NASHVILLE SCHOOL OF EXCELLENCE

Type 4 Charter School Application

Submitted to Metro Nashville Public Schools

May 24, 2024

Part 1 - General Information

Cover Sheet

Primary Point of Contact

Identify the primary point of contact for your application.

Barring any change, this will likely be the liaison identified in the Letter of Intent. This individual will serve as the contact for all communications, scheduling, and notices regarding your application. The primary contact is expected to ensure that any individuals involved in the sponsoring of this application receives all general communications promptly. As with all aspects of your application, the names of the primary contact will become public information.

Name of Proposed School	Nashville School of Excellence
Name of Sponsor / Sponsoring Entity	Read Foundation
Name of Proposed Authorizer	Metropolitan Nashville Public Schools

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Primary Contact Role	Executive Director
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School Information

Name of Proposed School	Nashville School of Excellence
Projected Year of School Opening under Identified Authorizer	2025
Name of Sponsor / Sponsoring Entity	Read Foundation
Name of Proposed Authorizer	Metropolitan Nashville Public Schools
Model or focus of proposed school	Science, Technology, Engineering, and Mathematics (STEM)
City or geographic community for proposed school	Nashville

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Sponsor & School Design Team

Below, list the names, current employment, and roles of all people on the school design team, including school leader, adding lines as needed:

Full Name	Address	Current Job Title	Current Employer	Position with Proposed School
Samuel Beyhan	8364 Macon Rd Cordova, TN	Executive Director	Read Foundation (dba MSE)	Executive Director
Mugire Ayci	8364 Macon Rd Cordova, TN	Assistant Executive Director	Read Foundation (dba MSE)	Assistant Executive Director
Tory Cottle	8364 Macon Rd Cordova, TN	Dir of Instruction/Sec Ed	Read Foundation (dba MSE)	Dir of Instruction/Sec Ed
Relista Ward	8364 Macon Rd Cordova, TN	Dir. of Spec Prog/Elem Ed	Read Foundation (dba MSE)	Dir. of Spec Prog/Elem Ed

Is the sponsor a not-for-profit organization with 501(c)(3) status?	☒ Yes ☐ No ☐ In Progress
If no or in progress, please explain:	

Does the proposed school intend to contract or partner with a charter management organization (CMO)?	☐ Yes ☒ No
If yes, identify the CMO or other partner organization:	

Additional Application Information

Does this sponsor have charter school applications currently under consideration by any other authorizer in the United States?					☐ Yes ☒ No
If yes, complete the table below, adding lines as needed					
State	Authorizer	Proposed School Name	Application Due Date	Decision Date	Proposed Opening Year

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Application Category

Please select **ONE** box to indicate the category type for this application:

Category			Description
1	☐	New Start Applicant	Sponsor with no schools currently operating and/or authorized throughout the United States proposing the creation of a new school in Tennessee
2	☐	New Start Applicant Proposing Multiple Schools	Sponsor with no schools currently and/or previously operating and/or authorized in Tennessee or throughout the United States proposing the creation of two or more schools within the same application cycle.
3	☐	Out of State Sponsor	Sponsor with at least one school currently and/or previously operating outside of Tennessee and no schools currently authorized in Tennessee proposing to create a school in Tennessee.
	☐	Existing Tennessee Sponsor Proposing a New School with Change in Focus / Grade Structure	Sponsor with at least one school currently and/or previously authorized in Tennessee proposing to create a new school with a change in focus and/or grade structure from the existing school
4	☒	Existing Tennessee Sponsor Proposing to Replicate an Existing School	Sponsor with at least one school currently and/or previously operating in Tennessee proposing to start a new school with no material change in focus or grade structure from an existing school.

Required Filing Materials

Below are the required materials based on the selected category

Category		Required Materials
1	New Start Applicant	See Category 1 Completeness Checklist
2	New Start Applicant Proposing Multiple Schools	See Category 2 Completeness Checklist
3	Out of State Sponsor	See Category 3 Completeness Checklist
	Existing Tennessee Sponsor Proposing a New School with Change in Focus / Grade Structure	
4	Existing Tennessee Sponsor Proposing to Replicate an Existing School	See Category 4 Completeness Checklist

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Assurances

As the authorized representative of the sponsor, I hereby certify that the information submitted in this application for a charter for Click or tap here to enter text. is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after award; and if awarded a charter, the school:

1. Will operate as a public, nonsectarian, non-religious public school, with control of instruction vested in the governing body of the school under the general supervision of the authorizer and in compliance with the charter agreement and the Tennessee Public Charter Schools Act;
2. Will follow all federal, state, and local laws and regulations that pertain to the operation of a public school, unless waived according to Tenn. Code Ann. § 49-13-111(p);
3. Will provide special education services for students as provided in Tenn. Code Ann. Title 49, Chapter 10, Part B of the Individuals with Disabilities Education Act, Title II of the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973;
4. Will adhere to all provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it;
5. Will follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services;
6. Will utilize this application as a contract with the authorizer, if no other agreement is signed, pursuant to Tennessee Attorney General Opinion No. 10-45;
7. Will comply with all provisions of the Tennessee Public Charter Schools Act, including, but not limited to
   a. employing individuals to teach who hold a license to teach in a public school in Tennessee;
   b. complying with Open Meetings and Open Records laws (Tenn. Code Ann. §§ 8-44-101 *et seq.*; 10- 7-503, 504) (guidance is available from the Office of Open Records Counsel);
   c. not charging tuition, except for students transferring from another district to the school pursuant to the local board's out-of-district enrollment policy and Tenn. Code Ann. § 49- 6-3003;
   d. following state financial (budgeting and audit) procedures and reporting requirements according to Tenn. Code Ann. §§ 49-13-111, 120, and 127;
   e. requiring any member of the governing body, employee, officer, or other authorized person who receives funds, has access to funds, or has authority to make expenditures from funds, to give a surety bond in the form prescribed by Tenn. Code Ann. § 8-19-101; and
8. Will, at all times, maintain all necessary and appropriate insurance coverage.

Samuel Beyhan

Signature

Samuel Beyhan

Printed Name of Authorized Representative

Executive Director

Title of Authorized Representative

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Executive Summary

The proposed plan for the school: The Read Foundation (dba Memphis School of Excellence) has been operating schools since 2010, when it opened the doors to its first school in the Hickory Hill area, serving students in grades 6 through 9. Our primary objective was to establish a college preparatory educational environment with a strong emphasis on science, technology, engineering, and mathematics (STEM) subjects, all within the context of small class sizes. Over the years we have expanded such that we now operate four schools that span grades K–12. Year after year, we have maintained an outstanding track record, boasting a graduation rate exceeding 97 percent. With this application, we seek to open a middle and high school in the Nolensville Road area of Nashville that replicates the model we have established in our existing schools.

School focus: Our schools' model is anchored in the following core components, which are explained in detail throughout the application: Enriched Curriculum, Technology Integration, Standardized and Authentic Assessment, Robust Support Staff, Robust Support for Instructional Staff, Parental Involvement, and a STEM Focus.

Our school's educational model meets a demand for a rigorous, STEM-focused education. According to a recent TDOE report, "the need [for] STEM education is reaching a critical importance in Tennessee. Gaps in relation to STEM occupations, academics, and college and career readiness are keeping our state from fully reaching its potential and its ability to lead the nation economically in STEM related careers. STEM education stands as a key strategy for Tennessee's economic future. It will help foster economic development by creating opportunities for our citizens which have been limited in the past. STEM education helps build critical thinking and analysis skills by addressing how our students view and experience the world around them."[1] We have won numerous awards and recognitions for our STEM programming, including a STEM Designation from the Tennessee Department of Education and the ITEEA STEM School of Excellence Award. When we open our proposed school in Nashville, we will also seek TDOE STEM Designation for that campus as well. In Nashville, there are currently only five schools with this designation.

Grade structure: We propose to serve grades 6–12; the below table outlines our projected enrollment for our initial five years of operation:

Nashville School of Excellence Student Enrollment Projections					
	SY 2025–26	SY 2026–27	SY 2027–28	SY 2028–29	SY 2029–30
Grade 6	120	120	120	120	120
Grade 7	90	120	120	120	120
Grade 8	60	90	120	120	120
Grade 9	60	60	90	120	120
Grade 10	0	60	60	90	120
Grade 11	0	0	60	60	90
Grade 12	0	0	0	60	60
Total Enrollment	330	450	570	690	750

Geographic and population considerations: We believe there is an increasing need for new education options in Nashville, particularly as the population of Nashville is experiencing rapid growth. According to the Nashville Area Chamber of Commerce, Nashville's population grew by nearly 36,000 people in 2022.[2] This increase in population creates a need for additional schools and new educational options for families in Nashville.[3] Furthermore, Nolensville

[1] https://www.tn.gov/content/dam/tn/education/ccte/cte/cte_posjust_STEM.pdf

[2] https://www.nashvillechamber.com/blog/2023/nashville-area-chamber-of-commerces-research-center-announces-nashville-msa-returns-to-pre-pandemic-population-growth-levels

[3] https://www.nashvillechamber.com/blog/2023/nashville-area-chamber-of-commerces-research-center-announces-nashville-msa-returns-to-pre-pandemic-population-growth-levels

Road, the area in which we plan to locate the school, is also growing. In the year 2000, the population was estimated to be 64,753, while in 2021, the population had grown to 75,566.[4] We will recruit students from across the Nolensville Road neighborhood, and accordingly, we expect that our student population will reflect the populations of schools currently in operation in that area. Specifically, we anticipate that most of our students will have minority status and be English learners.

The challenges particular to those considerations: Given our plans to expand our network to a new city, we have identified opening a school in a different region and ensuring compliance with two authorizers as potential challenges. Additionally, we anticipate recruiting, developing, and retaining high quality staff, will be another challenge.

- Opening a school in a different region: As noted above, all of our existing schools are located in Memphis, so opening a school in Nashville will mean that our network will be expanding into a new region. To ensure we are able to implement our educational plan at Nashville School of Excellence (NSE) with fidelity in a new location as well as continue to implement effective and efficient operations, we will need to consider how we scale our network across a more geographically diverse area. As described in the Network Vision, Growth, and Capacity section, we have already established plans to maintain collaboration and communication across the regions, specifically to ensure the Nashville staff are able to successfully implement our educational program. To prepare and support the Nashville staff for success, the network will provide a range of network supports before, during, and after the school's opening. Additionally, to ensure our Nashville school has staff who deeply understand our model, we will fill several key positions from our existing Memphis Schools to become founding members of the NSE staff. We will also ensure that we hire highly qualified candidates from Nashville to fill key positions to help us meet the needs of the community and effectively operate the school.
- Ensuring compliance for two authorizers: A key challenge stems from ensuring compliance with all rules, regulations, policies, and practices mandated by our desired new authorizer, Metro Nashville Public Schools, while continuing to meet the expectations and requirements of our current authorizer, Memphis-Shelby County Public Schools. However, as noted in the Network Management section, we have ample staff at the network level who are experienced and prepared to oversee compliance for two authorizers. We also have a clear leadership structure at both the network and school levels (see Attachments O, P, W, X, and Y) so that responsibilities are clearly delineated across our organization. As we implement our start-up plan and once the school is open, we will continue to work in collaboration with both authorizers to ensure we are maintaining full compliance with all rules, regulations, polices, and practices.
- Recruiting, hiring, developing, and retaining high-quality staff: We recognize that we must recruit, hire, develop, and retain high-quality staff to ensure that we are able to effectively implement our educational plan. Accordingly, as described in the Personnel/Human Capital section, we have designed a comprehensive recruitment plan to enable us to identify the most promising candidates for our school. In addition, we have created robust hiring procedures to ensure that we select candidates who best align with our school and who best drive student achievement forward. The Principal will have an official start date of January 2, 2025, to enable them to fully participate in the hiring of teachers and other school staff, further ensuring that the right staff is hired for the right positions. Once staff are hired, we will implement a robust professional development plan to ensure our staff receive all needed training and support. As explained in the Professional Development section, our plan consists of providing five days of professional development during the summer for new staff and ongoing professional development throughout the year. Teachers will also be developed through external professional opportunities, professional learning community meetings, and observation and feedback cycles. Finally, we understand that we must retain highly effective staff. To do so, we will leverage the key retention strategies outlined in the Personnel/Human Capital section.

The applicant team's capacity to successfully open and operate a high-quality school: We created a network-level team in SY 2019–20 that ensures each of our schools has the tools, resources, experience, and expertise to effectively

[4] https://www.city-data.com/zips/37211.html

implement the academic program, achieve the organization's goals, and effectively manage operations and financial resources. To ensure NSE has staff who deeply understand the network model, we will fill several key founding member positions with internal candidates from our existing schools. During this process, we will ensure that we are hiring highly qualified candidates from Nashville to fill key positions to help us meet community needs and effectively operate the school. Furthermore, to prepare and support NSE for success, the network will provide a range of network supports before, during, and after the school's opening. Details about this approach as well as additional information about our leadership team are outlined in the Network Vision, Growth Plan, & Capacity and Network Management sections.

Our network is led by our Executive Director, Dr. Samuel Beyhan, who started his career in education over 20 years ago and who has four years of network-level leadership experience and 13 years of campus administrative experience. He was a primary founder of Harmony School of Innovation in Waco, Texas. As a founder, Mr. Beyhan created and managed a budget of $6 million with a start-up grant of $800,000 and a STEM grant of $120,000. He then served as Assistant Principal and Special Programs Coordinator at a school in Texas in 2011. In this role, Mr. Beyhan oversaw special education, the English learner program, and gifted and talented programming. The following school year, he assumed the role of Assistant Principal at a high school in Dallas, Texas. Subsequently, he became Principal of a school in Waco, Texas from 2012 to 2017. Under his leadership, the school went from turnaround status and not meeting adequate yearly progress (AYP) targets to being named the top school in Waco and number 302 in the nation by US News and World Report. Additionally, he successfully supervised and managed an average annual budget of $8 million, oversaw 90 staff members, and served 800 students. Mr. Beyhan holds a Master of Education from Tarleton State University in Educational Administration and a Master of Science in Mathematics as well as an Instructional Leadership License-Beginning; he is licensed to teach mathematics. Additionally, he holds certifications in special education and gifted and talented areas. Mr. Beyhan is also certified as a TEAM evaluator for teachers and administrators and STAR Teacher Pre-Screener. He is supported by team of experienced leaders at the network level with diverse backgrounds and a strong track record of success. For additional information about their experience and record of student achievement, see the Network Management section.

Section 1 – Academic Plan & Design

1.1 School Mission and Vision

a. Provide a mission statement for the proposed charter school. Note: the mission statement should indicate in measurable terms what the school intends to do, for whom, and to what degree. The school's mission statement provides the foundation for the entire application.

Mission: Each student is empowered to succeed in college and their career by:

- Mastering a rigorous, STEM-focused curriculum,
- Experiencing a safe, welcoming, and inclusive environment,
- Receiving individual academic, social, and emotional support, and
- Working alongside families and community partners.

To ensure we realize each element of our mission statement above, we will measure our performance using multiple indicators, as outlined below. Additional information about how we measure our performance can be found in the Academic Performance Standards section.

Goal	Measurement Method	Frequency	Measurable Outcome
Mastering a rigorous, STEM-focused curriculum	TNReady	1 time per year	NSE will exceed Metro Nashville Public Schools' TNReady average achievement level in each grade level and subject area.
	TVAAS	1 time per year	All reporting categories (grades/subjects) will show significant growth, with a combined TVAAS score of a 3 or higher each academic year. This will be an annual goal for the school.
	NWEA MAP	3 times per year	50% of students in all grade levels will score in the 50th percentile or better on the MAP reading assessment, including special populations of students (e.g., students with disabilities, students who are English language learners).
	Student Participation Rates and Interim Assessments	On-Going	100% of students will take a STEAM elective per year (described in detail in the Academic Focus and Plan section). 80% of students will demonstrate mastery of STEAM content and skills as measured by interim assessments
Experiencing a safe, welcoming, and inclusive environment	SIS	1 time per year	NSE will maintain an average student attendance rate of 96% or better.
	SIS	1 time per year	NSE will maintain the following suspension rates: Middle School: <3%; High School: <10%
	SIS	1 time per year	NSE will maintain the following expulsion rates: Middle School: 0%; High School: <1%

Goal	Measurement Method	Frequency	Measurable Outcome
	SIS	1 time per year	NSE will maintain the following student retention rates: >90%
Receiving individual academic, social, and emotional support	NWEA MAP	3 times per year	At least 60% of students who have special needs and students who are English language learners will meet or exceed their individual NWEA MAP progress goals
	WIDA	1 time per year	At least 50% of students who are English language learners will meet or exceed their individual WIDA goals
	Staff training participation	1 time per year	100% of staff members will have been trained on restorative practices
Working alongside families and community partners	Home visits	1 time per year	80% of parents will receive home visits virtually or in-person

b. Describe the vision of the proposed school and how the vision will help achieve the school's mission.

Vision: Our students choose ambitious paths, persist and thrive in their choices, and strengthen their local and global communities.

Our vision is centered on promoting students' post-secondary success, developing students' ability to make good decisions, and encouraging students to become contributing members of their communities. These efforts are supported by the research-based features of our academic plan (described in detail in the Academic Focus and Plan section). Through the implementation of our academic plan, we will provide students with the necessary academic, social and emotional, and community-based supports to be able to fulfill our mission.

c. Describe how the mission and vision of this school will meet the prescribed purposes for charter schools found in Tenn. Code Ann. § 49-13-102(a).

Our mission and vision will meet the prescribed purposes for charter schools found in Tenn. Code Ann. § 49-13-102(a) as described below:

- Improving learning for all students and closing the achievement gap between high and low students: Our mission and vision are realized through implementation of our academic plan, which includes key features that support the improvement of learning for all students and the closing of achievement gaps. For example, through our use of enriched curriculum, we will implement rigorous, standards-based programming so that our students gain proficiency in grade-level skills. We have selected high-quality curricular programs (described in detail in the Academic Focus and Plan section) to support our instruction. To ensure that all students can access and master our challenging curricula, instructional staff will differentiate instruction to meet every student's individual learning needs. Further, we have scheduled daily enrichment periods in English language arts (ELA), math, and science. During these enrichment periods, students will engage in instructional activities that are aligned to their individual needs. For example, students may receive special education services, tiered interventions, and/or enrichment activities. We have integrated these enrichment periods for ELA, math, and science into our daily schedule to ensure that we have set aside time for all students to receive the supports that they need without taking away from other periods in the day. We also offer after-school tutorials and Saturday school to students who need additional support. The rigor of our curricula, along with differentiated instruction during enrichment periods and targeted support through tutoring and Saturday school, will enable all students to achieve academic excellence and realize their fullest academic potential, closing the achievement gap between high-performing and low-performing students.

- Providing options for parents to meet educational needs of students: Nashville School of Excellence will provide a new high-quality educational opportunity to the families we serve. Specifically, we will implement an innovative science, technology, engineering, and mathematics (STEM) academic program. The existing schools in our network have earned numerous awards and recognitions for our STEM programming, including STEM Designation from the TDOE and the ITEEA STEM School of Excellence award. In Nashville, there are currently only five schools with this designation; only four of these schools are middle schools and none are high schools. Further, we will provide a small school setting. We intentionally designed our school to be small, to provide an individualized learning environment, and to cultivate a family-like school culture. By year eight of operation, we will be operating at capacity with enrollment capped at 810 students across grades 6 through 12.
- Encouraging the use of different and innovative teaching methods and providing greater decision-making authority to schools and teachers in exchange for greater responsibility for student performance: As indicated above, a key feature of our academic plan is a STEM focus. Students will have ample opportunities to apply their STEM learning through an integrated STEM curriculum such as Project Lead the Way and dedicated project-based learning weeks projects and science fairs. We also plan to have a robotics club; all students will have the opportunity to join. The robotics club will meet regularly and expand on the STEM concepts and skills learned during the school day. Members will have the opportunity to compete in local, state, and national competitions. The clubs currently active at our school in the Hickory Hill neighborhood of Memphis have earned numerous wins and top placements in competitions over the last several years. Further, we will implement Science Olympiad, science fair, FIRST LEGO League and FIRST Tech Challenge robotics, SeaPerch and MATE ROV underwater robotics, 3D club, Math Counts, and American Math Competition as extracurricular activities that will also serve to further reinforce and extend STEM skills and concepts learned during the school day. All students will be invited to participate in all extracurricular activities. To ensure that cost is not a barrier to student participation, the network will pay for all costs incurred by participating in all STEM-related activities, including, but not limited to, supply and material costs, entry fees, and transportation costs. In addition to co-curricular and extracurricular activities and offerings, STEM is infused across our academic program; to this end, we have secured TDOE STEM Designation status for our Mendenhall Campus in Memphis, and we are in the process of securing this status for our other existing schools in Memphis. When we open our proposed school in Nashville, we will seek TDOE STEM Designation for that campus as well. In Nashville, there are currently five schools with this designation. Applying for and earning STEM Designation status is a rigorous and very robust process and requires STEM to be fully embedded across the school, namely in the areas of Infrastructure; Curriculum and Instruction; Professional Development; Achievement; and Community and Postsecondary Partnerships as outlined in detail on the TDOE STEM Designation Rubric used by the TDOE to determine if a school has met the criteria to be become STEM-designated.[5] More details about the designation process and rubric are outlined in the Academic Focus and Plan section.
- Measuring performance of pupils and faculty and ensuring that children have the opportunity to reach proficiency on state academic assessments: A key feature of our academic plan is standardized and authentic assessments. To ensure that students are mastering the standards and content taught through our enriched curriculum, we will implement a robust assessment program. We will administer all required state/standardized assessments as well as regular benchmark assessments to gauge student proficiency on pre-established benchmarks of learning at specific points in time. Benchmarks will be formative and summative. More specifically, students are administered benchmark assessments every six weeks in content areas and on standards that are tested on state-mandated assessments. The same benchmark assessments are administered at each school, allowing for comparative analysis across schools and the accurate monitoring and evaluation of individual schools. Leadership creates all benchmark assessments to ensure every test aligns with and accurately gauges students' levels of proficiency and progress toward standards mastery. Further, we have created a virtual test center that allows test results to be disaggregated to the question and standard level as well as by subpopulation, cohort, and individual student levels. Teachers analyze data from these assessments to determine which standards should be retaught,

[5] https://irp-cdn.multiscreensite.com/d980f98f/files/uploaded/Final%20Tennessee%20STEM%20School%20Designation%20Process%20Introduction%20Rubric.pdf

reviewed, or reinforced. Coupled, our benchmark assessment system and ability to disaggregate benchmark data through our test center enables us to monitor and evaluate the academic progress of all students closely and accurately. We will also measure student growth through administrations of the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) assessment three times a year, and we will administer the i-Ready diagnostic assessment three times a year to monitor student progress in math. Our authentic assessment system will work to complement the standardized assessments we administer. Teachers will collect and analyze student work over time. Work samples and teacher observations will be housed in student portfolios, enabling teachers and students to see growth and ensuring that students have ample opportunity to reach proficiency.

- Creating new professional opportunities for teachers: Another key feature of our academic plan is robust supports for staff to ensure that our instructional staff provides rigorous, high-quality instruction and effectively implements our academic focus and model. More specifically, every teacher will be assigned an instructional coach who will provide individualized support through observation and feedback cycles as well as support regarding unit and lesson plan design and implementation. Every teacher will have two daily planning periods to ensure teachers have ample time to internalize and differentiate lesson plans. They will also have weekly professional learning community (PLC) meetings on Wednesday afternoons, during early release professional development (PD) sessions, during which the can collaborate and learn with their colleagues. Further, we will provide extensive assessment and data supports. Leadership will create all benchmark exams for teachers. In addition, we will offer an electronic test center that will enable teachers to enter tests and have scantrons created and graded. The center will also allow teachers to assign standards to every question. The center will provide teachers with easy access to data disaggregated by question and standard, as well as by subpopulation, cohort, and individual student level, to inform upcoming instructional plans. To support teachers in using the center and becoming data-fluent, we will offer robust PD and support around data-driven instruction (DDI) throughout the year. Teachers also have the opportunity to apply for funding to attend external conferences based on their specific professional learning needs. Further, we will implement a "Grow Your Own Administrator" program that will build leadership capacity and offer opportunities for teachers to serve as mentors to new teachers.
- Affording parents substantial meaningful opportunities to participate in the education of their children: We believe that parents are our partners; we will actively engage parents and community members in the life of our school. We will build strong family-school partnerships that will strengthen support for learning and encourage parent involvement through methods such as the following:

  - Parent Board Member
  - Parent-Teacher Organization
  - Meet-and-Greets
  - Home Visits
  - School Events
  - Parent Information Room
  - Adult Education Classes
  - School Advisory Council
  - Orientations
  - Array of Communication Methods
  - Parent-Teacher Conferences
  - Volunteering Opportunities
  - Parent Recognition Program
  - Parent Academy

d. Describe how the mission and vision of the proposed school address any priorities set by the authorizer.

As described above, our mission and vision are focused on ensuring students experience postsecondary success. We have established numerous programs to empower all students who attend our school as they develop the knowledge and skills they will need to be successful. Many of these programs are aligned to initiatives outlined in the Every Student Known program of Metro Nashville Public Schools. For example, one of the initiatives outlined in this plan includes growing summer learning experiences for students in Nashville through the Promising Scholars initiative. As part of our approach, we offer summer school programming to provide enrichment opportunities to all students, and students who are struggling academically are highly encouraged to attend. Our summer school runs for 4 weeks, 5 days a week.

Generally, each day starts at 8:00 a.m. and ends at 3:00 p.m., amounting to a 7-hour day. During the day, students engage with the TDOE's Best for All curricular resources in ELA and math and engage with Infento's kits for STEM. Historically, we have served about 250 students each year on average and have staffed about 30 teachers; all are teachers within our network.

Similarly, another initiative in the Every Student Known program includes high dosage tutoring through the Accelerating Scholars program. Our school also offers tutoring as part of our program through daily afterschool tutoring opportunities for all students. Every teacher at NSE will be expected to provide tutoring from 3:00–3:45 at least once per week. Any student may attend these afterschool sessions, and the counselor will contact students and parents of students who would particularly benefit from the additional tutoring. These programs area are aligned to one of Metro Nashville Public School's four tenets: Create and support engaging, rigorous, and personalized learning experiences for all students. Throughout our enriched curriculum and targeted enrichment periods described above, we are supporting this tenet to ensure all of our students have engaging, rigorous, and personalized experiences.

e. Describe what the proposed school will look like when it is achieving its mission.

When we are realizing our mission, our students will achieve mastery across all core content areas, and they will excel in STEM content areas. Students will be proficient in using higher-order thinking skills that will prepare them for the complex information and new situations they most certainly will encounter as they progress through life. Further, our students will describe our school as a safe and welcoming place where they feel supported and celebrated. Students will use what they have learned in our school to become positively contributing members of their local and global communities.

f. Describe the innovative or unique features of the proposed school or education model.

As described above, a key feature of our academic plan is a STEM focus. The STEM program at the Nashville School of Excellence will inspire innovation, foster critical thinking, and cultivate leadership and problem-solving skills through relevant interdisciplinary learning experiences that effectively prepare students for their preferred choice of post-secondary pathway. As noted above, the existing schools in our network have earned numerous awards and recognitions for our STEM programming, including STEM Designation from the TDOE and the ITEEA STEM School of Excellence award. STEM will be infused across our academic program and students will have ample opportunities to apply their learning through science fairs and extracurricular opportunities as described above. We will also have opportunities for students to engage in STEM-related project-based learning. For example, in addition to the core and elective coursework described above, all students in the school will engage in at least two weeklong interdisciplinary project-based learning experiences per year, with most students participating with 4–6 project-based learning experiences per year. The school designates two weeks each year for these experiences during which students engage in authentic, real-world, problem-based interdisciplinary projects that integrate technology. These experiences take place during core classes and include standards-aligned projects. The project-based learning experiences culminate in a showcase event, the "Eagle Expo," where students have the opportunity to present their work to the community.

g. How do these unique features align with the mission and vision of the school?

As explained above, we are committed to ensuring that our students are empowered to succeed in college and in their careers. We explicitly state in our mission that a rigorous, STEM-focused curriculum and individual supports are among the strategies we will employ to ensure students reach this success. According to a National Science and Technology Council report, "STEM skills such as computational thinking, problem-finding and [problem-]solving, and innovation are crucial for people working to manufacture smarter products, improve healthcare, and safeguard the Nation, and these skills are valuable assets across many other fields and job categories. The success of the Nation demands a STEM-literate modern workforce and Americans adept at navigating an increasingly high-tech, digital, and connected world."[6] Our school will prepare students for long-term success in college and their careers by developing these much-needed STEM skills through rigorous, standards-based curricula; the offering of additional time for students in their STEM

[6] https://files.eric.ed.gov/fulltext/ED590474.pdf

coursework; and the implementation of our enriched elective and extracurricular programming, which will provide additional opportunities to deepen their understanding of STEM topics.

h. How will these unique features foster student achievement and success?

Year after year, our schools have maintained an outstanding track record that demonstrates our program fosters student achievement and success. For example, our schools have graduated nearly 100% of our seniors since our first graduating class in 2014.[7] We believe that our STEM focus supports students' achievement not only while they are in high school but in their post-secondary endeavors as well. We emphasize STEM subjects in our academic program because we believe (and research demonstrates)[8] that emphasizing these subjects will support students in developing critical thinking and problem-solving skills and will prepare them to enter high-demand STEM careers after college. According to a 2021 National Science Foundation report, high school achievement and coursework in STEM subjects promote STEM-related courses of study in college and STEM career choices.[9] We believe by providing students with a robust STEM program, we will empower them to make choices that result in successful post-secondary experiences in college, career, and their communities.

[7] https://www.tn.gov/education/districts/federal-programs-and-oversight/data/data-downloads.html
[8] https://files.eric.ed.gov/fulltext/EJ1313488.pdf
[9] https://ncses.nsf.gov/pubs/nsb20211

1.2 Enrollment Summary

a. Describe the community, including specific zip codes, from which the proposed school intends to draw students, including the demographic profile and the school zones of the schools currently in operation within the proposed community.

Our school will be located in the Nolensville Road area of Nashville, in the ZIP code 37211. This area is zoned under Metropolitan Nashville Public Schools. The key characteristics of this community are outlined below:[10]

- Area: ~21 square miles
- Population: 75,566
- Demographics:
    - White: 52.3%
    - Hispanic or Latino: 21%
    - Black: 16.7%
    - Asian: 6%
    - Two or more races: 3.5%
- Percentage of population below the poverty level: 15.8%

Additionally, seven public schools that serve middle and high school students operate in the surrounding area of our proposed school. The table below presents the demographics of each of these schools as documented on 2021–22 State Report Cards.[11] These schools are located within the Glencliff and Overton Clusters.

Schools in the Surrounding Area of the Proposed School				
School	Percentage of Black, Hispanic, and Native American Students	Percentage of Economically Disadvantaged Students	Percentage of English Learner Students	Percentage of Students with Disabilities
Croft Middle Design Center (5–8)	71%	28%	45%	11%
Glencliff High School (9–12)	84%	33%	55%	9%
LEAD Southeast Middle and High School (5–12)	68%	31%	48%	10%
McMurray Middle School (5–8)	83%	38%	71%	10%
Valor Flagship Academy (5–12)	40%	20%	17%	10%
Valor Voyager Academy (5–8)	47%	18%	28%	12%
Wright Middle School (5–8)	87%	39%	66%	11%

[10] https://www.city-data.com/zips/37211.html

[11] At the time of writing this application, 2022–2023 state report cards were not yet publicly available.

b. Provide a rationale for determining enrollment projections and selecting the community where the proposed school will be located.

As described in the Recruitment and Enrollment section, the population of Nashville is experiencing a period of growth. According to the Nashville Area Chamber of Commerce, Nashville's population grew by nearly 36,000 people in 2022.[12] Furthermore, Nolensville Road, the area in which we plan to locate the school, is also growing. In the year 2000, the population was estimated to be 64,753, while the population had grown to 75,566 by in 2021.[13] This increase in population will create a need for additional schools and new educational options for families in Nashville.

To calculate the demand and interest for the school within the particular community we have targeted for the proposed school, we have administered an interest survey to parents who may be interested in enrolling their children in the school and community members. After only approximately three months, we have received more than 550 responses. When asked which key pillars of the school are of interest to them, 72% of respondents indicated STEM education as an area of interest. Furthermore, 79% indicated they are interested in attending an informational session about the school. We plan to continue to administer this survey to learn as much as possible about how to best serve the community.

In addition to this community's growing population and demonstrated interest in our proposed school, we have selected the Nolensville Road area of Nashville as the location for our proposed school for the following reasons:

- To provide a new option for a STEM-focused school: We will implement an innovative academic program that will have a strong science, technology, engineering, and mathematics (STEM) focus. We have won numerous awards and recognitions for our STEM programming, including STEM Designation from the Tennessee Department of Education and the ITEEA STEM School of Excellence award. When we open our proposed school in Nashville, we will also seek TDOE STEM Designation for that campus as well. In Nashville, there are currently only five schools with this designation.
- Diverse population: The Nolensville Road area of Nashville shares some of the characteristics of the communities of our existing schools, and we believe we are poised to leverage our experience to serve this neighborhood successfully. For example, this area includes a diverse population of residents, with a foreign-born population significantly above the state average and a Hispanic population significantly above the state average.[14] Families in this community have reached out to our network directly to request that we open a school in the neighborhood. We expect a significant number of students who are English learners, and our model includes robust supports for these students, as detailed in the Academic Focus and Plan section.
- Provide a new option for small schools: At full scale, our middle school (grades 6–8) will have an enrollment of 360 students and our high school (grades 9–12) will have an enrollment of 450 students. We intentionally designed our school to be small to keep class sizes down, to provide an individualized learning environment, and to cultivate a family-like school culture. Our school will provide parents seeking a small school environment for their children an option that is not common in the Nolensville Road area, where some high schools have enrollments of well over 1,000 students and some middle school enrollments approach 800 students.

c. Discuss the academic performance and enrollment trends of existing schools in that community.

There are seven middle and high schools that operate in the immediate and broader area surrounding where we intend to open. Below outlines the academic performance of these schools as reflected on TDOE's report card data:[15]

[12] https://www.nashvillechamber.com/blog/2023/nashville-area-chamber-of-commerces-research-center-announces-nashville-msa-returns-to-pre-pandemic-population-growth-levels

[13] https://www.city-data.com/zips/37211.html

[14] https://www.city-data.com/zips/37211.html

[15] At the time of writing this application, 2022–2023 state report cards were not yet publicly available.

School	Total Enrollment 2022	Achievement Score (2021–2022)	Growth Score (2021–2022)	ELPA (2021–2022)
Croft Middle Design Center (5–8)	678	1.8	2.0	1.0
Glencliff High School (9–12)	1,106	1.0	0.2	0.0
LEAD Southeast Middle and High School (5–12)	843	2.7	3.7	0.1
McMurray Middle School (5–8)	727	2.0	3.9	1.0
Valor Flagship Academy (5–12)	1,360	1.9	3.0	1.0
Valor Voyager Academy (5–8)	501	3.9	4.0	1.0
Wright Middle School (5–8)	744	4.0	4.0	1.7

d. Describe the specific population of students the proposed school intends to serve.

We intend to serve students residing in the Nolensville Road area of Nashville. At scale, we will serve students across grades 6–12. We will market and recruit students from across the Nolensville Road neighborhood, and accordingly, we expect that our student population will reflect the populations of schools currently in operation in that area. Specifically, we anticipate that the majority of our students will have minority status and be English learners, with the following projected demographics for race/ethnicity: 63% Hispanic, 16% White, 14% African American, 7% Asian.

e. Describe what the proposed school would do more effectively than the schools that are now serving the targeted population.

As described above, our network has a solid track record of success. We intend to replicate the exact grade structure and focus of our schools currently in operation in western Tennessee. We are confident that the replication of our model in Nashville will also result in positive student outcomes. Given our strong academic track record, we posit that our implementation of the key components of our academic program will be more effective than the surrounding schools' implementation of their respective academic plans. The following explains the key design elements that we will implement to more effectively serve the students of Nolensville Road:

- Enriched Curriculum: Our learning environment provides all students with access to engaging, stimulating, and rigorous curriculum. More specifically, our curriculum is standards-based, inquiry-based, and aligned to the Tennessee Academic Standards and Next Generation Science Standards. We have adopted the rigorous core curricula described below to ensure that our instruction is anchored in research and best practices:
    - ELA: In grades 6–8, teachers will use the EL Education Language Arts curriculum as the foundation for their instruction. As described on the EL Education website, the EL Education Language Arts curriculum is built on the science of learning and validated by rigorous third-party research that shows excellent, equitable outcomes for students from diverse backgrounds. Students read grade-level texts by diverse authors and engage in interdisciplinary learning tasks.[16] In grades 9–12, we will use the Into Literature curriculum, which is a standards-aligned program that features authentic literature and tools to support teachers with scaffolding and differentiation. [17] Our literacy program is grounded in research-based instructional practices that are designed to build students' mastery and independence in reading, writing, speaking, listening, viewing, and presenting. Our literacy program supports students in engaging with texts as they analyze and discuss complex ideas and create a culture of collaboration.
    - Math: In grades 6–8, teachers will use i-Ready Math and Ready Math curricula as the foundation for their instruction. According to the i-Ready Math website, the i-Ready math curriculum is an online custom curriculum that provides students with differentiated instruction and enables teachers to monitor their students'

[16] https://eleducation.org/curriculum/curriculum-design
[17] https://www.hmhco.com/programs/into-literature

progress and help them prepare for standards-based assessments and beyond.[18] Ready Math helps teachers create a rich classroom environment in which students at all levels become active, real-world problem solvers. Through teacher-led instruction, students develop mathematical reasoning, engage in discourse, and build strong mathematical habits.[19] In grades 9–12, teachers will use the Reveal Math program. Reveal math is a research-based K–12 core math program that deepens conceptual understanding, promotes a growth mindset, and creates an active classroom learning environment.[20]

- Science: In grades 6–8, teachers will use HMH Science as the foundation for their instruction. As stated on its website, Houghton Mifflin Harcourt (HMH) is designed to harness students' natural curiosity and encourage student-directed learning and deeper understanding of concepts. The curriculum provides multimodal learning through integrated print and digital components, and it delivers real-world science through meaningful and experiential content.[21] In grades 9–12, students will use the Savvas Science program. Savvas Science is aligned with Next Generation Science Standards (NGSS), Tennessee Academic Standards for Science, and STEM learning and engages students in real-world, observable science phenomena. Students build scientific knowledge by applying Disciplinary Core Ideas, Science and Engineering Practices, and Cross-Cutting Concepts through inquiry-based learning.[22]
- Social Studies: In grades 6–8, teachers will use the Gallopade Curriculum as the foundation for their instruction. Gallopade is a comprehensive program aligned to Tennessee's Academic Standards.[23] In grades 9–12, teachers will use McGraw Hill Social Studies programs, which area also aligned to Tennessee standards and include high-quality materials and resources that support rigorous instruction.[24]

- Technology Integration: To equip students with the technology skills needed to succeed in the 21st century, all students will take a technology class as an elective during middle school. This class will teach and reinforce the fundamentals of effectively using a computer and expose students to more complex STEM-related concepts and activities through the implementation of a coding curriculum which will prepare students to master the fundamental and more advanced, principles and concepts of computer science when they take higher level courses and engage participate in programming such as Project Lead the Way (PLTW). Additionally, the technology classroom will be outfitted with a three-dimensional (3D) printer, which will allow students to participate in numerous STEM projects, such as creating the specifications for and printing a working prosthetic hand. Additionally, technology will be infused across other disciplines. Chromebooks and iPads will be readily available for teachers to use during instruction; classrooms will be outfitted with technological tools such as smart projectors and interactive whiteboards to utilize during instruction. We will also provide a fully outfitted computer lab.
- Standardized and Authentic Assessment: To ensure that students are mastering the standards and content taught through our enriched curriculum, we will implement a robust assessment program. We will administer all required state standardized assessments (as well as regular benchmark assessments) to gauge student proficiency on pre-established benchmarks of learning at specific points in time. Benchmarks will be formative and summative, allowing teachers to adjust instruction to meet the needs of every student and enabling teachers to discern proficiency rates. More specifically, students are administered benchmark assessments every six weeks in content areas on standards that are tested on state-mandated assessments. The same benchmark assessments are administered at each school in our network, allowing for comparative analysis across schools and the accurate monitoring and evaluation of individual schools. Leadership creates all benchmark assessments to ensure every test aligns with and accurately gauges students' levels of proficiency and progress toward mastery of standards. Further, we have created a virtual test center that allows test results to be disaggregated to the question and

[18] https://www.curriculumassociates.com/programs/i-ready-learning/personalized-instruction/mathematics
[19] https://www.curriculumassociates.com/programs/i-ready-learning/ready/mathematics
[20] https://www.mheducation.com/prek-12/program/microsites/MKTSP-GIP20M0.html
[21] https://www.hmhco.com/classroom-solutions/science
[22] https://www.savvas.com/index.cfm?locator=PSZu6f
[23] https://www.gallopadecurriculum.com/tennessee
[24] https://www.mheducation.com/prek-12/explore/social-studies/high-school.html

standard, as well as by subpopulation, cohort, and individual student levels. Coupled, our benchmark assessment system and ability to disaggregate benchmark data through our test center enables us to monitor and evaluate the academic progress of all students throughout the year closely and accurately. We will also measure student growth through administrations of the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) assessment three times a year. Our authentic assessment system will work to complement the standardized assessments we administer. Teachers will collect and analyze student work. Work samples and teacher observations will be housed in student portfolios, enabling teachers and students to see progressive growth.

- Robust Student Support Staff: To ensure that all students are identified for and receive all needed supports and services, we employ numerous student support staff at the network level that provide support to school-based staff such as interventionists, special education teachers, and ELL teachers. These network-level positions are as follows:
    - Director of Special Programs/Elementary Education: The Director of Special Programs/Elementary Education oversees the Response to Intervention (RTI) programming and services across the network with support from the Special Education Coordinator and the English as a Second Language (ESL) Coordinator. The Director of Special Programs/Elementary Education supports all schools operating within the network in ensuring that all students identified as struggling, at-risk, and/or otherwise in need of intervention receive all required supports. The Director of Special Programs/Elementary Education is also tasked with monitoring the effectiveness of intervention programming and will oversee gifted learner programming.
    - Special Education Coordinator: The Special Education Coordinator oversees the special education program and services across the network. With support from the Director of Special Programs/Elementary Education, the Special Education Coordinator supports all schools operating within the network in ensuring full legal compliance; in creating, implementing, monitoring, and updating individualized education programs (IEPs); and in ensuring students receive all needed and mandated modifications, accommodations, services, and supports.
    - English as a Second Language (ESL) Coordinator: The ESL Coordinator is responsible for the oversight and implementation of English learner programming across the network. The ESL Coordinator supports schools operating within the network in ensuring full legal compliance and in providing students with all necessary and mandated language services and supports. The ESL Coordinator works with the Director of Special Programs/Elementary Education to ensure that English learner students have full access to all academic programming. The ESL Coordinator also works hand-in-hand with the Special Education Coordinator and Director of Special Programs/Elementary Education to ensure that English learner students with special needs and those who require intervention or enrichment receive all needed supports and services.
- Robust Support for Instructional Staff: To ensure that our instructional staff provides rigorous, high-quality instruction and effectively implements our academic focus and model, we will provide robust supports. More specifically, every teacher will be assigned an instructional coach who will provide individualized support through observation and feedback cycles as well as offer support regarding unit and lesson plan design and implementation. Every teacher will have two daily planning periods to have ample time to internalize and differentiate lesson plans. Further, we will provide extensive assessment and data supports. As noted above, leadership will create all benchmark exams for teachers. In addition, we will offer an electronic test center that will enable teachers to enter tests and have scantrons created and graded by the center. The center will also allow teachers to assign standards to every question. The center will provide teachers with easy access to disaggregated data to the question and standard, as well as by subpopulation, cohort, and individual student level, to inform upcoming instructional plans. To support teachers in using the center and becoming data-fluent, we will offer robust PD and support around DDI throughout the year. Further, we will implement a “Grow Your Own Administration” program to build leadership capacity.
- Parental Involvement: We believe that parents are our partners; we will actively engage parents and community members in the life of our school. We will build strong family-school partnerships that will strengthen support for learning and encourage parent involvement through methods such as the following:

- Parent Board Member
- School Advisory Council
- Parent-Teacher Organization
- Orientations
- Meet-and-Greets
- Home Visits
- Multiple Communication Mechanisms
- Parent-Teacher Conferences
- School Events
- Volunteering Opportunities
- Parent Information Room
- Parent Recognition Program
- Adult Education Classes
- Parent Academy

- STEM Focus: We are proud to have secured TDOE STEM Designation status for our Mendenhall campus in Memphis, and we are in the process of securing this status for our other existing schools in Memphis. When we open our proposed school in Nashville, we will also seek TDOE STEM Designation for that campus as well. In Nashville, there are currently only five schools with this designation.[25] Applying for and earning STEM Designation status is a rigorous and very robust process and requires STEM to be fully embedded across the school, namely in the areas of Infrastructure; Curriculum and Instruction; Professional Development; Achievement; and Community and Postsecondary Partnerships as outlined in detail on the TDOE STEM Designation Rubric used by the TDOE to determine if a school has met the criteria to be become STEM-designated.[26] As such, STEM will be infused across our academic program and students will have ample opportunities to apply their learning through projects and science fairs. In addition, all students, including subpopulations of students such as students who receive specialized services, students who are ELLs, and/or students who are at-risk and/or struggling, will be required to take a STEM class every year to learn about and be immersed in STEM concepts such as coding. These STEM classes will be aligned to a STEM-based career and technical education (CTE) track that will result in an Industry Certification and/or CTE Completer Status upon graduation. We also plan to have a robotics club, and all students will have the opportunity to join. The robotics club will meet regularly and will expand on the STEM concepts and skills learned during the school day. Members will have the opportunity to compete in local, state, and national competitions. The club currently active at our school in Hickory Hill has earned numerous wins and top placements in competitions over the last several years. Further, we will implement Math Counts and American Math Competition as extracurricular activities, which will also serve to further reinforce and extend STEM skills and concepts learned during the school day. All students will be invited to participate in all extracurricular activities. To ensure that cost is not a barrier, the school will cover all costs incurred by participating in all STEM-related activities, including but not limited to supply and material costs, entry fees, and transportation costs.

f. What different educational options will the proposed school offer?

Our school will offer educational options to the target community that we anticipate will be appealing to families and students in the area. Firstly, as stated throughout this application, our school will prepare students for long-term success in college and their careers through the use of rigorous, standards-based curricula that includes a STEM focus. Our program includes additional time for students in their STEM coursework, and our enriched elective and extracurricular programming, which will provide additional opportunities to deepen their understanding of STEM topics. As noted above, our STEM classes will be aligned to a STEM-based career and technical education (CTE) track that will result in an Industry Certification and/or CTE Completer Status upon graduation. We will determine the specific CTE pathways during our first year of operation when we will survey enrolled students and parents to determine their areas of greatest interest. Additionally, students will be able to start taking STEM-aligned CTE courses as early as middle school. According to a recent TDOE report, "the need [for] STEM education is reaching a critical importance in Tennessee. Gaps in relation to STEM occupations, academics, and college and career readiness are keeping our state from fully reaching its potential and its ability to lead the nation economically in STEM related careers. STEM education stands as a key strategy for Tennessee's economic future. It will help foster economic development by creating opportunities for our citizens which have been limited in the past. STEM education helps build critical thinking and analysis skills by

[25] https://www.tnstemdesignation.org/current-designated-schools/

[26] https://irp-cdn.multiscreensite.com/d980f98f/files/uploaded/Final%20Tennessee%20STEM%20School%20Designation%20Process%20Introduction%20Rubric.pdf

addressing how our students view and experience the world around them."[27] We seek to meet this urgent need in our state by expanding our ability to provide an excellent STEM-focused education to students in Nashville. As indicated in the Academic Focus and Plan section, we have secured TDOE STEM Designation status for our Mendenhall Campus in Memphis, and we are in the process of securing this status for our other existing schools in Memphis. When we open our proposed school in Nashville, we will also seek TDOE STEM Designation for that campus as well. In Nashville, there are currently only five schools with this designation. According to a 2023 Vanderbilt University and Tennessee STEM Innovation Network Impact report, schools with TDOE STEM Designation are having a positive impact on both students and teachers of current STEM-designated schools.[28] In addition to providing an opportunity for students in the community to receive a STEM-focused education, we would also offer a small school setting. As noted above, many of the other schools in the area are large. While some parents may prefer a large school setting for their children, other parents may wish to send their children to a small school but do not have many options to currently do so in this area. We intentionally designed our school to be small, to provide an individualized learning environment, and to cultivate a family-like school culture. By Year 10 of operation, we will be operating at capacity with enrollment capped at 810 students across grades 6–12.

g. Complete the provided templates Table 1: Enrollment Summary and Table 2: Anticipated Demographics.

Table 1: Enrollment Summary

Year of Operation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Full Capacity
School Year	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032	2032-2033	2033-2034	2034-2035	
K	0	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0	0	0
6	120	120	120	120	120	120	120	120	120	120	120
7	90	120	120	120	120	120	120	120	120	120	120
8	60	90	120	120	120	120	120	120	120	120	120
9	60	60	90	120	120	120	120	120	120	120	120
10	0	60	60	90	120	120	120	120	120	120	120
11	0	0	60	60	90	90	110	110	110	110	110
12	0	0	0	60	60	90	90	100	100	100	100

Table 2: Anticipated Demographics

% of Economically Disadvantaged Students	34%
% of Students with Disabilities	10%
% of English Learners	52%

[27] https://www.tn.gov/content/dam/tn/education/ccte/cte/cte_posjust_STEM.pdf
[28] https://www.tsin.org/vanderbilt-university-and-tsin-release-stem-school-designation-impact-report

h. Describe any enrollment practices, processes, and policies of the proposed school that will differ from your existing school(s); and

The enrollment practices that we will implement at the proposed school will not differ from those currently being implemented at our existing schools except we have updated our policy to align to the MNPS choice timeline. Our enrollment practices, processes, and policies are detailed in Attachment F.

i. How the community for the proposed school is similar and/or different from the community that you currently serve.

The communities we currently serve are in Memphis. While there are some clear differences in the physical location and demographics of the communities we currently serve relative to the community of our proposed school in Nashville, there are also some key similarities. The communities we currently serve and the proposed community include significant populations of students who are English learners. As described above, a key feature of our academic plan is to offer robust supports for English learners, so we are well positioned to serve students from this community. The communities we currently serve and the proposed community are diverse, and we welcome this diversity, as we believe it strengthens our school culture and is critical to the success of our school. We create a welcoming learning environment for students from all backgrounds and explicitly celebrate the variety of heritages and cultures represented in our student body, as described in greater detail in the Parent and Community Engagement and Support section.

1.3 Academic Focus and Plan

a. Describe the academic focus of the proposed school.

We believe that every student possesses natural curiosity and a distinct intelligence from which a love of learning can be fostered. Our academic program has proven to be effective and successful in our existing schools as evidenced by our consistently high Tennessee Value-Added Assessment System (TVAAS) scores, high graduation rates, and strong American College Test (ACT) scores. We will replicate our approach at our proposed school in Nashville, with our academic focus grounded in our mission to empower students to succeed in college and career.

b. Outline the academic plan of the proposed school. Include specific academic benchmarks.

Outline of the Academic Plan: Our academic plan was strategically developed to support the achievement of our mission and vision. As outlined below, our plan consists of the following key features that are realized through specific strategies and programming:

- Enriched Curriculum
- Technology Integration
- Standardized and Authentic Assessment
- Robust Support Staff
- Support for Instructional Staff
- Parental Involvement
- STEM Focus

Academic Benchmarks: As explained in the Academic Performance Standards section, we have created achievement goals that support our mission and vision and also align to the key features of our academic plan. We have also established operational, governance, and financial goals to ensure the overall sustainability and viability of our school. Our long-term academic goal is articulated below, and our academic goals specific to achievement and growth are outlined on the table that follows.

Long-term Academic Achievement Goal: Nashville School of Excellence will meet or exceed the Tennessee state average TNReady achievement levels by the conclusion of the first charter term.

Goal	Method of Measurement	Frequency	Measurable Student Outcomes
Academic Achievement and Growth			
Math, ELA, Science, Social Studies Achievement and Growth	TNReady	1 time per year	NSE will exceed Metro Nashville Public Schools' TNReady average achievement level in each grade level and subject area.
	TVAAS	1 time per year	All reporting categories (grades/subjects) will show significant growth, with a combined TVAAS score of a 3 or higher each academic year. This will be an annual goal for the school.
	NWEA MAP	3 times per year	50% of students in all grade levels score in the 50th percentile or better on the MAP reading assessment, including special populations of students (e.g., students with disabilities, students who are English learners).

c. Describe the most important characteristics of the academic plan, including any specific educational philosophy, instructional methods, or innovations.

- Enriched Curriculum: Our learning environment provides all students with access to engaging, stimulating, and rigorous curriculum. More specifically, our curriculum is standards-based, inquiry-based, and aligned to the Tennessee Academic Standards and Next Generation Science Standards. We have adopted the rigorous core curricula described below to ensure that our instruction is anchored in research and best practices:
    - ELA: In grades 6–8, teachers will use the EL Education Language Arts curriculum as the foundation for their instruction. As described on the EL Education website, the EL Education Language Arts curriculum is built on the science of learning and validated by rigorous third-party research that shows excellent, equitable outcomes for students from diverse backgrounds. Students read grade-level texts by diverse authors and engage in interdisciplinary learning tasks.[29] In grades 9–12, we will use the Into Literature curriculum, which is a standards-aligned program that features authentic literature and tools to support teachers with scaffolding and differentiation. [30] Our literacy program is grounded in research-based instructional practices that are designed to build students' mastery and independence in reading, writing, speaking, listening, viewing, and presenting. Our literacy program supports students in engaging with texts as they analyze and discuss complex ideas and create a culture of collaboration.
    - Math: In grades 6–8, teachers will use i-Ready Math and Ready Math curricula as the foundation for their instruction. According to the i-Ready Math website, the i-Ready math curriculum is an online custom curriculum that provides students with differentiated instruction and enables teachers to monitor their students' progress and help them prepare for standards-based assessments and beyond.[31] Ready Math helps teachers create a rich classroom environment in which students at all levels become active, real-world problem solvers. Through teacher-led instruction, students develop mathematical reasoning, engage in discourse, and build strong mathematical habits.[32] In grades 9–12, teachers will use the Reveal Math program. Reveal math is a research-based K–12 core math program that deepens conceptual understanding, promotes a growth mindset, and creates an active classroom learning environment.[33]
    - Science: In grades 6–8, teachers will use HMH Science as the foundation for their instruction. As stated on its website, Houghton Mifflin Harcourt (HMH) is designed to harness students' natural curiosity and encourage student-directed learning and deeper understanding of concepts. The curriculum provides multimodal learning through integrated print and digital components, and it delivers real-world science through meaningful and experiential content.[34] In grades 9–12, students will use the Savvas Science program. Savvas Science is aligned with Next Generation Science Standards (NGSS), Tennessee Academic Standards for Science, and STEM learning and engages students in real-world, observable science phenomena. Students build scientific knowledge by applying Disciplinary Core Ideas, Science and Engineering Practices, and Cross-Cutting Concepts through inquiry-based learning.[35]
    - Social Studies: In grades 6–8, teachers will use the Gallopade Curriculum as the foundation for their instruction. Gallopade is a comprehensive program aligned to Tennessee's Academic Standards.[36] In grades 9–12, teachers will use McGraw Hill Social Studies programs, which area also aligned to Tennessee standards and include high-quality materials and resources that support rigorous instruction.[37]

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[29] https://eleducation.org/curriculum/curriculum-design
[30] https://www.hmhco.com/programs/into-literature
[31]https://www.curriculumassociates.com/programs/i-ready-learning/personalized-instruction/mathematics
[32] https://www.curriculumassociates.com/programs/i-ready-learning/ready/mathematics
[33] https://www.mheducation.com/prek-12/program/microsites/MKTSP-GIP20M0.html
[34] https://www.hmhco.com/classroom-solutions/science
[35] https://www.savvas.com/index.cfm?locator=PSZu6f
[36] https://www.gallopadecurriculum.com/tennessee
[37] https://www.mheducation.com/prek-12/explore/social-studies/high-school.html

- Technology Integration: To equip students with the technology skills needed to succeed in the 21st century, all students will take a technology class as an elective during middle school. This class will teach and reinforce the fundamentals of effectively using a computer and expose students to more complex STEM-related concepts and activities through the implementation of a coding curriculum which will prepare students to master the fundamental and more advanced, principles and concepts of computer science when they take higher level courses and engage participate in programming such as Project Lead the Way (PLTW). Additionally, the technology classroom will be outfitted with a three-dimensional (3D) printer, which will allow students to participate in numerous STEM projects, such as creating the specifications for and printing a working prosthetic hand. Additionally, technology will be infused across other disciplines. Chromebooks and iPads will be readily available for teachers to use during instruction; classrooms will be outfitted with technological tools such as smart projectors and interactive whiteboards to utilize during instruction. We will also provide a fully outfitted computer lab.
- Standardized and Authentic Assessment: To ensure that students are mastering the standards and content taught through our enriched curriculum, we will implement a robust assessment program. We will administer all required state standardized assessments (as well as regular benchmark assessments) to gauge student proficiency on pre-established benchmarks of learning at specific points in time. Benchmarks will be formative and summative, allowing teachers to adjust instruction to meet the needs of every student and enabling teachers to discern proficiency rates. More specifically, students are administered benchmark assessments every six weeks in content areas on standards that are tested on state-mandated assessments. The same benchmark assessments are administered at each school in our network, allowing for comparative analysis across schools and the accurate monitoring and evaluation of individual schools. Leadership creates all benchmark assessments to ensure every test aligns with and accurately gauges students' levels of proficiency and progress toward mastery of standards. Further, we have created a virtual test center that allows test results to be disaggregated to the question and standard, as well as by subpopulation, cohort, and individual student levels. Coupled, our benchmark assessment system and ability to disaggregate benchmark data through our test center enables us to monitor and evaluate the academic progress of all students throughout the year closely and accurately. We will also measure student growth through administrations of the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) assessment three times a year. Our authentic assessment system will work to complement the standardized assessments we administer. Teachers will collect and analyze student work. Work samples and teacher observations will be housed in student portfolios, enabling teachers and students to see progressive growth.
- Robust Student Support Staff: To ensure that all students are identified for and receive all needed supports and services, we employ numerous student support staff at the network level that provide support to school-based staff such as interventionists, special education teachers, and ELL teachers. These network-level positions are as follows:
    - Director of Special Programs/Elementary Education: The Director of Special Programs/Elementary Education oversees the Response to Intervention (RTI) programming and services across the network with support from the Special Education Coordinator and the English as a Second Language (ESL) Coordinator. The Director of Special Programs/Elementary Education supports all schools operating within the network in ensuring that all students identified as struggling, at-risk, and/or otherwise in need of intervention receive all required supports. The Director of Special Programs/Elementary Education is also tasked with monitoring the effectiveness of intervention programming and will oversee gifted learner programming.
    - Special Education Coordinator: The Special Education Coordinator oversees the special education program and services across the network. With support from the Director of Special Programs/Elementary Education, the Special Education Coordinator supports all schools operating within the network in ensuring full legal compliance; in creating, implementing, monitoring, and updating individualized education programs (IEPs); and in ensuring students receive all needed and mandated modifications, accommodations, services, and supports.
    - English as a Second Language (ESL) Coordinator: The ESL Coordinator is responsible for the oversight and implementation of English learner programming across the network. The ESL Coordinator supports schools

operating within the network in ensuring full legal compliance and in providing students with all necessary and mandated language services and supports. The ESL Coordinator works with the Director of Special Programs/Elementary Education to ensure that English learner students have full access to all academic programming. The ESL Coordinator also works hand-in-hand with the Special Education Coordinator and Director of Special Programs/Elementary Education to ensure that English learner students with special needs and those who require intervention or enrichment receive all needed supports and services.

- Robust Support for Instructional Staff: To ensure that our instructional staff provides rigorous, high-quality instruction and effectively implements our academic focus and model, we will provide robust supports. More specifically, every teacher will be assigned an instructional coach who will provide individualized support through observation and feedback cycles as well as offer support regarding unit and lesson plan design and implementation. Every teacher will have two daily planning periods to have ample time to internalize and differentiate lesson plans. Further, we will provide extensive assessment and data supports. As noted above, leadership will create all benchmark exams for teachers. In addition, we will offer an electronic test center that will enable teachers to enter tests and have scantrons created and graded by the center. The center will also allow teachers to assign standards to every question. The center will provide teachers with easy access to disaggregated data to the question and standard, as well as by subpopulation, cohort, and individual student level, to inform upcoming instructional plans. To support teachers in using the center and becoming data-fluent, we will offer robust PD and support around DDI throughout the year. Further, we will implement a "Grow Your Own Administration" program to build leadership capacity.
- Parental Involvement: We believe that parents are our partners; we will actively engage parents and community members in the life of our school. We will build strong family-school partnerships that will strengthen support for learning and encourage parent involvement through methods such as the following:
  - Parent Board Member
  - School Advisory Council
  - Parent-Teacher Organization
  - Orientations
  - Meet-and-Greets
  - Home Visits
  - Multiple Communication Mechanisms
  - Parent-Teacher Conferences
  - School Events
  - Volunteering Opportunities
  - Parent Information Room
  - Parent Recognition Program
  - Adult Education Classes
  - Parent Academy
- STEM Focus: We are proud to have secured TDOE STEM Designation status for our Mendenhall campus in Memphis, and we are in the process of securing this status for our other existing schools in Memphis. When we open our proposed school in Nashville, we will also seek TDOE STEM Designation for that campus as well. In Nashville, there are currently only five schools with this designation.[38] Applying for and earning STEM Designation status is a rigorous and very robust process and requires STEM to be fully embedded across the school, namely in the areas of Infrastructure; Curriculum and Instruction; Professional Development; Achievement; and Community and Postsecondary Partnerships as outlined in detail on the TDOE STEM Designation Rubric used by the TDOE to determine if a school has met the criteria to be become STEM-designated.[39] As such, STEM will be infused across our academic program and students will have ample opportunities to apply their learning through projects and science fairs. In addition, all students, including subpopulations of students such as students who receive specialized services, students who are ELLs, and/or students who are at-risk and/or struggling, will be required to take a STEM class every year to learn about and be immersed in STEM concepts such as coding.

[38] https://www.tnstemdesignation.org/current-designated-schools/

[39] https://irp-cdn.multiscreensite.com/d980f98f/files/uploaded/Final%20Tennessee%20STEM%20School%20Designation%20Process%20Introduction%20Rubric.pdf

These STEM classes will be aligned to a STEM-based career and technical education (CTE) track that will result in an Industry Certification and/or CTE Completer Status upon graduation. We also plan to have a robotics club, and all students will have the opportunity to join. The robotics club will meet regularly and will expand on the STEM concepts and skills learned during the school day. Members will have the opportunity to compete in local, state, and national competitions. The club currently active at our school in Hickory Hill has earned numerous wins and top placements in competitions over the last several years. Further, we will implement Math Counts and American Math Competition as extracurricular activities, which will also serve to further reinforce and extend STEM skills and concepts learned during the school day. All students will be invited to participate in all extracurricular activities. To ensure that cost is not a barrier, the school will cover all costs incurred by participating in all STEM-related activities, including but not limited to supply and material costs, entry fees, and transportation costs.

d. Describe current research supporting the academic plan and how the plan will drive academic improvement for all students and help close achievement gaps.

The key features of our academic focus and plan are supported by research that indicate our model will drive academic improvement for all students and help close achievement gaps:

- Enriched Curriculum: According to research about student achievement, schools should provide all students with research-based core curricula.[40] As described above, we have selected curricular programs that have been demonstrated by rigorous third-party research to lead to excellent outcomes for students from diverse backgrounds. Selecting high-quality curricular programs that are standards-aligned, consistent across teachers, and rigorous has been demonstrated to have a positive impact on student achievement. According to Robert Marzano and Richard Dufour's Leaders in Learning, "a guaranteed and viable curriculum is the variable most strongly related to student achievement at the school level."[41]

- Technology Integration: As indicated above, all students will have access to a Chromebook to use in their coursework, which research has demonstrated can be a factor in improving student achievement and increasing student motivation.[42] Additionally, as noted above, students will develop specific technology-related skills through technology coursework and extracurricular opportunities that will prepare them for success in postsecondary opportunities and careers. Students will have the opportunity to pursue Computer Science coursework starting in middle school, and in high school they will have opportunities for Dual Enrollment Computer Science and Advanced Placement Computer Science. Technology integration is closely connected to our science, technology, engineering, and mathematics (STEM) focus described above and below. This additional focus on technology ensures our students have the opportunity to explore specific and evolving skillsets required to apply and use technology effectively. According to a recent TDOE report, "STEM education helps build critical thinking and analysis skills by addressing how our students view and experience the world around them."[43]

- Standardized and Authentic Assessment: As described above, we will use a range of assessments to measure student progress toward learning goals and inform our instructional planning. This strategy of using assessment to inform instruction is supported by robust research about how this practice can improve student learning outcomes, outlined in Dylan Wiliam's Embedded Formative Assessment and Jim Knight's High-Impact Instruction. Teachers at our school will regularly engage in data analysis to ensure they are driving academic improvement and closing learning gaps. Using data to drive instruction is also a well-known, highly regarded practice with a robust evidence base to support its effectiveness. In Paul Bambrick-Santoyo's book Driven by Data: A Practical Guide to Improve Instruction, there are numerous examples of schools that experienced academic gains after implementing a data-driven approach.

[40] https://files.eric.ed.gov/fulltext/ED526858.pdf
[41] https://www.marzanoresources.com/resources/tips/lol_tips_archive/
[42] https://files.eric.ed.gov/fulltext/EJ1117604.pdf
[43] https://www.tn.gov/content/dam/tn/education/ccte/cte/cte_posjust_STEM.pdf

- Robust Support Staff: To ensure that all students can access and master our challenging curricula, instructional staff will differentiate instruction to meet every student's individual learning needs. As discussed in detail in the Special Populations section, we have aligned our approach to Tennessee's Response to Instruction and Intervention (RTI^2) guidance and have established practices that are based on research about effective instruction and interventions.[44] For example, we have scheduled daily enrichment periods in English language arts (ELA), math, and science during which students will engage in instructional activities that are aligned to their individual needs. During these periods, students may receive pull-out English as a second language (ESL) services, special education services, tiered interventions, and/or enrichment activities. We also offer afterschool tutorials and Saturday school to students who need additional support. Numerous studies indicate that additional time for targeted learning and small group or personalized tutoring are effective strategies to improve student learning outcomes, specifically to address learning loss and students who are struggling.[45]
- Robust Support for Instructional Staff: We prioritize staff development and professional growth through numerous pathways, including full days of professional learning, weekly professional development sessions on early release Wednesdays, instructional coaching, and external professional development opportunities described above and further detailed in the Professional Development section. Additionally, we have designed our model of supporting instructional staff based on what research indicates are the elements of effective professional development. For example, we incorporate modeling, coaching, collaboration, and job-embedded supports, and we provide opportunities for feedback and reflection.[46] We have also continued to develop our instructional coaching model, as research indicates that when instructional staff are supported through instructional coaching, student growth data and job satisfaction are positively impacted.[47]
- Parental Involvement: To realize our mission, we will actively engage parents and community members in the life of our school. Numerous research studies indicate that family engagement positively impacts students across multiple domains, including improved academic achievement, reduced disciplinary incidents, and improved relationships among teachers and students.[48] Researchers Anne Henderson and Karen Mapp assert that "When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more."[49] This assertion was driven by the review and synthesis of the findings of roughly 50 studies about parent engagement that were published between 1995 and 2002, which found that programs support families with their children's learning at home are linked to higher student achievement. As such, we have designed multiple avenues through which to engage parents in the school; they are described in detail in the Parent and Community Engagement and Support section.
- STEM: Our STEM focus is grounded in the urgent need to provide additional access and opportunities for students to engage in STEM subject areas and pursue STEM postsecondary studies and careers. We emphasize STEM subjects in our academic program because we believe and because research demonstrates[50] that emphasizing these subjects will support students in developing critical thinking and problem-solving skills and will prepare them to enter high-demand STEM careers after college. According to a 2021 National Science Foundation report, high school achievement and coursework in STEM subjects

[44] https://files.eric.ed.gov/fulltext/ED526858.pdf
[45] https://ies.ed.gov/ncee/edlabs/regions/west/Blogs/Details/34
[46] https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_BRIEF.pdf
[47] https://assets-global.website-files.com/61e9ed8efb92178d73cbfbf5/640930f484b6bf3e2070b101_Frazier-Dissertation-Final-4-17-18.pdf
[48] https://youth.gov/youth-topics/impact-family-engagement
[49] A. Henderson and K. Mapp. (2002). A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Austin, TX: Southwest Educational Development Laboratory.
[50] https://files.eric.ed.gov/fulltext/EJ1313488.pdf

promote STEM-related courses of study in college and STEM career choices.[51] We have designed our program to be anchored in real-world applications in alignment with research-based practices suggested by the National Science Foundation.[52] For example, at our school, students will have ample opportunities to apply their STEM learning through an integrated STEM curriculum such as Project Lead the Way and dedicated project-based learning weeks projects and science fairs. We also plan to have many STEM-focused extracurricular activities that will also serve to further reinforce and extend STEM skills and concepts learned during the school day. A recent report by Vanderbilt University and Tennessee STEM Innovation Network found numerous positive impacts of STEM-designated schools, including benefits for students' and teachers' development of STEM competencies.[53]

e. Describe the curriculum and basic learning environment (e.g., classroom-based, independent study), including class size and structure for all divisions (elementary, middle, high school) to be served, and explain any differences among the divisions.

Curriculum: As described in detail above, one of the key features of our academic plan is an enriched curriculum that includes rigorous, standards-aligned curricular programs. As explained above in detail, the curriculum selections will be as follows:

- English Language Arts: EL Education Language Arts (grades 6–8); Into Literature (grades 9–12)
- Math: i-Ready Math and Ready Math (grades 6–8); Reveal Math (grades 9–12)
- Science: HMH Science grades 6–8); Savvas Science (grades 9–12)
- Social Studies: Gallopade (grades 6–8); McGraw Hill (grades 9–12)

Basic Learning Environment: We will educate our students in a classroom-based environment. At capacity, we will serve grades 6–12 and anticipate having an average class size of approximately 25, with each grade level consisting of 3–4 sections.

f. Explain why the instructional methods and proposed curriculum are well-suited for the targeted student population. How does the curriculum honor and/or reflect the diverse identities of your students?

As described in detail above, the key features of our academic plan are anchored in research that demonstrates effectiveness with all students, including students who are economically disadvantaged, students who are minorities, students who have disabilities, students who are acquiring English, students who are at risk, and/or students who are gifted. Additionally, as previously explained, curricular program selections are supported with proven positive outcomes for all students. The instructional methods we plan to implement (as detailed above) are also widely regarded as best practices to support all students' learning. For instance, we will employ Teach Like a Champion strategies that are employed in numerous schools across the nation and are regarded as best practices for all learners.

As explained in the Professional Development section, we will provide professional development on culturally responsive teaching practices.

g. Explain how the academic plan aligns with Tennessee's academic standards and how will the school incorporate foundational literacy.

As described above, we will utilize curricular programs in core subject areas that fully align to Tennessee State Standards for grades 6 through 12. Additionally, our assessment program, including our benchmark assessments, which are designed to prepare students for Tennessee state assessments, are also closely aligned to state standards.

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[51] https://ncses.nsf.gov/pubs/nsb20211

[52] https://www.nsf.gov/edu/Materials/STEM%20Education%20for%20the%20Future%20-%202020%20Visioning%20Report.pdf

[53] https://www.tnstemdesignation.org/wp-content/uploads/Reimaging-School-Culture.pdf

h. Provide the foundational literacy skills plan for the proposed school as Attachment A.

Not applicable; we propose to serve students across grades 6 through 12.

i. If your academic plan includes blended learning, describe (x) which blended learning model the proposed school will use (i.e., online content in various lessons only, a single course, or an entire curriculum), (y) the role of teachers within the blended learning environment, and (z) how this approach will drive academic gains and close the achievement gap with the targeted population of students, using the latest data analyses and research.

x) As a school with key features that include technology integration and STEM focus, we will utilize online activities across our core curriculum and electives to support student learning and achievement. y) Teachers deliver in-person instruction on a daily basis, and they also use Google Classroom and Clever as learning management systems (LMS) to provide access to learning applications and post assignments that support student learning. Because our school will be a participating member of the Verizon Innovative Schools Program, we are able to provide every student with a long-term evolution (LTE) enabled device. Additionally, each school has an assigned digital learning coach who supports teachers with authentic technology use within the curriculum. z) The school will use a blended approach to drive academic gains and close the achievement gap by using evidenced-based programs that are personalized to students' needs. For example, during both core instruction and enrichment periods, students may complete work in Progress Learning software, which syncs to NWEA MAP and is personalized to students' specific levels of achievement and progress. Students will also complete personalized online work in iReady MyPath, NoRedInk, and IXL to promote individual student growth. Teachers and students will also have access to other resources to promote academic achievement, including STEMscopes, digital textbooks, Accelerated Reader, online advanced placement courses, and online dual enrollment coursework.

j. For sponsors of existing schools only: describe any key academic plan features for the proposed school that will differ from the existing school's original application, the rationale for implementing these different features and any new resources they would require. If no key academic plan features will differ, please respond with N/A to this section.

Not applicable; no key academic plan features will differ from our original schools.

1.4 Academic Performance Standards

a. Describe the proposed school's annual and long-term academic achievement goals.

We have created achievement goals that support our mission and vision and also align to the key features of our academic plan. We have also established operational, governance, and financial goals to ensure the overall sustainability and viability of our school. Our long-term academic goal is articulated below, and our annual goals are outlined on the table that follows.

Long-term Academic Achievement Goal: By 2028 and in all subsequent years, Nashville School of Excellence will meet or exceed Tennessee state average TNReady achievement levels.

The annual goals outlined in the table below include multiple growth targets, which will align our school goals to the needs and achievement levels of the community we will serve and make them responsive and relevant to the students we will educate. As detailed below, our goals have been set based on an analysis of current trends in Nashville and performance within schools in the Nolensville Road area of the city. However, upon officially enrolling students, we will re-examine our goals to determine whether they need to be revised to be more specific to the student population, the procedure for which is outlined in this section of the application.

Goal	Method of Measurement	Frequency	Measurable Student Outcomes
Academic Achievement and Growth			
Math, ELA, Science, Social Studies Achievement & Growth	TNReady	1 time per year	NSE will exceed Metro Nashville Public Schools' TNReady average achievement level in each grade level and subject area.
	TVAAS	1 time per year	All reporting categories (grades/subjects) will show significant growth, with a combined TVAAS score of a 3 or higher each academic year. This will be an annual goal for the school.
	NWEA MAP	3 times per year	50% of students in all grade levels will score in the 50th percentile or better on the MAP reading assessment, including special populations of students (e.g., students with disabilities, students who are English language learners).
Charter School Performance Framework	Charter School Performance Rating System[54]	1 time per year	NSE will score at least 3 (meets standard) on the Charter School Performance Framework for Academic Performance.
EL Programmatic Goals			
WIDA Performance Goal	WIDA test	1 time per year	At least 50% of students who are English learners will meet or exceed their individual WIDA goals.
Academic Performance	NWEA MAP[55]	3 times per year	60% of EL students will meet their growth targets.
EL Program Exit	Percentage of students exiting EL programmatic services	1 time per year	At least 65% will exit the EL program or move to tailored services.
STEM Programmatic Goals			
Campus STEM Festival/Science Fair	Student participation rates	1 time per year	NSE will host a STEM Festival in which students present their projects. While participation in the Science Fair is voluntary for students, they do

[54] https://tn.gov/content/dam/tn/tn-public-charter-school-commission/documents/commission-schools/lead-neely%27s-bend/20230412_Exhibit%202%20Current%20Approved%20Performance%20Frameworks_FINAL.pdf

[55] Or other nationally normed, validated diagnostic assessment

Goal	Method of Measurement	Frequency	Measurable Student Outcomes
			receive a credit toward their subject grade. It is the goal of NSE that at least 50% of its students in grades 6–10 will participate in 2025–2026 and participation rates will increase by 10% each year thereafter. Due to their heavier academic load and post-secondary entrance examinations, students in grades 11 or 12 typically do not participate.
STEM-Related Academic Competitions (Science Olympiad, Robotics, Coding)	Student participation rates	Throughout academic year	NSE will facilitate opportunities for its students to participate in STEM-related Academic Competitions including a Science Olympiad, Robotics, and Coding. NSE has a goal of at least 10% of its students participating in an Academic Competition in 2025–2026 and will increase the participation rate each year with the goal of having at least a 25% participation rate by Year 3.
STEM-Related Clubs	Student participation rates	Throughout academic year	NSE will provide opportunities for students to participate in STEM-related clubs. NSE has a goal of at least 10% of its students participating in a club in 2025–2026 and will increase the participation rate each year with the goal of having at least a 25% participation rate by Year 3.
STEM-Related Elective Course	Student participation rates; quarterly benchmark assessments.	Throughout academic year	100% of NSE's students will take a STEM-related course (e.g., Computer Literacy, Computer Science, Coding) and 100% will achieve a passing grade in the course (>70% mastery of content and skills, as measured by quarterly assessments).
Apple or Google Certification	Certification assessments	Throughout academic year	>90% of NSE teachers and administrators will achieve either Apple or Google certification by the end of the 2025–2026 academic year.
High School Graduation and College Readiness			
Ready Graduate	Early Post-Secondary Opportunities (EPSO), ACT, Armed Services Vocational Aptitude Battery (ASVAB)	1 time per year	The TN Department of Education has developed the following criteria for Ready Graduates: • Earn a composite score of 21 or higher on the ACT (or 1060 or higher on the SAT); or • Complete four Early Postsecondary Opportunities (EPSOs); or • Complete two EPSOs + earn an industry credential; or

Goal	Method of Measurement	Frequency	Measurable Student Outcomes
			• Complete two EPSOs + earn a score of 31 on military readiness on the Armed Services Vocational Aptitude Battery (ASVAB) Armed Forces Qualifying Test (AFQT) Using the criteria above, NSE has set a baseline target of at least 55% of its graduates being Ready Graduates in 2028–2029 with the goal of increasing the percentage of students who are Ready Graduates by 5% each year thereafter (with a cap of 75%).
AP and College Courses	Enrollment Numbers	1 time per year	40% of students will be enrolled in at least one AP or dual enrollment course starting in 2028–2029.
AP Exams	AP Test	1 time per year	The percentage of students passing an AP exam with a score of 3 or above will increase by 5% each year starting in 2026–2027.
College Admissions	ACT	1 time per year	40% of students will score at least a 21 on the ACT starting in 2028–2029.
HS Graduation	Student Information System (SIS)	1 time per year	At least 95% of MSE seniors will graduate each year starting in 2028–2029.
Postsecondary Matriculation	SIS/College Tracker	1 time per year	80% of graduating students will matriculate to a post-secondary institution starting in 2028–2029. With the baseline goal in 2028–2029 of at least 55% of its seniors graduating as Ready Graduates (as defined by the criteria developed by the TN Department of Education as noted above), NSE recognizes that some of its graduates entering higher education may need additional support after matriculation into a postsecondary institution. Based on its track record of its graduates matriculating into and persisting through postsecondary institutions, NSE is confident that it will continue its success of sending more than 90% of its graduates to postsecondary opportunities. Further, NSE will continue to increase the percentage of its graduates who are Ready Graduates each year.

Goal	Method of Measurement	Frequency	Measurable Student Outcomes
School Climate			
Attendance	SIS	1 time per year	NSE will maintain an average student attendance rate of 96% or better.
Chronic Absenteeism	SIS	1 time per year	Fewer than 20% of students will be absent for 10% or more of their enrolled days instruction.
Suspensions	SIS	1 time per year	Middle School: <3%; High School: <10%
Expulsions	SIS	1 time per year	Middle School: 0%; High School: <1%
Student Retention	SIS	1 time per year	>90%
Staff Retention	HR Files	1 time per year	>90%
Restorative Practices	Staff training participation	1 time per year	100% of staff members will have been trained on restorative practices
Family Partnerships	Home visits	1 time per year	80% of parents will receive home visits virtually or in-person
Financial Goals			
Financials	Budget	Monthly	NSE will demonstrate fiscal sustainability and stability through efficient use and monitoring of resources and develop and maintain balanced budgets each year.
Audit	Third Party Audit	1 time per year	NSE will ensure that an annual audit is conducted by an independent certified public accountant and contains no material findings.

b. Describe how the annual and long-term academic goals align with the department and authorizer's model performance framework.

Metro Nashville Public Schools indicates that they use the TDOE performance framework[56], however, the publicly available framework from the TDOE has not been updated since 2018 and does not align to current state accountability metrics. Therefore, we have aligned our goal to the Tennessee Public Charter School Commission's framework,[57] which mirrors the TDOE framework. This framework includes three sections: academic goals, financial goals, and organizational goals. Within the academic goals section of the model performance framework, there are four key areas: student outcomes, mission-specific goals, comparative performance, and overall TVAAS composite index. As noted above, our long-term goal is that the Nashville School of Excellence will meet or exceed the Tennessee state average TNReady achievement levels by the conclusion of the first charter term. This is directly aligned to the student outcome category in the model performance framework. Our annual achievement goals, outlined in the table above, align to each of the four academic categories in the model performance framework. For example, we include student outcomes related to state assessments, high school graduation, and college readiness. We provide mission-specific goals related to STEM programming. Finally, we provide comparative performance related to state performance and district (Metro Nashville Public Schools) on state assessments and TVAAS performance. In addition to academic performance goals, we have also included financial goals (aligned to the financial section of the TDOE framework) and school climate goals (aligned to the organizational section of the TDOE framework).

c. Describe the process for setting, monitoring, and revising academic achievement goals.

In developing academic achievement and growth goals for its students, NSE analyzed achievement results of schools in the targeted area where the school will open in Nashville, evaluated historical results from the schools we currently operate, and considered the level of achievement and growth that will be critical for NSE to fulfill its mission of preparing its students for postsecondary and career opportunities. Each of the academic achievement and growth goals will be applicable for each academic year and align with our mission and high expectations for our students every year. NSE believes that its internal assessments (as well as assessments from TNReady, NWEA MAP, WIDA, ACT, AP courses, and STEM courses and competitions) are all important indicators of how well-prepared students are for postsecondary and career opportunities. We have carefully developed metrics associated with these assessments (as well as other goals and metrics around school climate and student behavior, finances, and operations) to ensure students' success.

Our network maintains a thorough academic data dashboard that allows network leadership, school leadership, and the Board to monitor our progress toward meeting our established goals. School leaders regularly refer to the dashboard during leadership team meetings, and network leaders use the dashboard to make decisions about how to support each school. Additionally, during Board meetings, the Executive Director utilizes the dashboard to present updates on academic progress so that directors are informed about the school's progress toward meeting goals and have the opportunity to ask questions and engage in related discussion. If these processes reveal that goals require revision, the Executive Director will develop and present modified goals to the Board for approval. Prior to revision, the Board will be provided evidence to support the need to modify goals and will be given a plan for the achievement of the revised goals upon Board approval to modify.

d. How do these goals align with academic achievement goals within the authorizer/state model performance framework and the proposed community you plan to serve?

As noted above, there are four key areas of academic performance goals within the Commission's performance framework; our annual goals are aligned to each of these key areas. Furthermore, each of these key areas contain sub-categories of goals to which our academic goals also align. The table below demonstrates the alignment between the Commission's performance framework subcategories and our annual goals.

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[56] https://cdnsm5-ss13.sharpschool.com/UserFiles/Servers/Server_32970243/File/Learn/Academics/Charter%20Schools/SY%2023-24%20Authorization%20Handbook%20Final%20Version%2008.28.2023.pdf

[57] https://www.tn.gov/content/dam/tn/tn-public-charter-school-commission/documents/commission-schools/lead-neely%27s-bend/20230412_Exhibit%202%20Current%20Approved%20Performance%20Frameworks_FINAL.pdf

Key Area	Subcategory	Alignment to NSE Annual Goals
Student Outcomes	Absolute Achievement	• NSE will exceed Metro Nashville Public Schools' TNReady average achievement level in each grade level and subject area. • 50% of students in all grade levels score in the 50th percentile or better on the MAP reading assessment, including special populations of students (e.g., students with disabilities, students who are English language learners).
	Growth	• All reporting categories (grades/subjects) will show significant growth with a combined TVAAS score of a 3 or higher each academic year. This will be an annual goal for the school.
	Chronic Absenteeism	• NSE will maintain an average student attendance rate of 96% or better.
	English Language Proficiency Assessment	• At least 50% of students who are English language learners will meet or exceed their individual WIDA goals. • 60% of EL students will meet their growth targets. • At least 65% will exit the ESL program or move to tailored services.
Mission-Specific Goal	Each school authorized by the Commission will define a mission-specific goal within their charter agreement to be evaluated within the School Performance Framework.	• NSE will host a STEM Festival/Science Fair in which students develop and present their science projects. While participation in the Science Fair is voluntary for students, they do receive a credit toward their subject grade. It is the goal of NSE that at least 50% of its students in grades 6–10 will participate in 2025–2026 and participation rates will increase by 10% each year thereafter. Due to their heavier academic load and post-secondary entrance examinations, students in grades 11 or 12 typically do not participate.
		• NSE will facilitate opportunities for its students to participate in STEM-related Academic Competitions including a Science Olympiad, Robotics, and Coding. NSE has a goal of at least 10% of its students participating in an Academic Competition in 2025–2026 and will increase the participation rate each year with the goal of having at least a 25% participation rate by Year 3.
		• NSE will provide opportunities for students to participate in STEM-related clubs. NSE has a goal of at least 10% of its students participating in the club in 2025–2026 and will increase the participation rate each year with the goal of having at least a 25% participation rate by Year 3.

Key Area	Subcategory	Alignment to NSE Annual Goals
		• 100% of NSE's students will take a STEM-related course (i.e., Computer Literacy, Computer Science, Coding) and 100% will achieve a passing grade in the course (>70% mastery of content and skills as measured by quarterly assessments).
		• >90% of NSE teachers and administrators will achieve either Apple or Google certification by the end of the 2025–2026 academic year.
Comparative Performance	The TDOE model performance framework contains comparative goals for each core academic subject area and subgroup.	• NSE will exceed Metro Nashville Public Schools' TNReady average achievement level in each grade level and subject area.
TVAAS	To meet the standard in the TDOE model performance framework, the school must earn a TVAAS composite score of at least 3.	• All reporting categories (grades/subjects) will show significant growth, with a combined TVAAS score of a 3 or higher each academic year. This will be an annual goal for the school.

e. Describe corrective action plans if the school falls below state, district and/or its own academic achievement goals.

Underperformance at the schoolwide level: If a school underperforms academically as a whole, we will have already flagged the school as being at-risk for underperformance prior to the end of the school year based on the monitoring and evaluation of benchmark scores, NWEA MAP results, teacher observation scores, and/or attendance rates throughout the year. Upon being flagged for underperformance, network-level leadership will engage in a root cause analysis and needs assessment to pinpoint the specific areas and reasons for underperformance, as well as remedies. Since the Principal is responsible for and held accountable to the academic success of the school, the Executive Director, in collaboration with the Principal, will create a specific growth plan to remedy underperformance, which will include the following steps and actions:

- Design a Growth Plan - the design of the growth plan will include the following:
  - Outline of specific and measurable actions, expectations, and desired outcomes
  - Detailed resources to be allocated as supports for growth (e.g., coaching, targeted professional development, assignment of a mentor)
  - Included detailed timeline for progress monitoring
  - Formal approval from the Executive Director
- Implement the Growth Plan - the implementation of the growth plan will entail the following:
  - Close monitoring of the implementation of the plan as well as progress made toward it by the Executive Director
  - Utilizing data, such as the multiple sources of data listed above in response to how we will measure and monitor the academic performance of our schools and in the performance goals chart, as relevant to the plan to make determinations about if sufficient progress has been made, as well as if adjustments to programming, staffing, or student supports is needed

- Adherence to the plan's timeline for implementation, monitoring, and progress made

- Evaluate Employment Status – the evaluation of employment status will encompass the following:
  - Consider employment status if monitoring reveals insufficient progress has been made in accordance with the determined timeline
  - Terminate employment only after exhausting every avenue and effort to remedy unsatisfactory performance

Underperformance at the classroom level. Since we administer benchmark assessments every six weeks; frequently conduct classroom observations with the results analyzed and uploaded to a network-wide database; and engage in regular conversations at the school and network level about instructional trends, strengths, and needs; we will have already flagged a classroom in danger of not meeting student academic achievement expectations or goals prior to the end of the school year. Classroom teachers are responsible for and held accountable to the academic success of their students. As such, if a classroom teacher is identified as being at risk of not meeting academic expectations, the Principal, with support from the Executive Director, will create a specific improvement plan to remedy underperformance, which will include the following steps and actions:

- Create an Improvement Plan - the creation of an improvement plan will entail the following:
  - Outline of specific and measurable actions, expectations, and desired outcomes
  - Detailed resources to be allocated as supports for growth (e.g., more frequent coaching, targeted professional development)
  - Inclusion of a detailed timeline for progress monitoring
  - Formal approval from the Principal
- Implement the Improvement Plan - the implementation of the implementation plan will involve the following:
  - Close monitoring by the Dean of Academics of the implementation of the plan as well as progress made toward it
  - Utilize data, such as the multiple sources of data listed above and in the performance goals chart, as relevant to the plan to make determinations about whether sufficient progress has been made, as well as if adjustments to programming, staffing, or student supports is needed
  - Adhere to the plan's timeline for implementation, monitoring, and progress made
- Evaluate Employment Status – the evaluation of employment status will encompass the following:
  - Consider employment status if monitoring reveals insufficient progress has been made in accordance with the determined timeline
  - Terminate employment only after exhausting every avenue and effort to remedy the unsatisfactory performance

Underperformance at the individual student level. As indicated above, we will closely monitor individual student indicators of, and progress toward, meeting academic expectations and goals throughout the school year. If at any time benchmark results, NWEA MAP scores, and/or attendance rates, as well as other sources of academic data, indicate that a student is underperforming and at risk or struggling to achieve positive academic outcomes, we will immediately do the following:

- Assign Individualized Tutoring: As indicated above, students are assessed through benchmark tests every six weeks in contents and standards that are tested by State-mandated assessments. After each benchmark administration, students' scores are analyzed; students whose benchmark results indicate that they require more support are assigned to tutoring. Based on individual students' needs, students are either tutored during the school day during pull-out sessions that typically occur during electives, after school, or on the weekend during Saturday tutoring, which occurs mid-January through mid-April.
- Refer to Response to Instruction and Intervention (RTI^2): We implement a robust RTI^2 program to provide effective, individualized support to students who are identified as struggling and/or at risk of underperforming. More

specifically, in the event that Tier 1 instruction and/or individualized tutoring is not meeting the needs of some students, the students are referred to the Student Support Team (SST). The SST then convenes, analyzes multiple sources of data, examines the effectiveness of and progress made through, previously applied supports and interventions, and prescribes appropriate Tier 2 interventions. The SST monitors the implementation and effectiveness of Tier 2 interventions; if adequate progress is not made, students will receive Tier 3 supports, which are also closely progress-monitored.

- Evaluate for Specialized Services: In the event that RTI^2 interventions and supports do not result in sufficient academic progress and/or at the request of students' parents or guardians, students are referred for testing to determine if they qualify for specialized services. If evaluation results indicate a need for specialized services, the Special Education Coordinator will work closely with school special education staff to create and implement Individualized Educational Plans (IEPs) to ensure that students receive all necessary and mandated supports and services.

f. Describe the proposed school's approach to helping remediate students' academic underperformance and learning loss, including plans for Response to Instruction and Intervention (RTI^2) that aligns with Tennessee guidelines.

At each of our schools, we use data to ensure that instruction will be tailored to students' specific needs across all classrooms. Further, as outlined in the School Calendar and Schedule section, students will attend daily 45-minute enrichment periods in ELA, math, and science (for a total of 90 minutes per day in each of these three subject areas). During these enrichment periods, students will engage in instructional activities that are aligned to their individual needs. For example, during these periods, students may special education services, tiered interventions, and/or enrichment activities. We have integrated these enrichment periods for ELA, math, and science into our daily schedule to ensure that we protect time for all students to receive the supports that they need without taking away from other periods in the day.

To further help remediate students' academic underperformance and learning loss, as indicated above, students whose benchmark results indicate that they require more support are assigned to tutoring. Based on individual students' needs, students are either tutored during the school day during pull-out sessions that typically occur during electives, after school, or on the weekend during Saturday tutoring, which occurs mid-January through mid-April.

We will also implement intervention processes for students who continue to struggle. These processes are outlined below.

Identification: To promptly and accurately identify students who are at risk, we will implement Tennessee's Response to Instruction and Intervention (RTI^2) Framework.[58] Accordingly, we will employ the following for our students in grades 6–8:

- Universal Screener: We administer a universal screener, Measures of Academic Progress (MAP) in reading and math, to all students at the beginning of the school and subsequently administer it in the winter and spring. In compliance with Tenn. Code Ann. § 49-1-229, our school will screen for characteristics of dyslexia following the guidelines provided in the TDOE Dyslexia Resource Guide.[59] In accordance with this guide, the school will the Minimum Decision-Making Crosswalk for NWEA MAP in grades 6—8 and the Minimum URS Matrix for Early Warning System in grades 9-12.
- Data Analysis: The assessment results are analyzed; students who score in the 10th percentile or below will be flagged and further screened using another nationally normed assessment, easyCBM, to verify the MAP results. If easyCBM results are not in alignment with the MAP results, then additional data is collected to reconcile the discrepancy. If the results align, an intervention plan is created and implemented for the student. In addition, teachers meet in grade level teams weekly, during which time they discuss students of academic and behavioral concern, analyzing quantitative (e.g., assessment results) and qualitative (e.g., teacher observation) data. Based on these meetings, additional students may be identified for tiered intervention supports.

[58] https://www.tn.gov/content/dam/tn/education/special-education/rti/Updated_RTI2_Manual.pdf
[59] https://www.tn.gov/content/dam/tn/education/special-education/dys/dyslexia_resource_guide.pdf

- Data-Based Decisions: If the results of discussion and data analysis find that student is need of intervention, the student is referred to the Data Team, consisting of the Dean of Academics, Instructional Coach, and intervention teachers. The Data Team convenes, along with the referring teacher(s), and creates an intervention plan that is implemented and progress monitored with fidelity. The Data Team meets once a month to analyze progress monitoring data, using the results to make adjustments to the student's intervention plan as needed, which may include increasing the level of supports, referring the student for evaluation of specialized services, or exiting the student from Tier 2 or Tier 3 intervention supports.
- Prescribe Interventions: We will prescribe tiered supports to students in need of intervention. These supports are described in detail below.

For our students in grades 9–12, we will implement a comprehensive Early Warning System as defined in Tennessee's RTI^2 Framework, which will inform our identification processes.

- Universal Screeners: We administer a universal screener, Measures of Academic Progress (MAP) in reading and math, to all students at the beginning of the school and subsequently administer it in the winter and spring. In compliance with Tenn. Code Ann. § 49-1-229, our school will screen for characteristics of dyslexia following the guidelines provided in the TDOE Dyslexia Resource Guide.[60] In accordance with this guide, the school will the Minimum Decision-Making Crosswalk for NWEA MAP in grades 6—8 and the Minimum URS Matrix for Early Warning System in grades 9-12.
- Early Warning System (EWS) Processes: We utilize the EWS process, which includes the collection of multiple sources of data (described below). In alignment with guidance outlined in the TDOE's RTI^2 Manual, the EWS will include an attendance indicator, a behavioral indicator, and academic competency indicator. We use PowerSchool as our Student Information System. PowerSchool also offers an EWS as part of its platform, allowing student information and data to be collected, housed, and analyzed. Students who pass certain thresholds are identified for further data review and potential identification of being at-risk.
- Data Analysis: The assessment results are analyzed; students who score in the 10th percentile or below are flagged and further screened using another nationally normed assessment, easyCBM, to verify the MAP results. If easyCBM results are not in alignment with the MAP results, then additional data is collected to reconcile the discrepancy. If the results align, an intervention plan is created and implemented for the student. In addition, teachers meet in grade level teams weekly, during which time they discuss students of academic and behavioral concern, analyzing quantitative (e.g., assessment results, attendance data, grades) and qualitative (e.g., teacher observation) data. Based on these meetings, additional students may be identified for tiered intervention supports.
- Data-Based Decisions: If the results of discussion and data analysis find that student is need of intervention, the student is referred to the Data Team, consisting of the Dean of Academics, Instructional Coach, and intervention teachers. The Data Team convenes, along with the referring teacher(s), and creates an intervention plan that is implemented, and progress monitored with fidelity. The Data Team meets once a month to analyze progress monitoring data, using the results to make adjustments to the student's intervention plan as needed, which may include increasing the level of supports, referring the student for evaluation of specialized services, or exiting the student from Tier 2 or Tier 3 intervention supports.
- Prescribe Interventions: We will prescribe tiered supports to students in need of intervention. These supports are described in detail below.

Programs, Strategies, and Supports: We will employ a wide range of programs, strategies, and supports as part of our tiered intervention approach:

- Middle School Level (grades 6–8): We will implement double blocks of ELA and math every day at the middle school. During the first half of the block (45 minutes), teachers deliver Tier 1 instruction to all students as outlined in their respective curricula. Twice a week, the second half of the block is used to provide differentiated instruction and support to students based on their individual needs. Accordingly, students will receive 45 minutes of enrichment, reinforcement, remediation, and/or intervention in the general education classroom during this time.

[60] https://www.tn.gov/content/dam/tn/education/special-education/dys/dyslexia_resource_guide.pdf

Teachers will utilize a blend of individual and small-group instruction, as well as adaptive computer programs (described above) to provide needed supports to students. The other three days of the week, students who have been prescribed Tier 2 and Tier 3 supports will be pulled out during the second half of ELA and math blocks to receive supports according to their intervention plans while the remaining students will again receive enrichment, remediation, reinforcement, and/or intervention as previously explained.

- High School Level (grades 9–12): Students in grade 9 have the same double ELA and math blocks as middle school students, which are implemented in the same manner as described above, with students in need of Tier 2 or Tier 3 intervention being pulled three times a week during the second half of ELA and/or math blocks. Students in grades 10–12 are not scheduled for double blocks but receive high-quality Tier 1 Core Instruction across their classes. If students in grades 10–12 require Tier 2 or Tier 3 intervention, they are scheduled for pull-out services accordingly.
- Adaptative Computer Programs: We utilize the following computer adaptive programs during the support systems and structures described above to provide students with individualized instruction and support, as well as monitor their progress:
- I-Ready:[61] Accessed across grades 6–8, as well as at the high school level for students below grade level, this adaptive program and progress monitoring tool is mostly utilized to support math, but teachers and students also engage with it for ELA intervention.
- MAP Skills:[62] Used across grade levels, this program serves as a progress monitoring tool between MAP administrations, allowing teachers to pinpoint areas of need and growth for students as well as monitor the effectiveness of interventions.
- Newsela:[63] Utilized at the middle and high school levels, this program enables students to access the same content via news articles and media but have it differentiated according to student's individual levels. Thus, while the accessed media are articulating the same point, the words and images used to convey it are leveled.
- Accelerated Math:[64] Employed at the high school level, this adaptive intervention program provides math support and allows teachers to progress monitor students.
- IXL:[65] Accessed at the high school level, this program provides personalized math instruction and intervention to struggling students, as well as monitors progress.
- Progress Learning[66] Used across grades 6–12, this provides personalized TNReady, MAP, and ACT practice for students across all subject areas.

As noted above, in the event that RTI[2] interventions and supports do not result in sufficient academic progress and/or at the request of students' parents or guardians, students are referred for testing to determine if they qualify for specialized services.

g. Describe goals for student attendance and explain how the proposed school will ensure high rates of student attendance. Include plans for identifying and addressing chronic absenteeism.

As noted above, our goal for attendance is the school will maintain an average student attendance rate of 96% or better. Students cannot learn if they do not attend school. As such, network-level leadership vigorously monitors the attendance rates at each school in the network. Attendance is checked on a daily basis; staff also call the homes of absent students every day. If students are chronically absent or otherwise flagged for excessive absences, the Principal and/or counselor meets with the student's parents to determine the root cause of the absences. Once identified, support plans are collaboratively created and implemented to ensure that students attend school. At the network level,

[61] https://www.curriculumassociates.com/products/i-ready
[62] https://www.nwea.org/map-skills/
[63] https://newsela.com/
[64] https://www.renaissance.com/resources/product-brochures/accelerated-math/
[65] https://www.ixl.com/
[66] https://progresslearning.com/our-products/high-school/

attendance data is housed in PowerSchool and our database is examined weekly. If attendance rates are a cause for concern, student attendance data is disaggregated at the subpopulation, cohort, and individual student levels to identify and respond to trends. Network-level leaders work closely with school-level leaders to monitor attendance rates as a means to monitor academic progress throughout the school year.

h. Explain how students will matriculate through the proposed school (i.e., promotion/retention policies).

Assessment of the student in the context of the total learning situation and its attendant circumstances should be used to determine what is best for the student. Factors to be considered in deciding what is best for the student should include:

1. current skill level;
2. the student's age;
3. achievement potential;
4. previous performance;
5. evaluative data;
6. chances for success with more difficult material when current skills are inadequate;
7. number of absences;
8. previous retention;
9. maturity level;
10. standardized test results;
11. what benefits can be accomplished by retention.

Promotion: Promotion shall be based on skill mastery and shall be considered on the basis of what is best for the student in terms of school success.

Retention: Retention is used to help students improve their knowledge base by providing an additional year of instruction to address inadequate mastery of skills. Retention will be considered on an individual basis and is based on meeting state requirements. Deficiencies in several of the factors to be considered in deciding what is best for the student that are listed above indicate that retention shall be considered. Retention, however, should not be used as a punitive measure or as a way to hold a student back because of parental wishes when a student's performance does not warrant it or when the school feels retention is inappropriate.

Special consideration for promotion and/or retention shall be given to students with special academic, social, and emotional needs.

Parents will be notified of possible by retention by February 1. In extenuating circumstances, notification may occur after February 1 (including date of enrollment or additional information acquired after results of local assessment/monitoring).

Retention will be decided by a committee, including the classroom teacher(s), the Principal or designee and at least one other administrator. Students who are retained may be promoted if they participate in an MSE-approved intensive, evidence-based summer school program, where available. Nashville School of Excellence may or may not provide such programs depending on the academic year and the funds available to us to offer such opportunities.

English Language Learners (ELLs): ELL students shall meet the same standards as all students. However, in accordance with federal law, English language proficiency shall not be the sole factor in determining that a student has not met performance standards for promotion. Intervention strategies shall include, where appropriate, assistance in the development of English language proficiency.

Students with Disabilities: To the maximum extent appropriate, students with disabilities shall be governed by the standards established for students without disabilities. Students with disabilities who meet the requirements established by the Tennessee Board of Education shall earn regular diplomas. All enrichment, interventions/remediation,

opportunities, benefits, and resources made available to students without disabilities shall be made available to students with disabilities. Students with disabilities may be exempt from promotion/retention standards if an Individualized Education Program (IEP) team determines that the student does not have the ability to successfully meet general curricular standards. Students with disabilities are not subject to promotion/retention standards if, due to the nature and severity of their disability, they have an IEP allowing them to take an alternative form of state assessment.

Grades 6–8 – Promotion should be based on attainment of a grade of 60 or above in two or more core classes. Students must pass ELA or Math with a 60 or above to be eligible for promotion. If a student fails ELA and math, they must attend an MSE-approved summer school.

Grades 9–12 – Grade classification in grades 9–12 is based on credit attainment in accordance with applicable District policy.

i. Provide the proposed school's exit standards for students, including graduation requirements. These should clearly set forth what students in the last grade served will know and be able to do.

We will implement the graduation requirements outlined in State Board policy 2.103.[67] Students will be required to earn 22 credits across the areas of mathematics, English, science, social studies, physical education, wellness, personal finance, foreign language, fine arts, and electives. Additionally, students will take state end-of-course exams, complete the ACT or SAT prior to graduation, and have satisfactory records of attendance and discipline. We do not plan to implement requirements that exceed those of the state.

The information below outlines the expectations for what students in the last grade served will know and be able to do in the core academic subjects.

English Language Arts	
Language	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing • Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening • Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts and consulting general and specialized reference materials, as appropriate • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings • Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the postsecondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression
Reading	• Make inferences in increasingly complex text and logically explain their thinking behind the inferences • Determine central ideas of texts, unpack the development of the ideas, and summarize key aspects of a text to show the relationship between the details and the central ideas

[67] https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/2023-sbe-meetings/february-10%2C-2023-sbe-meeting/2-10-23%20IV%20C%20High%20School%20Policy%202.103%20Clean.pdf

	• Analyze how and why ideas, events, and characters develop and interact over the course of a single text • Interpret the explicit and subtle uses of language to shape meaning • Analyze how form and structure contribute to meaning-making • Assess how point of view, perspective, and purpose impact the development of a text • Integrate and evaluate content in diverse media formats and analyze the impact on a text • Evaluate arguments and trace key points • Analyze ideas across texts and time • Build knowledge from content-rich nonfiction and • Consider alternate and opposing interpretations of text.
Speaking and Listening	• Participate in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively • Present information/ideas formally and informally in such a way that others can follow a line of reasoning • Effectively integrate information from appropriate diverse formats • Evaluate a speaker's point of view • Make strategic use of digital media
Writing	• Recognize and write in various modes, for different purposes, including to support and sustain an opinion or argument, to inform, and to express and reflect • Understand the relationship among writing task, purpose, and audience • Understand writing occurs through a process, and utilize a process that includes planning, revising, editing, and rewriting • Use technology to communicate effectively and to produce and publish writing • Understand writing can be used to answer questions, and participate in short- and long-term research and inquiry projects • Use evidence to support claims and convey ideas in writing • Integrate and synthesize others' ideas into writing and • Write often to develop fluency, confidence, and stamina
Mathematics	
Precalculus	• Represent, interpret, compare, and simplify number expressions • Perform complex number arithmetic and understand the representation on the complex plane • Use complex numbers in polynomial identities and equations • Represent and model with vector quantities • Understand the graphic representation of vectors and vector arithmetic • Perform operations on matrices and use matrices in applications • Understand and use sequences and series • Solve systems of equations and nonlinear inequalities • Describe and use parametric equations • Understand the properties of conic sections and apply them to model real-world phenomena

	• Build new functions from existing functions • Analyze functions using different representations • Extend the domain of trigonometric functions using the unit circle • Model periodic phenomena with trigonometric functions • Use trigonometry to solve problems • Apply trigonometric identities to rewrite expressions and solve equations • Use polar coordinates • Model data using regression equations
Statistics	• Understand, represent, and use univariate data • Understand, represent, and use bivariate data • Understand and apply basic concepts of probability • Use the rules of probability to compare probabilities of compound events in a uniform probability model • Understand and use discrete probability distributions • Understand the normal probability distribution • Know the characteristics of well-defined studies • Design and conduct a statistical experiment to study a problem, then interpret and communicate the outcomes • Make inferences about population parameters based on a random sample from that population • Understand and use confidence intervals • Use distributions to make inferences about a data set
Science	
Chemistry	Matter and its interactions: • Structure and properties of matter • Chemical reactions • Nuclear process • Motion and stability: forces and interactions • Forces and motion • Types of interactions • Stability and instability in physical systems • Energy • Definitions of energy • Conservation of energy and energy transfer • Relationship between energy and forces • Energy in chemical processes and everyday life • Waves and their applications in technologies for information transfer • Wave properties • Electromagnetic radiation
Social Studies	

U.S. Government and Civics	• Explain the fundamental principles of American government, as expressed in the Constitution and other essential documents of American federalism • Analyze the functions of the legislative branch of the federal government • Analyze the functions of the executive branch of the federal government • Analyze the functions of the judicial branch of the federal government • Identify various liberties that are ensured through the Constitution and analyze court cases that have impacted the ways our liberties are protected • Identify state leaders and explain state and local governance in Tennessee through exploration of the various structures and functions of government • Examine the responsibilities and opportunities of a citizen of the U.S.
Economics	• Explore how limited resources restrict the goods and services that people may want and how consumers must choose some things and give up others • Consider systems and means created to meet and manage the issues of scarcity • Understand the role that supply and demand, prices, and profits play in determining production and distribution in a free-market economy • Understand the organization and role of business firms and analyze the various types of market structures in a market economy • Analyze perspectives on the roles of government in a market economy and explore means of financing and influencing the economy. • Understand how various models and instruments describe economic performance. • Understand why individuals, businesses, and governments trade goods and services and how trade affects the economies of the world

k. If an elementary school, how will the school approach ensuring 3rd graders receive proper tutoring, remediation, support, and summer school in alignment with Tenn. Code Ann. § 49- 6-3115.

Not applicable; the proposed school is not an elementary school.

1.5 Assessments

a. Identify the primary internal assessments the proposed school will use to assess individual student and sub-group learning needs and progress throughout the year.

- Benchmark Assessments: To ensure that students are mastering the standards and content taught through our enriched curriculum, we will implement a robust assessment program. In addition to administering all required state standardized assessments, we will administer regular benchmark assessments to gauge student proficiency on pre-established benchmarks of learning at specific points in time. Benchmarks will be formative and summative, allowing teachers to adjust instruction to meet the needs of every student and enabling teachers to discern proficiency rates. More specifically, students are administered benchmark assessments every six weeks in content areas and on standards that are tested on state-mandated assessments. The same benchmark assessments are administered at each school in the Read Foundation network, which allows for comparative analysis across schools and accurate monitoring and evaluation of individual schools. Leadership creates all benchmark assessments to ensure every test aligns with and accurately gauges students' levels of proficiency and progress toward mastery of standards.
- NWEA MAP: We will also measure student growth through administrations of the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) assessment three times a year. NWEA MAP measures students' proficiency in mathematics, science, reading, and language arts, identifying each student's individual proficiency levels, as well as rate of growth. Since NWEA MAP is a nationally normed assessment and all students enrolled in schools across our network will be taking it, we can monitor proficiency levels and rates of growth to measure and evaluate the academic progress of individual schools within our network.
- Ongoing Authentic Assessments: Our authentic assessment system will work to complement the standardized assessments we administer. Performance tasks will be integrated into each subject area's curriculum. Teachers will collect and analyze student work throughout the year, and work samples and teacher observations will be housed in student portfolios, enabling teachers and students to see progressive growth.
- Formative Assessments: To collect assessment data during lessons, formative assessments will be utilized, including strategies such as do nows, digital assessment tools (e.g., Nearpod), teacher circulation, questioning, individual whiteboards, anecdotal records, and exit tickets. Teachers will be expected to regularly implement formative assessments so that they can glean real-time data and make instructional adjustments accordingly.
- Curricular Assessments: As detailed in the Academic Focus and Plan section, we intend to implement high-quality programs as part of our enriched curriculum. These curricular programs include diagnostic assessments such as i-Ready Diagnostic testing, which we will administer to ensure our students are achieving proficiency on state standards, as well as mastering core content.

b. Explain how these internal assessments align with the school's curriculum, performance goals, and state standards.

Our school's curriculum, performance goals, and assessment system are all grounded in state standards. For example, the benchmark assessments created by network staff are aligned to specific state standards and designed to measure students' levels of proficiency on state standards. Similarly, as noted above, we will use ongoing authentic assessments, formative assessments, and curricular assessments to determine students' progress toward meeting the expectations of specific standards within each core subject area.

Our internal assessments are also directly aligned to the school's academic performance goals. As described in detail in the Academic Performance Standards section, we have set specific goals related to academic growth that will be measured by the administration of the NWEA MAP. Additionally, we have set both achievement and growth goals related to students' performance on Tennessee state assessments. Because our benchmark assessments are designed to be aligned to these state assessments (and, in turn, state standards), students' performance on the benchmark performance will help us determine how to best meet students' needs such that we are able to meet our performance goals that will be measured by state assessments.

c. Identify the person(s), position(s), and/or entities that will be responsible for and involved in the building testing coordination.

Content-based instructional coaches create all benchmark assessments to ensure that every test aligns with the standards and accurately gauges students' levels of proficiency and progress toward mastery of standards. As noted above, we have created an electronic test center that enables teachers to have their assessments automatically scored. The center allows teachers to assign standards to every question. The center provides teachers with easy access to disaggregated data by question and standard, as well as by subpopulation, cohort, and individual student level, to inform upcoming instructional plans.

d. Explain how the proposed school will collect and analyze student academic data and use it to inform instruction, professional development, and teacher evaluations.

Ensuring that data drives instructional decisions allow our instructional staff to discern between what our students know and what they need to know, making it possible to reach high academic standards. As described above, we will administer various types of assessments to enable us to precisely measure students' proficiency and progress throughout the course of the school year. In turn, the results of these assessments will be analyzed regularly to enable us to pinpoint student needs, teacher needs, and school needs. For example, after each benchmark assessment administration, teachers analyze students' scores, the results of which inform upcoming instructional plans. In addition, benchmark results determine student groupings for, and the focus of, tutoring. More specifically, students whose benchmark results indicate that they require more support are assigned to tutoring. Based on individual students' needs, students are either tutored during the school day during pull-out sessions, after school, or on the weekend during Saturday tutoring, which occurs every week from mid-January to mid-April. Further, benchmark results are examined during data meetings, during which the instructional coach meets with teachers individually to set instructional goals and determine upcoming benchmark targets.

To support our staff in in analyzing and applying data, we will provide robust professional development and offer follow-up implementation support to ensure that all instructional staff are able to implement data-driven instruction. We have created a virtual test center that allows test results to be disaggregated by question and standard, as well as by subpopulation, cohort, and individual student level to inform upcoming instructional plans. To support teachers in using the center and becoming fluent in data, we will offer robust PD and support around DDI throughout the year. We will also utilize achievement data to identify areas on which teachers need professional development and provide it accordingly. Further, as outlined in the Personnel/Human Capital section, we implement TEAM as our teacher evaluation model, which utilizes student achievement and growth data as key metrics in the overall evaluation score.

e. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve instruction.

School leaders and teachers will receive robust training to ensure instructional staff are prepared to analyze, interpret, and use performance data to improve instruction. As detailed in the Professional Development section, we will provide ongoing professional development to school leaders and teachers in data analysis protocols and best practices for analyzing and applying data. This training starts during our summer professional development sessions for leaders and teachers. Leaders and instructional coaches will be trained by network staff on the types of academic data they will be responsible for analyzing and interpreting throughout the school year, and they will learn the protocols they will use to leverage this data to improve instruction. Similarly, teachers will engage in summer professional development sessions to learn about the academic data they will monitor throughout the year, and they will establish protocols and tracking systems so they are ready to use the data as soon as school starts. During the school year, teachers receive training on analyzing and interpreting data in grade level team meetings, during professional development days, and during dedicated data analysis meetings. These sessions are led by instructional coaches, the Dean of Academics, network staff, and external experts (e.g., Teach Like a Champion staff). Teachers will also receive individualized support with data analysis from their instructional coaches.

f. Identify what will the school use as a universal reading screener in alignment with foundational literacy requirements?

N/A; the proposed school is not an elementary school.

1.6 School Calendar and Schedule

a. Provide the annual academic calendar for the proposed school as Attachment B.

See Attachment B.

b. Provide the proposed school's detailed daily schedule by grade as Attachment C.

- Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies.

See Attachment C.

c. Explain why the academic calendar and schedule will be optimal for student learning. Summarize how you will plan time for tiered interventions, enrichment, tutoring, and other academic activities.

Our academic calendar and schedule are optimal for student learning because they provide ample time for core instruction, enrichment, tiered intervention, our school's STEM focus, and project-based learning (explained in more detail below). Our calendar and schedule also comply with all state and district requirements. Specifically, our calendar reflects the mandatory 180 instructional days, and as indicated by the schedules provided in Attachment C, our school day spans approximately 7.25 hours four days per week (from 7:45-3:00) and 5.75 hours on Wednesdays (from 7:45-1:30), which, averaged over the course of a five-day school week, exceeds the required 6.5-hour school day.

Students at Nashville School of Excellence (NSE) will attend eight 45-minute periods a day (30-minute periods on Wednesdays), during which time they will receive core instruction in the areas of ELA, math, science, and social studies. (Note: Students who require one hour of daily direct ESL services may receive them over the course of two periods on Wednesdays.) Students will also attend daily 45-minute enrichment periods in ELA, math, and science, for a total of 90 minutes per day in each of these three subject areas. During these enrichment periods, students will engage in instructional activities that are aligned to their individual needs. For example, during these periods, students may receive special education services, tiered interventions, and/or enrichment activities. We have integrated these enrichment periods for ELA, math, and science into our daily schedule to ensure that we protect time for all students to receive the supports that they need without taking away from other periods in the day. Teachers use a variety of structures and activities to meet students' needs within their subject areas, as shown by the sample schedule below:

Enrichment Periods Sample Schedule			
	Math	ELA	Science
Monday	IXL	Informational Text Analysis	Learning Software
Tuesday	i-Ready My Path	Journal Prompt from Monday's Informational Text	Scientific Reading Comprehension
Wednesday	Mathematics Fluency	Grammar and Mechanics from Tuesday's prompt	Flex/Reteach/Review
Thursday	Small-Group Instruction	Small-Group Instruction	Hands-On Activity
Friday	Flex/Reteach/Review	Learning Software	Cumulative Vocabulary Practice

Each day, students also participate in an elective class; these may include STEM, computer science, or Dual Enrollment classes. As the school adds a grade level each year, we will add additional electives to serve the growing student population.

Because our school offers an eight-period daily schedule, we have the flexibility to adjust students' schedules to meet their needs. For example, students who participate in our dual enrollment courses (which we offer as early as grade 10) and Advanced Placement (AP) programming (which we offer as early as grade 9) are able to work on their advanced coursework during their enrichment periods. Similarly, students who need to recover credits are able to enroll in necessary classes at the school during their enrichment class periods to ensure they are able to earn the credits they need to graduate.

In addition to the core and elective coursework described above, all students in the school engage in at least two weeklong interdisciplinary project-based learning experiences per year, with most students participating with 4 to 6 project-based learning experiences per year. The school designates two weeks each year for these experiences, during which students engage in authentic, real-world, problem-based interdisciplinary projects that integrate technology. These experiences take place during core classes and include standards-aligned projects. The project-based learning experiences culminate in a showcase event, the "Eagle Expo," where students have the opportunity to present their work to the community.

d. Describe any proposed extra-curricular or co-curricular activities or any other student-focused programming the proposed school will offer, including when they will begin, how often will they occur, and how will they be funded.

At NSE, we will offer a wide range of extracurricular activities, including clubs and athletic teams. To ensure we provide a variety of offerings that address our student population's variety of interests and abilities, all teachers are expected to facilitate at least one club. These clubs will take place from 3:00–3:45 and have historically had high participation rates at our existing schools (45% of all students). Among the clubs we may offer are: MathCounts (competition), FIRST LEGO League, Science Olympiad, Spelling Bee, Geography Bee, 3D printing contests, Sea Perch/Underwater Robot, E-sports, VEX Robotics/Junior Solar Sprint, CodeMonkey Competition, Drama Club, Essay Writing, Knowledge Bowl, Horticulture, Drone Competition, Science Fair, Math Kangaroo, Solar Car Challenge, National Junior Honor Society, National Honor Society, Student Council, Newspaper, Book Club, Creative Writing, Debate, Chess Club, Cinema Club, and Music Club.

In addition to clubs, we will also a wide range of sports, including volleyball, bowling, basketball, baseball, softball, track and field, cheer, cross country, and soccer. Sports are offered during their corresponding seasons. See Attachment AA: Budget Worksheet for details related to funding.

e. If Saturday School, summer school, or after school will be offered, describe the program(s). Explain the schedule and length of the program, including the number of hours and weeks. Address the number of students and the methodology used to identify them. For identified students, is the program mandatory? What are the anticipated resource and staffing needs for these programs?

To provide our students with comprehensive support, we offer Saturday tutoring, ACT preparation, after school tutoring, and summer school, all of which are described below:

- Saturday Tutoring: To support our students on state exams, we provide Saturday tutoring every week from mid-January to mid-April. To identify students in need of tutoring, benchmark results are examined during data meetings, during which the instructional coaches meet with teachers individually to set instructional goals and determine upcoming benchmark targets. Saturday tutoring sessions target students' specific needs. See Attachment AA: Budget Worksheet for additional details related to funding for this program. For Saturday tutoring, teachers are offered a stipend, which we have found provides incentive to work this additional time; we have not had difficulty staffing for Saturday school in any of our existing schools. See Attachment AA: Budget Worksheet for additional details related to funding for this program.
- Saturday ACT Blitz: Our Saturday ACT Blitz program is designed to help prepare students for the ACT. Each week, the program focuses on a specific area of the ACT, and students sign up for sessions that target their weakest areas and receive targeted support. We pay a stipend to teachers who apply for and are hired to serve

in our Saturday tutoring and ACT Blitz program. See Attachment AA: Budget Worksheet for additional details related to funding for this program.

- Tutoring: In addition to support during enrichment periods, we will provide tutoring opportunities to all students after school. Every teacher at NSE will be expected to provide tutoring from 3:00–3:45 at least once per week. Any student may attend these after school sessions, and the counselor will contact students and parents of students who would particularly benefit from the additional tutoring. After school tutoring falls within the hours of teachers' contractual work days, taking place between 3:00 and 3:45, so maintaining staffing for this duty is not an additional challenge.
- Summer School: We offer summer school to all students to provide enrichment opportunities to all students, and students who are struggling academically are highly encouraged to attend. Summer school spans 4 weeks and runs 5 days a week. Generally, each day starts at 8:00 a.m. and ends at 3:00 p.m., amounting to a 7-hour day. During the day, students engage with the TDOE's Best for All curricular resources in ELA and math, and Infento's kits for STEM. Historically, we have served on average about 250 students each year and have staffed about 30 teachers, all teachers within our network. However, staffing is fluid and responsive to student need. See Attachment AA: Budget Worksheet for additional details related to funding for this program.

1.7 Special Populations

a. Describe the experience of the leadership team in working with special populations.

Dr. Samuel Beyhan is Executive Director of the network and will ultimately be responsible for the success of the school, including ensuring that all populations of students receive all required and legally mandated supports and services. Dr. Beyhan has extensive experience in working with special populations of students. He is a highly regarded educational administrator with a strong commitment to improving public education for more than 20 years. He will be supported by the Special Education Coordinator, Kim Foster, who will manage the day-to-day implementation of services and supports for students who receive special education services. Ms. Foster has been in this role since 2020. She has approximately 15 years of experience in special education, including administrative roles and experience as a special education teacher. Safiyyah Salaam, the English as a Second Language (ESL) Coordinator, will oversee the day-to-day implementation of services and supports for students who are English learners. Ms. Salaam has been in this role since 2022. She has approximately 10 years of experience, including administrative roles and as an ESL teacher and coach. The day-to-day implementation of programming for other special populations of students (e.g., students who are gifted, students who are struggling academically) will be overseen by the Director of Special Programs/Elementary Education, Relista Ward. Ms. Ward will provide direct support to the Principal and teachers of special populations to ensure every student receives all required and mandated supports and services. Ms. Ward also has extensive experience in serving special populations, with a proven track record in education spanning over a decade in which she has made significant contributions to the field through roles ranging from classroom teaching to academic leadership. Ms. Ward has served in various roles within the network, including as Dean of Academics and Head High School Counselor and Building Test Coordinator. Ms. Ward holds an Educational Specialist degree and is committed to continuous professional development, staying abreast of the latest educational methodologies and best practices.

b. What staff (by role and number), including support staff, does the proposed school plan to hire to address the needs of the special populations identified in subsections (d), (e), (f) and (g)?

As detailed in the Personnel/Human Capital section, we will employ ample staff to meet the needs of our special populations of students, including those who have disabilities, who are English learners, who are at-risk and struggling, and who are gifted. These positions include:

Position	Start Up	Year 1	Year 2	Year 3	Year 4	Year 5
Special Education Teacher*	0	2	2	3	3	4
ESL Teacher	0	4.5	6	8	9	11
Special Education Aide	0	0	2	2	2	3
ELA Interventionist/Coach	0	0	0	1	1	1
Math Interventionist/Coach	0	0	0	1	1	1
Science Teacher/Coach	0	0	0	0	0	.5
Social Studies Teacher/Coach	0	0	0	0	0	.5
Interventionist**	0	0	0	2	3	3

*One special education teacher will also be certified to teach students who are gifted and talented.

**During Years 1 and 2, the school will have part-time interventionists, with ELA, math, and science teachers providing interventions.

c. Describe the proposed school's plan to prepare for special populations. What adjustments will be made to the school's daily schedule to address the diverse needs of the students?

As outlined above, we have developed a staffing model that is designed to ensure that special populations of students receive all needed supports, services, accommodations, modifications, and interventions. In addition to our robust student support staffing plan, we will also provide robust professional development regarding serving all students, including special populations of students (see Professional Development section for details). In addition, we have designed our academic plan and daily schedule to address the diverse needs of all students. We will implement an enriched, rigorous, standards-based curriculum in each subject area to which all students will have access, including

those who receive specialized services, who are English learners, and/or who are at risk and struggling. Further, teachers will utilize data to identify students in need of support, as well as to make instructional decisions. Specifically, as described in the School Calendar and Schedule section, students will participate in enrichment periods, which are designed to meet their diverse needs. In these daily 45-minute enrichment periods in ELA, math, and science, students will engage in instructional activities that are aligned to their individual needs. For example, during these periods, students may receive special education services, tiered interventions, and/or enrichment activities. We have integrated these enrichment periods for ELA, math, and science into our daily schedule to ensure that we protect time for all students to receive the supports that they need without taking away from other periods in the day. Teachers use a variety of structures and activities to meet students' needs within their subject areas, as shown by the sample schedule below.

Enrichment Periods

	Math	ELA	Science
Monday	IXL	Informational Text Analysis	Learning Software
Tuesday	i-Ready My Path	Journal Prompt from Monday's Informational Text	Scientific Reading Comprehension
Wednesday	Mathematics Fluency	Grammar and Mechanics from Tuesday's prompt	Flex/Reteach/Review
Thursday	Small-Group Instruction	Small-Group Instruction	Hands-On Activity
Friday	Flex/Reteach/Review	Learning Software	Cumulative Vocabulary Practice

d. Describe the following related to students with disabilities:

- **Methods for identifying students with disabilities and avoiding misidentification or over-identification;**
- **Specific instructional programs, practices, and strategies the proposed school will employ to provide a continuum of services, ensure students' access to the general education curriculum, and ensure academic success for students with disabilities;**
- **Plans for monitoring and evaluating the progress and success of students with disabilities, including coordination with the authorizer's monitoring and evaluation; and**
- **Plans for promoting graduation for students with disabilities (high school only).**

Identification: We comply with the Federal Child Find requirements (34 CFR §300.111), which require that schools implement a process to locate, identify, and evaluate students in need of special education and related services. As such, we follow the procedures outlined below to identify students with disabilities.

Referrals	• Universal Screening: As noted above, we administer Measures of Academic Progress (MAP) to all students three times per year. At the beginning of the year, assessment results will provide baseline data to identify students who may be at risk and require intervention. Students who score in the 10th percentile or below are flagged and further screened using another nationally normed assessment, easyCBM, to verify the MAP results. If easyCBM results are not in alignment with the MAP results, then additional data is collected to reconcile the discrepancy. In compliance with Tenn. Code Ann. § 49-1-229, our school will screen for characteristics of dyslexia following the guidelines provided in the TDOE Dyslexia Resource Guide.[68] In accordance with this guide, the school will the Minimum Decision-Making Crosswalk for NWEA MAP in grades 6—8 and the Minimum URS Matrix for Early Warning System in grades 9-12. • Response to Instruction and Intervention (RTI^2): Students in need of additional supports are referred to the Data Team, consisting of the Dean of Academics, instructional coaches, and intervention teachers. The Data Team convenes, along with the referring teacher(s), and creates an intervention plan that is implemented and progress monitored with fidelity. The Data Team meets once a month to analyze progress monitoring data, using the results to make adjustments to the student's intervention plan as needed, which may include increasing the level of supports, referring the student for evaluation of specialized services, or exiting the student from Tier 2 or Tier 3 intervention supports. • Evaluation Referral: If, after receiving Tier 3 intervention support, a student is not making adequate progress, the student will be referred to the Student Support Team (SST) for evaluation for eligibility of specialized services. The school will ensure that the student is evaluated on the areas of concern after securing consent from the student's parents or guardians. • Individualized Education Program (IEP) or 504 Plan: If the results of evaluation indicate the student has a disability and requires specialized services or targeted accommodations, an IEP or a 504 plan will be written. IEPs will be written collaboratively – special education staff, general education teachers, parents or guardians, and, when appropriate, the student will provide input on the creation of the IEP. Once written, the IEP will be implemented with fidelity and reviewed annually.
Existing IEPs	• Enrollment Process: Since we will serve students in grades 6–12, students with disabilities may enroll with existing IEPs. Our enrollment process will include an opportunity for parents to indicate whether their child has been diagnosed with a disability and received special education or related services. • Communicate with Previous School: If parents indicate their child has an IEP or received specialized services in the past, we will work with the child's previous school to secure the existing IEP. Once we have the IEP, the SST will work to examine the IEP, plan implementation, and ensure the student receives sufficient services to achieve all IEP goals.

Avoiding misidentification or overidentification: As stated throughout this application, we have designed our academic plan and daily schedule to address the diverse needs of all students. We will implement an enriched, rigorous, standards-based curriculum in each subject area to which all students will have access, and we have designed embedded supports, such as our enrichment periods (described above) to ensure students are able to access the curriculum at their own pace. We also have a wide range of interventions and supports students may access as part of our academic program. Additionally, our staff meets frequently in team meetings (e.g., grade level teams, Data Team, SST) to strategize the most effective supports for students before referring them for evaluations. If students are

[68] https://www.tn.gov/content/dam/tn/education/special-education/dys/dyslexia_resource_guide.pdf

not showing sufficient progress, interventions will be modified, or students will progress to Tier 3 supports. If, after receiving sustained intensive, individualized Tier 3 interventions, progress is not evident, then the students will be referred for evaluation. As such, the implementation of our robust RTI2 programming, coupled with consistent progress monitoring will greatly reduce instances of misidentification and overidentification. If data reveals trends in misidentification or overidentification, we will conduct a root cause analysis and implement relevant solutions.

Programs, Practices, and Strategies: Students whose evaluation results qualify them to receive specialized supports will receive all required services in compliance with their Individualized Education Plans (IEPs). We provide services and educate our students with special needs in the Least Restrictive Environment (LRE); accordingly, students with special needs are educated and served in the general education classroom to the greatest extent possible. We will implement every student's IEP with fidelity. As such, we provide push-in and pull-out services as required by students' IEPs. We also contract with outside professional service providers, including speech therapists, physical therapists, and occupational therapists, as well as any other professional provider to be deemed necessary by a student's IEP. Every IEP undergoes evaluation on annual basis during yearly IEP meetings. During this evaluation process, many data sources (e.g., assessments, teacher observation, student-produced work products) are analyzed to evaluate progress toward defined IEP goals. We do not currently serve any students who require services in a self-contained environment. If, in the future, students who have such needs, or any other specialized need that we do not currently serve, enroll in any of our schools, we will adjust our staffing and services as needed to effectively meet the students' needs and implement their IEPs with fidelity.

Monitoring Progress and Success of Students: We will monitor the progress and success of students with disabilities consistently and frequently through a wide range of informal and formal assessments. Teachers and administrative staff will analyze assessment data during regular grade level, Data Team, and SST meetings. Results of data analysis will be evaluated against the goals outlined in students' IEPs to determine if students are making sufficient progress. Additionally, unless indicated in their IEPs, students with disabilities will complete state assessments. IEPs will be formally evaluated on an annual basis and any revisions to the IEP deemed necessary by data will be made. Further, per the Individuals with Disabilities Education Act (IDEA), students who receive specialized services will undergo reevaluation once every three years.

Promoting Graduation: Students who enroll with disabilities may earn a special education diploma at the end of their fourth year of high school if they satisfy the following requirements as specified in State Board policy 2.103:[69]

- Received special education services or supports and made satisfactory progress on an individualized education program (IEP);
- Did not meet the requirements for a regular high school diploma;
- Have satisfactory records of attendance and conduct.

Additionally, per the policy, students who are awarded the special education diploma may continue to work toward earning a regular high school diploma until the end of the school year during which they turn 22.

e. Describe the following related to English Learners (EL) in accordance with State Board of Education Rule 0520-01-19-.03:

- **Methods for identifying EL students and avoiding misidentification;**
- **Specific instructional programs, practices, and strategies the proposed school will employ to ensure academic success and equitable access to the core academic program for EL students;**
- **Plans for ensuring individual learning plans (ILPs) are maintained and addressed; and**
- **Plans for monitoring and evaluating the progress and success of EL students, including exiting students from EL services.**

Identification: We will utilize procedures to identify students who are ELs as detailed in the TDOE's English as a Second Language Manual, which align to State Board rule.[70] Specifically, for students who are enrolling in the school for the

[69] https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/2023-sbe-meetings/february-10%2C-2023-sbe-meeting/2-10-23%20IV%20C%20High%20School%20Policy%202.103%20Clean.pdf

[70] https://www.tn.gov/content/dam/tn/education/cpm/ESL_Manual.pdf

first time, we will administer the Home Language Survey (HLS). Per state guidelines, the HLS will not be included in our registration packet. Instead, we will provide the survey to every parent or guardian as a separate document, as well as explain the survey to them so that we are sure they understand the survey's purpose. If needed, we will seek assistance from an interpreter. Additionally, every effort will be made to administer surveys that are written in the home language of parents and guardians. If one or more responses to the HLS questions indicate a language other than English, we will administer the WIDA Screener. In the event that a student transfers to our school from another school, the original HLS will be obtained. Once secured, we will reference the documentation of the student's prior English language proficiency (ELP) and implement the student's instructional program accordingly. If the original HLS cannot be obtained, we will implement the procedures described above to ascertain if the student needs further screening.

Per state guidance as articulated in the manual, once a student is identified as NELB by the HLS, the student will be screened by a certified ESL teacher with the WIDA Screener to determine if language services are required. All students identified as NELB will be screened with parent notification within 30 calendar days. We will follow state guidance when evaluating test results. Specifically, as outlined in the manual, any student scoring below 4.5 on composite or scoring 4.0 or below on any domain will require ESL services.

Programs, Practices, and Strategies: We will provide robust English language learner programming to ensure that students who are acquiring English language proficiency receive all needed and legally mandated services and supports. As such, below is a high-level overview of our ESL programming:

- Regardless of language level, all students will have access to the standard general education curricula and core instruction.
- Teachers of students who are ELs will be trained and competent in employing instructional strategies that help EL students achieve English proficiency and access curricula through the sheltering of content.
- We will pull-out, push-in, and shelter content – all of which are Tennessee Department of Education (TDOE)-approved – to enable EL students to receive and access the same content and curricula as students who are native English speakers, as well as achieve English language proficiency. Every student receiving language services will have an individualized learning plan (ILP) that will be implemented with fidelity.
- Depending on students' language levels (as determined by the results of World-class Instructional Design and Assessment [WIDA]) and corresponding needs for supports and services, our ELL-endorsed teacher will push-in to English classes to provide support and/or provide pull-out support. Students who score below 3.5 on the WIDA will also have a daily ESL class. All supports, services, and instruction will be in alignment with the standards and skills being taught in students' general education classes. Such support will be anchored in recommendations from the WIDA rubric and WIDA Can Do statements.

Maintaining and Addressing Individual Learning Plans (ILPs): As specified in the TDOE ESL manual, every student who is an English learner will have an ILP that identifies the student's academic and language needs and goals. The ESL Coordinator will be responsible for creating ILPs in collaboration with the student, teachers, counselors, and parents. ILPs will be regularly referenced to evaluate student progress toward goals, as well as to ensure that they are being implemented with fidelity. In alignment with State Board policy, ILPs will include the following information at a minimum:

- Assessment data from the English language proficiency assessment, achievement assessments, and any meaningful benchmark data
- Short-term goals that help the student proceed to the next level in the four (4) domains of language: reading, writing, speaking, and listening
- Growth trajectories for English language proficiency based on individual student data
- Strategies, accommodations, and scaffolding used in the delivery of services

Monitoring and Evaluating Students: As described above, we will implement ILPs for every student who is an EL. We will use the ILP as a monitoring and evaluation tool, with quarterly, semester, and annual goals. The ESL Coordinator and ESL teachers will reference ILPs frequently to monitor and evaluate students' progress toward articulated goals. The ESL Coordinator, who also serves as the ESL teachers' instructional coach, meets at least once per month with

each teacher to monitor students' progress against ILP goals. Additionally, as outlined in the manual, classroom performance data and achievement test scores will be examined to evaluate if revision to a student's academic program or types of services they receives is needed. Across the program, the monitoring of student progress while receiving services will occur with comprehensive and comparable data being collected on all students who are ELs. Such data collection enables monitoring and evaluation of the success of the ESL program. Further, robust data collection allows for comparisons to be made between subgroups of students, including those who are ELs, language minority, and native English speakers.

Exiting: We will adhere to the exit criteria defined by the State Board, which states:

> English learners who score 4.4 composite or higher and 4.2 or higher for literacy on the WIDA ACCESS shall be exited from ESL direct services. Students who exit ESL direct services shall be considered transitional ELs for four (4) school years. Students in the first (1st) and second (2nd) years of transition are referred to as T1 and T2, respectively. During this transition period, T1 and T2 students shall be monitored and served as needed. Students in the third and fourth years of transition are referred to as T3 and T4, respectively. During this transition period, ESL direct service is not required for T3 and T4 students. However, T3 and T4 students will be included in the district's EL subgroup with T1 and T2 students for accountability purposes. Transitional EL students are considered proficient and shall be served in the general education classroom and shall be monitored for two (2) years. If a transitional student demonstrates difficulty in the general education classroom due to language proficiency, he or she shall receive intervention. Accommodations shall be utilized to support the student. If intervention is unsuccessful, the district shall implement its local policy or procedure to reclassify the student as an EL. If a student was exited from ESL services by another state, the exit shall stand as valid.

In addition, we will adhere to the Every Student Succeeds Act (ESSA), which requires the monitoring of exited ELs for four years after meeting exit criteria. We will implement the periodic post-exit monitoring activities detailed in the manual:

- Review of grades
- Review of standardized test scores
- Review of portfolio assessments
- Student and/or parental interviews
- Discussions between an ESL professional and the student's general education teachers held at the end of each progress reporting period to determine if the exited student is adjusting and succeeding academically and to identify any academic or adjustment needs

f. Describe the following related to at-risk students:

- **Methods for identifying at-risk students through academic and behavioral processes; and**
- **How the proposed school will address the learning needs of at-risk students and monitor their progress. Specify the programs, strategies, and supports that will be provided.**

Identification: To promptly and accurately identify students who are at-risk, we will implement Tennessee's Response to Instruction and Intervention (RTI^2) Framework.[71] Accordingly, we will employ the following for our students in grades 6–8:

- Universal Screener: We administer a universal screener, Measures of Academic Progress (MAP) in reading and math, to all students at the beginning of the school and subsequently administer it in the winter and spring. In compliance with Tenn. Code Ann. § 49-1-229, our school will screen for characteristics of dyslexia following the guidelines provided in the TDOE Dyslexia Resource Guide.[72] In accordance with this guide, the school will the Minimum Decision-Making Crosswalk for NWEA MAP in grades 6—8.

[71] https://www.tn.gov/content/dam/tn/education/special-education/rti/Updated_RTI2_Manual.pdf

[72] https://www.tn.gov/content/dam/tn/education/special-education/dys/dyslexia_resource_guide.pdf

- Data Analysis: The assessment results are analyzed; students who score in the 10th percentile or below are flagged and further screened using another nationally normed assessment, easyCBM, to verify the MAP results. If easyCBM results are not in alignment with the MAP results, then additional data is collected to reconcile the discrepancy. If the results align, an intervention plan is created and implemented for the student. In addition, teachers meet in grade level teams weekly, during which time they discuss students of academic and behavioral concern, analyzing quantitative (e.g., assessment results) and qualitative (e.g., teacher observation) data. Based on these meetings, additional students may be identified for tiered intervention supports.
- Data-Based Decisions: If the results of discussion and data analysis find that student is need of intervention, the student is referred to the Data Team, consisting of the Dean of Academics, Instructional Coach, and intervention teachers. The Data Team convenes, along with the referring teacher(s), and creates an intervention plan that is implemented and progress monitored with fidelity. The Data Team meets once a month to analyze progress monitoring data, using the results to make adjustments to the student's intervention plan as needed, which may include increasing the level of supports, referring the student for evaluation of specialized services, or exiting the student from Tier 2 or Tier 3 intervention supports.
- Prescribe Interventions: We will prescribe tiered supports to students in need of intervention. These supports are described in detail below.

For our students in grades 9–12, we will implement a comprehensive Early Warning System as defined in Tennessee's RTI^2 Framework, which will inform our identification processes.

- Universal Screeners: We administer a universal screener, Measures of Academic Progress (MAP) in reading and math, to all students at the beginning of the school and subsequently administer it in the winter and spring. In compliance with Tenn. Code Ann. § 49-1-229, our school will screen for characteristics of dyslexia following the guidelines provided in the TDOE Dyslexia Resource Guide.[73] In accordance with this guide, the school will the Minimum Decision-Making Crosswalk Early Warning System in grades 9-12.
- Early Warning System (EWS) Processes: We utilize the EWS process, which includes the collection of multiple sources of data (described below). In alignment with guidance outlined in the TDOE's RTI^2 Manual, the EWS will include an attendance indicator, a behavioral indicator, and academic competency indicator. We use PowerSchool as our Student Information System. PowerSchool also offers an EWS as part of its platform, allowing student information and data to be collected, housed, and analyzed. Students who pass certain thresholds are identified for further data review and potential identification of being at risk.
- Data Analysis: The assessment results are analyzed; students who score in the 10th percentile or below are flagged and further screened using another nationally normed assessment, easyCBM, to verify the MAP results. If easyCBM results are not in alignment with the MAP results, additional data is collected to reconcile the discrepancy. If the results align, an intervention plan is created and implemented for the student. In addition, teachers meet in grade level teams weekly, during which time they discuss students of academic and behavioral concern, analyzing quantitative data (e.g., assessment results, attendance data, grades) and qualitative data (e.g., teacher observations).
- Data-Based Decisions: If the results of discussion and data analysis find that student is need of intervention, the student is referred to the Data Team, consisting of the Dean of Academics, Instructional Coach, and intervention teachers. The Data Team convenes, along with the referring teacher(s), and creates an intervention plan that is implemented and progress monitored with fidelity. The Data Team meets once a month to analyze progress monitoring data, using the results to make adjustments to the student's intervention plan as needed, which may include increasing the level of supports, referring the student for evaluation of specialized services, or exiting the student from Tier 2 or Tier 3 intervention supports.
- Prescribe Interventions: We will prescribe tiered supports to students in need of intervention. These supports are described in detail below.

[73] https://www.tn.gov/content/dam/tn/education/special-education/dys/dyslexia_resource_guide.pdf

Programs, Strategies, and Supports: We will employ a wide range of programs, strategies, and supports as part of our tiered intervention approach:

- Middle School Level (grades 6–8): We will implement double blocks of ELA and math every day at the middle school. During the first half of the block (45 minutes), teachers deliver Tier 1 instruction to all students as outlined in their respective curricula. Twice a week, the second half of the block is used to provide differentiated instruction and support to students based on their individual needs. Accordingly, students will receive 45-minutes of enrichment, reinforcement, remediation, and/or intervention in the general education classroom during this time. Teachers will utilize a blend of individual and small-group instruction, as well as adaptive computer programs (described above) to provide needed supports to students. The other three days of the week, students who have been prescribed Tier 2 and Tier 3 supports will be pulled-out during the second half of ELA and math blocks to receive supports according to their intervention plans while the remaining students will again receive enrichment, remediation, reinforcement, and/or intervention as previously explained.
- High School Level (grades 9–12): Ninth grade students have the same double ELA and math blocks as middle school students, which are implemented in the same manner as described above, with students in need of Tier 2 or Tier 3 intervention being pulled three times a week during the second half of ELA and/or math blocks. Students in grades 10–12 are not scheduled for double blocks but receive high-quality Tier 1 Core Instruction across their classes. If students in grades 10–12 require Tier 2 or Tier 3 intervention, they are scheduled for pull-out services accordingly.
- Adaptative Computer Programs: We utilize the following computer adaptive programs during the support systems and structures described above to provide students with individualized instruction and support, as well monitor their progress:
    - i-Ready:[74] Accessed across grades 6–8, as well as at the high school level for students below grade level, this adaptive program and progress monitoring tool is mostly utilized to support math, but teachers and students also engage with it for ELA intervention.
    - MAP Skills:[75] Used across grade levels, this program serves as a progress monitoring tool between MAP administrations, allowing teachers to pinpoint areas of need and growth for students, as well as monitor the effectiveness of interventions.
    - Newsela:[76] Utilized at the middle and high school levels, this program enables students to access the same content via news articles and media but differentiated according to student's individual levels. Thus, while the accessed media articulates one point, the words and images used to convey it are leveled.
    - Accelerated Math:[77] Employed at the high school level, this adaptive intervention program provides math support and allows teachers to progress monitor students.
    - IXL:[78] Accessed at the high school level, this program provides personalized math instruction and intervention to struggling students as well as monitors progress.
    - Progress Learning[79] Used across grades 6–12, this provides personalized TNReady, MAP, and ACT practice for students across all subject areas.

As noted above, in the event that RTI[2] interventions and supports do not result in sufficient academic progress and/or at students' parents or guardians request, students are referred for testing to determine if they qualify for specialized services.

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[74] https://www.curriculumassociates.com/products/i-ready
[75] https://www.nwea.org/map-skills/
[76] https://newsela.com/
[77] https://www.renaissance.com/resources/product-brochures/accelerated-math/
[78] https://www.ixl.com/
[79] https://progresslearning.com/our-products/high-school/

g. Describe the following related to gifted students:

- **Methods for identifying and meeting the needs of intellectually gifted students, including specific research-based instructional programs, practices, strategies, and opportunities the proposed school will employ or provide to enhance their abilities; and**
- **Plans for monitoring and evaluating the progress and success of intellectually gifted students.**

Identification: We will follow the guidance described in the TDOE Gifted Evaluation Guidance[80] and will utilize multiple sources of data when identifying whether a student is intellectually gifted. As noted above, we will administer the MAP assessment in ELA and mathematics three times a year to all students, analyzing results after each administration. These results will be compared with performance on other assessments (e.g., TCAP, classroom grades) and teachers will also examine student ability through classroom-based assessments, assignments, and observations. These data points will be utilized in concert to identify students who are intellectually gifted and need additional interventions or strategies to address their needs.

Programs, Practices, Strategies, and Opportunities: As described in the Academic Focus and Plan section, a key feature of our program is a rigorous, enriched curriculum. More specifically, our curriculum is standards-based, inquiry-based, and aligned to the Tennessee Academic Standards and Next Generation Science Standards. We have adopted rigorous programs in order to engage students in curricula rigorous enough to prepare them for college-level work. As such, our curricula will engage all students, including those who are intellectually gifted, in challenging problem-solving learning tasks. However, we understand that students who are intellectually gifted may require additional enrichment and rigor as well as learning opportunities and activities that are specifically tailored to their individual levels. Accordingly, we will personalize instruction for all students, including those who are intellectually gifted. To ensure that instruction, assignments, and activities meet the needs of students who are intellectually gifted, we will utilize programs, practices, strategies, and opportunities such as the following:

- Enrichment Periods: As noted above, students will participate in enrichment periods designed to meet their diverse needs. In these daily 45-minute enrichment periods in ELA, math, and science, students will engage in instructional activities that are aligned to their individual needs. During these periods, students who are intellectually gifted may engage in enrichment or challenge activities. Additionally, they may work with a gifted instructor on independent or small group projects related to their subject area learning.
- Advanced Placement (AP) Courses and Dual Enrollment: We offer a wide range of AP courses and dual enrollment classes through our partnerships with local colleges and universities. Students can enroll in these courses as early as grade 9. These courses present an opportunity for students who are intellectually gifted to find challenging academic programming that meets their needs throughout their high school years.
- Technology Integration: Another key feature of our academic program is technology integration, which gives us the opportunity to expose students to more complex STEM-related concepts and activities through the implementation of a coding curriculum. This is an opportunity for students who are intellectually gifted to explore more advanced principles and concepts of computer science as well as other technology-related subjects.

Monitoring Progress and Success of Students: We will follow a similar process for monitoring students who are intellectually gifted as we do for students with disabilities; monitoring will be overseen by the Special Education Coordinator and a designated gifted instructor who tracks students' progress toward meeting IEP goals. We will use a wide range of informal and formal assessments and staff will analyze assessment data during regular grade level, Data Team, and SST meetings. Results of data analysis will be evaluated against the goals outlined in students' IEPs to determine if students are making expected growth and progress. IEPs will be formally evaluated on annual basis and any revisions to the IEP deemed necessary by data will be made.

[80] https://www.tn.gov/content/dam/tn/education/special-education/eligibility/se_intellectually_gifted_evaluation_guidance.pdf

1.8 School Culture and Discipline

a. Provide as Attachment D the Student Handbook and/or forms that will be provided to or required of students and families.

See Attachment D.

b. Describe the desired school culture or ethos of the proposed school and how it will promote a positive academic environment and reinforce the school's mission, goals, and objectives.

We appreciate the importance of establishing and maintaining a strong school culture. As explained in the Enrollment Summary section, the size of our schools attracts students and families who desire a small school and learning environment. We intentionally designed our school to be small to keep class sizes down, to provide an individualized learning environment, and to cultivate a family-like school culture. Our small size will also enable us to establish a school culture firmly focused on college readiness. All of our staff will work closely and in concert to emphasize the importance of college readiness and cultivate a culture of high expectations. For example, the counselor will work in collaboration with grade-level teachers and closely with students directly around college and career readiness. The counselor will not only ensure students are on-track to graduate through regular reviews of transcripts; they will also help students in developing their post-secondary goals and plans utilizing the Naviance platform for tracking student progress. The counselors will aid students in identifying colleges and universities that meet their individual learning needs as well as help them identify career paths that interest them. The counselors also assist students in the college and financial aid application process. In addition, we will host an annual college fair and offer a practice ACT program to further build a college-readiness culture on campus.

Additionally, throughout the year, we will hold a number of school events for students and families. Many of these events will be academic in nature, such as curriculum nights, during which teachers and staff will review upcoming curricula with parents so that they are fully informed about what is being learned in the classroom. In addition, we will host multiple social events for families so that staff, students, and parents can come together as a community. Among these events will be festivals, food and clothing drives, and dinners and banquets. We will also hold assemblies, such as honor roll celebrations throughout the year to celebrate students and the school and cultivate school spirit.

We also firmly believe that parents are our partners and are integral to helping us cultivate a strong school culture of high expectations and college readiness. Accordingly, we will implement a robust set of parent engagement initiatives such as forming a PTO, holding orientation sessions, hosting meet-and-greets, conducting home visits, having parent teacher conferences, and communicating frequently and through multiple mediums—all of which are outlined in detail in the Parent and Community Engagement and Support section. In short, we will enlist our parents to reinforce and replicate the tenets of our school culture at home.

Our approach to student behavior is grounded in restorative practices. By implementing restorative practices, we are providing students and staff with an intentional and inclusive way of responding to behavioral issues. This approach helps ensure we are focused on building and repairing relationships, prioritizing student agency, and reducing punitive actions. Additionally, we will use the Positive Behavioral Interventions and Supports (PBIS) framework to ensure that we maintain a positive school culture that is focused on college readiness and high academic expectations. PBIS is highly regarded and widely implemented in schools across the nation because of the program's evidenced-based best practices.[81] We began implementation of PBIS in SY 2018–19, when our entire administrative team and a select group of teachers from our elementary and middle and high schools attended initial PBIS trainings. We continued to participate in trainings to ensure that we fully understood and were prepared to initially implement the tenets of the framework at our schools. For teachers who did not attend off-campus professional development sessions, we provided frequent trainings throughout the subsequent years.

After attending the initial trainings, the administrative team and teachers collaborated to establish the specific behaviors that anchor our PBIS implementation. More specifically, the Dean of Students at each campus collected and shared historical behavioral and culture data, including (but not limited to) referrals, suspensions, expulsions, tardies, and attendance, to identify trends that needed to be addressed through PBIS. Further, qualitative data was collected from teachers around behavioral trends on which they provided detailed feedback and insight. Taken together, our focuses

[81] https://www.pbis.org/resource/examining-the-evidence-base-for-school-wide-positive-behavior-support

on academics, college and career preparedness, and quantitative and qualitative data trends were synthesized to establish a concrete set of network-wide behaviors for which students would be supported on and rewarded for within the PBIS. The chart below outlines these network-wide expectations:

Nashville School of Excellence					
	Expectations	Safe	Organize	Accountable	Respect
Locations	Classroom	We practice peace. We use materials appropriately.	We keep track of work/materials/due dates. We enter and exit school prepared.	We never settle for less. We actively listen. We follow instructions.	We respect ourselves, our class, and others. We actively participate.
	Hallway	We are aware of our environment. We walk on our side.	We keep our hall clean. We know our schedule.	We are in class before the tardy bell. We maintain locker time. We have our materials.	We walk instead of run. We say, "Excuse me." We say, "Can I help you?"
	Cafeteria	We ask to leave our seat. We are silent during dismissal.	We have our lunch ahead of time. We line up when our class is called.	We keep a clean area. We use lunch passes to exit. We only eat in the cafeteria.	We honor our custodians and food staff. We use kind words. We celebrate success.
	Off Campus	We are aware of our surroundings. We know all rules and roles. We stay with our group.	We have all of our supplies. We dress appropriately.	We act as ambassadors.	We remain engaged. We ask quality questions. We are always grateful.
	Restroom	We report problems or issues.	We maintain a clean space. We flush, wash, and rinse.	We are in class before the tardy bell. We wait the first and last 10 minutes.	We wait our turn. We practice hospitality.

c. Explain how you will create, implement, and sustain this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for acculturating students who enter mid-year.

Students: We will create, implement, and sustain our intended school culture for students starting from the first day of school by employing strategies such as the following:

- Orientation: Prior to the start of school, we will hold orientation sessions for students to orient them to the school building as well as educate them about the school's policies and procedures. Students will learn about the school's expectations for behavior, including the PBIS framework and values of the school.
- Parent Student Handbook: Students will receive a handbook that explicitly outlines the school's mission and vision, as well as all the school's policies and procedures, including expectations for field trips, school visitors, arrival and dismissal, attendance and absences, dress code, technology use, code of conduct, behavioral consequences, and school closure.
- Back-to-School Assemblies: Every student will attend a whole school assembly where they will learn about the school's expectations, cultural values, and rewards and consequences. Additionally, each grade level will hold meetings with all students to set grade-specific expectations.

- Core Values: As indicated above, our SOAR (safety, organization, accountability, respect) expectations and PBIS framework are the foundation of our school culture. We will reference and model these expectations as often as possible to acculturate students to them from the first day of school and beyond.
- Celebrate Student Success: We find opportunities to celebrate students who are meeting expectations both in terms of school culture and academics. We celebrate students' success with rewards such as class parties for earning PBIS points. We will also hold assemblies throughout the year to recognize student success, such as honor roll celebrations; during these assemblies we celebrate students and the school and cultivate school spirit.

Teachers and Administrators: We will utilize a range of strategies, including ongoing professional learning and support, to ensure staff are prepared and able to implement and sustain our intended school culture. These strategies include:

- Summer Professional Development: As outlined in the Professional Development section, we will hold summer professional learning sessions for all staff, including teachers and administrators. During these sessions, we will address foundational pieces of our academic and cultural programming, including the PBIS framework, restorative practices, and core values—all of which work in concert to cultivate our school culture.
- Employee Handbook: All staff members will receive a copy of the employee handbook, which thoroughly details all components specific to our school culture. Additionally, the handbook articulates concrete expectations around staff members' role in cultivating and modelling our intended school culture.
- Ongoing Professional Development: In addition to summer professional development sessions, staff will participate in ongoing professional development days throughout the school year. These sessions will be utilized to provide follow-up implementation support for our academic and cultural programming to ensure that all staff are fully equipped and supported in implementing our model and fostering a positive school culture; all is outlined in the Professional Development section.
- Individualized Coaching and Classroom Observations: We will utilize instructional coaches at the network level (in addition to the Dean of Academics) to provide observation and ongoing support to teachers at the classroom level. This support will include feedback on fostering a supportive classroom climate and promoting a positive school climate. Data from observations will be used to inform planning for ongoing professional development.
- Celebrate Staff Success: Staff will be recognized in weekly campus-based and network-wide newsletters through shout-outs and celebrations for exceptional work. For example, we have recognized staff in newsletters for implementing outstanding STEM-focused projects with their students, for exceptional work on Lesson Prep, and for attending conferences to engage in professional development. We also recognize staff success through awards such as our Teacher of the Year Award.

Parents: As stated throughout this application, parent involvement is a key feature of our academic plan, and we are committed to creating strong partnerships with our parents so that they can support their students' academic and cultural experience at home. As such, we will create, implement, and sustain our intended school culture with our parents through the following:

- Parent-Student Handbook: Parents will receive and sign a comprehensive parent-student handbook during the registration process. The handbook will explicitly outline the school's mission and vision, as well as all the school's policies and procedures, including expectations for field trips, school visitors, arrival and dismissal, attendance and absences, dress code, technology use, code of conduct, behavioral consequences, and school closure. The parent-student handbook will also be available in languages other than English and will be easily accessible on the school's website.
- Orientation: Prior to the start of school, we will hold orientation sessions for parents to orient them to the school building as well as educate them about the school's policies and procedures. Parents will also learn about the school's database and parent mobile application, which is detailed thoroughly below, as well as other communication structures and opportunities to engage with the school, including upcoming family activities and our home visit program. Translation services will be provided as needed to ensure that all parents can participate in orientation.

- Meet-and-Greet: Parents will be encouraged to attend a meet-and-greet event that will occur within the first two weeks of school. During this time, parents will meet their child's teachers and other school staff and tour the school. The meet-and-greet will also serve as an opportunity to introduce the curricula that will be taught and educational software that will be used, as well as (re)familiarize parents with the school's policies, website, database, and parent mobile application. Parents will receive support in creating usernames and passwords and logging into the database and downloading and accessing the application, as both serve as central communication platforms between school and home. Translation services will be provided as needed to ensure that all parents can participate in the meet-and-greet.
- Home Visits: To build relationships with our families as well as inform them about school policies and volunteer opportunities, we will implement a robust home visit program. Home visits will enable teachers to make authentic connections with their students and students' families. During home visits, teachers will engage students and families in conversations about themselves, as well as review school policies and procedures. Teachers will provide strategies and suggest activities in which students and parents can engage together that reinforce and extend what is learned at school. Teachers will also support parents in using the school's database and parent mobile application, which will serve as the primary communication methods between home and school.
- Parent-Teacher Organization (PTO): Every school will have a Parent-Teacher Organization (PTO) that meets regularly to discuss matters related to the school's operation and programming. PTO meetings will enable parents to formally convene to discuss ideas, identify concerns, brainstorm solutions, and offer feedback about the operation and culture of the school. The PTO will offer parents the opportunity to form relationships with other parents and with school staff, as well as provide parents with a forum in which they can contribute to the functioning of the school. Translation services will be provided as needed to ensure that all parents can participate in the PTO.
- Communication Methods: We will utilize multiple communication methods to ensure that students and parents are fully informed about school activities. All communications are provided in the languages our families speak to ensure every student and parent is fully informed.
- School Events: Throughout the year, we will hold a number of school events for students and families. Many of these events will be academic in nature, such as curriculum nights, during which teachers and staff will review upcoming curricula with parents so that they are fully informed about what the children are learning. Curriculum nights will allow parents to engage with the skills and content their children will be expected to master, as well as ask any questions and/or voice any concerns about the material. During this time, teachers will also provide strategies about how parents can support learning of the curricula at home. In addition, we will host multiple social events for families so that staff, students, and parents can come together as a community. Among these events will likely be festivals, food and clothing drives, and dinners and banquets. We will also hold assemblies throughout the year, such as honor roll celebrations, to celebrate students and the school and cultivate school spirit. Further, we will offer events specifically for our parents; these events will enable parents to interact and build relationships with school staff. For example, we plan to host regular Muffins for Moms and Donuts for Dads meetings, allowing parents to form and strengthen relationships with each other and school leadership and staff.
- Parent Recognition Program: Just as we will celebrate our students' success and contributions to the school on social media, in newsletters, and during assemblies and other school events, we will recognize parents who are actively engaged and involved in the school. Parents who volunteer for a certain number of hours and who participate in a certain amount of school events and programs—both of which will be exactly determined in the future upon the school's opening—will receive recognition. More specifically, recognized parents' names will be published on our school website. We will also host a reception during which recognized parents will be awarded a certificate. Such recognition will encourage other parents to volunteer and participate in school activities and will motivate parents who are active to continue to engage with the school.

Students Entering Mid-Year: Students who enroll mid-year will be acculturated through the methods described above. We will also use the following strategies to provide these students additional support:

- Peer Mentor: Students who enroll mid-year will be paired with a student who has demonstrated exemplary school citizenship and who upholds our core values. The peer mentor will support the student in acclimating to and understanding the school's academic and cultural expectations.

- Dean of Students: The Dean of Students may hold one-on-one meetings with the student to ensure that they fully understand all expectations, as well as to provide make-up mini lessons around social-emotional instruction, core values, PBIS framework, and other programmatic components.

d. Explain how the school culture will embrace special populations, including students with disabilities, English Learners, and students at risk of academic failure or dropping out.

In accordance with our mission and vision, we will work to ensure the success of each student who attends our school, including students with disabilities, students who are English learners, and students who are at risk of academic failure or dropping out. As part of this effort, we will provide social and emotional supports to each student. As noted above, as part of our approach to discipline, we will implement restorative practices and PBIS expectations. PBIS is specifically designed to improve social, emotional, and academic outcomes as well as foster a positive school culture for all populations of students.[82]

In addition to our inclusive approach to discipline, our school culture will celebrate the diversity of the student population we serve. We will host heritage celebrations throughout the year to recognize the different backgrounds of our families. We will also prioritize translating information for students and families, employing bilingual staff members, and providing opportunities for parents to participate in educational opportunities through our Parent Academy (see the Parent and Community Engagement and Support section for details). Finally, we will provide all students with all needed and legally mandated services and supports to ensure they are successful as outlined in the Special Populations section.

e. Provide the student discipline policy as Attachment E (if not already included in Attachment D of the school handbook).

See Student Code of Conduct in the Student Handbook (Attachment D).

f. If not addressed in the student discipline policy, describe the philosophy for student discipline that supports the proposed school's model, including:

- **Practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior.**

As noted above, we will use the Positive Behavioral Interventions and Supports (PBIS) framework to ensure that we maintain a positive school culture that is focused on college readiness and high academic expectations. We have established a concrete set of network-wide behaviors (described in detail above) for which students will be supported on and rewarded for within the PBIS. In alignment with Tier 1 of the PBIS framework, we explicitly teach the behavioral expectations to all students and celebrate students who demonstrate positive behaviors through the awarding of points, which are redeemed for participation in celebratory events. At the middle school levels, students who accumulate a certain number of points are recognized during monthly celebrations, which usually occur during lunch. At the high school level, celebrations occur on a quarterly basis and take the form of dances, field days, or other high school-appropriate celebration activities. The specific criteria around earning points to participate in celebrations is explicitly communicated to students at every grade level. Additionally, expectations and incentives for positive behavior are shared with all students, staff, and families during orientation sessions at the beginning of the school year.

To monitor implementation of and progress towards meeting the above expectations, as well as to provide effective supports to students, data is frequently monitored at the school leadership and teacher level, which is a PBIS best practice. More specifically, the Dean of Students at each campus closely and frequently tracks behavioral and cultural data, flagging any trends that need support at the school level, grade level, classroom level, subpopulation level, and individual student level. In addition, we are in the process of aligning our Teacher Advisory Program with our implementation of PBIS. Every teacher will be assigned a small cohort of students that they will advise throughout the school year. Teachers will monitor multiple behavioral data points, including attendance, tardy, and discipline data for each student in their cohort on a weekly basis. Further, teachers will have supportive, face-to-face check-ins with individual students every two weeks. If the results of data or check-ins indicate a pattern of problematic behavior, such information will be provided to the Dean of Students, who in collaboration with the teacher will decide on the best course action to most effectively support the student in accordance with the PBIS-tiered framework. Teachers also

[82] PBIS.org | Home

discuss PBIS-related data every other week in grade-level meetings, trends of which are shared with the Dean of Students, who then synthesizes the teacher data with the data they track (as described above).

For students who are demonstrating difficultly in meeting behavioral Tier 1 expectations as defined above, we provide a continuum of interventions in response to individual student needs and in alignment with the PBIS framework around Tier 1, 2, and 3 supports. In short, our robust use of data allows us to be responsive to students' needs as well as make data-informed decisions about the behaviors we target and the supports we provide—and enable us to identify students in need of intervention. Specific penalties for infractions are detailed in our Student Code of Conduct in the Student Handbook (Attachment D).

- **A list and definitions of the offenses for which students in the school must (where non- discretionary) and may (where discretionary) be suspended or expelled, respectively; procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion.**

See Student Code of Conduct in the Student Handbook (Attachment D).

- **An explanation of how the school will protect the rights of students with disabilities in disciplinary actions and proceedings.**

See Student Code of Conduct in the Student Handbook (Attachment D).

- **The job description and qualifications of the administrative individuals responsible for carrying out the school's discipline policies.**

The Dean of Students is responsible for overseeing the cultural and behavior management aspects of the school. The Dean of Students is fundamental in maintaining a positive and safe school environment and provides support and directs resources to students who are struggling behaviorally and/or social-emotionally. The Dean of Students also handles all discipline-related issues. The Dean of Students reports to, receives support from, and is evaluated by the Principal. We have not yet identified who will serve as the Dean of Students. Given that this position will begin in SY 2025–26, we will begin recruiting for this position by spring 2025 and will have a candidate identified by the time administrative in-service is held for SY 2025–26. The job description for the Dean of Students is provided below:

- Provides support to Principal. Drafts and prepares all correspondence including letters, memorandums, agendas, reports, minutes, and other documents.
- Implements Student Code of Conduct.
- Creates a safe and orderly school environment.
- Coordinates school field trips.
- Maintains calendar and schedules appointments as needed. Answers calls, records messages, and re-directs inquiries to the appropriate individual. Attends to all visitors and staff.
- Maintains office filing system. Copies, faxes, and files correspondence as requested. Assists with data input.
- Communicates with parents and key stakeholders. Takes and transcribes dictation.
- Manages Saturday detention and suspensions.
- Collaborates with instructional staff, other school personnel, parents, and a variety of community resources for the purpose of improving the overall quality of student outcomes, achieving established classroom objectives in support of the school improvement plan.
- Counsels students for the purpose of improving performance, health status, problem solving techniques and a variety of personal issues.
- Manages student behavior for the purpose of providing a safe and optimal learning environment.
- Monitors students in a variety of educational environments (e.g., classroom, school grounds, hallways, restrooms, field trips) for the purpose of providing a safe and positive learning environment.

- Participates in a variety of meetings and professional development activities for the purpose of conveying and/or gathering information required to perform functions.
- Responds to emergency situations for the purpose of resolving immediate safety concerns and/or directing to appropriate personnel for resolution.
- Performs other related duties, as assigned, for the purpose of ensuring the efficient and effective functioning of the work unit.
- Performs other duties as assigned.

MINIMUM QUALIFICATIONS AND REQUIREMENTS:

1. Bachelor's Degree from an accredited college or university
2. A minimum of 1 year of teaching experience
3. Governed by the Rules and Regulations of the Tennessee Code Annotated and the Tennessee Board of Education
4. Must be physically and mentally able to perform the responsibilities and duties of the position

PERFORMANCE APTITUDES:

- Data Utilization: Requires the ability to review, classify, categorize, prioritize, and/or analyze data. Includes exercising discretion in determining data classification, and in referencing such analysis to established standards for the purpose of recognizing actual or probable interactive effects and relationships.
- Human Interaction: Requires the ability to provide guidance, effective supervision, assistance, and/or interpretation to others regarding the application of procedures and standards to specific situations.
- Equipment, Machinery, Tools, and Materials Utilization: Requires the ability to operate, maneuver and/or control the actions of equipment, machinery, tools, and/or materials used in performing essential functions.
- Verbal Aptitude: Requires the ability to utilize a wide variety of reference, descriptive, and/or advisory data and information.
- Mathematical Aptitude: Requires the ability to perform addition, subtraction, multiplication, and division; the ability to calculate decimals and percentages; the ability to utilize principles of fractions; and the ability to interpret graphs.
- Functional Reasoning: Requires the ability to apply principles of rational systems, philosophies, laws, regulations, and procedures; to interpret instructions furnished in written, oral, diagrammatic, or schedule form; and to exercise independent judgment to adopt or modify methods and standards to meet variations in assigned objectives.
- Situational Reasoning: Requires the ability to exercise judgment, decisiveness, and creativity in situations involving evaluation of information against measurable or verifiable criteria and the goals and priorities of planning and development programs.
- How students and parents will be informed of the school's discipline policy.

As described above, students and parents will have multiple opportunities to learn about the school's discipline policy. These opportunities include:

- Parent-Student Handbook: Parents and students will receive a comprehensive parent-student handbook. The handbook will explicitly outline the school's mission and vision, as well as all the school's policies and procedures, including expectations for field trips, school visitors, arrival and dismissal, attendance and absences, dress code, technology use, code of conduct, behavioral consequences, and school closure. The parent-student handbook will also be available in languages other than English and will be easily accessible on the school's website.
- Orientation: Prior to the start of school, we will hold orientation sessions for parents and students to orient them to the school building, as well as educate them about the school's policies and procedures. Translation services will be provided as needed to ensure that all parents can participate in orientation.

- Meet-and-Greet: Parents will be encouraged to attend a meet-and-greet event that will occur within the first two weeks of school. During this time, parents will meet teachers and other school staff and tour the school. The meet-and-greet will also serve as an opportunity to introduce the curricula that will be taught and educational software that will be used, as well as (re)familiarize parents with the school's policies, website, database, and parent mobile application.
- Back-to-School Assemblies: Every student will attend a whole school assembly where they will learn about the school's expectations, cultural values, and rewards and consequences. Additionally, each grade level will hold meetings with all students to set grade-specific expectations.
- Home Visits: To build relationships with our families, as well as inform them about school policies and volunteer opportunities, we will implement a robust home visit program. Home visits will enable teachers to make authentic connections with their students and students' families. During home visits, teachers will engage students and families in conversations about themselves, as well as review school policies and procedures. Teachers will provide strategies and suggest activities in which students and parents can engage together that reinforce and extend what is learned at school. Teachers will also support parents in using the school's database and parent mobile application, which will serve as the primary communication methods between home and school.

1.9 Recruitment and Enrollment

a. Provide as Attachment F the proposed school's Enrollment Policy, which should include the following:

- **Tentative dates for the application period and enrollment deadlines and procedures, including an explanation of how the school intends to receive and process application forms and run a lottery, if necessary (considering the authorizer's open enrollment and lottery schedule);**
- **Nondiscriminatory admission policies, pursuant to Tenn. Code Ann. § 49-13-107;**
- **Any proposed articulation agreements, pursuant to Tenn. Code Ann. § 49-13-113;**
- **Identification of any pre-admission activities for students or parents; and**
- **Policies and procedures for student waitlists, withdrawals, re-enrollment, and transfers.**

See Attachment F.

b. Describe how parents and other members of the community will be informed about the proposed school.

As referenced in the Parent and Community Engagement and Support section, we will inform parents and community members about the proposed using various strategies from the time the school is approved and through its opening. These strategies are described below:

- Engaging Local Organizations: We will work with local organizations such as the Thompson Lane Branch of the Nashville Public Library, Youth Encouragement Services (YES), and the Family Center to engage the community and establish relationships with local parents. More specifically, we will look to place informational materials in the buildings of such organizations as well as seek to hold informational sessions in their facilities.
- Canvassing: In addition to hosting information sessions and events in the community, we will engage in multiple door-to-door canvassing campaigns both leading up to and following approval of the charter application. Canvassing efforts will initially be led by network staff, including the Operations Manager, then, upon hiring, will include school-based staff such as the Principal, Dean of Students, and Dean of Academics. These campaigns will allow us to meet and talk to members of our target communities, share information about our school, and begin to build relationships with potential families for enrollment.
- Mail and Email Communications: We will complete several rounds of mailings and email blasts to share information about the school, provide details about upcoming events, and promote the school's educational model.
- Advertisements: We will advertise on billboards in the community to ensure that we inform as many parents and as much of the community as possible. We will also post information about the school on our website and other social media platforms, which already have a large following of current families and students, among other followers.
- Open Houses, School Tours, and Meet-and-Greets: Upon securing our facility, we will also begin to hold open houses, school tours, and meet-and-greets with school staff to further engage parents and nurture relationships during the pre-opening period.

c. Describe how you are assessing the demand for your school. Include data and factors, including methodology and calculations used to determine projected enrollment and needs within the community.

As stated throughout this application, our school's educational model meets both national and local demand for a rigorous, STEM-focused education in a small setting. According to a recent TDOE report, "the need [for] STEM education is reaching a critical importance in Tennessee. Gaps in relation to STEM occupations, academics, and college and career readiness are keeping our state from fully reaching its potential and its ability to lead the nation economically in STEM related careers. STEM education stands as a key strategy for Tennessee's economic future. It will help foster economic development by creating opportunities for our citizens which have been limited in the past.

STEM education helps build critical thinking and analysis skills by addressing how our students view and experience the world around them."[83]

We seek to meet this urgent need in our state by expanding our ability to provide an excellent STEM-focused education to students in Nashville. As indicated in the Academic Focus and Plan section, we have secured TDOE STEM Designation status for our Mendenhall Campus in Memphis, and we are in the process of securing this status for our other existing schools in Memphis. When we open our proposed school in Nashville, we will also seek TDOE STEM Designation for that campus as well. In Nashville there are currently only five schools with this designation; only four of these schools are middle schools and none are high schools. According to a 2023 Vanderbilt University and Tennessee STEM Innovation Network Impact report, schools with TDOE STEM Designation are having a positive impact on both students and teachers of current STEM-designated schools.[84]

Additionally, we will offer a small school setting. At full scale, our middle school (grades 6–8) will have an enrollment of 360 students and our high school (grades 9–12) will have an enrollment of 450 students. We intentionally designed our school to be small to keep class sizes down, to provide an individualized learning environment, and to cultivate a family-like school culture. Our school will provide parents seeking a small school environment an option that is not common in the Nolensville Road area, where some high schools have enrollments of well over 1,000 students and some middle school enrollments approach 800 students.

In addition to the general high demand for STEM-focused education in a small setting, we believe there is an increasing need for new education options in Nashville, particularly as the population of Nashville is experiencing a period of rapid growth. According to the Nashville Area Chamber of Commerce, Nashville's population grew by nearly 36,000 people in 2022.[85] This increase in population creates a need for additional schools and new educational options for families in Nashville. To calculate the demand and interest for the school within the particular community we have targeted for the proposed school, we have administered an interest survey to parents who may be interested in enrolling their children in the school and community members. We first begun administering this survey in late 2023. In just a matter of a few weeks, we have received over 550 responses and expect to receive hundreds more in coming weeks. When asked which key pillars of the school are of interest to them, 72% of respondents indicated STEM education as an area of interest. Additionally, 79% indicated an interest in attending an informational session. We plan to continue to administer this survey to learn as much as possible about how to best serve the community.

d. Describe your plan to recruit students in the year prior to opening with this authorizer, including the strategies, activities, events, responsible parties, and a timeline.

- **What established community organizations are you targeting for marketing and recruitment? Consider pre-schools, civic groups, camps, summer programs, faith-based institutions, etc.**

To ensure we meet our enrollment targets, we have developed a robust recruitment plan for the year prior to opening. The plan, detailed below, is informed by the successful execution of recruitment strategies in our existing schools and tailored to meet the needs of our target community. We will work with a broad range of community organizations to support our marketing and recruitment efforts, including civic groups, camps, summer programs, faith-based groups, institutions such as the Thompson Lane Branch of the Nashville Public Library, community organizations, such as Coleman Park Community Center, businesses such as Maximum International Market, and youth services groups such as Youth Encouragement Services (YES) and the Family Center.

Strategy/Activity/Event	Person(s) Responsible	Timeline
Build relationships with local organizations, community partners, and community members; identify potential recruitment locations	Operations Manager	June 2024–September 2024

[83] https://www.tn.gov/content/dam/tn/education/ccte/cte/cte_posjust_STEM.pdf
[84] https://www.tsin.org/vanderbilt-university-and-tsin-release-stem-school-designation-impact-report
[85] https://www.nashvillechamber.com/blog/2023/nashville-area-chamber-of-commerces-research-center-announces-nashville-msa-returns-to-pre-pandemic-population-growth-levels

Strategy/Activity/Event	Person(s) Responsible	Timeline
Post and share materials at local community sites	Operations Manager	June 2024–September 2024
Secure newspaper and billboard advertisements	Operations Manager	September–December 2024
Host information sessions at least twice per month at local community events or sites	Operations Manager	September 2024–April 2025
Hold monthly canvassing events to share information about the school and collect information from parents who are interested in enrolling students	Operations Manager Principal	September 2024–March 2025
Send bi-weekly emails to all potential families encouraging them to attend events and information for opportunities to get involved	Operations Manager	September 2024–March 2025
Launch social media campaigns and post flyers at community sites publicizing information sessions and events as well as to direct families to website for enrollment information	Operations Manager	September 2024–March 2025
Send monthly newsletters to supporters, community members, and interested families	Operations Manager	September 2024–March 2025
Host open houses, school tours, meet-and-greets	Operations Manager Principal, School Staff	July 2025–August 2025
Open application window	Operations Manager	January 1, 2025
Close application window (application deadline)	Operations Manager Principal	February 28, 2025
Hold application lottery (if necessary)	Operations Manager Principal	March 7, 2025
If not 100% enrolled, continue to host recruitment events at least three times per week with community organizations and other supporters	Operations Manager Principal	May 2025–June 2025

e. Describe in detail the recruitment and marketing strategies that will be used, the timelines for implementing these strategies, and who will be responsible for implementing these strategies?

As indicated by the plan above, we will use a range of recruitment and marketing strategies to ensure we meet our enrollment targets. The network's Operations Manager will be responsible for overseeing and implementing these strategies, with the support of school staff (once hired) and other network staff. The details of the strategies are described below:

- Share information and host events with local community organizations: We will work with local organizations such as the Thompson Lane Branch of the Nashville Public Library, Youth Encouragement Services (YES) and the Family Center to conduct outreach to the community and share information about the school. We will place informational materials in the buildings of such organizations as well as seek to hold informational sessions in their facilities. We will ensure all promotional materials are translated into multiple languages to reach families who do not speak English.

- School Website: We will maintain a comprehensive website that is informational and easy to navigate. Our website will advertise our academic program and upcoming events for students, as well as families and the community, so that prospective students and parents can see the wide range of programming and activities offered by the school. Additionally, our website will provide potential students and parents with valuable academic information, including access to our State report card, which will showcase and educate prospective students and parents about our school's success. Our enrollment form will always be prominently featured on our website so that interested students and parents can easily complete and submit the form electronically. We will include translation options on the website to ensure we reach families who do not speak English.
- Facebook: We will leverage our Facebook page to serve as a complement to our school website. We will regularly post about upcoming school activities at our existing campuses as well as provide accounts of school events by posting pictures and descriptions as soon as activities events (e.g., science competitions) unfold so that prospective students and parents can gain a fuller perspective of the student experience while attending our school. We will include hashtags and links to our other social media account(s) as well as to our website to drive traffic to our other outlets. A direct link to our enrollment form will also be embedded on our page, allowing potential students and parents to easily locate and complete the form in the moment of interest. We will also place advertisements for our school on Facebook, increasing our exposure.
- X (formerly Twitter): Our X account will dovetail the content contained on our website and posts to our other social media outlets. We will regularly post about school events and programming, as well as content related to our school, such as STEM. We will utilize X's streamlined approach to communication to our advantage, posting links to our website and other social media account(s) to drive traffic to other outlets. In our profile, we will also provide direct links to our enrollment form so that interested students and parents can easily access, complete, and submit the form.
- Instagram: We will also advertise our school through postings on Instagram. Like our other social media accounts, we will upload videos and pictures of school activities events (e.g., science competitions) immediately after they occur to expose prospective students and parents to our event offerings. We will also link our other accounts to our Instagram to direct users through our social media suite and school website. Our enrollment form will be easily accessible to those interacting with our Instagram account.
- YouTube: We will maintain a YouTube channel where we will post videos of school events (e.g., science competitions) to attract potential students and parents. We will also utilize YouTube to answer questions; more specifically, we will produce a Frequently Asked Questions (FAQs) video. The FAQs video will feature common questions by students and parents. School staff will answer these questions and direct viewers to resources if they want additional information. We will embed links to our website, enrollment form, and other social media accounts on our YouTube page.
- Google: We have established a Google-verified Google Business Site on which we will upload pictures of school events and activities, especially those that highlight our approach to STEM. We will also publish news about our school on our Google site to inform prospective parents and students about our mission, model, and programming. We will also leverage the ability to manage advertisements about our school through our site, as well as drive traffic to our other social media accounts via links. Our Google site will also allow us track searches, which will enable us to refine our recruitment plans if analysis of search data deems it necessary.
- Canvassing: In addition to our social media presence and hosting information sessions and events in the community, we will engage in multiple door-to-door canvassing campaigns both leading up to and following approval of the charter application. These campaigns will allow us to meet and talk to members of our target communities, share information about our school, and begin to build relationships with potential families for enrollment. We will include bilingual staff in canvassing events to ensure we are able to reach families who do not speak English.
- Mail and Email Communications: We will complete several rounds of mailings and email blasts to share information about the school, provide details about upcoming events, and promote the school's educational model. We will ensure that these communications include clear and detailed information about application and enrollment procedures. All prospective students and parents whose information will be captured in our database, cultivated

through the channels described above, will receive newsletters. In addition, we will send newsletters to all currently-enrolled student and parents, staff, Board members, and other school stakeholders (such as community members and organizations) to ensure that a wide swath of school stakeholders regularly receive information about our school. We will provide translations of these communications in multiple languages to reach families who do not speak English.

- Advertisements: We will advertise in local newspapers, on television, radio stations, and billboards in the community to ensure that we engage as many parents and as much of the community as possible. We will also post information about the school on our website and other social media platforms, which already have a large following. We will include advertisements in multiple languages to reach families who do not speak English.
- Open Houses, School Tours, and Meet and Greets: Upon securing our facility, we will also begin to hold open houses, school tours, and meet-and-greets with school staff to further engage parents and establish buy-in during the pre-opening period. We will feature special aspects of our programming (e.g., STEM project demonstrations by students and staff from our existing schools) to further engage parents and establish buy-in during the pre-opening period. Open house participants will be asked to provide some personal information such as their name, mailing address, phone number, and email address, which will enable us to keep in contact with them after the open house. We will follow up with attendees via physical and electronic mailings and phone calls to maintain their interest in our school, as well as answer any questions and solicit feedback about our school. Prospective parents and students may also request a tour of the school outside of offered open houses. To ensure that all students and parents are able to participate in our open houses, we will provide translation services if needed.

f. Describe how students will be given an equal opportunity to attend the proposed school.

- **Specifically describe any plans for outreach to families in poverty, academically low-achieving students, students with disabilities, English learners, and other students at risk of academic failure.**
- **If your school has a specific area of focus, describe the plan to market that focus.**

As stated in our enrollment policy found in Attachment F, we will not discriminate on the basis of race, color, religion, sex, creed, age, disability, national origin, or genetic information. Furthermore, we will adhere to all nondiscriminatory admission policies, pursuant to T.C.A. § 49-13-107. As indicated above, we will work with community organizations as recruitment partners. These organizations include Youth Encouragement Services (YES) and the Family Center, both of which serve diverse populations of families, including those who have children who live in poverty, are academically low achieving, have disabilities, are learning English, and/or are at risk of academic failure. We will also leverage our Director of Special Programs/Elementary Education, who will oversee the programming that serves special populations of students, as a resource to ensure that our recruitment efforts are effectively reaching all populations of students.

As described throughout this application, our academic plan includes the following key components:

- Enriched Curriculum
- Technology Integration
- Standardized and Authentic Assessment
- Robust Student Support Staff
- Robust Support for Instructional Staff
- Parent Involvement
- Science, Technology, Engineering, and Math (STEM) Focus

Our marketing materials will prominently highlight these features to ensure that families, students, and the broader community understand our approach. Additionally, we will specifically market our STEM focus by highlighting the STEM opportunities our school will provide at recruitment events. For example, we will invite staff from our existing schools to present the work and projects they have created with students during information sessions or open houses. We will also create special STEM-focused displays of student work so families will understand the STEM-related opportunities their children will have at our school.

g. Describe student recruitment after the proposed school has opened. How will it differ from pre-opening recruitment?

Once our proposed school opens, we will expand our marketing and recruitment efforts to ensure that we fulfill enrollment targets, including targets around serving subpopulations of students, every year. We will still employ many of the same recruitment strategies as we do during our pre-opening year: developing and distributing marketing materials in languages other than English, visiting community centers and hubs (e.g., faith-based organizations, businesses, community centers), placing advertisements, and employing social media. However, after we open, we will shift the focus of many of our recruitment efforts to highlight the school as it exists in operation. More specifically, we will feature current school events and programming on our website and social media accounts. We will advertise upcoming events, highlight events immediately after they occur, and celebrate the success of past events, creating multiple points of exposure for each. In short, with permission, we will highlight students who are enrolled in our school engaging in school activities so that potential parents and students can appreciate the student experience while attending our school. We will also highlight the services we provide to support students with disabilities, students who are English learners, and students who are at risk and/or struggling. On our website and every social media account, we will also solicit the contact information of prospective families, enabling us to cultivate a robust database of potential students.

h. Describe student recruitment after the proposed school has opened.

- **How will it differ from pre-opening recruitment?**
- **Please identify how this will differ from current enrollment strategies.**

As stated above, once our proposed school opens, we will expand our marketing and recruitment efforts to ensure that we fulfill enrollment targets, including targets around serving subpopulations of students, every year. We will still employ many of the same recruitment strategies as we do during our pre-opening year: developing and distributing marketing materials in languages other than English; visiting community centers and hubs (e.g., faith-based organizations, businesses, community centers), placing advertisements, and employing social media. However, after we open, we will shift the focus of many of our recruitment efforts to highlight the school as it exists in operation. More specifically, on our website and social media accounts, we will feature current school events and programming. We will advertise upcoming events, highlight events immediately after they occur, and celebrate the success of past events, creating multiple points of exposure for each. In short, with permission, we will highlight students who are enrolled in our school engaging in school activities so that potential parents and students can appreciate the student experience while attending our school. We will also highlight the services we provide to support students with disabilities, students who are English learners, and students who are at risk and/or struggling. On our website and every social media account, we will also solicit the contact information of prospective families, enabling us to cultivate a robust database of potential students.

1.10 Parent and Community Engagement and Support

a. What feedback regarding the startup of the school has been provided by the community – including parents interested in enrolling their student(s) in your school, and how has this feedback been incorporated into this application? Provide a detailed explanation of how the feedback was collected, and a strong rationale for the validity of responses.

As indicated throughout this application, we currently operate four schools in western Tennessee. The success of these schools and the unique educational opportunity they provide resulted in requests from parents and community members for similar opportunities for students in Nashville. Our proposed programming would be replicated from our existing schools, including our implementation of enriched, rigorous, and standards-based curricula; technology integration; standardized and authentic assessment; robust student support staff; robust support for instructional staff; parent involvement; and STEM focus. Satisfaction with our programming and the desire for continuity across the schools led us to include these components in our proposed academic plan at the high school.

However, as we research the specific needs of the Nashville community where the new school will be located, we are collecting feedback about what specific programming is most important to parents in this area. Specifically, we have collected information via a survey starting in the fall of 2023 to both assess demand for the school (as described in the Recruitment and Enrollment section) as well as to solicit feedback on specific programming. We have administered this survey to community members who have attended information sessions or otherwise expressed interest in the school (e.g., during canvassing events). We ensure that we are collecting contact information for survey respondents and that the same people are not responding to the survey more than once, which provides us with confidence in the validity of these responses. Within this survey, we asked parents to provide feedback about which programs are most important to them (e.g., STEM, College and Career Prep, Individualized Support, English Language Learner Support, Gifted and Talented Support, and/or Special Education Support). Based on the results of the survey to date, we have learned that the key areas of interest to parents in the community are STEM education and College and Career Prep. We are using this information to ensure we continue to offer robust supports in each of these areas (e.g., ACT preparation), as well as to ensure we are providing key opportunities (e.g., extracurricular clubs) that meet the needs of parents.

b. Describe how you will engage parents and community members and how this engagement strategy will adjust from the time that the proposed school is approved by this authorizer through the school's opening. What specific strategies would you rely on to establish buy-in from local parents and community members during the pre-opening period?

As referenced in the Recruitment and Enrollment section, we will engage parents, as well as community members through various strategies from the time the school is approved and through the opening. We believe these strategies will also help us establish buy-in from local parents and community members during the pre-opening period. These strategies are described below:

- Developing and Leveraging Relationships with Community Organizations: We will work with local organizations, such as the Thompson Lane Branch of the Nashville Public Library, Youth Encouragement Services (YES) and the Family Center to engage the community and establish buy-in from local parents. More specifically, we will look to place informational materials in the buildings of such organizations and will seek to hold informational sessions in their facilities.
- Canvassing: In addition to hosting information sessions and events in the community, we will engage in multiple door-to-door canvassing campaigns both leading up to and following approval of the charter application. These campaigns will allow us to meet and talk to members of our target communities, share information about our school, and begin to build relationships with potential families for enrollment.
- Mail and Email Communications: We will complete several rounds of mailings and email blasts to share information about the school, provide details about upcoming events, and promote the school's educational model.

- Advertisements: We will advertise on billboards in the community to ensure that we engage as many parents and as much of the community as possible. We will also post information about the school on our website and other social media platforms, which already have a large following of current families and students, among other followers.
- Open Houses, School Tours, and Meet-and-Greets: Upon securing our facility, we will also begin to hold open houses, school tours, and meet-and-greets with school staff. We will feature special aspects of our programming (e.g., STEM project demonstrations by students and staff from our existing schools) to further engage parents and establish buy-in during the pre-opening period.

c. Provide, as Attachment G, any of the following: letters of support, including those within the local community, outreach to parents, intents to enroll, or memoranda of understanding, that indicate the proposed school is welcomed by the community in which the school intends to locate, is viewed as an attractive educational alternative, and/or reflects the community's needs and interests.

Note: General letters of support that include generic language such as "this school will provide a high-quality option" or "we will work to support the school once opened" do not satisfy this expectation. Instead, letters of support should demonstrate a clear commitment that is measurable and that is likely to result in enrollment targets being met, demonstrate financial support, or sustainable community engagement.

See Attachment G.

d. Outline any community organization, business, or other educational institutions that the proposed school will partner with. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities.

Nashville School of Excellence will leverage the opportunities of community partners and educational institutions in order to provide the highest quality education to our students and to ensure our staff is prepared to fulfill our mission. The details of these partnerships are outlined below. As we establish our presence in Nashville, we plan to continue to expand our portfolio of partnerships, particularly with local organizations that can support our STEM programming and extracurricular opportunities for students.

Partner	Nature/Purpose of Partnership	Terms/Scopes of Services	Commitment Type
Tennessee STEM Innovation Network (TSIN)	Provide access to STEM resources and support through Network outreach	See Letter of Support, Attachment G	In-Kind
City Fund	Provide support in the form of grants	See Letter of Support, Attachment G	In-Kind
St. Jude's Children's Research Hospital	Provide STEM-related learning opportunities for students and staff	See Letter of Support, Attachment G	In-Kind
Bethel University	Offering Dual Enrollment Courses to NSE High School Students	See MOU, Attachment G	Fee-Based
University of Memphis	Offering Dual Enrollment Courses to NSE High School Students	See MOU, Attachment G	Fee-Based

Partner	Nature/Purpose of Partnership	Terms/Scopes of Services	Commitment Type
Teach Like a Champion	Professional Development Sessions for Teachers and Leaders	See MOU, Attachment G	Fee-Based
Freed-Hardeman University	Placement of Student Teachers and Counselors	See MOU, Attachment G	In-Kind
Christian Brothers University	Placement of Student Teachers and Counselors	See MOU, Attachment G	In-Kind
Teach for America	Partnering to place and support both Teach For America Corps Members and Teach For America Alumni	See Letter of Support, Attachment G	In-Kind
UT-TSU Extension and Agricenter	Provide agriculture and STEM education opportunities to students and staff	See Letter of Support, Attachment G	In-Kind
American Heart Association	Provide programs and lessons related to overall health and wellness	See Letter of Support, Attachment G	In-Kind
Digital Promise	Provide technology integration and capacity	See Letter of Support, Attachment G	Fee-Based

e. Outline how the proposed school will engage parents and community members prior to the school's opening and throughout the life of the school (in addition to any proposed governance roles).

Our mission calls for us to prepare students for higher learning in a safe, caring, and collaborative atmosphere. To realize our mission, we will actively engage parents and community members in the life of our school. Accordingly, we value input and feedback from all parents. To make it convenient for parents to provide us with suggestions, comments, and/or concerns, we created a virtual suggestion box just for parents on our website in 2013. Parents are able to easily submit their thoughts and feedback. Principals regularly access the suggestion box to review responses and respond accordingly, whether replying back to a specific comment or passing a comment along to network-level leadership. Emails that parents submit to the website are also sent directly to the executive director. To date, hundreds of parents have utilized the virtual suggestion box, which has resulted in school improvements. For example, we received feedback via the box about the need for a bus to transport students to and from school. After considering and researching this feedback, we now have a bus. Additionally, once we started to bus students, we received feedback via the box that the bus driver was allowing students to exit the bus prior to the school being open in the morning. We responded by implementing a policy that calls for students to stay on the bus until the building is open. We will encourage NSE parents to provide us with feedback during our pre-opening and opening year (as well as every year beyond) so that we can consider and address input related to the development of our Nashville school. In addition to soliciting all parents' feedback, parents serving on advisory boards and councils will be included in the school improvement plan process, which involves analyzing data from the previous school year, identifying areas for improvement, and creating a plan for improvement. During our pre-opening year, this process will largely involve goal setting, as well as reflection on development and design processes leading up to opening.

Upon being awarded our charter, we will build strong family-school partnerships that will strengthen support for learning and encourage parent involvement through methods such as:

- Parent Board Member: As outlined thoroughly in the Network Governance section, the Board of Directors that governs our schools currently in operation will also serve as the Governing Board of the proposed school. Currently, a parent whose child is enrolled in our existing schools in the Cordova area of Memphis serves as an active Board member. Additionally, as outlined in Tennessee code, within six months of opening, a parent whose child attends school at our Nashville location will be appointed to the Board. We will have two parents on the Board to ensure that parents are actively engaged in the governance of the school, as well as to enable parent voices to be officially represented in the areas in which we operate.
- Advisory Council: Also explained in detail in the Network Governance section, in addition to having a parent representative from Memphis and from Nashville on our Board (which will govern all four schools), each school will have an advisory council. In accordance with Tennessee Code § 49-13-109, an advisory school council shall include no fewer than five (5) members and shall include the Principal, at least one (1) parent, and at least one (1) teacher representative. Parent representatives will be elected by their peers. We aim for our advisory councils to mirror the demographics of our school; accordingly, we will support parents who do not speak English by offering translation services and other needed supports to ensure that they can fully participate in the advisory council election and meeting processes. Advisory councils will convene quarterly to discuss needs, identify areas for improvement, pinpoint problems, and recommend solutions. Following every meeting, each advisory council will submit a report detailing the council's conversations, needs, and recommendations (along with other pertinent information) to the Board. The advisory council offers parents another layer of official representation in the oversight of the school, as well as another opportunity to actively engage in the school's operations.
- Parent-Teacher Organization (PTO): Every school will have a Parent-Teacher Organization (PTO) that meets regularly to discuss matters related to the school's operation and programming. PTO meetings will enable parents to formally convene to discuss ideas, identify concerns, brainstorm solutions, and offer feedback about the operation of the school. The PTO will offer parents the opportunity to form relationships with other parents and with school staff as well as provide parents with a forum in which they can contribute to the functioning of the school. Translation services will be provided as needed to ensure that all parents can participate in the PTO.
- Orientation: Prior to the start of school, we will hold orientation sessions for parents to orient them to the school building as well as educate them about the school's policies and procedures. Parents will also learn about the school's database and parent mobile application, which is detailed thoroughly below, as well as other communication structures and opportunities to engage with the school, including upcoming family activities and our home visit program. Translation services will be provided as needed to ensure that all parents can participate in orientation.
- Meet-and-Greet: Parents will be encouraged to attend a meet-and-greet event that will occur within the first two weeks of school. During this time, parents will meet their children's teachers and other school staff and tour the school. The meet-and-greet will also serve as an opportunity to introduce the curricula that will be taught and educational software that will be used as well as (re)familiarize parents with the school's policies, website, database, and parent mobile application. Parents will receive support in creating usernames and passwords and logging into the database as well as downloading and accessing the application; both serve as central communication platforms between school and home. Translation services will be provided as needed to ensure that all parents can participate in the meet-and-greet.
- Home Visits: Every student who is enrolled in our schools is offered a home visit every year. At the beginning of every school year, every parent is contacted about participating in a home visit. All parents who indicate consent receive a home visit, which is a non-negotiable expectation for our teachers, who receive compensation for every home visit they complete. To ensure that we effectively communicate with all of our families around home visits, we ensure that the person who contacts parents speaks the language spoken in the home. Additionally, if the teacher conducting the home visit does not speak the language spoken in the home, a translator accompanies them. Home visits enable teachers to make authentic connections with their students and students' families. During home visits, teachers will engage students and families in conversations about the school and about themselves. Teachers will provide strategies and suggest activities in which students and parents can engage together to

reinforce and extend what is learned at school. Teachers will also support parents in using the school's database and parent mobile application, which serve as the primary communication methods between home and school. Home visits also act as a source of support when students and their families are facing difficulties such as the loss of a loved one.

- Communication Methods: We will utilize multiple communication methods to ensure that students and parents are fully informed about school activities. All communications are provided in the languages our families speak to ensure every student and parent is fully informed. Among these methods are:
    - School Website: As indicated above, we will maintain a comprehensive website with information about the school's programming, performance, and events. The school website will be updated regularly to provide timely announcements to students and parents. Links to our social media account(s), school database, parent mobile application download, and newsletter will also be prominently featured on the website.
    - Social Media: Also as described above, we will utilize social media—including Facebook, X (formerly Twitter), and Instagram—as a means to engage with students and parents and provide timely information. We will post regularly about upcoming activities so that students and parents are fully informed about and have ample notice to participate in school events. We will often post immediately after events conclude, which allows families to stay informed about activities at which they could not be physically present. We will also embed links to our school website and database on our home page and profile so that users can access and engage with them easily.
    - PowerSchool and the PowerSchool Application: Parents will be able to access information about the school and their children though the PowerSchool platform. Teachers will post upcoming class activities, assignments, and projects, and they will record students' grades so that parents can receive timely updates about progress and achievement. Assessment data will also be housed on PowerSchool so that parents can access benchmark data and other test scores. Additionally, behavioral and attendance data will be contained in PowerSchool so parents can track their children's conduct and be alerted to absences and tardies. Parents may also download the PowerSchool mobile application to access information from the platform on their mobile devices. The application will allow parents to monitor their children's progress; grades, homework assignments, behavioral data, and attendance records can be accessed on the application. In addition, the application will provide important school information, such as the school bell schedule, lunch menus and payments, and the school calendar of events. In addition, our newsletter, described below, will be included in the application every week, enabling parents to easily stay informed about and engaged in their children's educational experience, as well as school policies and events.
    - EdioGO Application: We will also employ the EdioGO application to remind parents about upcoming events and activities. The application will also enable us to send out announcements so that parents are informed in a timely manner.
    - Language Translation: All of our parents must be informed about and given the opportunity to engage with the school. We will translate all documents into languages other than English most commonly spoken at the school. Our website is also equipped with a translation program that allows it to be translated into multiple languages. In addition, at least one front office staff member will be bilingual and fluent in the language other than English spoken most frequently in the community. We will also enlist the services of translators, when necessary, to ensure that all parents can effectively communicate with and receive communications from the school.
    - Monthly Newsletter: We will publish a comprehensive monthly newsletter that will highlight all of the school's recent past and upcoming events and accomplishments. Newsletters will be disseminated through website postings and electronic mailings to all families whose children attend our school. Parents utilizing the parent mobile application will receive the newsletter via their application every month. Newsletters can be translated into any language that our families speak and will be provided accordingly.
    - Phone Calls: We will conduct robocalls to make school-related announcements as well as inform families about upcoming events. All robocalls will be translated into Spanish. In addition, teachers will make frequent phone calls to the parents of their students to highlight successes as well as discuss any concerns. Teachers

will be required to return parent phone calls within 48 business hours to ensure that parents' questions, comments, and/or concerns are addressed in a timely manner.

