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CHARTER OFFICE OVERVIEW

With more than 150 schools, including 27 charter schools, Metro Nashville Public Schools (MNPS) is one of the nation's largest school districts. As the most diverse district in Tennessee, the consolidated city-county district covers Nashville and Davidson County, an area of about 525 square miles.

A nine-member elected Board and its appointed Director of Schools leads the school district. The Metropolitan Nashville Board of Education represents the public's voice in public education, providing oversight for what the school system needs and what the community wants.

MISSION AND VISION

The mission of the MNPS Charter Schools Office is to authorize excellent public schools that change lives.

The vision of the MNPS Charter Schools Office is a world where all children and communities are empowered through exemplary public schools.

GUIDING PRINCIPLES AND POLICIES

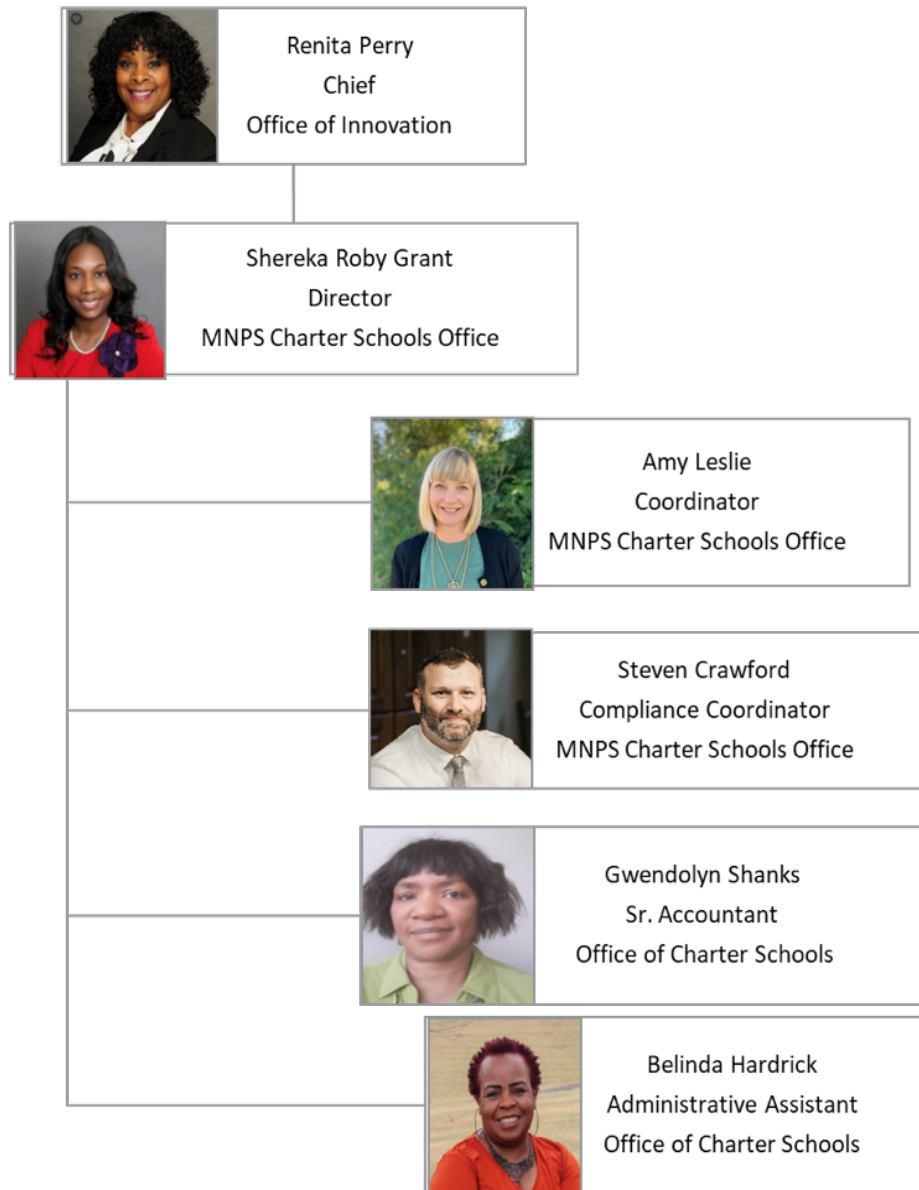
National Association of Charter School Authorizers

MNPS Charter Schools Office has developed authorizing practices aligned with the National Association of Charter School Authorizers' (NACSA) Principles and Standards. Through this process, the stage is set for strategic integration of new schools through this approach to quality authorizing.

Board Policies

All MNPS authorized charter schools shall comply with the requirements of applicable federal law, Tenn. Code. Ann. Title 49, Chapter 13, the rules of the Tennessee State Board of Education, the rules of the Tennessee Public Charter School Commission, MNPS Board of Education Policy 1.900-1.901(Appendices A, B), and the MNPS Charter School Authorization Handbook.

MNPS CHARTER SCHOOLS OFFICE STAFF



MNPS Charter Schools Office Core Team

MNPS Charter Schools Office Core Team

Director	Shereka Roby-Grant	Shereka.Roby@mnps.org	629-910-6128
Coordinator	Amy Leslie	Amy.Leslie@mnps.org	629-999-7114
Compliance Coordinator	Steven Crawford	Steven.Crawford@mnps.org	629-999-7082
Accountant	Gwendolyn Shanks	Gwendolyn.Shanks@mnps.org	615-259-8578
Admin. Assistant	Belinda Hardrick	Belinda.hardrick@mnps.org	615-259-8624

Funded Extended Team

Special Education	Ricky Caldwell	ricky.caldwell@mnps.org	615-298-3278
Special Education	Diane Denny	diane.denny@mnps.org	615-259-8698
Data Coach	Sinha Sudhir	Sudhir.Sinha@mnps.org	615-259-8624

Unfunded Extended Team

School Counseling	Laseanda Sanders	Laseanda.Sanders@mnps.org	615-259-8539
Strategic Investments	Melissa Meadows	Melissa.Meadows@mnps.org	629-999-7117
	Sandra Jarreau	Sandra.Jarreau@mnps.org	629-910-6570
Human Resources and Benefits	Judith Hawkins	mnpscharterbenefits@mnps.org	615-259-8519
English Language Learners	Coach – vacant		
	Molly Hegwood	molly.hegwood@mnps.org	615-259-9041
	Juan Seda	juan.seda@mnps.org	615-259-9040

MNPS AND TDOE CONTACTS

MNPS and TDOE Contact Information		
Title/Responsibilities	Name	Email Address
MNPS Safety and Security	Reginald Young	Reginald.Young@mnps.org/security@mnps.org
MNPS Benefits (billing)	Ashley Blake	John.Blake@mnps.org
MNPS Benefits (questions about TCRS)	Judith Hawkins	Judith.hawkins@mnps.org
MNPS Director of Student Health Services	Nicole Boyle	nicole.boyle@mnps.org
MNPS Coordinator of Student Health Services	Reba Bryant	Reba.Bryant@mnps.org
MNPS Data Quality and Integrity	Becky Hampton	becky.hampton@mnps.org
MNPS Data Warehouse Access	Services For You	https://servicepro.mnps.org/
MNPS Data Warehouse Questions	Data Warehouse Team	datawarehouse@mnps.org
MNPS ELL	Molly Stovall-Hegwood	molly.stovall@mnps.org
MNPS ELL	Melissa Bentley	melissa.bentley@mnps.org
MNPS Enrollment/Registration	Rebecca Ballou	rebecca.ballou@mnps.org
MNPS Exceptional Education – general info.	EE Help Desk	615-394-1892
MNPS Exceptional Education	Ricky Caldwell	ricky.caldwell@mnps.org
MNPS Exceptional Education	Diane Denney	diane.denney@mnps.org
MNPS Federal Programs	Michael White	michael.p.white@mnps.org
MNPS Federal Programs – Charters	Melissa Meadows	Melissa.Meadows@mnps.org
MNPS Federal Programs – Charters	Sandra Jarreau	Sandra.Jarreau@mnps.org
MNPS Federal Programs – Special Populations	Laura Lamb	Laura.Lamb@mnps.org
MNPS Federal Programs – Foster Care and Migrant	Maya Young	maya.young@mnps.org
MNPS Federal Programs – Title VI and Title IX	Ashley Collins	Ashley.Collins2@mnps.org
MNPS Food Service	Braina Corke	braina.corke@mnps.org
MNPS Guidance and Counseling	Megan Cusson-Lark	megan.cusson@mnps.org
MNPS HERO Office	Catherine Knowles	catherine.knowles@mnps.org
MNPS Human Capital-PIRS Report	James Witty	James.witty@mnps.org
MNPS Human Capital-PIRS Report	Andrew Swinson	Andrew.Swinson@mnps.org
MNPS Infinite Campus	Melissa McMahon	melissa.mcmahon@mnps.org
MNPS Infinite Campus	Katrina Anderson	katrina.anderson@mnps.org
MNPS Grading	Sarah Vinson	sarah.vinson@mnps.org
MNPS Technology and Information Services	Carol Brown	carol.brown@mnps.org
MNPS Research, Assessment and Evaluation – Executive Director	Tina Stenson	Christine.Stenson@mnps.org
MNPS Research, Assessment and Evaluation – State Assessments	Jan Lineberger	jan.lineberger@mnps.org
MNPS Research, Assessment and Evaluation – District Assessments	Jody McClarey	jody.mcclarey@mnps.org
MNPS Student Assignment-School Choice	Ryan Latimer	ryan.latimer@mnps.org
MNPS TN Compass	Katy Enterline	katherine.enterline@mnps.org
MNPS Transportation	Michael Lee	michael.d.lee@mnps.org
State Board, Office of Charter Schools	Ali Reid	Ali.Reid@tn.gov
TDOE, Office of Charter Schools	Shelby Goodfriend	Shelby.goodfriend@tn.gov
TCRS – State	Tennessee Dept. of Treasury	http://treasury.tn.gov/contact.html
TDOE – Teacher Licensure	Office of Educator Licensure	Educator.licensure@tn.gov

ENROLLMENT CENTERS

Antioch and Cane Ridge Clusters

1900 Hobson Pike,
Antioch, TN 37013
Phone: 615-687-4011
Email: antiochenrollcenter@mnps.org

Glenclyff Cluster

160 Antioch Pike, Nashville, TN 37211
Phone: [615-333-5070](tel:615-333-5070), Option 7
Fax: 615-333-5073
Email: glenclyffenrollcenter@mnps.org

Hillwood Clusters

400 Davidson Rd, Nashville, TN 37205
Phone: [615-353-6000](tel:615-353-6000)
Fax: 615-353-2036
Email: hillsboroenrollcenter@mnps.org
Email: hillwoodenrollcenter@mnps.org

Hunters Lane and Whites Creek Clusters

1150 Hunters Ln, Nashville, TN 37207
Phone: [615-860-1401](tel:615-860-1401) Option 7
Fax: 615-860-1434
Email: hunterslaneenrollcenter@mnps.org

McGavock Cluster

3150 McGavock Pk,
Nashville, TN 37214
Phone: [615-885-8850](tel:615-885-8850) Option 7
Fax: 615-232-2821
Email: mcgavockenrollcenter@mnps.org

Overton Cluster

835 Robertson Academy Road,
Nashville, TN 37220
Phone: [615-333-5067](tel:615-333-5067) Ext. 2224, 2223, 2222
Fax: 615-333-5176
Email: overtonenrollcenter@mnps.org

Pearl-Cohn @ McKissack

915 38th Ave N,
Nashville, TN 37209
Phone: [615-329-8170](tel:615-329-8170) Option 4
Fax: 615-321-8371
Email: pearlcohenrollcenter@mnps.org

Maplewood and Stratford Clusters

401 Walton Ln, Nashville, TN 37216
Phone: [615-262-6770](tel:615-262-6770) Option 7
Fax: 615-226-2056
Email: maplewoodenrollcenter@mnps.org

SCHOOL BOARD REPRESENTATIVES

DISTRICT	SCHOOL BOARD REPRESENTATIVE	SCHOOL
1	Sharon Gentry	Explore Community School
		KIPP Academy Nashville
		KIPP Academy Nashville Elementary School
		KIPP Nashville College Prep
		KIPP Nashville College Prep Elementary
		KIPP Nashville Collegiate High School
		RePublic High School
		Rocketship Nashville Northeast Elementary
3	Emily Masters	East End Preparatory School
		Liberty Collegiate Academy
		Nashville Classical
		Smithson Craighead Academy
4	Berthena Nabaa-McKinney	STRIVE Collegiate Academy
5	Christiane Buggs	Cameron College Preparatory
		LEAD Academy High School
		Nashville Prep
		Purpose Prep
		STEM Prep Academy
		STEM Prep High School
6	Cheryl Mayes	Intrepid College Preparatory
		KA At The Crossings
7	Freda Player	Aventura Community School
		LEAD Prep Southeast
		Rocketship United Academy
		Valor Flagship Academy
		Valor Voyager Academy

CHARTER SCHOOL CONTACT

School	Sch/State #	Director of Academics/Chief of Schools	Direct Line	Email Address
KIPP Academy Nashville Middle	502/8002	Tiffany Russ/ Katrina Frazier	601.826.2089/601.405.5705	truss@kippnashville.org; kbaker@kippnashville.org
KIPP Nashville College Prep MS	503/8042	Tiffany Russ/ Katrina Frazier	601.826.2089/601.405.5705	truss@kippnashville.org; kbaker@kippnashville.org
KIPP Nashville College Prep Elem	501/8085	Tiffany Russ/kate Baker (Elementary)	601.826.2089/203.494.7106	truss@kippnashville.org; kbaker@kippnashville.org
KIPP Academy High School	504/8011	Tiffany Russ/James Robinson	601.826.2089/585.957.6278	truss@kippnashville.org; kbaker@kippnashville.org
KIPP Kirkpatrick	499/8095	Tiffany Russ/kate Baker (Elementary)	601.826.2089/203.494.7106	truss@kippnashville.org; kbaker@kippnashville.org
Knowledge Academies	506/8012	LaTonya White	615-810-8370	lwwhite@kayouth.org
Cameron College Prep	181/8010	Natalie Klem	615.678.0543	natalie.klem@leadpublicschools.org
LEAD Academy HS	508/8003	Mary Laurens Minich	615.414.8023	mary.laurens@leadpublicschools.org
LEAD Prep Southeast MS	507/8013	Natalie Klem	615.678.0543	natalie.klem@leadpublicschools.org
LEAD Prep Southeast HS	507/8013	Natalie Klem	615.678.0543	natalie.klem@leadpublicschools.org
Valor (Flagship) College Prep HS	743/8045	Meghan Mitchell	615-823-7982	mmitchell@valorcollegiate.org
Valor Voyager	744/8080	Meghan Mitchell	615-823-7982	mmitchell@valorcollegiate.org
Rocketship NE Elementary	667/8050	Tyigma Steele	901.573.8455	tsteele@rsed.org
Rocketship United	668/8070	Tyigma Steele	901.573.8455	tsteele@rsed.org
RePublic HS	660/8100	Emmett Denson		edenson@republiccharterschools.org
Liberty Collegiate	517/8005	Kevin Heffel	202.441.8969	kheffel@republiccharterschools.org
Nashville Prep	594/8008	Emmett Denson		edenson@republiccharterschools.org
STEM Prep Academy	695/8006	La'Trina Johnson- Brown	615.425.0050	ljohnson-brown@stemprepacademy.org
STEM Prep HS	696/8075	La'Trina Johnson- Brown	615.425.0050	ljohnson-brown@stemprepacademy.org
Intrepid Independence Prep	457/8048	Kate Zupko/Bryan Hearn	615.334.0070	kzupko@intrepidcollegeprep.org; bhearn@intrepidcollegeprep.org
Intrepid Independence Prep	457/8048	Kate Zupko/Bryan Hearn	615.334.0070	kzupko@intrepidcollegeprep.org; bhearn@intrepidcollegeprep.org
East End Prep	286/8009	Wing, Meg	615.630.7480	ileckrone@marthaobryan.org
Explore! Community School	305/8060	Jessica Talbot	615-784-8222	italbot@explore.school
Nashville Classical	892/8044	Charlie Friedman		Cfriedman@nashvilleclassical.org
Nashville Classical West	593/8043	Charlie Friedman		Cfriedman@nashvilleclassical.org
Purpose Prep	652/8046	Shauna Russell	615-724-0705	srussell@purposeprep.org
Smithson Craighead	687/8001	Dana Dillard-Jackson	915.228.9886 ext. 301	dana.dillardjackson@scanashville.org
STRIVE Collegiate	712/8090	Bethany Eschman/Dominique Tross	618.830.5492/901.849.0821	beschman@strivecollegiate.org; dtross@strivecollegiate.org

School	Sch/State #	CEO/Exec. Dir.	Direct Line	Email Address
KIPP Academy Nashville Middle	502/8002	Randy Dowell	615.715.9562	rdowell@kippnashville.org
KIPP Nashville College Prep MS	503/8042	Randy Dowell	615.715.9562	rdowell@kippnashville.org
KIPP Nashville College Prep Elem	501/8085	Randy Dowell	615.715.9562	rdowell@kippnashville.org
KIPP Academy High School	504/8011	Randy Dowell	615.715.9562	rdowell@kippnashville.org
KIPP Kirkpatrick	499/8095	Randy Dowell	615.715.9562	rdowell@kippnashville.org
KA at the Crossings	512/8105	Sherry Hage		Sherry@nobleeducationinitiative.com
Cameron College Prep	181/8010	Dwayne Tucker	214.923.7062	dwayne.tucker@leadpublicschools.org
LEAD Academy HS	508/8003	Dwayne Tucker	214.923.7062	dwayne.tucker@leadpublicschools.org
LEAD Prep Southeast MS	507/8013	Dwayne Tucker	214.923.7062	dwayne.tucker@leadpublicschools.org
LEAD Prep Southeast HS	507/8013	Dwayne Tucker	214.923.7062	dwayne.tucker@leadpublicschools.org
Valor (Flagship) College Prep HS	743/8045	Todd Dickson	615-823-7982	tdickson@valorcollegiate.org
Valor Voyager	744/8080	Todd Dickson	615-823-7982	tdickson@valorcollegiate.org
Rocketship NE Elementary	667/8050	Preston Smith	408.313.0265	preston@rsed.org
Rocketship United	668/8070	Preston Smith	408.313.0265	preston@rsed.org
RePublic HS	660/8100	Ashley Davis Gallimore	857.877.2692	adavisgallimore@republiccharterschools.org
Liberty Collegiate	517/8005	Ashley Davis Gallimore	857.877.2692	adavisgallimore@republiccharterschools.org
Nashville Prep	594/8008	Ashley Davis Gallimore	857.877.2692	adavisgallimore@republiccharterschools.org
STEM Prep Academy	695/8006	Demetrius Greer	615.425.0050	dgreer@stemprepacademy.org
STEM Prep HS	696/8075	Demetrius Greer	615.425.0050	dgreer@stemprepacademy.org
Intrepid Independence Prep	457/8048	Abigail Rockey	615.334.0070	arockey@intrepidcollegeprep.org
Intrepid Opportunity Prep	457/8048	Abigail Rockey	615.334.0070	arockey@intrepidcollegeprep.org
East End Prep	286/8009	Chris Reynolds		chrisreynolds44@gmail.com
Explorel Community School	305/8060	Marsha Edwards	615.254.1797	medwards@marthaobryan.org
Nashville Classical	892/8044	Charles Friedman	615.538.5841	CFriedman@nashvilleclassical.org
Nashville Classical West	593/8043	Charles Friedman	615.538.5841	CFriedman@nashvilleclassical.org
Purpose Prep	652/8046	Lagra Newman	615-724-0705	lnewman@purposeprep.org
Smithson Craighead	687/8001	Mark Faulkner	615.865.8310	markf@vireosystems.com
STRIVE Collegiate	712/8090	LaKendra Butler	(615) 645-6440	lakendra@strivecollegiate.org
Aventura Community School	201/8015	Natalie Morosi	615.260.7873	nmorosi@aventuranashville.org

School	Sch/State #	Board Chair	Email Address	Cell
Aventura Community School	201/8015	Jessie Garcia Knowles	jdiretor@tlacc.org	615.627.8818
East End Prep	286/8009	Andy Faught	andy.faught@cnpadvisors.com	615.403.4989
Explore! Community School	305/8060	Andy Faught	andy.faught@cnpadvisors.com	615.403.4989
Intrepid Independence Prep	457/8048	Macy Cypress	marcycypress@tnscore.org	
Intrepid Opportunity Prep	457/8048	Macy Cypress	marcycypress@tnscore.org	
KIPP Academy High School	504/8011	Jim Flautt	jflautt@kippnashville.org	615.347.3468
KIPP Academy Nashville Middle	502/8002	Jim Flautt	jflautt@kippnashville.org	615.347.3468
KIPP Kirkpatrick	499/8095	Jim Flautt	jflautt@kippnashville.org	615.347.3468
KIPP Nashville College Prep Elem	501/8085	Jim Flautt	jflautt@kippnashville.org	615.347.3468
KIPP Nashville College Prep MS	503/8042	Jim Flautt	jflautt@kippnashville.org	615.347.3468
KA at the Crossings	512/8105	James Bristol	James.bristol@wallerlaw.com	615.243.2422
Cameron College Prep	181/8010	Mike Honious	mike.honious@geodis.com	615.401.6482
LEAD Academy HS	508/8003	Mike Honious	mike.honious@geodis.com	615.401.6482
LEAD Prep Southeast HS	507/8013	Mike Honious	mike.honious@geodis.com	615.401.6482
LEAD Prep Southeast MS	507/8013	Mike Honious	mike.honious@geodis.com	615.401.6482
Nashville Classical	892/8044	Christian Paro	christian@c615.com	
Nashville Classical West	593/8043	Christian Paro	christian@c615.com	
Purpose Prep	652/8046	Charandra Watson	charandra.watson@se.com	615.267.1614
Nashville Prep	594/8008	Stewart Hood	stewarthood@gmail.com	
Liberty Collegiate	517/8005	Stewart Hood	stewarthood@gmail.com	
RePublic HS	660/8100	Stewart Hood	stewarthood@gmail.com	
Rocketship NE Elementary	667/8050	Louis Jordan	compliance@rsed.org	
Rocketship United	668/8070	Louis Jordan	compliance@rsed.org	
Smithson Craighead	687/8001	James Cobb	james@cobbblawtn.com	615-438-2148
STEM Prep Academy	695/8006	Marty Szeigis	mszeigis@aol.com	
STEM Prep HS	696/8075	Marty Szeigis	mszeigis@aol.com	
STRIVE Collegiate	712/8090	Scott Emerson	scott@cionashville.com	615.417.9041
Valor (Flagship) College Prep HS	743/8045	Brandi Kellett	bkellet@valorcollegiate.org	954.465.1549
Valor Voyager	744/8080	Brandi Kellett	bkellet@valorcollegiate.org	954.465.1549

