Hadley Middle School
Gra-Mar Middle School
H.G. Hill Middle School
Haynes Middle School
Haywood Elementary School
Hunters Lane High School
Inglewood Elementary School
Jere Baxter Middle School
Joelton Middle School
Margaret Allen Middle School
McKissack Middle School
McMurray Middle School
Napier Elementary School
Pearl-Cohn High School
Two Rivers Middle School
Whites Creek High School
Whitsitt Elementary School

For an updated list of participating schools, visit:
www.communityachieves.org.

Receive Assistance

COMMUNITY HELPLINE

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

SCHOOL SOCIAL WORK SERVICES

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

THE HERO PROGRAM FOR FAMILIES AND STUDENTS IN TRANSITION

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

Students who qualify for McKinney-Vento services have the right to immediate enrollment, even if documentation normally required for enrollment is not

available. McKinney-Vento eligible students may enroll in the zoned school for their temporary address or they can remain in the school they were attending at the time they lost housing. Additional services and supports, including but not limited to out-of-zone transportation, standard school attire, school supplies and referrals for resources, are also available.

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

STRIDE

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

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

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

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

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

EXTENDED LEARNING PROGRAMS

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

To learn more about Extended Learning programs, please visit www.mnps.org/before-and-after-care.

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

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

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

FAMILY RESOURCE CENTERS

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

FAMILY RESOURCE CENTERS

Locations and Contact Information

FOR AN UPDATED LIST OF SCHOOL-BASED FAMILY RESOURCE CENTER LOCATIONS AND CONTACTS, PLEASE VISIT:
www.communityachieves.org

BETHLEHEM CENTERS OF NASHVILLE

1417 Charlotte Avenue | Nashville, TN 37203

Lead Agency: Bethlehem Centers of Nashville

Telephone: (615) 329-3386 Ext. 119

EDGEHILL FAMILY RESOURCE CENTER

1001 Edgehill Avenue | Nashville, TN 37203

Lead Agency: Organized Neighbors of Edgehill

Telephone: (615) 256-4617

Email: frc@edgehillcommunity.org

MARTHA O'BRYAN CENTER

711 South 7th Street | Nashville, TN 37206

Lead Agency: Martha O'Bryan Center

Telephone: (615) 254-1791 Ext. 213

C. E. MCGRUDER FAMILY RESOURCE CENTER

2013 25th Avenue, North | Nashville, TN 37208

Lead Agency: Catholic Charities

Telephone: (615) 242-4681 or (615) 255-0554

SALVATION ARMY/MAGNESS POTTER CENTER

611 Stockell Street | Nashville, TN 37207

Lead Agency: The Salvation Army/Red Shield Family Initiative

Telephone: (615) 255-0554

SOUTH NASHVILLE FAMILY RESOURCE CENTER

4928 Edmonson Pike | Nashville, TN 37211

Lead Agency: Catholic Charities

Telephone: (615) 834-1944

ST. LUKE'S COMMUNITY HOUSE

5601 New York Avenue | Nashville, TN 37209

Lead Agency: St. Luke's Community House

Telephone: (615) 350-7893



POLICIES

— *and* —

PROCEDURES

POLICIES AND PROCEDURES

Non-Discrimination Statement

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

Civil Rights Compliance

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

TITLE VI OF THE CIVIL RIGHTS ACT OF 1964

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

TITLE IX OF THE EDUCATIONAL AMENDMENTS OF 1972

Title IX prohibits discrimination on the basis of sex.

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

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

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

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

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

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

Notice

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

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

504 Complaint Procedures

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

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

Appeal Process

If the parent or guardian wishes to appeal the decision of the District Section 504 Coordinator, he/she may submit a signed statement of appeal to the Executive Officer

of Support Services or his/her designee within 10 days after receipt of the district coordinator's response. The Executive Officer of Support Services or his/her designee will meet with all parties involved, formulate a conclusion and respond in writing to the grievance within 15 days.

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

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

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

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

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

See MNPS Bullying and Harassment Policy 6.304 at www.mnps.org/policies-and-procedures.

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

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

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

TITLE VII OF THE CIVIL RIGHTS ACT OF 1964

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

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

Mary Ellen Zander
Director, Employee Relations
2601 Bransford Avenue
Nashville, TN 37204

Email: maryellen.zander@mnps.org
Phone: (615) 259-8440

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

Reporting Requirements

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

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

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

THREAT BY ELECTRONIC TRANSMISSION

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

Juvenile Offender Act

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

carrying of a weapon on school property, as defined in TCA 38-17-1309(b) or (c).

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

For more information, contact the Department of Support Services.

Safe Harbor Provision

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

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

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

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

Searches and Seizures¹

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

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

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

- » If circumstances in a particular school dictate, either a general or random search of lockers or other school property accessible to students may be conducted.
- » A notice will be posted at all schools that lockers and other storage areas, containers and packages brought into the school by students or visitors are subject to search for drugs, drug paraphernalia and weapons.