  - Emails: As indicated above, our database streamlines electronic communications between parents and teachers. As with phone calls, teachers will be required to reply to emails within 48 business hours. Emails will be utilized as a means for parents and teachers to quickly and fluidly communicate with each other.
  - In-Person Communications: We will welcome parents to visit our school. Parents will be encouraged to make appointments to confer with their children's teachers, and school leadership will have an open-door policy for parents. In addition, we will encourage parents, teachers, and other school staff to engage in short conversations during morning drop-off and afternoon dismissal. During this time, teachers and staff will be visible and available to briefly engage with parents.
  - Suggestion Boxes: We will welcome feedback and input so that we can continually improve our school and be responsive to the needs and ideas expressed by parents. We will install a suggestion box in the main lobby of our school. Parents will be encouraged to communicate their opinions, suggestions, and concerns about the school. We will also build a virtual suggestion box on our website, allowing parents to submit their thoughts remotely and electronically. When suggestions are submitted, school leadership will promptly review the suggestion and take appropriate action.

- Parent Teacher Conferences: Conferences will be held at minimum twice a year: once during the first quarter and once during the third quarter. Conferences will enable teachers and parents to discuss academic achievement, behavioral progress, assessment scores, and upcoming curricula. Parents can also use this time to address any concerns or questions. Parents unable to attend will be encouraged to schedule a meeting with their children's teachers at another time.
- School Events: Throughout the year, we will hold a number of school events for students and families. Many of these events will be academic in nature, such as curriculum nights, during which teachers and staff will review upcoming curricula with parents so that they are fully informed about what their children are learning. Curriculum nights will allow parents to engage with the skills and content their children will be expected to master, as well as ask any questions and/or voice any concerns about the material. During this time, teachers will also provide strategies about how parents can support learning of the curricula at home. In addition, we will host multiple social events for families so that staff, students, and parents can come together as a community. Among these events will likely be festivals, food and clothing drives, and dinners and banquets. We will also hold assemblies throughout the year such as honor roll celebrations to celebrate students and the school and cultivate school spirit. Further, we will offer events specifically for our parents; these events will enable parents to interact and build relationships with school staff. For example, we plan to host regular Muffins for Moms and Donuts for Dads meetings, allowing parents to form and strengthen relationships with each other and school leadership and staff.
- Volunteering Opportunities: All parents will be asked to volunteer upon their children enrolling in the school. While volunteering will be optional, we will highly encourage it as a means to engage in the school and form meaningful relationships with staff, students, and other parents. Parents will be presented with a wide range of volunteering activities from which to choose, including supporting teachers by making copies, reading with and/or to students, providing instructional support to students, and assisting with field trips.
- Parent Information Room: We understand that not all parents have access to computers and printers or to mobile devices. Accordingly, we will dedicate a space equipped with internet access and outfitted with a kiosk machine, computer, and printer for parents' use. Parents will be able to access our website, social media platform(s), and database to retrieve information and monitor their children's progress. They can print announcements and reports at their convenience. School staff will be available for parents in need of technological assistance in utilizing the parent room.
- Parent Recognition Program: Just as we will celebrate our students' success and contributions to the school on social media, in newsletters, and during assemblies and other school events, we will recognize parents who are actively engaged and involved in the school. Parents who volunteer for a certain number of hours and who participate in a certain amount of school events and programs (both will be exactly determined in the future upon the school's opening) will receive recognition. More specifically, recognized parents' names will be published on

our school website. We will also host a reception during which recognized parents will be awarded a certificate. Such recognition will encourage other parents to volunteer and participate in school activities and will motivate parents who are active to continue to engage with the school.

- Adult Education Classes: We believe in supporting and empowering our parents. To that end, we will offer a series of language classes and computer classes throughout the school year. Campus Principals will be tasked with overseeing implementation of classes, distributing responsibilities to staff who elect to participate in the facilitation of classes for our parents. We employ a number of bilingual staff across our campuses and will leverage them for our language classes, which will be held once a week for 45 minutes. Language classes will support parents who speak languages other than English in gaining English language proficiency. Computer classes will cover the fundamentals of computer use, as well as how to work in the Google suite and Microsoft Office. For parents who possess more advanced technological skills, classes will support them in earning Apple and Google certifications. Specific class offerings will be driven by parent need and demand; we will also tailor the content we cover to mirror the learning needs of our parents. We will market our classes by advertising them through the numerous communication methods explained throughout this section, as well as inform prospective parents about our offerings during the multiple informational mechanisms described throughout this section.
- Parent Academy: In addition to language and computer classes, we will hold a parent academy, a series of educational and inspirational sessions. Like our adult education classes, campus Principals will be ultimately responsible for the implementation of Parent Academy. The Deans of Students and Counselors at each campus will also assist with Parent Academy by facilitating sessions, which will be based on a robust framework created by another network of charter schools. While the content covered will be anchored in this framework, we will modify sessions as needed to be responsive to the specific needs of our parents. Topics covered will likely include: How to Help Your Child with Math Homework; Conscious Discipline at Home; Helping Your Child Make Healthy Relationship Choices; How to Stay Involved at the Secondary Level; Healthy Eating Habits; Mentoring; College Preparation and Financial Aid; STEM High School Activities; and Northwest Evaluation Association Measures of Academic Progress (NWEA MAP). We fully believe parents are our partners. Our Parent Academy will strengthen this partnership and support parents in creating healthy learning environments at home. We will market our classes by advertising them through the numerous communication methods explained throughout this section, as well as inform prospective parents about our offerings during the multiple informational mechanisms described throughout this section.

f. Describe how parents will be informed and educated on all school policies and any commitments or volunteer opportunities the school will seek from, offer to, or require of, parents.

As indicated above, we fully appreciate that for our school to be successful, we need to create strong partnerships with parents and engage them in the life of our school. The foundation of building these robust partnerships with parents is communication. We must ensure that our parents are fully informed of and educated about all school policies and volunteer opportunities. We will accomplish this through initiatives such as:

- Registration: During registration, parents will receive a student and parent handbook that comprehensively outlines all of the school's policies and procedures. Parents will be required to sign a receipt of acknowledgement that they received and will abide by the handbook. During orientation and the meet-and-greet event, time will be dedicated to more thoroughly explaining the policies and procedures detailed in the handbook. Additionally, during the registration process, parents will be asked to complete a volunteer form to indicate volunteering preferences, such as the frequency and type of volunteer work. While volunteering will not be mandatory, we will highly encourage parents to volunteer as much as able.
- Student and Parent Handbook: Parents will receive and sign a comprehensive student and parent handbook during the registration process. The handbook will explicitly outline the school's mission and vision, as well as all the school's policies and procedures, including expectations for field trips, school visitors, arrival and dismissal, attendance and absences, dress code, technology use, code of conduct, behavioral consequences, and school closure. The student and parent handbook will also be available in languages other than English and will be easily accessible on the school's website.

- Orientation: Prior to the start of school, we will hold orientation sessions for parents to orient them to the school building as well as educate them about the school's policies and procedures as outlined in the student and parent handbook they received during registration. During orientation, parents will be reminded about the ample volunteering opportunities available to them. Parents will also learn about how to use the PowerSchool application, detailed below.
- Meet-and-Greet: Parents will be encouraged to attend a meet-and-greet event that will occur within the first two weeks of school. During this time, parents will meet their children's teachers and other school staff and tour the school. The meet-and-greet will also serve as an opportunity to introduce the curricula that will be taught and educational software that will be used, as well as (re)familiarize parents with the school's policies and procedures as outlined in the parent/student handbook. During the meet-and-greet, teachers will also discuss volunteering opportunities with parents, providing them with their monthly parent volunteer wish list.
- Home Visits: To build relationships with our families as well as inform them about school policies and volunteer opportunities, we will implement a robust home visit program. Home visits will enable teachers to make authentic connections with their students and students' families. During home visits, teachers will engage students and families in conversations about themselves, and teachers will also review school policies and procedures. Teachers will provide strategies and suggest activities in which students and parents can engage together that reinforce and extend what is learned at school. Teachers will also support parents in using the PowerSchool application (described below), which will serve as the primary communication methods between home and school.
- PowerSchool and PowerSchool Application: Parents will be able to access information about the school and their children though the PowerSchool platform. Teachers will post upcoming class activities, assignments, and projects, and they will record students' grades so that parents can receive timely updates about their children's progress and achievement. Assessment data will also be housed on PowerSchool so that parents can access benchmark data and other test scores. Additionally, behavioral and attendance data will be contained in PowerSchool so parents can track their children's conduct as well as be alerted to absences and tardies. Parents may also download the PowerSchool mobile application so that they can access information from the platform on their mobile devices. The application will allow parents to monitor their children's progress; grades, homework assignments, behavioral data, and attendance records can be accessed on the application. In addition, the application will provide important school information such as the school bell schedule, lunch menus and payments, and the school calendar of events. In addition, our newsletter, described below, will be included in the application every week, enabling parents to easily stay informed about and engaged in their children's educational experience, as well as school policies and events.
- School Website: As indicated above, we will maintain a comprehensive website with information about the school's policies, procedures, programming, performance, and events. The school website will be updated regularly to provide timely announcements to students and parents. Links to our social media account(s), school database, parent mobile application download, and newsletter will also be prominently featured on the website so that parents can easily stay informed about the school.
- Social Media: Also described above, we will utilize social media, including Facebook, X (formerly Twitter), and Instagram to engage with students and parents and provide timely information. We will post and tweet regularly about parent volunteer opportunities so that parents can stay abreast of the most current opportunities to help in the school. We will also embed links to our school website and database on our home page and profile so that users can access and engage with the resources easily.
- Board Meeting Agendas and Minutes: Following every Board meeting, the meeting agenda and minutes will be promptly uploaded on to our school website so that parents can access them and be informed about Board discussions and decisions. We also have an agreement with the Tennessee School Boards Association and use their BOEConnect platform to share agendas, minutes, and meeting information. Parents may request hard copies of all Board agendas and minutes. Parents will also be encouraged to physically attend Board meetings as a means to stay informed about the school.
- Advisory Council Reports: Also explained in detail in the Network Governance section, each school will have an advisory council. In accordance with Tennessee Code § 49-13-109, an advisory school council shall include no

fewer than five (5) members and shall include the Principal, at least one (1) parent, and at least one (1) teacher representative. Advisory councils will convene quarterly to discuss needs, identify areas for improvement, pinpoint problems, and recommend solutions. Following every meeting, each advisory council will submit a report to the Board detailing the council's conversations, needs, and recommendations along with other pertinent information. These reports will be available to parents not serving on the council so that they can stay informed about discussions regarding and proposed modifications to the school's policies and procedures.

- PTO Membership and Meeting Minutes: Every school will have a Parent-Teacher Organization (PTO) that meets regularly to discuss matters related to the school's operation and programming. Parents will be encouraged to volunteer to participate on the PTO. PTO meetings will enable parents to formally convene to discuss ideas, identify concerns, brainstorm solutions, and offer feedback about the operation of the school. For parents who are unable to participate on the PTO, meeting minutes will be uploaded to the school's website so that all parents can be informed of discussions about and suggested changes to school policies and procedures.

g. If not already identified, describe any programs and resources you will offer to parents and/or the community and how they may support the school's mission and vision.

Our mission entails preparing students for higher learning in a safe, caring, and collaborative atmosphere, and our vision revolves around enabling students to succeed in secondary school, college, and in the workplace as well as preparing students to enter STEM careers after college completion. As indicated throughout this section, we firmly believe creating strong partnerships with parents is critical to realizing our mission and vision and, ultimately, our school's success. Robust parent partnerships better ensure that student learning and achievement is reinforced at home. As a means to cultivate these partnerships, as well as provide a source of support to parents in expanding their own skill sets and, in their efforts to support their children's academic and social-emotional development and achievement at home, we plan to offer the following the programs:

- Adult Education Classes: We will offer a series of language classes and computer classes throughout the school year. Campus Principals will be tasked with overseeing implementation of classes and distributing responsibilities among staff who elect to participate in the facilitation of classes for our parents. We employ a number of bilingual staff across our campuses and will leverage them for our language classes, which will be held once a week for 45 minutes. Language classes will support parents who speak languages other than English in gaining English language proficiency. Computer classes will cover the fundamentals of computer use, as well as how to work in the Google suite and Microsoft Office. For parents who possess more advanced technological skills, classes will support them in earning Apple and Google certifications. Since our school will have a heavy STEM focus, developing parents' technology skills will, in turn, help them support their children's mastery of STEM concepts. Specific class offerings will be driven by parent need and demand; we will also tailor the content we cover to mirror the learning needs of our parents. We will market our classes by advertising them through the numerous communication methods explained throughout this section, and we will inform prospective parents about our offerings during the multiple informational mechanisms described throughout this section.

- Parent Academy: In addition to language and computer classes, we will hold a Parent Academy, a series of educational and inspirational sessions. Like our adult education classes, campus Principals will be ultimately responsible for the implementation of Parent Academy. The Deans of Students and Counselors at each campus will also assist with Parent Academy by facilitating sessions, which will be based on a robust framework created by another charter network. While the content covered will be anchored in this framework, we will modify sessions as needed to be responsive to the specific needs of our parents. Topics covered will likely include: How to Help Your Child with Math Homework; Conscious Discipline at Home; Helping Your Child Make Healthy Relationship Choices; How to Stay Involved at the Secondary Level; Healthy Eating Habits; Mentoring; College Preparation and Financial Aid; STEM High School Activities; and Northwest Evaluation Association Measures of Academic Progress (NWEA MAP). We fully believe parents are our partners. Our parent academy will strengthen this partnership and support parents in creating healthy learning environments at home. We will market our classes by advertising them through the numerous communication methods explained throughout this section, and we will inform prospective parents about our offerings during the multiple informational mechanisms described throughout this section.

- Support for Families in Need: While our mission and vision are largely academic in nature, our mission calls for us to cultivate a caring environment. To this end, we will have several initiatives to support our families in need. For example, we will hold an annual Thanksgiving food drive during the month of November to collect food items for families in need. The school will provide turkeys to every family who cannot otherwise afford one. We believe that ensuring every family enjoys a Thanksgiving dinner will contribute to the creation of a caring environment, strengthening the bond between home and school. During the December holiday season, we will have an Angel Tree Program for which counselors will identify families in need,= and staff members can opt to fulfill wish lists for a specific family.

h. Provide a needs analysis and description of the need for the proposed school, including how the proposed school would serve the interests and meet the needs of students and families in the communities the charter school intends to serve.

As stated throughout this application, our school will prepare students for long-term success in college and their career through the use of rigorous, standards-based curricula that include a STEM focus. Our program includes additional time for students in their STEM coursework and enriched elective and extracurricular programming, which will provide additional opportunities to deepen their understanding of STEM topics. According to a recent TDOE report, "the need [for] STEM education is reaching a critical importance in Tennessee. Gaps in relation to STEM occupations, academics, and college and career readiness are keeping our state from fully reaching its potential and its ability to lead the nation economically in STEM related careers. STEM education stands as a key strategy for Tennessee's economic future. It will help foster economic development by creating opportunities for our citizens which have been limited in the past. STEM education helps build critical thinking and analysis skills by addressing how our students view and experience the world around them."[86] We seek to meet this urgent need in our state by expanding our ability to provide an excellent STEM-focused education to students in Nashville. As indicated in the Academic Focus and Plan section, we have secured TDOE STEM Designation status for our Mendenhall Campus in Memphis, and we are in the process of securing this status for our other existing schools in Memphis. We also recently received the ITEEA STEM School of Excellence award. When we open our proposed school in Nashville, we will also seek TDOE STEM Designation for that campus as well. In Nashville, there are currently only five schools with this designation. According to a 2023 Vanderbilt University and Tennessee STEM Innovation Network Impact report, schools with TDOE STEM Designation is having a positive impact on both students and teachers of current STEM-designated schools.[87]

In addition to providing an opportunity for students in the community to receive a STEM-focused education, we would also offer a small school setting. At full scale, our middle school (grades 6–8) will have an enrollment of 360 students and our high school (grades 9–12) will have an enrollment of 450 students. We intentionally designed our school to be small to keep class sizes down, to provide an individualized learning environment, and to cultivate a family-like school culture. Our school will provide parents seeking a small school environment for their children an option that is currently not common in the Nolensville Road area.

[86] https://www.tn.gov/content/dam/tn/education/ccte/cte/cte_posjust_STEM.pdf

[87] https://www.tsin.org/vanderbilt-university-and-tsin-release-stem-school-designation-impact-report

1.11 Phase-In/Turn-Around Planning

Not applicable; we are not proposing a conversion.

1.12 High School Graduation & Postsecondary Readiness

a. Explain how the proposed school will meet Tennessee graduation requirements in accordance with State Board policy 2.103. Describe how students will earn credits, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements exceed those required by the State, explain the additional requirements.

Graduation Requirements: Nashville School of Excellence (NSE) will implement the graduation requirements outlined in State Board policy 2.103,[88] which require students to earn 22 credits as specified:

Courses	Units Required
English	4
Mathematics	4
Science	3
Social Studies	3
Wellness	1
Physical Education	0.5
Personal Finance	0.5
Elective Focus	3
Foreign Language	2
Fine Arts	1
Total	22

Additionally, in accordance with the policy:

- Students must complete the ACT or SAT by graduation.
- Students must enroll in a math course each year of high school.
- Students are required to take two years of the same foreign language.
- Students take computer education for one full year at some time during their educational career.
- Students shall complete an elective focus of no less than three credits.
- Students must also take and pass a civics exam with a score of 70.
- Students will be required to take state End-of-Course exams.
- Students must have satisfactory records of attendance and discipline.

We do not plan to implement requirements that exceed those of the state.

88 https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/policies/2000/20200409_2.103%20High%20School%20Policy.pdf

Credits: Students may earn credit for each academic course they complete. Credit will be awarded upon earning a passing cumulative grade at the conclusion of courses. Academic courses will either last a semester or the full academic year.

Grade Point Averages: Marks for all subjects attempted for which unit credit or fractional unit credit is given, whether passed or failed, are recorded and used in computing grade point average. Summer school credits are to be included in computing grade point average. Students will receive letter-based grades for all academic courses, including electives. We will utilize the uniform grading system provided in State Policy 3.301:

- A: 90 – 100% = 4 grade points
- B: 80 – 89% = 3 grade points
- C: 70 – 79% = 2 grade points
- D: 60 – 69% = 1 grade point
- F: 59% and below = 0 grade points

Students who take honors courses will experience the addition of 3 percentage points used to calculate the semester average. Students who take dual enrollment courses will experience the addition of 4 percentage points used to calculate the semester average. Students who take Advanced Placement courses will have 5 percentage points added to calculate the semester average.

Transcripts: Every student will have a cumulative transcript on file. Our staff will ensure that transcripts are kept secure and confidential and will include information such as the following: courses taken, credits received, credit attained through credit recovery, grades earned, achievement test results, attendance records, Incidents of suspension and/or expulsion.

Elective Courses: As described in the Personnel/Human Capital section, we have budgeted for a staffing plan that enables us to offer numerous electives that align to Tennessee's preferred industry credentials and CTE programs of study. These will include visual arts, STEM, and computer science. As the school scales to full enrollment, we anticipate that we will offer a wide range of electives related to math, science, fine arts, humanities, and technology.

b. Describe how graduation requirements will ensure readiness for college or other postsecondary opportunities (i.e., trade schools, community colleges, military, or workforce).

As stated above, we will implement the state's graduation requirements according to State Board policy 2.103. As such, we will require that students earn at least 22 credits across the areas of mathematics, English, science, social studies, physical education, wellness, personal finance, foreign language, fine arts, and electives. As indicated on the TDOE website, these requirements ensure readiness for college or other postsecondary opportunity.[89] As described in the Academic Focus and Plan section, a key characteristic of our academic plan is enriched curriculum, which will provide all students with access to engaging, stimulating, and rigorous curricula. More specifically, our curriculum is aligned to the Tennessee Academic Standards and Next Generation Science Standards. Additionally, our focus on STEM and technology integration (also described in the Academic Focus and Plan) will help ensure students develop the skills and knowledge that will prepare them to meet the demands of post-secondary opportunities. All students will have access to the general education curriculum, and all courses will be taught at the college preparation level. Additionally, per the State Board policy, students will also be required to take state End-of-Course exams, complete the ACT or SAT prior to graduation, and have satisfactory records of attendance and discipline; all support postsecondary readiness.

c. Outline systems or structures the proposed school will use to assist students at risk of dropping out and/or not meeting graduation requirements.

We will implement a data-based approach that is aligned to Tennessee's Response to Instruction and Intervention (RTI^2) Framework[90] to identify and assist students at risk of dropping out or not meeting graduation requirements. As

[89] https://www.tn.gov/education/families/graduation-requirements.html
[90] https://www.tn.gov/content/dam/tn/education/special-education/rti/Updated_RTI2_Manual.pdf

outlined in the Special Populations section, we will use Early Warning System (EWS) processes, which include the collection of multiple sources of data (described below). In alignment with guidance outlined in the TDOE's RTI^2 Manual, the EWS will include an attendance indicator, a behavioral indicator, and academic competency indicator. We use PowerSchool as our Student Information System. PowerSchool also offers an EWS as part of its platform, allowing student information and data to be collected, housed, and analyzed. Students who pass certain thresholds are identified for further data review and potential identification of being at risk.

- Attendance Data: All students' attendance will be tracked in PowerSchool. If tracking raises a concern about a student's attendance, we will contact the student's parents. If absences continue, the counselor(s), parent, student, and other party deemed relevant (e.g., Principal, Dean of Culture) will meet to identify the root cause of the absences and form a plan accordingly. The guidance counselor will implement and monitor the attendance plan, adjusting resources and supports as needed.
- Universal Screeners: We administer a universal screener, Measures of Academic Progress (MAP), in reading and math to all students at the beginning of the school and subsequently administer it in the winter and spring. In compliance with Tenn. Code Ann. § 49-1-229, our school will screen for characteristics of dyslexia following the guidelines provided in the TDOE Dyslexia Resource Guide.[91] In accordance with this guide, the school will the Minimum Decision-Making Crosswalk for NWEA MAP in grades 6—8 and the Minimum URS Matrix for Early Warning System in grades 9-12.
- Data Analysis: MAP assessment results will be analyzed; students who score in the 10th percentile or below are flagged and further screened using another nationally normed assessment, easyCBM, to verify the MAP results. If easyCBM results are not in alignment with the MAP results, then additional data is collected to reconcile the discrepancy. If the results align, an intervention plan is created and implemented for the student. In addition, teachers meet in grade level teams weekly; during this time they discuss students of academic and behavioral concern, analyzing quantitative (e.g., assessment results, attendance data, grades) and qualitative (e.g., teacher observation) data.
- Data-Based Decisions: If the results of discussion and data analysis find that student is need of intervention, the student is referred to the Data Team, consisting of the Dean of Academics, Instructional Coach, and Intervention Teacher. The Data Team convenes, along with the referring teacher(s), and creates an intervention plan that is implemented and progress monitored with fidelity. The Data Team meets once a month to analyze progress monitoring data, using the results to make adjustments to the student's intervention plan as needed, which may include increasing the level of supports, referring the student for evaluation of specialized services, or exiting the student from Tier 2 or Tier 3 intervention supports.
- Prescribe Interventions: We will prescribe tiered supports to students in need of intervention. We will employ a wide range of programs, strategies, and supports as part of our tiered intervention approach:
    - High School Level (grades 9–12): Ninth grade students have double ELA and math blocks, with students in need of Tier 2 or Tier 3 intervention being pulled three times a week during the second half of ELA and/or math blocks. Students in grades 10–12 are not scheduled for double blocks but receive high-quality Tier 1 Core Instruction across their classes. If students in grades 10–12 require Tier 2 or Tier 3 intervention, they are scheduled for pull-out services accordingly.
    - Adaptative Computer Programs: We utilize computer adaptive programs (described in detail in the Special Populations section) during the support systems and structures described above to provide students with individualized instruction and support as well as monitor their progress.
- Adjust Schedules as Needed: Because our school offers an 8-period daily schedule, we have the flexibility to adjust students' schedules to meet their needs. For example, students who need to recover credits are able to enroll in necessary classes at the school during their enrichment class periods to ensure they are able to earn the credits they need to graduate.

[91] https://www.tn.gov/content/dam/tn/education/special-education/dys/dyslexia_resource_guide.pdf

- Counselor Support: The school Counselor is responsible for tracking and making recommendations about student attendance, truancy, and transcript data. The Counselor will ensure students are on track to matriculate/graduate through regular reviews of transcripts and attendance data. Additionally, the Counselor will help students in developing their post-secondary goals and plans.

In the event that RTI^2 interventions and supports do not result in sufficient academic progress and/or at students' parents or guardians request, students are referred for testing to determine if they qualify for specialized services.

d. Describe plans for incorporating early post-secondary and work-based learning opportunities for students.

We provide robust and wide-ranging opportunities for students to incorporate early post-secondary opportunities into their academic coursework. We have established partnerships with several universities, including Freed Hardeman University and the University of Memphis, to provide students access to dual enrollment opportunities. Additionally, we offer Advanced Placement courses in subjects including English, mathematics, science, and history. As indicated above, because our school offers an 8-period daily schedule, we have the flexibility to adjust students' schedules and provide early postsecondary opportunities. For example, students who participate in dual enrollment program (which we offer as early as grade 10) and Advanced Placement (AP) programming (which we offer as early as grade 9) are able to work on their advanced coursework during their enrichment periods.

e. Identify each type of high school diploma to be offered at the proposed school.

As stated above, we will apply the state's graduation requirements for a regular high school diploma. Additionally, as described in State Board policy 2.103, students may graduate with honors if they earn a cumulative grade point average of at least 3.0. Students may graduate with state honors if they score at or above all the subject area readiness benchmarks on the ACT or earn an equivalent score on the SAT. Students may graduate with distinction if they have met the graduation requirements, have obtained an overall grade point average of at least a 3.0 or higher on a 4.0 scale, and have earned an industry certification in his or her career interest category or a regionally-recognized industry certification.

Students who receive specialized services may earn a special education diploma at the end of their fourth year of high school if they satisfy the following the requirements as outlined in State Board policy 2.103:

- Received special education services or supports and made satisfactory progress on an individualized education program (IEP)
- Did not meet the requirements for a regular high school diploma
- Have satisfactory records of attendance and conduct

Students who are awarded the special education diploma may continue to work toward earning a regular high school diploma until the end of the school year during which they turn 22.

Section 2 – Operations Plan & Capacity

2.1 Governance

a. Describe the composition and size of the governing board and board committees. Explain how the proposed governance structure and composition will ensure there will be active and effective representation of key stakeholders and will ensure the proposed school will be an educational and operational success.

Our sponsoring entity, the Read Foundation (RF), is a nonprofit corporation that was established according to Federal and Tennessee nonprofit corporation laws. The Board of Directors of the RF are dedicated to quality education and the promotion of science, mathematics, engineering, and technology (STEM) in school environments. The primary purpose of the foundation is to organize and operate exclusively for charitable, educational, scientific, and literary purposes. Accordingly, the Board of Directors of the Read Foundation will serve as the governing body for all of our network schools.

Size and composition of the Board and Board Committees: Currently, the Board is composed of six highly qualified, diverse individuals who are committed to the network's mission, vision, and model. In anticipation of replication, the Board has begun to recruit candidates for the Board who reside in Nashville; we plan to add at least one new board member from the Nashville community, and, upon the approval and opening of the proposed school, the Board will appoint a parent to serve as a voting director. The addition of these two directors will bring the total Board membership to eight directors and will ensure that the Board will be able to effectively govern all network schools as well as enable effective representation of key stakeholders. While we are seeking to expand membership, the current Board has the collective expertise, competence, and experience to effectively govern and ensure the financial, operational, and educational success of all our schools.

The Board has established an advisory committee structure that allows the Board to channel members' expertise to specific areas of oversight. The Board currently has two active committees, in accordance with its bylaws: an academic committee and a finance committee. Four members serve on the academic committee; this committee monitors the academic performance of the school by analyzing student achievement data throughout the school year. The academic committee tracks the school's progress toward meeting academic goals. The Board's finance committee includes three members; this committee maintains and monitors accurate and complete financial records and ensures that an annual audit is completed by an independent entity. The finance committee reviews the annual budget prior to full Board approval to ensure the financial health of the school is aligned with the school's mission, vision, and academic plan.

Active and effective representation of key stakeholders: The size and composition of the Board will enable active and effective representation of key stakeholders through:

- Parent Representation: A parent whose child is currently enrolled in one of our schools in operation in Memphis is an active Board member. Additionally, upon approval of the charter and opening of the proposed school, a parent whose child is enrolled in our school in Nashville will be appointed to the Board. These members lend key parent voice and representation of Memphis and Nashville to the Board.
- Advisory Councils: Each school will have an advisory council. In accordance with Tennessee Code § 49-13-109, an advisory school council shall include no fewer than five (5) members and shall include the Principal, at least one (1) parent, and at least one (1) teacher representative. In addition, at least one community member who is active in the area in which the school resides will also be appointed to each advisory council to ensure constituencies of each school are also represented. Every council will meet quarterly and, upon convening, will submit a report to the Board for review. Advisory council reports, as well as further information provided by Principals who reside on councils, will ensure that school stakeholders are actively and effectively represented.
- Tennessee Open Meetings Act: All Board meetings are open to the public; the Board encourages all stakeholders to regularly attend. Board meeting dates, agendas, minutes, and policies are published on the network's website. Stakeholders may request hard copies of public Board artifacts.

- Parent-Teacher Organization: Every school will have a Parent-Teacher Organization (PTO) that meets regularly to discuss matters related to the school's operation and programming. Each PTO employs a robust governing structure that consists of the following elected officers: President, First Vice President, Second Vice President, Secretary, Treasurer, Assistant Treasurer, and Parliamentarian and Liaison Officers. After PTO meetings, the President or their designee will meet with the Principal to relay comments, concerns, and ideas. The Principal will then share relevant information with the Board for consideration.
- Stakeholder Input: The Board values community stakeholder input and will regularly solicit feedback from stakeholders such as parents, community members, local businesses, and community hubs through methods such as surveys, presentations, meetings, and forums.

Ensuring the school is an educational and operational success. The Board of Directors is ultimately accountable for the oversight and success of all network schools. As such, the Board's primary focus is to ensure that all necessary resources are available to accomplish our mission and goals. The Board will delegate to the appointed Principal authority and decision-making responsibility for day-to-day operations of the school, including (but not limited to): hiring and dismissing school staff; designing the school's curriculum; and creating the school's annual budget (subject to Board approval). To that end, Board Members' responsibilities include (but are not limited to):

- Affirm mission, goals, and objectives
- Attend regular and special Board meetings
- Provide leadership to Board committees and sub-committees
- Help prepare the budget collaboratively with the Executive Director and Business Manager
- Commit time to developing financial resources for the charter school
- Evaluate the performance of the Executive Director
- Establish and maintain all policies governing the operation of network schools
- Ensure that network schools adhere to the mission and goals outlined in the charter
- Hold the Executive Director accountable for the academic success and fiscal responsibility of network schools
- Provide support to schools for additional fund-raising, marketing, and other services as needs arise
- Hear and render decisions on issues brought to the Board's attention
- Participate in disputes that are brought to the Board's attention as they relate to network discipline policy, especially disputes arising in the areas of expulsion and long-term suspension
- Handle complaints submitted to the Board in a timely manner per the complaints process detailed in the charter application
- Responsibly review and act on committee recommendations
- Assist in identifying resources and attracting resourceful people
- Advocate on behalf of the network by working to establish partnerships with community organizations, institutions of higher learning, and nonprofit foundations

In addition to the robust responsibilities of each Board Member, the collective expertise of the Board will further ensure that the network schools will be an educational and operational success. As described in detail above, the Board possesses extensive knowledge in the key areas of community service and outreach, law, public relations, education, management, parent and community involvement, finance, marketing, and personnel and human capital. Members' collective experience enables the Board to provide informed oversight and effectively govern MSE schools.

The Board is composed of four officers: President, Vice President, Treasurer, and Secretary. These offices have distinct powers and duties (described above) as dictated by the Board's bylaws. Such clear delineation of roles and responsibilities further ensures success as each officer is specifically tasked with and held accountable to clear responsibilities related to the operational success of the network's schools.

Additionally, as detailed above, the Board implements a robust committee structure. Collectively, committees oversee critical educational and operational aspects of network schools, including the curriculum and academic programming,

facilities and equipment needs, financial health, and personnel matters. The Board of Directors and its committees will oversee and review all network-level and school-level academic, operational, and financial matters. As such, the Board and its committees will review all necessary school-level data (e.g., assessment scores, growth rates, discipline metrics, attendance, enrollment, staff and student retention, survey data, financial statements, budget-to-actual), as well as all necessary network-level data to ensure effective and prudent oversight of each individual school and the network as a whole.

In short, the Board's layered approach to governance, including extensive member responsibilities, depth and breadth of member expertise, clearly defined offices, and comprehensive committees ensure that each network school is, and will be, an educational and operational success.

b. Describe how the board will evaluate the success of the proposed school, the school leader, and its own performance.

Evaluating the success of the network schools. The Board of Directors is ultimately accountable for the success of all the network's schools. The Board will evaluate each school against the applicable goals outlined in the Academic Performance Standards section. Data gleaned from the Performance Framework, TN report card, state assessment results, and audit reports will inform evaluation of the school. In addition, the Executive Director or his designee provides information about each school's performance via a dashboard that outlines metrics during Board meetings. The Board has signed an agreement with the Tennessee School Boards Association and utilizes their BOEConnect platform to transparently share data (e.g., student achievement data, financial reports, enrollment) about the schools with the public.

If it is determined that a school is underperforming, the corrective action and progress monitoring plans described in detail in the Academic Performance Standards section will be implemented swiftly and with fidelity to remedy deficiencies.

As stated above, the Board has an Academic Committee and a Finance Committee, which are responsible for reviewing school-level and network-level data as relevant to each committee's purview. Such analysis is brought to the entire Board for discussion and inquiry and, ultimately, for evaluation by the Board to determine the academic, operational, and financial success of the school. Below is a description of the data that, at minimum, each committee will evaluate against the goals and metrics detailed in the Academic Performance Standards section to make determinations about the success of the school:

- Academic Committee: Meets quarterly to analyze academic and operational data as relevant (e.g., ACT scores are not applicable to the elementary school), released, and/or available, including NWEA MAP, TNReady, and internal benchmark assessment results, as well as TVAAS, EPSO, ACT, ASVAB, AP, WIDA exam results. Attendance, high school graduation, college admission, and post-matriculation rates are also examined, as well as enrollment rates in AP and dual enrollment courses. This committee also examines attendance, suspension, expulsion, student retention, and staff retention rates. The President and Secretary as well as two other Board members currently serve on this committee.
- Finance Committee: Meets quarterly to analyze financial data as relevant, released, and/or available to evaluate the financial health of the school as a critical determinant of success. Such documents include Annual Financial Reports, Monthly Financial Reports, audit reports, monthly expense reports, budget-to-actual reports, enrollment reports and projections, and staffing plans and projections, among other data points. The Vice President and Treasurer alongside one other Board member currently serve on this committee.

The Executive Director will ultimately be held accountable for the success of the network. As outlined in the Academic Performance Standards section, should schools underperform and not meet academic, financial, or operational benchmarks, we will have already flagged them as being at risk for underperformance prior to the end of the school year based on robust monitoring and evaluation. Upon being flagged for underperformance, network-level leadership will engage in a root cause analysis and needs assessment to pinpoint the specific areas and reasons for, as well as remedies to, underperformance. Since the Executive Director is responsible for and held accountable to the academic,

financial, and operational benchmarks, the Executive Director will create a specific growth plan in collaboration with the Board of Directors to remedy underperformance, which will include the following steps and actions:

- Design a Growth Plan - the design of the growth plan will include the following:
  - Outlined specific and measurable actions, expectations, and desired outcomes
  - Detailed resources to be allocated as supports for growth (e.g., coaching, targeted professional development, assignment of a mentor)
  - A detailed timeline for progress monitoring
  - Formal approval from the Board of Directors
- Implement the Growth Plan - the implementation of the growth plan will entail the following:
  - Close monitoring by the Executive Director of progress made toward the plan and its implementation
  - Adherence to the plan's timeline for implementation, monitoring, and progress made
- Evaluate Employment Status - the evaluation of employment status will encompass the following:
  - Considering employment status if monitoring reveals insufficient progress has been made in accordance with the determined timeline
  - Terminating employment only after exhausting every avenue and effort to remedy unsatisfactory performance

Evaluating the success of the leader. The Board of Directors is responsible for evaluating the success of the Executive Director. The Board of Directors will evaluate the Executive Director on an annual basis using a robust evaluation process and tool, both of which are explained in more detail below:

- Evaluation Instrument: The Executive Director's evaluation instrument will utilize Board-approved performance objectives. The instrument shall include, at a minimum, the following:

  1. Quantitative ratings on a five-point scale to measure performance in areas directly related to individual and performance objectives adopted by the Board for the preceding academic year;

  2. Qualitative ratings to measure performance in areas directly related to individual and performance objectives adopted by the Board for the preceding academic year;

  3. Written explanations for ratings below Satisfactory; and

  4. Discussion of strengths, opportunities for improvement, and the areas to be addressed by the Executive Director in their professional development action plan.

- Evaluation Objectives: Through an annual evaluation of the Executive Director, the Board will strive to accomplish the following:

  1. Ensuring progress towards mutually agreed upon goals for the network and realizing the Mission, Vision, Strategic Goals, and Core Beliefs and Commitments of the Board and the commitments of the Executive Director;

  2. Developing harmonious working relationships between the Board and the Executive Director through honest and constructive communication regarding goals and performance;

  3. Fostering effective administrative leadership for excellence in the schools and determine the strengths, opportunities for improvement, and the areas to be addressed by the Executive Director in their professional development action plan; and

  4. Effectively communicating to the community the Executive Director's evaluation process and their current performance objectives and priorities.

- Evaluation Process: At a time agreed to by the Board and the Executive Director but not later than December, the Board will meet as a body to evaluate the Executive Director's performance in accordance with the following:
    - In alignment with the school's performance goals, the Board will develop, with the Executive Director, a set of specific performance objectives based on the needs of the system for the ensuing academic year.
    - The evaluation will be a composite of the evaluation by individual Board members, but the Board, as a whole, will meet with the Executive Director to discuss the composite evaluation.
    - Both the Board and Executive Director will prepare for the formal evaluation; the Executive Director will conduct and submit a self-evaluation with any supporting documentation at least 14 days prior to the formal evaluation, which may inform the formal written evaluation; Board members will document the evidence used in rating the Executive Director's performance.
    - All documentation will be supported by objective evidence and data and will align with the metrics of the evaluation instrument.
    - The Executive Director shall have a right to prepare a written or oral response to the evaluation.
    - The results of the Executive Director's annual evaluation shall be made available to the public.
- Evaluation Timeline: As indicated above, the Executive Director will be evaluated on an annual basis. Since the evaluation is cumulative and encompasses a robust range of categories, the evaluation process spans the course of a year. Below details the evaluation timeline:

Month(s)	Evaluation Task(s)	Participant(s)
No later than September	Specific SMART objectives, in alignment with the goals outlined in the Academic Performance Standards section, will be established for all evaluation categories. Data that corresponds to established objectives will be identified.	Board of Directors Executive Director
October–July	The Executive Director collects and tracks data and evidence that supports performance on the established category objectives.	Executive Director
No later than 14 calendar days prior to the date scheduled for the formal evaluation	The Executive Director submits their self-evaluation to the Board, including supporting data and documentation.	Executive Director
September	Board members complete the evaluation tool individually.	Board of Directors
October	Board members come to consensus around evaluation ratings and vote. The Board shares the outcome of the evaluation with the Executive Director.	Board of Directors

Month(s)	Evaluation Task(s)	Participant(s)
No later than 2 weeks after consensus vote	The Executive Director may respond to the evaluation in written or oral form.	Executive Director
No later than December	The Board finalizes the evaluation via vote. The Board makes the evaluation public.	Board of Directors

- Evaluation Categories: The Executive Director will be evaluated against indicators across five key categories; descriptions and corresponding metrics for each category are detailed below. As explained above, relevant data for each indicator in each category will be analyzed to determine performance; indicators will be rated on a five-point scale:

  1: Significantly Below Expectations

  2: Below Expectations

  3: At Expectations

  4: Above Expectations

  5: Significantly Above Expectations

  After each Board member rates each indicator in a category, indicator ratings will be averaged to arrive at a mean score for each category. The composite mean score for each category will be calculated by averaging the mean scores given by each individual Board member. Below are the categories and corresponding high-level descriptions on which the Executive Director will be evaluated:

Board Relationships	1	2	3	4	5
1. Keeps all Board members informed on issues, needs, and operation of the school system.					
2. Keeps Board informed of employment, promotion, and dismissal of personnel.					
3. Has a harmonious relationship with the Board.					
4. Offers professional advice to the Board on items requiring Board action, with appropriate recommendations based on thorough study and analysis.					
5. Maintains a high degree of understanding and respect between staff and the Board.					

Facilities and Finance	1	2	3	4	5
1. Demonstrates knowledge of school facilities and develops a process that builds support for buildings' needs.					
2. Ensures maintenance of school property and the safety of personnel and property.					
3. Provides accurate and timely reports to the Board on the financial condition of the school system.					
4. Ensures that expenditures are within the limits approved by the Board.					
5. Evaluates financial needs and makes recommendations for adequate financing.					

Student Achievement Performance Metrics	1	2	3	4	5
1. Develops, implements, promotes, and monitors continuous improvement in student achievement.					
2. Applies effective methods of providing, monitoring, evaluating, and reporting student achievement.					
3. Promotes academic rigor and excellence for students so that they are college and career ready.					
4. Maintains a current knowledge of developments in curriculum and instruction and ensures that the instructional program is rigorous and relevant.					
5. Reviews, reports, and reacts appropriately to state accountability measures.					

Technology Performance Metrics	1	2	3	4	5
1. All teachers and staff that require managerial and instructional technology assistance will be provided the appropriate staff development.					
2. Procedures and practices incorporate an appropriate integration of technology for student and/or employee assessment.					
3. Technology is used to enhance daily administrative tasks and functions as appropriate.					
4. The use of technology is integrated with sound instructional strategies to facilitate active student learning in each curriculum area and to individualize instruction.					
5. Students have access to technology to enhance their learning.					
6. If necessary, a fiscal review with budgetary recommendations.					

Strategic Planning Performance Metrics				
1	2	3	4	5
Takes action without consistently considering priorities and/or Sometimes struggles to balance among competing demands	Emerging ability to develop and implement a logical approach for area of responsibility Uses organizational vision to guide implementation, acquiring and interpreting the information needed to achieve objectives	Develops and implements strategic plans with goals and interim milestones based on backwards planning Balances practicality and vision during implementation	Consistently develops and implements strategic plans with well-articulated, time-based goals and interim milestones based on backwards planning; develops contingency plans Balances practicality and vision to ensure to successful implementation	Builds the capacity of others to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences and/or Develops and implements scalable systems and structures that build organizational capacity in this skill

Communication Performance Metrics				
1	2	3	4	5
Limited or inconsistent communication with others and/or Communication is unclear or disrespectful Inconsistently communicates decisions to the necessary stakeholders	Respectfully communicates with relevant stakeholders with some regularity Identifies ways to engage stakeholders Communicates with clarity Often communicates decisions to the necessary stakeholders	Communicates regularly and respectfully with relevant stakeholders about progress toward the mission; addresses key concerns Engages stakeholders to support the mission Communicates in clear, compelling fashion Consistently communicates decisions to the necessary stakeholders	Develops and implements a communication plan that includes target stakeholders, their key concerns, how to reach them, and key messages about progress Consistently and effectively, and respectfully engages stakeholders to support the mission Consistently communicates in clear, compelling fashion Communicates decisions impacting entire team or across teams	Builds the capacity of others to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences and/or Develops and implements scalable systems and structures that build organizational capacity in this skill Communicates decisions impacting entire department or across departments

Collaboration Performance Metrics				
1	2	3	4	5
Executes on work independently and/or Inconsistently shares knowledge and seeks input from others Inconsistently ensures decision-making includes staff from a variety of backgrounds and viewpoints	Contributes toward achieving a common goal Identifies barriers to collaboration Values individual contributions Often ensures decision-making includes staff from a variety of backgrounds and opinions.	Engages colleagues and key stakeholders to take collective action toward achieving a common goal Identifies and breaks down barriers to collaboration to build trust Publicly acknowledges individual contributions Consistently ensures decision-making includes staff from a variety of backgrounds and viewpoints.	Engages colleagues and key stakeholders to take collective action toward a common goal and builds relationships Identifies and breaks down barriers to collaboration to build trust; shares decision-making authority and accountability Consistently and publicly acknowledges individual contributions Consistently ensures decision-making includes staff from a variety of backgrounds and viewpoints and guides others to do the same.	Builds the capacity of others to develop skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences and/or Develops and implements scalable systems and structures that build organizational capacity in this skill Consistently takes ownership of decisions once made and provides clarity of decision rights across the organization

Systems Perspective Performance Metrics				
1	2	3	4	5
May decide to ignore decision-making norms in favor of a simpler route Develops plans for a project proposal that does not consider impact on the broader system	Emerging ability to identify organizational trends and patterns to understand implications and potential impact of their own work on the organization Emerging ability to navigate existing organizational practices and policies	Develops work to meet the needs of diverse stakeholders Articulates priorities for team in the context of the organization Applies lessons learned from organizational successes and challenges within department and/or the organization Develops and implements processes and tools to support work across teams	Navigates existing organizational practices and policies brilliantly Ensures that proposals you are involved in take into account the needs of diverse stakeholders and the big-picture priorities of the organization Helps teammates understand organizational trends, decision-making, and relationships so that they can craft proposals and implement plans that resonate with diverse stakeholders	Build the capacity of others to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences and/or Develops and implements scalable systems and structures that build organizational capacity in this skill

Results Orientation Performance Metrics				
1	2	3	4	5
Inconsistently monitors progress towards goals and/or Inconsistently adjusts strategies as context evolves Does not take ownership of decisions once made	Monitors progress towards goals on a somewhat regular basis Communicates about progress towards goals to key stakeholders on a somewhat regular basis Emerging ability to adjust strategies to demonstrate progress towards goals as context evolves Often takes ownership of decisions once made	Consistently reviews data to monitor progress toward goals Regularly communicates progress to stakeholders to encourage action in self and others Adjusts strategies as context evolves and as supported by the data, keeping most important goals in mind Consistently takes ownership of decisions once made	Consistently monitors progress toward goals using leading indicators Clearly communicates progress to stakeholders to foster ownership and action in self and others Adjusts strategies as context evolves and as supported by data to ensure achievement of most important goals Consistently takes ownership of decisions once made and implements feedback loop	Builds the capacity of others to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences and/or Develops and implements scalable systems and structures that build organizational capacity in this skill

Organizational Leadership Performance Metrics				
1	2	3	4	5
Is able to communicate organizational vision Inconsistently aligns work to organizational vision	Contributes towards the development of a team vision aligned with organizational vision Usually aligns work to organizational vision	Clearly defines and communicates team and organizational vision Delegates and inspires others to take ownership of and implement strategies to achieve vision	Clearly and broadly communicates team and organizational vision, appropriately tailoring the message to the audience Addresses needs and leverages opportunities in the organization or landscape; consistently aligns team's work to vision, with effective delegation, inspiration, and professional development	Builds the capacity of others to develop this skill through collaboration, sharing resources and best practices; coaching or leading professional learning experiences and/or Develops and implements scalable systems and structures that build organizational capacity in this skill

People Development Performance Metrics				
1	2	3	4	5
Has a fixed mindset about colleagues ability to grow Inconsistently holds self and others to standards of excellence Gives feedback to a colleague who asks for it, with inconsistent effectiveness	Often supports colleagues to set short and long-term goals based on areas of need in skills and knowledge Emerging ability to give guidance and support on actions colleagues can take to meet their goals	Consistently supports colleagues to set short and long-term goals based on strengths, interests, and desired growth areas Guides learners to identify root causes, develop mindsets, and create action plans that will enable them to meet their	Empowers colleagues to examine identity issues, root causes, and mindsets, in order to create effective action plans that will enable them to meet their goals Takes action and uses structures to ensure that colleagues are	Builds the capacity of others to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences and/or Develops and implements scalable systems and structures that build organizational capacity

People Development Performance Metrics				
1	2	3	4	5
	Emerging ability to respectfully provide feedback when a colleague asks for it Emerging ability to build trusting relationships with team members Usually holds a high bar for excellence for self and others	goals Consistently demonstrates the ability to build trusting relationships with team members Consistently takes time to observe and respectfully provide feedback to a colleague	growing stronger individually and as a team Recognized as consistently holding a high bar for excellence Models a team culture based on trust and respect	in this skill Creates a team culture based in trust and respect

If the Board determines that the Executive Director's performance is unsatisfactory, the Board will act swiftly, enacting steps such as the following:

- Design a Corrective Action Plan - the design of the corrective action plan will include the following:
  - An outline of specific and measurable actions, expectations, and desired outcomes
  - A detailed timeline for progress monitoring
  - Formal approval from the Board of Directors
- Implement the Corrective Action Plan - the implementation of the corrective action plan will entail the following:
  - Close monitoring by the Board of Directors of progress made toward the plan and its implementation
  - Adherence to the plan's timeline for implementation, monitoring, and progress made
- Evaluate Employment Status - the evaluation of employment status will encompass the following:
  - Considering employment status if monitoring reveals insufficient progress has been made in accordance with the determined timeline
  - Terminating employment only after exhausting every avenue and effort to remedy unsatisfactory performance

The Board of Directors is not responsible for evaluating school leaders. As explained in detail in the Network Management section, the Executive Director or Assistant Executive Director evaluates all network Principals. If evaluation results indicate that a school leader's performance is insufficient, then corrective plans and corresponding progress monitoring will be implemented, all of which is described in detail in the Academic Performance Standards section.

Evaluating the success of the Board. In July 2023, the Board approved a five-year strategic plan to guide and evaluate their work. This plan includes five long-term goals, each with measurable short-term benchmarks and milestones. To monitor progress toward these goals and to evaluate the success of the Board, the Board has developed a strategic plan progress-monitoring document that is referenced at least annually to evaluate the effectiveness of their work.

c. How will the board develop over time? Explain plans for recruiting board members with identified skills and addressing board member attrition.

The existing Board will serve as the Governing Board of the proposed school. Since the proposed school will replicate the exact same focus and grade structure, the Board is already very familiar with the proposed school's academic and cultural programming as well as operations. However, as described in the Network Governance section, in anticipation of replication, the Board is actively recruiting candidates to in anticipation of selecting a new member who resides in Nashville to serve on the Board. Additionally, upon approval of the charter and opening of the proposed school, another parent will be appointed to the Board to ensure there is parent voice and representation of Nashville on the Board.

d. Describe the training or orientation new board members will receive. What ongoing development will existing board members receive? Please note that Tenn. Code Ann. § 49-13-111(o) requires all annual board training to be approved by the State Board of Education; documentation of this training must be provided to the authorizer.

To ensure that the Board is fully oriented to the proposed school, the Board president and secretary will organize an orientation program that will include the selected Principal of the proposed school to certify that they also fully understand the role responsibility of the Board. The goals of the orientation will be to:

- Communicate and discuss the mission, vision, and goals of the proposed school
- Define the roles and responsibilities of the Board
- Provide an overview of the proposed school's educational program
- Discuss the bylaws of the Board
- Discuss the Open Meeting Law and pertinent laws relative to charter schools

As indicated above and in the Network Governance section, the Board will appoint a new member who resides in Nashville and another parent to serve on the Board within six months of the school's opening. To orient the new members, as well as any future new member, the Board will provide a robust orientation to ensure they quickly become familiar with Board duties, responsibilities, policies, and practices. New member orientation will cover topics such as:

- Mission and vision
- Academic focus and plan
- Key design elements
- Cultural and parent programming
- Demographic data and student enrollment

A thorough summary of the Read Foundation's approved charter applications, as well as the roles and responsibilities of the Board, officers, and committees and key Board policies will be provided. New members will receive a binder that houses the above information, as well as Board agendas, minutes, and handbooks.

In addition to the initial and new Board Member orientations, the Board will participate in development activities throughout the year, in accordance with Tennessee code. The Board has partnered with BoardOnTrack, which specializes in developing charter Board capacity. The Board will engage in development activities facilitated by and/or provided by BoardOnTrack throughout each school year to continuously expand capacity and grow knowledge. Our partnerships with the Tennessee School Boards Association (noted above) and the Tennessee Charter School Center also allows our Board members and Executive Director to access trainings and information about updates to relevant legislative policies.

Board development topics may include the following:

- Supporting and evaluating the Executive Director
- Archiving documents and cultivating institutional memory
- Simplifying processes and streamlining board logistics
- Engaging in coaching calls from Board experts
- Participating in member-only webinars, virtual coaching, and on-demand training and resources to learn about best practices

The Board will also engage in other professional development, including at least one annual Board training as mandated by Tennessee law. Other activities may include:

- Literature: The Board may study publications that relate to the school's academic programming and student population, such as Making Science by Christa Flores. In addition, the Board may read titles related to building Board capacity, including Board Meetings: A Guide for Charter Schools and Board Structure: A Guide to Bylaws, Officers and More!, both authored by Marci Cornell-Feist.
- School Visits: The Board may visit schools that are successfully implementing similar programming to learn more about best practices. The Board may also visit schools in Nashville to get to know the community the school will be serving.
- Community Events: The Board may engage in events provided by local foundations and organizations that align to and support the network's mission, vision, and programming.

Orientation timeline. The Board will adhere to a timeline such as the following around orientation and development activities:

- Initial Board Orientation for Proposed School: Within one month of the school's opening
- Orientation for New Member: Within one month of appointment
- Capacity Building Activities: Ongoing
- Board Retreat: As needed

e. Describe the circumstances under which complaints will be brought to the board, and the process for addressing them.

While the Board is ultimately accountable for the school's educational and operational success, the Board will provide the Executive Director with the autonomy needed to run the school on a day-to-day basis. Accordingly, if a complaint originates at the school level, the following process will be employed:[92]

- Parents are encouraged to discuss complaints with teachers, staff, or the appropriate school administrator at any time.
- Parents and students with complaints that cannot be resolved can file a formal complaint with the Principal. Formal complaints must be submitted in written form with specific details including names of any people involved; policies, laws, and/regulations that were violated; and the desired outcome.
- Parents and students with complaints that cannot be resolved with the Principal should contact the Executive Director or designee.
- Once all administrative complaint procedures are exhausted, parents and students can bring complaints to the Board. A written response will be provided within 30 business days of submission of the complaint.

[92] We will adhere to all federal, state, and local complaint procedures, policies, and laws as applicable to complaints related to special education and/or 504 plans, as well as all other specific classifications of complaints.

- If the individual who brought the complaint remains unsatisfied with the response, a written complaint can be filed with Metro Nashville Public Schools, the school's authorizer.

f. Complete the provided template for Table 3: Board Members. List all current and identified board members and their areas of focus or expertise in the following table, adding rows as needed.

Key skills and areas of expertise represented on the Governing Board. Individually and collectively, directors possess the skills and expertise to govern and ensure each school achieves academic, operational, and financial success. More specifically, the Board is composed of six dedicated educators and distinguished community members who have expertise in community service and outreach, the law, public relations, education, management, parent and community involvement, finance, marketing, fundraising and grant writing, personnel and human capital, and nonprofit governance. Directors also have vast experience in school administration, medicine, science, mathematics, and computer education at a national as well as at an international level.

The table below lists all current Board members. Officers have terms of one year.

Name	Address	Current Role	Area of Focus/ Expertise	Board Position
Dr. Cem Akkus	3607 Mynders Ave Memphis, TN 38111	GIS Analyst at the School of Public Health, University of Memphis	Community Service/Outreach, Community Involvement	Member Finance Committee Academic Committee
Patty Farmer	6350 Uncle Remus Rd Apt 4 Memphis, TN 38115	Not Applicable – Parent Representative	Community Service/Outreach, Education, Organizational Experience	Treasurer Finance Committee
Dr. Richard E. Potts	3530 Walnut Grove Rd Memphis, TN 38111	Associate Professor of Education, Christian Brothers University, Retired	Community Service/Outreach, Education, Management/ Organization Experience	President Academic Committee
Dr. Ismail Fidan	1145 Dover Dr Cookeville, TN 38501	Professor of Manufacturing and Engineering Technology, Tennessee Tech University,	Education, Organizational Experience, Community Service/Outreach, Marketing	Secretary Academic Committee
Veda V.T. Cherry	3228 Whisperwind Cove Memphis, TN 38125	Lawyer, Cherry & Cherry, LLC	Legal Expertise/Attorney, Community Involvement, Public Relations	Vice President Finance Committee

Name	Address	Current Role	Area of Focus/ Expertise	Board Position
Dr. David C. Akdemir	11403 Clapperton Court Richmond, TX 77407	Director of Leadership Development, Harmony Public Schools	Personnel/Human Capital, Education, Finance, Marketing	Board Member Academic Committee

Dr. Akkus is an educator and consultant to a charter school; he has been instrumental in creating and implementing afterschool programs for underprivileged and underserved students. Mrs. Farmer serves as the Board's parent representative and has extensive experience working with PTOs as well as with sponsoring and executing robust fundraising activities. Additionally, Mrs. Farmer annually organizes an open house, welcoming all community members to attend; most recently, more than 150 families and community stakeholders visited our operational schools. Dr. Potts is a former associate professor at Christian Brothers University Education Department with expertise in higher education and educational management. Dr. Fidan is a tenured full professor of Manufacturing and Engineering Technology at Tennessee Tech University and has expertise in higher education and STEM subjects. Ms. Cherry is a practicing lawyer; she is a founding partner at Cherry & Cherry, LLC and offers a wealth of legal expertise. Dr. Akdemir is the current Director of Leadership Development at Harmony Public Schools. He possesses extensive experience and knowledge in K–12 education, and he is an expert in personnel and human capital and educational leadership. Dr. Akdemir also brings finance and marketing expertise to the Board.

g. Provide the following governance documents as attachments:

- **Articles of Incorporation as Attachment H**
- **Proof of non-profit and tax-exempt status as Attachment I**
- **By-laws as Attachment J**
- **Code of Conduct as Attachment K**
- **Conflict of Interest Policy as Attachment L**
- **Board member resumes or biographies as Attachment M**
- **Board policies (including frequency of meetings, open meetings, and open records) as Attachment N**

See Attachments H, I, J, K, L, M, and N.

2.2 Start-Up Plan

a. Provide a detailed timeline for starting the proposed school, specifying tasks and responsible individuals (including compensation for those individuals). This timeline should align with the Start-Up (Year 0) Budget in the Budget Workbook.

Category	Task/Activity	Responsible Individuals	Compensation	Timeline
Governance	Update Board orientation handbook	Board President	N/A	6/1/24 – 9/1/24
	Orient Board members to the approved school	Board President	N/A	Within one month of the school's opening
	Revise Board policies as needed	Board President	N/A	6/1/24 – 9/1/24
	Hold regular Board meetings	Board President	N/A	Ongoing
Operations and Administration	Update student/parent handbook	Asst. Executive Director (ED)	In Kind	1/2/25 – 4/1/25
	Update safety manual and crisis and emergency plans and procedures	Asst. ED; Dir. of Culture; Principal; Dean of Students	In Kind; In Kind; Salary; Salary	1/2/25 – 4/1/25
	Create an internal compliance calendar	Asst. ED; Principal; Business Manager (school)	In Kind; Salary; Salary	1/2/25 – 5/1/25
	Refine schoolwide procedures and policies to fully comply with charter contract	ED; Asst. ED; Principal; Business Manager (school)	In Kind; In Kind; Salary; Salary	1/2/25 – 7/1/25
	Secure food service vendor	Dir. of Culture	In Kind	1/2/25 – 7/1/25
	Set up student information system (SIS)	Technology Coordinator; Principal; Business Manager (school)	In Kind; Salary; Salary	1/2/25 – 7/1/25
	Identify vendors/service providers for supplies, furniture, equipment, etc.	Asst ED; Business Manager (network) Principal; Business Manager (school)	In Kind; In Kind; Salary; Salary	1/2/25 – 4/1/25
	Negotiate and execute vendor/service provider contracts	ED; Director of Culture and Discipline	In Kind; In Kind	4/1/25 – 5/1/25
	Procure school start-up equipment, furniture, materials, and supplies	Business Manager; Principal; Business Manager (school)	In Kind; Salary; Salary	By 5/1/25

Category	Task/Activity	Responsible Individuals	Compensation	Timeline
Community Engagement and Recruitment	Convene monthly Parent Teacher Association meetings	Board President; ED	N/A; In Kind	Ongoing
	Hold monthly community meetings	Board President; ED	N/A; In Kind	Ongoing
	Create marketing materials	Operations Manager	In Kind	5/1/24 – 8/1/24
	Launch student recruitment efforts	Operations Manager	In Kind	8/1/24
	Accept and acknowledge student applications	Operations Manager; Business Manager (school)	In Kind; Salary	1/1/24 – Last Friday of February
	Hold informational sessions for prospective students and parents	ED, Operations Manager, Principal	In Kind; In Kind; Salary	8/1/24 – 2/1/25
	Hold enrollment lottery (if needed)	ED; Principal; Business Manager (school)	In Kind; Salary; Salary	First Friday of March
	Notify parents of lottery results and admission status	Business Manager (school)	Salary	First Friday of March
	Hold registration	Principal; Business Manager (school)	Salary; Salary	Two weeks after lottery – 7/1/25
	Hold parent and student orientations	Operations Manager, Principal; Business Manager (school)	In Kind; Salary; Salary	5/1/25 – 8/1/25
Human Resources	Finalize and adopt personnel policies and procedures	ED; Board President	In Kind; N/A	6/1/24 – 10/1/24
	Coordinate benefits	ED; Human Resources Manager	In Kind; In Kind	6/1/24 – 10/1/24
	Launch Principal hiring process	ED	In Kind	9/1/24
	Target date for selecting Principal	ED	In Kind	12/30/24
	Target start date for Principal	N/A	Salary	1/2/25
	Recruit Business Manager	ED	In Kind	9/1/24
	Target date for selecting Business Manager	ED	In Kind	12/30/24
	Target start date for Business Manager	N/A	Salary	1/2/24

Category	Task/Activity	Responsible Individuals	Compensation	Timeline
	Recruit Dean of Academics	Director of Instruction/Secondary Programs	In Kind	10/1/24
	Target date for selecting Dean of Academics	Director of Instruction/Secondary Programs	In Kind	5/1/25
	Target start date for Dean of Academics	N/A	Salary	7/1/25
	Recruit Dean of Students	Director of Culture and Discipline	In Kind	11/1/24
	Target date for selecting Dean of Students	Director of Culture and Discipline	In Kind	6/1/25
	Recruit Instructional Coaches	Director of Instruction/Secondary Programs	Salary	1/2/25
	Target date for selecting Instructional Coaches	Director of Instruction/Secondary Programs	Salary	6/1/25
	Target start date for Instructional Coaches	N/A	Salary	7/1/25
	Recruit Clerical Staff	Director of Culture and Discipline	In Kind	2/1/25
	Target date for selecting Clerical Staff	Director of Culture and Discipline	In Kind	6/1/25
	Target start date for Clerical Staff	N/A	Salary	7/1/25
	Recruit Guidance Counselor	Director of College Counseling and Engagement	In Kind	2/1/25
	Target date for selecting Guidance Counselor	Director of College Counseling and Engagement	In Kind	2/1/25
	Target start date for Guidance Counselor	N/A	Salary	6/1/25
	Launch Teacher hiring process	Director of Instruction/Secondary Programs; Principal	In Kind; Salary	2/1/25
	Target date for completing Teacher hiring	Director of Instruction/Secondary Programs; Principal	In Kind; Salary	7/1/25
	Target start date for Teachers	N/A	Salary	8/1/25
	Create daily student and teacher schedules	Principal; Business Manager	In Kind; Salary; Salary	4/1/25 – 8/1/25

Category	Task/Activity	Responsible Individuals	Compensation	Timeline
Academics	Plan summer professional development	Director of Instruction/Secondary Programs; Principal; Dean of Academics	In Kind; Salary; Salary	By 7/31/25
	Plan fall professional development	Director of Instruction/Secondary Programs; Principal; Dean of Academics	In Kind; Salary; Salary	By 7/31/25
	Create professional learning community calendar	Director of Instruction/Secondary Programs; Principal; Dean of Academics	In Kind; Salary; Salary	By 7/31/25
	Hold summer professional development	Director of Instruction/Secondary Programs; Principal; Dean of Academics	In Kind; Salary; Salary	7/28/25 – 8/1/25
Facilities	Close on facility	ED; Board President	In Kind; N/A	8/31/24
	Complete renovations	ED; Board President	In Kind; N/A	By 6/30/25
	Inspections	ED; Board President	In Kind; N/A	By 6/30/25
	Occupancy begins	N/A	N/A	7/1/25
Financial Management	Formalize fiscal management policies and procedures	ED; Board President; Board Treasurer	In Kind; N/A; N/A	6/1/24 – 9/1/24
	Create standard financial reporting package for the Board and leadership	ED; Board Treasurer	In Kind; N/A	7/1/24 – 9/1/24

b. Describe what you anticipate will be the challenges of starting a new school and how you expect to address these challenges.

As described in other parts of this application, we have opened four schools in Memphis and therefore fully appreciate the scope of work and responsibility of opening and operating a public charter school. Based on our knowledge of this process, we have identified three challenges that we anticipate encountering as we start our school:

- Opening a School in a Different Region: As noted above, all of our existing schools are located in Memphis, so opening a school in Nashville will mean that our network will be expanding into a new geographic region. To ensure we are able to implement our educational plan at Nashville School of Excellence (NSE) with fidelity in a new location as well as continue to implement effective and efficient operations, we will need to consider how we scale our network. As described in the Network Vision, Growth, and Capacity section, we have already established plans to maintain collaboration and communication across the regions, specifically to ensure the Nashville staff are able to successfully implement our educational program. To prepare and support the Nashville staff for success, the network will provide a range of network supports before, during, and after the school's opening. The chart below outlines the frequency and types of support the network will provide.

Type of Support	Frequency
In-person visits to Nashville from the Executive Director	Bi-weekly
In-person visits to Nashville from network directors	Bi-weekly
Virtual Principal meetings for all Principals in the network	Weekly
In-person Principal meeting for all Principals in the network in Memphis	Monthly
In-person Principal meeting for all Principals in the network in Nashville	Every six weeks
Coaching and support from Executive Director and other network directors	Ongoing

Additionally, to ensure our Nashville school has staff who deeply understand our model, we will fill several key founding member positions with internal candidates from our existing Memphis schools. Specifically, the NSE Dean of Academics will be transferred from a current school to ensure NSE instructional staff are able to successfully implement the educational model. Additionally, the founding NSE Principal will be transferred from an existing school or network staff. Meanwhile, we will ensure that we are hiring highly qualified candidates from Nashville to fill key positions to help us meet the needs of the community and effectively operate the school. For example, the school's counselor will be hired from Nashville, as will the school's business manager and most instructional staff.

- Ensuring Compliance for Two Authorizers: A second key challenge stems from ensuring compliance with all rules, regulations, policies, and practices mandated by our desired new authorizer, Metro Nashville Public Schools, while continuing to meet the expectations and requirements of our current authorizer, Memphis-Shelby County Public Schools. However, as noted in the Academic Performance Standards section, Metro Nashville Public Schools utilizes the Commission's Framework, and using this framework, we have aligned our goals for NSE to those of Metro Nashville Public Schools. As we implement our start-up plan and once the school is open, we will continue to work in collaboration with both authorizers to ensure we are maintaining full compliance with all rules, regulations, polices, and practices.
- Recruiting, hiring, developing, and retaining high-quality staff: We recognize that we must recruit, hire, develop, and retain high-quality staff to ensure that we are able to effectively implement our educational plan. To meet this challenge, as described in the Personnel/Human Capital section, we have designed a robust recruitment plan. In addition, we have created hiring procedures, consisting of intentional steps to ensure that we select candidates who best align with our school and who best drive student achievement forward. The Principal will have an official start date of January 2, 2025, to enable them to fully participate in the hiring of teachers and other school staff, further ensuring that the right staff is hired for the right positions. Once hired, we will implement our professional development plan to ensure our staff receive all needed training and support. As explained in the Professional Development section, our plan consists of providing five days of professional development during the summer for new staff and ongoing professional development throughout the year. Teachers will also be developed through external professional opportunities, professional learning community meetings, and observation and feedback cycles. Finally, we understand that we must retain highly effective staff. To do so, we will leverage the key retention strategies as outlined in the Personnel/Human Capital section.

2.3 Facilities

a. Describe the proposed school's facility needs based on the educational program and projected enrollment, including: number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities. Identify additional school spaces and their square footage, including: science labs, art room, computer labs, library/media center, cafeteria, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, work room/copy room, supplies/storage, teacher work rooms, restrooms, and other spaces.

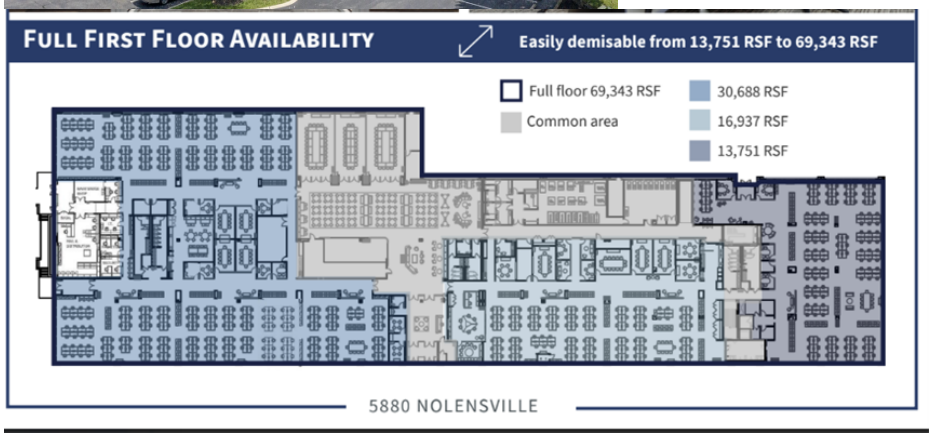
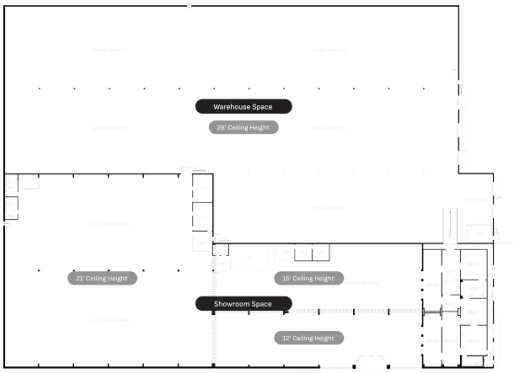
Upon approval of its charter application by Metropolitan Nashville Public Schools, Nashville School of Excellence is seeking to lease a facility in the Nolensville Road area.

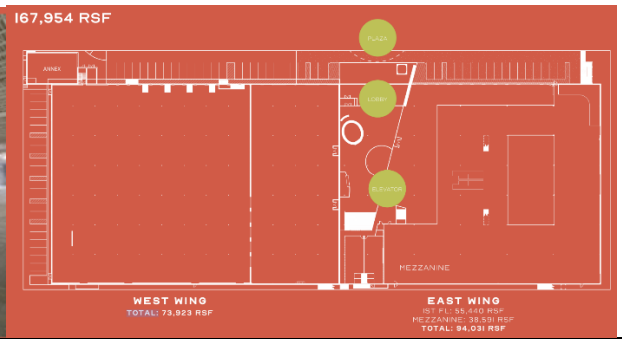
NSE is using the table below as a general guide for its minimum space requirements (which would be suitable for a school of its size and enrollment). Please note that NSE is using this table as a reference point for what would be ideal for the school. Budgetary constraints may affect how many square feet or what amenities would be available to the school (particularly in the early years of operation).

NASHVILLE SCHOOL OF EXCELLENCE					
	YR 1	YR 2	YR 3	YR 4	YR 5
Fiscal Year	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Number of Grades	6-9	6-10	6-11	6-12	6-12
Number of Students	330	450	570	690	750
Instructional Space					
Classrooms needed	13	18	23	28	30
Sq. ft. per classroom	750	750	750	750	750
Total classroom space (sq. ft.)	9,900	13,500	17,100	20,700	22,500
Other Instructional rooms needed (special education, small group instruction / RtI2, tutoring, enrichment)	8	10	12	14	14
Sq. ft. per room	500	500	500	500	500
Total space for other Instructional rooms (sq. ft.)	4,000	5,000	6,000	7,000	7,000
Total Instructional space needed (sq. ft.)	13,900	18,500	23,100	27,700	29,500
Administrative Space					

Number of Offices	5	5	5	5	5
Square feet per office	250	250	250	250	250
Total Office Space (sq. ft.)	1,250	1,250	1,250	1,250	1,250
Main Office (sq. ft.)	2,000	2,000	2,000	2,000	2,000
2 Teacher Workrooms (1K sq. ft. per room).	2,000	2,000	2,000	2,000	2,000
Number of Restrooms	8	8	8	8	8
Sq. ft. per restroom	500	500	500	500	500
Total space for restrooms (sq. ft.)	4,000	4,000	4,000	4,000	4,000
Total Administrative space needed (sq. ft.)	9,250	9,250	9,250	9,250	9,250
Multipurpose Space					
Library (2K sq. ft.)	2,000	2,000	2,000	2,000	2,000
Multipurpose Room (1K sq. ft.)	1,000	1,000	1,000	1,000	1,000
Cafeteria (5K sq. ft.)	5,000	5,000	5,000	5,000	5,000
Gymnasium (7K sq. ft.)	7,000	7,000	7,000	7,000	7,000
Common areas (i.e. hallways and other circulation areas); assume 25% of Instructional, Administrative, and Multi-purpose space)	9,538	10,688	11,838	12,988	13,438
Overall Facility Needs in sq. ft. (to operate successfully)	47,688	53,438	59,188	64,938	67,188

NSE's sponsor, the Read Foundation, is working with an experienced real-estate firm in Nashville, Southeast Venture, to identify a property for the new school. The following options, among others, have been identified.

5880 Nolensville Road Available space to lease: 13,751 sq. ft. to 69,343 sq. ft. 13.80 acres ARAMAK building – existing use is general office. The first floor can be leased. (There is a separation between the 1st and 2nd floor). Available for lease with Tenant Improvements.	 
502 Thompson Lane 88K sq. ft • Warehouse 49K sq. ft. • Showroom 39K. sq. ft. Retail / Industrial Adaptive Reuse (former furniture warehouse and showroom). Available for lease with Tenant Improvements.	 

490 Metroplex 84,620 sq. ft 12+ acres Available for lease with Tenant Improvements.	
3040 Sidco Co. Drive Up to 167,954 sq. ft. for lease with Tenant Improvements / build-out	 

5720 Crossings Blvd. Up to 121,596 sq. ft. for lease with Tenant Improvements / build-out. 11.68 acres		

b. Explain how the above-described facility needs tie to the related items in the proposed school's budget.

In working with its real estate partner, Southeast Venture, and assessing the market, Nashville School of Excellence has budgeted for its facilities using the following assumptions:

- Lease of 40,00 sq. ft. in the first two years of operations at a rate of $27 per sq. ft. (triple net lease) with tenant improvements. This includes rent of $20 per sq. ft.; CAM rate of $4 per sq. ft.; and Operating Expense of $3 per sq. ft. The school expects that the landlord will provide some allowance for tenant improvements and NSE would finance a significant portion of the tenant improvements. The table below outlines NSE's assumptions for a phased buildout with one of the properties the school is evaluating.

	Year 1	Year 2	Year 3	Year 4	Year 5
	2025-26	2026-27	2027-28	2028-29	2029-30
Lease Rate per sq. ft.	$20	$20	$20	$20	$20
CAM rate per sq. ft.	$4	$4	$4	$4	$4
Operating Exp per sq. ft.	$3	$3	$3	$3	$3
Total Lease Costs per sq. ft.	$27	$27	$27	$27	$27
Amount of space leased sq. ft.	40,000	50,000	60,000	70,000	70,000
Total Lease Costs	$1,080,000	$1,350,000	$1,620,000	$1,890,000	$1,890,000
Tenant Improvements Assumptions					
Cost of Construction per sq. ft.	$225	$225	$225	$225	$225
Landlord Allowance per sq. ft.	$50	$50	$50	$50	$50
School-funded Tenant Improvements per sq. ft.	$175	$175	$175	$175	$175
Sq. ft of Build-Out	40,000	10,000	10,000	10,000	0

Financing Required for NSE	$7,000,000	$1,750,000	$1,750,000	$1,750,000	$0
Debt Service					
Loan amount	$7,000,000	$8,750,000	$10,500,000	$12,250,000	$12,250,000
Interest Rate	7.00%	7.00%	7.00%	7.00%	7.00%
Payment Period	25	25	25	25	25
Monthly Debt Service	$49,475	$61,843	$74,212	$86,580	$86,580
Annual Debt Service	$593,695	$742,118	$890,542	$1,038,965	$1,038,965

The school will do additional buildouts in years 2 through 4 to accommodate the growing enrollment of the school.

NSE believes that this phased approach will enable the organization to accommodate its facilities costs within its budget as the school grows while also providing an adequate amount of space for its programming.

The table below shows a summary of facilities-related expenses in NSE's 5-year budget.

Nashville School of Excellence	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
	Year 1	Year 2	Year 3	Year 4	Year 5
Rent	$1,080,000	$1,350,000	$1,620,000	$1,890,000	$1,890,000
Utilities	$80,000	$103,000	$127,308	$152,982	$157,571
Custodial	$80,000	$154,500	$185,658	$191,227	$196,964
Waste	$10,000	$10,300	$10,609	$10,927	$11,255
Faculty Furniture	$22,125	$7,875	$10,500	$6,000	$7,500
Student Furniture	$165,000	$60,000	$60,000	$60,000	$30,000
Internet/Network Equipment	$50,000	$15,000	$15,000	$15,000	$15,000
Other Equipment	$25,000	$10,000	$10,000	$10,000	$10,000
Building Decorum	$5,000	$5,150	$5,305	$5,464	$5,628
Tenant Improvements	$20,000	$20,600	$21,218	$21,855	$22,510
Landscaping	$15,000	$15,450	$15,914	$16,391	$16,883
Debt Service Costs	$593,695	$742,118	$890,542	$1,038,965	$1,038,965
Total Facilities Costs	$2,145,820	$2,493,993	$2,972,054	$3,418,811	$3,402,276

c. Describe the experience of the board and/or leadership team in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

The Executive Director of the charter network, Dr. Samuel Beyhan, and the Assistant Executive Director, Mugire Ayci, while leading the Read Foundation/Memphis School of Excellence, have helped oversee facilities management for the organization, including helping to lead the purchase and financing of a $6M campus in Memphis in 2020, which serves as the home of two of the organization's charter schools: Memphis School of Excellence Cordova Elementary (K-5) and Memphis School of Excellence Cordova Middle and High School (grades 6-12). The property has 14 acres with 90K sq. ft. of building space (and formerly served as the campus of Harding Academy).

In 2022, Dr. Beyhan and Mr. Ayci helped lead the refinancing of the organization's facility debt (approximately $10M), securing a 30-year, fixed rate bond with Equitable Facilities Fund.

Currently, Dr. Beyhan and Mr. Ayci are overseeing the construction of new space (~$3.5M project) in Memphis for the network office.

In addition to the network team's experience with facility acquisition, the organization will work with the following partners, as needed:

- Real Estate Broker – the Read Foundation is working with Southeast Venture, an experienced and well-regarded real estate firm in Nashville to locate a property for lease and negotiate terms.
- Architectural Firm -- A reputable and experienced architectural firm will be retained to assist the NSE team with any needed renovations for NSE's facilities (unless Landlord-managed tenant improvements).
- General Contractor – A reputable and experienced General Contractor will be retained (via a competitive RFP process) to complete any needed facility upgrades and renovations for NSE's facilities (unless Landlord-managed tenant improvements).
- Consultants – the Read Foundation works with GT3 Group that can assist the organization with financial planning and building acquisition and financing strategies.

d. Describe the process for identifying and securing a facility, including any brokers or real estate consultants you are employing to assist in finding a facility.

As mentioned in prompt (a), upon approval of its charter application by Metropolitan Nashville Public Schools, Nashville School of Excellence is seeking to lease a facility in the Nolensville Road area.

That process and timeline is outlined in the following table.

Nashville School of Excellence		September 2023 - June 2024	Jul 24	Aug 24	Sep 24	Oct 24	Nov 24	Dec 24	Jan 25	Feb 25	Mar 25	Apr 25	May 25	Jun 25	Jul 25
FACILITIES PLANNING	Evaluate properties for lease in the Nolensville Road area of Nashville (working with real estate partner, Southeast Venture)														
	Negotiate leasing terms, tenant improvements with property owner														
	Facility design; RFP and contracting with architectural partners														
	RFP and contracting with general contractor														
	Tenant Improvements/build-out														
	Furniture and equipment purchases														
	Move-in of furniture and equipment, final inspections and preparations														
	Building Occupancy														

e. Describe the plan for compliance with all Americans with Disabilities Act (ADA) requirements, all applicable city planning review procedures and all health and safety requirements per T.C.A. § 49-13-107. Include associated costs in budget details.

Nashville School of Excellence will work with its network finance and operations teams, the property owner, architectural partner, and general contractor partner to ensure the school's facility continues to be compliant with ADA, health and safety requirements as well as with city planning review procedures.

These requirements will be analyzed and met as part of the facility due diligence process and captured in the school's budgeting process. These costs (which would be a part of tenant improvements), is captured in the rent line item in the budget (at $38 per sq. ft.)

f. Present a timeline with reasonable assumptions for facility selection, requisition, renovation, state fire marshal and health inspections, and occupation.

Please see the Facilities Planning Timeline detailed in bullet (d).

g. Broadly describe a contingency plan, should your facility fall through.

Nashville School of Excellence has identified a number of options in its targeted location as detailed in prompt (a) and will continue to work with Southeast Venture to identify additional properties if needed. NSE has budgeted conservatively (and in alignment with the current real estate market in Nashville) for its facilities and believes it will secure an ideal property within the framework of the current 5-year budget plan.

h. List any properties you may have already identified as suitable to meet the proposed school's facility needs.

Please see options detailed in prompt (a).

2.4 Personnel/Human Capital

a. Describe the school's proposed leadership structure. Include a copy of the school's organizational chart for Year 1 as Attachment O and at full capacity as Attachment P. The organizational chart should clearly delineate the roles and reporting structure of the board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school.

We will implement an organizational structure that will enable us to effectively lead the school, realize our mission and vision, and implement our academic plan successfully. We have already established a network structure for our existing schools in Memphis. To enable us to capitalize on economies of scale, the Nashville School of Excellence (NSE) will join this network. Below is an explanation of the leadership and reporting structure at the network level, as well as at the school level. There are no external organizations that will play a role in managing the school. See Attachments O and P for the school's organizational charts, which further illustrate the school's roles and reporting structure.

Network-Level Leadership:

- Executive Director: The Executive Director is responsible for making high-level strategic decisions, including the oversight and hiring of network-level leadership and Principals, the establishment of organization-wide expectations, and implementation of organizational systems, business processes, and academic and cultural programming—all of which must align with and support the network's mission and vision. The Executive Director also manages vendor relations, contract oversight, food service, facilities, and security and safety systems.
- Assistant Executive Director: The Assistant Executive Director provides leadership and robust support around operational aspects across the network, including oversight of student and parent engagement, technology, counseling programs, 504 plans, and athletic and sports programming. The Assistant Executive Director also assists the Executive Director with the oversight of school Principals. In addition to providing support to and receiving training from the Executive Director, the Assistant Executive Director supports the Technology Coordinator and Human Resources and supports the Federal Programs Manager to ensure that systems and policies related to technological infrastructure, human capital, and federal programs operate effectively and comply with all local, State, and federal laws, regulations, and statutes.
- Director of Instruction/Secondary Education: The Director of Instruction/Secondary Education is responsible for overseeing, implementing, and supporting the network's academic programming, including instruction, curriculum, and professional development. While the Executive Director is ultimately responsible for the success of the network as well as the success of the individual schools operating across the network, the Director of Instruction/Secondary Education is also held accountable for the academic performance of each secondary school. The Director of Instruction/Secondary Education oversees the network's instructional coaches for ELA, math, Verizon Innovation Learning Schools (VILS), and social studies/electives, as well as manages the Technology Coordinator.
- Director of Special Programs/Elementary Education: The Director of Special Programs/Elementary Education is responsible for overseeing, implementing, and supporting the network's assessments as well as programming for special populations, including students with disabilities, English learners, and gifted and talented students. While the Executive Director is ultimately responsible for the success of the network, as well as the success of the individual schools operating across the network, the Director of Special Programs/Elementary Education is also held accountable for the academic performance of each elementary school. The Director of Special Programs/Elementary Education oversees the network's instructional coaches for grades 3–5 and K–2 as well as manages the ESL Coordinator and the SPED Coordinator.
- Business Manager: The Business Manager is responsible for the financial health and sustainability of the network. The Business Manager oversees the financial aspects of the network, including budget development, payroll preparation, accounts payable and receivable, and grant reimbursements. The Business Manager also reports monthly to the Tennessee Consolidated Retirement System. The Business Manager works closely with the Executive Director to ensure that budget allocations reflect and support the operational and academic needs of

the network. The Business Manager, in collaboration with the Executive Director, also works with Principals, supporting them in school-based budgeting and financial decisions.

- Operations Manager: The Operations Manager is responsible for developing, implementing, and overseeing work practices, systems, and methods that are effective, efficient, and consistent with district standards, policies, and procedures. The Operations Manager oversees the school-based business manager to ensure oversight of the management of cafeterias, transportation, building maintenance, safety, inspections, playgrounds, and cleaning, and provides direct administrative support to the Directors and Network staff.
- Director of Culture and Discipline: The Director of Discipline and Culture is responsible for overseeing, implementing, and supporting the network's behavior management programming. The Director of Discipline and Culture is fundamental in ensuring that all network schools have a positive and safe school environment and provide support and resources to students who are struggling behaviorally and/or social-emotionally. The Director of Discipline and Culture works closely with the school-based Deans of Students.
- Human Resources Manager: The Human Resources and Federal Program Manager is responsible for maintaining and enhancing the network's human capital through the planning, implementation, and evaluation of staff relations and human resource programs, practices, and policies. The Human Resources and Federal Program Manager also ensures full legal compliance with all human resource-related local, State, and federal rules, regulations, requirements, and laws. The Human Resources and Federal Program Manager is also tasked with overseeing the Principals in the implementation of all relevant federal programs to ensure full compliance with all applicable rules, regulations, requirements, and laws.
- Director of College Counseling and Engagement: The Director of College Counseling and Engagement is responsible for overseeing, implementing, and supporting the network's college counseling programming. The Director of College Counseling and Engagement works closely with school-based counselors to ensure that students are on track to matriculate/graduate and help students in developing their postsecondary goals and plans.

School-Level Leadership:

- Principal: The Principal is responsible for and given the autonomy to lead the day-to-day academic and operational functioning of the school. Among the responsibilities of the Principal is hiring and evaluating school staff, ensuring the effective execution of the school's academic and cultural programming, and cultivating a safe and positive school culture and learning environment. The Principal reports to, receives support from, and is evaluated by the Executive Director or Assistant Executive Director. For the new middle and high school proposed to open in Nashville in SY 2025–26, the founding Principal will start in January of the planning year to participate in essential pre-opening activities. We have not yet identified who will serve as the Principal, but we will have a candidate identified by November 2024. As explained below, we plan to appoint the Principal of one of our schools in Memphis to the role of Principal of our Nashville school.
- Dean of Academics: While the Principal is responsible for and held accountable to the school's academic performance with support from the Director of Instruction/Secondary Education, the Dean of Academics is tasked with directly implementing the school's academic program. The Dean of Academics works closely with instructional staff, supporting the development and execution of instructional plans and assessments anchored in the school's curricula. The Dean of Academics also oversees the creation and implementation of teacher improvement plans. The Dean of Academics reports to, receives support from, and is evaluated by the Principal. The Dean of Academics also receives support from Director of Instruction/Secondary Education and the Director of Special Programs/Elementary Education. We have not yet identified who will serve as the Dean of Academics but will have a candidate identified in spring 2025.
- Dean of Students: The Dean of Students is responsible for overseeing the cultural and behavior management aspects of the school. The Dean of Students is fundamental in maintaining a positive and safe school environment and provides support and directs resources to students who are struggling behaviorally and/or social-emotionally. The Dean of Students also handles all discipline-related issues. The Dean of Students reports to, receives support

from, and is evaluated by the Principal. We have not yet identified who will serve as the Dean of Students but will have this role filled by the time administrative in-service is held for SY 2025–26.

- Head Counselor: The Head Counselor is responsible for tracking and making recommendations about student attendance, truancy, and transcript data. In addition, a primary component of our school culture is emphasis on college readiness. The Head Counselor not only ensures students are on track to matriculate/graduate through regular reviews of transcripts but also helps students in developing their postsecondary goals and plans. The Head Counselor aids students in identifying colleges and universities that meet their individual learning needs. The Head Counselor also assists students in the college and financial aid application process. We have not yet identified who will serve as the Counselor but will have a candidate hired by the time administrative in-service is held for SY 2025–26.

b. Give a thorough description of the process and timeline for hiring the school leader, identifying the skills, qualifications, and characteristics the applicant will seek in a leader.

• If the leader has already been identified, attach the leader's resume as Attachment Q.

The Principal of NSE will be hired upon approval of this application, no later than December 2024. This process will be led by network-level leadership, including the Executive Director, Assistant Executive Director, Director of Instruction/Secondary Education, and Director of Special Programs/Elementary Education. We will identify a qualified leader on our current staff, either at the network level or a Principal at one of our existing schools. This person will move to Nashville to found NSE and implement our model effectively in the new location. The leader identified to be Principal of NSE will embody the following skills, characteristics, and qualifications:

- Set and enforce rigorous standards for student achievement aligned with the district and the state standards
- Develop organizational goals and objectives consistent with the vision, mission, and values of Memphis School of Excellence
- Lead teachers and staff in developing a healthy school culture aligned with the vision, mission, and values of the school and the district
- Create a culture of excellence, teamwork, and collaboration amongst the staff, teachers, students, and families
- Foster a school climate that supports both student and staff success while promoting respect and appreciation for all students, staff, and parents
- Oversee all programs, services, and activities to ensure that program objectives are met
- Ensure compliance with all local, state, and federal funding sources
- Manage student enrollment process to ensure that the school achieves its targeted enrollment projections
- Ensure the safety and security of all students, staff, visitors, and public property
- Ensure an orderly learning environment
- Ensure appropriate standards of student behavior, performance, and attendance
- Ensure that all disciplinary issues are addressed fairly and immediately
- Manage, evaluate, and develop a team of teachers
- Work with teachers to constantly assess and improve student achievement results
- Ensure the school's use of effective, research-based teaching methodologies and practices
- Implement data-driven instructional practices and lead discussions about student performance
- Work with teachers to improve their teaching practice through coaching, professional development, modeling, and collaborative planning
- Keep abreast of successful instructional methodologies and practices
- Provide high-quality curricular training and resources to staff
- Ensure consistencies in instruction and practice amongst a team of teachers
- Foster culture of professionalism among teachers and staff
- Ensure that learning environments and classroom instruction maximize student learning
- Monitor progress of all students
- Supervise and mentor all teachers
- Oversee routine facilities maintenance

- Oversee management of school records and resources as necessary
- Ensure compliance of local, state, and federal laws and regulations
- Recruit, select, and hire school staff, including teachers and school-based support staff
- Continually monitor progress on all measures of school and staff performance
- Administer the District-approved personnel policies and procedures
- Ensure legal hiring and termination procedures in collaboration with the District's Human Resources staff
- Oversee all disciplinary actions
- Provide adequate supervision, training, and evaluation of all staff and volunteers
- Communicate the vision that supports the school's goals and values
- Create an effective team of people jointly responsible for the attainment of school goals and committed to achieving excellence
- Serve as liaison between teachers, parents, and the community

Qualifications:

- Requires a bachelor's degree and endorsement in the grade/subject taught with a valid Tennessee certificate
- Must be highly qualified
- Administrative experience is preferred
- Governed by the Rules and Regulations of the Tennessee Code Annotated and the Tennessee Board of Education

c. Explain the responsibilities of the school leader, how the school leader will be supported and developed, and the state-approved administrator evaluation model that you will be using for this individual, as required by State Board Rule 0520-02-01 and State Board Policy 5.201.

Responsibilities of the School Leader: As noted above, the Principal is responsible for and given the autonomy to lead the day-to-day academic and operational functioning of the school. Among the responsibilities of the Principal is hiring and evaluating school staff, ensuring the effective execution of the school's academic and cultural programming, and cultivating a safe and positive school culture and learning environment. The Principal reports to, receives support from, and is evaluated by the Executive Director or Assistant Executive Director. For the new middle and high school proposed to open in Nashville in SY 2025–26, the founding Principal will start in January of the planning year to participate in essential pre-opening activities. We have not yet identified who will serve as the Principal, but we will have a candidate identified by November 2024. As explained below, we plan to appoint the Principal of one of our schools in Memphis to the role of Principal of our Nashville school.

Support and Development of the School Leader: As detailed in the Professional Development section, we will implement a comprehensive professional development program to ensure that the school's staff receives all needed support and training to build capacity and refine their practice. Accordingly, just as staff will receive robust professional development, so will the Principal of NSE. To ensure that the Principal receives training and support to develop, the Principal will engage in development activities such as the following:

- Internal Supports: To prepare and support the NSE Principal for success, the network will provide a range of supports before, during, and after the school's opening. Network-level leadership works closely with school-level leadership to support the Principal on academic, financial, and operational tasks. The chart below outlines the frequency and types of support the network will provide.

Type of Support	Frequency
In-person visits to Nashville from the Executive Director	Bi-weekly
In-person visits to Nashville from network directors	Bi-weekly

Type of Support	Frequency
Virtual Principal meetings for all Principals in the network	Weekly
In-person Principal meeting for all Principals in the network in Memphis	Monthly
In-person Principal meeting for all Principals in the network in Nashville	Every six weeks
Coaching and support from Executive Director and other network directors	Ongoing

- External Partnerships: We believe in investing in the development of our staff. One way we do this is through partnerships with high-quality institutions that offer a wide range of professional development opportunities that will meet the needs of our staff. In particular, our network has established partnerships with several organizations to build the capacity of the Principal. For example, the network has an agreement with Relay School of Education to provide leadership development for Principals. The network plans to continue these partnerships and offer these opportunities to staff of NSE.

Evaluation Model: The Principal will be evaluated by the Executive Director using the Tennessee Educator Accelerator Model (TEAM) for administrators, which is a state-approved evaluation model. As stated on TEAM's website,[93] "[The] administrator evaluation combines self-reflection, observation, input of school staff, and student data to create a complete picture of an administrator's performance. The effectiveness rating is calculated using a formula that is 50 percent qualitative and 50 percent quantitative. The 50 percent qualitative portion includes a 35 percent growth measure (one-year school-wide TVAAS) and a 15 percent achievement score. The Administrator Rubric is based on the Tennessee Instructional Leadership Standards (TILS). These were updated by the State Board of Education in July 2018." When implementing TEAM, we implement the policies, procedures, and guidelines outlined in the Administrator Evaluator Handbook and Rubric with fidelity, and we adhere to all evaluation timelines as outlined by the TDOE.

d. Describe your strategy, plans, and timeline for recruiting and hiring additional key staff, including, but not limited to, operational staff, administrators, and teachers.

- **Identify key selection criteria, required experience, and any special considerations relevant to your school design.**
- **Provide previous student achievement data for the individuals responsible for academic programming (if available) as Attachment R.**

Strategy, Plans, and Timeline for Recruiting and Hiring Additional Staff: To ensure that we are able to recruit and hire highly qualified staff, we will implement a robust recruitment plan.

- Administrators: Central to our recruitment efforts will be the advertisement of the extensive supports we will provide for our staff. For example, as described above, we will note that the network provides robust supports for administrators, including coaching and peer support from other network schools. Additionally, as noted above, we will emphasize that our network has partnerships with several institutions such as the Relay School of Education, where school leaders may pursue professional development opportunities that meet their needs and their individual career pathways. We will also highlight that we believe in autonomy with oversight; we empower our leaders to innovate and adapt their approach as long as it is within the overall framework of our academic plan.
- Instructional Staff: When recruiting instructional staff, we will also highlight the robust supports our network provides. For example, we will highlight that every teacher is assigned an instructional coach who will be provided

[93] https://team-tn.org/administrator-evaluation/

with individualized support through observation and feedback cycles, as well as support for unit and lesson plan design and implementation. We will also emphasize that we believe in autonomy with oversight; we will allow our teachers to innovate and adapt curricula and instructional plans as long as instruction is anchored in and aligns to grade level standards, as applicable. Since we believe in creativity and innovation as well as instructional oversight, we will highlight that every teacher will have two daily planning periods so teachers have ample time to create and revise plans. Further, we will also advertise our extensive assessment and data supports. We will explain how leadership will create all benchmark exams for teachers. In addition, we will offer an electronic test center that will enable teachers to enter tests and have scantrons created and graded by the center. The center will also allow teachers to assign standards to every question. The center will provide teachers with easy access to disaggregated data to the question and standard, as well as by subpopulation, cohort, and individual student level, to inform upcoming instructional plans. To support teachers in using the center and becoming data-fluent, we will discuss how we will offer robust professional development and support around data-driven instruction throughout the year.

- Operational Staff: When recruiting operational staff, we will emphasize the strong supports provided by the network finance, operations, and human resources teams. Additionally, we will highlight the career development opportunities our network provides to all staff. For example, we will explain that our network offers pathways to earn a bachelor's degree for any staff who do not currently have a bachelor's degree. We also provide opportunities for financial assistance up to $15,000 for staff who have worked for the network for two years to apply to development opportunities through GraduLet. The network plans to continue these partnerships and offer these opportunities to staff of NSE.

Our specific strategies will include the following for recruiting NSE staff:

- Place Advertisements: We will advertise teaching vacancies through numerous outlets, including in local print and online newspapers, on local radio stations, on our website and social media accounts, on other websites, including the Teach For America (TFA) Alumni site, and the Tennessee Department of Education's recruitment and referral site, as well as on jobs boards such as Idealist.org, Teach.org, WantToTeach.com, Teachers-Teachers.com, EducationCrossing.com, LinkedIn, Indeed.com, SchoolSpring.com, Monster, Top School Jobs, Vanderbilt University, and Students for Education Reform.
- Attend Job Fairs: We will attend multiple job fairs to recruit candidates who have qualifications that meet the positions we are hiring for at NSE.
- Build Relationships with Local Education Organizations: We plan to establish and leverage relationships with local education organizations that can help us in recruiting highly-qualified teaching candidates. Among the organizations with which we intend to work are Nashville Teacher Residency (NTR) and TFA Nashville. We have a successful track record of retaining TFA teachers, as stated in the letter included in Attachment G. To continue to attract and retain candidates recruited via NTR and TFA, we will employ the following strategies:
  - Provide NTR and TFA teachers with leadership opportunities after three years of successfully teaching. Such opportunities may include becoming a mentor teacher, instructional coach, grade level chair, or Dean of Academics.
  - Invite them to participate in school improvement meetings with school-level leadership and network-level leadership, as appropriate, to solicit their ideas and feedback about how to improve the school and network as a whole.

Additionally, we will employ the following proven retention strategies for all our staff, which will effectively retain NTR and TFA teachers as well:

- Offer pay and benefits that are very competitive with Metro Nashville Public Schools and surrounding districts.
- Grant moving allowances up to $3,000 to newly-hired teachers who do not live in Nashville and who must move at minimum 50 miles at the time of hire to help offset relocation costs.

- Provide a positive staff culture that emphasizes collaboration and collegiality over isolation and competition.
- Assign an instructional coach who will provide non-evaluative support through robust coaching cycles.
- Leverage Current School Stakeholders: We will call on the stakeholders employed and educated by (as well as involved in) our existing schools to advertise vacancies to their own professional and/or personal networks. We enjoy a deep pool of active school stakeholders who will serve as spokespeople for the school, informing us about and connecting us to potential high-quality candidates. Additionally, we will implement a teacher referral program for staff employed by our network, excluding Hiring Managers, Principals, Assistant Principals, Human Resource Staff, hiring committee members and Directors at the network level. If a staff referral results in the hiring of a teaching candidate and that candidate works for NSE for a minimum of 90 days, the referring staff member will receive a stipend.

In addition to the actions above, our network is providing financial incentives in the form of reimbursing moving costs up to $6,000 to encourage Memphis-based network staff to relocate to Nashville and serve as founding members of the Nashville school. Having staff who are familiar with implementing the network model will help ensure the new school is able to effectively and efficiently implement academic and operational plans.

Key Selection Criteria: Every hired staff member, regardless of title and position, will demonstrate a firm commitment to the following key selection criteria:

- Implementing the network's mission and vision
- Supporting high-quality, rigorous instruction for every student
- Holding high expectations for every student
- Working to achieve the network's goals
- Showing respect for all members of the school community

Special Considerations: To ensure that we hire high-quality teachers and staff, the following special considerations will also be taken into account:

- Hold high-qualified status in accordance with Every Student Succeeds Act (ESSA), as applicable
- Demonstrate evidence of producing positive student outcomes, as applicable
- Possess expertise in and experience with science, technology, engineering, and mathematics (STEM), as applicable

Hiring Process: Once candidates have been identified through strategies such as those listed above, we will implement a hiring process to ensure that we select the most qualified staff who also best align to the key features of our mission, vision, and academic plan. Our hiring process will include steps such as:

Steps	Description
Submitting Application Forms	All candidates will complete and submit application forms, cover letters, resumes, references, and any requested information specific to positions such as student achievement data and letters of recommendation.
Reviewing Submissions	Hiring teams (e.g., Principal, Deans) will do an initial review of submitted application materials to identify the most qualified candidates who are aligned to the school's mission, vision, and academic plan.

Steps	Description
Conducting Initial Interviews	Selected candidates will be invited to interview remotely. All initial interviews will be conducted using questions that pertain to the position being applied for, as well as candidates' alignment to our mission, vision, and academic plan.
Holding In-Person Interviews	Applicants with strong initial interviews will be asked to interview in person. Like remote interviews, in-person interviews will be guided by a list of questions that further explore candidates' expertise and educational philosophy. Candidates will be asked to respond to scenarios and questions related to our mission, vision, student population, as well as specifics that apply to the position being sought.
Evaluating Sample Lesson	Applicants of instructional positions will be asked to provide a sample lesson plan, as well as a video clip of the plan being taught to enable leadership to evaluate candidates' content knowledge and pedagogical skill.
Verifying Credentials	The credentials of candidates who progress through all of the above steps in the hiring process will be verified before employment is offered. Verification will include confirmation of degree attainment, post-secondary transcripts, licensure, references, and high-qualified status as applicable. In addition, all required federal and state criminal and background checks will be completed as mandated by law.
Making Hiring Decisions	Upon favorable completion of all the above steps, candidates determined to be the most qualified, best serve our students, and most align to our mission, vision, and academic plan will be offered employment

Timeline: As indicated above, we plan to hire a Principal from our internal team (within our network or one of our existing school leaders) by no later than November 2024. We will hire additional school staff according to the timeline below.

Position to Hire	Begin Search	Target Search Completion
Principal	Immediately upon authorization	December 2024
Business Manager	September 2024	January 2025
Dean of Academics	November 2024	May 2025
Dean of Culture	November 2024	May 2025
Head Counselor	November 2024	May 2025
Counselors	January 2025	July 2025
Secretary	January 2025	July 2025
Teachers	January 2025	July 2025
Interventionists	January 2025	July 2025
Teacher Assistants	January 2025	July 2025

e. How will your recruiting and hiring practices ensure that the composition of the leadership team and staff reflects the diversity of the student body and surrounding community?

We believe it is extremely important for students to see themselves in their teachers and school leaders and to therefore recognize their own potential and capacity for leadership. As such, we will work to ensure that the leadership and staff reflect the diversity of the student body and community. More specifically, and as outlined above, we intend to leverage recruitment relationships with multiple local colleges and universities that enroll diverse student bodies to help produce a diverse pool of candidates from which to hire. We will also turn to personal and professional pipelines for recruitment, leaning on school stakeholders such as Board members, staff, students, and parents to communicate with their networks about vacancies and refer potential candidates.

We have applied these practices with success in our existing schools. Our schools in Memphis are staffed with leaders and teachers who are also racially and ethnically diverse, including a majority of staff (57%) who are Black, which reflects the student population across our network, which is also majority Black. The diversity of our existing staff, along with relationships with institutions in Nashville and the composition of our existing students and parents will ensure that referrals from personal and professional pipelines will also be diverse, enabling us to establish a leadership team and staff that reflects the composition of the student body and community at start-up through scale.

f. How will you ensure that teachers are licensed and endorsed in their content areas?

The school is committed to hiring highly qualified teachers who are prepared and able to provide a safe, rigorous, and nurturing environment for our students. As such, we will prioritize hiring teachers who are licensed and endorsed in their content areas. Throughout the hiring process, we communicate the importance of possessing teaching certification. This starts with our written job descriptions, where we include holding Tennessee Certification and endorsement in the relevant subject area as a minimum qualification. We provide significant supports to staff who work in our network who would like to obtain a teaching certification.

- Relay Teacher Certification Assistance Program: This program provides financial support to eligible network employees and degreed applicants through tuition assistance and assistance with tuition-related expenses incurred by employees striving to attain standard Tennessee Educator licensure through the Relay Teacher Program. The total financial assistance during an employee's participation in the program for an academic year is $4,000 for the Teaching Residency with degree program and $11,000 for the Job-Embedded Licensure program.
- iTeach Certification Program: This program provides financial support to eligible employees and degreed applicants through tuition assistance and assistance with tuition-related expenses incurred by employees striving to attain standard Tennessee Educator licensure through the iTeach Program. The total financial assistance during an employee's participation in the Program is $4,500 for an academic year.
- Grow Your Own Teacher Program: This program provides financial aid to eligible employees in obtaining a bachelor's degree with teacher certification in the State of Tennessee. The total financial assistance during an employee's participation in the Program is $15,000.

The network's Human Resources Manager oversees teacher licensure and endorsement across the network. To this end, this role provides oversight for ensuring our certified staff keep their licenses current by meeting all professional development hour and point requirements. The Human Resources Manager also provides oversight for ensuring that requirements regarding gaining a teaching permit are satisfied and monitors those who hold permits to ensure that they are working toward satisfying credentialing requirements.

g. Indicate the state-approved evaluation model used for teachers, required by State Board Rule 0520-02-01 and State Board Policy 5.201.

We utilize TEAM, which is a state-approved evaluation model and complies with State Board Rule 0520-02-01 and Policy 5.201, to evaluate our teachers. We implement TEAM with fidelity and follow the timeline prescribed by the state,

which provides specific guidance around when components of the evaluation model such as observations and portfolio submissions should occur. As explained on the TDOE's TEAM website,[94] the evaluation model provides a Level of Overall Effectiveness (LOE) score which is informed by a prescribed formula guided by state policy that includes quantitative and qualitative measures.

h. Describe the policies and procedures for evaluating staff, providing feedback, and celebrating excellence.

Evaluating Staff: Evaluation of staff performance is a continual process that focuses on improvement. Performance evaluation is based on an employee's assigned job duties and other job-related criteria. All employees will participate in the evaluation process with their assigned supervisor at least annually. Written evaluations will be completed on forms approved by the school. Reports, correspondence, and memoranda also can be used to document performance information. All employees will receive a copy of their written evaluation (electronic or written), have a performance conference with their supervisor, and get the opportunity to respond to the evaluation.

Feedback: We believe providing feedback on staff performance is critical to employees' success within the organization. As noted above, all employees will engage in an improvement-based evaluation approach that includes written performance reports each year. Additionally, as indicated throughout this application, providing a robust and effective coaching model to support and grow our teachers is of the utmost importance. Middle and high school coaches will be licensed in grades 6–12 for their respective subject areas (e.g., ELA, mathematics, science, social studies) and use the platform TeachBoost to provide immediate instructional feedback, action steps, and positive praise.

We currently have middle and high school full-time instructional coaches employed at the network level; we also have plans to add additional instructional coaches based in Nashville during the course of the charter term. Coaches will not have additional responsibilities, such as teaching classes, to ensure that their caseloads stay manageable and enable them to effectively coach. Coaches will be provided with ample support from Director of Instruction/Secondary Education. More specifically, the Director of Instruction/Secondary Education will conduct regular co-observations with coaches to collect data around coaches' areas of strength and opportunity and ensure that all observers are tightly normed. Coaches also meet with the Deans of Academics and the Director of Instruction/Secondary Education on a weekly basis, during which time the coaches are provided with guidance and specific support around observing teachers and providing feedback. Meeting topics are often informed by co-observations and are responsive to specific needs and trends. Further, new coaches or coaches in need of support will shadow observations and feedback sessions conducted by other coaches, the Dean of Academics, and the Director of Instruction/Secondary Education. We will solicit coaches' feedback in determining the effectiveness of these supports and make any adjustments as needed to ensure that our coaches receive high-quality training and development support.

All teachers, including specialty teachers who teach non-core courses, will be assigned to a coach and will participate fully in the coaching process. Teacher aides and assistants will not be assigned a coach, but they will be required to attend all PD sessions. In addition, teacher aides/assistants will receive individualized, regular support from the Dean of Academics. When the Dean of Academics is observing classroom teachers and is in a classroom with an aide/assistant, the Dean will also observe the aide/assistant and provide feedback during monthly in-person meetings. In addition to the support from the Dean of Academics, the Principal will have meetings with aides/assistants once a quarter to discuss performance, address any issues, and answer questions.

Celebrating Excellence: Recognizing staff success is a key element of our adult culture. At NSE, we will celebrate the excellence of our teachers and staff through the following mechanisms:

- Teacher of the Year Award: Each campus in the network recognizes one outstanding educator as Teacher of the Year, and one educator is recognized as the network-wide Teacher of the Year. The selections are based on an application and rubric that is evaluated by network staff.

[94] https://team-tn.org/

- Professional Development Presentations: Teachers who have demonstrated excellence in a particular area (e.g., scaffolding higher level questioning) are invited to present their practice during professional development time to other members of the school staff. Teachers are provided a stipend for providing the professional development session.
- Newsletters and Marketing Materials: Staff will be recognized in weekly campus-based and network-wide newsletters through shout-outs and academic celebrations for exceptional work. For example, we have recognized staff in newsletters for implementing outstanding STEM-focused projects with their students, for exceptional work on Lesson Prep, and for attending conferences to engage in professional development.

i. Describe how the proposed school intends to handle unsatisfactory leadership or teacher performance, including termination, as well as leadership/teacher changes.

Unsatisfactory leadership performance: The Executive Director will ultimately be held accountable for the success of the school. The Board of Directors will evaluate the Executive Director annually in accordance with the evaluation procedures and criteria outlined in the Network Governance section. If the Board determines that the Executive Director's performance is unsatisfactory, the Board will act swiftly, enacting steps such as the following:

- Design a Corrective Action Plan - the design of the corrective action plan will include the following:
  - An outline of specific and measurable actions, expectations, and desired outcomes
  - A detailed timeline for progress monitoring
  - Formal approval from the Board of Directors
- Implement the Corrective Action Plan - the implementation of the corrective action plan will entail the following:
  - Close monitoring by the Board of Directors of progress made toward the plan and its implementation
  - Adherence to the plan's timeline for implementation, monitoring, and progress made
- Evaluate Employment Status - the evaluation of employment status will encompass the following:
  - Considering employment status if monitoring reveals insufficient progress has been made in accordance with the determined timeline
  - Terminating employment only after exhausting every avenue and effort to remedy unsatisfactory performance

The Principal will be accountable for the day-to-day operation of the school as well as for achieving school-specific goals. The Executive Director will be tasked with evaluating the Principal. If the Executive Director determines that the Principal's performance is unsatisfactory, they will act swiftly by immediately placing the Principal on a growth plan as follows:

- Design a Growth Plan - the design of the growth plan will include the following:
  - An outline of specific and measurable actions, expectations, and desired outcomes
  - A detailed list of resources to be allocated as supports for growth (e.g., coaching, targeted professional development, assignment of a mentor)
  - A detailed timeline for progress monitoring
  - Formal approval from the Executive Director
- Implement the Growth Plan - the implementation of the growth plan will entail the following:
  - Close monitoring by the Executive Director of progress made toward the plan and its implementation
  - Adhere to the plan's timeline for implementation, monitoring, and progress made
- Evaluate Employment Status - the evaluation of employment status will encompass the following:

- Considering employment status if monitoring reveals insufficient progress has been made in accordance with the determined timeline
- Terminating employment only after exhausting every avenue and effort to remedy unsatisfactory performance

The school-level administrative team, including the Dean of Academics(s), Dean(s) of Students, and Counselor(s), will be responsible for their articulated responsibilities and for supporting the Principal in the day-to-day operation of the school. These members of the school-level administrative team will be evaluated by the Principal two times per year using the Tennessee Educator Acceleration Model (TEAM) Administrator Evaluation model. If the Principal deems any member of the administrative team's performance is unsatisfactory, they will act quickly by immediately placing them on a growth plan as follows:

- Design a Growth Plan - the design of the growth plan will include the following:
  - An outline of specific and measurable actions, expectations, and desired outcomes
  - A detailed list of resources to be allocated as supports for growth (e.g., coaching, targeted professional development, assignment of a mentor)
  - A detailed timeline for progress monitoring
  - Formal approval from the Principal and Executive Director
- Implement the Growth Plan - the implementation of the growth plan will entail the following:
  - Close monitoring by the Principal of progress made toward the plan and its implementation
  - Adherence to the plan's timeline for implementation, monitoring, and progress made
- Evaluate Employment Status - the evaluation of employment status will encompass the following:
  - Considering employment status if monitoring reveals insufficient progress has been made in accordance with the determined timeline
  - Terminating employment only after exhausting every avenue and effort to remedy unsatisfactory performance

Unsatisfactory teacher performance: As noted above, teachers will be formally evaluated using the Tennessee Educator Acceleration Model (TEAM) Teacher Evaluation model. Additionally, teachers will also be informally observed using an in-house informal observation tool, on which coaches and leaders will be trained and normed. Our in-house tool mirrors the TEAM formal evaluation rubric to ensure that informal observations and coaching supports teacher improvement and performance as outlined by TEAM. The results of informal observations inform coaching cycles, which are modelled after the best practices of Getting Better Faster by Paul Bambrick-Santoyo. If the results of formal and/or informal evaluation and observation indicate that a teacher is struggling to provide high-quality instruction and effective classroom management that results in positive student outcomes, the following steps will be taken:

- Create an Improvement Plan - the creation of an improvement plan will entail the following:
  - An outline of specific and measurable actions, expectations, and desired outcomes
  - A detailed list of resources to be allocated as supports for growth (e.g., more frequent coaching, targeted professional development)
  - A detailed timeline for progress monitoring
  - Formal approval from the Principal
- Implement the Improvement Plan - the implementation of the improvement plan will involve the following:
  - Close monitoring by the Dean of Academics of progress made toward the plan and its implementation
  - Adherence to the plan's timeline for implementation, monitoring, and progress made
- Evaluate Employment Status – the evaluation of employment status will encompass the following:

- Considering employment status if monitoring reveals insufficient progress has been made in accordance with the determined timeline
- Terminating employment only after exhausting every avenue and effort to remedy unsatisfactory performance

Leadership changes and turnover: The continuity of leadership is critical to the success of the network as a whole, as well as to individual schools operating in the network. As such, every effort will be made and every available resource will be exhausted prior to termination, especially if the school year is in session. If, after exhausting all courses of action, the Board determines the termination of the Executive Director is absolutely necessary, or in the unlikely event that the Executive Director decides to resign from their position, the Board will create and enact a leadership transition plan to guide the network through leadership changes and turnover. Similarly, if after exhausting all courses of action, the Executive Director determines the termination of the Principal is absolutely necessary, or in the unlikely event that the Principal decides to resign from their position, the Executive Director will create and enact a leadership transition plan to guide the school through leadership changes and turnover.

Teacher changes and turnover: The continuity of instruction is paramount to students' success and to the success of the school. Accordingly, every effort will be made and every available resource will be exhausted prior to termination, especially if the school year is in session. If, after exhausting all courses of action, the Principal, with the Executive Director's approval, determines the termination of a teacher is absolutely necessary, or in the unlikely event that a teacher resigns from their position, the Principal, with support from the Executive Director and other network-level leadership, will create and enact a teacher transition plan and immediately begin the hiring to fill the vacancy.

j. Outline the proposed salary ranges and employment benefits, as well as any incentive or reward structures that may be a part of the compensation system.

Salary ranges: We intend to hire highly qualified staff who align with our mission and vision, and who can implement our academic plan successfully. Accordingly, we understand that we must offer competitive salaries. NSE teacher salaries will be generally higher than Metro Nashville Public Schools salaries, and administrative salaries will be competitive with what Metro Nashville offers. Salary ranges for specific positions are provided below:

Position	Range
Administrator Salary	$68,000–$136,500
Teacher Salary	$51,000–$73,500
Non-Educator Exempt Salary	$30,000–$60,000

Employment benefits: In addition to offering competitive salaries, we will provide generous benefit packages to our staff. More specifically, we will offer our full-time employees medical, dental, and vision insurance. We also offer life insurance and contributions toward the Tennessee Consolidated Teacher Retirement System.

Incentives and Rewards: Our network offers various incentives and rewards for contributing to our students' success. These include:

- Bonus rewards for certain staff meeting specified student achievement targets (e.g., NWEA MAP, TCAP, AP, WIDA targets)
- Bonus rewards for certain staff earning LOE of 4 or 5
- Bonus rewards for certain staff upon campus earning STEM Designation
- Bonus rewards for certain staff upon campus earning School of Character designation

- Bonus rewards for certain staff upon earning 4 or 5 on Operations scorecard
- Bonus rewards for certain staff upon earning 4 or 5 on Finance scorecard
- Retention stipends
- Moving expense reimbursement
- Reward for referring a teacher who is hired by the network

k. Explain the school's proposed strategy for retaining high-performing teachers.

As indicated above, we are committed to hiring and retaining a high-performing staff. To this end, we have put in place numerous strategies for ensuring our high-performing teachers remain with our schools:

- Bonuses: As described above, we have established many opportunities for high-performing teachers to earn bonuses for academic success on measures such as NWEA MAP, TCAP, AP, and WIDA. Teachers may also earn bonuses for earning a LOE of 4 or 5 on their evaluation.
- Recognition: As described above, we recognize excellence across our network by publicly celebrating the successes of our staff, including high-performing teachers. This includes Teacher of the Year Awards, newsletter shout-outs, and opportunities to present professional development to staff members.
- Leadership and Development Opportunities: We have established many pathways for high-performing teachers to grow as leaders and advance their careers within our schools.
    - Grow Your Own Administrator: Our Grow Your Own Administrator program targets teachers who have expressed interest in building capacity around leadership skills, indicated the desire to transition to administration in the future, and have at least two years of teaching experience with track records of success educating students and working with parents. Once identified, staff will complete a formal tuition and service agreement, and school leadership will work with candidates to pinpoint the leadership programs best suited for their current skill sets and desired leadership outcomes and roles. Once candidates are enrolled in leadership programs, our network will reimburse tuition of up to $10,500 per year for up to three years.
    - Mentor Teachers: High-performing teachers may serve as mentor teachers to new teachers (and earn a stipend for doing so).
    - Individualized Coaching: As noted above, every teacher is assigned an instructional coach who will be provided with individualized support through observation and feedback cycles, as well as unit and lesson plan design and implementation support.
- Innovation Opportunities: Because we offer an innovative, STEM-focused educational program, we are able to provide many opportunities for high-performing teachers to implement exciting and innovative learning opportunities with their students; these are opportunities that might not be available to them in other school settings.

l. Explain whether the employees will be at-will or whether the school will use employment contracts.

Staff will be employed on an at-will basis.

m. Include a copy of the school's employee manual and personnel policies as Attachment S.

See Attachment S.

n. Complete the provided template for Table 4: Staffing Chart to outline your staffing projections.

- **Adjust or add functions and titles as needed to reflect variations in school models.**

	Year of Operation					
Position	0	1	2	3	4	5
Principal/School Leader	1	1	1	1	1	1
Dean of Academics	.5	1	1	1	2	2
Dean of Students	.5	1	1	1	1	2
Teachers (core subjects)	0	13	17	20	23	25
Teachers (electives, languages)	0	4	5	7	8	8
Special Education Teachers (e.g., special education, 504, ELL)	0	6.5	8	11	12	15
Counselors	0	1	1	2	2	3
Interventionist	0	0	0	4	5	6
Teaching Aides or Assistants	0	0	2	2	2	3
Clerical Staff	0	2	2	3	3	4
School Operations Support Staff	1	1	2	2	3	3
Total FTES	3	30.5	40	54	62	72

2.5 Professional Development

a. Describe the expected number of days and hours for professional development throughout the school year and explain how the proposed school's calendar, daily schedule, and staffing structure support this plan. Include time scheduled for collaborative planning and how such time will typically be used.

We provide a robust professional development program that includes several full day professional development opportunities as well as weekly half-day professional development throughout the school year. Four full professional development days will take place during the summer before the school year starts. Teachers who are new to the school will receive an additional day of training during the summer for a total of five full days. We also offer two additional full days of professional development during the school year: immediately following winter break (in early January) and on Presidents' Day. During the school year, teachers also engage in professional development every Wednesday afternoon, our early release days, from 2:00–3:45. As such, our new teachers receive 56 hours of professional learning during 7 full days of professional development plus ~65 hours of professional learning over the course of the year during weekly early release days for a total of ~121 hours of professional development annually. Returning teachers receive 48 hours of professional learning during 6 full days of professional development plus ~65 hours of professional learning over the course of the year during weekly early release days for a total of ~113 hours of professional development annually.

As explained below, the Director of Instruction/Secondary Education is responsible for professional development across the network with the support of network and school-based staff. Professional development consists of a combination of network-wide topics and school-based sessions that are determined by school leaders (i.e., the Principal and Dean of Academics). Sessions are led by external experts, network staff, school leaders, and teachers who are nominated by their coaches to present on an area of expertise. Teachers who are nominated and opt to facilitate professional development sessions are provided with a stipend.

Collaborative planning takes place for 45 minutes each Wednesday during the early release professional development time. During collaborative planning time, teachers meet with their subject area colleagues to engage in collaborative lesson preparation using the network's lesson delivery model. In addition to lesson preparation, there is dedicated time for teachers to meet with their professional learning communities (PLCs) where they have the opportunity to engage in the exploration of topics that are most relevant to their work and to analyze data from various sources, including standardized assessments, curricular-based assessments, and student work. Teachers utilize data analysis protocols to guide their work in PLCs and ensure that their instructional decisions, planning, and differentiation are grounded in student data.

b. Identify the person or position responsible for professional development.

The Director of Instruction/Secondary Education is responsible for professional development across the network. More specifically, the Director of Instruction/Secondary Education will create an annual professional development calendar for the network that will include network-wide professional development sessions such as data analysis and application after the administration of a major assessment, as well as sessions led by external providers, such as consultants from Teach Like A Champion. The Director of Instruction/Secondary Education will work closely with other members of the network academic team (e.g., Director of Special Programs/Elementary Education, Special Education Coordinator, ESL Coordinator, instructional coaches) as well as school-based staff (e.g., the Principal and Dean of Academics) when creating the initial professional development calendar and throughout the year to identify areas that need to be addressed during professional development time.

c. Describe the core components of your professional development plan and how those components will support effective implementation of the academic plan. Be sure to address the areas of special education and English learners, including implementation of individualized educational plans (IEPs), discipline of students with disabilities, and communication with EL families.

We will provide comprehensive professional development to ensure the effective implementation of our academic plan. The key elements of our professional development plan are described in the table below.

Professional Development Opportunity	Description
Summer Full Professional Development Days	Every summer, new teachers will be provided with five full days of professional development and returning teachers will receive four full days prior to the start of school. During these summer sessions, topics related to implementation of the academic plan will be addressed, including curricular programs, assessments, and Response to Intervention (RTI). Additionally, teachers will receive training on how to serve special populations of students, including those with IEPs and/or who are acquiring English. Teachers will also learn about matters related to school culture, including PBIS.
School Year Full Professional Development Days	We will offer two full days of professional development throughout the school year. Full-day professional development will be utilized to follow-up on topics initially presented during summer professional development, as well as to introduce new content and techniques. To ensure teachers are receiving the most useful and relevant training, teachers will have choices between differentiated sessions. Full day professional development sessions may be led by network staff, school-based staff, or external experts, such as consultants from Teach Like a Champion.
Early Release Professional Development Sessions	Every Wednesday afternoon, on our early release days, teachers engage in professional development from 2:00–3:45. During this time, teachers participate in collaborative planning (for 45 minutes per week), PLCs, data analysis, and other topics as identified by network and school-based staff.
District Professional Development	Teachers of special populations of students such as special education teachers and ESL teachers will attend opportunities provided by Metro Nashville Public Schools regarding serving students with specific needs. Teachers who attend such specialized professional development will then present applicable material to general education teachers.
Observation and Feedback	Every teacher, including teachers of non-core classes, has an assigned instructional coach who provides individualized support through observation and feedback cycles, as well as support for unit and lesson plan design and implementation. Every teacher also now has two daily planning periods so teachers have ample time to create and revise effective instructional plans as well as engage in coaching sessions.

d. Provide a schedule and overview of professional development that will take place prior to the school's opening.

During the summer prior to the school's opening in the first year of operation, all teachers will receive five full days of professional development. In subsequent years, teachers new to the network will receive five full days of professional development and returning teachers will receive four full days of professional development during the summer. During these summer sessions, topics related to implementation of the academic plan will be addressed, including curricular programs, assessments, and RTI. Additionally, teachers will receive training on how to serve special populations of students, including those with IEPs and/or who are acquiring English. Teachers will also learn about matters related to school culture, including PBIS; a draft of this plan is detailed below.

Day	Areas of Focus

Day 1	• Introductions and Team Building
	• Mission, Vision, and Overview of Academic Plan
	  ○ Enriched Curriculum
	  ○ Technology Integration

Day	Areas of Focus
	○ Standardized and Authentic Assessment ○ Robust Student Support Staff ○ Robust Support for Instructional Staff ○ Parental Involvement ○ STEM Focus • Operations ○ School Safety
Day 2	• Team Building • Operations ○ Employee Handbook ○ Technology ○ PowerSchool, Student Records, FERPA • Discipline, Climate, and Culture at NSE ○ PBIS ○ Discipline Policy
Day 3	• Team Building • Enriched Curriculum ○ Lesson Delivery Model and Gradual Release of Responsibility ○ Differentiation • STEM Focus • Assessments ○ Project-Based Learning at NSE ○ NWEA MAP Training
Day 4	• Team Building • Special Education • English as a Second Language • Response to Intervention • Discipline, Climate, and Culture at NSE ○ Cultural Awareness and Implicit Bias ○ Restorative Justice/Circles
Day 5	• Team Building • Parental Involvement at NSE • School Operations ○ First Day Procedures ○ Ongoing Routines and Procedures

e. Describe the training that will be provided to all staff on the topics of diverse, inclusive, and culturally relevant pedagogies.

We will use different components of our professional development model to provide staff with training in diverse, inclusive, and culturally relevant pedagogies. As such, staff will engage in sessions that explicitly address diverse, inclusive, and culturally relevant pedagogies starting with the summer professional development days. During these professional development days, we will work to ensure that culturally relevant pedagogies are present in all of our sessions, particularly our sessions on school culture (e.g., PBIS, Cultural Awareness and Implicit Bias, Restorative

Justice) as well as curricular sessions (e.g., differentiation) and assessment sessions (e.g., project-based learning). Training on diverse, inclusive, and culturally relevant pedagogies will continue during early release sessions on Wednesdays. For example, staff will receive follow-up training on restorative justice and cultural awareness as well as training in new content such as how to serve students who are homeless and how to address bullying. Staff may also explore these topics during meetings with their PLCs.

Staff will also use regular data analysis sessions during early release professional development sessions to ensure they have a clear understanding of how the school is serving all subgroups of students. We will use the insights from our data analysis to evaluate, reflect on, and improve our approach to educating our diverse body of students.

f. Describe the plan to cultivate future leadership capacity.

We will provide ample leadership opportunities for our staff in order to develop future leadership capacity as well as support their development and practice. To ensure we are continually developing an internal pipeline of future leaders, we will utilize a set of strategies and established professional development activities, described below:

- "Grow Your Own Administration" program: For teachers expressing an interest in school leadership or administrative roles, the network provides funding support and matches teachers with established leadership training programs to develop their skill sets. This initiative will be particularly important and effective as the network replicates new schools. We implement a number of supports to ensure that graduates of the program continue to develop and build capacity. Staff members who complete the program and assume leadership roles at the school- or network-level will be evaluated with the appropriate TEAM evaluation rubric, which outlines robust evaluation and support criteria and processes. For instance, TEAM rubrics require that performance portfolios be created and stipulate that feedback meetings between evaluators and those being evaluated must occur throughout the academic school year. Additionally, weekly administrative meetings occur throughout the year; these meetings serve as a time for leaders to check-in and flag any areas where support may be needed. Further, leaders participate in professional development throughout the academic year and engage in one or two weeks of administrative-specific summer professional development prior to the summer professional development that staff members complete prior to the start of the school year. Graduates who remain in the classroom receive our robust coaching and professional development supports. Additionally, they are often deployed in teacher-leadership positions such as grade level leads and receive supports specific to these assumed roles to ensure that their capacity continues to expand after graduating completing the program.
- Leadership Opportunities for Teachers: We will provide multiple opportunities for teachers to assume leadership roles within the school to allow them to expand their skillsets and develop their leadership capacity. For example, teachers may take on roles such as: mentor teacher, department head, or grade level team leader. Certain teachers who have demonstrated expertise in a given topic are also provided the opportunity to facilitate professional development sessions for the staff.
- Internal preparation and development of school-level leadership: Organization-level leadership works closely with school-level leadership, especially with the Principal and Dean of Academics. Such collaboration not only ensures that school-level leadership receives ample support in executing their current roles but also provides valuable development and training in the event a school-level leader is tasked with assuming a network-level leadership role.
- External partnerships: The network has established partnerships with several organizations to build the capacity of leaders and staff. For example, through a partnership with Teach Like a Champion, network leaders receive executive leadership development that includes weekly check-ins and coaching. Additionally, the network has an agreement with Relay School of Education to provide leadership development for Principals. The network also offers alternative certification programs through Relay School of Education for teacher aides and pathways to earn a bachelor's degree for any staff who do not currently have a bachelor's degree. We also provide opportunities for financial assistance up to $15,000 for staff who have worked for the network for two years to apply to development opportunities through GraduLet. The network plans to continue these partnerships and offer these opportunities to staff of NSE.

- Coaching support for teachers: The network utilizes instructional coaches at the network level (in addition to the Dean of Academics) to provide observation and ongoing instructional support to teachers at the classroom level. Teachers are also provided with timely assessment data to analyze student achievement and make instructional adjustments as needed.
- Cross-training among organizational leadership positions: We strategically embed cross-training tasks and duties in the roles and responsibilities of other network-level leadership positions to ensure that individuals are ready and able to assume other network-level leadership roles if needed. For instance, the Business Manager works closely with the Assistant Executive Director in understanding the operational processes and needs of the organization.

g. Explain plans for differentiating professional development for different groups of teachers, such as new versus experienced teachers.

As indicated above, we will differentiate our summer professional development for teachers new to our network by providing an additional full day of professional development compared with their returning colleagues. In addition, teachers will have opportunities to choose which professional development sessions they will attend on full professional development days based on their level of experience and professional learning needs. For example, during full-day professional development, teachers may be able to choose to attend a session on classroom culture strategies or they may choose to attend a session about integrating more student voice during lessons. In addition to providing teachers with choices about what they would like to learn during full-day professional development, teachers will also receive differentiated coaching and targeted feedback based on their individual needs, strengths, and professional goals. Finally, we also offer a range of optional professional development opportunities that teachers may opt into if they are interested. For example, the network offers alternative certification programs through Relay School of Education for teacher aides and pathways to earn a bachelor's degree for any staff members who do not currently have a bachelor's degree. We also provide opportunities for financial assistance up to $15,000 for staff who have worked for the network for two years to apply to development opportunities through GraduLet.

h. Explain how the proposed school will provide orientation to teachers that are hired mid-year.

To ensure teachers receive training to be successful in their roles, we have created an onboarding system with specific topics and responsible staff. This system is outlined in the table below:

Task	Responsible Staff Member
• Human resource welcome • Explain I-9/eVerify process • Verify all documents are in Frontline Central • Benefits review/send email for employee sign up • Salary: need the experience letters within 10 days of start date. Explain the salary schedule and pay period calculation • Employee Handbook (dress code, start/end time, etc.) • Introduction to Principal	Human Resources Manager
• Introduction/Welcome/Tour of school • Communicate school culture • Role/responsibilities (program of work) • Explain chain of command workflow (grievance process) • Steps of evaluation	Principal
• School discipline process • Parent contact protocol • Purchase order system	Dean of Students

Task	Responsible Staff Member
• Fingerprint sign in (campus IT person) • Campus duties • Sub protocol (call in policy)	
• More in depth TEAMS evaluations overview • Lesson plans and grading process of PowerSchool • School resources (curriculum/stipends for classroom) Building/district testing	Instructional Coach

2.6 Insurance Coverage

Charter schools must have appropriate insurance coverage. Applicants should check with their district to determine the necessary coverage amounts. As Attachment T, please provide the following:

1. **A list of the types and corresponding amounts of insurance coverage the proposed school will secure. Types of insurance should include, at a minimum, workers' compensation, employer liability, property, professional liability, surety bonds pursuant to Tenn. Code Ann. §49-13- 111(n), and sexual abuse.**
2. **A letter of coverage from an insurance company stating they will provide the required coverage upon approval of the charter application. The letter should include provisions for assuring that the insurance provider will notify TDOE within ten (10) days of the cancellation of any insurance it carries on the charter school, pursuant to Tenn. Code Ann. § 49-13-107(b)(19).**
3. **Note: if the proposed school intends to have school athletics, additional liability coverage will be required.**

See Attachment T.

2.7 Transportation

a. How will you transport the students to and from your proposed school daily, if applicable?

We will provide daily bus service to transport students to and from our Nashville School of Excellence (NSE). We will contract for bus services with a reputable transportation provider. The Director of Culture and Discipline will be responsible for overseeing transportation, with support from the Dean of Students.

b. How will you transport students to any extracurricular or after school activities, Saturday school, and/or field trips (where applicable)? Include budgetary assumptions and the impact of transportation on the overall budget.

We will provide transportation from extracurricular activities that take place after school as well as field trips that occur during the school day. We will likely provide this transportation using the same vendor we contract to provide daily bus service to and from the school. We have allocated sufficient funds in our budget to meet all anticipated transportation costs. Specifically, we have allocated the following funding for the first five years of the charter:

- Year 1: $85,000 (one bus)
- Year 2: $85,000 (one bus)
- Year 3: $170,000 (two buses)
- Year 4: $170,000 (two buses)
- Year 5: $255,000 (three buses)

c. Describe how the transportation vendor will be selected or, in the alternative, how the proposed school will provide transportation.

To select a transportation vendor, we will follow a request for proposal (RFP) process to ensure we contract with a qualified vendor that is prepared to provide the services required by our school. The RFP process will be overseen by the Director of Culture and Discipline. The Director of Culture and Discipline, with support from the Business Manager, will share the RFP with potential vendors via email and by posting it to our school's website. We will consider the following criteria when selecting a vendor: pricing, service capability, experience, business practices. The decision for selecting a transportation vendor will be made by the Director of Culture and Discipline with oversight from the Assistant Executive Director and final approval by the Board.

d. If applicable, outline your proposed transportation plan as follows:

- **Describe the plan for oversight of transportation operations (e.g., whether the proposed school will provide its own transportation, contract out for transportation, request that a district provide transportation, or a combination thereof) and who on the school staff will provide this daily oversight.**
- **Describe how the school will transport students with special transportation needs and how that will impact your budget.**
- **Describe how the school will ensure compliance with state and federal laws and regulations related to transportation services.**
- **Explain how you will ensure compliance with Tenn. Code Ann. § 49-6-2116**

Oversight of Transportation Operations: As indicated above, we will secure a contract for transportation to provide daily transportation to and from school for students as well as for extracurricular activities. The Director of Culture and Discipline will be responsible for oversight of the contracted transportation services. The Director of Culture and Discipline will coordinate with the Dean of Students, who will provide daily transportation oversight at the school with direct support from the Principal.

Transportation for Students with Special Transportation Needs: We will provide transportation as required by students' IEPs or 504 plans. The Director of Culture and Discipline will work closely with the Special Education Coordinator to

identify students who need transportation according to their IEPs or 504 plans. As described above, we have allocated funds to meet all anticipated transportation costs. If more students enroll with special transportation needs or transportation costs for students with special needs otherwise exceed our budgeted amounts, we will immediately modify the budget to ensure that all students receive all mandated transportation services.

Compliance with State and Federal Laws and Regulations: To ensure that we are in full compliance with state and federal laws and regulations, the Director of Culture and Discipline will review laws and regulations that relate to transportation on an annual basis. Based on this review, any needed changes will be implemented to ensure compliance.

Compliance with Tenn. Code Ann. §49-6-2116: To ensure compliance with Tennessee Code regarding providing transportation, we will implement the following practices:

- The Director of Culture and Discipline will be appointed to oversee transportation services.
- The Director of Culture and Discipline will have completed a student transportation training program upon assuming the role and will complete four hours of transportation training every subsequent year.
- We will submit the name of the Director of Culture and Discipline to the department of education by August 15 of every school year we are in operation.
- We will implement a transportation policy that addresses the following:
    - Procedure for reporting bus safety complaints
    - Procedure for investigating safety complaints, including specific timelines
    - Procedure for displaying safety-complaint-reporting phone number
    - Process for annual notice to students and parents
    - Policy for the collection and maintenance of the following records: Bus maintenance and inspections, bus driver credentials, complaints received and corresponding records
- We will require that the number to call to report complaints is displayed on the rear bumper of each contracted bus.
- We will define a process to provide annual notice to parents and students about the reporting complaints.
- We will adopt a policy that outlines the procedure for collecting and maintaining required records.

e. If you are not providing transportation, describe how students will get to and from your school and how the school will address equity and access for students in the absence of a comprehensive transportation plan.

Not applicable.

2.8 Food Service

a. Describe the proposed school's proposed food service plan and include the following:

a. A clear description of how the proposed school will offer food service to the students.

At Nashville School of Excellence (NSE), we will offer food service to students that fully complies with all applicable district, state, and federal guidelines and regulations, including those outlined by the USDA, the National School Lunch Program, and T.C.A. § 49-6-2301—2307. Our food service plan will include making breakfast and lunch available to all students for every day school is in session. We intend to partner with Metro Nashville Public Schools (MNPS) to provide students breakfast and lunch and track student meals according to their systems. However, in the event we are unable to partner with MNPS, we will offer breakfast and lunch through a catering company and the Dean of Students will be responsible for overseeing a system for tracking meals.

b. How the school will comply with applicable district, state, and federal guidelines and regulations.

The Director of Culture and Discipline, with support from the school Business Manager, will manage tasks to ensure we comply with all applicable District, State, and Federal guidelines and regulations.

b. Describe how the school food service plans meet the needs of low-income students.

Our meals will be designed to meet the nutritional needs of all our students, including those who live in households with low incomes. The Director of Culture and Discipline will be responsible for working with the Business Manager at the school to make certain that parents and guardians complete the Federal free-and-reduced-price lunch program paperwork to determine student eligibility.

c. How the proposed school intends to collect free and reduced-price lunch information from qualified families (including those schools that will participate in the Community Eligibility Provision).

We anticipate that approximately 34% of our students will be economically disadvantaged; therefore, we intend to participate in the Community Eligibility Provision (CEP). With oversight from the Director of Culture and Discipline, the school-based Business Manager will be responsible for coordinating the distribution and collection of documentation related to the CEP's eligibility criteria and reimbursement formula. We will collect the required information during meetings with parents such as during registration and orientation, and school events will be leveraged as mechanisms to gather information related to CEP. All information will be stored, managed, and tracked in PowerSchool.

d. Describe how the food service vendor will be selected or, in the alternative, how the proposed school will provide meals in-house.

To select a food service vendor, we will follow a request for proposal (RFP) process to ensure we contract with a qualified vendor that is prepared to provide the services required by our school. The RFP process will be overseen by the Director of Culture and Discipline, who is responsible for food service across our network of schools. The Director of Culture and Discipline, with support from the Business Manager, will share the RFP with potential vendors via email and by posting it to our school's website. The RFP will clearly identify the scope of work and all applicable deadlines. We will consider the following criteria when selecting a vendor: pricing, service capability, experience, business practices. The decision for selecting a food service vendor will be made by the Director of Culture and Discipline, with oversight and input from the Assistant Executive Director and final approval by the Board.

2.9 Additional Operations

Describe the proposed school's plan for supporting the following operational needs:

a. Technology:

- **a. List the technology that will be required to meet the academic and operational needs of the proposed school.**
  - **i. Include any technology needed for classrooms, computer and science labs, library/media center, auditorium, main office, copy rooms, teacher work rooms, and other relevant spaces.**
- **b. Describe how the proposed school will ensure student access to the technology required for state-mandated assessments; include infrastructure requirements and costs in the budget section.**

As described in the Academic Focus and Plan section of this application, technology integration is a key feature of our academic plan. As such, we will ensure that we have the technology required to implement the components of this feature. For example, every student will be provided a Chromebook, which they will be able to use for state-mandated assessments, instructional platforms, and problem-based research. All teachers will be provided with their own laptop. Every classroom will be outfitted with a smart projector to utilize during instruction. We will also provide a fully outfitted computer lab. Additionally, the technology classroom will be outfitted with a three-dimensional (3D) printer, which will allow students to participate in numerous STEM performance based assessments. The main office and work room(s) will also be outfitted with all needed technology, including desktop computers, printers, and copy machines. We have budgeted for all anticipated technology needs, as outlined in the Planning and Budget Worksheet section.

b. Student information management:

- **a. Describe how the proposed school will ensure compliance with the Family Education Rights and Privacy Act (FERPA) and state regulations regarding student privacy and disclosure of student data and records.**

Our school will fully comply with the Family Education Rights and Privacy Act (FERPA) and state regulations to ensure students' privacy and the legal disclosure of student data and records. Network leaders (including the Executive Director, Assistant Executive Director, Directors of Instruction, Director of Culture and Discipline, Director of College Counseling and Engagement, Operations Manager, Human Resources Manager, Special Education Coordinator, and ESL Coordinator) and school leaders (including Principals, Deans, and office staff) will receive training once a year regarding maintaining student records as provided by Metropolitan Nashville Public Schools or another qualified entity. Providing records and FERPA training to employees across the organization will best ensure that all requirements mandated by FERPA and state regulations are followed with fidelity.

c. School health and nursing services: per Tenn. Code Ann. § 49-1-1002

- **a. Describe your plan for compliance with the Coordinated School Health Program, including any plans to hire a school nurse.**
- **b. Include who at the proposed school will supervise the school nurse and their role in ensuring compliance with health regulations.**

Our school will fully comply with the requirements outlined in the Coordinated School Health Program, which connects physical, emotional, and social health education through eight inter-related components. As described on the TDOE

website,[95] these components include health education; health services; nutrition; physical education and activity; healthy school environment; school counseling, psychological, and social services; student, family, and community involvement; and school staff wellness. Below includes information about how we will address each component:

- Health Education: We will require students to take Wellness, a state-mandated graduation requirement, to advance students' understanding of nutrition, substance use and abuse, mental health, human growth and development, first aid and safety, and personal fitness. Teachers who teach the Wellness course will be trained in teaching health.
- Health Services: We will contract for nursing services through a qualified provider who will send nurses to be stationed at the campus on a daily basis for at least four hours per day. We will also ensure that office staff have been trained to administer medication. The Director of Culture and Discipline will oversee matters related to health services, with the Dean of Students providing direct support; both will work with the Principal and school counselor to ensure the physical and mental health of all students. IEPs that mandate that students receive special health care will be implemented with fidelity; if needed, we will adjust our staffing and budget to satisfy all legal requirements.
- Nutrition: As described in the Food Service section, we will comply with the nutritional regulations outlined by the USDA, National School Lunch Program, and T.C.A. § 49-6-2301—2307. Additionally, nutrition will be covered in Wellness classes.
- Physical Education and Activity: All students will be required to satisfy physical education requirements as needed for graduation. Physical education classes will be taught by qualified teachers. Further, we will provide students with the opportunity to engage in a number of sports.
- Healthy School Environment: We will secure a school facility to ensure that it is physically safe and aesthetically welcoming. Additionally, as articulated below, we will implement safety measures to ensure the safety of students, staff, and parents on a daily basis, and the school will conduct regular drills to prepare for any instances of emergency.
- School Counseling, Psychological, and Social Services: We are so committed to students receiving individual academic, social, and emotional support that we have stated it in our mission. We will support students through a range of methods, including the implementation of the PBIS tiers of support, described in detail in the School Culture and Discipline section. We will also employ a school counselor who will be available to support students in need. After Year 3, as our school population grows, we expect to add a second counselor. If it is determined that a student requires psychological support beyond our capabilities, we will work with the student, the student's parents, and community agencies to connect the student with all needed service providers.
- Student, Family, and Community Involvement: As stated throughout this application, parent and community involvement is critical to the success of our school. We believe that parents are our partners; we will actively engage parents and community members in the life of our school. We will build strong family-school partnerships that will strengthen support for learning and encourage parent involvement through methods such as the following:
    - Parent Board Member
    - School Advisory Council
    - Parent-Teacher Organization
    - Orientations
    - Meet-and-Greets
    - Home Visits
    - Multiple Communication Mechanisms
    - Parent-Teacher Conferences
    - School Events
    - Volunteering Opportunities
    - Parent Information Room
    - Parent Recognition Program
    - Adult Education Classes
    - Parent Academy

[95] https://www.tn.gov/education/districts/health-and-safety/coordinated-school-health.html#:~:text=Coordinated%20School%20Health%20is%20not,consists%20of%20eight%20major%20components.

- School Staff Wellness: We fully appreciate the need to encourage wellness among our staff; we will promote work-life balance and other wellness initiatives. We have established various wellness events for staff (e.g., yoga sessions, kickball games, self-defense classes). Additionally, as indicated in the Personnel/Human Capital and Planning and Budget Worksheet sections, we will provide generous benefits (including health, vision, and dental policies) to ensure that our staff has access to all needed services to maintain their overall health.

d. Safety and security: executive order, etc.

a. Describe your plan for ensuring the safety and security of students, staff, guests, and property. Identify the person or position responsible for school safety operations.

b. What will be the process and timeline for creating a school crisis plan?

Ensuring the safety of students, staff, and school guests, as well as securing the school's property is of critical importance and will be a fundamental priority in the operation of our school. The Dean of Students will be responsible for safety of the school during day-to-day operations with direct support from the Director of Culture and Discipline. We will keep exterior doors locked at all times and establish a single point of entry to the school. When students, staff, or visitors enter the building, they will enter a double-doored area where they can check in at the front office, and then they will be required to pass through the Raptor system. We will also have a full-time armed security guard and will install cameras throughout the campus. We will call on all school stakeholders—from staff to students to parents—to ensure the safety of our school. Safety expectations and procedures will be covered for staff during summer professional development. Students and parents will be informed during their orientation sessions. In addition, we will conduct regular safety drills as required throughout the school year. Such drills will include lockdown, fire, tornado, active shooter, and evacuation drills. Further, given that we currently operate four schools in Memphis, we already have an effective school crisis plan developed. We will adapt that plan to meet the needs of Nashville and implement the plan as needed at our proposed school.

e. School maintenance:

a. Discuss the plan for school maintenance, including maintenance staff or plans to contract for maintenance services.

As reflected in the Planning and Budget Worksheet section, we will contract for school maintenance services. The Operations Manager will be responsible for overseeing contracted services and will work closely with the Principal to ensure that the school facility is well-maintained, clean, and in good repair.

b. Describe any additional operations, as applicable.

Not applicable.

2.10 Charter Management Organization

Not applicable; we do not contract with a charter management organization.

2.11 Network Vision, Growth Plan, & Capacity

a. Describe the network's strategic vision, desired impact, and five-year growth plan for developing new schools in Tennessee. Include the following information:

- **proposed years of opening**
- **number and types of schools;**
- **any pending applications;**
- **all currently targeted markets/communities and criteria for selecting them; and**
- **projected enrollments.**
- **If the existing portfolio or growth plan includes schools in other states, explain specifically how Tennessee fits into the overall growth plan.**

Strategic Vision. Our strategic vision for our network of schools is to implement effective programming that enables our students to choose ambitious paths, persist and thrive in their choices, and strengthen their local and global communities.

Our first school opened its doors in 2010 in the Hickory Hill area, serving students in grades 6 through 9. Our primary objective was to establish a college preparatory educational environment with a strong emphasis on science, technology, engineering, and mathematics (STEM) subjects, all within the context of small class sizes. In 2014, we celebrated a significant milestone as we graduated our inaugural class, achieving a 100% graduation and college acceptance rate. This accomplishment propelled us forward, inspiring us to expand our program to serve more students and families. In 2015, we received approval to launch a second school, broadening our reach to work with students in grades kindergarten through 5.

In 2017, we welcomed 66 students in grades K–2 to our newly opened K–5 campus. Simultaneously, we acquired a new location for our high school, establishing the Winchester campus for grades 9 through 12. As part of our ongoing growth efforts, in 2020, we extended our educational services to the Cordova community, opening another K–5 school. The following year, in 2021, we proudly opened our Cordova High School campus, serving students in grades 6–9.

Year after year, we have maintained an outstanding track record, boasting a 97%+ graduation and college acceptance rate. With the progression from a single campus serving 225 students to our current state of four campuses accommodating more than 1,600 students, we remain committed to expanding our program to benefit even more students and families. We have not only expanded our student population to better serve our communities, but we have also experienced substantial growth in our staff. Our team, which initially consisted of approximately 10 employees, has grown to nearly 180. Now we aspire to extend our impact to Nashville, allowing us to serve more students and families. Our work continues to revolve around preparing students to thrive in their postsecondary aspirations, equipping them with the necessary skills and knowledge to succeed.

Desired Impact. Through the programming we provide students across our network schools, we aim to ensure that:

- Students master a rigorous, STEM-focused curriculum. Our schools will help students choose ambitious paths by offering access to and support for dual enrollment opportunities, Advanced Placement (AP) coursework, and Career & Technical Education (CTE) pathway options. Additionally, network and school teams will equip students to thrive in their college and career goals by integrating STEM into the student experience, including a project-based learning curriculum, technology-enhanced instruction, and utilization of the engineering design process as a problem-solving tool.
- Students experience a safe, welcoming, and inclusive environment. Network staff will provide schools with ongoing guidance and support around disciplinary practices with a restorative justice approach alongside broader school culture programming. Additionally, network staff will provide support for students' college and career exploration through organized college visits, alumni panels, and career exploration programs, utilizing the integrative Naviance platform and curriculum.

- Students receive individual academic, social, and emotional support. School teams will screen students in grades K–10 using a universal screener for math and ELA and ensure students who are struggling receive intervention services. Network and school staff will ensure that students who have disabilities and students who are English learners (ELs) are properly identified and receive adequate services to close the achievement gap between special populations and general education students.
- Staff and students work alongside families and community partners. Network staff will enhance communication between the schools and families through newsletters, social media, surveys, and visits. We work intentionally with community partners, integrating the community into professional learning, student career experiences, and real-world project-based learning experiences.
- Five-Year Growth Plan. We do not currently have plans to expand further within the next five years. Our projected enrollment for our schools across our network is listed in the chart below:

School Opening and Enrollment Summary							
School	Year Opened	Grade Structure at Capacity	Enrollment				
			2025 - 2026	2026 - 2027	2027 - 2028	2028 - 2029	2029 - 2030
MSE Middle and High	2010	6–12	559	559	559	559	559
MSE Elementary	2017	K–5	462	462	462	462	462
MSE Elementary Cordova	2020	K–5	308	308	308	308	308
MSE Middle and High Cordova	2021	6–12	514	514	514	514	514
Nashville School of Excellence	2025	6–12	330	450	570	690	750
Total			2,173	2,303	2,423	2,543	2,603

b. Provide evidence of organizational capacity to open and operate high quality schools in Tennessee and elsewhere in accordance with the overall growth plan. Outline specific timelines for building or deploying organizational capacity to support the proposed schools.

We created a network-level team in SY 2019–20. This team ensures the network and each of its schools has the tools, resources, experience, and expertise to effectively implement the academic program and achieve the organization's goals, as well as effectively manage operations and financial resources. These positions, their responsibilities, and start year at the network-level are included in the following table.

Position	Responsibilities	Selected Staff
Executive Director	The Executive Director is responsible for making high-level strategic decisions, including the oversight and hiring of network-level leadership and Principals, the establishment of organization-wide expectations, and implementation of organizational systems, business processes, and academic and cultural programming—all of which must align with and support the network's mission and vision. The Executive Director also manages vendor relations, contract oversight, food service, facilities, and security and safety systems.	Samuel Beyhan serves as the network's Executive Director. Mr. Beyhan started his career in education over 20 years ago and has four years of network-level leadership experience and 13 years of campus administrative experience. He was a primary founder of Harmony School of Innovation in Waco, Texas. He was instrumental in all stages of founding the school from construction to its first year of operation. As a founder, Mr. Beyhan created and managed a budget of $6 million, with a start-up grant of $800K and a STEM grant of $120K. He then served as Assistant Principal and Special Programs Coordinator at a school in Texas in 2011. In this role, Mr. Beyhan oversaw special education, the English learner program, and gifted and talented programming. The following school year, he assumed the role of Assistant Principal at a high school in Dallas, Texas. Subsequently, he became Principal of a school in Waco, Texas from 2012 to 2017. Under his leadership, the school went from turnaround status and not meeting adequate yearly progress (AYP) targets to being named the top school in Waco and number 302 in the nation by US News and World Report. Additionally, he successfully supervised and managed an average annual budget of $8 million, oversaw 90 staff members, and served 800 students. In 2018, Mr. Beyhan joined MSE as Assistant Executive Director at the campus level. Mr. Beyhan holds a Master of Education degree from Tarleton State University in Educational Administration and a Master of Science in Mathematics degree; he also holds an Instructional Leadership License-Beginning and is licensed to teach

Position	Responsibilities	Selected Staff
		mathematics. Additionally, he holds certifications in special education and gifted and talented areas. Mr. Beyhan is also certified as a TEAM evaluator for teachers and administrators and STAR Teacher Pre-Screener.
Assistant Executive Director	The Assistant Executive Director provides leadership and robust support around operational aspects across the network, including oversight of student and parent engagement, technology, counseling programs, 504 plans, and athletic and sports programming. The Assistant Executive Director also assists the Executive Director with the oversight of school Principals. In addition to providing support to and receiving training from, the Executive Director the Assistant Executive Director supports the Technology Coordinator and Human Resources and supports the Federal Programs Manager to ensure that systems and policies related to technological infrastructure, human capital, and federal programs operate effectively and comply with all local, State, and federal laws, regulations, and statutes.	Mugire Ayci is an accomplished educational leader and administrator with a passion for driving positive change within the education system. With a wealth of experience and expertise, he has consistently demonstrated his commitment to excellence, innovation, and student success throughout his career. Mr. Ayci holds a Master of Education degree with Principal Certification from the University of Texas at Tyler, and he completed the Superintendent Certification Program from the same institution. In July 2023, he achieved the SHRM-SCP Certificate from the Society for Human Resource Management. As Assistant Executive Director, Mr. Ayci has overseen various critical aspects of the organization. His responsibilities encompassed the supervision, policy development, and implementation of Human Resources, Operations, and Finance departments. Under his leadership, the school consistently achieved top scores in finance and operations, showcasing his exceptional financial acumen. Mr. Ayci's remarkable ability to manage budgets and secure funding is evident in his success in overseeing approximately $15 million in yearly general educational funding, $1.2 million in yearly Title-1 funding, and ESSER1&2&3 funds totaling approximately $7 million. Furthermore, he increased cash reserves from $2.3 million to $9.2 million in just two years, ensuring the long-term financial health of the institution. In addition to his formal education and professional experiences, Mr. Ayci is an active member of various professional organizations, including the Society for Human Resource Management (SHRM), the Tennessee Association of School Business Officials (TASBO), and the TASBO (Tennessee Association of School Business Officials). Mr. Ayci dedication to education, strategic leadership, and

Position	Responsibilities	Selected Staff
		commitment to excellence have left an indelible mark on the institutions and students he has served. His tireless efforts continue to shape the future of education and inspire those around him.
Director of Instruction/ Secondary Education	The Director of Instruction/Secondary Education is responsible for overseeing, implementing, and supporting the network's academic programming for grades 6–12, including instruction, assessment, and professional development. While the Executive Director is ultimately responsible for the success of the network, as well as the success of the individual schools operating across the network, the Director of Instruction/Secondary Education is also held accountable for the academic performance of each secondary school. The Director of Instruction/Secondary Education oversees the network's instructional coaches for ELA, math, VILS, and social studies/electives as well as manages the Technology Coordinator.	Tory Cottle has nearly a decade of experience in K-12 education. She holds her Masters in Education Improvement and Transformation from Drexel University with concentrations in Curriculum & Instruction and Creativity & Innovation, as well as a certificate in Collaborative Teaching and Learning from Harvard Graduate School of Education. Apart from her time at MSE, Ms. Cottle has served as a teacher and instructional coach, a K–5 textbook editor for Discovery Education, an Assessment Alignment Consultant at Cambium Assessment, and a Curriculum Writer for TeachX. Ms. Cottle has been awarded the Sontag Prize in Education from Harvard University for excellence in teaching, Central High School Teacher of the Year, Boys & Girls Club of Phillips County Board Member of the Year, and the Child Champion Award from the Kiwanis Club. She looks forward to supporting MSE teachers and students in reaching their academic and post-secondary goals.
Director of Special Programs/Elementary Education	The Director of Special Programs/Elementary Education is responsible for overseeing, implementing, and supporting the network's academic programming for grades K–5, including instruction, assessment, and professional development. While the Executive Director is ultimately responsible for the success of the network as well as the success of the individual schools operating across the network, the Director of Special Programs/Elementary Education is also held accountable for the academic performance of each elementary school. The Director of Special Programs/Elementary Education oversees the network's instructional coaches for grades 3–5 and K–2 as well as manages the ESL Coordinator and the SPED Coordinator.	Relista Ward has made significant contributions to the education field through roles ranging from classroom teaching to academic leadership. As the Dean of Academics at Memphis School of Excellence in Memphis, TN, Ms. Ward has been instrumental in shaping a culture of rigorous academics. Since July 2021, Ms. Ward has utilized the TEAM rubric to conduct comprehensive evaluations of teachers, ensuring the highest standards of teaching. Ms. Ward oversees the school's benchmark testing process, managing test creation, administration, and data analysis. Additionally, Ms. Ward plays a pivotal role in the Response to Intervention (RTI) process to support students' individual needs. Through proactive engagement with educators, Ms. Ward encourages the

Position	Responsibilities	Selected Staff
		development of research-based instructional practices, resulting in improved student performance. Prior to this role, Ms. Ward served as the Head High School Counselor and Building Test Coordinator at Memphis School of Excellence from October 2016 to July 2021. During this tenure, Ms. Ward expertly crafted student schedules and monitored their academic progress. Counseling both individually and in groups, Ms. Ward provided invaluable support to students, acting as their advocate. Ms. Ward coordinated a range of assessments, including AP, ASVAB, and ACT tests, ensuring seamless administration. In addition, Ms. Ward actively engaged with parents, providing guidance on effective parenting skills and encouraging parental involvement in students' education. Before joining Memphis School of Excellence, Ms. Ward served as a K–5 School Counselor at Desoto County Schools in Hernando, MS, from June 2014 to October 2016. Ms. Ward provided individual and group counseling, addressing various personal, social, academic, and career concerns. Ms. Ward implemented a comprehensive appraisal process, utilizing tests and interviews to understand students' needs fully. Ms. Ward also facilitated educational and career planning, aiding students in making informed decisions about their futures. Additionally, Ms. Ward worked as a K–12 School Counselor at Marshall County Schools in Holly Springs, MS, from January 2013 to July 2014. In this role, Ms. Ward developed and delivered a comprehensive guidance curriculum, supporting students' academic, personal, and social development. Ms. Ward played a vital role in transition support, helping students successfully navigate changes secondary to postsecondary education. Early in Ms. Ward's career, from August 2009 to September 2011, she was a dedicated Science Teacher at Memphis City Schools in Memphis, TN. During this period, Ms. Ward demonstrated exceptional mastery of content and pedagogy. Ms. Ward designed engaging and standards-aligned instruction, catering

Position	Responsibilities	Selected Staff
		to diverse learners and ensuring a deep understanding of the subject matter. Ms. Ward holds an Educational Specialist Degree from Freed Hardeman University and is committed to continuous professional development, staying abreast of the latest educational methodologies and best practices. With a passion for empowering students and educators alike, Ms. Ward continues to make a significant impact on the field of education, shaping the future of countless students and educators.
Business Manager (network)	The Business Manager is responsible for the financial health and sustainability of the network. The Business Manager oversees the financial aspects of the network, including budget development, payroll preparation, accounts payable and receivable, and grant reimbursements. The Business Manager also reports monthly to the Tennessee Consolidated Retirement System. The Business Manager works closely with the Executive Director to ensure that budget allocations reflect and support the operational and academic needs of the network. The Business Manager, in collaboration with the Executive Director, also works with Principals, supporting them in school-based budgeting and financial decisions.	Erhan Ozduran has worked with the network since 2016 as the Business Manager of all of the network's schools. He possesses over six years of network experience in school finance and compliance and holds an MBA. He has background as a financial accountant with extensive experience in financial planning, reporting, and analysis within both the private and public sectors.
Operations Manager	The Operations Manager develops, implements, and monitors work practices, systems, and methods that are effective, efficient, and consistent with district standards, policies, and procedures. The Operations Manager is responsible for managing cafeterias, transportation, building maintenance, safety, inspections, playgrounds, and cleaning. The Operations Manager provides direct administrative support to the Directors and Network staff.	Harun Keles is a versatile professional with a strong background in operations management and IT support. With a track record of success in various roles, he brings a wealth of expertise to his current position as an Operations Manager. As an Operations Manager, Harun is responsible for overseeing and optimizing daily operations, ensuring efficiency, and promoting a culture of excellence within the organization. Prior to his role as an Operations Manager, Harun served as an IT Specialist, where he provided technical support and played a crucial role in maintaining IT infrastructure. Harun's IT journey began with a solid foundation as a Supervisor/Senior Technician, excelling in hardware troubleshooting, software installation, and customer relationship management, making

Position	Responsibilities	Selected Staff
		him a trusted resource for clients seeking IT solutions. Before venturing into the IT field, Harun had a rewarding career as an Educational Consultant. During this time, he provided invaluable guidance to students, conducted seminars, and coached individuals on various aspects of academic and personal development. Harun's educational background includes a Bachelor of Science degree in English Language Teaching. He also holds a College Counseling Certificate and has demonstrated his commitment to continuous learning by earning a Technical Support Fundamentals certification. With a diverse skill set, a passion for operational excellence, and a strong foundation in IT support, Harun Keles is a valuable asset to any organization. His dedication to enhancing processes, solving complex challenges, and fostering positive relationships makes him a well-rounded professional ready to take on new opportunities and drive success.
Director of Culture and Discipline	The Director of Culture and Discipline is responsible for overseeing, implementing, and supporting the network's behavior management programming. The Director of Culture and Discipline is fundamental in ensuring that all network schools have a positive and safe school environment and provide support and resources to students who are struggling behaviorally and/or social-emotionally. The Director of Culture and Discipline works closely with the school-based Deans of Students.	Mr. Henderson serves as our Director of Discipline and Culture for the MSE Network. He started his teaching career with Memphis City/Shelby County Schools teaching U.S History and Science. He came to MSE in 2013 and has served as a Physical Education teacher, Dean of Students, Athletic Director and coach for a variety of sports.
Human Resources Manager	The Human Resources Manager is responsible for maintaining and enhancing the network's human capital through the planning, implementation, and evaluation of staff relations and human resource programs, practices, and policies. The Human Resources Manager also ensures full legal compliance with all human resource-related local, State, and federal rules, regulations, requirements, and laws. The Human Resources Manager is also tasked with overseeing the Principals in the implementation of all relevant federal programs to ensure full	Maya Allen obtained her bachelor's degree form Miles College in criminal justice. Maya started her career with the State of Alabama as the Assistant Training Coordinator in Birmingham, Al. She obtained a master's degree in Criminal Justice from Troy University with honors and a master's degree in Business in Management and Human Resources at Faulkner University. She is currently pursuing her PhD in Business Management with a Specialization in Human Resources from Cappella University. Maya is an entrepreneur with a few businesses

Position	Responsibilities	Selected Staff
	compliance with all applicable rules, regulations, requirements, and laws.	under her belt, including Stylez by Red, Redz Catering Service, and Mary Kay. She offers styling and personal shopping services. In her spare time, she enjoys dancing, being stylish, and helping in the community.
Director of College Counseling and Engagement	The Director of College Counseling and Engagement is responsible for overseeing, implementing, and supporting the network's college counseling programming. The Director of College Counseling and Engagement works closely with school-based counselors to ensure that students are on track to matriculate/graduate and help students in developing their post-secondary goals and plans.	Altug Gencturk is currently serving as the Director of College Counseling and Engagement at Memphis School of Excellence. His educational journey began at Azerbaijan Pedagogical University, where he earned a bachelor's degree in mathematics in 2009. During his college years, he discovered his passion for mentoring and tutoring students in a private college preparatory program. This led him to pursue a master's degree in educational leadership from North American University. For 8 years, he taught mathematics to students in grades 6 through 12, and took on various support roles, including math counts coach, college readiness and leadership mentor, senior sponsor, and college and career transition (alumni) coordinator. Later, he transitioned into administrative roles as an Assistant Principal and Principal. He strongly believes in the importance of parent-student relationships and actively works to foster these connections through home visits and open-door policies. His career in education has been defined by a commitment to personal growth and resilience.

In addition to the positions detailed above (which will provide support to all schools in the network), we have a strong leadership structure established at each school. The school leadership teams will be responsible for the day-to-day academic and operational functioning of the schools. These key positions include:

- Principal: The Principal is responsible for and given the autonomy to lead the day-to-day academic and operational functioning of the school. Among the responsibilities of the Principal is hiring and evaluating school staff, ensuring the effective execution of the school's academic and cultural programming, and cultivating a safe and positive school culture and learning environment. The Principal reports to, receives support from, and is evaluated by the Executive Director. For the new middle and high school proposed to open in Nashville in SY 2025–26, the founding Principal will start in January of the planning year to participate in essential pre-opening activities. We have not yet identified who will serve as the Principal but will have a candidate identified by November 2024. As explained below, we plan to appoint the Principal of one of our schools in Memphis to the role of Principal of our Nashville school.
- Dean of Academics: While the Principal is responsible for and held accountable to the school's academic performance, with support from the Director of Instruction/Secondary Education, the Dean of Academics is tasked with directly implementing the school's academic program. The Dean of Academics works closely with instructional staff, supporting the development and execution of instructional plans and assessments anchored in the school's curricula. The Dean of Academics also oversees the creation and implementation of teacher improvement plans. The Dean of Academics reports to, receives support from, and is evaluated by the Principal. The Dean of Academics also receives support from Director of Instruction/Secondary Education. We have not yet identified who will serve as the Dean of Academics but will have a candidate identified by the summer of 2025.
- Dean of Students: The Dean of Students is responsible for overseeing the cultural and behavior management aspects of the school. The Dean of Students is fundamental in maintaining a positive and safe school environment and provides support and directs resources to students who are struggling behaviorally and/or social-emotionally. The Dean of Students also handles all discipline-related issues. The Dean of Students reports to, receives support from, and is evaluated by the Principal. We have not yet identified who will serve as the Dean of Students but will have this role filled by the time administrative in-service is held for SY 2025–26.
- Head Counselor: The Head Counselor is responsible for tracking and making recommendations about student attendance, truancy, and transcript data. In addition, a primary component of our school culture is emphasis on college readiness. The Head Counselor not only ensures students are on track to matriculate/graduate through regular reviews of transcripts but they also help students develop their post-secondary goals and plans. The Head Counselor aids students in identifying colleges and universities that meet their individual learning needs. The Head Counselor also assists students in the college and financial aid application process. We have not yet identified who will serve as the Head Counselor but will have a candidate hired by the time administrative in-service is held for SY 2025–26.

To ensure all network-level and school-level leadership positions have the capacity, skill sets, and resources needed to effectively implement the organization's academic and operational plans, we have a set of strategies around bench development, as well as established professional development activities:

- Strategic staffing and hiring: To ensure NSE has staff who deeply understand the network model, we will fill several key founding member positions with internal candidates from our existing Memphis Schools. Specifically, the NSE Dean of Academics will be transferred from a current network school to ensure NSE instructional staff are able to successfully implement the educational model. Additionally, the founding NSE Principal will be transferred from an existing school or network staff. Meanwhile, we will ensure that we are hiring highly qualified candidates from Nashville to fill key positions to help us meet the needs of the community and effectively operate the school. For example, the school's counselor will be hired from Nashville, as will the school's business manager, along with most instructional staff.

- Robust network support: To prepare and support NSE for success, the network will provide a range of network supports before, during, and after the school's opening. The chart below outlines the frequency and types of support the network will provide.

Type of Support	Frequency
In-person visits to Nashville from the Executive Director	Bi-weekly
In-person visits to Nashville from network directors	Bi-weekly
Virtual Principal meetings for all Principals in the network	Weekly
In-person Principal meeting for all Principals in the network in Memphis	Monthly
In-person Principal meeting for all Principals in the network in Nashville	Every six weeks
Coaching and support from Executive Director and other network directors	Ongoing

- Cross-training among organizational leadership positions: We strategically embed cross-training tasks and duties in the roles and responsibilities of other network-level leadership positions to ensure that individuals in the network are ready and able to assume other network-level leadership roles if needed. For instance, the Business Manager works closely with the Assistant Executive Director in understanding the operational processes and needs of the organization.
- "Grow Your Own Administrator" program: For teachers expressing an interest in school leadership or administrative roles, the network provides funding support and matches teachers with established leadership training programs to develop their skillsets. This initiative will be particularly important and effective as the network replicates new schools. We implement a number of supports to ensure that graduates of the program continue to develop and build capacity. Staff who completes the program and assumes leadership roles at the school or network level will be evaluated with the appropriate TEAM evaluation rubric, which outlines robust evaluation and support criteria and processes. For instance, TEAM rubrics require that performance portfolios be created and stipulate that feedback meetings between evaluators and those being evaluated must occur throughout the academic school year. Additionally, weekly administrative meetings occur throughout the year; these meetings serve as a time for leaders to check-in and flag any areas where support may be needed. Further, leaders participate in professional development throughout the academic year and engage in one or two weeks of administrative-specific summer professional development prior to the summer professional development that staff completes prior to the start of the school year. Graduates who remain in the classroom receive our robust coaching and professional development supports. Additionally, they are often deployed in teacher-leadership positions, such as grade level leads, and receive supports specific to these assumed roles to ensure that their capacity continues to expand after graduating completing the program.
- Internal preparation and development of school-level leadership: Organization-level leadership works closely with school-level leadership, especially with the Principal and Dean of Academics. Such collaboration not only ensures that school-level leadership receives ample support in executing their current roles but also provides valuable development and training in the event a school-level leader is tasked with assuming a network-level leadership role.
- External partnerships: The network has established partnerships with several organizations to build the capacity of leaders and staff. For example, through a partnership with Teach Like a Champion, network leaders receive executive leadership development that includes weekly check-ins and coaching. Additionally, the network has an agreement with Relay School of Education to provide leadership development for Principals. The network also offers alternative certification programs through Relay School of Education for teacher aides and pathways to earn a bachelor's degree for any staff who do not currently have a bachelor's degree. We also provide opportunities for financial assistance up to $15,000 for staff who have worked for the network for two years to apply to development opportunities through GraduLet. The network plans to continue these partnerships and offer these opportunities to staff of NSE.

- Coaching support for teachers: The network utilizes instructional coaches at the network level (in addition to the Dean of Academics) to provide observation and ongoing instructional support to teachers at the classroom level. Teachers are also provided with timely assessment data to analyze student achievement and make instructional adjustments as needed.
- Incentives to work as founding staff of NSE: The network is providing financial incentives in the form of reimbursing moving costs up to $6,000 to encourage Memphis-based network staff to relocate to Nashville and serve as founding members of the Nashville school. Having staff who are familiar with implementing the network model will help ensure the new school is able to effectively and efficiently implement academic and operational plans.

We believe that the collection of these strategies—the establishment of a network support team, strong instructional leadership teams at each school site, and a robust set of bench development and professional development strategies—equips the network with the necessary capacity to successfully operate all of its charter schools and achieve strong academic results.

Evidence of this capacity is further bolstered in the context of a strong academic, financial, and operational track record (as discussed in subsection [a] and detailed in SCS's School Performance Framework and Operational and Financial Scorecards) and the historically high staff retention rates at the network, which ensure the continuity of organizational knowledge.

c. If applicable, list any schools that were previously approved by this or another authorizer but which failed to open or did not open on time, and explain the reasons for the failure or delay.

Not applicable.

d. If applicable, discuss the results of past replication efforts and lessons learned – including particular challenges or troubles encountered and how you have addressed them.

In 2020, we extended our educational services from the Hickory Hill area of Memphis to the Cordova community, opening another K–5 campus. The following year, in 2021, we proudly opened the Cordova High School campus, serving students in grades 6–9. In preparation for the Cordova replication, we created our network team in order to ensure the Network and each of its schools had the tools, resources, experience, and expertise to effectively implement the academic program and achieve the organization's goals, as well as effectively manage operations and financial resources.

One of the primary challenges we encountered during the replication for the Cordova schools was a severe shortage in available technology equipment due to the COVID-19 pandemic. Procuring enough Chromebooks to implement our academic program, which includes a 2:1 ratio in the middle and high school and a 1:1 ratio in the elementary school, was extremely difficult, given the shipping delays and shortages in the markets. Fortunately, the Technology Coordinator was proactive in planning for the needs of the new school and placed the orders well in advance of the opening of the school, so even with the extensive delays, we only had to wait 1–2 weeks after opening to provide students with their devices. We have continued to apply this lesson of being proactive in our approach to planning operations and preparing for unexpected obstacles as we enter our next phase of growth.

An additional obstacle we faced during our previous replication effort was a lower-than-expected enrollment during the first years of operation for the Cordova schools. This may have been in part due to the effects of the COVID-19 pandemic, but we also realized that as a network, we would need to more effectively tailor each school's enrollment and recruitment plan to the new community the network would be serving. This is an important lesson, and the lesson will certainly apply as we prepare to open a school in Nashville, which is a significantly different community from Memphis and which will have different needs than the current schools we operate. See below in part e for additional information about for how the network will prepare to serve the distinct needs of the Nashville community.

e. Discuss the greatest anticipated risks and challenges to achieving the organization's desired outcomes in Tennessee over the next five years and how the organization will meet these challenges and mitigate risks.

There are a number of risks, both internal and external, that pose challenges to our network and to any organization opening new charter schools. Identifying risks and taking concrete steps to mitigate those risks is critical in being able to successfully achieve our desired goals and outcomes. Those risks include:

- Talent Recruitment: In growing its network of schools, it is critical to have education talent at all levels of the organization: the network level, school leaders and administrators, teachers, and support staff. To ensure that our network has the human capital to successful achieve its desired outcomes, it is establishing a number of strategies to recruit/retain talent:
    - Advertising through print, radio, and online media outlets; school leader and teacher preparation programs; universities; and education job sites
    - Attending job fairs
    - Networking with local colleges and universities that produce teacher candidates, such as Middle Tennessee State University, Tennessee State University, Trevecca Nazarene University, and Tennessee Tech
    - Developing relationships with local education organizations (e.g., Teach For America, iTeach, Relay Graduate School)
    - Utilizing our internal database; since opening in 2010, we have been compiling a job application database. Currently, our database contains more than 1,500 instructional candidates from which we can hire
    - Leveraging referrals from current employees
    - Utilizing current talent within the network for its new charter schools opening in Nashville
    - Developing leadership pipelines through our "Grow Your Own Admin" program, which is referenced throughout this application
    - Allocating veteran and new staff strategically across the network so that our new schools are staffed with teachers and administrators who have valuable experience from working at our other school(s), allowing them to provide meaningful operational and academic support to staff new to the network and/or teaching
- Student Recruitment: Being able to attract students and families is important for the academic and operational success and financial sustainability of the organization. The network has been successful in recruiting and retaining families at its schools in Memphis since inception, with a student retention rate of nearly 90% from the 2022–2023 school year to the 2023–2024 school year. To build relationships in the Nashville community, the network has been engaging in a number of community engagement activities: visiting community centers and hubs (e.g., faith-based organizations, businesses, feeder schools); attending community events, and placing advertisements in print and through online media platforms and social media.
- School Culture: We appreciate the importance of establishing and maintaining a strong school culture. As explained in the Enrollment Summary section, the size of our schools attracts students and families who desire a small school and learning environment. We intentionally designed our school to be small to keep class sizes down, to provide an individualized learning environment, and to cultivate a family-like school culture. Our small size will also enable us to establish a school culture firmly focused on college readiness. All of our staff will work closely and in concert to emphasis the importance of college readiness and cultivate a culture of high expectations. For example, the counselor will work in collaboration with grade level teachers and closely with students directly around college readiness. The counselor will not only ensure students are on track to graduate through regular reviews of transcripts but will also help students in developing their post-secondary goals and plans. The counselors will aid students in identifying colleges and universities that meet their individual learning needs. The counselors also assist students in the college and financial aid application process. In addition, we will host an annual college fair

and offer a practice ACT program to further build a college-readiness culture on campus. Additionally, throughout the year, we will hold a number of school events for students and families. Many of these events will be academic in nature, such as curriculum nights, during which teachers and staff will review upcoming curricula with parents so that they are fully informed about what their children are learning. In addition, we will host multiple social events for families so that staff, students, and parents can come together as a community. Among these events will be festivals, food and clothing drives, and dinners and banquets. We will also hold assemblies such as honor roll celebrations throughout the year to celebrate students and the school and cultivate school spirit. We also firmly believe that parents are our partners and are integral to helping us cultivate a strong school culture of high expectations and college readiness. Accordingly, we will implement a robust set of parent engagement initiatives such as forming a PTO, holding orientation sessions, hosting meet and greets, conducting home visits, having parent-teacher conferences, and communicating frequently and through multiple mediums: all are outlined in detail in the Community Involvement and Parent Engagement section. In short, we will enlist our parents to reinforce and replicate the tenets of our school culture at home.

- Facilities and Funding: The network is in the process of securing a facility in Nashville to house the Nashville School of Excellence. We are working diligently to explore commercial real estate in Nashville to find a location that will meet the needs of the school and have already identified possible options to investigate further. We are working closely with City Fund and Tennessee Score to support our efforts in securing both a facility and funding for this expansion.
- Local and Statewide Charter Policies and Regulations: The network recognizes that it operates in a policy and regulatory environment that, periodically, is subject to change. These changes can have a positive or negative impact on the environment in which the network operates its schools (e.g., funding impact, impact on student eligibility). The network continually monitors the policy and regulatory environment at the local, state, and national level to ensure that we are in compliance and that it is acting as an effective and responsible steward of public resources and serving its students and families well. As we prepare to move into a new community, we are learning about local policies and regulations as they relate to operating a charter school in Nashville by visiting existing Nashville charter schools, attending Nashville Charter Leader meetings, and hiring local staff (e.g., we will hire a business manager from Nashville). We are also a member of the Tennessee Charter School Center, which provides our network with ongoing supports to ensure we are knowledgeable about changes and nuances in local and state-wide policies and regulations.

f. Provide, as Attachment V, the organization's most recent annual report.

See attachment V.

2.12 Network Management

a. Identify the network's leadership team and their specific roles and responsibilities.

Network-level Leadership

- Executive Director: The Executive Director serves as the leader of the network and is ultimately responsible for ensuring that the network as a whole, and each school within the network succeeds. The Executive Director oversees and supports Principals and ensures that they run effective, high-quality schools. As such, the Executive Director is tasked with making high-level, strategic decisions, including the oversight and hiring of network-level leaders and Principals, the establishment of organization-wide expectations, the implementation of organizational systems, business processes, and academic and cultural programming—all in alignment with and supportive of our mission and vision. The Executive Director also manages vendor relations, contract oversight, food service, facilities, and security and safety systems. The Executive Director is responsible for cultivating a healthy culture across the organization: one of accountability, collaboration, and collegiality. The Executive Director reports to, receives support from, and is evaluated by the Board of Directors.
- Assistant Executive Director: The Assistant Executive Director provides leadership and robust support around operational aspects across the network, including oversight of student and parent engagement, technology, counseling programs, 504 plans, and athletic and sports programming. The Assistant Executive Director also assists the Executive Director with the oversight of Principals and the Director of Instruction/Secondary Education and Directory of Special Programs/Elementary Education. In addition to providing support to and receiving training from the Executive Director, the Assistant Executive Director supports the Human Resources, Operations, and Finance teams to ensure that systems and policies related to technological infrastructure, human capital, and federal programs operate effectively and comply with all local, State, and federal laws, regulations, and statutes. The Assistant Executive Director reports to, receives support from, and is evaluated by the Executive Director.
- Director of Instruction/Secondary Education: The Director of Instruction/Secondary Education is responsible for overseeing, implementing, and supporting the network's academic programming, including instruction, curriculum, and professional development. While the Executive Director is ultimately responsible for the success of the network as well as the success of the individual schools operating across the network, the Director of Instruction/Secondary Education is also held accountable for the academic performance of each secondary school. The Director of Instruction/Secondary Education oversees the network's instructional coaches for ELA, math, VILS, and social studies/electives as well as manages the Technology Coordinator.
- Director of Special Programs/Elementary Education: The Director of Special Programs/Elementary Education is responsible for overseeing, implementing, and supporting the network's assessments as well as its programming for special populations, including students with disabilities, English learners, and gifted and talented students. While the Executive Director is ultimately responsible for the success of the network, as well as the success of the individual schools operating across the network, the Director of Special Programs/Elementary Education is also held accountable for the academic performance of each elementary school. The Director of Special Programs/Elementary Education oversees the network's instructional coaches for grades 3–5 and K–2 as well as manages the ESL Coordinator and the SPED Coordinator.
- Business Manager (network): The Business Manager is responsible for the financial health and sustainability of the network. The Business Manager oversees the financial aspects of the network, including budget development, payroll preparation, accounts payable and receivable, and grant reimbursements. The Business Manager also reports monthly to the Tennessee Consolidated Retirement System. The Business Manager works closely with the Executive Director to ensure that budget allocations reflect and support the operational and academic needs of the network. The Business Manager, in collaboration with the Executive Director, also works with Principals, supporting them in school-based budgeting and financial decisions. The Business Manager reports to, receives support from, and is evaluated by the Assistant Executive Director.
- Director of Culture and Discipline: The Director of Culture and Discipline is responsible for overseeing, implementing, and supporting the network's behavior management programming. The Director of Culture and

Discipline is fundamental in ensuring that all network schools have a positive and safe school environment and provide support and resources to students who are struggling behaviorally and/or social-emotionally. The Director of Culture and Discipline works closely with the school-based Deans of Students. The Director of Culture and Discipline reports to, receives support from, and is evaluated by the Executive Director.

- Human Resources Manager: The Human Resources Manager is responsible for maintaining and enhancing the network's human capital through the planning, implementation, and evaluation of staff relations and human resource programs, practices, and policies. The Human Resources Manager also ensures full legal compliance with all human resource-related local, State, and federal rules, regulations, requirements, and laws. The Human Resources Manager is also tasked with overseeing the Principals in the implementation of all relevant federal programs to ensure full compliance with all applicable rules, regulations, requirements, and laws. The Human Resources and Federal Program Manager reports to, receives support from, and is evaluated by the Assistant Executive Director.
- Director of College Counseling and Engagement: The Director of College Counseling and Engagement is responsible for overseeing, implementing, and supporting the network's college counseling programming. The Director of College Counseling and Engagement works closely with school-based counselors to ensure that students are on track to matriculate/graduate and help students in developing their post-secondary goals and plans. The Director of College Counseling and Engagement reports to, receives support from, and is evaluated by the Executive Director.

b. Provide, as attachments, the organizational charts for Year 1 network as a whole (including both network management and schools within the network) as Attachment W; Year 3 network as a whole as Attachment X and Year 5 network as a whole as Attachment Y.

- The network organization charts should clearly delineate the roles and reporting structure of the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools.
- If the proposed school intends to contract with a CMO, clearly show the CMO's role in the organizational structure of the proposed school.

See Attachments W, X, and Y.

c. Explain any shared or centralized support services the network will provide to schools in Tennessee, including the cost of those services, how costs will be allocated among schools, and specific service goals.

- **How will the proposed school measure successful delivery of these services?**

Services to be provided. To ensure each of our schools has strong academic, operational, and financial support, our network office and team will provide services to each of our schools in the form of:

- Shared professional development opportunities for school leaders, teachers, and staff members (coordinated by the Network leadership team)
- Curriculum selection and design (and standards for development of unit and lesson plans, pacing, and level of rigor)
- Data management (i.e., test center and analysis of formative and summative assessments; student enrollment, attendance, transfer, and withdrawal data; local, State, and federal compliance reporting)
- Accounting and budget management
- Vendor management and procurement
- Information Technology (IT) management (computers, equipment)

- Facilities management and maintenance (including financing and funding to secure school facilities)
- Human Resources management
    - Staff recruitment and hiring
    - Payroll processing and benefits administration
- Student recruitment
- Fundraising (for the organization on behalf of MSE schools)
- Community relations

The services provided by the network office are carried out by the network leadership team, who provide a breadth of experience and skill sets around the service areas outlined above.

Cost and allocation of services. Schools will share in the costs of the network office (staffing, operating expenses) pro rata based on each school's percentage of the organization's total student enrollment. For example, if one school's enrollment is 25% of the enrollment of all network schools, that school would pay 25% of the network office's expenses from the school's Basic Education Payment revenue. Schools will not pay more than 13% of their BEP revenue each year for shared network costs. For additional information, see Section 3: Financial Plan and Capacity.

Service goals. We are seeking to create a high-quality network of K–12 schools that serve Nashville and Memphis.

By creating a network support team and office, we are able to leverage resources, experience, and expertise to ensure that academic leaders, teachers, and staff can focus on driving student achievement and that they have professional development and coaching, curricular materials, financial resources, and effective operational processes to support them in that effort.

As such, the service goals of the network support team are to:

1. Provide professional development and other learning opportunities for school leaders and teachers to allow them to grow as educators (for example, the "Grow Your Own Administration program"). As a network, our educators will have access to a vast array of learning opportunities from within the network and outside the network.
2. Provide access to a robust set of curricular resources and materials aligned to Tennessee State standards, and provide effective frameworks, standards, feedback, and coaching around unit and lesson plan development and data-driven instructional cycles.
3. Provide access to and analysis of student achievement data and trends.
4. Provide Human Resources (HR) management (recruiting, onboarding, payroll systems, benefits) to ensure our schools have the education talent to meet its vision and mission.
5. Provide the financial resources (and help individual school leaders prioritize spending) to maximize teaching and learning in the school. This includes fundraising on behalf of the needs of individual schools.
6. Provide an efficient system of procurement to ensure that each school has the supplies, materials, and equipment to operate effectively.
7. Provide well-maintained and functioning facilities that support teaching and learning in the school and that provides students with an array of enrichment activities, clubs, and sports.
8. Assist schools with student recruitment efforts to ensure that each school is fully enrolled each year.

Service delivery success measures. To measure how the network office is doing in terms of school support, a survey will be administered to school-level leaders, teachers, and staff at least two times per year with a series of satisfaction-related questions around the service goals mentioned above (with opportunities for comments and feedback). For example, questions will address whether schools feel supported by the network and to what extent in professional

development, curricular resources, HR management, budgeting and financial management, facilities, and student recruitment. In addition to formal surveys, our network will create informal feedback loops in which the network team and school-level personnel communicate (in-person and via written communications) on the effectiveness of support services.

Finally, our network will develop a monthly dashboard to continuously evaluate quantitative measures around its support services. Dashboard metrics would include:

- Frequency and types of professional development (and percentage of participation from school staff)
- Monitoring of any instances of procurement delays, absence of materials, supplies, and equipment
- Teacher evaluation (coaching and observation frequency and quality)
- School-level financial metrics (monthly budget to actuals, cash balances, timeliness of closing books each month)
- Student enrollment and attendance
- Staff hiring and retention
- Frequency of facilities-related issues
- Timeliness of student achievement data availability and analysis

d. Using Table 5: Decision Making Responsibilities, identify school- and network-level decision-making responsibilities as they relate to key functions.

Function	Network Decision Making	School Decision Making
Performance Goals	The Executive Director, in collaboration with relevant network- and school-level leaders and with approval from the Board of Directors, is responsible for decisions related to performance goals. Examples of such decisions may include: the establishment of network-wide academic, operational, and financial performance goals; identification of benchmark measures and metrics; and specification of monitoring mechanisms for the network as a whole and individual schools within the network, as well as adjustments to academic, operational, and financial programming, policies, and practices in support of achieving goals. The Executive Director will outline and provide a framework detailing performance goals and metrics for the network and its schools. In the event there is a situation in which there are goals and metrics that are not aligned between the schools and the network, the Executive Director would have final sign-off and decision-making rights.	The Principal, with support from and in collaboration with the Executive Director and other relevant network- and school-level leaders, is responsible for decisions related to school-specific performance goals that support the achievement of network-wide goals. Examples of such decisions may include the establishment of goals specific to subpopulations and cohorts of students as well as content areas and grade levels as applicable to the network's goals. The school Principals will have input into the development of goals and metrics and would be able to develop sub-goals and metrics at the school site that are in alignment with network-wide goals.

Function	Network Decision Making	School Decision Making
Curriculum	The Director of Instruction/Secondary Education and the Director of Special Programs/Elementary Education, with support and oversight from the Executive Director, are responsible for decisions related to the curriculum. Examples of such decisions may include unit and lesson plan design requirements to ensure alignment to all applicable standards, appropriate pacing, and high levels of rigor, as well as the elimination and adoption of curricular resources. In this area, the Director of Instruction/Secondary Education and the Director of Special Programs/Elementary Education, with support and oversight from the Executive Director, provide a framework and guidance on the requirements for lesson plan design, pacing, and rigor, as well as options for curricular resources (aligned to State standards).	The Dean of Academics, with support and oversight from the Director of Instruction/Secondary Education, the Director of Special Programs/Elementary Education, and Principal, is responsible for decisions related to curriculum at the school level. Examples of such decisions may include the determination of school-specific details around unit and lesson plan review as well as the deployment and allocation of curricular resources. The Dean of Academics (with guidance from the Principal) would make specific choices on curricular resources used in the school's classrooms. In the event there is a disagreement or an objection from the Director of Instruction/Secondary Education or the Director of Special Programs/Elementary Education as it relates to curricular selections, unit and lesson plan designing, and rigor, the Director of Instruction/Secondary Education and the Director of Special Programs/Elementary Education, would have final sign-off and decision-making rights.
Professional Development	The Director of Instruction/Secondary Education and the Director of Special Programs/Elementary Education, with support and oversight from the Executive Director, is responsible for decisions related to professional development (PD). Examples of such decisions may include the creation and implementation of the network's PD plan in support of achievement of the network's established performance goals, as well as determinations about PD offerings as informed by formal and informal observation data, benchmark scores, and other sources of data. In this area, Director of Instruction/Secondary Education and the Director of Special Programs/Elementary Education, with support and oversight from	The Principal and/or the Dean of Academics, with oversight and support from the Director of Instruction/Secondary Education and the Director of Special Programs/Elementary Education, is responsible for decisions related to PD at the school level. Such decisions may include determinations about instructional staff in need of additional support and development as well as requests to the network for PD on specific topics as informed by various sources of data like teacher request, observations, and assessment results. The Dean of Academics and Principal would have the decision-making authority to engage in specific professional development opportunities that they feel are appropriate for the school's teachers and staff (based on

Function	Network Decision Making	School Decision Making
	the Executive Director, provide guidance and oversight on areas to be covered through professional development (including directing professional development opportunities that are offered network-wide). In addition, the Director of Instruction/Secondary Education and the Director of Special Programs/Elementary Education provides budgetary amounts for schools to spend on professional development.	specific needs and data at the school site) and that are aligned to the professional development goals and strategies of the network. In the event there is a disagreement or an objection from the Director of Instruction/Secondary Education and the Director of Special Programs/Elementary Education as it relates to professional development activities, the Director of Instruction/Secondary Education and the Director of Special Programs/Elementary Education would have final sign-off and decision-making rights.
Data Management	The Technology Coordinator, with support and oversight from the Director of Instruction/Secondary Education, is responsible for decisions related to data management. Examples of such decisions may include creating and/or modifying the master schedule in PowerSchool, fulfilling State and district reporting requirements, or tracking student attendance, enrollment, transfer, and withdrawal data. The Technology Coordinator, with input from the Director of Instruction/Secondary Education, will oversee and ultimately be responsible for the maintenance of systems that track and manage network-wide data and reporting data to the district and state.	The Head Counselor, with support and oversight from the Principal and Technology Coordinator, is tasked with decisions around data management at the school level. Examples of such decisions include tracking and making recommendations about student attendance, truancy, and transcript data.
Interim Assessments	The Director of Special Programs/Elementary Education, with support and oversight from the Executive Director, is responsible for decisions regarding interim assessments. Examples of such decisions include creating and validating all internal benchmark assessments and establishing and modifying assessment administration practices, as well as vetting and proposing the adoption, elimination, or replacement of external standardized interim assessments such as NWEA MAP.	The Dean of Academics, with support and oversight from the Principal and Director of Instruction/Secondary Education, is responsible for decisions regarding interim assessments at the school level. Examples of such decisions may include making determinations about tutoring groups or prescribing student interventions and assigning teacher supports as informed by analysis of benchmark interim assessments. The Dean of Academics will have the opportunity to provide input regarding interim assessments and will drive student

Function	Network Decision Making	School Decision Making
	The instructional coaching staff (and network office) will develop and validate all interim assessments for the network, including internally developed benchmark assessments and external standardized interim assessments such as NWEA MAP. In the event there is a disagreement regarding interim assessments, the Director of Instruction/Secondary Education would have final sign-off and decision-making rights.	groupings and instructional responses to interim assessment data. In addition, the Dean of Academics would also have the opportunity to work with teachers on additional, informal assessments administered in the school throughout the academic year.
Promotion Criteria	The Executive Director, with input from the Director of Instruction/Secondary Education and the Director of Special Programs/Elementary Education, and approval from the Board of Directors, is responsible for decisions related to promotion criteria. Examples of such decisions may include modifying promotion thresholds or revising retention policies and practices while still complying with all applicable district and State requirements. In the event there is a disagreement regarding a promotion or retention decision, the Executive Director would have final sign-off and decision-making rights.	The Principal, with support and oversight from the Executive Director, is responsible for decisions related to promotion criteria at the school level using the network's promotion and retention policies and guidelines. Such decisions may include determinations of retention as outlined by the network's policies, as well as alternative solutions to retention.
Culture	The Director of Culture and Discipline, with support and oversight from the Executive Director, is responsible for decisions related to the network's culture as a whole as well as the cultural programming implemented in each of the network's schools. Examples of such decisions may include the adoption of social-emotional curriculum and implementation of cultural structures as well as changes to the network's behavioral management practices and discipline policies. The Director of Culture and Discipline will be responsible for determining the framework and structures for culture across the network and its schools, as well as be responsible for	The Dean of Students, with support and oversight from the Principal and, by extension, the Director of Culture and Discipline, is responsible for school-level decisions related to culture. Examples of such decisions may include the establishment or modification of school-specific cultural practices in support of the network's cultural vision and programming, as well as determinations about student-specific consequences in alignment with the network's behavioral plan as it relates to disciplinary infractions. The Dean of Students (with oversight from the Principal) will have the ability and decision-making authority to establish practices at the school

Function	Network Decision Making	School Decision Making
	policies related to behavioral management. In the event there is a disagreement regarding a cultural practice or a decision related to behavioral management at the school level, the Director of Culture and Discipline would have final sign-off and decision-making rights.	level that are in alignment with the cultural framework and structures established by the Director of Culture and Discipline.
Budgeting, Finance, and Accounting	The Business Manager, with support and oversight from the Executive Director and, by extension, the Board of Directors, is responsible for decisions related to budgeting, finance, and accounting. Examples of such decisions may include initial budget development, proposed resource allocations, as well as practices guiding payroll preparation, accounts payable and receivable, and grant reimbursements. The Business Manager (with oversight from the Executive Director and Board of Directors and input from the school Principals) will establish budgetary limits at the school level.	The Principal, in collaboration with the Executive Director and Business Manager, is responsible for decisions related to budgeting, finance, and accounting at the school level. Examples of such decisions may include allocations for school-specific resources like instructional materials and supplies and PD as well as for offerings such as school-specific school events and clubs. The Principal will have the decision-making rights to make expenditures and drive school-level activities within the budgetary limits established by the Business Manager.
Student Recruitment	The Executive Director, with support and input from the Assistant Executive Director and Business Manager, is responsible for decisions regarding student recruitment. Examples of such decisions may include creation of or adjustment to recruitment plans (such as advertising mechanisms, target markets, and events) as well as adjustments to student enrollment targets. The Executive Director will establish network-wide goals for student recruitment (including enrollment targets for each school). Further, the Executive Director will establish policies and budget amounts for student recruitment activities.	The Principal, with support and oversight from the Executive Director, is responsible for decisions regarding student recruitment at the school level. Such decisions may include details regarding open houses as well as school-specific advertising and marketing content. The Principal will have decision-making rights on specific student recruitment activities the school level that are in alignment with the budgeted resources and recruitment strategies outlined at the network level.
School Staff Recruitment and Hiring	The Executive Director, with support and input from the Assistant Executive Director, Director of Instruction/Secondary Education, Director of Special Programs/Elementary Education, Business Manager, and Human	The Principal, with support and oversight from the Executive Director, is responsible for school staff recruitment and hiring at the school level. Examples of such decisions may include participation details in

Function	Network Decision Making	School Decision Making
	Resources Manager, is responsible for decisions regarding school staff recruitment and hiring. Examples of such decisions may include advertising mechanisms, target markets, and events, as well as adjustments to hiring targets. Decisions also may encompass changes to hiring practices and compensation packages that would comply with all applicable district, State, and federal laws and policies. The Executive Director, with support and input from the Assistant Executive Director, Director of Instruction/Secondary Education, Director of Special Programs/Elementary Education, Business Manager, and Human Resources Manager will have decision-making rights on the number and types of staffing positions at the network office and school site. Further, the Executive Director will establish policies and budget amounts for staff recruitment activities, including compensation packages.	recruitment events such as fairs as well as hiring determinations for school-specific vacancies. Hiring determinations will be made from a pool of candidates previously screened or approved by network-level leadership. The Principal will have decision-making rights on specific staff recruitment activities at the school level as well as hiring decisions.
Human Resources (HR) Services (e.g., payroll, benefits)	The Business Manager and Human Resources Manager, with support and oversight from the Executive Director and Assistant Executive Director, are responsible for decisions related to HR Services. The Business Manager may make decisions such as changes to payroll procedures, as well as recommendations about compensation and benefits packages. The Human Resources Manager may make determinations about personnel policies as well as human resource programming across the network. The Business Manager and Human Resources Manager, with support and oversight from the Executive Director, will be responsible for the establishment of HR policies across the network.	The Principal, with support and oversight from the Executive Director and input from the Human Resources Manager, is responsible for decisions regarding HR services at the school level. Examples of such decisions may include assigning extra duties as needed, allocating stipends for duties related to sports and clubs, or determining payroll deductions for situations such as teacher absences or lost equipment. The Principal has decision-making rights regarding assignment duties of staff, stipends, and payroll deductions (within budget limits established by the network office as well network-established HR policies).
Development/Fundraising	The Executive Director, with support and input from the Assistant Executive Director and Business Manager, is responsible for decisions related to development and fundraising. Examples of such decisions may	The Principal, with support and oversight from the Executive Director, Assistant Executive Director, and Business Manager, is responsible for school-level decisions related to development/ fundraising.