MNPS ORGANIZATIONAL CHART



Metropolitan Nashville Public Schools Leadership

2023-2024

MNPS Board of Education



Dr. Sharon Gentry
District 1



Rachel Elrod
District 2



Emily Master
District 3



Berthena
Nabaa-McKinney
District 4



Christiane Buggs
District 5



Cheryl Mayes
District 6



Freda
Player-Peters
District 7



Erin
O'Hara Block
District 8



Abigail Tylor
District 9

MNPS District Leadership



Dr. Adrienne Battle
Director of Schools



Renita Perry
Chief of Innovation

MNPS Charter Schools Office



Shereka Roby-Grant
Director



Amy Leslie
Coordinator



Steven Crawford
Compliance Coordinator



Gwendolyn Shanks
Accountant III



Belinda Hardrick
Admin. Assistant

July 2023 – June 2024 (Updated 11/4/22)

Key Dates

FALL SEMESTER (83 student attendance days)	SPRING SEMESTER (90 student attendance days)
July 4: Independence Day observed (District closed)	Jan. 4-5: Stockpiled PD day (Students do not report)
July 10: Assistant principals report	Jan. 8: Third quarter begins
Aug. 1: Teachers report. Teacher in-service day	Jan. 15: MLK holiday observed (District closed)
Aug. 2: Teacher in-service day	Jan. 16: Report cards issued
Aug. 3: Teacher in-service and General Election day (No After-school events)	Feb. 13: Progress reports issued
Aug. 4: Teacher in-service	Feb. 19: Stockpiled PD day (Students do not report)
Aug. 7: Teacher in-service day	March 5: Stockpiled PD day (Students do not report)
Aug. 8: Teacher in-service day	Presidential Primary Election (Tentative)
Aug. 8: First full day for grades 1-12; Half day for Pre-K and K	March 8: Half day for all students; Third quarter ends
Aug. 9: Full day for grades 1-12; Half day for Pre-K and K	March 11-15: Spring break holiday
Aug. 10: Full day for all grades	March 18: Fourth quarter begins
Sept. 1: Stockpiled PD day (Students do not report)	March 26: Report cards issued
Sept. 4: Labor Day observed (District closed)	March 29: Spring holiday (District closed)
Sept. 5: Progress reports issued	April 16: Progress reports issued
Sept. 14: Stockpiled PD day (Students do not report)	May 20-22: Half day for exams grades 9-12; Full day for Pre-K-8
Oct. 5: First quarter ends	May 23: Half day for all students; Exams grades 9-12; End of school year. Report cards issued (elementary and middle schools)
Oct. 8: Stockpiled PD day (Students do not report)	May 24: Teacher in-service day; Last day for teachers
Oct. 9-13: Full break holiday	May 27: Memorial Day observed (District closed)
Oct. 16: Second quarter begins	June 19: Juneteenth observed (District closed)
Oct. 24: Report cards issued	
Oct. 27: Parent conference day (Students do not report)	Potential snow make-up days: Feb. 19, March 5, May 24, 28, 29, 30, 31
Nov. 10: Veterans Day observed (District closed)	7 Stockpiled PD days
Nov. 14: Progress reports issued	6 Stockpiled inclement weather days
Nov. 22-24: Thanksgiving holiday (District closed)	
Dec. 15-19: Half day for exams grades 9-12; Full day for Pre-K-8	
Dec. 20: Half day for all students; Exams grades 9-12; Second quarter ends	
Dec. 21-Jan. 3: Winter break holiday	

September 2023						
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

August 2023						
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		

July 2023						
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					

December 2023						
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 2023						
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 2023						
S	M	T	W	T	F	S
	1	2	3	4	5	6
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

March 2024						
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						

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		

January 2024						
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 2024						
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 2024						
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 2024						
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				

Calendar Key

- Students in school
- Students out of school
- Students out of school: District closed
- Teacher in-service day
- Stockpiled professional development (PD) day (Students do not report)
- Half day for all students
- Half day for exams (grades 9-12 only); Half virtual day

ASSESSMENT CALENDAR



2023-2024 Assessment Calendar

Department of Research, Assessment, & Evaluation

07/28/2023

Dates	Assessments	Grades
August 10 – August 31	MTSS Academic/Dyslexia Screening Process	K - 12
September 11 – December 20	TCAP-ALT ELA & Math	3 - 8 & 11
September 25 – October 5	Savvas myPerspectives Q1 End-of-Unit Performance-Based Assessments (Initial Written Expression Screening)	6 - 12
September 27 – October 5	District Benchmarks – Quarter 1	3 - 8 & EOC Enrolled
<ul style="list-style-type: none"> October 3–5 October 17–19 October 24 – 26 Make-up: <ul style="list-style-type: none"> October 31- November 2 November 7–9 	ACT - Senior Retake (Online)	12
October 23 – October 26	Wit and Wisdom End-of-Module 1 Tasks (Initial Written Expression Screening)	2 - 4
October 30 – November 3	Wit and Wisdom End-of-Module 1 Tasks (Initial Written Expression Screening)	5
November 6 – November 17	National Assessment of Educational Progress (NAEP) Field Test NAEP selected schools only	Selected Grades
December 6 – December 14	District Benchmarks – Quarter 2	3 - 8 & EOC Enrolled
January 8 – January 26	MTSS Academic/Dyslexia Screening Process (Including Written Expression Screening for Grade 1)	K - 12
January 29 – March 8	National Assessment of Educational Progress (NAEP) NAEP selected schools only	Selected Grades
February 5 – March 28	ACCESS for English Learners (WIDA)	K - 12
February 5 – May 17	TCAP-ALT ELA & Math	3-8 & 11

Dates	Assessments	Grades
February 28 – March 7	District Benchmarks – Quarter 3	3 - 8 & EOC Enrolled
May 3	United States Civics & Immigration Exam (May be administered at any time during the year as determined by the school)	12
March 18 – April 26	TCAP - Alt - Science (3 - 8 & 10) TCAP - Alt - Social Studies (6 - 8)	
<ul style="list-style-type: none"> March 18–22 March 26–29 Make-up: <ul style="list-style-type: none"> April 1–5 April 9–12 April 15–19 	ACT (Online)	11
April 15 – May 14	MTSS Academic/Dyslexia Screening Process	K - 12
April 15 – April 26	TCAP Achievement (Paper) ELA, Math, & Science	3 - 5
April 15 – May 3	TCAP Achievement (Online) ELA, Math, Science & Social Studies	6 - 8
April 15 – May 3	TCAP – EOC (Online)	
	English I & II	9 - 12
	Integrated Math I, II, & III	
	Geometry	
	Algebra I & II	9 - 12
	Biology	
	U.S. History	11 - 12
April 19 – May 17 (provisional)	International Baccalaureate Exam	
May 6 – May 17	Advanced Placement Exams	9 - 12
April 26 – June 17 (provisional)	Cambridge International Exams	10 - 12
TBD	Industry Certification Exams Dual Credit Exams	10 - 12

Note: The GOLD observation-based assessment of Pre-K students will be conducted throughout the year and the four checkpoints will be aligned with the distribution of report cards.

MTSS SCREENING PROCESS

MTSS Academic/Dyslexia Screening Process

Step 1: Screen ALL students according to the chart below within the assessment windows specified on the Testing Calendar (p. 1)			
Grades	Math (Fall, Winter, Spring)	Literacy	
		Reading (Fall, Winter, Spring)	Written Expression (See Testing Calendar for dates)
K-1	FAST Early Math (3 composite subtests)	FAST Early Reading (4 composite subtests)	K: N/A Grade 1: Written Expression CBM* *Administer during the winter screening window.
2-3	FASTtrack Math (CBM Math Automaticity + aMath)	FASTtrack Reading (CBMreading + aReading)	Grades 2-5: Wit & Wisdom End-of-Module 1 Tasks* Grades 6-9: Savvas myPerspectives Q1 End-of-Unit Performance-Based Assessments*
4-6	FASTtrack Math (CBM Math Automaticity + aMath)	FASTtrack Reading (AUTOREading + aReading) + FAST CBM Reading	Within two weeks of administering and scoring the classroom-based writing tasks above, administer Written Expression CBM to students (grades 2-9) identified as at-risk and proceed through Steps 2-4 of the screening process.
7-9	FASTtrack Math (CBM Math Automaticity + aMath)	FASTtrack Reading (AUTOREading + aReading)	*See the Testing Calendar (p.1) for administration dates aligned to grade-specific scope and sequence.
10-12	Review of At-Risk Indicators by School Team (e.g., previous universal screening data, achievement tests, EOC exams, grades, behavior, attendance, data from previous interventions); FASTtrack Reading and/or FASTtrack Math as needed for additional data		
Step 2:	Use and analyze additional sources of information to identify at-risk students and inform tier 1 instruction		
Step 3:	Conduct survey-level/diagnostic assessments to inform intervention needs (for students identified in step 2) Collect any additional information necessary to guide intervention and monitor progress in the targeted area:		
K-12	Math Calculation Math Problem-Solving	Basic Reading Reading Fluency Reading Comprehension Written Expression	
Step 4:	Assessments may include (but are not limited to) intervention-specific placement tools, skills-based literacy and math inventories, and additional FAST screening measures. Additional individualized diagnostic assessments may be administered based on Support Team request. School teams apply data-driven analysis for data-based decision-making		

Revised 6.24.22

CHARTER SCHOOL ACCESS TO MNPS SYSTEMS

ACCESSING YOUR MNPS USERNAME AND PASSWORD

An MNPS username and password will be generated for each charter school employee once updated in our system. In order to obtain this username and password, new employees may create a Services For You ticket. The only thing the school is provided is the employee ID number. HR does not provide username or passwords for other systems.

ACCESSING SERVICE FOR YOU

In order to access Services For You, (formerly Service Pro), use the link below.

<https://servicesforyou.mnps.org/>

Each school has a unique username and password that all staff associated with that school can use.

ACCESSING THE CHARTER SCHOOL SHAREPOINT SITE

Each charter school should have SharePoint site users designated based upon the level of access needed. Users should be assigned to the following categories:

- Assessment
- Behavior
- English Learners
- Exceptional Education
- Federal Programs
- HR & Benefits

The SharePoint site can be accessed using the link below:

<https://k12mnps.sharepoint.com/sites/035-TEMG-TEAM-NashvilleCharters>

Users will need their MNPS username and password to access the site. Once logged in, users will have access to the portions of their school's folder to which they have been assigned access.

Additionally, users will be able to access announcements relevant to charter schools as well as a calendar updated throughout the year.

ACCESSING THE MNPS DATA WAREHOUSE

The MNPS Data Warehouse hosts important student information, such as previous state and district-mandated assessment scores, student attendance history, and student demographic information. Though the Data Warehouse is housed on the MNPS server, charter school users can access information either by logging in through a computer connected to the MNPS server or through VPN access on a computer not directly connected to the MNPS server.

To access the Data Warehouse, users will need their MNPS username and password.

Access rights to the Data Warehouse are dependent upon the user's assigned role and school-based decisions.

Should users need to obtain VPN rights, they can submit a Services For You ticket explaining the download is necessary for data warehouse access.

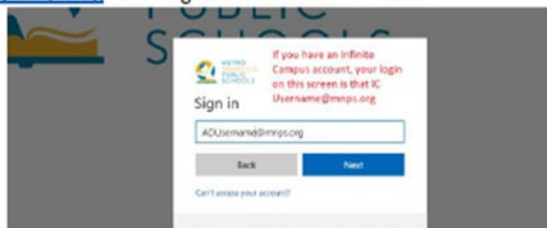
Questions regarding Data Warehouse can be directed to datawarehouse@mnps.org.

CHARTER SCHOOL ACCESS TO HCM LEARNING – PROFESSIONAL DEVELOPMENT

Log in to HCM Learning

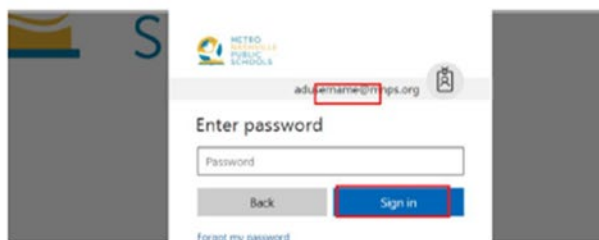
Professional Development

1. Navigate to hcmcloud.mnps.org
2. You may be auto logged in if already logged into Office 365. If not, enter your MNPSusername@mnps.org as the sign in name. Then click "Next".

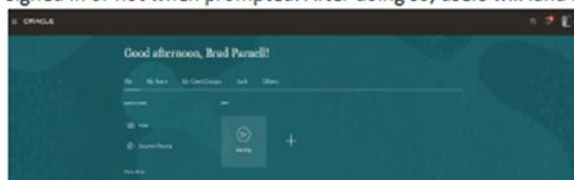


- a. Example: Benita Smith may have the username bsmith1 and therefore use bsmith1@mnps.org to sign in.

3. When prompted, enter the current MNPS password



4. Choose to stay signed in or not when prompted. After doing so, users will land in HCM Cloud.



For resources using the product, please visit bit.ly/hcmresourceportal

For assistance with MNPS username and/or password, please call the MNPS helpdesk at 615-269-5956

INFINITE CAMPUS ACCESS INFORMATION FOR CHARTER SCHOOLS

Business Rules

*Automated business rules are created by following FERPA suggested guidelines.

MNPS Roles for AD	First Field Being Used	Current Terms Being Used	Required Training
Charter Academic Planner	Job title	87899 Charter Certificated 85258 Charter Certificated English Learner	Infinite Campus Security Rights: Academic Planner
Charter Attendance	Job Title	87900 Charter Support 84141 Charter Support Admin 80109 Charter Administrator	Infinite Campus Security Rights: Attendance (2023 Course #2769741)
Charter Behavior Audit	Job Title	80109 Charter Administrator 84141 Charter Support Admin	Infinite Campus Security Rights: Behavior Audit (2023 Course #1908700)
Charter Census	Job Title	manually managed	Infinite Campus Security Rights: Census (2023 Course #2769815) and Infinite Campus Security Rights: Data Use Agreement
Charter Counselor	Job Title	80109 Charter Administrator	
Charter Enrollment Specialist	Job Title	manually managed	Infinite Campus Security Rights: Enrollment (2023 Course #1128723) and Infinite Campus Security Rights: Data Use Agreement
Charter Grading Admin	Job Title	80109 Charter Administrator 84141 Charter Support Admin	Infinite Campus Security Rights: Grading Admin (2023 Course #2816717)
Charter Health Nurse	Job Title	manually managed	Infinite Campus Security Rights: Health (2023 Course #1855723)
Charter Health School Staff	Job Title	manually managed	Infinite Campus Security Rights: Health (2023 Course #1855723) and Infinite Campus Security Rights: Data Use Agreement
Charter Office Tools	Job Title	87900 Charter Support 80109 Charter Administrator	
Charter Scheduler	Job Title	80109 Charter Administrator	Infinite Campus Security Rights: Master Scheduling (2023 Course #2559700)
Charter School Admin	Job Title	80109 Charter Administrator	Infinite Campus Security Rights: Behavior Management (2023 Course #2559700)
Charter School View Only	Job Title	Starts with Charter	
Charter Support and Intervention	Job Title		Infinite Campus Security Rights: Support and Intervention (2023 Course #613742)
Charter Teacher		87899 Charter Certificated 85258 Charter Certificated English Learner	
Charter Transcript	Job title	84141 Charter Support Admin 87900 Charter Support 80109 Charter Administrator	Infinite Campus Security Rights: Transcript (2023 Course #2283747)
Charter WalkIn Scheduler	Job Title	87900 Charter Support 84141 Charter Support Admin 80109 Charter Administrator	Infinite Campus Security Rights: Walk in Scheduler (2023 Course #1860700)

Summary of Exception Process

*Automated business rules are created by following FERPA suggested guidelines.

The steps below list the process for requesting roles for personnel who do not fall into the business rules for MNPS assignment.

1. End user requests permission for needed role (tool right) or additional calendar from Principal at school level.
2. Upon approval at school level, the Principal submits a help ticket for the requested role, by completing the "Role Request Form". Completion of the Role Request form automatically creates a Service Pro ticket.
3. SIS department receives request, including "Role Request Form" from Principal via help ticket.
4. Verify that the staff member does *not* have the role already that is being requested.
5. SIS will verify staff's title in Active Directory.
6. SIS will verify staff's calendar rights in Infinite Campus.
7. SIS will verify staff's security groups in Infinite Campus.
8. SIS will verify required training has been marked "Completed" in HCM Learning.

If all of these areas align, the staff member should already have been granted access to the role.

***Census and Enrollment** - Only 2 users per school are granted this access. These role requests must be managed by the designated "Approver" for the charter school. (See next section.)

****Master Scheduling** - Tool right is removed every year and must be retaken. New hires are required to take instructor led training.

Approver list for each school

*Approvers are managed by Director of Charter Schools

Steps for Access

New employees

New employees • Send the Charter employee information form to the SharePoint site designated for New Hires. Once the employee record is created, an Active Directory account will be created which is a prerequisite to access.

- All job titles that start with “Charter” are granted access to the following security groups after the required training is completed:
 - Charter Academic Planner
 - Charter Attendance
 - Charter Behavior Audit
 - Charter Counselor
 - Charter Grading Admin
 - Charter Scheduler
 - Charter School Admin
 - Charter Support and Intervention
 - Charter Walk-in Scheduler

- Charters are limited to 2 people per school for Census and Enrollment access. A signed Data Use Agreement on file is required for this access. Role exception requests for Census and Enrollment must be submitted by the designated Approver for each school.
 - Role Exception Process
 - Complete the electronic Role Request form. The link is located on the home page of Infinite Campus. With the completion of the role request form, a Service Pro ticket will be automatically created for you. [Online Role & Location Exception Form](#)
 - Location Changes/Additions
 - Follow the Role Request process described above.

- Data Use Agreement for Census and Enrollment access:
 - To see a tutorial on how to complete the DUA, [click here](#).

Other valuable information for charter schools

Course Registration

- Instructor led training
 - HCM Learning at [HCM Learning](#)

- Currently Master Scheduling for new users is the only instructor-led course available.
- Online training
 - Schoology at <https://mnps.schoology.com/>
 - Access code to courses available can be found on the [Campus Resource Portal](#)

Change to access

- To request additional tool rights or additional locations, the designated Approver of your school must complete the required [Role Request Form](#). The electronic Role Request Form is located on the home page of Infinite Campus and will create a Service Pro ticket automatically for you. One designated Approver for each school is assigned by the Director.

For new hire access

For new hire access • Upload the employee information to the HR & Benefits folder located on the SharePoint site.

Charter staff termination

- Immediately notify HR at MNPSCharterBenefits@mnps.org with name and termination date.

Current training options available ([Campus Training Catalog](#))

<u>Behavior Management</u>	<u>Master Scheduling</u>	<u>Walk in Scheduling</u>	<u>Family Portal Liaison</u>	<u>Data Use Agreement</u>
<u>Census</u>	<u>Counselor</u>	<u>Health</u>	<u>Principal</u>	<u>Support & Intervention</u>
<u>Attendance</u>	<u>Teacher</u>	<u>Ad Hoc Basics</u>	<u>Grading Admin</u>	<u>*Support Cafe's*</u>

Password Reset

The password for the MNPS AD account requires a change every 59 days. So, depending on how regularly you access Infinite Campus, HCM Learning, or Schoology you may need to contact the MNPS IT helpdesk for a reset at 615-269-5956.

PROCEDURES FOR NEW AND TERMINATED EMPLOYEES

CHARTER NEW HIRE FORM

Charter New Hire Form

EMPLOYEE INFORMATION FOR CHARTER SHOOOLS <small>uploaded to the SharePoint site in the folder labeled HR & Benefits</small>	
CHARTER SCHOOL NAME/LOCATION NUMBER (USE DROPDOWN)	
BENEFITS ORIENTATION COMPLETION DATE	
BACKGROUND CLEARANCE DATE	
LAST NAME	
LAST NAME	
FIRST NAME	
MIDDLE INITIAL	
SOCIAL SECURITY #	
HIRE DATE	
SCHOOL EMAIL ADDRESS	
ADDRESS	
CITY	
STATE	
ZIP	
COUNTY	
PHONE #	
DATE OF BIRTH	

ETHNIC CODE	
GENDER	
POSITION CLASSIFICATION	
EMPLOYEE STATUS	
EMPLOYEE WORKING HOURS PER WEEK	
DEGREE	
ANNUAL SALARY	
EMERGENCY CONTACT NAME	
EMERGENCY CONTACT PHONE #	
TN EDUCATOR LICENSE NUMBER	
TEACH FOR AMERICA	
If you are a participant in Teach for America, you must provide a certificate number below	
TEACH FOR AMERICA CERTIFICATE NUMBER	

CERTIFICATED VS. SUPPORT

Teachers MAY NOT be entered into the benefits main system as “certificated” until a TN educator license has been obtained. Please notify MNPSCharterbenefits@mnps.org as soon as the license is confirmed. Until the receipt of the license, teachers must be entered as “support” employees. For accurate calculation of teacher retirement benefits, the charter school must notify MNPS Charter Benefits when the teacher obtains their license. Failure to notify MNPS of a change in teacher licensure status can result in inaccurate benefits calculations and charges for charter schools and staff members.