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

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

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

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

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

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

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

¹ TCA 49-6-4204, 4205

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

Student Arrest

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

Threat Assessments

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

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

Unsafe School Choice Option and Victims of Violent Crime

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

Violation of Personal Rights

It is a violation for any student, teacher, administrator or other school district employee to violate the personal rights of others. Violation of personal rights is any act of intimidation, harassment/hazing, physical force or threat of physical force directed against all persons or their property or advocate, motivated either in whole or in part by hostility to their real or perceived race, ethnic background, religious belief, gender (including gender identity), age, disability

or sexual orientation, with the intention of causing fear or intimidation, or to deter the free exercise or enjoyment of any rights or privileges secured by the Constitution or the laws of the State of Tennessee whether or not performed under the color of law.

Policies Related to Administration of Schools

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

DISTRICT GOVERNANCE

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

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

MNPS BOARD OF PUBLIC EDUCATION MEETINGS AND POLICIES

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

Board meetings are held on the second and fourth Tuesdays of each month. Persons who would like to request to publicly address the Board of Education at a board meeting should submit the request using the sign-up form on the MNPS website, www.mnps.org/board-of-education. For questions concerning appearing before the Board of Education, contact (615) 259-8487. Board meeting minutes are posted on the MNPS website. More information about the Board of Education and its members is available on the MNPS website at www.mnps.org/board-of-education.

ATTENDANCE AND TRUANCY

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

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

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

What absences are counted as excused absences?

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

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

- » The parent or guardian of the student must send in a written note explaining why the student missed school within three days of the student's return to school after being absent.

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

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

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

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

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

Late Arrival and Early Dismissal

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

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

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

Make-Up Work for Assignments Missed During Absence

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

Responses to Truancy

- » A student is considered to be truant after he or she has more than four unexcused absences in a school year.
- » The school staff may make a referral to various support staff, school-based programs, youth court and

M-SAC, as part of the districts progressive attendance intervention strategy to alleviate any social, emotional or family issues that may be contributing to the student's absences. School staff may also require students to take part in school-based community services, Saturday courses or after-school courses designed to improve attendance.

- » In-school suspension or out-of-school suspension must not be used as part of the progressive attendance intervention plans adopted by schools for unexcused absence from class or school.
- » When a student has five unexcused absences, the principal may make a referral to juvenile court so the court can intervene with the student's truancy. If a juvenile court referral is made, the parent or guardian of the student must attend court and court reviews, as well as pay the fees that accompany court costs. If the student continues to miss school and remains truant, the court has the authority to remove the student from the parent or guardian's home.
- » If a student has an IEP, the school must hold a Manifestation Determination Review to determine whether the student's absences were related to the student's disability prior to making a referral to juvenile court. If the student's disability had a direct and substantial relationship to the absences, a truancy referral to juvenile court will not be made.

Metro Student Attendance Center (M-SAC)

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

Adult Education Program – High School Equivalency Test

Students 17 years of age or older are eligible to take the High School State Equivalency Test (HiSET) in lieu of earning a high school diploma with the approval of the director of schools. Students wishing to take the HiSET are encouraged to enroll in a state-approved HiSET program. Students must submit a written application for testing to the executive officer of support services/designee for a recommendation to be made to the director of schools. All applicants must be interviewed in order to be recommended for testing.

Discharge of Compulsory Attendance

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

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

BRING YOUR OWN DEVICE (BYOD) POLICY

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

CHILD ABUSE AND NEGLECT POLICY

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

COMMUNICABLE DISEASE POLICY

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

COMPLAINTS POLICY

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

DISRUPTIVE PARENTS/GUARDIANS/OTHER VISITORS

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

When the school is on lock down due to a security or weather-related issue, the first priority is the safety of staff and students. Parents or other visitors to the building must follow school emergency procedures under the direction of school staff until the lock down is lifted. During a security lock down, no one is permitted to enter

the building from the outside. In weather-related lock downs, schools may allow those outside to seek shelter indoors until it becomes necessary for staff to take shelter.

DISTRIBUTION OF MATERIALS POLICY

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

ELIGIBILITY FOR ATHLETICS POLICY

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

EXEMPTION FROM EXAMS POLICY

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

FAMILY LIFE AND SEXUAL EDUCATION POLICY

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

FEE WAIVERS POLICY

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

FIELD TRIPS POLICY

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

HEALTH AND WELLNESS POLICY

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

HIPAA PRIVACY RULE

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

LENGTH OF SCHOOL DAY POLICY

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

PARENT INVOLVEMENT POLICY

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

PARENT NOTIFICATION POLICY

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

PERSONAL APPEARANCE POLICY

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

STUDENT DRIVING POLICY

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

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

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

STUDENT RECORDS POLICY

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

SUBSTANCE ABUSE POLICY

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

TECHNOLOGY AND ACCEPTABLE USE POLICY

Any parents wishing to restrict their student's access to the internet and network are required to complete and sign the Technology Opt-Out form, located on the Opt-Out Preferences page in the front of the handbook, and return to their student's school. Failure to complete and sign the Technology Opt-Out form will serve as an indication that your student has permission to access the internet and the district's network. The full policy will be issued to parents and it will be posted on the district's website at www.mnps.org/policies-and-procedures. The use of technology

resources by students, staff members or visitors to MNPS is a privilege and is subject to all applicable state and federal laws and policies of the district. Students are responsible for their ethical and educational use of the computer online services in the district.