Function	Network Decision Making	School Decision Making
	include fundraising targets, markets, and events, as well as the allocation of monies raised by fundraising efforts. The Executive Director, with support and input from the Assistant Executive Director and Business Manager, will establish network-wide goals for fundraising (including fundraising targets for each school). Further, the Executive Director will provide guidance on fundraising strategies and activities.	Examples of such decisions may include the development and implementation of fundraising targets and events, as well as the allocation of raised funds to support school-specific initiatives. The Principal would have input and decision-making rights on specific fundraising activities engaged in by the school to meet fundraising goals established by the network office. Further, the Principal would have input (but not final decision-making rights) on the allocation of raised funds to support school-specific initiatives.
Community Relations	The Director of College Counseling and Engagement, with support and oversight from the Executive Director, is responsible for decisions regarding internal community relations. Examples of such decisions may include the development of parent and community events and programs, as well as oversight of and changes to the network's home visit program. The Human Resources Manager, with support and oversight from the Executive Director, is tasked with decisions regarding external community relations. Examples of such decisions may include planning and implementing community stakeholder events, as well as managing media relations. The Director of College Counseling and Engagement, with support and oversight from the Executive Director, will provide strategic guidance and parameters around the frequency, methods, and types of internal and external communication. In the event there is a disagreement regarding communication activities or messaging, the Director of College Counseling and Engagement (with oversight from the Executive Director) would have final sign-off and decision-making rights.	The Dean of Students, with support and oversight from the Principal and Director of College Counseling and Engagement, is responsible for decisions regarding community relations at the school level. Examples of such decisions may include school-specific implementation details of network-wide parent and community events and programs and the home visit program, as well as the development and implementation of school-specific community offerings such as computer and language classes. The Dean of Students and Principal would then have the decision-making authority around specifics of school level communications and community engagement in alignment with the strategic guidance provided by the network office.

Function	Network Decision Making	School Decision Making
Information Technology (IT)	The Technology Coordinator, with support from the Verizon Innovation Schools (VILS) coaches and oversight from the Director of Instruction/Secondary Programs, is responsible for decisions related to IT. Examples of such decisions include the proposal of educational technology initiatives and assessment of technology-related needs and maintenance plans, as well as the allocation of technological support provided to schools. The Technology Coordinator, with support and oversight from the Executive Director, the Assistant Executive Director and input from the Operations Manager, will drive all decision-making around IT systems, initiatives, and equipment.	The Technology Coordinator, with support and oversight from the Assistant Executive Director and input from the Operations Manager as applicable, is responsible for decisions related to IT at the school level. The Technology Coordinator rotates between all campuses to oversee and manage each school's technological infrastructure and systems. The Principal is tasked with alerting the Technology Coordinator to all school-specific technology needs and issues; the Technology Coordinator decides how to respond. Additional examples of decisions may include assigning school-specific technology resources or providing customized technology support to staff and students. The Principal will have input on the technological needs of the school and the support that is needed from the network office.
Facilities Management	The Executive Director, with support and input from the Assistant Executive Director and Business Manager, is responsible for decisions regarding facilities management. Examples of such decisions include the provision of security and safety systems, the assessment of building-specific needs and maintenance plans, the selection and execution of facility-related vendors and contracts, and determinations about facility procurement. The Executive Director, with support and input from the Assistant Executive Director and Business Manager, will have decision-making rights over material decisions regarding facilities managements (i.e., facilities selection, facility-related vendor contracts, facility plans including safety and security, renovations, and maintenance costs exceeding $1,000.)	The Principal, with support and oversight from the Executive Director and/or Assistant Executive Director, is tasked with decisions regarding facilities management at the school level. Examples of such decisions may include determining and reporting facility needs, remedying maintenance issues that cost less than $1,000, communicating with approved vendors, and evaluating custodial performance. The Principal would be responsible for managing the relationship at the school site with selected facility vendors (including custodial services). There will be frequent communication and collaboration between the school and the network office on the facility needs at each school site.
Vendor Management/ Procurement	The Executive Director, with support and input from the Assistant Executive Director and Business Manager and approval from the Board of Directors, is responsible for	The Principal, with support and oversight from the Executive Director, Assistant Executive Director, and Business Manager, is responsible for vendor

Function	Network Decision Making	School Decision Making
	decisions regarding vendor management/ procurement. Examples of such decisions may include establishment and advertisement of RFPs, use of SCS-approved RFPs and vendors, selection and management criteria for vendors, and determinations about resource allocations for procurements. The Executive Director, with support and input from the Assistant Executive Director and Business Manager and approval from the Board of Directors, is responsible for developing systems, methods, and criteria for procurement and the selection of vendors (particularly vendors that will be serving schools across the network). In the event there is a disagreement regarding procurement or there is a vendor-related issue to be resolved, the Executive Director would have final sign-off and decision-making rights.	management/procurement decisions at the school level. Examples of such decisions may include procuring items for less than $1,000 as well as working with approved vendors. The Principal will have input into the process and will be responsible for managing the relationship at the school level.

2.13 Network Governance

a. As applicable, describe the governance structure at the network level and how that relates to each individual school. Will each school/campus have an independent governing board, or will there be a single network-level board governing multiple schools? The remaining questions in this section apply only to a network-level board.

A single network-level board will govern all of our schools. More specifically, our sponsoring entity, the Read Foundation (RF), is a nonprofit corporation that was established according to Federal and Tennessee nonprofit corporation laws. The Board of Directors of the RF are dedicated to quality education and the promotion of science, mathematics, engineering, and technology (STEM) in school environments. The primary purpose of the foundation is to organize and operate exclusively for charitable, educational, scientific, and literary purposes. Accordingly, the Board of Directors of the Read Foundation will serve as the governing body for all of our network schools. As described in the Governance section, the Board of Directors and its committees will oversee and review all network-level and school-level academic, operational, and financial matters. As such, the Board and its committees will review all necessary school-level data (e.g., assessment scores, growth rates, discipline metrics, attendance, enrollment, staff and student retention, survey data, financial statements, budget-to-actuals), as well as all necessary network-level data to ensure effective and prudent oversight of each individual school and the network as a whole. Essentially, the Board will be tasked with ensuring the academic, operational, and financial health and viability of each school and the entire network. The network's Executive Director oversees the operation of all schools and is evaluated annually by the Board of Directors.

b. Discuss the plan for satisfying the statutory requirement of either having a parent from one of the network's Tennessee schools serve on the governing body or having advisory councils at each school.

To satisfy the statutory requirement of parental representation on the Board, one parent whose child is currently enrolled in one of our operating schools in the Cordova neighborhood of Memphis serves as an active Board Member. On approval of the proposed school's charter, another parent whose child is enrolled in our school located in Nashville will be appointed to the Board, ensuring parent representation in both Memphis and Nashville. While we will begin recruiting and may appoint this person to the Board sooner, a parent will be appointed no later than six months after the school's opening, which complies with the timeline outlined by Tennessee code. Recognizing that the demographics and grade bands vary across our schools, each individual school in operation will have an advisory council to enable effective parent representation. In accordance with Tennessee Code § 49-13-109, an advisory school council shall include no fewer than five (5) members and shall include the Principal, at least one (1) parent, and at least one (1) teacher representative. Parent and teacher membership will be determined by election. Parent representation on each advisory council will further ensure diverse and full parent voice in the governance of our schools. Parents who do not serve on the board or on an advisory council may participate in the governance of our schools through multiple mechanisms described throughout this application, including attending Board meetings, participating in the Parent-Teacher Organization, and completing Board surveys, among others. In addition, at least one community member who is active in the area in which the school resides will also be appointed to each advisory council to ensure that constituencies local to each school are also represented. Advisory councils will convene quarterly to discuss needs, identify areas for improvement, pinpoint problems, and recommend solutions. Following every meeting, each advisory council will submit a report detailing the council's conversations, needs, and recommendations along with other pertinent information to the Board. Each Principal on the advisory councils will attend Board meetings to further expound on the needs and requests identified in reports. Upon hearing from individual schools' Principals and receiving reports, the Board will determine what further actions need to be taken in response to input from the councils. Accordingly, based on individual needs, the Board may elect to adopt school-specific policies such as implementing varying pay scales, employing retention bonuses, and enacting sports compensation policies. In short, advisory councils will ensure that each school has representation and will inform the Board of each school's individual needs and interests, allowing the Board to effectively govern all schools.

c. Describe the size and composition (current and desired) of the board. Explain how the proposed governance structure and composition will help ensure that there will be active and effective representation of key stakeholders.

Size and composition of the Board: Currently, the Board is composed of six highly qualified, diverse individuals who are committed to the network's mission, vision, and model. In anticipation of replication, the Board has begun to recruit candidates for the Board who reside in Nashville; we plan to add at least one new board member from the Nashville community, and, as indicated above, upon approval of and opening the proposed school, the Board will appoint a parent to serve as a voting director. The addition of these two members will bring the total Board membership to eight and will ensure that the Board will be able to effectively govern all network schools, as well as enable effective representation of key stakeholders. The current Board has the collective expertise, competence, and experience to effectively govern and ensure the financial, operational, and educational success of all our schools.

Active and effective representation of key stakeholders: The size and composition of the Board will enable active and effective representation of key stakeholders through:

- Parent Representation: As explained above, a parent whose child is currently enrolled in one of our schools in operation is an active Board Member. Additionally, upon approval of the charter and the opening of the proposed school, a parent whose child is enrolled in our school in Nashville will be appointed to the Board. These members lend key parent voice and representation of Memphis and Nashville to the Board.
- Advisory Councils: As indicated above, each school will have an advisory council. In accordance with Tennessee Code § 49-13-109, an advisory school council shall include no fewer than five (5) members and shall include the Principal, at least one (1) parent, and at least one (1) teacher representative. In addition, at least one community member who is active in the area in which the school resides will also be appointed to each advisory council to ensure constituencies of each school are also represented. Every council will meet quarterly and, upon convening, will submit a report to the Board for review. Advisory council reports, as well as further information provided by Principals who reside on councils, will ensure that school stakeholders are actively and effectively represented.
- Tennessee Open Meetings Act: All Board meetings are open to the public; the Board encourages all stakeholders to regularly attend. Board meeting dates, agendas, minutes, and policies are published on the network's website. Stakeholders may request hard copies of public Board artifacts.
- Parent-Teacher Organization: Every school will have a Parent-Teacher Organization (PTO) that meets regularly to discuss matters related to the school's operation and programming. Each PTO employs a robust governing structure that consists of the following elected officers: President, First Vice President, Second Vice President, Secretary, Treasurer, Assistant Treasurer, and Parliamentarian and Liaison Officers. After PTO meetings, the President or their designee will meet with the Principal to relay comments, concerns, and ideas. The Principal will then share relevant information with the Board for consideration.
- Stakeholder Input: The Board values community stakeholder input and will regularly solicit feedback from stakeholders, such as parents, community members, local businesses, and community hubs through methods such as surveys, presentations, meetings, and forums.

d. Discuss the powers and duties of the board. Identify key skills, areas of expertise, and constituencies that will be represented on the board.

Powers and duties of the Governing Board. The Board is ultimately responsible for the success of all network schools. As outlined in the Board's bylaws, the composition of the Board includes a President, Vice President, Treasurer, and Secretary. The bylaws define each officer's powers and duties as follows:

- President: The President shall be the chief executive officer of the Corporation. The President shall supervise and control all of the business and affairs of the Corporation. The President shall preside at all meetings of the members and of the Board of Directors. The president may execute any deeds, mortgages, bonds, contracts, or other instruments that the Board of Directors has authorized to be executed. However, the president may not execute

instruments on behalf of the Corporation if this power is expressly delegated to another officer or agent of the Corporation by the Board of Directors, the bylaws, or statute. The President shall perform other duties prescribed by the Board of Directors and all duties incident to the office of President.

- Vice President: When the President is absent, is unable to act, or refuses to act, a Vice President shall perform the duties of the President. When a Vice President acts in place of the President, the Vice President shall have all the powers of and be subject to all the restrictions of the president. If there is more than one Vice President, the Vice Presidents shall act in place of the President in the order of the votes received when elected. A Vice President shall perform other duties as assigned by the president or Board of Directors.
- Treasurer: The Treasurer shall:
    - Have charge and custody of and be responsible for all funds and securities of the Corporation.
    - Receive and give receipts for moneys due and payable to the Corporation from any source.
    - Deposit all moneys in the name of Corporation in banks, trust companies, or other depositories as provided in the bylaws or as directed by the Board of Directors or president.
    - Write checks and disburse funds to discharge obligations of the Corporation.
    - Maintain the financial books and records of the Corporation.
    - Prepare financial reports at least annually.
    - Perform other duties as assigned by the president or by the Board of Directors.
    - If required by the Board of Directors, give a bond for the faithful discharge of their duties in a sum and with a surety as determined by the Board of Directors.
    - Perform all of the duties incident to the office of Treasurer.
- Secretary: The Secretary shall:
    - Give all notices as provided in the bylaws or as required by law.
    - Take minutes of the meetings of the members and the Board of Directors and keep the minutes as part of the corporate records.
    - Maintain custody of the corporate records and of the seal of the Corporation.
    - Affix the seal of the Corporation to all documents as authorized.
    - Keep a register of the mailing address of each director, officer, member, and employee of the Corporation.
    - Perform duties as assigned by the president or by the Board of Directors.
    - Perform all duties incident to the office of Secretary.

The Board's bylaws also dictate that the Board must have an Academic Committee and Finance Committee; each committee's activities and scope of work is as follows:

- Academic Committee: Reviews curriculum to ensure alignment with MSE's mission; recommends policy changes to the Board when appropriate; and participates in program development and evaluation. The President (Potts) and Secretary (Fidan), as well as two Board members (Akdemir and Akkus) currently serve on this committee.
- Finance Committee: Drafts annual operating and capital budgets for approval by the Board; reviews and presents monthly actual revenues and expenditures of operating, capital, and enterprise activities to the Board; and provides advice to the Board and school leadership about financial matters. The Vice President (Cherry) and Treasurer (Farmer), as well as a Board member (Akkus) currently serve on this committee.

In addition to the committees outlined above, the bylaws indicate that the Board may adopt a resolution establishing one or more committees. A committee must include two or more directors and may include members who are not serving as directors. However, if the Board delegates any of its authority to a committee, the majority of the committee will consist of directors. To prepare for the expansion of the network's schools to Nashville, the Board will form a

Governance Committee. A key part of this committee's purpose will be to coordinate the Board's oversight of the expansion process, including the network's compliance with legal and fiduciary responsibilities and strategic decision making.

Key skills and areas of expertise represented on the Governing Board. Individually and collectively, directors possess the skills and expertise to govern and ensure each school achieves academic, operational, and financial success. More specifically, the Board is composed of six dedicated educators and distinguished community members who have expertise in community service and outreach, the law, public relations, education, management, parent and community involvement, finance, marketing, fundraising and grant writing, personnel and human capital, and non-profit governance. Directors also have vast experience in school administration, medicine, science, mathematics, and computer education at a national as well as at an international level.

Name	Board Position	Current Job and Employer	Focus/Expertise
Dr. Cem Akkus	Member Finance Committee Academic Committee	GIS Analyst at the School of Public Health, University of Memphis	Community Service/Outreach, Community Involvement
Patty Farmer	Treasurer Finance Committee	Not Applicable – Parent Representative	Community Service/Outreach, Education, Organizational Experience
Dr. Richard E. Potts	President Academic Committee	Associate Professor of Education, Christian Brothers University, Retired	Community Service/Outreach, Education, Management/ Organization Experience
Dr. Ismail Fidan	Secretary Academic Committee	Professor of Manufacturing and Engineering Technology, Tennessee Tech University	Education, Organizational Experience, Community Service/Outreach, Marketing
Veda V.T. Cherry	Vice President Finance Committee	Lawyer, Cherry & Cherry, LLC	Legal Expertise/Attorney, Community Involvement, Public Relations
Dr. David C. Akdemir	Board Member Academic Committee	Director of Leadership Development, Harmony Public Schools	Personnel/Human Capital, Education, Finance, Marketing

Dr. Akkus is an educator and consultant to a charter school; he has been instrumental in creating and implementing afterschool programs for underprivileged and underserved students. Mrs. Farmer serves as the Board's parent representative and has extensive experience working with PTOs, as well as sponsoring and executing robust fundraising activities. Additionally, Mrs. Farmer annually organizes an open house, welcoming all community members to attend; most recently, more than 150 families and community stakeholders visited our operational schools. Dr. Potts is a former associate professor at Christian Brothers University Education Department with expertise in higher education and educational management. Dr. Fidan is a tenured full professor of Manufacturing and Engineering Technology at Tennessee Tech University and has expertise in higher education and STEM subjects. Ms. Cherry is a

practicing lawyer; she is a founding partner at Cherry & Cherry, LLC and offers a wealth of legal expertise. Dr. Akdemir is the current Director of Leadership Development at Harmony Public Schools. He possesses extensive experience and knowledge in K–12 education and is an expert in personnel and human capital as well as educational leadership. Dr. Akdemir also brings finance and marketing expertise to the Board.

Constituencies represented by the Governing Board. As explained throughout this section, each school will have an advisory council. In accordance with Tennessee Code § 49-13-109, an advisory school council shall consist of no fewer than five (5) members and shall include the Principal, at least one (1) parent, and at least one (1) teacher representative. In addition, at least one community member, such as a local leader and/or member of a faith-based or other community organization who is active in the area in which the school resides, will be appointed to each advisory council to ensure that constituencies of each school are also represented. Advisory councils will convene quarterly to discuss needs, identify areas for improvement, pinpoint problems, and recommend solutions. Following every meeting, each advisory council will submit a report detailing the council's conversations, needs, and recommendations along with other pertinent information to the Board. Each Principal on the advisory councils will attend Board meetings to further explain the needs and requests identified in reports. Upon hearing from individual Principals and receiving reports, the Board will determine what further actions need to be taken in response to the councils' input.

e. Explain how this governance structure and composition will help ensure that a) the proposed school will be an educational and operational success; and b) the board will evaluate the success of the proposed school and leader.

Ensuring the school will be an educational and operational success: The Board of Directors is ultimately accountable for the oversight and success of all network schools. As such, the Board's primary focus is to ensure that all necessary resources are available to accomplish our mission and goals. The Board will delegate to the appointed Principal authority and decision-making responsibility for day-to-day operations of the school, including (but not limited to): hiring and dismissing school staff; designing the school's curriculum; and creating the school's annual budget (subject to Board approval). To that end, Board members' responsibilities include (but are not limited to):

- Affirm mission, goals, and objectives
- Attend regular and special Board meetings
- Provide leadership to Board committees and subcommittees
- Help prepare the budget collaboratively with the Executive Director and Business Manager
- Commit time to developing financial resources for the charter school
- Evaluate the performance of the Executive Director
- Establish and maintain all policies governing the operation of network schools
- Ensure that network schools adhere to the mission and goals outlined in the charter
- Hold the Executive Director accountable for the academic success and fiscal responsibility of network schools
- Provide support to schools for additional fund-raising, marketing, and other services as needs arise
- Hear and render decisions on issues brought to the Board's attention
- Participate in disputes that are brought to the Board's attention as they relate to the network's discipline policy – especially disputes arising in the areas of expulsion and long-term suspension
- Handle complaints submitted to the Board in a timely manner per the complaints process detailed in the charter application
- Responsibly review and act on committee recommendations
- Assist in identifying resources and attracting resourceful people
- Advocate on behalf of the network by working to establish partnerships with community organizations, institutions of higher learning, and nonprofit foundations

In addition to the robust responsibilities of each Board Member, the collective expertise of the Board will further ensure that the network schools will be an educational and operational success. As described in detail above, the Board possesses extensive knowledge in the key areas of community service and outreach, law, public relations, education, management, parent and community involvement, finance, marketing, and personnel and human capital. Members' collective experience enables the Board to provide informed oversight and effectively govern MSE schools.

The Board is composed of four officers: President, Vice President, Treasurer, and Secretary. These offices have distinct powers and duties (described above) as dictated by the Board's bylaws. Such clear delineation of roles and responsibilities further ensures success as each officer is specifically tasked with and held accountable for clear responsibilities related to the operational success of the network's schools.

Additionally, as detailed above, the Board implements a robust committee structure. Collectively, committees oversee critical educational and operational aspects of network schools, including curricula and academic programming, facilities and equipment needs, financial health, and personnel matters. In short, the Board's layered approach to governance, including extensive member responsibilities, depth and breadth of member expertise, clearly defined offices, and comprehensive committees, ensure that each network school is and will be an educational and operational success.

Evaluating the success of the network schools: The Board of Directors is ultimately accountable for the success of all the network's schools. The Board will evaluate each school against the applicable goals outlined in the Academic Performance Standards section. Data gleaned from the Performance Framework, TN report card, State assessment results, and audit reports will inform evaluation of the school. In addition, the Executive Director or his designee provides information about each school's performance via a dashboard that outlines metrics during Board meetings. Such data includes:

- Student academic achievement and growth
- Financial reports
- Behavioral and discipline reports
- Enrollment data
- Average daily attendance

If it is determined that a school is underperforming, the corrective action and progress monitoring plans described in detail in the Academic Performance Standards section will be implemented swiftly and with fidelity to remedy deficiencies.

As stated above, the Board has an Academic Committee and Finance Committee, which are responsible for reviewing school-level and network-level data as relevant to each committee's purview. Such analysis is brought to the entire Board for discussion and inquiry and, ultimately, for evaluation by the Board to determine the academic, operational, and financial success of the school. Below outlines the data that, at minimum, will be evaluated against the goals and metrics detailed in the Academic Performance Standards section to make determinations about the success of the school:

- Academic Committee: Meets quarterly to analyze academic and operational data as relevant (i.e., ACT scores are not applicable to the elementary school), released, and/or available, including NWEA MAP, TNReady, and internal benchmark assessment results, as well as TVAAS, EPSO, ACT, ASVAB, AP, WIDA exam results. Attendance, high school graduation, college admission, and post-matriculation rates are also examined, as well as enrollment rates in AP and dual enrollment courses. This committee also examines attendance, suspension, expulsion, student retention, and staff retention rates. The President (Potts) and Secretary (Fidan), as well as two Board members (Akdemir and Akkus) currently serve on this committee.

- Finance Committee: Meets quarterly to analyze financial data as relevant, released, and/or available to evaluate the financial health of the school as a critical determinant of success. Such documents include Annual Financial Reports, Monthly Financial Reports, audit reports, monthly expense reports, budget-to-actual reports, enrollment reports and projections, and staffing plans and projections. The Vice President (Cherry) and Treasurer (Farmer), as well as a Board member (Akkus) currently serve on this committee.

The Executive Director will ultimately be held accountable for the success of the network. As outlined in the Academic Performance Standards section, should schools underperform and not meet academic, financial, or operational benchmarks, we will have already flagged them as being at risk for underperformance prior to the end of the school year based on robust monitoring and evaluation. Upon being flagged for underperformance, network-level leadership will engage in a root cause analysis and needs assessment to pinpoint the specific areas and reasons for as well as remedies to underperformance. Since the Executive Director is responsible and accountable for the academic, financial, and operational benchmarks, once an issue is identified, the Executive Director, in collaboration with the Board of Directors, will create a specific growth plan to remedy underperformance that will include the following steps and actions:

- Design a Growth Plan - the design of the growth plan will include the following:
    - Outlined specific and measurable actions, expectations, and desired outcomes
    - Detailed resources to be allocated as supports for growth (e.g., coaching, targeted professional development, assignment of a mentor)
    - A detailed timeline for progress monitoring
    - Formal approval from the Board of Directors
- Implement the Growth Plan - the implementation of the growth plan will entail the following:
    - Close monitoring by the Executive Director of progress made toward the plan and its implementation
    - Adherence to the plan's timeline for implementation, monitoring, and progress made
- Evaluate Employment Status – the evaluation of employment status will encompass the following:
    - Considering employment status if monitoring reveals insufficient progress has been made in accordance with the determined timeline
    - Terminating employment only after exhausting every avenue and effort to remedy unsatisfactory performance

Evaluating the success of the leader. The Board of Directors is responsible for evaluating the success of the Executive Director. The Board of Directors will evaluate the Executive Director on an annual basis using a robust evaluation process and tool, both of which are explained in more detail below:

- Evaluation Instrument: The Executive Director's evaluation instrument will utilize Board-approved performance objectives. The instrument shall include, at a minimum, the following:

    1. Quantitative ratings on a five-point scale to measure performance in areas directly related to individual and performance objectives adopted by the Board for the preceding academic year;

    2. Qualitative ratings to measure performance in areas directly related to individual and performance objectives adopted by the Board for the preceding academic year;

    3. Written explanations for ratings below satisfactory; and

    4. Discussion of strengths, opportunities for improvement, and the areas to be addressed by the Executive Director in their professional development action plan.

- Evaluation Objectives: Through an annual evaluation of the Executive Director, the Board will strive to accomplish the following:

  1. Ensure progress towards mutually agreed-upon goals for the network and realizing the Mission, Vision, Strategic Goals, and Core Beliefs and Commitments of the Board and the commitments of the Executive Director.

  2. Develop harmonious working relationships between the Board and the Executive Director through honest and constructive communication regarding goals and performance;

  3. Foster effective administrative leadership for excellence in the schools and determine the strengths, opportunities for improvement, and the areas to be addressed by the Executive Director in their professional development action plan; and

  4. Effectively communicate to the community the Executive Director's evaluation process and their current performance objectives and priorities.

- Evaluation Process: At a time agreed to by the Board and the Executive Director but not later than December, the Board will meet as a body to evaluate the Executive Director's performance in accordance with the following:
  - In alignment with the school's performance goals, the Board will develop, with the Executive Director, a set of specific performance objectives based on the needs of the system for the ensuing academic year.
  - The evaluation will be a composite of the evaluation by individual Board members, but the Board, as a whole, will meet with the Executive Director to discuss the composite evaluation.
  - Both the Board and Executive Director will prepare for the formal evaluation; the Executive Director will conduct and submit a self-evaluation with any supporting documentation at least 14 days prior to the formal evaluation, which may inform the formal written evaluation; and Board members will document the evidence used in rating the Executive Director's performance.
  - All documentation will be supported by objective evidence and data and will align with the metrics of the evaluation instrument.
  - The Executive Director shall have a right to prepare a written or oral response to the evaluation.
  - The results of the Executive Director's annual evaluation shall be made available to the public.
- Evaluation Timeline: As indicated above, the Executive Director will be evaluated on an annual basis. Since the evaluation is cumulative and encompasses a robust range of categories, the evaluation process spans the course of a year. Detailed below is the evaluation timeline:

Month(s)	Evaluation Task(s)	Participant(s)
No later than September	Specific SMART objectives, in alignment with the goals outlined in the Academic Performance Standards section, will be established for all evaluation categories Data that corresponds to established objectives will be identified	Board of Directors Executive Director
October–July	The Executive Director collects and tracks data and evidence that	Executive Director

Month(s)	Evaluation Task(s)	Participant(s)
	supports performance on the established category objectives	
No later than 14 calendar days prior to the date scheduled for the formal evaluation	The Executive Director submits their self-evaluation to the Board, including supporting data and documentation	Executive Director
September	Board members complete the evaluation tool individually	Board of Directors
October	Board members come to consensus around evaluation ratings and vote The Board shares the outcome of the evaluation with the Executive Director	Board of Directors
No later than 2 weeks after consensus vote	The Executive Director may respond to the evaluation in written form or orally	Executive Director
No later than December	The Board finalizes the evaluation via vote The Board makes the evaluation public	Board of Directors

- Evaluation Categories: The Executive Director will be evaluated against indicators across five key categories; descriptions and corresponding metrics for each category are detailed below. As explained above, relevant data for each indicator in each category will be analyzed to determine performance; indicators will be rated on a five-point scale:

  1: Significantly Below Expectations

  2: Below Expectations

  3: At Expectations

  4: Above Expectations

  5: Significantly Above Expectations

  After each Board member rates each indicator in a category, indicator ratings will be averaged to arrive at a mean score for each category. The composite mean score for each category will be calculated by averaging the mean scores given by each individual Board member. Below are the categories and corresponding high-level descriptions on which the Executive Director will be evaluated:

Board Relationships	1	2	3	4	5
1. Keeps all board members informed on issues, needs, and operation of the school system.					
2. Keeps board informed of employment, promotion, and dismissal of personnel.					
3. Has a harmonious relationship with the board.					
4. Offers professional advice to the board on items requiring board action, with appropriate recommendations based on thorough study and analysis.					
5. Maintains a high degree of understanding and respect between staff and the board.					

Facilities and Finance	1	2	3	4	5
1. Demonstrates knowledge of school facilities and develops a process that builds support for buildings' needs.					
2. Ensures maintenance of school property and the safety of personnel and property.					
3. Provides accurate and timely reports to the board on the financial condition of the school system.					
4. Ensures that expenditures are within the limits approved by the board.					
5. Evaluates financial needs and makes recommendations for adequate financing.					

Student Achievement Performance Metrics	1	2	3	4	5
1. Develops, implements, promotes, and monitors continuous improvement in student achievement.					
2. Applies effective methods of providing, monitoring, evaluating, and reporting student achievement.					
3. Promotes academic rigor and excellence for students so that they are college- and career-ready.					

Student Achievement Performance Metrics	1	2	3	4	5
4. Maintains a current knowledge of developments in curriculum and instruction and ensures that the instructional program is rigorous and relevant.					
5. Reviews, reports, and reacts appropriately to state accountability measures.					

Technology Performance Metrics	1	2	3	4	5
1. All teachers and staff that require managerial and instructional technology assistance will be provided the appropriate professional development.					
2. Procedures and practices incorporate an appropriate integration of technology for student and/or employee assessment.					
3. Technology is used to enhance daily administrative tasks and functions as appropriate.					
4. The use of technology is integrated with sound instructional strategies to facilitate active student learning in each curriculum area and to individualize instruction.					
5. Students have access to technology to enhance their learning.					
6. If necessary, a fiscal review with budgetary recommendations.					

Strategic Planning Performance Metrics				
1	2	3	4	5
Takes action without consistently considering priorities and/or Sometimes struggles to balance among competing demands	Emerging ability to develop and implement a logical approach for area of responsibility Uses organizational vision to guide implementation, acquiring and interpreting the	Develops and implements strategic plans with goals and interim milestones based on backwards planning Balances practicality and vision during implementation	Consistently develops and implements strategic plans with well-articulated, time-based goals and interim milestones based on backwards planning; develops contingency plans.	Builds the capacity of others to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences and/or Develops and

Strategic Planning Performance Metrics				
1	2	3	4	5
	information needed to achieve objectives		Balances practicality and vision to ensure to successful implementation	implements scalable systems and structures that build organizational capacity in this skill

Communication Performance Metrics				
1	2	3	4	5
Limited or inconsistent communication with others and/or Communication is unclear or disrespectful Inconsistently communicates decisions to the necessary stakeholders	Respectfully communicates with relevant stakeholders with some regularity Identifies ways to engage stakeholders Communicates with clarity Often communicates decisions to the necessary stakeholders	Communicates regularly and respectfully with relevant stakeholders about progress toward the mission; addresses key concerns Engages stakeholders to support the mission Communicates in clear, compelling fashion Consistently communicates decisions to the necessary stakeholders	Develops and implements a communication plan that includes target stakeholders, their key concerns, how to reach them, and key messages about progress Consistently and effectively, and respectfully engages stakeholders to support the mission Consistently communicates in clear, compelling fashion Communicates decisions impacting entire team or across teams	Builds the capacity of others to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences and/or Develops and implements scalable systems and structures that build organizational capacity in this skill Communicates decisions impacting entire department or across departments

Collaboration Performance Metrics				
1	2	3	4	5
Executes on work independently and/or Inconsistently shares knowledge and seeks input from others Inconsistently ensures decision-making includes staff from a variety of backgrounds and viewpoints	Contributes toward achieving a common goal Identifies barriers to collaboration Values individual contributions Often ensures decision-making includes staff from a variety of backgrounds and opinions.	Engages colleagues and key stakeholders to take collective action toward achieving a common goal Identifies and breaks down barriers to collaboration to build trust Publicly acknowledges individual contributions Consistently ensures decision-making includes staff from a variety of backgrounds and viewpoints.	Engages colleagues and key stakeholders to take collective action toward a common goal and builds relationships Identifies and breaks down barriers to collaboration to build trust; shares decision-making authority and accountability Consistently and publicly acknowledges individual contributions Consistently ensures decision-making includes staff from a variety of backgrounds and viewpoints and guides others to do the same	Builds the capacity of others to develop skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences and/or Develops and implements scalable systems and structures that build organizational capacity in this skill Consistently takes ownership of decisions once made and provides clarity of decision rights across the organization

Systems Perspective Performance Metrics				
1	2	3	4	5
May decide to ignore decision-making norms in favor of a simpler route	Emerging ability to identify organizational trends and patterns to understand	Develops work to meet the needs of diverse stakeholders	Navigates existing organizational practices and policies brilliantly	Build the capacity of others to develop this skill through collaboration, sharing resources and best

Systems Perspective Performance Metrics				
1	2	3	4	5
Develops plans for a project proposal that does not consider impact on the broader system	implications and potential impact of their own work on the organization Emerging ability to navigate existing organizational practices and policies	Articulates priorities for team in the context of the organization Applies lessons learned from organizational successes and challenges within department and/or the organization Develops and implements processes and tools to support work across teams	Ensures that proposals you are involved in take into account the needs of diverse stakeholders and the big-picture priorities of the organization Helps teammates understand organizational trends, decision-making, and relationships so that they can craft proposals and implement plans that resonate with diverse stakeholders	practices, coaching or leading professional learning experiences and/or Develops and implements scalable systems and structures that build organizational capacity in this skill

Results Orientation Performance Metrics				
1	2	3	4	5
Inconsistently monitors progress towards goals and/or Inconsistently adjusts strategies as context evolves Does not take ownership of decisions once made	Monitors progress towards goals on a somewhat regular basis Communicates about progress towards goals to key stakeholders on a somewhat regular basis Emerging ability to	Consistently reviews data to monitor progress toward goals Regularly communicates progress to stakeholders to encourage action in self and others Adjusts strategies as	Consistently monitors progress toward goals using leading indicators Clearly communicates progress to stakeholders to foster ownership and action in self and others	Builds the capacity of others to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences and/or Develops and implements scalable systems and structures that build organizational

Results Orientation Performance Metrics				
1	2	3	4	5
	adjust strategies to demonstrate progress towards goals as context evolves Often takes ownership of decisions once made	context evolves and as supported by the data, keeping most important goals in mind Consistently takes ownership of decisions once made	Adjusts strategies as context evolves and as supported by data to ensure achievement of most important goals Consistently takes ownership of decisions once made and implements feedback loop	capacity in this skill

Organizational Leadership Performance Metrics				
1	2	3	4	5
Is able to communicate organizational vision Inconsistently aligns work to organizational vision	Contributes towards the development of a team vision aligned with organizational vision Usually aligns work to organizational vision	Clearly defines and communicates team and organizational vision Delegates and inspires others to take ownership of and implement strategies to achieve vision	Clearly and broadly communicates team and organizational vision, appropriately tailoring the message to the audience Addresses needs and leverages opportunities in the organization or landscape; consistently aligns team's work to vision, with effective delegation, inspiration, and professional development	Builds the capacity of others to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences and/or Develops and implements scalable systems and structures that build organizational capacity in this skill

People Development Performance Metrics				
1	2	3	4	5
Has a fixed mindset about colleagues ability to grow Inconsistently holds self and others to standards of excellence Gives feedback to a colleague who asks for it, with inconsistent effectiveness	Often supports colleagues to set short and long-term goals based on areas of need in skills and knowledge Emerging ability to give guidance and support on actions colleagues can take to meet their goals Emerging ability to respectfully provide feedback when a colleague asks for it Emerging ability to build trusting relationships with team members Usually holds a high bar for excellence for self and others	Consistently supports colleagues to set short and long-term goals based on strengths, interests, and desired growth areas Guides learners to identify root causes, develop mindsets, and create action plans that will enable them to meet their goals Consistently demonstrates the ability to build trusting relationships with team members Consistently takes time to observe and respectfully provide feedback to a colleague	Empowers colleagues to examine identity issues, root causes, and mindsets, in order to create effective action plans that will enable them to meet their goals Takes action and uses structures to ensure that colleagues are growing stronger individually and as a team Recognized as consistently holding a high bar for excellence Models a team culture based on trust and respect	Builds the capacity of others to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences and/or Develops and implements scalable systems and structures that build organizational capacity in this skill Creates a team culture based in trust and respect

If the Board determines that the Executive Director's performance is unsatisfactory, the Board will act swiftly, enacting steps such as the following:

- Design a Corrective Action Plan - the design of the corrective action plan will include the following:
  - An outline of specific and measurable actions, expectations, and desired outcomes
  - A detailed timeline for progress monitoring
  - Formal approval from the Board of Directors
- Implement the Corrective Action Plan - the implementation of the corrective action plan will entail the following:
  - Close monitoring by the Board of Directors of progress made toward the plan and its implementation
  - Adherence to the plan's timeline for implementation, monitoring, and progress made
- Evaluate Employment Status - the evaluation of employment status will encompass the following:

- Considering employment status if monitoring reveals insufficient progress has been made in accordance with the determined timeline
- Terminating employment only after exhausting every avenue and effort to remedy unsatisfactory performance

The Board of Directors is not responsible for evaluating school leaders. As explained in detail in the Network Management section, the Executive Director or Assistant Executive Director evaluates all network Principals. If evaluation results indicate that a school leader's performance is insufficient, corrective plans and corresponding progress monitoring will be implemented; all is described in detail in the Academic Performance Standards section.

f. Explain how the interests of individual schools will be balanced with network interests and how key stakeholders will be represented.

As previously indicated, each school will have an advisory council. In accordance with Tennessee Code § 49-13-109, an advisory school council shall consist of no fewer than five (5) members and shall include the Principal, at least one (1) parent, and at least one (1) teacher representative. Parent and teacher membership will be determined by election. In addition, at least one community member who is active in the area in which the school resides will also be appointed to each advisory council to ensure that constituencies of each school are also represented. In short, advisory councils serve to identify and represent the specific interests of individual schools in the network. Advisory councils will convene quarterly to discuss needs, identify areas for improvement, pinpoint problems, and recommend solutions. Following every meeting, each advisory council will submit a report detailing the council's conversations, needs, and recommendations along with other pertinent information to the Board. Each Principal on an advisory council will also attend Board meetings to further explain the needs and requests identified in reports. Upon hearing from individual school Principals and receiving council reports, the Board will determine what further school-specific actions need to be taken in response to each council's input. Accordingly, based on individual needs, the Board may elect to adopt school-specific policies, such as implementing varying pay scales, employing retention bonuses, and enacting sports compensation policies. In short, advisory councils will ensure that the interests of individual schools are balanced with network interests.

The Board will ensure active and effective representation of key stakeholders through the following:

- Parent Representation: As explained above, a parent whose child is currently enrolled in one of our schools in operation is an active Board Member. Additionally, upon approval of the charter and opening of the proposed school, a parent whose child is enrolled in our school in Nashville will be appointed to the Board. These members lend key parent voice and representation Nashville and Memphis to the Board.
- Advisory Councils: As indicated above, each school will have an advisory council. In accordance with Tennessee Code § 49-13-109, an advisory school council shall consist of no fewer than five (5) members and shall include the Principal, at least one (1) parent, and at least one (1) teacher representative. In addition, at least one community member who is active in the area in which the school resides will also be appointed to each advisory council to ensure that constituencies of each school are also represented. Every council will meet quarterly and, upon convening, will submit a report to the Board for review. Advisory council reports, as well as further information provided by Principals who reside on councils, will ensure that school stakeholders are actively and effectively represented.
- Tennessee Open Meetings Act: All Board meetings are open to the public; the Board encourages all stakeholders to regularly attend. Board meeting dates, agendas, minutes, and policies are published on MSE's website. Stakeholders may request hard copies of public Board artifacts.
- Parent-Teacher Organization: Each school in operation has an active Parent-Teacher Organization (PTO) that meets regularly to discuss matters related to the school's operation and programming. Each PTO employs a robust governing structure, which can consist of the following elected officers: President, First Vice President, Second Vice President, Secretary, Treasurer, Assistant Treasurer, and Parliamentarian and Liaison Officers. After PTO

meetings, the President or their designee will meet with the Principal to relay comments, concerns, and ideas. The Principal will then share relevant information with the Board for consideration.

- Stakeholder Input: The Board values community stakeholder input and will regularly solicit feedback from stakeholders, such as parents, community members, local businesses, and community hubs through methods such as surveys, presentations, meetings, and forums.

g. Will the charter be held by the same existing non-profit board or will a new board be formed?

The charter will be held by the same existing nonprofit Board.

- If the existing board will also govern the new school:
    - Include a copy of the by-laws and organizational chart, with emphasis on what changes, if any, will need to take place at the board level for it to be effective (i.e., add members, redistribute roles, responsibilities, etc.).

See Attachment J.

    - Discuss any plans to transform the board's membership, mission, and by-laws to support the charter school expansion/replication plan. Describe the plan and timeline for completing the transition and orienting the board to its new duties.

Transformation of the Board's membership, mission, and by-laws. As previously indicated, in anticipation of replication, the Board is actively recruiting candidates to serve on the Board who reside in Nashville, and upon approval of the charter and opening of the proposed school, another parent will be appointed to the Board to ensure parent voice and Nashville representation. The Board's mission and bylaws will not change; the crux of the mission is to provide effective oversight and support to ensure each school is successful. The bylaws as adopted also allow for robust membership as well as a healthy officer and committee structure; thus, they do not need to be amended. They already dictate effective governance guidelines for multiple schools.

Transition and orientation plan. As stated above, the existing Board will serve as the Governing Board of the proposed school. Since the proposed school will replicate the exact same focus and grade structure, the Board is already very familiar with the proposed school's academic and cultural programming as well as its operations. However, to ensure that the Board is fully oriented to the proposed school, the Board president and secretary will organize an orientation program that will include the selected Principal of the proposed school to certify that they also fully understand the role responsibility of the Board. The goals of the orientation will be to:

- Communicate and discuss the mission, vision, and goals of the proposed school
- Define the roles and responsibilities of the Board
- Provide an overview of the proposed school's educational program
- Discuss the bylaws of the Board
- Discuss Open Meetings Act and pertinent laws relative to charter schools

As indicated throughout this section, the Board will appoint a new member who resides in Nashville and another parent to serve on the Board within six months of the school's opening. To orient the new members, as well as any future new member, the Board will provide a robust orientation to ensure they quickly become familiar with Board duties, responsibilities, policies, and practices. New member orientation will cover topics such as:

- Mission and vision
- Academic focus and plan
- Key design elements
- Cultural and parent programming

- Demographic data and student enrollment

A thorough summary of RF's approved charter applications, as well as the roles and responsibilities of the Board, officers, and committees and key Board policies will be provided. New members will receive a binder that houses the above information, as well as Board agendas, minutes, and handbooks.

In addition to the initial and new Board Member orientations, the Board will participate in development activities throughout the year. As indicated above, the Board has partnered with BoardOnTrack, which specializes in developing Board capacity. The Board will engage in development activities facilitated by and/or provided by BoardOnTrack throughout each school year to continuously expand capacity and grow knowledge. Development topics may include the following:

- Supporting and evaluating the Executive Director
- Archiving documents and cultivating institutional memory
- Simplifying processes and streamlining board logistics
- Engaging in coaching calls from Board experts
- Participating in member-only webinars, virtual coaching, and on-demand training and resources to learn about best practices

The Board will also engage in other professional development, including at least one annual Board training as mandated by Tennessee law. Other activities may include:

- Literature: The Board may study publications that relate to the school's academic programming and student population, such as Making Science by Christa Flores. In addition, the Board may read titles related to building Board capacity, including Board Meetings: A Guide for Charter Schools and Board Structure: A Guide to Bylaws, Officers and More! by Marci Cornell-Feist.
- School Visits: The Board may visit schools that are successfully implementing similar programming to learn more about best practices. The Board may also visit schools in Nashville to get to know the community the school will be serving.
- Community Events: The Board may engage in events provided by local foundations and organizations that align to and support the network's mission, vision, and programming.

Orientation timeline. The Board will adhere to a timeline such as the following around orientation and development activities:

- Initial Board Orientation for Proposed School: Within one month of the school's opening
- Orientation for New Member: Within one month of appointment
- Capacity Building Activities: Ongoing
- Board Retreat: As needed

h. If a new board will be formed, describe how and when the board will be created and what the relationship between the two boards will be (including any overlapping responsibilities). Please include biographies of the new board members, roles and responsibilities needed to govern the new school, organizational chart, and governing board structure. If available, include the by-laws of the new governing board. Please indicate if the charter will ultimately be held by the existing non-profit or a different non-profit board. If the latter, explain the transition.

Not applicable.

2.14 Network Wide Personnel & Human Capital Projections

Complete the following tables listed below, indicating projected staffing needs for the entire network over the next five years. Include full-time staff and contract support staff that serve the network 50% or more of their time. Change or add functions and titles as needed to reflect organizational plans. If the proposed school plans to use a staffing model that diverges from the school staffing model in the original application, please explain. Add rows as necessary.

- Table 6: School Projections
- Table 7: Network Staff Projections
- Table 8: Middle and High School Staff Projections
- Table 6: School Projections

	Years of Operation					
Totals	Prior to Opening	1st	2nd	3rd	4th	5th
Number of Elementary Schools	2	2	2	2	2	2
Number of Middle and High Schools[96]	2	3	3	3	3	3
Number of Middle Schools	-	-	-	-	-	-
Number of High Schools	-	-	-	-	-	-
Total Number of Schools	4	5	5	5	5	5
Total Projected Student Enrollment	1609	2173	2303	2423	2543	2603

Table 7: Network Staff Projections

	Years of Operation					
Position	Prior to Opening	1st	2nd	3rd	4th	5th
Executive Director	1	1	1	1	1	1
Assistant Executive Director	1	1	1	1	1	1
Operations Manager	1	1	1	1	1	1
HR Manager	1	1	1	1	1	1
Director of Culture and Discipline	1	1	1	1	1	1
Director of Instruction/Secondary Education	1	1	1	1	1	1
Director of Special Programs/Elementary Education	1	1	1	1	1	1
Director of College Counseling and Engagement	1	1	1	1	1	1
Director of Finance	0	0	0	1	1	1
Business Manager	1	1	1	1	1	1
Purchasing Manager	1	1	1	1	1	1
Finance Specialist	1	2	2	2	2	2

[96] Our secondary schools serve grades 6–12 and function as one cohesive school.

	Years of Operation					
Position	Prior to Opening	1st	2nd	3rd	4th	5th
Finance Assistant	1	2	2	2	2	2
Asst. Operations Manager	1	2	2	2	2	2
Instructional Coach	5	5	7	7	7	7
Technology Coordinator	1	1	1	1	1	1
Data Coordinator	0	0	0	1	1	1
VILS Coach	2	2	1	1	1	1
ESL Coordinator	1	1	1	1	1	1
Special Education Coordinator	1	1	1	1	1	1
Total Projected FTEs at Network	23	26	27	29	29	29

Table 8: Middle and High School Staff Projections

	Years of Operation					
Position	Prior to Opening	1st	2nd	3rd	4th	5th
Principal	3	3	3	3	4	4
Business Manager	1	1	1	1	1	1
Dean of Academics	3.5	4	4	4	5	5
Dean of Culture	3.5	4	4	4	4	5
Counselors	3	5	6	7	8	8
Clerical	4	5	6	6	7	7
Teachers	50	63	67	70	73	75
Interventionists	6	6	6	10	11	12
Teacher Assistants	2	2	2	2	2	2
Total Projected FTEs at Middle and High Schools	76	93	99	107	115	119

2.15 School Replication

As a Tennessee sponsor requesting replication, all applicants must meet the following additional requirements:

a. Provide a written statement affirming eligibility requirements to qualify as a Category 4 applicant:

i. As a Tennessee sponsor requesting replication, applicants must:

- **Be in compliance with all local, state, and federal laws**
- **Be in good standing with existing charter agreement.**
- **Be in at least year two (2) of operating its existing school.**
- **Currently operates at least one school in Tennessee.**
- **Have no material change in focus or grade structure from the existing school seeking replication.**

As a Tennessee sponsor requesting replication, the Read Foundation confirms that we:

- Are in compliance with all local, state, and federal laws;
- Are in good standing with our existing charter agreements;
- Are in at least Year 2 of operating our existing schools;
- Currently operate at least one school in Tennessee;
- Have no material change in focus or grade structure from the existing school seeking replication.

b. As Attachment Z, include the original application previously approved and authorized for school being replicated. The application must include all sections and answer all questions currently in the new creation template.

See Attachment Z.

Section 3 – Financial Plan & Capacity

3.1 Planning and Budget Worksheet

Public charter schools are required to operate under an annual budget on a July 1 – June 30 fiscal year. For purposes of this application, the proposed public charter school must submit the Public Charter School Planning and Budget Worksheet, which is provided on the department's website, as Attachment AA.

See Attachment AA.

3.2 Budget Narrative

As Attachment BB, present a budget narrative including detailed descriptions of budget assumptions, and revenue and expenditure projections, reflecting proposed growth over time. In this section include:

a. **How the proposed budget is adequate to ensure the proposed school model can be implemented fully and how it supports your theory of action concerning student achievement;**
b. **An explanation of student enrollment and TISA projections;**
c. **An explanation of all anticipated funding sources, including grants, state, federal, and local per- pupil eligibility, other government resources, private fundraising, eRate, student fees, donations, etc.;**
d. **If the budget includes fundraising or philanthropic revenue, provide detailed assumptions for how the revenue amounts were determined, and whether the funds have been awarded or are estimates.**
    a. **If the proposed school is still in the application process, the narrative should disclose where they are at in the process, the timing of when these funds will be awarded, and a contingency plan should the funds not be realized. Include evidence of awards or firm commitments. Evidence includes a letter, etc.**
e. **Specify the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Please note which are secured and which are anticipated and include evidence of firm commitments where applicable.**
f. **Provide an explanation of all anticipated expenditures including those identified in Subpart III.I.d**
g. **Describe the systems, processes, and policies by which the proposed school will manage accounting, purchasing, payroll, and audits. Include any draft policies on financial controls;**
h. **Describe how the proposed school will provide an independent annual audit of school-level operations and comply with other federal or state accounting and/or reporting requirements;**
i. **Provide the different roles and responsibilities of the proposed school's administration and governing board for school finances;**
j. **If there is a plan to outsource any financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., include a statement on how you will choose and oversee the contractors;**
k. **the level of financial expertise of the proposed school's internal and external team members;**
l. **the proposed school's contingency plans to meet financial needs if anticipated revenues are not received or are lower than expected;**
m. **the cash flow contingency, in the event that revenue projections are not met in advance of opening including**
n. **plan explanation and evidence of sources and financing terms if the contingency plan includes loans, commitments from an outside donor, or alternative funding source; and**
o. **how one or more high-needs students with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated.**

See Attachment BB.

3.3 Network and Financial Plan

a. Describe the fiscal health of other schools in your network. Are any of the schools on fiscal probation or in bankruptcy?

The sponsor of Nashville School of Excellence, the Read Foundation, operates four additional charter schools:

- Memphis School of Excellence Elementary (grades K-5)
- Memphis School of Excellence (grades 6-12)
- Memphis School of Excellence Cordova Elementary (grades K-5)
- Memphis School of Excellence Cordova (grades 6-12)

Read Foundation operated charter schools have not been on fiscal probation in any year in the past and have not faced the threat of bankruptcy.

The organization has been successful in achieving budget surpluses each year and has accumulated a healthy cash reserve of approximately $8M.

b. Explain how the organization will reach its fundraising goals over the next five years. Provide a development plan that includes staffing needs.

While the organization has developed a conservative budget that can be sustained on public revenues, it will pursue funding and partnerships with philanthropic partners, both locally and nationally, to help support NSE's mission. This is particularly important in the startup and early years of operation.

The Executive Director, with support from the Board, has the primary responsibility for fundraising efforts including establishing fundraising targets, strategy and plans driving fundraising events and structures, and establishment and maintenance of relationships related to fundraising.

Already, the Read Foundation has begun establishing a relationship with the Joe C. Davis Foundation, the Scarlett Family Foundation, City Fund, and the Charter School Growth Fund.

c. Provide, as Attachment CC, a detailed budget for the network. You may reference the school-level budgets provided in the application, as appropriate. Applicants must submit financial forms detailing:

A detailed network-level budget has been included as Attachment CC.

- **Back-office budget**

The Read Foundation has a network office that provides support services to each of the schools in the network. Staffing positions that support each school, including Nashville School of Excellence, are detailed in the table below:

Read Foundation: Network Staffing

	Finance & Operations			Academics		Counseling
Executive Leadership	Human Resources	Operations	Finance			
Executive Director	HR Manager	Operations Manager	Director of Finance	Director of Instruction / Secondary Education	Director of Special Programs / Elementary Education	Director of College Counseling and Engagement
Assistant Executive Director		Assist. Operations Mgr. - Memphis	Business Manager	Instructional Coaches - Math, ELA, Social Studies (5 FTEs)	SPED Coordinator	
		Assist. Operations Mgr. - Nashville	Purchasing Manager	Technology Coordinator	ESL Coordinator	
			Finance Specialist - Memphis	Data Coordinator	PreK-2 Coach	
			Finance Specialist - Nashville	VILS Coach	Grades 3-5 Coach	
			Finance Assistant			

Staffing and Operating Expenses of the Network Office are detailed in the table below.

Read Foundation: Network Office Budget

	Year 1	Year 2	Year 3	Year 4	Year 5	
Network Office	2025-26	2026-27	2027-28	2028-29	2029-30	
Salaries	$2,000,000	$2,250,000	$2,500,000	$2,500,000	$2,500,000	Estimated Annual Salary Costs at the Network Office
Benefits	$520,000	$585,000	$650,000	$650,000	$650,000	Estimated at 26% of Salaries (based on operating history)
Total Network Office Expenses	$2,520,000	$2,835,000	$3,150,000	$3,150,000	$3,150,000	
Nashville School of Excellence		19.54%	23.52%	27.13%	28.81%	NSE's student enrollment as a % of the Network's total enrollment
Share of Network Office Costs		$553,951	$741,024	$854,699	$907,607	NSE's share of Network Office costs; costs not assigned to Nashville School of Excellence in year 1 due to NSE being a new school without its full grade structure and enrollment

To support the expenses of the network office, each school incurs a pro-rata share of expenses based on enrollment. These amounts are detailed in the table below.

Fees paid to Network Office

	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment Projections	2025-26	2026-27	2027-28	2028-29	2029-30
MSE Elementary	462	462	462	462	462
MSE 6-12	559	559	559	559	559
MSE Elementary Cordova	308	308	308	308	308
MSE 6-12 Cordova	514	524	524	524	524
NSE 6-12	330	450	570	690	750
	2,173	2,303	2,423	2,543	2,603

	Year 1	Year 2	Year 3	Year 4	Year 5
% of Network Office Costs	2025-26	2026-27	2027-28	2028-29	2029-30
MSE Elementary	21.3%	20.1%	19.1%	18.2%	17.7%
MSE 6-12	25.7%	24.3%	23.1%	22.0%	21.5%
MSE Elementary Cordova	14.2%	13.4%	12.7%	12.1%	11.8%
MSE 6-12 Cordova	23.7%	22.8%	21.6%	20.6%	20.1%
NSE 6-12	15.2%	19.5%	23.5%	27.1%	28.8%
	100.0%	100.0%	100.0%	100.0%	100.0%

	Year 1	Year 2	Year 3	Year 4	Year 5
Amount of Network Office Costs	2025-26	2026-27	2027-28	2028-29	2029-30
MSE Elementary	$631,709	$568,723	$600,619	$572,277	$559,086
MSE 6-12	$764,341	$688,131	$726,723	$692,430	$676,469
MSE Elementary Cordova	$421,139	$379,149	$400,413	$381,518	$372,724
MSE 6-12 Cordova	$702,811	$645,046	$681,222	$649,076	$634,114
NSE 6-12	$0	$553,951	$741,024	$854,699	$907,607
	$2,520,000	$2,835,000	$3,150,000	$3,150,000	$3,150,000

- Financial implications of facilities plans:

  As discussed in the Budget Narrative (3.2) and Facilities Section (2.3), Nashville School of Excellence is working with a real-estate partner, Southeast Venture, to locate a property to lease in the Nolensville Road area.

  In working with its real estate partner, Southeast Venture, and assessing the market, Nashville School of Excellence has budgeted for its facilities using the following assumptions:

- Lease of 50,00 sq. ft. in the first year of operations at a rate of $38 per square foot (triple net lease) with tenant improvements
- Lease of 60,00 sq. ft. in year two of operations at a rate of $38 per square foot (triple net lease) with tenant improvements
- Lease of 70,00 sq. ft. in years 3-5 of operations at a rate of $38 per square foot (triple net lease) with tenant improvements

The table below shows a summary of facilities-related expenses in NSE's 5-year budget.

Nashville School of Excellence	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
	Year 1	Year 2	Year 3	Year 4	Year 5
Rent	$1,900,000	$2,280,000	$2,660,000	$2,660,000	$2,660,000
Utilities	$100,000	$123,600	$148,526	$152,982	$157,571
Custodial	$125,000	$154,500	$185,658	$191,227	$196,964
Waste	$10,000	$10,300	$10,609	$10,927	$11,255
Faculty Furniture	$18,000	$6,750	$9,750	$9,000	$3,750
Student Furniture	$165,000	$60,000	$60,000	$60,000	$30,000
Internet/Network Equipment	$50,000	$15,000	$15,000	$15,000	$15,000
Other Equipment	$25,000	$10,000	$10,000	$10,000	$10,000
Building Decorum	$5,000	$5,150	$5,305	$5,464	$5,628
Tenant Improvements	$20,000	$20,600	$21,218	$21,855	$22,510
Landscaping	$15,000	$15,450	$15,914	$16,391	$16,883
Total Facilities Costs	$2,433,000	$2,701,350	$3,141,980	$3,152,846	$3,129,561

- All major assumptions including but not limited to:
    - Student enrollment;

      The following table details student enrollment assumptions for the Network's schools over a 5-year period.

	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment Projections	2025-26	2026-27	2027-28	2028-29	2029-30
MSE Elementary	462	462	462	462	462
MSE 6-12	559	559	559	559	559
MSE Elementary Cordova	308	308	308	308	308
MSE 6-12 Cordova	514	524	524	524	524
NSE 6-12	330	450	570	690	750
	2,173	2,303	2,423	2,543	2,603

- All anticipated funding sources (at the network level), including:
    - Local, state, and federal per-pupil funding; eligibility levels; and annual increases;

      The per-pupil funding for all schools in the network will be derived from the TISA funding formula. The model assumes similar per pupil levels as are being received currently by the schools in the network. For Nashville School of Excellence, the model assumes $15,811 per student per guidance from the TN Department of Education. Zero growth year over year is assumed in the budget model.

      Other government resources;

      Read Foundation-operated schools have budgeted to receive Title I funds (approximately $500 per student with flatline growth).

      Private fundraising;

      Nashville School of Excellence has not included philanthropic commitments in its budget (as those funds have not been committed). While the school will pursue partnerships with local and national philanthropists -- as well as apply for the Charter School Planning (CSP) Grant from the TN Department of Education -- to help fund expenditures in the startup year and early years of operations -- it has developed a conservative budget that can operate on public revenues. NSE has budgeted up to $1M from its reserves to fund startup operations in the event the school does not secure private funds or CSP funds. The school's sponsor, the Read Foundation, has approximately $8M, currently, in cash reserves.

- Total employee compensation (network/CMO level), including the percentage of the total compensation allocated for the proposed school;

Please see previous section with network budget, including staffing expenses totals and allocation to each school campus.

- Management fees and any other management compensation to the CMO or network (if applicable); and

  To support the expenses of the network office, each school pays a pro-rata share based on enrollment.

- Capital, contingency, and insurance reserve funds.

  The Read Foundation has access to a healthy cash reserve (approximately $8M).

  The organization's primary source of revenue will be from TISA funding. Should TISA decrease (or be lower than expected), or the organization has lower enrollment than expected, it would utilize several strategies:

  - Use cash reserves in the short-term to cover operating shortfalls – Because the network has a strong cash reserve (approximately $8M), it is able to meet financial needs with lower than anticipated revenue in the short-term, and then is prepared to make structural adjustments in costs over the medium to long-term (i.e. staffing reductions for non-core-teaching positions and administrative positions, reductions in variable costs including professional services contracts, consulting services, materials and supplies, marketing/promotional items, field trips, etc.)
  - Make strategic cost reductions – NSE would make selective reductions in staffing around non-core-teaching positions and administrative positions, reductions in variable costs including professional services contracts, consulting services, materials and supplies, marketing/promotional items, field trips, etc.
  - Seek additional philanthropic resources – The Read Foundation has established relationships with local philanthropic funders in Nashville, as well as nationally. The organization believes it will be able to secure a moderate amount of philanthropic resources to bridge any financial gaps in its early years of operations.

Section 4 – Portfolio Review & Performance Summary

4.1 Portfolio Summary

For purposes of this application, the sponsor must submit the Portfolio Summary Worksheet, which is provided on the department's website, as Attachment DD. The portfolio summary shall encapsulate all schools that are currently or were previously operated and/or managed by the sponsor, governing body, network, and/or charter management organization.

The summary must include:

a. List all charter schools that are currently and/or were previously operated and/or managed by the sponsor, governing body, network, and/or charter management organization seeking authorization for each status below:
- **Actively operating**
- **Pre-Opening**
- **Pending Authorization**
- **Withdrawal or Non-Openings**
- **Voluntary Closures**
- **Involuntary Closures**

b. For each school, include the following information:
- **General Information**
  - **Name of School**
  - **School Status**
  - **Operating Years as applicable: Year Opened and Year Closed**
  - **Address including City, State / Territory**
  - **Grades Served**
  - **Total Enrollment**
- **Statewide Designations**
  - **All state-wide designations earned within the last five years (ex: reward and priority)**
- **Graduation & Promotion Rate for Prior Year**
- **Demographics and Socioeconomic Breakout**
  - **% African American, Asian, Hispanic, White, Other Race / Ethnicity**
  - **% FRPL**
  - **% SPED**
  - **% ELL**
- **School Contact Information**
  - **Contact Name, Title, Email, Phone Number**
- **Authorizer Contact Information**
  - **Authorizing Organization**
  - **Contact Name, Title, Email, Phone Number**

See Attachment DD.

4.2 Performance Record: Academics

Student Achievement and Growth

a. Provide detailed student achievement and growth results for each school that was operated, including results for grade levels not tested on state assessments. This should include both internal assessments and state assessments.

- **As Attachment EE, include internal assessments.**
- **As Attachment FF, include state assessments.**

See Attachments EE and FF.

b. Provide evidence that demonstrates the success of schools operated in raising student achievement levels.

Our schools, which include the Memphis School of Excellence in Hickory Hill (Mendenhall and Winchester campuses) and the Memphis School of Excellence in Cordova (elementary and secondary campuses), have a demonstrated record of success. Our first school opened in the Hickory Hill community in 2010, serving students in grades 6–9. Our primary objective was to establish a college preparatory educational environment with a strong emphasis on science, technology, engineering, and mathematics (STEM) subjects, all within the context of small class sizes. In 2014, we celebrated a significant milestone as we graduated our inaugural class, with 100% graduation and college acceptance rates. These accomplishments propelled us forward, inspiring us to expand our program to serve more students and families. In 2015, we received approval from the Tennessee Department of Education to launch a second school, broadening our reach to work with students in kindergarten through grade 5. In 2020, we received approval to extend our services to the Cordova community, where we opened another K–5 campus. The following year, in 2021, we proudly opened our Cordova High School campus, serving students in grades 6–9.

Record of Success: Year after year, our schools have maintained a strong track record that demonstrates the success of our educational program across many academic indicators, described in further detail below.

Graduation Rates

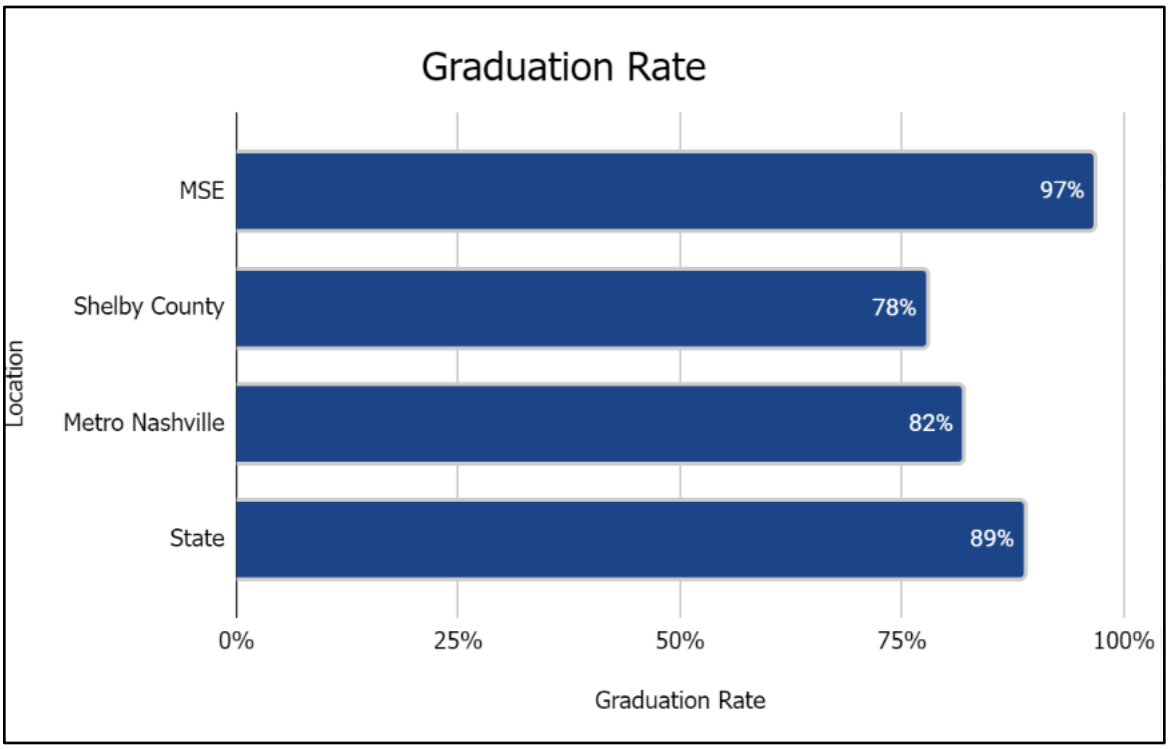
Our schools have graduated nearly 100% of our seniors each year since our first graduating class in 2014. The table below shows our exceptional graduation rates over the past 10 years.

Network Graduation Rates

Year	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Graduation Rate	100%	100%	100%	98%	100%	98%	100%	100%	100%	97%

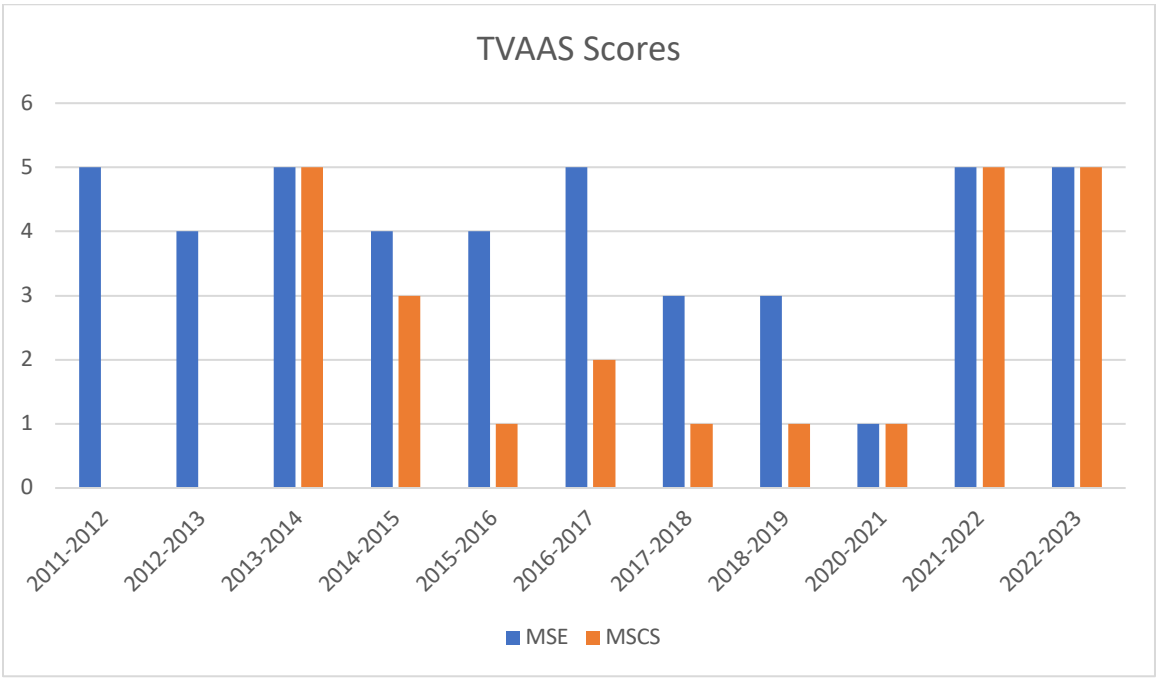
Additionally, our graduation rates have consistently exceeded the rates of Memphis Shelby County Schools, Metropolitan Nashville Public Schools, and the state, as shown in the chart below.

Graduation Rate Comparisons, 2023



TVAAS Scores

Our schools have also demonstrated the success of our educational program through persistently strong TVAAS scores. A TVAAS score of a 4 or a 5 (the highest score possible) indicates more than expected growth for one year, which is critical to ensuring all students meet expectations and are prepared for post-secondary success, including those who are behind. As shown in the chart below, our schools have earned a 4 or a 5 in eight of the last 11 years.



State Assessment Performance

As noted above, our schools have demonstrated growth in student achievement, as indicated by our TVAAS scores. The tables below show in greater detail how each of our schools is steadily improving its performance on state ELA and math assessments over the past several years, as indicated by rates of meeting or exceeding expected performance levels on these tests.

	Memphis School of Excellence		
Year	Met + Exceeded Rate ELA	Met + Exceeded Rate Math	School TVAAS Composite Rating
2023	19.1%	11.3%	5
2022	17.1%	10.9%	5
2021	9.3%	<5%	1

	Memphis School of Excellence Elementary		
Year	Met + Exceeded Rate ELA	Met + Exceeded Rate Math	School TVAAS Composite Rating
2023	10.4%	12.9%	5
2022	11.4%	7.7%	5
2021	<5%	<5%	1

	Memphis School of Excellence Cordova		
Year	Met + Exceeded Rate ELA	Met + Exceeded Rate Math	School TVAAS Composite Rating
2023	20.7%	17.1%	4
2022	24.2%	12.2%	5
2021	N/A	N/A	N/A

	Memphis School of Excellence Cordova Elementary		
Year	Met + Exceeded Rate ELA	Met + Exceeded Rate Math	School TVAAS Composite Rating
2023	20.3%	18.2%	1
2022	27.0%	14.9%	5
2021	18.9%	7.5%	1

Academic Recognition and Awards

Our schools have been recognized by numerous entities for their academic achievements. Some of these recognitions are summarized below:

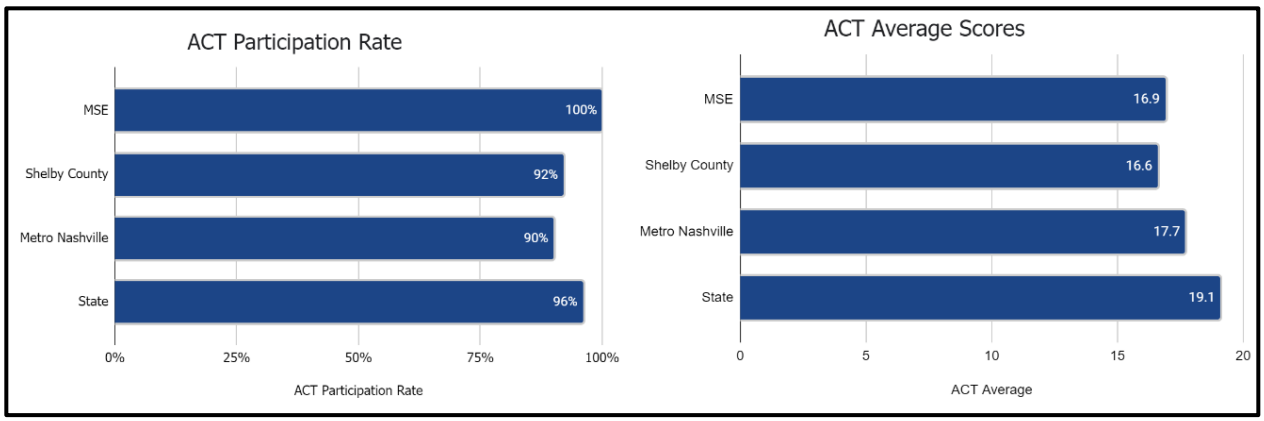
- Tennessee Reward School: In 2022, the Tennessee Department of Education recognized our elementary school in the Cordova community (Memphis School of Excellence Elementary Cordova) as a Tennessee Reward School. Tennessee's Reward Schools have demonstrated high levels of performance and growth across multiple indicators including TCAP achievement scores, TCAP growth scores, chronic absenteeism, and English Learner proficiency.[97]
- Tennessee STEM School Designation: In 2022, our high school in Hickory Hill (Winchester campus) earned the Tennessee STEM School Designation in recognition of our outstanding STEM programming.
- ITEEA STEM School of Excellence: in 2023, three of our campuses earned the ITEEA STEM School of Excellence award, which recognizes schools that have demonstrated a commitment to providing a robust integrative STEM education program.
- US News and World Report Rankings: Our schools frequently rank highly on the US News and World Report rankings, which are based on students' performance on state assessments and academic readiness:
    - In Spring 2022, we were ranked the #5 charter school in Tennessee and #3 among all SCS high schools.
    - In Spring 2020, we were ranked the #4 charter school in Tennessee and #3 among all SCS high schools.
    - In Spring 2019, we were ranked the #2 charter school in Tennessee and #37 among all TN high schools.
    - In the Spring 2018 report by US News and World Report, Memphis School of Excellence was ranked #1 best charter school in Tennessee and #26 among all TN high schools. Our school was awarded a bronze medal.

ACT Performance

Our schools have continued to improve our ACT score average, and this average typically ranks in the top 20% of all Memphis Shelby County high schools.

ACT Participation and Performance 2023

[97] https://tnchartercenter.org/tennessees-public-charter-schools-leading-the-way-in-academic-performance-growth/



To ensure that our ACT average score continues to grow, we provide the following supports:

- Pre-ACT practice for all students in grades 9 and 10. Such practice exposes students to the ACT and provides them with ACT test preparation skills. Additionally, this practice allows us to collect critical data about students' areas of need and strengths so that we can provide needed supports, and it informs subsequent programming around preparation.
- ACT preparation classes for students in grade 11. We will continue to offer robust preparation classes to help prepare juniors for the ACT. Additionally, we will leverage pre-ACT practice data (described above) as relevant to students taking the preparation classes.
- Offer ACT test preparation for students in grade 12, including mock tests and tutoring. Additionally, we hold "ACT Blitzes" on Saturdays; students sign up for sessions that target their weakest areas and received targeted support.

College Matriculation

Our schools continue to demonstrate a strong track record of success in having our students accepted and matriculate to college. The table below provides an overview of information about our graduating classes since 2018.

College and Alumni Data

	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022	Class of 2023
# of Graduated	52	47	42	73	66	56
Total College Enrollment	41	42	25	42	43	44
4yr College Enrollment	23	31	17	26	31	19
2 Year College Enrollment	16	11	8	16	4	20
Technical College	2	0			8	5
Military	1	2	3	3	0	4
Total College Acceptance (2 or 4 years~)	208	343	57	128	160	227
Avg college acceptance per student	11.06	7.29	1.32	1.75	1.57	185
Total scholarship amount	$6,070,528	$4,388,484	$584,104	$3,200,132	$4,192,040	$2,203,567
Avg scholarship amount per student	$116,740.92	$93,372.00	$13,583.81	$43, 838.42	$63,515.76	$39,349

Postsecondary Opportunities

As stated throughout this application, our work is focused on preparing students to thrive in their post-secondary aspirations, equipping them with the necessary skills and knowledge to succeed. We have greatly expanded our early postsecondary opportunities (EPSO) in recent years, as indicated in the table below.

Early Postsecondary Opportunities

EPSO	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024 (YTD)
AP Courses Taken	43	71	82	75	106
Dual Enrollment Courses Taken	1	ND	ND	102	53*

*Semester 1 only

Educational Programming

a. For all schools operated, describe the educational program at your existing or previous school(s) and its successes and challenges.

Educational Program: We have already replicated the key design elements of our educational program that resulted in the consistent success of our schools when we were previously approved to expand our network; we will replicate these same key design elements in our Nashville school:

- Enriched Curriculum: Our curriculum and learning environment provide all students with access to engaging, stimulating, and rigorous curriculum. More specifically, our curriculum is standards-based, inquiry-based, and aligned to the Tennessee Academic Standards and Next Generation Science Standards. We have adopted the rigorous core curricula described below to ensure that our instruction is anchored in research and best practice:

- ELA: In grades 6–8, teachers will use the EL Education Language Arts curriculum as the foundation for their instruction. As described on the EL Education website, the EL Education Language Arts curriculum is built on the science of learning and validated by rigorous third-party research that shows excellent, equitable outcomes for students from diverse backgrounds. Students read grade-level texts by diverse authors and engage in interdisciplinary learning tasks.[98] In grades 9–12, we will use the Into Literature curriculum, which is a standards-aligned program that features authentic literature and tools to support teachers with scaffolding and differentiation. [99] Our literacy program is grounded in research-based instructional practices that are designed to build students' mastery and independence in reading, writing, speaking, listening, viewing, and presenting. Our literacy program supports students in engaging with texts as they analyze and discuss complex ideas and create a culture of collaboration.
- Math: In grades 6–8, teachers will use i-Ready Math and Ready Math curricula as the foundation for their instruction. According to the i-Ready Math website, the i-Ready math curriculum is an online custom curriculum that provides students with differentiated instruction and enables teachers to monitor their students' progress and help them prepare for standards-based assessments and beyond.[100] Ready Math helps teachers create a rich classroom environment in which students at all levels become active, real-world problem solvers. Through teacher-led instruction, students develop mathematical reasoning, engage in discourse, and build strong mathematical habits.[101] In grades 9–12, teachers will use the Reveal Math program. Reveal math is a research-based K–12 core math program that deepens conceptual understanding, promotes a growth mindset, and creates an active classroom learning environment.[102]
- Science: In grades 6–8, teachers will use HMH Science as the foundation for their instruction. As stated on its website, Houghton Mifflin Harcourt (HMH) is designed to harness students' natural curiosity and encourage student-directed learning and deeper understanding of concepts. The curriculum provides multimodal learning through integrated print and digital components, and it delivers real-world science through meaningful and experiential content.[103] In grades 9–12, students will use the Savvas Science program. Savvas Science is aligned with Next Generation Science Standards (NGSS), Tennessee Academic Standards for Science, and STEM learning and engages students in real-world, observable science phenomena. Students build scientific knowledge by applying Disciplinary Core Ideas, Science and Engineering Practices, and Cross-Cutting Concepts through inquiry-based learning.[104]
- Social Studies: In grades 6–8, teachers will use the Gallopade Curriculum as the foundation for their instruction. Gallopade is a comprehensive program aligned to Tennessee's Academic Standards.[105] In grades 9–12, teachers will use McGraw Hill Social Studies programs, which area also aligned to Tennessee standards and include high-quality materials and resources that support rigorous instruction.[106]

- Technology Integration: To equip students with the technology skills needed to succeed in the 21st century, all students will take a technology class as an elective during middle school. This class will teach and reinforce the fundamentals of effectively using a computer and expose students to more complex STEM-related concepts and activities through the implementation of a coding curriculum which will prepare students to master the fundamental and more advanced, principles and concepts of computer science when they take higher level courses and engage

[98] https://eleducation.org/curriculum/curriculum-design
[99] https://www.hmhco.com/programs/into-literature
[100] https://www.curriculumassociates.com/programs/i-ready-learning/personalized-instruction/mathematics
[101] https://www.curriculumassociates.com/programs/i-ready-learning/ready/mathematics
[102] https://www.mheducation.com/prek-12/program/microsites/MKTSP-GIP20M0.html
[103] https://www.hmhco.com/classroom-solutions/science
[104] https://www.savvas.com/index.cfm?locator=PSZu6f
[105] https://www.gallopadecurriculum.com/tennessee
[106] https://www.mheducation.com/prek-12/explore/social-studies/high-school.html

participate in programming such as Project Lead the Way (PLTW). Additionally, the technology classroom will be outfitted with a three-dimensional (3D) printer, which will allow students to participate in numerous STEM projects, such as creating the specifications for and printing a working prosthetic hand. Additionally, technology will be infused across other disciplines. Chromebooks and iPads will be readily available for teachers to use during instruction; classrooms will be outfitted with technological tools such as smart projectors and interactive whiteboards to utilize during instruction. We will also provide a fully outfitted computer lab.

- Standardized and Authentic Assessment: To ensure that students are mastering the standards and content taught through our enriched curriculum, we will implement a robust assessment program. We will administer all required state standardized assessments as well as regular benchmark assessments to gauge student proficiency on pre-established benchmarks of learning at specific points in time. Benchmarks will be formative and summative, allowing teachers to adjust instruction to meet the needs of every student and enabling teachers to discern proficiency rates. More specifically, students are administered benchmark assessments every six weeks in content areas and on standards that are tested on state-mandated assessments. The same benchmark assessments are administered at each school in our network, which allows for comparative analysis across schools and accurate monitoring and evaluation of individual schools. Leadership creates all benchmark assessments to ensure every test aligns with and accurately gauges students' levels of proficiency and progress toward mastery of standards. Further, we have created a virtual test center that allows test results to be disaggregated to the question and standard, as well as by subpopulation, cohort, and individual student level. Coupled, our benchmark assessment system and ability to disaggregate benchmark data through our test center enables us to monitor and evaluate the academic progress of all students throughout the year closely and accurately. We will also measure student growth through administrations of the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) assessment three times a year. Our authentic assessment system will work to complement the standardized assessments we administer. Teachers will collect and analyze student work. Work samples and teacher observations will be housed in student portfolios, enabling teachers and students to see progressive growth.
- Robust Student Support Staff: To ensure that all students are identified for and receive all needed supports and services, we employ numerous student support staff members at the network level such as interventionists, special education teachers, and ELL teachers. These network-level positions are as follows:
    - Director of Special Programs/Elementary Education: The Director of Special Programs/Elementary Education oversees the RTI programming and services across the network. The Director of Special Programs/Elementary Education supports all schools operating within the network in ensuring that all students identified as struggling, at risk, and/or otherwise in need of intervention receives all required supports. The Director of Special Programs/Elementary Education is also tasked with monitoring the effectiveness of intervention programming and will oversee gifted learner programming.
    - Special Education Coordinator: The Special Education Coordinator oversees the special education program and services across the network. With support from the Director of Special Programs/Elementary Education, the Special Education Coordinator supports all schools operating within the network in ensuring full legal compliance; in creating, implementing, monitoring, and updating IEPs; and in ensuring students receive all needed and mandated modifications, accommodations, services, and supports.
    - English as a Second Language (ESL) Coordinator: The ESL Coordinator is responsible for the oversight and implementation of the English language learner programming across the network. The ESL Coordinator supports schools operating within the network in ensuring full legal compliance and in providing students with all necessary and mandated language services and supports. The ESL Coordinator works with the Director of Special Programs/Elementary Education to ensure that language learner students have full access to all academic programming. The ESL Coordinator also works hand-in-hand with the Special Education Coordinator and Director of Special Programs/Elementary Education to ensure that language learner students with special needs, as well as those who require intervention or enrichment, receive all needed supports and services.

- Robust Support for Instructional Staff: To ensure that our instructional staff provides rigorous, high-quality instruction and effectively implements our academic focus and model, we will provide robust supports. More specifically, every teacher will be assigned an instructional coach who will provide individualized support through observation and feedback cycles, as well as support for unit and lesson plan design and implementation. Every teacher will have two daily planning periods for ample time to internalize and differentiate lesson plans. Further, we will provide extensive assessment and data supports. As noted above, leadership will create all benchmark exams for teachers. In addition, we will offer an electronic test center that will enable teachers to enter tests and have scantrons created and graded by the center. The center will also allow teachers to assign standards to every question. The center will provide teachers with easy access to disaggregated data to the question and standard as well as by subpopulation, cohort, and individual student level to inform upcoming instructional plans. To support teachers in using the center and becoming data-fluent, we will offer robust professional development (PD) and support around data-driven instruction (DDI) throughout the year. Further, we will implement a "Grow Your Own Administration" program, which will build leadership capacity.
- Parental Involvement: We believe that parents are our partners; we will actively engage parents and community members in the life of our school. We will build strong family-school partnerships that will strengthen support for learning and encourage parent involvement through methods such as the following:
    - Parent Board Member
    - School Advisory Council
    - Parent-Teacher Organization
    - Orientations
    - Meet-and-Greets
    - Home Visits
    - Multiple Communication Mechanisms
    - Parent-Teacher Conferences
    - School Events
    - Volunteering Opportunities
    - Parent Information Room
    - Parent Recognition Program
    - Adult Education Classes
    - Parent Academy
- STEM Focus: We are proud to have secured TDOE STEM Designation status for our Mendenhall campus in Memphis, and we are in the process of securing this status for our other existing schools in Memphis. When we open our proposed school in Nashville, we will also seek TDOE STEM Designation for that campus as well. In Nashville, there are currently only five schools with this designation.[107]

  Applying for and earning STEM Designation status is a rigorous and very robust process and requires STEM to be fully embedded across the school, namely in the areas of Infrastructure, Curriculum and Instruction, Professional Development, Achievement, and Community and Postsecondary Partnerships as outlined in detail on the TDOE STEM Designation Rubric, which is used by the TDOE to determine if a school has met the criteria to be become STEM-designated.[108] As such, STEM will be infused across our academic program, and students will have ample opportunities to apply their learning through projects and science fairs. In addition, all students, including subpopulations of students such as students who receive specialized services, students who are ELLs, and/or students who are at risk and/or struggling, will be required to take a STEM class every year to learn about and be immersed in STEM concepts such as coding. These STEM classes will be aligned to a STEM-based career and technical education (CTE) track that will result in an Industry Certification and/or CTE Completer Status upon graduation. We also plan to have a robotics club; all students will have the opportunity to join. The robotics club will meet regularly and will expand on the STEM concepts and skills learned during the school day. Members will have the opportunity to compete in local, state, and national competitions. The club currently active at our school

[107] https://www.tnstemdesignation.org/current-designated-schools/

[108] https://irp-cdn.multiscreensite.com/d980f98f/files/uploaded/Final%20Tennessee%20STEM%20School%20Designation%20Process%20Introduction%20Rubric.pdf

in Hickory Hill has enjoyed numerous wins and top placements in competitions over the last several years. Further, we will implement Math Counts and American Math Competition as extracurricular activities, which will also serve to further reinforce and extend STEM skills and concepts learned during the school day. All students are invited to participate in all extracurricular activities. To ensure that cost is not a barrier, the school will cover all costs incurred by participating in all STEM-related activities, including but not limited to supply and material costs, entry fees, and transportation costs.

Educational Program Successes: We have experienced numerous successes in implementing our educational program, which has resulted in high levels of achievement for our students. Some of these successes include:

- Enriched Curriculum and Adoption of Rigorous Core Programs: As described above, our enriched curriculum is a key element of our educational program. Our curriculum and learning environment provide all students with access to engaging, stimulating, and rigorous curriculum. More specifically, our curriculum is standards-based, inquiry-based, and aligned to the Tennessee Academic Standards and Next Generation Science Standards. In recent years, we have adopted high-quality programs (described in detail above) to support teachers in planning and delivering lessons. The adoption of these programs has allowed teachers to use collaborative and independent planning time more effectively. For example, this time is now used to refine instructional plans (rather than create them from scratch) and engage in data analysis to monitor student growth.
- Robust Data Analysis to Enhance the Use of Standardized and Authentic Assessments: As noted above, we created an electronic test center in 2010 to enhance our use of standardized and authentic assessment tools and facilitate our data analysis practices. The center allows teachers to assign standards to every question. The center provides teachers with easy access to disaggregated data to the question-and-standard level as well as by subpopulation, cohort, and individual student level to inform upcoming instructional plans. Providing our teachers with the ability to disaggregate data in multiple ways and student groupings has cultivated a robust culture of DDI, that has greatly contributed to our success. Additionally, as standards have been revised, we have updated the electronic test center accordingly to ensure that we assess our students on the most recent and rigorous standards. Further, starting in SY 2019–20, we began using NWEA MAP assessments across all grade levels in all of our schools. These are administered three times a year: at the beginning of the year, in the winter, and in the spring. This enables us to measure growth in addition to precisely identifying individual student proficiency levels. Data from these assessments are used by teachers, coaches, and the directors of instruction to analyze student performance and growth at the individual, cohort, teacher, sub-population, grade, and school level, providing critical insight into the instructional strengths and areas of need at the school.
- Progress Monitoring to Support Student Learning: When assessment data indicates students need additional supports, we implement the intervention processes outlined in the TDOE RTI^2 manual.[109] Accordingly, we administer a universal screener, Measures of Academic Progress (MAP), to all students at the beginning of the school and subsequently administer it in the winter and spring. The assessment results are analyzed; students who score in the 10% percentile or below are flagged and further screened using another nationally normed assessment, easyCBM, to verify the MAP results. If easyCBM results are not in alignment with the MAP results, then additional data is collected to reconcile the discrepancy. If the results align, an intervention plan is created and implemented for the student. In addition, teachers meet in grade level teams weekly; during this time they discuss students of academic and behavioral concern, analyzing quantitative (e.g., assessment results) and qualitative (e.g., teacher observation) data. If the results of discussion and data analysis find that a student is need of intervention, the student is referred to the Data Team, consisting of the Head Counselor, Dean of Academics, and intervention teachers. The Data Team convenes, along with the referring teacher(s), and creates an intervention plan that is implemented and progress monitored with fidelity. The Data Team meets once a month to analyze progress monitoring data, using the results to make adjustments to the student's intervention plan as needed, which may include increasing the level of supports, referring the student for evaluation of specialized services, or exiting the student from Tier 2 or Tier 3 intervention supports.

[109] https://www.tn.gov/content/dam/tn/education/special-education/rti/Updated_RTI2_Manual.pdf

- Strong Parental Involvement: We build strong relationships with parents through a number of strategies, including our school community focus, home visits, and parent communication. Each of these strategies is described in detail below.
    - School Community Focus: We intentionally cultivate a positive school culture for students, parents, students, and staff. More specifically, throughout the year, we hold a number of school events for students and families. Many of these events are academic in nature, such as curriculum nights, during which teachers and staff review upcoming curricula with parents so that they are fully informed about what their children are learning. In addition, we host multiple social events for families so that staff, students, and parents can come together as a community. Among these events are festivals, food and clothing drives, and dinners and banquets. We will also hold assemblies such as honor roll celebrations throughout the year to celebrate students and the school and cultivate school spirit. Further, we will offer events just for our parents; these events enable parents to interact and build relationships with school staff. For example, we have regular Muffins for Moms and Donuts for Dads meetings. In addition, we engage in team-building activities as a staff every month. This team-building is critical to staff forming and maintaining positive, collegial relationships, which fosters a collaborative and respectful staff culture.
    - Home Visits: In addition to building strong partnerships with parents through our school community focus as described above, we also implement a robust home visit program. Every single student who is enrolled in our schools is offered a home visit every year. At the beginning of every school year, every parent is contacted about participating in a home visit. All parents who indicate consent receive a home visit, which is a non-negotiable expectation for our teachers. They receive compensation for every home visit they complete. To ensure that we effectively communicate with all of our families around home visits, we ensure that the person who contacts parents speaks the language spoken in the home. Additionally, if the teacher conducting the home visit does not speak the language spoken in the home, a translator accompanies them on the visit. Home visits enable teachers to make authentic connections with their students and students' families. During home visits, teachers engage students and families in conversations about the school and about themselves. Teachers provide strategies and suggest activities in which students and parents can engage together that reinforce and extend what is learned at school. Teachers also support parents in using the school's database and parent mobile application (described below), which serve as the primary communication methods between home and school.
    - Parent Communication: We believe that parents are our partners and need to be fully informed about their children's progress, which, in turn, better enables parents to hold their children accountable for their learning. To that end, parents are able to access information about their children though our school database and parent mobile application. Teachers post upcoming class activities, assignments, and projects there, and they record students' grades so that parents can receive timely updates about their children's progress and achievement. Assessment data is also available through the database and application so parents can access benchmark and other test scores. Additionally, behavioral and attendance data will be contained in the database, so parents can track their children's conduct as well as be alerted to absences and tardies. Further, the database serves as a direct link between teachers and students. Teachers and parents are able to leave notes for and send electronic communications to each other, enabling frequent and fluid communications.

Educational Program Challenges: One of the key challenges we have faced in implementing our educational program is ensuring that we are able to maintain a robust student support staff, given our growing population of students who are English learners and the shortages of educators that have persisted since the onset of the COVID-19 pandemic. To meet our commitment to providing a robust student support staff, we have worked as a network to ensure we are offering excellent incentives to accept offers to work at our network schools, and we are continuing to expand our strategies for retaining teachers to ensure we maintain a highly qualified and effective instructional staff. These efforts are detailed in the Personnel and Human Capital section.

School Performance

a. Select one or more of the consistently high-performing schools operated and discuss the school's performance.

- **Be specific about the results on which you base your judgment that the school is high- performing.**
- **Discuss the primary causes to which you attribute the school's distinctive performance.**
- **Discuss any notable challenges that the school has overcome in achieving its results.**
- **Identify any ways in which the school's success has informed or affected how other schools operate. Explain how the effective practice or structure, or strategy was identified and how it was implemented elsewhere.**

Results. Our secondary school in the Hickory Hill community (our Winchester campus) has been in operation since 2010 and has consistently been high-performing. The following results inform this judgment about the school:

- State-Mandated Assessment Results: Since opening, we have consistently improved our State-mandated assessment scores. We experienced a drop in scores in 2021, as many schools across the state and nation did as students returned to full-time in-person learning after the interruptions caused by the COVID-19 pandemic. Since then, our scores have continued to rise again in both ELA and math, with net gains from SY 2020–21 to SY 2022–23 in every tested grade level and subject except two as detailed in the below chart.

Grade	Subject	2020-2021 Percentage Scoring On Track and Mastery	2021-2022 Percentage Scoring On Track and Mastery	2022-2023 Percentage Scoring On Track and Mastery	Net Gains 2020-2021 to 2022-2023
6	ELA	4.9	3.7	24.3	+19.4
6	Math	2.4	3.7	14.3	+11.4
7	ELA	5.9	16.1	9.3	+3.4
7	Math	1.2	3.4	9.5	+8.3
8	ELA	3.9	14.3	4.8	+0.9
8	Math	0	20.2	21.4	+21.4
9	ALG 1	3.5	3.9	5.1	+1.6
9	ENG 1	14	12.8	19	+5.0
10	ENG 2	19.4	39	41.8	+22.4
10	GEO	12.1	14.1	9	-3.1
11	ALG 2	2.8	21	7	+4.2

- Tennessee Value-Added Assessment System (TVAAS) Scores: We have consistently achieved strong TVAAS scores, earning a level 4 or 5 in eight of the last 11 years.
- ACT Results: We have significantly increased our ACT average score over the past 6 years (from 13.8 in 2014 to 16.9 in 2023). Our ACT average also outperforms the MSCS average and is approaching state and national averages. These successes contributed to our school being recognized by US News and World Report, as described earlier in this section.
- Graduation Rates: Since our first graduating class in 2014, we have consistently graduated nearly 100% of seniors. Our graduation rates significantly outperform rates at the district, state, and national levels.

- Student Retention Rates: We have historically retained the vast majority of our students. More specifically, we have maintained an approximate 90% student retention rate from year-to-year—one of the highest rates in the district. Additionally, more than 60% of our graduating class in 2023 started grade 6 with us in 2015.
- Recognition: As noted above, our schools (including the Hickory Hill campus) have received numerous awards and recognition for academic achievement. For example:
    - Tennessee STEM School Designation: In 2022, our high school in Hickory Hill (Memphis School of Excellence Mendenhall) earned the Tennessee STEM School Designation in recognition of our outstanding STEM programming.
    - US News and World Report Rankings: Our schools frequently rank highly on the US News and World Report rankings, which are based on students' performance on state assessments and academic readiness:
        - In Spring 2022, we were ranked the #5 charter school in Tennessee and #3 among all SCS high schools.
        - In Spring 2020, we were ranked the #4 charter school in Tennessee and #3 among all SCS high schools.
        - In Spring 2019, we were ranked the #2 charter school in Tennessee and #37 among all TN high schools.

Primary Causes of Distinctive Performance. We attribute our school's distinctive performance to the following primary causes:

- Teacher Quality and Retention: We know that the quality of our educational model is dependent on the caliber of our instructional staff. To that end, we invest significant resources to ensure our exceptional teachers have the support they need to implement our educational model effectively and compel them to return to their positions within our network year after year. More specifically, every teacher has an instructional coach who provides individualized support through observation and feedback cycles as well as support for unit and lesson plan design and implementation. Every teacher has two daily planning periods to provide teachers ample time to create and revise plans. Further, we provide extensive assessment and data supports. Leadership creates all benchmark exams for teachers. In addition, we offer an electronic test center, which will enable teachers to enter tests and have scantrons created and graded by the center. The center will also allow teachers to assign standards to every question. The center provides teachers with easy access to disaggregated data to the question and standard, as well as by subpopulation, cohort, and individual student level, to inform upcoming instructional plans. To support teachers in using the center and becoming fluent in data, we offer robust professional development (PD) and support around data-driven instruction (DDI) throughout the year. Further, we implement a "Grow Your Own Administration" program, which will build leadership capacity and provide our teaching staff with career advancement opportunities. We have maintained consistently strong teacher retention rates, including a 75% retention rate from SY2020–21 to SY2021–2022.
- Enriched Curriculum: As described above, our enriched curriculum is a key element of our educational program. Our learning environment provides all students with access to engaging, stimulating, and rigorous curriculum. More specifically, our curriculum is standards-based, inquiry-based, and aligned to the Tennessee Academic Standards and Next Generation Science Standards. In recent years, we have adopted high-quality programs (described in detail above) to support teachers in planning and delivering lessons. The adoption of these programs have allowed teachers to use collaborative and independent planning time more effectively. For example, this time is now used to refine instructional plans (rather than create them from scratch) and engage in data analysis to monitor student growth.
- Robust Data Analysis: As noted above, we created an electronic test center in 2010 to enhance our use of standardized and authentic assessment tools and facilitate our data analysis practices. The center allows teachers to assign standards to every question. The center provides teachers with easy access to disaggregated data to

the question-and-standard, as well as by subpopulation, cohort, and individual student level, to inform upcoming instructional plans. Providing our teachers with the ability to disaggregate data in multiple ways and student groupings has cultivated a robust culture of data-driven instruction (DDI), which has greatly contributed to our success. Additionally, as standards have been revised, we have updated the electronic test center accordingly to ensure that we assess our students on the most recent and rigorous standards. Further, starting in SY 2019–20, we began using NWEA MAP assessments across all grade levels in all of our schools. MAP is administered three times a year: at the beginning of the year, in the winter, and in the spring. This enables us to measure growth in addition to precisely identifying individual student proficiency levels. This data is used by teachers, coaches, and the directors of instruction to analyze student performance and growth at the individual, cohort, teacher, sub-population, grade, and school level, providing critical insight into the instructional strengths and areas of need at the school.

- Progress Monitoring: When assessment data indicates students need additional supports, we implement the intervention processes outlined in Shelby County Schools District Implementation Guide RTI[2].[110] Accordingly, we administer a universal screener, MAP, to all students at the beginning of the school and subsequently administer it in the winter and spring. The assessment results are analyzed; students who score in the 10% percentile or below are flagged and further screened using another nationally normed assessment, easyCBM, to verify the MAP results. If easyCBM results are not in alignment with the MAP results, then additional data is collected to reconcile the discrepancy. If the results align, an intervention plan is created and implemented for the student. In addition, teachers meet in grade level teams weekly, during which time they discuss students of academic and behavioral concern, analyzing quantitative (e.g., assessment results) and qualitative (e.g., teacher observation) data. If the results of discussion and data analysis find that student is need of intervention, the student is referred to the Data Team, consisting of the Head Counselor, Dean of Academics, and intervention teachers. The Data Team convenes, along with the referring teacher(s), and creates an intervention plan that is implemented and progress monitored with fidelity. The Data Team meets once a month to analyze progress monitoring data, using the results to make adjustments to the student's intervention plan as needed, which may include increasing the level of supports, referring the student for evaluation of specialized services, or exiting the student from Tier 2 or Tier 3 intervention supports. We utilize the following computer adaptive programs to provide students with individualized instruction and support, as well monitor their progress:
    - i-Ready:[111] Accessed across grades K–8, as well as at the high school level for students below grade level, this adaptive program and progress monitoring tool is mostly utilized to support math, but teachers and students also engage with it for ELA intervention.
    - MAP Skills:[112] Used across grade levels, this program serves as a progress monitoring tool between MAP administrations, allowing teachers to pinpoint areas of need and growth for students, as well as monitor the effectiveness of interventions.
    - Newsela:[113] Utilized primarily at the middle and high school levels, this program enables students to access the same content via news articles and media that are differentiated according to student's individual levels. Thus, while the accessed media are articulating the same point, the words and images used to convey it are leveled.
    - Accelerated Math:[114] Employed at the high school level, this adaptive intervention program provides math support and allows teachers to progress monitor students.

[110] http://www.scsk12.org/ci/uploads/rti/2017-18_SCS_RTI2_District_Implementation_Guide.pdf?PID=1257
[111] https://www.curriculumassociates.com/products/i-ready
[112] https://www.nwea.org/map-skills/
[113] https://newsela.com/
[114] https://www.renaissance.com/resources/product-brochures/accelerated-math/

- IXL:[115] Accessed at the high school level, this program provides personalized math instruction and intervention to struggling students, as well as monitors progress.
- Progress Learning[116] Used across grades 6–12, this provides personalized TNReady, MAP, and ACT practice for students across all subject areas.

- Parent Partnerships: We build strong relationships with parents through a number of strategies, including our school community focus, home visits, and parent communication. Each of these strategies are described in detail below.
  - School Community Focus: We intentionally cultivate a positive school culture for students, parents, students, and staff. More specifically, throughout the year, we hold a number of school events for students and families. Many of these events are academic in nature, such as curriculum nights, during which teachers and staff review upcoming curricula with parents so that they are fully informed about what their children are learning. In addition, we host multiple social events for families so that staff, students, and parents can come together as a community. Among these events are festivals, food and clothing drives, and dinners and banquets. We will also hold assemblies such as honor roll celebrations throughout the year to celebrate students and the school and cultivate school spirit. Further, we will offer events just for our parents; these events enable parents to interact and build relationships with school staff. For example, we have regular Muffins for Moms and Donuts for Dads meetings. In addition, we engage in team-building activities as a staff every month. This team-building is critical to staff forming and maintaining positive, collegial relationships, which fosters a collaborative and respectful staff culture.
  - Home Visits: In addition to building strong partnerships with parents through our school community focus as described above, we also implement a robust home visit program. Every single student who is enrolled in our schools is offered a home visit every year. At the beginning of every school year, every parent is contacted about participating in a home visit. All parents who indicate consent receive a home visit, which is a non-negotiable expectation for our teachers. They receive compensation for every home visit they complete. To ensure that we effectively communicate with all of our families around home visits, we ensure that the person who contacts parents speaks the language spoken in the home. Additionally, if the teacher conducting the home visit does not speak the language spoken in the home, a translator accompanies them on the visit. Home visits enable teachers to make authentic connections with their students and students' families. During home visits, teachers engage students and families in conversations about the school and about themselves. Teachers provide strategies and suggest activities in which students and parents can engage together that reinforce and extend what is learned at school. Teachers also support parents in using the school's database and parent mobile application (described below), which serve as the primary communication methods between home and school.
  - Parent Communication: We believe that parents are our partners and need to be fully informed about their children's progress, which, in turn, better enables parents to hold their children accountable for their learning. To that end, parents are able to access information about their children though our school database and parent mobile application. Teachers post upcoming class activities, assignments, and projects there, and they record students' grades so that parents can receive timely updates about their children's progress and achievement. Assessment data is also available through the database and application, so that parents can access benchmark and other test scores. Additionally, behavioral and attendance data will be contained in the database, so parents can track their children's conduct as well as be alerted to absences and tardies. Further, the database serves as a direct link between teachers and students. Teachers and parents are able to leave notes for and send electronic communications to each other, enabling frequent and fluid communications.

[115] https://www.ixl.com/
[116] https://progresslearning.com/our-products/high-school/

Challenges. We faced and overcame two notable challenges in achieving our results. These challenges are:

- Hickory Hill, the community our school serves, has experienced changes in the demographics of the neighborhood in recent years. There has been an increase in the immigrant population in the community, resulting in a higher number of students who are English learners (ELs). In the 2019–2020 school year, our school served a population that consisted of 8.4% EL students. By 2021–2022, this percentage grew to 28%. To respond to this increase in our EL population, we reviewed our staffing model to ensure we had adequate resources to meet the needs of the students. Our ESL coordinator began providing services directly to students to ensure they were receiving the supports they required. In addition, we hired new ESL teachers to provide ESL services to students. We adjusted our approach to hiring teaching assistances to prioritize candidates who were bilingual (English and Spanish) and could therefore support students who were English learners as well as support their families with communication. Additionally, we have ensured that our entire front office staff is bilingual to support with translation and communication to families. Finally, we utilize an online translation platform so that school staff can easily translate written communications into Spanish.
- When the COVID-19 pandemic began, we, like schools across the country, faced numerous challenges related to remote learning, students' social-emotional needs, and decreased student and staff attendance. In response to the challenges presented by the pandemic, we prioritized continuity of instruction and high-quality educational experiences and supports for our students. These responses are described below.
    - Technology Integration and Support: To minimize disruptions to learning, the school provided technological assistance to help students engage in remote learning during facility closures. Because of our STEM focus, we had already made significant investments in technology, including a 2:1 device-to-student ratio in the middle and high school. Additionally, technology integration was already central to our instructional model, with teachers across disciplines being accustomed to incorporating technology-driven instruction and activities. Therefore, our staff was already competent (including many who had engaged in training and received Google certification) in the use of tools such as Google Classroom when students transitioned to remote learning. To support families' use of technology, the school provided a hotspot to every student so they could get online. For those who still had trouble with internet connections, the school provided printed work that families could pick up and turn in on a weekly basis. We also had designated IT support staff who could help facilitate repairs or replacements to damaged devices.
    - Social-Emotional Needs: To support students' social-emotional needs during the pandemic, the school tried to create numerous opportunities for students to interact with each other both in class and outside of class. For example, we continued to offer extracurricular clubs in online formats to give students the opportunity to socialize with each other. We even created new clubs to fit the times, such as an eSports competition club for which students formed teams and competed against each other in video games. We also provided additional supports for students that were struggling with mental health issues during the time; these supports included access to counselors via online sessions.
    - Attendance: To address challenges with student attendance, our school worked to create as many high-quality and motivating online experiences for students to encourage attendance. For example, the school hosted online college and career fairs, reward parties for students who were meeting class expectations, and special activities (e.g., online homecoming activities). Additionally, the school leveraged our strong approach to parent partnerships, described above, to communicate with parents when students were missing classes, discover the reason for the absences, and work to address the problem. When staff got sick and had to miss classes, the school made sure to provide a substitute so there was minimal interruption to student learning. The school invested significant resources in maintaining a substitute pool so that classes could continue.

Informing Network Operation: To promote the success of schools across our network, we have replicated successful practices from the middle and high school in the Hickory Hill community within our Cordova schools:

- Instructional Coaching: As described above, we have identified instructional coaching as a key reason for the success and retention of our exceptional teaching staff. Based on classroom observations, we found that instructional coaching has helped teachers implement our educational model more consistently and effectively. Therefore, as a result, we have vastly expanded our instructional coaching model across the network. Previously, one person (the Dean of Academics) was responsible for all coaching; now we have designated instructional coaches to support teachers in each content area across the network.
- Robust Data Analysis: Data-driven instruction is another important factor in the success of our educational program. To support all schools in the network with the implementation of effective data-driven instruction, our instructional coaches support teachers in this practice. Specifically, we have developed internal assessments to help students prepare for state assessments; once they have been administered, instructional coaches help teachers analyze the data to determine which standards to reteach, reinforce, and review.
- Enriched Curriculum: When our schools first opened, teachers were responsible for preparing their own lesson plans and curriculum. After we adopted the high-quality curricular resources described, we found that teachers had more time to prepare for the delivery of their lessons and plan how to effectively differentiate for students' needs rather than spending most of their time searching for resources.

b. Select one or more schools whose performance is relatively low or not satisfactory and discuss the school's performance. Be specific about the results on which you base your judgment that performance is unsatisfactory.

- **Describe the primary causes to which you attribute the school's problems.**
- **Explain the specific strategies that you are employing to improve performance.**
- **How will you know when performance will be satisfactory?**
- **What are your expectations for satisfactory performance in terms of performance levels and timing?**

Our elementary school in the Cordova area earned outstanding results in recent years, including being named a Reward School in the 2021–2022 school year. However, in 2023, the school experienced a noticeable decline in academic results, earning a "D" letter grade, an achievement score of 2, and a growth score of 1.

Primary Causes: As noted above, one of the challenges we have faced in implementing our educational program is ensuring we are able to meet our high expectations for providing a robust student support staff. At our Cordova elementary school, we have a significant ELL population, and due to the teacher shortage that has persisted since the onset of the COVID-19 pandemic, this school has experienced challenges in ensuring our support staff is able meet the needs of our student population. Finally, because achievement was so high at the school in 2021–2022, there was less room for growth and may have contributed in part to the sharp decline in growth scores.

Strategies for Improvement. As a network, we have experience working closely with one of our schools to improve student performance. Our other elementary campus was at risk of being named a priority school in fall 2022. As a network, we successfully implemented an intensive improvement plan that included the following strategies:

- Data Analysis: Network leaders and school leaders participated in frequent data analyses to identify students and teachers that needed additional support. Based on these analyses, the school made adjustments to instruction to ensure students were making adequate progress.
- Leadership Meetings: Network leaders and school leaders met every month for six months to review student assessment scores, coaching observation data, and grades. Based on these meetings, leaders designed and adjusted monthly action plans (described below).
- Monthly Action Plans: Each month for six months, the school implemented monthly intensive improvement plans that were created as a result of the data analysis and collaboration among leaders described above. These action plans guided the improvement efforts at the school.

After this plan was implemented, the school experienced significant growth and earned a score of 5 for growth. We intend to take a similar approach with the elementary campus in Cordova and will begin an intensive approach to collaboration, data analysis, and monthly action plans to closely monitor the school's progress.

Expectations for Satisfactory Performance. We have established the following academic measures and targets, which outline our expectations for satisfactory performance:

- State-Mandated Assessment Results: To be deemed satisfactory, we expect that the percentage of students scoring on track plus mastered on State-mandated assessments will meet our Annual Measurable Objective every year. Proficiency rates at each grade level and subject will exceed the district average by at least 10 percentage points each academic year. At each grade level and subject, 50% of the students who have been enrolled in an MSE school for three consecutive years will be proficient.
- Tennessee Value-Added Assessment System (TVAAS) Scores: We expect that our combined TVAAS score is at minimum a 3 each year.

4.3 Performance Record – Operations

Authorizer Evaluations

a. For all schools operating under another authorizer: provide, as attachments, the last two years of the following items produced by the authorizer(s) or by a third-party evaluator, if applicable:

- **Attachment GG: Performance Reports**
- **Attachment HH: Evaluation Reports**
- **Attachment II: Renewal Reports**
- **Attachment JJ: Annual Reports**

See Attachments GG, HH, II, and JJ.

Termination of Contracts

a. List any contracts with charter schools that have been terminated by the network, charter management organization, the school's authorizer, or the school, including the reason(s) for such termination and whether the termination was for material breach.

Not applicable; no contracts have been terminated by the network, the schools' authorizer, or the school.

Performance Deficiencies

a. List any and all charter revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools operated, and explain what caused these actions.

Not applicable; no charter revocations, non-renewals, shortened or conditioned renewals, or withdrawals/non-openings of schools operated.

b. Explain any performance deficiencies or compliance violations that have led to formal authorizer intervention with any school operated in the last three years and how such deficiencies or violations were resolved.

Not applicable; no performance deficiencies or compliance violations that have led to formal authorizer intervention.

Litigation

a. Identify any current or past litigation, including arbitration proceedings, that has involved the network, governing body, charter management organization, sponsor, or any charter schools it operates.

- **Provide, as Attachment KK, if not subject to confidentiality protection:**
    1. **the demand,**
    2. **any response to the demand, and**
    3. **the results of the arbitration or litigation.**

See Attachment KK.

4.4 Performance Record – Fiscal

Financial Statements

a. For all schools operating in the state of Tennessee: provide the following in Attachment LL:

- **the last two years of audited financial statements for each school or school(s); and**
- **(b) the most recent internal financial statements, including balance sheets and income statements.**

See Attachment LL.

Attachment A: Foundational Literacy Skills Plan

N/A: the proposed school will serve grades 6–12.

2025-2026

Nashville School of Excellence Calenda

	First Day of School
	Last Day of School
	School Closed
	No School for Students
	Beginning/End of Quarter
	Early Release for Professional Development

28-Jul	New Teacher Orientation
Jul 19-Aug 1	Professional Development
Aug. 4	School Starts
Sep. 1	Labor Day - School Closed
Oct. 3	First Quarter ends
Oct. 6	Second Quarter Begins
Oct. 13-17	Fall Break - School Closed
Nov. 11	Veterans Day - School Closed
Nov. 26-28	Thanksgiving Break - School Closed
Dec. 19	Second Quarter Ends
Dec. 22-Jan.1	Winter Break - School Closed
Jan. 2	PD Day - No School for Students
Jan. 5	Third Quarter Begins
Jan. 19	MLK Holiday Observed - School Closed
Feb. 16	PD Day - No School for Students
Mar. 6	Third Quarter Ends
Mar. 9-13	Spring Break - School Closed
Mar. 16	Fourth Quarter Begins
Apr. 3	Spring Holiday - School Closed
May 20	Last Day for Students
May 21	Last Day for Teachers

Quarter 1: August 4- October 3	44 Days
Quarter 2: October 6 - December 19	46 Days
Quarter 3: January 5 - March 6	43 Days
Quarter 4: March 16 - May 21	47 Days
Total	180 Days

July '25

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

August '25

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

September '25

Su	M	Tu	W	Th	F	Sa
	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 '25

Su	M	Tu	W	Th	F	Sa
			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 '25

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

December '25

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

January '26

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

February '26

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

March '26

Su	M	Tu	W	Th	F	Sa
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 '26

Su	M	Tu	W	Th	F	Sa
			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 '26

Su	M	Tu	W	Th	F	Sa
					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 '26

Su	M	Tu	W	Th	F	Sa
	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				

Attachment C – Daily Schedule

The charts and information below outline our proposed daily schedule by grade and detail the number of instructional minutes in a day for core subjects:

6th Grade Monday, Tuesday, Thursday, Friday Schedule		
Time	**Period**	**Minutes**
7:15-7:45	Breakfast/Homeroom	30 minutes
7:45-8:30	1st Period	45 minutes
8:35-9:20	2nd Period	45 minutes
9:25-10:10	3rd Period	45 minutes
10:15-11:00	4th Period	45 minutes
11:00-12:30	5th Period and Lunch	45 minutes
12:35-1:20	6th Period	45 minutes
1:35-2:10	7th Period	45 minutes
2:15-3:00	8th Period	45 minutes
3:00	Dismissal	

6th Grade Wednesday Schedule		
Time	**Period**	**Minutes**
7:15-7:45	Breakfast/Homeroom	30 minutes
7:45-8:15	1st Period	30 minutes
8:20-8:50	2nd Period	30 minutes
8:55-9:25	3rd Period	30 minutes
9:30-10:00	4th Period	30 minutes
10:05-10:35	5th Period	30 minutes
10:40-12:10	6th Period and Lunch	30 minutes
12:15-12:45	7th Period	30 minutes
12:50-1:20	8th Period	30 minutes
1:20-1:30	Dismissal/Study Hall	10 minutes

7th Grade Monday, Tuesday, Thursday, Friday Schedule		
Time	**Period**	**Minutes**
7:15-7:45	Breakfast/Homeroom	30 minutes
7:45-8:30	1st Period	45 minutes
8:35-9:20	2nd Period	45 minutes
9:25-10:10	3rd Period	45 minutes
10:15-11:00	4th Period	45 minutes
11:00-12:30	5th Period and Lunch	45 minutes
12:35-1:20	6th Period	45 minutes
1:35-2:10	7th Period	45 minutes
2:15-3:00	8th Period	45 minutes
3:00	Dismissal	

7th Grade Wednesday Schedule		
Time	**Period**	**Minutes**
7:15-7:45	Breakfast/Homeroom	30 minutes
7:45-8:15	1st Period	30 minutes
8:20-8:50	2nd Period	30 minutes
8:55-9:25	3rd Period	30 minutes
9:30-10:00	4th Period	30 minutes
10:05-10:35	5th Period	30 minutes
10:40-12:10	6th Period and Lunch	30 minutes
12:15-12:45	7th Period	30 minutes
12:50-1:20	8th Period	30 minutes
1:20-1:30	Dismissal/Study Hall	10 minutes

8h Grade Monday, Tuesday, Thursday, Friday Schedule		
Time	**Period**	**Minutes**
7:15-7:45	Breakfast/Homeroom	30 minutes
7:45-8:30	1st Period	45 minutes
8:35-9:20	2nd Period	45 minutes
9:25-10:10	3rd Period	45 minutes
10:15-11:00	4th Period	45 minutes
11:00-12:30	5th Period and Lunch	45 minutes
12:35-1:20	6th Period	45 minutes
1:35-2:10	7th Period	45 minutes
2:15-3:00	8th Period	45 minutes
3:00	Dismissal	

8h Grade Wednesday Schedule		
Time	**Period**	**Minutes**
7:15-7:45	Breakfast/Homeroom	30 minutes
7:45-8:15	1st Period	30 minutes
8:20-8:50	2nd Period	30 minutes
8:55-9:25	3rd Period	30 minutes
9:30-10:00	4th Period	30 minutes
10:05-10:35	5th Period	30 minutes
10:40-12:10	6th Period and Lunch	30 minutes
12:15-12:45	7th Period	30 minutes
12:50-1:20	8th Period	30 minutes
1:20-1:30	Dismissal/Study Hall	10 minutes

9th Grade Monday, Tuesday, Thursday, Friday Schedule		
Time	**Period**	**Minutes**
7:15-7:45	Breakfast/Homeroom	30 minutes
7:45-8:30	1st Period	45 minutes
8:35-9:20	2nd Period	45 minutes
9:25-10:10	3rd Period	45 minutes
10:15-11:00	4th Period	45 minutes
11:00-12:30	5th Period and Lunch	45 minutes
12:35-1:20	6th Period	45 minutes
1:35-2:10	7th Period	45 minutes
2:15-3:00	8th Period	45 minutes
3:00	Dismissal	

9th Grade Wednesday Schedule		
Time	**Period**	**Minutes**
7:15-7:45	Breakfast/Homeroom	30 minutes
7:45-8:15	1st Period	30 minutes
8:20-8:50	2nd Period	30 minutes
8:55-9:25	3rd Period	30 minutes
9:30-10:00	4th Period	30 minutes
10:05-10:35	5th Period	30 minutes
10:40-12:10	6th Period and Lunch	30 minutes
12:15-12:45	7th Period	30 minutes
12:50-1:20	8th Period	30 minutes
1:20-1:30	Dismissal/Study Hall	10 minutes

10th Grade Monday, Tuesday, Thursday, Friday Schedule		
Time	**Period**	**Minutes**
7:15-7:45	Breakfast/Homeroom	30 minutes
7:45-8:30	1st Period	45 minutes
8:35-9:20	2nd Period	45 minutes
9:25-10:10	3rd Period	45 minutes
10:15-11:00	4th Period	45 minutes
11:00-12:30	5th Period and Lunch	45 minutes
12:35-1:20	6th Period	45 minutes
1:35-2:10	7th Period	45 minutes
2:15-3:00	8th Period	45 minutes
3:00	Dismissal	

10th Grade Wednesday Schedule		
Time	**Period**	**Minutes**
7:15-7:45	Breakfast/Homeroom	30 minutes
7:45-8:15	1st Period	30 minutes
8:20-8:50	2nd Period	30 minutes
8:55-9:25	3rd Period	30 minutes
9:30-10:00	4th Period	30 minutes
10:05-10:35	5th Period	30 minutes
10:40-12:10	6th Period and Lunch	30 minutes
12:15-12:45	7th Period	30 minutes
12:50-1:20	8th Period	30 minutes
1:20-1:30	Dismissal/Study Hall	10 minutes

11th Grade Monday, Tuesday, Thursday, Friday Schedule		
Time	**Period**	**Minutes**
7:15-7:45	Breakfast/Homeroom	30 minutes
7:45-8:30	1st Period	45 minutes
8:35-9:20	2nd Period	45 minutes
9:25-10:10	3rd Period	45 minutes
10:15-11:00	4th Period	45 minutes
11:00-12:30	5th Period and Lunch	45 minutes
12:35-1:20	6th Period	45 minutes
1:35-2:10	7th Period	45 minutes
2:15-3:00	8th Period	45 minutes
3:00	Dismissal	

11th Grade Wednesday Schedule		
Time	**Period**	**Minutes**
7:15-7:45	Breakfast/Homeroom	30 minutes
7:45-8:15	1st Period	30 minutes
8:20-8:50	2nd Period	30 minutes
8:55-9:25	3rd Period	30 minutes
9:30-10:00	4th Period	30 minutes
10:05-10:35	5th Period	30 minutes
10:40-12:10	6th Period and Lunch	30 minutes
12:15-12:45	7th Period	30 minutes
12:50-1:20	8th Period	30 minutes
1:20-1:30	Dismissal/Study Hall	10 minutes

12th Grade Monday, Tuesday, Thursday, Friday Schedule		
Time	**Period**	**Minutes**
7:15-7:45	Breakfast/Homeroom	30 minutes
7:45-8:30	1st Period	45 minutes
8:35-9:20	2nd Period	45 minutes
9:25-10:10	3rd Period	45 minutes
10:15-11:00	4th Period	45 minutes
11:00-12:30	5th Period and Lunch	45 minutes
12:35-1:20	6th Period	45 minutes
1:35-2:10	7th Period	45 minutes
2:15-3:00	8th Period	45 minutes
3:00	Dismissal	

12th Grade Wednesday Schedule		
Time	**Period**	**Minutes**
7:15-7:45	Breakfast/Homeroom	30 minutes
7:45-8:15	1st Period	30 minutes
8:20-8:50	2nd Period	30 minutes
8:55-9:25	3rd Period	30 minutes
9:30-10:00	4th Period	30 minutes
10:05-10:35	5th Period	30 minutes
10:40-12:10	6th Period and Lunch	30 minutes
12:15-12:45	7th Period	30 minutes
12:50-1:20	8th Period	30 minutes
1:20-1:30	Dismissal/Study Hall	10 minutes

As indicated in the charts above, our school day will begin for all students at 7:45 and end at 3:00, amounting to a 7.25-hour school day, every day except Wednesdays, when students will be dismissed at 1:30pm so that teachers may engage in professional development and participate in professional learning communities. Over the course of each school day Monday, Tuesday, Thursday, and Friday, students will attend double blocks (two 45-minute periods) of English language arts (ELA), math, and science instruction, and 45 minutes of social studies instruction. They will follow the same pattern on Wednesdays, in 30-minute blocks. Students will also have at least one elective class each day. Given this, students will be provided with 360 minutes, or 6

hours, of instructional time, Monday, Tuesday, Thursday, and Friday, with 315 minutes, or 5.25 hours, being allocated to core instruction in the areas of ELA, math, science, and social studies. On Wednesday, students receive 240 minutes, or 4 hours of instructional time, with 210 minutes, or 3.5 hours being allocated to core instruction in the areas of ELA, math, science, and social studies.

2023-2024 Student and Parent Handbook

Memphis School of Excellence

Mendenhall Campus (K-8)
4450 S. Mendenhall Road Ste 1
Memphis, TN 38141

Winchester Campus (9-12)
4921 Winchester Rd.
Memphis, TN 38118

Cordova Elementary (K-5)
8360 Macon Rd.
Cordova, TN 38018

Cordova Secondary (6-11)
8350 Macon Rd.
Cordova, TN 38018

Updated 07.15.2023
READ Foundation

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MEMPHIS SCHOOL OF EXCELLENCE VISION

Our students choose ambitious paths, persist and thrive in their choices, and strengthen their local and global communities.

MEMPHIS SCHOOL OF EXCELLENCE MISSION

Each student is empowered to succeed in college and career by:

Mastering a rigorous, STEM-focused curriculum,

Experiencing a safe, welcoming, and inclusive environment,

Receiving individual academic, social, and emotional support,

Working alongside families and community partners.

S: Service | O: Opportunity | A: Achievement | R: Responsibility

Colors: Blue, Red, White

Mascot: Eagle

Motto: Soaring to Excellence

Note from Executive Director

Dear Parents and Students,

Welcome to the 2023-2024 school year at Memphis School of Excellence! This new school year means a new beginning and a new future. The administrative team is excited about this coming year, and the staff at Memphis School of Excellence is caring, competent, dedicated and willing to assist you. We are working very hard to provide the best possible learning climate for students.

We believe that education is a shared responsibility and that the successful operation of a school depends on the cooperation of everyone concerned: students, parents, and staff. The mission of Memphis School of Excellence is to create a partnership among the members of this triad. Each of us is responsible for doing our part to make our school a place where we can work and play together in harmony. Memphis School of Excellence is a reflection of all of us. Our policies are intended to provide a safe and orderly environment that will be conducive to learning. Our faculty and staff look forward to sharing their expertise in academics, special programs, and extracurricular activities. We encourage you to get to know your school, its programs, activities, and schedule. Become an active participant in our school. Get involved through classes, clubs, and activities.

On behalf of the entire Memphis School of Excellence staff and community, best wishes for a great school year!

Samuel Beyhan

Executive Director

Memphis School of Excellence

sbeyhan@sememphis.org

2023-2024 School Calendar

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					

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		

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

October 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		

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						

July 17	Admins, Counselors, ICs return
July 21	New Teacher Orientation
July 24-Aug 1	Professional Development Days
Aug 2	First Day of School for Students
Sep 4	Labor Day Holiday
Sep 14	Parent Teacher Conferences (4-7pm)
Oct 9-13	Fall Break-No School
Oct 16	2nd Quarter begins
Nov 10	Veterans Day - No School
Nov 20-24	Thanksgiving Break - No School
Dec 20	1st Semester ends
Dec 21-Dec 29	Winter Break
Jan 1-Jan 4	New Year's Day/Winter Break Continues
Jan 5	Professional Development Day
Jan 8	Students Return / 3rd Quarter begins
Jan 15	Dr. Martin Luther King Holiday
Feb 19	Presidents' Day/Professional Development
Feb 22	Parent Teacher Conferences (4-7pm)
Mar 08	End of 3rd Quarter
Mar 11-15	Spring Break - No School
March 18	Students Return / 4th Quarter begins
March 29	Spring Break II/Good Friday
May 23	Students' Last Day/2nd Semester ends
May 24	Administrative Day/ Teachers' Last Day

Grading Periods	
Quarter 1: 8/2-10/6	47 Days
Quarter 2: 10/16-12/20	42 Days
Quarter 3: 1/3-3/8	43 Days
Quarter 4: 3/18-5/23	48 Days
Total	180 Days

Parent Teacher Conference	Total: 1 Day
Sep 14	0.5 day
Feb 22	0.5 day

Professional Development	Total: 6 Days
July 24	1 day
July 25	1 day
July 27	1 day
July 28	0.5 day
Jan 5	0.5 day
Aug 3	0.5 day
Jan 3	0.5 day
Feb 19	1 day

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			

February 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		

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						

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				

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	

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						

Report Cards Issued	
Oct 20	Q1 Report Cards Issued
Jan 5	Semester 1 Report Cards Issued
March 22	Q3 Report Cards Issued
May 30	Semester 2 Report Cards Issued

Admin Days	Total: 5 Days
July 26	1 day
July 28	0.5 day
Aug 1	1 day
Jan 5	0.5 day
Feb 19	1 day
May 24	1 Day

School Closed
] or [Grading Period

TP Teacher PD (no school for students)
Report Card&Progress Report Card

Parent Teacher Conferences
First & Last Day of School

Mendenhall (K-8)
msem.sememphis.org
4450 S Mendenhall Rd, Memphis
Tel: (901) 367 7814

Winchester (9-12)
msew.sememphis.org
4921 Winchester Rd, Memphis
Tel: (901) 425 2932

Cordova (K-5)
msec.sememphis.org
8350 Macon Rd. Cordova
Tel: 901-481-5224

Cordova (6-12)
msec.sememphis.org
8360 Macon Rd. Cordova
Tel: 901-421-6825

Parent Portal Login

Dear MSE Parents, you can log in to the PowerSchool account though our school website (www.sememphis.org) :

- to monitor your child's progress
- to contact your child's teacher
- to see assigned homework
- to see your child's attendance
- to see your child's "Positive Behavior"
- to see your child's "Discipline"

What you need to do is to create an account with your child's Access ID and Access Password. You need to have a valid email address when creating the parent/guardian account. The Access ID and Access Password will be given to you during the registration day.

If you cannot log in to the website, please stop by our front office.

Non-Discrimination Notice

Memphis School of Excellence (MSE) does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the programs offered.

Students and/or their parents/guardians as well as employees may present complaints regarding discrimination as set forth in the following statutes to the designated Federal Rights Coordinator:

Title VI of the Civil Rights Act of 1964;
Title IX of the Education Amendments of 1972;
Section 504 of the Rehabilitation Act of 1973;
Age Discrimination Act of 1975;
Title II of the Americans with Disabilities Act of 1990.

Federal Rights Coordinator for students and employees: Each Campus Principal,
Mr. Steven Shirley for Mendenhall Campus,
4450 S Mendenhall Rd Ste 1, 38141, Memphis TN
Phone: (901) 367-7814 Fax: (901) 367-7816 Email:sshirley@sememphis.org

Mr. Fatih Ilhan for the Winchester Campus
4921 Winchester Rd. Memphis, TN 38118
Phone: (901) 425-2932 , Fax: (901) 746-9301, Email: filhan@sememphis.org

Mr. Metin Caliskan for Cordova Elementary Campus
8350 Macon Rd, 38018, Cordova, TN
Phone: (901) 481-5224 Fax: TBD Email: mcaliskan@sememphis.org

Mr. Raymond Bradford for Cordova Secondary Campus
8360 Macon Rd, 38018, Cordova, TN
Phone: (901) 481-5224 Fax: TBD Email: rbradford@sememphis.org

F.E.R.P.A. Rights

In 1974, the Family Educational Rights and Privacy Act (Buckley Amendment) Public Law 93–380, §438, was passed to ensure confidentiality of student records.

Parents (custodial and noncustodial) and legal guardians have the right to inspect and review the accumulative and special education records of their child by making a written request to the official having custody of the records. The official shall have a reasonable time, not to exceed 45 days, to produce the records.

If the parent or guardian objects to the inclusion of any item or document in the record, a written statement identifying the specific item or document objected to and the basis of the objection must be filed with the custodian of the records. The custodian of records in the school is the principal. A conference with the custodian or his designated representative may then be scheduled in an attempt to resolve the matter informally. If not satisfied with the results of this informal resolution, the parent or guardian may make a written appeal to the Executive Director or his designated representative. A hearing shall be scheduled within 30 days of the receipt of the written appeal. A full and fair opportunity to present relevant evidence will be granted.

Student Enrollment Policy

Memphis School of Excellence (K-12) will follow the state guidelines and rules described in T.C.A. § 49-13-113. Memphis School of Excellence (MSE) will conduct an initial student application period of at least thirty (30) days. The following timetable will be followed for the student recruitment and admission process for each school year.
January 1 to March 31: Applications from prospective students
April 1-5: If the number of applicants is more than the space available, a publicly announced lottery will be held in the first week of April. The date and location will be announced on the school website.

Waiting List Registration

If a student is accepted from the lottery, they will be notified by mail and phone. They will have 2 weeks (10 business days) to pre-register at MSE. If they do not pre-register during that time frame, then they will be moved to the "cancelled list" and the next person from the waiting list will be moved to the "accepted list" and notified.

Due to the Tennessee Public Charter School Act of 2002, Chapter 13, section 113, MSE will give preference to the siblings of a pupil who is already enrolled and to the children of a teacher, sponsor, or member of the governing body of MSE. The number of students enrolled through their relationship with a teacher, sponsor, or member of the governing body of MSE is not to exceed ten percent (10%) of total enrollment or twenty-five (25) students, whichever is less.

To be eligible for admission, the student must provide 1) proof of residence in the city, 2) proof of minimum age, and 3) completed application form. Application forms will require a student's name, date of birth, grade level, address, names, addresses/phone numbers of parents/guardians, and a signature verifying that the information is correct and the parents/guardians are choosing education at MSE for their child. Application forms must be submitted to the school by the annual deadline determined by the governing board.
If applications exceed the planned capacity of the public charter school, the following preferences shall apply:
T.C.A. § 49-13-113

a) Participation in a public charter school shall be based on parental choice or the choice of the legal guardian or custodian.
b)
    1. A public charter school shall enroll an eligible pupil who submits a timely application unless the number of applications exceeds the capacity of a program, class, grade level, or building.
    2. An enrollment preference shall be provided to students that attended the charter school during the previous school year.
    3. If the number of applications exceeds the capacity of a program, class, grade level, or building, the charter school shall select students through a lottery. The enrollment preference for returning students provided in subdivision (b)(2) shall exclude those students from entering into a lottery.
    4. If an enrollment lottery is conducted, a public charter school shall give enrollment preferences in the following order:
        A. Students enrolled in pre-K program operated by the charter school sponsor;
        B. Students enrolled in a charter school that has an articulation agreement with the enrolling public charter school; provided, that the articulation agreement has been approved by the chartering authority;

C. Siblings of students already enrolled in the public charter school;
D. Students from a group or groups set forth in § 49-13-106(b)(1)(C) if the public charter school has been approved with the focus of serving such students;
E. Students residing within the LEA in which the public charter school is located who were enrolled in another public school during the previous school year; and
F. Students residing outside the LEA in which the public charter school is located.

5. A public charter school may give an enrollment preference to children of a teacher, sponsor, or member of the governing body of the charter school, not to exceed ten percent (10%) of total enrollment or twenty-five (25) students, whichever is less.
6. Any non-charter public school converting partially or entirely to a public charter school under § 49-13-106 shall give enrollment preference to students who reside within the former attendance area of that public school. Parents whose children are enrolled in the existing public school to be converted shall have the option to enroll their children in another public school operated by the LEA without penalty. The enrollment preference for students who reside within the former attendance area excludes those students from entering into a lottery.
7. Students living in other school zones may enroll in a conversion charter school after those living in the school zone have the opportunity to enroll, but only if there is a program, class, grade level, and building capacity to serve the out-of-zone students. If applications by out-of-zone students exceed the charter school's capacity, then enrollment of out-of-zone students shall be determined on the basis of a lottery. Out-of-zone students who attended the school the previous school year and such students' siblings may be given preference in enrollment. Parents whose children are enrolled in the existing public school to be converted shall have the option to enroll their children in another public school operated by the LEA without penalty.
8.
   A. A charter school shall provide to the department of education certification by an independent accounting firm or by a law firm that each lottery conducted for enrollment purposes complied with the requirements of this section. In lieu of such certification, a charter school may request that the department of education review and approve the lottery process.
   B. The charter school shall comply with the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g), with respect to the publication of any students' names before, during, or after the enrollment and lottery process.
9. The state board of education is authorized to promulgate rules concerning lottery enrollment. The rules shall be promulgated in accordance with the Uniform Administrative Procedures Act, compiled in title 4, chapter 5.

Immunizations

No student entering MSE will be permitted to enroll/attend without proof of immunizations. Parents are responsible for immunizing children and provide appropriate proof to the principal.

The only accepted form is an official TNDOH certificate of immunization filled out by a medical professional.

If a parent wishes to receive an exemption for immunization, they must file a signed statement that expresses a religious or medical exemption. A medical exemption requires a doctor's note.

Waiver of Immunization Requirements

State law (T.C.A.§49-6-5001) provides waiver of immunization requirements under the following conditions.

1. Absent epidemic or threat of epidemic, parents may object in writing, when immunization conflicts with the teachings and practice of a well-recognized religious denomination to which the parents adhere. However, if an epidemic or threat of epidemic occurs, objections on the behalf of religious teaching are invalid.
2. Certificate in writing from a physician stating that such immunization would be harmful to the student involved is provided to the school for the student's permanent file.

School Closure Procedures

Emergency Closing

In making the decision to close schools, the Executive Director or designee shall consider many factors, including the following principle ones relative to the fundamental concern for the safety and health of students:

1. Weather conditions, both existing and predicted;
2. Driving, traffic and parking conditions, affecting public and private transportation facilities;
3. Actual occurrence or imminent possibility of any emergency condition which would make the operation of schools difficult or dangerous;
4. Inability of teaching personnel to report for duty which might result in inadequate supervision of students.

In the event schools are closed due to inclement weather or other calamity, all extracurricular activities scheduled for those days will be canceled or postponed. The decision will be made as early as possible, generally about 5::00 am. Media outlets will be notified no later than 5:30 a.m. The Executive Director or designee will notify and post notice to school website, social media accounts, (see below for the

social media accounts). Parents and families will also be notified via the school auto dialer no later than 6:30 a.m. MSE generally follows Memphis Shelby County Schools (MSCS) school closure decisions.

Delayed Opening

If the Executive Director or designee decides to delay the opening of school, proper notification procedures will be followed.
All staff, including the teacher will be on a 1-hour delay. Staff should report no later than 1 hour after their regularly assigned start time (1-hour staff delay). All staff shall assist in the supervision of students during arrival times to ensure student safety. School principals/administration will coordinate and assign duty safety posts for all staff. Classes will start 2 hours after their assigned time.

Early Dismissal

If the Executive Director decides to dismiss school early, the procedure shown below will be followed for early dismissal of students:

- Students will be released from school only after the principal has determined that appropriate notice has been given to parents or guardians. Proper sign out and safety procedures should be implemented.
- Staff members should accompany students on the bus to ensure adult supervision is available and document safe release to an authorized adult.
- All school site staff may be released by the school principal when they are no longer needed to supervise students.

Attendance, Absences, Truancy, and Withdrawal

Attendance

The Tennessee State Compulsory Attendance Law (T.C.A.§49-6-3001 and T.C.A. §49-6-2007) requires that pupils of legal age attend school (ages of six and seventeen years, both inclusive) unless special circumstances arise which temporarily or permanently excuse the student from attendance. This also applies to five (5) year old students who have attended school for six (6) weeks. By state law, the student's school year shall consist of a minimum of 180 teaching days exclusive of all vacations, as approved by the board of education. (T.C.A.§49-6-3004)
The annual calendar is divided into two semesters. A copy of this calendar is included at the front of this handbook.

Enrollment of Students Beyond Compulsory Attendance Age Policy

During the first twenty (20) days, students beyond compulsory attendance age [eighteen (18) years of age or older] who have been continuously enrolled with the district may register for school through the standard registration process. However, upon enrollment, all such students shall meet with their school principals and other appropriate staff to evaluate academic options and make appropriate education placement referrals for the students, including overage for grade students; and outline the academic and behavioral expectations of the student within the school.

An application for admission must be evaluated for approval by the principal for a person eighteen (18) years of age or older who:

1. has dropped out of school and wants to re-enter; or
2. fails to enroll within twenty (20) school days after school officially starts, unless one or more of the following applies:
    a. The student can show proof of satisfactory attendance in another school system during the first twenty (20) day period.
    b. A doctor's certificate states that illness has prevented enrollment during the first twenty (20) day period.
    c. Memphis School of Excellence is required to permit the student to enroll under the Individuals with Disabilities Education Act. Students not initially accepted for enrollment by the principal may then contact the district department responsible for student

Attendance of Students Beyond Compulsory Attendance Age Policy

Any student having passed the compulsory attendance age may be dropped from the rolls after three (3) consecutive unexcused absences, or an aggregate five (5) unexcused absences from class or school, upon approval of the Executive Director (or designee).

Compulsory Attendance

Students between the ages of six (5) and seventeen (17), both inclusive, must attend a public or non-public school. The principal shall be responsible for the initial placement of students entering school for the first time. A parent/guardian or legal custodian who believes that their child is not ready to attend school at the designated age of mandatory attendance may make application to the Executive Director (or designee) for a one (1) semester or one-year deferral in required attendance. Any such deferral shall be communicated to the principal of the school that the student would have attended.
In accordance with the provisions outlined in the state law, the Board may temporarily excuse students from complying with the provisions of the compulsory attendance law.

Attendance and Excuses Policy

Memphis School of Excellence believes that regular attendance is a necessary requirement of all students. All students are expected to attend school on each day that school is officially in session and remain at school for the entirety of the school day. Only the following reasons will be considered for **excused absences:**

1. Illness, injury, pregnancy, homebound circumstance, or hospitalization of a student. Memphis School of Excellence may require a parent conference and/or physician verification to justify absences after the accumulation of ten (10) days of absence or three consecutive absences (whichever comes first) during a school year. Notes must be date specific and will be required for subsequent absences beyond three (3) days.
2. Death or serious illness within the student's immediate family.
3. When the student is officially representing the school in a school sponsored activity or attendance at school-endorsed activities and verified college visits.
4. Special and recognized religious holidays regularly observed by persons of their faith. Any student who misses a class or day of school because of the observance of a day set aside as sacred by a recognized religious denomination of which the student is a member or adherent, where such religion calls for special observances of such day, shall have the absence from that school day or class excused and shall be entitled to make up any school work missed without the imposition of any penalty because of the absence.
5. A court order; a subpoena; and/or a legal court summons.
6. Extenuating circumstances over which the student has no control as approved by the principal.
7. If a student's parent, custodian or other person with legal custody or control of the student is a member of the United States Armed Forces, including a member of a state National Guard or a Reserve component called to federal active duty, the student's Principal shall give the student:
    a. An excused absence for one (1) day when the student's parent, custodian or other person with legal custody or control of the student is deployed;
    b. An additional excused absence for one (1) day when the student's parent, custodian or other person with legal custody or control of the student returns from deployment; and
    c. Excused absences for up to ten (10) days for visitation when the student's parent, custodian or other person with legal custody or control of the student is granted rest and recuperation leave and is stationed out of the country.
    d. Excused absences for up to ten (10) days cumulatively within the school year for visitation during the deployment cycle of the student's parent, custodian or other person with legal custody or control of the student. Total excused absences under this section (c) and (d) shall not exceed a total of ten (10) days within the school year. The student shall provide documentation to the school

as proof of the deployment of the student's parent, custodian or other person with legal custody or control of the student.

8. Participation in a non-school-sponsored extracurricular activity. A school principal or the principal's designee may excuse a student from school attendance to participate in a non-school-sponsored extracurricular activity, if the following conditions are met:
    a. The student provides documentation to the school as proof of the student's participation in the non-school-sponsored extracurricular activity; and
    b. The student's parent, custodian, or other person with legal custody or control of the student, prior to the extracurricular activity, submits to the principal or the principal's designee a written request for the excused absence. The written request shall be submitted no later than seven (7) business days prior to the student's absence.

The written request shall include:

A. The student's full name and personal identification number;
B. The student's grade;
C. The dates of the student's absence;
D. The reason for the student's absence; and
E. The signature of both the student and the student's parent, custodian, or other person with legal custody or control of the student. The principal or the principal's designee shall approve, in writing, the student's participation in the non-school-sponsored extracurricular activity.

The principal may limit the number and duration of non-school-sponsored extracurricular activities for which excused absences may be granted to a student during the school year; however, the principal shall excuse no more than ten (10) absences each school year for students participating in non-school-sponsored extracurricular activities. Students receiving an excused absence under this section shall have the opportunity to make up school work missed and shall not have their class grades adversely affected for lack of class attendance or class participation due to the excused absence. A written statement within two (2) school days of the student's return to school shall be required from the parent or guardian explaining the reason for each absence. If necessary, verification is required from an official source to justify absences.

All absences other than those outlined above shall be considered unexcused.

Parents may appeal unexcused absences to their child's school principal (or designee). The appeal must be: (1) in writing and include documentation necessary to support the appeal; (2) submitted within five (5) school days of the parent's receipt of the first official attendance letter generated by the District that is referenced in policy 6016 Truancy District; and (3) based on one or more of the allowable reasons for excused absences outlined in this policy. Within five (5) school days of receipt of the request for appeal, the Principal (or designee) shall review the appeal, meet with the parents to allow them an opportunity

to be heard, and render a decision regarding the appeal. The decision of the principal (or designee) that is compliant with applicable law and district policy is final.
(This appeal process for determining unexcused absences is ancillary to a truancy decision rendered by a juvenile court judge as described in TCA 49-6-3010.) Questions regarding school-level decisions may be directed to the principal and front-office.

Make-up Work

In the event of an excused absence, students are expected to make up work missed within a reasonable time of their return to school. In the event of an unexcused absence, one day of makeup time shall be allowed for each day of unexcused absence, if the following conditions are met. Everyday afterwards, the student will lose one letter grade up until four days when the work is no longer accepted. The parent of a student or a student with an unexcused absence must submit a written request to the teacher to makeup the work and must participate in an appropriate intervention (e.g., student or parent conference with the teacher, Saturday school, online tutorial, other appropriate intervention determined and scheduled by the teacher). For absences due to long-term suspension (over 10 days)/expulsion, the program of making up work shall be in accordance with state law.

Truancy Policy

Unauthorized absence from school is considered truancy and will be treated as such. This includes absence from any class, study hall, or activity during the school day for which the student is scheduled and remedial programs that are offered at no cost to parents provided that prior to requiring the student to attend the program a commitment of transportation is provided to those students who qualify for transportation to and from school. The principals, in coordination with any teachers who provide instruction to a student and any other appropriate school faculty, shall make the decision to require the student's attendance at such remedial instruction occurring outside of the regular school day, including but not limited to programs conducted during the summer and after the conclusion of the regular school day pursuant to state law.

Homebound Services

Eligibility

To participate in the Homebound Program at the Memphis School of Excellence, students must meet the following criteria:

1. Certification by a Licensed Professional: The student must be certified by a licensed physician, clinical psychologist, psychiatrist, or neurologist who can provide documentation stating that the student is expected to be absent from school due to a physical or psychiatric condition for a minimum of 15 consecutive days.
2. Confinement to Home, Hospital, or Facility: The student must be confined to their home, hospital, or another medical facility due to their condition, which prevents them from attending school in person.

3. Ability to Participate and Benefit: The student must have the ability to participate in and benefit from an instructional program. This means that despite their physical or psychiatric condition, the student can engage in educational activities and make progress in their learning.
4. Undergoing Medical Care: The student must be currently undergoing medical care for an illness or injury. This medical care can include treatment, therapy, or other interventions necessary for their well-being.
5. Ensuring Health and Safety: Instructional services for the student can be provided without endangering the health and safety of the instructor. This requirement ensures that the student's condition or circumstances do not pose any significant risks to the well-being of the instructors or other involved parties.
6. Enrollment in an MSE School: The student must be enrolled in a Memphis School of Excellence school prior to being referred for homebound services. Enrollment in an MSE school is a prerequisite for accessing the Homebound Program.
7. Homebound Agreement: The student's parent or guardian must sign the homebound agreement, which outlines all the policies and procedures associated with the program. By signing the agreement, the parent or guardian acknowledges their understanding and compliance with the requirements of the Homebound Program.

To initiate the homebound application process, parents must contact the school's designated homebound liaison. The liaison will guide the parents through the necessary steps and provide them with the required forms and documentation.

Student Pick-up and Drop-Off Policy

Arrivals

Mendenhall Campus:
7:30 to 7:55 a.m. Breakfast Hours (No staff/faculty will be present until then)
8:00 a.m. Classes begin/tardy bell rings

Winchester Campus:
7:15 to 7:40 a.m. Breakfast Hours (No staff/faculty will be present until then)
7:45 a.m. Classes begin/tardy bell rings

Cordova Elementary:
7:30 to 7:55 a.m. Breakfast Hours (No staff/faculty will be present until then)
8:00 a.m. Classes begin/tardy bell rings

Cordova Secondary:
7:15 to 7:40 a.m. Breakfast Hours (No staff/faculty will be present until then)
7:45 a.m. Classes begin/tardy bell rings

Dismissal

Mendenhall Campus:
Students: 3:15 to 3:35 p.m.
Office: 7:00 a.m. - 5:00 p.m.

Winchester Campus:
Students: 3:00 to 3:20 p.m.
Office: 7:00 a.m. - 5:00 p.m.

Cordova Elementary:
Students: 3:15 to 3:35 p.m.
Office: 7:00 a.m. - 5:00 p.m.

Cordova Secondary:
Students: 3:00 to 3:20 p.m.
Office: 7:00 a.m. - 5:00 p.m.

All children are expected to leave the school grounds immediately upon dismissal and no student is to be left on the property 30 minutes after the dismissal time; doing so may result in the contact law enforcement.

A teacher may not dismiss a child from the classroom during the school day. This must be done through the office and the parent or guardian must sign the child out of school. Proper identification is required before a student is released. Children will not be dismissed after the 7th period and must wait until the proper dismissal time, except in cases of extreme emergency with administrative approval.

Early Dismissal

Early dismissal should be avoided. For safety and because of student drop off and pick up procedures, no child should be released 30 mins before the dismissal bell. Repeated late pick-ups will result in administrative conferences or a referral to the school social worker. We ask that parents make doctor and dentist appointments after school hours when possible. Otherwise, your children will miss activities that cannot be made up the next day. Please note that all early dismissals are logged onto the School Database and PowerSchool. Students will be released only to those persons listed on the registration. Identification must be shown to release students. If your child is to be released to another adult, written permission MUST be given by the parent and approved by the principal or designee.

Due to security reasons we cannot grant telephone requests for students to leave early. All students must be signed out through the school office. These procedures are designed to protect our students. Your help in maintaining a safe environment for our students is greatly appreciated.

PLEASE BE PROMPT IN PICKING UP YOUR CHILD.

Car Pick-Up & Drop-Off

In order to avoid difficulty in dropping off and picking up children we are asking for your help, assistance and cooperation. Our common goal is to ensure your child's safety. By following the guidelines and procedures listed below, you will be helping us tremendously in achieving this goal.

FOR THE SAFETY OF OUR STUDENTS AND STAFF, CELL PHONES ARE NOT ALLOWED TO BE USED IN THE CAR LINE!

Only allow your children to exit and enter your vehicle on the curbside. Please do this as quickly as possible so that we can keep the flow of traffic moving.

Never leave your vehicle while in the car pick-up area. If you need to park, please pull into a parking space.

Never ask your children to walk in front of vehicles while in the car pick-up area.

For your child's safety and to maintain the flow of traffic, car pick-up signs with your child's ID number should be displayed on the front dash.

REMEMBER: Due to end-of-day activities and procedures, early student sign-out must be prior to 2:40 p.m. except for an extreme emergency with administrative approval.

Student Vehicle Parking Authorization (High School Students)

The undersigned high school student and parent/guardian request that the student be granted a parking privilege at the school listed above. The student understands that understands that student parking on the school grounds is a privilege granted to the student and in consideration thereof agrees to abide by the following terms and conditions:

1. The student agrees to obey all state and local laws governing the operation of motor vehicles and all duly established rules and regulations concerning operation and parking or motor vehicles on school grounds.

2. The student agrees that he/she will not bring onto the school grounds nor keep in his/her vehicle while it is on the school grounds any gun, explosive, or other weapons. The student further agrees that he/she will not bring onto the school grounds any alcohol or other drug not prescribed by a physician or any other contraband.
3. The parent/guardian and student understand that any violation of the conditions set forth in this authorization may result in the termination of this parking privilege and may result in the incurring of monetary fines and also result in appropriate disciplinary action by school authorities or legal action in court.
4. The student and the parent/guardian hereby acknowledge their understanding that it may become necessary for school authorities to open, enter and search the vehicle and its contents and to remove any unauthorized articles described above or any other article which may endanger the health, welfare, or safety of students or school personnel. Any such articles may be retained and used as evidence in disciplinary proceedings by school authorities or delivered to appropriate law enforcement officials at the sole discretion of the school authorities.
5. Replacement of a lost stolen or destroyed parking pass must be requested.
6. Fines for violations of parking rules are assessed via tickets that will be placed on the student's vehicle. Fines are assessed in increments of $5.00 for each violation. For example, a student who does not display the parking pass will be assessed a $5.00 fine for the missing pass and will also receive a $5.00 fine for the unauthorized parking. The results in a $10.00 fine for the ticket.
7. Students who fail to register their cars on campus or who do not display the parking tag in the proper place may have their cars towed off the campus and the student/parent/guardian will be responsible for any charges for the towing and storage of the vehicle.
8. If a student gets sick at school, the student may not leave until the school contacts a parent/guardian and permission is given for the student to drive home, unless in a life-threatening situation. The name and time of the person spoken with will be recorded, which releases Memphis School of Excellence from any liability.
9. If a student arrives late the parent will be contacted to let them know of the student's lateness. After 10 tardy to school within a school year the student will be fined.

*This form is available in the main office of the high school.

School Visitors Policy and Expectations

Memphis School of Excellence encourages parents and other citizens of the Network to visit schools, classrooms, and, as appropriate, network locations/properties during the school year. However, MSE has a legitimate interest in avoiding disruption to the educational process and is responsible for ensuring the safety of the educational and work environments of students and employees of the Network.
Authorization to visit in the school building or on the school campus will be determined by the Principal or designee who shall have the authority to exclude from the school premises any persons (1) disrupting the educational programs in the classroom or in the school, (2) disturbing the teachers or students on

the premises, (3) on the premises for the purpose of committing an illegal act or (4) unlawfully on the premises. Unauthorized persons on the school property will be asked to leave the premises. Failure to comply could result in criminal arrest.
Additionally, if it is determined by the Executive Director or designee that the continued presence of a visitor or parent/guardian has caused disruption at a school, work environment, or network location/property, the Executive Director or designee may take appropriate action. Appropriate action may include, but is not limited to, immediate removal; restricting access to a specified area; and/or banning the visitor or parent/guardian from the school or property for a specified period of time.

Expectations

We believe parents are the main influence in children's lives. Our goal is to build a relationship with the child and with the family. As your child develops a sense of trust in us and the school environment, they learn to separate from you with confidence knowing you will return at the end of the school day. Memphis School of Excellence students cannot succeed without you first setting the example and we know that our parents and guardians are PROUD of their children:

Participates in child's educational and emotional growth
Ready to volunteer, listen, and learn
Outwardly Calm and Inwardly Loving
Understanding of students, faculty, and staff
Daily check the database

Parents not meeting expectations, addressing faculty or staff in an inappropriate manner, or inciting violence can be removed from campus and face legal action.

Field Trip Policy

The purposes of these procedures are to help ensure the safety of all students, staff and volunteers, and to help reduce Memphis School of Excellence's liabilities by effectively eliminating and/or reducing loss exposures and risks.

Field trip definition

A "field trip" occurs when students leave school grounds for an educational purpose. It is a student trip for the purpose of curriculum-related study (part of the classroom educational experience), WIAA interscholastic athletics, co-curricular activities, outdoor education, or part of a school-sponsored club.

Exclusion from field trips and Refunds

Exclusion from field trips will be determined via a case by case basis and at the discretion of the campus principal or designee. Unless otherwise stated, all field trips are non-refundable.

Field Trip Rules

1. Students must stay with an adult leader (teacher) at all times.
2. Students must follow their leader's directions.
3. Students must be respectful and polite at all times.
4. Nothing can be taken from the building without permission from the teacher.
5. Students cannot damage any of the equipment.
6. Students are to wear the school uniform unless otherwise stated in the permission slip.
7. Students must follow school rules and policies at all times.
8. No student will be allowed to go on the field trip without a signed permission slip.
9. No offensive/inappropriate clothing allowed. *Skirts and shorts must come below the Knee. No crop-top, sleeveless shirts or visible mid-drifts.*
10. Students who wish to listen to music must use headphones at all times; *music cannot be sung or played out loud at any time.*
11. Students must not engage in any type of disruptive behavior during any part of this trip. **Instructions/directions given by the teachers must be followed immediately.**

Consequences

Although students are not on school property, they are still expected to abide by the school rules and regulations. Students who do not follow the rules and cause safety problems will be subject to disciplinary action. In addition, the student's parents will be contacted, and the student may not be allowed to ride on the school bus.

Non-Discrimination Policy

Memphis School of Excellence does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the designated youth groups.

Student Dress Code

We believe that a uniform dress code is an important part of a safe, orderly school environment where the focus is on student learning. A higher standard of dress encourages greater respect for individual students and others and results in a higher standard of behavior. Our dress code guidelines indicate appropriate school dress for normal school days. Students must be in dress code from the moment they arrive on campus each morning until they leave each afternoon.

Students are expected to follow these guidelines. Every student in attendance will wear a school uniform. Uniform shirts are available only through the school's vendor; uniform bottoms may be purchased at local stores that carry uniform style clothing. Any student out of dress code may be sent home. That student will have an unexcused absence for that day. **No excuses are accepted for being out of dress code!**

The Principal or designee at our school reserves the right to interpret appropriate school attire.

Hair
The student's hair style/color must not distract from or interfere with the learning and school environment. Hair must be kept well groomed, neat, and clean at all times.

Shoes
Shoes shall be worn and be securely fastened to the feet and have a low heel height. Footwear must be suitable for outdoor physical education classes and unsafe shoes are not allowed. Students must wear closed shoes at all times, no "mules", slippers, crocs or "slides". No heavy military type boots, shoes with metal tips or steel toes may be worn. Tennis shoes are preferred. Heelys are strictly prohibited.

Socks
Socks should be worn to avoid blistering of the heels and feet. Fishnet stockings, gang related colors or other inappropriate legwear is not acceptable.

Shirts
Students may only wear school purchased shirts or sweaters. Uniform shirts must be of the type and color designated by the school. Clothing exposing the torso or the midriff, either front, back or sides, shall not be worn. During cooler weather, a plain long sleeve t-shirt in white/black or school colors may be worn underneath the uniform shirts.

Jackets

Appropriate jackets are permitted with non-distracting logos, images, or wording. The jacket may be full zip, half zip, or button front. If the jacket has a hood attached, the hood must not cover the student's head. Appropriate hoodies (sweatshirt-style pullovers with a hood) are permitted with non-distracting logos, images, or wording. Hoods must not cover the student's head while in the building.

Uniform Bottoms
All uniform attire requiring a belt must be worn with a belt (no designs or studs) through the belt loops (if applicable), worn at the natural waist, be in good repair and be of appropriate size. All pants and shorts shall be secured at the waist. Underwear shall not be visible. Overly large, overly long, or tight

fitting attire is not acceptable. Shorts and other knee baring attire must be no more than three inches above the knee. **Leggings are not permissible**.

Jewelry
Jewelry is limited to one (1) watch, one (1) ring, and one (1) small chain. Chains must be worn inside of shirts and are not visible except at the front of the neck. Students may wear two pair of stud-type approximately ¼ inch diameter earrings. Earlobe plugs are not permitted.

Make-Up
Our policy is to allow pupils at the school room to express themselves in terms of their personal appearance, but makeup must not distract, impede, or otherwise take away from the learning environment. Makeup is not to be put on or taken out in class; it will be confiscated. Also not tolerated:

- Having any visible body piercings or tattoos except for ear piercing.
- Wearing bandanas or bonnets. Hair should be maintained with clips, bobbles or soft hair bands only. Hair ribbons must be school colors. (Except religious reasons)
- Bringing hairspray of other hair products to school

"Dress Down" Days
From time to time the school may permit students to refrain from wearing their school uniform all or in part. These times may be during school spirit weeks, holidays or other times designated by the Principal or designee. Students are expected to comply with the same guidelines as expected during uniform days. Spaghetti straps: tank tops, low cut blouses, clothing with offensive symbols or writings and clothes with holes or tears etc. are not permitted.
In General, ...
Medium and large hoops are not permitted because of safety reasons. No other body piercing or cartilage piercing is permitted. Garments and/or jewelry which display or suggest sexual, vulgar, drug-related, gang-related, weapons-related, or alcohol-related wording or graphics, or which provoke violence or disruption in the school, are not permitted. Wallet chains are not permitted. No bandanas or any kind or color.

At no time are students permitted to wear anything offensive, immodest, or deemed inappropriate by the principal or designee. No gang attire, "Gothic" look attire, dog collars, spiked jewelry, etc. or any other accessories deemed inappropriate by the administration are permitted. Only a watch, one bracelet and thin necklace may be worn, if tucked inside the collar.

Transportation Services and Expectations

School buses shall be maintained and operated in accordance with state law and State Board Rules and Regulations.

The School Transportation Program shall be monitored daily by the principals and the supervisor of transportation and subjected to periodic evaluations by them as necessary. An overall evaluation shall be conducted by the supervisor of transportation on or before November 1st and June 15th of each school year, and a summary report of the evaluation submitted to the Executive Director of schools and the Board. The supervisor of transportation shall be prepared to apprise the Board of the condition of the transportation service at any time.

Each bus shall be equipped with the phone number for reporting safety complaints. This number shall appear on the rear bumper.

To avoid the financial burden of replacing an aging bus fleet at any one time, the board shall attempt to replace a certain number of buses each year on a rotating basis.

All accidents, regardless of the damage involved, must be reported to the transportation supervisor, including incidents in which any part of the bus contacts any other object or vehicle.

The Executive Director of schools shall develop procedures to ensure compliance with the statutory and regulatory requirements for the transportation program.

All buses and other vehicles owned and operated by the Board shall be given safety inspections by the assigned driver and the transportation supervisor on a regular basis. The transportation supervisor shall develop and maintain a safety inspection record which shall be signed by the individual who conducts the inspection. In addition, all buses shall be available for regular state inspections. Any defects noted by either the regular local or state inspection shall be remedied prior to returning the unit to regular service.

Emergency evacuation instruction shall be conducted regularly throughout the school term to acquaint student riders with procedures in emergency situations.

Current regulations regarding transportation of special education students will be complied within.

TRANSPORTATION SUPERVISOR

The Executive Director of schools or designee shall appoint a transportation supervisor for the system. He/she shall be responsible for the monitoring and oversight of transportation services for the district.

The transportation supervisor shall complete a student transportation management training program upon appointment. Every year the transportation supervisor shall complete a minimum of four (4) hours of training annually.

The Executive Director of schools or designee shall ensure that training is completed and provide the state department of education with appropriate documentation.

COMPLAINT PROCESS

The following procedure will govern how students, teachers, staff, and community members shall submit bus safety complaints:

1. All complaints shall be submitted to the transportation supervisor; and
2. Complaint forms may be submitted in person, via phone, mail, or email.

a. Written complaints shall be submitted on forms located on the district's website. In the case of a complaint received via phone, the person receiving the phone call shall be responsible for filling out the form and submitting it to the transportation supervisor.

The transportation supervisor shall begin an investigation of all bus safety complaints within twenty-four (24) hours of receipt.

Within forty-eight (48) hours of receipt of the initial complaint, the transportation supervisor shall submit a preliminary report to the Executive Director of schools. This report shall include:

1. The time and date the complaint was received;
2. The name of the bus driver;
3. A copy or summary of the complaint; and
4. Any prior complaints or disciplinary actions taken against the driver.

Suspension of Bus Privileges

Except as provided by law, a student may be denied the privilege of riding the bus if the principal, in consultation with the administrative team, determines that the student's behavior causes disruption on the bus, or if a student disobeys local rules and regulations pertaining to student transportation. Suspension of ridership privileges may be in addition to school disciplinary measures that may be taken by the principal according to the Student Code of Conduct. Suspension of ridership privileges may be the only disciplinary action taken when deemed appropriate for the level of the offense. In the event a suspension from school is issued for a bus conduct offense, the ridership privilege suspension will begin the student's first day back to school. The suspension of a student from riding the school bus is subject to the same review and appeal procedures as a school suspension.

Ridesharing Services and Taxis Policy

Memphis School of Excellence does not recommend or endorse the use of any ride-share company; further, the terms of service of many well-known ride-share services expressly prohibit their use by unaccompanied persons under the age of 18. It is the responsibility of parents to research the policies and terms of service of companies. Families choosing to use a rideshare service to transport their student to and/or from school or any school sponsored activities must provide a signed permission form releasing the MSE from liability for any risks or consequences of that choice. In addition, they must

follow all relevant policies regarding carpooling, transportation, and athletics as outlined in the Student/Parent handbook.

Personal Communication Devices Policy

Students may not turn on or use any type of personal communication device including, but not limited to, cell phones, smartphones, smart-watches, or tablets during the regular school day on school property.

Students in grades K- 2

Elementary students are prohibited from possessing any type of phone or personal communication device during the regular school day.

Students in grades 3-12

Those who choose to carry a personal communication device with them to school must keep the device turned off and stored away according to the campus policy.
A student who brings his/her device to school shall do so at his/her own risk. No searches or investigations will be conducted to retain lost or stolen devices.

However, the principal or designee, at his/her discretion, may grant permission for the use of these devices to assist with instruction in a teacher's classroom

In addition, violation of this policy is subject to campus-wide consequences. A student found in possession of a personal communication device in violation of this policy may have the device confiscated. The parent may pick up the device at a time and location determined by the administration. Continued Recurrence of violating the cell phone policy may result in progressive discipline measures.

Extended Care Program

Sometimes it’s necessary for parents to seek childcare for young students before or after school hours. Memphis School of Excellence offers extended childcare services for K-5 students.

The hours of operation during the school year are 6:30 am to 7:30 am for morning care and 3:45 pm to 5:30 pm for after care. If you would like more information, please contact the front office.

The Extended Child Care Program provides safe, enriching, quality care for young learners during the hours when there may be no adult supervision in the home. Children will have the opportunity to

engage in activities which will benefit them emotionally, physically, and educationally. The program includes crafts, sports, games, snacks and many other creative activities. A designated time each day will be allotted for homework and tutorial assistance if it is needed.

Academic Honesty Policy

The staff and students at Memphis School of Excellence actively support and build a community built on academic honesty through foundational values and skills that promote personal integrity. The development of these values and skills is facilitated by:

i. A shared definition of academic honesty
ii. Identifying how teachers promote academic honesty
iii. Identifying how students demonstrate academic honesty
iv. Identifying how families support academic honesty.

Through a strong foundation of academic honesty, students at Memphis School of Excellence become inquirers who develop skills needed to conduct research, open-minded citizens who seek and evaluate a range of points of view, and principled young adults who act with integrity and honesty.

Definition of Academic Honesty

Academic Honesty - a principle, informed by the attributes of the learner profile that serves to promote personal integrity and engender respect for others and the integrity of their work.

Collaboration vs. Collusion: Collaboration is defined as two or more students working together to share/search information and/or ideas. The responsibilities are balanced, each students contribute equally, and ideas are original and not copied.

- Collusion is defined as giving or receiving information that is not the individual's original work and does not give credit to the creator of the work; i.e. working with another person on a project that was to be completed independently.
- Collusion may also be defined as students working together whereas students' workloads are greatly imbalanced. (Ex. One student does all or most of the work while another student does little to no work at all.)

Academic Dishonesty includes:

Plagiarism: using the ideas or work of another person as your own, such as copying language from a book or website and not citing its origin
Collusion: helping someone else cheat, such as allowing your own work to be copied by another
Misconduct: refusing to follow directions, such as taking test materials from a classroom or using prohibited electronic devices

At Memphis School of Excellence, students who engage in academic dishonesty will receive an opportunity for learning, including but not limited to:

- Receiving a phone call home to a guardian
- Potential loss of credit/no credit for the assignment/assessment
- Opportunity for in-school, structured reflection

The consequences assigned to a student will be a result of a collaborative decision from the classroom teacher(s) and/or the department head and/or the supervising administrator. Consequences will be communicated with the student's guardian(s).

Required Testing

- MAP (Measures of Academic Progress) Testing: Students in grades K-10 will take the NWEA MAP testing to assess their basic reading and math skills. This test will be used to determine which students need RTI.
    - Students will take MAP three times a year: August, January, and May. Growth and performance data will be sent home with students after the testing window concludes.
    - Students in grades K-3 will also take MAP Fluency during these windows to meet the requirements for the Tennessee Universal Reading Screener.
- TNReady Testing: Students in grade 2 will participate in TNReady testing in English and Math. Students in grades 3-8 will participate in TNReady testing in English, Math, Science, and Social Studies. Students in grades 9-11 will participate in TNReady testing for the following subjects (subject to change as determined by the state): English 1, English 2, Biology, US History, Algebra 1, Algebra 2, Geometry. This testing will count as a portion of the student's grade as determined by local and state policy.
- AP Testing: Students participating in AP class will take the AP Exam for that subject in May. If a student chooses not to take the AP Exam, their GPA will be recalculated without the bonus points for AP.
- Pre-ACT: All 8^{th}-10^{th} grade students will take the Pre-ACT to diagnose their ACT readiness.
- ACT: All 11-12 students will take the ACT to diagnose their college readiness.
- PSAT: All juniors will take the PSAT to assess their college readiness.

Grading

- The MSE grade scale is as follows for students in grades 1-12:
    - A: 90-100
    - B: 80-89
    - C: 70-79
    - D: 60-69
    - F: 59and below

- In order to receive credit for a class, a student must pass with at least a 60.
    - If a student fails a semester but has a yearly average of at least 60, they will get a whole credit for that class.
    - If a student fails a semester but has a yearly average of below a 60, they will get a half credit for the semester they passed.
- High school students may have the opportunity to take honors, AP, or Dual enrollment classes. A regular class is worth 4.0. Honors classes are worth 4.5, and AP and Dual Enrollment classes are worth 5.0.

Level	A	B	C	D	F
Standard	4	3	2	1	0
Honors	4.5	3.5	2.5	1.5	0
Capstone Industry Certification-Aligned/Local and Statewide Dual Credit/Dual Enrollment/ AP/IB/Cambridge/CLEP	5	4	3	2	0

- Kindergarten students will be graded using a standards-based report card. Kindergarten report cards show progress toward the state standards. The grade level standards are set by the state and indicate what a student should know and be able to do. Students are evaluated based on their progress toward meeting benchmarks for each standard. This is indicated by symbols expressing mastery or non-mastery for each skill. Additionally, the letter grades “E”, “S”, “N”, or “U” will be used to express basic grading for art, music, world languages, and physical education (P.E.), and other subjects as determined by MSE.
- Credit Recovery: Depending on the year, MSE may or may not offer credit recovery. Students who need to recover credits are responsible for enrolling in a MSE-approved credit recovery program. Counselors will assist students in identifying appropriate options.

High School Promotion Requirements

Less than **five (5)** credits	9th Grade
Earned **five (5)** credits and passed English 9	10th Grade
Earned **eleven (11)** credits and passed English 10	11th Grade
Earned **sixteen (16)** credits and passed English 11	12th Grade

If a student has an IEP, they may have alternate promotion criteria to receive an alternate diploma.

Graduation Requirements

Courses	Units Required
English	4
Mathematics	4
Science	3
Social Studies	3
Wellness	1
Physical Education	0.5
Personal Finance	0.5
Elective Focus	3
Foreign Language	2
Fine Arts	1
Total	**22**

- Students must enroll in a Math course each year of high school.
- Students are required to take two years of the same foreign language.
- Computer Education – One Full Year (at some time during the candidate's educational career).
- Students shall complete an elective focus of no less than three credits.
- Students must also take and pass a Civics exam with a score of 70 to complete graduation requirements.
- Students looking to take course acceleration credits may only do so with the pre-approval of the school guidance counselor.
- All students are expected to apply to college. They will receive assistance with this process from the school counselor.
- Students and parents are required to complete the FAFSA during their senior year. You may find more information about this process at www.fafsa.ed.gov.
- Students are required to take the ACT to complete graduation. 11th-grade students will participate in ACT testing during the spring semester of their junior year. All Seniors will participate in the ACT retake during the Fall semester of their senior year. The school counselor will assist them in this process.

- For class rank, the GPA is determined at the end of the first semester of the year of graduation.
  - All grades for seven semesters of high school will be counted for all subjects (i.e., 9th, 10th, 11th, and the first semester of 12th grade) and grades in all courses for which high school credit was awarded.
  - For semester courses of more than 1/2 units of credit, the grade will be counted for each 1/2 unit of credit. Examples: a semester technical course for 1 unit with a grade of B would be counted as two (2) B's; a semester vocational course for 1 1/2 units with a grade of A would be counted as three (3) A's.
  - Marks for all subjects attempted for which unit credit or fractional unit credit is given, whether passed or failed, are recorded and used in computing grade point average. Summer school credits are to be included in computing grade point average
  - If two or more students have the same grade point average, the numerical averages of the students shall be determined. The student with the highest numerical average shall receive the highest rank; the student with the next highest numerical average shall receive the next highest rank; etc.
  - To be eligible to earn the valedictorian or salutatorian distinction, students must:
    - have completed seven (7) semesters of high school (i.e., 9th, 10th, 11th, and the first semester of 12th grade).
    - have been enrolled and completed his/her second semester 10th grade, both semesters of 11th grade, and first semester 12th grade at the high school from which the student is graduating. (The student must graduate from said high school.)
  - If a student or parent has a question about the class rank process, they should address the building principal. If the issue cannot be resolved, the principal will pass it on to the network.

Promotion and Retention

Please refer to the board approved Promotion and Retention policy for full details.

Exceptional Children

A student may be referred for an evaluation of a suspected disability by a parent, teacher, or administrator. If a parent is concerned, they need to reach out to school administration to express these concerns. If a parent suspects that their child has a disability or medical condition that impacts their performance in school, they may request a meeting from their child's principal to discuss evaluation.

A school administrator can explain the intervention and referral process and offer more general academic and behavioral interventions before evaluating the child for special education services. A

school administrator can also explain the accommodations that can be provided under Section 504 to see if a 504 can meet the students' needs.

Gifted and Talented

Gifted and Talented students are individuals who exhibit exceptional abilities or have the potential to achieve at a significantly higher level compared to their peers of the same age, experience, and environment. At Memphis School of Excellence, we employ a child find program to identify these students, which involves various methods such as universal testing (students scoring in the 90th percentile), teacher referrals, and parent referrals.
Once students are referred for gifted or talented services, they undergo a thorough evaluation conducted by the student review team. Additionally, they may receive further assessments from the school psychologist to better understand their abilities. If it is determined that a student qualifies for these services, they will adhere to the plan outlined in the MSE Gifted and Talented Handbook.

Since intellectually gifted students are classified as a special education category in Tennessee, it is essential that students identified as such receive the necessary protections and individualized services provided for all special education categories. This includes the development and implementation of an Individualized Education Program (IEP) tailored to meet their specific needs.

ZAP (Zeros Are Not Permitted) Campus Discretion

All Middle School students who have more than 3 zeros and a class average of a D or a F may be eligible to participate in the ZAP program to recover their grades. Students will be required to stay from 3:00pm-6:00pm on a day designated during week 7 of each quarter. Eligible students and parents will be notified the week before ZAP occurs. Students will receive packets of makeup work at ZAP and will complete it there. If a student does not stay for ZAP to complete their work, the zeros will remain in the grade book.

Title I Campus Parental Involvement

Purpose

The success of MSE students based on a program emphasizing academic excellence while motivating student achievement. The MSE School model is:

- Rigorous (prepares student for college);
- Relevant (reinforces math and science skills); and,
- Relationships (a strong culture of meaningful personal relationships, reinforced by teachers and parents)

MSE attributes the strong performance of its schools and students to three core principles within the school model:

- A challenging math and science curriculum supported by theory;
- A focus on assessment across the school system; and,
- A culture of constructive competition, discipline and parental engagement.

To this end, we want to establish partnership with parents and with the community. Parents play an extremely important role as the children's first teachers. Their support for their children and for the school is critical to their children's success at every step of the way.

In support of strengthening student academic achievement, Memphis School of Excellence that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA) (district wide parental involvement policy). The policy establishes the MSE expectations for parental involvement and describes how the MSE will implement a number of specific parental involvement activities

Part I. General Expectations

The MSE agrees to implement the following statutory requirements:

- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- Schools will notify parents of the policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy will be made available to the local community and updated periodically to meet the changing needs of parents and the school.
- In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request and, to the extent practicable, in language parents understand.
- If the school-wide program plan for Title I, Part A, developed under section 1114(b) of the ESEA, is not satisfactory to the parents of participating children, the school will submit any parent comments with the plan when the school submits the plan to the local educational agency (school district).
- The school will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is

spent, and will ensure that not less than 95 percent of the 1 percent reserved goes directly to the schools.

- The school will build its own and the parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.
- The school will provide other reasonable support for parental involvement activities under section 1118 of the ESEA as the parents may request.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

A. that parents play an integral role in assisting their child's learning;
B. that parents are encouraged to be actively involved in their child's education at school;
C. that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
D. the carrying out of other activities, such as those described in section 1118 of the ESEA.

Part II. Description of How School Will Implement Required School Parental Involvement Policy Components

- Our school holds an official State of the School Address by the end of September through October each school year to review with parents Title I School requirements and the school's Parent Involvement Policy. In addition, the principal gives parents an update on school test data, adequate yearly progress status, and also facilitates a review of the school's improvement plan. (September-October)
- Our school annually invites parents to participate in review and revision meetings to examine and discuss our School Improvement Plan and Parent Involvement Policy. The school consistently reviews school policy in an organized, ongoing and timely way. An organized PTA has been established in our school to create a forum for parental input and involvement. Our school publicize and disseminate to teachers and other staff, parents, students, and the community, the results of the annual review under paragraph (2) of all schools served under this part in individual school performance profiles that include statistically sound disaggregated results as required by section 1111(b)(3)(I). (On going)
- An annual meeting where parents will learn about the requirements of the school's Title I program. A letter will be sent to each child's parents and meeting will be announced on each campus website (September-October)
- Parent meeting conferences are held two times a year. Meeting times need to be accommodated to the needs of the parents. Communications with the parents will be in a format and a language that they can understand (Fall / Spring)

- Related information regarding parent programs, meetings, and other activities will be sent to parents in a timely manner. Information's can be distributed through weekly newsletters, phone calls, web sites, or through classroom teachers (On going)
- Providing specific training and materials to help parents work with their children to improve achievement.
- Our school communicates with parents often the state's curricular and assessment expectations, school wide requirements in relation to the delivery of instruction, the techniques utilized to evaluate student work, and individual classroom rituals and routines pertinent to the academic success of our students. We use a variety of communicative techniques such as our School Handbook, Weekly Newsletters, School Website, Teachers Websites, School Reach (phone call system), Parent/Teacher Conferences, School Council Meetings, individual notes/calls home, Family Fun Nights, Surveys, MSE Parent web sites, parent workshops, Open House, Back to School Night, Report Cards, benchmark results, etc. to solicit parent participation and deliver important information in hopes of creating productive dialogue between home and school concerning improved student achievement. (On going)

Part III. Shared Responsibilities for High Student Academic Achievement

As a component of the school-level parental involvement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.
The education of a student is not only the responsibility of the teacher, but also of the parent and the child. For this reason, a Parent-Teacher---Student Compact has been developed and is utilized in our school. This document serves as an agreement between all parties that they will adhere to certain duties and responsibilities to ensure the success of the student. It is reviewed and signed by all at the beginning of each school year. The signed compacts are kept by the teacher and used in student and parent conferences to remind each participant of their responsibilities. These compacts are also used to motivate students and parents to become more involved in the educational process and to let parents know that they are equal partners in their child's learning.

Part IV. Discretionary District Wide Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;

- adopting and implementing model approaches to improving parental involvement;
- establishing a district wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses in parental involvement activities; and
- providing other reasonable support for parental involvement activities

Part V. Adoption

This District Wide Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs.

Expectations for Sports and Clubs

Students

It is a privilege to play on a Memphis School of Excellence athletic team and participate in its clubs. The following are expectations and guidelines that are expected from each student/athlete:

- Attendance at games, meetings, and practice are mandatory. You may not leave early without prior permission. If absent, it is the student/athlete's responsibility to contact her coach or club organizer prior to practice. Unexcused absences may result in dismissal from a team or organization.

- Punctuality and preparation are expected for all games, meetings, and practices. If an emergency arises, DO NOT send word through a teammate or peer. Contact your coach or club organizer. Look at the schedule in advance. If there are any conflicts, take responsibility and notify the coach as soon as possible.

- **The student/athlete is responsible for all academic work. If necessary, arrangements may need to be made with teachers for work that is missed.**

- Dedication to your team, club, and coach are vital. Athletics and clubs require self-discipline to reach team and personal goals.

- MSE student/athletes have a responsibility to represent their school at all times in a dignified and positive manner.

- Sportsmanship before, during, and after games is expected of each student-athlete.

- If a student-athlete or club members decides to quit a team after making the team, he/she will be ineligible to participate on a team the next season. Any fees or money collected will not be refunded for dismissal from team or quitting. However, student-athletes, parents, and/or guardians can schedule and attend a meeting with the Athletic Committee to appeal a student's ineligibility. An athlete must participate in 90% of practices and 90% of games in order to receive recognition.

- **All parents and/or guardians are expected to be informed of the times at which clubs, practices, and games end and to pick up their student(s) on time, every time.**

Parents/Guardians

We at Memphis School of Excellence, have put together expectations below for you in the hopes of helping to better understand the type of environment we are hoping to foster and model. Our goal is to produce fine students first and good players/club-members second.

- Allow your child to perform and progress at a level consistent with their ability. Students mature at different ages and some are more gifted than others.
- Teach your child to enjoy the thrill of competition and that improving skills and attitudes are important.
- Enjoy the activity and try not to relive your athletic life or past achievements through your child. This creates added pressure that your child does not need. This is your child's experience, let them enjoy it.
- Work alongside (and please don't compete with) the club-organizer or coach. Keep in mind that they are balancing the development of your child with the growth and progress of an entire athletic team and/or organization. Often club-organizer or coaches have many considerations that are not obvious to parents.
- Remember, students tend to exaggerate when being praised and/or criticized. Control your reaction until you investigate.
- A student's self-confidence and self-image will be improved by support at home. Comparison to others is discouraged. Encourage the students to do their best regardless of family or friends who may have been outstanding.
- Insist on positive behavior in school and a high level of performance in the classroom. Numerous studies indicate extracurricular involvement helps enhance academic performance.

***Note* In the event that parents, guardians, or students fail to meet the expectations outlined above, participation in and attendance of sports or club activities can be revoked, if need be, after the first**

offense! A second offense shall require a parental/guardian conference with an administrator and either the coach or club organizer before participation or attendance can continue. An agreed upon plan with clear expectations and boundaries will be enforced after the second offense; if not strictly adhered to, privileges will be revoked for the remainder of the academic year and conference with the advisory committee must occur the following year.

Athletic Eligibility

Physical and Forms:

- All student athletes must have a signed physical form from a physician noting that they are fit to participate in athletics.
- Students and parents must sign and date four (4) forms acknowledging awareness of the Concussion policy, Sudden Cardiac Arrest policy, an Emergency Contact form, and Consent form.

School Level Eligibility

- Middle school: Middle school students must have a semester GPA of 2.0 to participate in athletics. The GPA will be calculated using ALL of the core classes taken during that semester.
- High School: High school students must have a semester GPA of 2.0 to participate in athletics. The GPA will be calculated using classes required for graduation.
    - Example – For Spring sports participation, the 1st semester (Dec.) GPA will be used to determine eligibility. For Fall sport participation, the 2nd semester (May) GPA from the previous year will be used to determine eligibility.
- GPA will be calculated using the average of the letter grades received in the class as followed
    - A = 4pts
    - B = 3pts
    - C = 2pts
    - D = 1pt
    - F = 0pts
    - *Honor and AP classes GPA will not be used.

County and State Level Eligibility

- Please refer to the SCIAA, TSSAA, and TMSAA handbook.

P.E. Uniform Policy

To promote good health and hygiene practices, it is important that all students dress appropriately on a daily basis. The uniform will be designed by the campus principal, along with the Physical Education teacher. All students assigned to physical education will be expected to participate in all class activities as fully as physical capabilities and medical limitations allow.

Technology Use Policy

Please refer to the MSE board approved Technology policy for specific details

Harassment, Intimidation, Bullying & Cyberbullying

Student harassment, intimidation, bullying or cyberbullying will not be tolerated. Additionally, the following conduct will not be tolerated:

- Conduct aimed at defining a student in a sexual manner;
- Conduct impugning the character of a student based on allegations of sexual promiscuity;
- Conduct motivated by any actual or perceived characteristic, including but not limited to, race, color, religion, ancestry, national origin, sex, sexual orientation, gender identity and expression, mental, physical or sensory disability, socio-economic or familial status.

A. Definition

Tennessee law defines “harassment, intimidation, bullying or cyberbullying” as acts that substantially interfere with a student's educational benefits, educational opportunities, or educational performance, and:

1. If the act takes place on school grounds, at any school-sponsored activity, on school-provided equipment or transportation, or at any official school bus stop, the act has the effect of:
    a. Physically harming a student or damaging a student's property;
    b. Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student's property;
    c. Causing emotional distress to a student or students;
    d. Creating a hostile educational environment, **or**
2. If the act takes place off school property or outside of a school-sponsored activity, it is directed specifically at a student or students and has the effect of creating a hostile educational environment or otherwise creating a substantial disruption to the educational environment or learning process.

B. Reporting

Alleged victims of harassment, intimidation, bullying, or their parents or guardians shall report these incidents immediately to the principal or building level administrator. Any reports made to staff should be forwarded to the principal or building level administrator immediately but no later than 24-hours of the expressed concern. Anonymous reports may be made, however, disciplinary action may not be based solely on an anonymous report.

Any complaints of harassment, intimidation or bullying should include the following information:

• Identity of the alleged victim and the person accused;

• Location, date, time and circumstances surrounding the alleged incident;
• Description of what happened;
• Identity of witnesses; and
• Any other evidence available.

C. Investigation

1. If the complainant is not the parent or guardian, the parents/guardians of alleged victim shall be notified of the reported conduct by phone or in person prior to the end of the school day upon which the conduct was reported. The principal or designee shall promptly and fully investigate allegations of harassment, intimidation, bullying cyberbullying. The principal or building level administrator will revisit substantiated incidents and all follow-up efforts conducted will be appropriately documented.
2. After a complete investigation, if the allegations are substantiated, immediate and appropriate corrective or disciplinary action shall be initiated pursuant to the Memphis School of Excellence Discipline Policy if the offender is a student. A substantiated charge against an employee may subject such employee to disciplinary action up to and including termination.
    a. The principal or designee will meet with and advise the complainant and their parent/guardian regarding the findings, and whether corrective measures, and/or disciplinary actions were taken. The investigation and response to the complainant will be completed within twenty (20) school days.
    b. A substantiated charge against a student may result in corrective or disciplinary action up to and including expulsion. Additionally, under state law, behavior constituting cyber-bullying may be prosecuted as a delinquent act.

D. Procedures for Other Prohibited Conduct

The procedure outlined above shall also be followed in cases in which a student is the subject of:

- Conduct aimed at defining a student in a sexual manner;
- Conduct impugning the character of a student based on allegations of sexual promiscuity;
- Conduct motivated by any actual or perceived characteristic, including but not limited to, race, color, religion, ancestry, national origin, sex, sexual orientation, gender identity and expression, a mental, physical or sensory disability, socio-economic or familial status.

E. Retaliation Prohibited

There will be no retaliation against any person who reports harassment, intimidation bullying or cyberbullying or participates in an investigation. However, any employee who gives false information during the course of any investigation or who retaliates against someone for: (a) truthfully reporting harassment, intimidation bullying or cyberbullying or (b) participating in an investigation of allegations of harassment, intimidation bullying or cyberbullying may be subject to disciplinary action up to and

including termination if the offender is an employee and pursuant to the Memphis School of Excellence Disciplinary Policy if the offender is a student.

Student Code of Conduct

The Student Code of Conduct includes sample violations and sample disciplinary measures and interventions for students. This Code serves as a guide for students, parents/guardians, teachers and administrative personnel. The Code also includes examples of the rights and responsibilities of students, teachers and parents and a parent contract that a parent/guardian must sign to indicate that he/she received and read the Code and will abide by its contents. All decisions are determined by the discretion of the administration.

Note: When determining the appropriate number of days to suspend a student and/or further actions, administrators will consider the following:

- Age and intent of the student
- Past Behavior of the Student
- Fidelity of Behavior Plans/interventions/supports
- Special Education/504 Services

A manifestation meeting is required for any child with a disability for suspensions that exceed 10 days. If it is determined during the manifestation meeting that the behavior is not a manifestation of the student's disability and the IEP has been appropriately implemented, the student is subject to the same consequences as that of his/her nondisabled peer(s). Special Education Advisors/Supervisors should be contacted regarding manifestation meetings.

The Student Code of Conduct includes sample violations and sample disciplinary measures and interventions for students. This Code serves as a guide for students, parents/guardians, teachers and administrative personnel. The Code also includes examples of the rights and responsibilities of students, teachers and parents and a parent contract that a parent/guardian must sign to indicate that he/she received and read the Code and will abide by its contents. All decisions are determined by the discretion of the administration.

A. Level 1 Violations

1. Excessive excused tardiness to school/early releases (excluding medically documented and school sponsored events)
2. Disorderly conduct behavior done on purpose which disrupts a class or school activity.
3. Insubordinate conduct such as behavior that is disrespectful to school staff
4. Excessive unexcused tardiness to school or early releases (more than 3 times)

5. Unexcused/excessive tardiness to class 7 or less in a week results in Saturday detention; more than 7 in a week result in 1 to 3-day suspension
6. Class cutting. Students who are late to class more than 5 minutes without excuse will also receive Saturday Detention.
7. Possession of cellular phones/electronics. (Refer to cell phone policy sheet).
8. Possession laser pointers (non-use)
9. Failure to wear district-adopted school uniform or violation of the school's dress code (see dress code policy)
10. Cyber bullying (Myspace, Facebook, Twitter, etc.)
11. Misconduct-level 1 (other Level 1 incidents not specifically listed, such as running in the hall or throwing a pencil)

Intervention Strategies and Disciplinary Measures

1. Classroom and school-wide intervention strategies
2. Confiscation and/or loss of privileges. Confiscated items shall be returned to the parent. Within 72 hours during a conference with the parent and teacher/administrator.
3. After school or Saturday detention
4. In school suspension
5. Overnight suspension/parent or guardian conference in lieu of suspension

B. Level 2 Violations

1. Continuing to engage in Level 1 violations
2. Defiance of school personnel authority, disrespect, insubordination, refusing punishment, or failing to follow directions.
3. Leaving campus or classroom without permission
4. Gambling
5. Misuse of locker/storage privilege (student is responsible for own property in assigned locker)
6. Obscene, immoral, indecent and/or offensive material, behavior, language, gestures, pictures, writings, or propositions toward a student
7. Profanity, provocative and/or abusive language directed at a student (such as checking or name calling. Consequences will be higher if disruption occurs as a result.
8. Horseplay (running, chasing, hitting) in classroom, hallway, cafeteria
9. Theft ($500 or less)
10. Possession/use of matches, lighters, or fireworks
11. Unauthorized parking/reckless driving on or near campus
12. False accusations against a student
13. Giving false ID
14. Cheating/plagiarism or forgery
15. Posting/distributing unauthorized materials
16. Possession/use of tobacco product (student must be issued a citation)
17. Possession/use of cellphone/communication device during the school day (see cellphone policy)
18. Refusal to surrender electronics (phones, games, etc.) (see cellphone policy)

19. Possession/use of over-the-counter medications (e.g., aspirin, cough medicine, asthma pumps) without school's approval. All medication must be in the front office.
    Level 3 drugs and higher will be considered as any paraphernalia (i.e. Vicodin, Valiums, etc.)
20. Not being in assigned location
21. Students are not allowed to eat, drink or carry foods in hallways, classrooms, restrooms and lobby. Food and drink includes; gum, chips, candy, energy drinks, soft drinks, milk, popcorn, sports drinks, etc.
22. Skipping mandatory Saturday school or detention
23. Misconduct-level 2 (other Level 2 incidents not specifically listed, such as shoving a student in line (no injury), or throwing a football in the hall (no injury)
24. Selling of food, drinks, candy, or anything not authorized by administration.
25. Failure to return or comply with behavior interventions (i.e. behavior tracker)

Intervention Strategies and Disciplinary Measures

a) Classroom and school-wide intervention strategies
b) Confiscation and/or loss of privileges. Confiscated items shall be returned to the parent within 72 hours during a conference with the parent and teacher/administrator
c) After school or Saturday detention
d) In school suspension
e) Overnight suspension/parent or guardian conference in lieu of suspension
f) 1 to 3-day suspension (Sessions that focus on ending the student's negative or harassing behavior may replace suspension.)

C. Level 3 Violations

1. Continuing to engage in Level 2 violations
2. Public Display of Affection (PDA) (hand-holding, kissing, inappropriate touching or actions)
3. Trespassing or loitering (includes suspended students). First offense: day added to existing suspension.2nd offense: If suspended students are at school authorizing authority will be called.
4. False statements or false accusations toward teacher
5. False Fire Alarm
6. Soliciting for activities related to non-school sponsored/non-sanctioned organizations
7. Unauthorized or inappropriate use of the internet, computers, or computer software
8. Disruptive behavior (other level 3 incidents not specifically listed, such as chair throwing/food fight)
9. Field trip misconduct
10. Bringing inappropriate materials (pornographic, criminal, hate related, water balloons etc.)
11. Fighting (No-injury)

Intervention Strategies and Disciplinary Measures

a) School- and district-wide intervention strategies
b) Confiscation and/or loss of privileges. Confiscated items (e.g., cell phones) shall be returned to the parent within 72 hours during a conference with the parent and teacher/administrator.
c) Saturday detention

d) In school suspension
e) Overnight suspension/parent or guardian conference in lieu of suspension
f) 1 to 5-day suspension

D. Level 4 Violations

1. Continuing to engage in Level 3 violations
2. Arson
3. Hazing/initiation: non-school sponsored/non-sanctioned organizations**,** societies, clubs, or teams
4. Breaking and entering/burglary, theft over $500, or motor vehicle theft
5. Vandalism/graffiti (damage will be assessed and will be student/parent monetary responsibility for replacement or repair)
6. Possession of drug paraphernalia (including electronic cigarette/cigar, vaping devices)
7. Under the influence of an unauthorized substance at school (no actual possession or use at school) –Mandatory referral to Alcohol and Drug Counseling (A & D)
8. Possession/use of alcohol
9. Assault against a student (resulting in minor injury)
10. Threats against a student (non-serious)
11. Refusal to produce an object identified by metal detectors
12. Profanity, provocative and/or abusive language directed at school personnel
13. Discrimination based on sex, race, religion, ethnicity, national origin, disability, or sexual orientation
14. Sexual harassment (student to student)/ (student to teacher)
15. Bullying, intimidation, and harassment
16. Extortion
17. Distribution of over-the-counter medications (e.g., aspirin, cough medicine)
    Level 3 drugs and higher will be considered as any paraphernalia (i.e. Vicodin, Valiums, etc.
18. Felony per juvenile court, where the student's continued presence in school poses a danger to person or property or disrupts the educational process
19. Disruptive behavior with prior unsuccessful interventions
20. Making a threat, including a false report, to use a bomb, dynamite, any other deadly explosive or destructive device including chemical weapons on school property or at a school sponsored event
21. Refusal to follow administration's directions
22. Fighting (minor injury and non-gang related)

Intervention Strategies and Disciplinary Measures

a) School- and district-wide strategies
b) Generally, 5 to 10-day suspension or an expulsion for cases involving middle and high school students.

D. Level 5 Violations

1. Fighting (serious injury, weapon used, or gang-related)
2. Aggravated assault against students (resulting in serious injury)
3. Assault against designated visitors
4. Possession of a dangerous weapon (including a bowie knife, hawk bill knife, ice pick, dagger, switchblade or a weapon of like kind)
5. Possession of a toy gun with the intent and/or ability to cause harm
6. False imprisonment or kidnapping
7. Sexual battery
8. Serious threats against a student
9. Threats (serious) or false accusations against school personnel
10. Middle/high school students engaging in activities implying gang affiliation/membership including gang fights, gestures, actions, signals, literature, colors, drawings, signs, jewelry, apparel, manner of grooming, writings, gang graffiti, verbal or nonverbal communication, possessing/distributing gang information, participating in gang recruitment, solicitation, or hazing/initiation activities, coordinating/ordering gang activities at school, gang-related threats, intimidation, and extortion, and other gang activity or acts that imply gang affiliation or membership
11. Other major incidents and behaviors which have high potential for causing serious injury and/or death (e.g., throwing bricks at an occupied school bus)

Intervention Strategies and Disciplinary Measures

a) School- and district-wide strategies
b) Suspension 8 to 10+ days
c) Expulsion (11 to 180-days)

State-Mandated Zero Tolerance Violations

12. Assault (injury or extremely offensive or provocative physical contact)/aggravated assault (serious injury) against school personnel
13. Possession/sale/distribution of illegal drugs or unauthorized prescription drugs
14. Possession/concealment/use/sale/distribution of explosive devices and firearms (assembled or unassembled parts)

Intervention Strategies and Disciplinary Measures

d) School-wide strategies and district-wide strategies (Alternative placement)
e) Mandatory expulsion for one calendar year. The Executive Director may modify the expulsion on a case-by-case basis.

Due Process

The Code of Conduct and all local rules which furnish the basis for discipline shall be published and made available to students, parents/guardians, teachers, counselors and administrative staff. They are

to be posted in conspicuous places within each school throughout the school year. Reasonable efforts shall be made to keep parents/guardians informed of basic rules and regulations governing the conduct of their children while they are at school or are participating in school-related activities.

The issuing and handling of disciplinary measures, including suspensions and expulsions, shall be governed by the following procedures of due process.

A. In-school Suspensions and Suspensions

The principal, acting principal, or assistant principal of each school shall have sole power to suspend up to ten (10) consecutive school days and to refer students to the In School Suspension Program. Principals have the authority to designate the length of a suspension within guidelines established by the Code of Conduct.

Parents/guardians must clear an in school suspension with the principal or his/her designated representative by the end of the suspension period.

B. Appeals

If a student is suspended, students and their parents/guardians have the right to appeal it. The parent must request an appeal from the Principal within 3 school days of the suspension.

The suspension and its circumstances will be reviewed in the presence of the student and parent/guardian. The student may not attend classes until the appeal is heard. All hearings will be held within two (2) school days of the appeal being made. No lawyers and/or representatives other than the parent/guardian may be present during short term suspension proceedings. Suspensions totaling 1-10 days have 3 appeals.

1st appeal is to the Principal (If the principal issued the suspension, it will move to step 2.
2nd appeal is to the Executive Director or Designee.
3rd appeal is to the MSE Board.

Suspensions totaling 10+ days have 2 appeals.

1st appeal is to the Executive Director or Designee.
2nd appeal is to the MSE Board.

There are 3 possible outcomes for an appeal (all suspensions may be appealed).

a) The suspension may be canceled and removed from the student's record.
b) The suspension may be shortened.
c) The suspension will stand as assigned.

C. Expulsion

The decision to expel any student will be made in writing and will include the reason for the expulsion by the principal after hearing about the events involved in a situation. Student and student's

parent/guardian may appeal the expulsion within five (5) school days of the suspension being issued. The 1st appeal will be made to the Executive Director or Designee. The student may not attend classes until the appeal is heard. The 2nd appeal will be made to the MSE Board. All expulsions hearings will be held within ten (10) school days of the appeal being made. The decision is final.

Alternative School Policy

The board authorizes the operation of alternative schools in accordance with state law for students who have been suspended or expelled from the regular school program. Additionally, the district may offer alternative services to address educational, behavioral and social needs of students upon approval of the Executive Director (or designee). Memphis School of Excellence may provide such students with the opportunity to attend alternative schools, as space permits. Students attending alternative schools shall be responsible for their own transportation.

Students attending an alternative school shall abide by the rules of their school and shall be subject to disciplinary action for violations of school rules. However, violation of school rules shall not constitute grounds for extension of time spent in an alternative school. The final decision on removal from an alternative school shall be made by the Director of the Alternative Schools. Please contact the individual campus Dean of Students to receive more information about the alternative school program.

Discipline and Students with Disabilities

Unless a disciplinary infraction is the direct result of a student's disability, the student will be disciplined in the same manner as a nondisabled student. On and after the 10th accumulated suspension day, schools are required to hold a manifestation determination meeting.