For questions regarding benefits, please contact the appropriate benefits representative.
mnpscharterbenefits@mnps.org

EMPLOYEE CLASS CHANGE FORM

Employee Class Change Form

EMPLOYEE CLASSIFICATION CHANGE	
Email completed form to: employeeresourcecenter@mnps.org	
CHARTER SCHOOL NAME/LOCATION NUMBER (USE DROPDOWN)	
EMPLOYEE ID NUMBER	
LAST NAME	
FIRST NAME	
EFF. DATE OF CLASS CHANGE	
POSITION CLASSIFICATION	
TN EDUCATOR LICENSE NUMBER	

CHARTER TERMINATION FORM

Charter Termination Form

EMPLOYEE TERM FOR CHARTER SHOOOLS	
Email completed form to: employeeresourcecenter@mnps.org	
CHARTER SCHOOL NAME/LOCATION NUMBER (USE DROPDOWN)	
EMPLOYEE ID NUMBER	
LAST NAME	
FIRST NAME	
MIDDLE INITIAL	
TERM DATE	

TERMINATED EMPLOYEES

TERMINATED EMPLOYEES Charter schools should notify MNPSCharterBenefits@mnps.org as soon as possible after an employee terminates. It is critical that MNPS be notified so that access to any MNPS system and programs can be stopped and to stop payment of benefits.

PROCEDURES FOR BENEFITS

Support Benefits:

Kelsey Marshall – Kelsey.Marshall@mnps.org
Phone# 615-259-8462 Fax# 615-214-8665

In the first two weeks of work each support staff employee should review the Support New Hire Orientation Presentation and complete the benefit election forms. Please encourage staff to keep the guide for their records.

You will also see below a form for life event changes. Should you have a staff member experience a life changing event that falls within the approved time frame, please provide them the form below. Forward the completed information to the Benefits office for processing. We have also included information regarding support retirement as well. This can be included with the guide for the staff.

Orientation

Presentation: <https://filetransfer.nashville.gov/portals/0/sitecontent/HumanResources/docs/EmployeeBenefits/New%20Hire%20PPT%20--%20CHARTER%20SCHOOLS%202020-11-2.pdf>

Guide: https://www.nashville.gov/sites/default/files/2022-09/2023_Charter_Guide_FINAL.pdf?ct=1664380072

Benefit

Forms: <https://filetransfer.nashville.gov/portals/0/sitecontent/HumanResources/docs/EmployeeBenefits/New%20Hire%20Enrollment%20BLANK%20Forms%20-%20CHARTER%20SCHOOLS.pdf>

Support retirement: https://www.nashville.gov/sites/default/files/2023-02/RetirementGuide_DivBCHARTERSCHOOLSv2023_02_13.pdf?ct=1676306013

Certificated Benefits:

Hayat Shemssulldin- Hayat.Shemssulldin@mnps.org
Phone# 615-259-8463 Fax# 615-214-8665

Metro Human Resources – Benefit Enrollment Change Form



Date: _____ Information taken
by: _____

Name: _____ SSN: _____

DOB: _____

Address: _____ City: _____

State: _____ Zip: _____

Dept: _____

Make Change To:

- ☐ Medical
- ☐ Dental
- ☐ Vision
- ☐ Short Term Disability
- ☐ Long Term Disability
- ☐ Supplemental Life
- ☐ Dependent Life

Number: _____

Reason for Change:

- ☐ Gained other coverage
- ☐ Marriage
- ☐ Divorce
- ☐ Death
- ☐ Loss of coverage
- ☐ Birth
- ☐ Adoption
- ☐ Other

Plan Enrollment:

- ☐ Cigna Medical
- ☐ BCBS Medical
- ☐ Vision Basic
- ☐ Vision Enhanced
- ☐ Dental Flexible
- ☐ Dental Limited
- ☐ Dependent Life Amount: _____
- ☐ Supplemental Life Amount: _____

☐ New Coverage Level: Not in Pre-Tax Premium Plan

Dependents to Add, Delete or Change:

In the first two weeks of work, certificated staff should review the Certificated New Hire Orientation Presentation and follow directions to enroll. Please see below for presentation. This presentation will provide plan information and enrollment instructions. Log in to www.MNPSBenefits.org to make your elections within 30 days of your hire date. Please have documents, to show proof of relationship for your dependent(s), ready to upload (birth certificate, marriage certificate, tax documents, etc.).

[Introduction to MNPS Certificated Employee Benefits 2023 - YouTube](#)



Handbook- [2023 Certificated Benefits Handbook 1-1-23 \(1\).pdf](#)

Benefits Guide: <https://www.mnpsbenefits.org/benefits>

Need to enroll, review and make changes to your MNPS insurance?

If you're on the MNPS network, you can now go directly to Benefit Express from the myMNPS Apps page. You won't have to enter your login credentials. This is what the app icon looks like:

If you're not on the MNPS network, sign in as you always have. You can always access Benefit Express from our benefits website, MNPSBenefits.org/employee.



Support Pension Uploads:

Ashley Blake – John.Blake@mnps.org

Phone# 615-259-8438 Fax# 615-214-8665

The Charter Billing and Pension upload files are due by the first (1st) day of each month, for pensionable earnings incurred in the previous month, without any observance of a weekend (Saturday/Sunday) or holidays.

When submitting your files, include employee identification numbers for all employees. As always, please do not include certificated employees on the pension upload files. The pension upload file is only for support employees working at least 20 hours per week. Please report all certificated employees to Tennessee Consolidated Retirement System (TCRS) for pensionable credit.

Outlined below is the process flow of Support Pension Upload:

Activity	Who is Responsible
Run bi-weekly Payroll	Payroll Vendor
Run Interface	Payroll Vendor
Transmit file	Payroll Vendor
File moved for Oracle processing	Metro ITS
Oracle processing upload	Metro ITS
Error handling	MNPS Benefits & Charter
Feed from Oracle to Pension system	Metro Benefits

MNPS Benefits will receive the Processing Log which contains successful and erroneous records. They will coordinate the proper repair of the transaction with the appropriate Charter. *It will be the responsibility of the charter to correct information contained in your payroll system, so the error condition does not persist.* The information below outlines the Error Handling process.

Error Handling

1. Oracle Processing Upload occurs
2. Processing Log generated from the Upload
 - Log sent to MNPS Benefits - Triage errors
 - o MNPS Benefits handles error corrections
 - o Missing or bad Employee numbers, or other incorrect data will be communicated to the Charter for correction in your payroll system

We encourage you to audit the Metro Employee Numbers loaded into your Payroll system to ensure they are accurate, as this appears to be the biggest concern for rejected transactions. The Employee number is the key to an accurate upload.

For questions about this new process or regarding Employee Numbers, please contact MNPS Benefits.

181 - Cameron College Prep			02 - Black			
201-Aventura Community School			03 - Hispanic			
286 - East End Prep			04 - Asian or Pacific Islander			
305 - Explore Community School			05 - American Indian/Alaska Native			
457 - Intrepid College Prep			30 - Hawaiian or Pacific Islander			
499 - KIPP Academy Nashville Elementary			31 - Two or More Races			
501 - KIPP Nashville College Prep Elementary						
502 - KIPP Academy Nashville						
503 - KIPP Nashville College Prep						
504 - KIPP Nashville Collegiate High School						
507 - LEAD Prep Southeast			Female			
508 - LEAD Academy MS						
509 - KA At The Crossings						
517 - Liberty Collegiate						
589 - Nashville Academy of Computer Science						
592 - Nashville Classical						
594 - Nashville Prep						
605 - New Vision Academy						
652 - Purpose Preparatory Academy						
660 - RePublic High School						
667 - Rocketship Nashville Northeast Elementary						
668 - Rocketship United						
687 - Smithson-Craighead Academy						
695 - STEM Prep						
696 - STEM Prep High School						
712 - Strive Collegiate Academy						
743 - Valor Flagship Academy						
744 - Valor Voyager Academy						
Support: Non-Certificated						
Admin Support: Non-Certificated Admin						
Certificated: Teachers						
Admin Certificated: Certificated Director/Principal						
Support position with Cetificated Status						

SCHOOL DATA ENTRY RESPONSIBILITIES AND TIMELINES

RESPONSIBILITIES AND TIMELINES

All calendar information is to be provided to Howard McAdory at howard.mcadory@mnps.org. The data quality and integrity department has created a 200-day accountability form that will report the following information:

- School year
- Calendar number
- Instructional calendar
- Scheduled days
- Stockpile inclement weather days
- Stockpile professional days
- Inservice days
- Parent/teacher conference days
- Teacher vacation days
- Abbreviated days
- Discretionary teacher vacation days
- Discretionary in-service days
- Discretionary administrative days
- Discretionary instructional days
- Discretionary other days
- Event date
- Event type
- School day type
- Event duration

200-DAY ACCOUNTABILITY REPORT INSTRUCTIONS FROM THE DATA QUALITY AND INTEGRITY OFFICE

MNPS
200 Day Accountability Report
School Year 2024-25

Send completed form by January 16 to: howard.mcadory@mnps.org

School Name(s): _____

Telephone: _____

_____ Student Days (Minimum 180) A
_____ Teacher Vacation with pay (Minimum 10) B
_____ In-Service Days (Minimum 5) C
_____ T/P Conference (Minimum 1) D
_____ Stockpile-Prof-Dev (Maximum 13 days when added with Stockpile-Inclement-Weather-Days) E
_____ Total (Minimum 200 days) A+B+C+D+E
_____ Discretionary (Other) Days (Maximum 4)
_____ School Stockpile? (Yes or No)
_____ Stockpile-Inclement-Weather-Days (Maximum 13 days when added with Stockpile-Prof-Dev)

Student Open Date: _____ (first day ALL students are present-there can only be one)

Christmas Break Days: _____ (number of days)

Christmas Break Date: _____ (first day students are not present)

Spring Break Days: _____ (number of days)

Spring Break Date: _____ (first day students are not present)

Student Closing Date: _____ (last day students are present-there can only be one)

In-Service (list by 1/3, 1/2, or 1 day only -- Do not break day into smaller segments)

Date	Time	Date:	Time	Date:	Time
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Stockpiled Professional Development Days

Date	Time	Date:	Time	Date:	Time
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Abbreviated dates (no more than 3)

Date: _____ Time _____

Teacher Parent Conference date(s)

Date: _____ Time _____

Discretionary (Other) Dates (list by 1/3, 1/2, or 1 day only -- Do not break day into smaller segments)

Date:	Time	Activity	Date:	Time	Activity
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Activity Code

A - Administrative

S - In-service

V - Vacation

O - Other

I - Instructional

School Name- The School name

Telephone- telephone contact at school to discuss calendar concerns.

Number of days with students – the number of instructional days with students present. There must be at least 180 days. Stockpiled Professional Development days count toward this number of days. A school may have more than 180 instructional days through funding by the local board of education.

Number of days teachers' vacation with pay. There must be at least 10 days of paid vacation per year. There may be more than 10 days of paid vacation through finding by the local board of education.

Number of In-service days. The total number of teacher in-service days. There must be at least five in-service days. There may be more than 5 in-service days through finding by the local board of education.

Teacher-Parent Conference. The number of days for teacher-parent conference. There must be at least 1 day. A district may have more than 1 day for teacher-parent conference through finding by the local board of education.

Discretionary Days (Other). The number of days this district is using as its discretionary (other) days if those days are not already identified. There may not be more than 4 of these days. An example of this would be intercession or days where all students are not required to be present.

Total Days. The total number of days listed must add up to at least 200 days.

Stockpiling

The school/district is stockpiling in accordance with T.C.A. 49-6-3004(e)(1).

1. A local board of education or private or church-related school which exceeds the full six and one-half (6 1/2) hours instructional time required by law by at least one-half (1/2) hour daily for the full academic year shall be credited with such additional instructional time. The excess instructional time shall be accumulated in amounts up to but not exceeding thirteen (13) instructional days each year and applied toward meeting instructional time requirements missed due to dangerous or extreme weather conditions. This excess accumulated instructional time may be used for early student dismissal for faculty professional development under rules promulgated by the board of education. Such time may be used in whole day (six and one-half (6 1/2) hour) increments and may be used for faculty professional development, M-team meetings, S-team meetings, parent-teacher conferences, or other similar meetings. The board shall consult with the commissioner in developing the rules. All proposals for use of excess time for professional development shall be approved by the commissioner.

2. Any unused accumulated days for excess instructional time shall not carry over to a school year other than the year in which such time was accumulated.

Rule 0520-1-3.02(1)(b) designates the options for districts or schools to use for stockpiling.

- School Stockpile. Indicate whether the school is stockpiling days.
- Stockpile-Professional-Development. The number of days that will be used for professional development. Maximum 13 days total when added with Stockpile-Inclement-weather-Days.
- Stockpile-Inclement-Weather-Days. The number of days that may be used for inclement weather. Maximum 13 days total when added with Stockpile-Professional-Development.

Calendar

1. Student Open Date. The first instructional day of school for all students.
2. Christmas Break Days. The total number of school days for Christmas break and the first day of Christmas break when students are not present.
3. Spring Break Days. The total number of school days for Spring break and the first day of Spring break when students are not present.
4. Student Closing Date. The last day of instruction. (The last day when students are in school.)
5. In-service dates. The dates planned for in-service education for the district (whole days or partial days.) Time should be the amount of time devoted to in-service on that date/day. One whole day of in-service (6 hours) should be entered as 01.00. Half days should be entered as 00.50. One third day (such as two hours after school should be entered as 00.33. Do not break the day into smaller segments than one-third days. The "time" entered in item 5 must total a minimum of five full days.
6. Abbreviated dates. The attendance accounting policy allows districts to have 3 abbreviated dates.
7. Teacher-parent conference. The date(s) planned for teacher-parent conferences (whole or partial days should be shown).
8. Discretionary Days (Other). All days in Discretionary Days (other) at the top of the form for 200 Day Accountability Report should be accounted for here.

Dates, duration, and type of activity should be indicated. For instance, if the day is to be a day for teachers to work in their classrooms, please identify the day as “A”, Administrative. If the day is to be an in-service day, please list it only if it is not already listed under item 5.

Note: Any calendar changes requested after the initial school calendar has been uploaded must be approved by the TNDOE and sent to the Office of Charter Schools. Schools may not decide to alter the calendar without making the necessary official changes.



Stockpiled Professional Development Days Application 2023-24 School Year

Pursuant to Tenn. Code Ann. § 49-6-3004(e), the use of stockpiled days for professional development must be approved by the Commissioner of Education prior to including the days on LEA district or school calendars. Please complete the application below **and attach an agenda** for each requested professional development day. All questions regarding application completion or guidelines for stockpiling professional development days should be directed to Nikkie Kiene at Nikkie.Kiene@tn.gov.

District: _____ Director of Schools: _____

Stockpiled Days Requested for Professional Development (PD):

PD Date: _____ PD Topic: _____ Agenda Attached: ☐

Participating Schools: ☐ All Schools ☐ All Elementary ☐ All Middle ☐ All High Schools

PD Date: _____ PD Topic: _____ Agenda Attached: ☐

Participating Schools: ☐ All Schools ☐ All Elementary ☐ All Middle ☐ All High Schools

PD Date: _____ PD Topic: _____ Agenda Attached: ☐

Participating Schools: ☐ All Schools ☐ All Elementary ☐ All Middle ☐ All High Schools

PD Date: _____ PD Topic: _____ Agenda Attached: ☐

Participating Schools: ☐ All Schools ☐ All Elementary ☐ All Middle ☐ All High Schools

Submit the signed application by email to Nikkie.Kiene@tn.gov.

The deadline for submission is April 14, 2023.

Director of Schools Signature: _____ Date: _____

Commissioner: _____ Approved: ☐ Denied: ☐ Date: _____

If necessary, please duplicate this form to request additional stockpiled professional development days.

1. Instructional Program – Information provided to Howard McAdory for each charter school by March 15.

- Student day (in minutes)
- Teacher day (in minutes)
- School stockpile PD days (total number)
- Block schedule
- Spring block begin date
- Report period number
- Report period begin date
- Event date
- Event type
- School day type
- Event duration

Note: Any calendar changes requested after the initial school calendar has been uploaded must be approved by the TNDOE and sent to the Office of Charter Schools. Schools may not decide to alter the calendar without making the necessary official changes.

2. Class Section (information received upon entry of master schedule and from course catalog) – Due in summer

- Course code
- Local class number
- Class type
- Teaching method
- Class begin date
- Class end date
- Honors class indicator
- Statewide dual credit
- Local dual credit
- Dual enrollment
- Postsecondary institution ID
- Test administration window

3. Class Section Schedule (information received upon entry of master schedule) – Due in summer

- M-F duration
- M-F assigned period

4. Student Enrollment (Entry into Infinite Campus required within 24 hours of student enrollment)

- Student SSN
- Student PIN
- Local student number (system generated)
- First name
- Middle name
- Last name
- DOB
- Previous SSN/PIN
- Previous first/middle/last
- Gender
- Immigrant student
- Date first enrolled in US schools
- Year entered 9th grade
- Native language
- Mother's maiden name
- Student's city of birth
- Student's county of birth
- Student's state of birth
- Student's country of birth
- Hispanic
- Race indicator
- English language background
- Instructional period type of service
- Enrollment date
- Enrollment reason (code)
- Course of study
- Instructional grade assignment
- Instructional grade assignment date
- Student classification
- Student classification begin date
- Student classification end date

5. Student Disciplinary Action (Entry of all ISS, OSS, remandments and expulsions must be entered into IC within 24 hours of disposition. These data must be reported by MNPS to the Tennessee Department of Education.)

- Disciplinary action type
- Disciplinary action begin date

- Disciplinary action end date
 - Disciplinary primary reason (discipline code)
 - Disciplinary offense date
- 6. Student Class Assignment (information received upon entry of master schedule) – as scheduled or change in schedule. Note: All students must be scheduled in order to be counted within the schools ADM for funding purposes.**
- Local class number
 - Student class begin date
 - Student class end date
- 7. Student Attendance (all attendance exceptions) – must be updated daily in Infinite Campus**
- Attendance date
 - Attendance type (code)
- 8. Student Withdrawal – must be updated in Infinite Campus within 24 hours**
- Withdraw date
 - Withdraw reason code
 - Withdraw reason explanation
- 9. Student End of Service May to June 10**
- End of service action (promoted, retained)
 - Completion document date (graduation date, 12th grade only)
 - Completion document type (type of diploma received, 12th grade only)
 - Completion document period (term in which diploma received, 12th grade only)
- 10. Student Final Grade (grades 5-12, information builds from student schedule and report card grades or backfilling to transcript) – one week after school ends**
- Credits earned
 - Alpha grade
 - Numeric grade
 - Quality points
- 11. Staff Member Upon Hiring**
- Staff SSN
 - Staff license number

- First, middle, last name
- DOB
- Previous SSN/License/Name
- Gender
- Ethnicity
- Licensure check
- Staff status
- Staff work email address
- Current assignment
- Current assignment begin date
- Current assignment end date
- Class begin date (information received upon entry of master schedule)
- Class end date (information received upon entry of master schedule)
- Teacher of record (information received upon entry of master schedule)
- Federally funded class (information received upon entry of master schedule)

11. Bus Information Reporting

- EE information reporting (done through Easy IEP if done by district)

For Those Schools Not Using the MNPS Enrollment Platform:

If your organization does not take advantage of the MNPS enrollment platform, data from the organization's enrollment system of choice must be uploaded to Smart Choice. Non-participating charters will receive excel files from MNPS to upload new students and to use to withdrawal students. An MNPS analyst will review the Non-participating charter's file and only load completed files as specified in the procedure template from Smart Choice. Non-participating charters will receive an email confirmation from the school options email that will notify you of a successful upload or a non- successful upload from confirmation that MNPS School Options department receives back from Smart Choice. Parents will have to accept the seat on the MNPS Smart Choice Portal. If a parent has accepted a previous seat selection at another school, they will have to confirm they no longer want the previously accepted seat. You will receive an invoice for every upload to the SFTP site as per guidelines from Smart Choice. Outstanding invoices that are not paid will result in students not loaded until balances are paid.

CHARTER SCHOOL PAYMENT

Tennessee Investment in Student Achievement (TISA) Formula

The TISA Act was passed by the Tennessee General Assembly on April 28, 2022, and was signed into law by Governor Bill Lee on May 2, 2022. Through the passage of the TISA Act, Tennessee's K-12 public schools will now transition to a student-based funding approach.

About TISA

In accordance with Tennessee Code Annotated, Title 49, Chapter 3, Part 1 and rules under TDOE 0520-12-05, beginning with the 2023-2024 school year, the Department of Education shall implement the student-based funding formula known as the Tennessee Investment in Student Achievement (TISA) formula as the system for funding education for kindergarten through grade twelve (K-12) public schools. The Tennessee Investment in Student Achievement (TISA) public school funding formula marks a significant change in how Tennessee invests in public education. The TISA funding formula updates the way Tennessee funds public education for the first time in over 30 years to empower each student to read proficiently by third grade, prepare each high school graduate for postsecondary success, and provide resources needed to all students to ensure they succeed.

It is important to note that the TISA funding formula relies on the prior year data to drive subsequent year allocations. This means data from the 2022-2023 school year generates the funding to be allocated for the 2023-2024 school year.

The TISA Formula

Average Daily Membership (ADM)

For almost all elements of the funding formula, a calculation called Average Daily Membership (ADM) is used to capture student counts. Rather than measuring raw numbers of students, ADM considers a student's enrollment and daily class assignment for each of nine reporting periods throughout the year, each lasting approximately 20 instructional days of each LEA's school calendar. Funding is a cumulation of a three-step process.

Step 1 – TISA Calculation-Base Funding

The first step is the only step tied directly to the Tennessee Investment in Student Achievement (TISA) funding formula. The base funding amount is subject to annual appropriations by the Tennessee General Assembly. For the 2023-24 TISA allocations, the base funding amount is \$6,860 per ADM. This results in the per pupil ADM multiplied by the base funding amount. Under step 1, additional funding is generated based on Unique Learning Needs-ULN per student. These ULN's have specific weights and percentages of funding as stipulated in TDOE Rule 0520-12-05(04).

Step 2 – TISA Calculation- The LEA's calculated Per Pupil Rate-PPR for additional funding

The second step is based on current year data. This step determines how much of the LEA funding body's investment in education is considered additional local funds, or above the local required contribution of TISA. It begins with Geographic District's Maintenance of Effort amount and submitted and approved by the district and funding entity (ePlan budget). Local required contribution is deducted from the total local revenues, resulting in the additional local funds amount. The total ADM of the geographic LEA is divided by the additional local amount, resulting in the PPR for additional local funds amount. Clarifying information will be forthcoming from MNPS Finance Department. Funding is calculated by multiplying step 2 PPR by the charter school's prior year ADM.