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

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

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

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

TRANSPORTATION POLICY

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

School Bus Services

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

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

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

Bus Stops

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

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

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

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

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

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

Responses to Student Behavior on the Bus

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

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

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

Bus Suspension

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

TRANSPORTATION OF STUDENTS TO MEDICAL FACILITIES POLICY

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

VOLUNTEERS AND VISITORS ON SCHOOL CAMPUS POLICY

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

English Learners (EL)

CENTRALIZED ASSESSMENT LOCATION

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

Having a centralized assessment/placement center is the most effective and efficient way to assess and place students. The International Student Registration Center, located at 615 Fessey Park Road, Nashville, TN 37204, assists parents in their native language as much as possible and acts as a resource and support for families and schools. If a family is not able to access a centralized assessment location, MNPS will make accommodations for the family.

EL ASSESSMENT AND EL SERVICES

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

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

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

HOME LANGUAGE SURVEY (HLS)

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

If the HLS indicates the student speaks another language or that another language is spoken at home, the parent/guardian should make an appointment with the

International Student Registration Center at the EL Office. Appointments can be made by calling (615) 259-8608.

LANGUAGE SERVICES

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

Students With Disabilities

SPECIAL EDUCATION SERVICES

If You Suspect Your Student Has a Disability

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

Discipline

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

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

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

Basis of knowledge for disciplinary matters: a school district must be deemed to have knowledge that a student

is a student with a disability if, before the behavior that brought about the disciplinary action occurred:

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

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

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

504 SERVICES

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

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

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

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

Steps to 504 Service:

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

Discipline

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

Protections for Children Not Yet Eligible for Services

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

Homework Guidelines

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

ELEMENTARY

General Information

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

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

When Planning and Assigning Homework, Teachers Should:

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

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

Grading and Reporting

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

MIDDLE AND HIGH SCHOOL

General Information

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

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

When Planning and Assigning Homework, Teachers Should:

- » Help students to see how homework is related to classwork and instructional objectives (discuss homework with students);
- » Develop assignments which have meaning and account for individual student differences, needs and abilities;

- » Ensure the homework is challenging and at the right level of difficulty; design homework to maximize the chances that students will complete it. (Students should be able to complete homework assignments independently with relatively high success rates, but they should still find the assignments challenging enough to be interesting.);
- » Ensure the total homework load from all students' teachers is a reasonable one and the amount of homework (assigned two to four times a week) follows the "10 minute rule" (Cooper, 2007). The "10 minute rule" states that all daily homework assignments combined should take about as long to complete as 10 minutes multiplied by the student's grade level. For example, up to 10 minutes per night of homework for pre-k and Kindergarten students, 10 minutes per night in the first grade, 20 minutes for second grade, and an additional 10 minutes per grade level thereafter (e.g., 120 minutes for 12th grade). Additional time should be added appropriately for daily at-home reading for enjoyment and should not to include a book report or like assignment. (Please note: students taking more rigorous courses [i.e. Advanced Placement/AP] may be assigned more homework);
- » Clearly communicate to parents and students the importance of homework activities as part of flipped classroom activities and lessons, including potential safety-related homework and how students' failure to complete the homework may limit their participation in the related classroom activity. If a student's failure to complete a homework assignment related to a classroom lesson, lab or activity (including a flipped classroom activity) limits them from safe and prepared participation, they may not be allowed to participate.
- » Ensure homework assignments, the procedures for accomplishing them and the due dates are clear;
- » Identify strategies to support students who may not have support at home with homework completion;
- » Be mindful of cultural, ethnic, religious and other celebrations and/or historical events that are important to members of our community;
- » Not assign homework on designated religious holidays when students are absent because of religious observances;
- » Not require homework over breaks from school (i.e., winter break);
- » Should allow students who have been excused from school for religious observances or other lawful absences the opportunity to make up assignments;
- » Partner with families to reinforce learning and broaden educational opportunities for students

through parental knowledge of the homework procedures established by the individual teacher;

- » Involve parents in appropriate ways without requiring parents to act as teachers or to police students' homework completion; and,
- » Make homework meaningful to students by ensuring cooperation and communication among the teachers, students and parents or guardians.

Grading and Reporting

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

Inappropriate Use of Internet/ Electronic Devices

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

Permissions Related to Policies

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

PRINT AND DIGITAL MEDIA

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

following media sources to display photographs, videos and/or audio clips of any identifiable student:

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

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

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

MILITARY RECRUITERS

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

HEALTH SCREENINGS

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

TECHNOLOGY

Students will be permitted to use the internet or email at school unless the parent or guardian signs the Technology Opt-Out form, located on the Opt-Out Preferences page in the front of this handbook, to restrict their student's use/access to the internet. All students are issued a MNPS username and email address. The username allows students to utilize district technology resources. The district provided email address can be used for communication with the student by the school, district or other students. Please read the Technology and Acceptable Use Policy on page 31 and decide if you wish

to restrict your student's access to the internet. If you wish to deny access, complete the Opt-Out form, which should be signed by both the student and the parent or guardian before returning to your student's teacher.