Section 504 Due Process Hearings

The Rehabilitation Act of 1973 (Act), commonly referred to as Section 504, is a nondiscrimination statute enacted by the United States Congress. The purpose of the Act is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to nondisabled students. Notice of Parents and Student Rights under the Act, is available at the school. Parents shall have a right to challenge the actions of the Section 504 Committee with regard to their student's identification, evaluation, or educational placement through any one (1) or all of the following in accordance with this policy:

1. Informal Grievance Procedures;
2. Formal Grievance Procedures; and/or
3. Impartial Due Process Hearing

1. **Grievance Procedures**

Parents' decision to participate in the informal and/or formal grievance process does not prevent them from requesting an impartial due process hearing at any time. Parents/guardians may register a formal grievance or request an impartial due process hearing either orally or in writing. If the request is initially made orally, it shall be put in writing. The parent/guardian may be provided a form for this purpose.

1. **Informal Grievance**

If parents have a grievance, they may request an informal conference with a school level administrator. A conference will be scheduled after notice of the grievance is received by the principal. If the grievance is not resolved following the informal conference or if parents elect not to participate in an informal conference with school level administrators, a formal grievance and/or a request for a due process hearing may be filed.

2. **Formal Grievance**

Parents may lodge a formal grievance by filing a written Notice of Appeal with the school's Section 504 Coordinator within five (5) work days from the time they receive written notice of the Section 504 Committee's action(s).

The Executive Director (or designee) shall conduct an investigation and a written decision shall be rendered within a reasonable time.

If the grievance is not resolved after the Executive Director's (or designee) written decision, the parents may appeal to the Memphis School of Excellence board. The board shall meet and review the formal grievance and decide (1) that no hearing before the board is warranted or (2) notify the grievant of the scheduled hearing. If the grievance is not resolved following the formal grievance or the parents elect not to participate in a formal grievance process, an informal grievance and/or a request for a due process hearing may be filed.

The written request shall include the following information:

1. The reason for the request:
    a. Denied identification, evaluation or educational placement of persons who, because of disability need or are believed to need special instruction or related services;
    b. Placed in a setting which is not the least restrictive environment;
    c. Denied appropriate services due to inaccessibility of programs;
    d. Denied accommodations and/or modification to regular education program because of identified disability;
    e. Denied participation in extracurricular or nonacademic activities because of a disability.
2. A suitable time for the hearing: morning, afternoon, evening
3. Two (2) possible dates for the hearing
4. A statement as to whether you prefer the hearing to be closed or open

The hearing must be held no less than fifteen (15) days and no more than thirty (30) days from the time the request for the hearing is submitted, unless the parent/guardian agrees otherwise, or the district official grants a continuance at the request of one of the parties.

School System's Responsibilities:

- The school will provide a location for the hearing.
- The school system will allow the student to remain in his/her present placement until after the hearing; unless the parents agree that a change in placement would be best for the student.
- The school system must inform the parent of any free or low cost legal services or other relevant services available in the area.
- If a parent/guardian is represented by a licensed attorney at the due process hearing, she/he must inform the school's Section 504 Coordinator and the appointed district official of that fact, in writing, at least seven (7) days prior to the hearing date.

Before the Hearing:

- All exhibits to be presented at the hearing shall be exchanged between the school system and the parents at least five (5) days prior to the hearing.
- The school system must allow the parent to examine the student's records and make copies if requested.

During the Hearing:

- The parent(s) and the school system may be represented by legal counsel.
- The student may be present at the hearing.
- After the impartial school official has heard the case, he/she will give a written decision.
- The impartial school official understands what the law requires for students with special needs.

After the Hearing:

- A copy of the impartial district official's decision will be given to both the school systems and parents. The district official must render a decision within 45 days after the 504 Coordinator's receipt of the request for a hearing, unless the parents agree otherwise or the district official has granted a continuance at the request of one of the parties.
- The decision made by the school official is final unless parents or the school system appeals the decision to the appropriate state or federal court.

Tobacco/Alcohol/Drugs/Gun Notice

Tobacco/Alcohol-Free School Notice

Memphis School of Excellence prohibits student smoking or possession of tobacco products, lighters, matches, vaping devices (e.g., electronic cigarettes, vaporizers, vape pens, etc.) or alcoholic beverages on school campuses, at school-sponsored activities or on school buses. Additionally, drinking or smoking and/or the use of all tobacco products, including smokeless tobacco, are prohibited in all buildings (schools and other facilities); in any public areas, including but not limited to, bleachers used for sporting events, or public restrooms. All violators are subject to possible prosecution, as allowed by law. Additionally, student violators are subject to the disciplinary terms of the Student Code of Conduct.

Gun-Free School Notice

In order to provide a safe and gun-free environment for students and employees, any form of guns (ex. real, toy, play, look-alike) are prohibited on school property at all times, and at all school-sanctioned activities occurring on or off school property. Student violators are subject to the disciplinary terms of the Student Code of Conduct.

Drug-Free School Notice

The school believes that student use of illicit drugs is both wrong and harmful. Consequently, the school prohibits the use, sale, possession, or distribution of illicit drugs by students on school premises or any school activity, regardless of its location. Student violators are subject to possible prosecution, as allowed by law, as well as the disciplinary terms of the Student Code of Conduct.

NOTE OF CAUTION: HOLDING PROHIBITED ITEMS OR SUBSTANCES - In instances dealing with drugs, alcohol, tobacco, weapons, and/or any other items or substances prohibited by policy or state law, students who **HOLD** these items or substances for other students are considered to have possession and are subject to disciplinary action. **DO NOT HOLD!**

Glossary

Listed below are commonly-used terms that will lead to a greater understanding of the Code of Conduct. All offenses listed in the Code of Conduct are not defined.

"45-day" consequence: For the purposes of this document "45-day" 'will be used to denote a complete grading period. Often, grading periods vary in length due to natural breaks within a quarter. Natural breaks should be used when suspending long-term.

After-School Detention
This detention is served with the teacher or administrator who assigns it. It may be assigned for the same day or the following day. The detention is for an infraction such as disturbing the class, continuous tardiness to class, cafeteria misbehavior etc. The student will serve from 15 minutes to 45 minutes depending on the number of detentions already served. Parents will be notified of any after-school detentions that are longer than 15 minutes. Teachers are not required to notify parents of a 15-minute detention. Parents can see their child's discipline record, including any after-school detentions on the school database.

Answering an In-School Suspension
A parent/guardian consulting with school officials to discuss the reasons for a student's in school suspension and how the parent/guardian can work with the student, the teachers and other school personnel to improve the student's behavior or actions.

Arson
The actions of an individual who knowingly damages school property or the property of another by means of a fire or explosion without consent of the property owners and with the intent to destroy or damage for any unlawful purpose.

Assault
The actions of an individual who intentionally, knowingly or recklessly causes bodily injury to another intentionally or knowingly causes another to reasonably fear imminent bodily injury, or causes physical contact with another and a reasonable person would regard the contact as extremely offensive or provocative.

Aggravated Assault
Is committed by an individual who intentionally, knowingly or recklessly commits an assault and also causes —serious bodily injury to another or uses or displays a deadly weapon.

Assault on Designated Visitors
The actions of an individual who intentionally, knowingly or recklessly causes bodily injury to persons who are legitimately present on school property or attending school-sponsored activities/ events. This would typically include parents/guardians, other family members, guests, volunteers and chaperons.

Assault/Aggravated Assault (formerly Battery) on a Teacher or Other School Personnel
The actions of an individual who intentionally, knowingly or recklessly causes bodily injury on any elected official or school district employee whether it is committed on school property, on school-sponsored transportation, during a school-sponsored activity or while the elected official or employee is on official school business.

"At-Risk" Students: For the purpose of this document, "At-Risk" students are those whose trending behavior patterns are mostly likely to result in negative outcomes if interventions do not occur. If uninterrupted, these behaviors will ultimately result in academic decline, chronic absenteeism or severe discipline consequences.

Average Daily Attendance (ADA): The percent of enrolled students who attend school each day. While the average daily attendance rate has been used for reporting purposes for many years, the use of a single average measure tends to mask significant attendance problems.

Behavior Intervention Plan (BIP): Strategic responses to student behavior. BIPs identify challenging behavior but also detail specific supports that will be implemented to redirect negative behaviors and reinforce positive behaviors. The BIP should be implemented after 5 days of suspension, per state law.

Behavior Observation Plan (BOP): Strategic responses to student behavior. Method of behavioral assessment. Behavioral observation involves watching and recording the behavior of a person in the

classrooms. The assumption is therefore that as data collected students are more apt to change their behavior.

Breaking and Entering/Burglary
An individual who enters a building not open to the public with the intent to commit a felony, theft or assault or remains concealed in a building with the intent to commit a felony, theft or assault.

Bullying, Harassment and Intimidation (Continual)
Any act that substantially interferes with a student's educational benefits, opportunities or performance that takes place on school grounds, at any school-sponsored activity, on school provided transportation, or at any official school bus stop and that has the effect of:

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

Examples include, but are not limited to, name calling or —checking, making negative comments about a person's race, ethnicity, sexual orientation, sex, religion or disability; extortion; and following students to and from school with intent to intimidate.

Bullying, Harassment and Intimidation includes Cyber Bullying, which is bullying through the use of the Internet or through telecommunications technologies, such as computers, telephones, cell phones and text messaging.

Bus Suspension: Is a "local" reported consequence that removes a student's privilege to ride on the bus as a result of inappropriate behavior on the bus or at the bus stop.

Cheating/Plagiarism
Taking credit for oneself and not giving credit to the source for written and oral expression authored and/or prepared by another, cheating on exams, etc.

Chronic Absenteeism: Missing school for any reason (excused, unexcused, suspended/expelled). Commonly defined as missing 10 percent or more of instructional days, the threshold at which research indicates most students are at risk of negative academic and social consequences.

Class Cutting
Is absence from scheduled classes or scheduled activity without prior knowledge of parents and school authorities.

Clearing a Suspension
Terms and conditions of a student's return to school after being suspended. The principal (or designee) will set the terms.

Cyber Bullying
See Bullying, Harassment and Intimidation

Designated Visitors
Persons who are legitimately present on school property or attending school-sponsored activities/events. This would typically include parents/guardians, other family members, guests, volunteers and chaperons.

Detention: Principal approved act of detaining students after school hours (not exceeding 45 minutes)
Note***Parents are only required to be contacted if the detention exceeds 15 minutes.

Disruptive Behavior
Conduct that significantly interferes with all or portions of the campus activities, school sponsored events and school bus transportation. Behavior that poses a serious threat to the learning environment or to the health, safety, and/or welfare of others.

Drug
Any controlled substance, marijuana, alcohol, legend drug or any other substance whose possession or use is regulated in any manner by any governmental authority, including the school system.

Early Release
Early release means leaving school or class before the end of the school day with the knowledge of parents and school authorities. (0.5 day at the end of 4th period, 1.0 day end of 6th period)

Electronics
Radios, Tape or CD Players, MP3 Players, Electronic Games, and/or similar devices

Excessive tardiness
Continuing to come to school after the school day begins or to the classroom after classes have started.

Exclusionary Consequences: The removal of a student from his/her regular academic program for disciplinary purposes.

Excused Absence: Absences that fall under approved stipulations as stated in the Student-Parent Handbook.

Expel/Expulsion
Removed from the pupil's regular school program at the location where a violation occurred or removal from school attendance altogether. Suspensions of more than 10 days are expulsions.

Extortion
A person who uses coercion upon another person with the intent to obtain property, services, any advantage or immunity; or restricts another's freedom of action Coercion is a threat of kidnapping, extortion, force or violence to be performed immediately or in the future.

False Accusation
The intentional making of untrue statements that may jeopardize the reputation, employment or professional certification of a teacher, member of the staff or student.

False Fire Alarm
The intentional activation of a fire alarm, fire bell, or other signaling device with intent to deceive, mislead or otherwise misinform a school/center function concerning the presence of a fire or other disaster.

False Imprisonment
Knowingly removing or confining another person unlawfully so as to interfere substantially with the person's liberty. Kidnapping is false imprisonment under circumstances that expose a person to substantial risk of bodily injury.

Aggravated Kidnapping is false imprisonment committed to facilitate commission of a felony or flight after committing a felony or interfere with the performance of any governmental or political function, with the intent to inflict serious bodily injury, or terrorize the victim or another, or where the victim suffers bodily injury, or while in possession of a deadly weapon or threatened use of a deadly weapon.

Felony per Juvenile Court
Off-campus criminal behavior that results in the student being legally charged with a felony and the student's continued presence in school poses a danger to persons or property or disrupts the educational process.

Field Trip Misconduct
Failure to comply with rules of safety or field trip conduct behavior as laid down by the teacher in charge.

Fighting
Minor injury and non-gang related - Mutual combat and mutual altercation, including when two or more persons mutually participate in physical violence that may require physical restraint and/or results in minor or no injury. (Level 3 violation)

Serious injury, weapon used or gang-related - Mutual combat and mutual altercation, including when two or more persons mutually participate in physical violence, that requires physical restraint and results in serious injury and/or weapons are used. (Level 5 violation)

Firearm or Destructive Device
Any weapon designed, made or adapted to expel a projectile by the action of an explosion or any device readily convertible to that use.

Forgery
To alter, make, complete, execute or authenticate any writing that attempts to:
(1) Be the act of another who did not authorize that act;
(2) Have been executed at a time or place or in a numbered other than was in fact the case; or
(3) Be a copy of an original when no such original existed.

Gambling
Gambling includes but is not limited to card playing, dice shooting, and sports pools and involves the transfer of money or personal belongings or assistance from one person to another.

Gang
A formal or informal ongoing organization, association, or group consisting of three (3) or more persons that has as one (1) of its activities the commission of criminal acts; and has two (2) or more members who, individually or collectively, engage in or have engaged in a pattern of criminal gang activity.

Harassment
See Bullying, Harassment and Intimidation and Sexual Harassment

Hazing
Any intentional or reckless act by one student acting alone or with others which is directed against any other student, that endangers the mental or physical health or safety of that student, or which induces or coerces a student to endanger such student's mental or physical health or safety.

In-School Suspension
Prohibiting a student from attending his/her regular class for a specified period of time.

Indecent Exposure
The display of parts of the human body without clothing in a manner that is contrary to local custom and law.

Interventions
Programs, curricula, strategies or activities designed to prevent, reduce or eliminate negative behaviors or actions in students or to support academic achievement.

Insubordination/Defiance
Refusing to follow a reasonable request, direction or instruction of an adult through disobedience,

defiance, unruliness or noncompliance. Includes walking away when being addressed by an adult and refusal to work in class.

Intimidation
See Bullying, Harassment and Intimidation

Locker Misuses
Intentionally using, without proper permission, property belonging to another or the school, in a manner likely to damage the property or using another person's locker without authorization. Applying profane, obscene, sexist, racist or other decorations to a locker or any area or surface which disrupts the educational process, interferes with teaching and learning, and defaces or devalues school property.

Making a Threat (with a Destructive Device) or False Report (Bomb)
Threatening to throw, project, place, or discharge any destructive device, including chemical weapons, with intent to do bodily harm to any person or with intent to do damage to any property of any person; or making a false report, with intent to deceive, mislead or otherwise misinform any person, concerning the placing or planting of any destructive device, bomb, dynamite, or any other deadly explosive.

Manifestation Meeting: Meetings held to determine if the student behavior is the direct result of their disability or the district's failure to implement the IEP. Students should not be suspended if the behavior is a manifestation of the disability. Category (A) offenses can possibly result in 45 days of suspension regardless of the manifestation meeting's outcome. DHAs will not be held for SPED students, if a manifestation meeting was not held for the behavior that resulted in the suspension.

"Minor" behavior: Results in a low level of disruption to the school environment, little-to-no physical behavior, is an isolated event.

Misconduct Level 1
Conduct that interferes with the school or classroom environment, but has little potential for causing harm to others or destruction of property.

Misconduct Level 2
Conduct that interferes with the school or classroom environment, and has high potential for causing harm to other persons or destroying property.

Not being in assigned location
All students need to be in their assigned location during lunch time, break time or while class is in session.

Obscene Material
Material of a sexual nature which offends common decency and morals.

Out-of-School Suspension (OSS): State reported suspensions that place students out of the school building from 1-10 days. These suspensions are counted against the school and district attendance rates and add to chronic absenteeism.

Participation in Activities Related to Non-School Sponsored/Non-Sanctioned Organizations
Participation in organizations at school that are not approved by the school's administration. Includes failure to register a non-school-sponsored organization with the school or participation in the activities of a non-school-sponsored organization while at school.

Positive Reinforcement: The act or process of reinforcing/strengthening desired behaviors by utilizing rewards and incentives to deter negative student behavior as opposed to consequence or punishment.

Posting/Distributing Unauthorized Material
Posting or distributing leaflets or other materials that have not been approved for posting or distribution by the school and/or the district or that are not in accordance with law or policy.

Profanity
Vulgar or irreverent speech or action.
Public Display of Affection
It includes hugging, holding hands, kissing, cuddling, caressing, and any other forms of display of affection with any other student

Progressive Discipline: Gradual, sequential and strategic responses implemented to deter negative student behavior. Behavior Intervention Plans are often the strongest evidence and indicators of progressive discipline.

Reckless Driving
Driving any vehicle on or near school grounds with an intentional reckless disregard for the safety of persons or property.

Remands: Assignment to an alternative school or program as a result of the school's issuance of an expulsion. The student continues to receive educational services; (Greater than 10 days).

Robbery
Intentional or knowing theft of property from another person by violence or by putting the person in fear. Aggravated robbery is theft of property with a deadly weapon or what is believed to be a deadly weapon or where the victim suffers serious bodily injury.

Saturday Detention
All students attending Saturday detention must arrive by 7:55 a.m., ready to serve. Failing to attend a Saturday Detention without any confirmed excuse may result in a 2 days out of school suspension. Students must wear school uniforms during Saturday Detention. If a student does not wear the school

uniform they will be asked to leave and return the following scheduled Saturday Detention.

Serious Bodily Injury
Bodily injury that involves (a) a substantial risk of death; (b) protracted unconsciousness; (c) extreme physical pain; (d) protracted or obvious disfigurement; or (e) protracted loss or substantial impairment of a function of a bodily member, organ or mental faculty.
Serious injury generally includes injuries requiring medical attention. Examples of serious injury include, but are not limited to, such harm as:
Assault which, if more forceful or differently targeted, would result in substantial risk of death

- Loss or impairment of the functioning of a body member or organ
- Being stabbed
- Being shot
- Being rendered unconscious
- Loss of life

"Severe" behavior: Results in high level of disruption, requires immediate intervention for safety, is persistently continuous.

Sexual Battery
Unlawful sexual contact with a victim accompanied by force or coercion, or without the victim's consent or with a person who is mentally incapacitated or physically helpless, or by fraud
Aggravated Sexual Battery unlawful sexual contact with a victim by:

- force or coercion; or
- with a weapon or any article used or fashioned in a manner to lead the victim to reasonably believe it to be a weapon; or
- causes bodily injury to the victim; or
- by more than one (1) person through use of force or coercion; or
- by more than one (1) person who knows or has reason to know that the victim is mentally defective, mentally incapacitated or physically helpless;
- or the victim is less than thirteen (13) years of age.

Sexual Harassment (Student to Student) (Student to Teacher)
Unwelcome actions which cause a reasonable person to feel uncomfortable or unsafe resulting in a learning environment which is offensive, hostile and/or intimidating.

State-Reported Offenses: Consequences (i.e.., ISS, OSS, Remands & Expulsions) that the district is required by Tennessee Code Annotated to report to the state annually.

Supervised Study: It is proactive in nature and allows students to remain in the educational environment (i.e. temporarily placing students in another teacher's class, office, or ISS for a given time).

Suspension
Prohibiting a student from attending school for a specified period of time.

Theft
Intending to deprive an owner of his/her property by knowingly exercising control over the property without the owner's consent.

Threat
A pattern of conduct or statements expressing intent to do harm or act violently against someone or something.

Trespass and Loitering
Students with an unauthorized absence from their home school and who are found present without permission at another school or on other SCS school property.
Loitering is remaining in or around the school building without permission and staff supervision.

Truancy
A Legal term that refers only to unexcused absences. A Tennessee student is considered truant at five unexcused absences and may be subject to legal intervention.

Unauthorized/Inappropriate Use of the Internet, Computers or Computer Software
Any action that violates the Policy on Access to Telecommunications Networks (#4.406) or local, state and federal law. This includes using the Internet or e-mail for non-educational purposes, transmitting personally identifiable or personal contact information without authorization, using inappropriate language, and using the network to personally attack or harass another person.

Unauthorized Parking
Parking in an area or a space officially designated for another person or persons; parking in an illegal space, as designated by a school or government authority; or parking in an area not designated for students.

Unauthorized Possession or Use of Prescription Drugs
Possession or use of prescription drugs for which the student is not the named recipient of a bona fide prescription or for which school approval to carry or use the prescription has not been given. It also applies to any student who is selling or otherwise distributing his/her prescribed medication. [School policy states that students should be allowed to carry their own emergency medication (e.g., asthma inhalers and EpiPens®). However, this should be cleared with the school principal.]

Unexcused Absence: Absences that do not fall under approved stipulations as stated in the Student-Parent Handbook.

Use of Provocative Language
Obscene language, profanity, and/or inflammatory statements.

Vandalism
The intentional destruction, damage or defacement of property without consent of the owner or the person having custody or control of the property.

Weapon/Dangerous Weapon
Any dangerous instrument or substance which is capable of inflicting any injury on any person.

Zero Tolerance
Specific acts committed by students that require mandatory expulsion for one year under state law (e.g., possession of a firearm).

Official School Social Media Accounts

Main Website: www.sememphis.org
YouTube: https://www.youtube.com/channel/UC-4vNpQmvCtf2x2zysPejLA

Mendenhall Campus Links

Website: https://msem.sememphis.org/
Facebook: www.facebook.com/MSEMiddle
Google Site: https://search.google.com/local/writereview?placeid=ChIJ6UO3N5uPf4gRjQp15vxh_Kw

Winchester Campus Links

Website: https://msew.sememphis.org/
Facebook: www.facebook.com/MSEHigh
Twitter: https://twitter.com/MSEHigh
Instagram: https://www.instagram.com/MSEHigh

Cordova Elementary Links

Website: https://mseec.sememphis.org/
Facebook: www.facebook.com/MSEECordova

Cordova Secondary Links

Website: https://msec.sememphis.org/
Facebook: www.facebook.com/MSEECordova

AVAILABILITY OF STUDENT and PARENT HANDBOOK ONLINE

The Student and Parent Handbook of Memphis Schools of Excellence is available on the internet. Go to the school webpage at http://www.sememphis.org/ and click the "Student & Parent Handbook" under the Students or Parents tab.

Because of the expense of printing the handbooks, we are asking that you consider using the internet to access and review the Handbook rather than a paper copy. Using the internet to access the Handbook will allow the district to direct printing dollars to instructional needs and eliminate the need for you to search for your handbook when you have questions throughout the year. Thank you for considering this new use of technology to improve school-home communication.

Please complete and return this form. This will allow us time to get the Handbook to all students and parents who prefer a paper copy while avoiding the necessity of printing more copies of the Handbooks than necessary.

□ **Thank you for providing the Student and Parent Handbook online. I will review it on the internet. My signed receipt below acknowledges receipt of the Handbook in a satisfactory manner via the internet.**

□ **I prefer a paper copy of the Student and Parent Handbook.**

Date: _____ Date: _____

Student's Name:_____ Parent or Legal Guardian's Name:_____

Students' Signature:_____ Parent or Legal Guardian's Signature:_____

Student(s) Grade Level(s) _____

Return to Front Office or Dean of Students

RECEIPT OF STUDENT/PARENT HANDBOOK

This signed receipt acknowledges receipt of the Parent and Student Handbook of Memphis School of Excellence (MSE). This receipt acknowledges that it is understood that the handbook contains student conduct and discipline rules. The undersigned, as student, agrees to follow such conduct and discipline rules. This receipt also serves to acknowledge that it is understood that the district's policies of non-discrimination and equity, and that specific complaint and grievance procedures exist in the handbook which should be used to responding to harassment or discrimination. The parent/guardian and student signing below are giving permission for Memphis School of Excellence to place student photographs, artwork, writing, or other projects on the web site and social media. If you do not release this permission, please sign a separate "Media Release Form".

Drug-free schools statement: receipt shall also serve to demonstrate that you as parent or guardian of a student attending MSE have received notice of the standards of conduct of this district expected of students concerning the absolute prohibition against the unlawful possession, use, or distribution of illicit drugs and alcohol on school premises or as a part of any of the school's activities as described in board policy or administrative regulation. This notice is being provided to you pursuant to the Safe and Drug-Free Schools Law and 34 C.F.R. Part 86, both federal legal requirements for the district to obtain federal financial assistance. Your signature on this receipt acknowledges that you and your child or children who are students attending MSE fully understand the district's position absolutely prohibiting the unlawful possession, use, or distribution of illicit drugs and the possession, use, or distribution of alcohol or tobacco on school premises or as a part of the school's activities as herein above described and that compliance with these standards is mandatory. Any non-compliance with these standards can and will result in punitive measures being taken against any student failing to comply with these standards.

Date: _____ Date: _____

Student's Name:_____ Parent or Legal Guardian's Name:_____

Students' Signature:_____ Parent or Legal Guardian's Signature:_____

Student(s) Grade Level(s) _____

Return to Front Office or Dean of Students

Student and Parent Handbook

Attachment E: Student Discipline Plan

See Attachment D (Student Code of Conduct).

Memphis School of Excellence-Network

5885 Ridgeway Center Pkwy #100, Memphis, TN 38120 Phone: (901) 590-2111

Read Foundation. dba. Memphis School of Excellence
Student Enrollment Policy

Memphis School of Excellence (K-12) will follow the state guidelines and rules described in T.C.A. § 49-13-113. Memphis School of Excellence (MSE) will conduct an initial student application period of at least thirty (30) days..During each school year`s enrollment period, the student recruitment and admission process will follow the timetable below.

Start Date: January 1 End Date: Last Friday of Februrary	Applications from prospective students
First Friday of March	If the number of applicants is more than the space available, a publicly announced lottery will be held on the first Friday of March
Two weeks after the lottery date	Waiting List Registration

When a student is accepted from the lottery, the parent/guardian will be notified by email and/or phone call. They will have 2 weeks (10 business days) to pre-register to MSE PowerSchool. If they do not pre-register during that time frame, then they will be moved to the "canceled list" and next person from the waiting list will be moved to the "accepted list" and notified.

Due to the Tennessee Public Charter School Act of 2002, Chapter 13, section 113, MSE will give preference to the siblings of a pupil who is already enrolled and to the children of a teacher, sponsor, or member of the governing body of MSE. The number of students enrolled through their relationship with a teacher, sponsor, or member of the governing body of MSE is not to exceed ten percent (10%) of total enrollment or twenty-five (25) students, whichever is less.

Memphis School of Excellence offers educational and employment opportunities without regard to race, color, religion, sex, creed, age, disability, national origin, or genetic information.

To be eligible for admission the student must provide 1) proof of residence in the city, 2) proof of minimum age, and 3) completed application form, 4) immunization records. Application forms will require a student's name, date of birth, grade level, address, names, addresses/phone numbers of parents/guardians. Name of child's pediatrician, immunization record, names of siblings also applying, and a signature verifying that the information is correct and the parents/guardians are choosing education at MSE for their child. Application forms must be submitted to the school by the annual deadline determined by the governing board.

If applications exceed the planned capacity of the public charter school, the following preferences shall apply:

T.C.A. § 49-13-113

a. Participation in a public charter school shall be based on parental choice or the choice of the legal guardian or custodian.

b. A public charter school authorized by the commission is open to any student residing within the geographic boundaries of the LEA in which the public charter school is located. A public charter school authorized by the commission may enroll students residing outside the geographic boundaries of the LEA in which the public charter school is located pursuant to the out-of-district enrollment policy of the LEA in which the public charter school is located and in compliance with §§ 49-6-3003 and 49-6-403(f), unless the LEA in which the public charter school is located has a policy prohibiting out-of-district enrollment.

c. A public charter school authorized by a local board of education may enroll students residing outside the geographic boundaries of the LEA in which the public charter school is located pursuant to the LEA's out-of-district enrollment policy and in compliance with §§ 49-6-3003 and 49-6-403(f).

d.
    1. A public charter school shall enroll an eligible pupil who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building.
    2. An enrollment preference shall be provided to students that attended the charter school during the previous school year.

Memphis School of Excellence offers educational and employment opportunities without regard to race, color, religion, sex, creed, age, disability, national origin, or genetic information.

3. If the number of applications exceeds the capacity of a program, class, grade level, or building, the charter school shall select students through a lottery. The enrollment preference for returning students provided in subdivision (d)(2) shall exclude those students from entering into a lottery.
4. If an enrollment lottery is conducted, a public charter school shall give enrollment preferences in the following order:
    A. Students enrolled in a pre-K program operated by the charter school sponsor;
    B. Students enrolled in a charter school that has an articulation agreement with the enrolling public charter school; provided, that the articulation agreement has been approved by the authorizer;
    C. Siblings of students already enrolled in the public charter school;
    D. Students residing within the geographic boundaries of the LEA in which the public charter school is located who were enrolled in another public school during the previous school year; and
    E. Students residing outside the geographic boundaries of the LEA in which the public charter school is located.
5. A public charter school may give an enrollment preference to children of a teacher or member of the governing body of the charter school, not to exceed ten percent (10%) of total enrollment or twenty-five (25) students, whichever is less.
6.
    A. A charter school shall provide to the department of education certification by an independent accounting firm or by a law firm that each lottery conducted for enrollment purposes complied with the requirements of this section. In lieu of such certification, a charter school may request that the department of education review and approve the lottery process.
    B. The charter school shall comply with the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g), with respect to the publication of any students' names before, during, or after the enrollment and lottery process.

7. The state board of education is authorized to promulgate rules concerning lottery enrollment. The rules shall be promulgated in accordance with the Uniform Administrative Procedures Act, compiled in title 4, chapter 5.

e.

Public charter schools authorized by the achievement school district (ASD) shall conduct

an initial student application period of at least thirty (30) days. During this period, all students zoned to attend or currently enrolled in a school that is eligible to be placed in the ASD may enroll. If, at the end of the initial student enrollment period, the number of eligible students seeking to enroll does not exceed the public charter school's capacity or the capacity of a program, class, grade level, or building, then the public charter school may enroll additional students residing within the geographic boundaries of the LEA in which the public charter school is located; provided, however, that a public charter school's total enrollment of such students shall not exceed twenty-five percent (25%) of the public charter school's total enrollment.

Adopted: Apr 15, 2023

Memphis School of Excellence offers educational and employment opportunities without regard to race, color, religion, sex, creed, age, disability, national origin, or genetic information.

12/22/2023

To Whom it May Concern,

In 2010, the Tennessee Department of Education partnered with Battelle to launch the Tennessee STEM Innovation Network. Focusing on "kindergarten to jobs," the Network is developing high-quality STEM programming to ensure that Tennessee students are further prepared for college and career success and ready for their chosen future. The Network utilizes Regional STEM Innovation Hubs and STEM Designated Schools across Tennessee to increase student interest and participation in STEM fields.

The Memphis School of Excellence Mendenhall campus earned the Tennessee STEM School Designation in 2022. Tennessee STEM and STE(A)M School Designation was developed to provide a "roadmap" for schools to successfully implement a STEM or STE(A)M education plan at the local level. The tools and resources created define the attributes necessary for a school to create a comprehensive STEM or STE(A)M learning environment for its students. A school that receives Tennessee STEM and STE(A)M School Designation will be recognized by the Tennessee Department of Education for its use of STEM or STE(A)M teaching and learning strategies and serve as a model from which other schools may visit and learn. All K–12 schools serving students in Tennessee are eligible.

The Network provides access to the below supports for schools and districts across the state of Tennessee:

- Professional learning options focused on STEM strategies
- No-cost supplemental STEM curriculum supports
- STEM resources and materials

We aim to continue to support the Read Foundation dba Memphis School of Excellence by providing access to STEM resources and support through Network outreach.

Regards,

B Stroecker

Brandi Stroecker
Director
Tennessee STEM Innovation Network
stroecker@battelle.org

Teach For America
Memphis

January 8, 2024

To Whom it May Concern,

Our organization, Teach For America, recruits and develops an exceptional and diverse corps of leaders who make an initial two-year commitment to teach in urban and rural America and become lifelong leaders in pursuit of educational equity and excellence. Teach For America (TFA) catalyzes leadership to make educational equity a reality and illuminate every learner. Since 2006, the TFA-Memphis network continues to work in classrooms, schools, and various sectors that shape the broader systems in which schools operate. TFA-Memphis has partnered with the State of Tennessee to bolster a pipeline of high-quality educators, accelerate academic outcomes through innovative school leadership, and shape the design and implementation of policy to support all students.

We have worked with the Read Foundation dba Memphis School of Excellence over the past 12 years in the following capacities:

- Corps Member Placement
- Alumni Leadership Support
- Thought partnership: Teacher Recruitment and Talent

It is our aim to continue to support the Read Foundation dba Memphis School of Excellence by partnering to place and support both Teach For America Corps Members and Teach For America Alumni. Continuing our support around ways to bring more teacher leaders to the Memphis area is also a priority. In this partnership, both TFA-Memphis and Memphis School of Excellence work so that students in the Memphis area achieve their goals and thrive as citizens in our city. This year's corps members have demonstrated the leadership and values necessary to expand educational opportunities inside and outside classrooms.

Read Foundation dba Memphis School of Excellence has been a consistent and strong partner for over a decade. Many of our Teach For America Corps Members have chosen to work alongside Memphis School of Excellence network to help end educational inequity in Memphis. Our Corps Members get the support that they need as novice teachers and our Alumni can continuously develop as leaders in the field of education with Read Foundation dba Memphis School of Excellence.

Best,

Melanie Hines Knapp, Ph.D.

Managing Director, Program Operations

city fund

December 20, 2023

Metro Nashville Public Schools
2601 Bransford Avenue
Nashville, TN 37204

Dear MNPS School Board:

Since 2016, the City Fund board of directors has approved over $10M in grants to support public education efforts in Nashville. A portion of that budget is allocated towards the creation of high-performing public charter schools, and **we are prepared to provide support to the Memphis School of Excellence team as it works to bring its successful model to the Nashville community.**

We are confident in the Memphis School of Excellence's academic and financial leadership capacity to launch a high quality charter school in Nashville, and we respectfully encourage you to authorize the school.

Sincerely,

Chris Barbic
Partner
City Fund

To Whom it may concern:

UT-TSU Extension and Agricenter partner to provide agriculture and STEM education to the youth of Shelby County and the Mid-South area and are great supporters of schools such as the Memphis School of Excellence which share a similar STEM mission.

The 4-H.Agricenter Youth Development Program is committed to provide youth opportunities to learn about STEM activities by hand-on experiments and trips to Agricenter. Also, teachers will have opportunities to grow professionally.

By being in the 4-H.Agricenter program, the students will also have an opportunity to compete in contests in art, financial management, and public speaking to broaden their experiences. For students wanting to have experiences outside of the county, 4-H camp is a great opportunity to expand many skills.

Sincerely,

Timothy J. Roberts

Tim Roberts
Agricenter Director of Education
Extension Agent

Programs in agriculture and natural resources, 4-H youth development, family and consumer sciences, and resource development.
University of Tennessee Institute of Agriculture, U.S. Department of Agriculture and county governments cooperating.
UT Extension provides equal opportunities in programs and employment.

January 8, 2024

To Whom it May Concern,

Our organization the American Heart Association, strives to be a relentless force for a world of longer, healthier lives for all.

We have worked with the Read Foundation dba Memphis School of Excellence over the past 2 years in the following capacities:

- Staff and Student overall health and wellness
- Physical Education
- Social, Emotional, and Mental Wellbeing for staff and students
- S.T.E.M. curriculum

Memphis School of Excellence's participation in our youth programs Kids and American Heart Association gives students crucial lifesaving skills by learning hands-only CPR and the warning signs of stroke. As a science-based organization, we are committed to incorporating S.T.E.M. lesson plans in our programs that the students also have the opportunity to take part in. Through all of this we have supported and will continue to support the Read Foundation dba Memphis School of Excellence.

We support the expansion of the Read Foundation dba Memphis School of Excellence to Nashville to continue to provide a positive and uplifting learning environment to students in this new area, as well as expose more children and their families to life-saving skills as well as teaching heart healthy habits to all in hopes of reducing the risk of heart disease in the future generations.

Sincerely,

Lauren Goff

Lauren Goff
Youth Market Director

BethelUniversity
College of Arts and Sciences

Dual Enrollment Program
325 Cherry Ave., McKenzie, TN 38201
844-497-0265 | BethelU.edu/DualEnrollment

01/08/2024

To Whom It May Concern:

Bethel University has partnered with Memphis School of Excellence-Winchester, and Memphis School of Excellence-Cordova to provide dual enrollment opportunities for students. By working with high school counselors at these schools, students may earn both high school and college credit. We will continue with these opportunities, and with any new opportunities that may be available such as Read Foundation dba Memphis School of Excellence, if it becomes available.

Sincerely,

Craig Lunn

Craig Lunn
Bethel University
Director of Dual Enrollment

LEWIS THOMASON

LEWIS THOMASON, P.C.
Attorneys at Law
424 Church Street, Suite 2500
P.O. Box 198615
Nashville, TN 37219
T: (615) 259-1365

Charles W. Cagle
ccagle@lewisthomason.com

December 20, 2023

Dear Sir or Madame:

I have been asked to provide a letter of recommendation for the newly proposed Nashville School of Excellence. Having served the founders of this proposed school as legal counsel the Read Foundation through its Memphis School of Excellence, I can assure you that the name itself speaks volumes about the quality of education that will be offered by the school.

Focusing on the traditional STEM factors (science, technology, engineering, and mathematics), the Nashville School of Excellence will offer a college preparatory curriculum. A specialty of the school is its focus upon individualized student academic support. The school will also provide strong academic and assistive supports for English Language Learners, gifted students and special needs students.

I first met the founders of the school at statewide professional organization meetings and have been impressed with their commitment not only to excellence in classroom instruction, but also to excellence in the business operations aspect of managing a public charter school. The Read Foundation (d/b/a, Memphis School of Excellence) has received generous private support from organizations that are committed to funding excellent academic programs that are operated by responsible managers.

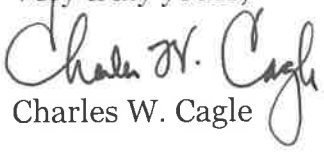
Hence, I could not be more excited to learn that the Read Foundation was proposing the opening of the Nashville School of Excellence. Not only is the Read Foundation backed by an outstanding support network, but it is also advised by a committed, knowledgeable board of trustees that has dedicated itself to quality public charter school education. The membership of the board represents the exact type of broad community support necessary to execute the vision of educating all students to and through the college of their choice. In addition, this firm will be providing support to the board of trustees and school leadership via legal advice and representation in matters including administrative complaints, student and employee discipline issues, service to disabled persons, general personnel matters, and compliance with state and federal laws and administrative regulations applicable to the operation of public schools.

I am honored to presently work with the Read Foundation and the Memphis School of Excellence and have complete confidence that the school leadership and the well-

researched and practice-proven components of their school's design will lead to strong student achievement for the children in Nashville.

It is with great excitement that I submit this letter of support for Read Foundation's application, and I look forward to working with their leadership as part of our growing charter school community.

Very truly yours,



Charles W. Cagle

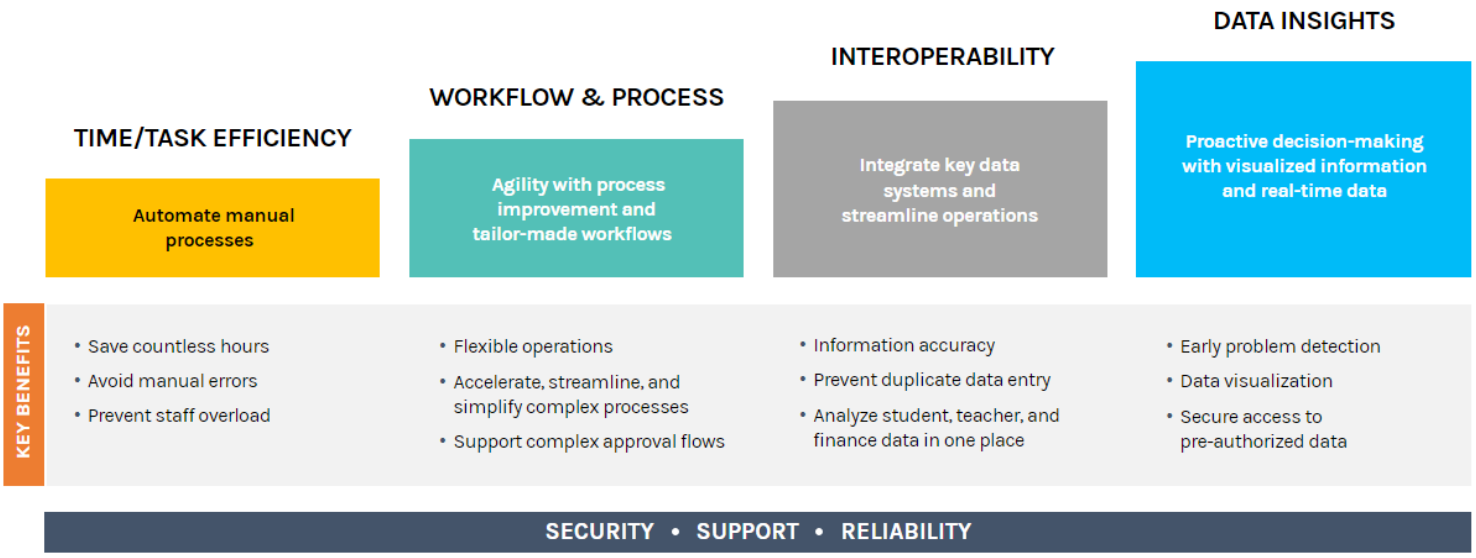
December 6, 2023

To Whom it May Concern:

I am pleased to write this letter, as requested by the Memphis School of Excellence, describing our existing partnership, the benefits realized through the adoption of integrated PowerSchool solutions, and our readiness to support additional implementations of these systems in a growing charter school network.

As a customer of PowerSchool's Enterprise Resource Management (ERP) solutions, specifically eFinancePlus, Applicant Tracking, Employee Records, and SmartFindExpress, the Memphis School of Excellence employs systems whose integration accelerates operations, enables data-informed decision-making, supports remote workflows, and promotes regulatory compliance. A complete finance and HR ecosystem featuring secure, real-time data exchanges promotes timely recruitment and hiring, accurate and responsive budgeting, and efficient resource use, supporting positive student and staff outcomes while reducing manual labor and maintenance costs.

We often use the Systems Modernization Model to illustrate the escalating benefits of digital solutions, like those used by MSE, that automate manual processes, reduce bottlenecks, eliminate siloes, and provide robust data analytics:



As the leading provider of cloud-based software for K-12 education in North America, PowerSchool serves over 50 million, or 80%, of students in the U.S. and Canada. We are excited to continue our partnership with the Memphis School of Excellence and to support your growing network of schools with our unparalleled history of successful implementations, reliability, comprehensive services offerings, data security specialists, and collaborative user groups.

Please let us know if we can provide additional information specific to our ability to meet your evolving needs or to illustrate the cost and outcomes benefits of adopting interoperable, modernized digital systems.

Best,

Jesse Roy
Education Strategy Director
Jesse.Roy@powerschool.com

Date: January 8, 2024

To Whom It May Concern,

Digital Promise is a global nonprofit working to expand opportunities for each learner. We work with educators, researchers, technology leaders, and communities to design, investigate, and scale up innovations that empower learners, especially those historically and systematically excluded. Our education challenges are multifaceted, and so is Digital Promise's work. Our program, Verizon Innovative Learning Schools, works side-by-side with schools and districts to get internet-connected devices into students' hands and enhance how teachers use technology in the classroom. Memphis School of Excellence has been part of Verizon Innovative Learning Schools since 2023.

We have worked with the Read Foundation dba Memphis School of Excellence over the past year in the following capacities:

- Provided devices with 30 GB of monthly LTE data for each student and teacher
- Provided funding and ongoing professional development for school-based instructional coaches and school-based IT on powerful learning principles with technology integration
- Provided ongoing professional development for school and district leaders via webinars and conferences
- Provided ongoing professional development for teachers aligned to district and school initiatives

We aim to support the Read Foundation dba Memphis School of Excellence by increasing digital equity and supporting students, teachers, and schools in unlocking the potential of technology to transform teaching and learning.

Verizon Innovative Learning Schools supports Memphis School of Excellence Nashville expansion because of its proven track record in fostering personalized learning environments, leveraging innovative technology, and promoting inclusive education models. By replicating its success in new locations, Memphis School of Excellence can empower more students with access to advanced digital resources, individualized teaching methods, and diverse educational opportunities, aligning perfectly with Verizon's commitment to driving equitable access to education through innovation and technology. This expansion would enable more communities to benefit from the transformative educational approach championed by Verizon Innovative Learning Schools.

Salutation,
Khyati Sanjana
Director of School Impact,

May 6, 2024

To the Approval Committee:

This letter is written in strong support of the establishment of Charter School of Excellence to Nashville area. Industry is in need of STEM programs in schools that will lead students to careers in manufacturing and other fields. Nashville School of Excellence will be strategically located in the area where students will be exposed to local manufacturing plants close by, and also close to organizations that can serve as influencers to the students in STEM programs.

The leaders working to establish Nashville School of Excellence are preparing students for high-demand careers. STEM programs and activities are creating opportunities for the children to get involved in real world applications, learn about technologies, initiative, productivity, communication, flexibility, problem solving skills, and other skills needed to be successful in the field.

COMEFRI USA is a manufacturing business unit of Comefri Group, and the plant is located in Hopkinsville, Kentucky. Comefri USA is manufacturing fans used in various applications: air conditioning, ventilation, industrial, and serves markets worldwide.

COMEFRI USA is looking forward to employ students graduating from STEM programs at Nashville School of Excellence, or provide internships to the deserving students that are seeking hands on experience in the field, and apply what they will learn in the school programs.

Best Regards,

Sylvie Braun
CEO
Comefri USA INC
330 Bill Bryan Blvd
Hopkinsville, KY 42240
Email: sbraun@comefriusa.com
Phone: 270-881-1444

The Redeemed Christian Church of God
Agape House, Nashville, Tennessee
62-1777960

Pastor Ben Adewuyi
Senior Pastor
Pastor E. A. Adeboye
General Overseer

May 02, 2024

Altug Gencturk
Director of College Counseling and Engagement
Charter School Board of Directors
Memphis School of Excellence

Dear Altug Gencturk,

Subject: Support Letter for Nashville School of Excellence

I am writing in enthusiastic support of the Nashville School of Excellence, operated by the READ Foundation. As a member of the local community and an advocate for quality education, I have closely followed the incredible work and remarkable achievements of the READ Foundation since its inception in 2010. The accomplishments of the READ Foundation and its charter schools in west Tennessee are truly commendable and serve as a testament to the dedication and excellence of the organization.

The READ Foundation has demonstrated an unwavering commitment to providing a high-quality education to students in underserved communities. The foundation's achievements speak volumes about its effectiveness in ensuring the academic success and well-being of its students. I would like to highlight some of the key accomplishments of the READ Foundation:

- The READ Foundation has expanded its reach to oversee four schools in west Tennessee, serving over 1600 students and employing a dedicated staff of 190+.
- The impressive 77% FAFSA completion rate, despite half of the students' families not having SSNs, showcases the foundation's commitment to supporting students in pursuing higher education.
- The consistent high school graduation rate of 100% is a remarkable achievement, with only two instances of 98% in its history.
- The foundation has maintained a 100% college acceptance rate for students from low socioeconomic backgrounds.
- Achieving a remarkable 0% dropout rate, with only two anomalous years, reflects the foundation's focus on student retention and support.
- The foundation has been recognized by US News multiple times as the best high school in Tennessee, ranking within the top five in recent years.

Attachment G

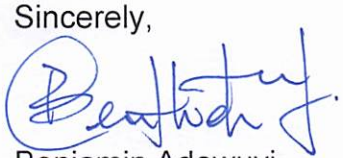
- The READ Foundation has consistently garnered the highest audit and finance scorecard rating from its authorizer, a remarkable achievement that places it among the top 10% of charter schools.
- The foundation has received significant interest and support within Nashville, with over 550 parents expressing interest in a short timeframe and endorsements from various organizations, non-profits, and universities, including City-Fund, TNScore, and the Tennessee Charter School Center.

It is evident that the READ Foundation is making a significant impact in the lives of students and the community at large. The dedication, innovation, and success of the foundation are a testament to its commitment to excellence in education.

I wholeheartedly endorse the Nashville School of Excellence and the READ Foundation and urge you to consider their application with the utmost attention and support. The READ Foundation's track record of success, commitment to academic excellence, and positive impact on the community make it a valuable asset to the education landscape in west Tennessee.

Thank you for considering my endorsement of the READ Foundation and Nashville School of Excellence. I am confident that their continued success will benefit students, families, and the community for years to come.

Sincerely,



Benjamin Adewuyi
Senior Pastor
The Redeemed Christian Church of God
Agape House Nashville
(615) 6685801
Agapehouse01@yahoo.com

SME Nashville Chapter 43

April 30, 2024

Dear Authorizing Body:

SME Nashville Chapter 43 is strongly supportive of the establishment/expansion of Charter School of Excellence to Nashville area. We believe that Nashville School of Excellence will provide the educational needs for students to grow professionally, improve the economic growth, and quality of life. SME43 believes in Nashville School of Excellence mission and values, especially in creating a STEM focused curriculum that will benefit students, teachers, and professionals/businesses.

Memphis School of Excellence Board members comprised of very dedicated and successful leaders have a proven record, expertise and willingness to work and make sure Nashville School of Excellence will provide the education for students that will be enrolled in the programs. Education is the most fundamental resource that students should have access to in order to open the gate for prosperity and growth.

SME Nashville Chapter 43 is looking forward to have Nashville School of Excellence established in Nashville, TN. SME Nashville Chapter 43 is an active chapter located in Nashville, and the leaders/executive team members of the chapter are a good role model of current and future generation of students, manufacturers, engineers, and professional from different industries.

Respectfully,

Ane Marie Harb
SME Nashville Chapter 43 Chair
Cell: 931-216-0467
Email: amharb@comefriusa.com

SME Nashville Chapter 43
P.O Box 292515
Nashville, TN 37229
Contact@sme43.com
www.sme43.com

MSC Manufacturers Services Corporation
1209 Greenfield Ave. | NASHVILLE, TN 37216-2710
PH 615-804-1000 | WWW.MFGSERVICESCORP.COM

May 7, 2024

To the Approval Committee:

This letter is written in strong support of the establishment of Charter School of Excellence to Nashville area. Industry needs STEM programs in schools that will lead students to careers in manufacturing and other fields. Nashville School of Excellence will be strategically located in the area where students will be exposed to local manufacturing plants close by, and close to organizations that can serve as influencers to the students in STEM programs.

The leaders working to establish Nashville School of Excellence are preparing students for high demand careers. STEM programs and activities are creating opportunities for the children to get involved in real world applications, learn about technologies, initiative, productivity, communication, flexibility, problem solving skills, and other skills needed to be successful in the field.

Manufactures Services Corp. has been in business and a member of the Society of Manufacturing Engineers Chapter 43 since 1985.Manufacturers Servies Corp is a supplier parts and engineering solutions for manufactures.

Best Regards,

Howard L. Hale

Howard L Hale

Kate Ayers
Director, STEMM Education and Outreach Program
St. Jude Children's Research Hospital

To whom this may concern,

This letter of support is for the Read Foundation dba Memphis School of Excellence request to expand to Nashville, TN.

The St. Jude STEMM Education and Outreach Program is committed to partnering with the Read Foundation dba Memphis School of Excellence to support youth STEM development. Current partnership has resulting in the following activities:

- Connection to St. Jude scientists to serve as guest speakers during a project-based learning unit on cancer and cell division, providing exposure to various careers in biomedical research;
- Opportunity for educators to participate in a curriculum co-design project to develop a Cancer Control and Disparities curriculum;
- Pilot testing the Cancer Control and Disparities curriculum with MSE Biology students;
- Opportunity for MSE Biology students to participate in the Cancer Control and Disparities Fellowship, a mentored summer research experience; and
- Participation in the Memphis STEM in Medicine Ecosystem, a city-wide effort to address systemic inequities in STEM education.

Expansion to Nashville will allow St. Jude to expand its education and outreach programs to other parts of the state, thereby, expanding the impact it has on student STEM development.

Sincerely,

Kate Ayers
Director, STEMM Education and Outreach Program
St. Jude Children's Research Hospital

Attachment G

December 7, 2023

Dr. Adrienne Battle
Director of Schools
Metro Nashville Public Schools
2601 Bransford Avenue
Nashville, TN 37204

RE: Metro Nashville charter school application

On behalf of GT3 Group, I am writing in strong support of Nashville School of Excellence, a grades 6-12 charter school being founded by the Read Foundation.

In 2010, the Read Foundation started its first charter school in Memphis - Memphis School of Excellence ("MSE"), a grades 6-12 school operating in the Southeast area of Memphis. Since its inception, MSE has consistently achieved strong academic and operational results. Nearly 100% of its seniors have graduated each year and the school ranks in the top 20% of high schools within MSCS in terms of post-secondary matriculation.

Other Achievements include:

- Spring of 2022 – MSE was ranked the #5 charter school in Tennessee and #3 among all MSCS high schools (as measured by TNReady and EOC tests).
- Spring 2020 – MSE was ranked the #4 charter school in Tennessee and #3 among all MSCS high schools (as measured by TNReady and EOC tests).
- Spring 2019 – MSE was ranked the #2 charter school in Tennessee and #37 among all TN high schools (as measured by TNReady and EOC tests).
- Spring 2018 - As reported by US News and World Report, Memphis School of Excellence was ranked the #1 best charter school in Tennessee and #26 among all TN high schools and was awarded a bronze medal.

Building on the success of MSE's flagship school, the organization launched a K-5 Elementary Charter School in 2017 (located in Southeast Memphis), a K-5 Elementary School in Cordova (Northeast area of Memphis) in 2020, and a grades 6-12 charter school in Cordova in 2021.

The leadership team has not only demonstrated its skill in providing a high-quality education to its students, but also its dedication to expanding the impact of the organization.

GT3 has the pleasure of working with and supporting high-quality charter organizations, like the Read Foundation, through back-office services as well as strategic consulting, including startup and growth initiatives.

In that capacity, I have had the opportunity to work with the Executive Director, Mr. Samuel Beyhan, the the Assistant Executive Director, Mr. Mugire Ayci, and other members of the leadership team for a number of years, and have witnessed firsthand, their leadership capacity and their dedication and diligence in managing a high performing organization that produces impressive academic results for students. What's more, the organization has proved adept at growing its impact while maintaining quality. I am confident that the Read Foundation will be able to establish a high-performing middle/high school in the Nashville area and provide a great educational opportunity for students and families in the community.

I appreciate your efforts in creating an environment that has produced a high-quality charter sector in Nashville. It is my belief that the Read Foundation and Nashville School of Excellence will be a critical long-term partner for MNPS in serving the Southeast Nashville community and in establishing an environment of high expectations across the district.

Thank you for your consideration of the Read Foundation's application. Please do not hesitate to contact me if you have any questions or if I may be of assistance.

Sincerely,

Greg Thompson
CEO
GT3 Group

Tennessee Charter School Center

Please accept this letter as recommendation to accept Memphis School of Excellence as a new charter school in Nashville. As indicated in the application, a plethora of detail has been provided to support the positive background, experience, and accomplishments of their current schools in Memphis as well as what they can do for a school in Nashville. The purpose of this recommendation is not to restate the data and details; instead, I would like to declare my personal consideration to support the benefits that Nashville students could accrue when Memphis School of Excellence is added to their schools.

Let me present my history. I have been an educator since 1972; however, I didn't begin my college education with the plan of being a teacher. My undergraduate focus was on literature, so I graduated with a B.A. in English in 1971. However, shortly after graduating I was asked to work at a school in Chicago as a teacher assistant. After accepting and working as an assistant in a reading center, I fell in love with the possibility of teaching and re-enrolled in local college to complete a teaching license. I moved to Tennessee shortly after completing licensure and began teaching and added Masters' degrees, first in reading and second in English literature. I taught in elementary school and then high school for 9 years as a reading specialist. While teaching I enrolled and completed a doctorate program in curriculum and instruction, then was asked to work at central office as curriculum director of reading and English K-12 for ten years. I then became an elementary principal for seven years, then asked to be a district superintendent responsible for 60 schools, and later completed my work for Memphis City Schools as curriculum director again. During this time I served for the State Department of Education on several committees and president of the Tennessee Reading Association. During my 33 years working with Memphis City Schools, I also taught as adjunct professor at University of Memphis and Christian Brothers University until I retired and took the position as chair of the Department of Education at CBU. I am now initiating my fifty second year in education as an adjunct professor after retiring from full-time position.

I am providing these details not to bore readers with my educational background but to support my initial purpose: recommending the opening of a Memphis School of Excellence in Nashville. My experience has rewarded me by being asked to serve on the Board of Education for years and president for the last three years. I have witnessed and assisted in the establishment of the results of outstanding executives, administrators, and instructional staff. My squandering of so much time on myself is not to sell or brag for my benefit, but to exemplify my position and perspective as president of the Board. My experience and witness as teacher, professor, administrator, and director have vouched for my discernment of what is needed and required to affirm what is expected of a school and why I can positively and purposely make the fulsome recommendation of opening the first Memphis School of Excellence charter school in Nashville. Students, parents, and community members will thank you.

Dr. Richard Potts

President, Board of Education

Memphis School of Excellence

PattersonBray
ATTORNEYS

8001 Centerview Pkwy., Ste. 103
Memphis, TN 38018

P: 901.372.5003 F: 901.383.6599
PATTERSONBRAY.COM

December 8, 2023

Re: *Memphis School of Excellence*
Letter of Support

To Whom It May Concern:

My firm has had the pleasure of representing Memphis School of Excellence ("MSE"). I am writing to you to express our full support for MSE's application to expand into the Nashville area and form the Nashville School of Excellence.

My firm and I have provided legal services for MSE for nearly a decade. We have had the privilege to attend board meetings, draft resolutions, negotiate contracts, successfully defend the only EEOC matter presented to MSE, and advise on a range of other legal and employment matters. We have worked closely with the Executive leadership and Board, and equivocally offer our full support of MSE's application. If given the opportunity, MSE will provide an exceptional educational opportunity for students in the Nashville area.

Please feel free to contact me or my office if you have any questions regarding MSE.

Sincerely,

PATTERSON BRAY PLLC

Will Patterson

Regions Bank
6200 Poplar Ave. 3rd Fl.
Memphis, TN 38119

December 15, 2023

To whom it may concern:

Read Foundation dba Memphis School of Excellence has been a client with Regions Bank since 2010. Regions has done multiple loans for facilities and equipment purchases that have always been paid as agreed. They have always maintained their business relationships in an exemplary manner. Read Foundation has expanded their business presence significantly in the Memphis market and are viewed as one of the top Charter Management Organizations in the State. This letter is to show our support in the expansion efforts for the Read Foundation.

Best Regards,

Frederick O. Hardeman
Commercial Relationship Manager, VP
901-580-5123 (office)
Fred.hardeman@regions.com

DUAL ENROLLMENT PARTICIPATION AGREEMENT
between
THE UNIVERSITY OF MEMPHIS and MEMPHIS SCHOOL OF EXCELLENCE

This agreement between THE UNIVERSITY OF MEMPHIS ("University") and MEMPHIS SCHOOL OF EXCELLENCE ("High School") (collectively "Parties") is entered into in compliance with Tennessee state law for the purpose of offering Dual Enrollment courses (the "Program") at High School. The purpose of the Program is to allow academic acceleration of qualified students still enrolled in secondary education to take courses at the University that count toward both high school credit and college/university credit.

STUDENT DUAL ENROLLMENT ELECTION

I. Student Eligibility

Students must have taken and received scoring for the ACT, SAT, Aspire, Pre-ACT, or PSAT prior to enrolling in the program. The Pre-ACT, Aspire, and PSAT can only be used if a student has not taken the ACT or SAT.

The following minimum credentials based on score on the aforementioned tests are as follows:

a. Minimum admission index score of 100 (30 times the cumulative high school GPA [on a 4.0 scale] plus the ACT score); and
b. Minimum composite ACT score of 19.

The following minimum ACT subscores must have been achieved if student wishes to enroll in an English and/or Math course through this program:

a. If student is taking an English course, a minimum English ACT subscore of 18.
b. If student is taking a Math course, a minimum Math ACT subscore of 18.

Pre-ACT score requirements are the same as ACT score requirements. High School is responsible for the determination of initial and ongoing student eligibility in the Program. Any exceptions to the eligibility requirements will be made at the discretion of the University.

II. Application

In order to apply for admission to the Program, students, with the assistance of High School, must complete the following steps:

a. Complete a special online admission application (coded "Dual Enrollment"), available at https://www.memphisadmissions.org/dual-enrollment/.
b. Provide an official high school transcript by the established deadline.
c. Provide official approved test scores to the University by the established deadline (it is acceptable to include the ACT scores on the high school transcript if it is with an official ACT label).
d. Students who have been enrolled at other colleges for dual enrollment coursework must have an official college transcript sent to the University prior to the start of the academic term for which they are applying.

III. Registration policies and procedures

a. The University will enroll students in the section(s) assigned to their high school according to the roster provided by Hight School.
b. The University add, drop, withdrawal, and refund deadlines apply to the high school based dual enrollment courses. These deadlines are available on the Registrar's website at the following link: http://www.memphis.edu/registrar/calendars/index.php.

FUNDING AND COSTS

I. Dual Enrollment Fees

Fees for dual enrollment courses will be assessed in accordance with the Fee Schedule attached as Appendix A to this Agreement, which may be changed from time to time subject to changes in state mandates regarding fees. Such Fee Schedules will be implemented as amendments to this Agreement signed by High School and University.

a. The University will submit invoices each term (Fall & Spring) and will provide detailed information on the enrollment in the applicable course(s).
b. High School will submit one check made payable to the University of Memphis for the payment of fees due each term. Payment shall be made by the end of each term.
c. The dual enrollment fees are only applicable to courses taught at High School and are not applicable to courses taught on the University of Memphis main campus, satellite campuses, State of Tennessee online degree programs, or other University of Memphis online courses.
d. Out-of-state and international students must pay out-of-state tuition. Additionally, out-of-state and international students are not eligible for the TN Lottery Dual Enrollment Grant and would be responsible for fees normally covered by the TN Lottery Dual Enrollment Grant.
e. Tuition discounts for dependents of Tennessee public school teachers, state employees, or employees of Tennessee colleges and universities do not apply to this program.
f. Students taking courses from different institutions in the same term will need to contact the University and High School Program Coordinator regarding the application of grant fees.

II. Grants and Scholarships

a. Tennessee Lottery Dual Enrollment Grant: Students must be eligible for the Tennessee Lottery Dual Enrollment Grant and submit application (online through the Tennessee Student Assistance Corporation - TSAC) within the appropriate timeframe to receive the fee structure outlined in appendix. In the event a student loses or does not apply for the Tennessee Lottery Dual Enrollment Grant, the student will be responsible for any payments that would have been covered by the Tennessee Lottery Dual Enrollment Grant. Consult the TSAC program guidelines for more information on this policy.
b. If students are taking two courses from different institutions in the same term, the student will need to contact University and their High School Program Coordinator regarding the application of grant fees.

PERSONNEL

I. Courses taught by High School instructors: High School agrees to utilize instructors for these courses who meet the University adjunct faculty requirements and to submit

credentials to the University for approval prior to the start of the term. The University will provide High School District Office with faculty stipend funding at the rate of $25 per enrolled student (based on the confirmed enrollment for the given term). The faculty stipend will be paid to High School, and High School will distribute the stipend to the instructor based on their class enrollment numbers. The instructor will not be compensated in any form by University, nor covered for worker's compensation insurance; and no rights to employment with University will vest to the instructor as part of this service.

II. Courses taught by University faculty: If faculty is to be provided by University for teaching of dual enrollment courses, faculty will be compensated by University and will be considered, for all intents and purposes, the employee of the University. Faculty will, however, be responsible for following all rules and policies of High School.

RESPONSIBILITIES OF THE PARTIES

a. University and High School will participate in the Program in accordance with this Agreement, all University Program regulations, and all applicable federal, state, and local laws, rules and regulations;
b. High School will ensure that University offered courses meet state eligibility standards for dual enrollment credit at the high school level;
c. High School will evaluate and determine the eligibility and qualifications of students recommended for participation in the Program;
d. University will provide High School with any necessary assistance in marketing the Program;
e. High School will obtain all consent necessary to allow students to participate in the Program;
f. University will waive application fee for any student seeking admission into the Program; High School will purchase, or notify the students of their obligation to purchase, all required textbooks and materials required for the coursework;
g. High School will monitor progress of students enrolled in the Program;
h. University will notify and instruct the High School of any changes to the Program.

CONSIDERATIONS FOR STUDENTS WITH DISABILITIES

Dual enrollment students are afforded the same protection under federal and state law as every other University student with a disability. In order to receive accommodations for a University class, regardless of the class location, the student must self-disclose the disability. If the course is taught by High School faculty, the student should disclose the disability to the High School, and High School shall be responsible for coordination of accommodations. If the course is taught by University faculty, the student shall still disclose to High School, but High School shall be responsible for the execution of appropriate waivers so that disclosure can also be made to University's Disability Resources for Students (DRS) office. DRS will work, as appropriate, with the High School and the University faculty to coordinate any necessary accommodations.

GENERAL TERMS AND CONDITIONS

a. This Agreement shall be effective for a period of one (1) year from the date of execution. University may terminate this Agreement for convenience by giving at least ninety (90) days' prior written notice High School. The termination of this Agreement shall not impact the Parties' obligations with regard to students enrolled in the Program at the time of termination. The Parties' obligations regarding such students shall remain in effect until the completion of the course(s) at issue or until such student is no longer enrolled in such course.
b. This Agreement is subject to annual appropriations of funds by the University.
c. Students shall at all times be recognized as students of High School and, with the exception of the grant of university academic credit, shall have none of the privileges and rights of University's students.
d. This MOA shall not constitute, create, or in any way be interpreted as a joint venture, partnership, or formal business organization of any kind.
e. The Parties shall comply with all applicable federal and State of Tennessee privacy and data security laws pertaining to proper access, creation, modification, handling, storage, transfer, transmission, dissemination, sharing or destruction of confidential information, including, but not limited to, the Family Educational Rights and Privacy Act of 1974, as amended ("FERPA"), pertaining to the High School and the students.
f. To the extent not covered by sovereign, governmental, or official immunity under federal, state or municipal law or regulation, each party shall be responsible for all liabilities, losses, damages, claims, and expenses, including reasonable attorney's fees (incurred by either Party) that arise from its own actions and omissions in connection with this Agreement.
g. This Agreement shall be governed by and construed and enforced in accordance with the laws of the State of Tennessee, exclusive of its choice of law provisions.
h. Per Tennessee law, neither party will knowingly utilize the services of illegal immigrants in the employment performance of this Agreement and will not knowingly utilize the services of any subcontractor, if permitted under this Agreement, who will utilize the services of illegal immigrants in the performance of this Agreement.
i. The Parties shall not discriminate against any person on any basis prohibited by applicable law, including but not limited to race, color, national origin, religion, sex, age, veteran status or disability in the performance of this Agreement, including but not limited to, protections granted by Title VI, Title IX, and the Americans with Disabilities Act.
j. The Parties shall not assign, subcontract, transfer (whether by assignment or novation) the work, services or any interest in this Agreement without the prior written consent of the other Party thereto.
k. By signing this Agreement, both parties acknowledge that they have received the appropriate approvals from their governing agency.

Signed and executed as signified below.

Memphis School of Excellence	**University of Memphis**
Samuel Beyhan	
Signature	Dr. David Russomanno, Provost
Executive Director	
Title	
Sep 26, 2023	
Date	Date

Appendix A - Fee Schedule

DUAL ENROLLMENT COURSE FEES FOR THE DUAL ENROLLMENT PROGRAM

UofM Dual Enrollment Fees and Grants beginning Fall 2022.

3 credit hour Courses					4 credit hour Courses			
Course #	Cost	TSAC Grant	UofM Match	Student Pays	Cost	TSAC Grant	UofM Match	Student Pays
1-5	$537	$537	$-	$0	$716	$538	$178	$0
6-10	$537	$300	$237	$0	$716	$400	$316	$0

Tuition = $171 and $8 Access Fee for a total of $179 per credit hour

A. Institutional grants are available on 4 credit hour courses and courses 6-10 if students are grant eligible according to TSAC Lottery Dual Enrollment requirements (students must be in their junior or senior year of high school for the TN lottery grant and the institutional grant).

B. The institutional grant applies to the high school based dual enrollment program only.

C. All state financial aid will be applied to the course cost before institutional grant funds are applied.

D. The amount of the institutional grant listed above is a maximum amount after TSAC funds are applied.

E. Other discounts do not apply to the high school-based program as per our memorandum of understanding with each school/school system.

F. To remain eligible for the grant, the student must maintain a cumulative 2.0 college GPA. If the student's cumulative college GPA ever drops below 2.0, they are no longer eligible for the grant (there is no getting it back).

Memoranda of Understanding Between Freed-Hardeman University College of Education and Behavioral Sciences and Cooperating Schools for Student Teachers, School Counselors in Training, and Field Experience Candidates

This is an agreement concerning the placement of student teachers, field experience candidates, counselors-in-training, job-embedded, and permit students between the College of Education and Behavioral Sciences at Freed-Hardeman University (UNIVERSITY) and Memphis School of Excellence (DISTRICT).

WHEREAS, the UNIVERSITY provides educational programs that include opportunities for provisional primary and secondary teacher certification and school counseling licensure in the State of Tennessee; and

WHEREAS, Student teachers, field experience candidates, counselors-in-training, job-embedded, and permit students from the UNIVERSITY must complete field experiences and a clinical placement program; and

WHEREAS, the DISTRICT recognizes the importance of providing student teaching, practicum teaching, job-embedded, and permit opportunities to emerging educators as well as practicums and internships to emerging school counseling candidates and the benefits received for its teachers and counselors being able to mentor such candidates; and

WHEREAS, the DISTRICT desires to provide clinical, practicum, student teaching, job-embedded, and permit experiences.

NOW THEREFORE, in consideration of the mutual obligations and benefits set forth in this Agreement, the parties agree to the following:

1. Student teachers and counseling candidates will be selected for student teaching, field experiences, and clinical experiences as follows:
    A. Student teachers and counseling candidates must have met all UNIVERSITY and State of Tennessee eligibility requirements to engage in clinical experiences, student teaching, or pre-teaching experiences.

2. Student placement procedures will be as follows:
    A. The UNIVERSITY representative will submit all requests for student

teacher and counseling placements in the DISTRICT to the superintendent or the superintendent's designee.

1. This includes placement for observation, pre-teaching, practicums, and any student teaching or internship experiences.
2. The duration of these experiences will be verified in the letter to the designee.

B. All requests for any placement will be submitted by the UNIVERSITY to the DISTRICT in writing.
   a. Field experience student requests (all clinical experiences prior to full-day student teaching or counseling internship) will be submitted by email.
   b. Student teacher (full-day experience) requests will be submitted on the *Student Teacher Placement Request* form.
   c. Counseling practicum requests will be submitted by email request or on the *Counseling Practicum Placement Request* form.

C. The DISTRICT designee will notify UNIVERSITY of requests that can be accepted during the semester.

D. The DISTRICT designee shall coordinate the UNIVERSITY requests for student teacher and counseling candidates' placements to determine if placements are possible in the subject areas requested.

E. The DISTRICT shall ensure that assignments are made with the approval of the cooperating staff member and the principal.

F. When a student teacher or counseling candidate placement is confirmed, the DISTRICT designee will send a confirmation letter to the UNIVERSITY representative.

G. The UNIVERSITY will send a copy of the Candidate's resume and a complete description of the placement to the principal and cooperating teacher or counselor.

H. When the UNIVERSITY receives the confirmation letter, the UNIVERSITY will inform the student teacher or counseling candidate of the placement.

3. The DISTRICT will select job-embedded candidates and complete the provided Intent to Hire form with the following information on DISTRICT letterhead. The DISTRICT will submit this information to the UNIVERSITY Licensure Officer (jjackson@fhu.edu).
   A. The required information on DISTRICT letterhead shall include: the Name of the School, the Principal, the grade and/or subject of the job offer, and the names of the two mentors assigned to this candidate with their license numbers.
   B. The candidate will create a TN Compass account and upload the necessary documents. The candidate will enroll each semester at the UNIVERSITY. The UNIVERSITY will identify candidates who do not maintain continuous enrollment as off-track in TNCompass.

4. Permit Candidates must first request and receive an enrollment verification letter from UNIVERSITY Registrar to be determined by DISTRICT as a Permit teacher. The DISTRICT is responsible for applying for Permit status via TNCompass.

5. The DISTRICT and the UNIVERSITY will select cooperating teachers using the following requirements:

    A. Selection of cooperating/mentoring counselors is the responsibility of the superintendent's designee and the UNIVERSITY's representative.
    B. The minimum requirements for cooperating teachers are:
        1. The cooperating teacher and/or assigned mentors will have four or more years of successful teaching experience, be highly qualified, and hold a professional teaching license from Tennessee and the proper endorsements for the current supervisory assignment. (In extreme situations, the EPP will allow three years of successful teaching experience)
        2. The cooperating teacher and/or assigned mentors will be a level 4 or 5 teacher.
        3. The cooperating teacher and/or assigned mentors will hold a conferred degree in Education for the endorsement area they are serving.
        4. The cooperating teacher and/or assigned mentors will be highly qualified and experienced at the appropriate level and in the specific content area.
        5. The school principal will recommend cooperating teachers.

    B. Cooperating teachers and/or assigned mentors are responsible for their classrooms and will always exemplify professional behavior in the mentoring relationship.
    C. Student teachers will complete a satisfaction survey regarding their experiences in the cooperating teachers' classroom.

6. The DISTRICT and the UNIVERSITY will select cooperating/mentoring counselors (to supervise school counseling field experience or job-embedded placements) using the following requirements:
    A. Selection of cooperating/mentoring counselors is the responsibility of the superintendent's designee and the UNIVERSITY representative.
    B. The minimum requirements for cooperating/mentoring counselors are:
        1. The cooperating/mentoring counselors will have two or more years of successful school counseling experience, be highly qualified, and hold a school counseling license from the state of Tennessee and the proper endorsements for the current supervisory assignment.
        2. The cooperating/mentoring counselors will hold a master's degree.
        3. The cooperating/mentoring counselors will have training in supervision (a minimum of 2 clock hours of training; the EPP can provide low-cost

options upon request to meet this requirement).
4. The cooperating/mentoring counselors will be highly qualified and experienced at the appropriate level and in the counseling area.
5. The school principal may recommend cooperating/mentoring counselors.

C. Cooperating/mentoring counselors are responsible for the counseling duties at the DISTRICT and will exemplify professional behavior at all times in the mentoring relationship.
D. Students will complete a satisfaction survey regarding their experiences in the cooperating teachers' classroom.

7. While on DISTRICT premises, the student teacher or counseling candidate will be under the direct supervision of the DISTRICT and will be subject to the policies of the DISTRICT.
   A. The DISTRICT shall provide student teachers and/or counseling candidates with an orientation to the DISTRICT, including its procedures, programs, activities, rules, and, where applicable, its customs and traditions.
   B. Student teachers may not conduct unsupervised classes.
   C. Student teachers may not be used as substitute teachers.
   D. Student teachers may not prepare and/or issue student evaluations unless reviewed and approved by the cooperating teacher.
   E. Student teachers should observe the same conditions of employment as regular teachers; however, they may not represent themselves as a DISTRICT employee.
   F. Student teachers must use appropriate channels established by the DISTRICT for contacting parents or other members of the community. Student teachers may only confer/consult with parents about their children with supervision.
   G. Student teachers may not lead field trips or conduct student activities unless the activities are directly related to competencies in the student's academic discipline.
   H. Job-embedded and permit candidates are hired by the DISTRICT and considered DISTRICT employees.

8. Job-embedded and permit candidates are hired by the DISTRICT and are considered employees of the DISTRICT.
   A. The following documentation for the job-embedded license must be submitted to the UNIVERSITY by the candidate prior to the UNIVERSITY submitting the request to TNCompass:
      1. Acceptance to the UNIVERSITY's EPP; confirmation of registration for the current semester and remaining enrolled until all licensure requirements have been met in the student's Program of Study and the required assessments for the endorsement area being pursued.
      2. Completion of the UNIVERSITY *Intent to Hire* form by the DISTRICT.

3. Completion of the Application and Personal Affirmation.
4. Completion of the *Experience Verification* form by the DISTRICT.
5. Documentation of a request for all official transcripts to be sent to educator.licensure@tn.gov.
6. Completion of the Tennessee Literacy Success Act Training.
7. Submission of the following information on DISTRICT letterhead: Name of school, principal, grade, and/or subject of the position, and the names of the two mentors assigned to the student and their license numbers.
8. Submission of the signed *Job-Embedded Teacher Licensure Agreement* form.
9. Submission of passing the Content Praxis or qualifying content major or degree, depending on the endorsement requirement.
10. Submission of a qualifying GPA of 2.75 or a GPA of 3.0 over the last 60 hours.

B. Once the candidate's eligibility has been determined, the UNIVERSITY will submit the licensure request to TNCompass for review and/or approval by the Office of Educator Licensure and Preparation.
C. Questions regarding the job-embedded pathway may be directed to Jill Jackson at jjackson@fhu.edu.

9. The UNIVERSITY is obligated to comply with all licensure requirements established by the Tennessee Department of Education (TDOE). The TDOE may change licensure requirements as directed by the appropriate oversight commission at any given time. The UNIVERSITY will make appropriate modifications to the curriculum based on the directives received by the TDOE. Thus, the course of study is subject to change at any time during the academic year.
10. The DISTRICT is responsible for permits. The UNIVERSITY can provide an enrollment verification letter upon request.
11. The UNIVERSITY representative will coordinate on-site visits to meet with the student teachers, supervising teachers, and observe classrooms where student teachers are assigned.
12. The UNIVERSITY will confer periodically with the DISCTRICT's cooperating teachers and principals concerning the student teachers' progress and evaluation.
13. The UNIVERSITY representative will provide the student teaching handbook to prepare the cooperating teachers for their role and provide support throughout the placement.
14. While participating in the clinical experiences, all candidates will be subject to applicable policies of the DISTRICT and the UNIVERSITY. When an issue involving a candidate occurs, the school principal may notify the superintendent or superintendent's designee to discuss the concern. The UNIVERSITY's representative shall be informed of the issue by the superintendent, superintendent's designee, or the principal and included in any decision involving moving, transferring, or terminating a candidate's placement. The DISTRICT may immediately remove any candidate who poses an immediate threat or danger.

15. When the DISTRICT designee requests, the UNIVERSITY representative will submit electronic copies of all reports, papers, and/or projects based on the placement in the DISTRICT.
16. Miscellaneous Terms
    A. The UNIVERSITY assures diversity in student teaching, practicum, and field experience placements by ensuring that candidates are placed in a variety of settings.
    B. Consideration for this Agreement shall consist of the mutual promises herein.
    C. The UNIVERSITY may directly grant monetary compensation to the cooperating teacher or mentor counselor at the conclusion of each placement. The UNIVERSITY will only grant monetary compensation for student teacher and counseling practicum and internship mentors. The DISTRICT will have no responsibility or role in the UNIVERSITY'S decision and process of granting such monetary compensation.
    D. The UNIVERSITY shall be responsible for complying with all requirements of Tennessee Board of Education Rule 0520-02-.04 and all applicable Tennessee Board of Education policies to receive approval to serve as an Educator Preparation Provider (EPP).
    E. The UNIVERSITY hereby acknowledges that it is aware of the provision of Tennessee Code Annotated §49-5-413 requiring the background check and fingerprinting of anyone that works on DISTRICT grounds at any time when students are present and prohibiting any person with a history of the criminal offenses cited in the statute from working on a DISTRICT campus during such times. The UNIVERSITY hereby certifies that it has, and will, at all times during the performance of the clinical experience, comply with the provisions of this statute and will provide to the DISTRICT proof of its compliance with this provision. Each candidate will be required to obtain a current TBI background check through the UNIVERSITY, and this background check will be kept on file. A default by the UNIVERSITY of the requirements of this Section shall automatically be grounds for termination of this Agreement.
    F. The DISTRICT and the UNIVERSITY agree to comply with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Genetic Information Nondiscrimination Act (GINA) of 2008, and Section 504 of the Rehabilitation Act of 1973, Executive Order 11,246, the Americans with Disabilities Act of 1990, and the related regulations to each, subject to applicable exemptions and constitutional protections. The DISTRICT and the UNIVERSITY represent that they will not unlawfully discriminate against any individual, including, but not limited to, employees or applicants for employment and/or students, because of race, religion, creed, color, sex, age, disability, veteran status or national origin.
    G. It is understood that, as a part of this Agreement, the DISTRICT may disclose to the UNIVERSITY confidential and proprietary information relating to DISTRICT's

student information and records and that the information therein should remain confidential and in compliance with the provisions of the Family Educational Rights and Privacy Act ("FERPA") and Individuals with Disabilities Education Act (IDEA) (20 U.S.C. §01232g; 34 CFR Part 99). Accordingly, the UNIVERSITY agrees that all UNIVERSITY students and persons employed by the UNIVERSITY will keep confidential all such information relating to the DISTRICT's students. The UNIVERSITY shall not communicate said information in any form to any third party without the DISTRICT's prior written consent. Upon termination of this Agreement, the UNIVERSITY's employees will: (i) continue to hold all such information in strictest confidence, and (ii) promptly return to the DISTRICT any confidential information and documents belonging to the DISTRICT, including any copies, extracts, summaries and/or statements of such confidential information that may have been made.

H. This Agreement shall not be interpreted as creating an agency or employment relationship between the parties.

I. It is expressly agreed that the DISTRICT will not assume liability for any injury (including death) to any persons or damage to any property arising from the acts or omissions of the UNIVERSITY or any of its agents, students, or staff. Additionally, to the maximum extent allowed by applicable law, the UNIVERSITY shall be responsible for personal injury or property damage or loss that results from the acts and omissions, including negligence, of its agents, staff, or others for whom it is legally responsible.

J. If requested, the UNIVERSITY representative will provide written evidence of professional liability insurance coverage for students participating in the clinical experience. The UNIVERSITY's director of field experience will have this information on file. The minimum amount of coverage per individual shall be $1,000,000.00. The coverage shall extend through the term of the student's participation in activities associated with this agreement. If requested, evidence of satisfactory insurance coverage shall be provided to the DISTRICT prior to the commencement of the services hereunder. If the DISTRICT requests, the UNIVERSITY will provide one copy of a properly endorsed insurance certificate issued by a company authorized to write insurance in Tennessee. This certificate shall indicate that the contractual liability coverage is enforced.

K. Either party shall have the right to terminate this Agreement at any time and without cause by giving the other party ninety (90) days advance notice of termination in writing. Once termination notice is given, it shall become effective at the conclusion of the semester in which notice is given. Placements will continue through the end of the semester in which notice is given.

L. All notices and other communications permitted or required under or in connection with this Agreement shall be in writing. Notices shall be delivered by U.S. Mail to the appropriate party at the following address:

If to UNIVERSITY:

Name:	Beverly Ivy
Title:	Director Field Experiences
Street:	158 E Main
City:	Henderson
State:	TN
Zip:	38340
Email Address:	bivy@fhu.edu

If to the DISTRICT:

Name:	Samuel Beyhan, @ Read Foundation, dba, Memphis School of Excellence
Title:	Executive Director
Street:	5885 Ridgeway Center Pkwy, suite #100
City:	Memphis
State:	TN
Zip:	38120
Email Address:	sbeyhan@sememphis.org

This Memoranda of Understanding is valid from the last date noted below until July 31, 2024.

Samuel Beyhan — 10-30-2023

Superintendent or Superintendent's Designee — *Date*

Director of Field Experience
Freed-Hardeman University — *Date*

Christian Brothers University's Department of Education and

Memphis School of Excellence

MOU Agreement 2023-2024 School Year

The Department of Education at Christian Brothers University, hereinafter called CBU, as the unit responsible for the preparation of teachers for initial licensure, recognizes and values **Memphis School of Excellence,** hereinafter called the school system, for their outstanding qualities as a local school district. The Department of Education seeks to affirm a mutually beneficial partnership with the school system for the regular placement of CBU student teachers as well as course-based and practicum clinical experience placements with respect to services that CBU and the Department of Education can provide for the school system.

Student Teaching

CBU Responsibilities and Obligations:

- CBU will prepare student teachers for the culminating experience of clinical practice, the student teacher semester, through a rigorous research-based program of professional preparation that includes all pedagogical content areas taught in schools.
- CBU will provide the student teacher with a handbook that informs and guides the student teaching experience.
- CBU will ensure that all student teachers have complied with state law requiring background checks before entering their Teacher Education Program.
- CBU will ensure that all student teachers have and maintain current comprehensive general liability insurance with limits of not less than one million ($1,000,000) dollars.
- CBU will pay a $300 stipend as an honorarium to the cooperating teacher who includes a CBU student teacher in his/her classroom for 15 weeks.
- CBU assumes responsibility to ensure that the cooperating teacher, through orientation and the cooperating teacher handbook, as well as other communications, is fully informed about the phase-in cycle that comes before assumption of full classroom responsibility by the student teacher.
- CBU will provide evaluation forms for the cooperating teacher to complete as part of his/her responsibility.
- CBU will provide university supervision through a cycle of visits to the classroom where the student teacher is placed, at least five times during the 15-week placement.
- CBU supervisors will plan all of these classroom visits with the student teacher and cooperating teacher for the convenience and best preparation of all but reserves the right to conduct at least one drop-in visit that is unplanned.

School System Responsibilities:

- The school system will identify cooperating teachers who are fully licensed and who have three years or more of positively evaluated teaching experience according to the school system standards who are willing to serve in a mentorship capacity.
- The school system will expect its cooperating teachers to follow State of Tennessee guidelines and policies for a phase-in period for the student teacher prior to the assumption of full teaching responsibilities.
- The school system will participate with CBU in enforcing for the student teacher all responsibilities with respect to attendance, arrival time at the school, participation in a full day of teaching or other activities at the school, and other professional obligations during the student teaching semester.
- The cooperating teacher at school system will offer a cycle of feedback and guidance to the student teacher that will point out strengths and weaknesses and encourage development of specific skills and proficiencies through practical application in the student teaching experience.
- The school system will communicate, either through the cooperating teacher or school leadership, or both, to CBU through the Director of Clinical Experience, about any problems or issues with the conduct or professional practice of the student teacher that emerge during the student teaching. The school system, through either the cooperating teacher or school leadership, will work with CBU to resolve and remedy problems or issues with the conduct or professional practice of the student teacher that emerge during the student teaching placement. To contact the Director of Clinical Experiences, contact Dr. Christie Rodgers at crodger5@cbu.edu or 901-870-0336.
- The cooperating teacher at the school system will complete all forms related to the evaluation of the student teacher as well as payroll and experience forms required by CBU both for payment of the stipend and for documentation of the qualifications and credentials of the cooperating teacher.
- The cooperating teacher at the school system will engage in fair and complete final assessment of the student teacher's level of proficiency and will engage in an appropriate exit conference with the student teacher and the university supervisor.

Practicum Placements and Course-Based Field Experiences

CBU Responsibilities and Obligations:

- CBU will seek to identify candidates that would benefit from a school system placement for a practicum and will prepare pre-student teaching candidates through a rigorous research-based program of professional preparation that emphasizes a positive, constructive, and productive learning environment for its students.
- CBU will ensure that all candidates have complied with state law requiring background checks at their admission into the teacher education program.
- CBU will ensure that all candidates have and maintain current comprehensive general liability insurance with limits of not less than one million ($1,000,000) dollars.
- CBU will request for each student teaching candidate a practicum that may run the entire length of the semester, but with limited hours each week, and will specify the beginning and ending dates of each placement.
- CBU will also provide an orientation and a guiding handbook for the host teacher at the outset of the practicum experience.
- CBU assumes responsibility to ensure that the host teacher, through the host teacher handbook, is fully informed about CBU's expectations for the practicum experiences.
- CBU will provide brief evaluation forms for the host teacher to complete as part of his/her responsibility.

School System Responsibilities:

- The school system will identify cooperating/mentor teachers who are licensed in the state of Tennessee and have three years or more of positively evaluated teaching experience according to school system standards in the school system professional community and are who are willing to serve in a mentorship capacity.
- The school system will ensure that cooperating/mentor teachers identified for student teaching and clinical experience practicum placements are informed and willing to engage in the classroom supervision of candidates.
- The school system will help cooperating/mentor teachers to understand the difference between a practicum and a student teaching placement and encourage the host teachers to let the candidate observe or assist in other classrooms.
- The cooperating/mentor teacher at school system will offer, to the best of his or her ability, a cycle of informal feedback and guidance to the candidate that will point out strengths and weaknesses and encourage development of specific skills and proficiencies.
- The school system will communicate, either through the cooperating/mentor teacher or school leadership, or both, to CBU through the Director of Clinical Experiences, about any problems or issues with the conduct or professional practice of the candidate that emerge during a practicum placement at school system.
- The cooperating/mentor teacher at school system will complete a brief form related to the evaluation of the practicum candidate.

CBU Contribution to School System

In appreciation for all that the school system provides for CBU candidates and for the Department of Education through the above-specified program for student teaching, course-based clinical experiences, and practicums, CBU will continue to offer and provide:

- A twenty percent (20%) tuition discount at CBU for classes taught in the Department of Education
- Stipend of $300 to all cooperating teachers who supervise student teachers for 15 weeks.
- Professional development by CBU faculty to school system teachers as requested and as time permits in areas where CBU faculty have useful expertise.

Affirming our mutual regard and intentions to further develop our partnership, this agreement formalizes existing practices and strengthens our collaborative structure for partnership between Christian Brothers University and school system.

Samuel Beyhan

_____ _9/20/2023___

School System / LEA Representative Date

_____ _____

Chair and Director of the Department of Education Date

_____ _____

Director of Clinical Experiences Date

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PROGRAM AGREEMENT

This Program Agreement (the "Agreement") is by and between Read Foundation, d/b/a Memphis School of Excellence ("Memphis School of Excellence" and "Customer") and Array Education, Inc. (formerly Together Education, Inc.) and its Teach Like a Champion program ("TLAC"), collectively the "Parties" and each individually a "Party", effective July 17, 2023 (the "Effective Date") through June 30, 2024 (the "Termination Date").

The purpose of this Agreement is to formalize the partnership between Customer and TLAC, to further the Parties' shared goals and to outline the responsibilities of each Party.

1. **Program Overview.**

   a) TLAC will provide services outlined in the Scope of Work attached to this document in **Appendix A** ("Program") for teachers and leaders at Memphis School of Excellence ("Program Participants").

   b) The following designated representatives will serve as the partnership coordinators and contact persons for the Program for the purposes of maintaining a strong partnership. Any questions about the details of the Agreement should be directed to the Program Contact.

      For Memphis School of Excellence ("Customer Program Contact"):

      Name: Samuel Beyhan
      Title: Executive Director
      Email: sbeyhan@sememphis.org
      Phone: 210-421-9985

      For TLAC ("TLAC Program Contact"):

      Name: Jack Vuylsteke
      Title: Senior Leadership Fellow, TLAC
      Email: jvuylsteke@teachlikeachampion.org
      Phone: 901-303-9590

   c) For training and workshops, the Customer Program Contact is responsible for the items below. The TLAC Program Contact will reach out to the Customer Program Contact to coordinate.
      i. Provide necessary audio-visual equipment, Wi-Fi, and other logistical requests from TLAC.
      ii. Send a participant with names, email addresses, and roles in an Excel spreadsheet to TLAC Program Contact no later than 5 days prior to the training.
      iii. Share training expectations and all logistical information from TLAC Program Contact with all participants of the training.

2. **Fees and Payment.**

   a) **Program Fee**: Customer shall pay Array Education, Inc. a fee of forty thousand, three hundred seventy-two dollars and fifty cents ($40,372.50).

   b) **Payment Terms**: Customer will be invoiced in 2 installments, with payments made via electronic funds transfer (preferred) or check in U.S. dollars unless otherwise noted in the

invoice due on the following schedule and invoiced within 30 days in advance. International customers must pay with international wire transfer as we are not able accept foreign checks. If a Purchase Order is required or if TLAC needs to register formally as a vendor in your procurement process, please notify Array at finance@arrayeducation.org. The schedule of payments is as follows:

i. Installment 1:
- Due Date: December 22, 2023
- Amount: $20,186.25
- Inclusive of:
  - 50% of Training and Workshop Service fee ($6,011.25)
  - 50% of Project Coordination and Collaboration Service fee and Reporting and Impact Study fee ($14,175.00)

ii. Installment 2:
- Due Date: June 28, 2024
- Amount: $20,186.25
- Inclusive of:
  - 50% of Training and Workshop Service fee ($6,011.25)
  - 50% of Project Coordination and Collaboration Service fee and Reporting and Impact Study fee ($14,175.00)

c) **Cancellation/Reschedule**: By signing this Agreement, TLAC will reserve the dates and trainers needed for the Customer. If the Customer needs to cancel less than 30 days prior to the scheduled date of services, Customer will be invoiced a late cancellation fee of $500. Alternatively, Customers can request a reschedule of services up to 2 times in lieu of the cancellation fee.

3. Intellectual Property.

a) **"Intellectual Property"** means all forms of intellectual property rights and protections, worldwide, including, without limitation, the following: (a) all right, title, and interest in and to all inventions, patents and all filed, pending, or potential patent applications, including, without limitation, any reissue, reexamination, division, continuation, or continuation-in-part applications throughout the world now or hereafter filed; (b) all right, title, and interest in and to all trade secrets, and all trade secret rights and equivalent rights arising under the common law, state law, federal law, and laws of foreign countries; (c) all right, title, and interest in and to all mask works, copyrights, other literary property or authors' rights, whether or not protected by copyright or as a mask work, under common law, state law, federal law and laws of foreign countries; (d) all right, title, and interest in and to all proprietary indicia, trademarks, service marks, trade names, trade dress, symbols, logos, domain names, and/or brand names under common law, state law, federal law; and (e) computer software, including source code, executable code, data, databases, and related documentation, but not including off-the-shelf software

b) The Parties acknowledge that the Intellectual Property include materials that are owned or licensed by TLAC and this Agreement is not intended to involve any transfer of ownership of those materials.

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c) TLAC hereby grants to Customer and Program Participants a limited, non-exclusive, and non-transferable license to use the Intellectual Property solely for Customer's noncommercial use for the duration of this Agreement. Customer and its affiliates shall not use any Intellectual Property beyond the scope of the Program or the terms of this license.

d) The Parties acknowledge that through the course of the Program, TLAC may also be exposed to intellectual property owned by Customer. TLAC will not copy, display, publish, distribute, transmit, modify, or otherwise use or exploit any Customer's Intellectual Property without the Customer's express prior written consent.

4. Use of Brands and Logos.

Signing of this Agreement does not grant use of TLAC brands and logos by the Customer and Customer brands and logos by TLAC. This includes posting TLAC's logo on Customer's website and posting Customer's logo on TLAC's website. Each Party must get permission from the other Party prior to using the other Party's logo.

5. Term and Termination.

a) This Agreement shall commence as of the Effective Date and will continue in effect until the Termination Date, except that either party may terminate the Agreement at any time on thirty (30) days prior written notice to the other party with or without cause. Payment installments for the portion of services that have been delivered are still owed if they have not yet been paid at the time of early termination of the Agreement.

b) Each Party may elect or decline further collaboration with the other party at its sole discretion.

c) This Agreement may be amended, including extension of the term of the Agreement, at any time by written agreement of the Parties.

6. Warranties, Liability and Indemnification.

a) Each Party represents and warrants that as of the Effective Date and at all times thereafter: (a) this Agreement constitutes its valid and binding obligation and is enforceable against it in accordance with the terms of this Agreement; and (b) the execution and delivery of this Agreement by it and the performance of its obligations hereunder: (i) are not in violation or breach of, and will not conflict with or constitute a default under, any material contract, agreement or commitment binding upon it; and (ii) will not conflict with or violate in any material manner, any applicable law, rule, regulation, judgment, order or decree of any government, governmental instrumentality or court having jurisdiction over such party. Except for the express warranties stated in this section, each party disclaims all other warranties, whether implied by operation of law or otherwise, including, without limitation, any implied warranties of merchantability and fitness for a particular purpose, and any warranties arising from a course of performance, course of dealing or usage of trade.

b) No party will be liable to the other party (nor to any person claiming rights derived from such other party's rights) for any indirect, incidental, consequential, special punitive or exemplary damages of any kind (including without limitation lost revenues or profits, loss of use, loss of cost or other savings or loss of goodwill or reputation) with respect to any claims based on contract, tort or otherwise (including negligence and strict liability) arising out of or relating to

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this agreement, regardless of whether the party liable or allegedly liable was advised, had other reason to know, or in fact knew of the possibility thereof. Each party's maximum cumulative liability arising out of or relating to this agreement or the services provided hereunder, regardless of the cause of action (whether in contract, tort, breach of warranty or otherwise), will not exceed the aggregate amount of the fees paid and payable hereunder. Notwithstanding anything to the contrary, the exclusions and limitations of liability set forth in this section shall not apply: (i) to the violation of a party's intellectual property rights or the parties' respective obligations of confidentiality hereunder or (ii) to the extent that acts or omissions of a party constitute gross negligence, willful misconduct, or a violation of applicable law.

c) Each party (an "Indemnitor") will indemnify, defend and hold harmless the other party and its affiliates and each of their respective officers, directors, members, managers, employees and agents (each, an "Indemnitee") from and against any claim, suit or proceeding brought by a third party against an Indemnitee to the extent that it arises out of the gross negligence, willful misconduct, breach of confidentiality, or breach of applicable law of the Indemnitor or its agents in connection with this Agreement, and shall pay all costs incurred by (including reasonable attorney's fees and disbursements) and damages awarded against the Indemnitees, but shall not be responsible for any compromise or settlement made without the Indemnitor's consent. The Indemnitee shall promptly notify the Indemnitor in writing of any claim, suit or proceeding that the Indemnitor may have obligations under this section; provided, however, that any failure of the Indemnitee to provide prompt written notice pursuant to this section shall excuse the Indemnitor only to the extent that it is prejudiced thereby. The Indemnitee seeking indemnification hereunder shall cooperate with the Indemnitor with regard to the defense of any claim, proceeding, suit or threatened suit. The Indemnitor shall have full control of any such claim, proceeding or suit and the authority to settle or otherwise dispose of any suit or threatened suit. In no event, however, may the Indemnitor agree to any settlement of any claim, suit or proceeding for which it has agreed to provide indemnification under this Agreement if such settlement would impose any liability or obligation upon the Indemnitee, without the Indemnitee's prior, written consent.

7. Miscellaneous.

a) This Agreement does not intend to create any binding obligations on the parties other than those stated in this Agreement, and the parties shall commit their best efforts to obtain all necessary corporate approvals to execute the appropriate definitive agreements that shall be necessary for the purpose of this Agreement.

b) Failure to exercise or enforce or a delay in exercising or enforcing or the partial exercise or enforcement of any right, power or remedy provided by law or under this letter by any party will not in any way preclude, or operate as a waiver of, any exercise or enforcement, or further exercise or enforcement of that or any other right, power or remedy provided by law or under this Agreement. Any waiver or consent given by any party under this document will only be effective and binding on that party if it is given or confirmed in writing by that party. No waiver of a breach of any term of this document will operate as a waiver of another breach of that term or of a breach of any other term of this letter.

c) In the event of a dispute arising under or relating to this Agreement or the Intellectual Property (each, a "Dispute"), each party agrees to communicate all aspects regarding the dispute to the other party, and each party agrees to work with the other party in good faith to resolve the

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dispute. The Parties set domicile in the city and state of New York, New York, in the United States, and are submitted to the competence of the mixed arbitrator mutually agreed upon.

d) The parties acknowledge and agree that in the event of a breach or threatened violation of the intellectual property rights or confidential and proprietary information of TLAC or its collaborators by Customer, TLAC will suffer irreparable harm and will therefore be entitled to injunctive relief to enforce this Agreement. TLAC may, without waiving any other remedies under this Agreement, seek from any court having jurisdiction any interim, equitable, provisional, or injunctive relief that is necessary to protect its rights and property pending the outcome of the arbitration referenced above. The parties hereby irrevocably and unconditionally consent to the personal and subject matter jurisdiction of the federal and state courts in the State of New York, Borough of Manhattan for purposes of any such action by TLAC.

e) This Agreement may not be assigned by Customer without the prior written consent of TLAC.

f) Force majeure or random event. The Parties are exempt from any responsibility for damages and losses that might arise from total or partial breach of this agreement consequent to unforeseen circumstances or force majeure, and contrary to the Parties desire, which cannot be foreseen or avoided.

g) If any clause or subclause of this document is held to be invalid or unenforceable by any court of competent jurisdiction the other clauses and subclauses of this document remain in full force and effect.

h) Any communication or notice to the parties hereunder must be given by certified mail or e-mail and shall be effective 5 days after the certified letter is deposited in the mails or, in case of e-mail, when actually received, and shall be sent as follows:

i. If to Memphis School of Excellence, addressed to:

Read Foundation, d/b/a Memphis School of Excellence
Samuel Beyhan, Executive Director
4450 S. Mendenhall Rd.
Memphis, TN 38141
sbeyhan@sememphis.org

ii. If to TLAC, addressed to:

Array Education, Inc.
ATTN: Yvonne Chao, Partner
25 Broadway, 3rd Floor
New York, NY 10004
ychao@arrayeducation.org

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Incorporated herein and made a part hereof are any Attachments to the Agreement.

IN WITNESS WHEREOF, the parties by their duly authorized officer hereto intending to be bound have executed this Agreement as of the Effective Date.

Read Foundation

DocuSigned by:

By: Samuel Beyhan
F76F05DC52DE422...

Name: Samuel Beyhan

Title: Executive Director

Date: 7/21/2023

Array Education, Inc.

DocuSigned by:

By: Erica Woolway
92CB370079C94B2...

Name: Erica Woolway

Title: President & Chief Academic Officer, TLAC

Date: 7/20/2023

By: Yvonne Chao

Name: Yvonne Chao

Title: Partner

Date: 7/20/23

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Teach Like a CHAMPION©

APPENDIX A: PARTNERSHIP PROGRAM SCOPE OF WORK PROPOSAL

This proposal outlines a scope of work by Teach Like a Champion (TLAC), a program of Array Education, Inc. After reviewing the proposal, please confirm that you are ready to proceed with a contract with your TLAC contact. The proposal is not final until a binding Program Agreement has been made authorized by signatories of both parties. If you have additional questions, please schedule a follow-up meeting with your TLAC contact. Thank you for your interest in working with TLAC!

Partnership Start/End Dates	July 17, 2023 - June 30, 2024
Organization Legal Name	Read Foundation, dba Memphis School of Excellence
Legal Address/Physical Location of Organization	4450 S. Mendenhall Rd. Memphis, TN 38141
Partnership Point of Contact (First Name, Last Name, Title, Email, Phone)	Samuel Beyhan Executive Director sbeyhan@sememphis.org (210) 421-9985
TLAC Project Lead First Name, Last Name, Title, Email, Phone)	Jack Vuylsteke Senior Leadership Fellow jvuylsteke@teachlikeachampion.org (901) 303-9590
Legal Signatory (First Name, Last Name, Title, Email, Phone Number)	Samuel Beyhan Executive Director sbeyhan@sememphis.org (210) 421-9985
Partnership Goals	• Support MSE's ability to study and adjust course to better achieve network lesson preparation and

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	delivery models, grounded in professional learning that can lead to elevated academic results, to increase student achievement across all grades 3-10, relative to the school's vision and priorities ● Support in the identification and development of "anchor" classrooms that serve as hubs of learning for teachers and leaders across the school/network to study and replicate ● Ensure executive leadership remains apprised of progress and has adequate ability to contribute to the scope, direction and tactics that govern the contractual work ● Learn and evaluate how TLAC's tools, supports, and resources produce effective, sustainable talent development and results for students

PARTNERSHIP SERVICES

When	Program Service Detail
Project Coordination and Collaboration Services	**Diagnostic Visit:** An exploratory visit to assess the current strengths and opportunities across foundational conditions to facilitate naming/clarifying the strategic priorities for the partnership. ● Conducted in first 4 weeks of school, to identify implementation strengths and opportunities from summer PD priorities and, in the school's context, the practices prioritized in the In-Person Workshop ● Three team members, including the team lead, will participate; Memphis School of Excellence will receive a diagnostic visit report within one week of the visit for its reflection and planning **2 Study Visits**: Co-observations of selected classrooms, instructional meetings, stack audits of student work/intellectual prep, feedback on instructional leadership work (i.e. Feedback/coaching meetings, internalization/planning meetings, professional development).

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	• Three team members, including the team lead, will participate; Memphis School of Excellence will receive a study visit report within one week of each visit for its reflection and planning **Executive Check Ins:** Recurring check-ins to provide executive leaders support which may include: strategic planning, setting and refining organizational vision in short and long term, goal setting/progress reflection, organizational chart design and management, organizational health analysis under key conditions of school success, financial resource allocation review • Monthly, or at the discretion of Executive Director (12 total, not including Step Backs)
Training and Workshop Services	**In-Person Workshop - 2 total, 3 hours each:** TLAC-facilitated session(s) including video analysis, discussion, reflection, and application. **Note:** Workshop allocation can also be repurposed to fully fund seats at national or regional workshops for designated MSE team members. Should MSE and TLAC mutually determine this to be a better fit, a finite number of how many seats MSE will receive to the requested workshop can be discussed at that time.
Reporting and Impact Study	**Step Back Meetings**: Mid-partnership and/or End-of-Year meetings to summarize, reflect upon, and action plan around progress toward partnership goals. • Mid-Year Step Back (circa January 2024)

COST OF SERVICES

Total Cost	Per the Partnership Program Scope of Work Proposal, the total value for the proposed work is **$40,372.50.** This cost includes meal and travel expenses for the TLAC team, where applicable.

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Teach Like a CHAMPION©

APPENDIX A: PARTNERSHIP PROGRAM SCOPE OF WORK PROPOSAL

Payment Terms	Customer will be invoiced in 2 installments, with payments made via electronic funds transfer (preferred) or check in U.S. dollars unless otherwise noted in the invoice due on the following schedule and invoiced within 30 days in advance. International customers must pay with international wire transfer as we are not able accept foreign checks. The schedule of payments is as follows: ● **Installment 1:** ○ Due Date: 12/22/23 ○ Amount: $20,186.25 ● **Installment 2:** ○ Due Date: 6/28/24 ○ Amount: $20,186.25
Licensing	Customer has not elected to license the workshop content—PowerPoint, videos, additional training materials—for its use as part of this training, so that Customer's school leaders can train and support teachers on its campus. Customers may elect to do so at any point during the course of the Agreement. To do so, please contact Tracey Koren (tkoren@teachlikeachampion.org).

Grant Details

Grant ID: GR-0523014430

Account Name: Memphis School of Excellence Elementary

Award Date: 05-17-2023

Grant Allocation Amount: $20,000.00

Grant Period Start Date: 05-17-2023

Grant Period End Date: 05-31-2026

Grant Milestones

Year: 2023-24	Amount: $10,000.00
Year: 2024-25	Amount: $10,000.00
Year: 2025-26	Amount:

Grant Requirements:

The purpose of this grant is to assist the grantee's implementation of the PLTW Launch program, in partnership with Ardagh Group. Grantee must implement PLTW Launch for three academic years. Grantee must offer at least one PLTW Launch module in the 2024-2025 academic year and must offer two additional modules in two grades in the 2025-2026 academic year (three different modules in two years). Schools may implement any PLTW Launch modules of their choosing. Grantee must complete three years of Grant reporting.

Allowable Expenses:

PLTW Participation Fee;Required computers and/or tablets;Program required equipment and supplies;PLTW Core Training and the following related expenses incurred: travel, room, and board;Stipends for use during PLTW Core Training

Unallowable Expenses:

Salaries or Stipends;Benefits;Meals;Infrastructure;Renovations;Indirect Costs;Equipment and supplies listed as Optional;Training Cancellation Fees;Training Substitution Fees;Trainings where there was a no-show;Trainings where a credential was not earned;Salaries;Stipends unrelated to PLTW Core Training;Any other expenses not specified as allowable

Reporting Requirements:

Grantees receiving a PLTW grant are required to submit an Annual Grant Report by April 15. Grantees must also assist PLTW in collecting annual teacher and student surveys. Surveys will be administered by PLTW and are intended to inform PLTW's continual improvement efforts and to share outcomes with funding supporters of the grant program.

Terms of Service
Privacy Policy
Use of myPLTW is governed by **PLTW's Privacy Policy** and applicable law. User data PLTW sends or requests from PLTW's curriculum platform provider, during use of myPLTW is consistent with the language of **PLTW's Privacy Policy**, which requires compliance with COPPA, FERPA, and/or other laws and regulations.

Need Help?
Contact us at 877.335.7589 or **solutioncenter@pltw.org**

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Attachment G

Secretary of State
Division of Business Services
312 Rosa L. Parks Avenue
6th Floor, William R. Snodgrass Tower
Nashville, Tennessee 37243

DATE: 09/04/09
REQUEST NUMBER: 6590-2402
TELEPHONE CONTACT: (615) 741-2286
FILE DATE/TIME: 09/03/09 1419
EFFECTIVE DATE/TIME: 09/03/09 1419
CONTROL NUMBER: 0609537

TO:
CEM AKKUS
UNIV. OF MEMPHIS
001 JOHNSON HALL
MEMPHIS, TN 38152

RE:
READ FOUNDATION
CHARTER - NONPROFIT

CONGRATULATIONS UPON THE INCORPORATION OF THE ABOVE ENTITY IN THE STATE OF TENNESSEE, WHICH IS EFFECTIVE AS INDICATED.

A CORPORATION ANNUAL REPORT MUST BE FILED WITH THE SECRETARY OF STATE ON OR BEFORE THE FIRST DAY OF THE FOURTH MONTH FOLLOWING THE CLOSE OF THE CORPORATION'S FISCAL YEAR. ONCE THE FISCAL YEAR HAS BEEN ESTABLISHED, PLEASE PROVIDE THIS OFFICE WITH THE WRITTEN NOTIFICATION. THIS OFFICE WILL MAIL THE REPORT DURING THE LAST MONTH OF SAID FISCAL YEAR TO THE CORPORATION AT THE ADDRESS OF ITS PRINCIPAL OFFICE OR TO A MAILING ADDRESS PROVIDED TO THIS OFFICE IN WRITING. FAILURE TO FILE THIS REPORT OR TO MAINTAIN A REGISTERED AGENT AND OFFICE WILL SUBJECT THE CORPORATION TO ADMINISTRATIVE DISSOLUTION.

WHEN CORRESPONDING WITH THIS OFFICE OR SUBMITTING DOCUMENTS FOR FILING, PLEASE REFER TO THE CORPORATION CONTROL NUMBER GIVEN ABOVE. PLEASE BE ADVISED THAT THIS DOCUMENT MUST ALSO BE FILED IN THE OFFICE OF THE REGISTER OF DEEDS IN THE COUNTY WHEREIN A CORPORATION HAS ITS PRINCIPAL OFFICE IF SUCH PRINCIPAL OFFICE IS IN TENNESSEE.

FOR: CHARTER - NONPROFIT ON DATE:

FROM:		FEES	
	RECEIVED:	$0.00	$0.00
	TOTAL PAYMENT RECEIVED:		$0.00

Filing fee paid via credit card using the State of Tennessee's online One-Stop Business Resources.

RECEIPT NUMBER:
ACCOUNT NUMBER:

TRE HARGETT
SECRETARY OF STATE

FILED, Tre Hargett, Tennessee Secretary of State, 9/3/2009, 14:19:09 PM

State of Tennessee

Department of State
Corporate Filings
312 Eighth Avenue North
6th Floor, William R. Snodgrass Tower
Nashville, TN 37243

CHARTER
(Nonprofit Corporation)

For Office Use Only

6598-2402

The undersigned acting as incorporator(s) of a nonprofit corporation under the Tennessee Nonprofit Corporation Act adopts the following Articles of Incorporation.

1. The name of the corporation is: READ FOUNDATION

2. Please complete all of the following sentences by checking one of the two boxes in each sentence:
This corporation is a public benefit corporation.
This corporation is not a religious corporation.
This corporation will not have members.

3. The name and complete address of the corporation's initial registered agent and office located in the State of Tennessee is:

CEM AKKUS
(Name)

198 ISLAND BLUFF DR. | MEMPHIS | TN, 38103
(Street Address) | *(City)* | *(State/Zip Code)*

SHELBY
(County)

4. List the name and complete address of each incorporator:

OZGENC AKTAS-KOCAK	198 ISLAND BLUFF DR., MEMPHIS, TN 38103
(Name)	*(Street Address, City, State and Zip Code)*
EMIN KUSCU	6928 NAPLES DR., CORDOVA, TN 38018
(Name)	*(Street Address, City, State and Zip Code)*
CEM AKKUS	UNIV. OF MEMPHIS, 001 JOHNSON HALL, MEMPHIS, TN 38152
(Name)	*(Street Address, City, State and Zip Code)*

5. The complete address of the corporation's principal office is:
198 ISLAND BLUFF DR. | MEMPHIS | TN, SHELBY, 38103
(Street Address) | *(City)* | *(State/County/Zip Code)*

6. The corporation is not for profit.

7. If the document is not to be effective upon filing by the Secretary of State, the delayed effective date and time are:
(Not to exceed 90 days.)
(Date and Time)

8. Insert here the provisions regarding the distribution of assets upon dissolution:
IN THE EVENT OF THE DISSOLUTION OR LIQUIDATION OF THE CORPORATION, ANY ASSETS THEN REMAINING SHALL BE DISTRIBUTED AMONG SUCH ORGANIZATIONS AS SHALL QUALIFY AS EXEMPT ORGANIZATIONS DESCRIBED IN CODE SECTION 501(C)(3) AS THE DIRECTORS SHALL DETERMINE.

9. Other provisions:
READ FOUNDATION IS A NON PROFIT CORPORATION TO PERFORM CHARITABLE ACTIVITIES WITHIN THE MEANING OF INTERNAL REVENUE CODE SECTION 501(C)(3). IT IS BEING FILED PURSUANT TO THE TENNESSEE NONPROFIT CORPORATION ACT, COMPILED IN CHAPTERS 51-68 OF TITLE 48, TCA.

09/03/2009
Signature Date

I Certify - Electronic Signature
Incorporator's Signature

CEM AKKUS
Incorporator's Name

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: DEC 14 2009

READ FOUNDATION
C/O CEM AKKUS
198 ISLAND BLUFF DR
MEMPHIS, TN 38103-9037

Employer Identification Number:
94-3487601
DLN:
17053260333019
Contact Person:
KAREN A BATEY ID# 31641
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(vi)
Form 990 Required:
Yes
Effective Date of Exemption:
September 3, 2009
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

READ FOUNDATION

Sincerely,

Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Enclosure: Publication 4221-PC

Letter 947 (DO/CG)

BYLAWS

Read Foundation

4450 S. Mendenhall Rd. St 1
Memphis, TN, 38141

ARTICLE 1

OFFICES

Principal Office

1.01. The principal office of the Read Foundation ("Corporation") shall be located at 4450 S Mendenhall Rd. St 1 Memphis, TN 38141. The Corporation may have such other offices, either in Tennessee or elsewhere, as the Board of Directors may determine. The Board of Directors may change the location of any office of the Corporation.

Registered Office and Registered Agent

1.02. The Corporation shall comply with the requirements of the Act and maintain a registered office and registered agent in Tennessee. The registered office may, but need not, be identical with the Corporation's principal office in Tennessee. The Board of Directors may change the registered office and the registered agent as provided in the Act.

ARTICLE 2

BOARD OF DIRECTORS

Management of the Corporation

2.01. The affairs of the Corporation shall be managed by the Board of Directors.

Number Qualifications and Tenure of Directors

2.02. The number of Directors shall be no less than three (3). The number of the directors may be increased or decreased as needed by amendments by majority vote of the directors. Number of Directors may never be less than three (3). Directors need not be residents of Tennessee.

Nomination of Directors

2.03. At any meeting at which the election a director occurs, a director may nominate a person with the second of any other director. In addition to nominations made at meetings, a nominating committee shall consider possible nominees and, make nominations for each election of directors. The secretary shall include the names nominated by the nomination committee, and any report of the committee, with the notice of the meeting at which the election occurs.

Election of Directors

2.04. A person who meets any qualification requirements to be a director and who has been duly nominated may be elected as director. Directors shall be elected by the vote of the majority of the Board of Directors. Each director shall hold office until a successor is elected and qualified. A director may- [if desired, add: not] be elected to succeed himself or herself as director.

Vacancies

2.05. Any vacancy occurring in the board of directors, and any director position to be filled due to an increase in the number of directors, shall be filled by the affirmative vote of a majority of the remaining board of directors. When a vacancy on the Board exists, nominations for new members may be received from present board members one week in advance of a board meeting.

Annual Meeting

2.06. The annual meeting of the Board of Directors shall be held in the first two week of July of each year. The date of the annual meeting may be changed with a written notice by the President who shall also set the time and place of that delayed meeting. The president or the secretary shall give a written notice of the meeting to each director not less than five nor more than 30 days before the date of the meeting and shall post a written notice for general public as required in section 2.09 of this bylaw.

Regular meeting

2.07. Regular meetings of the board shall be held at the principal office as noted online. Meetings days, hours and locations for the upcoming year will be posted in December of the previous year. The number of meetings may be increased or decreased by a resolution of the board. The president or the secretary shall give a written notice of the meeting to each director not less than five nor more than 30 days before the date of the meeting and shall post a written notice for general public as required in section 2.09 of this bylaw.

Special Meetings

2.08. Special meetings of the Board of Directors may be called by or at the request of the president or any two directors. A person or persons authorized to call special meetings of the Board of Directors may fix any place for holding a special meeting. The person or persons calling a special meeting shall notify the secretary of the information required to be included in the notice of the meeting. Then, the secretary shall give a written notice of the meeting to each director not less than five nor more than 30 days before the date of the meeting and shall post a written notice for general public as required in section 2.09 of this bylaw.

Notices

2.09. All meeting (Annual, Regular, and Special Meetings) notices must be in writing. The written notices must be posted and must be readily accessible by the general public at all times for at least 72 hours before the scheduled time of the meeting. The written notice shall include agenda items, day, time, and the location of the meeting. The written notice shall use plain, concise English.

Quorum

2.10. A majority of the number of directors then in the office shall constitute a quorum for the transaction of business at any meeting of the Board of Directors. Directors present by proxy may not be counted toward a quorum. The directors present at a duly called or held meeting at which a quorum is present may continue the meeting even if enough directors leave the meeting so that less than a quorum remains. However, no action may be approved without the vote of at least a majority of the number of directors required to constitute a quorum. If less than a quorum is present at any meeting, a majority of the directors present may adjourn the meeting at any time without further notice.

Duties of Directors

2.11. Directors shall exercise ordinary business judgments in managing the affairs of the Corporation. Directors shall act as fiduciaries with respect to the interests of the members. In acting in their official capacity as directors of this corporation, directors shall act in good faith and take actions they reasonably believe to be in not take any action that they should reasonably believe would be opposed to the Corporation's best interests or would be unlawful. A director shall not be liable if, in the exercise of ordinary care, the director acts in good faith relying on written financial and legal statements provided by an account or attorney retained by the Corporation.

Actions of Board of Directors

2.12. The Board of Directors shall try to act by consensus. The act of a majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board unless the act of a greater number is required by law or these bylaws. If a quorum is present but thereafter a sufficient number of Directors leave such meeting so that a quorum no longer present, then any action taken by the remaining Directors shall not be the act of the Board.

Proxies

2.13. Board of Directors may not issue a proxy or may not be represented by a proxy.

Compensation

2.14. Directors shall not receive salaries for their services. The Board of Directors may adopt a resolution providing for a reimbursement payment according to the state law to the Directors for their expenses of attendance, if any, for attendance at each meeting of the Board of Directors.

Removal of Directors

2.15. The Board of Directors or members may vote to remove a director at any time, only for good cause. Good cause for removal of a director shall include the unexcused failure to attend four consecutive meetings of the Board of Directors. A meeting to consider the removal of a director may be called and noticed following the procedures provided in the bylaws. The notice of the meeting shall state the issue of possible removal of the director that will be on the agenda the notice shall state the possible cause for removal. The director shall have the right to be represented by an attorney at and before the meeting. At the meeting, the Corporation shall consider possible arrangements for resolving the problems that are I the mutual interest of the Corporation and the director. A director may be removed by the affirmative vote of fifty one (51) percent of the Board of Directors.

ARTICLE 3

OFFICERS

Officer Positions

The officers of the Corporation shall be a president, vice president, a secretary, a treasurer. The Board of Directors may create additional officer positions, define the authority and duties of each such position, and elect or appoint persons to fill the positions. Any two or more offices may by the same person, except the offices of president and secretary.

Election and Term of Office

3.02 The officers of the Corporation shall be elected annually by the Board of Directors at the regular annual meeting of the Board of Directors. If the election of officers is not held at this meeting, the election shall be held as soon thereafter as conveniently as possible. Each officer shall hold office until a successor is duly selected and qualified. An officer may be elected to succeed himself or herself in the same office.

Removal

3.03 Any officer elected or appointed by the Board of Directors may be removed by the Board of Directors with or without good cause. The removal of an officer shall be without prejudice to the contract rights, if any, of the officer.

Vacancies

3.04. A vacancy in any office may be filled by the Board of Directors for the unexpired portion of the officer's term.

President

3.05. The president shall be the chief executive officer of the Corporation. The president shall supervise and control all of the business and affairs of the Corporation. The president shall preside at all meetings of the members and of the Board of Directors. The president may execute any deeds, mortgages, bonds, contracts, or other instruments that the Board of Directors has authorized to be executed. However, the president may not execute instruments on behalf of the Corporation if this power is expressly delegated to another officer or agent of the Corporation by the Board of Directors, the bylaws, or statute. The president shall perform other duties prescribed by the Board of Directors and all duties incident to the office of president.

Vice President

3.06. When the president is absent, is unable to act, or refuses to act, a vice president shall perform the duties of the president. When a vice president acts in place of the president, the vice president shall have all the powers of and be subject to all the restrictions upon the president. If there is more than one vice president, the vice presidents shall act in place of the president in the order of the votes received when elected. A vice president shall perform other duties as assigned by the president or board of directors.

Treasurer

3.07. The treasurer shall:

(a) Have charge and custody of and be responsible for all funds and securities of the Corporation.
(b) Receive and give receipts for moneys due and payable to Corporation from any source.
(c) Deposit all moneys in the name of Corporation in banks, trust companies, or other depositories as provided in the bylaws or as directed by the Board of Directors or president.
(d) Write checks and disburse funds to discharge obligations of the Corporation.
(e) Maintain the financial books and record of the Corporation.
(f) Prepare financial reports at least annually.
(g) Perform other duties as assigned by the president or by the Board of Directors.
(h) If required by the Board of Directors, give a bond for the faithful discharge of his or her duties in a sum and with a surety as determined by the Board of Directors.
(i) Perform all of the duties incident to the office of treasurer.

Secretary

3.08 The secretary shall:

(a) Give all notices as provided in the bylaws or as required by law.
(b) Take minutes of the meetings of the members and the Board of Directors and keep the minutes as part of the corporate records.
(c) Maintain custody of the corporate records and of the seal of the Corporation.
(d) Affix the seal of the Corporation to all documents as authorized.
(e) Keep a register of the mailing address of each [if corporation has members, add: member], director, officer, and employee of the Corporation.
(f) Perform duties as assigned by the president or by the Board of Directors.
(g) Perform all duties incident to the office of secretary.

ARTICLE 4

COMMITTEES

Establishment of Committees

4.01. The Board of Directors may adopt a resolution establishing one or more committees delegating specified authority to a committee, and appointing or removing members of a committee. A committee shall include two or more directors and may include persons who are not directors. If the Board of Directors delegates any of its authority to a committee, the majority of the committee shall consist of directors.

The Board of Directors may establish qualifications for membership on a committee. The Board of Directors may delegate to the president its power to appoint and remove members of a committee that has not been delegated any authority to it shall not relieve the Board of Directors, or any individual director, of any responsibility imposed by the Bylaws or otherwise imposed by law. No committee shall have the authority of the Board of Directors to:

(a) Amend the articles of incorporation.
(b) Adopt a plan of merger or a plan of consolidation with another corporation.
(c) Authorize the sale, lease, exchange, or mortgage, of all or substantially all of the property and assets of the Corporation.
(d) Authorize the voluntary dissolution of the Corporation.
(e) Revoke proceedings for the voluntary dissolution of the Corporation.
(f) Adopt a plan for the distribution of the assets of the Corporation.
(g) Amend, alter, or repeal the bylaws.
(h) Eject, appoint, or remove a member of a committee or a director or officer of the Corporation.
(i) Approve any transaction to which the Corporation is a party and that involves a potential conflict of interests as defined in paragraph 5.04, below.
(j) Take any action outside the scope of authority delegated to it by the Board of Directors.

Authorization of Specific Committee

4.02. There shall be the following committees: Academic and Finance Committees. The Board of Directors shall define the activities and scope of authority of each committee by resolution.

Term of Office

4.03. Each member of a committee shall continue to serve on the committee until the next annual meeting of the Directors of the Corporation and until a successor is appointed. However, the term of a committee member may terminate earlier if the committee is terminated or if the member dies, ceases to qualify, resigns, or, is removed as a member. A vacancy on a committee may be filled by an appointment made in the same manner as an original appointment. A person appointed to fill a vacancy on a committee shall serve for the unexpired portion of the terminated committee member's term.

Chair and Vice-Chair

4.04. One member of each committee shall be designated as the chair of the committee and the other member of each committee shall be appointed by the president of the Corporation. The chair and vice-chair shall be appointed by the president of the Corporation. The chair shall call and preside at all meetings of the committee. When the chair is absent, is unable to act, or refuses to act, the vice-chair shall perform the duties of the chair. When a vice-chair acts in place of the chair, the vice-chair shall have all the powers of and be subject to all the restrictions upon the chair.

Notice of Meetings

4.05. Written or printed notice of a committee meeting shall be delivered to each member of a committee not less than, seven nor more than 30 days before the date of the meeting. The notice shall state the place, day, and time of the meeting, and the purpose or purposes for which the meeting is called.

4.06. A majority of the number of persons shall constitute a quorum of a committee for the transaction of business at any meeting of the committee. The directors present at a duly called or held meeting at which a quorum is present may continue the meeting even if enough directors leave the meeting so that less than a quorum remains. However, no action may be approved without the vote of at least a majority of the number of directors required to constitute a quorum. If less than a quorum is present at any meeting, a majority of the directors present may adjourn the meeting at any time without further notice.

Actions of Committees

4.07. Committees shall try to take action by consensus. However, the vote of a majority of committee members present and voting at a meeting at which a quorum is present shall be sufficient to constitute the act of the committee unless the act of a greater number is required by law or the bylaws. A

committee member who is present at a meeting and abstains from a vote is not considered to be present and voting for the purpose of determining the act of the committee.

Proxies

4.08. A committee member may not vote by a proxy.

Compensation

4.09. Committee members shall not receive salaries for their services. The Board of Directors may adopt a resolution providing for the payment to committee members of a fixed sum and expenses of attendance, if any, for attendance at each meeting of the committee. A committee member may serve the Corporation in any other capacity and receive compensation for those services. Any compensation that the Corporation pays to a committee member shall be commensurate with the services performed and shall be reasonable in amount. However, the Board of Directors is highly encouraged to provide services on a voluntary basis and request no compensation.

Rules

4.10. Each committee may adopt rules for its own operation not inconsistent with the bylaws or with rules adopted by the Board of Directors.

ARTICLE 5

TRANSACTIONS OF THE CORPORATION

Contracts

5.01. The Board of Directors may authorize any officer or agent of the Corporation to enter into a contract or execute and deliver any instrument in the name of and on behalf of the Corporation. This authority may be limited to a specific contract or instrument or it may extend to any number and type of possible contracts and instruments.

Deposit

5.02. All funds of the Corporation shall be deposited to the credit of the Corporation in banks, trust companies or other depositaries that the Board of Directors selects.

Gifts

5.03. The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest, or devise for the general purposes or for any special purpose of the Corporation. The Board of Directors may make gifts and give charitable contributions that are not prohibited by the bylaws, the articles of incorporation, state law, and any requirements for maintaining the Corporation's federal and state tax status.

Potential Conflicts of Interest

5.04. The corporation shall not make any loan to a director or officer of the corporation. The Corporation shall not borrow money from or otherwise transacts business with a member, director, officer, or, committee member of the Corporation unless the transaction is described fully in a legally binding instrument and is in the best interests of the Corporation. The Corporation shall not borrow money from or otherwise transact business with a director, officer, or committee member of the Corporation without full disclosure of all relevant facts and without the approval of the Board of Directors, not including the vote of any person having a personal interest in the transaction.

Annual Statements Regarding Conflict of Interest Policy

5.05. Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

(a) Has received a copy of the conflicts of interest policy,

(b) Has read and understands the policy,
(c) Has agreed to comply with the policy, and
(d) Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Records of Proceedings

5.06. The minutes of the governing board and all committees with board delegated powers shall contain:

(a) The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

(b) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Violations of the Conflicts of Interest Policy

5.07. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Prohibited Acts

5.08. As long as the Corporation is in existence, and except with the prior approval of the Board of Directors, no director, officer or committee member shall:

(a) Do any act in violation of the bylaws or a binding obligation of the Corporation.
(b) Do any act with the intention of harming the Corporation or any of its operations.
(c) Do any act that would make it impossible or unnecessarily difficult to carry on the intended or ordinary business of the Corporation.
(d) Receive an improper benefit from the operation of the Corporation.
(e) Use the assets of the Corporation, directly or indirectly, for any purpose other than carrying on the business of the Corporation.
(f) Wrongfully transfer or dispose of Corporation property, including intangible property such as good will.
(g) Use the name of the Corporation (or any substantially similar name) or any trademark or trade name adopted by the Corporation, except on behalf of the Corporation in the ordinary course of the Corporation's business.
(h) Disclose any of the Corporation business practices, trade secrets, or any other information not generally known to the business community to any person not authorized to receive it.

ARTICLE 6

BOOKS AND RECORDS

Required Books and Records

6.01. The Corporation shall keep complete books and records of account. The Corporation's books and records shall include:

(a) A file-endorsed copy of all documents filed with Tennessee Secretary of State relating to the Corporation, including, but not limited to, the articles of Corporation, and any articles of

amendment, restated articles, articles of merger, articles of consolidation, and statement of change of registered office or registered agent.

(b) A copy of the bylaws, and any amended versions or amendments to the bylaws.

(c) Minutes of the proceedings of the Board of Directors, and committees having any of the authority of the Board of Directors.

(d) A list of the names and addresses of the directors, officers and any committee members of the Corporation.

(e) A financial statement showing the assets, liabilities and not worth of the Corporation at the end of the three most recent fiscal years.

(f) A financial statement showing the income and expenses of the Corporation for the three most recent fiscal years.

(g) All rulings, letters, and other documents relating to the Corporation's federal, state, and local tax status.

ARTICLE 7

FISCAL YEAR

7.01 The fiscal year of the Corporation shall begin on the first day of July and end on the last day in June in each year.

ARTICLE 8

INDEMNIFICATION

When Indemnification is Required, Permitted, and Prohibited

8.01. (a) The Corporation shall indemnify a director, officer, committee member, employee or agent of the Corporation who was, is or may be named defendant or respondent in any proceeding as a result of his or her actions omissions within the scope of his or her official capacity in the Corporation. For the purposes of this article, an agent includes one who is or was serving at the request of the Corporation as a director, officer, partner, venturer, proprietor, trustee, partnership, joint venture, sole proprietorship, trust, employee benefit plan, or other enterprise. However, the Corporation shall indemnify a person only if he or she acted in good faith and reasonably believed that the conduct was in the Corporation's best interests. In a case of criminal proceeding, the person may be indemnified only if he or she had no reasonable cause to believe that the conduct was unlawful. The Corporation shall not indemnify a person who is found liable to the Corporation or is found to be liable to another on the basis of improperly receiving a personal benefit. A person is conclusively considered to have been found liable in relation to any claim, issue, or matter if the person has been adjudged liable by a court of competent jurisdiction and all appeals have been exhausted.

(b) The termination of a proceeding by judgment, order, settlement, conviction, or on a plea of polo contendere or its equivalent does not necessarily preclude indemnification by the Corporation.

(c) The Corporation shall pay or reimburse expenses incurred by a director, officer, committee member, employee, or agent of the Corporation in connection with the person's appearance as a witness or other participation in a proceeding involving or affecting the Corporation when the person is not a named defendant or respondent in the proceeding.

(d) In addition to the situations otherwise described in this paragraph, the Corporation may indemnify a director, officer, committee member, employee, or agent of the Corporation to the extent permitted by law. However, the Corporation shall not indemnify any person in any situation in which indemnification is prohibited by the terms of paragraph 8.01., above.

(e) Before the final disposition of a proceeding, the Corporation may pay indemnification expenses permitted by the bylaws and authorized by the Corporation. However, the Corporation shall not pay indemnification expenses to a person before the final disposition of a proceeding. If the person is a named defendant or respondent in a proceeding brought by the Corporation; or the person is alleged to have improperly received a personal benefit or committed other willful or intentional misconduct.

(f) If the Corporation may indemnify a person under the bylaws, the person may be indemnified against judgment, penalties, including excise and similar taxes, fines, settlements, and reasonable expenses (including attorney's fees) actually incurred in connection with the proceeding. However, if the proceeding was brought by or on behalf of the Corporation, the indemnification is limited to a reasonable expenses actually incurred by the person in connection with the proceeding.

Procedures Relating to Indemnification Payments

8.02. (a) Before the Corporation may pay any indemnification expenses (including attorney's fees), and determine that expenses to be reimbursed are reasonable, except as provided in paragraph 8.02(c), below. The Corporation may make theses determinations and decisions by any one of the following procedures:

(i) Majority vote of the quorum consisting of directors who, at the time of the vote, are not named defendants or respondents in the proceeding.

(ii) If such a quorum cannot be obtained, by a majority vote of committee of the Board of Directors, designated to act in the matter by a majority vote of all directors, consisting solely of two or more who at the time of the vote are not named defendants or respondents in the proceeding.

(iii) Determination by special legal counsel selected by the Board of Directors by votes as provided in paragraph 10.02(a)(I) or 10.02(a)(ii), or if such a quorum cannot be obtained and such a committee cannot be established, by a majority vote of all directors.

(b) The Corporation shall authorize indemnification and determine that expenses to be reimbursed are reasonable in the same manner that it determines whether indemnification id permissible. If the determination that the facts then known to those making the determination would not preclude indemnification and authorization of payment shall be made in the same manner as a determination that indemnification is permissible under paragraph 8.02(a), above. The person's written affirmation shall state that he or she has met the standard of conduct necessary for indemnification under the bylaws, The written undertaken shall provide for repayment of the month paid or reimbursed by the Corporation if it is ultimately determined that the person has not met the requirements for indemnification. The undertaken shall be an unlimited general obligation of the person, but it need not be secured and it may be accepted without reference to financial ability to make repayment.

ARTICLE 9

NOTICES

Notice by Mail, Telegram, email

9.01. Any notice required or permitted by the bylaws to be given to a director, officer or member of a committee of the Corporation may be given by mail, telegram or email. If mailed a notice shall be deemed to be delivered when deposited in the United States mail addressed to the person at his or her address as it appears on the records of the Corporation, with postage prepaid. If given by telegram, a notice shall be deemed to be delivered when accepted by the Telegram Company and addressed to the person at his or her address as it appears on the records of the Corporation. A person may change his or her address by giving written notice to the secretary of the Corporation.

Signed Waiver of Notice

9.02. Whenever any notice is required to be given under the provisions of the act or under the provisions of the articles of incorporation or the bylaws, a waiver in writing signed by a person entitled to receive a notice shall be deemed equivalent to the giving of the notice. A waiver of the notice shall be effective whether signed before or after the time stated in the notice being waived.

Waiver of Notice by Attendance

9.03. The attendance of a person at a meeting shall constitute a waiver of notice of the meeting unless the person attends for the express purpose of objecting to the transaction or any business because the meeting is not lawfully called or convened.

ARTICLE 10

SPECIAL PROCEDURES CONCERNING MEETINGS

Meeting by Telephone or Internet

10.01. A. Subject to the provisions required or permitted by the Tennessee Open Meetings Act or notice of meetings, unless otherwise restricted by the articles of incorporation or bylaws, members of the board of directors of the corporation, or members of any committee designated by such board may participate in and hold a meeting of such members, board, or committee by means of: (1) conference telephone or similar communications equipment by which all persons participating in the meeting can hear each other; or (2) another suitable electronic communications system, including videoconferencing technology or the Internet, only if: (a) each member entitled to participate in the meeting consents to the meeting being held by means of that system; and (b) the system provides access to the meeting in a manner or using a method by which each member participating in the meeting can communicate concurrently with each other participant.

B. Participation in a meeting pursuant to this Article shall constitute presence in person at such meeting, except where a person participates in the meeting for the express purpose of objecting to the transaction of any business on the ground that the meeting is not lawfully called or convened.

ARTICLE 11

AMENDMENTS TO BYLAWS

11.01 The bylaws may be altered, amended, or repealed, and new bylaws may be adopted a majority vote by the Board of Directors. The notice of any meeting at which the bylaws are altered, amended, or repealed, or at which new bylaws are adopted shall include the text of the proposed bylaw provisions as well as the text of any existing provisions proposed to be altered, amended, or repealed. Alternatively, the notice may include a fair summary of those provisions.

ARTICLE 12

MISCELLANEOUS PROVISIONS AND CLAUSES

Dissolution Clause

12.01. Upon the dissolution of this organization, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal code, or shall be distributed to the federal government, or to a state or local government, for a public purposes.

Legal Authorities Governing Constructions of Bylaws

12.02. The bylaws shall be construed in accordance with the laws of the State of Tennessee. All references in the bylaws to statutes, regulations, or other sources of legal authority shall refer to the authorities cited, or their successors, as they may be amended from time to time.

Legal Construction

12.03. If any bylaw provision is held to be invalid, illegal, or unenforceable in any respect, the invalidity, illegality, or unenforceability shall not any other provision and the bylaws shall be construed as if the invalid, illegal, or unenforceable provision had not been included in the bylaws.

Headings

12.04. The headings used in the bylaws are used for inconvenience and shall not be considered in contouring the terms of the bylaws.

Gender

12.05. Wherever the context requires, all words in the bylaws in the male gender shall be deemed to include female or neuter gender, all singular words shall include the plural, and all plural words shall include the singular.

Seal

12.06 The Board of Directors may provide for a corporate seal such a seal would consist of two concentric circles containing the words Read Foundation, "Tennessee," in on encircle and the word "Incorporated" together with the date of incorporation of the Corporation in the other circle.

Power of Attorney

12.07. A person may execute any instrument related to the Corporation by means of a power of attorney if an original executed copy of the Corporation to be kept with the Corporation records.

Parties Bound

12.08. The bylaws shall be binding upon and inure to the benefits of the directors, officers, committee members, employees, and agents of the Corporation and their respective heirs, executors, administrators, legal representatives, successors, and assigns except as otherwise provided in the bylaws.

ARTICLE 13

THE NON-DISCRIMINATORY STATEMENT

13.01. It is the policy of Read Foundation not to discriminate on the basis of age, color, handicap or disability, ancestry, national origin, marital status, race, religion, gender, veteran status, or political affiliation, in its educational programs and/or activities.

CERTIFICATE OF APPROVAL

I certify that I am the duly elected and acting president of Read Foundation and that the foregoing Bylaws constitute the Bylaws of the Corporation. These Bylaws were duly adopted at a meeting of the Board of Directors held on April 13th, 2019.

[Signature] Date (mm/dd/yyyy) 4/13/2019

Richard Potts

[Name]

CODE OF ETHICS
Memphis School of Excellence

Section 1. Definitions.

(1) "School" means Memphis School of Excellence, which is a duly created public Charter School; and which includes all boards, committees or commissions appointed or created by the school or an official of the school.

(2) "Officials and employees" means and includes any official, whether elected or appointed, officer, employee or servant, or any member of any board, agency, commission, authority or corporation (whether compensated or not), or any officer, employee or servant thereof, of the school.

(3) "Personal interest" means, for the purpose of disclosure of personal interests in accordance with this Code of Ethics, a financial interest of the official or employee, or a financial interest of the official's or employee's spouse or child living in the same household, in the matter to be voted upon, regulated, supervised, or otherwise acted upon in an official capacity.

Section 2. Disclosure of personal interest in voting matters. An official or employee with the responsibility to vote on a measure shall disclose during the meeting at which the vote takes place, before the vote and to be included in the minutes, any personal interest that affects or that would lead a reasonable person to infer that it affects the official's or employee's vote on the measure. In addition, the official or employee shall, to the extent required by law, recuse himself or herself from voting on the measure.

Section 3. Disclosure of personal interest in non-voting matters. An official or employee who must exercise discretion relative to any matter other than casting a vote and who has a personal interest in the matter that affects or that would lead a reasonable person to infer that it affects the exercise of the discretion shall disclose, before the exercise of discretion when possible, the interest on the attached disclosure form and file the disclosure form with the school's central office. In addition, the official or employee may, to the extent allowed by law, recuse himself or herself from the exercise of discretion in the matter.

Section 4. Acceptance of gifts and other things of value. An official or employee, or an official's or employee's spouse or child living in the same household, may not accept, directly or indirectly, any gift, money, gratuity, or other consideration or favor of any kind from anyone other than the school that a reasonable person would understand was intended to influence the vote, official action or judgment of the official or employee in executing decision-making authority affecting the school.

It shall not be considered a violation of this policy for an official or employee to receive entertainment, food, refreshments, meals, health screenings, amenities, food stuffs, travel, lodging, or beverages that are provided in connection with a conference sponsored by an established or recognized statewide association of school board officials or by an umbrella or affiliate organization of such statewide association of school board officials, or which are provided by any company, agency, or organization for the education or training of school officers, employees, or elected officials.

It shall also not be considered a violation of this policy for any officer, employee or elected official of the School to accept from educational institutions, civic organizations, or nonprofit organizations, tickets for sporting events, activities, performances, receptions, breakfasts, dinners, or luncheons that are sponsored by said educational institutions, civic organizations, or nonprofit organizations.

Section 5. Ethics Complaints. The school may create a School Ethics Committee (the "Ethics Committee") consisting of three members who will be appointed to one-year terms by the Chairman of the Board of Education with confirmation by the Board of Education. At least two members of the committee shall be members of the Board

of Education. The Ethics Committee shall convene as soon as practicable after its appointment and elect a chair and a secretary. The records of the Ethics Committee shall be maintained by the secretary and shall be filed in the office of the director of schools, where they shall be open to public inspection.

Questions and complaints regarding violations of this Code of Ethics or of any violation of state law governing ethical conduct should be directed to the chair of the Ethics Committee. Complaints shall be in writing and signed by the person making the complaint, and shall set forth in reasonable detail the facts upon which the complaint is based.

The School Ethics Committee may investigate any credible complaint against an official or employee charging any violation of this Code of Ethics, or may undertake an investigation on its own initiative when it acquires information indicating a possible violation, and make recommendations for action to end or seek retribution for any activity that, in the Committee's judgment, constitutes a violation of this Code of Ethics. If a member of the Committee is the subject of a complaint, such member shall recuse himself or herself from all proceedings involving such complaint.

The Committee may:

(1) refer the matter to the Board Attorney for a legal opinion and/or recommendations for action;

(2) in the case of an official, refer the matter to the school board body for possible public censure if the board body finds such action warranted;

(3) in the case of an employee, refer the matter to the official responsible for supervision of the employee for possible disciplinary action if the official finds discipline warranted;

(4) in a case involving possible violation of state statutes, refer the matter to the attorney for possible ouster or criminal prosecution;

The interpretation that a reasonable person in the circumstances would apply shall be used in interpreting and enforcing this Code of Ethics. When a violation of this Code of Ethics also constitutes a violation of a personnel policy, the violation shall be dealt with as a violation of the personnel provisions rather than as a violation of this Code of Ethics.

T.C.A. §8-17-101 *et seq*.

Memphis School of Excellence offers educational and employment opportunities without regard to race, color, creed, national origin, religion, sex, age, disability, or genetic information. MSE adheres to the provisions of the Family Rights and Privacy Act (FERPA).

Board Approved February 1, 2020

Section 3

SHELBY COUNTY SCHOOLS DISTRICT CODE OF ETHICS
CONFLICT OF INTEREST DISCLOSURE STATEMENT

Instructions: This form is for reporting personal interests required to be disclosed under Section 3 of the Code of Ethics of this school district. Officials and employees are required to disclose personal interests in matters that affect or would lead a reasonable person to infer that it would affect the exercise of discretion of an official or employee.

1. Date of disclosure: 12/09/2023

2. Name of official or employee: David C. Akdemir

3. Office and position: Board Member

4. Description of personal interest (describe below in detail):

NA

Signature of Official or Employee

Witness Signature

Müjde Ayci

Printed Name of Witness

CODE OF ETHICS
SHELBY COUNTY SCHOOLS DISTRICT

Section 1. Definitions.

(1) "School district" means Shelby County Schools District, which was duly created by a public or private act of the General Assembly; and which includes all boards, committees or commissions appointed or created by the school district or an official of the school district.

(2) "Officials and employees" means and includes any official, whether elected or appointed, officer, employee or servant, or any member of any board, agency, commission, authority or corporation (whether compensated or not), or any officer, employee or servant thereof, of the school district.

(3) "Personal interest" means, for the purpose of disclosure of personal interests in accordance with this Code of Ethics, a financial interest of the official or employee, or a financial interest of the official's or employee's spouse or child living in the same household, in the matter to be voted upon, regulated, supervised, or otherwise acted upon in an official capacity.

Section 2. Disclosure of personal interest in voting matters. An official or employee with the responsibility to vote on a measure shall disclose during the meeting at which the vote takes place, before the vote and to be included in the minutes, any personal interest that affects or that would lead a reasonable person to infer that it affects the official's or employee's vote on the measure. In addition, the official or employee may, to the extent allowed by law, recuse himself or herself from voting on the measure.

Section 3. Disclosure of personal interest in non-voting matters. An official or employee who must exercise discretion relative to any matter other than casting a vote and who has a personal interest in the matter that affects or that would lead a reasonable person to infer that it affects the exercise of the discretion shall disclose, before the exercise of the discretion when possible, the interest on the attached disclosure form and file the disclosure form with the school district's central office. In addition, the official or employee may, to the extent allowed by law, recuse himself or herself from the exercise of discretion in the matter. **(Click Here to download the Conflict of Interest Disclosure Statement.)**

Section 4. Acceptance of gifts and other things of value. An official or employee, or an official's or employee's spouse or child living in the same household, may not accept, directly or indirectly, any gift, money, gratuity, or other consideration or favor of any kind from anyone other than the school district that a reasonable person would understand was intended to influence the vote, official action or judgment of the official or employee in executing decision-making authority affecting the school district.

It shall not be considered a violation of this policy for an official or employee to receive entertainment, food, refreshments, meals, health screenings, amenities, foodstuffs, travel, lodging, or beverages that are provided in connection with a conference sponsored by an established or recognized statewide association of school board officials or by an umbrella or affiliate organization of such statewide association of school board officials, or which are provided by any company, agency, or organization for the education or training of school district officers, employees, or elected officials.

It shall also not be considered a violation of this policy for any officer, employee or elected official of the School District to accept from educational institutions, civic organizations, or nonprofit organizations, tickets for sporting events, activities, performances, receptions, breakfasts, dinners, or luncheons that are sponsored by said educational institutions, civic organizations, or nonprofit organizations.

Section 5. Ethics Complaints. The school district may create a School District Ethics Committee (the "Ethics Committee") consisting of three members who will be appointed to one-year terms by the Chairman of the Board of Education with confirmation by the board of education. At least two members of the committee shall be members of the board of education. The Ethics Committee shall convene as soon as practicable after its appointment and elect a chair and a secretary. The records of the Ethics Committee shall be maintained by the secretary and shall be filed in the office of the director of schools, where they shall be open to public inspection.

Questions and complaints regarding violations of this Code of Ethics or of any violation of state law governing ethical conduct should be directed to the chair of the Ethics Committee. Complaints shall be in writing and signed by the person making the complaint, and shall set forth in reasonable detail the facts upon which the complaint is based.

The School District Ethics Committee may investigate any credible complaint against an official or employee charging any violation of this Code of Ethics, or may undertake an investigation on its own initiative when it acquires information indicating a possible violation, and make recommendations for action to end or seekr

etributio for any activity that, in the Committee's judgment, constitutes a violation of this Code of Ethics. If a member of the Committee is the subject of a complaint, such member shall recuse himself or herself from all proceedings involving such complaint.

The Committee may:

(1) refer the matter to the Board Attorney for a legal opinion and/or recommendations for action;

(2) in the case of an official, refer the matter to the school board body for possible public censure if the board body finds such action warranted;

(3) in the case of an employee, refer the matter to the official responsible for supervision of the employee for possible disciplinary action if the official finds discipline warranted;

(4) in a case involving possible violation of state statutes, refer the matter to the district attorney for possible ouster or criminal prosecution;

The interpretation that a reasonable person in the circumstances would apply shall be used in interpreting and enforcing this Code of Ethics. When a violation of this Code of Ethics also constitutes a violation of a personnel policy, the violation shall be dealt with as a violation of the personnel provisions rather than as a violation of this Code of Ethics.

T.C.A. §8-17-101 *et seq.*

Section 3

SHELBY COUNTY SCHOOLS DISTRICT CODE OF ETHICS
CONFLICT OF INTEREST DISCLOSURE STATEMENT

Instructions: This form is for reporting personal interests required to be disclosed under Section 3 of the Code of Ethics of this school district. Officials and employees are required to disclose personal interests in matters that affect or would lead a reasonable person to infer that it would affect the exercise of discretion of an official or employee.

1. Date of disclosure: ~~12/09/2023~~ 12/09/2023

2. Name of official or employee: Cem Akkus

3. Office and position: Board Member

4. Description of personal interest (describe below in detail):

Signature of Official or Employee

Witness Signature

Mugire Ayci

Printed Name of Witness

CODE OF ETHICS
SHELBY COUNTY SCHOOLS DISTRICT

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(3) "Personal interest" means, for the purpose of disclosure of personal interests in accordance with this Code of Ethics, a financial interest of the official or employee, or a financial interest of the official's or employee's spouse or child living in the same household, in the matter to be voted upon, regulated, supervised, or otherwise acted upon in an official capacity.

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Section 4. Acceptance of gifts and other things of value. An official or employee, or an official's or employee's spouse or child living in the same household, may not accept, directly or indirectly, any gift, money, gratuity, or other consideration or favor of any kind from anyone other than the school district that a reasonable person would understand was intended to influence the vote, official action or judgment of the official or employee in executing decision-making authority affecting the school district.

It shall not be considered a violation of this policy for an official or employee to receive entertainment, food, refreshments, meals, health screenings, amenities, foodstuffs, travel, lodging, or beverages that are provided in connection with a conference sponsored by an established or recognized statewide association of school board officials or by an umbrella or affiliate organization of such statewide association of school board officials, or which are provided by any company, agency, or organization for the education or training of school district officers, employees, or elected officials.

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The Committee may:

(1) refer the matter to the Board Attorney for a legal opinion and/or recommendations for action;

(2) in the case of an official, refer the matter to the school board body for possible public censure if the board body finds such action warranted;

(3) in the case of an employee, refer the matter to the official responsible for supervision of the employee for possible disciplinary action if the official finds discipline warranted;

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The interpretation that a reasonable person in the circumstances would apply shall be used in interpreting and enforcing this Code of Ethics. When a violation of this Code of Ethics also constitutes a violation of a personnel policy, the violation shall be dealt with as a violation of the personnel provisions rather than as a violation of this Code of Ethics.

T.C.A. §8-17-101 *et seq.*

Section 3

SHELBY COUNTY SCHOOLS DISTRICT CODE OF ETHICS
CONFLICT OF INTEREST DISCLOSURE STATEMENT

Instructions: This form is for reporting personal interests required to be disclosed under Section 3 of the Code of Ethics of this school district. Officials and employees are required to disclose personal interests in matters that affect or would lead a reasonable person to infer that it would affect the exercise of discretion of an official or employee.

1. Date of disclosure: 12-9-2025

2. Name of official or employee:

3. Office and position:

4. Description of personal interest (describe below in detail):

Signature of Official or Employee

Witness Signature

Printed Name of Witness

CODE OF ETHICS
SHELBY COUNTY SCHOOLS DISTRICT

Section 1. Definitions.

(1) "School district" means Shelby County Schools District, which was duly created by a public or private act of the General Assembly; and which includes all boards, committees or commissions appointed or created by the school district or an official of the school district.

(2) "Officials and employees" means and includes any official, whether elected or appointed, officer, employee or servant, or any member of any board, agency, commission, authority or corporation (whether compensated or not), or any officer, employee or servant thereof, of the school district.

(3) "Personal interest" means, for the purpose of disclosure of personal interests in accordance with this Code of Ethics, a financial interest of the official or employee, or a financial interest of the official's or employee's spouse or child living in the same household, in the matter to be voted upon, regulated, supervised, or otherwise acted upon in an official capacity.

Section 2. Disclosure of personal interest in voting matters. An official or employee with the responsibility to vote on a measure shall disclose during the meeting at which the vote takes place, before the vote and to be included in the minutes, any personal interest that affects or that would lead a reasonable person to infer that it affects the official's or employee's vote on the measure. In addition, the official or employee may, to the extent allowed by law, recuse himself or herself from voting on the measure.

Section 3. Disclosure of personal interest in non-voting matters. An official or employee who must exercise discretion relative to any matter other than casting a vote and who has a personal interest in the matter that affects or that would lead a reasonable person to infer that it affects the exercise of the discretion shall disclose, before the exercise of the discretion when possible, the interest on the attached disclosure form and file the disclosure form with the school district's central office. In addition, the official or employee may, to the extent allowed by law, recuse himself or herself from the exercise of discretion in the matter. **(Click Here to download the Conflict of Interest Disclosure Statement.)**

Section 4. Acceptance of gifts and other things of value. An official or employee, or an official's or employee's spouse or child living in the same household, may not accept, directly or indirectly, any gift, money, gratuity, or other consideration or favor of any kind from anyone other than the school district that a reasonable person would understand was intended to influence the vote, official action or judgment of the official or employee in executing decision-making authority affecting the school district.

It shall not be considered a violation of this policy for an official or employee to receive entertainment, food, refreshments, meals, health screenings, amenities, foodstuffs, travel, lodging, or beverages that are provided in connection with a conference sponsored by an established or recognized statewide association of school board officials or by an umbrella or affiliate organization of such statewide association of school board officials, or which are provided by any company, agency, or organization for the education or training of school district officers, employees, or elected officials.

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Section 5. Ethics Complaints. The school district may create a School District Ethics Committee (the "Ethics Committee") consisting of three members who will be appointed to one-year terms by the Chairman of the Board of Education with confirmation by the board of education. At least two members of the committee shall be members of the board of education. The Ethics Committee shall convene as soon as practicable after its appointment and elect a chair and a secretary. The records of the Ethics Committee shall be maintained by the secretary and shall be filed in the office of the director of schools, where they shall be open to public inspection.

Questions and complaints regarding violations of this Code of Ethics or of any violation of state law governing ethical conduct should be directed to the chair of the Ethics Committee. Complaints shall be in writing and signed by the person making the complaint, and shall set forth in reasonable detail the facts upon which the complaint is based.

The School District Ethics Committee may investigate any credible complaint against an official or employee charging any violation of this Code of Ethics, or may undertake an investigation on its own initiative when it acquires information indicating a possible violation, and make recommendations for action to end or seekr

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1. Date of disclosure: 12/9/23

2. Name of official or employee:

3. Office and position:

4. Description of personal interest (describe below in detail):

Signature of Official or Employee

Witness Signature

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Printed Name of Witness

CODE OF ETHICS
SHELBY COUNTY SCHOOLS DISTRICT

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Signature of Official or Employee

Witness Signature

Printed Name of Witness

21118 Concordia Park Ln.
Richmond, TX 77407

(512) 993-1893
cakdemir@harmonytx.org

Cuneyt Akdemir, Ed.D

Experience

2016 - Current Harmony Public Schools - Central Office Houston, TX

Director of Leadership Development

- Sets the vision and priorities of the leadership development team
- Manages all work streams toward the vision
- Collaborates closely with chiefs and area superintendents to implement leadership development programs
- Uses data to drive decision-making about program content and structure
- Ensures full implementation of leadership development initiatives in schools and districts
- Leads group workshops and coaches individual rising leaders in select topics
- Leads to organize annual leadership summit and regional development events, seminars, and workshops for leaders
- Facilitates performance management systems for leaders that include TPESS (Texas Principal Evaluation and Support System) and HPESS (Harmony Performance Evaluation and Support System)
- Facilitates new leadership academies such as New Principals Academy
- Facilitates leadership coaching programs
- Facilitates organizational assessment programs for campus leaders
- Leads to maintain TEA required charter officer and administrator training
- Facilitates succession management system
- Facilitates online learning management system with assistants

2014 - 2016 Harmony Public Schools - Austin Austin, TX

Area Superintendent

- Functioned as the Superintendent for assigned cluster
- Managed of human resources, maintenance, plant operations, facilities planning/management, construction and support services
- Implemented selection, training, and supervision of personnel
- Supervised school operations
- Supervised and evaluated principals; serves as liaison between principals and the Superintendent and Chiefs; works with principals to resolve school-based concerns and problems; assists principals and teachers in striving for maximum student achievement
- Supervised and conducted personnel administration duties for principals, including evaluating, assigning special duties, monitoring attendance and travel reports

- Supervised principals in analyzing school achievement data and to discuss implications for curriculum and instructional needs
- Developed and administered the district/cluster budget in cooperation with Finance Department using sound fiscal practices
- Ensured implementation of federal, state, and local mandated programs in relation to school site instructional and operational programs
- Provided professional and leadership development to principals and leadership teams in conjunction with the Human Resources Department
- Hired principals and cluster office personnel
- Holds regular meetings with school Principals, cluster directors/coordinators and other administrators to discuss the progress and problems of the cluster
- Directly monitored the work of cluster office personnel
- Visited campuses regularly to coordinate support services with principals
- Initiated and maintained ongoing and effective communication with community and parents regarding student achievement and school programs; supports school-based parent outreach programs and strategies to engage parents in student learning
- Resolved conflict with administrators, parents, teachers, staff, and community regarding extracurricular activities
- Assisted in determining school plant needs of the district by utilizing pupil projections, demographic studies, educational requirements, facilities requirements, and financial projections
- Served as district resource person in dealing with legal issues regarding staff members
- Implemented policies established by federal and state laws, State Board of Education rule, and local board policies
- Supported the alignment of functions between schools and central office divisions
- Worked with various committees and school administrative teams to review school's staffing allocations and forecasted enrollments
- Attended board meetings, and make presentations to the board

2010 - 2014 LISA Academy Little Rock, AR

Principal/Superintendent

- Coordinated and assisted teachers and students in implementing Arkansas Standards and Frameworks.
- Provided professional development for teacher on state assessment standards.
- Maintained and monitored records for ESL, GT and Special Education students.
- Assisted an efficiency study to analyze how campus could be more fiscally resourceful.
- Provided leadership and mentoring opportunities to assistant principals
- Provided instructional resources and materials to support teachers in accomplishing instructional goals
- Communicated and promoted expectations for high-level performance to staff and students.
- Built common vision for school improvement with staff

- Directed planning activities and put programs in place with staff to ensure attainment of school's mission.
- Observed employee performance, recorded observations, and conducted evaluation conferences with staff.
- Used student achievement data to recommend improvement in the purpose, design, materials, and implementation of the instructional program
- Supervised maintenance of facilities to ensure a clean, orderly, and safe campus.
- Ensured that school rules are uniformly observed and that student discipline is appropriate and equitable in accordance with Student Code of Conduct and Student Handbook.
- Developed master schedule based on campus data.
- Attended conferences, workshops, seminars, and disseminated relevant information to instructional team leaders and members
- Used appropriate and effective techniques to encourage community and parent involvement.
- Ensured the effective and quick resolution of conflicts.
- Implemented Staff Hiring – Personnel Issues/Resolutions/Supervision/Staff Development – Planning and Execution

2009- 2010 LISA Academy Little Rock, AR

Vice Principal/System Manager

- Managed academic programs for middle and high school classes
- Created and maintained class schedules
- Supervised teachers as Curriculum Director
- Provided High School Counseling for 8th grade and High School Students
- Managed Professional Development and Appraisal System
- Managed Student report cards and transcripts
- Managed Practice Mock Tests and State Tests
- Provided IT supports for servers, printers, computers and network

2008-2009 LISA Academy – North Little Rock Sherwood, AR

Vice Principal/System Manager

- Managed academic programs for elementary and middle school classes
- Created and maintained class schedules
- Supervised teachers as Curriculum Director
- Provided High School Counseling for 8th graders
- Managed Professional Development and Appraisal System
- Managed student report cards and transcripts
- Managed practice mock tests and state tests
- Provided IT supports for servers, printers, computers and network

2004-2008 Dove Science Academy – Tulsa Tulsa, OK

Computer Science Teacher/System Manager

- Taught 6th, 7th and 8th grade Computer Classes including Keyboarding and Microsoft Office
- Taught High School Computer Science classes including Desktop Publishing, Visual Basic, Video Production, Digital Graphics and Animation
- Provided IT supports for servers, printers, computers and network

2003-2004 Dove Science Academy - OKC Oklahoma City, OK

Computer Science Teacher

Taught 6th, 7th and 8th grade Computer Classes including Keyboarding and Microsoft Office

Education

2014 - 2016 Lamar University Beaumont, TX

- Doctorate in Educational Leadership and Administration
- Dissertation Titled "Perceptions of Teachers in a Charter School District Regarding Administrator Strategies That Contribute to Teacher Retention"

2011- 2012 University of Arkansas in Little Rock Little Rock, AR

- Master in Educational Leadership and Administration

1997-2003 Middle East Technical University Ankara, TURKEY

- B.S., Computer Education

1993-1997 Kartal Technical High School Istanbul, TURKEY

- High School Diploma from Computer Science

Interests

Education, Educational Leadership, Leadership Development, Computers, Networking, IT, Programming, Soccer

Licensure Areas

Superintendent (EC-12) – Texas, Principal (EC-12) – Texas, Principal (EC-12) – Arkansas, Math Teacher (7-12) – Texas, Math Teacher (5-12) – Arkansas, Math Teacher (5-12) - Oklahoma

DR. ISMAIL FIDAN

1145 Dover Drive
Cookeville, TN 38501-2091
Cellular Phone: (931) 881-8436
Work Phone: (931) 372-6298

LinkedIn: http://www.linkedin.com/in/fidan
Work E-mail: ifidan@tntech.edu
Home E-mail: ifidan70@gmail.com
URL: http://blogs.cae.tntech.edu/ifidan/

EDUCATION

Doctor of Philosophy, Mechanical Engineering
Rensselaer Polytechnic Institute, Troy, NY 1996
Thesis: The design, implementation, and performance analysis of a prototype SMD automated rework cell
Subject: Robotics and Automation

Master of Science, Mechanical Engineering
Istanbul Technical University, Istanbul, Turkiye 1991
Thesis: Theoretical and experimental analysis of heat transfer through ultra-fine powders
Subject: Energy

Bachelor of Science, Mechanical Engineering
Anadolu University (*named as Osmangazi University in 1993*), Eskisehir, Turkiye 1988
Thesis: Design and manufacturing of a vertical flow ventilator and venturi meter
Subject: Hydraulic Machines
Internship: Kutahya Sugar Production Plant Summer 1987
Internship: TULOMSAS-Eskisehir Train Assembly Plant Summer 1986

TEACHING/ADMINISTRATION EXPERIENCE

Tenured Full Professor of Manufacturing and Engineering Technology *(full time)* Summer 2008 – Present
Tenured Associate Professor of Manufacturing and Engineering Tech. *(full time)* 2003 – Summer 2008
Assistant Professor of Manufacturing and Engineering Technology *(full time)* 2000 – 2003
Graduate Faculty of TTU Graduate School 2000 – Present
Department of Manufacturing and Engineering Technology, College of Engineering
Tennessee Tech University, Cookeville, TN

- Teaching undergraduate level courses in Manufacturing, Design, and Automation for *the Bachelor of Science Degree in Engineering Technology.*

CAD for Technology	CNC Machining Practices	Additive Manufacturing
Industrial Automation	Tool Design	Machine Design

- Doing research and development in Advanced Manufacturing and leading the graduate students *in Mechanical Engineering and Engineering*.
- Developing innovative and interdisciplinary laboratories/case studies in Design, Manufacturing, Simulation, and Automation.

Director, iMakerSpace of Tennessee Tech University January 2018 – Present

- Developed new programs/activities in Computer Aided Design and Additive Manufacturing.
- Offered two-day workshops in Additive Manufacturing and Digital Manufacturing
- Worked jointly with one graduate student and one R&D staff.

CoE-T.S. McCord Faculty Fellow in Innovation and Techno-Entrepreneurship Spring 2015 – Fall 2018

- Supported the college and university wide innovation and entrepreneurship activities.
- Co-led the NSF I-Corps Site.
- Created the Additively Innovative Virtual Lecture Series.
- Developed and offered an Additive Manufacturing course.

- Participated in the development of Entrepreneurship Certificate and EagleWorks Competition.
- Organized the National Manufacturing Day Events in 2016 and 2017.

Chair, University Administrative Council, Tennessee Tech University May 2012 – May 2014

- Served as a linkage between the university president, council, and administrative committees
- Approved the reports received from the nineteen administrative committees
- Established ad-hoc committees to revise the procedures and by-laws of university committees
- Served as a representative in faculty affairs committee
- Reported the council decisions and reports to university president and administration
- Approved the revisions made by Academic Council
- Approved several new student clubs and chapters
- Approved the changes made on athletics, student affairs and outsourcing tasks
- Revised the Administrative Council procedures

Program/Division Chair, ASEE Manufacturing Division June 2014 – June 2016

- Restructured the programs and developed two new tracks: MAKER Poster Session and Student Design and Manufacturing Competition
- Doubled the number of submitted papers (96) and technical sessions (17)
- Received sponsorships from the other seven ASEE divisions

Commissioner/Area Delegate, ETAC of ABET July 2013 – Present

- Served as a team chair for ten accreditation visits.
- Recruited, trained, and approved new program evaluators with another commissioner.
- Served as a mentor to new program evaluators and initial applicants.
- Attended the final accreditation decision panels and commission meetings.
- Served as a member of ABET Training Committee.
- Organized Webinar Training Activities.
- Served in the Accreditation Council Training Committee

Associate Editor, IEEE/Components, Packaging, and Manufacturing Technology September 1998– Present
Associate Editor, International Journal of Rapid Manufacturing January 2015 – Present
Production Editor, ASEE Journal of Engineering Technology March 2021 - Present
Associate Author, Wohlers Report September 2016 – Present

- Managed the submitted/revised papers' flow from the initial admittance to final decision.
- Recruited new reviewers and special issue editors.
- Attended the business meetings and teleconferences of the Journals' editorial board.
- Selected the best papers for the special awards and recognitions.

US Fulbright Senior Scholar *(full time)* December 2009 – July 2010
Department of Mechanical Engineering
Nigde University, Cappadocia, Turkey

- Taught Manufacturing Processes course for the undergraduate students.
- Organized various professional development workshops on Distance Learning, Additive Manufacturing and ABET Accreditation.
- Participated in the development of a micro and bio manufacturing research center at Cankaya University.
- Attended the meetings organized by the US Embassy and Fulbright Commission.
- Visited the higher education institutions in the Cappadocia region.

Assistant Professor of Manufacturing Engineering Technology *(full time)* 1999 – 2000
Department of Technology, College of Humanities, Arts, and Sciences
The University of Northern Iowa, Cedar Falls, IA

- Teaching undergraduate and graduate level courses on Electromechanical Systems and Manufacturing.

Machine Design	Computer Integrated Manufacturing
Applied Fluid Power	Electro-Mechanical Power Systems
Power Technology	Applied Thermodynamics and Prime Mover

Adjunct Professor *(part time)* 1999
Department of Mechanical, Aerospace & Manufacturing Engineering, College of Engineering
New York University, Brooklyn, NY

- Teaching undergraduate level basic engineering courses.

Engineering Mechanics	Statics

Research Scholar/Instructor *(full time)* 1997 – 1998
Department of Mechanical, Aerospace & Manufacturing Engineering, College of Engineering
New York University, Brooklyn, NY

- Doing research on robust control and instrumentation.
- Development of a new instrumentation laboratory to ME juniors.
- Teaching graduate and undergraduate level courses on manufacturing, automated control, and instrumentation.

Heat Transfer	Thermodynamics
Engineering Mechanics	Dynamics
Instrumentation	Materials

Visiting Scholar *(part time)* 1996
Department of Core Engineering, College of Engineering
RPI, Troy, NY

- Developed and demod four and six degree of freedom robot experiments.
- Teaching VAL and AML robot programming languages to EE seniors.
- Development of new codes and laboratory manual for student experiments.

Graduate Teaching Assistant *(full time)* 1995 – 1996
Department of Mechanical Engineering, College of Engineering
RPI, Troy, NY

- Lectured students in graduate level courses.
    - Manufacturing Systems Integration
    - Advanced Manufacturing-Robotics Section
    - Design of Automatic Machinery I
    - Design of Automatic Machinery II

RESEARCH EXPERIENCE

ORISE Research Scientist *(full time)* August 2013-January 2014
Energy and Science Transportation Division
MAX Lab-Building Technologies Research and Integration Center
Oak Ridge National Laboratory, Oak Ridge, TN

- Modeling the next generation heat pump water heaters.
- Developing Machine Learning Algorithms for HVAC and Heat Pump Units.
- Simulating the Zero Energy-Campbell Creek Houses using EnergyPlus.
- Developing new proposals integrating the Additive Manufacturing and Alternative Energy Efficiency.
- Attending the R&D, Guest Lecture and Technology Transfer meetings.

Faculty Associate/Support Faculty
College of Graduate Studies 2000 – Present

Center for Manufacturing Research 2000 – Present
Center for Energy Systems Research 2006 – Present
Tennessee Tech University, Cookeville, TN

- Served as an advisor and committee member of almost two dozen of graduate students, a high number of undergraduate REU, CISE, and URECA students, and five research scholars.
- Leading the Additive Manufacturing Research Group.
- Brought many externally and internally funded grant projects.
- Participating in various design/manufacturing research projects, lab development, and external grant writing activities.
- Establishing a knowledge base system for the 3D printing processes.
- Developing case studies for the additive manufacturing applications.
- Developing a framework between the cost and process variables of various design features in additive manufacturing.
- Developing an Internet-accessible tool for Electronics Manufacturing and Rework systems.
- Developing an Internet-accessible and controllable 3D printing system.
- Participating in NSF funded REU, RET and STEP projects.
- Organizing a number of train-the-trainer workshops in various STEM topics.
- Enhancing the design and manufacturing courses and laboratories with innovative advanced technologies.

Post-Doctoral Research Associate *(full time)* 1998 – 1999
Design & Manufacturing Institute, College of Engineering
Stevens Institute of Technology, Hoboken, NJ

- Leading the graduate research assistants in the US ARMY funded research projects.
- Designing geometric models and sequences for the military components using DEFORM FEA Package.
- Developing a knowledge-based engineering software system for the manufacturing processes.
- Computing process parameters of track-shoe assembly and remodeling the assembly using Pro/E and DEFORM.

Graduate Research Assistant *(full time)* 1993 – 1995
Center for Integrated Electronics and Electronics Manufacturing, College of Engineering
RPI, Troy, NY

- Developed new automated tools and interfaces for fine pitch dispensing and cleaning.
- Developed new end-effectors and suction cups for a SCARA robot arm.
- Built an automated laser soldering system to reflow SMD components.
- Performed automated laser soldering for 25 mil SMD components and investigated the final joint quality.
- Developed a Multimedia user interface to control the robotic cell system.
- Developed a graphical user interface tool for visual inspection of surface mounted components.

SERVICE ASSIGNMENTS

Department

- Chair the Assessment Committee for ABET Accreditation
- Serve in the Curriculum Committee
- Freshman/Sophomore/Junior Advisor for the MET Department (2001-2020)
- Faculty Advisor for the SME S215 (TTU) Chapter (since 2002)
- Judge and delegate in the Regional Science and Engineering Fairs/Bowls (since 2002)
- Faculty Search Committee Member (2004, 2010, 2012, and 2013)
- Chair, Faculty Search Committee, 2016
- Promotion committee member for Dr. Vondra (2006)
- Tenure/Promotion review committee member for Dr. Kim (2017, 2018, 2019, 2020)
- Tenure/Promotion review committee member for Dr. Kamal (2004, 2005, 2006, 2007)
- Tenure/Promotion review committee member for Dr. Graham (2010, 2011)
- Tenure/Promotion review committee member for Dr. Qasaimeh (2013, 2014)

- Attended METAB meetings
- Organized Joint SME/AFS/MET activities

College

- Strategic Planning-Research Committee Member (2012-2013)
- Organizing Committee Member of the ASEE 2013 Southeast Conference
- Chair of the New Engineering Building's Advanced Manufacturing and VR/AR Labs' Design and Furnishing
- Committee Member of the Sissom Award (2021)
- Committee Member of the Brown Henderson Outstanding Engineering Faculty Award (2012-2015)
- Committee Member for the Kinslow Engineering Research Award (2012-2014)
- Committee Member of the Technologist of Distinction Award (2012-2015)
- Retention Committee (2010)
- College of Engineering Faculty Communication Team Member (2015-2017)
- College of Engineering Associate Dean for Research and Innovation Search Committee Member (2012)
- College of Engineering Associate Dean for Academic Affairs Search Committee Member (2014-2015)
- College of Engineering Dean Search Committee Member (2008, 2011, and 2018)
- Center for Energy Systems Faculty Search Committee Member (2011)
- Chemical Engineering Faculty Search Committee Member (2011, 2014, and 2017)
- Promotion Committee Member of a Chemical Engineering Faculty Member (2015, 2016, 2017)
- Promotion Committee Member of a Basic Engineering Faculty Member (2016)
- Chair of FOEE Award Selection Committee (2016-2017)
- Student Laptop Initiative Committee Member (2008)
- Member of the Dean's 'Teaching' Advisory Board (2002-2004)
- Steering Committee Member in E-FAST (Engineering Faculty Academy for Scholarship in Teaching) (2002-2004)
- MET Representative in College of Engineering High School Receptions (2002-2004)
- ASEE Awards Committee (2007-2009)
- Participant in Homecoming activities
- Participant in E-Week activities
- Participant in freshman orientation fairs

University

- University Research Misconduct Committee Member (2015-2017)
- University Caplenor Faculty Research Award Committee (2021-2022)
- University Judicial Board (since 2013)
- University Assembly (2011-2014)
- Faculty Affairs Committee (2011-2014)
- Faculty Senate (2011-2014)
- Faculty Senate Sub-committee on Senate Officers' Compensation (2011-2012)
- Developed an Entrepreneurial Engineering Management course (2015)
- Developed an International Service Learning course (2011)
- Developed an honors course in Advanced Green Technologies (2008)
- Steering Committee Member in the Information Technology Networks (2003-2006)
- Steering Committee Member in the Interdisciplinary Studies and Extended Education Committee (2003-2006)
- The Institutional Review Board Member for the Human Subjects (2006-2008)
- Chair of the Tennessee Tech University Exemplary Course Project Award Committee (2004-2006)
- Board of Directors' Member in the TTU's Institute for Technological Scholarship (2003-2006)
- Faculty Mentor in the TTU's Institute for Technological Scholarship (since 2002-2005)
- Power User in the TTU's Institute for Technological Scholarship (since 2002-2005)
- Participant in the 2006 and 2016 SACS site visit interviews

National

- SME Mechatronics Engineering Technology Program Criteria Committee (2019-Present)
- ABET Accreditation Council-Training Committee Member (2018-Present)
- ABET Accreditation Council-Training Committee - Team Chairs Subcommittee Chair (2019-Present)

- ABET Applied Science Commissioner through SME (2012-2013)
- ABET Engineering Technology Commissioner through SME (2013-2018)
- ABET Engineering Technology Area Delegate through SME (since summer 2018)
- Steering Committee Member of IEEE Publications Committee (2008-2010)
- Member of the SME Student Chapters Subcommittee (2003-2005)
- Member of the SME Mid-South Region Education and Student Activities Committee (2001-2003)
- Steering Committee Member of SME's Product Design and Automation Technical Group (2003-2008)
- Steering Committee Member of SME's Rapid Prototyping Education Technical Group (2006-2008)
- Membership consultant/mentor for SME (2003-2006, 2011-2018)
- Associate Program Chair, SME Manufacturing Division (2013-2014)
- Steering Committee Member of SME's Electronics Manufacturing Committee (2004-2010)
- Chair of SME's Electronics Manufacturing Committee (2006-2010)
- Chair of the SME TEEM Award Committee (2005, 2006)
- Steering Committee Member of SME Director Nomination Committee (2006, 2013)
- Steering Committee Member of SME's Machining Alternative Materials Technical Group (2003-2004)
- Member of the NAIT-ATMAE Outstanding Professor Award Selection Committee (2003-2006)
- Program Chair/Organizer for the 2017 and 2016 International Conference on Design Engineering and Science, 2015 ASEE Manufacturing Division Programs, 2013 ASEE-SE Conference, 2005 SME Student Development Conference, RapidTech 2009, ASME-ESDA2010, 2008 Rapid Prototyping Summit, 2004 SME Manufacturing Summit, and 2012, 2011, 2010, 2009, 2008, 2004 Tennessee Academy of Science Annual Meeting Organizing Committee Member and Chair of Engineering and Engineering Technology.
- United Way Delegate (since 1999)

COMPUTER PROFICIENCY

- Desktops: PC's and MAC's
- Workstations: Suns, IBM's running UNIX
- Languages: FORTRAN, BASIC, PASCAL, C
- Operating Systems: MTS, VAX/VMS, DOS, UNIX
- Word Processors: Microsoft Office, Word Perfect, Lotus, Latex, Frame Maker
- Statistical Packages: SAS, STATGRAPHICS
- FEA Software: DEFORM, Pro/MECHANICA
- General Software: PC-GRASP, VAL II, AML, Matlab, Maple
- CAD Software: I-DEAS, AutoCAD, SolidWorks, SketchUp, CreO
- CAM Software: MasterCAM, GibbsCAM, CNCez

CURRENT PROFESSIONAL MEMBERSHIPS

- Tennessee Academy of Science (TAS) – *Life Member*
- Society of Manufacturing Engineers (SME) – *Senior Member*
- Institute of Electrical and Electronics Engineers (IEEE) – *Senior Member*
    - IEEE Components, Packaging, and Manufacturing Technology Society
    - IEEE Robotics and Automation Society
    - IEEE Control Systems Society
- American Society of Mechanical Engineers (ASME)
- American Society for Engineering Education (ASEE)
    - Manufacturing Engineering Division
    - International Division
    - Experimentation & Lab-Oriented Studies Division
    - Engineering Technology Division
    - K-12 Outreach Division
- National Coalition of Advanced Technology Centers (NCATC)

HONORS AND AWARDS

- 2021 TTU Kinslow Engineering Research Award

- 2021-2022 Non-Instructional Faculty Assignment Award
- 2020 TTU WINGS UP 100 Research Achievement Award
- 2020 TTU Caplenor Research Award (*Tennessee Tech's Highest Faculty Award)*
- 2020 TTU Leighton E. Sissom Innovation and Creativity Award
- 2019 TTU WINGS UP 100 Research Achievement Award
- 2018 SME Distinguished Faculty Advisor Award
- 2018 ASEE Manufacturing Division-David Wells Service Award
- 2016 TTU College of Engineering Teacher Scholar Award
- 2016 SME Distinguished Faculty Advisor Award
- 2015 TTU QEP Award for Excellence in Innovative Instruction
- 2015 TTU Faculty Fellow in Innovation and Techno-Entrepreneurship
- 2015 TTU College of Engineering Teacher Scholar Award
- 2014 SME Award of Merit
- 2014 TTU College of Engineering Teacher Scholar Award
- 2013 TTU College of Engineering Teacher Scholar Award
- 2013 HERE Award by the Oak Ridge Associated Universities
- 2013-2014 Non-Instructional Faculty Assignment Award
- 2013 National Academy of Engineering-FOEE Award
- 2013 SME-DOE IAC Participation Award
- 2013 THEC Howard Love Award (*Tennessee Higher Education Commission Award)*
- 2013 TTU Leighton E. Sissom Innovation and Creativity Award
- 2012 TTU Distinguished Professional Service Award
- 2011 International Extreme Redesign Contest – 1st Place Educator
- 2011 TTU Brown Henderson Outstanding Engineering Faculty Award
- 2010 SME Annual Conference: Poster / Members Choice Award
- 2010 US Fulbright Senior Scholar Award
- 2009 Distinguished Research Award of the Allied Academies
- 2008 TBR Lana Doncaster Innovation Award (*Tennessee Board of Regents Award)*
- 2006 TBR Lana Doncaster Innovation Award (*Tennessee Board of Regents Award)*
- 2004 TTU Leighton E. Sissom Innovation and Creativity Award
- 2004 SME President's Award
- PTC Awards 2004-Certificate of Design Excellence
- 2003 TTU nominee for Sloan-C Excellence in Online Teaching Award
- Recipient of the 2003-2004 NAIT University Division Mini-grant
- 2003 IEEE/IEMT Recruitment Award
- 2003 SME Jiri Tlusty Outstanding Young Manufacturing Engineer Award
- 2003 PTC Certificate of Excellence
- 2003 Tennessee Tech University Exemplary Course Project Award
- 2002 Provost 'Utilization of Technology in Instruction' Award
- 2002 Technology Award by the Institute of Technological Scholarship
- 2001 NAIT Outstanding Professor Award
- SME President's Circle-Diamond Member
- Scholarship awarded by Turkish Educational Foundation (1985 - 1988)
- First ranking student in MS
- First ranking student in BS
- Scholarship awarded by Marmara Foundation (1990-1991)
- Scholarship awarded by Bergbau-Berufgenossen Inc., Dortmund, Germany (1984-1990)
- 1995 IEEE/CCA Student Sponsorship Award
- Senior Membership in the Institute of Electrical and Electronics Engineers, Inc. (2000-Present)
- Senior Membership in the Society of Manufacturing Engineers (2000-Present)
- Full Membership in TTU Graduate Faculty Status (2000-Present)
- Certified PLC Instructor awarded by Rockwell (2001-Present)
- Certified Moodle Instructor awarded by Sloan-C (2011-Present)

6350 Uncle Remus Rd. Apt. 4
Memphis, TN 38115
9015040817
Patty_Farmer@yahoo.com

PATTY FARMER

Objective: Laboratory Technician with expertise in procuring and processing more than 2000 specimens per month. Highly efficient and detail-oriented with advance knowledge of medical testing and experimentation.

Skills & Abilities: Medical Assisting Specialist. Talent in obtaining/charting vital signs. CPR/BLS certified. Patient/Family focused. Extensive medical terminiolgy knowledge. Enthusiastic caregiver. Extensive ER experience. Qualified im specimen collection/processing. Blood withdrawal certification.Competency in procedure development.

Experience: PHLEBOTOMY/MEDICAL RESPONSE TEAM/ EDT, SAINT FRANCIS HOSPITAL
NOVEMBER 1986 to June 2010
Blood withdrawal. CPR. Help physicians examine and treat patients by assisting with intstuments, injections. Recorded patients'vita statistics and test results in medical records. Administered 12-lead electrocardiogram and monitoring. Provided life support services during medical emergecies. Ensured HIPPA ompliance.

Education: WOODALE HIGH; DIPLOMA, BAPTIST SCHOOL OF NURSING; CERTIFICATION/LICENSE
Certification in Phlebotomy, License in Medical Assistant, Certification in CPR, Certification in EKG Technician

Communication: Served as a New-Hired Employee Trainer Educator. Motivated Speaker to various Youths.

Leadership: Volunteer on the Memphis School Of Excellence Board of Directors. Volunteer for The Women Heart Association, Volunteer for Saint Francis Hospital Health-Fairs, Volunteer for Morning Grove Baptist Church Youth Ministries and Health-Fairs, Volunteer for Various Memphis Shelby County Schools.

References: REFERENCES AVAILABLE UPON REQUEST

Richard Potts
3530 Walnut Grove Rd
Memphis, TN 38111
Home: (901) 327-5593 Office: (901) 321-3020 Cell: (901) 626-3388
email: rpotts@cbu.edu

Education:	Memphis State University, Ed. D.	1982	Curriculum and Instruction
	Memphis State University, M. A.	1980	English
	Memphis State University, M. Ed.	1975	Reading
	Southern Illinois University, B.A.	1971	English

Employment:

2009 – Present Christian Brother University, Memphis, TN
Associate Professor

- Director – Educational Leadership Program
- Former Chair of Education Department

2008 - 2009 MidSouth Community College, West Memphis, AR
Program Coordinator – Business and Instructional Technology

- Responsible for curriculum development and department faculty

2006 – 2008 Memphis City Schools, Memphis, TN
Director of Secondary Literacy

- Supervise English/Language Arts/Reading programs, 6 – 12

Project Director – Striving Readers' Grant (U.S. Dept. Of Education- $25 million)
Project Director – Advanced Placement Initiative Grant (U.S. Dept. of Education- $600,000)

2005 –2006 Memphis City Schools, Memphis, TN
Director of Secondary Instructional Programs

- Supervise English/Language Arts/Reading, Math and Science programs 6 – 12

2000 – 2004 Memphis City Schools, Memphis, TN
Zone Director (Area Superintendent)

- Supervised and monitored operational and instructional plans for 56 schools (elementary, middle and high schools) - evaluated school principals

2002 –2005 Christian Brothers University, Memphis, TN
Director of Educational Leadership

- Supervise and direct students seeking administration certification
- Teach administration/leadership courses

1993 – 2000 Memphis City Schools - Idlewild School (K-6), Memphis, TN

Principal

- First TN school granted "IRA Exemplary Reading Program"
- New American School – Co-NECT Demonstration Site
- Grants awarded - $400,000+
- Recognized as state and district superior achievement school for five years.

1989 –2009 Christian Brothers University, Memphis, TN

Adjunct Professor

- Literature and Composition (undergraduate)
- Education (Graduate–Educational Leadership and Reading)

1984 – 1993 Memphis City School, Memphis, TN

Curriculum Coordinator K-12

- Coordinated writing and implementation of curricula for all grades in Reading, Language Arts and English
- Designed district spelling textbook in use for six years
- Designed and implemented Writing Across the Curriculum program

1982 –2009 University of Memphis, Memphis, TN

Adjunct Professor

- Composition and Literature (undergraduate)
- Education (Graduate) – Reading

1981 Shelby State Community College, Memphis, TN

Instructor

- Composition

1978 – 1984 Memphis City Schools - Booker T. Washington High School, Memphis, TN

Reading Teacher (9 – 12th grades)

1975 – 1978 Memphis City Schools - Snowden Elementary, Memphis, TN

Reading Teacher (4-6th grades)

1975 East Arkansas Community College

Adjunct Professor

- English

1974 – 1975 Memphis State University, Memphis, TN

Graduate Assistant

- Educational Support Program

1973 Southwest Elementary, Somerville, TN
English Teacher (7-8th grades)

1972 – 1973 Hillcrest High School, Country Club Hills, IL
Instructional Aide – Reading Center

Professional And Honorary Organizations:

International Reading Association
National Council of Teachers of English
Association for Supervision and Curriculum Development
National Association of Elementary School Principals
Kappa Delta Phi
Phi Kappa Phi
Phi Delta Kappa
TAILACTE
AACTE
TACTE

Honors And Awards:

Distinguished Alumni Award -2012- University of Memphis
Cambridge Who's Who among Executives, Professionals and Entrepreneurs (2011)
Biltmore Who's Who – Executives and professional (2011)
Who's Who in American Education
Who's Who in the South and Southwest
Leadership Award – Teaching and Learning Academy, Memphis City Schools
Community Peacemaker Award for Education, MidSouth Peace and Justice Center
Outstanding Volunteer – Education Memphis In May

Offices:

- Board of Directors, Memphis School of Excellence
- Board of Directors, Lindenwood Church
- Faiview Middle School Community Advisory Committee
- Tennessee Higher Education Commission Common Core Advisory Committee
- Tennessee Higher Education Commission Instructional Leadership Advisory Committee
- MidSouth Fair – Sustainability Advisory Committee
- Junior Great Books Advisory Council
- The Reading Teacher (IRA monthly journal) Advisory Council
- Southern Association of Colleges and Schools, Visiting Committee, Chair
- National Council for Accreditation of Teacher Education (reviewer)
- Tennessee Collaborative for Educational Excellence

- Tennessee Comprehensive Assessment Program, Review Committee Chair
- Greater Memphis Writing Project Advisory Board
- Tennessee Proficiency Test Advisory Council
- Tennessee Writing Assessment Advisory Committee
- President, Tennessee Reading Association
- President, West Tennessee Reading Association (2 years)
- Consultant to the Commission on Supervision and Curriculum
- Development in the English Language Arts for the National Council of Teachers of Teachers of English
- Elementary School Practices and Programs Committee, National Council of Teachers of English
- Rhodes University School of Education Advisory Board
- Christian Brothers University School of Education Advisory Board
- Union University Graduate School of Education Advisory Board

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Publications:

Heeren, Elizabeth, Helen Perkins, Richard Potts, and Jocquell Rodgers (2012). Impressions from the Middle: Content Literacy Strategies for Improving Student Achievement. Boston: Research for Better Schools.

"Christian Brothers University's LANCE Program: Producing teachers with heart, soul and mind." SEEN (SouthEast Education Network quarterly), December, 2010.

Cooter, R., Potts., R., Feldman, J., Chadwick, K., Heeren, E., Perkins, H., Washington, R., Bryant, L., Harris, R., Allen, L., McCann, R., Hall, G. (2008). Memphis Content Literacy Academy (MCLA) Innovation Configuration Map. RBS: Philadelphia, PA.

"Implementation Burnout: Implications on Cooperative Learning in Tennessee." Tennessee Educational Leadership, Tennessee Association for Supervision & Curriculum Development, Spring 1993.

"Cooperative Learning and Implementation Burnout: Fires, Wolves, and Other Mixed Metaphors." Imprint, Tennessee Reading Association, Spring 1993.

Carnival Memphis: Educational Curriculum Guide, 1989-91.

Contributing author. The Writing/Learning Connection. Nashville: Tennessee Department of Education, 1989.

"The Teacher as Researcher." Kaleidoscope, Phi Delta Kappa, Memphis State University, July 1988.

"Spelling for Reading and Writing: Guidelines and Activities." U.S. Department of Education, September 1987 [ED 294 167].

"Writing Across the Curriculum: A District-Wide Approach. U.S. Department of Education, March 1987 [Ed 284 242].

"Proofreading and Editing: Conscious Decisions." North Carolina English Teacher, Winter 1982.

Recent Presentations:

- "Literacy in the Age of Common Core," Martin Institute Conference, June 2014.
- "6 Trait Writing and Common Core: Meeting Students Where They Are and Providing the Path to Improvement," 12th Annual RISE state conference (Reading Instruction Successfully Enhanced), April 2014.
- "Core 6 Strategies," Memphis Catholic Schools Teacher Inservice, Memphis, TN, Oct. 2013.
- "Developing Writers Using the 6 Traits," Tennessee Association of Independent Schools Biennial Conference, Memphis, Nov. 2012.
- "What's (Un)Common About Common Core," Memphis Catholic Schools Teacher Inservice, Memphis, TN, Oct. 2012.
- "Adolescent Literacy: A Time to Act?" 37th Tennessee Reading Association Annual Conference, Murfreesboro, TN, Nov. 2011.
- "A Common Language for Uncommon Results," Collegiate Schools of Memphis, August, 2011.
- "Working on the Writing," Bruce Elementary School, August, 2011
- "Developing Writers through the 6+1 Traits of Writing." 9th Annual RISE (Reading Instruction Successfully Enhanced) International Dyslexia Association Conference, Jackson, TN. April 9, 2011.
- "Adolescent Literacy: Lessons from the Field," at the 36th Tennessee Reading Association Annual Conference in Murfreesboro, TN. Nov. 10, 2010
- "Lessons Learned: Elements of Success – Principals' Academy: Format, Topics, Sustainability" at the Striving Readers Partners Conference at the U.S. Department of Education in Washington, D.C. on March 23, 2010.
- Discussion Facilitator at Ninth Annual Workshops for Department and Division Chairs conference: "Managing Multiple Roles and Responsibilities," June 8–10, 2010, San Francisco, "Building a Cohesive Department."

- American Educational Research Association, March 2008: New York, NY.
  "Building and Sustaining University-Community Research Partnerships in an Urban Context: A Literacy Academy Trilogy." Presidential Session.

- Reading Research Conference of International Reading Association, May 3, 2008: Atlanta, Georgia. "Will That Work For Us? Interpreting Research from the Memphis Striving Readers Project (MSRP) About Implementation Fidelity, Efficacy, and Effectiveness."

- National Staff Development Council, July 2008: Orlando." C3 : Job-Embedded Professional Development as a Catalyst for Continuous District Improvement."

- Appalachian Regional Comprehensive Center Conference, June 2007: Wrightsville Beach, NC. "The Memphis Striving Readers Program: A MCS/U of M Partnership."

- National Staff Development Council, July 2007: Denver: "Kicking it Up a Notch: Improving Student Achievement."

- National Council of Teachers of English, Nov. 2007: New York, NY."The Memphis Content Literacy Academy: New Directions for Adolescent Literacy."

Cem Akkus

3607 Mynders Ave, Memphis, TN 38111 | office: 3825 DeSoto, Room 119, Memphis, TN 38152
e-mail: cakkus@memphis.edu

EDUCATION

Ph.D., University of Memphis, Memphis, TN 2016
Major: Geography (Geographic Information Systems)

Graduate Certificate in GIS, University of Memphis, Memphis, TN 2011

M.S., Yildiz Technical University, Istanbul, TURKEY 2005
Major: Geodesy and Photogrammetry (Mapping) Engineering

B.S., Karadeniz Technical University, Trabzon, TURKEY 2002
Major: Geodesy and Photogrammetry (Mapping) Engineering

ACADEMIC APPOINTMENTS & WORK EXPERIENCE

GIS Developer, School of Public Health 12/2013 – present
University of Memphis – Memphis TN

Development of geodatabases, web services, and web pages for FitKIDs project using Javascript, PHP, ArcMap, and ArcGIS Online.

Graduate Assistant, Department of Bioinformatics 1/2013 – 11/2013
University of Memphis – Memphis TN

Developed a prototype ArcGIS Server-based website for FitKIDs project grant proposal.

GIS Analyst, Spatial Analysis and Geographic Education Laboratory 1/2009 – 12/2012
The University of Memphis, Memphis, TN

- Geospatial analysis on childhood lead poisoning at Shelby County Health Department
- Memphis Aerotropolis Project: Compatibility of Freight Transp. Facilities and Land Use
- Interactive Mapping Site Development for The Civil Rights Movement in the Mid-South (ArcGIS Server Application)
- Shelby Farms Biodiversity Inventory Project
- Mid South Food Bank Mobile Pantry Route Analysis
- Delta Region Health Indicators Project
- Geostatistical Analysis of Lead Soil Contamination in Shelby County
- Cartographic Design for Indianwoods Historical Project and Book Series
- Market analysis conducted for FedEX using ArcGIS

Graduate Teaching Assistant, Department of Earth Sciences 1/2009 – 12/2012
The University of Memphis, Memphis, TN

Lab Instructor/Instructor: GIS Intro, Advanced GIS, GIS and Human Health.

GIS Instructor ArcGIS training for Tennessee and Memphis City Schools K12 Teachers

Geo-caching Instructor, Loan Oaks Farm in Mingelton, TN.

QC and Network Engineer, Infoserve Tech. Corp., Glendale, NY 04/2008 – 12/2008
Development of Master Merchant 2008 Point of Sale Systems

GIS Analyst, EMI Mapping and Computing Inc. 2002– 2005
(ESRI Partner in Turkey) – Istanbul, Turkey

Worked as a GIS Analyst on these projects:

- 3-D mapping support for Urban Design in Istanbul
- Multistory GIS and cadastral mapping for development projects for Eminonu County in Istanbul
- MEER Cadastral Renovation Project for Marmara Sea Earthquake Area 1st Part in YALOVA

WEB-BASED GIS PROJECTS

- FitKIDs Healthy Community Resource Map: http://memphisfitkids.org/gis
- Civil Rights Movement in the US: http://gis.memphis.edu/mappinghistory/

IT AND GIS SKILLS

- *Software:* ArcGIS Desktop and extensions, ERDAS, ArcGIS Server, ArcGIS Pro, SPSS, SAS, Eclipse IDE, GitHub, Apache Tomcat, Linux, Microsoft SQL Server, Adobe Photoshop/Illustrator CSX, Coral Draw, Micro Station SE/V8
- *Programming & Scripting Languages:* Javascript, Python, Java, PHP, MySQL
- *Framework and Libraries:* Bootstrap, Laravel, jQuery, Dojo
- Data Analysis and cartographic design experience with various data types including surveying, utility management, community development, urban planning, public health records, criminology, history, business, ecology, and transportation.

AWARDS

- The Center for Academic Success Travel Enrichment Award as a presenter at the Association of American Geographers Annual Meeting for 2012 in New York.
- Travel scholarship for the First International Conference on Geospatial Geocoding at ESRI, 2011 Redlands CA.
- "Indian Woods 1585 to Present: At the Crossroads of Three Cultures", Map Galery 1st Place Student at Memphis Area Geographic Information Council Map Design Competition at 9th Annual Mid-South Geographic Information Systems Conference 2009, Memphis TN.

REFERENCES

- **Esra Ozdenerol**
  Earth Sciences Department at University of Memphis
  e-mail: eozdenrl@memphis.edu
- **Mehmet Secilmis**
  ESRI San Antonio Regional Office
  e-mail: msecilmis@esri.com
- **Kenneth D. Ward**
  School of Public Health at University of Memphis
  e-mail: kdward@memphis.edu

VEDA V. T. CHERRY

3228 Whisperwind Cove
Memphis, TN 38125
404-277-5787

EDUCATION

The George Washington University School of Law Washington, DC
Juris Doctor, May 1995

The Georgia Institute of Technology Atlanta, GA
Bachelor of Electrical Engineering, September 1991

Tougaloo College Tougaloo, MS
Bachelor of Science in Physics, Magna Cum Laude, May 1991

LEGAL EXPERIENCE

Cherry & Cherry, LLC **Atlanta, GA (1/05-present)**
Member (Managing Partner)

Established law firm in 2005. The firm's primary practice areas are intellectual property law, business transactions, and entertainment law.

The Institute of Paper Science and Technology, Inc. **Atlanta, GA (6/98-12/04)**
General and Patent Counsel/Board of Trustees Secretary

Reported to the President. Managed the intellectual property portfolio. Provided legal counsel, advice, and training in general and intellectual property matters. Outsourced projects to general and patent law firms and managed outside general and patent counselors. Performed in-house patent prosecution and oversaw outside patent prosecution. Drafted, reviewed, and monitored IPST service contracts, technology licenses, material transfer, secrecy and research agreements. Negotiated general and technology licensing agreements. Established, reviewed, and approved company policies. Chaired the IPST intellectual property management council that determines intellectual property strategy. Monitored and advised on anti-trust compliance at IPST industry meetings. Served as Secretary on the Board of Trustees, provided guidance in corporate compliance, and prepared the minutes for board meetings.

Jones & Askew (merged with Kilpatrick-Stockton in 2000) **Atlanta, GA (9/95-5/98)**
Associate

Prepared and prosecuted patent applications in the fields of software and telecommunications and in the electrical and mechanical arts. Prepared patentability and non-infringement opinions and IP licenses. Handled trademark prosecution and trademark opposition matters. Prepared and negotiated intellectual property agreements. Advised and counseled clients in intellectual property matters.