Step 3 – Current Year Enrollment Adjustments

Based on specific current year enrollment:

This step is based on current year enrollment and may be used if a charter school anticipates a change in enrollment, either increase or decrease, to project the funding change, adding a grade to an existing school, significant decrease in projected enrollment, or new charter schools. The increase/decrease in enrollment is multiplied by PPR that was calculated in step 2.

As we interpret and seek a better understanding on this new funding model, we will update and send to all schools ASAP.

ENROLLING/WITHDRAWING STUDENTS



Metropolitan Nashville Public Schools Registration Packet Cover Sheet 2023-2024 Kindergarten

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Only a custodial parent or legal guardian may register a student.

***Incomplete packets will not be accepted or held by the Enrollment Center or School ***

Please print the Student's Legal Name as it is stated on the Birth Certificate

Last Name

First Name

Middle Name

Students enrolling from another school within the State of Tennessee: must have with you to enroll:

____ **Proof of Residence** Current Utility Bill or Lease/Mortgage Document in the Parent/Guardian's name (See Enrollment staff if you do not have this)

____ **Parent/Guardian Photo ID**

____ **Student Record of Birth**

____ **Current TN Immunization Certificate (unless appropriate medical or religious exemption documentation is provided)**

Students transferring from another TN school have 30 days to provide proof of immunization.

____ **School physical** required within 30 days of enrollment

____ **Proof of Guardianship** (if applicable) custody papers, court order or DCS Educational Passport. (See Enrollment staff if you do not have this.)

Students enrolling from outside of Tennessee or from outside the United States must have with you to enroll:

____ **Proof of Residence**

Current Utility Bill or Lease/Mortgage Document in the Parent/Guardian's name (See Enrollment staff if you do not have this)

____ **Parent/Guardian Photo ID**

____ **Student Record of Birth**

____ **Current TN Immunization Certificate (unless appropriate medical or religious exemption documentation is provided)**

Transferring from outside the State of Tennessee: Immunization records must be transferred to the Tennessee certificate.

____ **Physical Exam Record**

a. Students transferring from another US school have 30 days to complete and provide documentation of their physical examination.

Exam must be within 12 months of enrollment date.

b. Students transferring from outside the United States must provide proof of a physical to enroll today.

____ **Proof of Guardianship** (if applicable) custody papers, court order or DCS Educational Passport. (See Enrollment staff if you do not have this.)

Home Language Survey

1. What is the first language your child learned to speak? _____

2. What language does this child speak most often outside of school? _____

3. What is the language that is most often spoken to this child at home? _____

Statement of Residence: Where does the student stay at night? (Please check ONE option from below)

____ Home/Apartment owned or rented by the student's parent/legal guardian (proof of residence in parent/legal guardian name required)

____ renting a hotel/motel room _____ at a campsite _____ in an automobile

____ With a relative or friend and lease or mortgage is not in parent/legal guardian's name (family does not have a residence)

____ Other housing (please explain) _____



Metropolitan Nashville Public Schools
Kindergarten Registration

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Registering to attend MNPS School Name _____
What is the name of the last school this student attended _____
Previous school city, state _____
Previous school phone number (_____) _____ - _____

Student's Last Name(s) _____ First Name(s) _____

Middle Name(s) _____ (circle one) Male / Female

Student's age _____ Date of Birth ____/____/____ Ethnicity (circle one) Hispanic / Non-Hispanic

Race (circle all that apply) American Indian/Alaskan Native Asian Black/African American Pacific Islander/Native Hawaiian White

Country of Birth _____ Date entered US _____ State of Birth _____

County of Birth _____ City of birth _____

Date student 1st entered a US School _____ Mother's Maiden Name _____

Does the student receive any of the following services: IEP? YES / NO 504? YES / NO EL? YES / NO

Was student asked to leave or expelled from the last school? YES / NO

Student's Residential Address

Residential Address _____ Apt # _____ City _____ State _____ Zip _____

Mailing Address _____ Apt # _____ City _____ State _____ Zip _____

(If different from residential address)

Parents or Guardians living in the same household with this student (please list each Parent/Guardians on separate lines)

1.) Relationship to student: (circle one) Mother / Father / Legal Guardian / Step Parent

Last Name _____ First Name _____ MI _____

Date of Birth ____/____/____ (circle one) Male / Female

Cell Phone (_____) _____ - _____ Home Phone (_____) _____ - _____

Email Address _____

This person needs access to: (circle all that apply) portal / attendance / behavior / mailings / teacher / messages

2.) Relationship to student: (circle one) Mother / Father / Legal Guardian / Step Parent

Last Name _____ First Name _____ MI _____

Date of Birth ____/____/____ (circle one) Male / Female

Cell Phone (_____) _____ - _____ Home Phone (_____) _____ - _____

Email Address _____

This person needs access to: (circle all that apply) portal / attendance / behavior / mailings / teacher / messages

Parent or Guardian living at a different address

Relationship to student: (circle one) Mother / Father / Legal Guardian

Last Name _____ First Name _____ MI _____

Date of Birth ____ / ____ / ____ (circle one) Male / Female

Address _____ Apt # _____ City _____ State _____ Zip _____

Cell Phone (____) _____ - _____ Home phone (____) _____ - _____

Email Address _____

This person needs access to: (circle all that apply) portal / attendance / behavior / mailings / teacher / messages

Please list students in the same household that are enrolled in a Metro Nashville Public or Charter School

1. Name _____ DOB ____ / ____ / ____ School _____

2. Name _____ DOB ____ / ____ / ____ School _____

3. Name _____ DOB ____ / ____ / ____ School _____

4. Name _____ DOB ____ / ____ / ____ School _____

Emergency Contacts to call, in order listed below, if school personnel cannot reach parent or guardian:

1. Contact Name _____ DOB ____ / ____ / ____

Relationship to student _____ Phone# (____) _____ - _____ (Male / Female)

2. Contact Name _____ DOB ____ / ____ / ____

Relationship to student _____ Phone# (____) _____ - _____ (Male / Female)

Legal Notice

Are there any court orders or Legal issues involving this student? ___Y___N

(If you answered yes regarding Legal Notice, you must provide a current Magistrate/Judge signed court order document.)

Student Health Information

Does the child have any health problems? Yes ___ No ___ (If yes, please provide the school with documentation)

Health issues to be noted on student record _____

I certify that I am the parent or guardian of the child named above and I have provided MNPS with accurate information as required by State Law and that the above address is the primary residence where my child and I live. I will notify the school of any change in residency status within 10 days of that change.

Parent or Guardian Signature _____

Parent or Guardian Print Name _____

Date Signed ____ / ____ / ____

*** INFORMATION BELOW IS FOR MNPS ENROLLMENT CENTER USE ONLY**

Enrollment Specialist that accepted/reviewed this packet (Please Print) _____

Please check off each task as completed: Greeter: Search Campus ____ Search Zone Finder/SAS ____

Processor: Search EIS ____ Packet uploaded to IC ____ HERO/emailed ____ POA/Legal Alert ____

Pre-K Survey ____ Military ____ Migrant ____ Medical Alert ____

1.5.23 RB







Tennessee Parent Occupational Survey

Under Title I, Part C of the Elementary and Secondary Education Act (ESEA) our school district provides supplemental services to the children of agricultural workers who have recently moved. This survey is to help the school identify if your child might qualify for these free supplemental services such as tutoring, school supplies, summer camps in select counties, and other free services. Please answer the following questions and return this form to your child's school. The information provided below will be kept confidential.

<input type="text"/>	<input type="text"/>
Today's Date	Parent/Guardian First & Last Name
<input type="text"/>	<input type="text"/>
Student First Name	Student Last Name
<input type="text"/>	<input type="text"/>
School Name	Student Grade

1. Have you or an immediate family member performed any agriculture or fishing jobs temporarily or seasonally, in any part of the United States, in the past 3 years? Check all that apply.

☐ NO
☐ YES. Check all that apply:

Agriculture/Field Work: planting, picking, sorting crops, soil preparation, irrigation, fumigation  <input type="checkbox"/>	Processing & Packaging: fruit, vegetables, chicken, pork, beef, eggs, etc.  <input type="checkbox"/>	Dairy/Cattle Raising: feeding, milking, rounding up.  <input type="checkbox"/>
Nursery/Greenhouse: planting, potting, pruning, watering, harvesting  <input type="checkbox"/>	Forestry: soil preparation, planting, cutting trees; does not include landscaping.  <input type="checkbox"/>	Other: Any other agriculture or fishing work, please list here: <input type="text"/> <input type="text"/>

2. In the past 3 years, has your family moved to another state, city, school district, and/or county?

☐ NO
☐ YES. My family has moved within the past 3 years. Indicate how long ago below.

Years Months Weeks

If you answered "Yes" to question 1, please complete the information below.
A staff from the Migrant Education Program will follow up with your family to verify if you qualify for free services.

<input type="text"/>	<input type="text"/>
Home Street Address	Apt #
<input type="text"/>	<input type="text"/>
City	Zip Code
<input type="text"/>	<input type="text"/>
Telephone Number	Language
<input type="text"/>	<input type="text"/>
Email Address	Best Day of Week and Time to Call

For School Use Only: Please forward all surveys with a "YES" response to Question 1 to your district migrant liaison for them to submit to the ID&R Team through tn.msedid.com. If you have any questions, email the TN MEP ID&R Team: jdn@tn-mep.net

Student State ID:	Enrollment Date:	District ID:
<input type="text"/>	<input type="text"/>	<input type="text"/>

MILITARY CONNECTIONS SURVEY

School Name: _____ Grade: _____

Student #: _____ Student Name: _____ Birthdate: _____

Under ESSA regulations, school districts are required to identify students whose parent(s) or legal guardian(s) fall within the three military-related classifications shown below. Classifications are only collected for parent(s) and/or legal guardian(s) of students not for students enlisting in the military.

4-Active Duty Military: Parent or guardian on National Guard duty or Active Guard Reserve (full-time Reserve duty) or Active duty in a branch of the Armed Forces.

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

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

Parent(s)/legal guardian(s) for 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/Guardian Signature: _____ Date: _____

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

Metropolitan Nashville Public Schools
2023-2024 Pre-Kindergarten Experience Survey
 MNPS | RAE Dept. www.mnps.org/research

Metropolitan Nashville Public Schools would like to know how different types of preschool and/or child care experiences prepare your children for Kindergarten. The information collected will be used to determine best practices in early childhood education. During a typical week during this school year, (August 15, 2022 – May 15, 2023), how many hours did your child spend in each child care or preschool setting? Please circle the number of hours in each setting, if they apply. If you choose not to participate in this study or your child always stayed home with parent, family, or guardian, please bubble in the response.

Student Name

Student ID

I don't know or choose not to participate in this survey ○

Child always stayed home with parent, family, or guardian ○

Did your child spend any time in this kind of setting during a typical week during this school year (<i>Aug 15, 2022 – May 15, 2023</i>)?			If yes, about how many hours per week?				
Public school Pre-Kindergarten [A Pre-K classroom at a public elementary school or Early Learning Center. Example: Pre-K classroom at Whitsitt Elementary]	Yes	No	1-10	11-20	21-30	31-40	40+
Head Start [Example: Susan Gray Head Start]	Yes	No	1-10	11-20	21-30	31-40	40+
Private school Pre-Kindergarten [Non-public tuition-based Pre-K classroom at a private school Example: Pre-K classroom at Christ the King School]	Yes	No	1-10	11-20	21-30	31-40	40+
<u>Child care</u> center or preschool [Public, private, or faith-based preschool program with no grades beyond Kindergarten Example: Preschool at Blakemore Children's Center]	Yes	No	1-10	11-20	21-30	31-40	40+
<u>Home-based child care</u> [Fee-based <u>child care</u> provided in someone's home Example: Agape Group Childcare Home]	Yes	No	1-10	11-20	21-30	31-40	40+

Please sign your name upon completion of this form:



Metropolitan Nashville Public Schools
Registration Packet Cover Sheet

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2023-2024 Grades 1 – 12

Only a custodial parent or legal guardian may register a student.

**Incomplete packets will not be accepted or held by the Enrollment Center or School **

Please print the Student's Legal Name as it is stated on the Birth Certificate

Last Name

First Name

Middle Name

**Students enrolling from another school within the State of Tennessee:
must have with you to enroll:**

____ **Proof of Residence** Current Utility Bill or Lease/Mortgage Document in the Parent/Guardian's name (See Enrollment staff if you do not have this)

____ **Parent/Guardian Photo ID**

____ **Student Record of Birth**

____ **Current TN Immunization Certificate (unless appropriate medical or religious exemption documentation is provided)**

Students transferring from another TN school have 30 days to provide proof of immunization.

____ **School physical** required within 30 days of enrollment

____ **Proof of Guardianship** (if applicable) custody papers, court order or DCS Educational Passport. (See Enrollment staff if you do not have this.)

**Students enrolling from outside of Tennessee or from outside the United States
must have with you to enroll:**

____ **Proof of Residence**

Current Utility Bill or Lease/Mortgage Document in the Parent/Guardian's name (See Enrollment staff if you do not have this)

____ **Parent/Guardian Photo ID**

____ **Student Record of Birth**

____ **Current TN Immunization Certificate (unless appropriate medical or religious exemption documentation is provided)**

Transferring from outside the State of Tennessee: Immunization records must be transferred to the Tennessee certificate.

____ **Physical Exam Record**

a. Students transferring from another US school have 30 days to complete and provide documentation of their physical examination. Exam must be within 12 months of enrollment date.

b. Students transferring from outside the United States must provide proof of a physical to enroll today.

____ **Proof of Guardianship** (if applicable) custody papers, court order or DCS Educational Passport. (See Enrollment staff if you do not have this.)

Home Language Survey

1. What is the first language your child learned to speak? _____
2. What language does this child speak most often outside of school? _____
3. What is the language that is most often spoken to this child at home? _____

Statement of Residence: Where does the student stay at night? (Please check ONE option from below)

____ Home/Apartment owned or rented by the student's parent/legal guardian (proof of residence in parent/legal guardian name required)

____ renting a hotel/motel room _____ at a campsite _____ in an automobile

____ With a relative or friend and lease or mortgage is not in parent/legal guardian's name (family does not have a residence)

____ Other housing (please explain) _____



Metropolitan Nashville Public Schools

190

Student 1-12 Registration

GRADE (circle one)

1 2 3 4 5 6 7 8 9 10 11 12

Registering to attend MNPS School Name _____

What is the name of the last school this student attended _____

Previous school city, state _____

Previous school phone number (_____) _____ - _____

Student's Last Name(s) _____ First Name(s) _____

Middle Name(s) _____ (circle one) Male / Female

Student's age _____ Date of Birth ____/____/____ Ethnicity (circle one) Hispanic / Non-Hispanic

Race (circle all that apply) American Indian/Alaskan Native Asian Black/African American Pacific Islander/Native Hawaiian White

Country of Birth _____ Date entered US _____ State of Birth _____

County of Birth _____ City of birth _____

Date student 1st entered a US School _____ Mother's Maiden Name _____

Does the student receive any of the following services: IEP? YES / NO 504? YES / NO EL? YES / NO

Was student asked to leave or expelled from the last school? YES / NO

Student's Residential Address

Residential Address _____ Apt # _____ City _____ State _____ Zip _____

Mailing Address _____ Apt # _____ City _____ State _____ Zip _____

(If different from residential address)

Parents or Guardians living in the same household with this student (please list each Parent/Guardians on separate lines)

1.) Relationship to student: (circle one) Mother / Father / Legal Guardian / Step Parent

Last Name _____ First Name _____ MI _____

Date of Birth ____/____/____ (circle one) Male / Female

Cell Phone (_____) _____ - _____ Home Phone (_____) _____ - _____

Email Address _____

This person needs access to: (circle all that apply) portal / attendance / behavior / mailings / teacher / messages

2.) Relationship to student: (circle one) Mother / Father / Legal Guardian / Step Parent

Last Name _____ First Name _____ MI _____

Date of Birth ____/____/____ (circle one) Male / Female

Cell Phone (_____) _____ - _____ Home Phone (_____) _____ - _____

Email Address _____

This person needs access to: (circle all that apply) portal / attendance / behavior / mailings / teacher / messages

Parent or Guardian living at a different address

Relationship to student: (circle one) Mother / Father / Legal Guardian

Last Name _____ First Name _____ MI _____

Date of Birth ____/____/____ (circle one) Male / Female

Address _____ Apt # _____ City _____ State _____ Zip _____

Cell Phone (____) _____ - _____ Home phone (____) _____ - _____

Email Address _____

This person needs access to: (circle all that apply) portal / attendance / behavior / mailings / teacher / messages

Please list students in the same household that are enrolled in a Metro Nashville Public or Charter School

1. Name _____ DOB ____/____/____ School _____

2. Name _____ DOB ____/____/____ School _____

3. Name _____ DOB ____/____/____ School _____

4. Name _____ DOB ____/____/____ School _____

Emergency Contacts to call, in order listed below, if school personnel cannot reach parent or guardian:

1. Contact Name _____ DOB ____/____/____

Relationship to student _____ Phone# (____) _____ - _____ (Male / Female)

2. Contact Name _____ DOB ____/____/____

Relationship to student _____ Phone# (____) _____ - _____ (Male / Female)

Legal Notice

Are there any court orders or Legal issues involving this student? ___Y___N

(If you answered yes regarding Legal Notice, you must provide a current Magistrate/Judge signed court order document.)

Student Health Information

Does the child have any health problems? Yes ___ No ___ (If yes, please provide the school with documentation)

Health issues to be noted on student record _____

I certify that I am the parent or guardian of the child named above and I have provided MNPS with accurate information as required by State Law and that the above address is the primary residence where my child and I live. I will notify the school of any change in residency status within 10 days of that change.

Parent or Guardian Signature _____

Parent or Guardian Print Name _____

Date Signed ____/____/____

*** INFORMATION BELOW IS FOR MNPS ENROLLMENT CENTER USE ONLY**

Enrollment Specialist that accepted/reviewed this packet (Please Print) _____

Please check off each task as completed: Greeter: Search Campus _____ Search Zone Finder/Smart Choice _____

Processor: Search EIS _____ Packet uploaded to IC _____ HERO/emailed _____ POA/Legal Alert _____

Military _____ Migrant _____ Medical Alert _____

2.20.23 RB

Tennessee Parent Occupational Survey








Under Title I, Part C of the Elementary and Secondary Education Act (ESEA) our school district provides supplemental services to the children of agricultural workers who have recently moved. This survey is to help the school identify if your child might qualify for these free supplemental services such as tutoring, school supplies, summer camps in select counties, and other free services. Please answer the following questions and return this form to your child's school. The information provided below will be kept confidential.

<input type="text"/>	<input type="text"/>
Today's Date	Parent/Guardian First & Last Name
<input type="text"/>	<input type="text"/>
Student First Name	Student Last Name
<input type="text"/>	<input type="text"/>
School Name	Student Grade

1. Have you or an immediate family member performed any agriculture or fishing jobs temporarily or seasonally, in any part of the United States, in the past 3 years? Check all that apply.

☐ NO

☐ YES. Check all that apply:

Agriculture/Field Work: planting, picking, sorting crops, soil preparation, irrigation, fumigation  <input type="checkbox"/>	Processing & Packaging: fruit, vegetables, chicken, pork, beef, eggs, etc.  <input type="checkbox"/>	Dairy/Cattle Raising: feeding, milking, rounding up.  <input type="checkbox"/>
Nursery/Greenhouse: planting, potting, pruning, watering, harvesting  <input type="checkbox"/>	Forestry: soil preparation, planting, cutting trees; does not include landscaping.  <input type="checkbox"/>	Other: Any other agriculture or fishing work, please list here: <input type="text"/> <input type="text"/>

2. In the past 3 years, has your family moved to another state, city, school district, and/or county?

☐ NO

☐ YES. My family has moved within the past 3 years. Indicate how long ago below.

Years Months Weeks

If you answered "Yes" to question 1, please complete the information below.

A staff from the Migrant Education Program will follow up with your family to verify if you qualify for free services.

<input type="text"/>	<input type="text"/>
Home Street Address	Apt #
<input type="text"/>	<input type="text"/>
City	Zip Code
<input type="text"/>	<input type="text"/>
Telephone Number	Language
<input type="text"/>	<input type="text"/>
Email Address	Best Day of Week and Time to Call
<input type="text"/>	<input type="text"/>

For School Use Only: Please forward all surveys with a "YES" response to Question 1 to your district migrant liaison for them to submit to the ID&R Team through tn_msedd.com. If you have any questions, email the TN MEP ID&R Team: jdr@tn-mep.net

Student State ID:	Enrollment Date:	District ID:
<input type="text"/>	<input type="text"/>	<input type="text"/>

MILITARY CONNECTIONS SURVEY

School Name: _____

Grade: _____

Student #: _____ Student Name: _____ Birthdate: _____

Under ESSA regulations, school districts are required to identify students whose parent(s) or legal guardian(s) fall within the three military-related classifications shown below. Classifications are only collected for parent(s) and/or legal guardian(s) of students not for students enlisting in the military.

4-Active Duty Military: Parent or guardian on National Guard duty or Active Guard Reserve (full-time Reserve duty) or Active duty in a branch of the Armed Forces.

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

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

Parent(s)/legal guardian(s) for 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/Guardian Signature: _____ Date: _____

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



Student Withdrawal Request

Enrollment Center Use Only

Student ID _____

State ID _____

High School Cohort Year _____

Date _____

Student Last Name _____ First Name _____

School withdrawing from _____ Grade _____

Last day student attended this school _____ Student's Date of Birth _____

Withdrawal Reason: Change of Address
(please circle one)

Magnet/Charter/Optional School Acceptance

Expectations Not Met

Safety Concerns

Transportation

Discipline

At School Request

Not on Track to Graduate

Other: _____

Transferring to:
(please circle one)

Another MNPS School

Private School

Virtual School

Home School

Adult Ed/HiSet Program

Out of County

Out of State

Out of Country

Other: _____

Next Planned School or Adult Ed. Program of Enrollment _____

School or Adult Ed Program Name City, State

Parent Comment: _____

I understand and acknowledge that withdrawal from an MNPS Magnet/Optional /Charter School will result in forfeiture of the student's assignment at such school and that my student may not have the option to enroll in another MNPS Magnet/Optional/Charter school until the next school year.