SCHOOL SOCIAL WORK SERVICES

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

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



BEHAVIOR

PROGRESSIVE BEHAVIOR RESPONSES

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

Promoting Positive Relationships

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

Tips for Calming Conflict

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

Skills and Strategies for Building Positive Relationships

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

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

School Practices for Establishing Positive Relationships

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

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

Parental Assistance

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

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

Intervention Strategies

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

Examples of such strategies include the following:

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

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

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

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

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

DISCIPLINE

MNPS' Discipline Philosophy

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

Student Disciplinary Practices and Procedures

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

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

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

Discipline Responses

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

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

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

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

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

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

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

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

Interventions and Responses to Student Behavior²

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

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

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

LEVEL B RESPONSE – ADMINISTRATIVE LEVEL REFERRAL

1. Administrator will hear the student's side of the story and provide an opportunity to write a statement.
2. The administrator will provide the student an opportunity to right the wrong and repair the harm.
3. A plan will be created to support the student's needs through providing interventions and support. Staff determines whether to involve a school social worker, nurse, school guidance counselor, psychologist, behavioral analyst, S-Team, 504 Team, IEP Team, or Cluster Support Team. If school-based resources are unable to address the student's needs, a collaborative referral is created.
4. All interventions should be documented in the student management system (Infinite Campus) and provided to the parent or guardian.
5. If necessary, the administrator will have a conversation with the parent or guardian to discuss the student's needs and how to best support the student.
6. If necessary, in-school suspension (ISS) of up to two days or comparable services may be utilized for middle and high school students. 1 day of ISS may be

used for elementary students. ISS does not take the place of a collaborative referral.

LEVEL C RESPONSE – SUSPENSION OPTION

1. Steps one through five are repeated from Level B.
2. If necessary, Administrator may:
 - » Give middle school and high school students ISS or comparable services for one to three days OR one to three days of out-of-school suspensions (OSS), not to exceed a total of three days.
 - » Give elementary students one to two days of ISS OR, after obtaining supervisory approval, one to two days of OSS, not to exceed a total of two days. *Elementary students may not receive OSS without the approval of the associate superintendent or executive director of school support and improvement.*
3. A formal restorative conference must occur upon return from suspension with all necessary parties to modify the student's plan of support. Parents/guardians, student, teacher(s), relevant support staff and community supports must be invited.

LEVEL D RESPONSE – SUSPENSION OPTION

1. Same as Level C, except that administrator may:
 - » For middle and high school students, give ISS or comparable services for one to three days and/or OSS for one to five days if necessary. The combination of ISS and OSS may not exceed a total of five days for middle and high school students.
 - » For elementary students, give one to two days of ISS and/or one to two days of OSS if the offense is eligible for OSS. See Discipline Table on pages 46-53. The combination of ISS and OSS may not exceed a total of two days. *Elementary students may not receive OSS without the approval of the associate superintendent or executive director of school support and improvement.*
2. Upon return from suspension, a restorative conference must occur and a collaborative referral must be made. A plan of support for the student must be created.

LEVEL E RESPONSE – EXPULSION OPTION

1. Same as level D, except that administrator may expel a middle or high school student if necessary. *Elementary students may not be expelled, except for Type 5 Behaviors.*

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

2. Expulsion Documentation: All interventions utilized prior to expulsion must be clearly documented in the Student Management System (Infinite Campus). All reasons for expelling a student rather than using a lower level of response must be clearly detailed.
3. Upon return from expulsion, a formal restorative conference must be held with appropriate individuals including parent/guardian, student, teacher(s), relevant support staff and community supports.

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

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

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

LEVEL T RESPONSE – TRANSPORTATION SUSPENSION OPTION

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

DISCIPLINE TABLE

BEHAVIOR	CODE	DEFINITION	RESPONSE	MIDDLE & HIGH OSS	MIDDLE & HIGH SCHOOL EXPULSION	ELEMENTARY OSS
----------	------	------------	----------	-------------------	--------------------------------	----------------

TYPE 1 BEHAVIORS

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

TYPE 2 BEHAVIORS

Repeated Violations of a Pattern of Same Type 1 Behaviors, With Evidence of Implemented Interventions	200	Three or more of the same Type 1 behaviors occurring within one quarter that continue after interventions addressing the specific behavior have been implemented. Interventions must be documented in the referral and in Support and Intervention.	A, B, T	NO	NO	NO
Possession of Tobacco Products	202	Possessing any tobacco products, including but not limited to, cigarettes, cigars, vapor or e-cigarettes, or chewing tobacco. All items will be confiscated and not returned. Students under 18 will be issued a citation.	A, B	NO	NO	NO
Electronic Devices	203	Using a cell phone, electronic device, or the internet for non-educational purposes or without the permission of the classroom teacher or school administrator.	A, B	NO	NO	NO
Disruption of Classroom	204	Continuously and intentionally disrupting the classroom learning environment to the extent that the learning of other students or the routine functioning of the class is significantly impaired. The discipline referral must describe the significant impairment to the learning or routine functioning of the class.	A, B	NO	NO	NO
Gambling	208	Betting on games or activities for money or things of value.	A, B	NO	NO	NO
Drug Paraphernalia	210	Possessing any material used to produce or consume illegal drugs. Drug paraphernalia includes, but is not limited to, bongs, roach clips, miniature spoons and pipes used to consume illegal drugs. All items will be confiscated and not returned.	A, B	NO	NO	NO