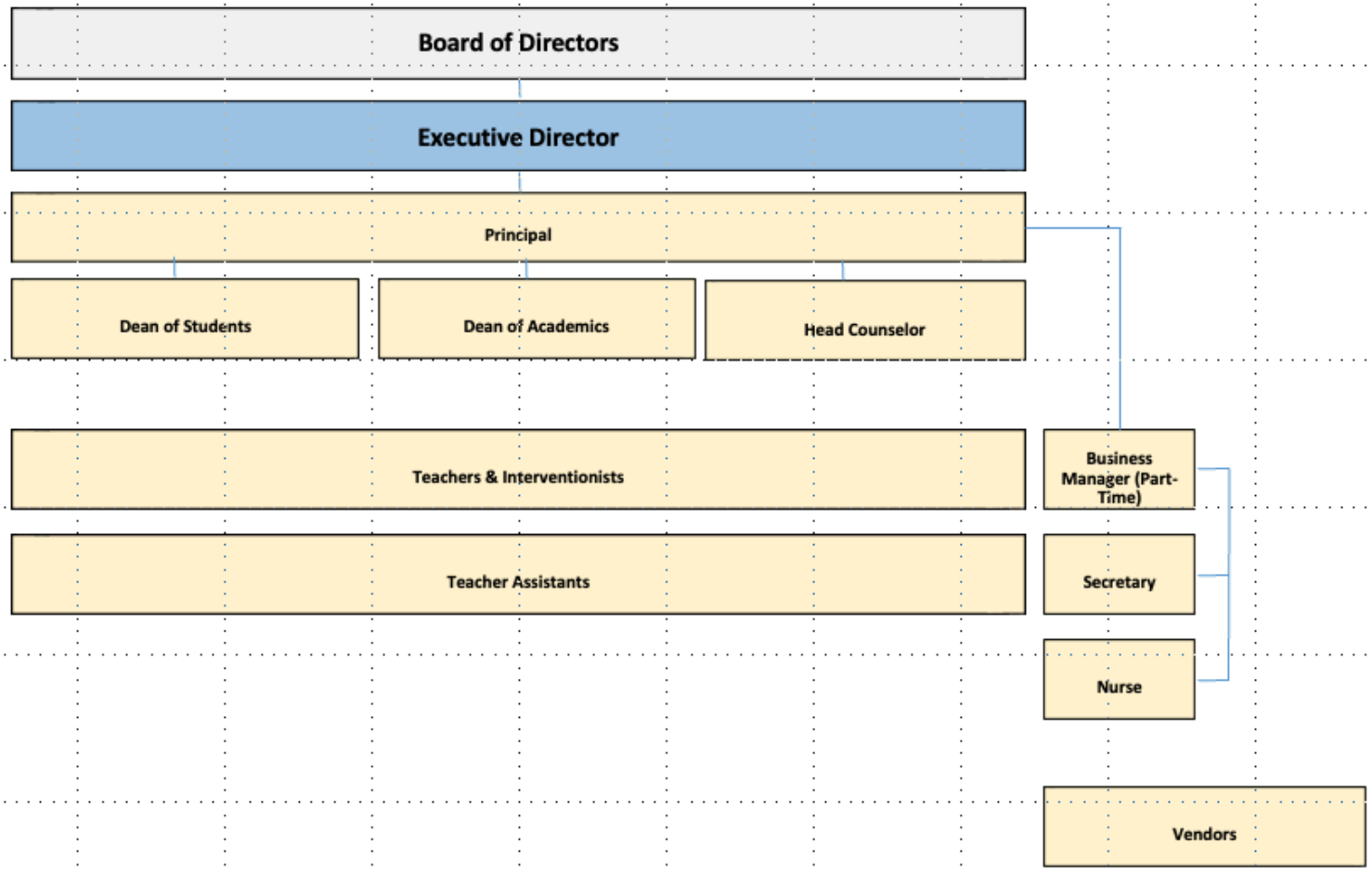
LICENSES AND MEMBERSHIPS

State Bar of Georgia License, Registered U.S. Patent Attorney. State Bar of Georgia Association, Atlanta Bar Association.

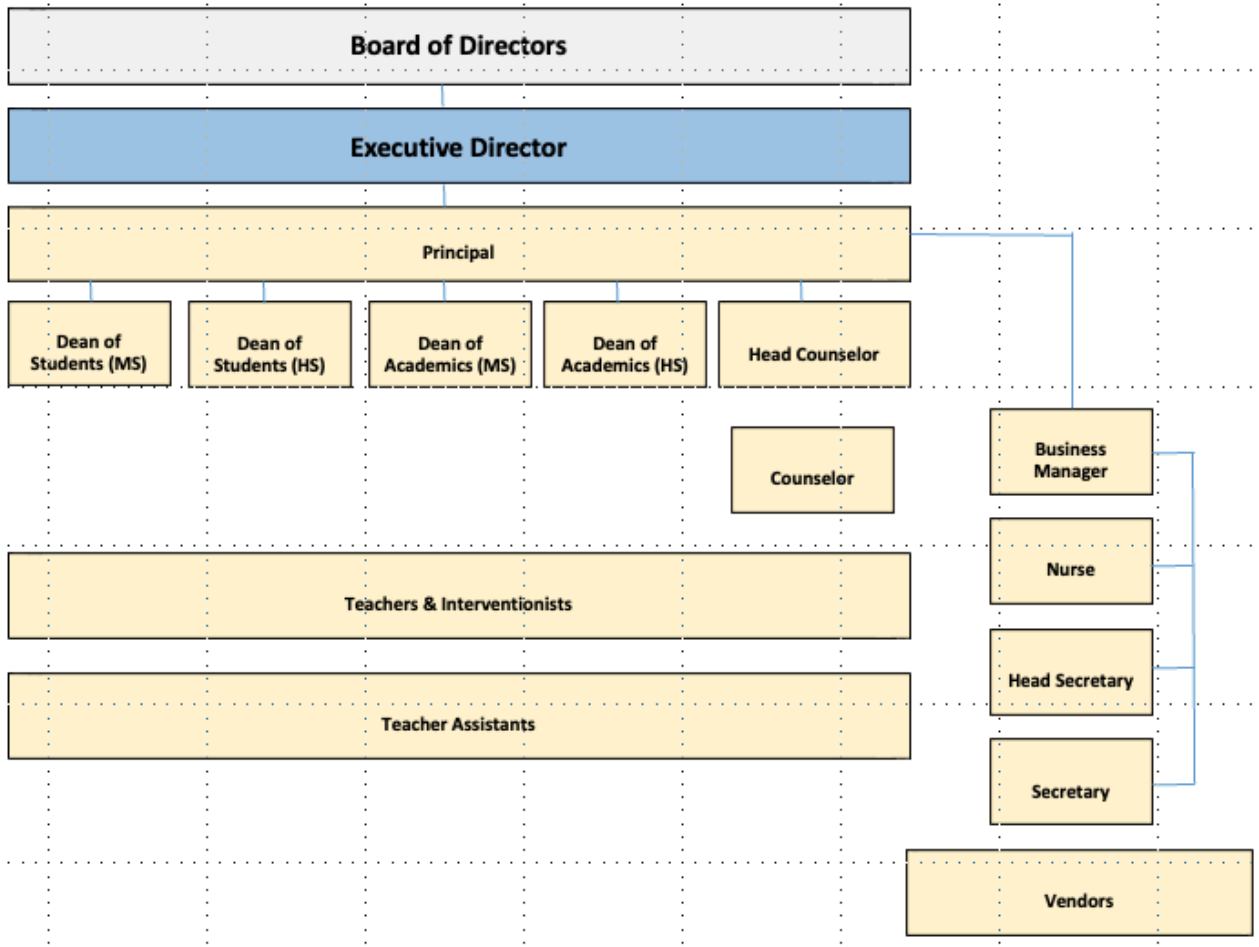
Attachment N: Board Policies

Board policies, including frequency of meetings, open meetings, and open records, are included in the Board by-laws. See Attachment J: By-laws.

Attachment O
School Organizational Chart: Year 1



Attachment P
School Organizational Chart: Full Capacity



Attachment Q: School Leader Resume

N/A: As indicated in the Personnel and Human Resources section, we have not yet identified a school leader.

Attachment R: Student Achievement Information

N/A: As indicated in the Personnel and Human Resources section, we have not yet identified a school leader. In addition to the school leader, network academic leaders will be responsible for student achievement and academics. See Attachments EE and FF for previous student achievement data for network leaders.

Employee Handbook

READ Foundation
Memphis School of Excellence

Mendenhall (K-8)
4450 S. Mendenhall Road Ste 1
Memphis, TN 38141

Winchester (9-12)
4921 Winchester Rd.
Memphis, TN 38118

Cordova Elementary
8350 Macon Rd.
Cordova, TN 38018

Cordova Secondary
8360 Macon Rd.
Cordova, TN 38018

Central Office
5885 Ridgeway Center Pkwy
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Notice of Nondiscrimination

It is the policy of READ Foundation, dba Memphis School of Excellence not to discriminate on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, or activities as required by

Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

It is the policy of READ Foundation, dba Memphis School of Excellence not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VII of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; Section 504 of the Rehabilitation Act of 1973, as amended and Part B of the Individuals with Disabilities Education Act.

READ Foundation, dba Memphis School of Excellence will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

Purpose

READ Foundation, d.b.a. Memphis School of Excellence ("MSE") has adopted certain employment policies and procedures, which are contained in this employee handbook. This employee handbook is effective as of the 15th day of July 2023. This Handbook will supersede prior handbooks, written documents, or oral representations, notwithstanding any other prior, contemporaneous or future statement or representation.

The policies in this handbook are a source of information for employees who have questions about MSE's employee practices. These policies are not contractual in nature and may be unilaterally rescinded, revised, or added to by MSE from time to time. Additionally, although management generally will follow these policies, the Executive Director may, in his or her sole discretion, authorize deviations from or exceptions to these policies if, in the Executive Director's opinion, such a deviation or exception is warranted under the circumstances. The provisions of this handbook control over any contrary statements, representations, or assurances by any supervisory employee. Some of the subjects described in this Handbook are covered in more detail in official School policy and procedures or in benefit/plan documents. Please refer to those documents for specific information, since this Handbook only briefly summarizes those benefits and/or policies

This handbook is not to be construed as or declared to be a contract of employment by any employee of MSE. Absent a written contract, READ Foundation, d.b.a. Memphis School of Excellence ("MSE") is an at-will employer. As an at-will employee, any employee may voluntarily leave employment or may be terminated by MSE at any time, for any or no reason, with or without prior notice.

This employee handbook is the property of MSE. All employees and trainees will be provided with a copy of the handbook and will be required to read and abide by it. While MSE intends to notify employees whenever there has been a significant modification or addition to any of the policies in the handbook, the policies are subject to change at any time, with or without notice, at MSE's sole discretion.

Mission Statement

The mission of Memphis School of Excellence (MSE) is to provide a safe and collaborative environment which will cultivate the academic and social development of its students by emphasizing math, science, and technology for the purpose of students setting and meeting higher education goals. Graduates of MSE will have the tools necessary to positively impact their communities as they pursue their personal and professional aspirations. Memphis School of Excellence believes an effective and adequate education necessary for the citizens of the future relies heavily on a multidimensional academic curriculum in which all core subjects will

be blended together through various teaching methods while promoting the development of a strong character that supports and respects society.

Vision

An environment where families, teachers, and students communicate on a regular basis, in order to optimize the students' educational opportunities in addition to activities that contribute to the complete personal and social development and personal esteem, such as recreation, athletics and co-curricular and/or extracurricular activities. Learning and applying Science, Math, and Technology through projects that are linked to community and family is the means by which students experience personal academic success and emotional growth. Students at MSE will have an extended Health Curriculum that will involve Nutrition, Health and Fitness. Students will be educated on healthy and safe nutritional habits in our school in order to develop a fit and healthy generation.

Board of Directors

Tennessee law grants a charter school's Board of Directors the power to govern and oversee school management. The Board is the policy-making body within the MSE school system and has overall responsibility for the curriculum, annual budget, and facilities. The Board has complete and final control over school matters, within limits established by state and federal laws and regulations.

The Board meets on a regular basis at MSE High School, located at 4921 Winchester Rd., Memphis, Tennessee 38118 and may meet at other places and times deemed necessary by the Board. Special meetings may be called and held when and where necessary. In compliance with Tennessee open meetings laws, a written notice of regular and special meetings will be posted on the MSE website at least 48 hours before the scheduled meeting time.

Compliance Coordinators

Memphis School of Excellence has designated the Campus Principals as Coordinators to oversee compliance with the following state and federal laws:

Title IX Coordinator

Reports of unlawful discrimination based on age, gender and/or disability and civil rights complaints, including sexual harassment and sexual misconduct are be directed to the Title IX Coordinator.

Section 504 Coordinator

Reports of unlawful discrimination based on disability are to be directed to the Campus Counselors.

Grievance Officers

Reports of employee grievances are to be directed to the Campus Principals. Level 2 grievances can be directed to the Executive Director or designee, and level-3 grievances will be directed to the Board.

Code of Ethics

An effective educational program requires the services of men and women of integrity, high ideals, and human understanding. To maintain and promote these essentials, MSE expects all professional staff members to maintain high standards in their working relationships, and in the performance of their professional duties, to:

Recognize basic dignities of all individuals with whom they interact in the performance of duties;

Represent accurately their qualifications;

Exercise due care to protect the mental and physical safety of students, colleagues, and subordinates;

Understand and apply the knowledge and skills appropriate to assigned responsibilities;

Keep in confidence legally confidential information as they may secure;

Ensure that their actions or those of another on their behalf are not made with the specific intent of advancing private economic interests;

Refrain from using position or public property, or permitting another person to use an employee's position or public property for partisan political or religious purposes. (This will in no way limit constitutionally or legally protected rights as a citizen.)

Avoid accepting anything of value offered by another for the purpose of influencing judgment.

Reporting Child Abuse or Neglect

If an employee suspects that any student has been physically abused, you are required to report the suspected abuse immediately to the abuse hotline. This suspected abuse should also be reported to the principal. In the event the principal is unavailable, you must report the suspicion to the school counselor.

Employees are not to:

- Question the student.
- Discuss the suspected abuse with co-workers.
- Contact the parent

Once an employee has made the report to the principal or designee listed above, the Department of Human Services will be contacted.

Under no circumstances is an employee to report the suspected abuse to the parents.

Staff Dress and Grooming

The School Board (READ Foundation) (the Board) believes that all staff members set an example in dress and grooming for their students to follow. A professional staff member who understands this precept and adheres to it enlarges the importance of his/her task, presents an image of dignity, and encourages respect for authority. These factors act in a positive manner toward the maintenance of discipline.

The Board retains the authority to specify the following dress and grooming guidelines for staff that will prevent such matters from having an adverse impact on the educational process.

Faculty and staff members are expected to dress in a professional and appropriate manner. The campus principal and/or supervisor will be solely responsible for initially interpreting and enforcing the faculty/staff dress requirements; questions concerning dress requirements may be appealed as provided by Board Policy.

Employees will keep themselves neatly groomed and dressed and will keep their hair neat and clean. Grooming and dress that will disturb, interfere with, or detract from the educational process will not be allowed. "Neatly groomed and dressed" shall be defined as dress and grooming that is standard and conforms to local community and school etiquette and decorum. It is within these principles that READ Foundation; d.b.a. Memphis School of Excellence will enforce the following dress code items, specifically but not limited to:

No Shorts, Wind Pants/Shorts, or Warm-Ups may be worn on any school-day (i.e., a day for which a person is being paid) except for:

P. E. class (but not worn in the regular classroom)

Campus Designated Days (designation is done by the Principal); and Field-based, Class Activity Days.

No Jeans of any color may be worn on any school-day (i.e., a day for which a person is being paid) except for:

Workdays and Campus Designated Days (designation is done by the Principal); and Field-based Activities (but not worn in the regular classroom).

Hair (including beards and mustaches) should be clean, neatly trimmed, and well-groomed.

Shirts – Open-collared shirts, either long- or short-sleeved. Acceptable styles include dress, button-down, polo, or golf shirts.

Pants – Pants must be worn at the waist, be appropriately sized, and of safe length. Men may wear full-length slacks or pants, dress pants, Docker's, etc. Appropriate undergarments must be worn at all times.

Shoes – Footwear excludes flip-flops and slippers.

Skirt and dress length should fall below the knee cap. When seated or having your legs crossed/uncrossed, your thighs should not be exposed. Mini-skirts are prohibited.

Fitted leggings and spandex-type leggings are not permitted as outerwear; they may be worn under a dress, skirt or tunic top provided that outerwear meets the student skirt and dress code length requirements. Loose-fitting stirrup pants and loose-fitting leggings are permitted

Dress culottes, skorts, and split skirts must meet the student dress and skirt code length requirements. These are clothes that have the appearance of a skirt in the front but are split. Dresses and skirts should contain only small slits. Slits shall not be revealing. It should be easy to walk comfortably in your skirt.

Appropriate undergarments must be worn at all times.

Clothing that exposes cleavage, private parts, the midriff or undergarment is prohibited.

Capri pants are not acceptable on any school day except on a workday and field day.

Shirts, Blouses, and Tops

All shirts shall cover the back and stomach areas. Employees should be able to move freely without exposing any portion of your waist area. Shirts and blouses must be buttoned appropriately and should not be low cut or expose any type of cleavage.

Clothing should never be see-through. Any clothing that reveals cleavage, private parts, the midriff or undergarments is prohibited. Clothing Materials such as spandex are prohibited.

Shoes

No high heels, slippers, flip-flops or clogs.

Pants/Slacks

Shorts, leggings, warm-ups, yoga pants, spandex or similar pants, exercise clothes, or any garment that may appear to be an undergarment is not permissible. Jeans (not torn or ripped) may be worn on days designated by the principal or supervisor, designated spirit days, and teacher in-service days.

Jewelry and Other Accessories

All tattoos must be covered and hidden from view.

Jewelry used in conjunction with body piercing (such as nose rings, eyebrow or tongue studs) is prohibited.

Employees who desire exceptions from the dress code for religious reasons should submit their requests to their principal or supervisor.

All employees need to dress in Business Attire on all school days of the year, except for the days designated by the principal or supervisor, scheduled spirit days, and teacher in-service days.

Note: Any employee who fails to adhere to this dress code will be subject to first a warning and then for repeat occurrences will be subject to further disciplinary action, up to and including possible termination.

Drug-Free Workplace

The board believes that quality education is not possible in an environment affected by drugs. It will seek, therefore, to establish and maintain an educational setting which is not tainted by the use or evidence of use of any controlled substance.

The board shall not permit the manufacture, possession, use, distribution, or dispensing of any controlled substance, including alcohol, by any member of the professional staff at any time while on school property or while involved in any school-related activity or event. Any staff member who violates this policy shall be subject to disciplinary action in accordance with Board policy.

The School prohibits the unlawful distribution, possession, or use of illicit drugs and alcohol on school premises or as part of any of the School's activities.

READ Foundation, d.b.a. Memphis School of Excellence is committed to maintaining a drug-free environment and will not tolerate the use of illegal drugs in the workplace. Employees who use or are under the influence of alcohol or illegal drugs during working hours shall be subject to disciplinary sanctions. Such sanctions may include referral to drug and alcohol counseling or rehabilitation programs or employee assistance programs, termination from employment with the School, and referral to appropriate law enforcement officials for prosecution.

Compliance with these requirements and prohibitions is mandatory and is a condition of employment. Board policy establishes standards of conduct for employees. (This notice complies with notice requirements imposed by the federal Drug-Free Schools and Communities Act Amendments of 1989, 20 U.S.C. 3224a and 34 CFR 86.201.)

Possession of Dangerous Substances

Employees will not manufacture, distribute, dispense, possess, use, or be under the influence of any of the following substances during working hours while at school or at school-related activities during or outside of usual working hours:

- Any controlled substance or dangerous drug as defined by law, including but not limited to marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, barbiturate or any "look-alike" substances.
- Alcohol or any alcoholic beverage.
- Any abuse-able glue, aerosol paint, or any other chemical substance for inhalation.
- Any other intoxicant, or mood-changing, mind-altering, or behavior-altering drugs.
- Equipment and paraphernalia related to illegal drug or substance use.

An employee need not be legally intoxicated to be considered "under the influence" of a controlled substance.

Exceptions

An employee who manufactures, possesses, or dispenses a substance listed above as part of the employee's job responsibilities, or who uses a drug authorized by a licensed physician prescribed for the employee's personal use will not be considered to have violated this policy. The drugs, both prescription and over-the-counter, are limited to one day's supply, or must be kept in the original container. When appropriate, MSE may determine, by consulting a medical doctor, if the drug or inhalant produces hazardous effects that may impair an employee's ability to work safely. MSE may check with prescribing physicians to see if other medications are available which would not impair the employee's ability to work safely.

Liability-Report of Drug Offense:

Teachers, school administrators, or school employees are not liable in civil damages for reporting to a school administrator or governmental authority a student whom the teacher suspects of using, passing, or selling on school property, marijuana or a controlled substance, a dangerous drug, an abusable glue or aerosol paint, a volatile chemical, or an alcoholic beverage.

Mandatory Conviction Notification

As a condition of employment, each employee will notify his or her supervisor of the employee's conviction of any criminal drug statute for a violation occurring in the workplace as defined above, or for any charge to which the employee enters a plea of guilty or nolo contendere and receives deferred adjudication. Such notification will be provided no later than five days after such conviction.
Within 30 calendar days of receiving notice from an employee of a conviction for any drug statute violation occurring in the workplace, MSE will either (1) take appropriate employee action against the employee, up to and including termination of employment, or (2) require the employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health agency, law enforcement agency, or other appropriate agency.

Workplace Searches and Video Surveillance

Searches

Memphis School of Excellence ("MSE") reserves the right to conduct searches to monitor compliance with rules concerning safety of employees, security of company and individual property, drugs and alcohol, and

possession of other prohibited items. "***Prohibited items***" include, without limitation, illegal drugs; alcoholic beverages; prescription drugs or medications not used or possessed in compliance with a current valid prescription; weapons; any items of obscene, harassing, demeaning, or violent nature; and any property in the possession or control of an employee who does not have authorization from the owner of such property to possess or control the property. ***"Control"*** means knowing where a particular item is, having placed an item where it is currently located, or having any influence over its continued placement. In addition to MSE's premises, MSE may search employees, their work areas, lockers, and other personal items such as bags, purses, briefcases, backpacks, lunch boxes, and other containers. In requesting a search, MSE is by no means accusing anyone of theft, some other crime, or any other variety of improper conduct.

There is no general or specific expectation of privacy in MSE's workplace, either on school premises, or while on duty. In general, employees should assume that what they do while on duty or on MSE's premises is not private. All employees and all of the areas listed above are subject to search at any time; if an employee uses a locker or other storage area at work, including a locking desk drawer or locking cabinet, MSE will either furnish the lock and keep a copy of the key or combination, or else allow the employee to furnish a personal lock, but the employee must give MSE a copy of the key or combination. The areas in question may be searched at any time, with or without the employee being present. As a general rule, with the exception of items relating to personal hygiene or health, no employee should ever bring anything to work or store anything at work that s/he would not be prepared to show and possibly turn over to MSE's officials and/or law enforcement authorities.

All MSE employees are subject to this policy. However, any given search may be restricted to one or more specific individuals, depending upon the situation. Searches may be done on a random basis or based upon reasonable suspicion. "***Reasonable suspicion***" means circumstances suggesting to a reasonable person that there is a possibility that one or more individuals may be in possession of a prohibited item as defined above. Any search under this policy will be done in a manner protecting employee privacy, confidentiality, and personal dignity to the greatest extent possible. MSE will respond severely to any unauthorized release of information concerning individual employees.

No employee will ever be physically forced to submit to a search. However, an employee who refuses to submit to a search request by MSE will face disciplinary action, up to and possibly including immediate termination of employment.

Video Surveillance

In order to promote the safety of MSE's employees, students, and visitors, as well as the security of its facilities, MSE may conduct video surveillance of any portion of its premises at any time. The only areas excepted from video surveillance are private areas of restrooms, showers, and dressing rooms. All video cameras will be positioned in appropriate places in and around MSE buildings and used to promote the safety and security of people and property.

Harassment Prohibition Policy

Because READ Foundation, d.b.a. Memphis School of Excellence believes in the dignity of each person and values working in conditions that enhance that dignity, READ Foundation, d.b.a. Memphis School of Excellence views sexual harassment and coercive sexual advances as unacceptable in the school workplace. Such behavior will not be tolerated or condoned.

Harassment

Employees shall not engage in prohibited harassment, including sexual harassment, of other employees or students. While acting in the course of their employment, employees shall not engage in prohibited harassment of other persons, including Board members, vendors, contractors, volunteers, parents or students. A substantiated charge of harassment will result in disciplinary action, up to and including termination.

Memphis School of Excellence ("MSE") will make every effort to provide a work environment free from all forms of sexual harassment or intimidation. It is illegal under Title VII of the Civil Rights Act of 1964 and against MSE policy for any employee to make any unwelcome sexual advances, request sexual favors, engage in verbal or physical conduct of a sexual nature and/or demonstrate any sexually harassing conduct that creates an intimidating/hostile work environment for another MSE employee, volunteer, student, parent, or visitor.

Sexual harassment of students is also a form of sex discrimination prohibited by Title IX of the Education Amendments of 1972.

This policy applies to the actions of all Administrators, co-workers, outsiders and any other persons who come in contact with MSE employees.

MSE recognizes that the question of whether a particular action, incident or general course of action is sexual harassment, or simply a socially acceptable action, is sometimes a difficult factual determination. MSE also recognizes that any and all such events will demand a prompt, complete and unbiased investigation that protects the rights of the complaining employee(s) and the alleged harasser(s).

Sexual Harassment Prohibited

MSE will not tolerate sexual harassment, nor will it tolerate reprisals against any employee who makes a sexual harassment complaint. All employees, Principals/Supervisors and others who violate this policy are subject to disciplinary action, including discharge.

(1) Sexual harassment constitutes discrimination and is illegal under federal, state, and local laws. For purposes of this policy, sexual harassment is defined by the Equal Employment Opportunity Commission Guidelines as unwelcome verbal, visual or physical conduct, including sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when, for example:

(i) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;

(ii) Submission to or rejection of such conduct by an individual is used as the basis for employment decisions; or

(iii) Such conduct has the purpose of affecting or unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive work environment.

(iv) Sexual harassment may include a range of subtle and not so subtle behaviors, and may involve individuals of the same or different gender. Depending on the circumstances, these behaviors may include, but are not limited to, unwanted sexual advances or request for sexual favors, sexual jokes and innuendo, verbal abuse of a sexual nature, commentary about an individual's body, sexual prowess or sexual deficiencies, leering, catcalls, touching, insulting or obscene comments or gestures, display or circulation in the workplace of sexually suggestive objects or pictures (including through e-mail); and other physical, verbal or visual conduct of a sexual nature. Sex-based harassment – that is harassment not

involving sexual activity or language (example: male manager hollers only at female employees and not males) – may also constitute discrimination if it is severe or pervasive and directed at employees because of their sex.

(i) Sexual harassment of a student constitutes discrimination and is illegal under federal, state, and local laws. For purposes of this policy, sexual harassment of a student is defined by the U. S. Department of Education Office for Civil Rights Revised Sexual Harassment Guidance as unwelcome conduct of a sexual nature, including unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual harassment of a student occurs when, for example:

(ii) A teacher or other employee conditions an educational decision or benefit on the student's submission to unwelcome sexual conduct.

(iii) A teacher or employee engages in sexually-oriented conversations for purposes of personal sexual gratification.

(iv) A teacher employee contacts students at home or elsewhere to solicit inappropriate social relationships.

(v) A teacher or other employee engages in physical contact that would reasonably be construed as sexual in nature.

(vi) A teacher or other employee engages in conduct that is sufficiently serious to limit or deny a student's ability to participate in or benefit from the school's program(s) based on sex.

(2) Harassment on the basis of any other protected characteristic is also strictly prohibited. Under this policy, harassment is verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of his/her gender, race, color, religion, national origin, age, disability, pregnancy, alien or citizenship status, marital status, creed, genetic predisposition or carrier status, sexual orientation, or any other characteristic protected by law. It may also include any such conduct aimed toward an employee's relatives, friends, or associates, and that:

(i) Is unwelcome;

(ii) Has the purpose or effect of creating an intimidating, hostile, or offensive work environment;

(iii) Has the purpose or effect of unreasonably interfering with an individual's work performance;

(iv) Otherwise adversely affects an individual's employment opportunities;

(v) May adversely influence, directly or indirectly, a person's employment, promotion or employment opportunities.

Harassing conduct includes, but is not limited to epithets, slurs, stereotyping, threats, intimidation, hostile acts, denigrating jokes, and display or circulation in the workplace of written or graphic material that denigrates or shows hostility or aversion toward an individual or group (including through e-mail).

Any Principal/Supervisor who receives a complaint of sexual harassment and fails to take corrective action pursuant to this policy shall also be subject to disciplinary action, including immediate termination.

Complaint Procedures

MSE takes allegations of sexual harassment very seriously and intends to investigate all official complaints. MSE will take appropriate actions against all substantiated allegations. Employees who believe they are being sexually harassed are requested to take the following actions:

- In the event you feel you are a victim of harassment, you should contact your Administrator immediately. In the event your Administrator is the alleged harasser, you should contact the next level of management immediately.
- Any employee who is uncomfortable with face-to-face interaction may write down their complaints in a memo and submit them to the appropriate Administrator or the Title IX Coordinator.
- Campus Administrators are expected to contact the Title IX Coordinator immediately upon receiving a complaint of sexual harassment. Administrators are not to try and handle the situation alone. All complaints of harassment must be turned over to the Title IX Coordinator.
- All complaints will be handled in a timely manner. The complaint will be handled as confidential to the extent possible. Under no circumstances will information concerning any employee's complaint be released by MSE to any third person or to anyone within MSE who is not involved in the investigation.

The purpose of this provision is to maintain impartiality and confidentiality. Both the complaining individual and the alleged harasser have equal privacy rights under the law.

Retaliation against any person who in good faith reports or complains about sexual harassment is illegal and will not be tolerated. Employees who take part in any retaliatory action will be terminated immediately. Retaliation may include, but is not limited to:

- Demotion;
- Poor performance appraisals;
- Transfers;
- Assignment of demeaning tasks; or
- Taking any kind of adverse action against a person who complains of sexual harassment.

In addition to using MSE's complaint process, an employee may file a formal complaint with the United States Equal Employment Opportunity Commission (EEOC). Additional information may be found by visiting *http://www.eeoc.gov/employees/charge.cfm*.

Conducting the Investigation

MSE recognizes all official complaints as a serious matter and will follow through with an investigation of the allegations. All complaints must be investigated. At no time will an employee who files a complaint be required or allowed to handle the problem themselves.

All investigations into sexual harassment will follow these guidelines:

- The complainant will be asked for specifics about what happened, where it happened, when it happened and why.

- Co-workers can often be questioned, as they themselves may often be victims or may have witnessed the harassment.
- The accused harasser will be questioned. S/he will be informed of who is complaining and be warned not to retaliate or to discuss the matter with the complainant. Failure to abide by this by the accused harasser will be grounds for disciplinary action, up to and including, termination.

Corrective Action

MSE will take prompt, effective action to end any harassment and to deter future harassment.

After all the circumstances of the complaint, including responses of the alleged perpetrator and witnesses, have been documented in detail, a determination will be made as to whether or not a sexual harassment has occurred.

The complainant and other directly involved persons will be served notice of MSE's disposition in the matter.

Prompt corrective action, if warranted, will follow immediately. This may include discipline or termination of the perpetrator or the complainant in the case that a falsified complaint or contributory behavior was discovered.

Whenever any disciplinary action is taken against an accused harasser, the victim will be informed only that "corrective action was taken."

It shall be an ongoing policy of MSE that all prior complainants be contacted by authorized employees of MSE, on a periodic basis; to be certain they are currently working in an environment free from all forms of sexual harassment or intimidation.

Either the complaining employee or the alleged harasser has the right to appeal the determination of the investigation if s/he indicates so in writing, and delivers the appeal to the principal within ten calendar days of the determination.

Appeal
An employee who is dissatisfied with the outcome of the investigation may appeal through the process set forth to the Board .

Liability for Harassment

MSE accepts no liability for harassment of any student or employee by another employee. Any employee of MSE, whether a co-worker or Administrator, who is found to have engaged in prohibited harassment is subject to disciplinary action, up to and including termination. Any Administrator who knew about harassment and took no action to stop it or failed to report the harassment to the Title IX Coordinator may also be subject to discipline up to and including discharge. MSE does not consider conduct in violation of this policy to be within the course and scope of employment or the direct consequences of the discharge of one's duties. Accordingly, to the extent permitted by law, MSE reserves the right not to provide a defense or pay damages assessed against employees for conduct in violation of this policy.

Violence in the Workplace

Workplace violence is one of the most serious issues facing employees and employers today. Any employee who feels that his or her personal safety is at risk should contact a campus Principal or his/her designee immediately. MSE has a "zero tolerance" policy regarding workplace violence and as such will not and cannot tolerate employees threatening or attacking other employees. Violation of MSE's zero tolerance policy will lead to immediate termination of employment.

Solicitation and Distribution

Any solicitation of employees by other employees or any person anywhere on MSE property or any distribution of literature is prohibited at all times. Commercial advertisements or sales for personal profit or non-school activities are prohibited. Trespassing, soliciting or distribution of literature by non-employees on school premises is prohibited at all times.

Associations and Political Activities

MSE will not directly or indirectly encourage or discourage employees from participating in political affairs or require any employee to join any group, club, committee, organization, or association. Employees may join or refuse to join any professional association or organization.

An individual's employment will not be affected by membership or a decision not to be a member of any employee organization that exists for the purpose of dealing with employers concerning grievances, labor disputes, wages, rates of pay, hours of employment, or conditions of work.

Use of School resources, including work time for political activities, is prohibited.

Parent Teacher Home Visit Program

The Parent-Teacher Home Visit Program is a campus-wide model partnership between school communities. This includes but is not limited to, school principals, assistant principals, teachers, engagement coordinators as well as counselors. Our standard delivery model structure is below.
We;

- Assign an Engagement & Support coordinator for networkwide
- Conduct a mandatory teacher training every year in August
- Make at least one home visit per year
- Conduct home visits with two trained staff members
- Start a home visit program at the beginning of the school year.

Building a partnership with students and their families is the main purpose of the home visit in our engagement & support system.

Confidentiality and Intellectual Property Rights

Definitions

a) "Confidential Information" shall include but not be limited to:
    i. information relating to MSE's financial, regulatory, employee or operational matters,
    ii. information relating to MSE's clients, customers, beneficiaries, suppliers, donors, employees, volunteers, sponsors or business associates and partners,
    iii. trade secrets, know-how, inventions, discoveries, techniques, processes, methods, formulae, ideas, technical data and specifications, testing methods, research and development activities,

computer programs and designs,

iv. contracts, product plans, sales and marketing plans, business plans and

v. all information not generally known outside of MSE regarding MSE and its business, regardless of whether such information is in written, oral, electronic, digital or other form and regardless of whether the information originates from MSE or its agents.

vi. The term "Confidential Information" does not include the following types of information:

1. Information available to the public through no wrongful act of the receiving party;
2. Information which has been published; or
3. Information required in response to a subpoena, court order, court ruling, or by law.

b. "Intellectual Property" shall include but not be limited to:

i. all inventions, discoveries, techniques, processes, methods, formulae, ideas, technical data and specifications, testing methods, teaching, curriculum and instruction methods, research and development activities, computer programs and designs (including improvements and enhancements and regardless of patentability),

ii. trade secrets and know-how,

iii. all copyrightable material that is conceived, developed, or made by me, alone or with others,

iv. trademarks and service marks and

v. all other intellectual property.

vi. Intellectual Property shall include any intellectual property created by me:

1. in the course of employment or volunteer service with MSE or using MSE time, equipment, information or materials, and
2. within one (1) year after termination of employment or volunteer service with MSE and relating directly to work done during work with MSE.

vii. Intellectual Property may be in any form, including but not limited to written, oral, electronic, digital or other form.

Ownership and Return of Material(s)

All materials, including but not limited to business information, files, research, records, memoranda, books, lists, computer disks, hardware, software, cell phones and other wireless devices, documents, drawings, models, apparatus, sketches, designs and any other embodiment of Confidential Information or Intellectual Property received by me during employment or volunteer service, and any tangible embodiments of such materials created by me, alone or with others, whether confidential or not, are the property of MSE.

Employee shall return to MSE all such materials, including copies thereof, in my possession or under my control upon termination of employment or of volunteer service for whatever reason or upon the request of MSE. The return of such materials shall take place within twenty-four (24) hours of notice of termination or upon request of MSE, whichever comes first. In the event of the termination of my work or service, the employee agrees to sign and deliver the "Notice of Termination".

Any materials created by staff members for use by MSE, or produced using the staff or resources of the school, are works-for-hire and all intellectual property rights are vested in the school.

Hiring and Rehiring Standards

MSE believes that the quality of the professional staff determines the quality of education offered in the school. It is therefore the responsibility of the school Executive Director or designee to locate, recruit and rehire the best qualified teachers to meet the school's educational needs.

Staff evaluation and selection shall be based on;

- Strong academic preparation
- Professional competence
- Intellectual rigor
- Emotional maturity
- Enthusiastic professional attitude
- Knowledge of instructional practices
- Ability to contribute to the furtherance of the school's educational goals.

Attention shall be paid, among other factors, to the candidate's academic records, and his/her previous relevant experience.

Staff must demonstrate that they are aware that children have many different family circumstances and that they are willing and able to provide the educational support that a diverse student population needs in school.

MSE teaching staff members must fulfill their individual responsibilities and work in concert with the other members of the teaching team.

The Executive Director will evaluate the teachers and screen all applicants for vacancies and make all decisions regarding hiring/rehiring.

MSE is committed to hire/rehire the individuals who are best qualified for the job without regard to race, sex, religion, age, nationality or handicap unrelated to the job.

Employment Applications

MSE relies upon the accuracy of information contained in the employment application, as well as the accuracy of other data presented throughout the hiring process and employment. Any misrepresentations, falsifications, or material omissions in this information or data may result in MSE's exclusion of the individual from further consideration for employment or, if the person has been hired, termination from employment.

Criminal Record

MSE shall not employ an applicant who:

is a convicted felon;

is convicted of a misdemeanor involving moral turpitude. "Moral turpitude" is an act of baseness, vileness, or depravity in the private or social duties that a person owes another member of society in general and that is contrary to the accepted rule of right and duty between persons.

is charged with a felony or misdemeanor involving moral turpitude, until there is a final disposition of the charge; or

is on probation for any offense (including deferred adjudication probation) that would otherwise restrict employment.

Persons charged with a criminal offense that was dismissed through deferred adjudication may be considered for employment except when the charge was for capital murder; murder; voluntary or involuntary manslaughter; any felony theft offense; indecency with a child; injury to a child, elderly, or disabled individual; kidnapping; aggravated kidnapping; aggravated sexual assault; aggravated assault causing serious bodily injury; sexual assault of a child; aggravated robbery; any felony where a deadly weapon was used or exhibited; any felony related to the manufacture, delivery, or possession of marijuana, a controlled substance, or a dangerous drug.

Confidentiality of Information

An employee's criminal history record information may not be released or disclosed, except when disclosure is authorized by law.

Health Requirements

MSE may require that an employee undergo a physical examination if at any time his or her ability to perform adequately or safely is in question.

Performance Evaluation

Evaluation of an employee's job performance should be a continual process that focuses on improvement. Performance evaluation is based on an employee's assigned job duties and other job-related criteria. All employees will participate in the evaluation process with their assigned supervisor at least annually. Written evaluations will be completed on forms approved by the school. Reports, correspondence, and memoranda also can be used to document performance information. All employees will receive a copy of their written evaluation (electronic or written), have a performance conference with their supervisor, and get the opportunity to respond to the evaluation.

Reassignments and Transfers

All employees are subject to assignment and reassignment by the Executive Director. Extra-curricular or supplemental duty assignments may also be assigned or reassigned at any time.

All employees interested in transferring positions and who meet a position's minimum qualifications are encouraged to apply. Selection is based on department needs and a candidate's qualifications and performance. MSE fills all job vacancies with the individual it deems most qualified for the position, and reserves the right to select candidates from outside MSE. The Executive Director's criteria for approval of campus appointments and reassignments will be consistent with the school's policy regarding equal opportunity employment. Because employee salaries and/or wages may vary an approved transfer may result in the modification of the transferring employee's pay rate. Transferring employees will be paid in accordance with the salary schedule approved for the receiving campus.

Extra Duties

Professional and paraprofessional staff members may be assigned extra duties to ensure the proper supervision of students outside the classroom. These duties may be assigned at any time by the campus Principal or designee.

Employee Files

MSE maintains an official permanent record file for each employee.

Contents: Only that information which pertains to the professional role of the employee and is submitted by duly authorized school administrative employee and the Board may be entered in the official record file. This file should contain the following items and other employment documents and records:

•Application for professional employment •Employment At-Will Agreement •Employee Information Form; •TCRS Retirement Information form •Resume • Signed Consent Form for Fingerprinting Records Checks •Certificates (copies) • I-9 Immigration Form (completed after employment) •W-4 forms •Direct Deposit form & Void Check Copy •Copy of Disclaimer/Receipt of Staff Handbook •Employee agreement form for Technology use •Driver's License and SSN Copies •PRAXIS Test Scores •Diploma •College Transcript •Wage Deduction

Frontline Central:

All employees are required to create a personal profile in the "Frontline Central" software system, which allows MSE to manage employee information and provides employees access to employment-related documents provided by MSE. Through this system, employees will enter and/or review and approve the following information:

- Personal information;
- Contact information;
- Education history;
- Educator certifications;
- Employment history;
- Direct deposit information;
- Employment information (position, dates of employment, salary, etc.);
- Employment documents (employment agreement, wage deduction authorization agreement, acceptable use agreement, etc.); and
- Supplementary documents (work evaluation forms, time/effort sheets, etc.).

Questions regarding the Frontline Central system should be directed to the Human Resources Department. Information submitted through the Frontline Central will, to the greatest extent possible, remain confidential, and is accessible only to the employee and designated MSE representatives with access authorization to access such information, or as otherwise required by law.

Employment References:

MSE provides references regarding former employment only if MSE receives written authorization and release from the former employee. Otherwise, MSE will only verify dates of employment, the position held, and rate of pay. Requests for references should be directed to the Executive Director or designee.

Pay and Compensation

Employment Classification Categories

It is the intent of Memphis School of Excellence ("MSE") to clarify the definitions of employment classifications as exempt or non-exempt or full time or part time, so that employees understand their employment status and benefit eligibility. These classifications do not guarantee employment for any specified period of time.

Exempt and Non-Exempt

Each employee is designated as either EXEMPT or NON-EXEMPT under federal and state wage and hour laws in accordance with applicable federal law. NON-EXEMPT employees are entitled to overtime pay under

the specific provisions of federal law. EXEMPT employees are excluded from specific provisions of federal and state wage and hour laws. An employee's EXEMPT or NON-EXEMPT classification may be changed only upon written notification by MSE, and in accordance with applicable federal law.

Exempt status applies to the position and not the employee. Exempt simply means the position the employee fills is exempt from the Fair Labor Standards Act (FLSA), and is not entitled to overtime compensation. Exempt employees (excluding teachers) are paid on a salaried basis, and MSE generally will not deduct from a non-teacher exempt employee's salary, in accordance with FLSA, for absences of less than one full day. However, any full days of absence taken in excess of the employee's allotment/service record accumulation of sick or personal leave will result in an employee payroll deduction calculated on a pro-rated daily rate.

Non-exempt positions are those positions that are not exempt from FLSA requirements. Non-exempt positions require MSE to pay the employee overtime (time and a half) for all hours worked in excess of 40 during a workweek. All employees in positions that are classified as non-exempt will be required to maintain a time card or record, and will be eligible for overtime pay in accordance with the appropriate Wage and Hour Laws, and as outlined in this Handbook. **Non-exempt employees may not work beyond 40 hours per week without prior written approval from the supervisor.**

MSE's positions are reviewed and assigned an FLSA (exempt or non-exempt) status that is maintained on a master record by the school. Upon request, the campus Principal may provide this information to an employee.

Full-Time Employee

An individual who is employed at least 40 hours per week is considered full-time. Full-time employees are those who are not in a temporary or introductory status, and who are regularly scheduled to work MSE's full-time schedule. Generally, full-time employees are eligible for MSE's benefit package, subject to the terms, conditions, and limitations of each benefit program. Employees in this status must contribute to the Tennessee Consolidated Retirement System (TCRS)

Part-Time Employee

An individual who is employed at least 20, but less than 40 hours per week, is considered part-time. Part-time employees are those who are not assigned to a temporary or introductory status, and who are regularly scheduled to work every day or at a fixed part-time schedule. Part-time employees receive legally mandated benefits but, except as may be required by federal or state law, or provided at MSE's discretion, are ineligible for MSE's benefit programs. Part-time employees may contribute to the retirement program if eligible. Subject to state law, employees scheduled to work 30 hours or more per week are also eligible for the MSE healthcare benefit plan offered to full-time employees.

Payroll: Professional and paraprofessional staff members receive their pay twice in a month based upon the total contracted salary. Pay days will be posted before August 1st of each year. All employees are required to be on automatic payroll deposit. With direct deposit, an employee's pay is immediately available on the pay date.

It is against MSE policy to issue payroll advances to employees.

Automatic payroll deductions for the Tennessee Consolidated Retirement System (TCRS) and federal income tax are required for all full-time employees. Medicare tax deductions are also required for all employees. Temporary and part-time employees who are not eligible for TCRS membership must have their Social Security contributions deducted. Salary deductions are automatically made for unauthorized or unpaid leave.

Overtime: The school compensates overtime for nonexempt (hourly and paraprofessional) employees in accordance with Federal Minimum Wage and Hour Laws. Professional and administrative employees are ineligible for overtime compensation. Nonexempt employees who work in excess of 40 hours per seven-day workweek are entitled to overtime compensation at a rate equal to one and a half the employee's regular hourly rate of pay. At MSE's option, nonexempt employees may receive compensatory time off, rather than overtime pay, for overtime work. The employee shall be informed in advance if overtime hours will accrue compensatory time rather than pay. Employees accrue compensatory time off at a rate of one and one-half hours for each hour of employment in excess of the 40 hour in seven-day work week.

Note: 7-day workweek begins 12:01 am Sunday and ends at 12:00 pm midnight Saturday.

The limit to accrual of compensatory time off is generally 240 hours. If an employee has a balance of more than 240 hours of overtime, the employee will be required to use compensatory time or, at MSE's option, will receive overtime pay. Employees who accrue compensatory time off are entitled to payment for unused compensatory time upon termination.

Advance approval from a supervisor is required for overtime work that will result in additional compensation. Unauthorized use of compensated overtime hours may result in disciplinary action being taken, up to and including termination. Exceptions are granted for advanced approval if the overtime is in support of unforeseeable or emergency circumstances and approval is obtained within one working day of the event.

Payment for hours worked in excess of 40 hours per seven-day workweek is made at a rate equal to one and a half. If the scheduled seven-day workweek is less than 40 hours, extra hours up to 40 are paid at the regular rate.

Health Insurance: Health insurance coverage is available to all full time employees scheduled to work 30 hours or more per week. The School's contribution to employee insurance premiums is determined annually by the School Board. An employee may pay to add his/her spouse, children, or family at group rates.

Detailed descriptions of insurance coverage, prices, and eligibility requirements are provided to all employees in a separate booklet.

The insurance plan year is from January 1st through December 31st. New employees must complete enrollment forms within the first 30 days of employment.

Supplemental Insurance Benefits: At their own expense, employees may enroll in supplemental insurance programs for Dental, Vision, Disability, Group Life, and Accidental Death and Dismemberment. Premiums for these programs cannot be paid by payroll deduction. Employees have to arrange their payment methods and frequencies on their own (ach debit from a personal checking account, online bill pay, check etc.) Employees should contact the Principal for more information.

Annualized Compensation

MSE pays all exempt employees over a 12-month period, depending on the position and regardless of the number of months employed during the school year. Exempt employees will be paid in equal bi-monthly payments, beginning with the first pay period of the school year. Exempt employees who separate after the last day of instruction will continue to receive paychecks through the end of the summer.

MSE pays all non-exempt employees an "annualized salary" over a 12-month period. By paying an annualized salary, employees are able to receive regular income each month, including those times when school is not in session and when employees are not asked to perform any work. Annualized compensation also allows MSE

to deduct any premiums for benefits from an employee's monthly earnings even during summer months, which is an added convenience.

All non-exempt employees are expected to work according to a set schedule of days and/or hours as set forth in each employee's employment agreement and the MSE calendar. If an employee does not work these expected days or hours, because of arriving late to work, leaving early, or other absence, MSE may first make a corresponding deduction from any accrued paid leave. MSE may also make occasional deductions from pay for willful absence or tardiness if an employee, without authorization, fails to work his or her expected schedule. Such a deduction will not affect MSE duty to pay earned overtime, and the employee's wages will never drop below minimum wage. Questions regarding annualized pay for non-exempt employees may be directed to the campus administrators.

If a Non-Exempt Employee does not work the days and hours provided in their work schedule, MSE will first deduct from any paid leave that employee has. This deduction is from the employee's Paid Time Off (PTO) days, and will be automatic even if the employee has not requested to use PTO. Once all accrued paid leave has been exhausted, MSE will deduct any missed hours/days accordingly.

Employee Leave

Leaves and Absences:

Employee's accumulated personal leave days from other School Districts cannot be transferred in or out.

READ Foundation, d.b.a. Memphis School of Excellence offers employees paid and unpaid leaves of absence in times of personal need.

Employees who take an unpaid leave of absence may continue their insurance benefits at their own expense.

Health care benefits for employees on leave authorized under the Family and Medical Leave Act will be paid by the school as they were when they were working. Otherwise, the school does not make benefit contributions for employees who are not on active payroll status.

Employees must follow the school procedures to report or request any leave of absence and complete appropriate leave request form. Any employee who is absent more than two (2) consecutive days because of a personal or family illness must submit a medical certification form from a qualified health care provider confirming the specific dates of the illness, the reason for the illness, and in the case of personal illness, the employee's fitness to return to work. Medical certification shall be made by a health care provider as defined by the Family and Medical Leave Act. Upon request for family and medical leave for the employee's serious health condition or that of a spouse, parent, or child, and at 30-day intervals thereafter, the employee shall provide medical certification of the illness or disability.

Local Leave:

The school grants nine (9) local leave days annually to all school employees. The school also grants (one) 1 additional local leave day for administrators.

Local leave is earned at a rate of one-half a workday for each ten (10) school days of employment. Local leave is earned with students' calendar (180 school days) no local leave will be granted for summer days.

Local leave is earned on an accrual basis. Leave is available for the employee's use as anticipated and unanticipated leave. If an employee leaves the school before the end of the work year, the cost of any

unearned leave days taken shall be deducted from the employee's final paycheck. If an employee uses more than 9 local leave days, school will deduct extra days from payroll immediately.

There are two types of local leave anticipated and unanticipated:

Anticipated: Leave that is taken at an employee's discretion and that can be scheduled in advance is considered anticipated leave.

Unanticipated: Leave that is taken for personal and family illness, emergency, a death in the family, or active military service is considered unanticipated leave. This type of leave allows very little or no advance planning.

An employee wishing to take anticipated local leave must submit a written notice of the request (5) days in advance of the anticipated absence to his or her principal or supervisor. The reasons for which local leave may be used shall not be limited by MSE. In deciding to approve anticipated local leave, however, the Principal shall consider the effect of the employee's absence on the educational program, as well as the availability of substitutes. Anticipated local leave will be granted on a first-come first-served basis.

Anticipated local leave may not be taken for more than three consecutive days, except in extenuating circumstances as determined by the Principal or Director.

Anticipated local leave shall not be allowed in the following circumstances except in extenuating circumstances as determined by the Principal:

The day before a school holiday.

The day after a school holiday.

Days scheduled for end-of-semester or end-of-year exams.

Days scheduled for State Test tests.

District norm-referenced testing days.

Professional or staff development days.

Parent Teacher Conferences

Last week of each semester. (Executive Director or his/her designee approval required)

Leave Charts:

The following charts are used to calculate Local Leave for employees who work 100% of the day.

No. Days Employed/Worked	Days Earned (Up to max 9 days)
0-9	0.0
10-19	0.5
20-29	1.0
30-39	1.5
40-49	2.0
…	...
170-179	8.5
180+	9.0

Posting of Employee Leave:

Leave records for all employee are posted in eight total periods using the method shown below:

Leave used by employee working 8 periods/hours a day:

- 2 periods/hours - ¼ day
- 4 periods/hours - ½ day
- 8 periods/hours – 1 day

Periods used are not related to scheduled classes. Teachers should report to school on time even if they do not have first periods. If a teacher does not have the first 2 periods of class and arrives before 3rd period, the teacher will be counted as absent for the first 2 periods.
Unused days will not roll over the following year. MSE will pay a stipend for unused days on the last payroll.

Bereavement Leave: MSE provides up to 3 unpaid bereavement days. Bereavement days are deducted from personal days. Bereavement days can be used only for the following family members: spouse, parents, grandparents, children, grandchildren, brothers, sisters, mother-in-law, father-in-law, daughters' in-law, sons-in-law, brothers-in-law, and sisters-in-law.

Family and Medical Leave: Please see the updated FMLA policy (posted on the school website).

Jury Duty/Other Court Appearances: Employees will receive leave with pay and without loss of accumulated leave for jury duty. Employees must present documentation of the service.

Employees will be granted paid leave to comply with a valid subpoena to appear in a civil, criminal, legislative, or administrative proceeding. Absences for court appearances related to an employee's personal business must be taken as local leave or leave without pay (if no local leave is available). Employees may be required to submit documentation of their need for leave for court appearances.

Substitute Teacher's Pay: Substitute teachers/aides should have prior authorization and training from the Principal or designee before being used on the campus level. Substitute's paperwork must be processed by the Principal through the business office in order to be paid. Teachers are not permitted to employ a substitute without the proper authorization and going through the proper procedures.

Tardiness

Employees are required to notify their campus Principal or supervisor no later than one hour before the start of the school day on any day that the employee suspects that he or she may be late in reporting to his or her assigned campus unless it is medically impossible for the employee to do so. Notification by a friend, spouse or other relative is not acceptable, unless the employee is physically unable to make the notification personally. If, for some reason, the Principal or supervisor cannot be reached, the employee is responsible for contacting the campus main office.

NOTE: It is the employee's responsibility to ensure that the school is notified in a timely manner so that a substitute can be scheduled.

Attendance Records

Supervisors are responsible for maintaining accurate attendance records for all employees under their supervision. Accurate attendance records are valuable and necessary tools for performance appraisal, discipline, overtime pay calculations and determination of salary continuation during absences. Working extra days/hours will not rollover to the next fiscal year.

Excessive Absenteeism or Tardiness

Failure of an employee to give the notification of absence to his or her supervisor in a timely manner for three or more consecutive workdays, unless prevented by circumstances beyond the employee's control, may be considered to be a voluntary resignation/job abandonment as of the last day worked in accordance with applicable federal and state laws.
Excessive absenteeism or tardiness constitutes grounds for disciplinary action up to, and including, termination. Excessive absenteeism, tardies, and/or leaving work prior to designated time may result in:

- Disciplinary probation.
- Denial of pending or future promotion.
- Any other appropriate disciplinary measure, including termination of employment.

Leaving School during School Hours

Students must be supervised at all times – it only takes a second for something to happen. If it is necessary to leave the classroom, a teacher must notify the school office or another teacher immediately. It is the teacher's responsibility to ensure their class is supervised and covered at all times if he or she cannot be in a scheduled class for any period of time.

All staff members should obtain authorization from the Principal or Supervisor when leaving assigned school campuses during work hours. This procedure will prevent many misunderstandings, etc., as well as protect the professional employee.

Discipline and Termination

Absent a written employment contract, employment with MSE is terminable at will, meaning that the employment relationship can be terminated by either the employee or MSE at any time. The at-will nature of an individual's employment with MSE may not be modified except by a written document approved by MSE's Executive Director. Any express or implied agreements or assurances concerning the terms, conditions, or duration of an individual's employment with MSE are not binding upon MSE unless they are in writing, approved by the Executive Director. Nothing in this Staff Handbook is intended to modify the at-will employment status of any employees.

With the exception of substitute employees and temporary employees (one year or less), these policies apply to all employees of MSE, including certified, classified, and administrative employees, and apply to all job-related activities of such employees.

Bases for Disciplinary Action: The following acts or omissions, among others which evidence unfitness to perform duties, by an employee in the scope of employment are prohibited and shall constitute grounds for disciplinary action:

Insubordination, including the willful refusal of an employee to perform an assignment or to comply with a directive given by the employee's supervisor.

Unprofessional job-related conduct.

Incompetence or inefficiency in the performance of duties.

Corporal punishment of students.

Improper conduct toward students and other employees.

Conduct in violation of any School policy or established expectation of performance.

Conviction of a felony related to the employee's employment, or which seriously impairs the employee's ability to perform his or her assigned duties.

Serious misconduct related to the employee's job.

Abuse of MSE's sick leave policy.

Excessive tardiness.

Excessive absenteeism.

Unexcused absences from work.

Gross negligence or gross carelessness in the performance of duties.

Use of School policy or property for personal gain.

Negligent or willful damage to School property.

Gross waste of School supplies or equipment.

Dishonesty or falsification of any information involving MSE, including grades, credits, data on forms, employee records, or any other information involving MSE.

Possession of alcohol or other intoxicants or illegal narcotics, or other controlled substances without prescription on school property or at any school function.

The use of or being under the influence of alcohol or other intoxicants or illegal narcotics, or other controlled substances without prescription on school property or at any school function.

Deliberate conduct which has the apparent purpose of exposing MSE to censure, ridicule, or reproach (this prohibition is not intended to deprive employees of any free speech rights guaranteed by the United States).

Verbal and/or physical fighting on school premises or at any school related activities.

Falsification of records or data with intent to defraud.

Sexual misconduct which deviates from the ordinary standards of morality prevalent in the area served by MSE.

Persons Authorized to Initiate and Carry Out Disciplinary Actions:

Verbal and written warnings may be issued by the School Board, Executive Director, Principal, supervisor, administrator, or other supervisory employee relative to employees under their jurisdiction.

Suspensions with and without pay, final warnings, probation, and dismissal may be administered only by the Executive Director or designee and the School Board.

Suspension With or Without Pay: An employee may be suspended with or without pay as a disciplinary technique short of termination. The length of the suspension will depend on the severity of the employee's

misconduct. An employee may be suspended with or without pay for other reasons as well, such as during an investigation and prior to the finalization of a termination.

Termination of Employment

Resignation

Employees who resign from MSE should give at least two weeks' notice. The letter of resignation should be turned in to the employee's supervisor.

Resigning employees will be given their final paychecks no later than the next regularly scheduled payday if the resignation date is prior to the 3rd Saturday of the current month. Final paychecks will be given next month if the resignation date is after the 3rd Saturday of the current month. All applicable mandatory and optional, authorized deductions will be made from the employee's last paycheck. MSE reserves the right to pay the resigning employee for the notice period and accept the resignation immediately.

Dismissal of Employees

Unless otherwise provided in a written employment contract with an employee, employees are employed at will and may be dismissed without notice, a description of the reasons for dismissal, or a hearing. It is unlawful for the school to dismiss any employee for reasons of race, religion, sex, national origin, disability, military status, any other basis protected by law, or in retaliation for the exercise of certain protected legal rights. Employees who are dismissed have the right to grieve the termination. The dismissed employee must follow the school process outlined in this handbook when pursuing the grievance

Health Services

The following procedure should be followed in case of serious accidents, injuries, or sudden illness:

Accidents, Injuries, or Sudden Illness: The following procedures should be followed in case of serious accidents, injuries, or sudden illness:

Administer first aid. Notify administrators.

If indicated, call an ambulance to transport to the emergency room of the local hospital. MSE does not assume the responsibility for the payment of ambulance, hospital, or doctor's fees.

Complete an incident form.

Administering Medication to Students: Only designated employees can administer medication to students. A student who must take medicine during the school day must bring a written request from his or her parents and the medicine, in its original, properly labeled container. Contact the Principal or school nurse for information on procedures that must be followed when administering medication to students.

Lesson Plans

The lesson plan is the basic teaching tool. It is valuable to the teacher because it tells where the learners are going, how they will get there, and when they will arrive.

All teachers are expected to write lesson plans. Lesson plans shall be made available to the supervisor upon request.

Procedure:

1. Overall yearly plan: Provides an overview of the course in harmony with MSE Curriculum.

2. The daily lesson plan: A written account of what a teacher would like to have happen during a certain lesson or class period.

3. Substitute teacher plan: Lesson plans for substitute teachers should be carefully planned and written in detail. Detailed plans give the substitute teacher a feeling of confidence and security. The lesson plans should be placed on the teacher's desk in plain view.

4. Teachers should follow the lesson plan* submission format requested by their administrator.

5. The degree to which a teacher needs to engage in detailed lesson planning will depend upon the teacher's knowledge of the subject matter and the familiarity with course objectives. The first year teacher must realize that as a general rule, it will be necessary to plan in considerably more detail than the teacher with more experience and training.

6. Depending on the grade level and subject matter, teachers may be required to follow curriculum designated by administration. The plan should be practical and usable, be economical in terms of teacher time, and strengthen the educational program.

Important Parts of a Lesson Plan*:

1. Concept or objectives to be taught (tells the student what they will learn).

2. Time block (approximate time you expect to devote to a lesson).

3. Procedure to be used (design for instruction).

4. Materials needed (student/teacher).

5. Questions (to check student understanding).

6. Independent practice (student time on task).

7. Evaluation (student understanding & application).

* A separate PD along with sample lesson plans are provided during the summer PD hours.

Grading Policy

Rubrics

It is strongly recommended that students should be informed how they will be assessed on assignments.

Recording Grades

All grades should be recorded in the school database.

Grades should be recorded no later than a week after the due date for all homework and other assignments.

Peer Grading

Peer grading is acceptable; however, students should not be allowed to write or issue a grade on any assignment. Peer grading cannot be used as a part of a student's official grade.

Students shall not average the grades of their peers, nor should they be allowed to view the final averages of peers.

Conduct

Conduct issues should be designated and communicated by the student's conduct grade.

At no time shall a conduct infraction be used to affect the student's academic grade.

Extra Credit

All extra credit is to be academic.

Extra credit awarded will not account for more than 5% of the reporting period.

Zero Policy

Teachers have the discretion of entering another number instead of a zero if an assignment is not turned in.

Parents/guardians should be notified about the missing assignment.

Maximum Weight of Grades in middle and high schools

Maximum weight of grades: When calculating a nine-week average, it is strongly recommended no single assignment/assessment grade may count more than 20% of the total average regardless of the grade category.

Parental Notification

Teachers should regularly contact parents / guardians to discuss failing students.

Tutorials

Tutorials should be offered, both to students who request assistance, and to students performing below expectations.

Extra Duties

Each campus has extra duties which must be performed in order to ensure the proper supervision of students outside the classroom. Professional and paraprofessional staff members are expected to assume and perform these responsibilities in a professional manner.

Tutorials: Each professional staff member shall assume responsibility for providing tutorial services to students in his/her classes. Students who are failing or in danger of failing shall be given priority regarding tutorial services. It is the responsibility of the staff member to notify parent(s)/guardian(s) when a student is in need of tutorial assistance. A student whose grade in a subject for a grade reporting period is lower than 70 on a scale of 100 is required to attend any tutorials.

School Activities

Staff members should attend and participate in as many school activities as possible. A teacher's presence projects support and interest to the students, the school, and the community.

Many staff members will be involved in school related organizations, clubs, etc. No activities may be scheduled by school employees the night before State Tests.

Staff members should receive permission from the Principal regarding the use of school facilities for meetings, etc.

Extracurricular Vehicle Trips: Staff members should initiate with the principal, requests for field trips and excursions. The principal, in turn, may approve or disapprove the request.

Student Attendance

Punctual and regular school attendance is expected. Excessive absenteeism and/or tardiness shall be reported by the teacher to the principal as this problem may not be recognized in the school's office. The absence shall be recorded in the teacher(s) grade book. No student should ever be excused from a class or school unless authorized by the principal or his/her designee.

A student shall not be given credit for a class if he or she has been in attendance less than 90 percent of the days the class is offered, unless an attendance committee established according to school policy gives credit because there were extenuating circumstances for the absences. The school shall establish guidelines for determining what constitutes extenuating circumstances and shall establish alternative ways for students to make up work or regain credit lost because of absences for extenuating circumstances.

Bad Weather Make-up

MSE may close because of bad weather or emergency conditions. When such conditions exist, the Executive Director or designee will make the official decision concerning the closing of MSE.

Employee Acceptable Use

Introduction

With the use of technology, including the Internet, Intranet, hardware and software, Memphis School of Excellence ("MSE") is expanding learning access for students, staff, and parents. With this opportunity comes the responsibility for appropriate use. The MSE Acceptable Use Policy explains and defines responsible and ethical use of educational and administrative technology for all employees. All rules embodied herein are designed to guide employees in appropriate and acceptable use of MSE technology, and are designed to protect both the employee and MSE. This policy also governs the use of MSE electronic mail accounts and employee-owned personal electronic devices, including laptops, portable and handheld computing devices, and cellular telephones.

Computers

MSE's electronic communications systems, including its network and access to the Internet, are primarily for administrative and instructional purposes. Limited personal use of the system is permitted if the use:

1) Does not result in any direct cost paid with State funds, or if MSE's Charter Holder is reimbursed for any direct costs involved;
2) Does not relate to private commercial purposes; and
3) Involves only incidental amounts of employee time, comparable to reasonable coffee breaks during the day.

Electronic Network Use Guidelines and Safety Policy

The operation of technology in the MSE system relies heavily on the proper conduct of users. Every MSE user has the responsibility to respect and protect the rights of every other user. MSE users are expected to act in a responsible, ethical and legal manner, in accordance with the missions and purposes of the school. MSE's computer systems are for use by authorized individuals only. Any unauthorized access to these systems is prohibited, and is subject to criminal and civil penalties. Use of any network or computing resources must be consistent with the rules appropriate to that network.

All network users are expected to use moral and ethical guidelines in making appropriate decisions regarding network use. Use of the MSE network is a privilege, not a right, and inappropriate use will result in cancellation of that privilege, disciplinary action, and/or prosecution. Prior to participation, a potential network user will receive information pertaining to the proper use of the network and sign a user agreement. MSE administrators will decide what constitutes inappropriate use of the network; their decision is final. Violations will be dealt with in accordance with the MSE Student Code of Conduct or Staff Handbook, or local, state, or federal law.

Unacceptable conduct on the MSE network includes, but is not limited to:

- Using the network for any illegal activity including, but not limited to, "hacking," copyright infringement, obscenity, libel, slander, fraud, defamation, plagiarism, intimidation, forgery, impersonation, illegal gambling, soliciting for illegal pyramid schemes, and computer tampering.
- Transmitting material in violation of any federal, state, or local law or MSE policy.
- Using MSE technology for financial or commercial or personal gain.
- Degrading or disrupting equipment or system performance.
- Vandalizing hardware.
- Viewing, copying, altering, or destroying data, software, documentation, or data communications belonging to MSE or another individual without authorized permission.
- Unauthorized use of MSE resources, including hardware (*i.e.*, digital camera, projector, etc.) and printers for reasons other than job-related duties or MSE business.
- Adding personal computers, printers, and software to the MSE network.
- Gaining unauthorized access to resources or entities.
- Invading the privacy of individuals.
- Using another individual's user-name and password.
- Disclosing a system password to another employee or student, or attempting to disclose another employee's or student's password.
- Placing of unlawful information on a system.
- Using the MSE network for political lobbying.
- Intentionally accessing pornographic, inappropriate, or unauthorized material either directly or in proxy.
- Intentionally bypassing MSE network systems and/or policies.
- Intentionally transmitting viruses, or making changes that may result in the loss of an individual's work or access to the MSE network.
- Chain letters of any type that would cause congestion of the MSE network, or otherwise interfere with the work of others.
- Installing software onto computers without appropriate approval.
- Paying access fees or committing MSE financial resources without formal authorization.

Security – Security is a high priority due to the number of users. Computer security cannot be made perfect, and it is likely that a determined user could access computer resources for inappropriate purposes, or that an inquisitive user could encounter unacceptable material. Identified security problems should be reported to a system administrator or appropriate supervisor immediately and not shared with other users. Attempts to log

on as another user may result in cancellation of user privileges. Any user identified as a security risk will be denied access to the system.

Vandalism – Vandalism is defined as any deliberate attempt to harm or destroy data or property of MSE or another network user, the Internet/Intranet, or other networks. This includes the creation of or uploading of computer viruses to the Internet/Intranet or host site and destruction of hardware. Vandalism will result in cancellation of user privileges.

Online Harassment – Online harassment is defined as using the name or persona of another individual to create a web page on or to post one or more messages on a commercial networking site without obtaining the other individual's consent with the intent to harm, defraud, intimidate, or threaten any person. Online harassment also includes sending an electronic mail, instant message, text message, or similar communication that references a name, domain address, phone number, or other item of identifying information belonging to any individual without obtaining the individual's consent with the intent to harm or defraud any person and to cause the recipient of the communication to reasonably believe that the other individual authorized or transmitted the intention.

Cyber-Bullying – Cyber-bullying is defined as a situation where a child, preteen, or teen is tormented, threatened, harassed, humiliated, embarrassed, or otherwise targeted by another individual using the Internet, interactive and digital technologies, or mobile phones. Users of the MSE network are expected to refrain from such conduct.

Installing Software – Use of computer software is governed by copyright laws and network configurations. Care must be taken to avoid copyright violations and disruptions of the network related to incompatible or corrupted software; therefore, installation of any program or application onto any computer with access to the MSE electronic network must be approved by the principal or designee.

Monitoring – All computers are the property of MSE and are subject to searches or removal at any time. There is no privacy on the MSE network. MSE will monitor any e-mail, network, and Internet activity occurring on MSE equipment or accounts. Anyone using the MSE network expressly consents to such monitoring. MSE currently employs filtering software to limit access to sites on the Internet. If MSE discovers activities which do not comply with applicable law or school policy, prosecution and/or termination of user privileges will occur without warning.

E-Mail Retention – Employees are required by law to retain certain e-mails, including communications referring to students made to parents, administrators, or law enforcement officials. Employees are responsible for archiving such communications.

Internet Safety – It shall be the responsibility of all MSE staff to educate, supervise, and monitor appropriate usage of the MSE network, and access to the Internet in accordance with this policy, the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act.

Use of the Internet and other telecommunication activities must be in support of education and research that is consistent with the educational goals, objectives, and policies of MSE.

In the classroom, student access to and use of the Internet will be under teacher direction and will be monitored as any other classroom activity. However, it is impossible to control all materials on a global network and users may encounter inappropriate or objectionable information. Even with filtering, MSE cannot prevent the possibility that some users may access material that is not consistent with the educational mission, goals, and policies of the school.

Each MSE computer with Internet access shall have a filtering device or software that blocks access to visual depictions that are obscene, child pornography, inappropriate for students, or to any material deemed harmful

to minors as defined by the Children's Internet Protection Act, and as determined by the principal or designee.

The MSE Electronic Mail System

Electronic mail is a critical mechanism for communications at MSE. However, use of MSE's network, Internet, and electronic mails systems and services are a privilege, not a right, and therefore must be used with respect and in accordance with the goals of MSE.

The objectives of this policy are to outline appropriate and inappropriate use of MSE's electronic mail systems and services in order to minimize disruptions to services and activities, as well as to comply with applicable policies and laws.

Electronic mail access at MSE is controlled through individual accounts and passwords. Each user of the MSE electronic mail system is required to read and sign a copy of the Acceptable Use Policy prior to receiving an electronic mail account and password. Employees are responsible for protecting the confidentiality of their account and password information.

Electronic mail access will be terminated when the employee or third party terminates their association with MSE, unless other arrangements are made. MSE is under no obligation to store or forward the contents of an individual's electronic mail inbox/outbox after the term of his/her employment has ceased.

Important official communications are often delivered *via* electronic mail. As a result, MSE employees with electronic mail accounts are expected to check their accounts in a consistent and timely manner so that they are aware of important announcements and updates, as well as for fulfilling business and role-oriented tasks. Employees are responsible for mailbox management, including organization and cleaning. Employees are also expected to comply with normal standards of professional and personal courtesy and conduct. MSE's electronic mail systems and services are not to be used for purposes that could be reasonably expected to cause excessive strain on systems. Individual use must not interfere with others' use and enjoyment of MSE's electronic mail system and services. Employees will comply with all applicable laws, MSE policies, and MSE contracts.

The following activities are deemed inappropriate uses of MSE's electronic mail systems and are prohibited:

- Use of electronic mail for illegal or unlawful purposes, including copyright infringement, obscenity, libel, slander, fraud, defamation, plagiarism, harassment, intimidation, forgery, impersonation, soliciting for illegal pyramid schemes, and computer tampering (*e.g.*, spreading of computer viruses).
- Use of electronic mail in any way that violates MSE policies, rules, or administrative orders.
- Viewing, copying, altering, or deletion of electronic mail accounts or files belonging to MSE or another individual without authorized permission.
- Sending of unreasonably large electronic mail attachments.
- Opening electronic mail attachments from unknown or unsigned sources. Attachments are the primary source of computer viruses and should be treated with utmost caution.
- Sharing electronic mail account passwords with another person, or attempting to obtain another person's password. Accounts are to be used only by the registered user.
- Excessive personal use of MSE electronic mail resources. MSE allows limited personal use for communication with family and friends, independent learning, and public services so long as it does not interfere with staff productivity, preempt any business activity, or consume more than a trivial amount of resources. MSE prohibits personal use of its electronic mail systems and services for unsolicited mass mailings, non-MSE commercial activity, political campaigning, dissemination of chain letters, and use by non-employees.

Usage of Personal Electronic Devices

Employees are restricted in their usage of employee-owned personal electronic devices on MSE property and at MSE-sponsored events. Personal electronic devices include but are not limited to employee-owned desktop, laptop, tablet, and handheld computing devices (whether wired or wireless), USB drives, and cellular telephones.

The following activities are regulated by the Acceptable Use Policy:

- Employees are prohibited from using a camera phone (a cellular phone including a camera capable of capturing and transmitting still or full motion images) in any way that violates MSE policies, including illicit and illegal use.
- Employees may not use personal electronic devices or media including but not limited to CD/DVD burners and USB drives to illegally duplicate and/or distribute copyrighted materials.
- Employees may not load a bootable, alternate operating system on any MSE-owned computer from any employee-owned source or media.
- Employees are prohibited from using any portable wired, USB IP-telephone devices or wireless Wi-Fi IP telephone devices (such as Vonage, V-phone, or MagicJack) that can make or place calls to or from a private phone number on MSE networks at any time.
- Employees may not acquire, through wired or wireless connection, MSE-provided network or Internet access from any employee-owned computing device without the prior permission of principal.

Disclaimer

MSE shall not be liable for any employee's inappropriate use of electronic communication resources, violations of copyright restrictions, user mistakes or negligence, or costs incurred by users. MSE shall not be responsible for ensuring the accuracy or usability of any information found on the Internet/World-Wide Web. Electronic mail transmissions, faxes, and program or data files sent, received, created, or accessed by employees are not considered confidential and may be monitored at any time by designated staff to ensure appropriate use of educational and administrative technology.

MSE reserves the right to restrict or terminate Internet, network, or computer access at any time for any reason. MSE also reserves the right to monitor Internet, network, and computer activity in any way necessary to maintain the integrity and security of the network and the privacy and accuracy of user information.

Consequences for Violations of the Employee Acceptable Use Policy

Violations of this policy will be treated like other allegations of wrongdoing at MSE. The use or installation of any software or device onto any computer or network for the purpose of controlling, collecting logins, or accessing any data or systems without written permission will result in disciplinary action. Allegations of misconduct will be adjudicated according to established procedures. Sanctions for violations of this policy may include, but are not limited to, one or more of the following:

- Temporary or permanent revocation of access to some or all computing and networking resources and facilities.
- Disciplinary action, up to and including termination.
- Legal action according to applicable laws and contractual agreements.

Building Use

The campus principal is responsible for scheduling the use of facilities after school hours. Contact the principal to request to use school facilities and to obtain information on the fees charged.

Technology Use and Data Management

Computers

Memphis School of Excellence ("MSE") 's electronic communications systems, including its network and access to the Internet, are primarily for administrative and instructional purposes. Limited personal use of the system is permitted if the use:

1) Does not result in any direct cost paid with State funds, or if MSE's Charter Holder is reimbursed for any direct costs involved;

2) Does not relate to private commercial purposes; and

3) Involves only incidental amounts of employee time, comparable to reasonable coffee breaks during the day.

Some employees are given access to the Internet to assist them in the performance of their jobs. Employees may only access the Internet through MSE's approved Internet firewall.

All MSE computer resources are school property, and any information located in or on computers and e-mail/voice mail systems is also school property and will be subject to inspection by MSE.

E-Mail and Voice Mail Systems

All messages sent, received, composed and/or stored on these systems are the property of MSE. Email transmissions and other use of MSE's electronic communications systems are not confidential and can be monitored at any time to ensure appropriate use. Do not use school emails for personal matters. School email will be suspended 1 day after the last day of employment.

Confidentiality

Employees shall not use a password, access a file, or retrieve any stored information unless authorized to do so. Employees may not attempt to gain access to another employee's files/messages.

Privacy

All files and messages on MSE computers are the property of MSE. They are not the property of any employee, even if created by an employee. Anything created on the computer or Internet may, and likely will be reviewed by others. If necessary, employees shall take steps to help protect the security of documents. MSE has the right, but not the duty, to monitor any and all aspects of its computer system, including, but not limited to, monitoring sites employees visit on the Internet. Employees have no expectation of privacy in anything they create, store, send, or receive on their workplace computer, the MSE network, or Internet resources.

Restrictions

1) Employees are not allowed to use MSE computer resources for any reason other than official School business.

2) Employees may not use e-mail or the Internet to send or receive materials, proprietary financial information, or other similar materials that violate copyright law.

3) The e-mail system may not be used to create any offensive or disruptive messages. Among those which are considered offensive are any messages that contain sexual implications, racial or

gender-specific slurs, or any other comment that offensively addresses an individual's age, sexual orientation, religious or political beliefs, national origin, disability, or anything that could be construed as harassment or disparaging of others.

4) Employees should refrain from sending non-business related e-mails to other MSE employees or persons outside MSE.

5) MSE is responsible for maintaining records of software licensing agreements for the School. In order to ensure compliance with copyright laws and software licensing agreements, and help prevent computer viruses from being transmitted through the system, employees are not permitted to install or download any software or content, such as music, videos, or non-work related "zipped" files onto the MSE computer system without prior approval from the Information Systems Director.

6) Unauthorized duplication of software, often referred to as "piracy," is a federal crime. Employees are not permitted to make, acquire, or use unauthorized copies of computer software.

Employees who are authorized to use MSE's electronic communications systems are required to abide by the provisions of this policy and any related administrative procedures. Failure to do so can result in suspension or termination of privileges, and may lead to disciplinary action, up to and including termination of employment. Employees should notify their immediate supervisor(s) or the Information Systems Department upon learning of violations of this policy.

Internet Safety

It is the policy of Memphis School of Excellence ("MSE") to: (a) prevent user access over its computer network to, or transmission of, inappropriate material *via* Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act ("CIPA"). It is the goal of this policy not only to prevent and protect, but to educate employees, students, parents and the community of MSE in Internet safety. The CIPA guidelines for an Internet Safety Policy have also been incorporated by MSE into its Acceptable Use Agreement.

The Children's Internet Protection Act, enacted December 21, 2000, requires recipients of federal technology funds to comply with certain Internet filtering and policy requirements. Schools and libraries receiving funds for Internet access and/or internal connection services must also meet the Internet safety policies of the Neighborhood Children's Internet protection Act ("NCIPA") that addresses the broader issues of electronic messaging, disclosure of personal information of minors, and unlawful online activities. The Protecting Children in the 21st Century Act, enacted October 10, 2008, adds an additional Internet Safety Policy sexrequirement covering the education of minors about appropriate online behavior.

This policy is intended to be read together with MSE's Acceptable Use Policies for Technology and the internet. All limitations and penalties set forth in the Acceptable Use Policies are deemed to be incorporated into this policy. Terms used in this policy which also appear in CIPA have the meanings defined in CIPA.

Compliance with the Requirements of CIPA

Technology Protection Measures- A Technology Protection Measure is a specific technology that blocks or filters Internet access. It must protect against access by adults and minors to visual depictions that are obscene, involve child pornography, or are harmful to minors. MSE utilizes a sophisticated content filtering system that is compliant with CIPA and NCIPA on all computers that access the Internet.

Access to Inappropriate Material- To the extent practical, Technology Protection Measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communication, access to inappropriate information. Specifically, as required by CIPA, blocking shall be applied to visual and textual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to administrative approval, technology protection measures may be disabled or, in the case of minors, minimalized only for *bona fide* research or other lawful purposes.

Any attempt to bypass, defeat, or circumvent the Technology Prevention Measures is punishable as a violation of this policy and of the Acceptable Use Policies.

Inappropriate Network Usage- To the extent practical, steps shall be taken to promote the safety and security of users of MSE's online computer network when using electronic mail, chat rooms, blogging, instant messaging, online discussions and other forms of direct electronic communications. Without limiting the foregoing, access to such means of communication is strictly limited by the Acceptable Use Policies.

Specifically, as required by CIPA, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called "hacking" and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Supervision and Monitoring- It shall be the responsibility of all professional employees (pedagogical and administrative staff) to supervise and monitor usage of MSE's computers, computer network and access to the Internet in accordance with this policy, the Acceptable Use Policies, and CIPA. Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the principal or designated representative.

Education- MSE will advocate and educate employees, students, parents and the MSE community on Internet safety and "cyber-bullying." Education will be provided through such means as professional development training and materials to employees, PTO presentations, and the MSE website.

Cyber-Bullying- The Acceptable Use Policies include provisions intended to prohibit and establish penalties for inappropriate and oppressive conduct, including cyber-bullying.

MSE is a place of tolerance and good manners. Students may not use the network or any MSE computer facilities for hate mail, defamatory statements, statements intended to injure or humiliate others by disclosure of personal information (whether true or false), personal attacks on others, and statements expressing animus towards any person or group by reason of race, color, religion, national origin, gender, sexual orientation or disability.

Network users may not use vulgar, derogatory, or obscene language. Network users also may not post inappropriate anonymous messages or forge e-mail or other messages.

Furthermore, MSE computers and network facilities may not be used for any activity, or to transmit any material, that violates United States, State of Tennessee, or local laws. This includes, but is not limited to, any threat or act of intimidation or harassment against another person.

Cellular and Wireless Telephone Acceptable Use

*Applicable when MSE provides a device and service.

Access to cellular and/or wireless telephone equipment and accounts is made available exclusively for instructional and administrative purposes in accordance with Memphis School of Excellence ('MSE") guidelines and regulations. Access to this equipment is a privilege, not a right, and can be revoked at any time.

This policy explains and defines responsible and ethical use of MSE-supplied telephone equipment and accounts. All rules embodied herein are designed to guide employees in appropriate and acceptable use of this technology, and are designed to protect both the employee and MSE.

Employee is responsible for carrying the phone **at all times during duty hours**, for properly charging and maintaining the phone, and for returning the phone and any/all attachments to his/her supervisor at the time of termination of his/her employment.

Employee is responsible for initializing and maintaining his/her cellular voicemail account; MSE is not responsible for designating or changing his/her voicemail password.

Employees will be provided with documentation regarding his/her particular cellular phone usage plan. His/her cellular plan provides a fixed number of airtime minutes, varying from plan to plan, which may be used without incurring any additional usage fees. His/her plan may also include free night and weekend calls, free long distance, and/or free direct-connect radio airtime. Employees must review his/her plan with his/her supervisor, and acknowledge understanding of end agreement to this plan in writing in this document.

Employees may use his/her phone for both MSE business and essential personal calls. However, if Employee exceeds his/her standard plan airtime minutes, Employee will be responsible for reimbursing MSE for his/her personal call minutes and personal directory assistance calls up to the amount of his/her overage.

Each month the employee's supervisor will provide Employee a copy of the usage and fee summary for his/her telephone. Any discrepancies on his/her usage summary, such as incorrect number of airtime minutes or charges for calls Employee did not place, must be brought to the attention of his/her supervisor immediately. Employee is to review this summary, highlight his/her personal calls, and return the summary to his/her supervisor. During each month that you exceed his/her plan minutes and have made personal calls, Employee must attach a check made payable to school to his/her usage summary before returning the summary to his/her supervisor. Payment for excess personal calls must be submitted within five (5) business days from the time you are presented his/her monthly usage summary by his/her supervisor.

If Employee exceeds his/her plan minutes due to excessive business use or excessive business directory assistance calls, Employee must attach a written justification for the excess usage to his/her phone statement before returning his/her usage summary to his/her supervisor.

MSE prohibits using a school-provided cellular or wireless telephone to engage in the following conduct:

1) Using cellular and/or wireless telephone equipment for illegal, inappropriate, subversive or obscene purposes or activities. Illegal activities shall be defined as activities violating local, state, and/or federal laws, including use of the phone to make "crank" calls, place false emergency calls, make terroristic threats, commit forgery or fraud, or assist in the commission of a felony. Inappropriate use shall be defined as a violation of the intended educational or administrative use of the phone. Subversive activities shall be defined as activities undermining the security of local, state or national governments, or activities intended to cause mental anguish, bodily injury or death to any citizen or group of citizens. Obscene activities shall be defined as a violation of generally-accepted social standards for use of a publicly-owned and operated communications vehicle, including obscene phone calls and/or possession or transmission of any form of pornographic or erotic material, in either audible or digital formats.
2) Using the telephone and/or any attached equipment for any illicit activity, including violation of copyrights, patents, institutional or third-party copyrights, license agreements, or other contracts.

Illicit activities also include transmitting or accessing information designed to aide or abet an individual or group in violating the law, including all forms of access to gang-related or organized-crime related web sites and bulletin boards if his/her telephone is Internet-enabled.

3) Using the telephone and/or any attached equipment to obtain and/or distribute illegally duplicated and distributed digital music, video, and/or software from copyrighted sources if the employee phone is Internet-enabled. This expressly prohibits accessing websites and web-rings designed to disseminate non-public domain content and entertainment including, but not limited to, MP3 audio files, movies, and executable software code.
4) Intentionally disrupting telephone or network traffic, deliberately "crashing" any network or connected system, or maliciously tampering with communications devices.
5) Damaging or destroying telephone equipment or deliberately degrading system performance, including deliberate infection of phones, computers, or servers with viruses.
6) Disclosing a voicemail password to another employee or student, or attempting to disclose or discover another employee's voicemail password.
7) Attempting to copy MSE-owned software for personal gain, attempting to install privately-owned software onto a telephone or the network, or transmitting without authorization any software *via* electronic mail or the Internet on an Internet-enabled phone.
8) Using the MSE telephone or network resources for commercial or financial gain.
9) Stealing or vandalizing data, equipment, or intellectual property.
10) Gaining or attempting to gain unauthorized access to internal and external resources or entities, including "hacking" into external networks, web-sites, or bulletin boards *via* Internet-enabled phones.
11) Forging or altering electronic or voicemail messages, or using an account or password owned by another user.
12) Invading or assisting others in invading the privacy of an individual or group.
13) Using the telephone to eavesdrop, record, wiretap or otherwise illegitimately and inappropriately monitor the audible conversations or data streams of other users.
14) Possessing or conveying any data in any form, audible or digital, which might be considered a violation of these rules.

Consequences for Violations

Violations of this policy will be treated like other allegations of wrongdoing at MSE. Allegations of misconduct will be adjudicated according to established procedures. Sanctions for violations of this policy may include, but are not limited to, one or more of the following:

- Temporary or permanent revocation of access to some or all cellular or wireless telephone resources.
- Disciplinary action, up to and including termination.
- Legal action according to applicable laws and contractual agreements.

Copyrighted Materials

Employees are expected to comply with the provisions of copyright law relating to the unauthorized use, reproduction, distribution, performance, or display of copyrighted materials (i.e., printed material, videos, computer data, web material, and programs, etc.). Rented videotapes are to be used in the classroom for educational purposes only. Duplication or back-ups of computer programs and data must be made within the provisions of the purchase agreement.

Employee Arrests and Convictions

An employee who is arrested for any felony or any offense involving moral turpitude must report the arrest to the principal or immediate supervisor within three calendar days of the arrest. An employee who is convicted of or receives deferred adjudication for such an offense must also report that event to the principal or immediate supervisor within three days of the event. Moral turpitude includes, but is not limited to, the following:

Dishonesty, Fraud, Deceit, Theft, Misrepresentation, Deliberate violence,

Base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor

Drug- or alcohol-related offenses

Dietary Supplements

Employees may not sell, market, or distribute a dietary supplement that contains performance-enhancing compounds to students. In addition, it also prohibits school employees from endorsing or suggesting the ingestion, intranasal application, or inhalation of a performance-enhancing dietary supplement to any student.

Emergencies

All employees should be familiar with the evacuation diagrams posted in their work areas. Fire, tornado, and other emergency drills will be conducted to familiarize employees and students with evacuation procedures. Fire extinguishers are located throughout the school building. Employees should know the location of the extinguishers nearest their place of work and how to use them.

Family Educational Rights and Privacy Acts (FERPA)

The Family Educational Rights and Privacy Acts, 20 U.S.C. § 1232g (FERPA) is the federal law that sets forth basic privacy requirements for personally identifiable information contained in educational records maintained by schools. Only school employees with an 'educational need to know' are allowed to access an individual student's records; disclosing such information to persons other than the parent(s) or another school employee with a legitimate educational interest is a violation of this act.

Instructional Supplies

Staff members should initiate requests for supplies through the Principal's office. The school will assume no fiscal responsibility for merchandise or services purchased without a purchase order issued through proper channels.

Name and Address Change

It is important that employment records be kept up-to-date. Employees should notify their immediate supervisor and HR if there are any changes or corrections to their name, home address, home telephone number, marital status, emergency contact, or beneficiary. Forms to process a change in personal information can be obtained from the Supervisor or HR.

Outside Employment and Tutoring

Employees who wish to accept outside employment or engage in other activities for profit must inform their Principals. Teachers are not allowed to privately tutor students of the campus for pay at any time.

Parent/Guardian Communications

Instructional and administrative staff members are expected to notify a parent or guardian when, in his/her opinion, the student is performing or beginning to perform failing academic work or the student is displaying or beginning to display improper school conduct (poor attitude or classroom behavior, poor attendance, excessive tardiness, etc.) which could possibly lead to academic failure and/or serious disciplinary actions.

It is recommended that when communicating with parents/guardians, teachers avoid sending information about grades, descriptions of discipline issues, or any other sensitive matters via e-mail. The teacher may send a request for a phone conference or meeting via e-mail, with a brief and appropriate description of the issue.

Parent and Student Complaints

In an effort to hear and resolve parent and student complaints in a timely manner and at the lowest administrative level possible, parents are encouraged to discuss problems or complaints with the teachers or the appropriate administrator at any time. Parents and students with complaints that cannot be resolved should be directed toe principal. Parents and students with complaints that cannot be resolved with the principal should contact the Executive Director or designee. Once all administrative complaint procedures are exhausted, parents and students can bring complaints to the School Board.

Upon hearing of parent and student complaints, teachers should notify administration. Unless given specific instruction by administration, a teacher shall not issue written communication to resolve a dispute. In all cases, any such written communication should be approved by the administration.

Possession of Firearms and Weapons

Employees, visitors, and students are prohibited from bringing firearms, illegal knives, or other weapons onto school premises or any grounds or buildings where a school-sponsored activity takes place. For the safety of all persons, employees who observe or suspect a violation of the school's weapons policy should report it to their supervisors immediately.

Job Descriptions

Memphis School of Excellence has created job descriptions to be used as tools for documenting the essential duties and requirements of and the skills needed to successfully perform the various jobs within MSE. It is the intent of MSE that these job descriptions will be accurate and uniform across campuses. Accordingly, reasonable efforts shall be undertaken to develop and maintain job descriptions for all job classifications in accordance with the following provisions:

- Job descriptions shall be developed for new positions that have been authorized by the Human Resource Department prior to initiating the hiring process.

- Job descriptions shall be reviewed and modified for current positions within a reasonable period of time following a material change in the essential duties of the position. Providing a reasonable accommodation to a qualified individual with a disability to allow the individual to perform the job, however, will not normally require preparing a new job description.

- If a new position is created in which the duties and responsibilities of the position are not reflected in a current job description (or if the essential duties and responsibilities will differ from others employed under that job description), the Human Resource Department shall be contacted to determine whether a new job description should be prepared.

- Job descriptions may not be modified without consultation with and approval from the Human Resource Department.

- Consideration of requests for accommodations from qualified individuals with a disability shall be performed by making reference to the essential job functions. Although other sections of the job description may affect the ability to perform the essential job functions, the essential job functions themselves should be found by reference to the "Duties and Responsibilities" section of the job description.

- If the consideration of a request for accommodation causes you to believe that a particular job description may not accurately reflect the essential job functions of that position, you should contact the Human Resource Department for guidance and updating of the job description, as necessary.

- Job descriptions for current positions shall be reviewed, and modified as necessary, on an annual basis or more frequently as deemed appropriate by the Human Resource Department. The Executive Director or designee shall be responsible for developing and maintaining operating standards that promote compliance with the terms of this policy.

Purchasing and Reimbursements

Purchasing Procedures: All requests for purchases must be submitted to the business office on an official school purchase order (PO) form with the appropriate approval signatures. No purchases, charges, or commitments to buy goods or services for the school can be made without a PO number. The school will not reimburse employees or assume responsibility for purchases made without authorization. Employees are not permitted to purchase supplies or equipment for personal use through the school's business office. Contact the business office for additional information on purchasing procedures.

Reimbursement for Purchases, Travel, Expenses, etc.: MSE will honor reimbursement requests only if the expenditure has had prior approval and requested according to established procedures. All requests of this nature must have original receipts attached. Staff members should consult with the Principal regarding matters of this nature in order to prevent misunderstandings, assumptions, etc. Before any travel expenses are incurred by an employee, the employee's supervisor must give approval. For approved travel, employees will be reimbursed for mileage and other travel expenditures according to the current rate schedule authorized by the School Board and the Internal Revenue Service. Employees must submit original receipts to be reimbursed for expenses other than mileage.

Staff Development

Staff development activities are organized to meet the needs of employees. Staff development is predominantly campus-based, related to achieving campus performance objectives, and addressed in the campus improvement plan, which is approved by a campus-level advisory committee.

Professional employee leave, for reasons other than personal/family illness or death in the immediate family, may be granted permission to be absent from work only by the Principal or designee. A letter requesting prior approval and stating the reasons for the absence should be given to the campus principal and forwarded to the Principal or Supervisor (see "Leaves and Absences"). Principals and Supervisors are responsible for ensuring that their assigned professional employees are on duty during workdays and are in attendance at staff development activities.

Student Discipline

Students are expected to follow the classroom rules, campus rules, and rules listed in the Student and Parent Handbook. Teachers and administrators are responsible for taking disciplinary action based on a range of discipline management procedures that have been adopted by the school. Other employees that have concerns about a particular student's conduct should contact the classroom teacher or campus principal.

Teachers must file a written report with the Dean of Students or another appropriate administrator when they have knowledge that a student has violated the Student Code of Conduct.

Discipline should be handled by the professional staff members to the extent possible. The staff member should confer with the student, principal, and parents in all unusual problems. Cooperation and understanding between the parents and the school can often eliminate problems before they develop into unpleasant situations.

Substitute Teachers (Responsibilities of the Regular Classroom Teacher)

1. Upon arrival the substitute will be furnished the following materials in the Substitute Teacher's Folder:
    a. Daily plans made out in sufficient detail
    b. Weekly and daily time schedule of classes
    c. List of pupils' names and seating chart
    d. Grouping chart
    e. List of supervisory responsibilities such as days on duty at noon, recess, etc.
    f. Fire drill and other emergency procedures
    g. Important or unusual information about any child (physical problems, daily medications, etc.)
    h. Name(s) of student helper(s) for each class
    i. Classroom rules and consequences
    j. Emergency lesson plans are available in the office and classroom; see campus administrator
2. Have on desk copies of textbooks, manuals, and workbooks being used.
3. Five emergency lesson plans are to be filed in the office by the second Friday after school starts.

Textbook Responsibilities

Professional staff members are responsible for the control and use of textbooks by students, including control of classroom sets. Textbooks should be checked regularly for covers, damages, etc. Please notify the principal when a student loses or damages a book. It is the student's responsibility to pay for the lost/damaged book. Do not issue another textbook without authorization from the principal's office.

Tobacco Use

Smoking or using tobacco products or e-cigarettes is prohibited by law on all School-owned property. This includes all buildings, playground areas, parking facilities, and facilities used for athletics and other activities.

Workload and Work Schedules

Professional employees: Professional and administrative employees are exempt from overtime pay and are employed according to the work schedules set by MSE. A school calendar is adopted each year designating

the work schedule for teachers and all school holidays. Notice of work schedules, including required days of service and scheduled holidays, will be distributed each school year.

Paraprofessional and hourly employees: All are employed at will and will be notified of the required duty days, holidays, and hours of work for their position on an annual basis. Paraprofessional and hourly employees are not exempt from overtime and are not authorized to work in excess of their assigned schedule without prior approval from their supervisor.

Work Hours

Professional and paraprofessional staff members generally shall adhere to the following work hour schedules:

Mendenhall & Cordova Elementary Administrators	7:15 a.m. – 4:15 p.m. (1 hour lunch break)
Winchester & Cordova Secondary Administrators	7:00 a.m. – 4:00 p.m. (1 hour lunch break)
Mendenhall & Cordova Elementary Teachers	7:30 a.m. – 4:00 p.m. (30 minutes lunch break)
Winchester & Cordova Secondary Teachers	7:15 a.m. – 3:45 p.m. (30 minutes lunch break)
Network Level Administrators	7:15 a.m. – 4:15 p.m. (1 hour lunch break)

Please note that these hours are not exclusive, but are simply the hours that an employee is expected to be at work. Every employee is required to clock out at lunch and back in when they resume work in the afternoon.

Visitors in the Workplace

All visitors are expected to enter any school facility through the main entrance and sign in or report to the building's front/main office. As part of the policy of the school to maintain a safe environment for students, faculty, administrators and the general public, the following criteria are hereby established:

1. All persons must report to the school office to make their presence known and obtain a pass to be in the school. Authorized visitors will receive directions or be escorted to their destination.
2. Employees who observe an unauthorized individual on the school premises should immediately direct him or her to the front/main office or contact the administrator in charge.
3. All persons entering the school property, building or offices must act in a nonthreatening manner. Disruptive or threatening behavior will be considered a threat to the safety of school students and staff as set forth in point 5 below.
4. Any meetings with school staff, teachers or students must be scheduled and approved by the school administrators except in the case of emergency, in which case the school office must be contacted in order to make arrangements to handle the emergency.
5. Actions such as shouting or confrontation of students, administrators, employees or other persons on or in the school property are not allowed, since they represent a possible threat to safety.

a. Actions of this type will result in a request for that person to leave the school property.

b. In the case of repeated incidents of this nature, such persons may not return to the school property.

c. In the case of extreme and/or continued disturbances, the local legal authorities may be called and such person may be charged with disorderly conduct.

Former Employees Visiting MSE

If you are no longer working at MSE and come to visit the school or an employee, you must check in with an administrator before entering the building.

Technology Expectations

Beginning of the School Year
1. Familiarize yourself with the student technology procedures.
2. Include the student technology procedures in your syllabus. Specifically, teach these procedures at the beginning of the year and the first few times you use computers.
3. Access the computer checkout spreadsheet, become familiar with this document.
4. Core teachers: Work with your grade-level team to assign each student in the grade to a specific laptop number from each cart. This document should be shared with both related arts teachers and administration at the beginning of the school year.

Checking out the Computers
1. Place your name in the time slot you will be using any number of computers from a cart. No staff can use any computer from a cart unless they have signed up for it the entire period.
2. Do not erase another teacher's name from a time slot without that teacher's permission.
3. Retrieve the assigned computer cart immediately before your scheduled check-out time. For middle school teachers, this is during "break."

Using the Computers in the Classroom
1. Actively monitor students when they are using the computer.
2. Provide consequences for students who do not follow the technology procedures.
3. If a computer is missing or damaged when you receive the cart, email IT immediately and CC the teacher who previously checked out the computer. The teacher who previously used the cart and administration will work together to resolve the issue.
4. If a computer is damaged during your class period, send an email reporting the incident immediately to administration.

Returning the Cart
1. Make sure that all computers are plugged into the cart.
2. Return the cart to its location in the hall.
3. Plug the cart into the wall.

Approaches with Suicidal Students

General Guidelines for <u>all staff</u> to observe during a suicidal crisis:

1. Take every threat seriously.

2. Remain calm, do not act shocked.
3. Listen actively and without judgment. Give the student the permission to express the full range of his or her feelings.
4. Acknowledge the student's feelings. Ask questions for clarity.
5. Do not get into a debate about whether suicide is right or wrong.
6. Offer hope. Let the student know that there is help, and that he or she can feel better.
7. Do not promise confidentiality. Do not act shocked.
8. Do not underestimate or brush aside a threat.
9. Do not take too much upon yourself. Your responsibility to the student in a crisis is limited to listening, being supportive, and **getting him/her to a trained professional. Under no circumstances should you attempt to counsel the student.**
10. Explain to the student the next steps in the intervention, e.g., going together to see the School Counselor.
11. **Do not leave the student/staff alone at any time.**

Detecting/Identifying Suicidal Student

Detecting suicidal students is fundamental to a youth suicide prevention program. Warning signs of suicide include:

- suicide threat and/or statements revealing a desire to die (e.g., "I want to die," "I'm going to kill myself," "I wish I could just go to sleep forever");
- having a suicide plan, method and means;
- preoccupation with death;
- depression and marked changes in behavior (e.g., feelings of hopelessness, helplessness, social isolation; sudden happiness when preceded by significant depression; lack of interest in previously important activities; increased alcohol and/or other drug use);
- making final arrangements (e.g., giving away prized possessions)

Availability of Employee Handbook Online

The 2023-2024 employee Handbook of Memphis Schools of Excellence is available online at the schools' Google Drive. If you do not have access to the folder, please inform your principal or supervisor to share the link.

Because of the expense of printing the handbooks, we are asking that you consider using the internet to access and review the Handbook rather than a paper copy. Using the internet to access the Handbook will allow the MSE to direct printing dollars to instructional needs and eliminate the need for you to search for your handbook when you have questions throughout the year. Thank you for considering this new use of technology to improve school-home communication.

Please complete and return this form by **September 1, 2023**. This will allow us time to get the employee Handbook to all employees who prefer a paper copy while avoiding the necessity of printing more copies of the Handbooks than necessary.

□ **Thank you for providing the 2023-2024 employee Handbook online. I will review it on the internet. My signed receipt below acknowledges receipt of the Handbook in a satisfactory manner via the internet.**

□ **I prefer a paper copy of the employee Handbook.**

Date: _____

Employee Name:_____

Employee Signature:_____

Return to your principal or supervisor

Acknowledgement of Receipt of Employee Handbook

I (employee) acknowledge receiving Memphis School of Excellence ("MSE") employee handbook. I clearly understand that this employee handbook does not create a contract for employment with MSE, and that MSE may change or modify the policies and procedures in this handbook at any time, with or without prior notice. I have read and understood the policies outlined in the MSE's handbook, and agree to be bound by MSE's rules and regulations during my employment with MSE. I understand that violating the policies and rules set out in this handbook may lead to discipline, up to and including termination.

A copy of the MSE's employee handbook was provided to me

on_____ by _____.

(mm /dd/yyyy) (Officer's Name)

_____

Employee's Signature

_____

Employee's Name- Printed

_____

Date

DOUGLAS & GREER, INC.
Insurance & Bonds

6263 Poplar Avenue, Suite 1000
Memphis, Tennessee 38119
Tel 901-767-3083
Fax 901-761-1871

January 9, 2024

Metro Nashville Public Schools and TN State Board of Education
2601 Bransford Avenue
Nashville TN 37204

RE: READ Foundation dba Memphis School of Excellence

To Whom it May Concern,

Please be advised that the insurance coverages listed below will be provided if the Charter Application for Nashville School of Excellence is approved by Metro Nashville Public Schools and TN State Board of Education.

- General Liability - $2,000,000 aggregate limit / $1,000,000 occurrence limit
- Umbrella Coverage - $5,000,000 (This umbrella provides an additional $5,000,000 coverage limit above the underlying Auto Liability, Professional Liability, General Liability, Sexual Abuse/Molestation Liability and Employers Liability.)
- Professional Liability (which includes Directors & Officers Liability and Employment Practices Liability) - $1,000,000 limit
- School contents and Building coverage (Property) – Replacement Cost Coverage
- Employers Liability/Workers Compensation coverage - $1,000,000 limit
- Sexual Abuse/Molestation coverage - $1,000,000 limit
- Automobile Liability - $1,000,000 limit for any hired and/or non-owned autos.
- Student and Athletic Accident coverage.
- TN Charter School Surety bonds pursuant to TN Code Annotated §49-13-111(n)
- $500,000 Cyber Liability/Network Security/Data Compromise Coverage

The insurance provider will notify MNPS and TDOE within ten (10) days of the cancellation of any insurance it carries on the charter school, pursuant to Tenn. Code Ann. §49-13-107 (b) (19).

Please contact me at 901-767-3083 with any questions you may have.

Sincerely,

Andy Stogner
Douglas & Greer, Inc.
Insurance & Bonds since 1948

MEMPSCH-01 ASTOGNER

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY) 5/7/2024

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER	CONTACT NAME:	
Douglas & Greer, Inc. 6263 Poplar Ave Suite 1000 Memphis, TN 38119	PHONE (A/C, No, Ext): (901) 767-3083	FAX (A/C, No):
	E-MAIL ADDRESS:	
	INSURER(S) AFFORDING COVERAGE	NAIC #
	INSURER A : American Southern Home Ins.Co	
INSURED	INSURER B : American Family Home Ins. Co.	
Memphis School of Excellence 5885 Ridgeway Center Pkwy, Suite 100 Memphis, TN 38120	INSURER C : Bridgefield Casualty Co.	10335
	INSURER D :	
	INSURER E :	
	INSURER F :	

COVERAGES **CERTIFICATE NUMBER:** **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	X COMMERCIAL GENERAL LIABILITY			7NA6CP0000699-02	7/15/2023	7/15/2024	EACH OCCURRENCE	$ 1,000,000
	CLAIMS-MADE X OCCUR						DAMAGE TO RENTED PREMISES (Ea occurrence)	$ 1,000,000
							MED EXP (Any one person)	$ 10,000
							PERSONAL & ADV INJURY	$ 1,000,000
	GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE	$ 3,000,000
	POLICY PRO-JECT LOC						PRODUCTS - COMP/OP AGG	$ 3,000,000
	OTHER:						EDUCATORS LEGAL	$ 1,000,000
A	AUTOMOBILE LIABILITY			7NA5CA0000597-02	7/15/2023	7/15/2024	COMBINED SINGLE LIMIT (Ea accident)	$ 1,000,000
	ANY AUTO						BODILY INJURY (Per person)	$
	OWNED AUTOS ONLY / SCHEDULED AUTOS						BODILY INJURY (Per accident)	$
	X HIRED AUTOS ONLY / X NON-OWNED AUTOS ONLY						PROPERTY DAMAGE (Per accident)	$
								$
B	X UMBRELLA LIAB X OCCUR			7NA5FF0000586-02	7/15/2023	7/15/2024	EACH OCCURRENCE	$ 5,000,000
	EXCESS LIAB CLAIMS-MADE						AGGREGATE	$ 5,000,000
	DED X RETENTION $ 10,000							$
C	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY Y / N	N / A		196-27403	7/15/2023	7/15/2024	X PER STATUTE / OTH-ER	
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH)						E.L. EACH ACCIDENT	$ 1,000,000
	If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. DISEASE - EA EMPLOYEE	$ 1,000,000
							E.L. DISEASE - POLICY LIMIT	$ 1,000,000
A	Crime			7NA6CP0000699-02	7/15/2023	7/15/2024	Fidelity	500,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

Student accident coverage is provided by Markel Insurance company.
Property coverage is provided on a replacement cost valuation.
Sexual Abuse/Molestation coverage is included up to the Umbrella Limit.
Educators Legal Liability (Directors & Officers Liability, Professional Liability and Employment Practices Liability) is included up to the Umbrella Limit.
Cyber coverage is included through CFC Insurance Co.
Surety Bonds are also provided for individuals with access to funds as required by TN code annotated 49-13-111.

SEE ATTACHED ACORD 101

CERTIFICATE HOLDER

Tennessee Department of Education
710 James Robertson Pkwy
Nashville, TN 37243

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

Attachment T

The ACORD name and logo are registered marks of ACORD

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AGENCY CUSTOMER ID: MEMPSCH-01 ASTOGNER

LOC #: 1

ADDITIONAL REMARKS SCHEDULE

AGENCY	NAMED INSURED
Douglas & Greer, Inc.	Memphis School of Excellence 5885 Ridgeway Center Pkwy, Suite 100 Memphis, TN 38120
POLICY NUMBER SEE PAGE 1	
CARRIER: SEE PAGE 1 / NAIC CODE: SEE P 1	EFFECTIVE DATE: SEE PAGE 1

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ADDITIONAL REMARKS

THIS ADDITIONAL REMARKS FORM IS A SCHEDULE TO ACORD FORM,

FORM NUMBER: ACORD 25 **FORM TITLE:** Certificate of Liability Insurance

Description of Operations/Locations/Vehicles:
Coverage applies to all School locations....

4450 S. Mendenhall Rd, Suite 1
Memphis, TN 38141

4921 Winchester Rd
Memphis, TN 38118

4921 Winchester Rd
Memphis, TN 38118

4921 Winchester Rd
Memphis, TN 38118

8350 Macon Rd
Cordova, TN 38018

8360 Macon Rd
Cordova, TN 38018

8436 Macon Rd
Cordova, TN 38018

5885 Ridgeway Center Pkwy #100
Memphis, TN 38120

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Attachment U: CMO Agreement

N/A: We do not contract with a CMO.

Whitehorn Tankersley & Davis, PLLC
CERTIFIED PUBLIC ACCOUNTANTS

670 Oakleaf Office Lane
Memphis, TN 38117-4811
(901) 767-5080 • (901) 767-5263 FAX
www.wtdcpa.com

August 8, 2023

FILING INSTRUCTIONS

ORGANIZATION : **MEMPHIS SCHOOL OF EXCELLENCE**

REPORT : FY 2022-2023 Public Charter School Annual Financial Report

SIGNATURES REQUIRED : None

SUBMIT BY EMAIL TO SHELBY COUNTY SCHOOLS BY : Immediately

SPECIAL INSTRUCTIONS : 1) Please review all information in the report for accuracy.

2) Submit the Annual Financial Report as follows:

Via Internet - send the report as an email attachment to:

LaTonya Goodman at: Goodmanly@scsk12.org

and
Charter School Finance at: charterschoolsfinance@scsj12.org

The attached copy is for the records of the Organization.

J S Davis, CPA

AMERICAN INSTITUTE OF CERTIFIED PUBLIC ACCOUNTANTS
AICPA DIVISION OF FIRMS: PRIVATE COMPANIES PRACTICE SECTION
TENNESSEE SOCIETY OF CERTIFIED PUBLIC ACCOUNTANTS

READ FOUNDATION
dba MEMPHIS SCHOOL OF EXCELLENCE

FY 2022 - 2023 ANNUAL FINANCIAL REPORT
YEAR ENDED JUNE 30, 2023

FINANCIAL REPORT

Whitehorn Tankersley & Davis, PLLC
CERTIFIED PUBLIC ACCOUNTANTS

670 Oakleaf Office Lane
Memphis, TN 38117-4811
(901) 767-5080 • (901) 767-5263 FAX
www.wtdcpa.com

ACCOUNTANT'S COMPILATION REPORT

To the Board of Directors
Read Foundation
dba Memphis School of Excellence
Memphis, Tennessee

Management is responsible for the accompanying financial statements of Read Foundation dba Memphis School of Excellence (a nonprofit organization), which comprise the end of year equity summary, condensed balance sheet - all funds as of June 30, 2023, and the related statements of revenues, expenditures and reserves and fund balances for the year then ended, included in the accompanying prescribed form. We have performed a compilation engagement in accordance with Statements on Standards for Accounting and Review Services promulgated by the Accounting and Review Services Committee of the AICPA. We did not audit or review the financial statements included in the accompanying prescribed form nor were we required to perform any procedures to verify the accuracy or completeness of the information provided by management. Accordingly, we do not express an opinion, a conclusion, nor provide any form of assurance on these financial statements.

Other Matters

The financial statements included in the accompanying prescribed form are intended to comply with the requirements of the State of Tennessee Department of Education, and are not intended to be a presentation in accordance with accounting principles generally accepted in the United States of America. This report is intended solely for the information and use of the State of Tennessee Department of Education and is not intended to be and should not be used by anyone other than this specified party.

Whitehorn Tankersley & Davis, PLLC

August 8, 2023
Memphis, Tennessee

AMERICAN INSTITUTE OF CERTIFIED PUBLIC ACCOUNTANTS
AICPA DIVISION OF FIRMS: PRIVATE COMPANIES PRACTICE SECTION
TENNESSEE SOCIETY OF CERTIFIED PUBLIC ACCOUNTANTS

CHECK #1 DOES YOUR BALANCE SHEET BALANCE?

		(1) TOTAL ALL FUNDS	(2) GENERAL PURPOSE FUND 141	(3) FEDERAL PROJECTS FUND 142	(4) CENTRAL CAFETERIA FUND 143	(5) SCHOOL TRANSPORTATION FUND 144	(6) EDUCATION DEBT SERVICE FUND 156	(7) EDUCATION CAPITAL PROJECTS FUND 177
(a)	Total Assets (Row 23 on Input_#2 Tab)	$33,243,763	$ 33,243,763.00	$ -	$ -	$ -	$ -	$ -
(b)	Total Liabilities (Row 42 on Input_#2 Tab)	$ 23,820,302.00	$ 23,820,302.00	$ -	$ -	$ -	$ -	$ -
.(c)	Calculated End of Year Equity (a-b)	$ 9,423,461.00	$ 9,423,461.00	$ -	$ -	$ -	$ -	$ -
(d)	Total End of Year Equity (Row 78 on Input_#2 Tab)	**$ 9,423,461.00**	**$ 10,244,750.00**	**$ -**	**$ -**	**$ -**	**$ (483,949.00)**	**$ (337,340.00)**
	If .(c) does not equal (d); your Balance Sheet (B/S) is UnBalanced TRUE=BALANCED; FALSE=UNBALANCED	**TRUE**	**FALSE**	**TRUE**	**TRUE**	**TRUE**	**FALSE**	**FALSE**

CHECK #1 DID YOU BALANCE EQUITY?

		(1) TOTAL ALL FUNDS	(2) GENERAL PURPOSE FUND 141	(3) FEDERAL PROJECTS FUND 142	(4) CENTRAL CAFETERIA FUND 143	(5) SCHOOL TRANSPORTATION FUND 144	(6) EDUCATION DEBT SERVICE FUND 156	(7) EDUCATION CAPITAL PROJECTS FUND 177
(e)	Beginning of Year Equity (Row 46 on Input #1 Tab)-Adjusted to Audited Financials	$ 9,798,053.00	$ 10,084,683.00	$ -	$ -	$ -	$ -	$ (286,630.00)
(f)	Total Revenues (Row 263 on Input #2 Tab)	$ 19,191,664.00	$ 19,191,664.00	$ -	$ -	$ -	$ -	$ -
.(g)	Calculated Beg. Of Year Equity+ Revenues (e+f)	**$ 28,989,717.00**	**$ 29,276,347.00**	**$ -**	**$ -**	**$ -**	**$ -**	**$ (286,630.00)**
(h)	Total End of Year Equity (Row 78 on Input_#2 Tab)	$ 9,423,461.00	$ 10,244,750.00	$ -	$ -	$ -	$ (483,949.00)	$ (337,340.00)
(i)	Total Expenses (Row 1262 on Input #2 Tab)	$ 19,566,256.00	$ 19,031,597.00	$ -	$ -	$ -	$ 483,949.00	$ 50,710.00
(j)	Calculated End Of Year Equity+ Expenses (h+i)	**$ 28,989,717.00**	**$ 29,276,347.00**	**$ -**	**$ -**	**$ -**	**$ -**	**$ (286,630.00)**
	If .(g) does not equal (j); your Equity Statement is UnBalanced TRUE=BALANCED; FALSE=UNBALANCED	**TRUE**	**TRUE**	**TRUE**	**TRUE**	**TRUE**	**TRUE**	**TRUE**

END OF YEAR EQUITY PROVIDED TO SCS DURING LAST YEAR'S AFR

NO INPUTS IN THIS SECTION (Start at row 40 on Input #1 Tab- Below)

		(1) TOTAL ALL FUNDS	(2) GENERAL PURPOSE FUND 141	(3) FEDERAL PROJECTS FUND 142	(4) CENTRAL CAFETERIA FUND 143	(5) SCHOOL TRANSPORTATION FUND 144	(6) EDUCATION DEBT SERVICE FUND 156	(7) EDUCATION CAPITAL PROJECTS FUND 177
34210	Endowments	$ -	$ -	$ -	$ -	$ -	$ -	$ -
34220	Inventory	$ -	$ -	$ -	$ -	$ -	$ -	$ -
34230	Long-term Notes Receiveable	$ -	$ -	$ -	$ -	$ -	$ -	$ -
34240	Prepaid Expenses	$ -	$ -	$ -	$ -	$ -	$ -	$ -
34555	Restricted for Education	$ -	$ -	$ -	$ -	$ -	$ -	$ -
34560	Restricted for Instruction (Career Ladder)	$ -	$ -	$ -	$ -	$ -	$ -	$ -
34565	Restricted for Support Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -
34570	Restricted for Operation of Non-Instuctional Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -
34575	Restricted for Capital Outlay	$ -	$ -	$ -	$ -	$ -	$ -	$ -
34580	Restricted for Debt Service	$ -	$ -	$ -	$ -	$ -	$ -	$ -
34585	Restricted for Capital Projects	$ -	$ -	$ -	$ -	$ -	$ -	$ -
34590	Restricted for Other Purposes	$ -	$ -	$ -	$ -	$ -	$ -	$ -
34655	Committed for Education	$ -	$ -	$ -	$ -	$ -	$ -	$ -
34660	Committed for Instruction	$ -	$ -	$ -	$ -	$ -	$ -	$ -
34665	Committed for Support Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -
34670	Committed for Operation of Non-Instuctional Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -
34675	Committed for Capital Outlay	$ -	$ -	$ -	$ -	$ -	$ -	$ -
34680	Committed for Debt Service	$ -	$ -	$ -	$ -	$ -	$ -	$ -
34685	Committed for Capital Projects	$ -	$ -	$ -	$ -	$ -	$ -	$ -
34690	Committed for Other Purposes	$ -	$ -	$ -	$ -	$ -	$ -	$ -
34755	Assigned for Education	$ -	$ -	$ -	$ -	$ -	$ -	$ -
34760	Assinged for Instruction	$ -	$ -	$ -	$ -	$ -	$ -	$ -
34765	Assigned for Support Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -
34770	Assigned for Operation of Non-Istructional Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -
34775	Assigned for Capital Outlay	$ -	$ -	$ -	$ -	$ -	$ -	$ -
34780	Assigned for Debt Service	$ -	$ -	$ -	$ -	$ -	$ -	$ -
34785	Assigned for Capital Projects	$ -	$ -	$ -	$ -	$ -	$ -	$ -
34790	Assigned for Other Purposes	$ -	$ -	$ -	$ -	$ -	$ -	$ -
39000	Unassigned	$ 8,611,453.00	$ 8,898,083.00	$ -	$ -	$ -	$ -	$ (286,630.00)

ADJUSTMENTS TO LAST YEAR'S END OF YEAR EQUITY TO MATCH YOUR PRIOR YEAR AUDITED FINANCIALS

ADD ADJUSTMENTS IN THIS SECTION

34200	Non Expendable	$ -	0	0	0	0	0	0
34500	Restricted	$ -	0	0	0	0	0	0

34600	Committed	$ -	0	0	0	0	0	0	
34700	Assigned	$ -	0	0	0	0	0	0	
39000	Unassigned	$ 1,186,600.00	1,186,600	0	0	0	0	0	
500500	**TOTAL BEGINNING OF THE YEAR EQUITY FROM SCS PRIOR YEAR INPUT**	**$ 9,798,053.00**	**$ 10,084,683.00**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**(286,630.00)**

FY 2022-23 ANNUAL FINANCIAL REPORT

ACCOUNT NO.		DO NOT ENTER FORMULA ONLY IN THIS COLUMN (1) TOTAL ALL FUNDS	(2) GENERAL PURPOSE FUND 141	(3) FEDERAL PROJECTS FUND 142	(4) CENTRAL CAFETERIA FUND 143	(5) SCHOOL TRANSPORTATION FUND 144	(6) EDUCATION DEBT SERVICE FUND 156	(7) EDUCATION CAPITAL PROJECTS FUND 177
	CONDENSED BALANCE SHEET - ALL FUNDS							
	ASSETS							
11120	Cash on Hand.	$ -	$0	$0	$0	$0	$0	$0
11130	Cash in Bank.	$ 7,771,765.00	7,771,765	0	0	0	0	0
11140	Cash with Trustee.	$ 254,860.00	254,860	0	0	0	0	0
11180	Cash with Clerks, Register & Sheriff	$ -	0	0	0	0	0	0
11200	Inventories	$ -	0	0	0	0	0	0
11300	Investments.	$ -	0	0	0	0	0	0
11410	Accounts Receivable.	$ 51,523.00	51,523	0	0	0	0	0
11430	Due from Other Government Agencies.	$ -	0	0	0	0	0	0
11440	Due From Other Funds.	$ -	0	0	0	0	0	0
11800	Notes Receivable - Current	$ -	0	0	0	0	0	0
11890	Other Current Assets.	$ 5,000,742.00	5,000,742	0	0	0	0	0
13900	Other Fixed Assets.	$ 20,164,873.00	20,164,873	0	0	0	0	0
14800	Amount to be provided for Retirement of Debt.-Gen. Long Term Debt.	$ -	0	0	0	0	0	0
11000	**TOTAL ASSETS**	**$33,243,763**	**$33,243,763**	**$0**	**$0**	**$0**	**$0**	**$0**
	LIABILITIES							
21100	Accounts Payable.	$ 414,987.00	$414,987	$0	$0	$0	$0	$0
21200	Accrued Payroll.	$ 831,759.00	831,759	0	0	0	0	0
21310	Income Tax Withheld and Unpaid.	$ 793.00	793	0	0	0	0	0
21320	Social Security Tax.	$ (1,068.00)	(1,068)	0	0	0	0	0
21325	Employee Medicare Deduction.	$ (249.00)	(249)	0	0	0	0	0
21330	Retirement Contributions .	$ 92,411.00	92,411	0	0	0	0	0
21340	Employee Insurance Deductions.	$ 3,377.00	3,377	0	0	0	0	0
21410	Contracts Payable.	$ -	0	0	0	0	0	0
21500	Due to Other Funds.	$ -	0	0	0	0	0	0
21710	Matured Bonds Payable.	$ -	0	0	0	0	0	0
21750	Matured Interest on Bonds.	$ -	0	0	0	0	0	0
21800	Notes Payable - Current.	$ 741,581.00	741,581	0	0	0	0	0
21900	Other Current Liabilities.	$ 2,597,928.00	2,597,928	0	0	0	0	0
27300	Bond Anticipation Notes Payable/Long Term.	$ -	0	0	0	0	0	0
27400	Capital Outlay Notes Payable/Long-Term.	$ 9,830,419.00	9,830,419	0	0	0	0	0
27500	Capitalized Lease Obligations - Non Current.	$ 9,308,364.00	9,308,364	0	0	0	0	0
20000	**TOTAL LIABILITIES**	**$ 23,820,302.00**	**$23,820,302**	**$0**	**$0**	**$0**	**$0**	**$0**

ACCOUNT NO.	**END-OF-YEAR EQUITY**

ACCOUNT NO.		DO NOT ENTER FORMULA ONLY IN THIS COLUMN (1) TOTAL ALL FUNDS	(2) GENERAL PURPOSE FUND 141	(3) FEDERAL PROJECTS FUND 142	(4) CENTRAL CAFETERIA FUND 143	(5) SCHOOL TRANSPORTATION FUND 144	(6) EDUCATION DEBT SERVICE FUND 156	(7) EDUCATION CAPITAL PROJECTS FUND 177
34210	Endowments	$ -	0	0	0	0	0	0
34220	Inventory	$ -	0	0	0	0	0	0
34230	Long-term Notes Receiveable	$ -	0	0	0	0	0	0
34240	Prepaid Expenses	$ -	0	0	0	0	0	0
34555	Restricted for Education	$ -	0	0	0	0	0	0
34560	Restricted for Instruction (Career Ladder)	$ -	0	0	0	0	0	0
34565	Restricted for Support Services	$ -	0	0	0	0	0	0
34570	Restricted for Operation of Non-Instuctional Services	$ -	0	0	0	0	0	0
34575	Restricted for Capital Outlay	$ -	0	0	0	0	0	0
34580	Restricted for Debt Service	$ -	0	0	0	0	0	0
34585	Restricted for Capital Projects	$ -	0	0	0	0	0	0
34590	Restricted for Other Purposes	$ -	0	0	0	0	0	0
34655	Committed for Education	$ -	0	0	0	0	0	0
34660	Committed for Instruction	$ -	0	0	0	0	0	0
34665	Committed for Support Services	$ -	0	0	0	0	0	0
34670	Committed for Operation of Non-Instuctional Services	$ -	0	0	0	0	0	0
34675	Committed for Capital Outlay	$ -	0	0	0	0	0	0
34680	Committed for Debt Service	$ -	0	0	0	0	0	0
34685	Committed for Capital Projects	$ -	0	0	0	0	0	0
34690	Committed for Other Purposes	$ -	0	0	0	0	0	0
34755	Assigned for Education	$ -	0	0	0	0	0	0
34760	Assinged for Instruction	$ -	0	0	0	0	0	0
34765	Assigned for Support Services	$ -	0	0	0	0	0	0
34770	Assigned for Operation of Non-Istructional Services	$ -	0	0	0	0	0	0
34775	Assigned for Capital Outlay	$ -	0	0	0	0	0	0
34780	Assigned for Debt Service	$ -	0	0	0	0	0	0
34785	Assigned for Capital Projects	$ -	0	0	0	0	0	0
34790	Assigned for Other Purposes	$ -	0	0	0	0	0	0
39000	Unassigned	$ 9,423,461.00	10,244,750	0	0	0	(483,949)	(337,340)
500500	**TOTAL EOY EQUITY**	**$9,423,461**	**$10,244,750**	**$0**	**$0**	**$0**	**($483,949)**	**($337,340)**
31000	**TOTAL LIABILITIES AND EQUITY**	**$ 33,243,763.00**	**$34,065,052**	**$0**	**$0**	**$0**	**($483,949)**	**($337,340)**
	REVENUES							
40110	Current Property Tax.	$ -	$0	$0	$0	$0	$0	$0
40120	Trustee's Collections - Prior Year.	$ -	0	0	0	0	0	0
40130	Circuit Clk./Clk. & Master Coll. - Prior Yrs.	$ -	0	0	0	0	0	0
40140	Interest & Penalty.	$ -	0	0	0	0	0	0
40150	Pickup Taxes	$ -	0	0	0	0	0	0
40161	Payments in Lieu of Taxes - T.V.A.	$ -	0	0	0	0	0	0
40162	Payments in Lieu of Taxes - Local Utilities.	$ -	0	0	0	0	0	0
40163	Payments in Lieu of Taxes - Other	$ -	0	0	0	0	0	0

ACCOUNT NO.		DO NOT ENTER FORMULA ONLY IN THIS COLUMN (1) TOTAL ALL FUNDS	(2) GENERAL PURPOSE FUND 141	(3) FEDERAL PROJECTS FUND 142	(4) CENTRAL CAFETERIA FUND 143	(5) SCHOOL TRANSPORTATION FUND 144	(6) EDUCATION DEBT SERVICE FUND 156	(7) EDUCATION CAPITAL PROJECTS FUND 177
40210	Local Option Sales Tax.	$ -	0	0	0	0	0	0
40220	Hotel/Motel Tax	$ -	0	0	0	0	0	0
40230	Local Amusement Tax	$ -	0	0	0	0	0	0
40240	Wheel Tax	$ -	0	0	0	0	0	0
40270	Business Tax.	$ -	0	0	0	0	0	0
40275	Mixed Drink Tax	$ -	0	0	0	0	0	0
40280	Mineral Severance Tax	$ -	0	0	0	0	0	0
40290	Other County Local Option Taxes	$ -	0	0	0	0	0	0
40320	Bank Excise Tax	$ -	0	0	0	0	0	0
40330	Wholesale Beer Tax.	$ -	0	0	0	0	0	0
40340	Coal Severance Tax.	$ -	0	0	0	0	0	0
40350	Interstate Telecommunications Tax.	$ -	0	0	0	0	0	0
40390	Other Statutory Local Taxes	$ -	0	0	0	0	0	0
40400	**Total County Taxes**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**
40610	Current Property Tax.	$ -	$0	$0	$0	$0	$0	$0
40620	Prior Year's Property Tax	$ -	0	0	0	0	0	0
40630	Interest & Penalty.	$ -	0	0	0	0	0	0
40640	Pickup Taxes	$ -	0	0	0	0	0	0
40650	Payments in Lieu of Taxes	$ -	0	0	0	0	0	0
40710	Local Option Sales Tax.	$ -	0	0	0	0	0	0
40720	Hotel/Motel Tax	$ -	0	0	0	0	0	0
40730	Local Amusement Tax	$ -	0	0	0	0	0	0
40740	Business Tax.	$ -	0	0	0	0	0	0
40800	**Total City/Special School District Property Taxes**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**
41100	Licenses							
41110	Marriage Licenses.	$ -	$0	$0	$0	$0	$0	$0
41140	Cable TV Franchise.	$ -	0	0	0	0	0	0
41150	Mobile Home Licenses	$ -	0	0	0	0	0	0
41590	Other Permits	$ -	0	0	0	0	0	0
41000	**Total Licenses and Permits**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**
43511	Tuition - Regular Day Students.	$ -	$0	$0	$0	$0	$0	$0
43512	Tuition - Adult Education	$ -	0	0	0	0	0	0
43513	Tuition - Summer School	$ -	0	0	0	0	0	0
43515	Tuition - Other State Systems.	$ -	0	0	0	0	0	0
43516	Tuition - Out of State Systems.	$ -	0	0	0	0	0	0

ACCOUNT NO.		DO NOT ENTER FORMULA ONLY IN THIS COLUMN (1) TOTAL ALL FUNDS	(2) GENERAL PURPOSE FUND 141	(3) FEDERAL PROJECTS FUND 142	(4) CENTRAL CAFETERIA FUND 143	(5) SCHOOL TRANSPORTATION FUND 144	(6) EDUCATION DEBT SERVICE FUND 156	(7) EDUCATION CAPITAL PROJECTS FUND 177
43517	Tuition - Other	$ -	0	0	0	0	0	0
43521	Lunch Payments - Children	$ -	0	0	0	0	0	0
43522	Lunch Payments - Adults	$ -	0	0	0	0	0	0
43523	Income from Breakfast	$ -	0	0	0	0	0	0
43524	Special Milk Sales.	$ -	0	0	0	0	0	0
43525	Ala Carte Sales	$ -	0	0	0	0	0	0
43531	Transportation Other State Systems.	$ -	0	0	0	0	0	0
43532	Transportation Out-of-State Systems	$ -	0	0	0	0	0	0
43541	Contract for Adm. Services With Other LEA's	$ -	0	0	0	0	0	0
43542	Contract for Inst. Services With Other LEA's.	$ -	0	0	0	0	0	0
43543	Contract for Student Support Services with Other LEA's	$ -	0	0	0	0	0	0
43544	Contract for Instructional Staff Support with Other LEA's	$ -	0	0	0	0	0	0
43545	Contract for Operation & Maint. Services with Other LEA's	$ -	0	0	0	0	0	0
43546	Contract for Food Services with Other LEA's	$ -	0	0	0	0	0	0
43547	Contract for Non-Instructional Services with other LEA's	$ -	0	0	0	0	0	0
43551	School Based Health Services (FFS)	$ -	0	0	0	0	0	0
43570	Receipts from Individual Schools.	$ -	0	0	0	0	0	0
43581	Community Service Fees - Children (Day Care).	$ -	0	0	0	0	0	0
43582	Community Service Fees - Adults	$ -	0	0	0	0	0	0
43583	TBI Criminal Background Fee	$ -	0	0	0	0	0	0
43990	Other Charges for Services.	$ -	0	0	0	0	0	0
43000	**Total Charges for Current Services**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**
44100	Recurring Items							
44110	Investment Income.	$ -	$0	$0	$0	$0	$0	$0
44120	Lease/Rentals.	$ 12,565.00	12,565	0	0	0	0	0
44130	Sale of Materials & Supplies	$ 264,978.00	264,978	0	0	0	0	0
44146	eRate Funding	$ -	0	0	0	0	0	0
44160	Retirees' Insurance Payments	$ -	0	0	0	0	0	0
44170	Miscellaneous Refunds	$ -	0	0	0	0	0	0
44510	Accrued Interest on Debt Issues.	$ -	0	0	0	0	0	0
44530	Sale of Equipment.	$ -	0	0	0	0	0	0
44540	Sale of Property	$ -	0	0	0	0	0	0
44550	Resale of Materials - T & I House.	$ -	0	0	0	0	0	0
44560	Damages Recovered from Individuals	$ -	0	0	0	0	0	0
44570	Contributions & Gifts.	$ -	0	0	0	0	0	0
44990	Other Local Revenue.	$ 433,666.00	433,666	0	0	0	0	0
44000	**Total Other Local Revenues**	**$711,209**	**$711,209**	**$0**	**$0**	**$0**	**$0**	**$0**
46175	On-Behalf Contributions OPEB	$ -	0	0	0	0	0	0

ACCOUNT NO.		DO NOT ENTER FORMULA ONLY IN THIS COLUMN	(1) TOTAL ALL FUNDS	(2) GENERAL PURPOSE FUND 141	(3) FEDERAL PROJECTS FUND 142	(4) CENTRAL CAFETERIA FUND 143	(5) SCHOOL TRANSPORTATION FUND 144	(6) EDUCATION DEBT SERVICE FUND 156	(7) EDUCATION CAPITAL PROJECTS FUND 177
46100	**Total General Government Grants**		**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**
[illegible]	[illegible]	$ -	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
46515	Early Childhood Education Program	$ -	0	0	0	0	0	0	0
46520	School Food Service.	$ -	0	0	0	0	0	0	0
46530	Energy Efficent Schools Grant	$ -	0	0	0	0	0	0	0
46550	Driver Education	$ -	0	0	0	0	0	0	0
46570	Literacy Coordination.	$ -	0	0	0	0	0	0	0
46590	Other State Education Funds	$ 642,150.00	642,150	0	0	0	0	0	0
46591	Coordinated School Health	$ -	0	0	0	0	0	0	0
46592	Internet Connectivity	$ -	0	0	0	0	0	0	0
46594	Family Resource Centers	$ -	0	0	0	0	0	0	0
46595	Statewide Studnt Managemnet System (SSMS)	$ -	0	0	0	0	0	0	0
46610	Career Ladder.	$ -	0	0	0	0	0	0	0
46611	Career Ladder Evaluators and Special Contracts.	$ -	0	0	0	0	0	0	0
46612	Career Ladder - Extended Contract.	$ -	0	0	0	0	0	0	0
46760	Adult Vocational.	$ -	0	0	0	0	0	0	0
46790	Other Vocational.	$ -	0	0	0	0	0	0	0
46500	**Total State Education Funds**	**$642,150**	**$642,150**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**
46810	Flood Control	$ -	$0	$0	$0	$0	$0	$0	$0
46820	Income Tax.	$ -	0	0	0	0	0	0	0
46830	Beer Tax.	$ -	0	0	0	0	0	0	0
46850	Mixed Drink Tax	$ -	0	0	0	0	0	0	0
46851	State Revenue Sharing - TVA.	$ -	0	0	0	0	0	0	0
46980	Other State Grants.	$ 261,886.00	261,886	0	0	0	0	0	0
46981	Safe Schools	$ -	0	0	0	0	0	0	0
46990	Other State Revenues.	$ -	0	0	0	0	0	0	0
46800	**Total Other State Revenues**	**$261,886**	**$261,886**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**
47111	USDA School Lunch Program	$ -	$0	$0	$0	$0	$0	$0	$0
47112	USDA Commodities	$ -	0	0	0	0	0	0	0
47113	Breakfast.	$ -	0	0	0	0	0	0	0
47114	USDA - Other	$ -	0	0	0	0	0	0	0
47115	USDA Food Service Equipment Grant	$ -	0	0	0	0	0	0	0
47120	Adult Education State Grant Program.	$ -	0	0	0	0	0	0	0
47131	Vocational Education - Basic Grants to States	$ -	0	0	0	0	0	0	0
47132	Vocational Consumer and Homemaking	$ -	0	0	0	0	0	0	0
47134	Vocational Displaced Homemakers.	$ -	0	0	0	0	0	0	0
47135	Community Based Organizations.	$ -	0	0	0	0	0	0	0

ACCOUNT NO.		DO NOT ENTER FORMULA ONLY IN THIS COLUMN (1) TOTAL ALL FUNDS	(2) GENERAL PURPOSE FUND 141	(3) FEDERAL PROJECTS FUND 142	(4) CENTRAL CAFETERIA FUND 143	(5) SCHOOL TRANSPORTATION FUND 144	(6) EDUCATION DEBT SERVICE FUND 156	(7) EDUCATION CAPITAL PROJECTS FUND 177
47139	Other Vocational	$ -	0	0	0	0	0	0
47141	Title I - Grants to Local Education Agencies.	$ 26,364.00	26,364	0	0	0	0	0
47142	Title V - Innovative Education Program Strategies.	$ -	0	0	0	0	0	0
47143	Special Education Grants to States - IDEA.	$ -	0	0	0	0	0	0
47144	Education Edge.	$ -	0	0	0	0	0	0
47145	Special Education Preschool Grants.	$ -	0	0	0	0	0	0
47146	English Language Acquisition Grants (Title III)	$ -	0	0	0	0	0	0
47147	Safe and Drug-Free Schools State Grants (Title IV)	$ -	0	0	0	0	0	0
47148	Rural Education (Title VI)	$ -	0	0	0	0	0	0
47149	Education for Homeless Children and Youth (Title X)	$ -	0	0	0	0	0	0
47189	Title II- Eisenhower Professional Development State Grants.	$ -	0	0	0	0	0	0
47190	Title XX.	$ -	0	0	0	0	0	0
47210	Job Training Partnership Act	$ -	0	0	0	0	0	0
	COVID-19 Grant (ESSER 3.0)	$ 1,918,603.00	1,918,603	0	0	0	0	0
47311	Race To The Top (RTTT)	$ -	0	0	0	0	0	0
47590	Other Federal Through State.	$ -	0	0	0	0	0	0
47100	**Total Federal Through State**	$1,944,967	$1,944,967	$0	$0	$0	$0	$0
47630	Public Law 874 - Maintenance & Operation	$ -	$0	$0	$0	$0	$0	$0
47640	ROTC Reimbursement	$ -	0	0	0	0	0	0
47650	Energy Grant	$ -	0	0	0	0	0	0
47715	Tax Credit Bond Rebate	$ -	0	0	0	0	0	0
47990	Other Direct Federal Revenues.	$ -	0	0	0	0	0	0
47600	**Total Direct Federal Government**	$0	$0	$0	$0	$0	$0	$0
47999	*** TOTAL OPERATING REVENUES**	$ 3,560,212.00	$3,560,212	$0	$0	$0	$0	$0
48100	Other Governments	$ -	$0	$0	$0	$0	$0	$0
48130	Contributions	$ -	0	0	0	0	0	0
48140	Contracted Services	$ -	0	0	0	0	0	0
48990	Other	$ -	0	0	0	0	0	0
48100	**Total Other Governments**	$0	$0	$0	$0	$0	$0	$0
49100	Bonds Issued	$ -	$0	$0	$0	$0	$0	$0
49200	Notes Issued.	$ -	0	0	0	0	0	0
49300	Capital Leases Issued.	$ -	0	0	0	0	0	0
49400	Refunding Debt Issued	$ -	0	0	0	0	0	0
49410	Premiums on Debt Sold	$ -	0	0	0	0	0	0
49500	Other Loans Issued.	$ -	0	0	0	0	0	0

ACCOUNT NO.		DO NOT ENTER FORMULA ONLY IN THIS COLUMN (1) TOTAL ALL FUNDS	(2) GENERAL PURPOSE FUND 141	(3) FEDERAL PROJECTS FUND 142	(4) CENTRAL CAFETERIA FUND 143	(5) SCHOOL TRANSPORTATION FUND 144	(6) EDUCATION DEBT SERVICE FUND 156	(7) EDUCATION CAPITAL PROJECTS FUND 177
49700	Insurance Recovery	$ -	0	0	0	0	0	0
49800	Transfers In (complete schedule below). Code BEP Funding	$ 15,631,452.00	15,631,452	0	0	0	0	0
49810	City General Fund Transfers (complete schedule below) .	$ -	0	0	0	0	0	0
49000	**Total Other Sources (1)**	**$15,631,452**	**$15,631,452**	**$0**	**$0**	**$0**	**$0**	**$0**
49999	**TOTAL REVENUES AND OTHER SOURCES (2)**	**$19,191,664**	**$19,191,664**	**$0**	**$0**	**$0**	**$0**	**$0**
	EXPENDITURES							
71100 116	Instruction_Regular Instruction Program_Teachers.	$ 5,374,013.00	$5,374,013	$0	$0	$0	$0	$0
71100 117	Instruction_Regular Instruction Program_Career Ladder Program	$ -	0	0	0	0	0	0
71100 127	Instruction_Regular Instruction Program_Career Ladder Extended Contracts.	$ -	0	0	0	0	0	0
71100 128	Instruction_Regular Instruction Program_Homebound Teachers.	$ -	0	0	0	0	0	0
71100 162	Instruction_Regular Instruction Program_Clerical Personnel.	$ -	0	0	0	0	0	0
71100 163	Instruction_Regular Instruction Program_Educational Assistants.	$ 699,726.00	699,726	0	0	0	0	0
71100 188	Instruction_Regular Instruction Program_Bonus Payments	$ -	0	0	0	0	0	0
71100 189	Instruction_Regular Instruction Program_Other Salaries & Wages.	$ 271,846.00	271,846	0	0	0	0	0
71100 195	Instruction_Regular Instruction Program_Certified Substitute Teachers	$ 100,715.00	100,715	0	0	0	0	0
71100 198	Instruction_Regular Instruction Program_Non-certified Substitute Teachers	$ -	0	0	0	0	0	0
71100 201	Instruction_Regular Instruction Program_Social Security	$ 377,763.00	377,763	0	0	0	0	0
71100 204	Instruction_Regular Instruction Program_State Retirement.	$ 511,891.00	511,891	0	0	0	0	0
71100 206	Instruction_Regular Instruction Program_Life Insurance.	$ -	0	0	0	0	0	0
71100 207	Instruction_Regular Instruction Program_Medical Insurance	$ 429,716.00	429,716	0	0	0	0	0
71100 208	Instruction_Regular Instruction Program_Dental Insurance.	$ 1,914.00	1,914	0	0	0	0	0
71100 210	Instruction_Regular Instruction Program_Unemployment Compensation	$ 15,994.00	15,994	0	0	0	0	0
71100 211	Instruction_Regular Instruction Program_Local Retirement	$ -	0	0	0	0	0	0
71100 212	Instruction_Regular Instruction Program_Employer Medicare.	$ 87,984.00	87,984	0	0	0	0	0
71100 215	Instruction_Regular Instruction Program_On-Behalf Payments for OPEB (Other Post Employment Benefits)	$ -	0	0	0	0	0	0
71100 299	Instruction_Regular Instruction Program_Other Fringe Benefits	$ 38,767.00	38,767	0	0	0	0	0
71100 311	Instruction_Regular Instruction Program_Contracts with Other School Systems.	$ -	0	0	0	0	0	0
71100 330	Instruction_Regular Instruction Program_Operating Lease Payments	$ -	0	0	0	0	0	0
71100 336	Instruction_Regular Instruction Program_Maintenance & Repair Services - Equipment	$ 2,079.00	2,079	0	0	0	0	0
71100 356	Instruction_Regular Instruction Program_Tuition	$ -	0	0	0	0	0	0
71100 369	Instruction_Regular Instruction Program_Contracts for Substitute Teachers-Certified	$ -	0	0	0	0	0	0
71100 370	Instruction_Regular Instruction Program_Contracts for Substitute Teachers-Non-certified	$ -	0	0	0	0	0	0
71100 399	Instruction_Regular Instruction Program_Other Contracted Services	$ 135,346.00	135,346	0	0	0	0	0
71100 429	Instruction_Regular Instruction Program_Instructional Supplies & Materials	$ 106,543.00	106,543	0	0	0	0	0
71100 449	Instruction_Regular Instruction Program_Textbooks	$ 204,804.00	204,804	0	0	0	0	0
71100 499	Instruction_Regular Instruction Program_Other Supplies & Materials.	$ 127,916.00	127,916	0	0	0	0	0
71100 535	Instruction_Regular Instruction Program_Fee Waivers.	$ -	0	0	0	0	0	0
71100 599	Instruction_Regular Instruction Program_Other Charges	$ 5,943.00	5,943	0	0	0	0	0
71100 722	Instruction_Regular Instruction Program_Regular Instruction Equipment	$ 37,360.00	37,360	0	0	0	0	0
71100	**TOTAL REGULAR INSTRUCTION PROGRAM**	**$8,530,320**	**$8,530,320**	**$0**	**$0**	**$0**	**$0**	**$0**

ACCOUNT NO.		DO NOT ENTER FORMULA ONLY IN THIS COLUMN (1) TOTAL ALL FUNDS	(2) GENERAL PURPOSE FUND 141	(3) FEDERAL PROJECTS FUND 142	(4) CENTRAL CAFETERIA FUND 143	(5) SCHOOL TRANSPORTATION FUND 144	(6) EDUCATION DEBT SERVICE FUND 156	(7) EDUCATION CAPITAL PROJECTS FUND 177
71150 116	Instruction_Alternative Instruction Program_Teachers.	$ -	$0	$0	$0	$0	$0	$0
71150 117	Instruction_Alternative Instruction Program_Career Ladder Program	$ -	0	0	0	0	0	0
71150 127	Instruction_Alternative Instruction Program_Career Ladder Extended Contracts.	$ -	0	0	0	0	0	0
71150 128	Instruction_Alternative Instruction Program_Homebound Teachers.	$ -	0	0	0	0	0	0
71150 162	Instruction_Alternative Instruction Program_Clerical Personnel.	$ -	0	0	0	0	0	0
71150 163	Instruction_Alternative Instruction Program_Educational Assistants.	$ -	0	0	0	0	0	0
71150 188	Instruction_Alternative Instruction Program_Bonus Payments	$ -	0	0	0	0	0	0
71150 189	Instruction_Alternative Instruction Program_Other Salaries & Wages.	$ -	0	0	0	0	0	0
71150 195	Instruction_Alternative Instruction Program_Certified Substitute Teachers	$ -	0	0	0	0	0	0
71150 198	Instruction_Alternative Instruction Program_Non-certified Substitute Teachers	$ -	0	0	0	0	0	0
71150 201	Instruction_Alternative Instruction Program_Social Security	$ -	0	0	0	0	0	0
71150 204	Instruction_Alternative Instruction Program_State Retirement.	$ -	0	0	0	0	0	0
71150 206	Instruction_Alternative Instruction Program_Life Insurance.	$ -	0	0	0	0	0	0
71150 207	Instruction_Alternative Instruction Program_Medical Insurance	$ -	0	0	0	0	0	0
71150 208	Instruction_Alternative Instruction Program_Dental Insurance.	$ -	0	0	0	0	0	0
71150 210	Instruction_Alternative Instruction Program_Unemployment Compensation	$ -	0	0	0	0	0	0
71150 211	Instruction_Alternative Instruction Program_Local Retirement	$ -	0	0	0	0	0	0
71150 212	Instruction_Alternative Instruction Program_Employer Medicare.	$ -	0	0	0	0	0	0
71150 215	Instruction_Alternative Instruction Program_On-Behalf Payments for OPEB (Other Post Employment Benefits)	$ -	0	0	0	0	0	0
71150 299	Instruction_Alternative Instruction Program_Other Fringe Benefits	$ -	0	0	0	0	0	0
71150 311	Instruction_Alternative Instruction Program_Contracts with Other Systems.	$ -	0	0	0	0	0	0
71150 330	Instruction_Alternative Instruction Program_Operating Lease Payments	$ -	0	0	0	0	0	0
71150 336	Instruction_Alternative Instruction Program_Maintenance & Repair Services - Equipment	$ -	0	0	0	0	0	0
71150 356	Instruction_Alternative Instruction Program_Tuition	$ -	0	0	0	0	0	0
71150 369	Instruction_Alternative Instruction Program_Contracts for Substitute Teachers-Certified	$ -	0	0	0	0	0	0
71150 370	Instruction_Alternative Instruction Program_Contracts for Substitute Teachers-Non-certified	$ -	0	0	0	0	0	0
71150 399	Instruction_Alternative Instruction Program_Other Contracted Services	$ -	0	0	0	0	0	0
71150 429	Instruction_Alternative Instruction Program_Instructional Supplies & Materials	$ -	0	0	0	0	0	0
71150 449	Instruction_Alternative Instruction Program_Textbooks	$ -	0	0	0	0	0	0
71150 499	Instruction_Alternative Instruction Program_Other Supplies & Materials.	$ -	0	0	0	0	0	0
71150 535	Instruction_Alternative Instruction Program_Fee Waivers.	$ -	0	0	0	0	0	0
71150 599	Instruction_Alternative Instruction Program_Other Charges	$ -	0	0	0	0	0	0
71150 790	Instruction_Alternative Instruction Program_Other Equipment	$ -	0	0	0	0	0	0
71150	**TOTAL ALTERNATIVE INSTRUCTION PROGRAM**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**

ACCOUNT NO.		DO NOT ENTER FORMULA ONLY IN THIS COLUMN (1) TOTAL ALL FUNDS	(2) GENERAL PURPOSE FUND 141	(3) FEDERAL PROJECTS FUND 142	(4) CENTRAL CAFETERIA FUND 143	(5) SCHOOL TRANSPORTATION FUND 144	(6) EDUCATION DEBT SERVICE FUND 156	(7) EDUCATION CAPITAL PROJECTS FUND 177
71200 116	Instruction_Special Education Program_Teachers.	$ 362,856.00	$362,856	$0	$0	$0	$0	$0
71200 117	Instruction_Special Education Program_Career Ladder Program	$ -	0	0	0	0	0	0
71200 127	Instruction_Special Education Program_Career Ladder Extended Contracts.	$ -	0	0	0	0	0	0
71200 128	Instruction_Special Education Program_Homebound Teachers.	$ -	0	0	0	0	0	0
71200 162	Instruction_Special Education Program_Clerical Personnel.	$ -	0	0	0	0	0	0
71200 163	Instruction_Special Education Program_Educational Assistants.	$ -	0	0	0	0	0	0
71200 171	Instruction_Special Education Program_Speech Pathologist	$ -	0	0	0	0	0	0
71200 188	Instruction_Special Education Program_Bonus Payments	$ -	0	0	0	0	0	0
71200 189	Instruction_Special Education Program_Other Salaries & Wages.	$ -	0	0	0	0	0	0
71200 195	Instruction_Special Education Program_Certified Substitute Teachers	$ -	0	0	0	0	0	0
71200 198	Instruction_Special Education Program_Non-certified Substitute Teachers	$ -	0	0	0	0	0	0
71200 201	Instruction_Special Education Program_Social Security	$ 21,130.00	21,130	0	0	0	0	0
71200 204	Instruction_Special Education Program_State Retirement.	$ 30,569.00	30,569	0	0	0	0	0
71200 206	Instruction_Special Education Program_Life Insurance.	$ -	0	0	0	0	0	0
71200 207	Instruction_Special Education Program_Medical Insurance	$ 27,218.00	27,218	0	0	0	0	0
71200 208	Instruction_Special Education Program_Dental Insurance.	$ (260.00)	(260)	0	0	0	0	0
71200 210	Instruction_Special Education Program_Unemployment Compensation	$ 820.00	820	0	0	0	0	0
71200 211	Instruction_Special Education Program_Local Retirement	$ -	0	0	0	0	0	0
71200 212	Instruction_Special Education Program_Employer Medicare.	$ 4,879.00	4,879	0	0	0	0	0
71200 215	Instruction_Special Education Program_On-Behalf Payments for OPEB (Other Post Employment Benefits)	$ -	0	0	0	0	0	0
71200 299	Instruction_Special Education Program_Other Fringe Benefits	$ 358.00	358	0	0	0	0	0
71200 310	Instruction_Special Education Program_Contracts W/Other Public Agencies	$ -	0	0	0	0	0	0
71200 311	Instruction_Special Education Program_Contracts W/Other School Systems.	$ -	0	0	0	0	0	0
71200 312	Instruction_Special Education Program_Contracts W/Private Agencies.	$ -	0	0	0	0	0	0
71200 322	Instruction_Special Education Program_Evaluation & Testing.	$ 2,096.00	2,096	0	0	0	0	0
71200 330	Instruction_Special Education Program_Operating Lease Payments	$ -	0	0	0	0	0	0
71200 336	Instruction_Special Education Program_Maintenance & Repair Services - Equipment	$ -	0	0	0	0	0	0
71200 356	Instruction_Special Education Program_Tuition	$ -	0	0	0	0	0	0
71200 369	Instruction_Special Education Program_Contracts for Substitute Teachers-Certified	$ -	0	0	0	0	0	0
71200 370	Instruction_Special Education Program_Contracts for Substitute Teachers-Non-certified	$ -	0	0	0	0	0	0
71200 399	Instruction_Special Education Program_Other Contracted Services	$ -	0	0	0	0	0	0
71200 429	Instruction_Special Education Program_Instructional Supplies & Materials	$ 34,456.00	34,456	0	0	0	0	0
71200 449	Instruction_Special Education Program_Textbooks	$ -	0	0	0	0	0	0
71200 499	Instruction_Special Education Program_Other Supplies & Materials.	$ 728.00	728	0	0	0	0	0
71200 535	Instruction_Special Education Program_Fee Waivers.	$ -	0	0	0	0	0	0
71200 599	Instruction_Special Education Program_Other Charges	$ -	0	0	0	0	0	0
71200 725	Instruction_Special Education Program_Special Education Equipment	$ -	0	0	0	0	0	0
71200	**TOTAL SPECIAL EDUCATION PROGRAM**	**$ 484,850.00**	**$484,850**	**$0**	**$0**	**$0**	**$0**	**$0**
71300 116	Instruction_Vocational Education Program_Teachers.	$ -	$0	$0	$0	$0	$0	$0
71300 117	Instruction_Vocational Education Program_Career Ladder Program	$ -	0	0	0	0	0	0

ACCOUNT NO.		DO NOT ENTER FORMULA ONLY IN THIS COLUMN (1) TOTAL ALL FUNDS	(2) GENERAL PURPOSE FUND 141	(3) FEDERAL PROJECTS FUND 142	(4) CENTRAL CAFETERIA FUND 143	(5) SCHOOL TRANSPORTATION FUND 144	(6) EDUCATION DEBT SERVICE FUND 156	(7) EDUCATION CAPITAL PROJECTS FUND 177
71300 127	Instruction_Vocational Education Program_Career Ladder Extended Contracts.	$ -	0	0	0	0	0	0
71300 162	Instruction_Vocational Education Program_Clerical Personnel.	$ -	0	0	0	0	0	0
71300 163	Instruction_Vocational Education Program_Educational Assistants.	$ -	0	0	0	0	0	0
71300 188	Instruction_Vocational Education Program_Bonus Payments	$ -	0	0	0	0	0	0
71300 189	Instruction_Vocational Education Program_Other Salaries & Wages.	$ -	0	0	0	0	0	0
71300 195	Instruction_Vocational Education Program_Certified Substitute Teachers	$ -	0	0	0	0	0	0
71300 198	Instruction_Vocational Education Program_Non-certified Substitute Teachers	$ -	0	0	0	0	0	0
71300 201	Instruction_Vocational Education Program_Social Security	$ -	0	0	0	0	0	0
71300 204	Instruction_Vocational Education Program_State Retirement.	$ -	0	0	0	0	0	0
71300 206	Instruction_Vocational Education Program_Life Insurance.	$ -	0	0	0	0	0	0
71300 207	Instruction_Vocational Education Program_Medical Insurance	$ -	0	0	0	0	0	0
71300 208	Instruction_Vocational Education Program_Dental Insurance.	$ -	0	0	0	0	0	0
71300 210	Instruction_Vocational Education Program_Unemployment Compensation	$ -	0	0	0	0	0	0
71300 211	Instruction_Vocational Education Program_Local Retirement	$ -	0	0	0	0	0	0
71300 212	Instruction_Vocational Education Program_Employer Medicare.	$ -	0	0	0	0	0	0
71300 215	Instruction_Vocational Education Program_On-Behalf Payments for OPEB (Other Post Employment Benefits)	$ -	0	0	0	0	0	0
71300 299	Instruction_Vocational Education Program_Other Fringe Benefits	$ -	0	0	0	0	0	0
71300 311	Instruction_Vocational Education Program_Contracts W/Other School Systems.	$ -	0	0	0	0	0	0
71300 330	Instruction_Vocational Education Program_Operating Lease Payments	$ -	0	0	0	0	0	0
71300 336	Instruction_Vocational Education Program_Maintenance & Repair Services - Equipment	$ -	0	0	0	0	0	0
71300 356	Instruction_Vocational Education Program_Tuition	$ -	0	0	0	0	0	0
71300 369	Instruction_Vocational Education Program_Contracts for Substitute Teachers-Certified	$ -	0	0	0	0	0	0
71300 370	Instruction_Vocational Education Program_Contracts for Substitute Teachers-Non-certified	$ -	0	0	0	0	0	0
71300 399	Instruction_Vocational Education Program_Other Contracted Services	$ -	0	0	0	0	0	0
71300 429	Instruction_Vocational Education Program_Instructional Supplies & Materials.	$ -	0	0	0	0	0	0
71300 448	Instruction_Vocational Education Program_T & I Construction Materials.	$ -	0	0	0	0	0	0
71300 449	Instruction_Vocational Education Program_Textbooks	$ -	0	0	0	0	0	0
71300 499	Instruction_Vocational Education Program_Other Supplies & Materials.	$ -	0	0	0	0	0	0
71300 535	Instruction_Vocational Education Program_Fee Waivers.	$ -	0	0	0	0	0	0
71300 599	Instruction_Vocational Education Program_Other Charges	$ -	0	0	0	0	0	0
71300 730	Instruction_Vocational Education Program_Vocational Instruction Equipment.	$ -	0	0	0	0	0	0
71300	**TOTAL VOCATIONAL EDUCATION PROGRAM**	$ -	$0	$0	$0	$0	$0	$0
71400 188	Instruction_Student Body Education_Bonus Payments	$ -	$0	$0	$0	$0	$0	$0
71400 189	Instruction_Student Body Education_Other Salaries & Wages.	$ -	0	0	0	0	0	0
71400 201	Instruction_Student Body Education_Social Security	$ -	0	0	0	0	0	0
71400 204	Instruction_Student Body Education_State Retirement.	$ -	0	0	0	0	0	0
71400 206	Instruction_Student Body Education_Life Insurance.	$ -	0	0	0	0	0	0
71400 207	Instruction_Student Body Education_Medical Insurance	$ -	0	0	0	0	0	0
71400 208	Instruction_Student Body Education_Dental Insurance.	$ -	0	0	0	0	0	0
71400 210	Instruction_Student Body Education_Unemployment Compensation	$ -	0	0	0	0	0	0
71400 211	Instruction_Student Body Education_Local Retirement	$ -	0	0	0	0	0	0

ACCOUNT NO.		DO NOT ENTER FORMULA ONLY IN THIS COLUMN (1) TOTAL ALL FUNDS	(2) GENERAL PURPOSE FUND 141	(3) FEDERAL PROJECTS FUND 142	(4) CENTRAL CAFETERIA FUND 143	(5) SCHOOL TRANSPORTATION FUND 144	(6) EDUCATION DEBT SERVICE FUND 156	(7) EDUCATION CAPITAL PROJECTS FUND 177
71400 212	Instruction_Student Body Education_Employer Medicare.	$ -	0	0	0	0	0	0
71400 215	Instruction_Student Body Education_On-Behalf Payments for OPEB (Other Post Employment Benefits)	$ -	0	0	0	0	0	0
71400 299	Instruction_Student Body Education_Other Fringe Benefits	$ -	0	0	0	0	0	0
71400 399	Instruction_Student Body Education_Other Contracted Services	$ 12,551.00	12,551	0	0	0	0	0
71400 429	Instruction_Student Body Education_Instructional Supplies and Materials.	$ -	0	0	0	0	0	0
71400 449	Instruction_Student Body Education_Textbooks	$ -	0	0	0	0	0	0
71400 499	Instruction_Student Body Education_Other Supplies & Materials.	$ 22,154.00	22,154	0	0	0	0	0
71400 599	Instruction_Student Body Education_Other Charges	$ 115,465.00	115,465	0	0	0	0	0
71400 790	Instruction_Student Body Education_Other Equipment.	$ -	0	0	0	0	0	0
71400	**TOTAL STUDENT BODY EDUCATION PROGRAM**	**$ 150,170.00**	**$150,170**	**$0**	**$0**	**$0**	**$0**	**$0**
71600 116	Instruction_Adult Education Program_Teachers.	$ -	$0	$0	$0	$0	$0	$0
71600 117	Instruction_Adult Education Program_Career Ladder Program	$ -	0	0	0	0	0	0
71600 127	Instruction_Adult Education Program_Career Ladder Extended Contracts.	$ -	0	0	0	0	0	0
71600 162	Instruction_Adult Education Program_Clerical Personnel.	$ -	0	0	0	0	0	0
71600 188	Instruction_Adult Education Program_Bonus Payments	$ -	0	0	0	0	0	0
71600 189	Instruction_Adult Education Program_Other Salaries & Wages.	$ -	0	0	0	0	0	0
71600 195	Instruction_Adult Education Program_Certified Substitute Teachers	$ -	0	0	0	0	0	0
71600 198	Instruction_Adult Education Program_Non-certified Substitute Teachers	$ -	0	0	0	0	0	0
71600 201	Instruction_Adult Education Program_Social Security	$ -	0	0	0	0	0	0
71600 204	Instruction_Adult Education Program_State Retirement.	$ -	0	0	0	0	0	0
71600 206	Instruction_Adult Education Program_Life Insurance.	$ -	0	0	0	0	0	0
71600 207	Instruction_Adult Education Program_Medical Insurance	$ -	0	0	0	0	0	0
71600 208	Instruction_Adult Education Program_Dental Insurance.	$ -	0	0	0	0	0	0
71600 210	Instruction_Adult Education Program_Unemployment Compensation	$ -	0	0	0	0	0	0
71600 211	Instruction_Adult Education Program_Local Retirement	$ -	0	0	0	0	0	0
71600 212	Instruction_Adult Education Program_Employer Medicare.	$ -	0	0	0	0	0	0
71600 215	Instruction_Adult Education Program_On-Behalf Payments for OPEB (Other Post Employment Benefits)	$ -	0	0	0	0	0	0
71600 299	Instruction_Adult Education Program_Other Fringe Benefits	$ -	0	0	0	0	0	0
71600 336	Instruction_Adult Education Program_Maintenance & Repair Services - Equipment	$ -	0	0	0	0	0	0
71600 369	Instruction_Adult Education Program_Contracts for Substitute Teachers-Certified	$ -	0	0	0	0	0	0
71600 370	Instruction_Adult Education Program_Contracts for Substitute Teachers-Non-certified	$ -	0	0	0	0	0	0
71600 399	Instruction_Adult Education Program_Other Contracted Services	$ -	0	0	0	0	0	0
71600 429	Instruction_Adult Education Program_Instructional Supplies and Materials.	$ -	0	0	0	0	0	0
71600 449	Instruction_Adult Education Program_Textbooks	$ -	0	0	0	0	0	0
71600 499	Instruction_Adult Education Program_Other Supplies & Materials.	$ -	0	0	0	0	0	0
71600 599	Instruction_Adult Education Program_Other Charges	$ -	0	0	0	0	0	0
71600 790	Instruction_Adult Education Program_Other Equipment	$ -	0	0	0	0	0	0
71600	**TOTAL ADULT EDUCATION PROGRAM**	**$ -**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**
71000	**TOTAL INSTRUCTIONAL EXPENDITURES**	**$ 9,165,340.00**	**$9,165,340**	**$0**	**$0**	**$0**	**$0**	**$0**

ACCOUNT NO.		DO NOT ENTER FORMULA ONLY IN THIS COLUMN (1) TOTAL ALL FUNDS	(2) GENERAL PURPOSE FUND 141	(3) FEDERAL PROJECTS FUND 142	(4) CENTRAL CAFETERIA FUND 143	(5) SCHOOL TRANSPORTATION FUND 144	(6) EDUCATION DEBT SERVICE FUND 156	(7) EDUCATION CAPITAL PROJECTS FUND 177
72110 105	Support Services_Student Attendance_Supervisor/Director.	$ -	$0	$0	$0	$0	$0	$0
72110 117	Support Services_Student Attendance_Career Ladder Program.	$ -	0	0	0	0	0	0
72110 127	Support Services_Student Attendance_Career Ladder Extended Contracts.	$ -	0	0	0	0	0	0
72110 130	Support Services_Student Attendance_Social Workers.	$ -	0	0	0	0	0	0
72110 162	Support Services_Student Attendance_Clerical Personnel.	$ -	0	0	0	0	0	0
72110 188	Support Services_Student Attendance_Bonus Payments	$ -	0	0	0	0	0	0
72110 189	Support Services_Student Attendance_Other Salaries & Wages.	$ -	0	0	0	0	0	0
72110 201	Support Services_Student Attendance_Social Security	$ -	0	0	0	0	0	0
72110 204	Support Services_Student Attendance_State Retirement.	$ -	0	0	0	0	0	0
72110 206	Support Services_Student Attendance_Life Insurance.	$ -	0	0	0	0	0	0
72110 207	Support Services_Student Attendance_Medical Insurance	$ -	0	0	0	0	0	0
72110 208	Support Services_Student Attendance_Dental Insurance.	$ -	0	0	0	0	0	0
72110 210	Support Services_Student Attendance_Unemployment Compensation	$ -	0	0	0	0	0	0
72110 211	Support Services_Student Attendance_Local Retirement	$ -	0	0	0	0	0	0
72110 212	Support Services_Student Attendance_Employer Medicare.	$ -	0	0	0	0	0	0
72110 215	Support Services_Student Attendance_On-Behalf Payments for OPEB (Other Post Employment Benefits)	$ -	0	0	0	0	0	0
72110 299	Support Services_Student Attendance_Other Fringe Benefits	$ -	0	0	0	0	0	0
72110 307	Support Services_Student Attendance_Communication	$ -	0	0	0	0	0	0
72110 317	Support Services_Student Attendance_Data Processing Services.	$ -	0	0	0	0	0	0
72110 330	Support Services_Student Attendance_Operating Lease Payments	$ -	0	0	0	0	0	0
72110 336	Support Services_Student Attendance_Maintenance & Repair Services - Equipment	$ -	0	0	0	0	0	0
72110 348	Support Services_Student Attendance_Postal Charges	$ -	0	0	0	0	0	0
72110 355	Support Services_Student Attendance_Travel.	$ -	0	0	0	0	0	0
72110 399	Support Services_Student Attendance_Other Contracted Services	$ -	0	0	0	0	0	0
72110 499	Support Services_Student Attendance_Other Supplies & Materials.	$ -	0	0	0	0	0	0
72110 524	Support Services_Student Attendance_In-Service/Staff Development.	$ -	0	0	0	0	0	0
72110 599	Support Services_Student Attendance_Other Charges	$ -	0	0	0	0	0	0
72110 704	Support Services_Student Attendance_Attendance Equipment.	$ -	0	0	0	0	0	0
72110	**TOTAL ATTENDANCE**	**$ -**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**
72120 131	Support Services_Student Health Services_Medical Personnel	$ -	$0	$0	$0	$0	$0	$0
72120 188	Support Services_Student Health Services_Bonus Payments	$ -	0	0	0	0	0	0
72120 189	Support Services_Student Health Services_Other Salaries & Wages.	$ -	0	0	0	0	0	0
72120 201	Support Services_Student Health Services_Social Security	$ -	0	0	0	0	0	0
72120 204	Support Services_Student Health Services_State Retirement	$ -	0	0	0	0	0	0
72120 206	Support Services_Student Health Services_Life Insurance.	$ -	0	0	0	0	0	0
72120 207	Support Services_Student Health Services_Medical Insurance	$ -	0	0	0	0	0	0
72120 208	Support Services_Student Health Services_Dental Insurance.	$ -	0	0	0	0	0	0
72120 210	Support Services_Student Health Services_Unemployment Compensation	$ -	0	0	0	0	0	0
72120 211	Support Services_Student Health Services_Local Retirement	$ -	0	0	0	0	0	0
72120 212	Support Services_Student Health Services_Employer Medicare.	$ -	0	0	0	0	0	0

ACCOUNT NO.		DO NOT ENTER FORMULA ONLY IN THIS COLUMN (1) TOTAL ALL FUNDS	(2) GENERAL PURPOSE FUND 141	(3) FEDERAL PROJECTS FUND 142	(4) CENTRAL CAFETERIA FUND 143	(5) SCHOOL TRANSPORTATION FUND 144	(6) EDUCATION DEBT SERVICE FUND 156	(7) EDUCATION CAPITAL PROJECTS FUND 177
72120 215	Support Services_Student Health Services_On-Behalf Payments for OPEB (Other Post Employment Benefits)	$ -	0	0	0	0	0	0
72120 299	Support Services_Student Health Services_Other Fringe Benefits	$ -	0	0	0	0	0	0
72120 307	Support Services_Student Health Services_Communication	$ -	0	0	0	0	0	0
72120 330	Support Services_Student Health Services_Operating Lease Payments	$ -	0	0	0	0	0	0
72120 336	Support Services_Student Health Services_Maintenance & Repair Services - Equipment	$ -	0	0	0	0	0	0
72120 348	Support Services_Student Health Services_Postal Charges	$ -	0	0	0	0	0	0
72120 355	Support Services_Student Health Services_Travel.	$ -	0	0	0	0	0	0
72120 399	Support Services_Student Health Services_Other Contracted Services	$ 51,942.00	51,942	0	0	0	0	0
72120 413	Support Services_Student Health Services_Drugs & Medical Supplies.	$ -	0	0	0	0	0	0
72120 499	Support Services_Student Health Services_Other Supplies & Materials.	$ -	0	0	0	0	0	0
72120 524	Support Services_Student Health Services_In-Service/Staff Development.	$ 66,069.00	66,069	0	0	0	0	0
72120 599	Support Services_Student Health Services_Other Charges	$ -	0	0	0	0	0	0
72120 735	Support Services_Student Health Services_Health Equipment.	$ -	0	0	0	0	0	0
72120	**TOTAL HEALTH SERVICES**	**$ 118,011.00**	**$118,011**	**$0**	**$0**	**$0**	**$0**	**$0**
72130 117	Support Services_Student Other Services_Career Ladder Program	$ 147,749.00	$147,749	$0	$0	$0	$0	$0
72130 123	Support Services_Student Other Services_Guidance Personnel.	$ 279,944.00	279,944	0	0	0	0	0
72130 124	Support Services_Student Other Services_Psychological Personnel	$ -	0	0	0	0	0	0
72130 127	Support Services_Student Other Services_Career Ladder - Extended Contracts.	$ -	0	0	0	0	0	0
72130 130	Support Services_Student Other Services_Social Workers.	$ -	0	0	0	0	0	0
72130 135	Support Services_Student Other Services_Assessment Personnel.	$ -	0	0	0	0	0	0
72130 161	Support Services_Student Other Services_Secretary(s).	$ -	0	0	0	0	0	0
72130 162	Support Services_Student Other Services_Clerical Personnel.	$ -	0	0	0	0	0	0
72130 164	Support Services_Student Other Services_Attendants.	$ -	0	0	0	0	0	0
72130 170	Support Services_Student Other Services_School Resource Officer.	$ -	0	0	0	0	0	0
72130 188	Support Services_Student Other Services_Bonus Payments	$ -	0	0	0	0	0	0
72130 189	Support Services_Student Other Services_Other Salaries & Wages.	$ -	0	0	0	0	0	0
72130 196	Support Services_Student Other Services_In-Service Training	$ -	0	0	0	0	0	0
72130 201	Support Services_Student Other Services_Social Security	$ 24,695.00	24,695	0	0	0	0	0
72130 204	Support Services_Student Other Services_State Retirement.	$ 41,932.00	41,932	0	0	0	0	0
72130 206	Support Services_Student Other Services_Life Insurance.	$ -	0	0	0	0	0	0
72130 207	Support Services_Student Other Services_Medical Insurance	$ 59,445.00	59,445	0	0	0	0	0
72130 208	Support Services_Student Other Services_Dental Insurance.	$ 1,656.00	1,656	0	0	0	0	0
72130 210	Support Services_Student Other Services_Unemployment Compensation	$ 644.00	644	0	0	0	0	0
72130 211	Support Services_Student Other Services_Local Retirement	$ -	0	0	0	0	0	0
72130 212	Support Services_Student Other Services_Employer Medicare.	$ 8,730.00	8,730	0	0	0	0	0
72130 215	Support Services_Student Other Services_On-Behalf Payments for OPEB (Other Post Employment Benefits)	$ -	0	0	0	0	0	0
72130 299	Support Services_Student Other Services_Other Fringe Benefits	$ 4,959.00	4,959	0	0	0	0	0
72130 307	Support Services_Student Other Services_Communication	$ -	0	0	0	0	0	0
72130 309	Support Services_Student Other Services_Contracts with Government Agencies.	$ -	0	0	0	0	0	0
72130 311	Support Services_Student Other Services_Contracts with Other School Systems.	$ -	0	0	0	0	0	0
72130 322	Support Services_Student Other Services_Evaluation & Testing.	$ 5,291.00	5,291	0	0	0	0	0

ACCOUNT NO.		DO NOT ENTER FORMULA ONLY IN THIS COLUMN (1) TOTAL ALL FUNDS	(2) GENERAL PURPOSE FUND 141	(3) FEDERAL PROJECTS FUND 142	(4) CENTRAL CAFETERIA FUND 143	(5) SCHOOL TRANSPORTATION FUND 144	(6) EDUCATION DEBT SERVICE FUND 156	(7) EDUCATION CAPITAL PROJECTS FUND 177
72130 330	Support Services_Student Other Services_Operating Lease Payments	$ -	0	0	0	0	0	0
72130 336	Support Services_Student Other Services_Maintenance & Repair Services - Equipment	$ -	0	0	0	0	0	0
72130 348	Support Services_Student Other Services_Postal Charges	$ -	0	0	0	0	0	0
72130 355	Support Services_Student Other Services_Travel.	$ -	0	0	0	0	0	0
72130 399	Support Services_Student Other Services_Other Contracted Services	$ 478,378.00	478,378	0	0	0	0	0
72130 499	Support Services_Student Other Services_Other Supplies & Materials.	$ -	0	0	0	0	0	0
72130 524	Support Services_Student Other Services_In-Service/Staff Development	$ 1,543.00	1,543	0	0	0	0	0
72130 599	Support Services_Student Other Services_Other Charges	$ 15,131.00	15,131	0	0	0	0	0
72130 790	Support Services_Student Other Services_Other Equipment	$ -	0	0	0	0	0	0
72130	**TOTAL OTHER STUDENT SUPPORT**	**$ 1,070,097.00**	**$1,070,097**	**$0**	**$0**	**$0**	**$0**	**$0**
72100	**TOTAL STUDENT SUPPORT**	**$ 1,188,108.00**	**$1,188,108**	**$0**	**$0**	**$0**	**$0**	**$0**
72210 105	Support Services_Instructional Staff_Regular Instruction Program_Supervisor/Director.	$ 696,170.00	$696,170	$0	$0	$0	$0	$0
72210 117	Support Services_Student Other Services_Career Ladder Program	$ -	0	0	0	0	0	0
72210 127	Support Services_Instructional Staff_Regular Instruction Program_Career Ladder Extended Contracts	$ -	0	0	0	0	0	0
72210 129	Support Services_Instructional Staff_Regular Instruction Program_Librarian(s).	$ -	0	0	0	0	0	0
72210 132	Support Services_Instructional Staff_Regular Instruction Program_Material Supervisor(s)	$ -	0	0	0	0	0	0
72210 136	Support Services_Instructional Staff_Regular Instruction Program_Audiovisual Personnel.	$ -	0	0	0	0	0	0
72210 137	Support Services_Instructional Staff_Regular Instruction Program_Education Media Personnel	$ -	0	0	0	0	0	0
72210 138	Support Services_Instructional Staff_Regular Instruction Program_Instructional Computer Personnel	$ -	0	0	0	0	0	0
72210 161	Support Services_Instructional Staff_Regular Instruction Program_Secretary(s)	$ -	0	0	0	0	0	0
72210 162	Support Services_Instructional Staff_Regular Instruction Program_Clerical Personnel	$ -	0	0	0	0	0	0
72210 163	Support Services_Instructional Staff_Regular Instruction Program_Educational Assistants.	$ -	0	0	0	0	0	0
72210 188	Support Services_Instructional Staff_Regular Instruction Program_Bonus Payments	$ -	0	0	0	0	0	0
72210 189	Support Services_Instructional Staff_Regular Instruction Program_Other Salaries & Wages	$ -	0	0	0	0	0	0
72210 195	Support Services_Instructional Staff_Regular Instruction Program_Certified Substitute Teachers	$ -	0	0	0	0	0	0
72210 196	Support Services_Instructional Staff_Regular Instruction Program_In-Service Training	$ -	0	0	0	0	0	0
72210 198	Support Services_Instructional Staff_Regular Instruction Program_Non-certified Substitute Teachers	$ -	0	0	0	0	0	0
72210 201	Support Services_Instructional Staff_Regular Instruction Program_Social Security	$ 41,131.00	41,131	0	0	0	0	0
72210 204	Support Services_Instructional Staff_Regular Instruction Program_State Retirement	$ 53,744.00	53,744	0	0	0	0	0
72210 206	Support Services_Instructional Staff_Regular Instruction Program_Life Insurance.	$ -	0	0	0	0	0	0
72210 207	Support Services_Instructional Staff_Regular Instruction Program_Medical Insurance.	$ 40,595.00	40,595	0	0	0	0	0
72210 208	Support Services_Instructional Staff_Regular Instruction Program_Dental Insurance.	$ 743.00	743	0	0	0	0	0
72210 210	Support Services_Instructional Staff_Regular Instruction Program_Unemployment Compensation	$ 1,253.00	1,253	0	0	0	0	0
72210 211	Support Services_Instructional Staff_Regular Instruction Program_Local Retirement	$ -	0	0	0	0	0	0
72210 212	Support Services_Instructional Staff_Regular Instruction Program_Employer Medicare.	$ 9,620.00	9,620	0	0	0	0	0
72210 215	Support Services_Instructional Staff_Regular Instruction Program_On-Behalf Payments for OPEB (Other Post Emplo	$ -	0	0	0	0	0	0
72210 299	Support Services_Instructional Staff_Regular Instruction Program_Other Fringe Benefits	$ 3,369.00	3,369	0	0	0	0	0
72210 307	Support Services_Instructional Staff_Regular Instruction Program_Communication	$ -	0	0	0	0	0	0
72210 308	Support Services_Instructional Staff_Regular Instruction Program_Consultants	$ -	0	0	0	0	0	0
72210 330	Support Services_Instructional Staff_Regular Instruction Program_Operating Lease Payments	$ -	0	0	0	0	0	0

ACCOUNT NO.		DO NOT ENTER FORMULA ONLY IN THIS COLUMN (1) TOTAL ALL FUNDS	(2) GENERAL PURPOSE FUND 141	(3) FEDERAL PROJECTS FUND 142	(4) CENTRAL CAFETERIA FUND 143	(5) SCHOOL TRANSPORTATION FUND 144	(6) EDUCATION DEBT SERVICE FUND 156	(7) EDUCATION CAPITAL PROJECTS FUND 177
72210 336	Support Services_Instructional Staff_Regular Instruction Program_Maintenance & Repair Services - Equipment.	$ -	0	0	0	0	0	0
72210 348	Support Services_Instructional Staff_Regular Instruction Program_Postal Charges	$ -	0	0	0	0	0	0
72210 355	Support Services_Instructional Staff_Regular Instruction Program_Travel	$ 384.00	384	0	0	0	0	0
72210 369	Support Services_Instructional Staff_Regular Instruction Program_Contracts for Substitute Teachers-Certified	$ -	0	0	0	0	0	0
72210 370	Support Services_Instructional Staff_Regular Instruction Program_Contracts for Substitute Teachers-Non-certified	$ -	0	0	0	0	0	0
72210 399	Support Services_Instructional Staff_Regular Instruction Program_Other Contracted Services.	$ -	0	0	0	0	0	0
72210 432	Support Services_Instructional Staff_Regular Instruction Program_Library Books/Media.	$ -	0	0	0	0	0	0
72210 437	Support Services_Instructional Staff_Regular Instruction Program_Periodicals.	$ -	0	0	0	0	0	0
72210 499	Support Services_Instructional Staff_Regular Instruction Program_Other Supplies & Materials	$ -	0	0	0	0	0	0
72210 524	Support Services_Instructional Staff_Regular Instruction Program_In-Service/Staff Development	$ -	0	0	0	0	0	0
72210 599	Support Services_Instructional Staff_Regular Instruction Program_Other Charges	$ -	0	0	0	0	0	0
72210 790	Support Services_Instructional Staff_Regular Instruction Program_Other Equipment.	$ -	0	0	0	0	0	0
72210	**TOTAL REGULAR INSTRUCTION PROGRAM**	$ 847,009.00	$847,009	$0	$0	$0	$0	$0
72215 105	Support Services_Instructional Staff_Alternative Instruction Program_Supervisor/Director.	$ -	$0	$0	$0	$0	$0	$0
72215 117	Support Services_Instructional Staff_Alternative Instruction Program_Career Ladder Program	$ -	0	0	0	0	0	0
72215 123	Support Services_Instructional Staff_Alternative Instruction Program_Guidance Personnel.	$ -	0	0	0	0	0	0
72215 127	Support Services_Instructional Staff_Alternative Instruction Program_Career Ladder Extended Contracts	$ -	0	0	0	0	0	0
72215 129	Support Services_Instructional Staff_Alternative Instruction Program_Librarian(s).	$ -	0	0	0	0	0	0
72215 138	Support Services_Instructional Staff_Alternative Instruction Program_Instructional Computer Personnel	$ -	0	0	0	0	0	0
72215 161	Support Services_Instructional Staff_Alternative Instruction Program_Secretary(s)	$ -	0	0	0	0	0	0
72215 162	Support Services_Instructional Staff_Alternative Instruction Program_Clerical Personnel	$ -	0	0	0	0	0	0
72215 163	Support Services_Instructional Staff_Alternative Instruction Program_Educational Assistants.	$ -	0	0	0	0	0	0
72215 188	Support Services_Instructional Staff_Alternative Instruction Program_Bonus Payments	$ -	0	0	0	0	0	0
72215 189	Support Services_Instructional Staff_Alternative Instruction Program_Other Salaries & Wages	$ -	0	0	0	0	0	0
72215 196	Support Services_Instructional Staff_Alternative Instruction Program_In-Service Training	$ -	0	0	0	0	0	0
72215 201	Support Services_Instructional Staff_Alternative Instruction Program_Social Security	$ -	0	0	0	0	0	0
72215 204	Support Services_Instructional Staff_Alternative Instruction Program_State Retirement	$ -	0	0	0	0	0	0
72215 206	Support Services_Instructional Staff_Alternative Instruction Program_Life Insurance.	$ -	0	0	0	0	0	0
72215 207	Support Services_Instructional Staff_Alternative Instruction Program_Medical Insurance.	$ -	0	0	0	0	0	0
72215 208	Support Services_Instructional Staff_Alternative Instruction Program_Dental Insurance.	$ -	0	0	0	0	0	0
72215 210	Support Services_Instructional Staff_Alternative Instruction Program_Unemployment Compensation	$ -	0	0	0	0	0	0
72215 211	Support Services_Instructional Staff_Alternative Instruction Program_Local Retirement	$ -	0	0	0	0	0	0
72215 212	Support Services_Instructional Staff_Alternative Instruction Program_Employer Medicare.	$ -	0	0	0	0	0	0
72215 215	Support Services_Instructional Staff_Alternative Instruction Program_On-Behalf Payments for OPEB (Other Post Em	$ -	0	0	0	0	0	0
72215 299	Support Services_Instructional Staff_Alternative Instruction Program_Other Fringe Benefits	$ -	0	0	0	0	0	0
72215 307	Support Services_Instructional Staff_Alternative Instruction Program_Communication	$ -	0	0	0	0	0	0
72215 330	Support Services_Instructional Staff_Alternative Instruction Program_Operating Lease Payments	$ -	0	0	0	0	0	0
72215 336	Support Services_Instructional Staff_Alternative Instruction Program_Maintenance & Repair Services - Equipment.	$ -	0	0	0	0	0	0
72215 348	Support Services_Instructional Staff_Alternative Instruction Program_Postal Charges	$ -	0	0	0	0	0	0
72215 355	Support Services_Instructional Staff_Alternative Instruction Program_Travel	$ -	0	0	0	0	0	0
72215 399	Support Services_Instructional Staff_Alternative Instruction Program_Other Contracted Services.	$ -	0	0	0	0	0	0

ACCOUNT NO.		DO NOT ENTER FORMULA ONLY IN THIS COLUMN (1) TOTAL ALL FUNDS	(2) GENERAL PURPOSE FUND 141	(3) FEDERAL PROJECTS FUND 142	(4) CENTRAL CAFETERIA FUND 143	(5) SCHOOL TRANSPORTATION FUND 144	(6) EDUCATION DEBT SERVICE FUND 156	(7) EDUCATION CAPITAL PROJECTS FUND 177
72215 432	Support Services_Instructional Staff_Alternative Instruction Program_Library Books/Media.	$ -	0	0	0	0	0	0
72215 499	Support Services_Instructional Staff_Alternative Instruction Program_Other Supplies & Materials	$ -	0	0	0	0	0	0
72215 524	Support Services_Instructional Staff_Alternative Instruction Program_In-Service/Staff Development	$ -	0	0	0	0	0	0
72215 599	Support Services_Instructional Staff_Alternative Instruction Program_Other Charges	$ -	0	0	0	0	0	0
72215 790	Support Services_Instructional Staff_Alternative Instruction Program_Other Equipment.	$ -	0	0	0	0	0	0
72215	**TOTAL ALTERNATIVE INSTRUCTION PROGRAM**	$ -	$0	$0	$0	$0	$0	$0
72220 105	Support Services_Instructional Staff_Special Education Program_Supervisor/Director	$ -	$0	$0	$0	$0	$0	$0
72220 117	Support Services_Instructional Staff_Special Education Program_Career Ladder Program	$ -	0	0	0	0	0	0
72220 124	Support Services_Instructional Staff_Special Education Program_Psychological Personnel.	$ -	0	0	0	0	0	0
72220 127	Support Services_Instructional Staff_Special Education Program_Career Ladder Extended Contracts.	$ -	0	0	0	0	0	0
72220 135	Support Services_Instructional Staff_Special Education Program_Assessment Personnel.	$ -	0	0	0	0	0	0
72220 161	Support Services_Instructional Staff_Special Education Program_Secretary(s).	$ -	0	0	0	0	0	0
72220 162	Support Services_Instructional Staff_Special Education Program_Clerical Personnel.	$ -	0	0	0	0	0	0
72220 171	Support Services_Instructional Staff_Special Education Program_Speech Pathologist	$ -	0	0	0	0	0	0
72220 188	Support Services_Instructional Staff_Special Education Program_Bonus Payments	$ -	0	0	0	0	0	0
72220 189	Support Services_Instructional Staff_Special Education Program_Other Salaries & Wages.	$ -	0	0	0	0	0	0
72220 196	Support Services_Instructional Staff_Special Education Program_In-Service Training	$ -	0	0	0	0	0	0
72220 201	Support Services_Instructional Staff_Special Education Program_Social Security	$ -	0	0	0	0	0	0
72220 204	Support Services_Instructional Staff_Special Education Program_State Retirement.	$ -	0	0	0	0	0	0
72220 206	Support Services_Instructional Staff_Special Education Program_Life Insurance.	$ -	0	0	0	0	0	0
72220 207	Support Services_Instructional Staff_Special Education Program_Medical Insurance	$ -	0	0	0	0	0	0
72220 208	Support Services_Instructional Staff_Special Education Program_Dental Insurance.	$ -	0	0	0	0	0	0
72220 210	Support Services_Instructional Staff_Special Education Program_Unemployment Compensation	$ -	0	0	0	0	0	0
72220 211	Support Services_Instructional Staff_Special Education Program_Local Retirement	$ -	0	0	0	0	0	0
72220 212	Support Services_Instructional Staff_Special Education Program_Employer Medicare.	$ -	0	0	0	0	0	0
72220 215	Support Services_Instructional Staff_Special Education Program_On-Behalf Payments for OPEB (Other Post Employ	$ -	0	0	0	0	0	0
72220 299	Support Services_Instructional Staff_Special Education Program_Other Fringe Benefits	$ -	0	0	0	0	0	0
72220 307	Support Services_Instructional Staff_Special Education Program_Communication	$ -	0	0	0	0	0	0
72220 308	Support Services_Instructional Staff_Special Education Program_Consultants	$ -	0	0	0	0	0	0
72220 330	Support Services_Instructional Staff_Special Education Program_Operating Lease Payments	$ -	0	0	0	0	0	0
72220 336	Support Services_Instructional Staff_Special Education Program_Maintenance & Repair Services - Equipment.	$ -	0	0	0	0	0	0
72220 348	Support Services_Instructional Staff_Special Education Program_Postal Charges	$ -	0	0	0	0	0	0
72220 355	Support Services_Instructional Staff_Special Education Program_Travel.	$ -	0	0	0	0	0	0
72220 399	Support Services_Instructional Staff_Special Education Program_Other Contracted Services.	$ -	0	0	0	0	0	0
72220 499	Support Services_Instructional Staff_Special Education Program_Other Supplies & Materials..	$ -	0	0	0	0	0	0
72220 524	Support Services_Instructional Staff_Special Education Program_In-Service/Staff Development.	$ -	0	0	0	0	0	0
72220 599	Support Services_Instructional Staff_Special Education Program_Other Charges	$ -	0	0	0	0	0	0
72220 790	Support Services_Instructional Staff_Special Education Program_Other Equipment	$ -	0	0	0	0	0	0
72220	**TOTAL SPECIAL EDUCATION PROGRAM**	$ -	$0	$0	$0	$0	$0	$0
72230 105	Support Services_Instructional Staff_Vocational Education Program_Supervisor/Director	$ -	$0	$0	$0	$0	$0	$0

ACCOUNT NO.		DO NOT ENTER FORMULA ONLY IN THIS COLUMN (1) TOTAL ALL FUNDS	(2) GENERAL PURPOSE FUND 141	(3) FEDERAL PROJECTS FUND 142	(4) CENTRAL CAFETERIA FUND 143	(5) SCHOOL TRANSPORTATION FUND 144	(6) EDUCATION DEBT SERVICE FUND 156	(7) EDUCATION CAPITAL PROJECTS FUND 177
72230 117	Support Services_Instructional Staff_Vocational Education Program_Career Ladder Program	$ -	0	0	0	0	0	0
72230 127	Support Services_Instructional Staff_Vocational Education Program_Career Ladder Extended Contracts.	$ -	0	0	0	0	0	0
72230 138	Support Services_Instructional Staff_Vocational Education Program_Instructional Computer Personnel.	$ -	0	0	0	0	0	0
72230 161	Support Services_Instructional Staff_Vocational Education Program_Secretary(s).	$ -	0	0	0	0	0	0
72230 162	Support Services_Instructional Staff_Vocational Education Program_Clerical Personnel.	$ -	0	0	0	0	0	0
72230 188	Support Services_Instructional Staff_Vocational Education Program_Bonus Payments	$ -	0	0	0	0	0	0
72230 189	Support Services_Instructional Staff_Vocational Education Program_Other Salaries & Wages.	$ -	0	0	0	0	0	0
72230 196	Support Services_Instructional Staff_Vocational Education Program_In-Service Training	$ -	0	0	0	0	0	0
72230 201	Support Services_Instructional Staff_Vocational Education Program_Social Security	$ -	0	0	0	0	0	0
72230 204	Support Services_Instructional Staff_Vocational Education Program_State Retirement.	$ -	0	0	0	0	0	0
72230 206	Support Services_Instructional Staff_Vocational Education Program_Life Insurance.	$ -	0	0	0	0	0	0
72230 207	Support Services_Instructional Staff_Vocational Education Program_Medical Insurance	$ -	0	0	0	0	0	0
72230 208	Support Services_Instructional Staff_Vocational Education Program_Dental Insurance.	$ -	0	0	0	0	0	0
72230 210	Support Services_Instructional Staff_Vocational Education Program_Unemployment Compensation	$ -	0	0	0	0	0	0
72230 211	Support Services_Instructional Staff_Vocational Education Program_Local Retirement	$ -	0	0	0	0	0	0
72230 212	Support Services_Instructional Staff_Vocational Education Program_Employer Medicare.	$ -	0	0	0	0	0	0
72230 215	Support Services_Instructional Staff_Vocational Education Program_On-Behalf Payments for OPEB (Other Post Em	$ -	0	0	0	0	0	0
72230 299	Support Services_Instructional Staff_Vocational Education Program_Other Fringe Benefits	$ -	0	0	0	0	0	0
72230 307	Support Services_Instructional Staff_Vocational Education Program_Communication	$ -	0	0	0	0	0	0
72230 308	Support Services_Instructional Staff_Vocational Education Program_Consultants	$ -	0	0	0	0	0	0
72230 330	Support Services_Instructional Staff_Vocational Education Program_Operating Lease Payments	$ -	0	0	0	0	0	0
72230 336	Support Services_Instructional Staff_Vocational Education Program_Maintenance & Repair Services - Equipment	$ -	0	0	0	0	0	0
72230 348	Support Services_Instructional Staff_Vocational Education Program_Postal Charges	$ -	0	0	0	0	0	0
72230 355	Support Services_Instructional Staff_Vocational Education Program_Travel	$ -	0	0	0	0	0	0
72230 399	Support Services_Instructional Staff_Vocational Education Program_Other Contracted Services.	$ -	0	0	0	0	0	0
72230 499	Support Services_Instructional Staff_Vocational Education Program_Other Supplies & Materials.	$ -	0	0	0	0	0	0
72230 524	Support Services_Instructional Staff_Vocational Education Program_In-Service/Staff Development.	$ -	0	0	0	0	0	0
72230 599	Support Services_Instructional Staff_Vocational Education Program_Other Charges	$ -	0	0	0	0	0	0
72230 790	Support Services_Instructional Staff_Vocational Education Program_Other Equipment	$ -	0	0	0	0	0	0
72230	**TOTAL ADULT EDUCATION PROGRAM**	$ -	$0	$0	$0	$0	$0	$0
72260 105	Support Services_Instructional Staff_Adult Education Program_Supervisor/Director	$ -	$0	$0	$0	$0	$0	$0
72260 117	Support Services_Instructional Staff_Adult Education Program_Career Ladder Program	$ -	0	0	0	0	0	0
72260 127	Support Services_Instructional Staff_Adult Education Program_Career Ladder Extended Contracts.	$ -	0	0	0	0	0	0
72260 162	Support Services_Instructional Staff_Adult Education Program_Clerical Personnel.	$ -	0	0	0	0	0	0
72260 188	Support Services_Instructional Staff_Adult Education Program_Bonus Payments	$ -	0	0	0	0	0	0
72260 189	Support Services_Instructional Staff_Adult Education Program_Other Salaries & Wages.	$ -	0	0	0	0	0	0
72260 196	Support Services_Instructional Staff_Adult Education Program_In-Service Training	$ -	0	0	0	0	0	0
72260 201	Support Services_Instructional Staff_Adult Education Program_Social Security	$ -	0	0	0	0	0	0
72260 204	Support Services_Instructional Staff_Adult Education Program_State Retirement.	$ -	0	0	0	0	0	0
72260 206	Support Services_Instructional Staff_Adult Education Program_Life Insurance.	$ -	0	0	0	0	0	0
72260 207	Support Services_Instructional Staff_Adult Education Program_Medical Insurance	$ -	0	0	0	0	0	0

ACCOUNT NO.		DO NOT ENTER FORMULA ONLY IN THIS COLUMN (1) TOTAL ALL FUNDS	(2) GENERAL PURPOSE FUND 141	(3) FEDERAL PROJECTS FUND 142	(4) CENTRAL CAFETERIA FUND 143	(5) SCHOOL TRANSPORTATION FUND 144	(6) EDUCATION DEBT SERVICE FUND 156	(7) EDUCATION CAPITAL PROJECTS FUND 177
72260 208	Support Services_Instructional Staff_Adult Education Program_Dental Insurance.	$ -	0	0	0	0	0	0
72260 210	Support Services_Instructional Staff_Adult Education Program_Unemployment Compensation	$ -	0	0	0	0	0	0
72260 211	Support Services_Instructional Staff_Adult Education Program_Local Retirement	$ -	0	0	0	0	0	0
72260 212	Support Services_Instructional Staff_Adult Education Program_Employer Medicare.	$ -	0	0	0	0	0	0
72260 215	Support Services_Instructional Staff_Adult Education Program_On-Behalf Payments for OPEB (Other Post Employn	$ -	0	0	0	0	0	0
72260 299	Support Services_Instructional Staff_Adult Education Program_Other Fringe Benefits	$ -	0	0	0	0	0	0
72260 307	Support Services_Instructional Staff_Adult Education Program_Communication	$ -	0	0	0	0	0	0
72260 330	Support Services_Instructional Staff_Adult Education Program_Operating Lease Payments	$ -	0	0	0	0	0	0
72260 336	Support Services_Instructional Staff_Adult Education Program_Maintenance & Repair Services - Equipment	$ -	0	0	0	0	0	0
72260 348	Support Services_Instructional Staff_Adult Education Program_Postal Charges	$ -	0	0	0	0	0	0
72260 355	Support Services_Instructional Staff_Adult Education Program_Travel.	$ -	0	0	0	0	0	0
72260 399	Support Services_Instructional Staff_Adult Education Program_Other Contracted Services	$ -	0	0	0	0	0	0
72260 499	Support Services_Instructional Staff_Adult Education Program_Other Supplies & Materials.	$ -	0	0	0	0	0	0
72260 524	Support Services_Instructional Staff_Adult Education Program_In-Service/Staff Development.	$ -	0	0	0	0	0	0
72260 599	Support Services_Instructional Staff_Adult Education Program_Other Charges	$ -	0	0	0	0	0	0
72260 790	Support Services_Instructional Staff_Adult Education Program_Other Equipment	$ -	0	0	0	0	0	0
72260	**TOTAL ADULT EDUCATION PROGRAM**	$ -	$0	$0	$0	$0	$0	$0
72200	**TOTAL EXPENDITURES FOR INSTRUCTIONAL STAFF**	$ 847,009.00	$847,009	$0	$0	$0	$0	$0
72310 118	Support Services_General Admin_Board of Education_Secretary to Board	$ -	$0	$0	$0	$0	$0	$0
72310 188	Support Services_General Admin_Board of Education_Bonus Payments	$ -	0	0	0	0	0	0
72310 189	Support Services_General Admin_Board of Education_Other Salaries & Wages.	$ -	0	0	0	0	0	0
72310 191	Support Services_General Admin_Board of Education_Board and Committee Member Fees	$ -	0	0	0	0	0	0
72310 196	Support Services_General Admin_Board of Education_In-Service Training	$ -	0	0	0	0	0	0
72310 201	Support Services_General Admin_Board of Education_Social Security	$ -	0	0	0	0	0	0
72310 204	Support Services_General Admin_Board of Education_State Retirement.	$ -	0	0	0	0	0	0
72310 206	Support Services_General Admin_Board of Education_Life Insurance.	$ -	0	0	0	0	0	0
72310 207	Support Services_General Admin_Board of Education_Medical Insurance	$ -	0	0	0	0	0	0
72310 208	Support Services_General Admin_Board of Education_Dental Insurance.	$ -	0	0	0	0	0	0
72310 210	Support Services_General Admin_Board of Education_Unemployment Compensation	$ -	0	0	0	0	0	0
72310 211	Support Services_General Admin_Board of Education_Local Retirement	$ -	0	0	0	0	0	0
72310 212	Support Services_General Admin_Board of Education_Employer Medicare.	$ -	0	0	0	0	0	0
72310 215	Support Services_General Admin_Board of Education_On-Behalf Payments for OPEB (Other Post Employment Ben	$ -	0	0	0	0	0	0
72310 299	Support Services_General Admin_Board of Education_Other Fringe Benefits	$ -	0	0	0	0	0	0
72310 305	Support Services_General Admin_Board of Education_Audit Services.	$ 44,500.00	44,500	0	0	0	0	0
72310 320	Support Services_General Admin_Board of Education_Dues & Memberships.	$ 95,982.00	95,982	0	0	0	0	0
72310 331	Support Services_General Admin_Board of Education_Legal Services.	$ 134,514.00	134,514	0	0	0	0	0
72310 348	Support Services_General Admin_Board of Education_Postal Charges.	$ -	0	0	0	0	0	0
72310 355	Support Services_General Admin_Board of Education_Travel.	$ -	0	0	0	0	0	0
72310 367	Support Services_General Admin_Board of Education_Maintenance & Repair Services - Records	$ -	0	0	0	0	0	0
72310 399	Support Services_General Admin_Board of Education_Other Contracted Services	$ -	0	0	0	0	0	0