I understand and acknowledge that outstanding fees, fines, or unreturned school property such as textbooks, library books, instruments, uniforms, or equipment may result in financial charges and/or withholding of student records.

Parent/Guardian Phone # _____

Parent/Guardian Name _____

Parent/Guardian Signature _____

Required:

Attach Parent/Guardian Photo ID

or

Parent/Guardian Phone Call

School Administrator Signature

Enrollment Specialist _____



MNPS Student Information Sheet

Student's Last Name _____ First name _____	
Middle Name _____	Date of Birth ____/____/____
Other MNPS Students Living in the Same Household	
1. Name _____	School _____
2. Name _____	School _____
3. Name _____	School _____
4. Name _____	School _____
#1 Parent/Guardian Living in the Household With Student	
Relationship to Student <i>Mother / Father / Legal Guardian / Power of Attorney</i> <small>(circle one)</small>	
Name _____ <div style="display: flex; justify-content: space-between; font-size: small;">Last NameFirstMI</div>	
Home Address _____ APT# _____ City _____ ST _____ Zip _____	
Mailing Address if different from Home address _____	
Home Phone _____ Cell _____ Parent / Guardian Date of Birth _____	
Email Address _____	Gender <i>M F</i> <small>(circle one)</small>
#2 Parent/Guardian	
Does this Parent/Guardian Live With the Student? <i>Yes / No</i> <small>(circle one)</small>	
Relationship to Student <i>Mother / Father / Legal Guardian / Power of Attorney</i> <small>(circle one)</small>	
Name _____ <div style="display: flex; justify-content: space-between; font-size: small;">Last NameFirstMI</div>	
Home Address _____ APT# _____ City _____ ST _____ Zip _____	
Mailing Address if different from Home address _____	
Home Phone _____ Cell _____ Parent / Guardian Date of Birth _____	
Email Address _____	Gender <i>M F</i> <small>(circle one)</small>
Emergency Contacts Other Than Parent/Guardian	
Emergency Contact _____ <div style="display: flex; justify-content: space-between; font-size: small;">LastFirstMI</div>	(Male / Female) Phone _____ <small>circle one</small>
Emergency Contact _____ <div style="display: flex; justify-content: space-between; font-size: small;">LastFirstMI</div>	(Male / Female) Phone _____ <small>circle one</small>
Legal Alert: _____ <small>(A copy of the court order MUST be provided)</small>	
Medical Alert: _____	
Statement of Residence: Where does the student stay at night? (Please check ONE)	
<input type="checkbox"/> Home/Apartment owned or rented by the student's parent/legal guardian	
<input type="checkbox"/> a campsite <input type="checkbox"/> in an automobile <input type="checkbox"/> With a relative or friend (family does not have a residence)	
<input type="checkbox"/> Shelter <input type="checkbox"/> in a motel <input type="checkbox"/> Other housing (please explain) _____	

I certify that the above information is true, accurate, and subject to verification. If any information is found to be fraudulent the student may be subject to withdrawal and the parent/legal guardian subject to tuition reimbursement (TCA 49-6-3003).

Parent/Legal Guardian Signature Required

CRISIS/EMERGENCY RESPONSE SCHOOL SAFETY AND SECURITY



MNPS CHARTER SCHOOLS OFFICE

To: Charter Schools
Re: 2023-2024 Safety Drills
From: Charter Schools Office
Date: August 30, 2023

Safety drills are required by state law and are designed to prepare students and staff in the event of a school fire, emergency, or natural disaster. The safety of our students and staff are imperative, as we must be prepared for their safety. All schools are expected to perform required drills within the month designated and submit completion immediately to Navigate360.

**MNPS Discipline Policies and Practices
2023-2024**

Dr. Michelle Maultsby-Springer
Chief of Student Support Services

Dr. Jaime Lomax
Executive Director of Student Support Services

Dr. Lisa C. Currie
Director of Discipline for South Side and SOI Schools

Mrs. Crystal Johnson-Terrell
Director of Discipline for North Side and Charter Schools



MNPS Discipline Team continued

- Derrick Williams - Discipline Coordinator
- Russ Crutchfield - Student Services Compliance Officer

TN Safe Schools Team

- Services include School and Community-Based Mentoring, District and Building Level Threat Assessments, Bullying Prevention Education, Drug Prevention and Early Intervention Education, Case Management and Assistance Counseling, Mentoring Framework Orientation training and support

TN Safe Schools Team Members

- Community Engagement and Advocacy Liaison: Quincy Ingles
- Mentoring Manager: Dr. Thomas Lavallais
- Program Assistant: Robyn Dismukes

Objectives

- Present an overview of the discipline section of the Student/Parent Handbook
- Provide knowledge of best practices regarding disciplinary investigations and documentation
- Review coding changes and revisions
- Behavior updates related to programs
- Expulsion workflow and protocol

Overview of Student-Parent Handbook

The Behavior portion of the Student - Parent Handbook includes:

- The rights and responsibilities of the school community
- The disciplinary response matrix
- MNPS Policy
- Student/Family/Administrative/Teacher Resources

All members of the school community, including students, parents and guardians, principals, school staff, and the district office have the right and responsibility to support a strong school community.

Building a Sense of Care, Consistency, and Respect

MNPS will be guided by understanding that discipline is used to teach and guide students on how to recognize and manage emotions, demonstrate care and concern for others, develop positive relationships, make good decisions, and behave ethically, respectfully and responsibly.

When addressing student Discipline:

- There must be a thorough understanding of the situation. Why did the situation happen? Provide student(s) an opportunity to give their account of what happened.
- The school must be consistent in responses to all situations and differentiate the instances that require a response outside the norm.
- Administrators must communicate with parents and students what happened and the justification for the response based on evidence from the investigation within 24 hours.
- Always document your actions.

Setting the right conditions for a positive school climate

- Each school should have a School-Wide Discipline Support Plan
- The plan includes:
 - Behavior Expectations
 - Behavior Flow Chart
 - Discipline Matrix Responses
 - Tiered Supports

Disciplinary Investigations and Documentation

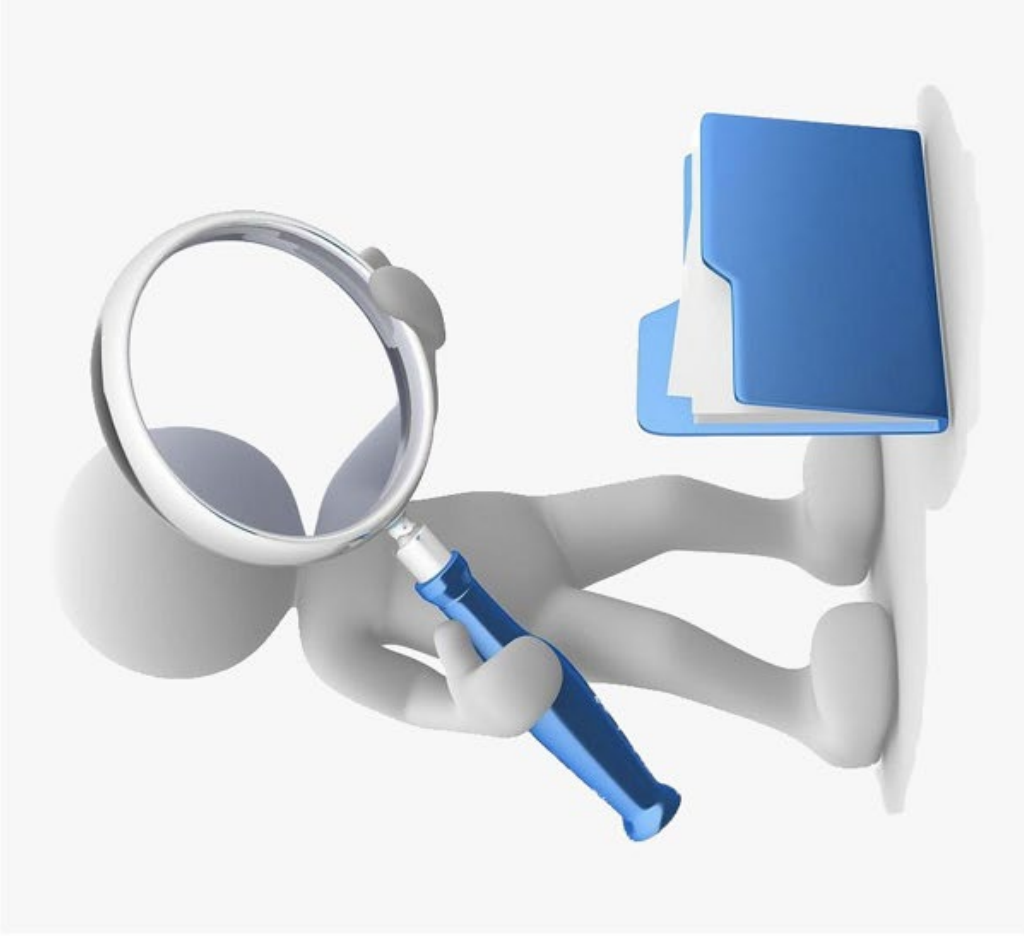


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**All suspensions
and expulsions
should be based
on the results of a
thorough school
investigation of
the EVIDENCE!**



Due Process



Investigative Process

- The findings of the investigative process should determine and justify the course of the disciplinary action
- Investigative Protocol removes subjectivity from Discipline Responses
- The principal's statement should be specific to the incident
- Disciplinary consequences should be fair and consistent.
- Lengths of expulsion should be specific to the severity of the infraction
- If applicable there should be information provided detailing previous history the student has regarding the expellable code violation(s)
- Discipline packets should include interventions by the administration to address the expellable code violation(s)

Student Expulsion Packets

Expelled Student Statement

- If the student is not able to provide a statement the day of the incident, the student should be given the opportunity to provide one at a later date (email, transcribed, delivered to school by parent/guardian), etc.
- ***If the student refuses to write a statement, it should be noted on the student statement and witnessed by another staff member.***

Witness Statement(s)

- Witness statements should be taken from all parties who witnessed or have knowledge of the incident.
- Witness statements should be signed and dated
- Administrators attending appeal hearings should be knowledgeable of the incident/offense(s) for which the student was expelled, the status of other students involved (when applicable) and the entire investigation process.

The Executive Principal's Role

- Being knowledgeable of all Expulsions and to ensure students are provided due process.
- Ensure that all administrators receive the discipline training.
- Ensure that all discipline codes are enforced with fairness and consistency.
- Ensure that principals who attend appeal hearings are knowledgeable of the incident, all parties involvement and consequence(s) received.
- Ensure all documentation in the packet is evidence based and directly regarding the expelled student.
- Please contact your Discipline Director with any questions regarding the expulsion process, i.e., codes, length, ZT questions, etc.

MNPS

Discipline Matrix Responses



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Disciplinary Matrix Responses



Type A- classroom level intervention, no office referral



Type B- consequence not to exceed three days of ISS or local discipline



Type C- consequence not to exceed three days of OSS or combination of OSS, local and ISS



Type D- consequence not to exceed five days of OSS or combination of OSS, local and ISS



Type E- expulsion not to exceed 180 days



Type T- bus suspensions, maximum of three days



Please refer to Discipline Matrix for exceptions to Elementary Discipline



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CODE REVISIONS FOR THE SY 23 - 24



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REVISED DISCIPLINE CODES

200 - Repeated Violations of a Pattern of Same Type 1 Code

- Repeated violation of a Pattern of Same Type 1 Behaviors, with evidence of implemented interventions.
- The student must engage in 3 or more documented incidents of the Same Type 1 Code (minimum of 3 **within one semester**, before code 200 is used). There must be evidence of multiple implemented interventions to address the same type 1 behavior. **Interventions** must be **documented in the referral and in Support and Intervention**.

300 - Repeated Violations of a Pattern of Same Type 2 Code

- Repeated violations of a Pattern of Same Type 2 Code, with evidence of implemented interventions.
- The student must engage in 3 or more documented incidents of the same Type 2 Code (minimum of 3 **within one semester**, before code 300 is used). There must be evidence of multiple implemented interventions to address the same type 2 behavior. **Interventions** must be **documented in the referral and in Support and Intervention**.

311 - Fighting

- Mutual participation in an incident involving **physical contact** (e.g., **slapping, closed fists, pulling hair, kicking, biting**).

402 - Under the Influence of Illegal Drugs and/or Controlled Substance

- Being under the influence of any illegal drug (s) and/or controlled substance not authorized for use by the student (e.g., **prescription** medicine) while on school grounds or at school-sponsored activities.

415 - Repeated Violations

- Repeated violations of a Pattern of Same Type 3 Code, with evidence of implemented interventions.
- The student must engage in 3 or more documented incidents of the same Type 2 Code (minimum of 3 **within one semester**, before code 415 is used). There must be evidence of multiple implemented interventions to address the same type 3 behavior **which one must include an informal hearing**. **Interventions** must be **documented in the referral and in Support and Intervention**.

REVISED DISCIPLINE CODES

421 - Repeated Fighting

- A middle or high school student **must engage in 3 or more documented** fights involving **physical contact (e.g., slapping, closed fists, pulling hair, kicking, biting)** during the current year **before Code 421 can be used.**

403 - Threats Class 2

- A threat to cause harm to students, staff or to a school:
 - A. The threat must be verbal or written and include a detailed plan.
 - B. Evidence must support that the threat is actually or potentially harmful or lethal to the safety of other students or **staff** in the student's school.
 - C. A **Threat Assessment, Building or District Level**, must be completed within **3 school days** from the when school administrators are made aware of the threat **in order to** determine appropriate safety measures and support.
- A District Level Threat Assessment can be conducted with the approval and/or at the discretion of the Chief Officer of Student Services.

404 - Threats by Electronic Transmission

- A student who transmits, by an electronic device, a credible threat:
 - A. To cause bodily injury or death to another student or student employee
 - B. Creates actual disruptive activity at the school that requires administrative intervention.
 - C. A **Threat Assessment, Building or District Level**, must be completed within **3 school days** from the when school administrators are made aware of the threat **in order to** determine appropriate safety measures and support.
- A District Level Threat Assessment can be conducted with the approval and/or at the discretion of the Chief Officer of Student Services.

417 – Off-Campus Behavior

- Students may be subject to disciplinary action for off-campus behavior when:
 - A. 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.
 - B. 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.
 - C. A **Threat Assessment, Building or District Level**, must be completed within **3 school days** from the when school administrators are made aware of the threat **in order to** determine appropriate safety measures and support.
- A District Level Threat Assessment can be conducted with the approval and/or at the discretion of the Chief Officer of Student Services.

REVISED DISCIPLINE CODES

505 - Drugs

- Unlawful possession, use or distribution of drugs on school grounds, including any controlled substance or legend drug (prescription drug).
- Distribution of drugs is defined as the intentional *transfer* of any prohibited drug for money or other benefit.
- A collaborative referral for substance abuse/use will be made for any student found in violation of this code.
- If it is the student's first offense under unlawful possession and use, not distribution, of drugs, the student qualifies for the First Time Drug Offender program.
- After completion of the 1st Time Drug Offender program, a 30-day follow up with parent and student will be conducted to determine what additional services were offered and whether the student/parent participated/completed the services/support provided.
- **(Per MNPS Policy distribution based on possession constitutes the following):**
 1. Possession of 1 or more ounces of any controlled substance and/or legend drug (prescription)
 2. Possession of 3 or more vapes containing a controlled substance.
 3. Possession of 3 or more items containing illicit substances (e.g., edibles, bags of chips, gummies, etc.)

509 – Threats, Class 3

- Threatens mass violence on school property or at a school-related activity.
- In accordance with § 39-16-517, the threat must be verbal or written and, if implemented, would have the potential to cause serious bodily injury, as defined in § 39-11-106, or the death of two (2) or more persons, as determined by the results of a Building or District Level threat assessment. The Threat Assessment must be completed within two (2) school days from when school administrators are made aware of the threat. A District Level Threat Assessment can be conducted with approval from the Chief of Student Services.

Title IX Scenario



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Sexual Harassment?

- On the playground during recess, student A forces student B to the side of a building and begins to grope her. He proceeds to say sexual inappropriate things to her while continually attempting to touch her private areas. Student B tells student A to stop, to no avail. Student C stands look out as the situation is occurring.

When a suspected Title IX violation has been committed:

- Contact Title IX Coordinator

Do not start an investigation/discipline process until you have spoken to your Title IX Coordinator



BEHAVIOR UPDATES



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FIRST-TIME DRUG OFFENDER PROGRAM UPDATE

Administrators must ensure they have two items when referring students to FTDOP within five days:

- Submission of expulsion packet
- Submission of First Time Drug Offender referral submitted to tnsafeschools@mnps.org.

If the expulsion packet and referral have not been submitted prior to the student's scheduled day, the family will not be able to attend and rescheduled for the next class. Schools will no longer need to send students to get drug tested within three days; however, they will submit a collaborative referral.

POINT OF CONTACT

ROBYN.DISMUKES@MNPS.ORG

Expulsions

Update:

- Any student expelled at any tier should be entered in Infinite Campus as expelled only.
- Use of one code, the most appropriate, to support expulsion through a thorough investigation and evidence to support use.

Point of Contact:

Dr. Lisa Currie, Director of Student Discipline for the South and SOI Schools

Email: lisa.currie@mnps.org

Crystal Johnson-Terrell, Director of Student Discipline for the North and Charter Schools

Email: crys.johnson-terrell@mnps.org

THREAT ASSESSMENT

- Ensure each school has determined who will be part of their Level 1 building level team which should include an administrator, School Counselor, Social Worker (optional), School Psychologist (optional), School Resource Officer (if available), and others as appropriate.
- Ensure that you are using the correct threat assessment forms to conduct threat assessments.

THREAT ASSESSMENT

New Updates

As part of the threat assessment protocol, there is now the ability to determine a need to conduct a Level I threat assessment through the following procedure:

- a. The Level I Assessment is initiated by the administrator with consultation from another member of the Site Team. If after the consultation between an administrator and a member of site team determined a Level I Assessment is not necessary, document the decision on the Threat Dismissal Form.

Point of Contact:

Dr. Demonica Coverson, Director of Social Work
demonica.coverson@mnps.org

STUDENT EXPULSION WORKFLOW AND PROTOCOL



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WORKFLOW AND PROTOCOL

1 Incident, Investigation, & Evidence Collection

The administrator investigates the reported incident. The findings of the investigative process should determine and justify the course of all disciplinary action. Evidence gathered during the administrator's investigation should include statements from the accused student, teachers, staff, student and/or other witness statements when applicable. Photo and video evidence, in addition to any other evidence associated with the incident should be a factor in determining appropriate discipline.

Notes: An investigative period of no more than two days (summary suspension) may be given while completing an investigation into the alleged disciplinary infraction(s). If additional days are needed, they must be approved by the Executive Director of Schools. Consistent with School Board Policy 6.316, unless a student's continued presence in school presents an immediate danger, the administrator must advise the student of the nature of the misconduct and allow the student to explain the situation. Moreover, the administrator should capture the student's explanation of the incident via the witness statement form.

2 Discipline Code Determination

After completing the investigation, the administrator will determine what if any disciplinary codes were violated. The administrator must have reasonable suspicion that the student committed the disciplinary infraction. Reasonable suspicion is based upon specific and articulable facts as well as rational inferences from those facts.

Note: A listing of all behavioral violations is available in the *Student-Parent Handbook*, which is accessible at the following link: [Student-Parent Handbook](#)

3 Parent/Guardian Notification & Meeting

Prior to meeting with the parent, the administrator must complete the notice of expulsion and right to appeal by the first day of the expulsion, the administrator must contact and plan to meet with the parent/guardian.

Notes: During that meeting, the administrator explains why the student is being expelled, the discipline code violated, the evidence obtained, as well as the length of the expulsion. The administrator also provides a copy of the notice of expulsion and right to appeal, highlighting that an appeal hearing must be requested within five (5) days of actual or written notice. The parent should sign the notice of expulsion and the right to appeal. If the parent/guardian refuses to meet, a copy of the notice of expulsion and right to appeal **must** be sent, via certified mail, to the parent/guardian.

WORKFLOW AND PROTOCOL CONT.

4

Expulsion Referral Form Submitted

Any student removed from the educational setting for more than ten (10) days is considered expelled. The administrator must submit an expulsion referral form on the first day of the expulsion using the link <https://tinyurl.com/mnpsexpulsionreferral>. After submission, the school should activate the Expulsion (EXP) flag in Infinite Campus (IC) and end date student schedule in campus the day before the expulsion start date. If a student is expelled the day after the incident, the schedule is end dated the day of the incident. If the expulsion is not the day after the incident, the schedule is end dated the day before the expulsion start date.

Notes: Prior to submitting the referral form, be sure to collect the following required items: (a) student information, (b) attendance record, (c) class schedule, (d) report card/progress report, (e) transcript, (f) parent/guardian information, (g) disciplinary incident information including administration statement, (h) first-time drug offenders form (if applicable), (i) previous disciplinary referrals and interventions (if applicable), (j) witness statements, (k) manifestation determination (if applicable), and (l) any other supporting evidence. Upload notice of expulsion and right to appeal.

5

Autogenerated Forms Emailed to the Administrator

After completing the expulsion referral form the administrator receives, via email, a copy of the completed expulsion referral form and administrator statement.

Notes: A copy of the notice of expulsion and right to appeal is given directly to the parent/guardian to sign as well as a copy for the parent/guardian's records. The administrator statement is for the administrator's records only and should not be given to the parent/guardian.

Updates/Recommendations:

- Upload Support and Intervention entries directly from Data Warehouse, if applicable
- Ensure the expellable offense(s) are entered in Infinite Campus
- Include student's entire discipline history when submitting discipline packet

BEST PRACTICES OVERVIEW



- Please share this information with all Administrators that will address discipline and complete discipline documentation.
- Discipline Directors will provide training for assistant principals and deans at the Executive Principal's request.