BEHAVIOR	CODE	DEFINITION	RESPONSE	MIDDLE & HIGH OSS	MIDDLE & HIGH SCHOOL EXPULSION	ELEMENTARY OSS
Cutting Class	211	While on school property, failing to attend a scheduled class or activity without authorization. <i>If student is not attending any classes while in the building for the entire school day for five days, truancy protocol should be triggered.</i>	A, B	NO	NO	NO
Inappropriate Physical Contact With Other Students	212	Engaging in unwanted minor physical contact with another student such as pushing, bumping or touching.	A, B, T	NO	NO	NO

TYPE 3 BEHAVIORS

Repeated Violations of a Pattern of Same Type 2 Behaviors, With Evidence of Implemented Interventions	300	Three or more of the same Type 2 behaviors occurring within one quarter that continue after interventions addressing the specific behavior have been implemented. Interventions must be documented in the referral and in Support and Intervention.	B, C, T	YES	NO	NO
Profane or Indecent Language Towards Teacher or Staff	301	Directing profane or indecent language toward a teacher, staff member or administrator.	B, C, T	YES	NO	YES
Leaving School Grounds or Bus Without Authorization	302	Leaving school grounds without the permission of school officials. Exiting the bus at an unauthorized stop or jumping from exit doors or windows.	B, C, T	YES	NO	NO
Noncompliance With an Assigned Disciplinary Response	303	Refusing to follow an administrative directive to comply with an assigned disciplinary response.	B, C	YES	NO	NO
Vandalism Under \$1000	304	Willfully destroying or defacing school or personal property. The damage caused is less than \$1000. A child's willingness to repair property damaged or to make restitution will be taken into account in determining appropriate level of response.	B, C, T	YES	NO	NO
Theft Under \$1000	305	Taking the property of another individual or the school without permission, with the intent of depriving the owner of the property. The value of the property taken is under \$1000. A child's willingness to return or replace item taken or make restitution will be taken into account in determining the appropriate level of response.	B, C, T	YES	NO	NO
Falsifying School Records	306	Falsifying or altering school records, including, but not limited to, written, electronic or digital school records. This does not include cheating.	B, C	YES	NO	NO
Inappropriate Sexual Behavior	307	Engaging in mutual activity of a sexual nature that does not rise to the level of harassment or intercourse. <i>*A referral to DCS will be made. Elementary OSS may only be used to allow time to create a safety plan to meet the needs of the students involved.</i>	B, C, T	YES	NO	YES*

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

TYPE 4 BEHAVIORS

Harassment of School Staff	400	Repeated incidents of intentional verbal, electronic, sexual, or physical harassment or intimidation directed at teachers, administrators or school staff. Documentation of incidents must be included in referral.	C, D, E	YES	YES	NO
----------------------------	-----	---	---------	-----	-----	----

BEHAVIOR	CODE	DEFINITION	RESPONSE	MIDDLE & HIGH OSS	MIDDLE & HIGH SCHOOL EXPULSION	ELEMENTARY OSS
Assault of a Student	401	<p>Intentionally, knowingly or recklessly committing an unprovoked physical attack on another student. Minor physical contact, such as pushing or shoving, does not constitute assault. Students may not receive the same disciplinary consequence for their involvement in an altercation if the school administrator determines they acted in self-defense to protect themselves from physical harm (TCA 49-6-3401).</p> <p><i>Response E may be used if the assault or the resulting injuries are severe. When response E is used, evidence documenting the incident's severity and any resulting injuries must be included in the discipline referral.</i></p>	D, E	YES	YES	YES
Under the Influence of Illegal Drugs	402	<p>Being under the influence of illegal drugs while on school grounds or at school-sponsored activities. A referral to the school social worker will be made for any student found in violation of this code. Qualifies for First Time Drug Offender Program.</p>	C, D, E	YES	YES	NO
Threats: Class 2	403	<p>A threat to cause harm to students, staff or school. The threat must be verbal or written and include a detailed plan. Evidence must support that the threat is actually or potentially harmful or lethal to the safety of the school and/or school community. In determining whether an E response should be used, a threat assessment must be used to determine whether the threat is credible.</p>	D, E	YES	YES	NO
Bullying	405	<p>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:</p> <ol style="list-style-type: none"> 1. Physically harming a student or damaging a student's property 2. Knowingly placing a student(s) in reasonable fear of physical harm or damage to the student's property 3. Causing emotional distress to a student(s) 4. Creating a hostile educational environment <p>Bullying incidents must be reviewed for civil rights violations. If bullying is repeated over time and persists after documented administrative intervention, expulsion may result.</p> <p><i>*Elementary student OSS only if repeated over time and persists after documented administrative intervention.</i></p> <p>Hazing is an intentional or reckless act on or off MNPS property, by one student acting alone or with others, directed against any other student, that endangers the mental or physical health or safety of that student, or that induces or coerces a student to endanger that student's mental or physical health or safety.</p>	C, D, E	YES	YES	YES*

BEHAVIOR	CODE	DEFINITION	RESPONSE	MIDDLE & HIGH OSS	MIDDLE & HIGH SCHOOL EXPULSION	ELEMENTARY OSS
----------	------	------------	----------	-------------------	--------------------------------	----------------

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

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

HARASSMENT

Harassment is misconduct that:

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

Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents.