ACCOUNT NO.		DO NOT ENTER FORMULA ONLY IN THIS COLUMN (1) TOTAL ALL FUNDS	(2) GENERAL PURPOSE FUND 141	(3) FEDERAL PROJECTS FUND 142	(4) CENTRAL CAFETERIA FUND 143	(5) SCHOOL TRANSPORTATION FUND 144	(6) EDUCATION DEBT SERVICE FUND 156	(7) EDUCATION CAPITAL PROJECTS FUND 177
72310 499	Support Services_General Admin_Board of Education_Other Supplies and Materials.	$ -	0	0	0	0	0	0
72310 505	Support Services_General Admin_Board of Education_Judgments.	$ -	0	0	0	0	0	0
72310 506	Support Services_General Admin_Board of Education_Liability Insurance	$ -	0	0	0	0	0	0
72310 508	Support Services_General Admin_Board of Education_Premium on Corporate Surety Bonds	$ 2,964.00	2,964	0	0	0	0	0
72310 510	Support Services_General Admin_Board of Education_Trustee's Commission	$ -	0	0	0	0	0	0
72310 513	Support Services_General Admin_Board of Education_Worker's Compensation Insurance.	$ 23,172.00	23,172	0	0	0	0	0
72310 524	Support Services_General Admin_Board of Education_In-Service/Staff Development.	$ 8,677.00	8,677	0	0	0	0	0
72310 533	Support Services_General Admin_Board of Education_Criminal Investigation of Applicants - TBI.	$ -	0	0	0	0	0	0
72310 534	Support Services_General Admin_Board of Education_Refund to Applicant for Criminal Investigation.	$ -	0	0	0	0	0	0
72310 599	Support Services_General Admin_Board of Education_Other Charges	$ 39,502.00	39,502	0	0	0	0	0
72310	**TOTAL BOARD OF EDUCATION**	$ 349,311.00	$349,311	$0	$0	$0	$0	$0
72320 101	Support Services_General Admin_Office of Superintendent_County Official/Administrative Officer.	$ -	$0	$0	$0	$0	$0	$0
72320 103	Support Services_General Admin_Office of Superintendent_Assistant(s).	$ 234,244.00	234,244	0	0	0	0	0
72320 127	Support Services_General Admin_Office of Superintendent_Career Ladder Extended Contracts(Includes Director's C	$ -	0	0	0	0	0	0
72320 161	Support Services_General Admin_Office of Superintendent_Secretary(s).	$ -	0	0	0	0	0	0
72320 162	Support Services_General Admin_Office of Superintendent_Clerical Personnel.	$ -	0	0	0	0	0	0
72320 188	Support Services_General Admin_Office of Superintendent_Bonus Payments	$ -	0	0	0	0	0	0
72320 189	Support Services_General Admin_Office of Superintendent_Other Salaries & Wages.	$ -	0	0	0	0	0	0
72320 196	Support Services_General Admin_Office of Superintendent_In-Service Training	$ -	0	0	0	0	0	0
72320 201	Support Services_General Admin_Office of Superintendent_Social Security	$ 13,949.00	13,949	0	0	0	0	0
72320 204	Support Services_General Admin_Office of Superintendent_State Retirement.	$ 21,703.00	21,703	0	0	0	0	0
72320 206	Support Services_General Admin_Office of Superintendent_Life Insurance.	$ -	0	0	0	0	0	0
72320 207	Support Services_General Admin_Office of Superintendent_Medical Insurance	$ 30,769.00	30,769	0	0	0	0	0
72320 208	Support Services_General Admin_Office of Superintendent_Dental Insurance.	$ 2,477.00	2,477	0	0	0	0	0
72320 210	Support Services_General Admin_Office of Superintendent_Unemployment Compensation	$ 186.00	186	0	0	0	0	0
72320 211	Support Services_General Admin_Office of Superintendent_Local Retirement	$ -	0	0	0	0	0	0
72320 212	Support Services_General Admin_Office of Superintendent_Employer Medicare.	$ 3,263.00	3,263	0	0	0	0	0
72320 215	Support Services_General Admin_Office of Superintendent_On-Behalf Payments for OPEB (Other Post Employment	$ -	0	0	0	0	0	0
72320 299	Support Services_General Admin_Office of Superintendent_Other Fringe Benefits	$ 2,439.00	2,439	0	0	0	0	0
72320 307	Support Services_General Admin_Office of Superintendent_Communication	$ -	0	0	0	0	0	0
72320 320	Support Services_General Admin_Office of Superintendent_Dues & Memberships.	$ 825.00	825	0	0	0	0	0
72320 330	Support Services_General Admin_Office of Superintendent_Operating Lease Payments	$ -	0	0	0	0	0	0
72320 336	Support Services_General Admin_Office of Superintendent_Maintenance & Repair Services - Equipment	$ -	0	0	0	0	0	0
72320 348	Support Services_General Admin_Office of Superintendent_Postal Charges.	$ -	0	0	0	0	0	0
72320 355	Support Services_General Admin_Office of Superintendent_Travel.	$ 527,633.00	527,633	0	0	0	0	0
72320 399	Support Services_General Admin_Office of Superintendent_Other Contracted Services	$ -	0	0	0	0	0	0
72320 435	Support Services_General Admin_Office of Superintendent_Office Supplies	$ -	0	0	0	0	0	0
72320 499	Support Services_General Admin_Office of Superintendent_Other Supplies & Materials	$ -	0	0	0	0	0	0
72320 524	Support Services_General Admin_Office of Superintendent_In-Service/Staff Development.	$ 2,200.00	2,200	0	0	0	0	0
72320 599	Support Services_General Admin_Office of Superintendent_Other Charges	$ -	0	0	0	0	0	0
72320 701	Support Services_General Admin_Office of Superintendent_Administration Equipment.	$ -	0	0	0	0	0	0

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72320	**TOTAL OFFICE OF THE SUPERINTENDENT**	**$ 839,688.00**	**$839,688**	**$0**	**$0**	**$0**	**$0**	**$0**
72300	**TOTAL GENERAL ADMINISTRATION**	**$ -**	**$1,188,999**	**$0**	**$0**	**$0**	**$0**	**$0**
72410 104	Support Services_School Admin_Office of Principal_Principal(s).	$ 407,941.00	$407,941	$0	$0	$0	$0	$0
72410 117	Support Services_School Admin_Office of Principal_Career Ladder Program	$ -	0	0	0	0	0	0
72410 119	Support Services_School Admin_Office of Principal_Accountants/Bookkeepers	$ 7,820.00	7,820	0	0	0	0	0
72410 127	Support Services_School Admin_Office of Principal_Career Ladder Extended Contracts.	$ -	0	0	0	0	0	0
72410 139	Support Services_School Admin_Office of Principal_Assistant Principal(s).	$ 389,615.00	389,615	0	0	0	0	0
72410 161	Support Services_School Admin_Office of Principal_Secretary(s).	$ 343,068.00	343,068	0	0	0	0	0
72410 162	Support Services_School Admin_Office of Principal_Clerical Personnel.	$ -	0	0	0	0	0	0
72410 188	Support Services_School Admin_Office of Principal_Bonus Payments	$ -	0	0	0	0	0	0
72410 189	Support Services_School Admin_Office of Principal_Other Salaries & Wages.	$ 349,262.00	349,262	0	0	0	0	0
72410 196	Support Services_School Admin_Office of Principal_In-Service Training	$ -	0	0	0	0	0	0
72410 201	Support Services_School Admin_Office of Principal_Social Security	$ 88,337.00	88,337	0	0	0	0	0
72410 204	Support Services_School Admin_Office of Principal_State Retirement.	$ 108,645.00	108,645	0	0	0	0	0
72410 206	Support Services_School Admin_Office of Principal_Life Insurance.	$ -	0	0	0	0	0	0
72410 207	Support Services_School Admin_Office of Principal_Medical Insurance	$ 97,808.00	97,808	0	0	0	0	0
72410 208	Support Services_School Admin_Office of Principal_Dental Insurance.	$ 2,408.00	2,408	0	0	0	0	0
72410 210	Support Services_School Admin_Office of Principal_Unemployment Compensation	$ 3,060.00	3,060	0	0	0	0	0
72410 211	Support Services_School Admin_Office of Principal_Local Retirement	$ -	0	0	0	0	0	0
72410 212	Support Services_School Admin_Office of Principal_Employer Medicare.	$ 20,723.00	20,723	0	0	0	0	0
72410 215	Support Services_School Admin_Office of Principal_On-Behalf Payments for OPEB (Other Post Employment Benefi	$ -	0	0	0	0	0	0
72410 299	Support Services_School Admin_Office of Principal_Other Fringe Benefits.	$ 7,644.00	7,644	0	0	0	0	0
72410 307	Support Services_School Admin_Office of Principal_Communication	$ 113,360.00	113,360	0	0	0	0	0
72410 317	Support Services_School Admin_Office of Principal_Data Processing Services	$ -	0	0	0	0	0	0
72410 320	Support Services_School Admin_Office of Principal_Dues & Memberships.	$ 229.00	229	0	0	0	0	0
72410 330	Support Services_School Admin_Office of Principal_Operating Lease Payments	$ -	0	0	0	0	0	0
72410 336	Support Services_School Admin_Office of Principal_Maintenance & Repair Services - Equipment	$ 13,161.00	13,161	0	0	0	0	0
72410 348	Support Services_School Admin_Office of Principal_Postal Charges.	$ 29,135.00	29,135	0	0	0	0	0
72410 355	Support Services_School Admin_Office of Principal_Travel.	$ 24,396.00	24,396	0	0	0	0	0
72410 399	Support Services_School Admin_Office of Principal_Other Contracted Services	$ 36,648.00	36,648	0	0	0	0	0
72410 411	Support Services_School Admin_Office of Principal_Data Processing Supplies.	$ -		0	0	0	0	0
72410 435	Support Services_School Admin_Office of Principal_Office Supplies	$ 63,167.00	63,167	0	0	0	0	0
72410 499	Support Services_School Admin_Office of Principal_Other Supplies & Materials.	$ 41,883.00	41,883	0	0	0	0	0
72410 524	Support Services_School Admin_Office of Principal_In-Service/Staff Development.	$ 15,538.00	15,538	0	0	0	0	0
72410 599	Support Services_School Admin_Office of Principal_Other Charges. .	$ 268,837.00	268,837	0	0	0	0	0
72410 701	Support Services_School Admin_Office of Principal_Administration Equipment.	$ 35,392.00	35,392	0	0	0	0	0
72410	**TOTAL OFFICE OF THE PRINCIPAL**	**$ 2,468,077.00**	**$2,468,077**	**$0**	**$0**	**$0**	**$0**	**$0**
72510 105	Support Services_Business Admin_Fiscal Services_Supervisor/Director	$ 191,795.00	$191,795	$0	$0	$0	$0	$0
72510 113	Support Services_Business Admin_Fiscal Services_Internal Audit Personnel.	$ -	0	0	0	0	0	0

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72510 119	Support Services_Business Admin_Fiscal Services_Accountants/Bookkeepers	$ -	0	0	0	0	0	0
72510 122	Support Services_Business Admin_Fiscal Services_Purchasing Personnel.	$ -	0	0	0	0	0	0
72510 161	Support Services_Business Admin_Fiscal Services_Secretary(s).	$ -	0	0	0	0	0	0
72510 162	Support Services_Business Admin_Fiscal Services_Clerical Personnel.	$ -	0	0	0	0	0	0
72510 188	Support Services_Business Admin_Fiscal Services_Bonus Payments	$ -	0	0	0	0	0	0
72510 189	Support Services_Business Admin_Fiscal Services_Other Salaries & Wages.	$ -	0	0	0	0	0	0
72510 196	Support Services_Business Admin_Fiscal Services_In-Service Training	$ -	0	0	0	0	0	0
72510 201	Support Services_Business Admin_Fiscal Services_Social Security	$ 10,753.00	10,753	0	0	0	0	0
72510 204	Support Services_Business Admin_Fiscal Services_State Retirement.	$ 11,382.00	11,382	0	0	0	0	0
72510 206	Support Services_Business Admin_Fiscal Services_Life Insurance.	$ -	0	0	0	0	0	0
72510 207	Support Services_Business Admin_Fiscal Services_Medical Insurance	$ 21,552.00	21,552	0	0	0	0	0
72510 208	Support Services_Business Admin_Fiscal Services_Dental Insurance.	$ (187.00)	(187)	0	0	0	0	0
72510 210	Support Services_Business Admin_Fiscal Services_Unemployment Compensation	$ 373.00	373	0	0	0	0	0
72510 211	Support Services_Business Admin_Fiscal Services_Local Retirement	$ -	0	0	0	0	0	0
72510 212	Support Services_Business Admin_Fiscal Services_Employer Medicare.	$ 2,515.00	2,515	0	0	0	0	0
72510 215	Support Services_Business Admin_Fiscal Services_On-Behalf Payments for OPEB (Other Post Employment Benefits	$ -	0	0	0	0	0	0
72510 299	Support Services_Business Admin_Fiscal Services_Other Fringe Benefits	$ 863.00	863	0	0	0	0	0
72510 302	Support Services_Business Admin_Fiscal Services_Advertising	$ -	0	0	0	0	0	0
72510 307	Support Services_Business Admin_Fiscal Services_Communication	$ -	0	0	0	0	0	0
72510 317	Support Services_Business Admin_Fiscal Services_Data Processing Services.	$ -	0	0	0	0	0	0
72510 320	Support Services_Business Admin_Fiscal Services_Dues & Memberships.	$ -	0	0	0	0	0	0
72510 330	Support Services_Business Admin_Fiscal Services_Operating Lease Payments	$ -	0	0	0	0	0	0
72510 336	Support Services_Business Admin_Fiscal Services_Maintenance & Repair Services - Equipment	$ -	0	0	0	0	0	0
72510 348	Support Services_Business Admin_Fiscal Services_Postal Charges.	$ -	0	0	0	0	0	0
72510 355	Support Services_Business Admin_Fiscal Services_Travel.	$ -	0	0	0	0	0	0
72510 399	Support Services_Business Admin_Fiscal Services_Other Contracted Services	$ 102,730.00	102,730	0	0	0	0	0
72510 411	Support Services_Business Admin_Fiscal Services_Data Processing Supplies.	$ -	0	0	0	0	0	0
72510 435	Support Services_Business Admin_Fiscal Services_Office Supplies	$ -	0	0	0	0	0	0
72510 499	Support Services_Business Admin_Fiscal Services_Other Supplies & Materials.	$ -	0	0	0	0	0	0
72510 524	Support Services_Business Admin_Fiscal Services_In-Service/Staff Development.	$ -	0	0	0	0	0	0
72510 599	Support Services_Business Admin_Fiscal Services_Other Charges	$ 31,819.00	31,819	0	0	0	0	0
72510 701	Support Services_Business Admin_Fiscal Services_Administration Equipment	$ -	0	0	0	0	0	0
72510	**TOTAL FISCAL SERVICES**	**$ 373,595.00**	**$373,595**	**$0**	**$0**	**$0**	**$0**	**$0**
72520 105	Support Services_Business Admin_HR/Personnel_Supervisor/Director	$ 139,019.00	$139,019	$0	$0	$0	$0	$0
72520 161	Support Services_Business Admin_HR/Personnel_Secretary(s).	$ -	0	0	0	0	0	0
72520 162	Support Services_Business Admin_HR/Personnel_Clerical Personnel.	$ -	0	0	0	0	0	0
72520 188	Support Services_Business Admin_HR/Personnel_Bonus Payments	$ -	0	0	0	0	0	0
72520 189	Support Services_Business Admin_HR/Personnel_Other Salaries & Wages.	$ -	0	0	0	0	0	0
72520 196	Support Services_Business Admin_HR/Personnel_In-Service Training	$ -	0	0	0	0	0	0
72520 201	Support Services_Business Admin_HR/Personnel_Social Security	$ 8,110.00	8,110	0	0	0	0	0
72520 204	Support Services_Business Admin_HR/Personnel_State Retirement.	$ 9,755.00	9,755	0	0	0	0	0
72520 206	Support Services_Business Admin_HR/Personnel_Life Insurance.	$ -	0	0	0	0	0	0

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72520 207	Support Services_Business Admin_HR/Personnel_Medical Insurance	$ 7,518.00	7,518	0	0	0	0	0
72520 208	Support Services_Business Admin_HR/Personnel_Dental Insurance.	$ (84.00)	(84)	0	0	0	0	0
72520 210	Support Services_Business Admin_HR/Personnel_Unemployment Compensation	$ 243.00	243	0	0	0	0	0
72520 211	Support Services_Business Admin_HR/Personnel_Local Retirement	$ -	0	0	0	0	0	0
72520 212	Support Services_Business Admin_HR/Personnel_Employer Medicare.	$ 1,897.00	1,897	0	0	0	0	0
72520 215	Support Services_Business Admin_HR/Personnel_On-Behalf Payments for OPEB (Other Post Employment Benefits)	$ -	0	0	0	0	0	0
72520 299	Support Services_Business Admin_HR/Personnel_Other Fringe Benefits	$ 509.00	509	0	0	0	0	0
72520 302	Support Services_Business Admin_HR/Personnel_Advertising	$ 60,853.00	60,853	0	0	0	0	0
72520 307	Support Services_Business Admin_HR/Personnel_Communication	$ -	0	0	0	0	0	0
72520 317	Support Services_Business Admin_HR/Personnel_Data Processing Services.	$ -	0	0	0	0	0	0
72520 320	Support Services_Business Admin_HR/Personnel_Dues & Memberships.	$ -	0	0	0	0	0	0
72520 330	Support Services_Business Admin_HR/Personnel_Operating Lease Payments	$ -	0	0	0	0	0	0
72520 336	Support Services_Business Admin_HR/Personnel_Maintenance & Repair Services - Equipment	$ -	0	0	0	0	0	0
72520 348	Support Services_Business Admin_HR/Personnel_Postal Charges.	$ -	0	0	0	0	0	0
72520 355	Support Services_Business Admin_HR/Personnel_Travel.	$ -	0	0	0	0	0	0
72520 399	Support Services_Business Admin_HR/Personnel_Other Contracted Services	$ -	0	0	0	0	0	0
72520 411	Support Services_Business Admin_HR/Personnel_Data Processing Supplies.	$ -	0	0	0	0	0	0
72520 435	Support Services_Business Admin_HR/Personnel_Office Supplies	$ -	0	0	0	0	0	0
72520 499	Support Services_Business Admin_HR/Personnel_Other Supplies & Materials.	$ -	0	0	0	0	0	0
72520 524	Support Services_Business Admin_HR/Personnel_In-Service/Staff Development.	$ -	0	0	0	0	0	0
72520 599	Support Services_Business Admin_HR/Personnel_Other Charges	$ -	0	0	0	0	0	0
72520 701	Support Services_Business Admin_HR/Personnel_Administration Equipment	$ -	0	0	0	0	0	0
72520 790	Support Services_Business Admin_HR/Personnel_Other Equipment	$ -	0	0	0	0	0	0
72520	**TOTAL HUMAN SERVICES(RESOURCES)/PERSONNEL**	$ 227,820.00	$227,820	$0	$0	$0	$0	$0
72500	**TOTAL BUSINESS ADMINISTRATION**	$ 601,415.00	$601,415	$0	$0	$0	$0	$0
72610 105	Support Services_Operation&Maintenance_Operation of Plant_Supervisor/Director	$ -	$0	$0	$0	$0	$0	$0
72610 160	Support Services_Operation&Maintenance_Operation of Plant_Guard(s).	$ -	0	0	0	0	0	0
72610 161	Support Services_Operation&Maintenance_Operation of Plant_Secretary(s).	$ -	0	0	0	0	0	0
72610 166	Support Services_Operation&Maintenance_Operation of Plant_Custodial Personnel	$ -	0	0	0	0	0	0
72610 188	Support Services_Operation&Maintenance_Operation of Plant_Bonus Payments	$ -	0	0	0	0	0	0
72610 189	Support Services_Operation&Maintenance_Operation of Plant_Other Salaries & Wages.	$ -	0	0	0	0	0	0
72610 201	Support Services_Operation&Maintenance_Operation of Plant_Social Security	$ -	0	0	0	0	0	0
72610 204	Support Services_Operation&Maintenance_Operation of Plant_State Retirement.	$ -	0	0	0	0	0	0
72610 206	Support Services_Operation&Maintenance_Operation of Plant_Life Insurance.	$ -	0	0	0	0	0	0
72610 207	Support Services_Operation&Maintenance_Operation of Plant_Medical Insurance	$ -	0	0	0	0	0	0
72610 208	Support Services_Operation&Maintenance_Operation of Plant_Dental Insurance.	$ -	0	0	0	0	0	0
72610 210	Support Services_Operation&Maintenance_Operation of Plant_Unemployment Compensation	$ -	0	0	0	0	0	0
72610 211	Support Services_Operation&Maintenance_Operation of Plant_Local Retirement	$ -	0	0	0	0	0	0
72610 212	Support Services_Operation&Maintenance_Operation of Plant_Employer Medicare.	$ -	0	0	0	0	0	0
72610 215	Support Services_Operation&Maintenance_Operation of Plant_On-Behalf Payments for OPEB (Other Post Employm	$ -	0	0	0	0	0	0
72610 299	Support Services_Operation&Maintenance_Operation of Plant_Other Fringe Benefits	$ -	0	0	0	0	0	0

ACCOUNT NO.		DO NOT ENTER FORMULA ONLY IN THIS COLUMN (1) TOTAL ALL FUNDS	(2) GENERAL PURPOSE FUND 141	(3) FEDERAL PROJECTS FUND 142	(4) CENTRAL CAFETERIA FUND 143	(5) SCHOOL TRANSPORTATION FUND 144	(6) EDUCATION DEBT SERVICE FUND 156	(7) EDUCATION CAPITAL PROJECTS FUND 177
72610 328	Support Services_Operation&Maintenance_Operation of Plant_Janitorial Services	$ 534,384.00	534,384	0	0	0	0	0
72610 329	Support Services_Operation&Maintenance_Operation of Plant_Laundry Service	$ -	0	0	0	0	0	0
72610 336	Support Services_Operation&Maintenance_Operation of Plant_Maintenance & Repair Services - Equipment	$ 5,002.00	5,002	0	0	0	0	0
72610 351	Support Services_Operation&Maintenance_Operation of Plant_Rentals	$ 745,154.00	745,154	0	0	0	0	0
72610 355	Support Services_Operation&Maintenance_Operation of Plant_Travel.	$ -	0	0	0	0	0	0
72610 359	Support Services_Operation&Maintenance_Operation of Plant_Disposal Fees	$ 24,583.00	24,583	0	0	0	0	0
72610 399	Support Services_Operation&Maintenance_Operation of Plant_Other Contracted Services	$ 41,838.00	41,838	0	0	0	0	0
72610 407	Support Services_Operation&Maintenance_Operation of Plant_Coal.	$ -	0	0	0	0	0	0
72610 410	Support Services_Operation&Maintenance_Operation of Plant_Custodial Supplies	$ 76,734.00	76,734	0	0	0	0	0
72610 415	Support Services_Operation&Maintenance_Operation of Plant_Electricity	$ 317,304.00	317,304	0	0	0	0	0
72610 423	Support Services_Operation&Maintenance_Operation of Plant_Fuel Oil.	$ -	0	0	0	0	0	0
72610 434	Support Services_Operation&Maintenance_Operation of Plant_Natural Gas	$ -	0	0	0	0	0	0
72610 454	Support Services_Operation&Maintenance_Operation of Plant_Water & Sewer	$ -	0	0	0	0	0	0
72610 499	Support Services_Operation&Maintenance_Operation of Plant_Other Supplies & Materials.	$ -	0	0	0	0	0	0
72610 501	Support Services_Operation&Maintenance_Operation of Plant_Boiler Insurance.	$ -	0	0	0	0	0	0
72610 502	Support Services_Operation&Maintenance_Operation of Plant_Building & Content Insurance.	$ 100,234.00	100,234	0	0	0	0	0
72610 524	Support Services_Operation&Maintenance_Operation of Plant_In/Service Staff Development.	$ -	0	0	0	0	0	0
72610 599	Support Services_Operation&Maintenance_Operation of Plant_Other Charges	$ 188,320.00	188,320	0	0	0	0	0
72610 720	Support Services_Operation&Maintenance_Operation of Plant_Plant Operation Equipment	$ -	0	0	0	0	0	0
72610	**TOTAL OPERATION OF PLANT**	$ 2,033,553.00	$2,033,553	$0	$0	$0	$0	$0
72620 105	Support Services_Operation&Maintenance_Maintenance of Plant_Supervisor/Director	$ -	$0	$0	$0	$0	$0	$0
72620 161	Support Services_Operation&Maintenance_Maintenance of Plant_Secretary(s).	$ -	0	0	0	0	0	0
72620 167	Support Services_Operation&Maintenance_Maintenance of Plant_Maintenance Personnel	$ -	0	0	0	0	0	0
72620 188	Support Services_Operation&Maintenance_Maintenance of Plant_Bonus Payments	$ -	0	0	0	0	0	0
72620 189	Support Services_Operation&Maintenance_Maintenance of Plant_Other Salaries & Wages.	$ -	0	0	0	0	0	0
72620 201	Support Services_Operation&Maintenance_Maintenance of Plant_Social Security	$ -	0	0	0	0	0	0
72620 204	Support Services_Operation&Maintenance_Maintenance of Plant_State Retirement.	$ -	0	0	0	0	0	0
72620 206	Support Services_Operation&Maintenance_Maintenance of Plant_Life Insurance.	$ -	0	0	0	0	0	0
72620 207	Support Services_Operation&Maintenance_Maintenance of Plant_Medical Insurance	$ -	0	0	0	0	0	0
72620 208	Support Services_Operation&Maintenance_Maintenance of Plant_Dental Insurance.	$ -	0	0	0	0	0	0
72620 210	Support Services_Operation&Maintenance_Maintenance of Plant_Unemployment Compensation	$ -	0	0	0	0	0	0
72620 211	Support Services_Operation&Maintenance_Maintenance of Plant_Local Retirement	$ -	0	0	0	0	0	0
72620 212	Support Services_Operation&Maintenance_Maintenance of Plant_Employer Medicare.	$ -	0	0	0	0	0	0
72620 215	Support Services_Operation&Maintenance_Maintenance of Plant_On-Behalf Payments for OPEB (Other Post Emplo	$ -	0	0	0	0	0	0
72620 299	Support Services_Operation&Maintenance_Maintenance of Plant_Other Fringe Benefits	$ -	0	0	0	0	0	0
72620 307	Support Services_Operation&Maintenance_Maintenance of Plant_Communication.	$ (3,268.00)	(3,268)	0	0	0	0	0
72620 329	Support Services_Operation&Maintenance_Maintenance of Plant_Laundry Service	$ -	0	0	0	0	0	0
72620 330	Support Services_Operation&Maintenance_Maintenance of Plant_Operating Lease Payments	$ -	0	0	0	0	0	0
72620 335	Support Services_Operation&Maintenance_Maintenance of Plant_Maintenance & Repair Services - Building.	$ 692,082.00	692,082	0	0	0	0	0
72620 336	Support Services_Operation&Maintenance_Maintenance of Plant_Maintenance & Repair Services - Equipment	$ 30,458.00	30,458	0	0	0	0	0
72620 338	Support Services_Operation&Maintenance_Maintenance of Plant_Maintenance & Repair Services - Vehicles.	$ -	0	0	0	0	0	0

ACCOUNT NO.		DO NOT ENTER FORMULA ONLY IN THIS COLUMN (1) TOTAL ALL FUNDS	(2) GENERAL PURPOSE FUND 141	(3) FEDERAL PROJECTS FUND 142	(4) CENTRAL CAFETERIA FUND 143	(5) SCHOOL TRANSPORTATION FUND 144	(6) EDUCATION DEBT SERVICE FUND 156	(7) EDUCATION CAPITAL PROJECTS FUND 177
72620 348	Support Services_Operation&Maintenance_Maintenance of Plant_Postal Charges.	$ -	0	0	0	0	0	0
72620 355	Support Services_Operation&Maintenance_Maintenance of Plant_Travel.	$ -	0	0	0	0	0	0
72620 399	Support Services_Operation&Maintenance_Maintenance of Plant_Other Contracted Services	$ -	0	0	0	0	0	0
72620 418	Support Services_Operation&Maintenance_Maintenance of Plant_Equipment & Machinery Parts	$ -	0	0	0	0	0	0
72620 425	Support Services_Operation&Maintenance_Maintenance of Plant_Gasoline.	$ -	0	0	0	0	0	0
72620 426	Support Services_Operation&Maintenance_Maintenance of Plant_General Construction Materials.	$ -	0	0	0	0	0	0
72620 499	Support Services_Operation&Maintenance_Maintenance of Plant_Other Supplies & Materials.	$ -	0	0	0	0	0	0
72620 511	Support Services_Operation&Maintenance_Maintenance of Plant_Vehicle and Equipment Insurance.	$ -	0	0	0	0	0	0
72620 524	Support Services_Operation&Maintenance_Maintenance of Plant_In-Service/Staff Development.	$ -	0	0	0	0	0	0
72620 599	Support Services_Operation&Maintenance_Maintenance of Plant_Other Charges	$ -	0	0	0	0	0	0
72620 701	Support Services_Operation&Maintenance_Maintenance of Plant_Administration Equipment.	$ -	0	0	0	0	0	0
72620 717	Support Services_Operation&Maintenance_Maintenance of Plant_Maintenance Equipment	$ -	0	0	0	0	0	0
72620	**TOTAL MAINTENANCE OF PLANT**	$ 719,272.00	$719,272	$0	$0	$0	$0	$0
72600	**TOTAL OPERATION & MAINTENANCE OF PLANT**	$ 2,752,825.00	$2,752,825	$0	$0	$0	$0	$0
72710 105	Support Services_Student Transportation_Transportation_Supervisor/Director.	$ -	$0	$0	$0	$0	$0	$0
72710 142	Support Services_Student Transportation_Transportation_Mechanic(s).	$ -	0	0	0	0	0	0
72710 146	Support Services_Student Transportation_Transportation_Bus Drivers.	$ -	0	0	0	0	0	0
72710 162	Support Services_Student Transportation_Transportation_Clerical Personnel.	$ -	0	0	0	0	0	0
72710 188	Support Services_Student Transportation_Transportation_Bonus Payments	$ -	0	0	0	0	0	0
72710 189	Support Services_Student Transportation_Transportation_Other Salaries & Wages.	$ -	0	0	0	0	0	0
72710 196	Support Services_Student Transportation_Transportation_In-Service Training	$ -	0	0	0	0	0	0
72710 201	Support Services_Student Transportation_Transportation_Social Security	$ -	0	0	0	0	0	0
72710 204	Support Services_Student Transportation_Transportation_State Retirement.	$ -	0	0	0	0	0	0
72710 206	Support Services_Student Transportation_Transportation_Life Insurance.	$ -	0	0	0	0	0	0
72710 207	Support Services_Student Transportation_Transportation_Medical Insurance	$ -	0	0	0	0	0	0
72710 208	Support Services_Student Transportation_Transportation_Dental Insurance.	$ -	0	0	0	0	0	0
72710 210	Support Services_Student Transportation_Transportation_Unemployment Compensation	$ -	0	0	0	0	0	0
72710 211	Support Services_Student Transportation_Transportation_Local Retirement	$ -	0	0	0	0	0	0
72710 212	Support Services_Student Transportation_Transportation_Employer Medicare.	$ -	0	0	0	0	0	0
72710 215	Support Services_Student Transportation_Transportation_On-Behalf Payments for OPEB (Other Post Employment B	$ -	0	0	0	0	0	0
72710 299	Support Services_Student Transportation_Transportation_Other Fringe Benefits	$ -	0	0	0	0	0	0
72710 307	Support Services_Student Transportation_Transportation_Communication.	$ -	0	0	0	0	0	0
72710 311	Support Services_Student Transportation_Transportation_Contracts with Other School Systems	$ -	0	0	0	0	0	0
72710 312	Support Services_Student Transportation_Transportation_Contracts with Private Agencies	$ -	0	0	0	0	0	0
72710 313	Support Services_Student Transportation_Transportation_Contracts with Parents	$ -	0	0	0	0	0	0
72710 314	Support Services_Student Transportation_Transportation_Contracts with Public Carriers.	$ -	0	0	0	0	0	0
72710 315	Support Services_Student Transportation_Transportation_Contracts with Vehicle Owners.	$ -	0	0	0	0	0	0
72710 329	Support Services_Student Transportation_Transportation_Laundry Service	$ -	0	0	0	0	0	0
72710 330	Support Services_Student Transportation_Transportation_Operating Lease Payments	$ -	0	0	0	0	0	0
72710 338	Support Services_Student Transportation_Transportation_Maintenance & Repair Service-Vehicles	$ -	0	0	0	0	0	0

ACCOUNT NO.		DO NOT ENTER FORMULA ONLY IN THIS COLUMN (1) TOTAL ALL FUNDS	(2) GENERAL PURPOSE FUND 141	(3) FEDERAL PROJECTS FUND 142	(4) CENTRAL CAFETERIA FUND 143	(5) SCHOOL TRANSPORTATION FUND 144	(6) EDUCATION DEBT SERVICE FUND 156	(7) EDUCATION CAPITAL PROJECTS FUND 177
72710 340	Support Services_Student Transportation_Transportation_Medical and Dental Services.	$ -	0	0	0	0	0	0
72710 348	Support Services_Student Transportation_Transportation_Postal Charges.	$ -	0	0	0	0	0	0
72710 351	Support Services_Student Transportation_Transportation_Rentals	$ -	0	0	0	0	0	0
72710 355	Support Services_Student Transportation_Transportation_Travel.	$ 13,346.00	13,346	0	0	0	0	0
72710 399	Support Services_Student Transportation_Transportation_Other Contracted Services	$ -	0	0	0	0	0	0
72710 412	Support Services_Student Transportation_Transportation_Diesel Fuel	$ -	0	0	0	0	0	0
72710 418	Support Services_Student Transportation_Transportation_Equipment & Machinery Parts	$ -	0	0	0	0	0	0
72710 424	Support Services_Student Transportation_Transportation_Garage Supplies	$ -	0	0	0	0	0	0
72710 425	Support Services_Student Transportation_Transportation_Gasoline.	$ -	0	0	0	0	0	0
72710 433	Support Services_Student Transportation_Transportation_Lubricants.	$ -	0	0	0	0	0	0
72710 450	Support Services_Student Transportation_Transportation_Tires & Tubes	$ -	0	0	0	0	0	0
72710 453	Support Services_Student Transportation_Transportation_Vehicle Parts	$ -	0	0	0	0	0	0
72710 499	Support Services_Student Transportation_Transportation_Other Supplies & Materials.	$ -	0	0	0	0	0	0
72710 511	Support Services_Student Transportation_Transportation_Vehicle & Equipment Insurance	$ -	0	0	0	0	0	0
72710 524	Support Services_Student Transportation_Transportation_In-Service/Staff Development.	$ -	0	0	0	0	0	0
72710 599	Support Services_Student Transportation_Transportation_Other Charges	$ -	0	0	0	0	0	0
72710 701	Support Services_Student Transportation_Transportation_Administration Equipment.	$ -	0	0	0	0	0	0
72710 729	Support Services_Student Transportation_Transportation_Transportation Equipment.	$ -	0	0	0	0	0	0
72710	**TOTAL TRANSPORTATION**	**$ 13,346.00**	**$13,346**	**$0**	**$0**	**$0**	**$0**	**$0**
72810 105	Support Services_Other Support Services_Central and Other_Supervisor/Director	$ -	$0	$0	$0	$0	$0	$0
72810 120	Support Services_Other Support Services_Central and Other_Computer Programmer(s)	$ -	0	0	0	0	0	0
72810 121	Support Services_Other Support Services_Central and Other_Data Processing Personnel	$ -	0	0	0	0	0	0
72810 162	Support Services_Other Support Services_Central and Other_Clerical Personnel.	$ -	0	0	0	0	0	0
72810 188	Support Services_Other Support Services_Central and Other_Bonus Payments	$ -	0	0	0	0	0	0
72810 189	Support Services_Other Support Services_Central and Other_Other Salaries & Wages.	$ -	0	0	0	0	0	0
72810 196	Support Services_Other Support Services_Central and Other_In-Service Training.	$ -	0	0	0	0	0	0
72810 201	Support Services_Other Support Services_Central and Other_Social Security	$ -	0	0	0	0	0	0
72810 204	Support Services_Other Support Services_Central and Other_State Retirement.	$ -	0	0	0	0	0	0
72810 206	Support Services_Other Support Services_Central and Other_Life Insurance.	$ -	0	0	0	0	0	0
72810 207	Support Services_Other Support Services_Central and Other_Medical Insurance	$ -	0	0	0	0	0	0
72810 208	Support Services_Other Support Services_Central and Other_Dental Insurance.	$ -	0	0	0	0	0	0
72810 210	Support Services_Other Support Services_Central and Other_Unemployment Compensation	$ -	0	0	0	0	0	0
72810 211	Support Services_Other Support Services_Central and Other_Local Retirement	$ -	0	0	0	0	0	0
72810 212	Support Services_Other Support Services_Central and Other_Employer Medicare.	$ -	0	0	0	0	0	0
72810 215	Support Services_Other Support Services_Central and Other_On-Behalf Payments for OPEB (Other Post Employmer	$ -	0	0	0	0	0	0
72810 299	Support Services_Other Support Services_Central and Other_Other Fringe Benefits	$ -	0	0	0	0	0	0
72810 307	Support Services_Other Support Services_Central and Other_Communication	$ -	0	0	0	0	0	0
72810 308	Support Services_Other Support Services_Central and Other_Consultants	$ -	0	0	0	0	0	0
72810 317	Support Services_Other Support Services_Central and Other_Data Processing Services.	$ -	0	0	0	0	0	0
72810 330	Support Services_Other Support Services_Central and Other_Operating Lease Payments.	$ -	0	0	0	0	0	0
72810 336	Support Services_Other Support Services_Central and Other_Maintenance & Repair Service Equipment.	$ -	0	0	0	0	0	0

ACCOUNT NO.		DO NOT ENTER FORMULA ONLY IN THIS COLUMN (1) TOTAL ALL FUNDS	(2) GENERAL PURPOSE FUND 141	(3) FEDERAL PROJECTS FUND 142	(4) CENTRAL CAFETERIA FUND 143	(5) SCHOOL TRANSPORTATION FUND 144	(6) EDUCATION DEBT SERVICE FUND 156	(7) EDUCATION CAPITAL PROJECTS FUND 177
72810 348	Support Services_Other Support Services_Central and Other_Postal Charges.	$ -	0	0	0	0	0	0
72810 355	Support Services_Other Support Services_Central and Other_Travel.	$ -	0	0	0	0	0	0
72810 399	Support Services_Other Support Services_Central and Other_Other Contracted Services	$ -	0	0	0	0	0	0
72810 411	Support Services_Other Support Services_Central and Other_Data Processing Supplies.	$ -	0	0	0	0	0	0
72810 435	Support Services_Other Support Services_Central and Other_Office Supplies	$ -	0	0	0	0	0	0
72810 499	Support Services_Other Support Services_Central and Other_Other Supplies & Materials.	$ -	0	0	0	0	0	0
72810 524	Support Services_Other Support Services_Central and Other_In-Service/Staff Development.	$ -	0	0	0	0	0	0
72810 599	Support Services_Other Support Services_Central and Other_Other Charges	$ -	0	0	0	0	0	0
72810 701	Support Services_Other Support Services_Central and Other_Administration Equipment.	$ -	0	0	0	0	0	0
72810 709	Support Services_Other Support Services_Central and Other_Data Processing Equipment	$ -	0	0	0	0	0	0
72810 790	Support Services_Other Support Services_Central and Other_Other Equipment.	$ -	0	0	0	0	0	0
72810	**TOTAL CENTRAL AND OTHER**	**$ -**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**
72000	**TOTAL SUPPORT SERVICES**	**$ 9,059,779.00**	**$9,059,779**	**$0**	**$0**	**$0**	**$0**	**$0**

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ACCOUNT NO.		DO NOT ENTER FORMULA ONLY IN THIS COLUMN (1) TOTAL ALL FUNDS	(2) GENERAL PURPOSE FUND 141	(3) FEDERAL PROJECTS FUND 142	(4) CENTRAL CAFETERIA FUND 143	(5) SCHOOL TRANSPORTATION FUND 144	(6) EDUCATION DEBT SERVICE FUND 156	(7) EDUCATION CAPITAL PROJECTS FUND 177
73100 105	Operation of NonInstructional Service_Food Service_Supervisor/Director.	$ -	$0	$0	$0	$0	$0	$0
73100 117	Operation of NonInstructional Service_Food Service_Career Ladder Program.	$ -	0	0	0	0	0	0
73100 119	Operation of NonInstructional Service_Food Service_Accountants/Bookkeepers	$ -	0	0	0	0	0	0
73100 162	Operation of NonInstructional Service_Food Service_Clerical Personnel.	$ -	0	0	0	0	0	0
73100 165	Operation of NonInstructional Service_Food Service_Cafeteria Personnel	$ -	0	0	0	0	0	0
73100 188	Operation of NonInstructional Service_Food Service_Bonus Payments	$ -	0	0	0	0	0	0
73100 189	Operation of NonInstructional Service_Food Service_Other Salaries & Wages.	$ -	0	0	0	0	0	0
73100 196	Operation of NonInstructional Service_Food Service_In-Service Training	$ -	0	0	0	0	0	0
73100 201	Operation of NonInstructional Service_Food Service_Social Security	$ -	0	0	0	0	0	0
73100 204	Operation of NonInstructional Service_Food Service_State Retirement.	$ -	0	0	0	0	0	0
73100 206	Operation of NonInstructional Service_Food Service_Life Insurance.	$ -	0	0	0	0	0	0
73100 207	Operation of NonInstructional Service_Food Service_Medical Insurance	$ -	0	0	0	0	0	0
73100 208	Operation of NonInstructional Service_Food Service_Dental Insurance.	$ -	0	0	0	0	0	0
73100 210	Operation of NonInstructional Service_Food Service_Unemployment Compensation	$ -	0	0	0	0	0	0
73100 211	Operation of NonInstructional Service_Food Service_Local Retirement	$ -	0	0	0	0	0	0
73100 212	Operation of NonInstructional Service_Food Service_Employer Medicare.	$ -	0	0	0	0	0	0
73100 215	Operation of NonInstructional Service_Food Service_On-Behalf Payments for OPEB (Other Post Employment Benef	$ -	0	0	0	0	0	0
73100 299	Operation of NonInstructional Service_Food Service_Other Fringe Benefits	$ -	0	0	0	0	0	0
73100 307	Operation of NonInstructional Service_Food Service_Communication	$ -	0	0	0	0	0	0
73100 329	Operation of NonInstructional Service_Food Service_Laundry Service	$ -	0	0	0	0	0	0
73100 330	Operation of NonInstructional Service_Food Service_Operating Lease Payments	$ -	0	0	0	0	0	0
73100 336	Operation of NonInstructional Service_Food Service_Maintenance & Repair Service Equipment.	$ -	0	0	0	0	0	0
73100 342	Operation of NonInstructional Service_Food Service_Payments to Schools-Breakfast	$ -	0	0	0	0	0	0
73100 343	Operation of NonInstructional Service_Food Service_Payments to Schools-Lunch	$ -	0	0	0	0	0	0
73100 344	Operation of NonInstructional Service_Food Service_Payments to Schools-Other	$ -	0	0	0	0	0	0
73100 345	Operation of NonInstructional Service_Food Service_Payments to Schools-Other USDA.	$ -	0	0	0	0	0	0
73100 348	Operation of NonInstructional Service_Food Service_Postal Charges.	$ -	0	0	0	0	0	0
73100 354	Operation of NonInstructional Service_Food Service_Transportation - Other Than Students.	$ -	0	0	0	0	0	0
73100 355	Operation of NonInstructional Service_Food Service_Travel.	$ -	0	0	0	0	0	0
73100 399	Operation of NonInstructional Service_Food Service_Other Contracted Services	$ -	0	0	0	0	0	0
73100 421	Operation of NonInstructional Service_Food Service_Food Preparation Supplies	$ -	0	0	0	0	0	0
73100 422	Operation of NonInstructional Service_Food Service_Food Supplies	$ -	0	0	0	0	0	0
73100 435	Operation of NonInstructional Service_Food Service_Office Supplies	$ -	0	0	0	0	0	0
73100 451	Operation of NonInstructional Service_Food Service_Uniforms.	$ -	0	0	0	0	0	0
73100 452	Operation of NonInstructional Service_Food Service_Utilities	$ -	0	0	0	0	0	0
73100 469	Operation of NonInstructional Service_Food Service_USDA Commodities	$ -	0	0	0	0	0	0
73100 499	Operation of NonInstructional Service_Food Service_Other Supplies & Materials.	$ -	0	0	0	0	0	0
73100 524	Operation of NonInstructional Service_Food Service_In-Service/Staff Development.	$ -	0	0	0	0	0	0
73100 599	Operation of NonInstructional Service_Food Service_Other Charges	$ -	0	0	0	0	0	0
73100 710	Operation of NonInstructional Service_Food Service_Food Service Equipment.	$ -	0	0	0	0	0	0
73100	**TOTAL FOOD SERVICE**	**$ -**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**

ACCOUNT NO.		DO NOT ENTER FORMULA ONLY IN THIS COLUMN (1) TOTAL ALL FUNDS	(2) GENERAL PURPOSE FUND 141	(3) FEDERAL PROJECTS FUND 142	(4) CENTRAL CAFETERIA FUND 143	(5) SCHOOL TRANSPORTATION FUND 144	(6) EDUCATION DEBT SERVICE FUND 156	(7) EDUCATION CAPITAL PROJECTS FUND 177
70000	***TOTAL OPERATING EXPENDITURES (Accts 71100-73100)**	**$ 18,225,119.00**	**$18,225,119**	**$0**	**$0**	**$0**	**$0**	**$0**
73300 105	Operation of NonInstructional Service_Community Services_Supervisor/Director	$ -	$0	$0	$0	$0	$0	$0
73300 116	Operation of NonInstructional Service_Community Services_Teachers.	$ -	0	0	0	0	0	0
73300 117	Operation of NonInstructional Service_Community Services_Career Ladder Program.	$ -	0	0	0	0	0	0
73300 162	Operation of NonInstructional Service_Community Services_Clerical Personnel.	$ -	0	0	0	0	0	0
73300 163	Operation of NonInstructional Service_Community Services_Educational Assistants.	$ -	0	0	0	0	0	0
73300 169	Operation of NonInstructional Service_Community Services_Part-time Personnel	$ -	0	0	0	0	0	0
73300 188	Operation of NonInstructional Service_Community Services_Bonus Payments	$ -	0	0	0	0	0	0
73300 189	Operation of NonInstructional Service_Community Services_Other Salaries & Wages.	$ -	0	0	0	0	0	0
73300 195	Operation of NonInstructional Service_Community Services_Certified Substitute Teachers	$ -	0	0	0	0	0	0
73300 198	Operation of NonInstructional Service_Community Services_Non-certified Substitute Teachers	$ -	0	0	0	0	0	0
73300 201	Operation of NonInstructional Service_Community Services_Social Security	$ -	0	0	0	0	0	0
73300 204	Operation of NonInstructional Service_Community Services_State Retirement.	$ -	0	0	0	0	0	0
73300 206	Operation of NonInstructional Service_Community Services_Life Insurance.	$ -	0	0	0	0	0	0
73300 207	Operation of NonInstructional Service_Community Services_Medical Insurance	$ -	0	0	0	0	0	0
73300 208	Operation of NonInstructional Service_Community Services_Dental Insurance.	$ -	0	0	0	0	0	0
73300 210	Operation of NonInstructional Service_Community Services_Unemployment Compensation	$ -	0	0	0	0	0	0
73300 211	Operation of NonInstructional Service_Community Services_Local Retirement	$ -	0	0	0	0	0	0
73300 212	Operation of NonInstructional Service_Community Services_Employer Medicare.	$ -	0	0	0	0	0	0
73300 215	Operation of NonInstructional Service_Community Services_On-Behalf Payments for OPEB (Other Post Employmen	$ -	0	0	0	0	0	0
73300 299	Operation of NonInstructional Service_Community Services_Other Fringe Benefits	$ -	0	0	0	0	0	0
73300 336	Operation of NonInstructional Service_Community Services_Maintenance & Repair Services - Equipment	$ -	0	0	0	0	0	0
73300 355	Operation of NonInstructional Service_Community Services_Travel.	$ -	0	0	0	0	0	0
73300 369	Operation of NonInstructional Service_Community Services_Contracts for Substitute Teachers-Certified	$ -	0	0	0	0	0	0
73300 370	Operation of NonInstructional Service_Community Services_Contracts for Substitute Teachers-Non-certified	$ -	0	0	0	0	0	0
73300 399	Operation of NonInstructional Service_Community Services_Other Contracted Services	$ -	0	0	0	0	0	0
73300 422	Operation of NonInstructional Service_Community Services_Food Supplies	$ -	0	0	0	0	0	0
73300 429	Operation of NonInstructional Service_Community Services_Instructional Supplies & Materials	$ -	0	0	0	0	0	0
73300 499	Operation of NonInstructional Service_Community Services_Other Supplies & Materials.	$ -	0	0	0	0	0	0
73300 509	Operation of NonInstructional Service_Community Services_Refunds	$ -	0	0	0	0	0	0
73300 524	Operation of NonInstructional Service_Community Services_In-Service/Staff Development.	$ -	0	0	0	0	0	0
73300 599	Operation of NonInstructional Service_Community Services_Other Charges	$ -	0	0	0	0	0	0
73300 790	Operation of NonInstructional Service_Community Services_Other Equipment	$ -	0	0	0	0	0	0
73300	**TOTAL COMMUNITY SERVICES**	**$ -**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**
73400 105	Operation of NonInstructional Service_Early Childhood Education_Supervisor/Director	$ -	$0	$0	$0	$0	$0	$0
73400 116	Operation of NonInstructional Service_Early Childhood Education_Teachers.	$ -	0	0	0	0	0	0
73400 117	Operation of NonInstructional Service_Early Childhood Education_Career Ladder Program.	$ -	0	0	0	0	0	0
73400 162	Operation of NonInstructional Service_Early Childhood Education_Clerical Personnel.	$ -	0	0	0	0	0	0

ACCOUNT NO.		DO NOT ENTER FORMULA ONLY IN THIS COLUMN (1) TOTAL ALL FUNDS	(2) GENERAL PURPOSE FUND 141	(3) FEDERAL PROJECTS FUND 142	(4) CENTRAL CAFETERIA FUND 143	(5) SCHOOL TRANSPORTATION FUND 144	(6) EDUCATION DEBT SERVICE FUND 156	(7) EDUCATION CAPITAL PROJECTS FUND 177
73400 163	Operation of NonInstructional Service_Early Childhood Education_Educational Assistants.	$ -	0	0	0	0	0	0
73400 188	Operation of NonInstructional Service_Early Childhood Education_Bonus Payments	$ -	0	0	0	0	0	0
73400 189	Operation of NonInstructional Service_Early Childhood Education_Other Salaries & Wages.	$ -	0	0	0	0	0	0
73400 195	Operation of NonInstructional Service_Early Childhood Education_Certified Substitute Teachers	$ -	0	0	0	0	0	0
73400 198	Operation of NonInstructional Service_Early Childhood Education_Non-certified Substitute Teachers	$ -	0	0	0	0	0	0
73400 201	Operation of NonInstructional Service_Early Childhood Education_Social Security	$ -	0	0	0	0	0	0
73400 204	Operation of NonInstructional Service_Early Childhood Education_State Retirement.	$ -	0	0	0	0	0	0
73400 206	Operation of NonInstructional Service_Early Childhood Education_Life Insurance.	$ -	0	0	0	0	0	0
73400 207	Operation of NonInstructional Service_Early Childhood Education_Medical Insurance	$ -	0	0	0	0	0	0
73400 208	Operation of NonInstructional Service_Early Childhood Education_Dental Insurance.	$ -	0	0	0	0	0	0
73400 210	Operation of NonInstructional Service_Early Childhood Education_Unemployment Compensation	$ -	0	0	0	0	0	0
73400 211	Operation of NonInstructional Service_Early Childhood Education_Local Retirement	$ -	0	0	0	0	0	0
73400 212	Operation of NonInstructional Service_Early Childhood Education_Employer Medicare.	$ -	0	0	0	0	0	0
73400 215	Operation of NonInstructional Service_Early Childhood Education_On-Behalf Payments for OPEB (Other Post Empl	$ -	0	0	0	0	0	0
73400 299	Operation of NonInstructional Service_Early Childhood Education_Other Fringe Benefits	$ -	0	0	0	0	0	0
73400 307	Operation of NonInstructional Service_Early Childhood Education_Communication	$ -	0	0	0	0	0	0
73400 310	Operation of NonInstructional Service_Early Childhood Education_Contracts W/Other Public Agencies	$ -	0	0	0	0	0	0
73400 311	Operation of NonInstructional Service_Early Childhood Education_Contracts W/Other School Systems.	$ -	0	0	0	0	0	0
73400 312	Operation of NonInstructional Service_Early Childhood Education_Contracts W/Private Agencies.	$ -	0	0	0	0	0	0
73400 330	Operation of NonInstructional Service_Early Childhood Education_Operating Lease Payments	$ -	0	0	0	0	0	0
73400 336	Operation of NonInstructional Service_Early Childhood Education_Maintenance & Repair Services - Equipment	$ -	0	0	0	0	0	0
73400 355	Operation of NonInstructional Service_Early Childhood Education_Travel	$ -	0	0	0	0	0	0
73400 369	Operation of NonInstructional Service_Early Childhood Education_Contracts for Substitute Teachers-Certified	$ -	0	0	0	0	0	0
73400 370	Operation of NonInstructional Service_Early Childhood Education_Contracts for Substitute Teachers-Non-certified	$ -	0	0	0	0	0	0
73400 399	Operation of NonInstructional Service_Early Childhood Education_Other Contracted Services	$ -	0	0	0	0	0	0
73400 422	Operation of NonInstructional Service_Early Childhood Education_Food Supplies	$ -	0	0	0	0	0	0
73400 429	Operation of NonInstructional Service_Early Childhood Education_Instructional Supplies & Materials	$ -	0	0	0	0	0	0
73400 449	Operation of NonInstructional Service_Early Childhood Education_Textbooks	$ -	0	0	0	0	0	0
73400 499	Operation of NonInstructional Service_Early Childhood Education_Other Supplies & Materials.	$ -	0	0	0	0	0	0
73400 524	Operation of NonInstructional Service_Early Childhood Education_In-Service/Staff Development	$ -	0	0	0	0	0	0
73400 599	Operation of NonInstructional Service_Early Childhood Education_Other Charges	$ -	0	0	0	0	0	0
73400 790	Operation of NonInstructional Service_Early Childhood Education_Other Equipment	$ -	0	0	0	0	0	0
73400	**TOTAL CHILDHOOD EDUCATION**	$ -	$0	$0	$0	$0	$0	$0

ACCOUNT NO.		DO NOT ENTER FORMULA ONLY IN THIS COLUMN (1) TOTAL ALL FUNDS	(2) GENERAL PURPOSE FUND 141	(3) FEDERAL PROJECTS FUND 142	(4) CENTRAL CAFETERIA FUND 143	(5) SCHOOL TRANSPORTATION FUND 144	(6) EDUCATION DEBT SERVICE FUND 156	(7) EDUCATION CAPITAL PROJECTS FUND 177
76100 189	Capital Outlay_Regular Capital Outlay_Other Salaries and Wages.	$ -	$0	$0	$0	$0	$0	$0
76100 201	Capital Outlay_Regular Capital Outlay_Social Security	$ -	0	0	0	0	0	0
76100 204	Capital Outlay_Regular Capital Outlay_State Retirement.	$ -	0	0	0	0	0	0
76100 206	Capital Outlay_Regular Capital Outlay_Life Insurance.	$ -	0	0	0	0	0	0
76100 207	Capital Outlay_Regular Capital Outlay_Medical Insurance	$ -	0	0	0	0	0	0
76100 208	Capital Outlay_Regular Capital Outlay_Dental Insurance.	$ -	0	0	0	0	0	0
76100 210	Capital Outlay_Regular Capital Outlay_Unemployment Compensation	$ -	0	0	0	0	0	0
76100 211	Capital Outlay_Regular Capital Outlay_Local Retirement	$ -	0	0	0	0	0	0
76100 212	Capital Outlay_Regular Capital Outlay_Employer Medicare.	$ -	0	0	0	0	0	0
76100 299	Capital Outlay_Regular Capital Outlay_Other Fringe Benefits	$ -	0	0	0	0	0	0
76100 304	Capital Outlay_Regular Capital Outlay_Architects.	$ -	0	0	0	0	0	0
76100 308	Capital Outlay_Regular Capital Outlay_Consultants	$ -	0	0	0	0	0	0
76100 321	Capital Outlay_Regular Capital Outlay_Engineering Services.	$ -	0	0	0	0	0	0
76100 331	Capital Outlay_Regular Capital Outlay_Legal Services.	$ 170,752.00	170,752	0	0	0	0	0
76100 399	Capital Outlay_Regular Capital Outlay_Other Contracted Services	$ -	0	0	0	0	0	0
76100 706	Capital Outlay_Regular Capital Outlay_Building Construction	$ 635,726.00	635,726	0	0	0	0	0
76100 707	Capital Outlay_Regular Capital Outlay_Building Improvements	$ -	0	0	0	0	0	0
76100 715	Capital Outlay_Regular Capital Outlay_Land.	$ -	0	0	0	0	0	0
76100 724	Capital Outlay_Regular Capital Outlay_Site Development.	$ -	0	0	0	0	0	0
76100 799	Capital Outlay_Regular Capital Outlay_Other Capital Outlay.	$ -	0	0	0	0	0	0
76100	**TOTAL REGULAR CAPITAL OUTLAY**	**$ 806,478.00**	**$806,478**	**$0**	**$0**	**$0**	**$0**	**$0**
82130 601	Debt Service_Education Debt Service_Principal on Bonds.	$ -	$0	$0	$0	$0	$0	$0
82130 602	Debt Service_Education Debt Service_Principal on Notes	$ -	0	0	0	0	0	0
82130 610	Debt Service_Education Debt Service_Principal on Capitalized Leases	$ -	0	0	0	0	0	0
82130 612	Debt Service_Education Debt Service_Principal on Other Loans Payable	$ -	0	0	0	0	0	0
82130 620	Debt Service_Education Debt Service_Principal on Debt Service Contribution to Primary Government	$ -	0	0	0	0	0	0
82230 603	Debt Service_Education Debt Service_Interest on Bonds	$ -	0	0	0	0	0	0
82230 604	Debt Service_Education Debt Service_Interest on Notes.	$ 482,574.00	0	0	0	0	482,574	0
82230 611	Debt Service_Education Debt Service_Interest on Capitalized Leases.	$ -	0	0	0	0	0	0
82230 613	Debt Service_Education Debt Service_Interest on Other Loans Payable	$ 1,375.00	0	0	0	0	1,375	0
82230 620	Debt Service_Education Debt Service_Interest on Debt Service Contribution to Primary Government	$ -	0	0	0	0	0	0
82330 699	Debt Service_Education Debt Service_Other Debt Service	$ -	0	0	0	0	0	0
80000	**TOTAL EDUCATION DEBT SERVICE**	**$ 483,949.00**	**$0**	**$0**	**$0**	**$0**	**$483,949**	**$0**

ACCOUNT NO.		DO NOT ENTER FORMULA ONLY IN THIS COLUMN (1) TOTAL ALL FUNDS	(2) GENERAL PURPOSE FUND 141	(3) FEDERAL PROJECTS FUND 142	(4) CENTRAL CAFETERIA FUND 143	(5) SCHOOL TRANSPORTATION FUND 144	(6) EDUCATION DEBT SERVICE FUND 156	(7) EDUCATION CAPITAL PROJECTS FUND 177
91300 189	Capital Projects_Education Capital Projects_Other Salaries & Wages.	$ -	XXXXXXXXXXX	XXXXXXXXXXXXX	XXXXXXXXX	XXXXXXXXXXXX	XXXXXXXXX	$0
91300 201	Capital Projects_Education Capital Projects_Social Security	$ -	XXXXXXXXXXX	XXXXXXXXXXXXX	XXXXXXXXX	XXXXXXXXXXXX	XXXXXXXXX	0
91300 204	Capital Projects_Education Capital Projects_State Retirement.	$ -	XXXXXXXXXXX	XXXXXXXXXXXXX	XXXXXXXXX	XXXXXXXXXXXX	XXXXXXXXX	0
91300 206	Capital Projects_Education Capital Projects_Life Insurance.	$ -	XXXXXXXXXXX	XXXXXXXXXXXXX	XXXXXXXXX	XXXXXXXXXXXX	XXXXXXXXX	0
91300 207	Capital Projects_Education Capital Projects_Medical Insurance	$ -	XXXXXXXXXXX	XXXXXXXXXXXXX	XXXXXXXXX	XXXXXXXXXXXX	XXXXXXXXX	0
91300 208	Capital Projects_Education Capital Projects_Dental Insurance.	$ -	XXXXXXXXXXX	XXXXXXXXXXXXX	XXXXXXXXX	XXXXXXXXXXXX	XXXXXXXXX	0
91300 210	Capital Projects_Education Capital Projects_Unemployment Compensation	$ -	XXXXXXXXXXX	XXXXXXXXXXXXX	XXXXXXXXX	XXXXXXXXXXXX	XXXXXXXXX	0
91300 211	Capital Projects_Education Capital Projects_Local Retirement	$ -	XXXXXXXXXXX	XXXXXXXXXXXXX	XXXXXXXXX	XXXXXXXXXXXX	XXXXXXXXX	0
91300 212	Capital Projects_Education Capital Projects_Employer Medicare.	$ -	XXXXXXXXXXX	XXXXXXXXXXXXX	XXXXXXXXX	XXXXXXXXXXXX	XXXXXXXXX	0
91300 304	Capital Projects_Education Capital Projects_Architects.	$ -	XXXXXXXXXXX	XXXXXXXXXXXXX	XXXXXXXXX	XXXXXXXXXXXX	XXXXXXXXX	0
91300 308	Capital Projects_Education Capital Projects_Consultants	$ -	XXXXXXXXXXX	XXXXXXXXXXXXX	XXXXXXXXX	XXXXXXXXXXXX	XXXXXXXXX	0
91300 321	Capital Projects_Education Capital Projects_Engineering Services.	$ -	XXXXXXXXXXX	XXXXXXXXXXXXX	XXXXXXXXX	XXXXXXXXXXXX	XXXXXXXXX	0
91300 325	Capital Projects_Education Capital Projects_Fiscal Agent Charges.	$ -	XXXXXXXXXXX	XXXXXXXXXXXXX	XXXXXXXXX	XXXXXXXXXXXX	XXXXXXXXX	0
91300 331	Capital Projects_Education Capital Projects_Legal Services.	$ -	XXXXXXXXXXX	XXXXXXXXXXXXX	XXXXXXXXX	XXXXXXXXXXXX	XXXXXXXXX	0
91300 399	Capital Projects_Education Capital Projects_Other Contracted Services	$ -	XXXXXXXXXXX	XXXXXXXXXXXXX	XXXXXXXXX	XXXXXXXXXXXX	XXXXXXXXX	0
91300 701	Capital Projects_Education Capital Projects_Administration Equipment	$ -	XXXXXXXXXXX	XXXXXXXXXXXXX	XXXXXXXXX	XXXXXXXXXXXX	XXXXXXXXX	0
91300 704	Capital Projects_Education Capital Projects_Attendance Equipment	$ -	XXXXXXXXXXX	XXXXXXXXXXXXX	XXXXXXXXX	XXXXXXXXXXXX	XXXXXXXXX	0
91300 706	Capital Projects_Education Capital Projects_Building Construction	$ -	XXXXXXXXXXX	XXXXXXXXXXXXX	XXXXXXXXX	XXXXXXXXXXXX	XXXXXXXXX	0
91300 707	Capital Projects_Education Capital Projects_Building Improvements.	$ -	XXXXXXXXXXX	XXXXXXXXXXXXX	XXXXXXXXX	XXXXXXXXXXXX	XXXXXXXXX	0
91300 709	Capital Projects_Education Capital Projects_Data Processing Equipment	$ -	XXXXXXXXXXX	XXXXXXXXXXXXX	XXXXXXXXX	XXXXXXXXXXXX	XXXXXXXXX	0
91300 710	Capital Projects_Education Capital Projects_Food Service Equipment.	$ -	XXXXXXXXXXX	XXXXXXXXXXXXX	XXXXXXXXX	XXXXXXXXXXXX	XXXXXXXXX	0
91300 711	Capital Projects_Education Capital Projects_Furniture & Fixtures	$ 50,710.00	XXXXXXXXXXX	XXXXXXXXXXXXX	XXXXXXXXX	XXXXXXXXXXXX	XXXXXXXXX	50,710
91300 715	Capital Projects_Education Capital Projects_Land.	$ -	XXXXXXXXXXX	XXXXXXXXXXXXX	XXXXXXXXX	XXXXXXXXXXXX	XXXXXXXXX	0
91300 717	Capital Projects_Education Capital Projects_Maintenance Equipment	$ -	XXXXXXXXXXX	XXXXXXXXXXXXX	XXXXXXXXX	XXXXXXXXXXXX	XXXXXXXXX	0
91300 720	Capital Projects_Education Capital Projects_Plant Operation Equipment	$ -	XXXXXXXXXXX	XXXXXXXXXXXXX	XXXXXXXXX	XXXXXXXXXXXX	XXXXXXXXX	0
91300 722	Capital Projects_Education Capital Projects_Regular Instruction Equipment	$ -	XXXXXXXXXXX	XXXXXXXXXXXXX	XXXXXXXXX	XXXXXXXXXXXX	XXXXXXXXX	0
91300 724	Capital Projects_Education Capital Projects_Site Development.	$ -	XXXXXXXXXXX	XXXXXXXXXXXXX	XXXXXXXXX	XXXXXXXXXXXX	XXXXXXXXX	0
91300 725	Capital Projects_Education Capital Projects_Special Education Equipment	$ -	XXXXXXXXXXX	XXXXXXXXXXXXX	XXXXXXXXX	XXXXXXXXXXXX	XXXXXXXXX	0
91300 730	Capital Projects_Education Capital Projects_Vocational Instr Equipment.	$ -	XXXXXXXXXXX	XXXXXXXXXXXXX	XXXXXXXXX	XXXXXXXXXXXX	XXXXXXXXX	0
91300 735	Capital Projects_Education Capital Projects_Health Equipment.	$ -	XXXXXXXXXXX	XXXXXXXXXXXXX	XXXXXXXXX	XXXXXXXXXXXX	XXXXXXXXX	0
91300 790	Capital Projects_Education Capital Projects_Other Equipment	$ -	XXXXXXXXXXX	XXXXXXXXXXXXX	XXXXXXXXX	XXXXXXXXXXXX	XXXXXXXXX	0
91300 799	Capital Projects_Education Capital Projects_Other Capital Outlay	$ -	XXXXXXXXXXX	XXXXXXXXXXXXX	XXXXXXXXX	XXXXXXXXXXXX	XXXXXXXXX	0
91300	**TOTAL EDUCATION CAPITAL PROJECTS**	$ 50,710.00						$50,710
99100 504	Other Uses_Transfers_Indirect Cost (complete schedule below)	$ -	$0	$0	$0	$0	$0	$0
99100 590	Other Uses_Transfers_Transfers Out (complete schedule below).	$ -	$0	$0	$0	$0	$0	$0
99000	**TOTAL OTHER USES**	$ -	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**
99999	**GRAND TOTAL EXPENDITURES**	**$19,566,256**	**$19,031,597**	**$0**	**$0**	**$0**	**$483,949**	**$50,710**

		(1) TOTAL ALL FUNDS	(2) GENERAL PURPOSE FUND 141	(3) FEDERAL PROJECTS FUND 142	(4) CENTRAL CAFETERIA FUND 143	(5) SCHOOL TRANSPORTATION FUND 144	(6) EDUCATION DEBT SERVICE FUND 156	(7) EDUCATION CAPITAL PROJECTS FUND 177
	INDEBTEDNESS FOR SCHOOLS							
	CHANGES IN SCHOOL DEBT DURING	BONDED DEBT	NOTES PAYABLE (2)	CAPITALIZED LEASES	OTHER LOANS PAYABLE			
51010	School Debt Outstanding 7/1	$0	$6,318,500	$583,960	$0			
51020	Deduct, Principal Paid/Retired on Bonds/Notes (3)	$0	$6,420,564	$0	$0			
51030	Add, New Bonds/Notes Issued (3)	$0	$10,090,104	$0	$0			
51040	**Net Indebtedness for Schools 6/30**	**$0**	**$9,988,040**	**$583,960**	**$0**			

		(1) TOTAL ALL FUNDS	(2) GENERAL PURPOSE FUND 141	(3) FEDERAL PROJECTS FUND 142	(4) CENTRAL CAFETERIA FUND 143	(5) SCHOOL TRANSPORTATION FUND 144	(6) EDUCATION DEBT SERVICE FUND 156	(7) EDUCATION CAPITAL PROJECTS FUND 177
	EXPENDITURES WITH RESPECT TO SCHOOL INDEBTEDNESS MADE							
51050	School Principal Paid/Retired on Bonds/Notes (3)	$0	$6,420,564		$0	$0		
51060	Interest Paid on School Bonds/Notes (3)	$0			$0	$0		
51080	**Total School Bonds/Notes & Interest**	**$0**	**$6,420,564**		**$0**	**$0**		
51090	Less: Amount Paid From School Funds:	$ 483,949.00	$ -		$ -	$ -		
	(Bonds - from Page 38, Total of Lines 29, 35)							
	(Notes - from Page 38, Lines 30, 36)							
	(Capitalized Leases - from Page 38, Lines 31, 37)							
	(Other Loans Payable - from Page 38, Lines 32, 38)							
51091	(Contribution to Primary Government from Page 38, Lines 33, 39) (5)	$0	$0		$0	$0		
51000	**School Debt Expenditures Paid by Local**	**-$483,949**	**$6,420,564**		**$0**	**$0**		
	Non-Educational Agencies (4)							

(1) List all expenditures with respect to school bonds and notes payable regardless of whether paid from school funds or other local non-educational agencies.

(2) Include capital lease obligations

(3) Provide footnote for refinanced bonds/notes.

(4) Enter total on Page 41, Line 1

(5) Contributions to Primary Governments must be added to the appropriate column on Page 42 Line 26.

		(1) TOTAL ALL FUNDS	(2) GENERAL PURPOSE FUND 141	(3) FEDERAL PROJECTS FUND 142	(4) CENTRAL CAFETERIA FUND 143	(5) SCHOOL TRANSPORTATION FUND 144	(6) EDUCATION DEBT SERVICE FUND 156	(7) EDUCATION CAPITAL PROJECTS FUND 177
	NON-CENTRALIZED CAFETERIA EXPENDITURES							
	(For Non-Centralized Cafeteria Funds Only -- Does NOT apply to Centralized Cafeteria Funds)							
	If amount on this page is 0 enter 0, do not leave blank							
81000	1. Total Cafeteria Expenditures	$						
82000	2. Less: Cafeteria Equipment Expenditures	$						
83000	3. Cafeteria Operating Expenditures	$						

84000	4. Less: Payments to Central Office	$
84100	5. USDA Commodities	$
85000	6. Net Cafeteria Expenditures	$

	(1) TOTAL ALL FUNDS	(2) GENERAL PURPOSE FUND 141	(3) FEDERAL PROJECTS FUND 142	(4) CENTRAL CAFETERIA FUND 143	(5) SCHOOL TRANSPORTATION FUND 144	(6) EDUCATION DEBT SERVICE FUND 156	(7) EDUCATION CAPITAL PROJECTS FUND 177

STUDENT ACTIVITY FUNDS

		Per School Books	Less: BOE Allocations	Add: BOE Allocations Unexpended/Unobligated	Net Student Activity Funds	Account code Totals in Ereporting
87000 -87200	1. General Fund Income	280,015	0	0	$ 280,015.00	87300
88800-88200	2. General Fund Expenditures	294,478	0	0	$ 294,478.00	88300
89000-89200	3. Restricted Fund Income	0	0	0	$ -	89300
90000-90200	4. Restricted Fund Expenditures	0	0	0	$ -	90300

	(1) TOTAL ALL FUNDS	(2) GENERAL PURPOSE FUND 141	(3) FEDERAL PROJECTS FUND 142	(4) CENTRAL CAFETERIA FUND 143	(5) SCHOOL TRANSPORTATION FUND 144	(6) EDUCATION DEBT SERVICE FUND 156	(7) EDUCATION CAPITAL PROJECTS FUND 177

TUITION

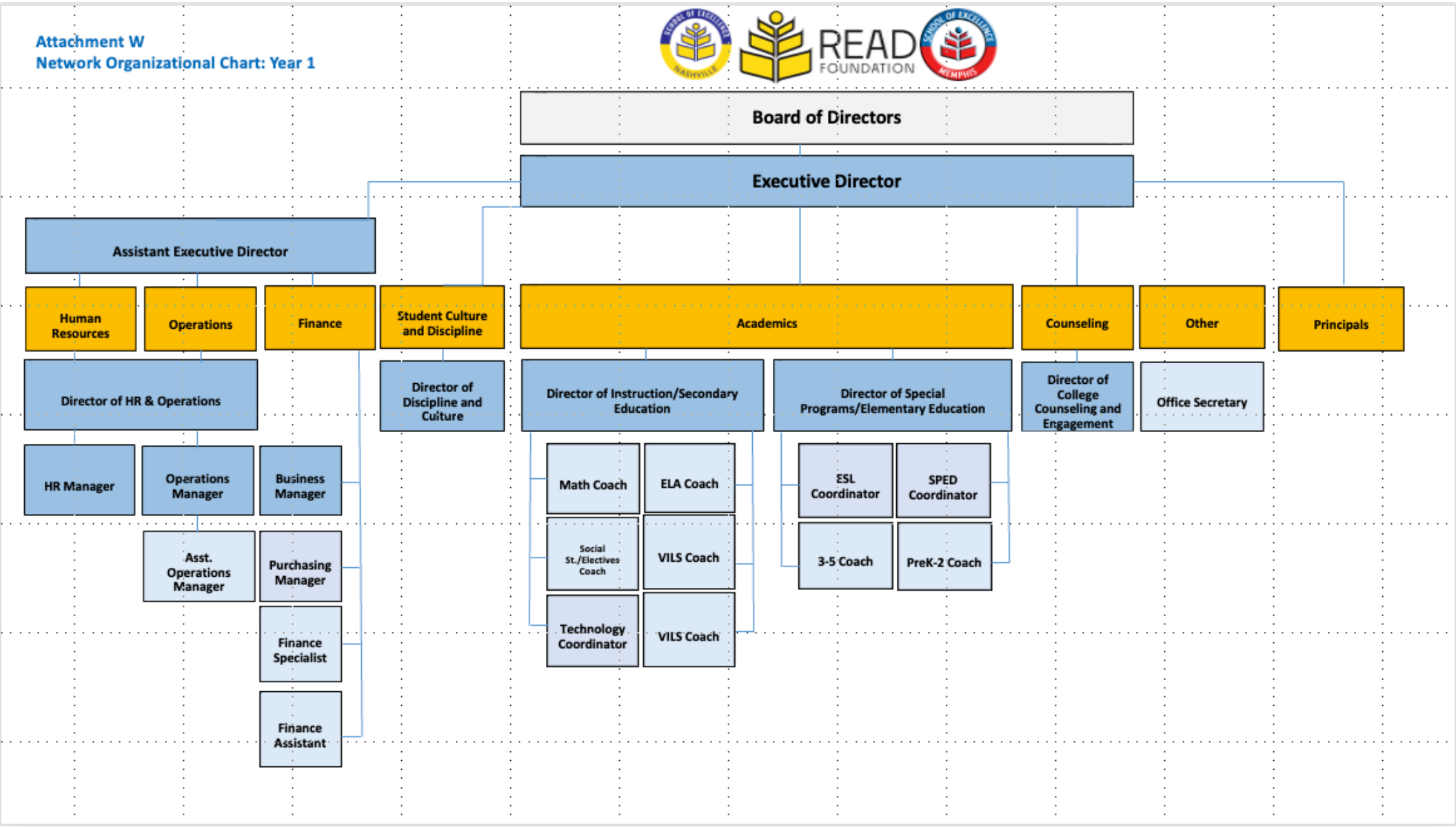
77000	Tuition Paid to Out-Of-State LEAs	$

	(1) TOTAL ALL FUNDS	(2) GENERAL PURPOSE FUND 141	(3) FEDERAL PROJECTS FUND 142	(4) CENTRAL CAFETERIA FUND 143	(5) SCHOOL TRANSPORTATION FUND 144	(6) EDUCATION DEBT SERVICE FUND 156	(7) EDUCATION CAPITAL PROJECTS FUND 177
RECONCILIATION OF END-OF-YEAR CASH BALANCE WITH FISCAL AGENT:							
Cash Balance - Fiscal Agent 6/30	$7,834,215	$7,834,215	$0	$0	$0	$0	$0
Deduct - Warrants Outstanding at 6/30	62,450	62,450	0	0	0	0	0
Cash Balance - Books 6/30	$7,771,765	$7,771,765	$0	$0	$0	$0	$0

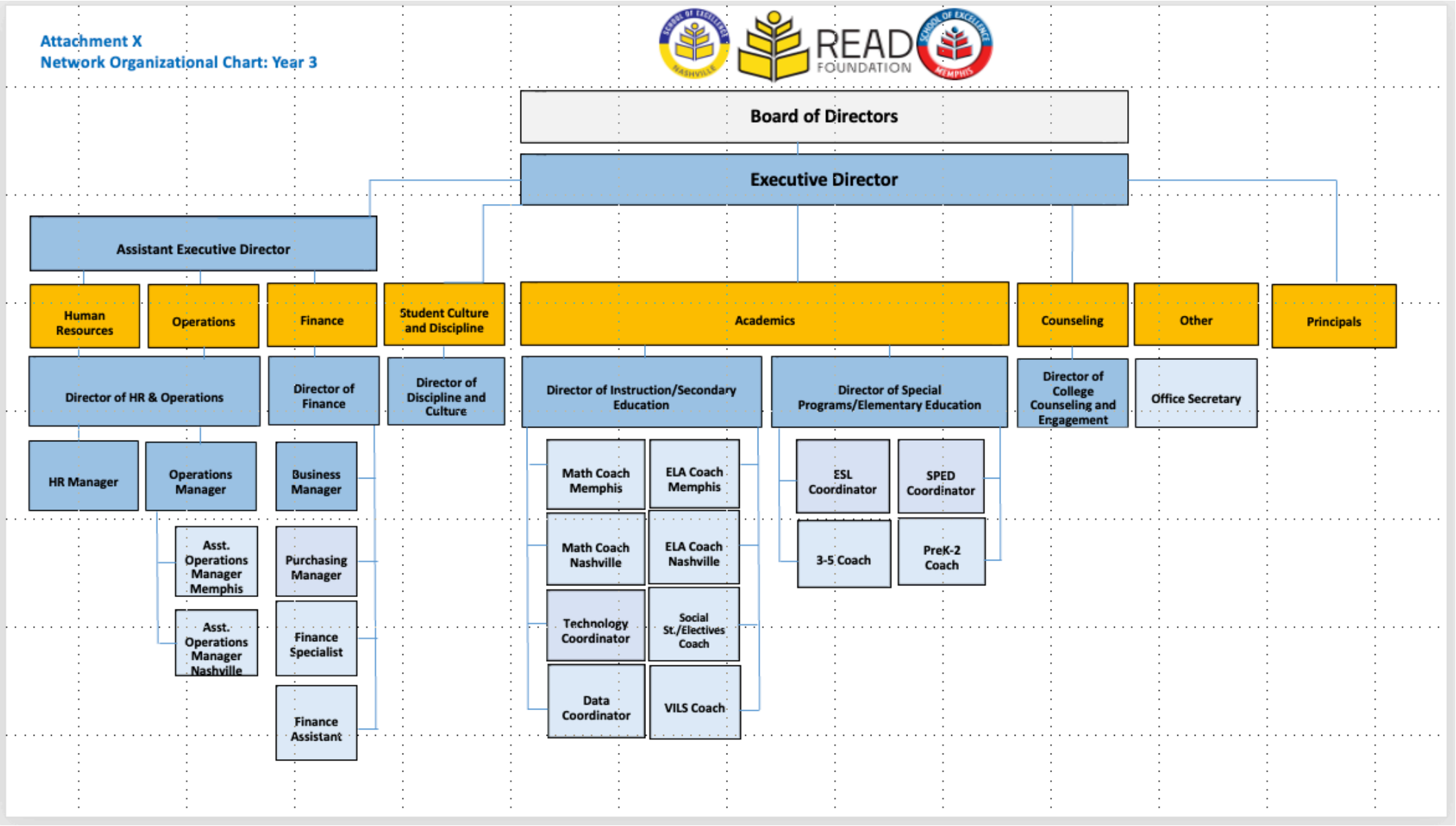
*These Balances should agree with Fiscal Agent Annual Report.

Attachment V

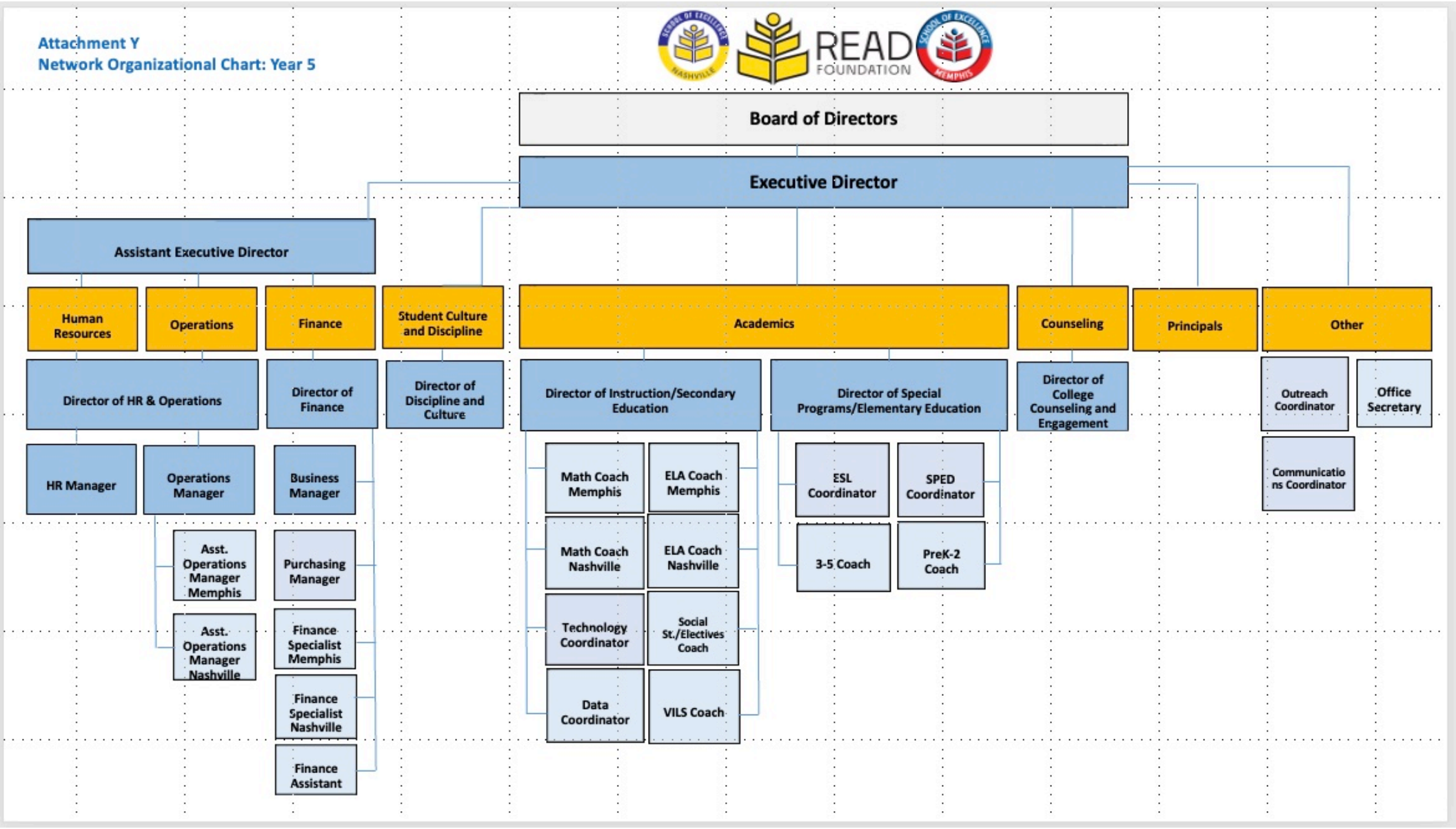
Attachment W
Network Organizational Chart: Year 1



Attachment X
Network Organizational Chart: Year 3



Attachment Y
Network Organizational Chart: Year 5



Memphis School of Excellence

Memphis, Tennessee

A Charter School Proposal

Submitted by

Read Foundation

Rev. December 8, 2009

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Charter Applicant Information Sheet

Name of Proposed Public Charter School: Memphis School of Excellence

Proposed School Address (if known): N/A

City, County, and School System in which Proposed School is Located: Memphis, Shelby County, Memphis City Schools

Legal Name of Group (Sponsor) Applying for Charter: Read Foundation

Primary Contact Person: Cem Akkus (President), Dr. Soner Tarim (Spokesperson)

Address: 198 Island Bluff Dr.

City: Memphis **State:** TN **Zip:** 38103

Daytime Telephone: Cem Akkus 646-387-9885, Dr. Tarim; 832-641-5588 **Fax:** 901-595-4585

Email Address: Mr. Akkus (cakkus@memphis.edu), Dr. Tarim (sonertarim@gmail.com)

Proposed Grade Levels & Total Student Enrollment:

Year	Grade Levels	Total Student Enrollment
Year One	6-9	300
Year Two	6-10	350
Year Three	6-11	400
Year Four	6-12	475
Year Five	6-12	475

Ultimately, once all grade spans have been added, what is the proposed grade configuration of the school? 6-12

Brief description of the proposed school's focus and mission (2-3 sentences):
The mission of Memphis School of Excellence is to provide a safe and collaborative environment which will cultivate the academic and social development of its students by emphasizing math, science, and technology for the purpose of students setting and meeting higher education goals.

MSE's school model is rigorous (prepares students for college), relevant (reinforces math and science skills) and is underpinned by a tight web of relationships (a strong culture reinforced by teachers and parents). Student achievement/outcome will be built on 3 core principles within the school model: a challenging math and science curriculum supported by theory; a focus on assessment; and a culture of constructive competition, discipline and parental engagement. MSE will utilize technology across all of these dimensions to reinforce its school model and curriculum.

Signature of Primary Contact Person: _____ **Date:** December 8, 2009

Assurances Form

This form must be signed by a duly authorized representative of the sponsor and submitted with the application. An application will be considered incomplete if it is not accompanied by the Assurances Form signed by an authorized individual.

As the authorized representative of the sponsor, I hereby certify that the information submitted in this application for a charter for the Memphis School of Excellence to be located at the MNPS Clusters is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the school:

1. will operate as a public, nonsectarian, non-religious public school, with control of instruction vested in the governing body of the school under the general supervision of the chartering authority and in compliance with the charter agreement and the charter school act;

2. will meet the same performance standards and requirements adopted by the state board of education for public schools;

3. will provide special education services for students as provided in Title 49, Chapter 10;

4. will follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services;

5. will follow any federal and state court orders in place in the local school district;

6. will comply with federal and state applicable health and safety standards;

7. will not be a conversion of any private, parochial, cyber-based, or home-based school;

8. will not be a cyber-based school;

9. (if conversion school) will demonstrate that parents of sixty percent of the children enrolled at a public school or sixty percent of the teachers assigned to the school have consented their support to conversion (please provide petitions as attachment);

10. will open to bid all contracts for goods and services in excess of five thousand dollars ($5,000);

11. will be subject to the provisions of Tenn. Code Ann. §12-4-101 and 12-4-102 with regard to conflicts of interest;

12. will deem meetings of the governing body as public business and be held in compliance with Tenn. Code Ann. §8-44-102;

13. will employ individuals to teach who hold a license to teach in a public school in Tennessee or meet the minimum requirements for licensure as defined by the state board of education;

14. will follow state audit procedures and audit requirements;

15. will not charge tuition, unless the governing body of the charter school approves a transfer from another district to a public charter school in its district pursuant to the provisions of Tenn. Code Ann. §49-6-3003;

16. will operate on a July 1 to June 30 fiscal year and will adopt and operate under an annual budget for such fiscal year;

17. will prepare a budget in the same format as that required by the state department of education for local education agencies;

18. will maintain its accounts and records in accordance with generally accepted accounting principles and in conformance with the uniform chart of accounts and accounting requirements prescribed by the comptroller of the treasury;

19. will prepare and publish an annual financial report that encompasses all funds and includes the audited financial statements of the charter school;

20. will require any member of the governing body, employee, officer or other authorized person who receives funds, has access to funds, or has authority to make expenditures from funds, to give a surety bond in the form prescribed by Tenn. Code Ann. §8-19-101;

21. will at all times maintain all necessary and appropriate insurance coverage;

22. will be non-religious in its programs, admissions policies, governance, employment practices and all other operations, and its curriculum will be completely secular;

23. will adhere to all provisions of federal law relating to students who are limited English proficient (LEP), including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it;

24. will follow any and all federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school;

Cem Akkus
Name of Authorized Signer (Print or type)

President
Title of Authorized Signer

Signature

December 8, 2009
Date

1. Mission Statement

Section 1 – Provide a statement defining the mission and goals of the proposed public charter school. *Explain the mission of your proposed public charter school. Provide a clear and concise statement that defines the purposes and nature of the school. Your mission statement should in one or two sentences indicate what the school intends to do, for whom, and to what degree.*

Explain the need for this particular school in the community it will serve and the target student population. If your school currently exists and is applying for a conversion to charter status, explain how the school will benefit from becoming a public charter school and how the conversion will more adequately meet the needs of the students being served.

State the goals for the proposed school. Specify in clear and measurable terms what you hope to accomplish in the areas of (1) academic performance, (2) organizational performance, and (3) other school-specific goals.

The Mission Statement

The mission of Memphis School of Excellence (MSE) is to provide a safe and collaborative environment which will cultivate the academic and social development of its students by emphasizing math, science, and technology for the purpose of students setting and meeting higher education goals. Graduates of MSE will have the tools necessary to positively impact their communities as they pursue their personal and professional aspirations. Memphis School of Excellence believes an effective and adequate education necessary for the citizens of the future relies heavily on a multidimensional academic curriculum in which all core subjects will be blended together through various teaching methods while promoting the development of a strong character that supports and respects society. We strongly believe that MSE's mission statement and our outlined goals relate to the Memphis City Schools' strategic plan which is based on student achievement, accountability, parent and community involvement, healthy youth development, safety and diversity.

Memphis School of Excellence believes that focusing on an overall high academic achievement will include providing opportunities for individual skills and talents to develop to higher levels. This will inspire in students a lifelong love of learning and desire for self-improvement and creativity. MSE strives to lead each and every student to these accomplishments by using enhanced Tennessee Curriculum Standards. The No Child Left Behind (NCLB) Act of 2001 will serve as a guideline in our commitment to teach every student how to reach his or her fullest potential. As part of the NCLB Act, instruction at MSE will be research based and evaluated

frequently, teacher development will be a continual process, and special emphasis will be given for the adequate yearly progress of each student.

Every effort will be made to humanize and personalize the environment in which students learn, and to maintain safe, friendly and wholesome atmosphere that encourages creative expression and a desire to acquire knowledge. The emphasis of the entire instructional program is aimed at meeting the individual needs of each student in order to allow children to develop to their fullest potential. The school establishes an atmosphere in which students develop abilities to generate new thoughts, to think analytically, to draw logical conclusions, and to express thoughts in written and verbal form. By instilling in the student's knowledge and appreciation of one's heritage as a member of the American community, as an American citizen, and as a member of a family, the school strives to make the student aware of accountability to oneself and to others.

Since adolescents thrive in an environment of diversity, we will strive to create a diverse learning environment. Diversity is not only a motivating factor, but also an essential element in a well-rounded education. It serves as a key to success in our diverse American society, institutions of higher learning, and inter-connected global economy.

Each and every student at MSE will be regarded as a unique, valuable, and vital member of the school community. Individual attention in the form of one-on-one tutorial, intensive counseling, and individualized goals is the key to motivating our students. Cooperation with area universities is an effective means toward enhancing the effectiveness of our tutorial system.

Multi-cultural aspects are also integrated into our curricula; not just through geography and foreign language, but within each of our subject areas. Our students are encouraged to make additional contacts with other cultures by participating in local, national and International Science and Mathematics Competitions.

While cherishing the individual choice of each student, the school will focus on curriculum standards so that children may achieve the mastery upon which further learning will be built. MSE will use a variety of teaching methods to ensure learning for all students regardless of race, gender, or socioeconomic background.

Memphis School of Excellence's curriculum will be project oriented, interdisciplinary, and thematic. School Science fairs, student work displays, performances, newsletters, multimedia publications (web, CDs and etc.), in-school academic competitions and various methods will be used to exhibit student work.

The founders envision an environment where families, teachers, and students communicate on a regular basis, in order to optimize the students' educational opportunities in addition to activities that contribute to the complete personal and social development and personal esteem, such as recreation, athletics and co-curricular and/or extracurricular activities. Learning and applying Science, Math, and Technology through projects that are linked to community and family is the means by which students experience personal academic success and emotional growth. Students at MSE will have an extended Health Curriculum that will involve Nutrition, Health and Fitness. Students will be educated on healthy and safe nutritional habits in our school in order to develop a fit and healthy generation.

The founders believe that leading by example is the best way to inspire change. Through the development of a school with challenging standards of academic excellence, which results in higher achievement scores; through the inclusion of all students regardless of racial, ethnic background, language barriers, educational classifications, or socio-economic status; and through the demonstrated satisfaction of students and families alike, the impetus for change in the region public schools will be realized.

Needs

A recent report prepared for Members of Congress by the Congressional Research Service highlights a growing concern that the United States is not preparing a sufficient number of students, teachers, and practitioners in the areas of science, technology, engineering, and mathematics (STEM). A large majority of secondary school students fail to reach proficiency in math and science, and many are taught by teachers lacking adequate subject matter knowledge.

Overall, Tennessee is among the nation's lowest-ranking states in the proportion of the adult population with a college degree. Tennessee's high school graduation rate is the third lowest in the nation, barely ahead of South Carolina and Nevada; worse yet, our graduation rate has actually declined over the past decade. Tennessee students routinely fall below national averages in reading and mathematics scores on the Nation's Report Card.

There are a limited number of schools in Memphis that offer a comprehensive college preparatory program emphasizing mathematics, science, and technology. Memphis School of Excellence will strive to play a role in satisfying this need. University of Memphis and other local institutions of higher learning currently offer programs in mathematics, science, and technology. MSE will offer programs to develop the necessary skills for its students to enroll in Science and Engineering departments in local and national universities; to compete in the increasingly demanding workplace of science and technology; and to contribute to the long-term economic development of the region.

As seen in the following tables (Table 1.1 and Table 1.2), Academic ACT achievement of Memphis City Schools' students is below state averages at all subjects. This low performance means that the majority of students do not receive a college preparatory education in MCS. These numbers indicate that the students of the region need stronger encouragement and motivation for Higher Education Programs. Tables 1.1 and 1.2 clearly depict that there is a great need for a college preparatory charter school that offers rigorous math and science programs to low achieving students in the city of Memphis.

Table 1.1: Academic ACT Achievement

Grades 9-12: ACT	Memphis City Schools				State
Subjects	**2005**	**2006**	**2007**	**2008**	**2007**
Composite	17.6	17.9	17.7	17.5	20.7
English	17.5	17.8	17.3	17.3	20.8
Math	17.1	17.4	17.3	17.0	19.9
Reading	17.7	17.9	17.8	17.4	21.1
Science/Reasoning	17.7	18	17.7	17.6	20.4

Table 1.2: Academic Achievement Data Comparisons between MCS and the State

Subjects	Grades	MCS 2007	State 2007	Subjects	Grades	MCS 2007	State 2007
Math	6	81	89	**Algebra I**	9	64	86
	7	78	88		10	48	73
	8	78	88		11	29	58
Reading/LA	6	85	92		12	37	53
	7	81	90	**Physical Science**	9	81	89
	8	85	92		10	74	90
Science	6	66	84		11	84	90
	7	55	78		12	83	93
	8	51	74	**Biology I**	9	93	97
Social Studies	6	61	79		10	90	96
	7	50	76		11	68	88
	8	48	71		12	58	80

Memphis School of Excellence will be addition to Memphis City Schools to address this critical need of having a college preparation charter school focusing on Math, Science, and technology. MSE will provide exemplary education to underserved population. MSE's rigorous academic program will present a choice as an alternative path for students and families of Memphis City Schools.

Table 1.3 through Table 1.5 compares the percentages of student populations that are proficient, below and advance in mathematics, reading, and writing. As it is seen, African American and economically disadvantage student populations are below the target percentages of proficiency in all grade levels. Because majority of student population in Memphis City schools made up of African American students (Table 1.6), MCS did not meet AYP in high school grades for African American students. It is important to offer a high achieving, goal oriented, and rigorous academic program for all students.

Table 1.3: AYP Summary Table for Math (Grades K-8)

Subgroups	2007		2008		2008 State	
	Target % Proficient & Adv. (79)		Target % Proficient & Adv. (86%)		Target % Proficient & Adv. (86%)	
	% Below Prof.	% Prof & Adv	% Below Prof.	% Prof & Adv	% Below Prof.	% Prof & Adv
All Students	19	81	17	83	9	91
African American	21	79	18	82	16	84
Asian/Pacific Islander	4	96	3	97	3	97
Hispanic	15	85	12	88	11	89
Native American	6	94	8	92	7	93
White	6	94	5	95	6	94
Economically Disadvantaged	21	79	18	82	14	86
Students with Disabilities	54	46	48	52	32	68
Limited English Proficient	19	81	14	86	18	82

Source: Tennessee Department of Education Report Cards 2008.

Table 1.4: AYP Summary Table for Math (Grades 9-12)

Subgroups	2007		2008		2008 State	
	Target % Proficient & Adv. (75%)		Target % Proficient & Adv. (83)		Target % Proficient & Adv. (83)	
	% Below Prof	% Prof & Adv	% Below Prof	% Prof & Adv	% Below Prof	% Prof & Adv
All Students	31	69	25	75	13	87
African American	34	66	27	73	23	77

Asian/Pacific Islander	10	90	5	95	5	95
Hispanic	26	74	17	83	14	86
Native American	*	*	*	*	11	89
White	10	90	4	96	9	91
Economically Disadvantaged	35	65	28	72	20	80
Students with Disabilities	60	40	53	47	38	62
Limited English Proficient	34	66	20	80	22	78

Source: Tennessee Department of Education Report Cards 2008.

Table 1.5: AYP Summary Table for Reading/Language Plus Writing (Grades 9-12)						
Subgroups	2007		2008		2008 State	
	Target % Proficient & Adv. (90%)		Target % Proficient & Adv. (93%)		Target % Proficient & Adv. (93%)	
	% Below Prof.	% Prof & Adv	% Below Prof.	% Prof & Adv	% Below Prof.	% Prof & Adv
All Students	12	88	10	90	7	93
African American	14	86	11	89	11	89
Asian/Pacific Islander	11	89	6	94	5	95
Hispanic	14	86	14	86	12	88
Native American	*	*	*	*	8	92
White	2	98	2	98	6	94
Economically Disadvantaged	14	86	12	88	11	89
Students with Disabilities	48	52	34	66	26	74
Limited English Proficient	33	67	24	76	28	72

Source: Tennessee Department of Education Report Cards 2008.

Table 1.6: Memphis City Schools Student Body Demographics		
Subgroups	**# of Students**	**% of Students**
African American	96,118	86.1
Asian / Pacific Islander	1,397	1.3
Hispanic	5,943	5.3
Native American / Alaskan	106	0.1
White	8,040	7.2
Economically Disadvantaged	78,036	79.6

Source: Tennessee Department of Education Report Cards 2008.

In addition to low student achievement in Memphis City Schools, attendance and graduation rates are extremely low in MCS compared to state average (Table 1.7). Consequently, the dropout rate is almost twice as high as the state average. MSE will provide *alternatives* for parents, especially for those who would like their children to be educated with an orientation in a particular subject area. Because of its *small size* and *friendly environment*, MSE will draw parents to school in larger numbers more than a traditional public school. Specifically, MSE will offer parents and students more options to *participate* in an academic setting in a more dynamic manner.

Table 1.7: Attendance and Graduation Rates for students in Grades 9-12				
Non-Academic Indicators	**2006**	**2007**	**2008**	**State Goal**
Attendance Rate (%) (Grade N not included)	88.6	89.2	89.2	93
Cohort Dropout (%)	15	14.7	19.3	10
Graduation Rate (NCLB) (%)	67.2	69.6	66.9	90

Source: Tennessee Department of Education Report Cards 2008.

According to national statistics, minorities and women are still underrepresented (about 10%) in the high-tech and science careers. MSE will focus its efforts on becoming a vehicle for underrepresented communities and women to select and succeed in rigorous programs of studies and careers in Math, Science and engineering fields.

Need for Memphis School of Excellence in Memphis

Memphis School of Excellence will allow room for *flexibility*, *creativity,* and fine tuning in school policies, curriculum, and management based on local needs. While keeping state standards and benchmarks as a guiding tool, MSE will implement additional programs to meet the *individualized needs* of their students, parents and teachers. The *small classroom* and *school size* will help to maintain a low faculty: student ratio (1:15) to achieve targeted performance goals.

The *educational philosophy* and specialized mission of MSE will foster an entrepreneurial spirit that will create a productive educational community. The *flexible curriculum* will allow a successful implementation and evaluation of a Character Education and Teen Leadership program on campus. The small number of students and a small sized campus will enable the administration to implement a firm discipline policy, provide supervision on campus, and avoid circumstances that jeopardize *safety* by applying measures to take certain precautions in an unlikely emergency situation.

In MSE, school officials will be able to educate and guide our parents on how to develop a positive attitude and approach towards their children, how to communicate and interact with their children more effectively, and how to manage their children's natural transformation and development. MSE will help to create a community by involving parents, neighbors, non-profit organizations, and businesses in various educational activities.

One of the priorities in schools today is the safety of students. Parents are looking for a small campus where they can leave their children in a safe and nurturing environment. While the proposed communities at large are suffering in both the short and long run from the violence and instability that may occur in and around large schools, MSE is committed to standing against any and all threats by forming a safe campus environment through ongoing monitoring and supplemental supervision for the students. As a small sized campus, MSE will have the secure and conducive learning environment that parents hope to find.

There is a need for strong parent/teacher/student relationships. We strongly believe that establishing a positive relationship with students' families is an important tool in school reform, particularly in low-income, urban districts where educators traditionally struggle to build parent involvement. Faculty and administrators of Memphis School of Excellence will conduct periodic home visit for all students. Home visits help establish rapport between parents and teachers. During home visits, teachers discuss student progress, school programs and planning; and parents provide invaluable feedback and input; thus students improve both academically and socially. Home visits will be an integral part of our educational program and we believe that home visits will contribute greatly to our students' success.

There is a serious need for instilling moral values in students at our schools. The school plans to implement a campus-wide Character Education Program that will help our students build unshakable character and the personal and professional skills needed for future leadership. Students at MSE will be encouraged to take responsibility for their actions, seek role models and develop into good citizens with high ethical and moral values. Parents will be regularly informed about the Character Education Program to ensure that they will also be involved in our effort in inspiring good behavior in our future leaders. Students will also meet and interact with professionals during Career Days and develop an early inclination toward success for their future aspirations.

Integration of technology into various curricula has been an ambitious goal in schools. MSE will serve as a unique school in the region where technology is widely and scientifically used as a student-oriented learning tool.

Students in our schools will benefit from being taught the significance of giving back to community. Parents and students will actively be involved in the community service program at MSE and reach out to the community as the community in turn adopts ideas and contributes to the school. The demand for professionals with a strong math, science and technology background

outpaces many other non-technical careers. Attracting young people to attend high schools, and giving them the motivation to pursue their academic goals in a college by preparing them for higher education is one of the aims of MSE.

Memphis City Schools' vision is to become an internationally competitive urban school system that produces well-rounded, high-achieving students. However, most middle and high school students are not aware of the opportunities to compete in global math and science competitions (i.e., science and math Olympiads). MSE will raise students' awareness and begin the process of guiding them toward developing skills and the desire to compete at the highest level.

Students in middle and high school will be introduced to research methods. MSE students will be asked to complete a science project every year. This research effort will be an enrichment activity, a family experience, an early start to academic work, an opportunity to develop a portfolio, a reference for the best colleges, and a way to establish connections with universities. Students will have the opportunity to work on advanced projects under the supervision of college professors and students. Students in our schools need and can greatly benefit from this type of exposure.

The Character Education and Teen Leadership programs will meet the need for instilling ethical and moral values in our children and will develop leadership skills in our youth. MSE plans to implement a campus-wide Teen Leadership Program that will help our students build great character, exemplary personalities, and skills for future leadership.

The Career Education Program will address the needs of middle and high school students by helping them learn more about themselves, the corporate world, and various professions in order for students to make the perfect match. In the Career and Technology, students will be guided to follow different tracks such as business, health, technology, trade, etc.

Academic and Organizational Goals

Based on the comments of the Application Review Committee, following revisions are made:

1- "Performance Measure Indicator" is added for each specific goal to show how the performance for each goal is going to measured.
2- Some of the objectives were modified (and changes were underlined) to make them more specific and clear.

3- "Academic Performance Goals" part was modified. These goals not only relate to state testing but also SAT, ACT, demographics ratio, drop-out rate, college acceptance rate, student attendance rate, enrollment in AP and dual-credit courses, and career-technology classes in high school.

Academic Goals

Goal #1. Students will receive a thorough and comprehensive, balanced education, meeting and exceeding the Tennessee Curriculum Standards.

Objectives:

a. All students will be given standardized tests (e.g. Iowa Tests of Basic Skills, STAR Reading test, STAR Early Literacy Test, and Star Math Test) at the beginning of the school year. Test data will help teachers and administrators to adjust the instructional level, and arrange appropriate supportive programs for students at risk. Test results will also be utilized by the administrative staff to modify the curriculum if necessary, in order to emphasize areas of deficiency by the end of the first school year. (Please see "**student goals**" part of the section 2 for more detailed explanations about strategies, performance measures, and assessment tools that the school will use to achieve its academic objectives for each core subject.)

b. Students with special needs will receive individualized goals, and as appropriate, students suspected of being eligible for special education will be referred for evaluation, evaluated, and if classified will receive Individualized Educational Plans developed and implemented, according to the state and federal timelines.

c. Students entering with IEPs will be accommodated according to the IEP in place.

d. Special Education teacher will utilize a consultative model to work with all classroom teachers and other applicable staff members, to assist with modifications to the students' programs within the mainstream classrooms. This process will begin as early as the faculty orientation.

e. 100% of the students will be re-tested at the end of the academic year, utilizing standardized tests and teacher tests.

f. 85% of the students will demonstrate improvement in identified areas of deficiency.

g. 85% of the students will demonstrate improvement academically, at a minimum, meeting the standards of the TCS.

h. 100% of the students will take standardized tests required of all public school students. Students will also be assessed through teacher tests, and student maintained portfolios.

i. In regard to special education students, 85% of classified students will demonstrate mastery of 85% of their educational goals as outlined on their IEPs.

Performance Measure Indicator: % of the students taking the above mentioned tests and programs, % of students performing at above mentioned levels.

Goal #2. All students will be educated in an environment of mutual respect. Character Education and Leadership development will be provided.

Objectives:

a. All students will participate in classroom activities geared towards problem solving, conflict resolution, peer support, leadership, group sharing, cooperative learning projects, and self-esteem.

b. The aims of education are to support the growth of pupils' overall personalities. The cognitive goals of education are to strengthen study skills and cognitive skills of pupils. The affective and social goals of education are met by providing socio-ethical and aesthetic education alongside with the conventional learning of facts. Keeping these in mind, a strong character education and leadership development program will be implemented at MSE.

c. Starting from 6th grade, MSE will offer a character education class. **The Character Education class** will encourage students to take responsibility for their actions. **100 %** of students in grades 6 through 12 will take character education class. **100 %** school-wide students will participate in character education program

d. All teachers will be evaluated with a component of inclusion of character development in the classroom activities and periodic teacher evaluations.

e. Issues of cultural and ethnic diversity will be considered valuable additions to the learning environment and will be encouraged as subjects of study and discussion.

f. Language barriers will be eliminated through the infusion of ELL programs, as reflected in the daily class schedule.

g. Students and families will be requested to complete a feedback questionnaire regarding satisfaction with the atmosphere concerning mutual respect, at the end of the first academic year and annually thereafter.

Performance Measure Indicator: % of the students, teachers, and parents who attend the above mentioned classes, programs, or surveys.

Goal #3. All students will become computer literate so that they will become part of the digital revolution. The school web site will be another communication tool between school and home.

Objectives:

a. Parents will be able to access student academic information (attendance, conduct, discipline reports, and teacher comments) via internet. The school web site will be used as a strong communication tool between school and home. The web page will be updated regularly with ongoing projects, activities, announcements, and homework logs.

b. All students will receive computer instruction according to achievement level, grade level, and appropriateness of technology use for the specific lessons. Eventually all students will be able to utilize the computer for word processing, data collection and maintenance, research, use of the Internet, report cards, and portfolios. 80 % students will present a project/topic to their class by use of PowerPoint type presentation at least in one subject by the end of first year this percentage will increase in next coming years.

c. Teachers will utilize computer technology and other electronic media such as video, audio, and computer software from the inception of the academic program. 50% of teacher will use technology in the classroom (Website, Online Supplementary courses, Smart Boards etc.) by the end of the first school year and this percentage will increase in next coming years.

d. Teachers will be aided in their use of computers for classroom instruction through in-service training prior to the opening of the school.

e. School will seek funding to expand computer availability for students to reduce the ratio of computers for students.

Performance Measure Indicator:: % of students using technology in their presentations, % of teachers using technology in their classroom, % of students who receive adequate computer education, % of parents using school web site for their children academic records and communicating with the teachers, and student/computer ratio.

Goal #4. Students will be given the opportunity to expand their knowledge in the subject of their interest beyond curriculum level.

Objectives:

a. All students will be encouraged to become self-directed learners and competitors, through encouragement, provision of choices, and ensuring that opportunities for success are consistently presented.

b. Opportunities for academic "competition" will be presented for student choice. These may be teacher generated classroom activities, as well as official national and international events, as they become available.
c. Membership in academic clubs will be available for student choice, e.g., math club, science club, available at the beginning of the second month of school.
d. Students will be encouraged to compete against their own "personal best" performance.

Performance Measure Indicator: % of students participating the academic competitions (e.g. science fairs, science Olympiads, Math counts,...), # of clubs offered by the school, % of students enrolling after school clubs. More detailed information can be found about clubs and other extracurricular activities that will be offered in "measurable school objectives" part of section 2.

Goal #5. A large number of parents will be involved in the school activities and families will be visited. Peer Tutorial, Mentoring, and Counseling will be provided.

Objectives:

a. Teachers will be required to regularly contact parents to discuss the students' progress in academic and non-academic areas.
b. All parents will be encouraged to participate in activities of the classrooms, cafeteria, playground and many other extra-curricular affairs.
c. Parent-teacher relationship will be improved by family visits. Teachers will be urged to visit students at home to inform the parents about the school and student's progress, while the parents will have an opportunity to provide the teachers with feedback and input. 90 % of parents will be visited by the end of the first year. For the following years, new students will be given priority.
d. Parent education programs will provide information and support to parents on how to help their children's learning and development.
e. Community-based partnerships will bring health and human service agencies together to provide more convenient, comprehensive, and sustained services to young children and families. Students will be required to commit to community service hours.
f. MSE will use peer partnership as a positive tool. High school students will tutor middle school students in core areas. They will act as role models/mentors and facilitate group help sessions.

Performance Measure Indicator: % of parent participating the above mentioned activities, % of parent visited by the teachers, # of parents contacted to discuss the students' progress in academic

and non-academic areas, % of parents participating parent education programs, the number of students participating students peer tutoring program as tutor.

Goal #6. All students will benefit from a smaller class size.

Objectives:

a. Student to teacher ratio will be 15 to 1, as reflected in the student-teacher ratio.
b. Individual instruction in a small class size setting will be available to those who are deficient in their subject areas.

Performance Measure Indicator: Student to teacher ratio.

Organizational Goals

Goal #1. Build and maintain positive relationships among all school and community members.

Objectives:

a. A comprehensive and dynamic school website will be created so that parents and community members can be informed.
b. School will utilize local media and public TV to provide information, "good news" and special events information by inviting Local press, Public TV to school programs and activities and by publishing school newsletters.
c. Community members will be invited to school programs.
d. School will provide continuing education opportunities for parents and other community members (e.g. computer classes, language classes.)

Performance Measure Indicator: The number of the programs arranged for community members, the number of community members invited and attended the school programs, the number of continuing education programs offered to community members and the number of people attended these programs.

Goal #2. Develop a sound financial plan to provide high quality, cost effective educational opportunities for all.

Objectives:

a. The school will maintain a well balanced budget development and presentation format
b. The school will develop long-term spending/savings/capital plan
c. The school will seek grant funding for additional resources

Performance Measure Indicator: The monthly and yearly budget status reports.

Goal #3. Maintain a clean, safe, and modern facility that provides a setting for appropriate academic, extracurricular, and community activities.

Objectives:

a. The school will make yearly plans for replacement of classroom furniture; provide support for both personnel and infrastructure

b. The school will Prioritize facilities improvement projects yearly

Performance Measure Indicator: The yearly facility status reports.

Goal #4. Multicultural and multiethnic diversity will be considered valuable attributes.

Objectives:

a. All students will be encouraged to think beyond cultural boundaries, and to show tolerance and acceptance of individuals or groups with different cultural backgrounds, and to accept people in their own ethical and cultural positions.

b. The school will explore training options to allow focus on issues of sensitivity to ethnic and cultural backgrounds, for the entire staff. All staff will be encouraged to participate in training scheduled prior to the opening of the school.

Performance Measure Indicator: The number of the programs focusing on multicultural and multiethnic diversity offered to students and teachers, % of students and teachers participating the offered programs.

Academic Performance Goals

- MSE will be in the top 15% of schools when compared to the public schools with similar demographics in Memphis City Schools in terms of the percentage of students who score at proficient or above on TCAP Achievement Test in Mathematics, Reading, Science, and Social Studies at any grade level.

- MSE will be in the top 15% of schools when compared to the public schools with similar demographics in Memphis City Schools in terms of the percentage of students who score at proficient or above on Gateway Assessment in Language Arts, Mathematics, and Science.

- MSE will be in the top 15% of schools when compared to the public schools with similar demographics in Memphis City Schools in terms of the percentage of students who score at proficient or above on End-of-Course in Math, Physical Science, English, and US History.

- MSE will be in the top 15% of schools when compared to the public schools with similar demographics in Memphis City Schools in terms of the percentage of students who score a 4 or above on TCAP Writing Assessment at 8, and 11 grade levels.

- MSE will be in the top 20% of schools when compared to the public schools with similar demographics in Memphis City Schools in terms of the mean SAT scores in Math, Critical Reading, Writing for all students who take SAT Test.

- MSE will be in the top 20% of schools when compared to the public schools with similar demographics in Memphis City Schools in terms of the mean ACT scores in English, Math, Reading, Science for all students who take ACT test.

- MSE will be in the top 15% of schools when compared to the public schools with similar demographics in Memphis City Schools in terms of high school graduation.

- MSE will be in the top 15% of schools when compared to the public schools with similar demographics in Memphis City Schools in terms of minimizing the drop-out rate.

- MSE will be in the top 15% of schools when compared to the public schools with similar demographics in Memphis City Schools in terms of maximizing college acceptance rate.

- MSE will be in the top 15% of schools when compared to the public schools with similar demographics in Memphis City Schools in terms of student attendance rate.

- 100% of students will take the career education course in 8th and upper grades in 5 years of MSE years.

- By the end of fourth years, 90 % of students will take at least one AP course. By the end of four years, 60 % of students will pass test of at least one AP course.

- 50 % of students will take dual credit courses in 11th and upper grades each year.

- 90% of students will involve career and technology program in high school.

All of our goals are related to MSE's mission. The MSE school model allows room for flexibility, creativity, and fine tuning in school policies, curriculum, and management based on local needs. While keeping state standards and benchmarks as a guiding tool, MSE will implement additional programs to meet the individualized needs of their students, parents and teachers. The small classroom and school size helps to maintain a low faculty: student ratio to achieve certain performance goals listed above. The educational philosophy and specialized mission of MSE is aiming to foster an entrepreneurial spirit that will create a productive educational community. The small number of students and a small sized campus will enable the administration to implement a firm discipline policy, provide supervision on campus, and avoid circumstances that jeopardize safety by applying measures to take certain precautions in an unlikely emergency situation.

2. Instructional Goals and Methods

Section 2 - Detail the proposed instructional goals and methods for the school, which, at a minimum, shall include teaching and classroom instruction methods that will be used to provide students with the knowledge, proficiency, and skills needed to reach the goals of the school.

Provide a general description of the teaching and classroom instruction methods that will be used by the proposed school. Explain the theory and research base supporting these approaches to educating the target population.

Describe the school's curriculum by summarizing the levels of knowledge, proficiency and skill expected to be achieved by students in core subject areas at each grade level. Demonstrate how the school's curriculum meets state content standards. Explain how your school will educate children with special needs. Provide details about how limited English proficient learners, disabled students, and at-risk students will benefit from your proposed teaching and classroom instruction methods.

Goals, objectives, and content in all subject areas and grade levels under the Tennessee Curriculum Standards have been established by Tennessee Department of Education. Memphis School of Excellence embraces all the state's goals and objectives related to curriculum and will meet all appropriate content standards, learning expectations, and performance indicators. Educational programs will mirror and support the state's aims through:

- Selecting textbooks and other instructional materials that are aligned with the Tennessee State Department of Education's "Curriculum Standards"
- Maintaining updated information provided by Tennessee Department of Education related to the Tennessee Content Standards requirements.
- Requiring curriculum for each content area and grade level that is consistent with the state's Content Standards
- Ensuring rigor in the school's curriculum.
- Articulating the parents, students and others in the community as to what students should know and be able to do at each grade level.
- Ensuring that knowledge and skills meet the learning needs of all students.
- Providing professional development to teachers and others related to the state's Content Standards (from resources provided by the regional ESC, the Tennessee Charter Schools Resource Center, and other appropriate sources)
- Ensuring student assessment measures that are aligned with the TCAP and Tennessee Content Standards.

Memphis School of Excellence will use strategies predicated on diverse research-based approach in that the age and individual learning preferences will determine the way skills are taught (e.g., use of Learning Styles and Multiple Intelligences). Special needs students and students speaking other languages will learn along with peers and will not be segregated to learn a second curriculum.

Additional services will be contracted to provide a comprehensive program for identified special learners (i.e. special education, ELL, etc.)

Memphis School of Excellence's core curriculum will integrate and require mastery and skill development in the areas of science, computer, technology applications, English language arts, social studies, and mathematics. In addition, Memphis School of Excellence will incorporate an enrichment curriculum, which includes a secondary language (Language Other Than English-LOTE), fine arts, health, and physical education, service learning, especially laboratory instruction for secondary school along with the science and technology education. Oral and written language activities will be embedded in the curriculum in conjunction with adventure projects, technology, art, music, movement, drama, dance, and games.

The curriculum of Memphis School of Excellence will combine traditional teaching methods with student-centered curriculum in an inter-disciplinary, collaborative classroom environment; Project and service based learning, individualized attention to each student's educational needs, and a rigorous process of assessment and evaluation.

Student-centered curriculum will give priorities to the students' interests. The teacher's role is to guide these interests, providing the skills and tools, as they are needed. The teacher, an expert in his/her discipline of study, will guide student interests to that discipline, finding opportunities for demonstrating relevance by asking essential questions, questions of relevance to the students' lives, questions that are worthy of the effort to think and questions whose answers might make a difference in this world. Student based curriculum is best taught through inter-disciplinary project based learning.

While the teaching plans of a scripted curriculum may provide a series of activities, no scripted curriculum can reflect the needs, interests and varied skill levels of an individual class of students. Student-centered curriculum is not a set of textbooks and teacher-proof teaching plans. Student-centered curriculum calls on commitment from teachers and students to go beyond Chapter One and the questions at the end. This curriculum provides a forum for thinking, calling on teachers to facilitate the students' desire to learn how to think about the world, how to assess information, how to integrate new knowledge into what they have learned and experienced, and how to become a contributing member of society.

These interdisciplinary projects will allow the students to prepare for real-world challenges, connecting the core subjects instead of segmenting them. The ability to read is the key to knowledge; the ability to perform math is the key to analyzing that knowledge; the ability to speak, listen and write are the keys for clarifying and sharing new knowledge. English/language Arts and math skills support all disciplines, providing a vehicle for examining scientific and social problems. When these interdisciplinary projects are supported through service learning, which is a method of connecting service to the curriculum and fostering growth through reflection; school becomes the student's vehicle for becoming a contributing member of society.

Integrating standards into the curriculum is a complex endeavor that brings added dimensions to the curriculum-development process. Traditionally the school curriculum provides a plan of instruction that indicates structured learning experiences and outcomes for students. It specifies the details of student learning, instructional strategies, the teachers' roles, and the context in which teaching and learning take place. More recently, however research on teaching and learning and research on the characteristics of successful schools have broadened the scope of curriculum to include everything that affects what happens in the classroom and consequently affects student learning. The process of integrating standards into the curriculum emphasizes learning and growth for all as the natural and desired outcome of reform in the schools. From that perspective, a standards-based curriculum includes goals, objectives, and standards, but also everything that is done to enable attainment of those outcomes and, at the same time, foster reflection and revision of the curriculum to ensure students' continued growth. Curriculum development is most successful when educators collaborate with parents, community members, and students.

"Before" and "after" school and Saturday tutorial services will be provided to facilitate working households and single parents. The programs will deepen the educational offerings of the day school and extend the learning time for the students in an atmosphere that is both relaxed and supportive. Students will experience situations that are both structured and student driven.
The school will offer the following educational settings:

- Multi-age grouping when appropriate
- Integration of the visual and performing arts into the curriculum
- Character Education
- Core Knowledge
- Learning Styles
- Placement in appropriate learning groups based on assessment
- Individualized instruction
- Developmentally appropriate practices

- Parent and community education
- Technology
- Intensive English and oral language development

The academic staff including teachers will pay close attention to the sequence of courses taken and place students in courses that are in a logical order and based on the cumulative nature of certain core subjects. Using content standards as a foundation, teachers will have curricula for each course that meets all the objectives through written assignments, projects, group discussions, formal instruction, peer tutoring, or computer assignments. Many resources will be used such as state-adopted textbooks and other educational materials, teacher created lessons, as well as educational software systems.

The curriculum of the school will be comprehensive and broad in scope. An ongoing review and analysis process of all aspects of the curriculum ensures that students are always afforded a challenging program. The sequence of all program courses is matched with the local schools program offerings, thereby enabling students a smooth transition into and out of the school as well as to the local school districts.

We will strengthen our educational plan over time through the following activities designed for continuous improvement in educational service delivery:

- Ongoing professional development activities provided by regional professional development center will enhance the knowledge base of instructional staff, thereby providing additional strategies and classroom activities that add value.
- Regional, state, and national conference and seminars attended by the administrators and staff members will provide additional resources to increase the academic services.
- Retention of qualified staff members will ensure that continuous improvement in the educational plan occurs. As experience increases so will the quality of services.
- Onsite professional development for both administrators and instructional staff will broaden the knowledge base and add value to the educational services.
- The utilization of technology and the internet will offer unlimited resources for instructional staff.
- Annual evaluations regarding academic progress, parent satisfaction, and teacher satisfaction will provide feedback that will strengthen the educational plan.

Memphis School of Excellence strongly encourages those students who are performing higher than their age level to advance by taking courses from an upper grade. The scope and sequence of the proposed educational programs including ESL and special education addressing each grade level and their alignments to the Tennessee content standards are listed below.

Middle School Course Descriptions

6th Grade

Subject	Course	Course Description
MATHEMATICS	Sixth Grade Mathematics SDE Course Code: 0606	The sixth grade mathematics deals with problem solving and skill building that involves basic operations with rational numbers. Students will estimate, round, order and manipulate rational numbers from billions to millionths. Students will be provided opportunities to work with plane and solid figures, collect data, compute simple probabilities, use variable in simple expressions, and convert measurements from one form to another within the same system. Students will be asked to explain the mathematical processes used to solve problems and recognize relationships between multiple representations of information. In 6th grade Mathematics, students will learn: • Numeration • Basic Operations with Whole Numbers and Integers • Fractions/Decimals/Percent/Ratio • Basic Geometry Principles • Measurement (both Metric and Customary Units) • Graphs/Tables/Charts • Patterns/Functions/Algebraic Concepts and Reasoning • Probability and Statistics *Connected Mathematics* curriculum will be used in 6th grade mathematics course.(Please see the **Appendix A** for details about the program)
LANGUAGE ARTS	Sixth Grade Language Arts Grades SDE Course Code: 0601	The sixth grade language arts curriculum includes the study of grammar, mechanics, spelling strategies, vocabulary skills, and the writing process. Content reading across the curriculum using literary techniques is emphasized. **Accelerated Reader™ program will be a supplementary program to the Language Arts Curriculum.** (Please see the **Appendix B** for details about the program) In 6th grade Language Arts, students will learn: • Eight parts of speech • Mechanics - capitalization and punctuation • Sentence and paragraph structure • Writing process • Vocabulary definition and usage • Vocabulary synonyms, antonyms and analogies
SCIENCE	6th Grade Science/Health SDE Course Code:0607	The concepts in the sixth grade are the Earth, Life and Physical sciences, with a special emphasis on investigations and experimentation in each area, as well as appropriate observance of safety guidelines. Earth Science topics include the basic components of the Universe, relative sizes, positions, and distances of each, as well as solar and lunar eclipses. Life science topics include the ways in which living things interact with one another and with the nonliving parts of their environments; adaptations that enable organisms to live in a particular environment, and how living things have changed over time, as evidenced by fossils. Physical Science topics include an understanding of the properties of energy in heat,

		light, electricity, magnetism and nuclear energy. Appropriate use of metric measuring devices and mathematical manipulations are also a major component. Vernier Data Collection Labs will be major components of hands-on science learning. (Please see the **Appendix C** for details about the program) In 6th grade Science, students will learn:	
		Earth and Space Science • Landforms • Earthquakes and Volcanoes • Plate Tectonics • Rocks and Minerals • Atmosphere • Water Cycle • Rivers and Streams Life Science • Diversity • Ecosystems/Environment	Physical Science • States of Matter • Physical Properties and Change • Chemical Properties and Change • Types of Energy • Elements • Atoms • Magnets & Motors Universe • Sun • Stars • Moon
SOCIAL STUDIES	6th Grade Social Studies SDE Course Code : 0619	The sixth grade social science focuses on world history up to the Middle Ages. Emphasis is placed primarily on the study of the Ancient Civilizations such as Mesopotamia, Egyptian, Greek and Roman. This course emphasizes the rise of western civilization through various cultures, and concludes with the study of the Middle Ages and the Renaissance In 6th grade Social Studies, students will learn: • To interpret maps, graphs and charts • To understand the cultures of ancient Egypt, Greece, Rome and the middle ages of Europe by comparing and contrasting their social, political and economic development • To understand current events in the news and to form opinions about news events from varied sources of information.	

7th Grade

Subject	Course	Course Description
MATHEMATICS	Seventh Grade Mathematics SDE Course Code: 0706	The seventh grade mathematics curriculum deals with deepening students' understanding of problem solving and of operations using rational numbers. Students apply appropriate techniques, tools, and formulas to determine measurement of two- and three-dimensional geometric figures. Patterns, data, graphs, relations, words and algebraic symbols are used to analyze mathematical situations. Students are expected to communicate logical thinking using correct terminology and multiple forms of representation. In 7th grade Mathematics, students will: • Identify, read, write, order and compare, and round whole numbers and decimals to the millionths place • Calculate squares, perfect square roots and use scientific and expanded notation • Demonstrate and apply understanding of all operations with

		whole numbers and/or integers using appropriate properties by solving computational and problem solving problems • Demonstrate an understanding of and apply knowledge of ratios, proportions, and percents in a wide variety of situations • Solve computational and real-life problems involving conversions, estimation, and measurement using metric and customary units • Be able to identify, classify and bisect geometric figures • Will apply their knowledge of geometric properties to solve computational an real-life problems • Will be able to read, interpret information from and construct various types of graphs, tables and charts • Will make inferences, draw conclusions and solve multi-step word problems related to display data • Will solve one and two-step equations and graph a function table • Will make predictions based on experimental and theoretical probabilities *Connected Mathematics* curriculum will be used in 7th grade mathematics course.
MATHEMATICS	Algebra I-Seventh Grade SDE Course Code: 0842	Algebra I provides students with a transition from thinking about patterns and operations using concrete quantities to their abstraction as variables, expressions, equations, inequalities, and functions Students should become adept at translating between verbal, symbolic, and graphical forms for representing algebraic ideas While most of the Gateway indicators will be covered in the first semester of this course, the second semester topics will provide the foundation for a student's further study of mathematics Technology and manipulative are used to develop and extend algebraic thinking and to engage student reasoning Students will take the Gateway Mathematics Test upon completion of this course In 7th grade Algebra I, students can learn: • Operations with rational numbers • Solving equations in one or two variables, • Graphing linear and quadratic functions, • Operations with polynomials • Simplifying radical expressions and equations
LANGUAGE ARTS	Seventh Grade Language Arts SDE Course Code: 0701	Seventh grade language arts focus on the development of writing skills through daily journals, essay writing, peer editing, and the study of the writing process. Spelling, vocabulary, novels, short stories, mythology, poetry, drama, public speaking, and Socratic seminars are also part of the curriculum. **Accelerated Reader™ program will be a supplementary program to the Language Arts Curriculum.** In 7th grade Language Arts, students will learn: • Literature/Reading: Elements of Literature textbook; poetry, short story, the novel, non-fiction, mythology and drama • Writing: Descriptive, narrative, expository and persuasive essays, poetry, short stories, research papers, speeches • Grammar: Elements of Language textbook and workbook • Vocabulary: Vocabulary Workshop: Level C workbook
SCIENCE	7th Grade Science/Health SDE Course	The concepts in the seventh grade are the Earth, Life and Physical sciences, with a special emphasis on investigations and experimentation in each area, as well as appropriate observance of

<table>
<tr><td></td><td>Code:0707</td><td colspan="2">safety guidelines. Earth science topics include the use of instruments to gather and interpret weather data, plate tectonics and catastrophic events. Life science covers concepts related to cells, their parts and functions, the use and production of energy within cells, as well as knowledge of the processes of heredity and reproduction. Physical science concepts relate to understanding the properties of matter and the use of symbols and simple equations to represent matter as it interacts. Vernier Data Collection Labs will be major components of hands-on science learning
In 7th grade Science, students will learn:</td></tr>
<tr><td></td><td></td><td>Earth and Space
• Soil
• Water cycle
• Rivers and streams
Life Science
• Organisms
• Diversity
• Environment/Ecosystems
• Cells
• Photosynthesis/Plants
• Micro organisms
• Animals--characteristics, classification, life cycle/reproduction
• Human body
• Genetics</td><td>Science In Personal/Social Perspective
• Safety
• Nutrition/Health
• Resources
• Pollution
• Technology
Nature of Science
• Careers
Science and Technology
• Scientific tools
Science as Inquiry</td></tr>
<tr><td>SOCIAL STUDIES</td><td>7th Grade Social Studies SDE Course Code : 0712</td><td colspan="2">The seventh grade social studies content is a study of world geography. Students study in detail the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography. This study places great emphasis on the characteristics and uses of various types of maps, globes and other geographic tools. Students also study in detail the various governments, cultures and religions throughout the world. There is also an emphasis on the impact that man has on the environment, and the consequences of that impact.
In 7th grade Social Studies, students will learn:
• The five themes of geography--location, place, human/environmental interaction, movement and region
• How people live on earth (settlement patterns) and how people use the earth to satisfy basic needs (resources, economic development)
• To contrast how people live from one place or region to another
• To use maps and other geographic representations and tools
• Physical and cultural processes such as climate, erosion, flooding, human migration, urbanization, transportation and trade
• The diversity of Tennessee's physical geography
• About European settlements and early conflicts with Native Americans and frontier life in Tennessee
• Tennessee's state and local government</td></tr>
</table>

8th Grade

Subject	Course	Description
MATHEMATICS	8th Grade Pre-Algebra Credit: 1/2-1 SDE Course Code: 0806	Pre-algebra for middle school students develops the topics of rational numbers, number properties, order of operations, inverse operations, operations with integers, functions, graphs, measurement and computation, patterns, algebraic expressions and solving equations, statistics and probability, geometric properties and relationships and problem-solving strategies with a theme of "Thinking Algebraically". Concrete strategies and geometric models of mathematical concepts will be emphasized. In 8th grade Pre-Algebra, students can learn: • Operations with fractions, decimals and percents • Basic Geometry • Operations with Integers • Solving one and two step equations *Connected Mathematics* curriculum will be used in 8th grade mathematics course.
MATHEMATICS	Algebra I-Eighth Grade Grades Offered: 8 Credit: 1 SDE Course Code: 0842	Algebra I provides students with a transition from thinking about patterns and operations using concrete quantities to their abstraction as variables, expressions, equations, inequalities, and functions. Students should become adept at translating between verbal, symbolic, and graphical forms for representing algebraic ideas. While most of the Gateway indicators will be covered in the first semester of this course, the second semester topics will provide the foundation for a student's further study of mathematics. Technology and manipulative are used to develop and extend algebraic thinking and to engage student reasoning. Students will take the Gateway Mathematics Test upon completion of this course. In 8th grade Algebra I, students can learn: • Operations with rational numbers • Solving equations in one or two variables, • Graphing linear and quadratic functions, • Operations with polynomials • Simplifying radical expressions and equations.
MATHEMATICS	Eighth Grade Geometry – For High School Credit Prerequisite: Algebra I Credit: 1 SDE Course Code: 3108	Geometry develops the concepts of plane, solid, and coordinate geometry through the use of proofs, both deductive and inductive, while simultaneously developing logical thought and reasoning processes In 8th grade Geometry, students can learn: • Explore geometric figures including: points, lines, planes, polygons, circles and polyhedrons • use logical reasoning, formal proofs, experimentation, geometric constructions and algebra to discover relationships and patterns among the figures
LANGUAGE ARTS	Eighth Grade Language Arts SDE Course Code: 0801	Eighth grade communication arts encompass reading, vocabulary, writing, and speaking skills. Short stories, novels, dramas, poetry, creative writing, research-based writing, and forensics are explored as well. **Accelerated Reader™ program will be a supplementary program to the Language Arts Curriculum.** In 8th grade Language Arts, students will learn: • Reading skills

		• Poetry • Elements of the short story • Novel studies including: non-fiction, science fiction, biography, fiction books and plays • Four areas of writing and literary response • Grammar and vocabulary
SCIENCE	Eighth Grade Science/Health SDE Course Code: 0807	The concepts in the eighth grade are the Earth, Life and Physical sciences, with a special emphasis on investigations and experimentation in each area, as well as appropriate observance of safety guidelines. Earth science topics include understandings of continental drift, geologic time, and the identification of rocks and minerals. Life science covers concepts related to the interaction of living and nonliving things, principles of inheritance, and methods used to classify living things. Physical science concepts relate to understanding the interactions of matter, the influence of forces and motion on objects, and the principles of simple machines. Vernier Data Collection Labs will be major components of hands-on science learning In 8th grade Science, students will learn: • Metric measurement • Motion • Forces • Conservation Laws • Elements, molecules, compounds and mixtures • Chemical changes and reactions • Types of chemical reactions • Nuclear reactions and decay • Electricity • Genetics • Astronomy
SCIENCE	Eighth Grade Physical Science - For High School Credit Credit: 1 SDE Course Code: 3202	Students will study introductory chemistry and physics, covering fundamental concepts such as structure and properties of matter, interactions of matter, force, motion, and energy. Hands-on laboratory investigations should constitute a major portion of the learning experience. Appropriate use of metric measuring devices and mathematical manipulations are also major curriculum components. Students will be administered the state Physical Science End of Course test at the conclusion of this course. Students completing this course are eligible for high school credit in physical science if they (1) pass the state End of Course test, and (2) earn a 70 or above as a final average in the course.
SOCIAL STUDIES	8th Grade Social Studies SDE Course Code : 0814	The eighth grade social studies content's focus is the period of American history from pre-exploration to Reconstruction. There is a greater emphasis on American history in context with world history, and the impact that world history had on the creation of the United States. The students in eighth grade study in detail the origins of the United States through an in-depth study of the American Revolutionary War, and the creation of the Constitution and Bill of Rights. There is also an in-depth study of the Civil War period and the events that led to this event. The use of primary source documents is of importance in promoting both the study of history, as well as reading comprehension.

		In 8th grade Social Studies, students will learn: • About American history from discovery through the Cold War • To analyze primary source documents and apply them to social studies • About the Constitution and the role it plays in the world today • Geographic features • Federal government • Election process • Map skills

High School Courses

Courses	SDE Course Code	Credit	Grades Offered	Prerequisite(s)
Math				
Foundations	3131	1/2 , 1	9-12	None
Algebra-I	3102	1/2 , 1	9-12	None
Algebra-I Honors	3102	1/2 , 1	9-12	None
Geometry	3108	1/2 , 1	9-12	Algebra I
Geometry Honors	3108	1/2 , 1	9-12	Algebra I
Algebra II	3103	1/2 , 1	9-12	Algebra I and Geometry
Algebra II Honors	3103	1/2 , 1	9-12	Algebra I and Geometry
Pre-Calculus with Trig. Honors	3126	1/2 , 1	10-12	Algebra I, Geometry, and Algebra II
Calculus-AB AP	3127	1/2 , 1	9-12	Algebra I, Geometry, Algebra II, and Pre-Calculus with Trigonometry
Calculus-BC AP	3128	1/2 , 1	9-12	Algebra I, Geometry, Algebra II, Pre-Calculus with Trigonometry, and AP Calculus AB
Statistics AP	3129	1/2 , 1	10-12	Algebra I, Geometry, Algebra II, and Pre-Calculus with Trigonometry
Algebra Gateway Intervention I*	3180	1/2 , 1	9-12	Algebra I
Algebra Gateway Intervention II*	3180	1/2 , 1	9-12	Algebra Gateway Intervention I
Algebra Gateway Intervention III*	3180	1/2 , 1	9-12	Algebra Gateway Intervention I, II
Algebra Gateway Intervention IV*	3180	1/2 , 1	9-12	Algebra Gateway Intervention I, II, III
English				
English-I	3001	1/2 , 1	9-12	None
English-I Honors	3001	1/2 , 1	9-12	None

English-II	3002	1/2 , 1	9-12	English I
English-II Honors	3002	1/2 , 1	9-12	English I
English-III	3003	1/2 , 1	9-12	English II
English-III Honors	3003	1/2 , 1	9-12	English II
English-IV	3005	1/2 , 1	9-12	English III
English-IV Honors	3005	1/2 , 1	9-12	English III
English Language and Composition AP	3013	1/2 , 1	11-12	English II Honors
English-Literature and Composition AP	3014	1/2 , 1	11-12	English III Honors or English Lang. and Comp. AP
Linguistic I**	0985	1/2 , 1	9-12	Reading Deficiencies as documented by TCAP reading scores.
Linguistic II**	0985	1/2 , 1	9-12	Linguistic I
Linguistic III**	0985	1/2 , 1	9-12	Linguistic II
Linguistic IV**	0985	1/2 , 1	9-12	Linguistic III
English Gateway Intervention I**	3080	1/2 , 1	9-12	Failing score on the TCAP English I End-of-Course or TCAP English Gateway Assessment
English Gateway Intervention II**	3080	1/2 , 1	9-12	English Gateway Intervention I
English Gateway Intervention III**	3080	1/2 , 1	9-12	English Gateway Intervention II
English Gateway Intervention IV*	3080	1/2 , 1	9-12	English Gateway Intervention III
Science				
Physical Science	3202	1/2 , 1	9-12	None
Physical Science Honors	3202	1/2 , 1	9-12	None
Ecology	3255	1/2 , 1	10-12	Biology I and Physical Science, Chemistry or Physics
Biology-I	3210	1/2 , 1	9-12	None
Biology-I Honors	3210	1/2 , 1	9-12	None
Biology-II AP	3217	1/2 , 1	10-12	Biology I and Chemistry I
Chemistry-I	3221	1/2 , 1	10-12	Algebra I
Chemistry-I Honors	3221	1/2 , 1	10-12	Algebra I
Chemistry-II AP	3225	1/2 , 1	10-12	Chemistry I and Algebra II
Physics-I	3231	1/2 , 1	9-12	Geometry or Algebra II
Physics-I Honors	3231	1/2 , 1	9-12	Geometry or Algebra II
Physics- AP Physics B	3233	1/2 , 1	9-12	Physics I
Physics- AP Physics C	3234	1/2 , 1	9-12	Physics I

Environmental Science AP	3236	1/2 , 1	10-12	Biology-I, Physical Science, and Algebra I
Biology Gateway Intervention I***	3280	1/2 , 1	9-12	Biology I
Biology Gateway Intervention II***	3280	1/2 , 1	9-12	Biology and Biology Gateway Int. I
Biology Gateway Intervention III***	3280	1/2 , 1	9-12	Biology and Biology Gateway Int. I, II
Biology Gateway Intervention IV***	3280	1/2 , 1	9-12	Biology and Biology Gateway Int. I, II, III
Social Studies				
World History	3401	1/2 , 1	9-12	None
World History Honors	3401	1/2 , 1	9-12	None
World Geography	3448	0.5	9-12	None
World Geography Honors	3410	0.5	9-12	None
U.S. History	3405	1/2 , 1	10-12	None
U.S. History Honors	3405	1/2 , 1	10-12	None
Economics	3435	0.5	9-12	None
US Government	3407	0.5	9-12	None
World History AP	3449	1/2 , 1	9-12	None
World Geography AP	3448	1/2 , 1	9-12	None
U.S. History AP	3440	1/2 , 1	9-12	World Geography AP, World History AP, or European History AP
European History AP	3441	1/2 , 1	9-12	World Geography AP
US Government Comparative AP	3446	0.5	9-12	None
US Government and Politics AP	3445	0.5	9-12	None
Micro Economics AP	3443	0.5	9-12	None
Macro Economics AP	3444	0.5	9-12	None
Visual Arts				
Visual Arts-I (Elective)	3501	1/2 , 1	9-12	None
Digital Art (Elective)	3599	1/2 , 1	10-12	Visual Arts I
Physical Education				
Physical Education I	3301	1/2	9-12	None
Physical Education II	3302	1/2	9-12	Physical Education I
Lifetime Wellness	3303	1/2 , 1	9-12	None

Electives	**Electives include but not limited to the followings.**			
SAT Preparation		1/2 , 1	11	None
ACT Preparation		1/2 , 1	11	None
Computer Applications-I		1/2 , 1	9-12	None
Computer Applications-II		1/2 , 1	10-12	Computer Applications-I
Foundations of Information technology		1/2 , 1	9-12	None
Digital Communications Systems		1/2 , 1	9-12	None
Business and Electronic Communications		1/2 , 1	10-12	Digital Communications Systems
Computer Programming-I		1/2 , 1	9-12	None
Computer Programming-II		1/2 , 1	10-12	Computer Programming-I
e-Commerce I		1/2 , 1	9-12	None
e-Commerce II		1/2 , 1	10-12	e-Commerce I
Networking-I		1/2 , 1	9-12	None
Network Administration II-Linux		1/2 , 1	10-12	Networking-I
Network Administration II-Microsoft		1/2 , 1	10-12	Networking-I
Network Administration II-Novel		1/2 , 1	10-12	Networking-I
English Language Learners				
ELD0	3075	1/2 , 1	9-12	English Proficiency Oral Level of Beginner or Pre-production stage; and English Proficiency Scores of non-English proficient.
ELD1	3075	1/2 , 1	9-12	ELD 0 or English Proficiency Oral Level of Beginner or High beginner stage; and English Proficiency Scores of non-English proficient.
ELD2	3075	1/2 , 1	9-12	ELD I or English Proficiency Oral Level of Beginner or High beginner stage; and English Proficiency Scores of limited English proficient.
ELD3	3075	1/2 , 1	9-12	ELD II or English Proficiency Oral Level of Beginner, High beginner or intermediate stage; and English Proficiency Scores of limited English proficient and/or fully English proficient.

ELD4	3075	1/2 , 1	9-12	ELD III or English Proficiency Oral Level of Beginner, High beginner, intermediate or high-intermediate stage; and English Proficiency Scores of limited English proficient and/or fully English proficient.
Reading I	3075	1/2 , 1	9-12	English Proficiency Oral Level of Beginner or Pre-production stage; and English Proficiency Scores of non-English proficient.
Reading II	3075	1/2 , 1	9-12	Reading I or English Proficiency Oral Level of Beginner or High beginner stage; and English Proficiency Scores of non-English proficient.
* This course cannot replace any required Math course, but it may be counted as an elective course.				

High School Curriculum (Grades 9-12)

Language Arts
English I
Grade: 9
Credit: 1.00 (2 semesters)
Prerequisites: 8th Grade English
In English I, students begin developing college level skills in the use and interpretation of language to better understand themselves and their world. Students read and analyze a wide variety of World Literature, including novels, short stories, plays, essays, and poems. Reading instruction centers not on mere comprehension, but focuses on building higher level thinking skills to evaluate the literary techniques of the author and interpret the themes of the work. Students learn literary forms and terms associated with selections being read and apply these in analysis. Teachers model writing strategies that students apply in their work, centering on the development and mastery of focus and coherence, voice, conventions, depth of thought, and conventions. Students compose college level analytical papers using appropriate formatting and documentation. Students find the tools to express their ideas through vertically aligned vocabulary development stressing mastery of Greek and Latin roots. Students learn to view art and other visual representations as a compliment to the written word and determine an image's connection with the themes of the text. Students develop speaking skills to express their ideas clearly and effectively. Students refine their listening skills to better participate in lecture, classroom discussion, and cooperative group activities.

English II
Grade: 10
Credit: 1.00 (2 semesters)
Prerequisites: English I
In English II, students continue developing college level skills in the use and interpretation of language to better understand themselves and their world. Students read and analyze a wide variety of World Literature, including novels, short stories, plays, essays, and poems. Reading instruction centers not on mere comprehension, but focuses on building higher level thinking skills to evaluate the literary techniques of the

author and interpret the themes of the work. Students learn literary forms and terms associated with selections being read and apply these in analysis. Teachers model writing strategies that students apply in their work, centering on the development and mastery of focus and coherence, voice, conventions, depth of thought, and conventions. Students compose college level analytical papers using appropriate formatting and documentation. Students find the tools to express their ideas through vertically aligned vocabulary development stressing mastery of Greek and Latin roots. Students learn to view art and other visual representations as a compliment to the written word and determine an image's connection with the themes of the text. Students develop speaking skills to express their ideas clearly and effectively. Students refine their listening skills to better participate in lecture, classroom discussion, and cooperative group activities.

English III

Grade: 11
Credit: 1.00 (2 semesters)
Prerequisites: English II
In English III, students further develop college level skills in the use and interpretation of language to better understand themselves and their world. Students read and analyze a wide variety of American literature, including novels, short stories, plays, essays, and poems, as well as literature from other cultures. Reading instruction centers not on mere comprehension, but building higher level thinking skills to evaluate the literary techniques of the author and interpret the themes of the work. Students learn literary forms and terms associated with selections being read and apply these in analysis. Teachers model writing strategies that students apply in their work, centering on the development and mastery of focus and coherence, voice, conventions, depth of thought, and conventions. Students compose college level analytical papers using appropriate formatting and documentation. Students find the tools to express their ideas through vertically aligned vocabulary development stressing mastery of Greek and Latin roots. Students learn to view art and other visual representations as a compliment to the written word and determine an image's connection with the themes of the text. Students develop speaking skills to express their ideas clearly and effectively. Students refine their listening skills to better participate in lecture, classroom discussion, and cooperative group activities.

English IV

Grade: 12
Credit: 1.00 (2 semesters)
Prerequisites: English III
In English IV, students master college level skills in the use and interpretation of language to better understand themselves and their world. Students read and analyze a wide variety of British literature, including novels, short stories, plays, essays, and poems, as well as literature from other cultures. Reading instruction centers not on mere comprehension, but building higher level thinking skills to evaluate the literary techniques of the author and interpret the themes of the work. Students learn literary forms and terms associated with selections being read and apply these in analysis. Teachers model writing strategies that students apply in their work, centering on the development and mastery of focus and coherence, voice, conventions, depth of thought, and conventions. Students find the tools to express their ideas through vertically aligned vocabulary development stressing mastery of Greek and Latin roots. Students learn to view art and other visual representations as a compliment to the written word and determine an image's connection with the themes of the text. Students develop speaking skills to express their ideas clearly and effectively. Students refine their listening skills to better participate in lecture, classroom discussion, and cooperative group activities.

Pre-AP English I and II

Grades: 9-10
Credit: 1.00 (2 semesters)
Prerequisites: Administration and Teacher Approval
In 9th and 10th grade, students may take Pre-AP English Language Arts. Pre-AP prepares students for high school AP courses in language and literature by further emphasizing students' skills in using and analyzing language. In addition to the goals of on-level language arts courses, students read from more advanced texts

and seek to offer more in-depth interpretations. Students compose more advanced analytical papers using a college level rubric with appropriate formatting and documentation.

AP English Language and Composition

Grade: 11
Credit: 1.00 (2 semesters)
Prerequisites: Administration and Teacher Approval

In 11th grade, students may take AP English Language and Composition. Teachers create a course audit approved by College Board for accreditation.

College Board states that, "The AP English Language and Composition course is designed to help students become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.

"The goals of an AP English Language and Composition course are diverse because the college composition course is one of the most varied in the curriculum. The college course provides students with opportunities to write about a variety of subjects and to demonstrate an awareness of audience and purpose. But the overarching objective in most first-year writing courses is to enable students to write effectively and confidently in their college courses across the curriculum and in their professional and personal lives. Therefore, most composition courses emphasize the expository, analytical, and argumentative writing that forms the basis of academic and professional communication, as well as the personal and reflective writing that fosters the ability to write in any context. In addition, most composition courses teach students that the expository, analytical, and argumentative writing they must do in college is based on reading texts from various disciplines and periods as well as personal experience and observation. Composition courses, therefore, teach students to read primary and secondary sources carefully, to synthesize materials from these texts in their own compositions, and to cite sources using conventions recommended by professional organizations such as the Modern Language Association (MLA), the University of Chicago Press (*The Chicago Manual of Style*), and the American Psychological Association (APA).

AP English Literature and Composition

Grade: 12
Credit: 1.00 (2 semesters)
Prerequisites: Administration and Teacher Approval

In 12th grade, students may take AP English Literature and Composition. Teachers create a course audit approved by College Board for accreditation.

College Board states that, "The AP English Literature and Composition course is designed to engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students can deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.

Reading: "Reading in an AP course should be both wide and deep. This reading necessarily builds upon the reading done in previous English courses. These courses should include the in-depth reading of texts drawn from multiple genres, periods, and cultures. In their AP course, students should also read works from several genres and periods -- from the sixteenth to the twenty-first century -- but, more importantly, they should get to know a few works well. They should read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form. In addition to considering a work's literary artistry, students should consider the social and historical values it reflects and embodies. Careful attention to both textual detail and historical context should provide a foundation for interpretation, whatever critical perspectives are brought to bear on the literary works studied.

Writing: "Such close reading involves the experience of literature, the interpretation of literature, and the evaluation of literature. All these aspects of reading are important for an AP course in English Literature and Composition, and each corresponds to an approach to writing about literary works. Writing to understand a

literary work may involve writing response and reaction papers along with annotation, freewriting, and keeping some form of a reading journal. Writing to explain a literary work involves analysis and interpretation, and may include writing brief focused analyses on aspects of language and structure. Writing to evaluate a literary work involves making and explaining judgments about its artistry and exploring its underlying social and cultural values through analysis, interpretation, and argument.

Algebra I:

Grade: 9
Credit: 1
Prerequisite: Math Course 3
In this two-semester course, students use algebraic methods to explore, model and describe patterns, relationships and functions. There is a strong emphasis on writing, graphing, and solving linear equations. Students will use data collection and analysis; statistics and probability to make inferences, decisions, and arguments as they solve a variety of practical problems. The depth and breadth of the course will develop a strong foundation for the more theoretical and rigorous experience students will encounter at the Advanced Placement level. Algebra I provides a formal development of the algebraic skills and concepts necessary for students who will take other advanced college-preparatory courses. In particular, the instructional program in this course provides for the use of algebraic skills in a wide range of problem-solving situations. The concept of function is emphasized throughout the course. Topics include: (1) operations with real numbers, (2) linear equations and inequalities, (3) relations and functions, (4) graphing linear equations and inequalities, (5) pairs of linear equations and inequalities, (6) polynomials, (7) algebraic functions, (8) quadratic, cubic, and radical equations, and (9) mathematical reasoning and problem solving.

Geometry:

Grade: 10
Credit: 1
Prerequisite: Algebra I
In this course, students use geometric methods, properties and relationships as a means to recognize, draw, describe, connect, and analyze shapes and representations in the physical world. Students will also apply algebraic models and probabilities to physical applications. Students develop powers of spatial visualization while building their understanding of geometric figures. Students develop an understanding of the deductive reasoning method. Through applications and measurements, students use and strengthen their algebra skills. Geometry offers students many opportunities to explore geometric situations, develop conjectures and prove conjectures using a variety of methods. Geometry students examine the properties of two-and three-dimensional objects. Proof and logic, as well as investigative strategies in drawing conclusions, are stressed. Properties and relationships of geometric objects include the study of: (1) points, lines, angles, and planes, (2) polygons, with a special focus on quadrilaterals, triangles, right triangles; (3) circles; and (4) polyhedral and other solids.

Mathematical Models with Applications

Grade: 11
Credit: 1
Prerequisite: Geometry
This is a course for high school students with a minimum prerequisite of Algebra I. This course will reinforce, broaden, and extend the mathematical knowledge and skills acquired in algebra. The course should build on the mathematical background of the students yet stretch their knowledge toward topics studied in Geometry and Algebra II. Students should have the opportunity to reinforce all the objectives, maintain and extend their algebraic and geometric skills, and find mathematics both useful and enjoyable. The primary purpose of this course is to use mathematics as a tool to model real-world phenomena in science, finance, music, and art including the following basic understandings: In Mathematical Models with Applications, students use algebraic, graphical, and geometric reasoning to recognize patterns and structure, to model information, and to solve problems from various disciplines. Students use mathematical methods to model and solve real-life applied problems involving money, data, chance, patterns, music, design, and science. Students use mathematical models from algebra, geometry, probability, and statistics and connections among these to solve problems from a wide variety of advanced applications in both

mathematical and nonmathematical situations. Students use a variety of representations (concrete, pictorial, numerical, symbolic, graphical, and verbal), tools, and technology (including, but not limited to, calculators with graphing capabilities, data collection devices, and computers) to link modeling techniques and purely mathematical concepts and to solve applied problems. As they do mathematics, students continually use problem solving, language and communication, and reasoning (justification and proof) top make connections within and outside mathematics. Students also use multiple representations, technology, applications and modeling, and numerical fluency in problem-solving contexts.

Algebra II:

Grade: 12
Credit: 1
Prerequisite: Mathematical Models with Applications
Students in this course use algebraic methods to explore, model and describe patterns, relationships and functions involving numbers, shapes, data and graphs within a variety of real-world problem solving situations. They represent problem situations using discrete structures such as finite graphs, matrices, sequences and recurrence relations. This course reviews and builds on those concepts learned in Algebra I and Geometry. It places more emphasis on applying the basic concepts of Algebra to rational numbers and irrational numbers. The course expands techniques in analytical geometry and trigonometry learned in Geometry as a preview of the next two courses offered. Algebra II is a course which extends the content of Algebra I and provides further development of the concept of a function. Topics include: (1) relations, functions, equations, and inequalities; (2) conic sections; (3) polynomials; (4) algebraic functions; (5) logarithmic and exponential functions; (6) sequences and series; and (7) counting principles and probability. Graphing calculator technology is frequently used in this course.

Pre-AP Math Course 2

Grade: 6
This course continues the study of basic concepts involved in working with whole numbers, fractions, decimals, integers, and percents. Emphasis is given to problem solving, communicating mathematically, reasoning, connections with other disciplines and the real world, patterns and functions, algebra, statistics, probability, and geometry. Students in grade seven mathematics will extend and build upon their foundation of basic understandings of numbers, operation, and quantitative reasoning, patterns, relationships, and algebraic thinking, geometry and spatial reasoning, measurement, probability and statistics, and problem-solving. Areas of emphasis include using proportional relationships and addition, subtraction, multiplication, and division of decimals, fractions, and integers. Students will continue to experience opportunities to use models, manipulatives, and data collection and interpretation with appropriate technology. Problem-solving, communication, connections of concepts both within and outside mathematics, and informal and formal reasoning will be emphasized.

Pre-AP Math Course 3

Grade: 7
This course continues the study of whole numbers, fractions, decimals, and percents. Math course 3 helps students make the transition from arithmetic to algebra. Students are introduced to integers, solving equations, and the basics of algebra early in the course. Other topics include graphing and probability and statistics. Problem solving, applications, and communication are integrated throughout the course. Students in grade eight mathematics will continue to extend and build upon their foundation of basic understandings of numbers, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; measurement, probability and statistics, and problem-solving. The areas of emphasis are using algebraic principles to analyze proportional relationships and using probability to describe data and make predictions. Students will continue to experience opportunities to use models, manipulatives, and data collection and interpretation using appropriate technology. Problem- solving, communication, connections of concepts both within and outside mathematics, and informal and formal reasoning will be emphasized. This course is designed to successfully prepare students for Algebra in 8th grade.

Pre-AP Algebra I:

Grade: 8

Credit: 1
Prerequisite: Pre-AP Math Course 3
In this two-semester course, students use algebraic methods to explore, model and describe patterns, relationships and functions. There is a strong emphasis on writing, graphing, and solving linear equations. Students will use data collection and analysis; statistics and probability to make inferences, decisions, and arguments as they solve a variety of practical problems. The depth and breadth of the course will develop a strong foundation for the more theoretical and rigorous experience students will encounter at the Advanced Placement level. Algebra I provides a formal development of the algebraic skills and concepts necessary for students who will take other advanced college-preparatory courses. In particular, the instructional program in this course provides for the use of algebraic skills in a wide range of problem-solving situations. The concept of function is emphasized throughout the course. Topics include: (1) operations with real numbers, (2) linear equations and inequalities, (3) relations and functions, (4) graphing linear equations and inequalities, (5) pairs of linear equations and inequalities, (6) polynomials, (7) algebraic functions, (8) quadratic, cubic, and radical equations, and (9) mathematical reasoning and problem solving.

Pre-AP Geometry:

Grade: 9
Credit: 1
Prerequisite: Pre-AP Algebra I
In this course, students use geometric methods, properties and relationships as a means to recognize, draw, describe, connect, and analyze shapes and representations in the physical world. Students will also apply algebraic models and probabilities to physical applications. Students develop powers of spatial visualization while building their understanding of geometric figures. Students develop an understanding of the deductive reasoning method. Through applications and measurements, students use and strengthen their algebra skills. Geometry offers students many opportunities to explore geometric situations, develop conjectures and prove conjectures using a variety of methods. Geometry students examine the properties of two-and three-dimensional objects. Proof and logic, as well as investigative strategies in drawing conclusions, are stressed. Properties and relationships of geometric objects include the study of: (1) points, lines, angles, and planes, (2) polygons, with a special focus on quadrilaterals, triangles, right triangles; (3) circles; and (4) polyhedral and other solids.

Pre-AP Algebra II:

Grade: 10
Credit: 1
Prerequisite: Pre-AP Algebra I
Students in this course use algebraic methods to explore, model and describe patterns, relationships and functions involving numbers, shapes, data and graphs within a variety of real-world problem solving situations. They represent problem situations using discrete structures such as finite graphs, matrices, sequences and recurrence relations. This course reviews and builds on those concepts learned in Algebra I and Geometry. It places more emphasis on applying the basic concepts of Algebra to rational numbers and irrational numbers. The course expands techniques in analytical geometry and trigonometry learned in Geometry as a preview of the next two courses offered. Algebra II is a course which extends the content of Algebra I and provides further development of the concept of a function. Topics include: (1) relations, functions, equations, and inequalities; (2) conic sections; (3) polynomials; (4) algebraic functions; (5) logarithmic and exponential functions; (6) sequences and series; and (7) counting principles and probability. Graphing calculator technology is frequently used in this course.

Pre-Calculus

Grade: 11
Credit: 1
Prerequisite: Pre-AP Algebra II
In Pre Calculus, students use symbolic reasoning and analytical methods to represent mathematical situations, to express generalizations, and to study mathematical concepts and the relationships among them. Students use functions, equations, and limits as useful tools for expressing generalizations and as means for

analyzing and understanding a broad variety of mathematical relationships. Students also use functions as well as symbolic reasoning to represent and connect ideas in geometry, probability, statistics, trigonometry, and calculus and to model physical situations. Students use a variety of representations (concrete, pictorial, numerical, symbolic, graphical, and verbal), tools, and technology (including, but not limited to, calculators with graphing capabilities, data collection devices, and computers) to model functions and equations and solve real-life problems. As they do mathematics, students continually use problem solving, language and communication, and reasoning (justification and proof) to make connections within and outside mathematics. Students also use multiple representations, technology, applications and modeling, and numerical fluency in problem-solving contexts.

AP Statistics

Grade: 10-11-12
Credit: 1
Prerequisite: Pre AP Algebra I, Teacher Recommendation
Students are introduced to major concepts and tools for collecting, analyzing, and drawing conclusions from data. This course prepares students for the College Board AP Statistics Examination for possible college (one-semester, non-calculus based statistics) credit. Students collect, organize, analyze, interpret, and report data using statistical formulas and processes. Students distinguish between random sampling and biased sampling. Students use statistical measures to analyze real-world phenomena. Upon completion of this course students are well prepared and expected to take the Advanced Placement Statistics test which can result in one semester of college credit. Successful Completion of the AP Exam for any AP course will allow for acquisition of college credit upon approval of the college.. For Advanced Placement courses, please access more information on the internet at the web address http://apcentral.collegeboard.com/course/descriptions.

AP Calculus AB

Grade: 11-12
Credit: 1
Prerequisite: Pre AP Algebra II, Teacher Recommendation
Students explore functions, graphs, limits, derivatives, and integrals. This course prepares students for the College Board AP Calculus AB Examination for possible college credit (1st semester calculus). For Advanced Placement courses, please access more information on the internet at the web address http://apcentral.collegeboard.com/course/descriptions.

AP Calculus BC

Grade: 11-12
Credit: 1
Prerequisite: Pre AP Algebra II, Teacher Recommendation
Students explore all topics covered in AP Calculus AB plus additional topics including parametric, polar, and vector functions and polynomial approximations and series. This course prepares students for the College Board AP Calculus BC Examination for possible college credit (a full year of calculus). This exam also has a Calculus AB sub-score grade for students to receive 1st semester college calculus credit. For Advance Placement courses, please access more information on the internet at the web address http://apcentral.collegeboard.com/course/descriptions

Biology

Grade: 9-10
Credit: 1.00 (2 semesters)
Prerequisite: None
Biology is designed to acquaint students with basic concepts in science process skills, laboratory skills, and the study of cells, DNA, genetics, the living kingdoms on our earth and how they interact. A study of the fundamental concepts, including the origin and development of life, the similarity of living organisms, the classification, characteristics, structure, reproduction and function of plants and animals, as well as the interrelationships of plants, animals and the physical environment.

Pre-AP Biology

Grade: 9-10
Credit: 1.00 (2 semesters)
Prerequisite: Enrollment in Honor class and teacher recommendation
Pre-AP Biology is designed to acquaint students with basic concepts in science process skills, laboratory skills, and the living kingdoms on our earth and how they interact. A study of the fundamental concepts, including the origin and development of life, the similarity of living organisms, the classification, characteristics, structure, reproduction and function of plants and animals, as well as the interrelationships of plants, animals and the physical environment. The first semester's study includes the study of cells, DNA, genetics. The class can be considered college preparatory, suggested for the average to above average student.

AP Biology

Grade: 10
Credit: 1.00 (2 semesters)
Prerequisite: Biology, Chemistry Honors or an A+ in Chemistry or Teacher approval
This course covers the first year college curriculum and prepares students to take the AP Biology exam. Emphasis is on developing the conceptual framework, knowledge, and analytical skills necessary to understand, and participate in, the modern field of biology. The curriculum includes the study of molecular, cellular, ecological, and evolutionary biology, presented in a variety of formats, including class discussions, readings, lab work, and lecture. Students interested in this course should be successful independent learners with a strong interest in the field of biology.

Chemistry

Grade: 10-11
Credit: 1.00 (2 semesters)
Prerequisite: None
Chemistry provides a broad survey of basic chemistry. The first semester examines chemical and physical properties, the qualitative nature of chemical reactions, chemical periodicity, and bonding. The second semester continues with the quantitative nature of chemical reactions, states of matter, gaseous behavior, solutions, equilibrium, and acid-base chemistry. Throughout the year, the course makes use of laboratory investigations to develop the relationships between experiment and theory.

Pre-AP Chemistry

Grade: 10-11
Credit: 1.00 (2 semesters)
Prerequisite: Biology and Teacher approval
Pre-AP Chemistry covers many of the same topics as Chemistry in greater depth. Special emphasis is placed on a rigorous mathematical examination of chemical principles. The first semester focuses on basic concepts of chemistry including the qualitative nature of chemical reactions, atomic structure, chemical bonding and molecular geometry. The second semester opens with stoichiometry and the quantitative nature of chemical equations. These concepts are then applied to various topics such as the kinetic theory of gases, condensed phases of matter, reaction kinetics, equilibrium, acid-base chemistry and oxidation-reduction chemistry. Interested students must meet with the teacher and get teacher's approval.

AP Chemistry

Grade: 11
Credit: 1.00 (2 semesters)
Prerequisite: Biology, Chemistry, and Teacher approval
The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Students in this course should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The curriculum prepares students to take the AP chemistry exam for AP credit. Five general areas are intensively studied: the Structure of Matter, Chemical Bonding, States of Matter, Physical Chemistry and Chemical Reactions. Advanced laboratory

work is done in each topic area. Students are expected to take the AP Examination given by the Educational Testing Service in May.

Physics

Grade: 11-12
Credit: 1.00 (2 semesters)
Prerequisites: Biology, Chemistry, and Teacher approval
Physics, as the most basic of all sciences, introduces the nature of basic things around us such as matter, energy, heat, motion, forces, light and sound. This course has been designed to teach the laws of nature in their simplicity, and problem solving skills corresponding to both in ideal and real world situations. The course of physics is integrated with very basic mathematical rules includes mechanics, heat and thermodynamics, waves and optics, electricity and magnetism, and atomic and nuclear physics. A set of experiments will allow students to implement the theory into the real world and appreciate the beauty of the natural world.

Pre-AP Physics

Grade: 11
Credit: 1.00 (2 semesters)
Prerequisites: Biology, Chemistry, and Teacher approval
This advanced level physics course will allow students to learn the same physical concepts with more depth and mathematical basis. The purpose of this course is to prepare students for the college level physics courses.

AP Physics

Grade: 12
Credit: 1.00 (2 semesters)
Prerequisites: Biology, Chemistry, and Teacher approval
This course is designed to introduce a college level, calculus based physics course with a set of advanced laboratory experiments. The students of AP Physics course will be well prepared to the College Board's advance placement physics exam. Also, students will have the opportunity to receive college credits if they can pass the advance placement exam with a satisfactory grade. AP Physics is recommended to the students who would like to pursue a profession in the fields of science, engineering, and medicine.

Environmental Science

Grade: 12
Credit: 1.00 (2 semesters)
Prerequisites: Biology, Chemistry, and Physics
Environmental Science is designed to provide students the environmental aspects, explore Earth's natural systems, and impacts of human activity on the environment. The topics covered in this course are introduction to ecology, the atmosphere of the Earth, food on Earth, water, and energy. The theory is supported with lab and field investigations, and discussions in cooperative learning groups on environmental issues enable students to improve their critical thinking, and problem solving skills. Students are expected to become more sensitive on environmental issues.

Pre-AP Environmental Science

Grade: 12
Credit: 1.00 (2 semesters)
Prerequisites: Biology, Chemistry, and Physics
Pre-AP Environmental Science is designed to provide students the environmental aspects, explore Earth's natural systems, and impacts of human activity on the environment in more details, The topics covered in this course are introduction to ecology, the atmosphere of the Earth, food on Earth, water, and energy. The theory is supported with lab and field investigations, and discussions in cooperative learning groups on environmental issues enable students to improve their critical thinking, and problem solving skills. Students are expected to become more sensitive on environmental issues.

World Geography

Grade: 9
Credit: 1.00 (2 semesters)
Prerequisites: Social Studies 8

In World Geography Studies, students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major land forms, climates, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of world population; relationships among people, places, and environments; and the concept of region. Students analyze how location affects economic activities in different economic systems throughout the world. Students identify the processes that influence political divisions of the planet and analyze how different points of view affect the development of public policies. Students compare how components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment. Students use problem-solving and decision-making skills to ask and answer geographic questions.

World History

Grade: 10
Credit: 1.00 (2 semesters)
Prerequisites: World Geography

World History Studies is the only course offering students an overview of the entire history of humankind. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students evaluate the causes and effects of political and economic imperialism and of major political revolutions since the 17th century. Students examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems. Students analyze the process by which democratic-republican governments evolved as well as the ideas from historic documents that influenced that process. Students trace the historical development of important legal and political concepts. Students examine the history and impact of major religious and philosophical traditions. Students analyze the connections between major developments in science and technology and the growth of industrial economies, and they use the process of historical inquiry to research, interpret, and use multiple sources of evidence.

Advanced Placement (AP) World History

Grade: 10
Credit: 1.00 (2 semesters)
Prerequisites: Teacher and Administration Approval

The AP World History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in world history. The program prepares students for intermediate and advanced college courses. Students learn to access historical materials and scholarship and evaluate their reliability and importance. This course develops the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

United States History since Reconstruction

Grade 11
Credit: 1.00 (2 semesters)
Prerequisites: World History

In this course, which is the second part of a two-year study of U.S. history that begins in Grade 8, students study the history of the United States since Reconstruction to the present. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies of the Cold War and post-Cold War eras, and reform movements including civil rights. Students examine the impact of geographic factors on major events and analyze causes and effects of the Great Depression. Students examine the impact of constitutional issues on American society, evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students describe the relationship between the arts and the times during which they were created. Students analyze the impact of technological innovations on the American labor movement. Students use critical-thinking skills to explain and apply different methods that historians use to interpret the past, including points of view and historical context.

Advanced Placement (AP) United States History

Grade: 11
Credit: 1.00 (2 semesters)
Prerequisites: Teacher and Administration Approval
The AP U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses. Students learn to access historical materials and scholarship and evaluate their reliability and importance. This course develops the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

Advanced Placement (AP) European History

Grade 12
Credit: 1.00 (2 semesters)
Prerequisites: Teacher and Administration Approval
The AP European History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses. Students learn to access historical materials and scholarship and evaluate their reliability and importance. This course develops the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

United States Government

Grade 12
Credit: .5 (1 semesters)
Prerequisites: United States History since Reconstruction
In Government, the focus is on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. This course is the culmination of the civic and governmental content and concepts studied from Kindergarten through required secondary courses. Students learn major political ideas and forms of government in history. A significant focus of the course is on the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights and compare the U.S. system of government with other political systems. Students identify the role of government in the U.S. free enterprise system and examine the strategic importance of places to the United States. Students analyze the impact of individuals, political parties, interest groups, and the media on the American political system, evaluate the importance of voluntary individual participation in a democratic society, and analyze the rights guaranteed by the U.S. Constitution. Students examine the relationship between governmental policies and the culture of the United States. Students identify examples of government policies that encourage scientific research and use critical-thinking skills to create a product on a contemporary government issue.

Psychology

Grade: 9, 10, 11, 1

Credit: .5 (1 semester)
Prerequisites: Teacher and Administration Approval
In Psychology, an elective course, students consider the development of the individual and the personality. The study of psychology is based on an historical framework and relies on effective collection and analysis of data. Students study topics such as theories of human development, personality, motivation, and learning.

Sociology

Grade: 9, 10, 11, 12
Credit: .5 (1 semester)
Prerequisites: Teacher and Administration Approval
In Sociology, an elective course, students study dynamics and models of individual and group relationships. Students study topics such as the history and systems of sociology, cultural and social norms, social institutions, and mass communication.

Digital Graphics and Animation

Grade: 9
Credit: 1.00 (2 semesters)
Prerequisite: None
Digital Graphics and Animation is an introductory course in design, typography, and imaging techniques. The course includes topics such as digital composition, color, imaging, editing, and animation. An integral component in other areas, understanding design elements is essential in the creation of a successful product in this course. The student will use the computer's set of tools, common to bitmapped and object-oriented software programs, to produce and edit digital designs as well as to incorporate design principles when capturing digital images with the scanner and camera. Students will work with color, resolution, and halftones as well as other image enhancing strategies including outlining, cropping, digital manipulation, color correction, masking, and the use of channels, paths, background, and layers. Animation, both 2-D and 3-D, will be introduced in this course. Students enrolled in this course will be computer literate and have experience with the basic electronic productivity and telecommunication tools. A prerequisite for this course is grades 6-8 Technology Applications Knowledge and Skills.

Web Mastering

Grade: 10
Credit: 1.00 (2 semesters)
Prerequisite: None
The World Wide Web (WWW) is the fastest growing part of the Internet. The popularity of the WWW is due largely to the ease with which users can not only access and navigate the web but also create pages of information to share with others Students will learn how to design, create, and maintain web pages. Projects will incorporate tools such as HTML, Dreamweaver, Photoshop, Flash, Fireworks, digital cameras, and scanners.

Video Technology

Grade: 11
Credit: 1.00 (2 semesters)
Prerequisite: None
Video production is probably the most universally known of all visual media and is an integral component of many technology applications. The process of editing creates a special mood, tempo, and pace to enhance the subject matter. Video production is not only instructional and analytical, but also artistic. Students will learn video basics as well as participate in pre-production, production, and post production stages of video creation, distribution, and evaluation of the product. Students enrolled in this course will be computer literate and have experience with the basic electronic productivity tools.

Computer Science I

Grade: 9, 10, 11, 12
Credit: 1.00 (2 semesters)

Prerequisite: Teacher Recommendation

Computer Science involves the understanding of programming language concepts and how these are applied to problem solving. The enormous growth of programming languages requires a changing curriculum and flexibility in the pace of instruction. Computer Science I is a course covering problem solving, computer architecture, and programming concepts. This knowledge helps students understand how software is written which increases the student's ability to learn application software through understanding of the basic concepts. Students can study Computer Science to comprehend the social, economic and cultural environment of the information age.

Programming equips students with skills which involve much more than the syntax of a programming language. Computer programs are a form of communication. When developing program solutions, students consider clarity of expressing (readability), program maintenance, ease of debugging, program extension, reliability, utility, and validity. Concept mastery of a high level language, while creating solutions which are well structured and modular in nature, is the primary emphasis rather than syntax.

Computer Science II

Grade: 9, 10, 11, 12
Credit: 1.00 (2 semesters)
Prerequisite: Computer science 1 and Teacher approval

Computer Science II reinforces and increases the depth of understanding of the basic concepts and covers advanced programming concepts which are useful in preparation for the Computer Science Advanced Placement tests.

Multimedia

Grade: 9, 10, 11, 12
Credit: 1.00 (2 semesters)
Prerequisite: Teacher approval

Multimedia is a laboratory-based course designed to provide an overview of and experience in multimedia technology. Sounds, images, graphics, and video are the informational projects from which students will construct media rich knowledge structures. Students will develop necessary skills and obtain hands-on experiences working with a variety of multimedia tools to build linear and non-linear interactive products. Students enrolled in this course will be computer literate and have experience with basic electronic productivity tools.

Robotics

Grade: 9, 10, 11, 12
Credit: 1.00 (2 semesters)
Prerequisite: Teacher approval

This course explores concepts related to basic residential wiring, serial and parallel electrical circuits, and wiring connections. The students will also learn about designing and etching a solid state electronic project. Projects will allow students to design and build computer interface boards, learn basic computer programming, and master the control of simple robot functions. Other skills covered include soldering, metering, and working with L.E.D.'s, resistors.

Business Computer Information Systems I

Grade: 9,10,11
Credit: 1.00 (2 semesters)
Prerequisite: None

Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce and/or post-secondary education. Students apply technical skills to address business applications of emerging technologies.

Business Computer Information Systems II

Grade: 9, 10, 11
Credit: 1.00 (2 semesters)

Prerequisite: Microcomputer Applications, BCIS1
An occupationally specific course (pre-employment laboratory or cooperative education) designed to provide advanced training in concepts and skills related to computer applications. Special emphasis is placed on computer operations, word processing, database management, spreadsheet manipulation, telecommunications, desktop publishing, and other high-level business application software. The course may be taught as a pre-employment laboratory or as cooperative education. The course is approved for computer proficiency credit.

Spanish I
Grades: 9-12
Credit 1.0 (2 semesters)
Prerequisites: Spanish 8
This class serves as an introduction to the basics of the Spanish language. The basics of speaking, reading, listening, writing and comprehension are taught, as are aspects of the culture in countries where Spanish is spoken. An emphasis is placed on speaking and comprehension of Spanish. Class participation is required, as is daily study and practice time (outside of the classroom) to ensure the student's success in the course.

Spanish II - 1.0 credit (2 terms)
Grades: 9-12
Credit 1.0 (2 semesters)
Prerequisites: Spanish I
This class serves to further develop the student's ability to use the Spanish language. Speaking, reading, listening, writing and comprehension of Spanish are taught, as is the culture of the countries where the language is spoken. An emphasis is placed on speaking and comprehension of Spanish. Class participation is required as is daily study and practice time (outside of the classroom) to ensure the student's success in the course.

Spanish III
Grades: 10-12
Credit 1.0 (2 semesters)
Prerequisites: Spanish II
This class serves to further develop the student's ability to use the Spanish language. More emphasis is placed on the culture of Spanish—speaking countries than in previous levels, as well as a higher emphasis on the utilization of Spanish in conversation, presentations, etc. Texts, films and other cultural resources are studied in the target language. Class participation is required as is daily study and practice time (outside of the classroom) to ensure the student's success in the course.

Spanish IV
Grades: 10-12
Credit 1.0 (2 semesters)
Prerequisites: Spanish IIII
This class seeks to develop the student's ability to utilize Spanish to the point of mastery. A higher emphasis is placed on the reading of texts, watching of films and studying the history and culture from the countries where Spanish is spoken. Class participation is required as is daily study and practice time (outside of the classroom) to ensure the student's success in the course.

All MSE teachers will have a copy of and will use the Tennessee Standards that correspond to the classes they are teaching. MSE curriculum will have academic as well as non-academic standards that every student must meet. In their syllabi and lesson plans, teachers will be required to cite which learning standards they are addressing and how the content and performance standards align with those of the Tennessee Content standards. The Principal

will confirm that all lessons and academic goals are aligned with the Tennessee Standards and will take appropriate action to guide teachers in meeting the Standards.

The objectives of the math, science, and technology curriculum of Memphis School of Excellence are to;

1. Meet the cognitive, social, and affective needs of our students with multiple intelligences by offering the following practices through integration of technology into curriculum; core knowledge, thematic approach, cross-disciplinary project-based learning, experiential learning, community-based learning, and performance assessment.
2. Instill in our students, teachers, and parents a culture of inquiry, field observation, research, and hands-on practice in science and technology and communicate high expectations to students by acknowledgement of academic success, to teachers by emphasizing staff development, and to parents by advocating parental involvement.
3. Produce and prepare high school students and leaders of tomorrow with high expertise and positive character traits for science and technology related careers, such as engineering, health, math, biology, chemistry, astronomy, environmental sciences, genetics, etc.
4. Enable students to develop research skills, practice their scientific knowledge through experimentation, and demonstrate their skills and final products in extracurricular activities, displays, fairs, competitions, and science Olympiads.
5. Establish partnerships with post-secondary institutions in forms of research study, internships, dual credit programs, and other innovative practices.
6. Expose our students to professional workforce experience by adopting policies, creating opportunities, establishing school networks, and allowing changes in curriculum to attract community resources and private businesses.
7. Consider each student of diverse backgrounds as an individual and provide career guidance by personalizing graduation plans, list of electives, their research area of interest, and college choice.

Instructional Methods

Students will be provided with opportunities to expand their mental and physical abilities in socially acceptable activities. Students and teachers will be considered as partners in the students' educational program, where there will be mutual respect and support. We believe that addressing students' successes and setbacks are equally important for the students' growth. Because thought and expression develop out of experience, learning should nurture a sense of caring for other people and the environment. The following list is examples of teaching methods that will be utilized by the instructional staff throughout the year at Memphis School of Excellence.

The thematic approach will be used as the basis for planning six-week academic term. The theme topic will be driven by student interest and group consensus. Once a theme topic is chosen, a variety of core activities across the curriculum will be brainstormed by group members. Students will then examine these activities and choose several to complete, based on time constraints, group and individual interest, availability of camp and community resources, and general compatibility with the school program. The group will then set a schedule of completion with input from program, education, and other support staff.

Cooperative learning will be integral and essential to all learning experiences. Success will be measured at the group level as well as the individual level. Group work and portfolio work will be an essential part of the therapy that will take place in the program, so it will become a natural part of instructional opportunities as well.

Goal-setting will be another strategy that bridges academic and therapeutic boundaries. Students will be expected to write long-term and short-term goals for every aspect of their life. Educational goals will be evaluated for every activity throughout the day. Goals will be expected to be realistic, reliable, and measurable.

Individualized instruction will be one of the most important instructional strategies of Memphis School of Excellence, which will be provided to students all the time they need. It will be accommodated in group settings because of the favorable student/teacher ratio. Each student's education plan will be individualized according to his or her education, emotional, and psychological needs.

By using a **multi-sensory** approach to learning, students will be provided opportunities to learn through auditory, visual, tactile, and kinesthetic activities. Students will be guided through the process of determining which learning style is best suited to their needs.

In **Role modeling,** teachers will actively participate in the daily routine and educational process of the group. The power of role modeling is especially important in demonstrating a respect for others and the environment.

Modular Instruction; A learner-centered and self-directed learning experience will be designed for individuals or for small teams in the school. Learning teams will be randomly assigned so cooperation will be required of students who may be from diverse backgrounds or groups.

Simulation is a learning process that involves students as participants in role-playing presentations and/or problem-solving games imitating real-life situations or workplace environments will be used as instructional strategies.

Demonstrations; Showing practical applications of theory, product, or equipment; will be done by teacher, guest, and/or students.

There are many forms of **Multiple Intelligence**; many ways by which we know, understand, and learn about the world. Seven intelligences have been identified: verbal/linguistic, logical/mathematical, visual/spatial, body/kinesthetic, musical/rhythmic, interpersonal, and interpersonal. Instructional staff will use the following areas to challenge the students' various intelligences.

- **Visual/Spatial:** charts, graphs, photography, visual awareness, organizers, visual metaphors, visual analogies, visual puzzles, 3D experiences, painting, illustrations, story maps, visualizing, sketching, patterning, mind maps, color, and symbols.
- **Verbal/Linguistic:** stories, retelling, journals, process writing, reader's theatre, storytelling, choral speaking, rehearsed reading, book making, speaking, nonfiction reading, research, speeches, presentations, listening, reading, reading aloud, and drama.
- **Bodily Kinesthetic:** field trips, activities, creative movement, hands on experiments, body language, manipulative, physical education activities, crafts, and drama.
- **Logical/Mathematical:** problem solving, tangrams, coding, geometry, measuring, classifying, predicting, logic games, data collecting, serialing, attributes, experimenting, puzzles, manipulative, scientific model, money, time, sequencing, and critical thinking.
- **Musical/Rhythmic:** singing, humming, rhythms, rap, background music, music appreciation, mood music, patterns, form, rhythm, and playing instruments.
- **Intrapersonal:** individual study, personal goal setting, individual projects, journal log keeping, personal response, personal choice, individualized reading, and self-esteem activities.

- **Interpersonal:** co-operative learning, sharing, group work, peer teaching, social awareness, conflict mediation, discussion, peer editing, cross age tutoring, social gathering, study groups, clubs, and brainstorming.

Strong Reading and Writing Emphasis: English teachers and ELL teacher focus on pronunciation and spelling of vocabulary used in the classroom, cafeteria, home, and school. All classroom teachers and parents are involved in and out of class in helping children overcome typical errors in English in intonation, pluralizations, grammar, tenses, etc. High school students are also be trained with Literary, Interpretative and Creative Writing skills.

Grade Advancement Policy: The school develops a grade advancement policy for exceptional learners who demonstrate outstanding skills in Reading, Science, and Mathematics. Acceleration of the student allows the student to continue his or her education at his or her own pace.

Performance Assessments: Performance assessments - also known as "alternative" or "authentic" assessments -- augment norm-referenced multiple-choice tests in all grade levels. Portfolios and presentations are widely used.

Cross-disciplinary learning: Students work on projects that require cooperative teaching efforts in Language Arts, Fine Arts, Math, Social Studies and Science. Teachers make cooperative lesson plans and student product consists of material covered in different subjects.

Character Education and Leadership development: The aims of education are to support the growth of pupils' whole personality. The cognitive goals of education are to strengthen study skills and thinking skills of pupils. The affective and social goals of education are met by providing socio-ethical and aesthetic education alongside the conventional learning of facts. Keeping these in mind, a strong character education and leadership development program are implemented at all grade levels. The Character Education class encourages students to take responsibility for their actions. It aims to familiarize them with good character traits, to place teachers as role models before them and to help develop good citizens with high moral values.

Career Education: All students attend an annual Career Day at Memphis School of Excellence and meet professionals from different occupations. 8th graders and high school students take a

"Career Choices" class. The purpose of this program is to enable students to apply the knowledge and skills needed to design personal plans for achieving their goals in college and after college. Career Education attempts to give general information about career theories, opportunities, tests, financial aid, scholarships, and instill in the student college awareness through preparing him/her for the senior year in high school.

Dual-credit: Students in high school especially in their junior and senior year have completed many of the credits required by the state. These last two years are a perfect period to sign up for AP classes and dual credit program. Students are encouraged to take at least 15 hours of college credit.

Individual Graduation Plan (IGP): The school counselor acts as an advisor who helps the student make an individual graduation plan. The plan consists of a four year plan that outlines the career track, classes that the student will sign up for, electives, research area, AP courses, and dual credits. The counselor meets with the student twice a year to check the progress and update the plan. The student's file must include academic strengths and weaknesses, TCAP scores, EXPLORE, PLAN, ACT/SAT scores, all credits, and any transfer credit. The counselors are highly qualified and use software programs to keep track of the IGPs.
For students who are in danger of not graduating in time, tutorials are arranged with their teachers (all Memphis School of Excellence teachers are highly qualified) and paper-based and online diagnostic assessments are done frequently to track the progress.

Participation in Contests: Students in gifted and talented and the regular program are encouraged to participate in local, statewide, national and international competitions. This keeps the students engaged and excited about learning. Some of these competitions are American Mathematics Contest (AMC), Math League, Math Counts, International Science Olympiads, Science Fair, Science Olympiad, History Fair, Geography Bee, Spelling Bee, Science Bowl, and Art Exhibitions.

Integration of technology into curriculum and Constructivist Learning
Another recent change in the area of learning and teaching is due to the emerging concept of human, knowledge and learning that refers to cognition-based views on learning and to constructivism in particular. If constructivist principles are implemented in teaching practices, they will certainly have an effect on teachers' and students' roles. The modern concepts of

learning emphasize the students' responsibility for their own learning and their active role in seeking and using information. The role of the teacher changes from being an information-transmitter into being an instructor who guides the students. This innovation is a great step towards individualizing education.

Technology contributes to (1) student learning through involvement with authentic, challenging tasks; (2) professionalization of teachers; and (3) creation of a culture that supports learning both in the classroom and beyond the school walls.

By using a multi-sensory approach to learning, students will be provided with opportunities to learn through auditory, visual, tactile, and kinesthetic activities. Students will be guided through the process of determining which learning style is best suited to their needs.

Technology helps students by making learning fun. The Internet allows students to explore resources, new horizons, and other people. Computers can be used to individualize education for students. Students can pace themselves and drills, simulations and games can contribute to regular class teaching.

Technology, if used wisely, is a most useful tool for teachers. Teachers learn how to use technology to the benefit of children. Teacher's role is to facilitate learning by offering different learning styles through the use of multimedia instructional aids. Teachers have access to their laptops 24 hours. By establishing safety and general use guidelines, faculty will be able to benefit from technology constantly. Teachers have cell phones that are open to calls from students and parents.

Communication through computers allows students and faculty to exchange ideas and information instantaneously. Our school offers an online database which keeps the school community informed of everything from grades to meetings. Parents are given a username and a password to check their children's attendance, homework, grades, conduct, teacher comments and messages from school.

The school offers online drills and homework for some classes. Students take tests, do drills, and write reports at their own pace. The feedback is sent to the teacher and parent immediately.

The school employs an instructional technologist who will educate the administration and faculty on effective ways of integrating technology into education. This person is responsible for laying out a technology infrastructure plan for technology use across the disciplines.

Dean of academics will be in charge of integrating and incorporating these strategies to the taught curriculum. MSE will make sure that teachers receive appropriate trainings in the individualized learning styles, multiple intelligences, ELL enrichment, traditional teaching in interdisciplinary classes, collaborative classrooms, projects, service-based learning, core knowledge, and inquiry-based learning. During department and grade level meetings, teachers will discuss the appropriate strategies to incorporate in their classroom.

Graduation Requirements

Memphis School of Excellence will implement the graduation requirements mandated by TRR/MS 0520-1-3-.06 Memphis School of Excellence will offer its students the options graduation path as follows. To meet the requirements for all diplomas, a student must have attained an approved attendance, conduct and subject matter record, which includes a completed graduation path.

MSE will award following types of diplomas/certificates to students who qualify.

1) The Regular Diploma
2) The Academic Honors Diploma
3) The Distinguished Scholars Diploma
4) Certificate of IEP

The Regular Diploma shall be awarded to students who:

1. Earn the specified 22 units of credit in the Ready Core program (Students with disabilities will be included in regular classes to the degree possible and with appropriate support and accommodations. To earn a regular high school diploma, students with disabilities must earn the prescribed 22 credit minimum.)
2. Have an opportunity to take an exit exam to assess readiness for the work place or higher education. (ACT,SAT ,or Work Keys)
3. have satisfactory records of attendance and conduct.
4. Conduct a senior capstone project such as, but not limited to
   - Senior project
   - Internship
   - Work based learning
   - Service learning (minimum 40 hours)
   - Community Service (minimum 40 hours)

Requirements for a regular high school diploma

Subjects	Required Credits	Minimum Required Courses
English	4	• English I / English I Honors • English II / English II Honors • English III / English III /Honors/AP Language • English IV / English IV/Honors/ AP Literature
Math	4	• Algebra I Geometry • Geometry • Algebra II One and Upper level math
Science	3	• Biology / Biology Honors-1 Credit • Chemistry or Physics • Students will take another one credit course in science based on their interest and prerequisite requirements.
Social Studies	3	• US History (Honors or AP) -1 Credit • Economics-1/2 Credit • Government-1/2 Credit • (World Geography, World History, AP World Geography, AP World History, AP European History)-1 Credit
Foreign Language	2	2 credits in the same language.
P.E. & Wellness	1.5	Wellness-1 Credit P.E.-0.5 credit
Personal Finance	0.5	Personal Finance-0.5 Credit
Visual/Performing Arts	1	Visual Arts-1 Credit
Electives	2	SAT/ACT Preparation-1 Credit Students will choose elective courses based on their need and interest. CTE Courses
Computer Education	1	
Total	22	

The Academic Honors Diploma shall be awarded to students who:

1. Earn the specified 22 units of credit in the Ready Core Program.
2. Attain an 85-92 average for the high school career and completing at least one of the following:
    a. earn a nationally recognized industry certification
    b. participate in at least one of the Governor's Schools
    c. participate in one of the state's All State musical organizations
    d. be selected as a National Merit Finalist of Semi-Finalist
    e. attain a score of 31 or higher composite score on the ACT
    f. attain a score of 3 or higher on at least two advanced placement exams
    g. earn 12 or more semester hours of transcripted postsecondary credit

3. Students who score at or above all of the subject area readiness benchmarks on the ACT or equivalent score on the SAT will graduate with honors.
4. have satisfactory records of attendance and conduct.
5. Conduct a senior capstone project such as, but not limited to
    - Senior project
    - Internship
    - Work based learning
    - Service learning (minimum 40 hours)
    - Community Service (minimum 40 hours)

The Distinguished Diploma shall be awarded to students who:

1. Earn the specified 22 units of credit in the Scholars Program.
2. Attain an 93-100 average for the high school career and completing at least one of the following:
    a. earn a nationally recognized industry certification
    b. participate in at least one of the Governor's Schools
    c. participate in one of the state's All State musical organizations
    d. be selected as a National Merit Finalist of Semi-Finalist
    e. attain a score of 31 or higher composite score on the ACT
    f. attain a score of 3 or higher on at least two advanced placement exams
    g. earn 12 or more semester hours of transcripted postsecondary credit
3. Students who score at or above all of the subject area readiness benchmarks on the ACT or equivalent score on the SAT will graduate with honors.
4. have satisfactory records of attendance and conduct.
5. Conduct a senior capstone project such as, but not limited to
    - Senior project
    - Internship
    - Work based learning
    - Service learning (minimum 40 hours)
    - Community Service (minimum 40 hours)

Examinations

End-of-course examinations will be given in English I, English II, English III, Algebra I, Geometry, Algebra II, U.S. History, Biology I, Chemistry and Physics. Further, the results of these examinations will be factored into the student's grade at a percentage determined by the State Board of Education in accordance with T.C.A. §49-1-302 (2). The weight of the end-of-course examination on the student's course average is as follows for entering 9th graders:

I. Fall of 2010 - 20%
II. Fall of 2011 and 2012 - 25%
III. Fall of 2013 and thereafter - 25%

The students are not required to pass any one examination, but instead the students need to achieve a passing score for the courses.

The Certificate of IEP shall be awarded to students who:

1. Complete an Individualized Education Program
2. successfully completed a portfolio
3. have satisfactory records of attendance and conduct.

Sample four-year program:

Grade 9	Grade 10	Grade 11	Grade 12
English I	English II	English III	English IV
Algebra I	Geometry	Algebra II	Pre-Calculus with Trigonometry
Biology I	Chemistry I	Physics I	Biology-AP
World Geography	U.S. History	Government/Economics	Elective
Physical Education/ Personal Finance	Wellness	Visual Arts I	Elective
Foreign Language I	Foreign Language II	Computer Literacy	Elective

Sample program for students who enter with high school credits earned in middle school:

Grade 9	Grade 10	Grade 11	Grade 12
English I -Honors	English II - Honors	English III -Honors	English Literature-AP
Geometry -Honors	Algebra II – Honors	Pre-Calculus with Trigonometry	Calculus AB - AP
Biology I -Honors	Chemistry I	Physics I	Chemistry - AP
Foreign Language I	Foreign Language II	Foreign Language III	Foreign Language -AP

Visual Arts I	World Geography	U.S. History - AP	Government/Economics
Physical Education/ Personal Finance	Wellness	Interactive Multimedia Design	Elective

Grading Policy

Memphis School of Excellence will use the uniform grading system for students enrolled in grades nine through twelve (9-12) as mandated in TRR/MS **0520-1-3-.05.**

Uniform Grading System				
Grade	**Percentage Range**		Weighting for Honors Courses and National Industry Certification	Weighting for Advanced Placement and International Baccalaureate Courses
A	93	100	May include the addition of 3 percentage points to the grades used to calculate the semester average.	May include the addition of 5 percentage points to the grades used to calculate the semester
B	85	92		
C	75	84		
D	70	74		
F	0	69		

Instructional Arrangements for Special Education Students

Depending on needs of a special education student, IEP committee will consider instructional placement options for the student. These options may include mainstream, inclusion, resource room, self-contained classroom, etc. Student-centered curriculum will also provide opportunities for special education students to engage in individualized learning. MSE's curriculum and instructional program was designed in a way that all needs of exceptional students are met. Furthermore, supplementary aids and services, accommodations, and modifications will be integrated into instructional plan of students with disabilities. The plan complies with all federal and state regulations.

A variety of instructional arrangements and settings is provided along a continuum from the least restrictive to the most restrictive environment. The IEP team, when placing a student in special education, considers all available options in the process of determining the most appropriate instructional setting(s) for the student.

Each student with disabilities will have available a six-hour instructional day and seven-hour school day as provided for all other students. The IEP team shall determine the appropriate instructional setting and length of the instructional day as appropriate for each student with disabilities.

As determined by the IEP meeting, students may be served in a combination of appropriate instructional arrangements during any given semester. Some of these arrangements are: Mainstream, Resource Room, Self-contained, Mild and Moderate, Regular Campus, Self-contained, Severe, Regular Campus, Vocational Adjustment Class, Homebound, Hospital Class, and Speech Therapy.

In addition to these arrangements, MSE will provide direct services such as inclusive support, instructional modifications/accommodations, content mastery support, physical and occupational therapy, and consultation with special education staff.

Referral and Identification Process for Special Education Services

MSE's Referral Process for special education services consists of Response to Intervention (RTI) method. According to this method, there are three main intervention categories. These categories include research-based scientific interventions that are applied prior to special education. Sample intervention forms are attached in Appendix D.

RTI Tiered Intervention Categories:

1. **Tier I interventions:** These interventions are universal and available to all students. Teachers often deliver these interventions in the classroom. Tier I interventions are those strategies that instructors are likely to put into place at the first sign that a student is struggling.

2. **Tier II interventions:** These interventions are individualized to the unique needs of struggling learners. They are reserved for students with significant skill gaps who have failed to respond successfully to Tier I strategies. There are two different methods that can be used to deliver Tier II interventions:

    a) **Problem-solving (Classroom-based) interventions:** The classroom teacher is often responsible for carrying out these interventions. In this approach, the intervention can be customized to the student's needs. However, developing intervention plans for individual students can be time consuming.
    b) **Standard-protocol (Stand-alone) interventions:** In this method, group intervention programs based on scientifically valid instructional practices are created to address frequent students referral concerns. These services are provided outside of the classroom. It is efficient and consistent because large numbers of students can be put into these group interventions. However, standard protocol

interventions cannot be often individualized easily to accommodate a specific student's unique needs.

3. **Tier III interventions:** These interventions are the most intensive academic supports available in school and are generally reserved for students with severe and chronic academic delays or behavioral problems. They are mostly given only through special education.

Identification steps of a student with disabilities are as follows:

1. Classroom teacher notices the sign of academic difficulty.
2. Teacher independently puts Tier I interventions into place and monitors/documents the performance.
3. If the student fails Tier I, the teacher refers him/her to IEP Team for Tier II interventions by completing a referral form.
4. IEP Team starts collecting data and meets with the teacher in order to brainstorm about interventions (must be scientific, research-based interventions) likely to meet the needs of the referred student.
5. The student is observed/monitored with Tier II by IEP Team for a reasonable period of time (Ex: 6 weeks). If the student fails, change the intervention.
6. A student, who continues to show chronic and significant academic deficits despite a history of intervention attempts, may need to be found eligible for special education. Then Tier III.
   If a child continues to experience difficulty in general education after above interventions, school personnel may refer the child for an evaluation for special education services.
7. A parent may directly ask for an evaluation for special education services. A parent may begin this process of referral by indicating in writing to the teacher or administrator that he or she believes that the child is in need of special education services.
8. During the initial referral process, notice of procedural safeguards should be given to the parent and receipt should be signed by parent.
9. If a parent makes a referral for an evaluation and the school decides an evaluation is not needed, the school must give prior written notice to the parent of its refusal to evaluate.