Contact information

- Crystal Johnson-Terrell, (615)856-3243, crys.johnson-terrell@mnps.org

STUDENT DISCRIMINATION, HARASSMENT, BULLYING, CYBER-BULLYING, AND INTIMIDATION POLICY

JN0352627.11

Version Date: July 18, 2023

Metropolitan Nashville Board of Education

	Descriptor Term: Student Discrimination, Harassment, Bullying, Cyber-bullying, and Intimidation	Descriptor Code: 6.304	Issued Date: 10/13/20
		Rescinds: 6.304	Issued: 07/14/20

1 In order to maintain a safe, civil, and supportive environment in school for students to
2 learn and achieve
3 high academic standards, acts of bullying, cyber-bullying, discrimination, harassment,
4 intimidation,
5 hazing, or any other victimization of students, based on any actual or perceived traits or
6 characteristics,
7 are prohibited.¹

8 This policy shall be disseminated annually to all school staff, students, and
9 parent(s)/guardian(s).² This
10 policy shall cover employees, employees' behaviors, students, and students' behaviors
11 while on school
12 property, at any school-sponsored activity, on school-provided equipment or
13 transportation, or at any
14 official school bus stop. If the act takes place off of school property or outside of a school-
15 sponsored
16 activity, this policy is in effect if the conduct is directed specifically at a student and
17 has the effect of
18 creating a hostile educational environment or otherwise creating a substantial disruption to
19 the education
20 environment or learning process.

21 The principal/designee is responsible for educating and training respective staff and
22 students as to the
23 definition and recognition of discrimination/harassment.³

24 The Director of Schools shall develop forms and procedures to ensure compliance with
25 the
26 requirements of this policy and state law.

27 **DEFINITIONS⁴**

17 “Bullying/Intimidation/Harassment” is an act that substantially interferes with a student’s
educational
18 benefits, opportunities, or performance, and the act has the effect of:

19 1. Physically harming a student or damaging a student’s property;
20

21 2. Knowingly placing a student in reasonable fear of physical harm to the student or
damage to
22 the student’s property;
23

24 3. Causing emotional distress to a student; or
25

26 4. Creating a hostile educational environment.

27 Bullying, intimidation, or harassment may also be unwelcome conduct based on a
protected class
28 (race, nationality, origin, color, sex, sexual orientation, gender identity/expression, age,
disability,
29 religion) that is severe, pervasive, or persistent and creates a hostile environment. If the
bullying,
30 intimidation, or harassment is based on sex the procedures set forth in policy 6.3041
should be
31 followed and the Title IX coordinator notified within 24 hours.

Student Discrimination, Harassment, Bullying, Cyber-bullying, and Intimidation 6.304

1 “Cyber-bullying” is a form of bullying undertaken through the use of electronic
devices. Electronic
2 devices include, but are not limited to, telephones, cellular phones or other wireless
telecommunication
3 devices, text messaging, emails, social networking sites, instant messaging, videos, web
sites, or fake
4 profiles.

5 “Hazing” is an intentional or reckless act by a student or group of students that is
directed against any
6 other student(s) that endangers the mental or physical health or safety of the student(s)
or that induces
7 or coerces a student to endanger his/her mental or physical health or safety. Coaches and
other employees
8 of the school district shall not encourage, permit, condone, or tolerate hazing activities.⁵

9 Hazing does not include customary athletic events or similar contests or competitions
and is limited to
10 those actions taken and situations created in connection with initiation into or
affiliation with any

11 organization.

12 **COMPLAINTS AND INVESTIGATIONS**

13 Any individual who has knowledge of behaviors that may constitute a violation of this
14 policy shall promptly report such information to the principal/designee.⁶

15 While reports may be made anonymously, an individual's need for confidentiality shall be
16 balanced with obligations to cooperate with police investigations or legal proceedings, to provide due
17 process to the accused, to conduct a thorough investigation, or to take necessary actions to resolve a
18 complaint. The identity of parties and witnesses may be disclosed in appropriate circumstances to
19 individuals with a need to know.

20 The principal/designee at each school shall be responsible for investigating and resolving
21 complaints. Once a report is received, the principal/designee shall initiate an investigation within
22 forty-eight (48) hours of receipt of the report. If an investigation is not initiated within forty-eight
23 (48) hours, the principal/designee shall provide the Director of Schools with appropriate documentation
24 detailing the reasons why the investigation was not initiated within the required timeframe.⁷ The
25 principal/designee shall immediately notify the parent(s)/guardian(s) when a student is involved in an act of
26 discrimination, harassment, intimidation, bullying, or cyber-bullying. The principal/designee shall
27 provide information on district counseling and support services. Students involved in an act of
28 discrimination, harassment, intimidation, bullying, or cyber-bullying shall be referred to the appropriate school
29 counselor by the principal/designee when deemed necessary.⁸

30 The principal/designee is responsible for determining whether an alleged act constitutes
31 a violation of this policy, and such act shall be held to violate this policy when it meets one of the
32 following conditions:

- 32 1. It places the student in reasonable fear or harm for the student's person or property;
- 33
- 34 2. It has a substantially detrimental effect on the student's physical or mental health;
- 35

- 36 3. It has the effect of substantially interfering with the student's academic performance; or
37
38 4. It has the effect of substantially interfering with the student's ability to participate
in or benefit
39 from the services, activities, or privileges provided by a school.

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Student Discrimination, Harassment, Bullying, Cyber-bullying, and Intimidation 6.304

- 1 Upon the determination of a violation, the principal/designee shall conduct a prompt,
thorough, and
2 complete investigation of each alleged incident. All investigations shall be completed and
appropriate
3 intervention taken within twenty (20) calendar days from the receipt of the initial
report.⁷ If the
4 investigation is not complete, or intervention has not taken place within twenty (20)
calendar days, the
5 principal/designee shall provide the Director of Schools with appropriate documentation
detailing the
6 reasons why the investigation has not been completed or the appropriate intervention
has not taken
7 place.⁷ Within the parameters of the federal Family Educational Rights and Privacy Act,⁹ a
written report
8 on the investigation will be delivered to all involved parties and the Director of Schools.

9 **RESPONSE AND PREVENTION¹⁰**

- 10 The principal/designee shall consider the nature and circumstances of the incident, the age
of the
11 individual, the degree of harm, previous incidences or patterns of behavior, or any
other factors, as
12 appropriate, to properly respond to each situation.

- 13 A substantiated charge against an employee shall result in disciplinary action up to and
including
14 termination. The employee may appeal this decision by contacting the Executive
Director of Civil
15 Rights.

- 16 A substantiated charge against a student may result in corrective or disciplinary action up
to and
17 including suspension. The student may appeal this decision in accordance with
disciplinary policies and
18 procedures.

19 **REPORTS**

20 When a complaint is filed alleging a violation of this policy where there is physical harm
21 or the threat of
22 physical harm to a student or a student's property, the principal/designee of each middle
23 school, junior
24 high school, or high school shall report the findings and any disciplinary actions taken to
25 the Director of
26 Schools and the Chair of the Board.¹¹

24 By July 1st of each year, the Director of Schools/designee shall prepare a report of all
25 of the bullying
26 cases brought to the attention of school officials during the prior academic year. The
27 report shall also
28 indicate how the cases were resolved and/or the reasons they are still pending. This
29 report shall be
30 presented to the Board at its regular July meeting, and it shall be submitted to the state
31 department of
32 education by August 1st.¹²

29 **RETALIATION AND FALSE ACCUSATIONS**

30 Retaliation against any person who reports or assists in any investigation of an act alleged
31 in this policy
32 is prohibited. The consequences and appropriate remedial action for a person who engages
33 in retaliation
34 shall be determined by the principal/designee after consideration of the nature,
35 severity, and
36 circumstances of the act.¹³

34 False accusations accusing another person of having committed an act prohibited under
35 this policy are
36 prohibited. The consequences and appropriate remedial action for a person found to have
37 falsely
38 accused another may range from positive behavioral interventions up to and including
39 expulsion.¹⁴

Legal References

1. TCA 49-6-4503(a), (b)(3); 20 USCA §§ 1681 to 1686
2. TCA 49-6-4503(b)(11)
3. TCA 49-6-4503(b)(12)
4. TCA 49-6-4503(b)(2), (13)
5. TCA 49-2-120
6. TCA 49-6-4503(b)(5)
7. TCA 49-6-4503(b)(6)
8. TCA 49-6-4503(b)(14)
9. 20 USCA § 1232g
10. TCA 49-6-4503(b)(4), (7)-(8)
11. TCA 49-6-4503(d)(3)
12. TCA 49-6-4503(c)(2)(B)
13. TCA 49-6-4503(b)(9)
14. TCA 49-6-4503(b)(10)

Cross References

Appeals to and Appearances Before the Board
1.404 Section 504 and ADA Grievance Procedures
1.802 Staff-Student Relations 5.610
Student Goals 6.100
Title IX & Sexual Harassment 6.3041
Code of Conduct 6.300
Student Concerns 6.305
Child Abuse and Neglect 6.409

Metropolitan Nashville Board of Education

Monitoring: Review: Annually, in March	Descriptor Term: Title IX & Sexual Harassment	Descriptor Code: 6.3041	Issued Date: 03/28/23
		Rescinds: 6.3041	Issued: 04/12/22

General

In order to maintain a safe, civil, and supportive learning environment, all forms of sexual harassment and discrimination on the basis of sex are prohibited.¹ This policy shall cover employee and student behavior while on school property, at any school-sponsored activity, on school-provided equipment or transportation, or at any official school bus stop. This policy shall be disseminated annually to all school employees, students, and parent(s)/guardian(s).² The Title IX Coordinator as well as any personnel chosen to facilitate the grievance process shall not have a conflict of interest against any party of the complaint.³ These personnel shall receive training as to how to promptly and equitably resolve student and employee complaints.³

All employees shall receive training on complying with this policy and federal law.⁴

TITLE IX COORDINATOR⁵

The Title IX Coordinator shall respond promptly to all general reports as well as formal complaints of sexual harassment. The Title IX Coordinator shall be kept informed by school-level personnel of all investigations and shall provide input on an ongoing basis as appropriate.

Any individual may contact the Title IX Coordinator at any time using the information below:

Name: Title IX Coordinator – Office of Student Services

Mailing address: 2601 Bransford Ave, Nashville, TN 37204

Phone number: 615-259-4636

Email: civilrightscomplaints@mnps.org

DEFINITIONS⁴

“Complainant” is an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

“Respondent” is an individual who is reported to be the perpetrator of conduct that could constitute sexual harassment.

“Sexual harassment” is conduct on the basis of sex that satisfies one or more of the following:³

1. A school district employee conditioning an aid, benefit, or service of an education program or activity on an individual’s participation in unwelcome sexual conduct;

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the education program or activity; or
3. Sexual assault,⁶ dating violence,⁷ domestic violence,⁸ or stalking⁹ as defined in state and federal law.

Behaviors that constitute sexual harassment may include, but are not limited to:

1. Sexually suggestive remarks;
2. Verbal harassment or abuse;
3. Sexually suggestive pictures;
4. Sexually suggestive gesturing;
5. Harassing or sexually suggestive or offensive messages that are written or electronic;
6. Subtle or direct propositions for sexual favors; and
7. Touching of a sexual nature.

Sexual harassment may be directed against a particular person or persons, or a group, whether of the opposite sex or the same sex.

“Supportive measures” are non-disciplinary, non-punitive, individualized services and shall be offered to the complainant and the respondent, as appropriate. These measures may include, but are not limited to, the following:

1. Counseling;
2. Course modifications;
3. Schedule changes; and
4. Increased monitoring or supervision.

The measures offered to the complainant and the respondent shall remain confidential to the extent that maintaining such confidentiality would not impair the ability of the school district to provide the supportive measures.

GRIEVANCE PROCESS

Upon learning of an instance of alleged sexual harassment, even if no formal complaint is filed, the Title IX Coordinator or designee shall:

1. Inform the complainant of the availability of supportive measures;

2. Consider the complainant's wishes with respect to supportive measures; and
3. Explain the process for filing a formal complaint.¹⁰

While the school district will respect the confidentiality of the complainant and the respondent as much as possible, some information may need to be disclosed to appropriate individuals. All disclosures shall be consistent with the school district's legal obligations and the necessity to investigate allegations of harassment and take disciplinary action.

Disciplinary consequences or sanctions shall not be initiated against the respondent until the grievance process is complete. Unless there is an immediate threat to the physical health or safety of any student arising from the allegation of sexual harassment that justifies removal, the respondent's placement shall not be changed.¹¹ If the respondent is an employee, he/she may be placed on administrative leave or suspension without pay consistent with Tenn. Code Ann. 49-5-511(a)(3) during the pendency of the grievance process.¹² The Title IX Coordinator shall keep the Director of Schools and the Chief of Human Resources informed of any employee respondents so that they can make any necessary reports to the State Board of Education in compliance with state law.¹³

Complaints

Any individual who has knowledge of behaviors that may constitute a violation of this policy shall report such information to the Title IX Coordinator within 24 hours. Nothing in this policy requires a complainant to either report or file a formal complaint within a certain timeframe. If the report involves the Title IX Coordinator, the report shall be filed with the Chief of Human Resources.

If a report involves allegations of child abuse, including child abuse on school grounds, appropriate notification shall be made per the board policy on reporting child abuse.

Upon receipt of a formal complaint, the Title IX Coordinator shall promptly:¹⁴

1. Provide written notice of the allegations and the grievance process to all known parties to give the respondent time to prepare a response before an initial interview.
2. Inform the parties of the prohibition against making false statements or knowingly submitting false information.
3. Inform the parties that they may have an advisor present during any subsequent meetings; and
4. Offer supportive measures in an equitable manner to both parties.

If the Title IX Coordinator dismisses a formal complaint, written notice, including the reasons for dismissal, shall be provided to both parties simultaneously.¹⁵

Investigations¹⁶

For formal complaints of sexual harassment, the Title IX Coordinator shall assign an investigator responsible for investigating formal complaints in an equitable manner that involves an objective evaluation of all relevant evidence. Any trained investigator may be required by the Title IX

Coordinator to participate in the Title IX grievance process. The burden of obtaining evidence sufficient to reach a determination, rests on the school district.

Once a complaint is received, the investigator shall initiate an investigation within forty-eight (48) hours of receipt of the complaint. If an investigation is not initiated within forty-eight (48) hours, the investigator shall provide the Title IX Coordinator with appropriate documentation detailing the reasons why the investigation was not initiated within the required timeframe.

All investigations shall be handled in a timely manner. In case of delay, the investigator shall¹ provide the Title IX Coordinator with appropriate documentation detailing the reasons why the investigation has not been delayed or not completed.

All investigations shall:

1. Provide an equal opportunity for the parties to present witnesses and evidence;
2. Not restrict the ability of either party to discuss the allegations under investigation or gather and present relevant evidence;
3. Refrain from requiring, allowing, relying upon, or otherwise using questions or evidence that seek disclosure of information protected under a legally recognized privilege unless such privilege has been waived;¹⁷
4. Provide the parties with the same opportunities to have others present during any grievance proceeding;
5. Provide to parties whose participation is requested written notice of the date, time, location, participants, and purpose of all investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;
6. Provide both parties an equal opportunity to inspect and review any evidence directly related to the allegations in the formal complaint;
7. Allow each party the opportunity to submit written questions that they want asked of any party or witness prior to the determination of responsibility; and
8. Result in the creation of an investigative report that fairly summarizes relevant evidence.
 - a. Prior to the completion of the investigative report, the investigator shall send to each party the evidence subject to inspection and review. All parties shall have at least ten (10) days to submit a written response which shall be taken into consideration in creating the final report.

Within the parameters of the federal Family Educational Rights and Privacy Act,¹⁸ the Title IX Coordinator shall keep the complainant and the respondent informed of the status of the investigation process. At the close of the investigation, a written final investigative report will be delivered to the parent(s)/guardian(s) of the complainant and of the respondent.

1

Determination of Responsibility¹⁹

The respondent is presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.²⁰ The preponderance of the evidence standard shall be used in making this determination.²¹

A trained decision-maker shall receive the final investigative report. Any trained decision-maker may be required by the Title IX Coordinator to participate in the Title IX grievance process. Within ten (10) calendar days of receiving answers to all written questions, the decision-maker shall make a determination regarding responsibility and provide the written determination to the parties simultaneously along with information about how to file an appeal.

A substantiated charge against a student may result in corrective or disciplinary action up to and including expulsion. A substantiated charge against an employee shall result in disciplinary action up to and including termination.

After a determination of responsibility is made, the Title IX Coordinator or designee shall work with the complainant to determine if further supportive measures are necessary. The Title IX Coordinator shall also determine whether any other actions are necessary to prevent reoccurrence of the harassment.

APPEALS²²

Either party may appeal from a determination of responsibility based on a procedural irregularity that affected the outcome, new evidence that was not reasonably available at the time of the determination that could affect the outcome, or an alleged conflict of interest on the part of the Title IX Coordinator or any personnel chosen to facilitate the grievance process. Appeals shall be submitted to the Title IX Coordinator within ten (10) calendar days of a determination of responsibility.

Upon receipt of an appeal, the Title IX Coordinator shall:

1. Inform the Appeals Officer within five (5) days of receipt of the appeal; and
2. Notify the parties in writing.

During the appeal process, the parties shall have a reasonable, equal opportunity to submit written statements. Within ten (10) calendar days, the Appeals Officer shall issue a written decision describing the result of the appeal and the rationale for the result. The written decision shall be provided simultaneously to both parties.

RETALIATION²³

Retaliation against any person who makes a report or complaint or assists, participates, or refuses to participate in any investigation of an act alleged in this policy is prohibited. Retaliation may result in further disciplinary action being warranted.

Legal References

1. 34 CFR § 106.1
2. 34 CFR § 106.8(b),(c)
3. 34 CFR § 106.45(b)(1)(iii); 34 CFR § 106.45(b)(10)(D)
4. 34 CFR § 106.30(a)
5. 34 CFR § 106.8(a)
6. 20 USCA 1092(f)(6)(A)(v); TCA 36-3-601(10); TCA 40-24-108
7. 34 USCA 12291(a)(10)
8. 34 USCA 12291(a)(8); TCA 40-14-109
9. 34 USCA 12291(a)(30); TCA 39-17-315; TCA 36-3-601(11)
10. 34 CFR § 106.44(a)
11. 34 CFR § 106.44(c)
12. 34 CFR § 106.44(d)
13. TRR/MS 0520-02-03-.09(2); TCA 49-5-417(c)
14. 34 CFR § 106.45(b)(2)
15. 34 CFR § 106.45(b)(3)
16. 34 CFR § 106.45(b)(5); 34 CFR § 106.45(b)(1)(v)
17. 34 CFR § 106.45(b)(1)(x)
18. 20 USCA § 1232g
19. 34 CFR § 106.45(b)(7)
20. 34 CFR § 106.45(b)(1)(iv)
21. 34 CFR § 106.45(b)(1)(vii)
22. 34 CFR § 106.45(b)(8)
23. 34 CFR § 106.71

Cross References

Section 504 and ADA Grievance Procedures 1.802
Discrimination/Harassment of Employees (Sexual, Racial, Ethnic, Religious) 5.500
Staff-Student Relations 5.610
Code of Conduct 6.300
Student Discrimination, Harassment, Bullying, Cyberbullying, and Intimidation 6.304
Child Abuse and Neglect 6.409

STUDENT OR STAFF DEATH RESPONSE AND POSTVENTION PROTOCOL

Sample announcements for Faculty to Read to Students After a Sudden Death in the School

**DO NOT read this over the P.A. system or video monitors*

Sample Statement (edit based on facts provided by family)

We want to take some time this morning to talk about something very sad. _____, an eighth grader died unexpectedly last night. At this point, we do not officially know the cause of (his/her) death. Death is a difficult issue for anyone to deal with. Even if you did not know _____, you might still have some emotional reactions to hearing about this. It is very important to be able to express our feelings about _____'s death, especially our loss and sadness. We want you to know that there are teachers and counselors available (location) all through the day to talk with you about _____'s death. If you feel you need to talk with somebody, you will be given a pass to the (location).

For a Suspicious Death Not Declared Suicide (edit based on specific facts provided by family)

This morning we heard extremely sad news that _____ died last night from a gunshot wound. This is the only information we have officially received on the circumstances surrounding the event. I know we are all saddened by _____'s death and send our condolences to his family and friends. Counselors will be located (name the locations) for students who wish to talk to a counselor. Information about the funeral will be provided when it is available, and students may attend with parental permission.

Example Script to Parents in the Death of a Student: Sample Letter to Parents (edit based on specific facts provided by family)

Dear Parents,

Over the weekend, the school experienced the sudden death of one of our students. We are deeply saddened by this loss and have our Crisis Response procedures in place to help your children with their reactions to this tragedy. Our school resources are supplemented by many community resources that are available to talk with you and your children and answer their questions.

Your child may have some unresolved feelings that he/she would like to discuss with you. You can help your child by listening carefully, not overreacting, accepting his/her feelings, and answering questions honestly according to your beliefs.

Additional information regarding visitation and funeral series are forthcoming.

If you have additional questions or feel the need for further assistance, you may contact the school at _____.

Sincerely,
Administration Team

Example Script to Parents in the Death of a Student: Sample Letter to Parents (*edit based on specific facts provided by family*)

Dear Parents and/or Guardians of (name of school) Students,

(Describe situation i.e. On Saturday night a third grade student at name of school), (name), (describe nature of event – met an untimely death in a car accident). We extend our condolences to the (name) family. Our thoughts, prayers, and support are with them.

Our Crisis Response Team met early this morning to help our students with this loss. Staff and students were informed. (name), school counselor, and (name), school psychologist were available to talk to students in the classrooms and with individual children. Parents of absent students in (appropriate grade) were informed. Our District Level Response Team was contacted to offer support and our staff is helping provide food and money donations to the family.

The following may be helpful as you talk with your child:

- Tell the truth. Talk about death vs. “going to sleep.”
- Allow for your child to talk about feelings. If this is the first loss your child has experienced, your child may not know how to respond and will be looking for your guidance.
- Affirm all expressions. It is okay to express feelings honestly. Tolerate the expressions rather than dismissing them or discouraging the expression of feelings.
- Encourage written expressions such notes, letters, pictures to the family etc.
- Reaffirm that your child is safe and that your child is loved.
- Affirm that your child’s reaction is normal, and you understand the way the child’s feels.
- Watch for signs of trouble such as aggression, withdrawal etc.
- Help the children return to a normal routine as possible.

In addition:

- Resources are available in our Family Resource Center to help children and families deal with death.
- Continued counseling services are available at school if needed.