**Elementary OSS only if repeated over time and persists after documented administrative intervention.*

Harassment Based on Race, Color or National Origin	407	See definition above.	C, D, E	YES	YES	YES*
Harassment Based on Religion or Creed	408	See definition above.	C, D, E	YES	YES	YES*
Harassment Based on Gender, Gender-Identity or Sexual Orientation	409	See definition above.	C, D, E	YES	YES	YES*
Harassment Based on Disability	410	See definition above.	C, D, E	YES	YES	YES*

Sexual Harassment	411	Sexual harassment is harassment based on sex. Behaviors that constitute sexual harassment include, but are not limited to: unwelcome sexually suggestive remarks or advances; pictures, gesturing or exposure; verbal harassment or abuse of a sexual nature; messaging of a harassing, abusive or sexual nature (including nudity), sent by electronic medium; subtle or direct propositions for sexual favors; touching, petting or pinching. Sexual harassment may be directed against a particular person or persons or group whether of the opposite sex or same sex. <i>*Elementary OSS only if repeated over time and persists after documented administrative intervention.</i>	C, D, E	YES	YES	YES*
-------------------	-----	--	---------	-----	-----	------

BEHAVIOR	CODE	DEFINITION	RESPONSE	MIDDLE & HIGH OSS	MIDDLE & HIGH SCHOOL EXPULSION	ELEMENTARY OSS
Assault of a Teacher or Staff	412	An intentional act that causes or has the potential to cause physical injury to a teacher or school staff. An assault is more than incidental contact. Pushing or bumping a bus driver while the bus is operating constitutes assault of staff.	D, E	YES	YES	YES
Extreme Disruption of the School Environment or Bus	413	Intentionally disrupting the school environment or bus to the extent that the safety of other students is at risk. Multiple classes must be impacted by the disruption. The discipline referral must include evidence of actual disruption to multiple classes and actual risk of harm. Starting a fire or igniting fireworks constitutes extreme disruption. Using technology to access and alter student records or electronically tampering with MNPS records or databases in a manner that impairs normal school functioning constitutes extreme disruption. <i>*Elementary administrators should use crisis response team.</i>	C, D, E	YES	YES	NO*
Group Fighting	414	Three or more students engaging in a physical altercation. The altercation may include more students against a few students or multiple one on one fights. <i>*Elementary students may only receive OSS if the fight results in injury.</i>	D, E	YES	YES	YES*
Gang Intimidation	416	A gang-involved student behaving in a way that would reasonably be expected to cause physical injury to any person. Evidence must be provided in the referral showing that a student is gang-involved and intimidation is gang-related.	C, D, E	YES	YES	NO
Off Campus Behavior: – For a felony charge under T.C.A 49-6-3051(b) OR – An act committed against a member of the student’s school community that poses a threat to the safety of the school	417	Students may be subject to disciplinary action for off-campus behavior when: 1. The student’s behavior results in a felony charge under T.C.A. 49-6-3051(b): murder, rape, aggravated robbery, kidnapping, aggravated assault, felony reckless endangerment and aggravated sexual battery and the student poses a threat to the safety of other students or staff as determined by a threat assessment. 2. When a student commits an act against a member of the student’s school community that poses a threat to the safety of other students or school staff in the student’s school as determined by the results of a threat assessment. The referral must include a specific description of the safety threat posed to students or staff.	C, D, E	YES	YES	NO
Sexual Assault	418	Unwanted sexual contact with the use of force against a person’s will or when the victim is unable to give consent that poses physical, emotional or psychological distress or injury upon the victim.	D, E	YES	YES	YES

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

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

Rape	501	Committing oral, anal or vaginal penetration with use of force, against a person's will or when the victim is unable to give consent.	E	YES	YES	YES
Attempted Homicide	502	Attempting to kill another person.	E	YES	YES	YES
Homicide	503	Killing another person.	E	YES	YES	YES

BEHAVIOR	CODE	DEFINITION	RESPONSE	MIDDLE & HIGH OSS	MIDDLE & HIGH SCHOOL EXPULSION	ELEMENTARY OSS
----------	------	------------	----------	-------------------	--------------------------------	----------------

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

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

TYPE 5 BEHAVIORS: ZERO TOLERANCE (ZT) OFFENSE — *Mandatory expulsion for one year.*

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

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

Disciplinary Process & Procedures

DISCIPLINARY DUE PROCESS SUSPENSIONS AND EXPULSIONS³

(A suspension of more than 10 days)

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

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

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

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

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

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

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

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

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

PROCESS FOR EXPULSIONS (A SUSPENSION OF MORE THAN 10 DAYS) & APPEALS OF THE EXPULSION⁴

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

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

³ TCA 49-6-3401 (b) ⁴ TCA 49-6-3401(4) (B-D)

Tolerance (ZT) offenses may only be modified by the director of schools on a case-by-case basis.