Evaluation Process

1) School must ask for consent from the parent to conduct evaluation.
2) IEP team reviews observations and additional data collected from teachers and parent.
3) Within 40 school days, necessary evaluations should be completed.
4) IEP initiation meeting must be conducted within 10 calendar days after evaluation in order to discuss child's eligibility for special education and provision of appropriate instructional and/or related services. The meeting committee includes the following members:

   (a) the parents of the child;
   (b) not less than one regular education teacher of the child (if the child is, or may be, participating in the regular education environment);
   (c) not less than one special education teacher of the child or when appropriate, not less than one special education provider of the child;
   (d) a representative of the public agency (LEA) who:
      (i) is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities;
      (ii) is knowledgeable about the general education curriculum; and

(iii)is knowledgeable about the availability of resources of the public agency (LEA);

(e) an individual who can interpret the instructional implications of evaluation results;

(f) at the discretion of the parent or the agency (LEA), other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and

(g) whenever appropriate, the child with a disability.

5) Parental consent to initiate special education and related services must be separately obtained from the parent. If parent refuses consent, no special education and related services will be provided.

IEP team collects the following data before evaluation: (see Appendix D for attached forms)

1. Parent Consent for Evaluation
2. Oral Language Rating Scale
3. Behavior Rating Scale
4. Vision and Hearing Screening
5. Sociological Data
6. Classroom Observation Form
7. Classroom Based Assessment
8. Referral Letter to the Parent (for initial evaluation only)

Please see Appendix D for summary of special education timeline.

Instructional Arrangements for ESL/ELL

Memphis School of Excellence will place students identified as limited English proficient (LEP) based on the results obtained through the screening instrument. The goal of English as a second language programs shall be to enable limited English proficient students to become competent in the comprehension, speaking, reading, and composition of the English language through the integrated use of second language methods. The English as a second language program shall emphasize the mastery of English language skills, as well as mathematics, science and social studies, as integral parts of the academic goals for all students to enable limited English proficient students to participate equitably in school.

English as a second language program shall be integral parts of the total school program. Such program shall use instructional approaches designed to meet the special needs of limited English proficient students. The plan complies with all federal and state regulations.

The approaches to English Language Learner (ELL) programs are multifaceted due to diverse student populations and variant languages groups represented by those culturally diverse language groups. Often, the variety of programs, the definitions and the legal requirements for program

implementation are confusing to educators. Services provided for second language learners should be addressed as an instructional continuum and delivery should be dependent on the students' needs and the program in which those needs are served. ELL, the primary program of second language instruction, focuses on assisting the student to learn content area subject matter. The following are descriptions of specific second language programs.

ELL Program Models define diversity and are dependent on state and federal laws. The students considered ELL in this scenario are those who are in transition from bilingual education to regular education classes. The sole use of ELL as an instructional medium is likely to be used in districts where language minority groups are diverse and represent many different language groups. ELL programs can accommodate students from different backgrounds in the same classroom, and teachers do not need to be proficient in the student's home language(s).

Sheltered English is an approach to teaching content area subject matter through specific teaching techniques to homogeneous language leveled groups. Sheltered English teaching techniques facilitate the acquisition of the second language through content area curriculum. Teachers use challenging materials at appropriate reading levels, which help the student acquire the content, as well as vocabulary in the target language. The teacher uses clear concrete language with plenty of visuals, supporting clues, and relevant teaching strategies combined with appropriate manipulatives allowing the students to have real world experiences. Teachers control their speech speed and vocabulary and use few idiomatic expressions.

ELL Class Period Students receive ELL instruction during a regular class period and also receive course credit for the class. Students may be grouped for instruction according to their second language proficiency level.

ELL Resource Center is a variation of the pull out design bringing students from several classroom or schools to a central location. The resource center, which will be located in the campus, concentrates material and staff in one place and is generally staffed by at least one certified ESL\ELL teacher. A resource center can also provide services for recent arrival, such as general school and community orientation classes for students and parents.

Gifted and Talented (GT) program

Memphis School of Excellence School will implement a Gifted and Talented (GT) program that meets the unique social, emotional, and intellectual needs of gifted and talented students through the collaboration of students, educators, parents and community members that ensures opportunities for maximum growth and development for lifelong success.

A GT student is defined as a child or a youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who: (1) exhibits high performance capability in an intellectual, creative, or artistic area; (2) possesses an unusual capacity for leadership; or (3) excels in a specific academic field.

Goals of GT Program: a) GT students will develop understanding of self and others, develop self-confidence, and recognize the worth of others, b) GT students will utilize higher level thinking skills to foster creative results, which demonstrate an understanding of advanced content, c) GT students will have the opportunity to develop and maximize their cognitive and creative abilities to the fullest, within the framework of each task.

Objectives: GT students will a) Develop critical thinking skills in order to solve problems logically, b) Develop research skills and use information gathered implementing a group research project, c) Demonstrate the ability to use creative problem solving strategies, d) Recognize how change in and around their world affects their relationships.

G/T Program Services: Students in G/T Program at Memphis School of Excellence will be offered the following services:

- Identified students are provided with the options of taking GT courses where they have the opportunity to work with other GT students, non-identified students, and to work independently.
- Differentiated, GT curriculum is taught in the academic core areas of Reading, Math, Science, Social Studies, and Computer Technologies.
- Pull-Out Program Option is available in the academic core areas of Math, Science, and Computer Technologies.
- A Gifted and Talented Mentorship Program.

Identification Process: Identification of a GT student encompasses a three step procedure;

1) Nomination: students may be nominated by a) Parent, b) peers, c) teachers, d) other professional personnel, and e) themselves.

2) Assessment/Testing: Students seeking admission to G/T Program of Memphis School of Excellence take three tests (Ability, Achievement, Interviews).
3) Selection: The G/T Committee convenes to make selection decisions. The decision is based on both Quantitative and Qualitative data.
4) Notification: Parents are notified in writing of the Campus Selection Committee's decision.

Along with ITBS, the Cognitive Abilities Test (CogAT) assessment instruments will be used to identify gifted and talented students. The Cognitive Abilities Test (CogAT) appraises the level and pattern of cognitive development of students from 6 through 12 grades (the pertinent section will be used only). The test measures both general and specific reasoning abilities. The general reasoning abilities reflect the overall efficiency of cognitive processes and strategies that enable individuals to learn new tasks and solve problems, especially in the absence of direct instruction. These abilities are assessed in three CogAT batteries: the Verbal, Quantitative, and Nonverbal batteries. Each is represented by two or three different reasoning tasks. Having multiple measures in each domain greatly increases the dependability of the score profile that is reported for each student. The Cognitive Abilities Test measures developed abilities, not innate abilities. As a part of qualitative assessment, teachers and/or parents will complete student observation forms.

Memphis School of Excellence will offer a wide range of clubs and athletics activities. Additional programs and activities will be offered during and after school hours. Leadership activities such as Honor Society, Boy Scouts, Girl Scouts, 4H, and Student Council will be organized.

Memphis School of Excellence is also planning to develop agreements with several charter schools to conduct joint hands-on science and mathematics education programs, joint arts exhibitions, and joint sports competitions at all grade level. Memphis School of Excellence will be in communication with Memphis City Police Department to provide a Drug Free America program at MSE. The officers of the police department will hold seminars and workshops to inform the students about the dangers of substance abuse.

The following list of clubs that will be offered for Memphis School of Excellence students are:

Computer Club: Students with an interest in computer technology will have the opportunity to learn new skills and practice those previously learned. Projects will be developed around areas that the club members suggest. Possible areas of exploration will

be Internet searching and Hyper Studio. The members of this club will introduce new developments in computer technology to other students.

Math Club: Math Club is an after-school activity which will use a variety of games designed to promote math skills and thinking strategies. Students with a high interest in math and related areas will learn to make better use of their skills. Peer tutorial and coaching will also occur among students who excel in math and those who struggle with the subject. Peer tutorial and coaching will take place between the upper grades.

Science Club: Students with an interest in science will be given an opportunity to experience hands-on activities and experiments in the various areas of science. This club will organize small competitions and exhibits about science and increase the popularity of science in Memphis School of Excellence. This club will occupy the most important place in the co-curricular life at Memphis School of Excellence.

Chess Club: The purpose of the chess club will be to give students the opportunity to practice the strategy of chess. Students will take turns pairing with other during each session. At the end of the year, there will be a contest to determine who the champion chess player is for that year. During the winter, there will be a district contest held at Memphis School of Excellence.

Art Club: Students with an interest in art will have an opportunity to work with different ideas and materials not usually experienced in art class. Students need not be registered in an art class to join. Students will do fun art activities along with an emphasis on community service.

Soccer Club: Open to any student who is interested in soccer. This club will support drug prevention programs by encouraging the students in sport activities. They will meet regularly to improve their soccer skills.

Recreational Activities: Memphis School of Excellence will organize several teams sport, which includes but not limited to soccer, basketball, and volleyball.

Drama Club: Open to any student who wishes to develop acting skills. The group will meet regularly to listen to guest speakers on various aspects of acting as well as reading through plays and working on character development and stage presence. The Students will be able to express themselves in a variety of ways. They will build upon their existing flair for the dramatics and have a lot of fun in the process the culminating activity will be the performance of a short play chosen by the students.

Family & Consumer Science Club: Fun, friends, food, crafts community service! Students will use their creative skills to make projects for themselves, families, and friends and/or to "serve" others in their community and school. Students will meet monthly. Fees will be charged for the cost of the materials for each project.

Math Olympiad: There will be two-separated small math Olympiad inside the school; Math Counts (Grades 6-8), and Math Bowl (Grades 9-12) encourage students to develop an interest in and enthusiasm for math and problem solving, and contribute to intellectual development. They will provide opportunities for math enrichment, along with academic competition with students from other schools. Successful students will be chosen by these small competitions to study and join other national and international Olympics. There will be special, chosen Olympiad teams, who will study with their guide math teacher for Olympics. Memphis School of Excellence will provide them with a suitable atmosphere to study well.

Science Olympiad: Science Olympiad is another important goal in Memphis School of Excellence. It aims to join international science, biology and environmental Olympics. All science talented students will be encouraged to become involved in science Olympics. There will be science teams who will study for Olympics with a special guide teacher. Students will also compete with other public and private schools.

Student Council: An organization of student representatives whose main purpose is to make students' interests known while providing opportunities for leadership and service within the school and community. Students will be elected from their Prime time to form a general body. The entire school will elect members of the Senate. Both groups will meet at regular periods. Middle School Student Government will develop leadership, serves as an

information conduit between students and teachers, and promotes social and service activities.

Gifted Programming and Animation Club: Besides the regular computer class, this club aims students to gain the basic knowledge of "Visual Basic" programming language and Flash Program. Students will learn how to construct algorithms, digital graphics and animation, and write simple programs. They will receive hands-on experience with the various components associated with today's IBM compatible PCs.

Electronics and Robotics Club: This club is designed to introduce students with the fundamentals of electronics and robotics. Main topics covered are analog and digital circuits, laws of electronics, and electricity as well as basic mathematical concepts affiliated with physics. They will perform experiments on circuits. Secondly, student teams will design and construct their own robots. Also, they'll learn about the process as well as simple programming.

Memphis School of Excellence plans to develop agreements with several charter schools to conduct joint advanced science and mathematics education programs, joint arts exhibitions, and joint sports programs. Memphis School of Excellence will develop plans with other public or private agencies to facilitate and enhance the enjoyment of student life.

Academic assessment

Academic assessment is an integral part of the curriculum at Memphis School of Excellence. Students will be tested periodically throughout the each school year to measure academic progress. Many types of assessments will take place in the classroom, both formal and informal.

ITBS: The Memphis School of Excellence will meet all applicable state assessment requirements (Achievement Test in grades 6-8), the Writing Test, the Gateway Tests and the End of Course Tests) prescribed by law for all Tennessee public schools. In addition to the State assessment tests, students will be given the Iowa Test of Basic Skills (ITBS). The ITBS is administered to gauge the progress of students and to create a standardized basis for measuring schools' achievement and growth. This nationally norm-referenced test will be administered to all students during the fall semesters of the first year to measure first-year growth, and to establish a norm-referenced baseline. The results of these tests will be used to evaluate school programs and, in

conjunction with other assessments, classroom performance, student progress. Students will be divided into sections within each grade level according to the school-wide testing so that teachers can teach subject material to more homogeneous student cohorts. This ability grouping will enable teachers to provide effective classroom management practices.

ITBS will be administered in core courses (i.e., reading, mathematics, science, and language arts). The ITBS will then be administered during the fall each of each subsequent year. The goal will be to increase same cohort performance on the ITBS by at least five percentile ranks each year thereafter, or 25% over the life of the charter. This nationally recognized test when viewed with daily work performance, report cards, work portfolio, and attitude toward learning, give a balanced picture of each student's progress.

The ITBS Form A and Form B measures the skills and achievement of students form 6 through Grade 12 (the pertinent section will be used only). Developed at The University of Iowa and backed by a tradition of more than 70 years of educational research and test development experience, the ITBS provides an in-depth assessment of students' achievement of important educational objectives. Tests in Reading, Language Arts, Mathematics, Social Studies, Science, and Sources of Information yield reliable and comprehensive information both about the development of students' skills and about their ability to think critically.

Benchmark Assessments: In addition to these assessments, locally prepared benchmark assessments will be given to the students at the end of each six-week grading period. The Benchmark Assessments have several important purposes. Their primary goal is to help teachers improve their classroom instruction by providing regular feedback regarding the students' knowledge of particular strands of instruction. Students' retention within a strand can be monitored and graphed to provide important information to teachers during their lesson planning. The benchmark system is based on monthly assessments administered in writing, reading, and math in all grades. The Benchmarks allow the identification of strengths and weaknesses of individual students as they apply to the students' achievement of their educational goals and performance standards. The Benchmark Assessments are designed to support a comprehensive program of teaching and learning. The Benchmarks offer teachers the unique opportunity for a monthly gauge of students' knowledge and national testing strands. These assessments take the form of short quizzes that mirror criterion-referenced and norm-referenced tests. This means, for example, that certain tests will require open-ended problem solving or persuasive writing along with traditional

multiple-choice questions. Teachers evaluate and score the work of their own students using common scoring guides, or rubrics.

Teachers will use the results to adjust their instruction to meet individual student needs. The Benchmarks will be available online through an Internet-based system. Memphis School of Excellence will report annually on all student achievement measures via quarterly School Report Cards.

The connection among Tennessee Content Standards, TCAP, and classroom instruction will be aligned through out the school year. Upon completion of a subject unit, students will be given an assessment tool to measure mastery of those specific objectives that were thought. For majority of the courses, teachers will develop tests for periodic administration to give students opportunity to demonstrate their knowledge and understanding. Teachers will maintain a checklist of Tennessee Content Standards that will updated periodically on each students regarding mastery of specific objectives corresponding to Performance Indicator of the topic:. At the end of each school year, checklists will be compared to TCAP results to estimate effectiveness of classroom instruction. Objective of this comparison is to measure correlation between classroom instruction and Tennessee Content Standards,. High test scores will be an indication of an effective correlation between TCAP and classroom instruction.

At the end of each school year, student test scores from state mandated (Achievement Test (grades 6-8), the Writing Test, the Gateway Tests and the End of Course Tests), locally adopted (IBTS), and other tests will be plotted over time to see improvement in students' achievement. This will enable teachers and administrators to identify the educational strengths and needs of an individual's students and extent to which educational goals and performance standards are being met. Those objectives that are not being mastered will be an indication of an area that needs for improvement in instructional techniques.

Regular course grades will also be a program evaluation and effectiveness. Students who are failing in a particular subject area or course objectives will be tutored during after school hours or on the weekends until the subject is mastered.

In 8th and 9th grade, MSE will administer EXPLORE and develop individual intervention plans for students who are not on track to be successful.

In 10th grade, MSE will administer PLAN and develop individual intervention plans for students who are not on track to be successful. 10th grade students who could not met the college readiness standards (Math-PLAN: 19/SAT 500; English PLAN: 15/ SAT: 500) must participate to this summer program. The aim of the summer program is not only to help students the remediate the academic benchmarks, but also guide them with the college application process. Finally, student surveys will be used to collect information and suggestion for improving classroom instruction, overall school environment, and educational program.

End-of-course examinations will be given in English I, English II, English III, Algebra I, Geometry, Algebra II, U.S. History, Biology I, Chemistry and Physics. The results of these examinations will be factored into the student's grade at a percentage determined by the State Board of Education in accordance with T.C.A. §49-1-302 (2). Students who are entering 9th grade in 2010 ,the yearly grade will be calculated by counting the teacher assigned grades for the course 80% and counting the end-of-course test grade 20%. Starting with freshmen in 2011 and thereafter end-of-course test grades will weight 25%.

Higher Education Connections

The connection between MSE and institutions of higher education listed below;

- MSE will be a college-prep charter school. Every opportunity will be used to convey the message out to students and parents. In middle school and high school, students will take a Career Education class. The purpose of this course is to enable students to apply the knowledge and skills needed to design personal plans for achieving their goals in college and after college. The course attempts to give general information about career theories, opportunities, and instill in the student college awareness through preparing him/her for the senior year in high school.
- During teacher in-services, college professors will be invited to train our teachers. They expose the faculty to original ideas and updates in 6-12 education.
- Researchers and doctoral students at the University of Memphis and other local colleges will supervise our students on their science fair projects. Students will take trips to college campuses and use the library, computer center, and science labs.

- With seminars, career fairs, individual and group counseling, students will demonstrate awareness of careers and terminology regarding colleges, financial aid, etc. and become familiar with application and financial aid forms.
- The high academic and behavior expectations, challenging promotion standards, and graduation plans the students are required to follow create a college culture. All students will be expected to graduate on regular or scholar diploma. Students are awarded for their accomplishments, highly regarded for being in honor roll, and encouraged to participate in academic competitions.
- Students will have an opportunity take AP classes starting in 9th grade. Some of the AP classes that will be offered are AP Spanish, AP Calculus AB, AP Calculus BC, AP Statistics, AP World History, AP Human Geography, AP US History, AP Biology, AP Chemistry, AP Physics, AP English Language, AP English Literature, AP Computer Science A, and AP Environmental Science.
- Students will be able to take dual credit courses at local community colleges or 4-year colleges. The class load of a high school student will not exceed two dual credit courses per semester (fall, spring, and summer). However, under special circumstances that indicate a student with exceptional academic abilities is capable of additional college-level work, the academic dean may grant exceptions to this requirement. There is no limit on the hours of college credits a student will earn. Some students may earn up to 36 hours of college credit with a combination of AP, dual credit, and tech prep courses.
- Every student will be required to present a major research project in their high school years. The project will be in one of the following areas; Mathematics, Computer Science, Physics, Biology, Chemistry, Biochemistry, Botany, Zoology, Engineering, Environmental Science, Earth Science, or Behavioral Sciences including Psychology, Statistics, and Education.

Students will be expected to set up an experimental design, follow scientific research guidelines and use technology to create their product. The product could be a PowerPoint presentation, a video, or an animation that explains the student's work. During the defense of the project, 2 judges will ask questions and score the presentation. Members of the judging committee will be professors, doctoral students, engineers, doctors, researchers, technology specialists, and teachers at other high schools.

Award Program

The student recognition program is a very important aspect of school life. Students in all grades are recognized at the end of each grading period for accomplishments in attendance, academics, and responsibility. The awards are presented in each homeroom class at the end of each semester. At the end of the school year, school also holds annual Awards Day ceremonies with recognition for year-long accomplishments. Other types of awards are rewarded for each subject due to the teachers' policies. These might be homework pass, candy, gift card, coupon, trophy, medal etc. However, attendance, academics and responsibility are important components for at-risk students and they are awarded based on the following criteria:

Attendance: School targets to reach the maximum attendance limits. In order to promote the importance of attendance, students who attended over 95% of the semester period will be awarded. Students with 100% attendance rate will receive special awards. This award will help the school improve the level of attendance.

Academics: Students who get all A's in courses will be awarded with special awards in each semester. Students with As and Bs will be awarded as well as students with all Bs. This will help students gain encouragement and appreciation in their education.

Responsibility: Students accomplished exemplary course projects in science, math, reading etc. will be awarded to special awards at the end of each semesters. The name of the awards will be designed by the school principal's proposal to governing board. The award decision approved by the board will be presented to students of each grade level.

Parent Visitations by Homeroom Teachers

Communication is absolutely essential for success in any human endeavor. The administrators and staff will recognize this and will strive to facilitate open and frequent communications with parents at all times. In addition to the report cards and conferences, student work will be sent home along with a progress report from student's teacher in a communication folder. The parent/guardian will be asked to sign and return the information the following day. This information will be sent home weekly.

It is imperative that parents speak with the child's teacher first for classroom issues. It is the desire of the administrators and the faculty to be of service to both parent and student, and every teacher

welcomes a conference with any parent. At no time is it appropriate for a teacher to meet with parents while students are present, including the arrival time of the student. Therefore, conferences need to be scheduled ahead of time, so the teacher and/or administrator will be available to meet with the parents.

Parents are welcome to visit and observe our classes. However, for sound educational planning, school requests that a visitation appointment be made by calling the school office at least one day prior to the planned visit. Weekly newsletters and/or notices will be sent home with students to be signed by parents. Same notices will be published at school's web site. It is the parents' responsibility to stay informed. If parents don't have access to the internet, a copy of the same information will be made available at the school's lobby.

School visitors, including parents are not permitted to go to their child's classroom unannounced during school hours because this disrupts normal routine and instruction. For the safety and protection of all students, visitors (including parents) must present a valid Tennessee Drivers License which will be processed through the front desk service. Parents must also sign-in and -out, state why they are visiting, and what the purposes of the visit are, and obtain a pass before proceeding to a classroom. Cooperation will enable the school to provide a safe and orderly learning environment for all students.

In order to solidify the communication among parents, student and teacher, homeroom teachers will schedule a home visit to student's parent/guardian at least once a semester. Teacher will give a little briefing about the school, students' classroom and student's performance in classroom. If there is any specific question raised by the parent/guardian teacher will try to answer or invite them to school further follow-up.

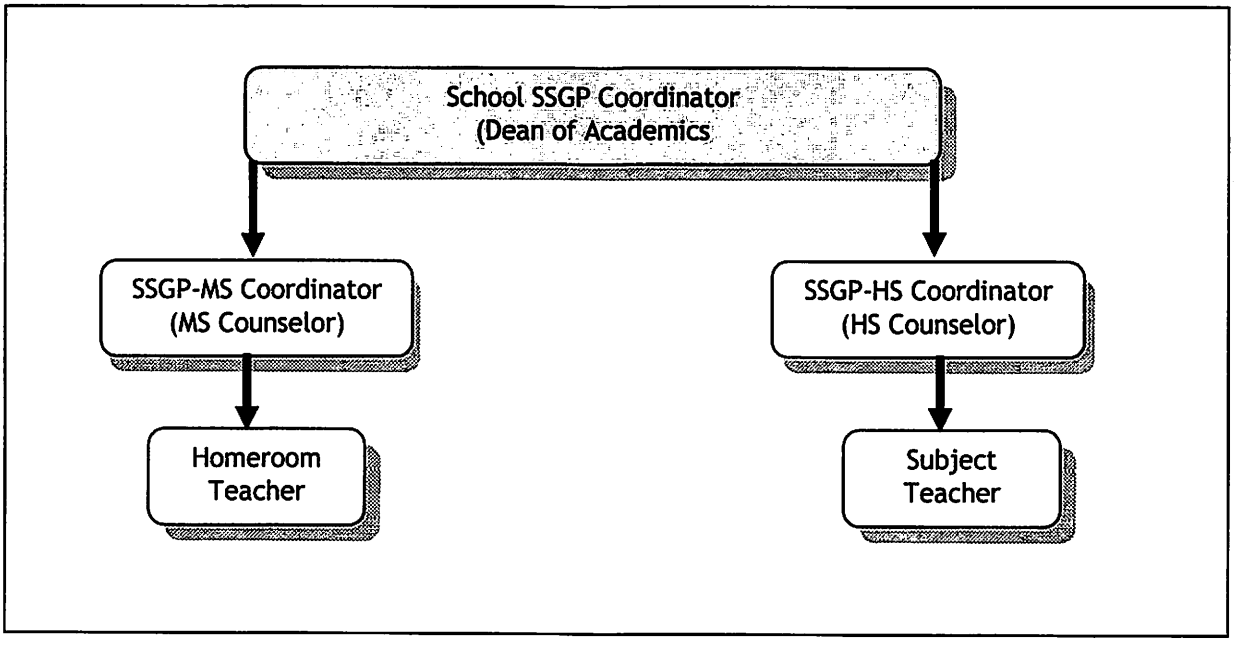
Student's performance in all curricular areas, school activities and attendance and academic progress will be discussed with the parent. Feedback about student, teachers and school received from the parent will be reported to school's principal for the success of student and continues improvement of the school.

Student Support and Guidance Program (MSE-SSGP) Model

MSE-SSGP is an in-school academic and social support program for grades 6-12 grades designed to continually assess students' engagement through close monitoring of students' performance and

progress indicators including attendance, behavioral incidents, course grades, state and standardized test results, and earned credits. Students at all levels are assisted by staff to solve problems that can potentially interfere with their doing well in school. The program focuses on drop-out prevention that provides academic assistance, guidance, counseling, and community outreach services to at-risk children. The program provides support services for students that enable them to appreciate learning, stay in school, and improve their academic performance. MSE-SSGP is composed of two stages, diagnostic & intervention. The purpose of diagnostic is to systematically assess the extent to which students are engaged in school or, conversely, are exhibiting signs of school withdrawal as well as the intervention stage is to respond on a regular basis to students' educational needs according to their type and level of risk for disengagement from school.

MSE-SSGP involves school faculty and staff member who will be providing individualized attention to students in partnership with families and the community. MSE-SSGP is implemented under the supervision of School SSGP Coordinator designated by the school principal.
The structure of the program is as follows.



Parent Participation Program (MSE-PPP)

Parental involvement is recognized as a crucial factor in school success. MSE will be most appropriate for parental involvement due to its educational program and small size, and individual attention. Each classroom and homeroom teacher will mentor a number of students, monitor their

progress in each subject matter, and contact their parents regularly. This will be a unique way of increasing parental awareness and involvement with school activities and their children's education. To establish more organized parental involvement and help parents enhance their children's learning at home, MSE will initiate Parent Participation Program which is composed of series of parent seminars.

Parents Seminars will be organized to assist parents in understanding, living with, and educating their children. Through parent seminars, parents will be educated on:

- Increasing understanding of parents to become a more supportive, encouraging and effective parent
- Increasing awareness to specific factors affecting their school experience;
- How to monitor academic progress, attitude, and social adjustment, and provide opportunities for teachers to outline for parents appropriate learning strategies to be implemented at home to reinforce classroom learning.
- How to spare time each evening to monitor nightly homework and to provide assistance and encouragement to their child as needed, and as directed by the classroom teacher.
- Encouragement, support, and strategies to be implemented at home to enhance their child's prospects for academic progress.
- Setting high expectations and motivation strategies.

In addition to parent seminars, parents will be recommended to do followings for an active involvement in their child's education.

- Ask parents to read to their children regularly or listen to the children read aloud.
- Lend books, workbooks, and other materials to parents.
- Ask parents to take their children to the public library. (Provide the necessary information about how to get there, how to get a library card, and so forth needed.)
- Ask parents to get their children to describe (in detail, daily) what they did in school.
- Give an assignment that requires children to ask their parents questions.
- Ask parents to watch a specific television program with their children and discuss it afterward.
- Suggest ways for parents to include their children in any of their own educationally enriching activities.
- Suggest games or group activities related to the children's schoolwork that can be played by either parent or child or by child and siblings.
- Suggest how parents can use home materials and activities to stimulate their children's interest in reading, math and other subjects.
- Establish a formal agreement whereby parents supervise and assist children in completing homework tasks.
- Establish a formal agreement by which parents provide rewards or penalties (or both) based on children's school performance and behavior.
- Give a questionnaire to parents, so that they can provide feedback about their children's progress.
- Explain certain techniques for teaching, making learning materials, or correcting mistakes appropriately.

- Ask parents to sign homework to ensure its completion.
- Ask parents to provide spelling practice, math drills, or other practice.

To avoid assignments being used as useless attachments to current duties, faculty will be assigned to work closely with parents using one-on-one settings and group activities. Working with parents in this way will be the responsibility of each faculty member. The School SSGP Coordinator will supervise these activities. The following actions will be taken to improve the effective communication and partnerships with parents:

- Publish a clear policy welcoming parental involvement, publicize it, and post it in the school buildings in an obvious place for all to see.
- Home visit by teachers will be a great tool for parents' education and building strong relation between student and teacher.
- Organize the staff, so that at least one person knows each student well- how he or she is doing in all subjects; whether he or she is making friends; whether he or she is anxious, afraid of failing, and so forth.
- Make sure that the school office is friendly and open and that parents are treated with respect and are not kept waiting.
- School's web page will be used effectively for constant communication. Parents will be able to have access to daily homework assignments, grades, attendance via school's secure web page.
- School will assign individual email account to its parents who need it.
- Sponsor parent-to-parent events, so that parents can get to know one another and develop common standards for their children's behavior and social life.
- Set up a parent room in the school building. Equip it with comfortable places to sit, a telephone, books about school age-children and what they need, and access to a copying machine.
- Provide in-person contact with parents whose primary language is not English, and be sure that translators are involved in all parent-teacher interaction as needed.

At MSE, we believe that involving more parents more often and more productively requires changing the major location of parent involvement from the school to the home, changing the major emphasis from general policies to specific skills, and changing the major target from the general population of students or school staff to the individual child at home as specified above.

Memphis School of Excellence will provide a real choice among education opportunities for students, parents, and teachers. The availability of choice is an important element in educational accountability that promotes higher standards throughout the system. The accountability that choice encourages will also help maintain strong public support for public education as a whole.

By meeting its objectives, Memphis School of Excellence will provide children with a positive educational and social experience in a structured, challenging, yet nurturing environment. It will be a community in which students, teachers, and parents are jointly aware of and committed to the mission and goals of the school.

After School Program (MSE-ASP)

Memphis School of Excellence will offer a quality after school program to its students, which will yield positive effect on academic success and social behavior of students. The goal of the program is to create a safe haven for students, keep students out of trouble/reducing risk behaviors, and improve academic performance by providing academic support, enriching experiences, social, cultural, and recreational activities.

The MSE-ASP will help participating students improve their scores in core subjects, in large because students will be able to focus their attention on areas where they have weaknesses. The MSE-ASP will also contribute to raising self-confidence of participating students, and help them develop better social skills and learn how to handle conflicts in more socially acceptable ways. The MSE-ASP will contribute to improving school attendance, increasing engagement in school, and reducing the dropout rate because, based on a research, students who spent even one to four hours a week in extracurricular activities were 60% less likely to have dropped out of school by 12th grade than their peers who did not participate.

Memphis School of Excellence will seek to increase community and parent involvement to improve the availability of the after-school program. Partnerships among schools, local governments, youth- and community-based organizations, social and health services, and businesses will result in a high-quality after school program at MSE.

The MSE-ASP will have four components as follows:

1. *Academic offerings:* Academic activities will include enrichment activities that are linked to the curriculum and that are provided by school teachers as course/homework assistance and tutoring in core subjects.
    - MSE Tutorial Program
    - Saturday Attendance Program
2. *Enrichment and accelerated learning:* Student will be exposed to visual and performing arts, character education, critical thinking skills, foreign languages, and technology. Examples include web-design club, flash club, and preparation for academic teams to

participate in local, statewide, national and international competitions such as Math Counts, American Mathematics Contest (AMC), International Science Olympiads, Science Fair, Geography Bee, Spelling Bee, Book club, creative writing, Digital Club-digital photography, digital video, and digital communication.

3. *Supervised recreation:* Organized sports and sports education such as basketball club, and soccer club, dance club, rock band, and role playing.
4. *Community service:* Some projects and activities associated with service-learning program will be carried out after school.

The MSE-ASP will reflect different types of learning and balance the three:

1. Extended learning from activities that are aligned to the regular school day, such as homework help and tutorial;
2. Enriched learning that is project-based, more hands-on and experiential than regular classroom, such as service-learning, and will be aligned with school curricula;
3. Intentional learning, which includes all nonacademic activities that foster social and other nonacademic types of skills, like through sports.

The School SSGP Coordinator will ensure that the after-school program provides high quality services that meet the needs of program staff, students and families. MSE will utilize its partnerships with schools, local governments, youth- and community-based organizations, social and health services, and businesses to find skilled and qualified volunteers that are experienced in working with school-age children, and provide professional development for staff to sustain a quality program. The School SSGP Coordinator will also design effective evaluations in ways that incorporate multiple measures of success that reflect program goals. Continuous monitoring and shared understanding of program goals will help staff maintain their focus, improve effectiveness and accountability, ensure parent and participant satisfaction, and identify necessary changes.

Tutorial Program

Memphis School of Excellence will implement a tutorial program, called MSE Tutorial Program, to its students who have demonstrated a need for extra help to pass state tests and courses in English/Language Arts, Math, and Science in all grade levels. The main goal of the program is the academic improvement that will yield positive outcomes in reducing dropout rates.

Tutorial will be offered to students both afterschool and Saturdays. Students who identified for placement in afterschool tutorial will be required to attend; where Saturday Tutorial is invitational-

based. MSE Tutorial program will be offered free of charge to students to increase students attendance.

MSE Tutorial Program aims to achieve the followings.

- Increases students' mastery of academic skills
- Improves students' self-esteem and self-confidence
- Improves students' attitudes toward school: reduces dropout rates, truancies, and tardiness
- Help students break down social barriers and creates new friendships

Students enrolled for the tutorial program will receive;

- Individual instruction—lessons are tailored to individual students' learning styles and levels of understanding
- Instruction free of competition—students progress at their own pace
- Private instruction, apart from whole class instruction
- Increased praise, feedback, and encouragement over what they might receive from one teacher
- Closer monitoring (from the teacher and tutor) that maximizes time on task
- Skills demonstrated instead of just verbalized

School, students, families, and community dynamics will all contribute to the success of the program. The program will be facilitated by the School SSGP Coordinator and mainly carried out by school staff members, but not limited to, and involve parents and community members that will deliver after-school instruction to students in case of lack of teachers who will be offering tutorials. All local resources including community colleges, universities and learning centers will be utilized to find and recruit volunteer tutors. The School SSGP Coordinator will recruit volunteer tutors, giving the priority to the candidates who are competent in the subject they will be tutorial and demonstrate willingness, patience, dedication, assertiveness, and the ability to lead and instruct.

All personnel who will be offering tutorials, including school teachers and tutors from outside recourses, will be provided with training by the School SSGP Coordinator. The training sessions will include the following steps;

- Tutors will be given an overview of the program structure, procedures, and goals.
- Familiarize the tutorial personnel with the curriculum.
- Assess tutors' skills and comprehension before assigning them to students to ensure that tutors have mastered the material enough to effectively teach it.
- Give tutors background information about their tutees in a way that students' privacy is protected, by not disclosing unnecessary personal information.
- Model instructional techniques you would like tutors to implement, emphasizing interpersonal, management, and content skills.

- Teach tutors to recognize the appropriate time to demonstrate skills to tutees, and the right time to provide tutees with feedback
- Ensure tutors are able to recognize areas where their tutees need extra help.
- Ensure tutors are trained in a specific error correction procedure. It should be quick, simple, consistently applied, and non-stressful for both tutor and tutee.
- Train tutors to keep accurate records, as this is used in the assessment of the tutee and the evaluation of the program overall.
- Provide tutors with ongoing monitoring and supervision throughout the course of their Tutorial experience.
- Make sure tutors know who to talk to when they have any questions or concerns.

Saturday Attendance Program (SAP)

Reducing drop-out rates and increasing student attendance among at-risk students in 6 thru 12 educations are very important and successful programs emphasize creating meaningful bonds between students and teachers, connecting students to an attainable future, giving students opportunities to work while in school, providing academic assistance, and giving students some roles in the school.

Memphis School of Excellence will implement the successful best practices of SAP program. The SAP will be a free program which gives students increased academic support. MSE teachers and principal may refer students to the Saturday School for minor disciplinary reasons, for example: tardiness, truancy, coming to class without the necessary materials, weak scores, and failing to participate in instructional activities.

Parents may also bring their children for homework assistance. Participation in the Saturday School Program is not mandatory. But, students might receive bonus.

The goals of the program:

- To increase academic achievement
- To provide homework assistance
- To improve attendance
- To provide parent involvement
- To provide test, homework, and TCAP support

All student participants will be expected to bring the necessary study materials, such as paper, pencils, or pens, textbooks, etc. Students must be able to tell the teachers and tutors what assignments they will work on while at the Saturday School Program.

Transportation is not provided by the school since student participation in this program is voluntary. Parents must provide transportation to and from the school. All students will be

allowed to enter the building at 8 a.m. and must clear the building by 12:00 p.m. All students and parents must be picked up on time. Failure to pick up students on time may result in exclusion from future participation.

SAP Rules are given below:

- Student participants must bring their referrals or be accompanied by parents with valid identification.
- All students must sign in upon arrival to receive credit for attendance.
- Students are allowed to talk only to the teacher, tutor, or monitor while in class.
- Normal school rules will apply. All provisions of the Student Code of Conduct are applicable in the SAP.
- Student participants may not bring their children, siblings, relatives, friends, or pets to the program.
- Loitering in the halls and/or restrooms will not be permitted.
- When students complete their assignments or study periods, they must leave the building after signing out.

Middle School Counseling Program

Middle school is an exciting, yet challenging time for students, their parents and teachers. During this passage from childhood to adolescence, middle school students are characterized by a need to explore a variety of interests, connecting their learning in the classroom to its practical application in life and work; high levels of activity coupled with frequent fatigue due to rapid growth; a search for their own unique identity as they begin turning more frequently to peers rather than parents for ideas and affirmation; extreme sensitivity to the comments from others; and heavy reliance on friends to provide comfort, understanding and approval

The middle school counselor will serve as SSGP-MS Coordinator, and provide proactive leadership that engages all stakeholders in the delivery of programs and services to help students achieve success in school.

Middle school counselor will implement the counseling program by providing:

1. School Guidance Curriculum
    a. Academic skills support
    b. Organizational, study and test-taking skills
    c. Education in understanding self and others
    d. Coping strategies
    e. Peer relationships and effective social skills
    f. Communication, problem-solving, decision-making and conflict resolution
    g. Career awareness, exploration and planning
    h. Substance abuse education

i. Multicultural/diversity awareness

2. Individual Student Planning
    a. Goal-setting/decision- making
    b. Academic planning
    c. Career planning
    d. Education in understanding of self, including strengths and weaknesses
    e. Transition planning
3. Responsive Services
    a. Individual and small group counseling
    b. Individual/family/school crisis intervention
    c. Peer facilitation
    d. Consultation/collaboration
    e. Referrals

Middle school counselor will collaborate with the homeroom teachers in:

a. Career portfolio development
b. Assistance with students' academic plans
c. Classroom guidance activities on study skills, career development, etc.
d. Academic support and learning style assessment
e. Classroom career speakers
f. Interventions for at-risk students to enhance success
g. Parent communication/education

Middle school counselor will play an important role in planning, developing and organizing parent information nights, academic planning programs, parent and family education, one-on-one parent conferencing, assessment results interpretation, resource referrals, and college/career exploration.

Why Counseling in Middle School

Middle school students are characterized by rapid physical growth, curiosity about their world and an emerging self-identity. Through MSE-MS Counseling Program, middle school counselor work as a team member with school staff, parents and the community to create a caring, supportive climate and atmosphere whereby young adolescents can achieve academic success. Middle school counselor will enhance the learning process and promote academic achievement. The MSE-MS Counseling Program will help students to achieve optimal personal growth, acquire positive social skills and values, set appropriate career goals and realize full academic potential to become productive, contributing members of the world community. The counselor will participate in on-going professional development to stay current with education reform and challenges facing today's students.

MSE-HS Counseling Program

High school is the final transition into adulthood and the world of work as students begin separating from parents and exploring and defining their independence. Students are deciding who they are, what they do well, and what they will do when they graduate. During these adolescent years, students are evaluating their strengths, skills and abilities. The biggest influence is their peer group. They are searching for a place to belong and rely on peer acceptance and feedback. They face increased pressures regarding risk behaviors involving sex, alcohol and drugs while exploring the boundaries of more acceptable behavior and mature, meaningful relationships. They need guidance in making concrete and compounded decisions. They must deal with academic pressures as they face high-stakes testing, the challenges of college admissions, the scholarship and financial aid application process and entrance into a competitive job market.

Secondary School Counselors Implement the Counseling Program by Providing:

1) Classroom Guidance
   a) Academic skills support
   b) Organizational, study and test-taking skills
   c) Post-secondary planning and application process
   d) Career planning
   e) Education in understanding self and others
   f) Coping strategies
   g) Peer relationships and effective social skills
   h) Communication, problem-solving, decision-making, conflict resolution and study skills
   i) Career awareness and the world of work
   j) Substance abuse education
   k) Multicultural/diversity awareness
2. Individual Student Planning
   a) Goal Setting
   b) Academic Plans
   c) Problem Solving
   d) Education in understanding of self, including strengths and weaknesses
   e) Career plans
   f) Transition plans

High school counselor will also carry out responsive services such as Individual and small-group counseling, individual/family/school crisis intervention, peer facilitation, consultation, collaboration, and referrals. High school counselor will be in cooperation with teachers to provide the following services;

1) Portfolio development, providing recommendations, and assisting students with the post-secondary application process
2) Classroom guidance lessons on post-secondary planning, study skills, career development, etc.
3) School-to-work transition programs

4) Academic support, learning style assessment and education to help students succeed academically
5) Classroom speakers
6) Implementation of interventions to enhance students' success

Why Counseling in High School

High school years are full of growth, promise, excitement, frustration, disappointment and hope. It is the time when students begin to discover what the future holds for them. High school counselors enhance the learning process and promote academic achievement. MSE-HS Counseling Program will help students to achieve optimal personal growth, acquire positive social skills and values, set appropriate career goals and realize full academic potential to become productive, contributing members of the world community. The counselor will attend on-going professional development to stay current with educational reform and challenges facing today's students.

Professional Development

MSE Counselors and SSGP Coordinators will attend professional development to enhance students' education, and to stay current with educational reform and challenges facing today's students. Professional development will include but not limited to national conferences, state conferences, and site-based trainings provided by American School Counselor Association, The Tennessee School Counselor Association.

Student Goals

Memphis School of Excellence is committed to creating a safe, enriched and challenging educational environment, which supports and promotes the intellectual, social, emotional and physical growth and development of each child. Staff, students and parents will work together, and share the responsibility of creating an optimum educational environment that responds to student and community needs. At Memphis School of Excellence students' unique abilities and talents will be valued and nurtured.

In addition to the indicators set by the state accountability rating system, Memphis School of Excellence expects its students to achieve the goals given in the tables below. Individual student progress shall be monitored by the classroom teacher, the principal of MSE, and the students. The school shall demonstrate student improvement on standardized tests and compare favorably with

schools having similar student populations. The following tables indicate the student goals and strategies and describe how the progress will be measured relative to each student goal.

GOAL-1: READING

Student Goals: Student proficiency and achievement in reading will grow academically. 85% of students will increase their TCAP reading scores or national percentile in below mentioned standardized tests after two years of enrollment in MSE.

Strategies	Performance Measure/Structure	Assessment Tools / Progress & Results
1- At the beginning of the school year, students will be given standard tests (e.g. STAR Reading test, STAR Early Literacy Test, and ITBS). These data will help teachers and administrators to adjust the instructional level, and arrange appropriate supportive programs for students at risk.	Based on the data gathered from the tests given at the beginning, each student's individual Reading Achievement Goals will be determined by a group of trained ELA teachers. These tests will be given throughout the year to monitor the progress. Each individual student's growth will be carefully watched. At risk students will be easily detected and provided extra help (after school tutorials, Saturday programs) in order to catch up their peers.	ITBS, STAR Reading test, STAR Early Literacy Test, School assessments, TCAP.
2-Teachers will develop individual instructional plans for all students who require remediation or enrichment.	Students who need individual instructional plans will be identified with ITBS, STAR Reading and STAR Early Literacy tests. STAR Reading and STAR Early Literacy tests will be given every month throughout the year to see if these students are responding to their individual instructional plans.	NWEA Assessment, STAR Reading test, STAR Early Literacy Test.
3-Teachers will instruct all students at instructional reading levels.	STAR Reading test results indicate each student instructional reading levels. From time to time, students at the same instructional level can be taught in small group settings.	Dean of academics and ELA department chair will make regular weekly class walk-ins to observe ELA teachers. ELA department chair should also make sure that all ELA teachers have access to test results and know how to form and instruct students in small groups.
4- Accelerated Reader: **AR** (Renaissance Learning) program will be implemented in school's reading curriculum in order to get students excited about	Students, parents, teachers, and administrators will have access to HomeConnect website where everybody can monitor student's reading progress online.	ELA teachers will set individual goals for each student (initially based on STAR Reading Test results). School administrators and department chairs will monitor the success of the program.

reading.		
5- Students will have at least 30 min daily independent reading time during school hours.	Each student will have individual achievement goals. The progress of students will be monitored and encouraged closely by school administrators and ELA teachers.	Classroom logs of family/at home reading time will be used along with AR test results.
6-Expose all students to a wide variety of literary genres.	Book drives, and fund raising programs will be organized to enhance the school library.	First year, the goal is to have minimum 3000 books in the school library.
7-Specially trained teachers will employ strategies in reading to meet the needs of individual learners.	ELA Department Chair and the school administrators will plan each teacher's personal development based on class observations and students test results.	Teachers will be required to participate 60 hours of professional development every year. School administrators will keep track of each teacher's professional development program and consult with department chairs on the effectiveness of the program.
9-Family at home reading will be encouraged.	Parents will be invited to school for informative meetings. Parents will be informed on STAR Reading, STAR Early Literacy, Accelerated Reader, HomeConnect (website where parents can have access to their kid's test results), AR Book Find (website where parents find appropriate books for their kids). Parents will be encouraged to meet with their kids ELA teachers to discuss test results. Parents will also be informed on how to establish a good reading environment at home.	Teachers will be required to keep track of parent meetings. During weekly department meetings. Teachers will be asked if they have contacted with the parents of struggling students.
10-A school-wide celebration of reading will occur.	A good school-wide reading incentive program is essential.	Principal and PTO will raise money to have good sustainable incentive program that will last for the entire year. After every grading period, students who reached their individual goals will be recognized.

GOAL-2: WRITING

Student Goals: Student proficiency and achievement in written language will improve. 85% of students will increase their TCAP writing scores after two years of enrollment in MSE.

Strategies	Performance Measure	Assessment Tools / Progress & Results
1-Complete Test item analysis to determine program strengths and areas of concern.	Based on the data gathered from both test (State and Benchmark Tests) the writing curriculum improvement plans will be determined by a group of trained ELA teachers.	TCAP Writing assesment , School assessments, Monthly School wide Mock Tests school, writing assignments.
2-Students will practice writing daily.	Maintain student-writing portfolios.	Portfolios.
3-Special trained teachers will employ differentiation strategies in writing across all curriculum areas to meet the needs of individual learners, including G/T, Special Education, and Dyslexic.	Essays, exams, portfolios, exhibitions, and oral examinations.	Differentiating the education is a key to succeed. In order to check if each student reaches his/her potential, ELA teachers and dean of academics will meet regularly to go over each student's progress.
4-Teachers will demonstrate and model examples of good writing across grade levels.	Varied writing assignments, portfolios, exhibition, and standardized tests	Varied writing assignments, portfolios, exhibition, and standardized tests
5-Teachers will use targeted writing skills across grade levels.		
6- Writing will be integrated into other curricular areas.	ELA teachers will work with Science and social studies teachers on certain assignments such as Science Fair Projects, Research Paper assignments, power point presentations of certain topics.	Dean of academics and department chairs of ELA, science, and social studies will plan this collaboration and work on the implementation throughout the year. Every semester the activities will be reported to principal. At the end of the first year, based on the experiences of the first year, a new plan will be developed.

GOAL-3: MATHEMATICS

Student Goals: Students will demonstrate proficiency in Math. 85% of students will increase their TCAP mathematics scores or national percentile in below mentioned standardized tests after two years of enrollment in MSE.

Strategies	Performance Measure	Assessment Tools / Progress & Results
1- At the beginning of the school year, students will take standardized tests (ITBS and STAR Mathematics Test). Test data will help teachers and administrators to adjust the instructional level, and arrange appropriate supportive programs for students at risk.	Star Math tests will be given throughout the year to monitor the progress. Each individual student's growth will be carefully watched. At risk students will be easily detected and provided extra help (after school tutorials, Saturday programs) in order to catch up their peers.	The results of first year results of various tests (TCAP, School assessments, Monthly School wide Mock Tests school, End of Course Algebra1, Geometry, Algebra 2, Mathcounts, AMC, STAR Math) results will be used as baseline data to determine an improvement plan for each grade level for the following years.
2-Every grade level will increase the use of math manipulative.	Teachers will be trained on how to use math manipulative.	Math department chair will monitor the usage of math manipulative.
3-Students will complete daily problem solving activities in the grade levels.	Performance on daily practice activities. Accelerated Math Program will be used daily to monitor students' progress.	By using the online reporting features of Accelerated Reader, administrators and department chairs will monitor grade level progress.
3-Specially trained teachers will employ strategies in math to meet the needs of individual learners, including BE, G/T, and Special Education.	Essays, exams, standardized tests, portfolios, exhibitions, lab practical and oral examinations. Different libraries of Accelerated Math will be used to address the needs of different groups of students, such as special education, G/T, etc.	Differentiating the education is a key to succeed. In order to check if each student reaches his/her potential, math department chair and dean of academics will meet regularly to go over each student's progress monitoring report. This feature of Accelerated Math will give clear picture if each student is challenged according to his/her capacity, or not.
5-Develop site-based pre and posttests for math skills at each grade level.	Accelerated math provides great tools to give pre and post tests (diagnostic tests and regular tests). This way instruction can focus on the concepts that are missed by the majority of the students. Others can be delivered in small group instructions while other students are working on their practice problems.	Accelerated Math enables school administrators, parents, and students to reach learned objectives data with just a few clicks. This way, anybody within the system can see the progress, or identify any problem.

6-Start a Math Olympics team after school program.	GT students will have a good opportunity to get in-depth math instructions during after school math Olympiad classes.	Math department chair will try to communicate with neighborhood schools to have small mathcounts competitions among these schools before participating regional ones.

GOAL-4: SCIENCE

Student Goals: Students will demonstrate proficiency in science. 85% of students will increase their TCAP science scores or national percentile in national standardized tests after two years of enrollment in MSE.

Strategies	Performance Measure	Progress & Results
1-Teachers will increase the number of hands-on activities and investigate labs at every grade level.	Teachers will keep a copy of graded lab reports and activity hand-outs in their portfolios as a proof of students' work. They will share their experiences with other science teachers during weekly department meetings.	Science department chair and dean of academics will check the teacher portfolios at the end of each grading period. Teachers will be encouraged to increase the number of hands-on activities.
2-Implement technological applications as appropriate. Vernier (electronic measuring interfaces/sensors) Elementary Science Lab program will be used along with traditional methods.	Teachers will keep a copy of graded lab reports and activity hand-outs in their portfolios as a proof of students' work. They will share their experiences with other science teachers during weekly department meetings.	Science department chair and dean of academics will evaluate the portfolios and talk with the teachers to determine if professional developments are needed to implement more technological applications.
3-Teachers will implement activities and provide resources to meet the individual needs of all students, including LEP, G/T, and Special Education.	Cooperative learning techniques will be used to address the needs of different individuals. Each student in a team will have certain responsibilities and the roles will be switched after each activity, including LEP, G/T, and Special Education.	During weekly department meetings, science teachers will share their experiences and get feedbacks from department chair. New cooperative learning techniques will be introduced by the department chair throughout the year.
4-Staff will continue to develop technical skills through in-service, training, classes, and mentors.	Continuous training is essential part of implementing the science program.	Principal and dean of academics will monitor the progress of staff and make some changes/improvements on the development plan as needed.

5- Students will utilize classroom, lab, and library technology as appropriate to the learning activities.	Science teachers will work with ELA teachers and social studies teachers on certain assignments such as Science Fair Projects, Research Paper assignments, power point presentations of certain historical achievements in history of science.	Dean of academics and department chairs of ELA, science, and social studies will plan this collaboration and work on the implementation throughout the year. Every semester the activities will be reported to principal. At the end of the first year, based on the experiences of the first year, a new plan will be developed.

GOAL-5: TECHNOLOGY

Student Goals: Students will use technology as an integrated tool in learning and teaching

Strategies	Performance Measure/Structure	Progress & Results
1- Students will utilize classroom, lab, and library technology as appropriate to the learning activities.	Check list of classroom software use. Pre/Post keyboarding assessment in grades 6. Teachers will work on a platform that will hold digital portfolio of students. The rubrics and details will be discussed with other department chairs as well.	First year of school operation, dean of academics will make sure that department chairs will discuss and work on digital portfolio project throughout the year. Second year teachers will star to use the system for their work, and third year, 6th graders will start to use a simple system that was developed by the school to post their projects.
2- Starting in grade 6 all students will present a project/topic to their class by use of PowerPoint type presentation at least in one subject. 3- Starting in grade 8, all students will be competent the set of technical and computer skills identified below: -able to prepare documents in all Office type programs (Word processor, Excel spreadsheet, PowerPoint multi medium slide show or Publisher advanced text compositions). -able to prepare a webpage of their own design. -able to set up a multimedia projector with PC and operate it.	Portfolio, Presentation	

4- Staff will continue to develop technical skills through in-service, training, classes, and mentors. 5- Staff will utilize school technology. 6- Staff will investigate to inform and facilitate discussion surrounding the issue of computer lab vs. classroom technology.	Classroom documentation of usage. At the beginning of the school year, one full day and two half days will be spent on training of staff on database, technology and software that school will utilize.	Training of staff will continue throughout the year. Principal will meet with technology specialist once a month and based on the feedbacks and observations made during staff meetings, class visits and walk-ins, new trainings will be planned as needed.
7- Purchase and utilize needed software, hardware, and technology tools.	As need arises, new software, hardware, and technology tools might be purchased. This will bring a new cycle of training and implementation and integration cycle.	Principal along with other staff members, will evaluate the effectiveness of the purchased programs and technology tools, and then decide if they will be used for another year. If yes, they will discuss how to improve implementation and integration of the technology product to school environment.
8- Support and encourage after school parent and student computer use. 9- Assign a staff member/parent volunteer to monitor the computer lab.	Computer lab(s) will be used in the most effective way. To do this, a lab will be accessible before school, during lunch, and after school to both students and parents. During normal school day, teachers will have access to computer lab(s) at least once every other week for each of their classes. This way, if they need to use the computer lab to use either internet or other programs, they can go, if not stay in their classrooms.	After the second grading period, dean of academics will prepare a report on the usage of computer lab(s) and multimedia room. During staff meeting, principal and teachers will discuss to find more efficient/effective use of these rooms.

GOAL-6: CITIZENSHIP

Student Goals: The school will provide an exemplary academic program while instilling strong character education built upon respect and responsibility, including violence and drug prevention strategies.

Strategies	Structure	Progress & Results
1-Counselor will provide weekly lessons and morning announcements to all students.	narratives, notebook	Logs will be recorded. Results will be discussed at the end of each semester.

2-Students will develop leadership skills through character education and Student Council.		Logs will be recorded. Results will be discussed at the end of each semester.
3-Counselor and Character Education program will promote responsible behavior including violence and drug prevention.	All discipline data will be recorded in school's database and will be available to the parents online.	Discipline data will be analyzed at the end of each semester.
4-Diversity Club will promote cultural awareness by highlighting various cultures in the community.	Volunteer hours	
5-Students will participate in community service projects via Club activities.		
6- The principal will plan avenues for effective communication among parents, staff and administration.	Home visits will be conducted to establish effective parent-school relationships. Parent-Teacher Organization will be established. Surveys will be administered to evaluate parent-school relationships.	Results (home visit number etc...) will be collected and analyzed at the end of each semester
7- A strong parent council will work toward activities and projects that enhance the educational programs and school climate.		

GOAL-7: ATTENDANCE

Student Goals: Student's attendance rate will be increased gradually over the first five years.

Strategies	Performance Measure
1-Maintain current monitoring of attendance by staff.	Daily recording and Informing parents monthly and immediately if student is not attending regularly
2-Maintain current recognition of attendance and current incentives.	
3-Teachers will conference with parents.	

Professional Development

Memphis School of Excellence administration team believes that professional development opportunities provide teachers the skills to enhance student learning. Thus the administration along with the sponsoring institution, Read Foundation will make every effort to provide best possible professional developments opportunities for teachers and administrators. Professional development will be essential in core subject areas and will be emphasized throughout the school year. The school administration will bring colleagues, mentors, and outside experts to the school to provide up to date and research based applications. Faculty and staff will also be encouraged to participate

in local professional development workshop as well as national workshops. Technical assistance will be sought from the universities, and professional consultants. Teachers and administrators will be encouraged to attend state conferences and local educational agency sponsored staff development workshops. Every year, all faculty members and administrators are required to attend designated professional developments workshops and seminars (at least 18 hours) hosted by the school and the regional educational service center. At least one teacher (generally the department chair) will be required to attend a workshop on the state curriculum in four core areas (Mathematics, Science, English LA, and Social Studies). They then will share the information they obtained with other colleagues in department meetings.

Memphis School of Excellence Mentoring Program

MSE Mentoring Program will be an ongoing professional development activity. The overall focus of the program is to provide individualized assistance to teachers (entry-year teachers and experienced teachers having serious difficulty in the classroom) and create a positive ongoing professional development atmosphere where everybody can learn from each other.

MSE Mentoring Program is a modified version of the Peer Assistance and Review (PAR) program. The PAR program is a research based program and commonly used many states including Texas and Ohio. The components of the program offer a useful professional development program model and also serve as an effective evaluation tool to assess teacher performance.

Implementation

1. Formation of teams: Each team consists of one consulting teacher (Mentor Teacher) and one regular teacher. Minimum Qualifications for a consulting teacher are;
   - Two years of outstanding teaching service;
   - Proven outstanding classroom teaching ability;
   - Proven talent in written and oral communications;
   - Proven ability to work cooperatively and effectively with other professional staff members;
   - Extensive knowledge of a variety of classroom management and instructional techniques.

2- Training Consulting Teachers: The three-day workshop is intended to prepare the consulting teacher for his or her new role as a mentor. The workshop focuses on the organizational, technical, and affective knowledge and skills of mentoring. Since not all of the demands of serving as a consulting teacher can be addressed in a three day workshop, it is important that on-going and regularly scheduled seminars be conducted. These seminars should reflect the current needs and concerns of the consulting teachers.

3- Preparation Time Line for Class Visits: Consulting teachers are supposed to conduct monthly;
   - Conference with the assigned teacher.

- Observation, evaluation, and feedback to the teacher.
- Monitor progress toward goals.
- Professional development through observation of other consulting teacher/teacher teams.
- Communicate with the principal.

4- Regular Teacher Orientation: Each regular teacher receives an orientation folder and a local education association handbook. Agenda items for teacher orientation program include the following:
   - Introductions
   - MSE Mentoring Program description.
   - Background information sheet filled out by the teacher
   - Observation and conference forms
   - Professional growth opportunities
   - Specific information on the first workshop opportunity for new teachers
   - Organizing for the first day of school
   - How to prepare a student centered classroom, setting the tone
   - Ideas for structuring lesson plans
   - Management plan and creating a discipline plan before school begins
   - Advice for the first week: over prepared, flexible, consistent, respectful
   - Discussion of teacher presence
   - Lesson pacing
   - Staff as a resource
   - Lists of first day ideas, a checklist of first day musts
   - Conveying teacher expectations
   - Preparing a substitute folder
   - Parent communication

   New teachers are given the opportunity to ask questions about any topic related to the program, the beginning of school, resources and the like.

5- Teacher Professional Development: The overall focus of the MSE Mentoring Program is to provide individualized assistance to teachers (entry-year teachers and experienced teachers having serious difficulty in the classroom) and create a positive on going professional development atmosphere where everybody can learn from each other. Therefore, the focus of the teacher's professional development is based upon teachers' specific needs in their classroom environment. Teacher is not in a passive position in the group. He/She takes active roles in decision making process. Teacher and the consulting teacher discuss and pick the appropriate method and related instrument together. Initial actions will be taken by the consulting teacher are;
   - initial discussion with the teacher
   - observation of the classroom
   - completing a needs assessment survey, and using the teacher's responses as a basis for further discussion
   - completing a goal-setting agreement with the teacher, where specific goals are written and become a major focus over the next few weeks and months.

The consulting teacher then uses this information as a basis for observations, feedback, and conferences with the teacher.

The primary role and responsibility of a teacher is to provide students with appropriate educational activities and experiences that will enable them to fulfill their potential for intellectual, emotional, physical and social growth. Teachers will help students develop the skills necessary to be a productive member of society. The Read Foundation will be incompliance with the NCLB Act and will seek to hire teachers that are highly qualified in core academic subjects (English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography) area.

There will be a lead teacher/department head (mentor) for each subject area. The lead teacher will have weekly meetings with the same subject area teachers at the campus. The lead teacher will monitor progress of the same subject area teachers. The lead teacher will also have weekly meetings with the assistant principal who is in charge of curriculum administration to report weekly progress of teachers and students.

Data-driven decision-making and student work analysis

Memphis School of Excellence staff will be trained how to use technology and professional expertise to improve instruction and operations. MSE is using data-driven decision making to provide more individualized instruction to students, monitor student progress, identify successful instructional strategies, better allocate scarce resources, and communicate better with parents and the community.

Reports will be provided timely by the school database and available to all staff members with the responsibility and ability to act on them. Data reports that show data in different ways such as tables, charts, graphs, and trends enable more staff members to access and understand the information. Web-based feature of the system enable teachers to log-in and view what they need. Administrators will use data on attendance, enrollment, student/teacher/parent satisfaction surveys, and test results to assess progress, allocate resources, and create school improvement plans.

Throughout the MSE PD process, faculty and staff members will be trained how to read data and apply it to their goals and objectives. They will be also trained in different instructional strategies to apply when the data shows that traditional methods are not working. School administration will help teachers become data-driven decision makers by scheduling time for teams to meet, plan, train, and conduct evaluation.

Teachers use benchmark assessments tied to state and school standards provide quick snapshots of where students are with regard to the progress they are expected to make. Interventions will be used by them include reemphasizing skills, utilizing additional diagnostics to get at the root cause, changing instructional materials, and creating cohort groups within schools and classrooms of students who have a similar achievement gap or pattern to apply instructional strategies.

Measurable School Objectives

	Activities	Responsibility	Performance Indicators	Goal
1	Necessary interventions will be implemented to meet the needs of students who demonstrated deficiency on either a TCAP exam or a curriculum-based assessment.	Principal, Campus Administrators	The number of tutorial hours conducted & % of students who pass the TCAP test in each subgroup & % of students who promote to the next grade level.	By the end of second year, passing rates of MSE school for all subject areas and all sub groups will be equal or higher than Tennessee state average. & 95 % of students will promote to the next grade level.
2	Students starting at the 8th grade level will be offered an opportunity to take a Career Education course to ensure that students have an opportunity to continually raise their personal and academic expectations.	Principal, Dean of Academics	% of students taking the career education course in 8th and upper grades.	100% of students will take the career education course in 8th and upper grades in 5 years of MSE years.
3	In MSE, students will have an opportunity to take AP courses starting as early as 9th grade. The following AP courses will be offered at various grade levels as the proposed school have all grade levels (6-12): AP Calculus AB, AP Calculus BC, AP Statistics, AP World History, AP Human Geography, AP US History, AP Biology, AP Chemistry, AP Physics, AP English Language, AP English Literature, AP Computer Science A, and AP Environmental Science. In the first year, 9th graders will be offered AP Human Geography. Multiple AP courses will be offered in a single year as long as there is enough demand by students.	Principal, Dean of Academics	% of students taking AP classes in 9th and upper grades.	By the end of fourth years, 90 % of students will take at least one AP course. By the end of four years, 60 % of students will pass test of at least one AP course.

4	In High School, students will be able to take **dual credit courses** at local community colleges or 4-year colleges. The class load of a high school student will not exceed **two dual credit courses per semester** (fall, spring, and summer).	Principal, Dean of Academics	% of students taking dual credit courses in 11th and upper grades.	50 % of students will take dual credit courses in 11th and upper grades each year.
5	In high school, each student will be required to join a **career and technology program**. At the end of this program, students will earn a **certificate**.	Principal, Dean of Academics	% of students involving career and technology program in high school.	90% of students will involve career and technology program in high school.
6	Internship Programs will be a requirement for high school students. These programs will be available to students during the summer months. Based on their interest, students will choose a program where they can experience working in a professional environment, enhance their skills, build their résumés, and complete community service hours.	Principal, Dean of Academics	% of students involving internship programs in high school & % of students completing internship programs in high school	90 % of high school students will complete internship programs in high school
7	At MSE, teachers take the extra mile to establish rapport with the students and parents. **Home visits** have a great role in relationships and partnerships with families.	Principal, Campus Administrators	% of parents visited	100 % of parents will be visited in the first year. For the following years, new students will be given priority.
8	At the beginning of each school year, the school will organize a **two-day workshop** for parents at the beginning of the first semester in order to encourage them to be actively involved in educating their child, organizing and monitoring their time and discussing school matters.	Principal, Campus Administrators	The number of workshop days & The number of the parents attending the workshop	65% of the parents will attend the workshop on the first year.
9	At the beginning of each school year, the school will organize an **in-service program** to train teachers who will take part in the implementation of school goals.	The Central Office, Principal, Campus Administrators	The number of the teachers attending the in-service program	100% of the teachers will attend the in-service program
10	In order to increase the level of partnerships with other organizations, **20%** of the science fair projects will be prepared under the supervision of neighboring university staff and, once a month; the school administration will	Principal, Dean of Academics	% of science fair projects prepared with the help of neighboring university staff &	20 % of science fair projects will be prepared with the help of neighboring university staff.

	invite a **Career Guest Speaker** from the local community to mentor students.		The number of speakers invited	
11	MSE will offer **online supplementary classes** to the regular ones. With the implementation of this program, teachers will be able to prepare more appropriate and individualized classes according to the different ability levels of student groups. Also, students will be able to take tests online, do drills, and write reports at their own pace.	Principal, Dean of Academics, IT Manager, Computer Department Chair	The number of supplementary on-line classes offered	50% of classes will have supplementary on-line classes.
12	In order to improve the skills of students who are gifted in technology, MSE will offer an elective **Electronics class** as a part of the school's Gifted and Talented program starting from 7th graders and **Robotics class** starting from 6th graders.	Principal, Dean of Academics	% of GT students taking these classes	90% of GT students will take these classes.
13	In high school, as a part of Gifted and Talented program, **Logic** and **Mathematical Applications** classes will be offered to all grades as electives to enrich the mathematics curriculum and **Astronomy, Environmental Science, Introduction to Genetics Engineering** to enrich the science curriculum.	Principal, Dean of Academics	% of GT students taking these classes in high school	70 % of GT students will take these classes in high school.
14	Starting from 6th grade, every student will be required to prepare a **science fair project** under the supervision of the science teacher. The project will be in one of the following areas: Mathematics, Computer Science, Physics, Biology, Chemistry, Biochemistry, Botany, Zoology, Engineering, Environmental Science, Earth Science, Literature, Social or Behavioral Sciences including Psychology, Statistics, and Education.	Principal, Dean of Academics	% of students preparing science fair projects	100 % of students in grades 6 through 12 will prepare science fair projects.
15	Starting from 6th grade, MSE will offer a character education class. The **Character Education** class will encourage students to take responsibility for their actions.	Principal, Dean of Academics	% of students taking character education class	100 % of students in grades 6 through 12 will take character education class. 100 % school-wide students will participate in character education program.

3. Student Evaluation and Remediation

Section 3 - Describe the plan for evaluating student academic achievement at the proposed public charter school and the procedures for remedial action that will be used by the school when the academic achievement of a student falls below acceptable standards.

To retain its charter, a charter school is required by law to make adequate yearly progress, as measured by the state, toward achievement of the state's accountability goals. All schools must participate in the state's assessment system, the Tennessee Comprehensive Assessment Program (TCAP).

Provide a detailed framework of the school's approach to assessment, including any external and internal measures that will be used to establish and monitor student academic and non-academic progress beyond the state testing requirements. Summarize how performance data will be collected, reported, and used to improve instruction. Provide details about your plan for intervention and remediation should students fail to demonstrate adequate yearly progress.

Implementation of Curriculum

Memphis School of Excellence will provide a curriculum guide, which is an overview of what should be taught during the academic year. Each teacher will possess a curriculum guide for every subject that he/she teaches. Contained within the curriculum guide is a scope and sequence of the course, subject objectives, standards, TCAP objectives and Gateway connections if appropriate. Teachers will align their lesson plans to the curriculum guide.

The Dean of Academics and department chairs will monitor the implementation of the curriculum guide and the scope and sequence for each subject at each grade. The curriculum guide will be divided into six parts, each part scheduled for a six weeks period of time. The curriculum is paced so that every student will be exposed to every concept, which will be tested on the TCAP test. Some students will be able to master all the material in the curriculum guide. Some student will need additional time (intervention) to master the content. Each teacher will determine how students without prerequisite skills would move at the appropriate pace.

Assessment

MSE will utilize formative and summative assessment tools. Administering a pre-assessment tells the teacher how much background information each student brings to the table. Understanding the knowledge level of each student tells the teachers where to begin and what the strengths and weaknesses of each student are.

Teachers will administer one pre-assessment at the beginning of each unit. Some of the internal pre-assessment techniques for the classroom include the following examples;

- KWL- Have students divide a sheet of paper into thirds lengthways. Above each column write, "Know," "Want to know" and "Learned." Have student fill in the first two columns. The last column can be filled in when the lesson is finished.

- Pre-test, quiz – give students a few questions that briefly skim the information that you will teach next.

- Have student perform the skill that will be needed (manipulating a microscope, measuring, reading maps, etc.).

- Brainstorming – After writing a major concept word on the board, have students suggest words that "go with" that word (noun, equator, Boston Tea Party, photosynthesis, etc.) Each student must suggest at least one work. After the list is generated, students think how each work relates to the original concept word or students categorize the suggested words.

- Anticipation guides – Before reading a selection or studying a unit, students respond to several statements that challenge or support their preconceived ideas about key concepts in the unit.

  Read the following statements concerning volcanoes. Put a check next to the statements with which you agree. Be prepared to support your reasoning by thinking about what you know about volcanoes. Also be prepared to share with your group.

  ___ 1. Volcanoes can form anywhere.
  ___ 2. How volcanoes form depend on the type of lava.
  ___ 3. Once a volcano forms it remains active.
  ___ 4. Volcanoes affect the environment.

- Inquiry charts – students generate questions about the upcoming unit.

- Possible sentences –teacher identifies key vocabulary, concepts or passage in an upcoming unit. Based on prior knowledge the students make predictions about the meaning of words, concepts or the passage.

Some of the post-assessment tools include standardized tests, portfolios, essays, journals, science fair projects, student web pages, presentations, etc.

Surveys, test results, teacher recommendations, and report cards provide all the data needed to evaluate instruction. MSE will use an online database to track student progress.

The Dean of Academics will be responsible for aligning all assessments with the instructional program. All lesson plans and benchmark tests are aligned with TCAP objectives. The Dean of Academics and Department Chairs train, monitor, meet regularly, and evaluate the teachers during the implementation of the instructional program.

The course outlines and lesson plans include Objectives, TCAP alignment, TCAP competencies, Materials, Procedure, Assessment, Homework, and Resources. The review and test materials used by MSE include information on alignment with TCAP objectives. MSE uses a database of students, teachers, individual schedules, test questions, practice items, and TCAP objectives. All instructional materials used are matched with knowledge and skills of the TCAP curriculum with the help of the database.

Below are some examples of how assessment will be integrated into the instructional program:

- ***Chunking:*** Break the information into discrete segments during the period. After teaching the "chunk" the teacher assesses how much of the information the students learned.

- ***Teacher Feedback:*** the teacher makes constructive comments on assignments, projects, homework.

- ***Student Feedback:*** (peer editing) Student assesses the quality of another's student's work, making constructive comments on assignment, projects, homework. (Students will be taught how to assess the work using a rubric.)

- ***Homework:*** Look over AND respond to the homework that is assigned. The teacher uses homework to assess whether the students truly mastered the material taught the previous day.

- ***Reading inventory***

- ***Skills checklist:*** make a list of the skills that need to be learned. As the teacher assesses each student he/she checks off the particular skill on a checklist.

- ***Whole class response:*** When a chunk of material has been taught the teacher assesses the entire class at one time to see how many student have mastered the material. This could be in the form of a quiz, response boards (slates/chalk, wipe-off boards/markers), signal cards, written responses, etc.

- ***Performance task:*** Students actually perform the task as an assessment. For example, students measure an object, find the density of an object, find a city using latitude and longitude, design a book cover, etc.

- ***Teacher observation:*** Teacher uses a skills checklist as he/she circulates through the room – observing, asking questions, looking at student performances or work and recording the results on the checklist.

- ***Collaborative pairs practice:*** Given two lists of problems, student pair members take turns working one problem at a time with the other partner observing, coaching and assessing. For example, two lists of sentences with no ending punctuation, two lists of equations, two lists of animals that fit into a certain category.

- ***Summarizing the learning/paraphrasing the learning:*** After a chunk of information is taught, every student writes a few sentences stating their understanding of the information.

- ***Learning logs:*** Students write summaries of the learning in a notebook or in a section in a notebook.

- ***Graphic organizers:*** Students complete an assigned graphic organizer to show mastery of the learning. For example, after completing instructional activities, students would complete a Venn diagram summarizing what they have learned. (positive/negative numbers, angiosperms/gymnosperms, Pacific/Atlantic Oceans).

- ***Games:*** The teachers lead the class through whole class games like Jeopardy, Memory, Pictionary. Small groups (three or four students) also play learning games. The teacher observes to see who has mastered the information and if misunderstandings still exist.

- ***Rubrics:*** Effectively assess student work by creating rubrics. To design a rubric:
  - Identify what the best and least acceptable student work will look like.
  - List the criteria for the work – a short, simple list.
  - Fill in good, acceptable and "needs improvement" work.

- In addition to traditional tests, include

  Authentic assessment: related to real world problems
  Portfolio assessment: a collection of student work
  Performance assessment: student assessed while performing a task such as a speech, experiment, debate, skit, song.
  Product assessment: students produce a concrete result such as a videotape, script, song, poem, manual, brochure, and exhibit.

At MSE, we ensure that students learn socially from each other in a group setting or from their teacher in a one-on-one setting. The teachers use scaffolding techniques and the zone of proximal development concept in determining the level of help each child needs.

We also benefit from the works of Gardner who recommends using various teaching styles for students wo are intelligent in different ways (Logical-Mathematical, Verbal-Linguistic, Spatial, Interpersonal, Intrapersonal, Naturalistic, Kinesthetic, and Musical). We also believe in automaticity; drills in math and literacy development to reinforce problem solving, number sense, analytical reasoning, phonics, fluency, vocabulary, and reading comprehension. For drills, we utilize computers as well for students to work at their own pace.

We inform our parents regularly by mail, emails, and phone calls. We hold competitions among our students and offer incentives. Students use textbooks, worksheets, leveled readers, and manipulatives to improve their potential. They can also use educational software to reinforce their academic skills at their own pace. Students can also use the in-house library at MSE site.

Interventions

Once MSE identifies objectives and competencies not mastered based on results reported based on benchmark tests, tutor observations, and student products, more emphasis is given to those objectives.

Test results will be analyzed through a computer software . The software generates individual and group reports, which display number of questions answered correctly, the questions not answered correctly, mastery of each objective, the alignment of each question with TCAP objectives, item analysis for each test question, recommendations for each student. The report also provides information about a student's academic level which allows placement in a homogeneous group setting. Students will be tutored in the areas that they need help.

For students failing to make adequate yearly progress, MSE will offer tutorials for all students. The tutorial can be towards the TCAP test, help in schoolwork, and ELL. After the analysis of test scores, students are placed in small-group settings (3 to 6) or tutored in a one-on-one setting. Students are tutored based on their level by a qualified instructor. State curriculum standards and national norms are considered in developing programs to help each student. Teachers instruct in various teaching styles. Students are tutored by the same instructors for at least six weeks to assure consistency. Each student will have an average of five hours of tutoring a week. Our programs will be offered weekdays after school and during weekends.

Our program design for remedial tutoring takes into consideration the developmental learning by Piaget, cognitive domain by Bloom, social learning by Vygotsky, multiple intelligences by Gardner, and other techniques such as scaffolding, automaticity, group work, and use of computers. Our teachers use Direct Instruction during the tutorial sessions. In this technique, our teachers follow a direct-instruction sequence to increase the probability that our students will both correctly master and actually use effective academic strategies. This framework includes four major stages: (1) we explicitly show students how to use the skill or strategy, (2) students practice the skill under our supervision--and we give frequent corrective feedback and praise, (3) students use the skill

independently in real academic situations, and (4) students use the skill in a variety of other settings or situations ("generalization"). To avoid overloading our students with more new information than they can absorb, we teach only one strategy at a time and make sure that our students have thoroughly mastered each strategy before teaching them another. Our curriculum coordinators observe some of the tutorial sessions for evaluating our instructors, hold weekly meetings, and arrange professional development opportunities.

Plan of Action for Interventions

At MSE, we determine interventions best suited for each student by:

* Meeting and conferencing with the parents to involve them in the child's intervention program;
* Identifying individual student skill strengths and weaknesses using diagnostic tools;
* Creating a student individual learning plan for each student along with the parent and teachers;
* Delivering curriculum that is aligned to state and district standards;
* Providing ongoing evaluations to monitor student achievement and adjust instruction;
* Providing parents, teachers and school administrators progress reports;
* Motivating students by rewarding effort, achievement, and attendance; and
* Post-testing to determine growth.

One of the pedagogies that will be applied for interventions, known as Study Technology, is based on the discoveries of humanitarian and educator, L. Ron Hubbard. Study Technology recognizes three main barriers to learning, each accompanied by distinct and recognizable physical and mental reactions in the student. By observing the reactions of the student the teacher knows a barrier has been struck, and which one, and is able to apply the precise remedy, thus allowing the student to progress toward the learning goal. While the student, over time, learns to recognize his own reactions and be aware of barriers, the teacher helps the student be aware of his understanding or lack of it until he is able to self-monitor his comprehension and recognize misunderstandings independently. Thus, in order that learning barriers be identified and remedied promptly, it is important that interventions be delivered in face-to-face mode.

Results from assessments are the basis for 1) A Customized Education Plan 2) Instruction through the program and 3) Determining overall growth at the completion of the program.

After the assessment, evaluation, and gap analysis are completed, a strategy is developed to accelerate the student back to grade level. Test results are loaded into a computer program that automatically grades the test and highlights deficiencies. From there, goals are generated

based on specific state content.A Customized Education Plan is designed to guide students through various academic topics and build the foundation to progress from one level to the next. Most children are assigned a combination of Math, Language Arts, Science and/or Social Studies goals. Each prescription is individualized for each client; each child receives a tailored academic plan based on individualized needs. But, more importantly, we will document the progression. Just as a medical record is used to document the medical history of a patient, we believe that a personalized education portfolio should document the educational history of the student. Our communication with the parent begins with the initial introduction to the best interventions. At the initial meeting, we consult with the parent to determine the best means of communication. The diagnostic test is reviewed with the parent and the Personalized Education Plan is explained. This goal sheet is then completed by the teacher and the family based on goals that have been chosen from the pretest results. The goal sheet, with timelines, is then forwarded to the Dean of Academics for review before the plan is implemented.

At MSE, we believe that the most effective way for students to learn is through a gentle development of concepts and the practice of those concepts extended over a considerable period of time. This is known to us as incremental development and continual practice and review. At its simplest, incremental development is the introduction of topics in easily understandable pieces (increments), permitting the assimilation of one facet of a concept before the next facet is introduced. Both facets are then practiced together until another is introduced.
The incrementalization of topics is combined with continual review, wherein all previously learned material is reviewed in every lesson for the duration of the Education Plan. Topics are never dropped but are increased in complexity and practiced every day, providing the time required for concepts to become completely familiar. As concepts become familiar and the requisite skills become automated, learning becomes an enjoyable experience at which students are able to succeed and find satisfaction as well as self-worth. Teachers differentiate activities to adjust the lesson for individual students. Each instructional session includes a balance of guided instruction and the opportunity for students to work independently.

All students are taught individually in one-on-one or small group formats. We believe that genuine learning is demonstrated not only through the understanding of a concept but also through the ability to apply that concept to new situations. MSE students master both with ease and confidence.The standards are incorporated into the Personalized Education Plan and the student's skills in comparison to the standards are continually assessed throughout the program engagement.

Our program is skill-based and students are evaluated as to what skills are mastered or what skills need practice. Timelines are determined by the teacher and the family based on input from all these teammates and the results of the pretest. Throughout the intervention process, these goals and timelines are monitored through ongoing mini-assessments to determine proficiency gains. If goals and timelines need to be adjusted during the course of the intervention period, teachers can easily flex their plan based on need. Teachers complete a weekly report for each child in the intervention program. Teachers keep logs of each lesson, as well as student's progress reports, assessment results and Customized Education Plan. The instructor must comment on the activities and materials used that week as well as which state content standards they addressed in their instruction. Teachers must also comment on the proficiency gains they are making with their students and when various goals have been accomplished.

Our goal is to coordinate a face-to-pace Parent/Teacher/Administrator conference. If a face-to-face conference cannot be accommodated, we conduct a conference call. If we cannot facilitate the joint meeting, then we meet with the parents and teachers separately. The parents are required to attend our parent orientation workshop, which is scheduled on the weekend. However, sessions have been scheduled during the week to accommodate parents' work schedules. The following topics are facilitated during the parent meeting: (1) creating a good learning environment; (2) making the most of homework; (3) Helping your child prepare for assessments; (4) Bringing math and reading into everyday life and (5) thinking about why your child might be struggling.

Reading Strategies

Our reading instructional programs focus on the National Reading Panel's five dimensions of reading: phonemic awareness, fluency, vocabulary, phonics instruction and comprehension. The various instructional programs surrounding these dimensions vary (for example guided oral reading or rhyming exercises), but our teachers will be trained in this research-based methodology.

Math Strategies

All teaching will be organized around all the strands of mathematical proficiency using an integrated, coherent approach. Our teachers will use multiple representations of mathematical ideas to support understanding rather than conventional computation-oriented curriculum. Our math lessons emphasize conceptual understanding and expand the range of mathematical concepts beyond arithmetic drills. Teachers always explain the logic behind problems. This style of math instruction is based on significant numbers of research found at the U.S. Department of Education's

website (www.doe.gov) and focuses on the math proficiency strands of computing, understanding, applying, reasoning and engaging.

Use of Computer Technology

A computer software information management system is used to manage, administer, analyze and disaggregate data. Progress is reported to students and parents at the completion of each intervention session. This constant and systematic student feedback is not only a tool for onoging monitoring and tracking of progress but also allow for instructional adjutments when necessary. Students are encouraged to utilize self-assessment in monitoring their own progress. Teachers and parents are provided with electronic program summary reports both bimonthly and after students complete the intervention program. A written summary progress report is available to parents and teachers upon completion of the program. To the extent that it is practical for the school, written reports may be available in a language that the parents can understand or the information in the progress reports may be communicated to parents in their primary language in alternative forms.

A typical one-hour intervention session

Check-In/Snack Time (3 minutes): Collect "Weekly Progress Report", review any notes from teachers and home. Warm-up Activity (5 minutes): Give students a "bell ringer" activity based on the last intervention session. Target Concept (15 minutes): Share the concepts to be worked on by each student at this time, make additional notes about any weaknesses noticed in any of the "Target Skills", record target concepts and materials used on the "Weekly Progress Report". Activities, Assignments, & Educational Games (15 minutes): Check the target skills noted on the Education Plan, choose a game or activity that will strengthen a "Target Skill". Individual/Guided Practice (10-minutes): Each student should be working on their individual assignments that address identified deficiencies as demonstrated by the Pre-test. Wrap-Up (10 minutes): Review the work of the day and discuss the lesson or topic to work on in the next tutoring session. Pack-up (2 minutes): Students should collect their materials and ready themselves to leave.

Grading, promotion, and retention policies

MSE has set 70 as a minimum passing grade. The grading system is as follows:

A	93-100 (Excellent)
B	85-92 (Good)
C	75-84 (Satisfactory)
D	70-74 (Poor but passing)
F	69-and below (not achieving mastery)
I	Incomplete

Conduct Grades:

E	Excellent
S	Satisfactory
N	Needs Improvement
P	Poor
I	Incomplete

The 6th thru 8th grade promotion from one grade to another at MSE shall be based on the following criteria:

1. A student who has not maintained a grade average for a school year equivalent to at least 70 on a scale of 100 may not be advanced from one grade level to the next.
2. A student must maintain a yearly average of 70 in English.
3. A student must maintain a yearly average of 70 in Mathematics.
4. A student must maintain a yearly average of 70 in Social Studies
5. A student must maintain a yearly average of 70 in Science.
6. A student must meet the minimum requirements in all TCAP tests.
7. A student must attend at least 95% of the classes throughout the year in order to be promoted to the next grade level. More than 9 unexcused absences within one school year will result in failing. There will be no make-up exam for unexcused absences.

Promotion or retention will be considered on the basis of what is in the best interest of the student. The final determination of whether a student is promoted or retained in the grade shall be made by appropriate school officials.

Students at grades 6-8 may be retained only once. Furthermore, if a student has been retained in 4th or 5th grade at previous school cannot be retained again. If a student who has not been retained before is decided to be retained, the student's parents have right to appeal the decision.

A student who has not been previously retained may be retained to attain grade level proficiency in low performing areas. Although the final decision will be made by the Principal either a student who has not been previously retained will be reatained at grades 6-8, teachers are responsible for making intial decisions to promote or retain a student in a course or grade based on grading criteria and promotional standards which are explained above.

Before a student has been retained, the student may be offered opportunities, and interventions such as a final exam, a summer school, or an extended year program. If the student still fails to achieve, and cannot demonstrate progress at grade level proficiency, the student may be retained by consulting with parents of the student.

Based on the student's academic performance, level of improvement, age, social, and economic factors, poor attendance, and important factors if there is any should be taken into consideration before a student is retained. Principal is required to consult with parents, teachers, and other professional staff before the final decision. The decission cannot be made on student's behaviour, but only based on academic performance.

The progress of the student througout the year must be documented well. Report cards must be sent home,and made sure that parents received them. Parent conferences should be arranged regularly, and inform parents about the student's academic performance. Parents should be informed about a possible retention two months before the final decision has been made.

Graduation criteria for students; Graduation Requirements

Memphis School of Excellence will implement the graduation requirements mandated by TRR/MS 0520-1-3-.06 Memphis School of Excellence will offer its students the options graduation path as follows. To meet the requirements for all diplomas, a student must have attained an approved attendance, conduct and subject matter record, which includes a completed graduation path.

MSE will award following types of diplomas/certificates to students who qualify.

1) The Regular Diploma
2) The Academic Honors Diploma
3) The Distinguished Scholars Diploma
4) Certificate of IEP

The Regular Diploma shall be awarded to students who:

1. Earn the specified 22 units of credit in the Ready Core program
2. Have an opportunity to take an exit exam to assess readiness for the work place or higher education. (ACT,SAT ,or Work Keys)
3. have satisfactory records of attendance and conduct.
4. Conduct a senior capstone project such as, but not limited to
   - Senior project
   - Internship
   - Work based learning
   - Service learning (minimum 40 hours)
   - Community Service (minimum 40 hours)

Requirements for a regular high school diploma

Subjects	Required Credits	Minimum Required Courses
English	4	• English I / English I Honors • English II / English II Honors • English III / English III /Honors/AP Language • English IV / English IV/Honors/ AP Literature
Math	4	• Algebra I Geometry • Geometry • Algebra II One and Upper level math
Science	3	• Biology / Biology Honors-1 Credit • Chemistry or Physics • Students will take another one credit course in science based on their interest and prerequisite requirements.
Social Studies	3	• US History (Honors or AP) -1 Credit • Economics-1/2 Credit • Government-1/2 Credit • (World Geography, World History, AP World Geography, AP World History, AP European History)-1 Credit
Foreign Language	2	2 credits in the same language.
P.E. & Wellness	1.5	Wellness-1 Credit P.E.-0.5 credit
Personal Finance	0.5	Personal Finance-0.5 Credit
Visual/Performing Arts	1	Visual Arts-1 Credit
Electives	3	SAT/ACT Preparation-1 Credit Students will choose elective courses based on their need and interest. CTE Courses
Total	22	

The Academic Honors Diploma shall be awarded to students who:

1. Earn the specified 22 units of credit in the Ready Core Program.
2. Attain an 85-92 average for the high school career and completing at least one of the following:
    a. earn a nationally recognized industry certification
    b. participate in at least one of the Governor's Schools
    c. participate in one of the state's All State musical organizations
    d. be selected as a National Merit Finalist of Semi-Finalist
    e. attain a score of 31 or higher composite score on the ACT
    f. attain a score of 3 or higher on at least two advanced placement exams
    g. earn 12 or more semester hours of transcripted postsecondary credit
3. Students who score at or above all of the subject area readiness benchmarks on the ACT or equivalent score on the SAT will graduate with honors.
4. have satisfactory records of attendance and conduct.
5. Conduct a senior capstone project such as, but not limited to
    - Senior project
    - Internship

- Work based learning
- Service learning (minimum 40 hours)
- Community Service (minimum 40 hours)

The Distinguished Diploma shall be awarded to students who:

1. Earn the specified 22 units of credit in the Scholars Program.
2. Attain an 93-100 average for the high school career and completing at least one of the following:
    a. earn a nationally recognized industry certification
    b. participate in at least one of the Governor's Schools
    c. participate in one of the state's All State musical organizations
    d. be selected as a National Merit Finalist of Semi-Finalist
    e. attain a score of 31 or higher composite score on the ACT
    f. attain a score of 3 or higher on at least two advanced placement exams
    g. earn 12 or more semester hours of transcripted postsecondary credit
3. Students who score at or above all of the subject area readiness benchmarks on the ACT or equivalent score on the SAT will graduate with honors.
4. have satisfactory records of attendance and conduct.
5. Conduct a senior capstone project such as, but not limited to
    - Senior project
    - Internship
    - Work based learning
    - Service learning (minimum 40 hours)
    - Community Service (minimum 40 hours)

Examinations

End-of-course examinations will be given in English I, English II, English III, Algebra I, Geometry, Algebra II, U.S. History, Biology I, Chemistry and Physics. Further, the results of these examinations will be factored into the student's grade at a percentage determined by the State Board of Education in accordance with T.C.A. §49-1-302 (2). The weight of the end-of-course examination on the student's course average is as follows for entering 9th graders:

I. Fall of 2010 - 20%
II. Fall of 2011 and 2012 - 25%
III. Fall of 2013 and thereafter - 25%

The students are not required to pass any one examination, but instead the students need to achieve a passing score for the courses.

The Certificate of IEP shall be awarded to students who:

1. Complete an Individualized Education Program
2. successfully completed a portfolio
3. have satisfactory records of attendance and conduct.

Scholars Designation/Grades: The averages for Academic Honors and Distinguished Scholar shall be computed from seven semesters. The overall cumulative average for Distinguished Scholar shall be 93-100 (no rounding). The overall grade average for Academic Honors shall be 85-92 (no rounding). These Scholars designations shall be noted on the student's transcript and diploma. In computing numerical grades for Advanced Placement five points shall be added to the numerical nine weeks and examination grades. In computing numerical grades for honors courses, three points shall be added to the numerical nine weeks and examination grades. Students who take the Scholars Program curriculum and fail to achieve an average of 85 shall have "Scholars Program" stamped on their cumulative record and transcript and will receive a regular diploma.

4. Budget

Section 4 - Provide an operating budget based on anticipated enrollment.

Public charter schools are required to operate under an annual budget on a July 1 to June 30 fiscal year. Provide a realistic, line-item estimate of the revenues and expenditures for operating the school from approval through the fifth year of operation. You must use the Public Charter School Five Year Planning Budget Document form and cover sheet which is provided on the Tennessee Department of Education's Charter Schools webpage.

The Budget Cover Sheet can be found at:

http://www.state.tn.us/education/fedprog/doc/charterBudCvr5YrPlanBud.doc

The Five Year Planning Budget Document can be found at:

http://www.state.tn.us/education/fedprog/doc/chrtrsch_bgtform_5yrbgt.xls

Based on the recommendation by the Application Review Committee, proposed budget was revised with new enrollment data. Federal start-up funds removed from revenue calculations even though we strongly believe that MSE will be eligible for this grant upon approval. Additionally all other budget items revised based on new projected enrollment.

Proposed MSE budget presents solid revenue projections which are sufficient to meet the anticipated expenditures for all five years. Our expenditures are sufficient to implement and actualize the targeted activities of school, to attract qualified staff, and to meet state and federal requirements. The budget prioritizes resources and appropriately utilizes resources to scale, allowing for the phasing in full enrollment of the school and ensuring the advancement of the MSE's mission and goals.

Please see revised **Appendix E** for the operating budget.

5. Financial Audit

Section 5 - Describe the method for conducting annual audits of the financial, administrative and program operations of the school.
Immediately after the end of the fiscal year (June 30), charter schools must furnish to the local board of education, the special joint oversight committee on education, the Commissioner of Education and the Comptroller of the Treasury an annual audit prepared by certified public accountants or by the department of audit. Describe the methods the school will use to complete this audit and to conduct reviews of the school's administrative and program operations.

The sponsoring entity, the Read Foundation, will cause an annual audit to be made of the accounts and records, including internal school activity and cafeteria funds, of their school. Such audits will be prepared by certified public accountants. The Board of Directors of the Read Foundation will select a certified public accountant from a list of firms that have experience in performing annual audits for public schools in Tennessee.

Appendix F presents a sample Audit proposal. An official agreement will be signed to review the financial paper works, books, and records as soon as our charter school proposal is approved. Auditing firm representative or contact person will meet with the president of board, the principal of school and/or the Read Foundation business representative. This meeting will settle down the tasks between the Read Foundation and auditing firm. The auditor will provide the board with an overview of how the audit will occur and the timetable for its completion. Therefore, everybody involved in this process will know the auditors tasks, needs, and expectations. This will also eliminate the miscommunication and interruption of a healthy audit.

When the audit is completed, the auditor will present two copies of the audit reports to the Read Foundation board. The audit results will be discussed in the board meetings together with auditor. Findings of the auditor will be authorized and submitted to the Memphis City Schools, the Special Joint Oversight Committee on Education, the Commissioner of Education and the Comptroller of the Treasury. The Read Foundation will maintain its accounts in accordance with accounting principles and requirements detailed by the Comptroller of the Treasury. The Read Foundation will publish an annual financial report that encompasses all funds including the statements from its annual audit process.

A three-party contract will be obtained between the MCS, the Independent Auditor and the State of Tennessee Comptroller's office stipulating the responsibilities of each party.

6. Start-up Timetable

Section 6 - Provide a timetable for commencing operations as a public charter school which shall provide for a minimum number of academic instruction days, which shall not be fewer than those required by statute.

Describe the school's start-up timeline, from charter approval to the first day of operation. Summarize the school's daily and annual calendar, indicating the number of academic instruction days.

Start-Up Timetable

The following timeline outlines Memphis School of Excellence's start-up period from charter approval to the first day of operation. The days are approximate and placed in the chronological order.

ACTIVITY	TIMELINE		
Approval of charter by the Board of Education of the Memphis City Schools	Mid Dec. 2009		
Locating a suitable school facility and bringing it to closure for rental	12/15/2009	–	2/15/2010
School Board forms a hiring/firing committee	12/15/2009		
Hire of principal by board human resources committee	3/15/2010	–	4/15/2010
Hire of key officers by principal and board human resources committee	12/15/2009	–	1/29/2010
Web site set up	12/15/2009	–	1/12/2010
School Board approves start up budget	12/15/2009		
Professional insurance package purchase	12/15/2009	–	1/5/2010
Opening bank account for the school	12/15/2009	–	1/5/2010
Opening account with the BlueCross BlueShield of Tennessee	12/15/2009	–	1/15/2010
Opening account with the Tennessee Consolidated Retirement System	12/15/2009	–	1/15/2010
Opening account with the Tennessee Department of Labor & Workforce Development	12/15/2009	–	1/15/2010
Opening EFTPS account with IRS	12/15/2009	–	1/5/2010
Asset register set up	12/15/2009	–	8/9/2010
Depository contract agreement with Memphis City Schools	12/15/2009	–	2/15/2010

Hire of bookkeeping firm	12/15/2009	–	1/15/2010
Line of credit application	12/15/2009	–	1/29/2010
Office furniture and computer/technology supplies order for the admissions office	12/15/2009	–	1/15/2010
Administrative forms	1/4/2010	–	1/8/2010
Applying for public charter (PCS) school start up grant	1/4/2010	–	1/11/2010
Maintenance supplies account established	1/4/2010	–	1/29/2010
Office supplies account established	1/4/2010	–	1/29/2010
Photocopier lease	1/4/2010	–	1/29/2010
School Board adopts updated accounting policies and procedures manual	1/4/2010		
School Board approves Year 1 budget	1/4/2010		
Addresses obtained from Memphis City Schools	1/11/2010	–	2/15/2010
Background check of staff members	1/11/2010	–	8/2/2010
Development of architectural plans for the school facility	1/15/2010	–	3/1/2010
Asbestos management plan obtained	1/25/2010	–	2/15/2010
Classroom and office furniture order	2/1/2010	–	3/1/2010
Computers and technology supplies order	2/1/2010	–	4/5/2010
Design, print, and distribution of school brochures for student recruitment	2/1/2010	–	3/15/2010
Student recruitment	2/1/2010	–	8/2/2010
Textbook designation and order	2/1/2010	–	3/1/2010
Student uniforms ordered	2/8/2010	–	3/8/2010
Hire of secretaries	2/15/2010	–	3/8/2010
Hire of teachers and other ancillary staff	2/15/2010	–	6/14/2010
Renovation of school facility	2/15/2010	–	7/5/2010
School Board adopts special programs handbooks (special ed, LEP, gifted talented)	2/12/2010		
School Board approves school calendar	2/12/2010		
School Board adopts health and safety policy	2/12/2010		
Utilities set up (water, electric, gas, internet)	2/15/2010	–	2/19/2010
Enrollment filing system established	3/1/2010	–	3/30/2010

Hire of facility cleaning and maintenance services	3/1/2010	–	3/31/2010
Students database set up	3/1/2010	–	3/22/2010
School Board adopts attendance policy	3/12/2010		
School Board adopts student and faculty handbooks	3/12/2010		
School Board adopts curriculum	3/12/2010		
Open houses in school facility, community centers, churches for student recruitment	3/15/2010	–	7/16/2010
Classroom supplies ordered	5/3/2010	–	5/28/2010
Students documents requested from previous schools	6/1/2010	–	7/19/2010
Security related installations (alarm, cameras, secure door opener)	6/7/2010	–	7/5/2010
Extracurricular activities established	6/7/2010	–	7/16/2010
Back up files on server established	7/5/2010	–	7/26/2010
Development of staff duty roster	7/5/2010	–	7/9/2010
Fire drill procedures posted in classrooms, hallways, cafeteria, offices, and gym	7/5/2010	–	7/23/2010
Identification of special education and LEP students before school starts	7/5/2010	–	8/2/2010
Immunization records checked before school starts	7/5/2010	–	8/2/2010
Fire alarm installation		by	7/5/2010
Certificate of occupancy obtained and posted in school's lobby		by	7/12/2010
IT network set up tied to the main server	7/5/2010	–	7/23/2010
Required posters (FERPA, gun free, work place posters, etc.) obtained and posted	7/5/2010	–	7/23/2010
Master key system at the school facility	7/12/2010	–	7/16/2010
Applying for federal IDEA(B) and Title grants	7/19/2010	–	8/9/2010
Free/Reduced lunch and federal program forms mailed to parents	7/19/2010	–	7/23/2010
Staff development for teachers and other ancillary staff	8/2/2010	–	8/6/2010
Orientation day for students and parents	8/4/2010		
First day of school	8/9/2010		

Daily School Schedule

The following is a sample daily schedule of Memphis School of Excellence. This daily schedule may be adjusted for special population students to better serve their needs.

As seen from the table below the instruction time for each learning period is 45 minutes and there are 7 learning periods each day. Daily program is designed such a way that it provides students opportunities to engage in extracurricular activities in the afternoon.

Grades 6 through 8:

TIME	PROGRAM
07:15	*Earliest time students can be dropped off*
07:30 – 08:00	*Breakfast; students wait in the cafeteria*
08:10 – 08:25	**Homeroom, Reading**
08:30 – 09:15	**Reading, English Language Arts**
09:15 – 09:20	*Break*
09:20 – 10:05	**Mathematics**
10:05 – 10:10	*Break*
10:10 – 10:55	**Mathematics**
10:55 – 11:30	*Lunch*
11:30 – 11:35	*Break*
11:35 – 12:20	**Science**
12:20 – 12:25	*Break*
12:25 – 01:10	**Social Studies**
01:10 – 01:15	*Break*
01:15 – 02:00	**Computer, Character Education, and Languages (alternating days)**
02:00 – 02:05	*Break*
02:05 – 02:50	**Physical Education, Art, Music, and Electives (alternating days)**
02:50 – 03:10	*Time slot to pick up students who do not stay for Beyond the Bell Program*
02:50 – 03:00	*Break*
03:00 – 03:50	**Extracurricular activities**, 1st Period
03:50 – 04:00	*Break/ Time slot to pick up students who do not stay for extracurricular activities, 2nd Period*
04:00 – 04:50	**Extracurricular activities**, 2nd Period
04:50 – 05:00	*Latest time slot to pick up students*

Grades 9 through 12:

TIME	PROGRAM*
07:15	*Earliest time students come to campus*
07:30 – 08:00	*Breakfast*

08:10 – 08:25	**Homeroom, Career Guidance**
08:30 – 09:15	**English**
09:15 – 09:20	*Break*
09:20 – 10:05	**Mathematics**
10:05 – 10:10	*Break*
10:10 – 10:55	**Science**
10:55 – 11:00	*Break*
11:00 – 11:45	**Social Studies**
11:45 – 12:20	*Lunch*
12:20 – 12:25	*Break*
12:25 – 01:10	**Computer Technology**
01:10 – 01:15	*Break*
01:15 – 02:00	**Physical Education, Health, and Other Electives**
02:00 – 02:05	*Break*
02:05 – 02:50	**Foreign Languages, Fine Arts, and Other Electives**
02:50 – 03:00	*Break*
03:00 – 03:50	**AP Seminar, SAT Preparation Courses, and College Guiding**
03:50 – 04:00	*Break/ Time slot to pick up students who do not stay for extracurricular activities*
04:00 – 04:50	**Extracurricular activities**
04:50 – 05:00	*Latest time slot to pick up students*

* All courses presented in this table may be substituted with Pre-AP or AP offerings of the same courses where available.

Annual Academic Calendar

The minimum number of annual academic instruction days at Memphis School of Excellence (MSE) will be 180. We understand that MSE students will come from Memphis City Schools and parents may have children attending both MSE and Memphis City Schools. Therefore we take the annual calendar of Memphis City Schools as the basis for our calendar. Changes that may be made on Memphis City Schools' calendar throughout the year will be reflected on our calendar to best serve our community.

MSE's grading period is 6 weeks. At the end of each grading period parents are mailed report cards. MSE will also mail progress reports in the middle of each 6 week reporting period to provide parents upper hand with their children's progress.

The school will offer summer school as remedial services. Summer school will be available to those students who failed in any of the four core courses (reading/English language arts, mathematics, science, social studies).

The tables below are the school's 2009-2010 proposed calendars and grading periods.

MEMPHIS SCHOOL OF EXCELLENCE 2010-2011 School Calendar				
FIRST SEMESTER (88 days)				
Date(s)	**Day(s)**	**Event**	**Students Out**	**Teachers Out**
August 2-3	Monday-Tuesday	Teacher In-service		
August 4	Wednesday	Student Orientation		
August 5-6	Thursday-Friday	Teacher In-service and Administrative Day		
August 9	Monday	First Day of Classes (All regular classes and special education services)		
September 6	Monday	Labor Day	1 day	1 day
October 8	Friday	Fall Break	1 day	1 day
October 12	Monday	In-Service (12pm-3pm) and Parent - Teacher Conferences (4pm-7pm)	1 day	
November 24-26	Wednesday-Friday	Thanksgiving Break	3 days	3 days
December 14-16	Tuesday-Thursday	Exams for First Semester		
December 16	Thursday	Last Day of First Semester		
December 17	Friday	Administrative Day	1 day	
December 20-24	Monday-Friday	Winter Break	10 days	10 days
Dec 27-31	Monday-Friday			
SECOND SEMESTER (92 days)				
January 3	Monday	First Day of Second Semester (Classes resume)		
January 17	Monday	Dr. Martin Luther King, Jr. Holiday	1 day	1 day
February 1	Tuesday	TCAP Writing Assessment		
February 14	Monday	In-Service (8am-11am) and Parent-Teacher Conferences (12pm-3pm)	1 day	
March 14-18	Monday-Friday	Spring Break I	5 days	5 days
April 8	Friday	Spring Break II	1 day	1 day
April 18-22	Monday-Friday	TCAP Achievement Tests		
May 3-5	Tuesday-Thursday	Gateway Testing		
May 12-13	Thursday-Friday	Senior Exams (when school grows into 12th grade)		

May 18-20	Wednesday-Friday	Exams for Second Semester		
May 20	Friday	Last Day of Classes		
May 23-24	Monday-Tuesday	Designated Inclement Weather Make-up Days (if needed)		
May 25	Wednesday	Administrative Day		
May 26	Thursday	In-Service Day		
May 30	Monday	Memorial Day		1 day
May 31 - June 21	Tuesday-Tuesday	Summer School		15 days

MEMPHIS SCHOOL OF EXCELLENCE Report Card Periods, Progress Report Notification and Exam Dates						
Report Card Period Quarter	**Begins**	**Progress Report Issued**	**Exams**	**Ends**	**Report Card Issued**	**Days in Period Quarter**
First Semester						
1st	8/9/2010	9/1 and 9/22/2010	10/6 & 7	10/7/2010	10/20/2010	43
2nd	10/12/2010	11/10 and 12/1/2010	12/14, 15 & 16	12/16/2010	1/12/2011	45
					1st Semester Subtotal	88
Second Semester						
3th	1/3/2011	1/26 and 2/23/2011	3/9 & 10	3/10/2011	3/16/2011	47
4th	3/11/2011	4/20 and 5/4/2011	5/18, 19 & 20	5/20/2011	Mailed	45
					2nd Semester Subtotal	92
					Total	180
Summer School						
Summer	5/31/2011	6/10/2011		6/21/2011	6/24/2011	15

Year at a Glance

The following tables give an overview of the school's 2010-2011 calendar.

Student Holidays (2010 - 2011)	
September 6	Labor Day
October 6	Fall Break
October 11	Parent-Teacher Conferences

November 24-26	Thanksgiving Break
December 20-31	Winter Break
January 17	Dr. Martin Luther King Jr. Holiday
February 14	Parent-Teacher Conferences
March 14-18	Spring Break I
April 8	Spring Break II

Administrative / In-Service Days (2010 - 2011)	
August 2-3	In-Service Day
August 4	Administrative Day/Student Orientation
August 5	In-Service Day
August 8	In-Service Day/Administrative Day
October 11	½ day In-Service (Noon-3 p.m.)
	Parent-Teacher Conferences (4-7 p.m.)
December 17	Administrative Day
February 14	½ day In-Service (8-11 a.m.)
	Parent-Teacher Conferences (Noon-3 p.m.)
May 25	Administrative Day
May 26	In-Service Day

Academic Schedule (2010 - 2011)	
August 9	First Day of Classes
October 11	Parent-Teacher Conferences (4-7 p.m.)
November 30 - December 2	Gateway Math Exam
December 7	History (End of Course Test)
December 8	English (End of Course Test)
December 14-16	First Semester Exams
December 16	Last Day of First Semester
January 3	First Day of Second Semester
February 1	TCAP Writing Assessment
February 14	Parent-Teacher Conferences (Noon-3 p.m.)
April 19-23	TCAP Achievement Tests
May 3-5	Gateway Testing
May 3	Gateway Math Exam
May 4	Gateway Language Arts Exam
May 5	Gateway Science Exam
May 5-16	AP Exams
May 10	History (End of Course Test)
May 11	English (End of Course Test)
May 12-13	Senior Exams

May 20	Last Day of Classes
May 23-24	Designated Make-up Days (if needed)
July 12	Summer Math Gateway Exams
July 13	Summer Language Arts Gateway Exams
July 14	Summer Science Gateway Exams

Twenty-Day Attendance Periods (2010 - 2011)		
20 Day Period	**Begins**	**Ends**
1st	8/9/2010	9/3/2010
2nd	9/7/2010	10/4/2010
3rd	10/5/2010	11/3/2010
4th	11/4/2010	12/6/2010
5th	12/7/2010	1/19/2011
6th	1/20/2011	2/17/2011
7th	2/18/2011	3/17/2011
8th	3/18/2011	4/22/2011
9th	4/25/2011	5/20/2011

7. Rules, Guidelines, and Governance

Section 7 – Explain the proposed rules and policies for governance and operation of the school. *Describe the key rules and policies that will provide for the governance and operation of the school, including the composition of the governing board, the terms of its members, its officers, and its committees. Explain the decision-making processes the board will use to develop school policies. Detail how the board will exercise financial oversight of the charter school.*

The sponsoring entity, Read Foundation (RF), is a non-profit corporation that was established according to Federal and Tennessee non-profit corporation laws. The board of directors of the RF is dedicated to quality education and promotes science, mathematics, and engineering, and technology in school environments. The primary purpose of the foundation is to organize and operate exclusively for charitable, educational, scientific and literary purposes. No part of its net earnings shall inure to the benefit of any private shareholder or individual, no substantial part of its activities shall conduct propaganda or otherwise attempting to influence legislation, and it shall not participate in or intervene in (including the publishing or distributing of statements), any political campaign on behalf of or in opposition to any candidate for public office.

The Read Foundation board will provide the general governance function, which encompasses legal responsibilities, general oversight, planning, and fiduciary obligations. The board members of RF will carry out their statutory responsibilities associated with establishing and monitoring the charter school in an efficient and ethical manner and in compliance with local and all other applicable state and federal laws and regulations.

Members of the Read Foundation understand that the ultimate responsibility lies within its governing body and the Board members of the RF are accountable to the Tennessee Department of Education and Memphis City Schools (see figure 7.1). The RF will ensure that the proposed school is operated according to this charter. The RF may not delegate the following duties:

a. final authority to approve, adopt and/or amend the budget of the charter school,
b. final authority to approve direct disposition or safekeeping of public records; and
c. final authority to approve audit reports.

Number of directors may never be less than five (5). The number of the directors may be increased or decreased as needed by amendments. The proposed school's principal shall sit in the board meetings as a non-voting member to inform them of daily operations. The board of directors

protects the public interest and upholds the public's trust by applying the highest standards of service in governing the school according to its by-laws, and relevant state and federal statutes. It is the duty of the board to make plans, establish policies, and assess the performance of the school as a whole.

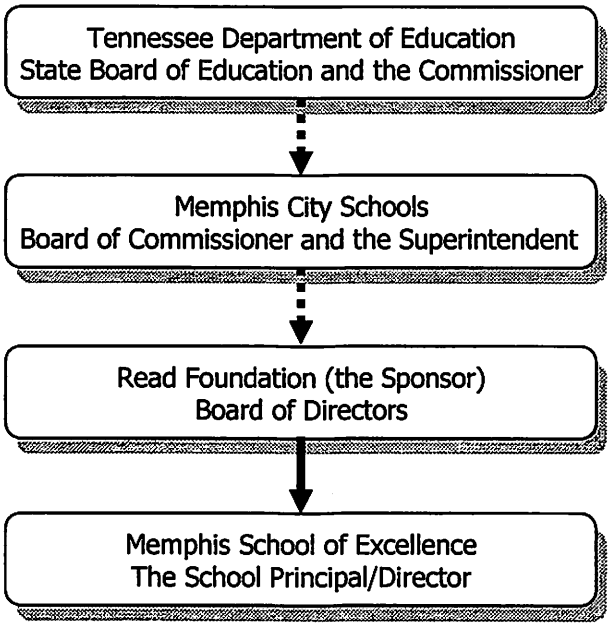


Figure 7.1. RF Organizational Structure as oppose to the MCS, the State and the proposed school.

The board members' main goal is to ensure that all necessary resources are available to accomplish the mission and goals of the organization. Thus, the board will delegate to the appointed principal authority and decision making responsibility for day-to-day operations of the school, including but not limited to: hiring and firing school staff, designing the school's curriculum, and creating the school's annual budget (subject to board approval). The board members' responsibilities include but are not limited to:

- Affirm the mission, goals and objectives,
- Attend regular and special board meetings,
- Provide leadership to board sub-committees,
- Help preparing the budget along with the principal and business manager
- Commit time to developing financial resources for the charter school,
- Evaluate the performance of the principal,
- Establish and maintain all policies governing the operation of the charter school,;
- Ensure that the school adheres to the mission and goals outlined in the charter,

- Hold the principal accountable for the academic success and fiscal responsibility of the school;
- Provide support to the school for additional fund-raising, marketing and other services as needs arise,
- Hear and render decisions on issues brought to the board's attention,
- Participate in disputes that are brought to the board's attention as they relate to the school's discipline policy, especially disputes arising in the areas of expulsion and long-term suspension,
- Handle complaints submitted to the board in a timely manner per the complaints process detailed in the charter application.
- Responsibly review and act upon sub-committee recommendations,
- Assist in identifying resources and attract resourceful people, and
- Advocate on behalf of the school by working to establish partnerships with community organizations, institutions of higher learning, nonprofit foundations and corporate entities that support education through noncommercial relationships.

Board members will play an active role in the activities of the sub-committees listed below:

1. Academic Policy: Reviews curriculum to ensure compliance with the mission of the school; recommends policy changes to the RF board where appropriate; and participates in the development of program development and evaluation.

2. Personnel: Reviews and recommends job descriptions to the RF board; reviews principal's recommendations for hiring and firing employees and makes recommendations to the RF board; and provides advice on personnel matters to the RF board and the principal.

4. Finance: Drafts annual operating and capital budgets for approval by the RF board (sponsoring entity); reviews monthly actual revenues and expenditures of the operating, capital, and enterprise activities and presents the same to the RF board; and provides advice on financial matters to the RF board and the principal.

5. Facilities and Equipment: Determines space and equipment needs and costs associated therewith; develops plans for any necessary renovations to site; monitors ongoing compliance with regulations; and oversees maintenance of building and equipment.

Memphis School of Excellence will provide an atmosphere of caring and respect for its students and staff. The fundamentals of a productive relationship between the teachers and the administration will be laid out during the hiring process by effectively communicating the goals and objectives of the school to the teachers. The RF Board will be responsible for making sure that both the administration and the faculty are aware of being part of the same team and the only way to become successful is if everyone does his or her job with integrity and efficacy.

Members of the RF board recognize the fact that parental involvement is a key element in overall student success. The parents will always be encouraged to participate in any part of the school

activities and board meetings. A parent will be nominated and elected to be a member of the RF board within six months of the beginning of school operation.

Roles and Responsibilities: The officers of the RF shall be a president, a vice president, a secretary, and a treasurer. The board members may create additional officer positions, define the authority and duties of each such position, and elect or appoint persons to fill the positions. Any two or more offices may be held by the same person, except the offices of president and secretary. The officers of the RF and their roles and responsibilities of each of these positions are detailed below:

President: The president shall be the chief executive officer of the foundation and is to ensure that the mission of the school is being fulfilled at all times. The president shall supervise and control all of the business affairs of the foundation. The president shall preside at all meetings of the members and of the RF. The president may execute any deeds, mortgages, bonds, contracts, or other instruments that the RF board members have been authorized to be executed. However, the president may not execute instruments on behalf of the school if this power is expressly delegated to another officer or agent of the school by the RF board members, the bylaws, or statute. The president shall perform other duties prescribed by the RF board members and all duties incident to the office of president.

Vice President: The role of vice president is to serve as chief executive officer if the president is absent or unable to act, or refuses to act, a vice president shall perform the duties of the president. When a vice president acts in place of the president, the vice president shall have all the powers of and be subject to all the restrictions upon the president. If there is more than one vice president, the vice presidents shall act in place of the president in the order of the votes received when elected. A vice president shall perform other duties as assigned by the president or Board of directors.

Secretary: The role of the Secretary is to administrate documentation and communication of RF board activities. The Secretary shall:

- Give all notices as provided in the bylaws or as required by law;
- Take minutes of board meetings and keep the minutes as part of the corporate records.;
- Maintain custody of the corporate records and of the seal;
- Prepare any correspondence the Board deems necessary;
- Maintain a calendar of all scheduled board meetings; and
- Perform duties as assigned by the president.

Treasurer: The role of the Treasurer is to oversee the financial processes of the foundation and the proposed school to ensure that: 1) the corporation is fiscally stable; and 2) all transactions are documented in accordance with GAAP principles. The treasurer shall:

- Have charge and custody of and be responsible for all funds and securities of the foundation;
- Oversee the implementation and management of the foundation's budget;
- Maintain the financial books and record of the foundation;
- Prepare financial reports;
- Perform other duties as assigned by the president;
- Review the school's annual budget periodically;
- Oversee the preparation of monthly accounting statements.

Management: The RF board shall be notified of progress in the areas of academics, financial and parental involvement via monthly meetings by the school administrators. All information provided by the school administrators will be verified by random, spot checks by a designated member of the board. Academic reports must take the form of results from the most recent state, city or teacher-generated tests and must benchmark these results to the school's prior results.

Notices: All meeting (Annual, Regular, and Special Meetings) notices must be in writing. The written notices must be posted and must be readily accessible by the general public at all times for at least 72 hours before the scheduled time of the meeting. The written notice shall include agenda items, day, time, and the location of the meeting. The written notice shall use plain, concise English.

Election of Officers: The officers of the RF board shall be elected annually by the RF board members at the regular annual meeting. If the election of officers is not held at this meeting, the election shall be held as soon thereafter as is conveniently possible. Each officer shall hold office until a successor is duly selected and qualified. An officer may be elected to succeed him or herself in the same office.

Removal of Officers: Any officer elected or appointed by the RF board members may be removed by the RF board members with a simple majority with or without good cause. The removal of an officer shall be without prejudice to the contract rights, if any, of the officer.

Election of RF Board Member: A person who meets the qualification requirements to be a RF Board member and who has been duly nominated by RF board members may be elected as RF

board member. RF board members shall be elected by the vote of a majority of the directors. Each member shall hold office until a successor is qualified and elected. A RF board member may not be elected to succeed himself or herself as director.

Removal of RF Board Member: Board of directors of the RF may vote to remove a board member at any time, only for good cause. Good cause for removal of a director shall include the unexcused failure to attend three consecutive meetings of the RF board. A meeting to consider the removal of a member may be called and notified following the procedures provided in the bylaws. The notice of the meeting shall state the issue of possible removal of the member will be on the agenda and the notice shall state the possible cause for removal. The member shall have the right to be represented by an attorney at and before the meeting. At the meeting, the RF shall consider possible arrangements for resolving the problems that are the mutual interest of the school and RF. A member may be removed by the affirmative vote of fifty-one (51) percent of the RF board members.

Vacancies: Any vacancy occurring in the RF board, and any members' position to be filled due to an increase in the number of directors, shall be filled by the RF board members. A vacancy is filled by the affirmative vote of a majority of the remaining members, even if it is less than a quorum of the RF board of directors, or if it is a sole remaining member. A new member elected to fill a vacancy shall be elected for the unexpired term of the predecessor in office.

Terms: The officers of the RF board shall be elected annually by the RF at the regular annual meeting of board of directors. If the election of officers is not held at this meeting, the election shall be held as soon thereafter as is conveniently possible. Each officer shall hold office until a successor is duly selected and qualified. An officer may be elected to succeed himself or herself in the same office.

Code of Ethics: It is important that each board member recognize that he or she is a public official charged with an important responsibility. In view of the fact that each and every board member is elected to his or her position and pledges to properly serve the citizens of the given community, each member has a profound responsibility to the voters who have elected him or her. Following this, representation should at all times serve the best interests of the students in the school as a whole rather than the interests of other entities. Members of this unique board are volunteers and no board member is paid for the services he or she provides. To this end, the board members, officers, and employees of the Read Foundation and Memphis School of Excellence will declare

their acceptance of the standards of practice set forth herein, and their solemn intent to honor them to the limits of their ability as outlined in the following Code of Ethics:

1. The board members and the school administrators shall not engage in any "self-dealing transactions". "Self-dealing transaction" means a transaction to which the school is a party and in which one or more of the directors has a material financial interest.
2. Every board member has the right to participate in the discussion and vote on all issues before the board or any board committee, except that any director shall be excused from the discussion and vote on any matter involving such director relating to;
   (a) A conflict of interest,
   (b) Indemnification of that director uniquely; or
   (c) Any other matter at the discretion of a majority of the board members.
3. No directors or officer of the RF or key employees of the school shall have any contract interest or other business transaction with the proposed school.
4. Directors representing any not-for-profit corporation shall not engage in any business transaction with the proposed school.
5. No director, officer, or employee of a for-profit corporation having a business relationship with the charter school shall serve as voting member of the board of directors for the duration of such business relationship.
6. In no instance shall a director, officer, or employee of a for-profit educational management organization having a business relationship with the charter school serve as a voting member of the board of directors for the duration of such business relationship.
7. Directors shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the board.
8. Directors shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.
9. Directors shall not use his or her position with the school to acquire any gift or privilege worth $20 or more that is not available to a similarly situated person, unless that gift is for the use of the charter school.
10. Directors, officers, or employees may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.

If the member of the board or a committee has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose. If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the board of directors or committee determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action. The minutes of the board of directors and all committees with board-delegated powers shall contain:

- *Names of Persons with Financial Interest:* The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine

whether a conflict of interest was present, and the board of directors' or committee's decision as to whether a conflict of interest in fact existed.

- *Names of Persons Present*: The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith.

Each board member, the principal, officers and sub-committee members with board-delegated powers shall annually sign a statement which affirms that such person;

- Understands that the foundation is a charitable organization and that, in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

To ensure that the foundation operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, the foundation may conduct periodic reviews.

Board Member Training: In order to establish a strong board, orientation and training is necessary for board members to understand the school laws, accountability and compliance requirements, and their overall responsibilities. Upon approval of the charter proposal, the Board president and the secretary will organize an orientation program along with the campus principals. The goals of the Board orientation will be to:

- Discuss the mission, vision, and goals of the proposed school ;
- Communicate the mission, goals, and values of the proposed school;
- Define the roles and responsibilities of the Board;
- Provide an overview of the proposed school's educational program; and
- Discuss the bylaws of the Board.

In addition to initial board orientation, board members along with outside professional consultants and legal advisors will be responsible for developing and implementing an effective training for all board members. Board members will receive ten (10) hours of training during his or her first year of service. The Board members training will include six major topics. These topics are: School law, public records, open meetings, school finance, health and safety, and public accountability. The subsequent years, the board training will be three (3) hours for returning members. Board trainings will be on-going and will address issues pertinent to non-profit governance, school management, and administration. The board training will address the following topics;

a) School law
b) Public Records
c) Open Meetings
d) School Finance
e) Health and Safety

f) Public Accountability.

To complete this ten hour training, Board members will participate in workshops, seminars, and conferences at local and national levels. Additionally professional consultants, lawyers, educators who have extensive knowledge and expertise in those six areas listed above will be hired to provide board training workshops. There will be on-going opportunities for additional training and professional development for the board including, but not limited to visits to other top performing public and private schools in the area.

Financial Oversight: The principal is required to submit a Budget Status Report (or Board Report) periodically to the RF board. The RF board will review these reports in its regular meetings. The principal and/or the business manager will provide any further explanation or clarification sought by the board members. These monthly reports will enable the board to closely monitor the financial status of each school. In addition, periodic internal audits will be conducted by the financial sub-committee to identify any financial corrections that may be required. The following section briefly explains the internal audit process.

Internal Audit and Scope: Internal Audit is an independent appraisal function established to examine and evaluate the School's activities as a service to the Board and the principal. When needed, the RF board will hire a consultant to perform an internal audit for its programs and operations. The following areas have been identified for audit coverage:

Account Payable	Maintenance & Operations
Account Receivable	Personnel & Payroll
Attendance	Travel Expenses
Cash	Purchasing & Warehouse Operations
Budget Formation	State/Federal Grants
Capital Projects	Food Service
Data Processing	Assets & Liabilities
Financial Reporting	Energy/Utilities
Curriculum and Instruction	After School Programs
Technology Integration	Facility and Acquisitions

Additional key rules and policies for school operation may be found in Appendix O.

8. Board Members' Data

Section 8 - Provide the names and addresses of the members of the governing body.

Summarize each board member's relevant experience and qualifications and attach their resumes. Provide contact information, and designate board officers by position. Briefly explain how these members will help contribute to your school's mission.

The overarching goal of MSE school board is to develop, support, and sustain a high performing charter school. To deliver excellent and equitable educational services to all our students at MSE, the school board will focus on the outcome; student success. The role of the current board will be to communicate the vision and mission of the proposed school to those who are unaware in the community; board members should act as public relations agents for the school. As a result, the board will add value to the school by promoting and creating its positive image.

As Memphis School of Excellence grows and ultimately reaches full capacity, members of the board may inevitably be evolved. Eventually, community members who share in this mission and vision may be asked to be a member of the school board. The board will ideally be consisting of community members and interested parties that represent a variety of stakeholders, backgrounds, and professions.

In order to establish an effective school board and to sustain it over long period of time to help contribute our school mission, board of directors must receive and participate in board trainings and orientations. During these trainings, new board members will learn how to contribute school vision and mission when adapting new policies and programs that will best produce educational achievement.

Board of directors of the Read Foundation will be the governing body of the Memphis School of Excellence. The members of the RF are made up of dedicated educators and distinguished community members. The RF members possess expertise in education, finance, management, and non-profit governance. In addition, the RF members have a great deal of experience in school administration, medicine, science, mathematics, and computer education at a national as well as at an international level. Members of this unique board are volunteers and no member is paid for the services he or she provides. In addition, Memphis School of Excellence is supported by various community members and business people in the City of Memphis. The RF members are inspired

by the opportunity that will be given to them to prepare students for a future that will ask much of them.

Individually and collectively, each member of the RF has outstanding experience and qualifications that are necessary to govern a successful charter school. Mr. Cem Akkus is an educator and consultant to a charter school and helped to create after school programs for underprivileged students. Mr. Foster is a community activist who helped to establish a non-profit organization to help drop-out students and promote academic excellence among 4 to 14 years old youth. Mr. Celikok is a manager and involved in the activities and management of a well known corporation (FedEx) in Memphis. Mr. Celikok is also expert in finance and economics and teaches at Fogelman College of Business and Economics. Ms. Aktas-Kocak has been working as administrator at a teaching and research hospital. Dr. Connolly is a professor of anthropology at University of Memphis and director of the C.H. Nash Museum at Chucalissa. Dr. Connolly organized and conducted many educational and cultural programs for students and adults. Mr. Kuscu is a computer specialist who helped hundreds of students during after school programs. The detailed resumes and contact information of the RF board members are given in **Appendix G.**

Below are the names and short biographies of our board members, as well as their experience in relevant areas such as secondary and/or postsecondary education, administration and management in areas of business, finance, management, and nonprofit governance.

Board Member #1:

Position	: President
Name	: Cem Akkus
Address	: University of Memphis, 001 Johnson Hall, Memphis, TN 38152
Phone	: 646-387-9885
Email	: cakkus@memphis.edu

Mr. Cem Akkus: Mr. Akkus received his both bachelor and master degrees in the area of Geomatics. Following his undergraduate graduation, he worked for EMI Mapping and Computing Inc. as a CAD/GIS specialist for three years while he was earning his MS degree. Upon receiving a scholarship from Ein Blick in Die Zukunft e.V, he moved to Germany in 2005. After completing his studies in Germany, he received an offer from Infoserve Technologies Inc. as a Control Engineer in Glendale, and moved to NY in 2006. Following this corporate experience, he was accepted to a Ph.D. program with full-time teaching position at the University of Memphis. Mr. Akkus has a special interest in GIS (Geographical Information Systems) and RS (Remote Sensing). He is currently teaching Landforms and GIS labs at University of Memphis. In addition, he is involved in several projects such as USA Early history and DRA (Delta Regional Authorities)

medical issues. As an educator, Mr. Akkus organized and took part in multifarious educational and cultural activities whenever possible in Germany, New York and Memphis. Mr. Akkus has a great deal of passion for children. He organized after school and tutorials programs for underprivileged children who are academically deficient, neglected.

Board Member #2:

Position	: V. President
Name	: Mutlu Celikok
Address	: 901 Wildbird Cove Collierville, TN 38017
Phone	: 901-854-7886
Email	: mcelikok@gmail.com

Mr. Mutlu Celikok, Vice President: Mr. Celikok has been a Memphis resident and currently works at FedEx, as Marketing Manager in Digital Access Marketing department. He also serves as Adjunct Instructor at the University of Memphis, Fogelman College of Business and Economics. He received his M.B.A. degree from University of Georgia, and B.Sc. in Industrial Engineering. He has experience in a wide array of academic and professional assignments including seven years experience in management role, utilizing advanced technology and contemporary management techniques to resolve challenging issues.

Board Member #3:

Position	: Treasurer
Name	: Ozgenc Aktas-Kocak
Address	: 198 Island Bluff Drive Memphis, TN 38103
Phone	: 901-528-9299
Email	: ozgenc13@msu.edu

Mrs. Ozgenc Aktas-Kocak, Vice President: Mrs. Kocak received her Masters degree from Michigan State University, East Lansing, MI in the field of Student Affairs Administration. In addition to her graduate work at MSU, Mrs. Kocak volunteered in the office of International Students and Scholars at MSU. During her master's program and being an academic advisor for many undergraduate students, she gained invaluable experience as thru practicum. Upon her graduation, she was also offered an academic advisor position at MSU and continues to gain invaluable experience in that position. In 2002, both her husband and her moved to Memphis and began working at St. Jude Children's Research Hospital. She believes she has a great deal of experience regarding the academic affairs and programs of a high performing organization. This experience provides her opportunity to serve at the Memphis School of Excellence.

Board Member #4:

Position	: Secretary
Name	: Emin Kuscu
Address	: 4912 Park Ave Memphis TN, 38117
Phone	: 615-243 9235
Email	: ekuscu@utmem.edu

Mr. Emin Kuscu, Secretary: Currently, has been working at the University of Tennessee Health Science as a Sr. computer programmer. He has a M.S. degree at Tennessee State University. In his career, Mr. Kuscu taught mathematics, science, and computer related courses at high school and graduate school levels. Because his graduate studies involved in Robotics, Mr. Kuscu helped students to teach robotics during after school and Saturdays. He designed workshop for middle and high school students to program robots. In addition, Mr. Kuscu played an integral role developing a school database for Fulton Science Academy, a successful charter school in Atlanta.

Board member #5:

Position	: Member
Name	: Robert P. Connolly
Address	: 480 S. Greer St., Memphis, TN 38111
Phone	: 901-323-5625
Email	: rpost54@bellsouth.net

Dr. Connolly, a resident of Memphis, currently is an Associate Professor in the Department of Anthropology at the University of Memphis and Director of the C.H. Nash Museum at Chucalissa. His academic training is in Anthropology. He received his B.A. and M.A. from the University of Cincinnati and his PhD from the University of Illinois at Urbana-Champaign. He has experience in a wide range of academic and community advocacy settings. Prior to moving to Memphis he served on the faculty of the University of Louisiana at Monroe and was the Station Archaeologist at the Poverty Point Earthworks. He has given hundreds of presentations on prehistoric and historic American Indian cultures to school and community groups. He has served as a mentor for the Faith and Works Initiative at Millsaps College along with activity in community advocacy groups around housing, education, and medical care. In addition, Dr. Connolly is currently a regular participant in Medical Missions to rural Panama sponsored by the Episcopal Diocese of Mississippi.

Board member #6:

Position	: Member
Name	: Marlon T. Foster
Address	: 590 Jennette Place Memphis, TN 38126

Phone : 901-942-1512
Email : marlonf@bellsouth.net

Marlon T. Foster is the 36 year old Founder and Executive Director of Knowledge Quest, Inc., a community development organization whose mission is "to promote community strength and economic independence through education, work and development of community-based enterprises." Marlon struggled and attained for three years post of obtaining his college degree in a relentless effort to make his vision a reality, establishing the organization in 1998. Knowledge Quest is a vibrant and ever expanding organization whose credibility is proven through the lives of its participants. The organization is most known for its promotion of academic excellence in after school settings among Memphis' youth ages 4-14.

Seven years later, Mr. Foster founded Christ Quest Community Church, a non-denominational Christian church rooted in social justice and evangelism. He is a lifelong resident of Memphis, grew up and presently lives in the community in which Knowledge Quest/Christ Quest is headquartered. In addition, Mr. Foster continues to share his insight on community and faith building with fellow nonprofits, small businesses, churches and higher learning institutions in numerous volunteer and professional capacities.

Marlon Foster holds a Bachelor of Business Arts Degree from LeMoyne-Owen College and a Master of Divinity Degree from Memphis Theological Seminary. Currently he serves the Seminary in an adjunct capacity guiding entry level students in courses surrounding Faith Formation. Private donors and institutional leadership recently established *The Rev. Marlon and Sheila Foster Professor of Pastoral Theology and Homiletics*, of whom Dr. Lee Ramsey currently occupies the Chair, in honor of his humanitarian efforts. He is married to Sheila Foster, a Spanish Teacher and Consultant and they have three children: Marlon II, Alexandria and Victoria.

Board member #7:

Position : Member
Name : TBD (Prospective Parent)
Address : N/A
Phone : N/A
Email : N/A

9. Enrollment and Admission

Section 9 - Describe the anticipated student enrollment and the non-discriminatory admission policies.

Provide the number of students you anticipate to enroll for each of the first five years of the school's operations. Detail any planned outreach and recruitment strategies. Describe how the school will proceed if the number of applications exceeds the number of available spaces. Explain how your recruitment plan and admission policies will comply with state and federal law regarding nondiscrimination.

Memphis School of Excellence will follow all federal and state laws and constitutional provisions prohibiting discriminations on the basis of race, sex, disability, creed, religion, color, nationality, ancestry, or need for special education services.

Recruitment of students shall be the responsibility of MSE. The recruitment process will include public notice through newspaper advertisements, direct mail, community information sessions, and announcements in local newsletters as well as notices on the school's website. Open houses, school tours and presentations are also part of the recruitment activities. During this recruitment process, MSE will provide parents of potential students with accurate information about the programs, services and amenities available at MSE, and will highlight the unique characteristics.

MSE will recruit the students who are eligible to attend the Memphis City Schools. Similar recruitment techniques will be utilized every school year during the recruitment season. Except for the initial year of operation, MSE agrees to complete registration for the upcoming school year and provide the names and addresses of all accepted students to the school no later first day of August. The following timetable will be followed, as amended by MSE administration, for student recruitment and admission process.

Nov-Feb	Recruitment activities
Jan-Feb	Applications from prospective students
Early March	Lottery and Winner's registration
Late March	Waiting List Registration
April-July	Waiting List Registration continues until the capacity is filled.

MSE will start with 250 students and reach its full capacity of approximately 475 students by the beginning of year 5 as given in the following table.

Year	Grade Levels	Total Student Enrollment
Year One	6-9	300
Year Two	6-10	350
Year Three	6-11	400
Year Four	6-12	475
Year Five	6-12	475

MSE will enroll eligible students defined below;

Requirements for students to be able to attend Tennessee charter schools are the priorities in MSE admission policy. T.C.A. 49-13-106 defines eligible public charter school students as:

1. *Students who were previously enrolled in a charter school;*
2. *Students who are assigned to, or were previously enrolled in, a school failing to make adequate yearly progress, as defined by the state's accountability system, giving priority to at-risk students;*
3. *Students who, in the previous school year, failed to test proficient in the subjects of language arts/reading or mathematics in grades three through eight (3-8) on the Tennessee comprehensive assessment program examinations;*
4. *Students who, in the previous school year, failed to test proficient on gateway examinations in language arts/reading or mathematics;*
5. *(i) Students who are eligible for free or reduced-price lunch and who are enrolled in LEAs that have an average daily membership (ADM) of fourteen thousand (14,000) students or more and three (3) or more schools which have missed the same benchmark for adequate yearly progress for two (2) or more consecutive years resulting in such schools being designated as high priority schools.*

   (ii) Notwithstanding the provisions of subdivision (E)(i) to the contrary, any LEA operating in this state may choose by a two-thirds (2/3) majority vote of local board of education to allow students eligible for free and reduced-price lunch to be eligible to attend charter schools.

MSE will conduct an initial student application period of at least thirty (30) days. During the initial student application period, students meeting the requirements of T.C.A. 49-13-106(a)(1)(A)-(D) will be given priority. If MSE eligible applications exceed the planned capacity of the public charter school, all eligible applicants will have an equal chance of being admitted through a random selection process which will be done at an announced location/time in front of the prospective parents/students. Waiting lists will also be generated by a random selection process. If the number of students seeking to be enrolled who meet the requirements of T.C.A. 49-13-106(a)(1)(A)-(D) does not exceed the capacity of program, class, grade level or building, then after the initial student application period, the MSE will enroll students in such program, class, grade, or building who meet the requirements of T.C.A 49-13-106(a)(1)(E).

Due to the Tennessee Public Charter School Act of 2002, Chapter 13, section 113, MSE will give preference to the siblings of a pupil who is already enrolled and to the children of a teacher, sponsor or member of the governing body of the MSE, not to exceed ten percent (10%) of total enrollment or twenty-five (25) students, whichever is less.

A student may withdraw without penalty from MSE at any time and enroll in a local school district or in a school in the system in which the student resides, pursuant to the rules and regulations of that school system. However, MSE will actively recruit and admit students who have at risk characteristics and transfers students who attend the MCS's failing schools throughout the year based on the availability of MSE.

MSE will implement a student recruitment strategy that includes the following strategies to ensure fairness and diversity in the MSE admissions process:

1) An enrollment process that is scheduled and adopted to include a timeline that allows for a broad based recruiting and application process.
2) The informational and promotional materials development that appeals to all of the various racial and ethnic groups
3) The appropriate development of these materials in languages other than English to appeal to limited English proficient populations.

The distribution of these materials reaches variety of community groups and agencies that serve the diverse racial, ethic, and interest groups in the district. So, MSE governing board has come up with the following targeted MSE student population based on the district demographics.

Projected Student Population	
Subgroups	**Percentage**
Asian	~3
Black	~85
Hispanic	~3
White	~9
Economically Disadvantaged	~85
Student with Disabilities	~10

To be eligible for admission, the student must provide 1) proof of residence in the city, and 2) proof of minimum age and completed application form. Application forms will require a student's name; date of birth; grade level; address; names, addresses, and phone numbers of parents/guardians and child's pediatrician; immunization record; names of siblings also applying; and a signature verifying that the information is correct and the parents/guardians are choosing education at MSE for their child. Application forms must be submitted to the school by the annual deadline determined by the governing board.

The following is the proposed MSE enrollment plan for the upcoming five year duration.

Grades	Years				
	2010-11	2011-12	2012-13	2013-14	2014-15
6	100	75	75	75	75
7	100	100	75	75	75
8	75	100	100	75	75
9	25	50	75	100	75
10		25	50	75	75
11			25	50	75
12				25	50
Total	**300**	**350**	**400**	**475**	**475**

10. Student Code of Conduct

Section 10 - Explain the code of behavior and discipline of the proposed public charter school.

Describe the school's proposed policies regarding student behavior and discipline, including the standards of behavior and the school's approach to encouraging positive behavior. Detail how these policies will create an environment for learning.

School environments that are positive, preventive, predictable, relevant & effective (a) are safer, healthier, & more caring; (b) have enhanced learning & teaching outcomes; & (c) can provide continuum of behavior support for all students. The climate of a school is a major factor in establishing and maintaining high standards of behavior and discipline. This will involve a strong sense of community within the school and a high level of co-operation among staff and between staff, students and parents. The school staff needs to be aware of the fact that the values of the home and of the wider community which it serves may differ from the values which the school tries to promote.

Ideally, teachers should be familiar with the relevant factors influencing the families of their students. A high level of co-operation both within the school and between the school and the wider community is best achieved through good relationships.

A positive school climate, built on high expectations and standards of behavior, is essential for a successful learning environment, and for a happy, thriving place in which to learn and work. Memphis School of Excellence's climate is based on the quality of relationships, both the professional relationships between teachers and the ways in which students and teachers treat each other. This positive climate permeates the activities of the school and helps in forming a strong sense of social cohesion within the school. The Board of Management will have a role to play in the maintenance of desirable standards of behavior in a school. It will be supportive of the Principal in the application of a fair code of behavior and discipline within the school. The policy will aim to create a positive school climate where learning and development can take place and to promote the highest possible degree of consensus about standards of behavior among staff, students and parents. A whole school policy will become part of the climate of the school and will be clearly understood by students, parents and the wider school community.

Memphis School of Excellence is committed to maintaining high standards of education for students in the schools. Because MSE believes that order and discipline are essential to being educated effectively, MSE is also committed to creating and maintaining high behavioral standards and expectations. An orderly educational environment requires that everyone in the school community play a role in contributing to an effective environment. It also requires the development and implementation of a code of discipline that clearly defines individual responsibilities and provides for appropriate disciplinary options and responses.

MSE believes that order and discipline must be a shared responsibility between school, home and community. This Code of Conduct was developed in collaboration with student, teacher, administrator and parent organizations, school safety personnel and other Board-approved school personnel. Finally, it is our belief that, to be effective, such a code must:

- identify, recognize and emphasize acceptable behavior;
- identify, recognize and prevent unacceptable behavior;
- promote self-discipline;
- consider the welfare of the individual as well as that of the school community as a whole;
- promote a close working relationship between parents/guardians and the school staff;
- distinguish between minor and serious offenses, as well as between first time and repeated offenses;
- provide disciplinary responses that are appropriate to the misbehavior;
- outline procedures to ensure that it is administered in a way that is fair, firm, reasonable, and consistent;
- encourage a high regard for every person's right to reasonable hearing procedures and due process when accused of misconduct; and
- comply with the provisions of federal, state and local laws, as well as the guidelines and directives of the Tennessee State Department of Education.

Our emphasis is on reinforcing positive behavior, rather than on a focus on failures or lapses. Methods used to encourage positive behavior are:

Rewards - The most common reward is praise, informal and formal, public and private, to individuals and groups. There are also some more formal reward systems which currently include:

- **Stickers and Certificates** – Sticker books accompany children throughout their time at Little Green and stickers will be collected by the child as a reward. Certificates are issued for a range of achievements.
- **Golden Time** - Golden Time works on the basis of rewarding children who consistently maintain good standards and is aimed primarily at the majority of children who day in and day out come to school and behave well. Each child starts each week with a basic entitlement of thirty minutes Golden Time, usually towards the end of each week. If a child continues to break a rule after a warning they lose

this privilege. See overleaf.

- **Golden Time Plus** is an extra event held each term to reward children who behave well consistently throughout each half term. A fresh start is made each half term.
- **Encouraging Positive Play** - In order to encourage positive play at lunchtimes, a range of play equipment is provided. Its distribution and management is organized by the School Council and involves participation by all children in the school, in order to allow the children to take responsibility.

A school's primary concern in establishing a code of discipline is to enable our young people to become responsible, respectful and caring citizens within the school and community settings. To that end, MSE provides a variety of programs and services which promote the development of good character, including the knowledge, skills, and abilities that enable each student to make informed, responsible choices. The Board of Directors is responsible for ensuring that essential regulations are established and adequate discipline is maintained in the operation of the schools to effectively promote safety, as well as the social and educational growth of the students. Administrative regulations are developed and enforced by the school administration and staff.

The parent/guardian is expected to assume primary responsibility for control of his or her child. The parent/guardian may be called upon to actively cooperate with the school in providing the necessary structure to promote his or her child's social and educational growth. To this end, the school will encourage a high degree of parent-school communication.

Disciplinary measures available to the administration of each school building include conferences, detention, in-school suspension, out-of-school suspension, and administrative hearings with a designated hearing officer. Administrative hearings may result in out-of-school suspensions of more than five days and, in particularly serious cases, a student may be permanently suspended from school.

Memphis School of Excellence has as its goal helping every student fulfill his or her intellectual, social, physical, and emotional potential. Everything in and about the school has been designed to create an orderly and distraction-free environment in which all students can learn effectively and pleasantly. To foster this kind of learning environment, the MSE administrators and teachers shall not allow the following types of behavior during school, on school property, or at or during any school-sponsored activity.

The Board expects all charter school students to be treated with dignity and respect. While we realize that the State of Tennessee allows for the use of corporal punishment, Memphis School of Excellence prohibits it. The Board will not approve a charter school that employs corporal punishment.

The school has disciplinary authority over a student:

- During the regular school day, when the student is within 300 feet of the school's real property boundary line, and while the student is going to and from school on school transportation.
- During lunch periods in which a student is allowed to leave campus.
- While the student is in attendance at any school-related activity, including summer school, regardless of time or location.
- For any school-related misconduct, regardless of time or location.
- When criminal mischief is committed on or off school property or at a school-related event.
- When retaliation against a school employee or volunteer occurs or is threatened, regardless of time or location.
- When the student commits a felony offense in the community, as provided by Tennessee Education Code.
- Pursuant to any code of conduct adopted at the campus level relating to participation in a student club, organization, or extracurricular activity.
- For any mandatory expulsion offense committed while on school property or while attending a school sponsored or school-related activity of another MSE in Tennessee.

Note: In addition to disciplinary consequences, misdemeanor and felony offenses committed on campus will be reported to and handled by the appropriate law enforcement agency.

Classroom rules in every classroom:

1. Be in your assigned seat, ready to work before the tardy bell rings.
2. Bring pencils, pens, paper, books, and all assigned materials to class.
3. Keep your hands, feet, books and objects to yourself.
4. Do not engage in behavior that keeps the classroom from functioning.
5. Follow directions the first time they are given.
6. No gum, food, or drink allowed in the building except in designated food service areas.
7. Raise your hand before talking. If you are given permission, stand up and talk. (excluding normal class discussions)
8. Every student must have a hall pass with him/her at all times. No exceptions.
9. No students may leave the class without a hall pass.

Substitute teachers, part-time teachers, mentors, and tutors have the same authority and rights as the regular classroom teachers. Homerooms periods and after school class periods are also regarded as class periods in terms of validity and effectiveness of classroom rules.

One or a combination of following consequences for violating daily classroom rules may be implemented:

- Discipline points as part of the DPS
- Written warning
- Teacher's option
- Parent contacted
- Sent to the office or Dean of Discipline

Discipline - Positive Reinforcement

The teacher will reinforce positive behavior through any of these ways.

1. Oral praise
2. Note to parents
3. Phone call to parents
4. Parties
5. Trips, picnics
6. Personal notes to student
7. Notes accompanying report cards
8. Notes on papers, tests, etc.

Discipline: School-Wide Rules

Each student is expected to

- Demonstrate courtesy and respect, even when/if others do not.
- Behave in a responsible manner, always exercising self-discipline/control.
- Attend all classes, regularly and on time.
- Be prepared for each class; take appropriate materials and assignments to class.
- Meet MSE as well as campus standards for grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of all students, teachers, and other MSE staff as well as volunteers.
- Respect the property of others, including MSE property and facilities.
- Cooperate with and assist school personnel, including volunteers, in maintaining safety, order, and discipline.
- Adhere to all requirements of the currently adopted Student Code of Conduct.

Discipline: Severe Clauses-Immediate Office Referral

Immediate office referral can be warranted when the student does any of the following:

- Commits or threatens to commit physical harm to another student or adult.
- Possesses or uses tobacco and/or drugs on or near the school campus.
- Possesses a weapon or any object deemed as a weapon.
- Damages or destroys property belonging to a student, the school or to a teacher.
- Swears, makes rude gestures, cruel teasing or put-downs.

If at any time a student's disciplinary record includes five (5) documented disciplinary actions within a school year or if serious or unacceptable behavior occurs, the student may be removed from school.

Serious misbehavior or actions occurring outside of a particular classroom are handled at the discretion of the administration. Lack of participation of student and/or parent(s) in the process does not preclude action taken by the MSE administration.

Unacceptable Types of Student Behavior and Consequences

As a student at Memphis School of Excellence, you shall not

1. Fight and Arrange Fights:

School is not a place to arrange fights, whether those fights take place on or off school grounds. Fighting is an instance of physical contact in anger, regardless of whether fists or weapons are used. In all but the rarest of occasions in which one student simply assaults an innocent bystander, any fight will involve disciplining all students involved in the fight. Students who involve themselves in fighting will be sent home for the remainder of the day and he/she will be noted as absent.

Consequences:

1st Offense: Parents/guardian contacted, Up to Three (3) day suspension, possible expulsion.

2nd Offense: Parents/guardian contacted. Possible expulsion

2. Bring Cellular Telephones or Other Electronic Devices:

Radios, Tape or CD Players, IPods, Electronic Games, and/or similar devices are not allowed at school. They disrupt classes and distract others from learning. Students may bring a camera to school with a one-day advance approval notice from the Assistant Principal.

The possession of cellular phones on school property is allowed under the following condition.

All cellular phones must be kept out of sight and turned off between 7:30 am and the dismissal time. Memphis School of Excellence is not responsible for any lost or damaged devices. During school hours, parents should continue to call the school for any emergency situation. We will contact your son/daughter. Do not try to contact them by cell phone or pager. The use of camera phones is strictly forbidden on the school premises at any time. Such use may also be in violation of the criminal code.

Consequences:

1st Offense: Parents/guardian contacted. Confiscation of the devices with retrieval only by parents/guardian along with a $10 fee. MSE is not responsible for the confiscated items which are not received one week after confiscation.
2nd Offense: Parents/guardian contacted; Up to Two (2) day suspension. Device will be confiscated and device will be given to parent on or after last day of school along with a $10 fee. MSE is not responsible for the confiscated items which are not received one week after the last day of school.

3rd Offense: Parents/guardian contacted; Up to Three (3) day suspension, possible expulsion.

3. Cheat and/or Plagiarize:

Cheating on tests, plagiarism, and/or any other types of deception to get credit is unacceptable conduct. There must be clear, objective, evidence of cheating for this policy to be used. Examples are cheat sheets, answers on hand, copied tests, copying from another student's test, giving away the answers, passing notes or answers during quizzes or tests, copying homework or class assignments and plagiarism (to take ideas, writing, answers, etc. from another and pass them off as one's own.)

- Looking on or in the possession of notes, papers, books, or other information not allowed by the teacher during any type of examination.
- Looking at another student's work during any type of examination.
- Allowing another student to look upon or use your information for any type of examination or activity.
- Talking about the test or test related information during any type of examination or activity. Plagiarism during the writing of a research paper or any type of assignment that is an obvious attempt to use somebody else's work. (without proper citation)

Each teacher sets his/her own standards of behavior for the classroom, and students are expected to know the standards and procedures for each of their classes and the expectations their teachers have. The administration has reviewed and accepted and will support individual teacher standards and procedures for cheating and plagiarism.

Consequences:

1st Offense: Parent/guardian contacted. Student will receive zero for the assignment; Administrative discretion. One day out of school suspension.
2nd Offense: Parent/guardian contacted. Student will receive zero for the assignment; Administrative discretion, Possible expulsion from the school.

4. Abuse and/or Misuse of Computers and Laboratory Equipments:

Computer hardware and software, and lab equipments are for the benefit of all students. No student may purposefully tamper with the hardware, software, or tools and equipment so that it is

inaccessible to other students. Computers and lab equipment are in the school for educational purposes only. Abuse and or misuse of computers includes

- Loading private software, accessing inappropriate web sites or web pages using school equipment.
- Violating computer use policies including, rules, or agreements signed by the student and/or agreements signed by the student's parent.
- Using the Internet or other electronic communications to threaten one or more student or employee or to cause a material or substantial disruption of the educational environment.
- Sending or posting electronic messages that are abusive, materially or substantially disruptive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal.
- Using e-mail or Web sites at school to encourage illegal or materially or substantially disruptive behavior and/or to threaten school safety.

All science lab equipment and materials are to remain in the lab unless otherwise instructed.

Consequences:

1st Offense: Parents/guardians contacted. At Administrative discretion, under supervision, you will repair, undo, reset, delete, replace or whatever needs to be done to undo the tampering. You may have to pay for computer or lab technicians to undo tampering; Up to two (2) day suspension.

2nd Offense: Parents/guardians contacted; Administrative discretion. You will repair, undo, reset, delete, replace or whatever needs to be done to undo the tampering under supervision. You may have to pay for computer or lab technicians to undo tampering; Up to three (3) day suspension.

3rd Offense: Parents/guardians contacted. Administrative discretion, student will be banned from using any computer and science labs at MSE. Under supervision, you will repair, undo, reset, delete, replace or whatever needs to be done to undo the tampering. You may have to pay for computer or lab technicians to undo tampering; Recommendation for expulsion.

5. Disrupt Learning:

Disrupting learning includes any behavior that prevents other students from learning. It may include but is not limited to use of inappropriate written and verbal language, eating or drinking during class, chewing gum, insubordination, and making noise.

Consequences:

1st Offense: Parent/guardian contacted. Teacher discretion with the recommendation of detention, and/or up to one (1) day in-school suspension.

2nd Offense: Parent/guardian contacted. Administrative discretion including possible detention, and/or up to two (2) day suspension.

3rd Offense: Parent/guardian contacted. Administrative discretion including up to three (3) day suspension, and/or expulsion.

6. Uniform Violations:

Students shall come to school in uniform and in line with specific uniform and appearance limitations described in this handbook. Students will not be allowed to attend class until they are in proper attire. All missed work must be made up.

Consequences:

1st Offense: You will be sent to the office to fix the violation. Parent/guardian contacted. If the violation cannot be corrected, your parent/guardian will be contacted to bring proper attire. Possible one day in-school suspension.

2nd Offense: You will be sent to the office to fix the violation. Parent/guardian contacted. If the violation cannot be corrected, your parent/guardian will be contacted to bring proper attire to you. Possible one (1) day out of school suspension.

3rd Offense: You will be sent to the office to fix the violation. Parent/guardian contacted. If violation cannot be corrected, parent/guardian will be contacted to bring proper attire to you. Up to two (2) days out of school suspension.

4th Offense: You will be sent to the office to fix the violation. Parent/Guardian contacted. If the violation cannot be corrected, your parent/guardian will be contacted to bring proper attire to you. Up to three (3) day suspension with possible expulsion.

7. Use of Drugs and/or Alcohol and Sale or Intention to Sell Drugs and/or Alcohol:

Use of drugs or alcohol means to knowingly possess, consume, use, handle, give, store, conceal, offer to sell, sell, transmit, acquire, buy, represent, make, apply, or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, tranquilizer, non-prescription or prescription drug (except when under the direction of a physician/parent and within school procedure), alcoholic beverage, intoxicant, solvent, gas, or any mood-altering chemical, drug of abuse or any counterfeit-controlled substance of any kind including butane lighters. This prohibition also applies to any type of drug related paraphernalia. If caught, the student will be expelled and law enforcement officials may be contacted.

The sale, distribution, possession, or use of drugs, alcohol, fake drugs, steroids, inhalants, and look alike drugs is prohibited anywhere on school grounds, at any school activity, and on any school transportation. Many drug abuse offenses are also felonies.

Consequences:

Parent/guardian contacted. Direct expulsion proceedings.

8. Give A False Fire Alarm:

Issuing a false fire alarm is a violation of State law. Any student who issues a false fire alarm will be reported to appropriate legal authorities. The penalties for this, especially if any injuries result, are immense; ranging from fine of $1,000 to $10,000 and/or jail terms. Making false 911 calls is also a violation of State law. Any student who issues a false call is subject to prosecution by legal authorities. There will be $100 dollars fine for each false call.

Consequences:

Parent/guardian contacted. Recommended for expulsion. Restitution for any damage. Possible prosecution by legal authorities.

9. Forgery

Any attempt by a student to sign a teacher's, administrator's, parent's/guardian's, or another student's name to any school document is considered forgery.

Consequences:

1st Offense: Parent/guardian contacted. Two (2) day suspension.

2nd Offense: Parent/guardian contacted. Three (3) day suspension.

3rd Offense: Parent/guardian contacted. Recommendation for expulsion

10. Gamble and Play Cards:

Gambling includes but is not limited to card playing, dice shooting and sports pools and involves the transfer of money or personal belongings or assistance from one person to another. Bringing, trading, and playing any cards such as Pokémon cards, Yu-Gi-Oh cards, non-sports cards, and any other trading cards are prohibited.

Consequences:

1st Offense: **Parent/guardian contacted. One day out of school suspension and confiscation of the card(s), dice etc. with retrieval only by parents/guardians along with a $10 fee. MSE is not responsible for the confiscated items which are not received one week after confiscation.**

2nd Offense: Parent/guardian contacted. Up to two (2) day suspension. Card(s) will be confiscated and they will be given to parent only on or after last day of school along with a $10 fee. MSE is not responsible for the confiscated items which are not received one week after last day of school.

3rd Offense: Parent/guardian contacted. Three (3) day suspension. Recommendation for expulsion.

11. Possession of Inappropriate Materials:

Possession or distribution of pornographic, criminal, hate related, etc materials.

Consequences:

1st Offense: Parent/guardian contacted. Three (3) day suspension.

2nd Offense: Parent/guardian contacted. Recommendation for expulsion.

12. Harass another Student and/or a Teacher, Administrator, or Staff Member:

Harassment means making unwelcome advances or any form of improper physical contact, gesture or sexual remark and any speech, written communication or action that creates a hostile, intimidating or offensive learning environment. Harassment is a violation of Federal Law and is contrary to the Board of Education's commitment to provide a physically and psychologically safe environment in which to learn. Even if harassment occurs as a "joke," the student will experience consequences for his/her behavior.

Consequences:

Parent/Guardian contacted. Administrative discretion with a recommendation for suspension. Possible expulsion. Possible prosecution.

13. Disrespect to teachers or staff or using inappropriate language and behavior.

Responding in a rude and/or impertinent manner (i.e., rolling eyes, sucking teeth, not being cooperative, or talking back). Follow the directions first time given.

Consequences:

1st Offense: Parent/guardian contacted. Up to two (2) day in school suspension.

2nd Offense: Parent/guardian contacted. Up to two (2) day suspension.

3rd Offense: Parent/guardian contacted. Three (3) day suspension. Possible expulsion.

14. Hazing Students:

Hazing means to plan encourage or engage in any hazing activity. Hazing is defined as doing any act or coercing another, including the victim, to do any act of initiation into any student or other organization that causes or creates a substantial risk or causes mental or physical harm to any person. Permission, consent or assumption of the risk by an individual subjected to hazing does not lessen the prohibition contained in this policy. Hazing may also carry heavy legal consequences.

Consequences:

Parent/guardian contacted. Administrative discretion with a recommendation for suspension. Possible expulsion. Possible prosecution.

15. Smoke or Use of Other Tobacco Products and/or Bring Such Products to School:

This includes cigarettes, cigars, herbs, and smokeless tobacco. Possession of tobacco products in purses or lockers is prohibited under this policy.

Consequences:

Parent/Guardian contacted. Possible expulsion.

16. Steal and/or Vandalize Private Property

This means to cause or attempt to cause damage to private property or steal or attempt to steal private property either on school grounds or during a school activity, function, or event on school grounds. It also includes defacing or damaging school property—including but not limited to textbooks, lockers, furniture, and other equipment—with graffiti or by any other means. Students and their parents or guardians will be held responsible for any theft/vandalism that their student commits on school property. Please Note: The school may file a police report in cases of theft and vandalism. Either offense can carry heavy legal penalties.

Consequences:

1st Offense: **Parent/guardian contacted. Administrative discretion. Restitution if required. Up to three (3) day suspension. Possible expulsion.**

2nd Offense: **Parent/guardian contacted. Administrative discretion. Up to three (3) day suspension. Restitution if required. Possible expulsion. Police report filed.**

17. Be Habitually Tardy:

This means to be late for the beginning school day and/or late for classes.

Consequences:

5 tardy: A letter sent to parent. After School Detention
10 tardy: A letter sent to parent. In School Suspension
15 tardy: A letter sent to parent. 1 day out of School Suspension
20 tardy: A letter sent to parent. Up to 3 days out of school suspension

18. Display Threatening Behavior:

Threatening behavior can include verbal threats, both face to face, over electronic media (phone and/or computers), hand written notes, and/or non-verbal threats, including "hard" stares, gestures, and so on, that cause or attempt to cause any student, teacher, administrator, or staff member to feel frightened or intimidated.

Consequences:

1st Offense: **Parent/guardian contacted. Administrative discretion. Up two (2) day school suspension.**

2nd Offense: **Parent/guardian contacted. Administrative discretion. Three (3) day suspension recommended.**

3rd Offense: **Parent/guardian contacted. Possible expulsion.**

19. Be Truant:

Truancy means failing to attend school without excuse for either 9 or more days or parts of days within a six-month period or 4 or more days or parts of days within a four-week period. There are school and legal penalties that accompany truancy; in all cases a truant officer may be contacted and consulted.

Consequences:

Parent/guardian contacted. Administrative discretion on full range of disciplinary measures.

20. Bring Any Kind of Weapon to School:

A weapon includes, but is not limited to, conventional objects like guns, pellet guns, knives, smoke bombs, stink bombs, fireworks, or club type implements as well as mace, tear gas, or other chemicals. It may also include any toy that is presented as a real weapon. It also includes objects converted from their original use to an object used to threaten or injure another. The Administration reserves the right to all final decisions regarding the definition of what is a weapon. School personnel may search lockers, book bags, gym bags, coats, and/or any other containers if they reasonably suspect the presence of a weapon.

Consequences:

Parent/guardian contacted. Recommendation for expulsion. Possible prosecution.

21. Gang and Secret Society Symbols:

Disruption and/or intimidation caused by the wearing of any type of clothing/jewelry or by writing of any signs identified as or associated with gangs. Students can not promise to or be members of a gang, secret society, illegal club, sorority or fraternity.

Consequences:

1st Offense: Parent/guardian contacted. Administrative discretion. Up to 2 day suspension.

2nd Offense: Parent/guardian contacted. Administrative discretion. Up to three (3) day suspension.

3rd Offense: Parent/guardian contacted. Administrative discretion. Possible expulsion.

22. Possession of Stolen Property:

Having in one's possession property obtained without permission of the owner.

Consequences:

1st Offense: Parent/guardian contacted. Administrative discretion. Up to three (3) day suspension.

2nd Offense: Parent/guardian contacted. Administrative discretion. Possible expulsion.

23. Arson:

Intentionally starting any fire or combustion on school property.

Consequences:

1st Offense: **Parent/guardian contacted. Administrative discretion. Possible expulsion.**

24. Public Display of Affection

Inappropriate behaviors of affection, which are not for public places such as kissing, hugging, physical contact, etc.

Consequences:

1st Offense: Parent/Guardian contacted. Conference with student. Up to 2 day out of school suspension.

2nd Offense: Parent/Guardian contacted. Administrative discretion. Up to three (3) day suspension. Possible expulsion.

25. Provoking/Intimidating Behavior Encouraging or Urging Other Students to Violate School Rules:

Consequences:

1st Offense: Parent/guardian contacted. Administrative discretion. One day out of school suspension.

2nd Offense: Parent/guardian contacted. Administrative discretion. Up to two (2) day suspension.

3rd Offense: Parent/guardian contacted. Administrative discretion. Up to three (3) day suspension. Possible expulsion.

26. Bullying Policies

"Harassment, intimidation, and bullying" means any gesture, written or verbal expression, or physical act that a reasonable person should know will harm another student, damage another students property, place another student in reasonable fear of harm to the students person or damage to the student's property, or insult or demean any student or group of students in such a way as to disrupt or interfere with the school's educational mission or the education of any student. "Harassment, intimidation, and bullying" include, but are not limited to, a gesture, written, verbal or physical act.

Consequences:

1st Offense: Parents/Guardian contacted. Up to Three (3) day out of school suspension. Possible expulsion.

2nd Offense: Parents/Guardian contacted. Possible expulsion.

27. Conspiracy

Any two (2) or more persons mutually agreeing to do any unlawful act.

Consequences:

1st Offense: Parents/Guardian contacted. Up to two (2) day out of school suspension.

2nd Offense: Parents/Guardian contacted. Up to Three (3) day out of school suspension. Possible expulsion.

28. Providing incorrect Information to the school personnel.

Refusal to provide name and/or other information when asked to do so by a staff member.

Consequences:

1st Offense: Parent/Guardian contacted. Up to Two (2) day out of school suspension.

2nd Offense: Parent/Guardian contacted. Up to Three (3) day out of school suspension. Possible expulsion.

29. Leaving Campus without Permission

Leaving campus without prior consent and authorization from school administration during school hours.

Consequences:

1st Offense: Parent/Guardian contacted. Up to Three (3) day out of school suspension.

2nd Offense: Parent/Guardian contacted. Possible expulsion.

30. Reckless Vehicle Use

Using any motorized or self-propelled vehicle on or near school grounds in a reckless manner or as a threat to health, safety, or as a disruption to the education process.

Consequences:

1st Offense: Parent/Guardian contacted. Up to Three (3) day out of school suspension.

2nd Offense: Parent/Guardian contacted. Possible expulsion.

31. Bus Misconduct

Failure to comply with rules of bus safety or disturbing others.

Consequences:

1st Offense: Parent/Guardian contacted. Up to Two (2) day out of school suspension. Loss of bus privilege.

2nd Offense: Parent/Guardian contacted. Up to Three (3) day out of school suspension. Withdrawal or restriction of bus privileges. Possible expulsion.

32. Trespassing

Entering any school property or into any school facility without proper authority. Includes any entry during a period of suspension.

Consequences:

1st Offense: Parent/Guardian contacted. Up to Two (2) day out of school suspension.

2nd Offense: Parent/Guardian contacted. Up to Three (3) day out of school suspension. Possible expulsion.

33. Inappropriate Postings

Students will be held responsible for posting, publishing or sending any "illegal or inappropriate" material (text, image, audio, and video) on campus, in newsletters, local newspapers, radio and TV programs, and over the internet or blogs such as YouTube, MySpace, Xanga, Facebook, etc. about the school, administrators, teachers, parents, and other students. Students must get a written approval from a chief administrator (i.e., superintendent or principal) to post, publish, or send any material pertaining faculty and staff, administrators, and all school activities.
Consequences: Up to three day school suspension or possible expulsion.

34. Not Attending Tutorials

Students are required to attend tutorials that they have been assigned to. Failure to attend the designated tutorials may result in suspension or other disciplinary action at the discretion of dean of discipline. Parents are responsible for arranging transportation.

Decision Making Process

The principal designates one of the assistant principals to be in charge of discipline. The discipline referrals were submitted to the dean of discipline. The dean of discipline may form a discipline committee to make decisions regarding discipline. The decisions of discipline committee or the dean of discipline may be appealed to the principal within two days of the date the decision was made. The principal decision's is final. For expulsion, see the expulsion policy.

Discipline Point System

Along with the established disciplinary procedures, Memphis School of Excellence will implement a Discipline Point System (DPS) in which students will be given points for unacceptable behavior. Each teacher and staff must use this system and the administration has the discretion to implement certain consequences for students who have earned points above a set limit. Parents will be notified about the consequences and the behavior resulting in DPS system.

Rules of Discipline Point System;

1. Every unwanted behavior has a numerical point. (See Discipline Point Case File)
2. Every teacher is required to mention about our DPS in his/her syllabus and use it.
3. If a student has at least one discipline point and does not receive any discipline points within 5 consecutive school days, the student's Discipline points will be reduced by 5 in the following school day.

4. A teacher can give points only once for the same incidence for one class period. The teacher shall fill out a Discipline Referral Form if the same case continues, and contact an Assistant Principal.
5. An accruement of 10 points or more within a semester period may result in attending After School Detention.
6. An accruement of 20 points or more within a semester period may result in attending second After School Detention.
7. Students required to attend After School Detention are rewarded -5 points for attending After School Detention and obeying the rules of conduct for After School Detention. Students may receive more DPS points, however for an unwilling behavior.
8. Failing to attend an After School Detention without any confirmed excuse may result in a 1 day out of school suspension.
9. An accruement of 25 points or more within a semester period may result in 1 day in school suspension.
10. An accruement of 50 points or more within a semester period may result in 1 day out of school suspension.
11. An accruement of 70 points or more within a semester period may result in 3 day out of school suspension
12. An accruement of 75 points or more within a semester period may result in expulsion.

Discipline Point Cases

Case	Points	Case	Points
Lack of materials	1	Throwing things in class/hallway/cafeteria	2
Lack of art materials	2	Not dressing for Gym class	2
Not working on assigned tasks	2	Vulgarity	3
Not turning in assigned work or homework	2	Not being in assigned location	2
Unexcused tardy to the class	1	Dress code violation	3
Bringing pop or drink to class	2	Talking back to teacher	5
Inappropriate behavior to another student	2	Gossiping/spreading tale	2
Sleeping in class	2	Back-pack in the classroom	1
Running in hallway	2	Wednesday envelope missing	1
Lack of cooperation	3	Humming/Singing/making noises	2
Leaning back in chair	1	Leaving the classroom without permission	5
Antagonistic behavior	3	Leaving paper/trash on the floor	2

Excessive talking	2	Being in the hallway without a pass	1
Inappropriate cafeteria behavior	2	Disturbing class	3
Eating/drinking in class	2	Using profanity	5
Chewing gum	2	Horse-playing	2
Tapping	1	Not receiving any DPS points within five consecutive school days	-5

More DPS cases may be added throughout the year if needed.

Types of Consequences

A. Detention

Detention may be held on each day during school for up to eight (8) hours. Students who serve detention must make arrangements to be picked up from school. Parents may request in person a delay of the detention; no phone calls or notes will be accepted for this. There are two types of detentions: after school and Saturday detentions.

Detention (After School)

Rules

1. Students will bring materials to work on. (Homework, books to read from the Library, only school acceptable materials permitted.) Classroom materials may be sent by teacher.
2. Sleeping is not permitted.
3. Do not address staff or teachers. No other form of communication will be allowed.
4. Students should use the restroom before detention starts and be prepared to stay in the detention room for the entire length of time except during an emergency.
5. Students will not be permitted to go to their lockers. All materials must be brought to the room when reporting.
6. Students will follow all rules concerning classroom behavior. Failure to comply will mean suspension from school.
7. Any student assigned to the detention room must sit the time. Students refusing to sit their time will be suspended from school.
8. Detention time will be assigned within 24 hours of the Assistant Principal meeting with the student. This allows the parent time to make transportation arrangements.
9. Note: Students placed on after school detention will not be permitted to participate in any extra-curricular activities that day.

10. If a student arrives to detention room 5 minutes after designated time without confirmed excuse, the student will not be allowed into detention room, and the miss will be considered unexcused. This will result in one day out of school suspension, and redo the detention.

11. If a student does not turn in Parent Notification form on the due date without any confirmed excuse, he/she will have 1 day out of school suspension.

Failure to follow After School Detention Rules may result in one day School Suspension.

B. Suspension

Memphis School of Excellence will use two kinds of suspension: In school suspension and out of school suspension.

In School Suspension

Rules and Regulations

1. Report to the Detention room at 8:00 A.M. If you come after 8:05 you will be count as absent. In school suspension will be run from 8:00 A.M. to 3:00 P.M.
2. Students will bring materials to work on. Students are to bring IN-SCHOOL SUSPENSION ASSIGNMENT LIST with teacher's name, subject, and assignments. It is the student's responsibility to go and ask the teachers for assignment.
3. Students must sign the sign in paper when they report to the detention room. They must sign the paper when the suspension is over. Without assistant principal permission, a student cannot go out of detention room. Students are to keep clean the detention room.
4. No talking or conversations. Students must be seated at all times.
5. Students will not be permitted to go their lockers. All materials must be brought to the room when reporting.
6. Students will not be permitted to go to lunch. They will have their lunch in detention room.
7. Suspension will be assigned within 24 hours of the Assistant Principal meeting with the student.
8. No disruptive behavior will be allowed.
9. Unexcused absences will be referred to the Assistant Principal.
10. No food, drinks, gum or illegal substances allowed.
11. No visits by parents, relatives or other students.
12. Sleeping is prohibited.
13. Students are responsible for lost, stolen or damaged items.

14. Transportation to the in-school suspension site is the responsibly of the students and their parents/guardians. Transportation arrangements must be made prior to arrival at the site. Telephones are not available for student use.

15. Student Handbook rules apply.

16. No physical contact of any kind between participants

17. If a student does not attend scheduled In School Suspension without any confirmed excuse, then the student will have 1 day out of school suspension and attend rescheduled In School Suspension. If it occurs again, it may require expulsion from the school.

18. If a student does not turn in Parent Notification form on the due date without any confirmed excuse, he/she will have 1 day out of school suspension.

19. Failure to comply with the rules will be reported to the Assistant Principal for further action. This further action may be up to 3 day school suspension.

Out of School Suspension

Notice of Suspension and the reasons for the suspension will be given to the student by the assistant principal after the discipline committee meeting. You and your parent/guardian may appeal a suspension within two (2) school days of the suspension being issued. This appeal must be in writing and be made to the Principal. Consequences will not be deferred pending the outcome of an appeal. Principal will make the decision within 2 school days after the appeal made. Principal's decision is final.

Suspension Policy

Grounds for suspension will include, but not be limited to:

1. Damage or destruction of school property or private property
2. Smoking
3. Profanity or obscene language or materials (These shall include obscene gestures or signs.)
4. Insubordination in refusing to comply with directions of school personnel
5. Truancy from, or repeated tardiness to, class or school
6. Theft of school property or equipment, or personal property of any school personnel, another student, or visitor
7. Fighting among two or more students on school property (including buses) or at any school sponsored activity
8. The act of extortion from any person on school property (including buses) or at any school sponsored activity

9. Repeated or flagrant violation of any school or classroom rules or accepted standards of school behavior
10. Using a fire exit door in inappropriate time.
11. Selling food or items without an approval form from an administrator.
12. Not being in assigned location. Skipping a class (including clubs and electives)

Rules and Regulations

1. A student who is suspended from the school is not allowed on school property.
2. A student who is suspended is responsible for all make-up work missed.
3. Parents or guardians of the student will be notified in advance of dates of suspension.
4. If the incidence is severe, then Principal or Assistant Principal may keep the student in detention room, until parents are notified and pick up the student.
5. Some suspensions may be extended, if further evidence is revealed. In such a case, parents or guardians will be notified either by phone or by mail.
6. If a student does not turn in Parent Notification form on the due date without any confirmed excuse, he/she will have 1 day out of school suspension.
7. Failure to follow School Suspension Rules may result in extra disciplinary action.

Any student suspended during the school year may be denied registration to MSE the following year. If a student is suspended during the school year, the student will be denied a Re-enrolment Form for the following year. If you are interested in filing a petition and requesting your child to be re-enrolled, please submit the following to the Assistant principal within two weeks after suspension being issued. Letters must be dated and addressed to The Principal, Memphis School of Excellence.

- A one-page typed letter from the parent that includes:
    - Request for re-enrolment
    - Any improvement in the student
    - Measures that will be taken to avoid future discipline problems
    - Date, Parent Name and Signature
- A half-page typed letter from the student that includes:
    - Request for re-enrolment
    - An apology for the offense
    - A commitment to proper conduct
    - Date, Student Name and Signature

MSE Administration and The Discipline Committee will review the petition letters after they are submitted. During the decision making process, the student's up to date conduct will also be taken into consideration.

If suspension occurs before the re-enrolment deadline, and if the school decides not to deny re-enrolment, we will send you a letter and a Re-enrolment Form postmarked earlier than the second Friday of March. You will have one week after receiving the letter to submit the Re-enrolment form. If your petition is not accepted, you will receive a letter postmarked earlier than the second Friday of March. If suspension occurs after re-enrolment deadline, and if the school decides not to deny re-enrolment, we will send you a letter postmarked earlier than the last day of school. If your petition is not accepted, you will receive a letter postmarked earlier than the last day of school.

C. Expulsion

The decision to expel any student will be made in writing and will include the reasons for the expulsion by the assistant principal after hearing about the events involved in a situation. In addition, suspensions may be used for students who have committed a removal or expulsion offense and for whom a conference or hearing is pending.

You and your parent/guardian may appeal an expulsion within two (2) school days of the expulsion being issued. This appeal will be made to the Superintendent in writing. Consequences will not be deferred pending the outcome of an appeal. All disciplinary hearings on expulsions will be held within four (4) school days of the appeal being made. The decision of Superintendent is final.

Expulsion Policy

Grounds for expulsion will include, but not be limited to:

1. Assault, assault and battery or threat thereof to any school personnel, other student or visitor while on school property, including buses, or at any school sponsored activity
2. False alarm, including fire, bomb threats, etc.
3. Use or possession of alcoholic beverages or illegal narcotics or drugs
4. Disruption of school by use of violence, force, coercion, threat, or disorderly conduct (This shall include the use of same to incite others toward acts of disruption.)
5. Arson or attempted arson to any school building or property

6. Repeated offenses of flagrant violations where suspension is normally considered appropriate
7. Possession or use of weapons or any object which might be considered a dangerous weapon or instrument of violence.
8. Receiving a total of 75 DPS points within a semester.

Damage to School Property

Students who accidentally damage school property must report this promptly to the principal or classroom teacher. If the damage (e.g., a broken window) results from careless behavior, the student will be expected to pay the cost of repairs. Unreported damage will be regarded as vandalism.

Due Process

All rights will not knowingly be denied by the required code of conduct or by any disciplinary actions taken by the school. Any student who exhibits any of the "Unacceptable Types of Student Behaviors" listed in this handbook or added to this list at a later date will suffer immediate consequences. These consequences range from notification of parents, detention, and emergency removal from a school activity to suspension, expulsion, and criminal prosecution.

All students at MSE have the right to feel that they are students at MSE are entitled to the rights guaranteed by the United States Constitution and Bill of Rights, and their physically, emotionally, and intellectually safe. Therefore, if at any time you feel you are the subject of harassment, hazing, threats, or other intimidating behavior, you should immediately speak to an administrator about the problem. The situation will be investigated as soon as possible; similarly, if you are concerned about the safety of another student who seems to be the subject of harassment, hazing, or threats, you should immediately speak to an administrator about the problem. The situation will be investigated as soon as possible.

Due process procedures are as follows:

(1) The assistant principal is the final authority for the issuance of in-school suspensions. Parents may discuss in school suspensions with the dean of discipline. There is no appeal to in-school suspensions.

(2) Notice of Suspension and the reasons for the suspension will be given to the student by the assistant principal after the discipline committee meeting. You and your parent/guardian may appeal a suspension within two (2) school days of the suspension being issued. This appeal must

be in writing and be made to the Principal. Consequences will not be deferred pending the outcome of an appeal. Principal will make the decision within 2 school days after the appeal made. Principal's decision is final.

(3) There shall be a School Board-level appeal process for expulsions. The Board delegates the Superintendent as a Disciplinary Hearing Authority. You and your parent/guardian may appeal an expulsion within two (2) school days of the expulsion being issued. This appeal will be made to the Superintendent in writing. The Board level appeal process shall consist of the following two levels.

1st Level: The Superintendent or designee

2nd Level: The MSE Board

Disciplinary hearings conducted by the Board after appeal by the student or principal shall be closed to the public unless the student or student's parent or guardian requests in writing within five days after receipt of written notice of the hearing that the hearing be conducted as an open meeting.

11. Health and safety compliance

Section 11 - Detail the plan for compliance with the applicable health and safety laws and regulations of the federal government and the laws of the state of Tennessee.

Describe how the school plans to adhere to the requirements of the health and safety laws and regulations of the federal and state governments.

It is the sole plan of the school to adhere to the requirements of the health and safety laws and regulations of the federal and state governments. Therefore, all policies will be developed according to these laws and regulations.

Health and safety play an important part in student achievement; therefore, in addition to providing programs of standards-based health and physical education, MSE will give special attention to the following areas as indicated in the National Association of State Boards of Education-Center for Safe and Health Schools.

- Be smoke free, drug free, violence free, and free of physical hazard;
- Provide student counseling, guidance, health, and psychological services at all levels;
- Be safe and accessible for all students;
- Promote the building of lifelong habits of regular physical activity; and
- Encourage that all students are adequately nourished and learn lifelong habits of healthy eating by encouraging:
    - maximum use of quality school meal programs that are operated under the supervision of certified foodservice directors in accordance with applicable Federal and state laws and regulations;
    - adequate time to eat in pleasant surroundings;
    - that all foods and beverages sold or served during school hours are consistent with a nutritious, energy-balanced diet as recommended in the current Dietary Guidelines for Americans;
    - nutrition education that teaches essential knowledge, skills, and behaviors; and
    - staff members to model a healthy lifestyle.

MSE will adopt and implement a comprehensive set of health and safety management policies with the guidance of the health and safety laws and regulations of the federal and state governments. While it is MCS' responsibility to expect and to ensure compliance, providing assistance in its

monitoring capacity, it is the MSE's responsibility to identify and to follow applicable policies. These policies will be developed in consultation with MSE's governing board, advisory board, and insurance carrier prior to commencing instruction. These policies shall include but not be limited to the following:

(a) No child shall be admitted to school without proof of immunization except those who are exempt by statute as provided in T.C.A. 49-6-5001.

(b) MSE will develop a written policy providing for a physical examination of every student participating in interscholastic athletics. A doctor of medicine, osteopathic physician, physician assistant, or certified nurse practitioner shall perform this examination.

(c) MSE will have a written policy for excluding pupils with communicable diseases and for readmitting them following recovery. In the case of diseases (listed in Regulations Governing Communicable Diseases in Tennessee: Tennessee Department of Health) the policy shall be in accordance with the recommendations of the State Department of Health as approved by the State Commissioner of Education.

(d) MSE will have a written policy for handling drug/alcohol problems that may arise in the school.

(e) MSE develop procedures for reporting suspected cases of child abuse and neglect as provided in T.C.A. §37-1-403.

(f) After an offer of employment has been made to an applicant and prior to the commencement of the employment duties, each employee shall present a physician's certificate showing a satisfactory health record. Employees shall present a certificate thereafter at intervals determined by the State Department of Health and approved by the State Commissioner of Education. The provisions of this subsection shall be administered in a manner consistent with the Americans with Disabilities Act (42 U.S.C.A. § 12101 et seq) and the associated regulations (29 C.F.R. Part 1630 et seq).

(g) HIV, HIV-Related Illness and AIDS.

1. All enrolled children with HIV, HIV-related illness and AIDS infection will attend and participate in educational programs appropriate to meet medical and educational needs.

2. MSE will:

(i) Develop a comprehensive local AIDS plan which addresses appropriate education programs, confidentiality, liability, personnel, safety, curriculum, education, communications and public relations. The plan will be developed in conjunction with public health officials based upon guidelines approved by the State Board of Education.

(ii) Include in the AIDS plan education/training programs for all school personnel, parents, and board members; and cooperate with other community organizations and state agencies in AIDS education for all citizens.

(iii) Include in the AIDS plan a policy for personnel with HIV, HIV-related illness and AIDS infection. Employment conditions will be determined on a case-by-case basis. The review of individual cases will involve at a minimum the superintendent or designee, the employee's physician, and a public health official.

3. Information including names, records, reports, and/or correspondence and any other identifying information on HIV, HIV-related illness and AIDS infection status for any individual child or adult will be maintained in confidence.

4. MSE and school personnel shall implement for all children and adults the universal precautions as defined by the State Department of Health for handling blood and other body fluids. Information about universal precautions and related safety procedures shall be distributed by the State Department of Education to all school personnel.

* HIV, HIV-related illness and AIDS infection are the three terms used to denote the three medically diagnosed stages of the infection caused by Human Immunodeficiency Virus. (AIDS - Acquired Immune Deficiency Syndrome; ARC - Aids Related Complex; and HIV Infection - Human Immunodeficiency Virus antibodies detected in blood.)

In addition to these rules and policies;

- Each MSE employee will be required to submit a criminal background check and furnish a criminal record summary
- MSE functions as a drug, alcohol, and tobacco free workplace. This policy is strictly enforced.
- Policies for response to emergencies and natural disasters, including fires, hurricanes, and earthquakes will be shaped according to building and State guidelines.
- Science and computer labs will have special lab safety handouts. Policies will be developed for each lab based on their special requirements (i.e. using goggles, gloves, computers, and chemicals).
- Policies relating to preventing contact with blood-borne pathogens.
- All MSE staff members will be trained for emergency response. Policy will be developed according to State and Federal guidelines.
- Policies will be developed for related to the administration of prescription drugs, first aid, and other medications.
- School housing will be evaluated by state fire Marshal and registered structural engineer

inspection for against various safety hazards.

These policies will also be incorporated, into student and staff handbooks. Policies will be continuously reviewed and various additional items will be added in the MSE' staff development efforts and governing board policies.

12. Human Resources & Employee Qualifications

Section 12 - Describe the qualifications required of employees of the proposed public charter school.
All teachers in a school must have a current valid Tennessee teaching license, or meet the minimum requirements for licensure as defined by the State Board of Education. Indicate the number and type of teachers and other school staff to be hired. Describe the qualifications you will require of staff. Details how these attributes will help support the school's mission and goals. Explain your plans for the professional development and evaluation of staff.

Hiring Standards

MSE believes that the quality of the professional staff determines the quality of education offered in the school. It is therefore the responsibility of the school Principal to locate, recruit and hire the best-qualified teachers to meet the school's educational needs. Staff evaluation and selection shall be based on;

- Strong academic preparation,
- Professional competence,
- Intellectual rigor,
- Emotional maturity,
- Enthusiastic professional attitude,
- Knowledge of instructional practices, and
- Ability to contribute to the furtherance of the school's educational goals.

Attention shall be paid, among other factors, to the candidate's academic records, and his/her previous relevant experience. Staff must demonstrate that they are aware that children have many different family circumstances and that they are willing and able to provide the educational support that a diverse student population needs in school.

MSE teaching staff members must fulfill their individual responsibilities and work in concert with the other members of the teaching team. The Principal of the school will be responsible for evaluation of the teachers and also advertising available jobs and soliciting applications from new qualified candidates. The Principal will evaluate the teachers and screen all applicants for vacancies and make recommendations to The Personnel Committee for hiring/rehiring. By a majority of votes, the Board shall approve employment for hiring/rehiring with the salary.

MSE is committed to hire/rehire the individuals who are best qualified for the job without regard to race, gender, religion, nationality or handicap unrelated to the job.

The Board of Directors will have the ultimate responsibility of hiring and evaluating the principal. Principal/ Executive director will have at least a Bachelor's degree, preferably in education, educational leadership, or related field or two years of administration at a public or private school with a track record of success. There will be other factors to be taken into account when deciding the principal, such as Tennessee Principal License, former administrative experience, innovative capabilities, teamwork/communication skills, and nationwide/statewide success stories.

Administrative Assistant/ Secretarial positions will be hired with a minimum of high school diploma; former experience; computer skills; and teamwork/communication skills.

The following table shows the number of staff to be hired for the initial of school, based on 300 student enrollments. As the enrollment increase it will be adjusted accordingly. All personnel will be required to have licenses as laws state in addition to the qualifications mentioned above.

Type of Employees	Initial School Year
Grade Levels Served	6-9
Enrollment (expected)	300
Principal	1
Assistant Principals	2
Business Manager	1
Counselor	1
Computer Programmer	1
Full-Time Teachers*	14
Sp. Ed. Teacher	1
Librarian	1
Secretary	1
Nurse	1
Custodian	1

*Full time teachers in Mathematics, Science, English Language Arts, Social Studies, PE/Health, Art, Music, and Foreign Language.

T.C.A. 49-13-111(i) states, "All teachers in a public charter school must have a current valid Tennessee teaching license, or meet the minimum requirements for licensure defined by the State Board of Education." MSE will hire teachers with current valid Tennessee teaching license, or meet the minimum requirements for licensure as defined by the state board of education. MSE will meet the highly qualified staff requirements per NCLB Act. It is the responsibility of Principal to validate teaching licenses with Tennessee Department of Education.

Contribution to the MSE Mission

Each MSE personnel hired regardless of his/her title will have a firm commitment to

1) supporting high-quality standards in education for all students,
2) be an individual and/or team-work participant toward the MSE goals, and
3) respect for all members of the MSE community.

Recruitment and Hiring Process

The recruitment will start by advertising at local newspapers, school web site and other teacher/ staff recruitment web sites, if necessary local radio stations as well. Tennessee Teacher Employment Resource Web site, the Tennessee Department of Education's recruitment and referral site, will be one of the best tools that MSE will utilize to recruit qualified personnel. Candidates will be asked to submit a cover letter that states their qualifications and their educational philosophy (if applicable), as well as a resume and names of three business references, possibly online.

MSE executive director/principal will select from this pool of applicants a list of candidates who meet the minimum requirements. Executive director/principal may also recruit specific individuals who come to his/her attention and who possess experience or expertise considered especially valuable to the school. MSE principal will call candidates and arrange an interview. The first interview will consist of conversation and a question and answer exchange. General provisions of all contracts and benefits will be provided to the candidates. MSE principal shall use an interview score sheet for each candidate and follow a preset question format to ensure a standardized and fair process. Principal may request the second interview for some candidates before making decision to offer the position. References will be taking into account as well. Principal then shall offer the best candidate an employment contract.

Other personnel such as accountant, media specialist, tech specialist, and classified employees will have working knowledge of their respective areas, and a certification/licensure and college diploma will be an extra credential for their hiring process.

Evaluation of Staff

Principal will be responsible evaluating his/her staff (i.e., assistant principals, special education coordinator, and teachers). Together they will to work to assess progress of students and teachers in meeting the program and academic goals for the school. The principal and school leaders are ultimately responsible to enact the goals of the proposed school. The school officers will be evaluated according to the degree to which those goals are achieved.

The nature of MSE will permit teacher/staff evaluation to be both informal and formal. Informal evaluation of teachers will be ongoing during staff meetings, parent-teacher conferences, and daily interaction among students, teachers, and parents. The degree to which teachers are able to work compatibly towards MSE mission with other staff, students, parents, administration, and school volunteers is the major element in the informal evaluation. A detailed list of formal responsibilities and the job description will be provided to teachers in MSE employee manual, which may be amended by MSE Governing Board from time to time in a manner consistent with the applicable laws and this charter.

Formal evaluation will be overseen by the principal or a designee and will at least be conducted once per academic year. The Principal will use a teacher evaluation system called Professional Development Appraisal System (PDAS). PDAS is a learner centered research based teacher appraisal system used by school districts in Texas and Ohio (SBEC 1997). The goal of the PDAS is to advance the level of the professional practice of teaching. The evaluation criteria incorporate the learner-centered proficiencies and promote continuous professional development.

Total of eight domains are used appraise teaching according to this evaluation (See table 12.1 at the end of this section):

1) Teaching Plans and Materials,
2) Clarity of Content Presented,
3) Classroom Management,
4) Proficiency in Instruction,
5) Professional communication,
6) Professional Development,
7) Compliance with policies, Operating Procedures and Requirements,
8) Improvement of Academic Performance of All Students.

Teachers will be evaluated from each of these domains (Table 12.1). The principal will write a brief summary of the observation period noting learning goals, activities, strengths, and a reflection on which teacher actions/attitudes might have enhanced the learning activities. These summaries will be completed and exchanged within one week of the observation, after which the teacher and principal will meet to discuss them. Subsequent observations will build upon the objectives from each previous observation. The weaknesses and strengths of teacher will be communicated to

teacher in a timely manner after observations to ask for improvement or encourage continuing their good work. Principal will write a final evaluation for termination, probation, or continuing of employment close to the end of the school year.

The board of directors will have the ultimate responsibility of evaluating the principal. The board of directors will develop an evaluation process for principal and school officers. The school officer evaluation criteria will be based on job performance, professionalism, and officer's efforts to contribute to the positive learning environment of the school. Additionally, board of directors will adopt a procedure evaluating school officers. The following main domains will be part of evaluation criteria for principal and school leaders; 1) Instructional management, 2) School or organization morale, 3) School or organization improvement, 4) Personnel management, 5) Management of administrative, fiscal and facilities, 6) Student management, 7) School or community relations, 8) Professional growth and development, 9) Academic excellence indicators and campus performance, 10) School Board relations, 11) A student performance domain.

Employment Contracts

The terms of employment for teaching, administrative, and support staff of MSE will be determined by contracts. MSE faculty and staff will be required to enter into individual term employment agreements resembling those used in business but explicitly stating that all requirements of the Tennessee Charter Law are made part of the agreement. Specifically, employment agreements shall expressly state that each employee acknowledges that he or she is subject to termination with or without cause and employment at the School shall not constitute any basis for tenure under any applicable law.

Teaching staff may be obligated to provide services during the school academic year, in-service days, or during the entire year depending upon their role in the school. The agreement affirms that any material created by staff members for use by MSE, or produced using the staff or resources of the school are works-for-hire and all intellectual property rights are vested in the school.

Professional Development

Board of directors of Memphis School of Excellence believes that professional development opportunities provide teachers the skills to enhance student learning. Thus board members will authorize the principal be in charge of developing, implementing, and evaluating professional

development plan for the proposed school. Professional development will be essential in core subject areas and will be emphasized throughout the school year.

The principal will bring colleagues, mentors, and outside experts to the school to provide up to date and research based applications. Faculty and staff will also be required to participate in local professional development workshop as well as national workshops. Technical assistance will be sought from universities and professional consultants. Teachers and administrators will be encouraged to attend state conferences and DOE sponsored staff development workshops.

Every year, all faculty members and administrators are required to attend designated professional developments workshops and seminars hosted by the school. Teachers will be encouraged to attend other professional developments at the regional educational service center. At least one teacher (generally the department chair) will be required to attend a workshop on the state curriculum in four core areas (Mathematics, Science, English LA, and Social Studies) and special education. They then will share the information they obtained with other colleagues in department meetings. Teachers that will teach Advanced Placement (AP) Courses are required to attend College Board's summer AP workshop. Moreover, they will be required to attend follow up workshops.

Professional development for the adopted programs will be conducted at least one month prior of the opening of the academic year and regularly thereafter. This will occur via in-service meetings, webinars, on-site workshops, attendance of on-site and off-site professional development workshops contracted for the school, and participation in the statewide or national conferences.

Teachers including special education personnel at proposed charter school will automatically be enrolled in a teacher to teacher professional development/mentoring program called MSE Mentoring Program. The MSE Mentoring Program is an ongoing professional development activity that is currently used by many schools across the nation. The school principal will be in charge of supervising, developing and implementing the MSE Mentoring Program. The overall focus of the MSE Mentoring Program is to provide individualized assistance to teachers (entry-year teachers and experienced teachers having serious difficulty in the classroom) and create a positive ongoing professional development atmosphere where everybody can learn from each other. (See the following MSE Mentoring Program overview and its attachments).

MSE Mentoring Program

An Overview

MSE Mentoring Program is a modified version of the Peer Assistance and Review (PAR) program. The PAR program is a research based program and full or modified versions commonly used many states including Texas and Ohio (Keil et. al 1998). The components of the program offer a useful professional development program model and also serve as an effective evaluation tool to assess teacher performance.

Implementation

1- **Formation of teams**: Each team consists of one consulting teacher (Mentor Teacher) and one regular teacher.(See attachment A below for the selection process for consulting teachers)

2- **Training Consulting Teachers:** The three-day workshop is intended to prepare the consulting teacher for his or her new role as a mentor. The workshop focuses on the organizational, technical, and affective knowledge and skills of mentoring. Since not all of the demands of serving as a consulting teacher can be addressed in a three day workshop, it is important that on-going and regularly scheduled seminars be conducted. These seminars should reflect the current needs and concerns of the consulting teachers. (See attachment B below for the detailed workshop schedule)

3- **Preparation Time Line for Class Visits:** See attachment C for the detailed information.

4- **Regular Teacher Orientation:** See attachment D for detailed information.

5- **Teacher Professional Development:** The overall focus of the MSE Mentoring Program is to provide individualized assistance to teachers (entry-year teachers and experienced teachers having serious difficulty in the classroom) and create a positive ongoing professional development atmosphere where everybody can learn from each other. Therefore, the focus of the teacher's professional development is based upon teachers' specific needs in their classroom environment. Teacher is not in a passive position in the group. He/she takes active roles in decision making process. Teacher and the consulting teacher discuss and pick the appropriate method and related instrument together. Initial actions will be taken by the consulting teacher are;

   - initial discussion with the teacher
   - observation of the classroom
   - completing a needs assessment survey, and using the teacher's responses as a basis for further discussion

- completing a goal-setting agreement with the teacher, where specific goals are written and become a major focus over the next few weeks and months.

The consulting teacher then uses this information as a basis for observations, feedback, and conferences with the regular teacher (see attachment E for detailed information).

Attachment A

Selection Process for Consulting Teacher

Minimum Qualifications

- Two years of outstanding teaching service;
- Proven outstanding classroom teaching ability;
- Proven talent in written and oral communications;
- Proven ability to work cooperatively and effectively with other professional staff members;
- Extensive knowledge of a variety of classroom management and instructional techniques.

Attachment B

Training Consulting Teacher Workshop Schedule

The three-day workshop is intended to have the following outcomes:

- Provide critical information about the MSE Mentorship Program.
- Address expectations of the consulting teachers (both long and short term).
- Build a positive/structured climate between consulting teachers and administrative personnel.
- Address feelings of isolation which may be the result of being in an evaluative role.
- Reduce stress for the first year consulting teacher.
- Ensure an effective beginning of the consulting teacher-teacher relationship.

First Day: Morning Session - Focus on Organizational Skills

Welcome and Ice Breaker

MSE Mentoring Program Overview

- History and Goals
- Role of a Consulting Teacher
- Step-by-Step Review of the Process

Getting Started

- Forms
- Timeline
- Office Procedures

Time Management: Scheduling Your Day

First Day: Afternoon Session- Focus on Technical Skills

- Teacher Performance Principles/Criteria
- Observation Skills and Procedures
- Assessment of Performance/Progress Using Performance Criteria

Second Day: Morning Session- Focus on Technical Skills

Report Writing
- Supporting Documentation
- Key Components of Written Reports
- Practice Sessions

Conferencing
- Scheduling Conferences
- Goal Setting Process
- Format of Conferences
- Identifying Techniques and Resources to Improve Teaching Skills
- Practice Sessions

Second Day: Afternoon Session- Focus on Technical Skills

Compiling Data - "Building Your Case"
- Thorough Documentation
- Keeping Record of Observation and Conference Hours

Third Day: Morning Sessions- Focus on Technical Skills

- Developmental Stages of Teachers
- Needs of Entry-Year Teachers
- Resources for Intervention

Third Day: Afternoon Sessions-Focus on Affective Skills

- Effective Mentoring
- Assessment and Problem Solving
- Techniques of Constructive Criticism
- Initial Meeting with Teachers

Attachment C

Time Line for Class Visits (for consulting teachers)

September
- Continue informal meetings with teachers
- Schedule monthly conference and first observations
- Meet with second/third year consulting teachers for assistance with initial teacher observation and documentation procedures
- Develop goals for first semester

October

1. Monthly conference with consulting teachers
2. Observation, evaluation, and feedback to teachers
3. Monitor progress toward goals
4. Participate in informal discussions with fellow consulting teachers and share resources
5. Communicate with principals

November

1. Monthly conference with consulting teachers
2. Observation, evaluation, and feedback to teachers
3. Monitor progress toward goals
4. Professional development through observation of other consulting teacher/teacher teams
5. Communicate with principals

December

1. Monthly conference with consulting teachers (focus on first semester reports/evaluations)
2. Observation, evaluation, and feedback to teachers
3. Communicate with principals
4. Monitor progress toward goals
5. Complete first semester teacher evaluation and prepare presentation

January

1. Monthly conference with consulting teachers
2. Observation, evaluation, and feedback to teachers
3. Establish goals for second semester
4. Communicate with principals

February

1. Monthly conference with consulting teachers
2. Observation, evaluation, and feedback to teachers
3. Monitor progress toward goals
4. Communicate with principals
5. Address teacher generated needs
6. Mid-year one-day workshop and celebration

March

1. Monthly conference with consulting teachers
2. Observation, evaluation, and feedback to teachers
3. Complete final teacher evaluation and prepare presentation
4. Offer support to newly selected consulting teachers

April

1. Monthly conference with consulting teachers
2. Observation, evaluation, and feedback to teachers
3. Communicate with principals
4. Offer support to newly selected consulting teacher

May

1. Monthly conference with consulting teachers
2. Observation, evaluation, and feedback to teachers
3. Communicate with principals

4. Plan the initial training program for new consulting teachers

June

1. Monthly conference with consulting teachers
2. Finalize work with teachers
3. Communicate with principals
4. Attend building activities
5. Celebration and recognition

Attachment D

Regular Teacher Orientation

Each regular teacher receives an orientation folder and a local education association handbook. Agenda items for teacher orientation program include the following:

- Introductions
- MSE Mentoring Program description.
- Background information sheet filled out by the teacher
- Observation and conference forms
- Professional growth opportunities
- Specific information on the first workshop opportunity for new teachers
- Organizing for the first day of school
- How to prepare a student centered classroom, setting the tone
- Ideas for structuring lesson plans
- Management plan and creating a discipline plan before school begins
- Advice for the first week: over prepared, flexible, consistent, respectful
- Discussion of teacher presence
- Lesson pacing
- Staff as a resource
- Lists of first day ideas, a checklist of first day musts
- Conveying teacher expectations
- Preparing a substitute folder
- Parent communication

New teachers are given the opportunity to ask questions about any topic related to the program, the beginning of school, resources and the like.