May apply:

(At this time funeral arrangements are pending, and memorial choices are not known.) If you have any questions or concerns, please give the school a call at _____.

Sincerely,

Administration Team

Example Script to Parents in the loss of a faculty/staff member: This can be used as a call out and official letter to parents

Dear *(School Name)* Family,

It is with a heavy heart that I must share with you the sudden loss of one of our *(insert school here)* family members. *(Faculty/Staff Members name)* one of our teachers, suddenly passed on (date). *(Insert faculty/staff member name)* taught *(insert subject)* here at *(insert school name)*. *(This is a great place to personalize or be specific about the teacher's role and __ at the school/community).*

As you can imagine, many of our students and teachers were very upset at school today. Metro Schools sent a crisis response team with several social workers, counselors and psychologists to help us cope with the grief. They will be here as long as we need them and are available to speak with any students, teachers, staff members or parents who want to talk.

We take your child's emotional well-being very seriously. Our teachers are also here to help students process this loss and their feelings about it. We will assure every child at *(Insert school name here)* knows that this is a safe place and that we are all committed to supporting them.

Students will react in different ways to events of this nature. If you feel that your child is in need of additional assistance or having difficulty coping with this loss, please do not hesitate to call the school for support.

Sincerely,

Administration Team

CONSIDERATIONS FOR THE CLASSROOM TEACHER GENERAL GUIDELINES

1. After the before school faculty meeting:

- The classroom teacher needs to evaluate his or her response to the incident and determine whether he or she will inform the class or whether the CARE team member should facilitate the classroom discussion.
- If the classroom teacher decides to inform the class, go to Step 3.
- If the classroom teacher decides not to inform the class, coordinate with the CARE team member or the school counselor to inform the class.

2. As students come into the classroom:

- Greet each student as he or she comes into the classroom

3. How to inform the class

- Read the statement given to you by the executive principal---only share approved facts
- Go through the critical incident debriefing activity with the class

4. General signs to look for in students:

- Shock/disbelief
- Fear
- Guilt
- Grief
- Confusion
- Shame/loss
- Anger

5. Four factors associated with the degree of trauma a child experiences are:

- the degree and length of time the child is exposed to the traumatic event (i.e., the closer the child is to the traumatic event and the longer he or she was exposed, the greater the risk).
- the type of relationship the child had with individuals involved in the traumatic event (i.e., the closer the child is to a victim of the traumatic event, the greater the risk).
- the initial response of the child to the traumatic event (i.e., the stronger the response, the greater the risk).
- the child's interpretation of the event (i.e., if the child perceives the traumatic event as very frightening or threatening, the risk is greater).

Additional considerations related to emotional trauma include:

- Was the individual a popular student/staff member?
- Did the incident occur on school grounds?
- Have other traumatic events occurred at the school recently?
- Who was the perpetrator?

6. When to refer students if you have concerns

- Students who continue to demonstrate an elevated emotional response (e.g., crying, worrying, anxiety) after their peers no longer show these signs.
- Students who are withdrawn or appear depressed.
- Students who display the symptoms described above or other possible symptoms of post-traumatic stress disorder (general numbness, startle response, avoidance of reminders of the trauma, re-experiencing the trauma, etc.).

- Students who express suicide ideation, homicide ideation, or engage in self-harm behaviors (e.g., cutting, scratching). If a child displays intense emotions, such as suicidal thoughts or actions or is not coping well, immediately contact the school counselor and/or principal.
- Students who appear distracted and are unable to engage in classroom assignments and activities after an ample amount of time has passed.
- Students who exhibit significant behavioral change from their normal behavior (i.e., poor academic performance, weight loss, poor hygiene, distrust of others, risky behaviors, etc.). **If a child displays intense emotions, such as suicidal thoughts or actions or is not coping well, immediately contact the school counselor or principal for follow-up services.**

*****The intensity and ways individuals' express reactions will vary depending on personal experience, general mental health, other stress factors in their lives, coping style, the ability to self-monitor and emotional state, and presence of a support network. Please feel free to see an administrator, school counselor or other CARE team member at any time if you have a concern for yourself or for your students.**

CONSIDERATIONS FOR THE CLASSROOM TEACHER RESPONDING TO STUDENTS IN CRISIS

1. **Tell the truth.** Allow students to talk about the death and to express their feelings. Do not hide death from students. Do not avoid the subject in the classroom or be afraid to mention the dead person.
2. **Be sensitive.** Allow tears or other expressions of grief. Teachers should handle children's expressions of grief or loss to the degree that the teachers feel comfortable. If a student seems distraught or needs to talk further, the teacher should refer the student to someone else (school counselor, school social worker, CARE team member).
3. **Be human.** It's alright for adults to express their emotions or grief in front of children.
4. **Listen responsively.** Be attuned to nonverbal communication. Let students know that people show grief in different ways.
5. **Validate feelings.** Reassure students that all their feelings are acceptable (e.g., angry, sad, scared, confused)
6. **Be factual.** Refrain from overdramatizing or over-emotionalizing the fact that someone has died.
7. **Be supportive.** Reassure younger students that it is not their fault that a person died. It is also alright if they did not like the person or had not always treated the person in the best manner. Emphasize that their behavior had nothing to do with the person's death.
8. **Maintain classroom routine.** This structure will help students focus. Avoid introducing new concepts or materials until the immediate crisis has passed. Keep it simple.
9. **Respect beliefs.** Keep in mind that religious perspectives are personal and individual. Varying beliefs should be respected when students discuss religious, cultural, or philosophical aspects of death.
10. **Be watchful.** Pay special attention to students who have experienced multiple losses. Students who have previously experienced death, divorce, illness, separation or geographic relocation are very vulnerable during any crisis.

CONSIDERATIONS FOR THE CLASSROOM TEACHER COMMON QUESTIONS

How do we handle spiritual/religious questions, such as questions about heaven?

With a general comment, such as, "people have different beliefs," encourage children to discuss this with their families. School staff should avoid advocating their personal beliefs.

What should we say to students who are expressing feelings of vulnerability and fear?

Some crises, such as those involving accidents, violence, or health issues, require efforts to reassure students of their safety (e.g., precautions taken to provide a safe environment, reassurance that risks of an accident or particular health problem are minimal, etc.)

Should we say anything to a class when a student's materials (e.g., desk, cubby, locker, and photograph) are removed?

A general statement to the effect that materials were given to the family, or the desk moved to another room where it was needed, is helpful so that students do not feel that their classmate was simply "erased." This particularly applies to young children.

A student asked for a memento of his /her classmate. What should I do?

You can tell the student the school is giving all personal items to the family.

Are students using counseling sessions to avoid class?

The major counseling efforts occur for one or two days, and often many students attend counseling sessions. Although some may not appear so upset as to "need" them, they may indeed be having reactions that are not so evident. They may also be supporting friends who are more obviously grieving. Although there is a chance a few students may be coming for counseling out of curiosity or class avoidance, it seems better to err on the side of providing services than withholding them, particularly as this phase of crisis counseling is usually brief.

Are we providing more extensive services and referrals for individuals who need them?

Yes; notify your school counselor or principal of students who are in need of additional support services.

Are we paying enough attention to our faculty and staff?

In addition to meetings regarding the facts of the crisis and crisis procedures, staff should consider the need to provide debriefing or counseling services to staff, as well as allowing for respite breaks if needed.

CONSIDERATIONS FOR THE CLASSROOM TEACHER STUDENT GRIEF REACTIONS

STUDENT'S UNDERSTANDING OF DEATH

Pre-school child – The pre-school child has difficulty in distinguishing between what is alive and what is not. Life and death are incomprehensible abstractions. The child may not relate to the loss unless that person was a major caretaker.

Primary child – The primary child usually understands the word “dead” and is curious about the cause of death. Primary children realize they may die, and they begin to accept this. They personify death and are afraid of the personifications (ghosts, skeletons, etc.). They may show little interest or concern in death and accept the idea without much show of emotion (this sometimes causes adults to become angry with the child).

Intermediate child – The intermediate child can understand and accept a mature, realistic explanation of death as final and inevitable. Some children of this age want a full medical explanation about the cause of death. They are interested in the dramatic and religious points of view also. They seek reassurance that death is far in the future.

The late middle school and high school child – By the mid- and upper-teens, children are better able to understand the issues of death and they are more aware of death. Grief reactions will vary with the individual. Reactions may be delayed and/or prolonged.

The following *phases of grief* generally occur; however, they may not necessarily be exhibited in this order and may occur more than once:

Protest phase – The child cannot believe the death has occurred and may attempt to “regain” the deceased person.

Pain, despair, and disorganization phase – The child eventually works through these reactions and begins to accept the loss.

Hope phase – The child accepts the death and begins to reorganize his/her life.

REACTIONS TO GRIEF

1. Grief is a frustrating emotion that hurts. It is closely tied to love, hate, and fear.
2. Grief is normal, but a grieving person may behave abnormally.
3. There are often physical reactions to grief such as headache, upset stomach, heart palpitations, not be able to sleep, etc.), which may continue for days or weeks.
4. There may be emotional reactions to grief such as agitation, talkativeness, idealizing the deceased person, withdrawal, feeling guilty or being angry with the deceased.

As a teacher, please complete the collaborative referral process form if a student needs additional counseling supports or inclusion in a grief group.

Dedication and Memorial Journal Page

This page is dedicated to the memory of: _____.
Name and Relationship

Things I remember about you that make me smile are:

Things I find especially hard or painful to remember are:

Days that might be especially difficult for me without you here are: (anniversaries, birthdays, holidays, etc.)

If I could write you a letter, I would say:

[illegible]

Things I want to do to remember our good times are: (memory quilt, balloon release, etc.)

Though I know I will miss you deeply,

Relationship (exp. my friend, my brother, my mother, etc.)

I know I will cherish the memories we had together. I am better for having loved you. I will go on remembering you. Rest in Peace.

Your Name

TRANSLATION AND INTERPRETATION SERVICES

	DOCUMENT TRANSLATION	How to request: Email translation@mnps.org and include document, language(s), due date and helpful details.	Additional Info: <ul style="list-style-type: none"> • Modifiable documents preferred; may not be able to accommodate some PDFs. • Timelines can vary between 2 to 15 business days. • Large-scale or complex documents will take ~6 weeks. • Factors include: <ul style="list-style-type: none"> • Document length • Content complexity • Number of requests on queue 	PARENT NOTIFICATION (Relay a Message) 	How to request: Email translation@mnps.org and include script, language(s), and contact information/student ID(s).	Additional Info: <ul style="list-style-type: none"> • If sending to multiple contacts in multiple languages (such as a call-out), create and share an excel file with the home/preferred language and contact information. 	OVER-THE-PHONE INTERPRETATION 	How to request: Call 615-259-8608 +9 to connect with the Office of Translation and Interpretation Services.	Additional Info: <ul style="list-style-type: none"> • If there is no answer. • Non-urgent contact needed: Email translation@mnps.org or leave a voicemail with your name, language needed, and best time(s) for an interpreter to reach out to you. • Urgent contact needed: Contact our vendor, Acutrans, for over-the-phone interpretation. See the contact guide here: Using Acutrans. <p><i>Acutrans is a paid service. Always work with the Office of Translation and Interpretation Services as a first step.</i></p>	IN-PERSON OR VIRTUAL INTERPRETATION 	How to request: Submit a request through our SharePoint site .	Additional Info: <ul style="list-style-type: none"> • Meeting/Event during school hours? Submit request at least 5 business days in advance. • Meeting/Event after school hours? Submit request at least 7 business days in advance.
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METRO NASHVILLE PUBLIC SCHOOLS
TRANSLATION AND INTERPRETATION SERVICES

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.

BEST PRACTICES FOR EXCEPTIONAL EDUCATION MEETINGS WITH INTERPRETERS

Best Practices with an Interpreter

Before the meeting:

- Request the interpreter in advance. See guidelines below.
- Confirm the language/dialect the family speaks.
- Confirm the parent's attendance through the interpreter.
- Plan for a longer meeting; everything is said twice during meetings with interpreters.
- Share any materials related to the assignment and/or brief the interpreter on the meeting.

During the meeting:

- Address the parents directly, not the interpreter.
- Use concise sentences, pausing to allow for interpretation.
 - The interpreter may prompt you to pause if too much content is being spoken at one time.
- Only one person should speak at a time; avoid having side conversations.
- Interpreters are trained to:
 - Interpret the entire original message, material, or interaction accurately and faithfully.
 - Respect and maintain privacy and confidentiality.
 - Refrain from providing independent advice, information, guidance, or consultation.



Using Acutrans

MNPS contracts with Acutrans for live, on-demand interpretation services when MNPS interpreters are not immediately available.

1. Dial 1-866-305-1618

2. Select an interpreter language:

- For Spanish, press 1.
- For all other languages, reference the Acutrans Language Codes Chart.

3. Enter the Client Access Code: 11282

4. Confirm your:

- School location/bus number
- Job position

If a family member needs to be added to the call, you will need to notify the Acutrans representative. Be sure to have the family's phone number ready to share.

Acutrans Language Codes

Acateco/Akateko	304	99	Lingala
Achi	525	99	Malayalam
Acoli	99	403	Mam (Pogomam)
Albanian	47	89	Mandingo
Amharic	39	99	Marathi
Arabic	23	99	Mayan languages
Bengali	48	25	Nepali
Bosnian	37	96	Oromo
Burmese	21	74	Persian
Central Khmer	51	46	Philippine languages
Chinese Cantonese	31	35	Portuguese
Chinese Mandarin	24	77	Pushto; Pashto
Chui	335	444	Q'egchi/Keg'chi
Creoles and pidgins (English)	99	442	Qanjobal
Creoles and pidgins (French)	99	99	Rundi
Dinka	99	27	Russian
Filipino; Pilipino	73	29	Somali
French	26	1	Spanish (Castilian)
German	61	38	Swahili
Gujarati	40	46	Tagalog
Haitian; Haitian Creole	28	85	Tamil
Hindi	43	99	Telugu
Igbo	65	57	Thai
Jakaltek (Popti)	436	45	Tigrinya
Japanese	63	54	Turkish
Karen	34	66	Twi
Kiche	622	71	Ukrainian
Kinyarwanda	94	41	Urdu
Korean	30	99	Uzbek
Kurdish	76	22	Vientamese
Lao	50	99	Wolof
		88	Yoruba



TRANSLATION AND INTERPRETATION FEES

Translation and Interpretation Services Fees List for Charter Schools & Non-MNPS Organizations

Service	Cost	Unit
<i>Interpretation (Oral)</i>	\$70.00	2 hours minimum
	Plus mileage calculated at the current rate established by the IRS and MNPS policy	
<i>Translation (written)</i>	\$ 80.00	Per page <i>*Price per word is calculated based on number of pages in the final translated document.</i>
<i>Over the phone Interpretation provided by Stratus</i>	\$ 0.89	Per minute

Procedure:

1. Before services can be provided, we must receive an email from an administrator confirming approval of service fees.
2. Services will be scheduled and performed.
3. EL Office will send an invoice to the requester, and copy MNPS Accounts Receivable.
4. Check should be made payable to Metropolitan Nashville Public Schools (MNPS), as will be indicated on invoice.



U.S. Department of Justice
Civil Rights Division

U.S. Department of Education
Office for Civil Rights



**Information for Limited English Proficient (LEP) Parents and Guardians and
for Schools and School Districts that Communicate with Them**

This fact sheet answers common questions about the rights of parents and guardians who do not speak, listen, read, or write English proficiently because it is not their primary language.

Must my child's school provide information to me in a language I can understand?

Yes. Schools must communicate information to limited English proficient parents in a language they can understand about any program, service, or activity that is called to the attention of parents who are proficient in English. This includes, but is not limited to, information related to:

- registration and enrollment in school and school programs
- language assistance programs
- report cards
- student discipline policies and procedures
- special education and related services, and meetings to discuss special education
- parent-teacher conferences
- grievance procedures and notices of nondiscrimination
- parent handbooks
- gifted and talented programs
- magnet and charter schools
- requests for parent permission for student participation in school activities

Must a school provide language assistance if I request it even if my child is proficient in English and I am somewhat proficient in English?

Yes. Schools must respond to a parent's request for language assistance and remember that parents can be limited English proficient even if their child is proficient in English.

May my child's school ask my child, other students, or untrained school staff to translate or interpret for me?

No. Schools must provide translation or interpretation from appropriate and competent individuals and may not rely on or ask students, siblings, friends, or untrained school staff to translate or interpret for parents.

What information should I expect from the school if my child is an English learner?

When your child enrolls, you should receive a home language survey or similar form to fill out that helps the school identify potential English learners, who are eligible for language assistance services. If your child is identified as an English learner, the school must notify you in writing within 30 days of the school year starting with information about your child's English language proficiency level, programs and services available to meet your child's educational needs, and your right to opt your child out of a program or particular services for English learners. For more information about the rights of English learners, visit <http://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-el-students-201501.pdf>.



U.S. Department of Justice
Civil Rights Division

U.S. Department of Education
Office for Civil Rights



What type of processes can school districts use to identify limited English proficient parents?

- School districts must develop and implement a process for determining whether parents are limited English proficient and identifying their language needs.
- The process should be designed to identify all limited English proficient parents, including parents and guardians whose primary language is not common in the district or whose children are proficient in English.
- A school district may, for example, use a home language survey, to inquire whether a parent requires oral and/or written communication in a language other than English.
- The school's initial inquiry should, of course, be translated into languages that are common in the school and surrounding community so that the inquiry is designed to reach parents in a language they are likely to understand.

What steps must school districts take to provide effective language assistance to LEP parents?

- School districts must provide effective language assistance to limited English proficient parents, such as by offering translated materials or a language interpreter. Language assistance must be free and provided by appropriate and competent staff, or through appropriate and competent outside resources.
- School districts should ensure that interpreters and translators have knowledge in both languages of any specialized terms or concepts to be used in the communication at issue, and are trained on the role of an interpreter and translator, the ethics of interpreting and translating, and the need to maintain confidentiality.
- It is not sufficient for the staff merely to be bilingual. For example, a staff member who is bilingual may be able to communicate directly with limited English proficient parents in a different language, but may not be competent to interpret in and out of that language, or to translate documents.

What can I do if I have questions, want additional information, or believe a school is not complying with these requirements?

- You may visit the website of the U.S. Department of Education's Office for Civil Rights (OCR) at www.ed.gov/ocr or contact OCR at (800) 421-3481 (TDD: 800-877-8339) or at ocr@ed.gov. For more information about filing a complaint, visit www.ed.gov/ocr/complaintintro.html.
- You may visit the website of the U.S. Department of Justice's Civil Rights Division at www.justice.gov/crt/about/edu/ or contact DOJ at (877) 292-3804 or at education@usdoj.gov. For more information about filing a complaint, visit www.justice.gov/crt/complaint/#three.
- For more information about school districts' obligations to English learner students and limited English proficient parents, additional OCR guidance is available at <http://www2.ed.gov/about/offices/list/ocr/ellresources.html>.

MEDICAL HOMEBOUND

Additional points of interest for Special Populations/ Exceptional Education

Medical Homebound:

"If any of your disabled and/or nondisabled students require medical homebound services, then immediately notify your school's assigned district Exceptional Education Coach for consultation. Do Not contact the district's Homebound Office." "Every charter school is solely responsible for providing medical homebound services for any of their students." Your assigned Exceptional Education Coach will provide and explain the use of the district's medical homebound forms that charter schools do not have to necessarily use.

Multi-State Alternative Assessment (MSAA)/ TCAP-ALT testing:

All charter school Testing Coordinators should contact their school's assigned Exceptional Education Coach for consultation on the MSAA/TCAP-ALT process.

Alternative Assessment (AA) and Alternative Academic Diploma Course Codes (AAD) Infinite Campus Entries:

All charter Testing Coordinators should contact their school's assigned Exceptional Education Coach for consultation on why AA and AAD course codes are required to be entered in Infinite Campus.

Crisis Prevention Intervention (CPI) Training Requests:

For those charter schools who want staff trained and becoming certified in CPI, it is requested that the following occur:

- (1) Their educators should attempt to register for CPI training on HCM Cloud. If there is difficulty accessing and/or registering - Then the MNPS IT Help Desk should be contacted to assist.
- (2) The school's assigned EE Coach should be immediately contacted to collaborate on getting educators CPI trained if the charter school still has problems accessing and/or registering on HCM Cloud.

PROMOTION AND RETENTION



MNPS CHARTER SCHOOLS OFFICE

To: Charter Schools
Re: Promotion/Retention Policy
From: MNPS Charter Schools Office
Date: School Year 2023-2024

Charter Schools have the autonomy to provide an academic curriculum of choice to students attending their school within the Metro Nashville Public School district. As the LEA, MNPS provides suggested resources for charter schools to utilize when considering the retainment or accelerated promotion of a student. The following documents contain guidance with vital questions and key assessment data points that should be considered, completed, and submitted to the MNPS Charter Schools Office when a charter school is considering retaining or accelerating a promotion of a charter student. Please note, students classified as Exceptional Education or English Learner require specific protocols that must be followed. Charter schools are responsible for adhering to these protocols to be in compliance with state law. Further information, that includes guidance and protocols will be provided in the Spring semester. This documentation should be submitted to the MNPS Charter Schools Office before the final decision to retain or accelerate to promote a charter student is final.

Regards,

Shereka Roby-Grant

Metro Nashville Public Schools Director of Charter Schools

STATE BOARD OF EDUCATION PROMOTION AND RETENTION POLICY

TENNESSEE STATE BOARD OF EDUCATION	
PROMOTION AND RETENTION POLICY	3.300

Policy Sections

- (1) Promotion
- (2) K-3 Reading Notification
- (3) Retention

This policy outlines the promotion and retention guidelines for students in grades kindergarten through eight (K-8). Each Local Education Agency (LEA) shall adopt a local promotion and retention policy in compliance with this policy.