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

LEVEL 1 – Appeal to the Discipline Hearing Authority

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

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

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

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

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

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

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

LEVEL 3 – Appeal to the MNPS Board of Public Education

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

Alternative Learning Centers for Expelled Students

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

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

Probation Contracts

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

Modification of Expulsion Request

A request for modification of an expulsion is a request for the director of schools/designee to change the terms of the expulsion, including but not limited to the length

⁵ TCA 49-6-3401 (4) (C)

of the expulsion or the school assignment. At any time after the conclusion or waiver of the appeals process, a parent or guardian and/or student may submit to the director of schools a written request for modification of the student's expulsion. The director of schools has the power to modify any expulsion on a case-by-case basis at any time after the completion of the appeal process or waiver. The written request should include a statement of reasons supporting the modification. The director of schools/designee will respond to the request with his/her decision within a reasonable time, which will not exceed 21 calendar days from receipt of the request. The director of schools/designee is not required to provide an explanation of the decision. Please contact the Discipline Office at (615) 259-8757 for address information.



CALENDARS

2019-2020 REQUIRED TENNESSEE STUDENT ASSESSMENTS AND DISTRICT ASSESSMENTS

STUDENT ACHIEVEMENT IN ELEMENTARY & MIDDLE SCHOOLS

ASSESSMENT	GRADES	PURPOSE & USE	TEST WINDOW	REPORTING
TCAP /TNReady (Tennessee Comprehensive Assessment Program) Achievement Test	3-8	TCAP assessments measure a student’s skills in English-Language Arts, math, science and social studies. Test results are used in teacher, school and district accountability with the State of Tennessee and the Federal Government. Results also may count for up to 15% of a student’s final grade in those subjects.	Mid-April - Early-May	“Quick score” results are typically available soon after the test is given so teachers can calculate final grades. Later the state releases more detailed individual student reports. These are distributed by district office staff to schools and shared with families in the fall.

STUDENT ACHIEVEMENT IN HIGH SCHOOLS

ASSESSMENT	GRADES	PURPOSE & USE	TEST WINDOW	REPORTING
TCAP/TNReady End of Course Exams	Students enrolled in certain high school level classes	These assessments measure a student’s skills in high school English, Integrated Math, Algebra I, Algebra II, Biology I and U.S. History. Test results are used in teacher, school and district accountability with the State of Tennessee and the Federal Government. Results also may count for up to 15% of a student’s final grade in those subjects.	Mid-April - Early-May	“Quick score” results are typically available soon after the test is given so teachers can calculate final grades. Later the state releases more detailed individual student reports. These are distributed by district office staff to schools and shared with families in the fall.

EXCEPTIONAL EDUCATION ASSESSMENTS

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

CITIZENSHIP/CIVICS

ASSESSMENT	GRADES	PURPOSE & USE	TEST WINDOW	REPORTING
U.S. Civics Exam	9-12	Students are required to take a United States civics exam in order to graduate with a regular high school diploma.	School schedules as necessary	Results are available soon after the test is given. School staff decide when and how to share the results with students and parents.

COLLEGE & CAREER READINESS

ASSESSMENT	GRADES	PURPOSE & USE	TEST WINDOW	REPORTING
ACT	11-12	The ACT is a college readiness test utilized by hundreds of colleges and universities. It also helps determine which students are eligible for the HOPE Scholarship from the state.	March and April	Student-level reports are given 3-8 weeks after the test is given.

SCREENINGS FOR ACADEMIC SUPPORT

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

NATIONAL ASSESSMENTS

ASSESSMENT	GRADES	PURPOSE & USE	TEST WINDOW	REPORTING
National Assessment for Educational Progress (<i>NAEP</i>)	Varying grades in only selected schools	NAEP is only given to a small number of Tennessee students in selected schools. It is a national test designed to help measure Tennessee's academic performance against that of other states. That is why it is called "the nation's report card."	January - March <i>(exact dates to be determined by state)</i>	Results are not shared at the student, school or district level. State-level results are posted online six months after the test is given.

DISTRICT ASSESSMENTS

ASSESSMENT	GRADES	PURPOSE & USE	TEST WINDOW	REPORTING
ELA and Math Performance Tasks	2-11 for ELA, 3-11 for Math	These assessments are used at three points throughout the school year to measure student progress in mastering state academic standards. They help teachers, principals and district staff make decisions about instruction and resources as they work to meet year-end academic goals.	October, December and March	Results are available soon after the test is given. School staff decide when and how to share the results with students and parents.
NWEA MAP - Reading and Math	2-9	MAP is a computer adaptive, interim and personalized reading assessment that precisely measures student progress and growth in reading. It includes a parent communication component and will allow MNPS to compare students' growth in reading on a national scale.	August, November and February	Results are available soon after the test is given. School staff decide when and how to share the results with students and parents.
Text Level Assessments	K-4	This assessment system is a series of texts that can be used to identify a student's current reading level and progress along a gradient of text levels over time.	August - September, November - December, May	Results are available soon after the test is given. School staff decide when and how to share the results with students and parents.