(1) Promotion

- (a) The academic program implemented in each school shall be designed to help students achieve the expectations of the grade-level State Board of Education-approved Tennessee Academic Standards and meet the requirements for promotion to the next grade.
- (b) Promotion to the next grade level shall be based on the successful completion of required academic work or demonstration of satisfactory progress in each of the relevant academic areas.
- (c) Pursuant to T.C.A. § 49-6-3106, a local board shall submit to the State Board for approval any local policy adopted for determining the competency of students who have completed kindergarten to advance directly to grade two (2).
- (d) Pursuant to T.C.A. § 49-6-3115, a student in the third (3rd) grade shall not be promoted to the next grade level unless the student has shown a basic understanding of the curriculum and the ability to perform the skills required in the subject of reading as demonstrated by the student's grades or standardized test results. However, such student may be promoted if the student participates in an LEA-approved, research-based intervention prior to the beginning of the next school year.
- (e) Schools shall identify students who demonstrate difficulty in achieving the requirements for promotion to the next grade level and therefore may be considered for retention by February 1. However, a student may be identified for retention after February 1 if such retention is pursuant to a lawfully adopted local board policy that identifies limited situations in which students may be identified for retention.
- (f) Factors used to identify students who may be considered for retention shall, at a minimum, include:

Adopted: 04/25/1986
Revised: 02/08/2019

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TENNESSEE STATE BOARD OF EDUCATION	
PROMOTION AND RETENTION POLICY	3.300

1. The student's ability to perform at the expectations of the current grade-level standards;
 2. The results of local assessments, screening, or monitoring tools;
 3. State assessments, as applicable;
 4. The overall academic achievement of the student;
 5. The student's likelihood of success with more difficult material if promoted to the next grade;
 6. The student's attendance record; and
 7. The student's social and emotional maturity.
- (g) If a student is considered for retention, the school shall notify the student's parent or guardian within fifteen (15) calendar days of identification. The school shall develop and implement an individualized promotion plan to help the student avoid retention. The individualized promotion plan shall be developed in coordination with the student's teachers and may also include input from the student's parents, school counselor, or other appropriate school personnel. All promotion plans shall include evidence-based promotion strategies and shall be tailored to the student's learning needs. Each promotion plan shall also include expectations and measurements that can be used to verify that a student has made sufficient progress to be promoted to the next grade level. Evidence-based promotion strategies may include:
1. Special education services for students who qualify based on applicable state and federal guidelines;
 2. Response to Instruction and Intervention (RTI²) to address deficits in student learning;
 3. Modification and personalization of curriculum and instruction;
 4. Extended learning time beyond the regular school day or school week;
 5. Attendance support and interventions;
 6. Individual or small group tutoring; or
 7. Other personalized programming to augment the individual student's classroom learning and instructional experiences.

TENNESSEE STATE BOARD OF EDUCATION	
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- (i) A copy of a student's promotion plan shall be provided to his or her parent or legal guardian, and the school shall offer to parents or legal guardians the opportunity for a parent-teacher conference to discuss the promotion plan.
 - (j) A student who demonstrates sufficient academic progress with the strategies included in his or her promotion plan during the school year shall be promoted to the next grade level and shall be enrolled in a summer reading or learning program, if available.
 - (k) If a student is not making progress on his or her promotion plan, then the promotion strategies shall be modified to support the student in the goal of promotion to the next grade level.
 - (l) If a student has not demonstrated sufficient academic progress on his or her promotion plan by the end of the school year:
 - 1. The student shall be enrolled in a summer reading or learning program, if such a program is available. If a student is enrolled in a summer program, then a decision for retention shall be made after completion of a summer program; provided, a decision for retention shall be made and communicated to the student's parent or guardian at least ten (10) calendar days prior to the start of the next school year; or
 - 2. If a summer reading or learning program is not available, then a decision for retention shall be made and communicated to the student's parent or guardian at least thirty (30) calendar days prior to the start of the next school year.
 - 3. Parents and guardians shall be notified of their right to appeal a retention decision pursuant to local board policy.
- (2) K-3 Reading Notification
- (a) Each local promotion and retention policy shall include a provision to notify a student's parent or guardian if it is determined through a student's overall performance or a state or local assessment that a student in grades kindergarten through three (K-3) is not meeting the expectations of the grade-level standards in reading. Notification shall occur within fifteen (15) calendar days of such determination.
- (3) Retention
- (a) Retention shall be considered only when it is in the best interests of the student. Retention decisions affecting a student receiving special education services shall

Adopted: 04/25/1986
Revised: 02/08/2019

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be made in consultation with the student's Individualized Education Program (IEP) team and in accordance with the provisions of the IEP.

- (b) If a retention decision has been made, then the school shall develop an individualized academic remediation plan for the retained student prior to the start of the next school year. The academic remediation plan shall be developed in coordination with the student's teachers and may also include input from the student's parents, school counselor, or other appropriate school personnel. The academic remediation plan shall be implemented to help the retained student attain and demonstrate learning proficiency and shall include at least one (1) of the following strategies:
 - 1. Adjustment to the current instructional strategies or materials;
 - 2. Additional instructional time;
 - 3. Individual tutoring outside of school hours;
 - 4. Modification to the student's classroom assignment to ensure the student receives instruction from a teacher with a level of overall effectiveness of above expectations (level 4) or significantly above expectations (level 5); or
 - 5. Attendance or truancy interventions.
- (c) A copy of the academic remediation plan shall be provided to the student's parent or guardian within ten (10) calendar days of development of such plan.
- (d) A student shall not be retained more than one (1) time in any given grade level.
- (e) Retention shall not:
 - 1. Be used without an academic remediation plan that includes strategies and enhancements that are different from the previous year;
 - 2. Be used as a punitive or disciplinary measure;
 - 3. Be based solely on English language proficiency, for students who are identified as English learners; or
 - 4. Be based solely on a student's social and emotional maturity.

TENNESSEE STATE BOARD OF EDUCATION	
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- (f) The progress of a retained student shall be closely monitored and reported to parents a minimum of three (3) times during the school year in which the student is retained.
- (g) The Director of Schools shall keep an annual record of each student who is retained.

Metropolitan Nashville Board of Education			
Monitoring: Review: Annually, in December	Descriptor Term: Promotion and Retention	Descriptor Code: 4.603	Issued Date: 01/25/22
		Rescinds: 4.603	Issued: 08/13/19

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

- 7 Students shall progress through the grade levels by demonstrating growth in learning and by meeting
- 8 the grade-level academic standards established by the district. Progress toward high school graduation
- 9 shall be based on the student's ability to pass the subjects and electives necessary to earn the required
- 10 number of credits. Students will be promoted to the next grade level in high school based on district-
- 11 established criteria and credits earned. However, no student enrolled in the third grade shall be
- 12 promoted unless the student has shown a basic understanding of curriculum and the ability to perform
- 13 the skills required in the subject of reading as demonstrated by the student's grades or standardized test
- 14 results. This requirement shall not apply to students who are participating in a board-approved,
- 15 research-based intervention prior to the beginning of the next school year or to students who have an
- 16 individualized education program (IEP).²

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

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

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

- 32 In order to enhance the opportunity for remediation, students with who are at risk of being retained shall
- 33 be identified as early as possible in the school year. Parents shall be notified when problems are identified
- 34 and shall be informed periodically of remedial efforts and given progress reports.

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

K – 3 Reading Notification

If it is determined through a student's overall performance or a state or local assessment that a student in grades kindergarten through three (K-3) is not meeting grade-level standards in reading, the student's parent(s)/guardian(s) shall be notified within fifteen (15) calendar days of such determination.

The following factors shall be considered in making a decision on promotion and retention:¹

1. *Mastery of essential competencies.* Students shall have mastered essential skills sufficiently to ensure a likelihood of success at the next grade level.
2. *Special procedures for students with an IEP.* Students who have been identified as having High risk students shall be given special consideration.
3. *Flexible placement.* Use of conditional promotion, remedial summer programs, assignment to transitional classes, and other approaches to meeting the needs of students shall be given consideration.
4. *Attendance.* Attendance shall become a relevant factor only when excessive absenteeism becomes an educational problem.
5. *Conduct.* Retention shall not be used as a disciplinary measure.
6. *Previous retention.* Except under unusual circumstances, students shall not be retained more than once in the same grade.
7. *Grade level.* Retention shall be considered more appropriate in grades K-3.

Once the decision to retain has been made:

1. A report of each student retained shall be made to the director of schools;
2. Documentation verifying student deficiencies shall be placed in the student's record;
3. Parents shall have the right to appeal any decision through appeal procedures established by board policy; and
4. The teacher shall be consulted at each level of the appeal procedure.

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

1. different teacher(s);
2. different strategies;

- 1 3. different materials; and/or
- 2 4. varying lengths of time per subject and/or physical setting in classroom.
- 3 For the purpose of determining the effectiveness of retention toward improving student achievement,
- 4 the progress of retained students shall be monitored for at least three (3) years.

Legal References

1. State Board of Education Policy 3.300; TRR/MS
0520-01-03-.03(6)
2. TCA 49-6-3115; 20 USCA § 1400 et seq.

Cross References

Credit Recovery 4.210
Grading System 4.600
Reporting Student Progress 4.601
Attendance 6.200
Student Assignments 6.205
Homeless Students 6.503
Student Records 6.600

POLICIES AND PROCEDURES

INCLEMENT WEATHER PROCEDURE

COMMUNICATIONS PROTOCOL

Standard Operating Procedure Outline

Category: Support Services Department: Transportation

Procedure: Inclement Weather Procedure

Policy Reference # Version: 1.1 1.0 (2/22/10)

Date: January 25, 2017

Operational Objective(s)

- This procedure serves to educate the public on what will happen in the event of inclement weather

Procedure

EVENT PROCEDURES:

1. At 2:30 a.m., the Director of Transportation will begin gathering the latest available information by contacting the following: • Local Media Sources for weather information • WKRN 2 • WSMV 4 • WTVF 5 • WZTV 17 • Metro Office of Emergency Management (OEM) • National Weather Service • Tennessee Highway Patrol • Tennessee Department of Public Safety • Metro Public Works • Other School Systems –West and Middle Tennessee • Director of Schools by 4:00 a.m. to notify him/her of current weather situations
2. The Director of Transportation will mobilize the Inclement Weather Team at approximately 3:45 a.m. to begin checking roads. The Inclement Weather Team will be comprised of Transportation staff employees that have access to system owned vehicles.
3. The staff will check roads and then discuss findings by 4:45 a.m.
4. The Director of Transportation and the Executive Officer for Operations (EOO) will discuss the findings. The EOO will contact the Chief Operating Officer (COO) via telephone no later than 5:00 a.m. with a recommendation.
5. The COO will organize a conference call with the Director of Schools and the other chiefs (including Chief of Academics and Schools and Chief of Staff), and the EOO to make a final decision. A final decision will be made no later than 5:30 a.m.

6. If the decision is made to close school or start late, the EOO will contact the Director of Communications or designated communications staff and the Director of Transportation, and the MTA.
7. In the event of a delayed start or early dismissal, MNPS will work with MTA to attempt to coordinate services schedules.
8. The Director of Transportation will contact the transportation staff including dispatch and technology, School Crossing Guards, Metro Office of Emergency Management, and the Manager of the Family Information Center.
9. The Manager of the Family Information Center will change the telephone answering systems at Transportation and the Information Center if Central Office is also closed.
10. Whether the decision is to open or close, the Chief of Academics and Schools will contact the Executive Officers for High Schools, Middle Schools and Elementary Schools, who will then share the decision with Executive Lead Principals, who will then inform Principals.
11. Once informed of the decision, communications staff will immediately begin to take steps to notify families and staff. The announcement will be made through multiple communication channels in this order: 1) Social media posts (Facebook and Twitter) 2) Contact the media 3) Issue a call out 4) Email to all employees 5) Update the MNPS web site. Social media accounts and the MNPS website will be updated whether school will be opened or closed.

LATE START PROCEDURES

1. The decision to implement a late start will be made by the Director of Schools with the input outlined above.
2. A late start due to inclement weather will be used when conditions are expected to improve so that travel to school can be done safely after the delay. The intent of the delay is not to delay the decision to close, although a subsequent decision to close may be necessary because of the actual conditions.
3. The delay will be universal for all schools and programs – i.e., all schools will open with the same delay.
4. The preferred delay will be two hours.
5. Communication to families and staff will follow the same procedures outlined for school closures.
6. For delays of 2 hours or longer, breakfast will not be served because students will be receiving lunch shortly after arrival. If there are special circumstances involving hungry students, the principal should work with the Nutrition Services staff to ensure that the children

are fed.

7. Principals should work with Nutrition Services at the beginning of each school year to ensure that they have access to the kitchen and food supplies in the event that Nutrition Services staff are not available during a weather- related emergency.

8. Schools should implement their alternative schedules.

9. Because the implication of a delay is that conditions are not ideal, twelve-month employees, including Principals and other support such as Transportation, Maintenance, and other central office staff, should endeavor to report as close as possible to their regularly scheduled time in order to ensure that equipment and school facilities are ready to receive and serve students and families.

EARLY DISMISSAL PROCEDURES

1. Early dismissal due to inclement weather will be decided on a case-by-case basis by the Director of Schools with the input outlined in the Event Procedures above.

2. Transportation Department staff will evaluate conditions and make recommendations as far in advance as possible in order to communicate with schools and the public.

3. In the event early release is decided, an end of the semester schedule will be followed. High Schools will be dismissed at 10:30 a.m.; elementary schools will be dismissed at 11:30 a.m., and middle schools will be dismissed at 12:00 p.m. Bus drivers will be notified to be on standby at their assigned high schools for pending dismissal at 10:30 a.m. A decision will be based upon current surface conditions and the forecast for the local area.

4. Communication to families and staff will follow the same procedures outlined for school closures.

5. When the early dismissal schedule permits, the building Principal will work with Nutrition Services staff to provide meals to students.

6. Principals should work with Nutrition Services at the beginning of each school year to ensure that they have access to the kitchen and food supplies in the event that Nutrition Services staff are not available during a weather- related emergency.

RAPIDLY APPROACHING WEATHER EVENING DISMISSAL PROCEDURE

1. In the event a critical storm is rapidly approaching at school dismissal time, the Director of Transportation may contact bus drivers to notify them not to load buses. All principals should

be prepared to keep students in the building and wait for an “all clear”. Due to rapidly approaching weather, especially in the spring, a quick decision may need to be made to keep students at school. Under these conditions, the Director of Transportation will notify bus drivers via two-way radio to communicate with principals that buses cannot be loaded until an “all clear” has been established. Principals may not override this decision.

2. The Executive Officer for Operations will notify the Chief Operating Officer that weather conditions exist which will prohibit the normal dismissal of school.
3. The COO will organize a conference call with the Director of Schools and the other chiefs (including Chief of Academics and Schools and Chief of Staff), and the EOO to make a final decision.
4. The EOO will contact the Director of Communications or designated communications staff and the Director of Transportation, and the MTA.
5. The Director of Transportation will contact the School Crossing Guards, and the Manager of the Family Information Center.
6. The Chief of Academics and Schools will notify the Executive Officers for High School, Middle School and Elementary Schools, who will then share the decision with Executive Lead Principals, who will then inform Principals.
7. Communication to families and staff will follow the same procedures outlined for school closures.

PROCEDURES:

A. **SAFE HARBOR AT ALL MNPS SCHOOLS** In the event a bus driver cannot complete his/her route due to road conditions, all bus drivers are authorized to seek a “safe harbor” at any Metro Public School. All Principals have the responsibility to accept students and drivers during an emergency, whether the students are assigned to their local school or are from another school. Schools should be prepared to provide shelter, restroom facilities, food if needed, and allow students to contact a parent or guardian. Principals should work with Nutrition Services at the beginning of each school year to ensure that they have access to the kitchen and food supplies in the event that Nutrition Services staff are not available during a weather related emergency.

B. HAZARDOUS DRIVING CONDITIONS PROCEDURE

1. **Snow and Ice** To operate a school bus on snow and/or ice the driver should:
 - Drive at a slow and steady rate of speed.

- Accelerate slowly and steadily
- Apply brakes slowly and intermittently.

Approach all curves slowly.

Should you begin to slide or skid:

- Steer in the direction that the rear end of the bus is sliding.
- As the bus begins to straighten, straighten the front wheels also.
- Avoid sudden braking or lifting the foot from the accelerator suddenly. Decelerating suddenly increases the skid and can result in locking the wheels.

Note: In freezing weather, the driver should drain air out of the air tanks daily and leave air tank empty until route time.

2. Rain, Fog, Smoke, and Sleet - These conditions usually result in hazardous driving conditions because of poor visibility. They also frequently cause slippery road conditions. Drivers should be alert to slippery conditions at the start of rain before the oil, soil and other matter, that causes slippery conditions have time to wash off. Never unload/load students when driving conditions do not permit motorists to see the students or to safely stop their vehicle if approaching from the rear.

3. The following precautions should be observed when operating under low visibility conditions: Reduce speed of bus. Drive as though you have to make an emergency stop in the distance you can see.

- Drive well to the right of the road. Watch road edge carefully so you will not drive off the road or hit a pedestrian, parked car or other objects.
- Watch side roads closely for entering traffic.
- Beware of patches of wet leaves and smooth black top surface.
- In fog, use windshield wipers and defrosters continuously.
- In fog and smoke, use low beam lights.
- Never look directly at lights of on-coming traffic.
- Avoid sudden stops. Signal stops by tapping lightly on the brake pedal to make the stoplights blink to catch motorist's attention.
- It should be noted that the primary cause of skidding is driving too fast for conditions.
- In the event of a tire blow-out, slow the bus, then move to the shoulder of the

road only when bus has rolled almost to a complete stop.

4. Under severe conditions where visibility is restricted to less than a car length:

- Park the bus in a safe location well off the road.
- Activate hazard lights.
- Wait until conditions improve before resuming trip.
- Notify Dispatch of your location.
- Do not let anyone off the bus.

SEVERE WEATHER PROCEDURE

A. Drivers shall observe the following procedures in the event of a tornado or storm.

1. Pull the bus onto the shoulder of the road out of the traffic and stop the bus. If possible, face front or rear of the bus into the wind and away from potential falling tree limbs, power lines and other materials.
2. Keep the engine running.
3. Set the brake and turn on hazard warning lights.
4. Driver and students should remain on the bus if shelter is not available.
5. Have everyone put their head between their legs and cover head with hands.
6. After storm has passed, proceed with caution.
7. Students shall not be allowed off the bus to move trees, limbs, and cable or power lines.
8. If power lines are down, and across the bus, do not let anyone off the bus, until emergency personnel can establish that it is safe to do so.

A. Drivers shall observe the following general safety preparations.

During inclement weather situations (snow, tornadoes, etc.), drivers must prepare and implement a “What If Scenario” plan of action for bus riders. The following procedures will assist you in your preparation:

1. Check the operation of school bus two-way radio daily.
2. If driver owns a cellular telephone, make sure its battery is fully charged.
3. Check fuel level before transporting students.
4. If driver has communicated with parents regarding a different designated bus stop location

for their child, you must remain at the agreed stop location until the parent arrives and picks up the child.

5. If the existing conditions are too hazardous to operate the bus, transport students to the closest Nashville school. Driver must remain with transported students at the school until the last student has been delivered to parents. Driver must communicate location and status to Dispatch or Driver Supervisor.

6. Be prepared to take on additional students; it is beneficial to have Davidson County map on the bus at all times.

7. Maximize the school bus's weight distribution by allowing students to be seated on and behind the rear axle of the school bus at all times (Snow... etc.).

8. Stand-by and listen to radio or television for early school dismissal announcements.

Performance Measure/Accountability

- Continuous evaluation of procedure to ensure efficiency and compliance with all regulations

Family Educational Rights and Privacy Act

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

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

They should write the school principal (or appropriate official), clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests.

A school official is a person employed by the school as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Public Education; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); a parent or student on an official committee, such as a disciplinary or grievance committee, or assisting another school official performing his or her tasks; or an attorney from the Department of Law with a legitimate educational interest. A school official has 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

Notices and Templates

NATIONAL MOTTO IN THE CLASSROOM ACT

TCA 49-6-2502.

(a) Beginning in the 2018-2019 school year, an LEA shall require all schools within the LEA to display the national motto of the United States, "In God We Trust," in a prominent location in each school.

(b) The display required in subsection (a) may take the form of, but is not limited to, a mounted plaque or student artwork.

(c) For purposes of this section, "prominent location" means a school entry way, cafeteria, or common area where students are likely to see the national motto display.

National Motto of the United States of America

In God We Trust

Posted pursuant to T.C.A. 49-6-2502 *et seq.*

NO TRESPASSING PARENT/GUARDIAN LETTER

Subject: Parent Zero Tolerance (ZT) Example

Date

Mr./Ms.

Address

Nashville, TN Zip

Dear:

Thank you for allowing us to serve your child's educational needs this school year. As you know, _____ High School has an exceptional staff of instructional and support professionals committed to ensuring that your child is successful. I welcome your support and participation as we work together for the benefit of your child this school year.

One of my major responsibilities is to ensure the safety and welfare of the students and staff. I am obligated to enforce all applicable laws and regulations related to the operation of our school. Additionally, I am required to closely enforce all policies set by the Metropolitan Nashville Board of Education. The employees of _____ School work diligently to make our campus a welcoming place for you and other visitors. We put great emphasis on providing professional and friendly service to our students, their families, and other visitors of _____ School.

Include Details of the event that lead to the parent being ZT'ed from the building.

Effective immediately, you are no longer permitted to enter the school building without arranging to do so in advance with me. This advance notice must be arranged with me 24 hours ahead of time and at my convenience. If transporting your child to and from school, you are directed to remain in your car at all times while on _____ School campus. You will not be permitted to be in the building or on campus without administrative supervision. You may contact teachers and other faculty members by phone, letter or e-mail.

It is regrettable that you disregarded the impact of your behavior on your child, our students and staff. I expect you to do your part to ensure a respectful and responsible environment in our school.

Sincerely,

_____, Executive Principal

STUDENT DIRECTORY INFORMATION REQUEST



MNPS CHARTER SCHOOLS OFFICE

Student Directory Information Request

Requested by: _____

Title: _____

Organization/School: _____

Email: _____

Data Requested: _____

Purpose of the Request:

Requestor's Agreement:

By signing below, the Requestor, on behalf of him/herself and the requesting organization/school, agrees to abide by the applicable provisions of the Family Educational Rights and Privacy Act (FERPA) and T.C.A. § 49-13-132. The Requestor agrees not to distribute the student information received to outside parties without the written consent from the parent or eligible student. Additionally, the Requestor certifies that it has adopted and implemented a policy allowing parents or eligible students to decline to receive further information.

Requestor's Signature: _____

Date: _____