STATE REQUIRED FIELD TESTS

ASSESSMENT	GRADES	PURPOSE & USE	TEST WINDOW	REPORTING
TCAP ELA-Writing Field Test	3-11	Approximately one-third to one-half of schools and districts will be required to participate in these field tests on a rotating basis every two or three years.	March <i>(exact schools and dates to be determined by state)</i>	Results from field-tested items are used for test development only. There are no district, school or student results.
TCAP EOC U.S. History Field Test	9-12	Approximately one-third to one-half of schools and districts will be required to participate in these field tests on a rotating basis every two or three years.	March <i>(exact schools and dates to be determined by state)</i>	Results from field-tested items are used for test development only. There are no district, school or student results.

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

www.mnps.org/tests-and-assessments

MNPS DISTRICT CALENDAR 2019-20 (JULY 2019 - JUNE 2020)

* REVISED 05/23/19

July 2019

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

August 2019

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

September 2019

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

October 2019

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

November 2019

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

December 2019

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

January 2020

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

February 2020

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

March 2020

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

April 2020








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

May 2020

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

June 2020

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

-  **TEACHER IN-SERVICE DAYS**
-  **STOCKPILED PD DAYS**
-  **STUDENTS IN SCHOOL**
-  **STUDENTS NOT IN SCHOOL**
-  **STUDENTS NOT IN SCHOOL & ADMIN OFFICES CLOSED**
-  **HALF DAY FOR ALL STUDENTS**
-  **HALF DAY FOR 9-12 ONLY & HALF STOCKPILED PD DAY**

7/29-8/2	NEW STUDENT REGISTRATION WEEK	12/19	HALF DAY FOR ALL STUDENTS; END OF FIRST SEMESTER
7/11	ASSISTANT PRINCIPALS REPORT	12/20-1/3	WINTER HOLIDAYS
7/30	TEACHERS REPORT FOR PRINCIPAL-FACULTY IN-SERVICE	1/6	TEACHERS REPORT FOR STOCKPILED PD DAY; PLANNING / RECORDS DAY; STUDENTS DO NOT REPORT
7/31	FACULTY PLANNING / IN-SERVICE DAY	1/7	THIRD QUARTER BEGINS
8/1	DISTRICT-WIDE IN-SERVICE DAY	1/15	REPORT CARDS ISSUED
8/2	FACULTY PLANNING / IN-SERVICE DAY	1/20	MLK HOLIDAY; STUDENTS DO NOT REPORT
8/5	FIRST DAY OF SCHOOL – FULL DAY FOR GRADES 1-12, HALF DAY FOR PK-K	2/7	PROGRESS REPORTS ISSUED
8/30	TEACHERS REPORT FOR STOCKPILED PD DAY; STUDENTS DO NOT REPORT	2/17	TEACHERS REPORT FOR STOCKPILED PD DAY; STUDENTS DO NOT REPORT
9/2	LABOR DAY HOLIDAY; STUDENTS DO NOT REPORT	3/13	THIRD QUARTER ENDS
9/6	PROGRESS REPORTS ISSUED	3/13	HALF DAY FOR ALL STUDENTS; TEACHER PLANNING HALF DAY IN THE AFTERNOON
10/4	FIRST QUARTER ENDS	3/16-3/20	SPRING BREAK
10/7-10/11	FALL BREAK	3/23	FOURTH QUARTER BEGINS
10/14	SECOND QUARTER BEGINS	3/31	REPORT CARDS ISSUED
10/18	TEACHERS REPORT FOR STOCKPILED PD DAY; PLANNING / RECORDS DAY; STUDENTS DO NOT REPORT	4/10	SPRING HOLIDAY
10/22	REPORT CARDS ISSUED	4/21	PROGRESS REPORTS ISSUED
11/8	PARENT CONFERENCE DAY; STUDENTS DO NOT REPORT	5/18-5/20	HALF DAY FOR EXAMS GRADES 9-12
11/11	VETERANS DAY OBSERVANCE; ALL SCHOOLS AND OFFICES CLOSED; STUDENTS DO NOT REPORT	5/21	LAST DAY OF EXAMS; HALF DAY FOR ALL STUDENTS; END OF SCHOOL YEAR
11/15	PROGRESS REPORTS ISSUED	5/22	TEACHERS REPORT FOR FACULTY IN-SERVICE; LAST DAY FOR TEACHERS
11/27-11/29	THANKSGIVING HOLIDAYS	5/25	MEMORIAL DAY HOLIDAY
12/16-12/18	HALF DAY FOR EXAMS GRADES 9-12	6/2	LAST DAY FOR ASSISTANT PRINCIPALS

 **POTENTIAL SNOW MAKE-UP DAYS IF MORE THAN 6 DAYS ARE NEEDED:**
MAY 26, 27, 28, 29



METRO
NASHVILLE
PUBLIC
SCHOOLS

www.mnps.org

2601 BRANSFORD AVE • NASHVILLE, TN 37204 • (615) 259-INFO (4636)

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