Attachment E

Observation Steps:

A- Preliminary Conference:

1. The teacher communicates to the observer the intentions for the upcoming lesson.
2. Lesson plan revisions(if necessary)
3. Agreement about the terms of the upcoming observation session
4. Choice of an observation instrument or method of data collection
5. Other topics
    a. The mechanics of the observation (e.g. length of the observation, where would the teacher prefer you to sit, etc.)
    b. Any specifics of the upcoming lesson that the observer may need to know (e.g. if the questioning method will be used, the seating chart is needed)

B- Observation:

1. The observation session is intended to focus on the teacher's performance and students' response, as well as contextual factors that impact the teaching and learning process.
2. The observer will focus on the specific goals identified in the pre-conference as well as other information that would contribute to the overall assessment of the teacher's ability to address the performance terms.
3. Information will be gathered in multiple ways.
4. The observer will not intervene in the teacher's lesson (exception - when a safety issue arises)

C- Post-Observation Conference:

1. Discuss the data that were collected during the observation
    a. Show the teacher your data.
    b. Discuss the congruencies and discrepancies that may exist between what the teacher thought occurred and what the observer has documented.
    c. Encourage the teacher to provide suggestions or ideas regarding possible alternatives or changes that should be considered in the near future.
2. What information, suggestions, or guidance can the observer offer the teacher?
3. Choose a course of action
4. Summarize the conference
5. Set an appointment for the next conference.

The staff is asked to evaluate the each component of the professional development program. Evaluation of school-wide and district-wide in-service program sessions, and workshops attended at outside institutions is conducted with an evaluation form filled out at the end of each activity. Since MSE Mentoring Program is year around program and the evaluation made at the end of the year does not allow for corrections to be made or concerns to be addressed during the process, the participants' feedback and comments are be collected at the end of each month. Data collected is used to modify and improve the professional development program.

Table 12.1 Formal Teacher Evaluation Rubric

	DOMAIN I: Teaching Plans and Materials	Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatisfactory (x 0)
1	Specifies or selects learner objectives for lessons.				
2	Specifies or selects teaching procedures for lessons.				
3	Specifies or selects content, materials, and media for lessons.				
4	Specifies or selects materials and procedures for assessing learner progress in the objectives.				
5	Plans instruction at a variety of levels.				
6	Organizes instruction to take into account differences in capabilities.				
7	Organizes instruction to take into account differences in learning styles.				
8	Communicates with individual learners about their needs and progress.				
9	Obtains and uses information about learners from cumulative records.				
10	Identifies learners who require the assistance of specialists.				
11	Identifies desired/appropriate student behaviors expected for activity.				
	SUBTOTAL				

	DOMAIN II: Clarity of Content Presented	Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatisfactory (x 0)
12	The lesson was presented in a logical manner				

13	The teacher identified important points for the students				
14	Important points were written on the board or a chart				
15	Important points were repeated				
16	Summaries and reviews were included within the lesson				
17	Important points were clearly explained				
18	Examples were presented to reinforce each major point				
19	The teacher paused to reinforce important points or to allow learners to ask questions				
	SUBTOTAL				

	DOMAIN III: Classroom Management	Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatisfactory (x 0)
20	Furniture, equipment, and materials are placed appropriately for the lesson.				
21	Is aware of what is occurring in all areas of the classroom.				
22	Outlines rules/routines or students are familiar with rules/routines – students behave accordingly.				
23	Helps children acquire good habits; work and study				
24	Handles behavior problems individually when possible; anticipates friction and guards against it.				
25	Is proactive and positive with interventions				
26	Makes certain that the children know what is expected of them				
27	Keeps the atmosphere of the room free from hurry and tenseness				
28	Teacher moves throughout the room to help or hinder classroom control.				
29	Willingly gives extra help or instruction to an individual child				
30	Teacher demonstrates caring for student responses and their work, and is available to individual students throughout the lesson.				
31	Humor used appropriately throughout lesson.				
	SUBTOTAL				

	DOMAIN IV: Proficiency in Instruction	Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatisfactory (x 0)
32	Uses teaching methods appropriate for objectives, learners and environment.				
33	Adjusts plans to meet unusual or difficult situations				
34	Arouses and holds student interests; stimulates critical thinking				
35	Helps children relate new ideas to previous learning				
36	Uses instructional equipment and other instructional aids.				
37	Gives directions and explanations related to lesson content.				
38	Clarifies directions and explanations when learners misunderstand lesson content.				
39	Provides for the needs of individual pupils by differentiating assignments to meet the needs of students with different learning styles				
40	Makes assignments clear; provides definite direction for study				
41	Makes smooth transitions from one activity to another				
42	Implements learning objectives in a logical sequence.				
43	Uses responses and questions from learners in teaching				
44	Provides feedback to learners throughout the lesson.				
45	Uses acceptable written and oral expression with learners.				
46	Maintains learner involvement in lessons.				
47	Provides learners with opportunities for participating.				
48	Reinforces and encourages the efforts of learners to maintain involvement.				
	SUBTOTAL				

	DOMAIN V: Professional Communication	Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatisfactory (x 0)
49	The teacher uses appropriate and accurate written, verbal, and non-verbal modes of communication with students.				
50	The teacher uses appropriate and accurate written, verbal, and non-verbal modes of communication with parents, staff, community members, and other professionals.				
51	The teacher's interactions are supportive, courteous, respectful, and encouraging to students who are reluctant and having difficulty.				
	SUBTOTAL				

DOMAIN VI: Professional Development	Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatisfactory (x 0)

52	The teacher determines and participates in professional development goals and activities that are aligned with the goals of the campus and the goals of the district.				
53	The teacher correlates professional development activities with assigned subject content and the varied needs of students.				
54	The teacher exhibits a willingness to collaborate with colleagues and other professionals for continuous growth and development.				
55	The teacher correlates professional development activities with the prior performance appraisal.				
	SUBTOTAL				

	DOMAIN VII: Compliance with Policies and Rules	Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatisfactory (x 0)
56	The teacher contributes to making the whole school safe and orderly, and a stimulating learning environment for children.				
57	The teacher respects the rights of students, parents, colleagues, and the community.				
	SUBTOTAL				

	DOMAIN VIII: Improvement of Academic Performance	Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatisfactory (x 0)
58	The teacher diagnoses student needs and provides performance feedback related to all appropriate State objectives.				
59	The teacher aligns the planning and delivery of instruction to all appropriate State objectives.				
60	The teacher collaborates with other faculty and administration to improve performance of all students on the campus.				
61	The teacher identifies students who are at-risk and develops appropriate strategies to assist these students.				
62	The teacher monitors the attendance of all students and intervenes to promote regular attendance.				
	SUBTOTAL				

13. Charter Holder Data (the Sponsoring Entity)

Identify the individuals and entities sponsoring the proposed public charter school, including their names and addresses (See #8).

Summarize each individual's and entity's relevant experience and qualifications. If you have not already done so under question 8, provide contact information and a resume or organizational description for each individual and entity. Briefly explain how these sponsors will help contribute to your school's mission.

The Read Foundation will be the charter holder (the sponsoring entity) of Memphis School of Excellence. The Read Foundation was registered as a non-profit organization under the Tennessee State Law (**Appendix H**) and applied to the IRS to be qualified as 501(c) (3) organization (**Appendix I**). Mission of the RF is to improve the quality of education in our communities and enhance educational opportunities for all students of Tennessee specifically minorities and underprivileged children. The board of directors of the RF is dedicated to quality education and promotes science, mathematics, and engineering, and technology in school environments.

The Board of directors of the RF has committed to the development and operation of new public charter schools in Shelby County. One of our goals is to work with Memphis City Schools to improve quality education and to have positive impact on the current educational landscape by opening public charter schools.

The board of directors of RF is entirely dedicated and ready to operate public charter schools in Memphis. Meantime the RF board members are aware that majority of the student body will come from low-income families and at-risk students groups which requires great deal of additional instructional time and resources. Thus, members of the RF board along with the proposed school administrators will actively be engaged with the community to create partnerships opportunities and fund raising efforts. Various external funding sources have already been identified such as FedEx, Michael and Susan Dell Foundation, Bill and Melinda Gates Foundation, and the Hyde Foundation. These and others will be included in search of resources to the state-of-the-art instructional facilities.

These networks will help the RF to perform an excellent job in various tasks of its operations (i.e. service learning, motivation seminars, tutorial, Saturday attendance program, award program, and field trips).

Individually and collectively, each member of the RF has outstanding experience and qualifications that are necessary to govern a successful charter school. Mr. Cem Akkus is an educator and consultant to a charter school and helped to create after school programs for underprivileged students. Mr. Foster is a community activist who helped to establish a non-profit organization to help drop-out students and promote academic excellence among 4 to 14 years old youth. Mr. Celikok is a manager and involved in the activities and management of a well known corporation (FedEx) in Memphis. Mr. Celikok is also expert in finance and economics and teaches at Fogelman College of Business and Economics. Ms. Aktas-Kocak has been working as administrator at a teaching and research hospital. Dr. Connolly is a professor of anthropology at University of Memphis and director of the C.H. Nash Museum at Chucalissa. Dr. Connolly organized and conducted many educational and cultural programs for students and adults. Mr. Kuscu is a computer specialist who helped hundreds of students during after school programs. The detailed resumes and contact information of the RF board members are given in **Appendix G.**

Below are the names and short biographies of our board members of the RF as well as their experience in relevant areas such as secondary and/or postsecondary education, administration and management in areas of business, finance, management, and nonprofit governance. These names are also listed in chapter 8 of this charter proposal.

Board Member #1:

Position	: President
Name	: Cem Akkus
Address	: University of Memphis, 001 Johnson Hall, Memphis, TN 38152
Phone	: 646-387-9885
Email	: cakkus@memphis.edu

Mr. Cem Akkus: Mr. Akkus received his both bachelor and master degrees in the area of Geomatics. Following his undergraduate graduation, he worked for EMI Mapping and Computing Inc. as a CAD/GIS specialist for three years while he was earning his MS degree. Upon receiving a scholarship from Ein Blick in Die Zukunft e.V, he moved to Germany in 2005. After completing his studies in Germany, he received an offer from Infoserve Technologies Inc. as a Control Engineer in Glendale, and moved to NY in 2006. Following this corporate experience, he was accepted to a Ph.D. program with full-time teaching position at the University of Memphis. Mr. Akkus has a special interest in GIS (Geographical Information Systems) and RS (Remote Sensing). He is currently teaching Landforms and GIS labs at University of Memphis. In addition, he is involved in several projects such as USA Early history and DRA (Delta Regional Authorities)

medical issues. As an educator, Mr. Akkus organized and took part in multifarious educational and cultural activities whenever possible in Germany, New York and Memphis. Mr. Akkus has a great deal of passion for children. He organized after school and tutorials programs for underprivileged children who are academically deficient, neglected.

Board Member #2:

Position	: V. President
Name	: Mutlu Celikok
Address	: 901 Wildbird Cove Collierville, TN 38017
Phone	: 901-854-7886
Email	: mcelikok@gmail.com

Mr. Mutlu Celikok, Vice President: Mr. Celikok has been a Memphis resident and currently works at FedEx, as Marketing Manager in Digital Access Marketing department. He also serves as Adjunct Instructor at the University of Memphis, Fogelman College of Business and Economics. He received his M.B.A. degree from University of Georgia, and B.Sc. in Industrial Engineering. He has experience in a wide array of academic and professional assignments including seven years experience in management role, utilizing advanced technology and contemporary management techniques to resolve challenging issues.

Board Member #3:

Position	: Treasurer
Name	: Ozgenc Aktas-Kocak
Address	: 198 Island Bluff Drive Memphis, TN 38103
Phone	: 901-528-9299
Email	: ozgenc13@msu.edu

Mrs. Ozgenc Aktas-Kocak, Vice President: Mrs. Kocak received her Master's degree from Michigan State University, East Lansing, MI in the field of Student Affairs Administration. In addition to her graduate work at MSU, Mrs. Kocak volunteered in the office of International Students and Scholars at MSU. During her master's program and being an academic advisor for many undergraduate students, she gained invaluable experience as thru practicum. Upon her graduation, she was also offered an academic advisor position at MSU and continues to gain invaluable experience in that position. In 2002, both her husband and her moved to Memphis and began working at St. Jude Children's Research Hospital. She believes she has a great deal of experience regarding the academic affairs and programs of a high performing organization. This experience provides her opportunity to serve at the Memphis School of Excellence.

Board Member #4:

Position	: Secretary

Name : Emin Kuscu
Address : 4912 Park Ave Memphis TN, 38117
Phone : 615-243 9235
Email : ekuscu@utmem.edu

Mr. Emin Kuscu, Secretary: Currently, has been working at the University of Tennessee Health Science as a Sr. computer programmer. He has a M.S. degree at Tennessee State University. In his career, Mr. Kuscu taught mathematics, science, and computer related courses at high school and graduate school levels. Because his graduate studies involved in Robotics, Mr. Kuscu helped students to teach robotics during after school and Saturdays. He designed workshop for middle and high school students to program robots. In addition, Mr. Kuscu played an integral role developing a school database for Fulton Science Academy, a successful charter school in Atlanta.

Board member #5:

Position : Member
Name : Robert P. Connolly
Address : 480 S. Greer St., Memphis, TN 38111
Phone : 901-323-5625
Email : rpost54@bellsouth.net

Dr. Connolly, a resident of Memphis, currently is an Associate Professor in the Department of Anthropology at the University of Memphis and Director of the C.H. Nash Museum at Chucalissa. His academic training is in Anthropology. He received his B.A. and M.A. from the University of Cincinnati and his PhD from the University of Illinois at Urbana-Champaign. He has experience in a wide range of academic and community advocacy settings. Prior to moving to Memphis he served on the faculty of the University of Louisiana at Monroe and was the Station Archaeologist at the Poverty Point Earthworks. He has given hundreds of presentations on prehistoric and historic American Indian cultures to school and community groups. He has served as a mentor for the Faith and Works Initiative at Millsaps College along with activity in community advocacy groups around housing, education, and medical care. In addition, Dr. Connolly is currently a regular participant in Medical Missions to rural Panama sponsored by the Episcopal Diocese of Mississippi.

Board member #6:

Position : Member
Name : Marlon T. Foster
Address : 590 Jennette Place Memphis, TN 38126
Phone : 901-942-1512
Email : marlonf@bellsouth.net

Marlon T. Foster is the 36 year old Founder and Executive Director of Knowledge Quest, Inc., a community development organization whose mission is "to promote community strength and

economic independence through education, work and development of community-based enterprises." Marlon struggled and attained for three years post of obtaining his college degree in a relentless effort to make his vision a reality, establishing the organization in 1998. Knowledge Quest is a vibrant and ever expanding organization whose credibility is proven through the lives of its participants. The organization is most known for its promotion of academic excellence in after school settings among Memphis' youth ages 4-14.

Seven years later, Mr. Foster founded Christ Quest Community Church, a non-denominational Christian church rooted in social justice and evangelism. He is a lifelong resident of Memphis, grew up and presently lives in the community in which Knowledge Quest/Christ Quest is headquartered. In addition, Mr. Foster continues to share his insight on community and faith building with fellow nonprofits, small businesses, churches and higher learning institutions in numerous volunteer and professional capacities.

Marlon Foster holds a Bachelor of Business Arts Degree from LeMoyne-Owen College and a Master of Divinity Degree from Memphis Theological Seminary. Currently he serves the Seminary in an adjunct capacity guiding entry level students in courses surrounding Faith Formation. Private donors and institutional leadership recently established *The Rev. Marlon and Sheila Foster Professor of Pastoral Theology and Homiletics*, of whom Dr. Lee Ramsey currently occupies the Chair, in honor of his humanitarian efforts. He is married to Sheila Foster, a Spanish Teacher and Consultant and they have three children: Marlon II, Alexandria and Victoria.

Board member #7:

Position	: Member
Name	: TBD (Prospective Parent)
Address	: N/A
Phone	: N/A
Email	: N/A

14. Business Procedures

Section 14 - Describe the procedures governing the deposit and investment of idle funds, purchasing procedures, and comprehensive travel regulations.

Detail the policies and processes regarding the deposit and investment of idle funds. Describe your school's purchasing procedures and identify who will have purchasing authority. (All contracts for goods and services in excess of five thousand dollars ($5,000) must be bid and approved by the governing body of each public charter school). Provide regulations on travel, including policies regarding student field trips and reimbursement of travel expenses.

Memphis School of Excellence governing board members will search, analyze and select a financial institution to serve as the depositary for all MHSE funds. This institution will be from one of the financial institutions approved by the Treasurer of the State of Tennessee and Memphis City Schools (MCS) to serve as a depository for public funds.

The MSE Board will adopt a purchasing policy which TSBA (Tennessee School Board Association) recommends for adoption by all public school districts in Tennessee. Purchasing authority will reside with the executive director/principal of the school, subject to approval by the school board for all contacts in excess of $5,000.00. In cases where purchases will exceed this amount, bidding and approval by governing board will be required. MSE governing board will also adopt a policy on reimbursement for travel expenses, student travel regulations and field trips. This policy will be parallel to MCS guidelines.

MSE General Purchasing Guidelines

1) Items which are up to $100.00 may be purchased through petty cash.
2) Purchases over $100.00 and less than $5,000.00 may be made by properly authorized employees through normal check disbursement request procedures.
3) Equipment purchases more than $5,000.00 will require a purchase requisition and written quotations may be solicited from a minimum three vendors. All contracts for goods and services in excess of $5,000.00 will be bid and approved by the school board. The bidding process will be managed by the finance office of the school with the coordination related individuals by the guidelines of the school and/or school board.
4) Use of MSE credit cards and checks for purposes other than authorized travel and activities, or other authorized purchases is prohibited.

5) Any MSE staff having a need for goods or services should prepare a purchase requisition.

6) Requisitions should be prepared far enough in advance to permit the Principal's Secretary to process and obtain competitive prices, and to allow sufficient time for deliveries to be made.

7) Change in any purchase order will be accepted. Changes may include changes in price, items, terms of payment, method of shipping, etc. Request for changes must be submitted in writing by MSE staff member. Once approved, a change of order form will be processed.

8) In an emergency which requires the purchase of goods and services, a purchase requisition for materials or services must be prepared. Reasons for emergency request should be explained within a memorandum.

9) Purchases requiring cash in advance are strongly discouraged. If the purchase is up to $100.00 petty cash procedure must be followed.

10) All deliveries will be made directly to the business department or a designated site.

11) When staff needs to return goods to a vendor for credit, repair, or exchange, a request for return memo should be prepared.

12) If there is a delay, a new realistic delivery date will be established with the vendor. If not, the order is subject to cancellation.

13) Any requisition for maintenance or repair of any equipment is to be directly submitted to MSE principal from the appropriate staff first.

14) Requests for subscriptions, memberships, and conference/meeting registrations should be approved by principal first. Original invoices for subscriptions and, receipts for conference/meeting registrations should be submitted to business office.

Purchasing Review

Type	Amount	Other Approvals
Professional Services	> $5,000	
Services Agreements	> $5,000	
Equip Purchase/Lease	> $50,000	
Construction	All	Capital Planning or Facilities MX
Software, excl. retail	All	Information Technology
Real Estate Transactions	All	Capital Planning
Advertising, Grants, and Sponsorships	All	Chief Contracting Officer

Revenue	All	Fiscal Services
Master Purchase Agreements	All	Procurement Services
Amendments/Terminations	All	

Approvals for Professional Services Contracts

Contract Amount	Required Approvals	Solicitation of Proposals or Quotes	RFP Process	Accountability And Controls
Up to $4,999	Budget Administrator	Budget Administrator can select provider		Department must be in compliance with bidding and selection procedures, including justification for exceptions. Requests for contract review must be accompanied by a requisition. The contract amount will be encumbered and a PO will be issued immediately after execution.
$5,000 – $24,999	Budget Administrator and Higher Level Administrator	Administrator can select provider, but higher level review is required		
$25,000 – $49,999	Budget Administrator, Higher Level Administrator, and Superintendent	Administrator must solicit proposals from at least 3 providers		
Equal to or exceeding $50,000	Budget Administrator, Higher Level Administrator, Superintendent and Board Commissioners		Procurement Services must issue RFP	

Approvals for Goods and Other Services

Contract Amount	Required Approvals	Solicitation of Proposals or Quotes	Bid or RFP Proposals	Accountability And Controls
Up to $4,999	Budget Administrator	Budget Administrator can select provider		Department must be in compliance with bidding and selection procedures, including justification for exceptions. Requests for contract review
$5,000 – $9,999	Budget Administrator and Higher Level Administrator	Administrator can select provider but must solicit three quotes		

Equal to or exceeding $10,000	Budget Administrator and Higher Level Administrator		Procurement Services must issue RFP	must be accompanied by a requisition. The contract amount will be encumbered and a PO will be issued immediately after execution.

Contracts Processing

All Contracts will be required to be submitted to Contract Services for processing.

Requirements for Submission:

- Contract Request Form
- Approved Requisition
- Vendor Number (Obtain Vendor Application and W-9 from Procurement)

Requirements for Contract Execution:

- Evidence of insurance
- Criminal Background Checks and Fingerprinting (T.C.A. § 49-5-413), if contractors and their employees may come into contact with students.

Contracts executed outside these procedures will be deemed private agreements between the site principal or department head and the contractor, and MSE funds may not be expended or authorized for the goods or services.

Exceptions

Master Purchase Agreements (MPA's)

- May submit orders for goods and services under MPA's initiated by Procurement using a requisition, regardless of the dollar amount of the order, as long as it does not exceed the school budget
- The administrator approvals based on dollar amount still apply
- Procurement Services will distribute and maintain a list of all MPA's available for use by the school

Revenue Contracts, No-Cost Contracts, and School Activity Accounts

- Department or school must complete as much of the Contract Request Form as appropriate and submit a scope of work and payment schedule
- It is not necessary to complete a requisition

After-the-Fact Contracts

Departments and schools are prohibited from allowing a contractor to start providing services prior to contract execution. Exceptions may be granted if the department or school can demonstrate an urgent need based on an urgent and compelling circumstance.

- Delayed receipt of grant funds and services and funding will be lost if services do not begin by a certain date
- Protection of health and welfare
- Discovery of unanticipated issues
- Emergency situations

Only the Chief Contracting Officer (or designee) can approve an after-the-fact contract.

Contract Records

All original MSE contracts will be filed in the business office. A database of all contracts will be maintained to include the following information:

- Company Name
- Contract Number
- Requisition and Purchase Order Number
- Contract Term
- Brief description of services
- Name of originating department or school site

Payroll

Payroll Policy and Procedures

All new employees are required to attend orientation offered prior to their first day of duty. All professional and paraprofessional employees are paid on a monthly basis - no monetary advances for employees are given. The first date of payment for twelve month employees is September 30th.

Payroll Documentation

Hourly Employee Time Sheets

All hourly employees are required to record each day and the actual time worked on his/her time sheet each day. Fair Labor Standards Act requires that overtime above 40 hours per week will be paid at one and one-half the regular hourly rate. Extra time below forty hours per week will be paid at the regular rate of pay. Overtime is calculated based on hours actually worked not including leave or holiday time. The standard hours and days per year for monthly employees are reflected on the salary schedules and individual pay sheets. Any hours worked in excess of those indicated will be paid at the appropriate rate; any hours not worked or not covered by leave will be docked.

Other Duty including Tutoring, Community School

Employees must record actual hours worked on a separate time sheet. Payment will be based upon a predetermined hourly rate.

Temporary Employment Procedures

Accounting Manager must follow guidelines listed below when hiring temporary employees:

- Make sure certain funds are available to cover salary and benefit costs of temporary employees.

MSE will adhere to certain laws and regulations and it is imperative that everyone hired:

- Provides proof of citizenship
- Has a social security card
- Completes required employment papers
- Passes criminal records background check
- Complete a Personal Services Agreement Form completely. Make certain an independent auditor would be able to determine the reason for the hiring by reviewing the Personal Services Agreement. Make certain the block for employee is marked even if the individual is only a temporary employee. Refer to Independent Contract rules in the Section entitled "Purchasing".
- If the temporary employee is to be employed for ten (10) days or more, the Personal Services Agreement must be approved by the appropriate Assistant Superintendent.
- Personal Services Agreements should be forwarded to the Accounting Department by the second working day of the month immediately following the service.
- Students hired to handle tasks such as moving books and furniture, running errands, etc., will be paid at the minimum wage rate unless otherwise specifically approved by the School. Students hired must fill out all necessary payroll forms, including the Employment Eligibility Verification Form. The procedures outlined above for Personal Services Agreements should be followed.
- Principals wishing to cover the cost of paying for temporary employees through campus activity funds should so indicate on the Personal Services Agreement. The campus will be billed for the total salary and benefits paid.
- All temporary employees are required to complete a time sheet as documentation for hours claimed.

Leaves and Absences

Sick Leave

Sick leave shall be used only for:

1. Illness or pregnancy of the employee
2. Illness of a member of employee's immediate family
3. Family emergency, or
4. Death in the employee's immediate family

Supplemental Sick Leave

Any employee, who has exhausted all leave benefits, if applicable, shall be permitted up to ten days of supplemental sick leave during which the substitute daily rate shall be deducted from the employee's pay, whether or not a substitute is employed.

Use and Recording of Sick Leave

Personal and sick leave shall be used and recorded in the following order:

1. Sick leave
2. Supplemental Leave

Leave Charts

The following charts are used to calculate Sick, Personal and Supplemental Leave for employees who work 100% of the day.

Sick Leave

No. Days Employed	Days Earned
0-17	0.0
18-35	0.5
36-59	1.0
54-71	1.5
72-89	2.0
90-107	2.5
108-125	3.0
126-143	3.5
144-161	4.0
162-179	4.5
180+	5.0

Supplemental Leave

No. Days Employed	Days Earned
0-17	0.0
18-35	1.0
36-59	2.0
54-71	3.0
72-89	4.0
90-107	5.0
108-125	6.0
126-143	7.0

144-161 ..... 8.0

162-179 ..... 9.0

180+ 10.0

Posting of Employee Leave

Leave records for all personnel are posted in days and half-days using the method shown below:

Leave used by personnel working 7.5 hours a day:

3-3/4 hours or less - ½ day

More than 3-3/4 hours - 1 day

Leave used by personnel working 8 hours a day:

4 hours or less - ½ day

More than 4 hours - 1 day

Leave Options for Absences of Less than One -half Day (Paraprofessional and Auxiliary Employees Only)

Options listed below require the approval of the supervisor:

Employee may "make-up" the time off during the same work week with supervisor's permission.

Employee may choose, with supervisor approval, to be paid only for hours actually worked, i.e. docked for time of absence.

Completion of Absence From Duty Forms

It is imperative that the reason given for the absence be accurate. Leave will be posted based on information given on the Absence from Duty form and will not be changed at a later date. Personal leave claimed that has not been earned will be docked at a per day rate and will not be refunded.

Sick Leave

- Enter name and social security number of employee
- Refer to leave policy to determine proper entry of information regarding cause of absence, leave used, etc.
- Enter name and social security number of substitute and date(s) of substitute work.
- If absence was due to reasons not covered by leave policies, information should be provided at the bottom of the form to indicate organization or fund to be charged.
- Absence from Duty report must be signed. A signature stamp is not acceptable.
- For absences of five or more consecutive work days, consult Human Resources for procedures.

- All Absence from Duty forms will be submitted to the Accounting Department on a daily basis as completed. The Absence from Duty form for sick leave may be turned in when the employee returns to work.

Vacation or Personal Leave

- Complete an Absence from Duty form any time vacation or personal days are to be used. Forward to the supervisor for advance approval. When a decision is made regarding these requests, the supervisor should:
- Return one copy to the employee indicating approval or disapproval; and
- Forward one copy to the department or campus employee assigned to handle leave reports. If the vacation or personal days requested are not used, notify the employee responsible for leave forms by sending a copy of the request marked "VOID" or "REVISED".

Substitute Teacher Control System Procedures

- When it is necessary for a teacher to be absent from school, it is the responsibility of the teacher to notify the School immediately. When dates of workshops are known in advance, call the School although the date may be months in advance. All substitutes are to be called by the School Substitute Coordinator. Campus personnel are not responsible for calling substitutes. The substitute teacher should not accept an assignment unless called by the School Substitute Coordinator.
- All substitutes must sign in upon arrival at campus. Substitutes are required to work the teacher work day as follows:
- 7:30 AM - 4:15 PM
- Before leaving the school, the substitute teacher must return to the principal's office for instructions. The principal may release the substitute or have the substitute continue the assignment.

Monthly Report of Substitutes and Absence from Duty Reports

Monthly Report of Substitutes

The substitute should sign this form each day he/she substitutes (even long-term substitutes). Indicate if employee was absent for one-half day or a whole day.

Long-Term Substitute Work

Indicate when the substitute is to receive the long-term sub rate rather than normal substitute rate. Long-term substitutes must sign the Monthly Report of Substitutes. (These absences are often overlooked if this procedure is not followed.)

Absence from Duty Report

- Employee should complete the form as soon as possible and these forms should be sent to the Accounting Department on a daily basis as completed. The substitute name and social security number must be indicated on the bottom of the form.
- If Absence from Duty Report must be filed with the Accounting Department prior to the time the employee returns to work, a duplicate should be sent with the notation "duplicate" across the top of the form. Accounting Department employees will then be aware that the original is being held for signature and will be forwarded later.
- If absence is for only one-half day, then "½ day" should be shown for the time worked by the substitute.
- Absence from Duty forms must balance to the Monthly Report of Substitutes.
- Any Absence from Duty forms for a particular month, not previously sent in to the Payroll office, i.e. Absence from Duty's for extended leave or leaves of absence, will be attached to the Monthly Report of Substitutes. These reports will be due the second working day of the month following the reporting period.
- Substitutes who are filling in for a vacant position or extra duty should be indicated on the bottom of an Absence from Duty with a notation of "EXTRA".

Employee Benefits

A number of benefit and/or deduction options are available to employees of the charter school. These benefits are listed below:

- Insurance (employees working 25 hours a week or more)
- Teacher Retirement
- Workers' Compensation
- Unemployment Compensation
- Leave

Procedures for Handling Workers' Compensation

If an employee is injured on the job:

- The supervisor notifies the Workers' Compensation Coordinator of the injury immediately.
- The injured employee and supervisor complete the First Report of Injury Form and send it to the Workers' Compensation Coordinator. This should be done within twenty-four (24) hours of the injury. If the injured employee is unable to complete the form, the supervisor will complete and submit the form. The supervisor must sign the form.
- The supervisor contacts the Workers' Compensation Coordinator and advises an estimate of the time the employee will be out. If an employee is unable to return to his/her next scheduled shift,

the Supplemental Report of Injury Form must be completed by the supervisor stating estimated time away from work.

- The employee will contact the Accounting Department if he/she is out as a result of the injury. Accounting Department will determine leave days available. The employee will be permitted to use leave days available even when receiving workers' compensation benefits. The Accounting Department will notify the employee of the number of leave days available.
- When an employee returns to work, the supervisor must notify the Workers' Compensation Coordinator immediately by telephone followed by the completion of the second Supplemental Report of Injury Form submitting the form to the Workers' Compensation Coordinator.
- Two days prior to expiration of the employee's leave time, the Accounting Department will contact the supervisor to determine if it is necessary to fill the job at that time or whether further time may be extended to the employee.
- If it is not necessary to fill the position, the Accounting Department notifies the supervisor that it will be necessary for the employee to file a request for Temporary Disability Leave through the Accounting Department.
- If it is necessary to fill the job immediately and the employee's leave has expired, the supervisor will notify the Accounting Department by memo that the position must be filled. Upon expiration of leave, the Accounting Department will send a notice to the employee by registered mail of the necessity of payment of insurance premiums if applicable.
- Employees cannot be terminated while they are receiving workers' compensation benefits, but the law does allow filling the position vacated by the employee.
- An employee may contact the Workers' Compensation Coordinator should there be a question regarding his/her workers' compensation injury.

Workers' Compensation Act - Who is covered?

The Workers' Compensation Act provides benefits to any employee who has been injured in an on-the-job accident or who has been disabled by an occupational disease (one arising out of and in the course of employment), or to the surviving spouse and children of the injured worker. Application of the Workers' Compensation Act is as follows:

Applies only to Employees

The Act applies to all employees on the school charter school payroll

Applies Only to Injuries Sustained in the Course of Employment

The Act applies only to injuries sustained by employees while they are acting in the course of their employment. Generally, this means that at the time of injury, the employee must have been

engaged in the furtherance of the charter school's affairs or business; also, the injury must have originated in or have been caused by charter school business. Most on-the-job injuries sustained by employees are regarded as having been sustained in the course of employment. However, illustrative of the types of cases in which a course of employment question may arise are the following: Injuries in which an act of God plays a part; injuries sustained while the employee is engaged in a fight or in "horseplay"; injuries sustained while the employee is going to or from work; and injuries during a lunch break or before or after working hours. In cases of this type, investigation may be required before it can be determined whether the Act applies. Generally, accidents which occur during working hours will be considered under the Workers' Compensation Act.

MSE General Travel Procedure

1) Traveler is defined as one traveling on official MSE or affiliate business.

2) Official travel is defined as movement on official MSE or affiliate business from one's home or normal place of employment to another destination and return to one's place of normal employment, or to one's home.

3) Reimbursement for personal expenses or family expenses incurred while on official MSE travel is not permitted.

4) Reimbursement for first-class travel by employees on official business is not permitted. Commercial transportation is reimbursed on the basis of the actual cost incurred.

5) Travel by private automobile should only be used when it is more cost effective for MSE. Tolls and additional reasonable parking charges are allowed in addition to the mileage allowance.

6) When traveling by private automobile on official travel, if the vehicle is involved in an accident or the vehicle is damaged in some manner, the owner's insurance is primary.

7) Travelers should rent cars only when other transportation is not available or when their use will result in significant saving of cost and time.

8) Travelers using rental vehicles should not purchase the optional coverage offered. This is provided by MSE.

9) Rental cars should be obtained from companies with whom MSE has discount agreement.

10) Costs of taxi and public transportation service –excluding tips- are acceptable in official MSE travel when receipts are presented.

11) When the accidental injury to a group of travelers would seriously impair the operation of a MSE activity, MSE strongly discourages travel by groups of more than two or three in the same trip.

12) Expenses for motel and hotel room accommodations are reimbursable when submitted with receipts. Food and beverage expenses are reimbursable on a per diem basis. Per Diem rates are based on US General Services Administration-http://www.gsa.gov/.

13) No entertainment expenses will be reimbursed.

14) Receipts are required for all expenses during the travel. Reimbursement is not possible otherwise.

15) Signed requisition for the travel should be submitted before the travel. It should be approved by the principal.

16) There is no restriction on payment method. Staff members can do their arrangements with any method (check, credit card, cash, MSE check and card, etc).

17) Advances for traveling expenses might be available upon approval of the executive director/principal.

18) A completed travel expense report accompanied by receipts should be signed and reported in 7 days after the travel.

19) Automobile Mileage Allowance based on actual mileage or standard highway mileage guides.

20) Per Diem allowance is based on time of departure and return.

MSE Field Trip Policies

1) Students must stay with the teacher and/or chaperone at all times.

2) Students must wear name tag all times.

3) Students must follow their teacher's directions.

4) Students must be respectful and polite at all times.

5) No yelling and/or screaming is allowed.

6) Students are responsible for their own items.

7) Consumption of any kind of alcoholic beverages is prohibited for everyone.

8) Students must follow school rules and policies at all times.

9) No student will be allowed to go on the field trip without a signed permission slip to MSE.

10) If any of the field trip rules is violated, that student may be sent back to sit on the bus. Further action may be taken depending on the severity of the infraction.

MSE Field Trip Bus Policies

1) Same as student rules listed above.

2) Students must remain seated on bus.

3) Students must listen and follow directions of bus driver, teacher, and all adults.

4) No food, drinks, gum, candy are allowed on bus.

5) Students may bring hand held CD players, cassette players, radios, but they must have headphones (No portable stereos).

6) Students may bring electronic handheld games (ex. Game Boy), but they must have headphones.

Idle Funds

MSE shall invest temporarily idle funds to earn the maximum return for the period available. Highest priority shall be placed on the safety and liquidity of funds. Funds may be placed in the following types of investments:

- Bids from qualified depositories;
- Certificates of deposits;
- Time deposits;
- Securities of the United States Government including obligations of the United States Treasury;
- State managed cooperative investment plans, or
- Other forms of authorized investments. MSE will not invest in derivative products.

MSE shall invest temporarily idle internal account funds in qualified depositories at the best available return subject to the advice of district staff trained in investment practices and procedures. A periodic audit review of the written internal controls and operational procedures for investment of funds shall be conducted by an independent certified public accountant in conjunction with required district financial audits. The Superintendent shall report such investments in the monthly financial statement and indicate the location of each investment.

Other investments may not be made unless specifically authorized by MSE Board.

15. Management and Administration

Section 15 - Provide a plan for the management and administration of the school.

Detail the management and administration plan for the school. Clearly describe and delineate the roles and responsibilities of the school's leader(s), the governing board, and other key personnel. If you have identified specific individuals who will play day-to-day leadership roles in the school, list them. For individuals you have not previously described under questions 8 or 13, provide information about their background and qualifications and attach their resumes.

Roles and Responsibilities of the Proposed School:

Members of the RF board will carry out its statutory responsibilities associated with operating the charter school in an efficient and ethical manner and in compliance with local and other applicable state and federal laws. The RF will have the authority for policy and operational decisions of the proposed school. In the meantime, the RF Board, the sponsor, does not intend to manage daily school activities. It is the school principal/director's primary responsibility to run day-to-day school operation.

The following table shows key decisions and the decision making authority;

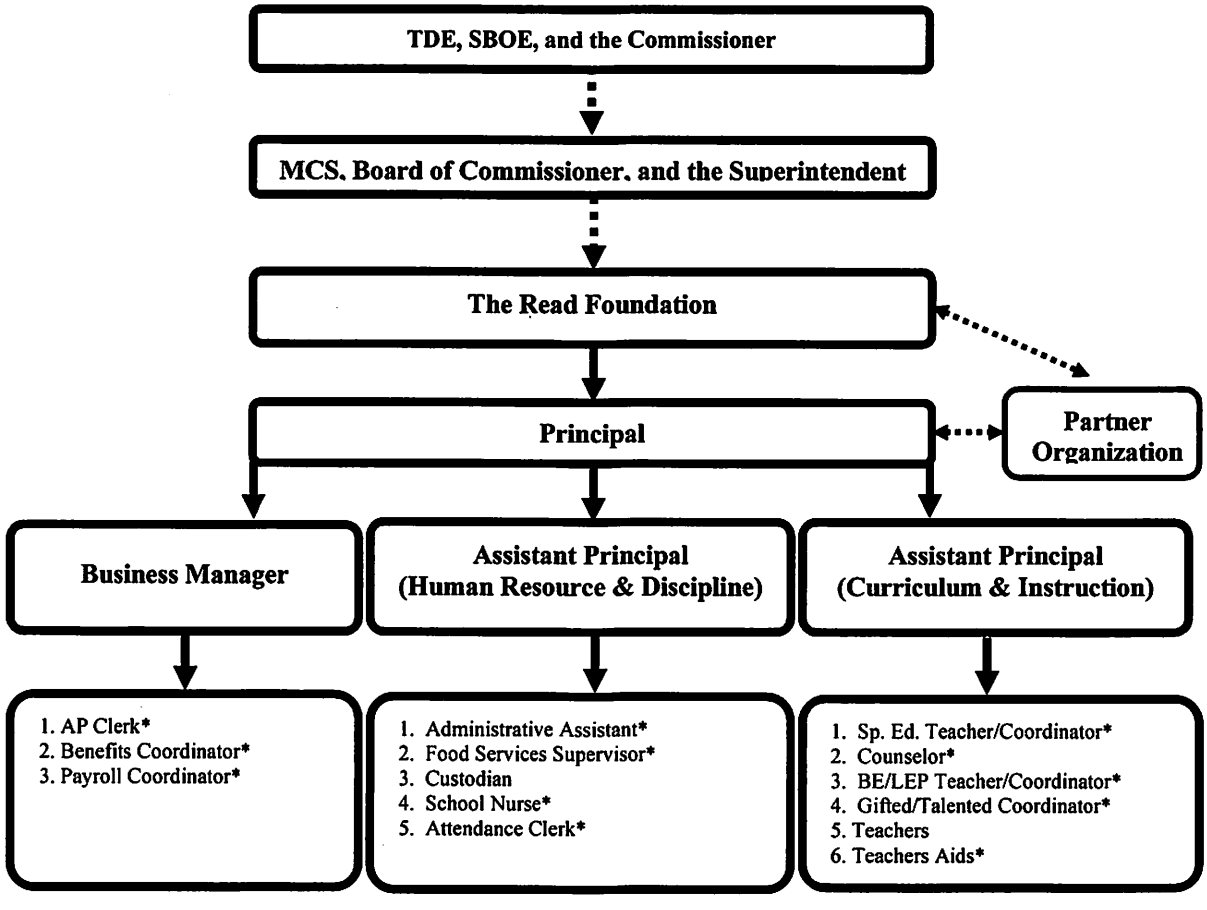
Key Decisions	Decision making authority
Hiring and evaluating school the principal	The Read Foundation
Hiring and evaluating teacher performance	The School principal
Setting the budget and managing the school's expenses and revenues against the approved budget	The Read Foundation along with principal who prepares the budget. The principal and business manager will play active roles in managing the school's expenses and revenue against the approved budget.
Defining key school policies including code of conduct, enrollment procedures, and grievance process	The Read Foundation
Setting goals and objectives	The Read Foundation
Establish and maintain all policies governing the operation of the charter school	The Read Foundation
Handle complaints submitted to the board	The Read Foundation

The RF will be incompliance with the *No Child Left Behind Act* and will seek to hire teachers who are highly qualified in core academic subject areas. Teachers who are employed at the school shall

have a minimum of bachelor's degree and will demonstrate competency in the area of assignment. The Special Education and BE/ELL teacher will be certified or licensed in the area of assignment.

Organizational Structure and Line of Authority: The following flow chart (Figure 15.1) shows the organizational structure and line of authority of each campus. Each arrow points to the flow of leadership of each position from top-to-bottom. A dotted line shows mutual communications rather than a line of authority between the management company and the campus principal. Within this line of authority, teachers, aids, coordinators, nurse etc. report to assistant principals. Payroll and benefit coordinators report to the business manager. Assistant principals and the business manager report to the principal. The principal gathers relevant data and evaluates all of his or her personnel. The principal also prepares a monthly board reports to be submitted to the School board.

Figure 15. 1 Memphis School of Excellence Organizational Structure



***Please Note:** The chart above is designed to show administrative functions rather than individual positions. In other words, multiple tasks can be performed by the same person if need arises (i.e. a payroll coordinator can be account payable clerk and benefit coordinator). Additional positions may be created as needed.

Narrative Description of the organizational Chart: Job description and role and responsibilities of each position that are mentioned in the organization chart are listed below:

PRINCIPAL/DIRECTOR:

Principal shall operate as chief operating subordinates to the school board in orchestrating program and service delivery to students through teaching and auxiliary staff including the following duties:

Supervisory Responsibilities:

Supervise and evaluate the performance of staff assigned to campus including assistant principal(s), the business manager, teacher(s), counselor(s), librarian(s), instructional aides, clerical support staff, and custodians.

Skills:

- Knowledge of school law, finance, and curriculum.
- Able to manage personnel.
- Able to interpret policy, procedures, and data.
- Exceptional organizational, communication, public relations, and interpersonal skills.

Working Conditions:

- Maintain emotional control under stress.
- Occasional district wide and statewide travel.
- Frequent prolonged and irregular hours.

Responsibilities and Duties:

Management:

- Monitor instructional and managerial processes to ensure that program activities are related to program outcomes and use findings to take corrective actions.
- Regularly consult the campus-level committee about planning, operation, supervision, and evaluation of campus education program. Include students and community representatives when appropriate.

School or Organization Morale:

- Provide instructional resources and materials to support teaching staff in accomplishing instructional goals.
- Foster collegiality and team building among staff members. Encourage their active enrolment in decision-making process.
- Provide for two way communications with the board and staff, students, parents, and community.
- Communicate and promote expectations for high-level performance to staff and students. Recognize excellences and achievement
- Ensure the effective and quick resolution of conflicts

School or Organization Improvement

- Build common vision for school improvement with staff. Direct planning activities and put programs in place with staff to ensure attainment of school's mission.
- Develop and set annual campus performance objectives for each of the Academic Areas.
- Develop, maintain, and use information systems and records necessary to show campus progress on performance objectives.

Personnel Management:

- Interview, select, and orient new staff. Approve all personnel assigned to campus.
- Define expectation for staff performance with regard to instructional strategies, classroom management, and communication with public.
- Observe employee performance, record observations and conduct evaluation conferences with staff:
- Work with campus-level planning and decision-making committees to plan professional development activities.

Management of Fiscal, Administrative, Facilities Functions:

- Comply with district policies and state and federal laws and regulations affecting the schools.
- Develop campus budgets based on documented programs needs, estimated enrollment, personal, and other fiscal needs. Keep programs within budget limit
- Maintain fiscal control. Accurately report fiscal information.
- Compile, maintain, and file all physical and computerized report, records, and other documents required including accurate and timely reports of maximum attendance to requisition textbook.
- Manage use of school facilities. Supervise maintenance of facilities to ensure a clean, orderly and safe campus.
- Direct and manage extracurricular and intramural programs. Including management of multiple activity funds.

Student Management:

- Work with faculty and student to develop a student discipline management systems that results in positive student behavior and enhances the school climate.
- Ensure that school rules are uniformly observed and that student discipline is appropriate and equitable in accordance with Student code of Conduct and student handbook.
- Conduct conferences about student and school issues with parents, student, and teachers.

School or Community Relations:

- Demonstrate awareness of school and community needs and initiate activities to meet those needs.
- Use appropriate and effective techniques to encourage community and parent involvement.

ASSISTANT PRINCIPALS:

Assistant Principals will assist principal in instructional program administration, human resources organizations, student activities and services.

Skills:

- Working knowledge of charter operations.
- Exceptional organizational, communication and interpersonal skills.
- Capable of coordinating charter support operations.

Responsibilities and Duties:

Share supervisory duties for charter professional staff with charter principal. Oversee teachers, custodians, paraprofessionals, clerical personnel and others as assigned.

Instructional Management

- Assist in planning and assessing the educational programs.
- Encourage planning of innovative education programs, assist teachers in implementing such efforts when appropriate.

- Encourage the use of technology in the instructional process.

Charter Atmosphere

- Encourage a constructive, thoughtful climate for learning.
- Promote fairness of students and staff from all cultural backgrounds.
- Communicate with students and staff in an effective manner.

Charter Improvement

- Assist in organization of school improvement plan with staff, parents and community members.
- Help principal design, manage and implement information systems to manage and track progress on charter goals and academic excellence indicators.

Personnel Management

- Hold employee evaluation conferences based on records of performance evaluation.
- Assist principal in interviewing, selecting and orienting new charter employees.

Administration and Fiscal/Facilities Management

- Oversee charter operations in principal's absence.
- Assist in scheduling student activities by participating in the development of class schedules, teacher assignments and extracurricular activity schedules.
- Oversee student attendance records and assist the attendance clerk on truancy issues.
- Requisition supplies, textbooks and equipment; verify inventory; manage records; and confirm receipts for materials.
- Aid in safety drill practices and inspections.
- Manage support services including transportation, custodial and cafeteria.
- Abide by all federal and state laws that apply to charter schools and charter policy.

Student Management

- Provide for supervision of students during non-instructional hours.
- Help students develop positive behavior through a student discipline management system.
- Provide for uniform enforcement of school rules and oversee appropriate and reasonable student discipline.
- Hold parent/teacher/student conferences in regard to student and school issues.
- Demonstrate use of productive and efficient skills to raise community and parent involvement.

BUSINESS MANAGER:

The primary role and purpose of the business manager is to oversee and maintain the operation of all financial and business affairs of the charter including accounting, payroll, purchasing, and risk management and act as the chief financial adviser to the principal and the board. Business manager must have an understanding of school accounting principles.

Skills:

- Applicable knowledge of school finance, budgeting, accounting systems, and economics.
- Effective communication, public relations, and interpersonal skills.
- Knowledge of personal computers and software to compile spreadsheets, perform data analysis, and do word processing.
- Capable of interpreting policy, procedures, and data.
- Capable of managing budget and personnel.
- Capable of coordinating charter activities.

Responsibilities and Duties:

Fiscal Management

- Ensure that the principal is advised on the business affairs of the charter school.
- Analyze accounting practices, systems, and controls in all charter departments and advise on improvements in their structure, implementation, and maintenance.
- Manage a revolving auditing program for all funds and work with the charter's independent and internal auditors while conducting audits.
- Maintain accounting systems that comply with laws and regulations.
- Devise period cash flow analysis to determine cash available for investment and payment of bills.
- Manage charter investment portfolio.
- Supervise monthly bank settlement preparations for the operating, special revenue, debt service, construction, tax, cafeteria, and athletic accounts. Audit statements of vendor and payroll clearing accounts.
- Compile and enter all budget adjustments, additions, and deletions.
- Assess and authorize all purchase orders and check requests and manage budget by certifying availability of funds.
- Help with drafting of budget and assessing the long- and short-range objectives for the business operations of the charter.
- Oversee needs evaluation for the enhancement of the charter business operations.
- Collaborate with charter personnel to project student enrollments, staff needs, building and facilities needs, energy needs, capital equipment needs and other cost items for the charter and individual school improvement.
- Monitor the business office budget and see that programs are cost effective and funds are managed effectively.
- Act as charter leader to achieve cost-effective practices throughout the school.
- Confirm that business operations support the charter mission.

Documentation and Law

- Ensure policies established by federal and state law that apply to charter schools and local board policy in area of business operations is being followed.
- Manage all hardcopy and computerized reports, records, and other documents required.
- Compile and review monthly financial statements and budget reports.
- Draft comprehensive annual financial report.
- Compile semi-annual financial reports to LDE for submission.
- Draft quarterly and final reports for all federal funds.

Inventory

- Ensure accurate computerized inventory records of all of the charter's assets.
- Maintain and direct sales of surplus salvage equipment for disposal.
- Oversee maintenance of replacement cost-asset inventory for insurance purposes.
- Receive and register bids, calculate results and draft written recommendations.
- Oversee the drafting of bids and bid specifications.

Personnel Management

- Compile, check and revise business department job descriptions.
- Devise training options and/or improvement plans to maintain superior business operations.
- Assess job performance of employees to maintain effectiveness.
- Oversee personnel and make accurate recommendations in regards to assignments, retention, discipline, and dismissal.

Community Affairs

- Show knowledge of charter and community needs and implement programs to meet those needs.

Supervisory Responsibilities:

Supervise and assess the performance of the risk manager, purchasing manager, bookkeeper, accounts payable clerk, and payroll clerk.

Job Related Conditions:

- Maintain control in stressful situations.
- Travel may be required.
- Extended or irregular hours.

TEACHER:

The primary role and purpose of a teacher is to provide students with appropriate educational activities and experiences that will enable them to fulfill their potential for intellectual, emotional, physical and social growth. Teachers will help students develop the skills necessary to be a productive member of society.

Skills:

- Understanding of subjects assigned.
- Working knowledge of curriculum and instruction.
- Capable of instructing students and managing their behavior.
- Exceptional organizational, communication and interpersonal skills.

Responsibilities and Duties:

Instructional Strategies

- Design, write and use lesson plans that conform to the charters curriculum. Ensure written plans are available for review.
- Ensure lesson plans show modifications for differences in student learning styles.
- Teach instructional subjects according to guidelines established by Department of Education, charter polices and administrative regulations.
- Implement appropriate instructional and learning strategies, activities, materials and equipment to ensure comprehension of learning styles and student needs.
- Design instructional activities by using data from student learning style assessments.
- Collaborate with special education teachers on student Individual Education Plans to ensure all modifications are met.
- Collaborate with staff to determine charter requirement for the instructional goals, objective and methods.
- Produce and oversee teacher aide and volunteer assignments.
- Employ technology practices to strengthen the instructional process.

Growth and Development

- Help students assess and enhance their study methods and habits.
- Produce formal and informal testing to evaluate student success.
- Coordinate and manage extracurricular duties as assigned. Sponsor outside activities approved by the charter principal.
- Serve as an example for students, support mission of charter.

Classroom Management and Organization

- Prepare classroom to enhance learning and to aid in physical, social and emotional development of students.
- Control student behavior in agreement with the student handbook.

- Ensure necessary and reasonable measures are taken to protect students, equipment, materials and facilities.
- Provide input on book, equipment and material selection.

Communication

- Establish communication rapport with parents, students, principals and teachers through conferences.
- Create and maintain a professional relationship with colleagues, students, parents and community members.
- Present information accurately through clear communication skills.

Professional

- Enrich job skills through professional development activities.

Other

- Keep up to date on and abide by state and charter regulations and policies for classroom teachers.
- Gather, manage and file all reports, records and other documents required.
- Be active in faculty meeting and assist in staff committees as necessary.

Job Related Conditions:

- Maintain control in stressful situations.
- Extended hours may be required.
- Some lifting may be required.

SPECIAL EDUCATION TEACHER:

The primary role and responsibility is to provide services to special education students with appropriate learning activities and experiences that will enable them to fulfill their potential for intellectual, emotional, physical and social growth. The Special Education teacher will develop student ability level instructional materials through modified curriculum and prepared lesson plans. Special Education teacher will conduct work in self-contained, team, departmental or itinerant capacity as necessary.

Skills:

- Complete knowledge of special needs of students in assigned area.
- Complete knowledge of Individual Education Plan Committee process and Individual Education Plan (IEP) goal setting process and implementation.
- Working knowledge of curriculum and instruction.

Responsibilities and Duties:

Instructional Strategies

- Work in conjunction with students, parents and other members of staff to develop IEPs through the IEP Committee process for each student assigned.
- Design, write and use instructional, therapeutic or skill development program for assigned students and ensure written plan is available for review.
- Ensure comprehension of learning styles and student needs are met through creation and implementation of appropriate instructional and learning strategies, activities, materials and equipment.
- Collaborate with classroom teacher on student IEP to ensure all modifications are met and help special education students in regular class when appropriate.
- Participate in IEP Committee meetings on an ongoing basis.

- Design instructional activities by using data from students learning styles assessment.
- Ensure IEP guidelines are met when presenting subject matter.
- Use an assortment of media and techniques to meet the needs and capabilities of each student assigned.
- Produce and oversee the teacher aide and volunteer assignments.
- Employ technology practices to strengthen the instructional process.

Growth and Development

- Produce formal and informal testing to evaluate student success.
- Oversee or ensure personal care, medical care and feedings of students as stated in IEP.
- Manage and care for all extracurricular duties as assigned. Sponsor outside activities approved by charter principal.
- Serve as an example for students; support mission of charter.

Classroom Management

- Prepare classroom to enhance learning and aid in the physical, social and emotional development of the students.
- Control student behavior and implement discipline plan. This includes handling crisis situations and physically restraining students as necessary according to IEP.
- Collaborate with the classroom teachers regarding student behavior management programs according to IEP.
- Collaborate with charter and outside resource people regarding education, social, medical and personal needs of student.
- Ensure necessary and reasonable measures are taken to protect students, equipment, materials and facilities.
- Provide input on books, equipment and material selection.

Communication

- Ensure good communication rapport with parents, students, principals and teachers through conferences.
- Create and maintain a professional relationship with colleagues, students, parents and community members.
- Present information accurately through clear communication skills.

Other

- Enrich job skills through professional development activities.
- Keep up to date and abide by federal, state and charter policies for special education teachers.
- Gather, manage and file all reports, records and other documents required.
- Be active in faculty meetings and assist in staff committees as required.

Job Related Conditions:

- Maintain control in stressful situations.
- Some lifting may be required.
- May be required to restrain students to control behavior.

SPECIAL EDUCATION AIDE:

Primary role and purpose of a special education aid is to provide assistance to the special education teacher for the physical and instructional needs of the charter student with disabilities in the special education program. The special education aid will help implement educational programs, including self-help, behavior management and instructional programs for students. The special education aid

will work under direct supervision of a certified special education teacher and indirect supervision of the principal.

Skills:

- Capable of working with children with disabilities.
- Capable of following verbal and written instructions.
- Capable of communicating effectively.
- Able to use general office equipment.

Responsibilities and Duties:

Instructional Support

- Prepare educational materials and displays for the classroom with the assistance of the classroom teacher.
- Assist in keeping class neat and orderly.
- Assist teacher in handling administrative records and reports.
- Help substitute teachers with classroom layout, or other pertinent classroom management.
- Assist with inventory, care and maintenance of equipment.

Student Management

- Help physically disabled students according to their needs, including but not limited to, transferring to and from wheelchairs, lifting or positioning.
- Help students with physical needs and personal care, including but not limited to, feeding, bathroom needs, and personal hygiene.
- Assist in student behavior management. This includes handling crisis situations and restraining disruptive or dangerous students as needed.
- Take responsibility for learning and conforming to each student's special medical, physical, communicative and emotional needs.
- Coordinate educational activities assigned by the teacher; help individual students or small groups.
- Assist in overseeing students throughout school day, inside and outside classroom. This includes lunchroom, bus and playground duty.
- Advise teacher on special needs or problems of individual students.

Other

- Ensure confidentiality.
- Enhance job skills by participating with staff development programs.
- Be active in faculty meetings and special events as assigned.

ADMINISTRATIVE ASSISTANT:

Primary Role and Purpose of the administrative assistant is to organize and maintain the normal work activities of the office of administration. Provide clerical duties to the principal, assistant principals, and other charter staff.

Skills:

- Exceptional keyboarding, word processing and file maintenance skills.
- Strong communication and interpersonal skills.
- Basic math skills.
- Knowledge of personal computer and software in order to compile spreadsheets and databases and do word processing.

Responsibilities and Duties:

Records and Correspondence

- Draft correspondence, forms, reports, etc., for the principal and other department staff members using a personal computer.
- Prepare data as needed when completing state and local reports.
- Organize and manage hardcopy and computerized departmental files.
- Manage student records as needed.

Accounting

- Attend to routine bookkeeping duties, including basic math operations, for the department.
- Assist with the completion of purchase orders and payment authorizations.
- Maintain personnel time records including leave requests and reports. Draft and submit information to the central office.

Other

- Answer incoming calls, take accurate messages and transfer to appropriate staff.
- Oversee appointment schedule and make travel arrangements for department staff.
- Receive, sort and deliver mail and other documents to department staff.
- Ensure confidentiality of information.

Job Related Conditions:

- Maintain control in stressful situations.
- Manage time with frequent interruptions.
- Extended computer time.

COUNSELOR:

Primary Role and Purpose of the counselor is to develop, implement, and assess a comprehensive guidance program for the charter including counseling services. Promote a guidance program that shows students how their personal growth and development can be maximized.

Skills:

- Working knowledge of counseling procedures, student appraisal and career development.
- Superior organizational, communication and interpersonal skills.
- Capable of instructing students and managing their behavior.

Responsibilities and Duties:

Guidance

- Communicate the guidance program to students and parents.
- Assist teachers to include guidance program with charter curriculum.
- Administer education programs and career awareness to individuals and student groups on an ongoing basis.
- Ensure individual and small group counseling needs are met.

Consultation

- Confer with individuals associated with students to enhance their work with students.
- Collaborate with charter personnel and community residents to obtain resources for students.
- Ensure special programs and services are utilized by students with an efficient referral process.

Evaluation

- Assist in devising and assessing a charter standardized testing program.
- Evaluate test and assessment results effectively.

Program Management

- Develop a comprehensive guidance/counseling program that meets the identified needs of the student.
- Plan and implement an ongoing assessment of the guidance program and make adaptations based on the results.
- Gather, manage and file all required hardcopy and computerized reports, records and other documents.

Administration

- Abide by policies established by federal and state law that apply to charter schools, Commission's Rules that apply to charter schools, and charter policy in guidance and counseling area.
- Abide by all charter routines and regulations.
- Ensure a positive and constructive relationship with supervisors.
- Communicate with colleagues, students and parents in an effective manner.

Professional

- Provide role model behavior that is professional, ethical and responsible.
- Partake in professional development to enhance skills related to job assignment.

Job Related Conditions:

- Maintain control in stressful situations.

FOOD SERVICE SUPERVISOR:

Primary Role and Purpose of the food service supervisor is to oversee charter food service operations. Ensure that appropriate quantities of food are prepared and served. Abide by menu time constraints established by charter administration. Ensure health codes are met.

Skills:

- Working knowledge of methods, materials, equipment and appliances used in food preparation.
- Capable of managing personnel.
- Planning and organizational skills.
- Capable of understanding food preparation and safety instructions.
- Knowledge of kitchen equipment and food production procedures.
- Capable of operating large and small kitchen equipment and tools.
- Capable of performing basic arithmetic operations.

Responsibilities and Duties:

Cafeteria Management

- Compile and manage work schedules and production records.
- Oversee daily kitchen and cafeteria activities.
- Comply with serving schedules and prepare all food items according to menu guidelines defined by departmental policies and procedures.
- Collaborate with charter principal to see that temporary schedule changes and special serving requirements are met, and to handle personnel problems.
- Oversee and tutor employees at charter level, ensuring efficiency, morale and teamwork.

Documentation and Law

- Provide safe and high quality food and prepare according to policies, procedures and department requirements.
- Compile precise reports of daily and monthly financial, production and activity records.

- Manage accurate information for payroll reporting and forward to appropriate department.

Safety

- Provide safe and hazard-free environment for storing food.
- Produce and abide by standards of cleanliness, health and safety following health and safety codes and regulations.
- Keep a safe work environment.

Inventory and Equipment

- Guarantee that adequate food and supplies are maintained through daily orders and periodic inventories.
- Keep records on required equipment maintenance within campus food service department.
- Provide ongoing preventive maintenance and keep records of all equipment repairs needed.
- Advise replacement of equipment to meet department needs.
- Inventory equipment and supplies annually.

Other

- Help review, select and train cafeteria workers. Make sound recommendations about the assignment, discipline and retention of cafeteria workers.

Supervisory Responsibilities:

Oversee and assess food service workers assigned to charter cafeteria.

Job Related Conditions:

- Maintain control in stressful situations.

CUSTODIAN:

Primary Role and Purpose:

Oversee charter's maintenance and custodial operations. Maintain facilities so that full educational use may be made at all times. Ensure facilities provide an excellent working environment that is safe, clean, attractive and functional.

Skills:

- Working knowledge of basic principles of construction, school plant maintenance and custodial operations.
- Capable of managing maintenance department budget and personnel.
- Capable of coordinating district functions.
- Capable of interpreting policy, procedures and data.
- Capable of reading blueprints and schematics.
- Effective organizational, communication and interpersonal skills.

Responsibilities and Duties:

Facility Maintenance

- Supervise custodial, maintenance and repair, security and central warehouse operations of charter.
- Process work orders for repair and maintenance of charter facilities and grounds.
- Provide written working procedures for maintenance, repair, operations and security of all charter facilities and equipment.
- Organize plans and requirements for contracted repair work and locations improvement for submission to appropriate department for bids.

Documentation and Law

- Follow federal and state laws that apply to charter schools, Commissioner's Rules that apply to charter schools, and local charter policy in maintenance area.
- Gather, manage and file all reports, records and other documents required in maintenance area.
- Compile necessary information to process maintenance payroll.

Finance and Inventory

- Oversee maintenance budget and verify that programs are cost efficient and funds are managed accordingly.
- Record program needs in order to provide budget and cost estimates.
- Supervise inventory and stock control program for equipment and supplies.
- Write purchase orders and bids within charter budget and following charter policies.
- Replace and maintain an adequate inventory of supplies and parts.
- Approve and forward maintenance department invoices and purchase orders to accounting department.
- Propose disposal of obsolete equipment and acquire updated equipment as necessary.

Personnel

- Assign work to maintenance personnel and supervise job completion.
- Draft and revise maintenance department job descriptions.
- Assess effectiveness of employees' job performance.
- Employ, train, oversee and make sound recommendations about maintenance personnel placement, transfer, retention and dismissal.

Safety

- Implement safety standards that abide by federal, state, and insurance regulations and implement a safety prevention program.
- Keep all equipment in ideal operating condition.

Other

- Work as disaster duty personnel when needed.
- Participate in professional growth activities to keep informed of new methods in maintenance operations.
- Be available for after-hours emergencies.

Supervisory Responsibilities:

Oversee performance of craftsmen, head custodian, grounds foreman, warehouse supervisor, head security, and support staff assigned to maintenance department.

Job Related Conditions:

- Maintain control in stressful situations.
- Frequent travel required.
- Extend hours may be required.

SCHOOL NURSE:

Primary Role and Purpose:

Ensure complete health services program for charter. Provide students with health services.

Incorporate students into health education program and teach preventive health practices.

Skills:

- Ability to evaluate students to identify health defects.
- Exceptional organizational, communication and interpersonal skills.
- Capable of implementing policies and procedures.

Responsibilities and Duties:

Nursing Services

- Provide medical care, minor or emergency, to students and staff according to charter policy.
- Act as health mentor for students.
- Contact parents or guardian in cases of accident or illness. Obtain outside medical care in emergency cases when parents or guardian cannot be reached.
- Implement plan to ensure student medications are administered properly. Ensure plan is in compliance with charter policy and procedures.
- Issue health screening for staff and students as required by the Department of Health. Make referrals as necessary.
- Plan and implement an ongoing evaluation of charter health program and make adaptations based on the results.

Instruction

- Assist in drafting of charter health education curriculum and teach health education to individuals and groups.
- Ensure individual students receive health counseling and instruction.

Consultation

- Work as health partner between school, physicians, parents and community.
- Assess and refer student problems with the assistance of students, teachers, parents and medical and health care professionals as needed.
- Assist with Admission, Review, and Dismissal Committee, crisis team and school committees.
- Assess and report cases of suspected child abuse.
- Initiate home health care for students with health problems with permission of the charter administration.
- Keep ongoing communication with principal and health services coordinator on issues of health services.

Administration

- Manage and assess immunization records.
- Ensure correct program administration by following program charter procedures.
- Oversee nurse aides and ensure training of clinic policies according to charter regulations.
- Gather, manage and file all reports and other documents required, including clinic records and accurate, updated health records on all students.
- Maintain clinic inventory as needed by requisition of supplies and equipment.
- Abide by policies established by federal and state laws that apply to charter schools, Department of Health rule that apply to charter schools.
- Inform principal of potential health and safety hazards.
- Abide by all charter routines and regulations.

Professional Development

- Keep current CPR, vision and hearing screening and health screening certification.
- Provide role model behavior that is professional, ethical and responsible.

Supervisory Responsibilities:

- Direct the work of assigned nurse aides.

Job Related Conditions:

- Maintain control in stressful situations.
- Possible exposure to bacteria and communicable diseases.

The Partner Organization's Role in the Organizational Structure: The Cosmos Foundation, a non-profit educational organization, will offer comprehensive school advisory services to the Read Foundation board and Memphis School of Excellence. The Cosmos Foundation will not interfere nor will be involved in daily school activities; although, the foundation will periodically review school activities and operations and provide periodic reports to the principal and the RF Board. The Cosmos Foundation will work closely with the RF board and the principal of MSE during and after the establishment phase as needed. The Cosmos Foundation will advise and provide services when necessary in the following areas;

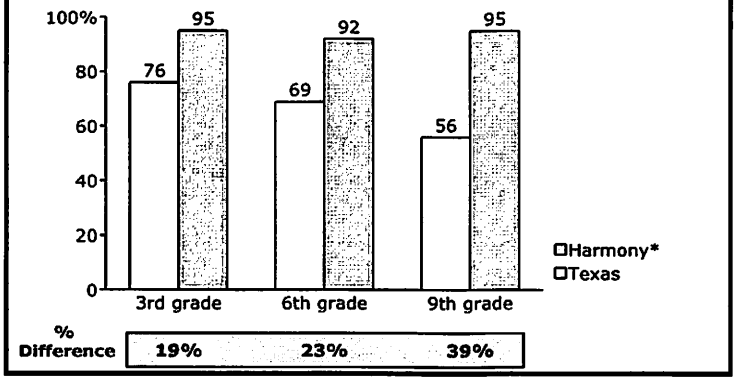
- staff hiring and management trainings including recruiting, training, professional development, evaluation;
- develop strategies for student enrollment;
- business management and comprehensive administrative services;
- advice on school operations management;
- advise on facilities planning and management;
- special education services; and
- reporting and compliance issues.

Brief Description about the Cosmos Foundation: The Cosmos Foundation, not-for profit educational organization, was established in Houston, Texas by a dedicated educators and university academicians. The primary goal of the foundation is to establish charter schools focusing on math, science, engineering, and computer technologies and provide and opportunities in underserved communities.

The educators and leaders behind the Cosmos Foundation are passionate about transforming how students engage in math and science. With this vision in mind, the Cosmos Foundation launched its first school as Harmony Science Academy in Houston in 2000, with 200 students. Harmony has since grown to 19 schools and over 7,000 students, and built a distinct, high-quality brand.

The first Harmony was heralded as an exemplary school by the Texas Education Agency (TEA) in the 2004-05 school year; in 2006 it was one of 52 schools nationwide to be awarded the Title I National Distinguished School Award. Harmony schools have significantly outperformed the state average on TAKS passing rates as portrayed in Table 1. There is strong demand from parents as indicated by waiting lists in the hundreds. Harmony has financial support from TEA and private funders such as Bill and Melinda Gates Foundation, Michael and Susan Dell Foundation, Communities Foundation of Texas.

Table 1. TAKS passing rates (Harmony vs. Texas)



Harmony fundamentally believes that excelling in math and science prepares youth to succeed in college, the workplace and the 21st century. Harmony's vision is to enable students to succeed in school and have options to enter math, science and engineering careers. This strategic plan outlines Harmony's vision for impact and its plan to serve 24,000 students in 35 schools by 2012. Key steps towards realizing this vision include: articulating an approach to transforming math and science education, setting a clear growth plan, building a strong organizational engine, and accessing the necessary resources to achieve full potential.

All Harmony Schools are college preparatory charter schools. A strong emphasis is placed on mathematics, science, engineering, and computer applications on all campuses. Over 80 percent of the population of each campus is made up of minority students. Nearly 60 percent of each campus is also made up of economically disadvantaged and at-risk students. An exceptionally high quality education is being delivered to approximately 12,000 students in grades K through 12. Due to high performance and focus on college in science, math and computer technologies, 14 Harmony campuses are designated as T-STEM (Texas-Science Engineering and Mathematics) Academies as part of the Texas High School Project (THSP).

Plan for recruitment and succession of board members: One of our goals regarding board membership and diversity is to build a school board team around the core values rather than around the unpredictable results of school board elections or friendship. Current members of the Memphis School of Excellence intend to recruit its future members from the volunteers who participate in activities of the proposed school. In general, these volunteers may share similar goals and

objectives of the entire organization. Identification and recruitment of new school board member is a long-term process and takes a step-by-step approach accomplish this goal.

In order to have an effective board recruitment and nominations process the following elements will be considered;

- **Establish year-round committee;** Because board recruitment and nominations is such an important activity, a year-round committee will be established.
- **Link recruitment to the strategic plan;** The board, or the board development committee, will reviews the mission, vision, goals and strategies, and then determines any new skills, knowledge, personal contacts and other attributes future board directors will need to possess in order for the board to do its part in advancing the strategic plan.
- **Profile the current board;** The board development committee will create a profile of the current board using a matrix designed for this purpose. Key factors that define sought-after expertise, knowledge, skills, experience, as well as relevant demographic factors will be arranged down the side of the matrix.
- **Focus the recruiting priorities;** By reviewing the proposed school strategic plan, the performance requirements of the charter school contract, as well as the profile of current board strengths and weaknesses, the board development committee will identify the gap between the skills and knowledge needed on the board, and what board directors currently possess. Based on this analysis, the board development committee will set clear recruiting priorities for future board recruitment.
- **Write a board director job description;** To operate successful charter schools each board member must understand and accept the specific duties and responsibilities that come with board directorship. Key responsibilities include the following:
    - Consistent attendance at regular board meetings,
    - Participation as an active member on it least one committee,
    - Participation in the fund-raising activities of the school in a manner appropriate for that board director; and
    - Preparation in advance before regular board meetings by reading and studying materials sent in advance regarding key actions the board is expected to take at the next meeting.

The following steps will be utilized for school board member recruitment:

Step 1. Establish a board development committee,
Step 2. Prepare for active board director recruitment,
Step 3. Develop a profile of the current foundation board,
Step 4. Determine strategies to build board diversity;

According to research by Aspen Institute, factors related to building and maintaining board diversity include but not limited to the following:

- Having a nominating committee that is committed to building diversity.
- Making diversity a priority for the organization.
- Engaging in cultural diversity training and activities.

Step 5. Develop an initial list of prospective board members,
Step 6. Conduct first round of personal contact with top recruiting prospects,
Step 7. Schedule and conduct orientation sessions with prospective members, and
Step 8. Selection/appointment of new members to the board.

Parents, teachers, and community members' involvement in the school governance: We strongly believe that family involvement in the governance of the school is an important component for our student success. A parent will be included in the school board within six month of operation. The parent involvement creates a positive bond between the school community and the Board. Therefore, we will create a more responsive and inviting school climate to increase the level of family engagement. A strong continuing family and community involvement in all aspects of school programs and activities provides support for measurable improvement in student achievement.

Educators, local community groups, industry professionals have shown interest to help establish a school with an outlined mission and educational programs. These individuals will be involved in the school's operation and advertisement upon approval of this charter. Memphis School of Excellence commits to building involvement capacity in: communication, parenting across the grades, volunteering, at -home learning, decision making, collaborating with the community, and advocacy.

Upon approval of this charter proposal, members of the RF Board will hold several open houses. In these open houses, the new administrative team will provide power-point presentations regarding our proposed programs and school expectations from its prospective parents and students. Following the establishment of the proposed school, parents will be asked to form various committees (i.e., PTO, Family-School Action Team, School Improvement Committee, Parent Advisory Committee, fundraising committee, etc.) in conjunction with faculty and staff.

The RF Board and the administrators will annually hold a public meeting for and with parents, family, and school community members to inform, explain, and discuss yearly school and student progress data and school program plans, including financial program information. Parents, families,

and school community members will annually assess the effectiveness of its school program, including the family and community engagement component.

In addition to parents, faculty and staff from local universities and community colleges have also shown interest in and support establishing a new charter school with an outlined mission and educational programs. The proposed school will collaborate with members of these higher education institutions.

Crisis intervention and emergency preparedness plan: Given the heady responsibility of maintaining a safe and orderly school environment, having a Crisis Intervention and Emergency Plan is critical. Upon the establishment of the proposed school, the RF board will form a Crisis Intervention and Emergency Planning Team (CIEP) to oversee and implement a preparedness plan. The CIEP will be made up of individuals within the school staff, such as the principal, nurse, school resource officer, guidance counselor, teacher(s), custodian, etc.

Board of directors of the RF adopted an Emergency Planning and Procedure Handbook for MSE **(Appendix J)**. This quick reference crisis response handbook will be used as guide by all MSE employees. The purpose of this handbook is to keep procedures that need to be followed during critical incidents easily accessible. Our goal is to provide school and community leaders with the most effective planning and response strategies for dealing with emergency and/or crisis situations. This handbook should be considered a first response. It is critical for all employees to be aware of and follow procedures for emergency situations.

16. Bylaws

Section 16 - Provide a copy of the proposed by-laws of the governing body of the charter school.

Please, see **Appendix K** for a complete copy of the bylaws.

Bylaws of the proposed charter school was revised based on the comments by the Application Review Committee of Memphis City Schools. The following sections of the bylaws were updated:

- Section 2.02: Number of Directors
- Section 2.04: Election and Terms of Directors
- Section 3.02: Election and Terms of Officers

17. Assurance of Liability

Section 17 - Include a statement of assurance of liability by the governing body of the charter school.

The members, directors, officers of Memphis School of Science MSE shall not be personally liable for any depth, liability, or obligation of the sponsors. All persons, corporations, or other entities extending credit to, contracting with, or having any claims against the sponsor may look only to the finds and property of MSE for payment of any such contract or claim, or for the payment of any dept, damages, judgment or decree, or any such contract or claim, or for the payment of any debt, damages, judgment or decree, or of any money that may otherwise become due or payable to them from the school.

The MSE shall indemnify and save and hold the Memphis City Schools Board of Commissioners (MCSBC), its partners, employees, officers, directors, sub-contractors and agents harmless against any and all claims, demands, suits, costs, judgment or other forms of liability to third parties, actual or claimed, including reasonable attorneys' fees, for injury to property or persons (including but not limited to violations of civil rights), occurring or allegedly occurring in connection with the operation of the charter school from conduct committed by the charter school or by its employees, officers, directors, sub-contractors, or agents, during the term of this charter or ant renewal thereof. Upon timely written notice from the MCSBC, the charter school shall defend the MCSBC in any such action or proceedings brought thereon.

The MSE shall indemnify and save and hold the MCSBC, its partners, employees, officers, directors, sub-contractors and agents harmless against any and all claims, demands, suits, costs, judgment or other forms of liability to third parties, actual or claimed, including reasonable attorneys' fees, for injury to property or persons, occurring or allegedly occurring or arising out of environmental conditions at MSE, unless such conditions were created by substances brought onto the sight by the MCSBC.

18. Insurance

Section 18 - Detail the types and amounts of insurance coverage to be held either by the charter school or approved by the local board of education, including provisions for assuring that the insurance provider will notify the department of education within 10 days of the cancellation of any insurance it carries on the charter school.

Detail the types and amounts of insurance coverage. Provide contact information of the policy providers and an assurance from the providers that they will notify the department of education appropriately of any cancellations in policies.

The board of directors and administrators of Memphis School of Excellence fully understand the scope of responsibility that the operation of a charter school involves. To this extent, the school board has policies in place to effectively manage the risk the operations include. School administrators, teachers, and staff will be trained regularly to achieve minimizing the liability for the school.

Memphis School of Excellence will carry the following insurances commencing the grant of its charter for the duration of its operations.

- Worker's Compensation (as required by law)
- General Liability Insurance ($1,000,000)
- School Board/Professional Liability ($5,000,000)
- Commercial Auto Liability Insurance ($1,000,000)
- Umbrella Coverage ($5,000,000)
- Property Insurance (100% replacement cost, including Boiler/Machinery and business interruption/extra expense losses)

The insurance provider will notify Memphis City Schools and the Tennessee State Department of Education within 10 days of the cancellation of any insurance it carries on the charter school. The contact information of the insurance provider is as follows:

Combined Group Commercial Insurance
2304 Tarpley Rd.
Suite 124
Carrollton, TX 75006
Tel: (469) 892-4000
Fax: (469) 221-6900
www.combinedgroup.com

Please see **Appendix L** for the quote provided by the insurance company above.

19. Transportation

Section 19 - Describe the plan for transportation for the pupils attending the charter school. Charter schools are not required to provide transportation.

If the proposed charter school elects to provide transportation for its pupils, provide a detailed transportation plan including the types of vehicles that will be used, who will drive them, and what students will be eligible.

Memphis School of Excellence will not provide transportation for the students attending the school. However, the school will provide transportation only to special education students whose Individualized Education Plan (IEP) requires transportation.

20. Financial Commitments

Section 20 - Provide information regarding financial commitments from equity investors or debt sources for cash or similar liquid assets sufficient to demonstrate that the charter school will have liquid assets sufficiently available to operate the school on an ongoing and sound financial basis. In lieu of cash or similar liquid assets, an applicant may provide a financial bond issued by a company authorized to issue surety bonds in Tennessee.

It is absolutely common practice among many new organizations to have their initial board of directors to pledge their own time and financial resources for start-up costs. Charter school start-ups are no different than a starting a business. Starting a charter school is a challenging yet rewarding endeavor and it is absolutely necessary investment for our future generations. Knowing this, board of directors pledged to use their financial resources and time and had community members, investors, and philanthropist to provide financial support for Memphis School of Excellence.

Appendix M shows copy of promissory notes from three investors totaling $102,000. These promissory notes are legal documents and received by the President of our foundation. This is a common practice and it is not unrealistic. These types of loans will be used during unexpected emergency situations like unavailability of start-up grants from the USDE or revenue shortages.

MSE will carry out a comprehensive and strategic funds development plan to secure contributions and donations. MSE will employ a strategic plan that will require building owners to provide tenant improvement funds to be used in renovation to build out facilities. This will help us reduce initial start-up cost regarding facility renovation and improvements. Again, this is a common practice for many building owners to provide 'tenant improvement" allocations for their tenants.

Inventories such as school furniture, student desks, student chairs, and computers will be leased from companies with $1 buy-out option. DELL Financial utilizes $1 buy-out lease option for school to purchase hundreds of computer with no down payment. HERTZ furniture and many other school suppliers have similar programs. If needed, board of directors will use their personal credit to guarantee the issuance of leases. Currently, several investors and business people already committed start up funds, if this charter is approved. The school will have a grant writer which will seek grant opportunities at local, state, and national level.

21. Facilities

Section 21 – Provide an accurate and representative description of the facility to house the proposed public charter school:

Describe the board's five-year plan for facilities and the progress (to date) in acquiring a high quality facility well in advance of school opening. If possible, provide local address of proposed facility for charter school. Describe the layout and footprint of the facility and how it is suited to meet the educational and practical needs of your student body. Include overall sq. footage of property and rationale for choosing this property. Include leasing and/or purchasing arrangements (terms of lease) of the proposed property as well as a detailed description of the organizational status and mission of the owner of the proposed facility property.

The sponsoring board and the school board of MSE have been working closely with local real estate companies to secure a building with the best options. Currently, the governing board chose Collears International Turley Martin Tucker (CTMT) with 51 countries, $1.2 billion in annual revenue and over 660 million square feet under management. CTMT working closely with the school governing body are currently searching facilities for lease, lease option to buy or sale that cost of occupancy of the facility will fit very well annual budget of MSE.

The tentative site description is as follows.

- Overall at least 30,000 sq ft.
- At least 15-20 classroom space, each having ~500-800 sq ft.
- At least 7-10 office spaces for principal, deans, etc., each having 150-300 sq ft.
- 2000-3000 sq ft cafeteria space.
- 1000-1500 sq ft library space.
- 2-3 science labs (accessible to water) with size similar to a large classroom ~800 sq ft.
- Having an optional gymnasium space. If the ceiling is high enough, it can be converted to a gymnastic space as well.
- Adequate parking space.

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APPENDIX A

Connected Mathematic Projects

The Connected Mathematics Project (CMP) headquartered at Michigan State University, was funded by the National Science Foundation between 1991 and 1997 to develop a mathematics curriculum for grades 6, 7, and 8. The result was Connected Mathematics, a complete mathematics curriculum that helps students develop understanding of important concepts, skills, procedures, and ways of thinking and reasoning in number, geometry, measurement, algebra, probability, and statistics.

In 2000, with funding from NSF and input from CMP teachers and other professionals, the Connected Mathematics curriculum undertook a five-year revision process similar to the process used to develop Connected Mathematics Project-2 (CMP2). Each unit went through at least three cycles of reviews, revision, field-testing, and evaluation. Forty-nine schools, approximately 390 teachers, and 45,000 students were involved in the revisions.

Connected Mathematics is used in all fifty states and some foreign countries

The Goal of Connected Mathematics

The overarching goal of Connected Mathematics is to help students and teachers develop mathematical knowledge, understanding, and skill, as well as an awareness and appreciation of the rich connections among mathematical strands and between mathematics and other disciplines. As the CMP materials were developed, the authors synthesized multiple mathematical goals into a single standard:

All students should be able to reason and communicate proficiently in mathematics. This includes knowledge of and skill in the use of vocabulary, forms of representation, materials, tools, techniques, and intellectual methods of the discipline of mathematics, including the ability to define and solve problems with reason, insight, inventiveness, and technical proficiency.

This statement makes a commitment to skill, but skill that is much more than just proficiency with computation and manipulation of symbols. Skill in CMP means that a student can use the

mathematical tools, resources, procedures, knowledge, and ways of thinking that have been developed over time to make sense of new situations that he or she encounters.

Below are some key features of Connected Mathematics:

• It is organized around important mathematical ideas and process. The mathematics in the curriculum is carefully selected and sequenced to develop a coherent, connected curriculum.

• It is problem centered. Important mathematical concepts are embedded in interesting problems to promote deeper engagement and learning for students.

Students develop deep understanding of key mathematical ideas, related skills, and ways of reasoning as they explore the problems, individually, in a group, or with the class.

• It builds and connects mathematical ideas from problem to problem, investigation to investigation, unit to unit, and grade to grade. The name of the curriculum points to the importance of students making connections among mathematical ideas. Rather than seeing mathematics as a series of unrelated experiences, students learn to recognize how ideas are connected and develop a disposition to look for connections in the mathematics they study — it has coherence.

• It provides practice with concepts and related skills. The in-class development problems and the homework problems give students practice distributed over time with important concepts, related skills, and algorithms.

• It help students grow in their ability to reason effectively with information represented in graphic, numeric, symbolic, and verbal forms and to move flexibly among these representations.

• It supports instruction and learning based on inquiry. The teacher launches the problem, the students explore the problem individually or in small groups with the teacher guiding, probing, redirecting, extending as needed, and then together the class summarizes the mathematics and reasoning.

• It is for teachers as well as students. The Connected Mathematics materials were written to support teacher learning of both mathematical content and pedagogical strategies. The teacher's

guides include extensive help with mathematics, pedagogy, and assessment. Multidimensional tasks are provided in the assessment materials.

• It is research based. Each Connected Mathematics unit was field tested, evaluated, and revised over a six-year period. Approximately 200 teachers and 45,000 students in diverse school settings across the United States participated in the development of the curriculum

Alignment with the State and NCTM Standards

Connected Mathematics is correlated to Tennessee Mathematics Curriculum Standards and aligned with the National Council of Teachers of Mathematics Standards for School Mathematics (NCTM 1989, 1991, 1995, 2000). Most of the mathematics curriculum frameworks for the fifty states reflect the NCTM Standards. This means that Connected Mathematics is a good fit over the middle grades for most states.

At the University of Washington, Adams et al. (2002) conducted a research study that compared three middle school mathematics curricula — Connected Mathematics, another NSF-funded program, and the Singapore curriculum — to the 2000 NCTM Principles and Standards. Connected Mathematics received very high scores and outscored the other two curricula compared to the Standards.

The following chart shows the alignment of Connected Mathematics with NCTM Principles and Standards 2000.

Content Standards

Number and Operations

• Prime Time (Grade 6)

• Bits and Pieces I (Grade 6)

• Bits and Pieces II (Grade 6)

• Comparing and Scaling (Grade 7)

• Numbers Around Us (Grade 7)

- Accentuate the Negative (Grade 7)
- Looking for Pythagoras (Grade 8)
- Clever Counting (Grade 8)

Algebra

- Variables and Patterns (Grade 7)
- Moving Straight Ahead (Grade 7)
- Thinking With Mathematical Models (Grade 8)
- Looking for Pythagoras (Grade 8)
- Growing, Growing, Growing (Grade 8)
- Frogs, Fleas, and Painted Cubes (Grade 8)
- Say It With Symbols (Grade 8)
- Shapes of Algebra (Grade 8)

Geometry

- Shapes and Designs (Grade 6)
- Ruins of Montarek (Grade 6)
- Stretching and Shrinking (Grade 7)
- Filling and Wrapping (Grade 7)
- Looking for Pythagoras (Grade 8)
- Kaleidoscopes, Hubcaps, and Mirrors (Grade 8)

Measurement

- Shapes and Designs (Grade 6)

• Covering and Surrounding (Grade 6)

• Stretching and Shrinking (Grade 7)

• Filling and Wrapping (Grade 7)

• Data Around Us (Grade 7)

• Looking for Pythagoras (Grade 8)

Data Analysis and Probability

• Data About Us (Grade 6)

• How Likely Is It? (Grade 6)

• What Do You Expect? (Grade 7)

• Data Around Us (Grade 7)

• Distributions (Grade 8)

• Samples and Populations (Grade 8)

• Clever Counting (Grade 8)

Process Standards

Problem Solving

• All Units: Because Connected Mathematics is a problem- centered curriculum, problem solving is an important part of every unit.

Reasoning and Proof

• All units: Throughout the curriculum, students are encouraged to look for patterns, make conjectures, provide evidence for their conjectures, refine their conjectures and strategies, connect their knowledge, and extend their findings. Informal reasoning evolves into more deductive arguments as students proceed from Grade 6 through Grade 8.

Communication

• All units: As students work on the problems, they must communicate ideas with others. Emphasis is placed on students' discussing problems in class, talking through their solutions, formalizing their conjectures and strategies, and learning to communicate their ideas to a more general audience. Students learn to express their ideas, solutions, and strategies using written explanations, graphs, tables, and equations.

Connections

• All units: In all units, the mathematical content is connected to other units, to other areas of mathematics, to other school subjects, and to applications in the real world. Connecting and building on prior knowledge is important for building and retaining new knowledge.

Representation

• All units: Throughout the units, students organize, record, and communicate information and ideas using words, pictures, graphs, tables, and symbols.

They learn to choose appropriate representations for given situations and to translate among representations. Students also learn to interpret information presented in various forms.

National Recognition of Connected Mathematics Project The American Association for the Advancement of Science (1999), in its review of twelve nationally available middle school mathematics curricula, ranked Connected Mathematics highest, stating that it "contains both in-depth mathematics content and excellent instructional support."

Connected Mathematics was the only middle school mathematics curriculum awarded "exemplary" status by the U.S. Department of Education's Mathematics and Science Education Expert Panel (1999). Of the 61 elementary, middle school, and high school curricula submitted for review, only five received this exemplary status. CMP is the only middle school mathematics program that has been received this status.

CMP development has been guided by five instructional themes:

• Mathematical Investigations: The curriculum is organized around "big ideas" in mathematics - clusters of important, related mathematical concepts, processes, ways of thinking, skills, and problem-solving strategies - that are studied in depth with the development of deep understanding as a goal.

• Reasoning: Students grow in their ability to reason effectively with information represented in pictorial, graphic, numeric, symbolic, and verbal forms, and to move flexibly among these representations.

• Teaching for Understanding: Instruction emphasizes inquiry and discovery of mathematical ideas through investigation of rich problem situations.

• Connections: The curriculum emphasizes significant connections among various mathematical topics and problems in other school subjects. The curriculum offers an opportunity to revisit and deepen understanding of ideas over time.

• Technology: Selection of mathematical goals and teaching approaches reflects the information processing capabilities of calculators and computers and the fundamental changes these tools are making in the way people learn and apply their knowledge. During grades six through eight, CMP students develop knowledge and skill within five mathematical strands: number, geometry and measurement, probability, statistics, and algebra. Outcomes are specified for each of these areas by the end of eighth grade. CMP is a problem-centered curriculum.

It is organized into units that address mathematical ideas through a series of "investigations." Each investigation contains problems for teachers and students to explore. As students explore a series of connected problems, they develop deep understandings of important mathematical concepts embedded within the problems.

Evidence of Effectiveness

Below are some examples of effectiveness of CMP curriculum. Students exposed to CMP

Curriculum in Massachusetts, Louisiana, Missouri, Texas, Maine, Wisconsin, Washington, Michigan, Florida, Arkansas, Minneapolis, Oregon, Colorado, and Arizona significantly outperformed the non-CMP students on state and standardized tests such as ITBS, SAT9, and TerraNova.

An analysis of the Iowa Test of Basic Skills (ITBS) and the Louisiana Education

Assessment Program (LEAP) mathematics data in 2000 indicates the following: (1) the CMP schools significantly outperformed the non-CMP schools on both standardized tests (2) questionnaires distributed to the teachers and to a sample of the students indicated that both groups believe the program is helping students become better problem solvers and (3) teachers find CMP more challenging for their students, while the students note that CMP encourages more thought on their parts. CMP students in Missouri received significantly higher scores on the algebra items than the comparison students, even though a much greater percentage of students in the comparison district were enrolled in algebra 1 course (60% versus 25%). CMP students also received significantly higher scores on Data, Probability, and Statistics items. The differences in scores for the other strands and for the TerraNova portion of the test were not significant.

Student MCAS scores improved two points for every ten hours of professional development.

• The more CMP1 units taught over the three years, the better students performed on both the MCAS and the TerraNova.

• In year 3, both School A and School B used some CMP1 units in grade 8. The scores in these schools showed statistically significant improvement that year.

• The percentage of special education students designated with the warning status on the MCAS each year decreased by 10% at the CMP1 School, compared to a 3% decrease for School A and a 0% decrease for School B that have used traditional curriculum.

Student Populations

CMP is implemented in regions across the nation including urban, suburban, and rural settings covering a wide socioeconomic spectrum. Settings range from largely white to predominately

minority to mixed environments. Regular, special education, at-risk, and gifted and talented students from both public and private schools participate.

APPENDIX B

Accelerated Readers

Accelerated Reader™

Tennessee State Standards Alignments

Standards List with Aligned Product Skills

The Standards List with Aligned Product Skills Report is a standards-oriented document showing the entire list of standards for the subject and grade on the left side of the report with the aligning product objectives on the right side. This alignment report shows the breadth of standards coverage for the purpose and focus of this product. Alignments are for both English and Spanish quizzes.

Introduction Letter iii

Grade 6 104

Grade 7 128

Grade 8 154

Grade 9 182

Grade 10 190

Grade 11 198

Grade 12 204

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Renaissance Learning™

Make Teaching Exciting and Learning Fun™

Note to educator:

Thank you for your interest in Renaissance Learning™ technology. The attached document contains the alignment between the software and/or instructional materials and the skills described in the state standard documentation.

At Renaissance Learning, we recognize the impact that the standards-based reform movement and high-stakes standardized testing have on schools, and we share the concerns of educators and administrators that students perform well on high-stakes assessments.

We hope that this report answers your questions regarding the alignment of Renaissance Learning technology and materials to your state standards. If you have any questions about the attached document, please feel free to call us at (877) 204-5058.

Sincerely,

Renaissance Sales and Funding Staff

Standards List with Aligned Product Skills			
Agency Tag Set Name	**Product Name**		
Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
- READING			
TN 1.0 - The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print text.			
TN 6.1.01 - Continue to develop oral language and listening skills.			
TN 6.1.01a - Model active listening in both formal and informal settings.			
TN 6.1.01b - Know and use rules for conversations.			
TN 6.1.01c - Continue to formulate and respond to questions from teachers and classmates.			
TN 6.1.01d - Organize and share information, stories, experiences, ideas, and feelings with others in both formal and informal situations.			
TN 6.1.01e - Participate in creative responses to text (e.g., dramatizations, speeches).			
TN 6.1.01f - Deliver an oral presentation or recitation that conveys a clear point, using information from any content area and utilizing visual aids for contextual support.			
TN 6.1.01g - Introduce the importance of using correct stress, pitch, and juncture in oral reading and presenting.			
TN 6.1.01h - Continue to interpret and use a variety of non-verbal communication techniques to enhance meaning (e.g., posture, gestures, facial expressions, tone of voice, eye contact).			
TN 6.1.02 - Develop an understanding of the concepts of print.			
TN 6.1.02a - Continue to use parts of text effectively for learning (e.g., title page, preface, table of contents, glossary, appendix, index).	**Product 1** - Accelerated Reader	**Skill Area 3** - Reading Practice Quizzes (RPQ)	**Skill 2** - RPQ02 Identifying book title and author

Standards List with Aligned Product Skills			
Agency Tag Set Name	**Product Name**		
Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
		Skill Area 6 - Other Reading Quizzes (ORQ)	**Skill 2** - ORQ02 Identifying book title and author
TN 6.1.02b - Continue to demonstrate knowledge of the structure and organization of various text features to locate information (e.g., headings, key words, graphics, pictures, captions, sidebars).			
TN 6.1.02c - Continue to recognize that print format varies according to purpose and genre (e.g., prose, poetry, newspaper/magazine, letters, dramas, technical manuals, textbooks).			
TN 6.1.03 - Expand reading skills through phonemic awareness.			
TN 6.1.03a - Continue to develop an awareness of the sounds of language through repeated exposure to a variety of auditory experiences (e.g., poems, music lyrics, books on tape, read alouds).			
TN 6.1.03b - Identify patterns of rhyme and rhythm.			
TN 6.1.03c - Respond to and analyze the effects of sound in language (e.g., alliteration, onomatopoeia, rhythm, accent, rhyme).			
TN 6.1.04 - Use decoding strategies to read unfamiliar words.			
TN 6.1.04a - Use knowledge of root words, prefixes, suffixes, and syllabication to decode unfamiliar words.	**Product 1** - Accelerated Reader	**Skill Area 13** - Vocabulary Acquisition (VA)	**Skill 4** - VA04 Recognizing prefixes
			Skill 5 - VA05 Recognizing suffixes
TN 6.1.04b - Use context clues to determine unknown words and to discriminate between multiple meaning words.	**Product 1** - Accelerated Reader	**Skill Area 13** - Vocabulary Acquisition (VA)	**Skill 9** - VA09 Using context clues to infer the meaning of unfamiliar words
			Skill 11 - VA11 Determining the definition of words with multiple meanings

Standards List with Aligned Product Skills			
Agency Tag Set Name	**Product Name**		
Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
TN 6.1.04c - Decode unknown grade level words utilizing previously learned strategies to verify the word's meaning within the context of the selection.	**Product 1** - Accelerated Reader	**Skill Area 13** - Vocabulary Acquisition (VA)	**Skill 9** - VA09 Using context clues to infer the meaning of unfamiliar words
			Skill 10 - VA10 Supporting interpretations with examples drawn from text
TN 6.1.05 - Read to develop fluency, expression, accuracy, and confidence.			
TN 6.1.05a - Demonstrate the ability to read fluently with expression, accuracy, and with poise from a variety of texts (e.g. paired reading, choral reading, read alongs, and readers' theater).			
TN 6.1.05b - Participate in guided reading.			
TN 6.1.05c - Read using appropriate pronunciation, expression, and rate.			
TN 6.1.05d - Adjust speed based on the purpose for reading.			
TN 6.1.05e - Read independently on a daily basis.	**Product 1** - Accelerated Reader	**Skill Area 1** - Overall Product (OP)	**Skill 1** - OP01 Engaging in guided independent reading practice
		Skill Area 15 - Professional Development (PD) - Set up for Success	**Skill 1** - PD07 Practicing reading daily in and outside of class
			Skill 2 - PD08 Reading independently with guidance
TN 6.1.06 - Expand reading vocabulary.			
TN 6.1.06a - Build vocabulary by listening to literature, participating in class discussions, and reading self-selected and/or assigned texts.	**Product 1** - Accelerated Reader	**Skill Area 1** - Overall Product (OP)	**Skill 5** - OP05 Self-selecting appropriate books for success
			Skill 18 - OP18 Choosing a variety of reading material

Standards List with Aligned Product Skills			
Agency Tag Set Name	**Product Name**		
Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
		Skill Area 13 - Vocabulary Acquisition (VA)	**Skill 1** - VA01 Reading from a variety of genres
TN 6.1.06b - Build vocabulary by reading from a wide variety of print and non-print texts and literary genres.	**Product 1** - Accelerated Reader	**Skill Area 1** - Overall Product (OP)	**Skill 5** - OP05 Self-selecting appropriate books for success
			Skill 18 - OP18 Choosing a variety of reading material
		Skill Area 13 - Vocabulary Acquisition (VA)	**Skill 1** - VA01 Reading from a variety of genres
TN 6.1.06c - Increase knowledge of roots, prefixes, and suffixes to infer word meanings.	**Product 1** - Accelerated Reader	**Skill Area 13** - Vocabulary Acquisition (VA)	**Skill 4** - VA04 Recognizing prefixes
			Skill 5 - VA05 Recognizing suffixes
TN 6.1.06d - Determine the meaning of unfamiliar words using context clues, dictionaries, electronic sources, glossaries, and other resources.	**Product 1** - Accelerated Reader	**Skill Area 12** - Vocabulary Practice Quizzes (VPQ)	**Skill 1** - VPQ01 Acquiring vocabulary by encountering words in context
			Skill 2 - VPQ02 Learning new vocabulary in context
		Skill Area 13 - Vocabulary Acquisition (VA)	**Skill 9** - VA09 Using context clues to infer the meaning of unfamiliar words
TN 6.1.06e - Replace unknown words with appropriate synonyms and/or antonyms to determine word meaning.			
TN 6.1.06f - Continue to use appropriate synonyms, antonyms, homonyms, and multiple meaning words in reading, writing, and speaking.	**Product 1** - Accelerated Reader	**Skill Area 13** - Vocabulary Acquisition (VA)	**Skill 11** - VA11 Determining the definition of words with multiple meanings
			Skill 12 - VA12 Applying knowledge of synonyms to determine meaning
TN 6.1.06g - Continue to foster word consciousness (e.g., word play, word walls, graphic organizers, nuances of words, new and unusual words to share).			

Standards List with Aligned Product Skills			
Agency Tag Set Name	**Product Name**		
Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
TN 6.1.06h - Explore mnemonic devices (e.g. rhyming words, vocabulary cartoons, kinesthetic) to acquire new vocabulary.			
TN 6.1.06i - Continue to determine the correct meaning/usage of multiple meaning words.	**Product 1** - Accelerated Reader	**Skill Area 13** - Vocabulary Acquisition (VA)	**Skill 11** - VA11 Determining the definition of words with multiple meanings
TN 6.1.06j - Use the correct word to complete an analogy.			
TN 6.1.06k - Recognize widely used foreign words (e.g., bon jour; hasta la vista).			
TN 6.1.07 - Employ pre-reading strategies to facilitate comprehension.			
TN 6.1.07a - Continue to establish a purpose for reading (e.g., to understand, to interpret, to enjoy, to solve problems, to answer specific questions, to identify information/facts, to discover models of writing).			
TN 6.1.07b - Utilize personal experiences to build background knowledge for reading.			
TN 6.1.07c - Use previously learned strategies to front load text (e.g., skimming and scanning).			
TN 6.1.07d - Preview text, using supports (e.g., illustrations/pictures, captions, graphs, diagrams, headings, subheadings, and footnotes).			
TN 6.1.07e - Identify the importance and the significance of the reading selections to learning and life.			
TN 6.1.07f - Explore significant words to be encountered in the text.	**Product 1** - Accelerated Reader	**Skill Area 15** - Professional Development (PD) - Set up for Success	**Skill 8** - PD14 Reviewing lists of book-specific vocabulary words before and during reading
TN 6.1.07g - Make predictions about text.	**Product 1** - Accelerated Reader	**Skill Area 10** - Literacy Skills Quizzes - Inferential Comprehension (IC)	**Skill 5** - IC05 Making Predictions

Standards List with Aligned Product Skills			
Agency Tag Set Name	**Product Name**		
Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
TN 6.1.07h - Relate text to prior personal experiences or opinions as well as previously read print and non-print texts.			
TN 6.1.08 - Use active comprehension strategies to derive meaning while reading and to check for understanding after reading.			
TN 6.1.08a - Derive meaning while reading.			
TN 6.1.08a1 - Derive meaning while reading by continuing to formulate clarifying questions while reading.			
TN 6.1.08a2 - Derive meaning while reading by predicting outcomes, state reasonable generalizations, and draw conclusions from the reading selection based on prior knowledge and information.	**Product 1** - Accelerated Reader	**Skill Area 10** - Literacy Skills Quizzes - Inferential Comprehension (IC)	**Skill 2** - IC02 Drawing Conclusions
			Skill 5 - IC05 Making Predictions
TN 6.1.08a3 - Derive meaning while reading by using metacognitive and self-monitoring strategies while reading (e.g. pausing, rereading, recognizing miscues, consulting other sources, reading ahead, asking for help).	**Product 1** - Accelerated Reader	**Skill Area 1** - Overall Product (OP)	**Skill 8** - OP08 Building comprehension
TN 6.1.08a4 - Derive meaning while reading by engaging in reading between the lines (i.e. stating implied information).			
TN 6.1.08a5 - Derive meaning while reading by continuing to create mental pictures from abstract information.			
TN 6.1.08a6 - Derive meaning while reading by continuing to relate text to prior personal experiences or opinions as well as previously read print and non-print texts.			
TN 6.1.08a7 - Derive meaning while reading by continuing to make inferences.	**Product 1** - Accelerated Reader	**Skill Area 10** - Literacy Skills Quizzes - Inferential Comprehension (IC)	**Skill 3** - IC03 Making Inferences

Standards List with Aligned Product Skills			
Agency Tag Set Name	**Product Name**		
Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
TN 6.1.08a8 - Derive meaning while reading by verifying or modifying prereading purpose as addition information is obtained.			
TN 6.1.08a9 - Derive meaning while reading by exploring ways to interact with text (e.g., mark the text, use post-it notes, ask questions and make comments within the text).			
TN 6.1.08b - Derive meaning after reading.			
TN 6.1.08b1 - Derive meaning after reading by indicating the sequence of events.	**Product 1** - Accelerated Reader	**Skill Area 3** - Reading Practice Quizzes (RPQ)	**Skill 14** - RPQ14 Recalling sequence of events
		Skill Area 6 - Other Reading Quizzes (ORQ)	**Skill 15** - ORQ15 Recalling sequence of events
		Skill Area 8 - Literacy Skills Quizzes - Initial Understanding (IU)	**Skill 6** - IU06 Understanding Sequence
TN 6.1.08b2 - Derive meaning after reading by recognizing and stating the main idea/central element in a given reading selection noting details that support the main idea/central element.	**Product 1** - Accelerated Reader	**Skill Area 3** - Reading Practice Quizzes (RPQ)	**Skill 7** - RPQ07 Recalling details
			Skill 16 - RPQ16 Identifying the main idea
		Skill Area 6 - Other Reading Quizzes (ORQ)	**Skill 8** - ORQ08 Recalling details
			Skill 17 - ORQ17 Identifying the main idea
		Skill Area 8 - Literacy Skills Quizzes - Initial Understanding (IU)	**Skill 3** - IU03 Recognizing Details
		Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	**Skill 6** - CM06 Understanding the Main Idea
TN 6.1.08b3 - Derive meaning after reading by identifying the author's purpose.			

Standards List with Aligned Product Skills			
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Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
TN 6.1.08b4 - Derive meaning after reading by discussing similarities and differences in events and characters using evidence cited from the text or various texts.	**Product 1** - Accelerated Reader	**Skill Area 10** - Literacy Skills Quizzes - Inferential Comprehension (IC)	**Skill 1** - IC01 Comparing and Contrasting
TN 6.1.08b5 - Derive meaning after reading by finding contextual support for responses to questions, for assistance in formulating ideas and opinions, and for supporting personal responses (i.e. grounding students in the text).			
TN 6.1.08b6 - Derive meaning after reading by determining cause and effect relationships.	**Product 1** - Accelerated Reader	**Skill Area 10** - Literacy Skills Quizzes - Inferential Comprehension (IC)	**Skill 6** - IC06 Recognizing Cause and Effect
TN 6.1.08b7 - Derive meaning after reading by determining whether a given statement is a fact or an opinion.	**Product 1** - Accelerated Reader	**Skill Area 11** - Literacy Skills Quizzes - Constructing Meaning (CM)	**Skill 2** - CM02 Differentiating Fact and Opinion
TN 6.1.08b8 - Derive meaning after reading by identifying and interpreting figurative language (idioms, similes, metaphors, hyperboles, personification, imagery, puns).	**Product 1** - Accelerated Reader	**Skill Area 11** - Literacy Skills Quizzes - Constructing Meaning (CM)	**Skill 1** - CM01 Deriving Word or Phrase Meaning
TN 6.1.08b9 - Derive meaning after reading by demonstrating an understanding of stated and implied themes and recognizing that themes recur throughout literature.			
TN 6.1.08b10 - Derive meaning after reading by reflecting upon comprehension strategies used to make meaning from texts.	**Product 1** - Accelerated Reader	**Skill Area 1** - Overall Product (OP)	**Skill 8** - OP08 Building comprehension
TN 6.1.08b11 - Derive meaning after reading by making connections among various print (e.g. other stories) and non-print texts (e.g., movies, photographs, artwork).			
TN 6.1.08b12 - Derive meaning after reading by making connections among the various literary genres and themes with personal, historical, and cultural experiences.			

Standards List with Aligned Product Skills			
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Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
TN 6.1.09 - Refine study skills and develop methods of research to enhance learning.			
TN 6.1.09a - Use and discern appropriate reference sources in various formats (e.g., encyclopedias, card/electronic catalogs, almanacs, periodicals, Internet).			
TN 6.1.09b - Recognize media (e.g., on-line catalog, non-fiction books, encyclopedias, CD-ROM, references, Internet) as resources for viewing, reading, and representing information.	**Product 1** - Accelerated Reader	**Skill Area 6** - Other Reading Quizzes (ORQ)	**Skill 3** - ORQ03 Reading textbooks for information
		Skill Area 16 - Professional Development (PD) - Motivation	**Skill 11** - PD30 Reading textbooks and assigned reading for information
			Skill 12 - PD31 Reading magazine articles for information
TN 6.1.09c - Use current technology (e.g., the Internet, CD-ROMs, online catalogs) as a research communication tool.			
TN 6.1.09d - Understand a variety of reference sources (biographical sketches, letters, diaries, encyclopedia, periodicals, procedural manuals).			
TN 6.1.09e - Distinguish between primary and secondary source documents.			
TN 6.1.09f - Continue to use the dictionary, glossary, thesaurus, and other word-referenced materials to eliminate word problems.			
TN 6.1.09g - Use skimming and scanning skills.			
TN 6.1.09h - Retrieve, organize, and represent information to demonstrate effectively knowledge acquired.[sic]			
TN 6.1.09i - Develop notes that include important concepts, summaries, and identification of reference sources.			

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Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
TN 6.1.09j - Identify various forms of media and consider their impact on daily life.			
TN 6.1.09k - Demonstrate knowledge of propaganda techniques (i.e. bandwagon, loaded words, testimonials).			
TN 6.1.09l - Use a variety of materials to prepare a research paper that includes a title page and list of sources.			
TN 6.1.10 - Develop skills to facilitate reading in the content areas.			
TN 6.1.10a - Develop and maintain vocabulary specific to content areas and to current events.			
TN 6.1.10b - Locate information using available text features (e.g., tables of content, maps, timelines, charts, graphics, indexes, glossaries, and footnotes).			
TN 6.1.10c - Continue to apply comprehension skills and strategies to informational text in the content areas.			
TN 6.1.10d - Continue to use self-correction strategies while reading (pausing, rereading, consulting other sources, asking for help).	**Product 1** - Accelerated Reader	**Skill Area 1** - Overall Product (OP)	**Skill 8** - OP08 Building comprehension
TN 6.1.10e - Interact with the text (e.g., mark the text, use post-it notes, ask questions and make comments within the text).			
TN 6.1.10f - Analyze the reliability of sources by examining the authors' backgrounds.			
TN 6.1.11 - Read independently for a variety of purposes.			
TN 6.1.11a - Read for literary experience.	**Product 1** - Accelerated Reader	**Skill Area 1** - Overall Product (OP)	**Skill 1** - OP01 Engaging in guided independent reading practice
			Skill 14 - OP14 Nurturing intrinsic love of reading
			Skill 15 - OP15 Engaging in literature-based reading

Standards List with Aligned Product Skills			
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Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
TN 6.1.11b - Read to gain information.	**Product 1** - Accelerated Reader	**Skill Area 1** - Overall Product (OP)	**Skill 1** - OP01 Engaging in guided independent reading practice
		Skill Area 6 - Other Reading Quizzes (ORQ)	**Skill 3** - ORQ03 Reading textbooks for information
		Skill Area 16 - Professional Development (PD) - Motivation	**Skill 11** - PD30 Reading textbooks and assigned reading for information
			Skill 12 - PD31 Reading magazine articles for information
TN 6.1.11c - Read to perform a task.			
TN 6.1.11d - Read for enjoyment.	**Product 1** - Accelerated Reader	**Skill Area 1** - Overall Product (OP)	**Skill 5** - OP05 Self-selecting appropriate books for success
			Skill 14 - OP14 Nurturing intrinsic love of reading
			Skill 18 - OP18 Choosing a variety of reading material
TN 6.1.11e - Read to expand vocabulary.	**Product 1** - Accelerated Reader	**Skill Area 12** - Vocabulary Practice Quizzes (VPQ)	**Skill 1** - VPQ01 Acquiring vocabulary by encountering words in context
			Skill 2 - VPQ02 Learning new vocabulary in context
		Skill Area 13 - Vocabulary Acquisition (VA)	**Skill 1** - VA01 Reading from a variety of genres
TN 6.1.11f - Read to build fluency.	**Product 1** - Accelerated Reader	**Skill Area 1** - Overall Product (OP)	**Skill 6** - OP06 Recognizing effect of reading practice on reading level
			Skill 12 - OP12 Accelerating reading growth
		Skill Area 3 - Reading Practice Quizzes (RPQ)	**Skill 3** - RPQ03 Practicing reading with guidance and accountability

Standards List with Aligned Product Skills			
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Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
		Skill Area 6 - Other Reading Quizzes (ORQ)	**Skill 4** - ORQ04 Practicing reading with guidance and accountability
		Skill Area 15 - Professional Development (PD) - Set up for Success	**Skill 1** - PD07 Practicing reading daily in and outside of class
TN 6.1.12 - Experience and explore the elements of various literary and media genres.			
TN 6.1.12a - Read, view various literary (e.g., short stories, novels, plays, legends, poetry, autobiographies/biographies, non-fiction of high inerest) and media (e.g., music, films, videos, documentaries, the arts, photographs) genres.	**Product 1** - Accelerated Reader	**Skill Area 1** - Overall Product (OP)	**Skill 15** - OP15 Engaging in literature-based reading
			Skill 18 - OP18 Choosing a variety of reading material
TN 6.1.12b - Recognize the elements of each literary and media genre.	**Product 1** - Accelerated Reader	**Skill Area 1** - Overall Product (OP)	**Skill 16** - OP16 Acquiring understanding of literary features
			Skill 17 - OP17 Acquiring understanding of literary types
TN 6.1.12c - Identify the theme and determine if theme is stated or implied.			
TN 6.1.12d - Recognize that certain themes recur and be familiar with commonly recurring themes.			
TN 6.1.12e - Identify the plot element of exposition (i.e. introduction of characters, setting, and conflict) in print and non-print text.			
TN 6.1.12f - Explore the author's development of characters/characterization (e.g., through words, speeches, actions, thoughts, narrator's comments, interactions with other characters, motivations).	**Product 1** - Accelerated Reader	**Skill Area 3** - Reading Practice Quizzes (RPQ)	**Skill 20** - RPQ20 Recognizing characters' feelings

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Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
			Skill 21 - RPQ21 Understanding characterization
		Skill Area 6 - Other Reading Quizzes (ORQ)	**Skill 21** - ORQ21 Recognizing characters' feelings
			Skill 22 - ORQ22 Understanding characterization
		Skill Area 8 - Literacy Skills Quizzes - Initial Understanding (IU)	**Skill 4** - IU04 Recognizing Feelings
			Skill 5 - IU05 Understanding Dialogue
		Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	**Skill 4** - LA04 Understanding Characterization
TN 6.1.12g - Identify the characteristics of stereotypical and realistic characters.			
TN 6.1.12h - Explore how an author creates mood to set a tone.	**Product 1** - Accelerated Reader	**Skill Area 9** - Literacy Skills Quizzes - Literary Analysis (LA)	**Skill 6** - LA06 Understanding the Author's Craft
TN 6.1.12i - Compare and contrast the elements of plot between or among stories.			
TN 6.1.12j - Determine the narrator's/author's point of view (i.e. first person or third person).			
TN 6.1.12k - Summarize and paraphrase selected passages for discussion and/or written assignments or presentations.			
TN 6.1.12l - Demonstrate knowledge of similes, metaphors, personification, imagery, and symbolism.	**Product 1** - Accelerated Reader	**Skill Area 11** - Literacy Skills Quizzes - Constructing Meaning (CM)	**Skill 1** - CM01 Deriving Word or Phrase Meaning
TN 6.1.12m - Explore deductive reasoning to facilitate and to extend understanding of texts.	**Product 1** - Accelerated Reader	**Skill Area 1** - Overall Product (OP)	**Skill 13** - OP13 Improving critical thinking
		Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	**Skill 2** - IC02 Drawing Conclusions
TN 6.1.12n - Explore the concepts of foreshadowing and flashback.	**Product 1** - Accelerated Reader	**Skill Area 9** - Literacy Skills Quizzes - Literary Analysis (LA)	**Skill 6** - LA06 Understanding the Author's Craft

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Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
TN 6.1.13 - Develop and sustain a motivation for reading.			
TN 6.1.13a - Visit libraries/media centers, book fairs, bookstores, and other print rich environments to explore books.			
TN 6.1.13b - Use personal criteria to select reading material (personal interest, knowledge of authors, text difficulty, text genres, recommendation of others).	**Product 1** - Accelerated Reader	**Skill Area 1** - Overall Product (OP)	**Skill 4** - OP04 Matching book level to one's own reading level
			Skill 5 - OP05 Self-selecting appropriate books for success
			Skill 18 - OP18 Choosing a variety of reading material
			Skill 19 - OP19 Setting individual goals to increase reading comprehension
		Skill Area 15 - Professional Development (PD) - Set up for Success	**Skill 3** - PD09 Selecting books to accelerate reading growth
			Skill 5 - PD11 Setting goals for quantity of reading practice and level of challenge(book level)
TN 6.1.13c - Read daily from self-selected materials.	**Product 1** - Accelerated Reader	**Skill Area 1** - Overall Product (OP)	**Skill 5** - OP05 Self-selecting appropriate books for success
		Skill Area 15 - Professional Development (PD) - Set up for Success	**Skill 1** - PD07 Practicing reading daily in and outside of class
TN 6.1.13d - Relate literary experiences (book discussions, literary circles, writing, oral presentations, artistic expressions).			
TN 6.1.13e - Experience and develop an awareness of literature that reflects a diverse society.	**Product 1** - Accelerated Reader	**Skill Area 3** - Reading Practice Quizzes (RPQ)	**Skill 11** - RPQ11 Understanding historical/cultural factors

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Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
		Skill Area 6 - Other Reading Quizzes (ORQ)	**Skill 12** - ORQ12 Understanding historical/cultural factors
		Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	**Skill 5** - LA05 Understanding Historical/Cultural Factors
TN 6.1.13f - Maintain a personal reading list/or reading log/journal to reflect reading gains and accomplishments.	**Product 1** - Accelerated Reader	**Skill Area 15** - Professional Development (PD) - Set up for Success	**Skill 5** - PD11 Setting goals for quantity of reading practice and level of challenge(book level)
		Skill Area 16 - Professional Development (PD) - Motivation	**Skill 6** - PD25 Communicating regularly, student with the teacher, to monitor progress and set goals
TN 6.1.13g - Engage in reading as a leisure time activity.	**Product 1** - Accelerated Reader	**Skill Area 1** - Overall Product (OP)	**Skill 14** - OP14 Nurturing intrinsic love of reading
- WRITING			
TN 2.0 - The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.			
TN 6.2.01 - Engage in prewriting, using a variety of strategies.			
TN 6.2.01a - Generate, focus, and organize ideas through brainstorming, mapping and webbing, and classroom discussions.			
TN 6.2.01b - Use print and non-print materials along with prior knowledge to provide background for writing.			
TN 6.2.01c - Develop writing by using appropriate organizational strategies, including outlining and other graphic organizers, to show evidence of a prewriting plan.			
TN 6.2.01d - Select and limit a topic.			
TN 6.2.01e - Determine appropriate audience (i.e., personal).			

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Standard	**Product Description**	**Skill Area Description**	**Skill Description**
TN 6.2.01f - Establish a purpose for writing (e.g., to inform, to describe, to explain, to persuade).			
TN 6.2.02 - Write for a variety of audiences and purposes.			
TN 6.2.02a - Determine the intended audience (i.e., a focus on personal audiences including classmates, family, friends, teachers, school, and community).			
TN 6.2.02b - Identify the mode, the usage level, and conventions for appropriate sharing of information with the selected personal audience.			
TN 6.2.02c - Continue to write competently in the narrative and descriptive modes.			
TN 6.2.02d - Explore writing in the expository mode.			
TN 6.2.02e - Write in response to expository prompts.			
TN 6.2.02f - Write personal reflections to experiences and events.			
TN 6.2.02g - Produce original works of creative and imaginative writings.			
TN 6.2.02h - Write to acquire knowledge (e.g., express, organize, and clarify thinking, take notes, synthesize information, enhance communication).			
TN 6.2.03 - Compose drafts of written works.			
TN 6.2.03a - Use prewriting plan to guide the first draft.			
TN 6.2.03b - Write and think freely while drafting.			
TN 6.2.03c - Select mode based on purpose.			
TN 6.2.03d - Develop a thesis statement appropriate to topic.			
TN 6.2.03e - Present sufficient knowledge of topic to reflect background and understanding			
TN 6.2.03f - Compose the draft with an introduction, a body, and a conclusion.			

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Standard	**Product Description**	**Skill Area Description**	**Skill Description**
TN 6.2.03g - Use precise language including vivid words, colorful modifiers, and figurative language.			
TN 6.2.03h - Develop sentences that are clear, varied, and appropriate to the audience.			
TN 6.2.04 - Show evidence of and determine appropriate revisions within the written draft.			
TN 6.2.04a - Revise writing to focus on purpose.			
TN 6.2.04b - Evaluate and determine if word choices are appropriate for the target audience.			
TN 6.2.04c - Evaluate and revise writing to focus on fluency of thought and coherence (e.g., sentences and paragraphs flow smoothly together, evidence of syntactic variety/varied sentence structures).			
TN 6.2.04d - Evaluate and determine the effectiveness of the organization of the written draft (chronological order or sequence maintained, creative introduction, appropriate thesis, supportive statements, and effective transitions).			
TN 6.2.04e - Evaluate and revise writing to insure consistent development of ideas (e.g., appropriate and logical reasoning, key ideas covered, evidence of support for ideas, examples used, supportive statistics).			
TN 6.2.04f - Explore the use of words and phrases that create mood to establish a tone.			
TN 6.2.04g - Analyze writing for clarity of thought.			
TN 6.2.05 - Include editing before the completion of finished work.			
TN 6.2.05a - Edit for elements of language.			
TN 6.2.05b - Proofread using prior knowledge and reference materials.			

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Standard	**Product Description**	**Skill Area Description**	**Skill Description**
TN 6.2.05c - Create readable documents.			
TN 6.2.06 - Evaluate own and others' writing.			
TN 6.2.06a - Develop and use a rubric for evaluation of writing focused on specific skills.			
TN 6.2.06b - Make appropriate suggestions for improvement, using the Tennessee State assessment rubric.			
TN 6.2.06c - Recognize the strengths, errors, and challenges in peers' writing.			
TN 6.2.06d - Evaluate improvements made in own and others' work.			
TN 6.2.07 - Experience numerous publishing opportunities.			
TN 6.2.07a - Produce a variety of written works suitable for publication and/or sharing.			
TN 6.2.07b - Use multiple technological resources to prepare and present work.			
TN 6.2.07c - Identify opportunities for publication (e.g., school bulletin boards and publications, board of education bulletin boards and publications, Internet websites, newspaper/periodicals).			
TN 6.2.08 - Write in the expository mode.			
TN 6.2.08a - Write in response to expository prompts, including frequent opportunities for timed writing.			
TN 6.2.08b - Write frequently in the expository mode.			
TN 6.2.08c - State a thesis with relevant supporting details.			
TN 6.2.08d - Determine the appropriate organizational format for an expository essay.			
TN 6.2.08e - Explore models of expository writing through reading.			
TN 6.2.08f - Determine an appropriate title that creatively reflects the topic.			

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Standard	**Product Description**	**Skill Area Description**	**Skill Description**
TN 6.2.08g - Determine the qualities of strong introductory and concluding paragraphs to enrich writing assignments.			
TN 6.2.08h - Explain/illustrate key ideas clearly.			
TN 6.2.08i - Incorporate varied expository structures (i.e., compare/contrast and question/answer).			
TN 6.2.08j - Apply the Tennessee State assessment rubric to an expository essay.			
TN 6.2.08k - Continue to demonstrate facility in the use of language.			
TN 6.2.09 - Write frequently across all content areas.			
TN 6.2.09a - Produce a variety of creative works utilizing knowledge from the content areas (e.g., journals, magazines, poems, letters to the editor, dialogues between famous people, WebPages).			
TN 6.2.09b - Produce a variety of technical works utilizing knowledge from the content areas (e.g., explanations of projects, science experiment projects, demonstrations, editorials, documents).			
TN 6.2.09c - Research topics and organize gathered information from the content areas into presentable documents.			
TN 6.2.09d - Compose and respond to original questions and/or problems from all content areas.			
TN 6.2.09e - Respond expressively and creatively to the arts incorporating the arts into all content areas.			
TN 6.2.09f - React and respond to content area information in creative ways (e.g., create graphic, non-text essays; write and design a children's book).			

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Standard	**Product Description**	**Skill Area Description**	**Skill Description**
TN 6.2.10 - Write expressively in order to develop an effective writing style.			
TN 6.2.10a - View, read, and/or listen to examples of various writing styles and modes.			
TN 6.2.10b - Demonstrate the use of vivid words (e.g., action verbs, figurative language).			
TN 6.2.10c - Support ideas through use of sensory details and/or concrete examples.			
TN 6.2.10d - Use a variety of sentence structures.			
TN 6.2.10e - Select appropriate transitional devices.			
TN 6.2.10f - Develop a consistent voice in original works.			
TN 6.2.11 - Write in response to literature.			
TN 6.2.11a - Express ideas or opinions through creative responses to a variety of literary forms and genres.			
TN 6.2.11b - Write basic character analyses.			
TN 6.2.11c - Demonstrate through writing an understanding of the elements of literature (i.e., setting and characters).			
TN 6.2.11d - Compare and contrast themes, settings, and characters, from a variety of literary selections and genres.			
TN 6.2.11e - Write creative, imaginative, and original responses to literature (e.g., poems, raps, stories, commercials).			
TN 6.2.12 - Write in a variety of modes and genres.			
TN 6.2.12a - Write works of fiction in the descriptive mode (e.g., short stories, t.v. scripts, fables, tall tales).			
TN 6.2.12b - Write poetry (e.g., haiku and bio-poem).			

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TN 6.2.12c - Write biographical/autobiographical sketches with specific actions and significant details.			
TN 6.2.12d - Continue to write friendly and business letters.			
TN 6.2.12e - Write diaries and journals in the narrative mode.			
TN 6.2.12f - Write and select appropriate mode for announcements, short scripts for radio, commercials, and letters to the editor.			
TN 6.2.12g - Develop and write personal essays for portfolio.			
TN 6.2.12h - Compose technical writing (e.g., directions to a geographical location, a recipe).			
TN 6.2.12i - Compile gathered information into a written research paper.			
TN 6.2.12j - Explore writing in the persuasive mode.			
TN 6.2.13 - Locate and analyze information to prepare written works and presentations.			
TN 6.2.13a - Use dictionaries, thesauruses, and other word reference materials.			
TN 6.2.13b - Utilize resources available in the media center.			
TN 6.2.13c - Conduct or read interviews to use as a primary source.			
TN 6.2.13d - Examine journals, diaries, and narratives as support for research.			
TN 6.2.13e - Use computer technology to find information and to create reports and presentations.			
TN 6.2.13f - Use examples and details collected from available resources.			
- ELEMENTS OF LANGUAGE			
TN 3.0 - The student will use standard English conventions and proper spelling as appropriate to speaking and writing.			

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Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
TN 6.3.01 - Demonstrate knowledge of standard English usage.			
TN 6.3.01a - Use nouns appropriately (e.g., collective nouns, nouns as objects, predicate nouns).			
TN 6.3.01b - Use verbs appropriately (e.g., agree with the subject in person and number, action verbs that take objects, linking verbs, helping verbs, verb phrases, verb tenses, regular and irregular verb forms).			
TN 6.3.01c - Use pronouns appropriately (e.g., proper pronoun case, objects of prepositions, agreement with antecedents in person and number, indefinite, relative, and demonstrative pronouns).			
TN 6.3.01d - Use adjectives appropriately (e.g., predicate adjectives, comparative and superlative forms).			
TN 6.3.01e - Use adverbs appropriately (e.g., negatives, forms of comparative and superlative phrases).			
TN 6.3.01f - Use conjunctions appropriately (e.g., coordinating, subordinating).			
TN 6.3.01g - Place prepositional phrases correctly according to the words they modify within the sentence.			
TN 6.3.01h - Use interjections appropriately.			
TN 6.3.01i - Recognize usage errors (e.g., double negatives, troublesome word pairs {accept/except, capitol/capital, principle/principal, between/among}).			
TN 6.3.01j - Explore variations in the use of English in different parts of the country.			

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Standard	**Product Description**	**Skill Area Description**	**Skill Description**
TN 6.3.02 - Demonstrate knowledge of standard English mechanics.			
TN 6.3.02a - Continue the correct use of capitalization (e.g., proper adjectives, within quotations).			
TN 6.3.02b - Demonstrate the correct use of commas (e.g., after introductory words, to set off appositive and interrupters, and before a coordinating conjunction joining independent clauses to form compound sentences; colons (e.g., in business letters, preceding a list of items); semicolons (e.g., to combine sentences); quotation marks (e.g., with explanatory material within the quote, proper use with end marks).			
TN 6.3.02c - Continue to form singular and plural possessives using apostrophes.			
TN 6.3.02d - Continue to write legibly.			
TN 6.3.03 - Demonstrate knowledge of standard English spelling.			
TN 6.3.03a - Spell high-frequency words correctly.			
TN 6.3.03b - Spell correctly commonly misspelled words appropriate to grade level.			
TN 6.3.03c - Spell correctly words commonly used in content specific vocabulary.			
TN 6.3.03d - Correctly spell affixed words (e.g., mis+spell=misspell; ready+ness=readiness.)			
TN 6.3.03e - Proofread and edit for accuracy of spelling, using appropriate strategies to confirm spelling and to correct errors.			
TN 6.3.03f - Determine correct spelling of words utilizing electronic and print tools (e.g., spell check, dictionaries, word walls, charts).			

Standards List with Aligned Product Skills			
Agency Tag Set Name	**Product Name**		
Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
TN 6.3.03g - Maintain a consciousness toward correct spelling across the content areas.			
TN 6.3.04 - Demonstrate knowledge of correct sentence structure.			
TN 6.3.04a - Correct run-on sentences (fused or comma splice) (e.g., use punctuation, conjunctions, or other means to join or to separate the elements of a run-on sentence).			
TN 6.3.04b - Correct sentence fragments by supplying the missing sentence elements.			
TN 6.3.04c - Combine sentences using a variety of techniques (e.g., comma + coordinating conjunction, use of semicolon, introductory phrases and/or clauses).			
TN 6.3.04d - Identify and use adjectival and adverbial phrases and clauses.			
TN 6.3.04e - Use transitional words to indicate clear relationships within and among sentences and paragraphs.			

Standards List with Aligned Product Skills			
Agency Tag Set Name	**Product Name**		
Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
- READING			
TN 1.0 - The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print text.			
TN 7.1.01 - Continue to develop oral language and listening skills.			
TN 7.1.01a - Continue to model active listening in both formal and informal settings.			
TN 7.1.01b - Adhere to rules for public conversation.			
TN 7.1.01c - Continue to formulate and respond to questions from teachers and classmates.			
TN 7.1.01d - Continue to organize and share information, stories, experiences, ideas, and feelings with others in both formal and informal situations.			
TN 7.1.01e - Participate in creative responses to text (e.g. dramatizations, speeches).			
TN 7.1.01f - Deliver an oral presentation, using multiple sources of information from any content area, utilizing visual aids for contextual support.			
TN 7.1.01g - Use the proper stress, pitch, and juncture in oral reading and presenting.			
TN 7.1.01h - Continue to use a variety of non-verbal communication techniques to enhance meaning (e.g., posture, gestures, facial expressions, tone of voice, eye contact).			
TN 7.1.02 - Develop an understanding of the concepts of print and non-print materials.			
TN 7.1.02a - Use parts of text effectively for learning (e.g., title page, preface, table of contents, epilogue, glossary, appendix, index).	**Product 1** - Accelerated Reader	**Skill Area 3** - Reading Practice Quizzes (RPQ)	**Skill 2** - RPQ02 Identifying book title and author

Standards List with Aligned Product Skills			
Agency Tag Set Name	**Product Name**		
Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
		Skill Area 6 - Other Reading Quizzes (ORQ)	**Skill 2** - ORQ02 Identifying book title and author
TN 7.1.02b - Analyze the structure and organization of various text features to locate information (e.g., headings, key words, graphics, pictures, captions, sidebars).			
TN 7.1.02c - Identify the differences among various print and non-print formats (i.e. prose, poetry, newspaper/magazine, letters, dramas, technical manuals, screenplays, photographs, works of art, and textbooks).	**Product 1** - Accelerated Reader	**Skill Area 1** - Overall Product (OP)	**Skill 17** - OP17 Acquiring understanding of literary types
TN 7.1.03 - Expand reading skills through phonemic awareness.			
TN 7.1.03a - Continue to develop an awareness of the sounds of language through repeated exposure to a variety of auditory experiences (e.g., poems, music lyrics, books on tape, read alouds).			
TN 7.1.03b - Analyze patterns of rhyme and rhythm to determine effectiveness.			
TN 7.1.03c - Analyze the effects of sound in language (e.g., alliteration [assonance and consonance], onomatopoeia, accent, repetition).			
TN 7.1.04 - Use decoding strategies to read unfamiliar words.			
TN 7.1.04a - Expand knowledge of root words, prefixes, and suffixes to facilitate the decoding of unknown words.	**Product 1** - Accelerated Reader	**Skill Area 13** - Vocabulary Acquisition (VA)	**Skill 4** - VA04 Recognizing prefixes
			Skill 5 - VA05 Recognizing suffixes
TN 7.1.04b - Continue to use context clues to determine unknown words and identify multiple meaning words.	**Product 1** - Accelerated Reader	**Skill Area 13** - Vocabulary Acquisition (VA)	**Skill 11** - VA11 Determining the definition of words with multiple meanings
TN 7.1.04c - Continue to decode unknown grade level words utilizing previous learned strategies and verify the words meaning within the context of the selection.	**Product 1** - Accelerated Reader	**Skill Area 13** - Vocabulary Acquisition (VA)	**Skill 9** - VA09 Using context clues to infer the meaning of unfamiliar words

Standards List with Aligned Product Skills			
Agency Tag Set Name	**Product Name**		
Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
			Skill 10 - VA10 Supporting interpretations with examples drawn from text
TN 7.1.05 - Read to develop fluency, expression, and accuracy.			
TN 7.1.05a - Continue to demonstrate the ability to read fluently with expression, accuracy, and poise from a variety of texts (e.g., paired reading, choral reading, and read alongs).			
TN 7.1.05b - Continue to participate in guided reading.			
TN 7.1.05c - Continue to read using appropriate pronunciation, expression, and rate.			
TN 7.1.05d - Continue to adjust speed based on the purpose for reading.			
TN 7.1.05e - Continue to read independently on a daily basis.	**Product 1** - Accelerated Reader	**Skill Area 1** - Overall Product (OP)	**Skill 1** - OP01 Engaging in guided independent reading practice
		Skill Area 15 - Professional Development (PD) - Set up for Success	**Skill 1** - PD07 Practicing reading daily in and outside of class
			Skill 2 - PD08 Reading independently with guidance
TN 7.1.06 - Expand reading vocabulary.			
TN 7.1.06a - Continue to build vocabulary by listening to literature, participating in class discussions, and reading self-selected and assigned texts.	**Product 1** - Accelerated Reader	**Skill Area 1** - Overall Product (OP)	**Skill 5** - OP05 Self-selecting appropriate books for success
			Skill 18 - OP18 Choosing a variety of reading material
		Skill Area 13 - Vocabulary Acquisition (VA)	**Skill 1** - VA01 Reading from a variety of genres
TN 7.1.06b - Build vocabulary by reading from a wide variety of texts, literary genres and modes.	**Product 1** - Accelerated Reader	**Skill Area 1** - Overall Product (OP)	**Skill 5** - OP05 Self-selecting appropriate books for success

Standards List with Aligned Product Skills			
Agency Tag Set Name	**Product Name**		
Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
			Skill 18 - OP18 Choosing a variety of reading material
		Skill Area 13 - Vocabulary Acquisition (VA)	**Skill 1** - VA01 Reading from a variety of genres
TN 7.1.06c - Determine word meanings using expanded knowledge of roots, prefixes, and suffixes.	**Product 1** - Accelerated Reader	**Skill Area 13** - Vocabulary Acquisition (VA)	**Skill 4** - VA04 Recognizing prefixes
			Skill 5 - VA05 Recognizing suffixes
TN 7.1.06d - Continue to determine the meaning of unfamiliar words using context clues, dictionaries, electronic sources, glossaries, and other resources.	**Product 1** - Accelerated Reader	**Skill Area 13** - Vocabulary Acquisition (VA)	**Skill 9** - VA09 Using context clues to infer the meaning of unfamiliar words
TN 7.1.06e - Continue to replace unknown words with appropriate synonyms and/or antonyms to determine word meaning.			
TN 7.1.06f - Analyze and incorporate grade appropriate synonyms, antonyms, homonyms, and multiple meaning words into reading vocabulary and writing.	**Product 1** - Accelerated Reader	**Skill Area 13** - Vocabulary Acquisition (VA)	**Skill 11** - VA11 Determining the definition of words with multiple meanings
			Skill 12 - VA12 Applying knowledge of synonyms to determine meaning
TN 7.1.06g - Continue to foster word consciousness (e.g., word play, word walls, graphic organizers, nuances of words, new and unusual words to share).			
TN 7.1.06h - Use mnemonic devices (e.g. rhyming words, vocabulary cartoons, kinesthetics) to acquire new vocabulary.			
TN 7.1.06i - Continue to determine the correct meaning/usage of multiple meaning words.	**Product 1** - Accelerated Reader	**Skill Area 13** - Vocabulary Acquisition (VA)	**Skill 11** - VA11 Determining the definition of words with multiple meanings
TN 7.1.06j - Select the correct word or phrase to complete an analogy.			

Standards List with Aligned Product Skills			
Agency Tag Set Name	**Product Name**		
Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
TN 7.1.06k - Consider word etymology and semantic change as part of vocabulary study.			
TN 7.1.06l - Recognize, decode, and interpret widely used foreign phrases (e.g., bon voyage; mi casa es su casa).			
TN 7.1.06m - Define connotation and denotation to use for vocabulary studies.			
TN 7.1.06n - Discover ways by which a language acquires new words (e.g., borrowing from other languages, compounding words).			
TN 7.1.06o - Identify words that serve as clues to reveal time periods and cultures represented (e.g. use of vocabulary associated with a particular time period, region, or country).			
TN 7.1.07 - Employ pre-reading strategies to facilitate comprehension.			
TN 7.1.07a - Continue to establish a purpose for reading (e.g., to understand, to interpret, to enjoy, to solve problems, to answer specific questions, to discover information/facts, to discover models of writing).			
TN 7.1.07b - Utilize reference sources and personal experience to build background knowledge for reading.			
TN 7.1.07c - Continue to use previously learned strategies to front load text (e.g., skimming and scanning).			
TN 7.1.07d - Continue to preview text, using supports (e.g., illustrations/pictures, captions, timelines, graphs, diagrams, headings, subheadings, and footnotes).			
TN 7.1.07e - Explain the importance and the significance of the reading selections to learning and life.			

Standards List with Aligned Product Skills			
Agency Tag Set Name	**Product Name**		
Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
TN 7.1.07f - Define significant words to be encountered in the text.	**Product 1** - Accelerated Reader	**Skill Area 15** - Professional Development (PD) - Set up for Success	**Skill 8** - PD14 Reviewing lists of book-specific vocabulary words before and during reading
TN 7.1.07g - Make predictions about text.	**Product 1** - Accelerated Reader	**Skill Area 10** - Literacy Skills Quizzes - Inferential Comprehension (IC)	**Skill 5** - IC05 Making Predictions
TN 7.1.07h - Relate text to prior personal experiences or opinions, historical knowledge, and current events as well as previously read print and non-print texts.			
TN 7.1.08 - Use active comprehension strategies to derive meaning while reading and to check for understanding after reading.			
TN 7.1.08a - Derive meaning while reading.			
TN 7.1.08a1 - Derive meaning while reading by continuing to formulate clarifying questions.			
TN 7.1.08a2 - Derive meaning while reading by adjusting predictions made while pre-reading based on information gained.			
TN 7.1.08a3 - Derive meaning while reading by continuing to predict outcomes, state reasonable generalizations, and draw conclusions based on prior knowledge and information gained while reading.	**Product 1** - Accelerated Reader	**Skill Area 10** - Literacy Skills Quizzes - Inferential Comprehension (IC)	**Skill 2** - IC02 Drawing Conclusions
			Skill 5 - IC05 Making Predictions
TN 7.1.08a4 - Derive meaning while reading by using metacognitive and self-monitoring strategies while reading (pausing, rereading, miscues, consulting other sources, reading ahead).	**Product 1** - Accelerated Reader	**Skill Area 1** - Overall Product (OP)	**Skill 8** - OP08 Building comprehension
TN 7.1.08a5 - Derive meaning while reading by engaging in reading between the lines (i.e., imagining parallel events, stating implied information.)			

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Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
TN 7.1.08a6 - Derive meaning while reading by continuing to create mental pictures from abstract information.			
TN 7.1.08a7 - Derive meaning while reading by continuing to relate text to prior personal experiences or opinions as well as previously read print and non-print texts.			
TN 7.1.08a8 - Derive meaning while reading by making inferences and recognizing unstated assumptions.	**Product 1** - Accelerated Reader	**Skill Area 10** - Literacy Skills Quizzes - Inferential Comprehension (IC)	**Skill 3** - IC03 Making Inferences
TN 7.1.08a9 - Derive meaning while reading by verifying or modifying pre-reading purpose as additional information is obtained.			
TN 7.1.08a10 - Derive meaning while reading by exploring ways to interact with text (e.g., mark the text, use post-it notes, ask questions and make comments within the text).			
TN 7.1.08b - Derive meaning after reading.			
TN 7.1.08b1 - Derive meaning after reading by indicating and analyzing the sequence of events.	**Product 1** - Accelerated Reader	**Skill Area 3** - Reading Practice Quizzes (RPQ)	**Skill 14** - RPQ14 Recalling sequence of events
		Skill Area 6 - Other Reading Quizzes (ORQ)	**Skill 15** - ORQ15 Recalling sequence of events
		Skill Area 8 - Literacy Skills Quizzes - Initial Understanding (IU)	**Skill 6** - IU06 Understanding Sequence
TN 7.1.08b2 - Derive meaning after reading by recognizing and stating the main idea/central element in a given reading selection noting details that support the main idea/central element.	**Product 1** - Accelerated Reader	**Skill Area 3** - Reading Practice Quizzes (RPQ)	**Skill 7** - RPQ07 Recalling details
			Skill 16 - RPQ16 Identifying the main idea
		Skill Area 6 - Other Reading Quizzes (ORQ)	**Skill 8** - ORQ08 Recalling details

Standards List with Aligned Product Skills			
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Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
			Skill 17 - ORQ17 Identifying the main idea
		Skill Area 8 - Literacy Skills Quizzes - Initial Understanding (IU)	**Skill 3** - IU03 Recognizing Details
		Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	**Skill 6** - CM06 Understanding the Main Idea
TN 7.1.08b3 - Derive meaning after reading by identifying the author's purpose and determining if the purpose is met.			
TN 7.1.08b4 - Derive meaning after reading by discussing similarities and differences in events and characters using evidence cited from the text or various texts.	**Product 1** - Accelerated Reader	**Skill Area 10** - Literacy Skills Quizzes - Inferential Comprehension (IC)	**Skill 1** - IC01 Comparing and Contrasting
TN 7.1.08b5 - Derive meaning after reading by finding contextual support for responses to questions, for assistance in formulating ideas and opinions, and for supporting personal responses.			
TN 7.1.08b6 - Derive meaning after reading by analyzing cause and effect relationships.	**Product 1** - Accelerated Reader	**Skill Area 10** - Literacy Skills Quizzes - Inferential Comprehension (IC)	**Skill 6** - IC06 Recognizing Cause and Effect
TN 7.1.08b7 - Derive meaning after reading by analyzing statements as fact or opinion.	**Product 1** - Accelerated Reader	**Skill Area 11** - Literacy Skills Quizzes - Constructing Meaning (CM)	**Skill 2** - CM02 Differentiating Fact and Opinion
TN 7.1.08b8 - Derive meaning after reading by interpreting figurative language (e.g., idioms, similes, metaphors, personification, imagery, puns).	**Product 1** - Accelerated Reader	**Skill Area 11** - Literacy Skills Quizzes - Constructing Meaning (CM)	**Skill 1** - CM01 Deriving Word or Phrase Meaning
TN 7.1.08b9 - Derive meaning after reading by demonstrating an understanding of implied themes and identify themes that commonly recur in literature.			
TN 7.1.08b10 - Derive meaning after reading by reflecting upon comprehension strategies utilized to make meaning from texts.	**Product 1** - Accelerated Reader	**Skill Area 1** - Overall Product (OP)	**Skill 8** - OP08 Building comprehension

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Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
TN 7.1.08b11 - Derive meaning after reading by continuing to make connections among various print and non-print texts.			
TN 7.1.08b12 - Derive meaning after reading by continuing to make connections among the various literary genres and themes with personal, historical, and cultural experiences.			
TN 7.1.09 - Refine study skills and develop methods of research to enhance learning.			
TN 7.1.09a - Use and discern appropriate reference sources in various formats (e.g. encyclopedias, card/electronic catalogs, almanacs, periodicals, Internet).			
TN 7.1.09b - Use media (e.g. on-line catalog, non-fiction books, encyclopedias, CD-ROM, references, Internet) to view, read, and represent information.	**Product 1** - Accelerated Reader	**Skill Area 6** - Other Reading Quizzes (ORQ)	**Skill 3** - ORQ03 Reading textbooks for information
		Skill Area 16 - Professional Development (PD) - Motivation	**Skill 11** - PD30 Reading textbooks and assigned reading for information
			Skill 12 - PD31 Reading magazine articles for information
TN 7.1.09c - Use current technology (e.g., the Internet, CD-ROMs, online catalogs) as a research communication tool.			
TN 7.1.09d - Use a variety of reference sources (e.g., biographical sketches, letters, diaries, encyclopedia, periodicals).			
TN 7.1.09e - Distinguish between primary and secondary source documents.			
TN 7.1.09f - Continue to use the dictionary, glossary, thesaurus, and other word-referenced materials.			
TN 7.1.09g - Continue to use skimming and scanning skills.			

Standards List with Aligned Product Skills			
Agency Tag Set Name	**Product Name**		
Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
TN 7.1.09h - Retrieve, organize, represent, and analyze information to demonstrate effectively knowledge acquired.			
TN 7.1.09i - Develop and use notes that include important concepts, summaries, and identification of reference sources.			
TN 7.1.09j - Analyze various forms of media and consider their impact on daily life.			
TN 7.1.09k - Recognize and use the techniques of propaganda (i.e. bandwagon, loaded words, testimonials).			
TN 7.1.09l - Select and use a variety of sources to prepare a research paper that includes a title page, outline, notes, and a bibliography.			
TN 7.1.10 - Develop skills to facilitate reading in a variety of content areas.			
TN 7.1.10a - Increase and maintain vocabulary specific to content and to current events.			
TN 7.1.10b - Continue to locate information using available text features (e.g., maps, charts, timelines, graphics, footnotes, indexes, glossaries, and tables of content, captions).			
TN 7.1.10c - Apply and analyze comprehension skills and strategies to informational text in the content areas.	**Product 1** - Accelerated Reader	**Skill Area 15** - Professional Development (PD) - Set up for Success	**Skill 13** - PD19 Focusing attention on reading and cognitive skills to help with learning other subjects
TN 7.1.10d - Continue to use self-correction strategies while reading (pausing, rereading, consulting other sources, miscues).	**Product 1** - Accelerated Reader	**Skill Area 1** - Overall Product (OP)	**Skill 8** - OP08 Building comprehension
TN 7.1.10e - Continue to interact with the text.			
TN 7.1.10f - Assess the reliability of sources.			
TN 7.1.11 - Read independently for a variety of purposes.			

Standards List with Aligned Product Skills			
Agency Tag Set Name	**Product Name**		
Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
TN 7.1.11a - Read for literary experience.	**Product 1** - Accelerated Reader	**Skill Area 1** - Overall Product (OP)	**Skill 1** - OP01 Engaging in guided independent reading practice
			Skill 14 - OP14 Nurturing intrinsic love of reading
			Skill 15 - OP15 Engaging in literature-based reading
TN 7.1.11b - Read to gain information.	**Product 1** - Accelerated Reader	**Skill Area 1** - Overall Product (OP)	**Skill 1** - OP01 Engaging in guided independent reading practice
		Skill Area 6 - Other Reading Quizzes (ORQ)	**Skill 3** - ORQ03 Reading textbooks for information
		Skill Area 16 - Professional Development (PD) - Motivation	**Skill 11** - PD30 Reading textbooks and assigned reading for information
			Skill 12 - PD31 Reading magazine articles for information
TN 7.1.11c - Read to perform a task.			
TN 7.1.11d - Read for enjoyment.	**Product 1** - Accelerated Reader	**Skill Area 1** - Overall Product (OP)	**Skill 14** - OP14 Nurturing intrinsic love of reading
			Skill 18 - OP18 Choosing a variety of reading material
TN 7.1.11e - Read to expand vocabulary.	**Product 1** - Accelerated Reader	**Skill Area 12** - Vocabulary Practice Quizzes (VPQ)	**Skill 1** - VPQ01 Acquiring vocabulary by encountering words in context
			Skill 2 - VPQ02 Learning new vocabulary in context
		Skill Area 13 - Vocabulary Acquisition (VA)	**Skill 1** - VA01 Reading from a variety of genres
TN 7.1.11f - Read to build fluency.	**Product 1** - Accelerated Reader	**Skill Area 1** - Overall Product (OP)	**Skill 6** - OP06 Recognizing effect of reading practice on reading level
			Skill 12 - OP12 Accelerating reading growth

Standards List with Aligned Product Skills			
Agency Tag Set Name	**Product Name**		
Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
		Skill Area 3 - Reading Practice Quizzes (RPQ)	**Skill 3** - RPQ03 Practicing reading with guidance and accountability
		Skill Area 6 - Other Reading Quizzes (ORQ)	**Skill 4** - ORQ04 Practicing reading with guidance and accountability
		Skill Area 15 - Professional Development (PD) - Set up for Success	**Skill 1** - PD07 Practicing reading daily in and outside of class
TN 7.1.12 - Experience and explore the elements of various literary and media genres.			
TN 7.1.12a - Continue to read, view, recognize various literary (e.g., short stories, novels, plays, legends, poetry, autobiographies/biographies, non-fiction of high interest) and media (e.g., music, films, videos, documentaries, visual and performing arts) genres.	**Product 1** - Accelerated Reader	**Skill Area 1** - Overall Product (OP)	**Skill 15** - OP15 Engaging in literature-based reading
			Skill 18 - OP18 Choosing a variety of reading material
TN 7.1.12b - Recognize the distinguishing elements of various literary and media genres.	**Product 1** - Accelerated Reader	**Skill Area 1** - Overall Product (OP)	**Skill 16** - OP16 Acquiring understanding of literary features
			Skill 17 - OP17 Acquiring understanding of literary types
TN 7.1.12c - Identify the elements found in the exposition (i.e. introduction of characters, setting, and conflict) of print and non-print text.			
TN 7.1.12d - Determine how the author develops characters/characterization (e.g., through words, speech, actions, thoughts, narrator, interactions, motivation).	**Product 1** - Accelerated Reader	**Skill Area 3** - Reading Practice Quizzes (RPQ)	**Skill 21** - RPQ21 Understanding characterization
		Skill Area 6 - Other Reading Quizzes (ORQ)	**Skill 22** - ORQ22 Understanding characterization

Standards List with Aligned Product Skills			
Agency Tag Set Name	**Product Name**		
Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
		Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	**Skill 4** - LA04 Understanding Characterization
			Skill 6 - LA06 Understanding the Author's Craft
TN 7.1.12e - Identify and explain the rising action, climax, and falling action of a story/event.	**Product 1** - Accelerated Reader	**Skill Area 3** - Reading Practice Quizzes (RPQ)	**Skill 12** - RPQ12 Recognizing plot
		Skill Area 6 - Other Reading Quizzes (ORQ)	**Skill 13** - ORQ13 Recognizing plot
		Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	**Skill 1** - LA01 Recognizing Plot
TN 7.1.12f - Identify words and phrases used by authors to create mood to establish a tone.			
TN 7.1.12g - Compare and contrast elements of plot between or among stories.			
TN 7.1.12h - Continue to identify how point of view (i.e., first person or third person, limited and omniscient) shapes the plot of the story or the perspective of the characters and audience.			
TN 7.1.12i - Summarize and paraphrase selected passages/film clips for discussion and/or for written assignments or presentations.			
TN 7.1.12j - Make inferences about print and non-print text.	**Product 1** - Accelerated Reader	**Skill Area 10** - Literacy Skills Quizzes - Inferential Comprehension (IC)	**Skill 3** - IC03 Making Inferences
TN 7.1.12k - Use deductive reasoning to facilitate and to extend understanding of print and non-print texts.	**Product 1** - Accelerated Reader	**Skill Area 1** - Overall Product (OP)	**Skill 13** - OP13 Improving critical thinking
		Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	**Skill 2** - IC02 Drawing Conclusions

Standards List with Aligned Product Skills			
Agency Tag Set Name	**Product Name**		
Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
TN 7.1.12l - Explore the differences among non-fiction materials (e.g., letters, memoirs, diaries, journals, autobiographies, biographies, and educational, informational and technical texts).			
TN 7.1.12m - Demonstrate knowledge of similes, metaphors, personification, symbolism, idioms, puns, flashback and foreshadowing.	**Product 1** - Accelerated Reader	**Skill Area 9** - Literacy Skills Quizzes - Literary Analysis (LA)	**Skill 6** - LA06 Understanding the Author's Craft
		Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	**Skill 1** - CM01 Deriving Word or Phrase Meaning
TN 7.1.12n - Explore the concept of irony.			
TN 7.1.13 - Develop and sustain a motivation for reading.			
TN 7.1.13a - Visit libraries/media centers, book fairs, bookstores, and other print rich environments to explore books.			
TN 7.1.13b - Use personal criteria to select reading material (e.g., personal interest, knowledge of authors, text difficulty, text genres, recommendation of others).	**Product 1** - Accelerated Reader	**Skill Area 1** - Overall Product (OP)	**Skill 4** - OP04 Matching book level to one's own reading level
			Skill 5 - OP05 Self-selecting appropriate books for success
			Skill 18 - OP18 Choosing a variety of reading material
			Skill 19 - OP19 Setting individual goals to increase reading comprehension
		Skill Area 15 - Professional Development (PD) - Set up for Success	**Skill 3** - PD09 Selecting books to accelerate reading growth
			Skill 5 - PD11 Setting goals for quantity of reading practice and level of challenge(book level)

Standards List with Aligned Product Skills			
Agency Tag Set Name	**Product Name**		
Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
TN 7.1.13c - Read daily from self-selected materials.	**Product 1** - Accelerated Reader	**Skill Area 1** - Overall Product (OP)	**Skill 5** - OP05 Self-selecting appropriate books for success
		Skill Area 15 - Professional Development (PD) - Set up for Success	**Skill 1** - PD07 Practicing reading daily in and outside of class
TN 7.1.13d - Relate literary experiences (e.g., book discussions, literary circles, writing, oral presentations, artistic expressions).			
TN 7.1.13e - Experience and develop an awareness of literature that reflects a diverse society and encourages tolerance.	**Product 1** - Accelerated Reader	**Skill Area 3** - Reading Practice Quizzes (RPQ)	**Skill 11** - RPQ11 Understanding historical/cultural factors
		Skill Area 6 - Other Reading Quizzes (ORQ)	**Skill 12** - ORQ12 Understanding historical/cultural factors
		Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	**Skill 5** - LA05 Understanding Historical/Cultural Factors
TN 7.1.13f - Maintain a personal reading list/or reading log/journal to reflect reading gains and accomplishments.	**Product 1** - Accelerated Reader	**Skill Area 15** - Professional Development (PD) - Set up for Success	**Skill 5** - PD11 Setting goals for quantity of reading practice and level of challenge(book level)
		Skill Area 16 - Professional Development (PD) - Motivation	**Skill 6** - PD25 Communicating regularly, student with the teacher, to monitor progress and set goals
- WRITING			
TN 2.0 - The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.			
TN 7.2.01 - Engage in prewriting, using a variety of strategies.			
TN 7.2.01a - Generate, focus, and organize ideas through personal resources, brainstorming, literary models, and classroom discussions.			

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Standard	**Product Description**	**Skill Area Description**	**Skill Description**
TN 7.2.01b - Use print and non-print materials, along with prior knowledge and content area knowledge, to provide background for writing.			
TN 7.2.01c - Continue to develop writing by using appropriate organizational strategies, including outlining and other graphic organizers, to produce a prewriting plan that leads to writing.			
TN 7.2.01d - Select, limit, and refine a topic.			
TN 7.2.01e - Determine appropriate audience (i.e., formal audience).			
TN 7.2.01f - Evaluate purposes for writing (e.g., to inform, to describe, to explain, to persuade).			
TN 7.2.02 - Write for a variety of audiences and purposes.			
TN 7.2.02a - Determine the intended audience (i.e., formal audience).			
TN 7.2.02b - Identify the mode, the usage level, and conventions for appropriate sharing of information with the selected personal audience.			
TN 7.2.02c - Continue to write competently in the narrative and descriptive modes.			
TN 7.2.02d - Develop and refine writing in the expository mode.			
TN 7.2.02e - Continue to write in response to expository prompts.			
TN 7.2.02f - Explore the techniques of persuasive writing.			
TN 7.2.02g - Write personal reflections of experiences and events for self and others.			
TN 7.2.02h - Continue to produce original works of creative and imaginative writings.			
TN 7.2.02i - Continue to write to acquire knowledge (e.g., express, organize, and clarify thinking, take notes, synthesize information, enhance communication).			

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Standard	**Product Description**	**Skill Area Description**	**Skill Description**
TN 7.2.03 - Compose drafts of written works.			
TN 7.2.03a - Continue to use prewriting plan to guide the first draft.			
TN 7.2.03b - Continue to write and think freely while drafting.			
TN 7.2.03c - Select mode based on purpose (i.e., descriptive, narrative, expository, and persuasive).			
TN 7.2.03d - Develop a thesis statement appropriate to topic.			
TN 7.2.03e - Support and focus on topic, using details.			
TN 7.2.03f - Present and support sufficient knowledge of topic to reflect background and understanding.			
TN 7.2.03g - Compose the draft with an introduction to engage the audience interest, body paragraphs, and a conclusion.			
TN 7.2.03h - Use precise language including active verbs, vivid words, colorful modifiers, figurative language, and imagery.			
TN 7.2.03i - Continue to develop sentences that are clear, varied, and appropriate to the audience.			
TN 7.2.04 - Show evidence of and determine appropriate revisions within the written draft.			
TN 7.2.04a - Revise writing to focus on purpose and audience.			
TN 7.2.04b - Evaluate and determine if word choices are appropriate for the target audience.			
TN 7.2.04c - Evaluate and revise writing to focus on fluency of thought and coherence (e.g., sentences and paragraphs flow smoothly together, evidence of syntactic variety/varied sentence structures).			

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TN 7.2.04d - Evaluate and determine the effectiveness of the organization of the written draft (e.g., chronological order or sequence maintained, creative introduction, appropriate thesis, supportive statements, and effective transitions).			
TN 7.2.04e - Evaluate and revise writing to insure consistent development of ideas (e.g., appropriate and logical reasoning, key ideas covered, evidence of support for ideas, examples used, supportive statistics).			
TN 7.2.04f - Explore the use of words and phrases that create mood to establish a tone.			
TN 7.2.04g - Analyze writing for clarity of thought.			
TN 7.2.05 - Include editing before the completion of finished work.			
TN 7.2.05a - Continue to edit for elements of language.			
TN 7.2.05b - Proofread using prior knowledge and experience, reference materials, and technology.			
TN 7.2.05c - Continue to create readable documents.			
TN 7.2.05d - Explore appropriate proofreading symbols.			
TN 7.2.06 - Evaluate own and others' writing.			
TN 7.2.06a - Continue to develop and use a rubric for evaluation.			
TN 7.2.06b - Continue to make appropriate suggestions for improvement, using state assessment rubric.			
TN 7.2.06c - Recognize the strengths, errors, and challenges in peers' writing and make appropriate comments of praise and suggestions for improvement.			
TN 7.2.06d - Continue to evaluate improvements made in own work and others' work.			

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TN 7.2.07 - Experience numerous publishing opportunities.			
TN 7.2.07a - Produce a final draft of a selected work suitable for publication and/or sharing.			
TN 7.2.07b - Use multiple technological sources to prepare and present work and to add graphs, tables, and/or illustrations.			
TN 7.2.07c - Identify opportunities for publication (e.g., school bulletin boards and publications, local and national contests, Internet websites, newspaper/periodicals).			
TN 7.2.08 - Write in the expository mode.			
TN 7.2.08a - Write in response to expository prompts, including frequent opportunities for timed writing.			
TN 7.2.08b - Write frequently in the expository mode.			
TN 7.2.08c - State a well-developed, appropriate thesis.			
TN 7.2.08d - Support and focus topic with relevant elaboration using supporting details and/or supporting examples.			
TN 7.2.08e - Select the most appropriate organizational format for an expository essay.			
TN 7.2.08f - Use models of expository writing to enhance the writing process.			
TN 7.2.08g - Create and select an appropriate title that creatively and accurately reflects the topic.			
TN 7.2.08h - Determine the qualities of strong and clinching concluding paragraphs to enrich writing assignments.			
TN 7.2.08i - Continue to explain/illustrate key ideas clearly.			
TN 7.2.08j - Incorporate varied expository structures (i.e., problem and solution, and present potential arguments).			

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Standard	**Product Description**	**Skill Area Description**	**Skill Description**
TN 7.2.08k - Continue to apply the Tennessee state assessment rubric to an expository essay.			
TN 7.2.08l - Continue to demonstrate facility in the use of language.			
TN 7.2.09 - Write frequently across all content areas.			
TN 7.2.09a - Continue to produce a variety of creative works utilizing knowledge from the content areas (e.g., journals, magazines, poems, letters to the editor, dialogues between famous people, WebPages).			
TN 7.2.09b - Continue to produce a variety of technical works utilizing knowledge from the content areas (e.g., explanations of projects and problems, science experiment projects, demonstrations, editorials, documents).			
TN 7.2.09c - Continue to research topics and organize gathered information from the content areas into presentable documents.			
TN 7.2.09d - Continue to compose and respond to original questions and/or problems from all content areas.			
TN 7.2.09e - Continue to respond expressively and creatively to the arts incorporating the arts into all content areas.			
TN 7.2.09f - Continue to react and respond to content area information in creative ways (e.g., create graphic, non-print essays; write and design a children's book and create a tape to accompany book).			
TN 7.2.09g - Incorporate knowledge from the content areas across the content areas to enhance writing and display knowledge.			

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Standard	**Product Description**	**Skill Area Description**	**Skill Description**
TN 7.2.10 - Write expressively in order to develop an effective writing style.			
TN 7.2.10a - Continue to view, read, and/or listen to examples of various writing styles.			
TN 7.2.10b - Demonstrate the use of vivid words (e.g., action verbs, figurative language, and imagery).			
TN 7.2.10c - Support ideas through use of sensory details, concrete examples, and anecdotes.			
TN 7.2.10d - Continue to use a variety of sentence structures.			
TN 7.2.10e - Continue to select appropriate transitional devices to enhance organization and unity of work.			
TN 7.2.10f - Develop a unique and consistent voice in original works.			
TN 7.2.11 - Write in response to literature.			
TN 7.2.11a - Continue to express ideas or opinions through creative responses to a variety of literary forms and genres.			
TN 7.2.11b - Write extended character analyses.			
TN 7.2.11c - Demonstrate through writing an understanding of the elements of literature (e.g., plot, conflicts, setting, and characters).			
TN 7.2.11d - Compare and contrast plots, conflicts, themes, and characters, from a variety of literary selections and genres.			
TN 7.2.11e - Write creative, imaginative, and original responses to literature to enhance the literary experience (e.g., poems, songs, stories, dances, art, advertising campaigns).			
TN 7.2.12 - Write in a variety of forms and genres.			
TN 7.2.12a - Write works of fiction in the descriptive or narrative modes (e.g., short story, television scripts, fables, tall tales).			

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Standard	**Product Description**	**Skill Area Description**	**Skill Description**
TN 7.2.12b - Write poetry (e.g., haiku, bio-poem, limericks).			
TN 7.2.12c - Write biographical/autobiographical sketches, using relevant dialogue and anecdotes.			
TN 7.2.12d - Continue to write friendly and business letters.			
TN 7.2.12e - Write reflective pieces to clarify thinking and determine understanding.			
TN 7.2.12f - Write and select appropriate mode for documentary scripts, commercials, journalistic articles, and letters to the editor.			
TN 7.2.12g - Write personal essays and collect other works for portfolio.			
TN 7.2.12h - Compose technical writing (e.g., to set a VCR or computer, to assemble a bike or other product).			
TN 7.2.12i - Assemble collected information into a research document or presentation.			
TN 7.2.12j - Write a persuasive argument, stating a clear position supported by relevant evidence to convince an audience.			
TN 7.2.13 - Locate and analyze information to prepare written presentations or reports.			
TN 7.2.13a - Continue to use dictionaries, thesauruses and other word referenced materials.			
TN 7.2.13b - Continue to utilize resources available in the media center.			
TN 7.2.13c - Demonstrate ability to use interviews in writing and presenting.			
TN 7.2.13d - Examine surveys and polls as support for research.			
TN 7.2.13e - Continue to use computer technology to find information, to create reports and presentations, and to support research.			

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Standard	**Product Description**	**Skill Area Description**	**Skill Description**
TN 7.2.13f - Continue to use examples and details collected from available resources.			
TN 7.2.13g - Recognize that two equally reliable sources may present material from different perspectives.			
- ELEMENTS OF LANGUAGE			
TN 3.0 - The student will use standard English conventions and proper spelling as appropriate to speaking and writing.			
TN 7.3.01 - Demonstrate knowledge of standard English usage.			
TN 7.3.01a - Use nouns correctly (e.g., collective nouns, compound nouns, noun functions as direct and indirect objects, and as predicate nouns).			
TN 7.3.01b - Use verbs appropriately (e.g. agreement with subject in person and number, verbs that take objects, linking verbs with predicate adjectives and predicate nouns; verb phrases, consistency in verb tenses, regular and irregular verb forms, correct use of the three simple and the three perfect tenses).			
TN 7.3.01c - Use pronouns appropriately (e.g., proper case: nominative, objective, possessive; reflexive pronouns, interrogative, demonstrative; agreement of pronouns with their antecedents).			
TN 7.3.01d - Use adjectives appropriately (e.g., comparative and superlative forms, compound predicate adjectives, adjective clauses).			
TN 7.3.01e - Use adverbs appropriately (e.g., comparative and superlative forms, punctuation with introductory adverb phrases and clauses, correct placement within the sentence).			

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TN 7.3.01f - Use conjunctions appropriately (e.g., coordinating, correlative, and subordinating conjunctions to combine words, phrases, clauses, and sentences).			
TN 7.3.01g - Identify and use appropriately prepositional phrases. (Recognize them as adjective/adverb modifiers and note their functions in the sentence.)			
TN 7.3.01h - Use interjections appropriately.			
TN 7.3.01i - Recognize and correct usage errors (e.g., subject/verb agreement, pronoun case {with emphasis on who/whom}), double negatives, comparative and superlative forms, troublesome word pairs {rise/raise, stationary/stationery, complement/compliment, beside/besides}).			
TN 7.3.02 - Demonstrate knowledge of standard English mechanics.			
TN 7.3.02a - Continue the correct use of capitalization (e.g., titles, friendly and business letters, quotations, proper adjectives).			
TN 7.3.02b - Demonstrate the correct use of commas (e.g., after introductory words, phrases or clauses; setting off appositive and interrupters; before a coordinating conjunction joining independent clauses to form compound sentences); colons (e.g., in business letters or before a list of items in a series); semicolons (e.g., titles, words, letters, and figures); quotation marks (e.g., with direct quotations, to set off dialogue in titles, use of end punctuation with quotation marks).			
TN 7.3.02c - Continue to form both singular and plural possessives using apostrophes.			
TN 7.3.02d - Continue to write legibly.			

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Standard	**Product Description**	**Skill Area Description**	**Skill Description**
TN 7.3.03 - Demonstrate knowledge of standard English spelling.			
TN 7.3.03a - Spell high frequency words correctly.			
TN 7.3.03b - Spell correctly commonly misspelled words appropriate to grade level.			
TN 7.3.03c - Spell correctly words commonly used in content specific vocabulary.			
TN 7.3.03d - Recognize incorrectly spelled words within the context of sentences or phrases.			
TN 7.3.03e - Spell affixes correctly (e.g., il+legible=illegible; dine+ing=dining).			
TN 7.3.03f - Proofread and edit for accuracy of spelling, using appropriate strategies to confirm spelling and to correct errors.			
TN 7.3.03g - Determine correct spelling of words utilizing electronic and print tools (e.g., spell check, dictionaries, word walls, and charts).			
TN 7.3.03h - Maintain a consciousness toward correct spelling across the content areas.			
TN 7.3.04 - Demonstrate knowledge of correct sentence structure.			
TN 7.3.04a - Correct run-on sentences by using conjunctions, semicolons, and periods to join or to separate run-on elements.			
TN 7.3.04b - Correct sentence fragments by supplying the missing elements.			
TN 7.3.04c - Recognize and differentiate among simple, compound, and complex sentences.			
TN 7.3.04d - Combine sentences using a variety of strategies.			
TN 7.3.04e - Recognize and use appositives and appositive phrases.			

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Standard	**Product Description**	**Skill Area Description**	**Skill Description**
TN 7.3.04f - Recognize and use infinitives and infinitive phrases.			
TN 7.3.04g - Identify and place correctly within a sentence adjective, adverb, and noun clauses.			
TN 7.3.04h - Use subordination, apposition, coordination, prepositional phrases, transitional words and phrases and other devices to indicate clear relationships.			
TN 7.3.04i - Identify the complete subject and complete predicate of interrogative and other inverted sentence patterns.			

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Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
- READING			
TN 1.0 - The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print text.			
TN 8.1.01 - Continue to develop oral language and listening skills.			
TN 8.1.01a - Continue to model active listening in both formal and informal settings.			
TN 8.1.01b - Continue to adhere to rules for public conversations.			
TN 8.1.01c - Continue to formulate and respond to questions from teachers and classmates.			
TN 8.1.01d - Continue to organize and share information, stories, experiences, ideas, and feelings with others in both formal and informal situations.			
TN 8.1.01e - Participate in creative responses to text (e.g., debates, dramatizations, speeches).			
TN 8.1.01f - Deliver a focused, well-organized oral presentation, using multiple sources of information from any content area utilizing visual aids for contextual support.			
TN 8.1.01g - Incorporate into oral reading, discussions, and presentations the use of correct stress, pitch, and juncture.			
TN 8.1.01h - Analyze a variety of non-verbal communication techniques and how they impact the audience and speaker.			
TN 8.1.02 - Develop an understanding of the concepts of print.			
TN 8.1.02a - Recognize the defining characteristics of a variety of texts (e.g., identify differences between poetry and narration, between plays and essays, between biography and historical fiction).	**Product 1** - Accelerated Reader	**Skill Area 1** - Overall Product (OP)	**Skill 16** - OP16 Acquiring understanding of literary features

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Standard	**Product Description**	**Skill Area Description**	**Skill Description**
			Skill 17 - OP17 Acquiring understanding of literary types
TN 8.1.02b - Approach texts according to their type using appropriate skills and prior knowledge (e.g., read poetry aloud, bring knowledge of history to a reading of biography, provide "between the lines" information in drama, determine how the form/genre informs meaning).			
TN 8.1.02c - Recognize the structure and organization of various text features to locate information (e.g., sidebars, questions at the end of chapter/unit, footnotes, endnotes).			
TN 8.1.03 - Expand reading skills through phonemic awareness.			
TN 8.1.03a - Continue to develop an awareness of the sounds of language through repeated exposure to a variety of auditory experiences (e.g., poems, music lyrics, books on tape, read alouds).			
TN 8.1.03b - Evaluate patterns of rhyme and rhythm and how they affect understanding.			
TN 8.1.03c - Evaluate the effects of sound in language (e.g., alliteration [assonance and consonance], onomatopoeia, slant rhyme, internal rhyme, accent, repetition).			
TN 8.1.04 - Use decoding strategies.			
TN 8.1.04a - Recognize and identify the base/root word from words having affixes.			
TN 8.1.04b - Determine the meaning of prefixes and suffixes through identification and usage.			
TN 8.1.04c - Use context clues to determine multiple meaning words.	**Product 1** - Accelerated Reader	**Skill Area 13** - Vocabulary Acquisition (VA)	**Skill 11** - VA11 Determining the definition of words with multiple meanings

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TN 8.1.04d - Decode unknown grade level words utilizing previous learned strategies and verify the word's meaning within the context of the selection.	**Product 1** - Accelerated Reader	**Skill Area 13** - Vocabulary Acquisition (VA)	**Skill 9** - VA09 Using context clues to infer the meaning of unfamiliar words
			Skill 10 - VA10 Supporting interpretations with examples drawn from text
TN 8.1.05 - Read to develop fluency, expression, accuracy, and confidence.			
TN 8.1.05a - Demonstrate the ability to read fluently with expression, accuracy, and poise from a variety of texts (e.g., paired reading, choral reading, and read alongs).			
TN 8.1.05b - Continue to participate in guided reading.			
TN 8.1.05c - Continue to read using appropriate pronunciation, expression, and rate.			
TN 8.1.05d - Continue to adjust speed based on the purpose for reading.			
TN 8.1.05e - Continue to read independently on a daily basis.	**Product 1** - Accelerated Reader	**Skill Area 1** - Overall Product (OP)	**Skill 1** - OP01 Engaging in guided independent reading practice
		Skill Area 15 - Professional Development (PD) - Set up for Success	**Skill 1** - PD07 Practicing reading daily in and outside of class
			Skill 2 - PD08 Reading independently with guidance
TN 8.1.06 - Expand reading vocabulary.			
TN 8.1.06a - Build vocabulary by listening to literature, viewing films and documentaries, participating in class discussions, and reading self-selected and assigned texts.	**Product 1** - Accelerated Reader	**Skill Area 1** - Overall Product (OP)	**Skill 5** - OP05 Self-selecting appropriate books for success
			Skill 18 - OP18 Choosing a variety of reading material

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Standard	**Product Description**	**Skill Area Description**	**Skill Description**
		Skill Area 13 - Vocabulary Acquisition (VA)	**Skill 1** - VA01 Reading from a variety of genres
TN 8.1.06b - Build vocabulary by reading and viewing from a wide variety of print and non-print texts, literary and media genres and modes.	**Product 1** - Accelerated Reader	**Skill Area 1** - Overall Product (OP)	**Skill 5** - OP05 Self-selecting appropriate books for success
			Skill 18 - OP18 Choosing a variety of reading material
		Skill Area 13 - Vocabulary Acquisition (VA)	**Skill 1** - VA01 Reading from a variety of genres
TN 8.1.06c - Analyze word meanings using roots, prefixes, and suffixes.	**Product 1** - Accelerated Reader	**Skill Area 13** - Vocabulary Acquisition (VA)	**Skill 4** - VA04 Recognizing prefixes
			Skill 5 - VA05 Recognizing suffixes
TN 8.1.06d - Continue to determine the meaning of unfamiliar words using context clues, dictionaries, electronic sources, glossaries, and other resources.	**Product 1** - Accelerated Reader	**Skill Area 13** - Vocabulary Acquisition (VA)	**Skill 9** - VA09 Using context clues to infer the meaning of unfamiliar words
TN 8.1.06e - Evaluate the use of synonyms, antonyms, homonyms, and multiple meaning words, and determine how they assist with understanding.			
TN 8.1.06f - Continue to foster word consciousness (e.g., word play, word walls, graphic organizers, nuances of words, power words).			
TN 8.1.06g - Analyze and use useful mnemonic devices (e.g., rhyming words, vocabulary cartoons, kinesthetic) to acquire new vocabulary.			
TN 8.1.06h - Select the correct word or phrase to complete an analogy.			
TN 8.1.06i - Recognize the historical influences on and changes to the English language.			
TN 8.1.06j - Consider word etymology and semantic change as part of vocabulary study.			

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TN 8.1.06k - Recognize and interpret widely used foreign phrases (e.g., e pluribus unum, c'est la vie).			
TN 8.1.06l - Use connotation and denotation for vocabulary studies.			
TN 8.1.06m - Recognize that word choices create a mood to set a tone.	**Product 1** - Accelerated Reader	**Skill Area 9** - Literacy Skills Quizzes - Literary Analysis (LA)	**Skill 6** - LA06 Understanding the Author's Craft
TN 8.1.06n - Discover ways by which a language acquires new words (e.g., brand names, acronyms).			
TN 8.1.06o - Identify words and phrases that serve as clues to reveal time periods, cultures and regions represented (e.g., use of vocabulary associated with a particular time period, region, or country).			
TN 8.1.07 - Develop independent pre-reading strategies to facilitate comprehension.			
TN 8.1.07a - Continue to establish a purpose for reading and viewing (e.g., to understand, to interpret, to enjoy, to solve problems, to answer specific questions, to discover information/facts, to discover models of writing).			
TN 8.1.07b - Continue to utilize reference sources to build background knowledge for reading.			
TN 8.1.07c - Continue to use previously learned strategies to front load text (e.g., skimming and scanning, connecting to prior knowledge).			
TN 8.1.07d - Preview text, using supports such as illustrations/pictures, captions, graphs, diagrams, headings, subheadings, and footnotes.			
TN 8.1.07e - Relate the importance and the significance of the reading, listening, and viewing selections to learning and life.			

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Standard	**Product Description**	**Skill Area Description**	**Skill Description**
TN 8.1.07f - Analyze significant words to be encountered in the text.	**Product 1** - Accelerated Reader	**Skill Area 15** - Professional Development (PD) - Set up for Success	**Skill 8** - PD14 Reviewing lists of book-specific vocabulary words before and during reading
TN 8.1.07g - Make predictions about print and non-print text.	**Product 1** - Accelerated Reader	**Skill Area 10** - Literacy Skills Quizzes - Inferential Comprehension (IC)	**Skill 5** - IC05 Making Predictions
TN 8.1.07h - Relate print and non-print text to prior personal experiences or opinions, historical knowledge, current events and cultural background as well as previously read print and non-print texts.			
TN 8.1.08 - Use active comprehension strategies to derive meaning while reading and check for understanding after reading.			
TN 8.1.08a - Derive meaning while reading.			
TN 8.1.08a1 - Derive meaning while reading by continuing to formulate clarifying questions.			
TN 8.1.08a2 - Derive meaning while reading by evaluating predictions made in prereading and making adjustments.			
TN 8.1.08a3 - Derive meaning while reading by continuing to predict outcomes, state reasonable generalizations, and draw conclusions based on prior knowledge and information gained while reading.	**Product 1** - Accelerated Reader	**Skill Area 10** - Literacy Skills Quizzes - Inferential Comprehension (IC)	**Skill 2** - IC02 Drawing Conclusions
			Skill 5 - IC05 Making Predictions
TN 8.1.08a4 - Derive meaning while reading by using metacognitive and self-monitoring strategies while reading (e.g. pausing, rereading, consulting other sources, reading ahead, asking for help).	**Product 1** - Accelerated Reader	**Skill Area 1** - Overall Product (OP)	**Skill 8** - OP08 Building comprehension

Standards List with Aligned Product Skills			
Agency Tag Set Name	**Product Name**		
Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
TN 8.1.08a5 - Derive meaning while reading by engaging in reading between the lines (i.e., changing perspective among characters to determine thoughts, imagining parallel events, stating implied information).			
TN 8.1.08a6 - Derive meaning while reading by continuing to create mental pictures from abstract information.			
TN 8.1.08a7 - Derive meaning while reading by continuing to relate text to prior personal experiences or opinions as well as previously read print and non-print texts.			
TN 8.1.08a8 - Derive meaning while reading by making inferences and recognizing unstated assumptions.	**Product 1** - Accelerated Reader	**Skill Area 10** - Literacy Skills Quizzes - Inferential Comprehension (IC)	**Skill 3** - IC03 Making Inferences
TN 8.1.08a9 - Derive meaning while reading by verifying or modifying pre-reading purpose as additional information is obtained.			
TN 8.1.08a10 - Derive meaning while reading by exploring ways to interact with text (e.g., mark the text, use post-it notes, ask questions and make comments within the text).			
TN 8.1.08b - Derive meaning after reading.			
TN 8.1.08b1 - Derive meaning after reading by indicating, analyzing, and evaluating the sequence of events.	**Product 1** - Accelerated Reader	**Skill Area 3** - Reading Practice Quizzes (RPQ)	**Skill 14** - RPQ14 Recalling sequence of events
		Skill Area 6 - Other Reading Quizzes (ORQ)	**Skill 15** - ORQ15 Recalling sequence of events
		Skill Area 8 - Literacy Skills Quizzes - Initial Understanding (IU)	**Skill 6** - IU06 Understanding Sequence
TN 8.1.08b2 - Derive meaning after reading by recognizing and stating the main idea/central element in a given reading selection, noting details that support the main idea/central element.	**Product 1** - Accelerated Reader	**Skill Area 3** - Reading Practice Quizzes (RPQ)	**Skill 7** - RPQ07 Recalling details

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Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
			Skill 16 - RPQ16 Identifying the main idea
		Skill Area 6 - Other Reading Quizzes (ORQ)	**Skill 8** - ORQ08 Recalling details
			Skill 17 - ORQ17 Identifying the main idea
		Skill Area 8 - Literacy Skills Quizzes - Initial Understanding (IU)	**Skill 3** - IU03 Recognizing Details
		Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	**Skill 6** - CM06 Understanding the Main Idea
TN 8.1.08b3 - Derive meaning after reading by identifying the author's purpose and analyzing to determine if purpose is met.			
TN 8.1.08b4 - Derive meaning after reading by discussing similarities and differences in events and characters using evidence cited from the text or various texts.			
TN 8.1.08b5 - Derive meaning after reading by analyzing and evaluating the text to find contextual support for responses to questions, for assistance in formulating ideas and opinions, and for supporting personal responses.			
TN 8.1.08b6 - Derive meaning after reading by assessing the accuracy and appropriateness of an author's details to support claims and assertions, noting instances of bias and stereotyping.			
TN 8.1.08b7 - Derive meaning after reading by evaluating cause and effect relationships.	**Product 1** - Accelerated Reader	**Skill Area 10** - Literacy Skills Quizzes - Inferential Comprehension (IC)	**Skill 6** - IC06 Recognizing Cause and Effect
TN 8.1.08b8 - Derive meaning after reading by evaluating statements as fact or opinion.	**Product 1** - Accelerated Reader	**Skill Area 11** - Literacy Skills Quizzes - Constructing Meaning (CM)	**Skill 2** - CM02 Differentiating Fact and Opinion

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Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
TN 8.1.08b9 - Derive meaning after reading by analyzing the use of figurative language (idioms, similes, metaphors, personification, imagery, puns).	**Product 1** - Accelerated Reader	**Skill Area 11** - Literacy Skills Quizzes - Constructing Meaning (CM)	**Skill 1** - CM01 Deriving Word or Phrase Meaning
TN 8.1.08b10 - Derive meaning after reading by analyzing themes, whether stated or implied.			
TN 8.1.08b11 - Derive meaning after reading by evaluating and reflecting upon comprehension strategies utilized to make meaning from texts.	**Product 1** - Accelerated Reader	**Skill Area 1** - Overall Product (OP)	**Skill 8** - OP08 Building comprehension
TN 8.1.08b12 - Derive meaning after reading by making connections among various print and non-print texts.			
TN 8.1.08b13 - Derive meaning after reading by making connections among the various literary genres and themes with personal, historical, and cultural experiences.			
TN 8.1.08b14 - Derive meaning after reading by evaluating reading selections for their application to daily life (e.g., extend and apply meaning derived from text to different situations).			
TN 8.1.09 - Refine study skills and develop methods of research to enhance learning.			
TN 8.1.09a - Determine appropriate reference sources in various formats (e.g., encyclopedias, card/electronic catalogs, almanacs, periodicals, Internet).			
TN 8.1.09b - Use media (e.g., films, video, the visual and performing arts, on-line catalogs, non-fiction books, encyclopedias, CD-ROMs, references, Internet) to view, read, and represent information.	**Product 1** - Accelerated Reader	**Skill Area 6** - Other Reading Quizzes (ORQ)	**Skill 3** - ORQ03 Reading textbooks for information
		Skill Area 16 - Professional Development (PD) - Motivation	**Skill 11** - PD30 Reading textbooks and assigned reading for information

Standards List with Aligned Product Skills			
Agency Tag Set Name	**Product Name**		
Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
			Skill 12 - PD31 Reading magazine articles for information
TN 8.1.09c - Use current technology (e.g., the Internet, CD-ROMs, online catalogs) as a research communication tool.			
TN 8.1.09d - Analyze a variety of reference sources (e.g., biographical sketches, letters, diaries, encyclopedias, periodicals).			
TN 8.1.09e - Distinguish between and use primary and secondary source documents.			
TN 8.1.09f - Evaluate resources for validity and reliability.			
TN 8.1.09g - Continue to refine skimming and scanning skills.			
TN 8.1.09h - Retrieve, organize, represent, analyze, and evaluate information to demonstrate knowledge effectively acquired.			
TN 8.1.09i - Develop and use notes that include important concepts, summaries, and identification of reference sources.			
TN 8.1.09j - Investigate and evaluate the impact of bias/persuasive devices on daily life.			
TN 8.1.09k - Recognize and identify a statement as an example of persuasive and/or propaganda techniques (e.g., false generalizations, loaded words, snob appeal, name-calling, bandwagon, testimonials, and inconsistencies of logic).	**Product 1** - Accelerated Reader	**Skill Area 11** - Literacy Skills Quizzes - Constructing Meaning (CM)	**Skill 4** - CM04 Identifying Persuasive Language
TN 8.1.09l - Use and evaluate a variety of sources to prepare a research paper that includes a title page, outline, notes, and a bibliography.			
TN 8.1.09m - Define and apply internal (subjective) and external (objective) criteria in making critical evaluations of given statements.			

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Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
TN 8.1.10 - Apply vocabulary development and comprehension skill to facilitate reading to learn in content areas.			
TN 8.1.10a - Expand and maintain vocabulary specific to content areas and to current events.			
TN 8.1.10b - Continue to locate information using available text features (e.g., maps, charts, timelines, graphics, indexes, glossaries, footnotes, author's biography, and tables of content).			
TN 8.1.10c - Apply, analyze, and evaluate comprehension skills and strategies used to obtain meaning from informational text in the content areas.	**Product 1** - Accelerated Reader	**Skill Area 15** - Professional Development (PD) - Set up for Success	**Skill 13** - PD19 Focusing attention on reading and cognitive skills to help with learning other subjects
TN 8.1.10d - Continue to use self-correction strategies while reading (e.g., pausing, rereading, consulting other sources,).	**Product 1** - Accelerated Reader	**Skill Area 1** - Overall Product (OP)	**Skill 8** - OP08 Building comprehension
TN 8.1.10e - Continue to interact with the text and analyze its effectiveness.			
TN 8.1.10f - Determine the reliability of sources by exploring the author's background, intentions and motives.			
TN 8.1.11 - Read independently for a variety of purposes.			
TN 8.1.11a - Read for literary experience.	**Product 1** - Accelerated Reader	**Skill Area 1** - Overall Product (OP)	**Skill 1** - OP01 Engaging in guided independent reading practice
			Skill 14 - OP14 Nurturing intrinsic love of reading
			Skill 15 - OP15 Engaging in literature-based reading
TN 8.1.11b - Read to gain information.	**Product 1** - Accelerated Reader	**Skill Area 1** - Overall Product (OP)	**Skill 1** - OP01 Engaging in guided independent reading practice
		Skill Area 6 - Other Reading Quizzes (ORQ)	**Skill 3** - ORQ03 Reading textbooks for information

Standards List with Aligned Product Skills			
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Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
		Skill Area 16 - Professional Development (PD) - Motivation	**Skill 11** - PD30 Reading textbooks and assigned reading for information
			Skill 12 - PD31 Reading magazine articles for information
TN 8.1.11c - Read to perform a task.			
TN 8.1.11d - Read for enjoyment.	**Product 1** - Accelerated Reader	**Skill Area 1** - Overall Product (OP)	**Skill 5** - OP05 Self-selecting appropriate books for success
			Skill 14 - OP14 Nurturing intrinsic love of reading
			Skill 18 - OP18 Choosing a variety of reading material
TN 8.1.11e - Read to expand vocabulary.	**Product 1** - Accelerated Reader	**Skill Area 12** - Vocabulary Practice Quizzes (VPQ)	**Skill 1** - VPQ01 Acquiring vocabulary by encountering words in context
			Skill 2 - VPQ02 Learning new vocabulary in context
		Skill Area 13 - Vocabulary Acquisition (VA)	**Skill 1** - VA01 Reading from a variety of genres
TN 8.1.11f - Read to build fluency.	**Product 1** - Accelerated Reader	**Skill Area 1** - Overall Product (OP)	**Skill 6** - OP06 Recognizing effect of reading practice on reading level
			Skill 12 - OP12 Accelerating reading growth
		Skill Area 3 - Reading Practice Quizzes (RPQ)	**Skill 3** - RPQ03 Practicing reading with guidance and accountability
		Skill Area 6 - Other Reading Quizzes (ORQ)	**Skill 4** - ORQ04 Practicing reading with guidance and accountability
		Skill Area 15 - Professional Development (PD) - Set up for Success	**Skill 1** - PD07 Practicing reading daily in and outside of class

Standards List with Aligned Product Skills			
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Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
TN 8.1.12 - Experience and explore the elements of various literary and media genres.			
TN 8.1.12a - Continue to read, view, and recognize various literary (e.g. novels, science fictions, plays, suspense, poetry, autobiographies/biographies, non-fiction of high interest) and media (e.g., music, films, videos, documentaries, the visual and performing arts) genres.			
TN 8.1.12b - Recognize and analyze the elements of various literary and media genres.	**Product 1** - Accelerated Reader	**Skill Area 1** - Overall Product (OP)	**Skill 15** - OP15 Engaging in literature-based reading
			Skill 18 - OP18 Choosing a variety of reading material
TN 8.1.12c - Explore the elements that determine types of fiction (e.g., suspense/mystery, comedy/humor, drama, historical fiction, romance, legends and myths).			
TN 8.1.12d - Identify and evaluate stated or implied themes and connect recurring themes to previously read materials and current readings.			
TN 8.1.12e - Evaluate how the author develops characters (e.g., through words, speech, action, thoughts, narrator, interaction, motivation) and evaluate whether the characters are stereotypical or realistic.	**Product 1** - Accelerated Reader	**Skill Area 3** - Reading Practice Quizzes (RPQ)	**Skill 21** - RPQ21 Understanding characterization
		Skill Area 6 - Other Reading Quizzes (ORQ)	**Skill 22** - ORQ22 Understanding characterization
		Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	**Skill 4** - LA04 Understanding Characterization
			Skill 6 - LA06 Understanding the Author's Craft
TN 8.1.12f - Evaluate words, phrases, and other devices used by authors to create mood to establish a tone.	**Product 1** - Accelerated Reader	**Skill Area 9** - Literacy Skills Quizzes - Literary Analysis (LA)	**Skill 6** - LA06 Understanding the Author's Craft

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Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
TN 8.1.12g - Determine the elements of the plot and trace them using graphic organizers (i.e. exposition, rising action, climax, falling action, resolution/denouement).	**Product 1** - Accelerated Reader	**Skill Area 3** - Reading Practice Quizzes (RPQ)	**Skill 12** - RPQ12 Recognizing plot
		Skill Area 6 - Other Reading Quizzes (ORQ)	**Skill 13** - ORQ13 Recognizing plot
		Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	**Skill 1** - LA01 Recognizing Plot
TN 8.1.12h - Distinguish among varying types of conflict (i.e., man v. man, man v. nature, man v. himself).			
TN 8.1.12i - Explore subplots in literary selections and films.	**Product 1** - Accelerated Reader	**Skill Area 3** - Reading Practice Quizzes (RPQ)	**Skill 12** - RPQ12 Recognizing plot
		Skill Area 6 - Other Reading Quizzes (ORQ)	**Skill 13** - ORQ13 Recognizing plot
		Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	**Skill 1** - LA01 Recognizing Plot
TN 8.1.12j - Compare and contrast between or among stories/events the elements of the plot.	**Product 1** - Accelerated Reader	**Skill Area 10** - Literacy Skills Quizzes - Inferential Comprehension (IC)	**Skill 1** - IC01 Comparing and Contrasting
TN 8.1.12k - Determine the narrator's/author's point of view (i.e. first person, third person, limited or omniscient).			
TN 8.1.12l - Explore and explain how a story changes or an event is perceived if the point of view is changed.			
TN 8.1.12m - Summarize, paraphrase, and evaluate selected passages for discussion and/or written assignments or presentations.			
TN 8.1.12n - Make inferences about print and non-print text.	**Product 1** - Accelerated Reader	**Skill Area 10** - Literacy Skills Quizzes - Inferential Comprehension (IC)	**Skill 3** - IC03 Making Inferences
TN 8.1.12o - Use deductive reasoning to facilitate and to extend understanding of texts.	**Product 1** - Accelerated Reader	**Skill Area 1** - Overall Product (OP)	**Skill 13** - OP13 Improving critical thinking

Standards List with Aligned Product Skills			
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Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
		Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	**Skill 2** - IC02 Drawing Conclusions
TN 8.1.12p - Determine the differences among non-fiction materials (e.g., letters, memoirs, diaries, journals, documentaries, autobiographies, biographies, and educational, informational and technical texts).			
TN 8.1.12q - Demonstrate knowledge of similes, metaphors, personification, symbolism, idioms, puns, hyperbole, flashback, foreshadowing, and irony.	**Product 1** - Accelerated Reader	**Skill Area 9** - Literacy Skills Quizzes - Literary Analysis (LA)	**Skill 6** - LA06 Understanding the Author's Craft
		Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	**Skill 1** - CM01 Deriving Word or Phrase Meaning
TN 8.1.12r - Explore the concept of allusion.			
TN 8.1.13 - Develop and sustain a motivation for reading.			
TN 8.1.13a - Visit libraries/media centers, book fairs, bookstores, and other print rich environments to explore books.			
TN 8.1.13b - Use personal criteria to select reading material (e.g., personal interest, knowledge of authors, text difficulty, text genres, recommendation of others).	**Product 1** - Accelerated Reader	**Skill Area 1** - Overall Product (OP)	**Skill 4** - OP04 Matching book level to one's own reading level
			Skill 5 - OP05 Self-selecting appropriate books for success
			Skill 18 - OP18 Choosing a variety of reading material
			Skill 19 - OP19 Setting individual goals to increase reading comprehension
		Skill Area 15 - Professional Development (PD) - Set up for Success	**Skill 3** - PD09 Selecting books to accelerate reading growth

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Standard	**Product Description**	**Skill Area Description**	**Skill Description**
			Skill 5 - PD11 Setting goals for quantity of reading practice and level of challenge(book level)
TN 8.1.13c - Read daily from self-selected materials.	**Product 1** - Accelerated Reader	**Skill Area 1** - Overall Product (OP)	**Skill 5** - OP05 Self-selecting appropriate books for success
		Skill Area 15 - Professional Development (PD) - Set up for Success	**Skill 1** - PD07 Practicing reading daily in and outside of class
TN 8.1.13d - Relate literary experiences (e.g., book discussions, literary circles, writing, oral presentations, artistic expressions).			
TN 8.1.13e - Experience and develop an awareness of literature that reflects a diverse society.	**Product 1** - Accelerated Reader	**Skill Area 3** - Reading Practice Quizzes (RPQ)	**Skill 11** - RPQ11 Understanding historical/cultural factors
		Skill Area 6 - Other Reading Quizzes (ORQ)	**Skill 12** - ORQ12 Understanding historical/cultural factors
		Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	**Skill 5** - LA05 Understanding Historical/Cultural Factors
TN 8.1.13f - Maintain a personal reading list/or reading log/journal to reflect reading gains and accomplishments.	**Product 1** - Accelerated Reader	**Skill Area 15** - Professional Development (PD) - Set up for Success	**Skill 5** - PD11 Setting goals for quantity of reading practice and level of challenge(book level)
		Skill Area 16 - Professional Development (PD) - Motivation	**Skill 6** - PD25 Communicating regularly, student with the teacher, to monitor progress and set goals
- WRITING			
TN 2.0 - The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.			
TN 8.2.01 - Engage in prewriting, using a variety of strategies.			

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Standard	**Product Description**	**Skill Area Description**	**Skill Description**
TN 8.2.01a - Continue to generate, focus, and organize ideas through brainstorming, literary models, and classroom discussions.			
TN 8.2.01b - Use print and non-print materials along with prior knowledge, content area knowledge, and personal experiences to provide background for writing.			
TN 8.2.01c - Continue to develop writing by using appropriate organizational strategies, including outlining and other graphic organizers, to produce a prewriting plan that leads to writing.			
TN 8.2.01d - Select, limit, and refine a topic.			
TN 8.2.01e - Determine appropriate audience (e.g., informal and formal audiences).			
TN 8.2.01f - Analyze purposes for writing (e.g., to inform, to describe, to explain, to persuade).			
TN 8.2.02 - Write for a variety of audiences and purposes.			
TN 8.2.02a - Determine the intended audience (e.g. private or public, informal or formal).			
TN 8.2.02b - Identify the mode, the usage level, and conventions for appropriate sharing of information with the selected audience.			
TN 8.2.02c - Continue to write competently in the narrative and descriptive modes.			
TN 8.2.02d - Write in the expository mode.			
TN 8.2.02e - Continue to write in response to expository prompts.			
TN 8.2.02f - Use the techniques of persuasive writing.			
TN 8.2.02g - Write personal reflections to situations, experiences, and events for self and others.			
TN 8.2.02h - Continue to produce original works of creative and imaginative writings.			

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TN 8.2.02i - Continue to write to acquire knowledge (e.g., express, organize, and clarify thinking, take notes, synthesize information, enhance communication).			
TN 8.2.03 - Compose drafts of written works.			
TN 8.2.03a - Continue to use prewriting plan to guide the first draft.			
TN 8.2.03b - Continue to write and think freely while drafting.			
TN 8.2.03c - Evaluate the selection of mode based on purpose (i.e., descriptive, narrative, expository, and persuasive).			
TN 8.2.03d - Determine appropriate thesis statement.			
TN 8.2.03e - Present and support sufficient knowledge of topic to reflect background and understanding.			
TN 8.2.03f - Compose the draft with an introduction to engage audience interest, body paragraphs, and a strong conclusion that extends the thesis.			
TN 8.2.03g - Use precise language including active verbs, vivid words, colorful modifiers, figurative language, imagery, and experiment with incorporating allusion.			
TN 8.2.03h - Continue to develop sentences that are clear, varied, and appropriate to the audience.			
TN 8.2.04 - Show evidence of and determine appropriate revisions within the written draft.			
TN 8.2.04a - Revise writing to focus on purpose and audience.			
TN 8.2.04b - Evaluate and determine if word choices are appropriate for the target audience.			

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Standard	**Product Description**	**Skill Area Description**	**Skill Description**
TN 8.2.04c - Evaluate and revise writing to focus on fluency of thought and coherence (e.g., sentences and paragraphs flow smoothly together, evidence of syntactic variety/varied sentence structures).			
TN 8.2.04d - Evaluate and determine the effectiveness of the organization of the written draft (e.g., chronological order or sequence maintained, creative introduction, appropriate thesis, supportive statements, and effective transitions).			
TN 8.2.04e - Evaluate and revise writing to insure consistent development of ideas (e.g., appropriate and logical reasoning, key ideas covered, evidence of support for ideas, examples used, supportive statistics).			
TN 8.2.04f - Analyze writing for clarity of thought.			
TN 8.2.05 - Include editing before the completion of finished work.			
TN 8.2.05a - Continue to edit for elements of language.			
TN 8.2.05b - Continue to proofread using prior knowledge and experience, reference materials, and technology.			
TN 8.2.05c - Continue to create readable documents.			
TN 8.2.05d - Use appropriate proofreading symbols.			
TN 8.2.06 - Evaluate own and others' writing.			
TN 8.2.06a - Continue to develop and use a rubric for evaluation.			
TN 8.2.06b - Continue to make appropriate suggestions for improvement, using the Tennessee state assessment rubric.			

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Standard	**Product Description**	**Skill Area Description**	**Skill Description**
TN 8.2.06c - Continue to recognize the strengths, errors, and challenges in peers writing and make appropriate comments of praise and suggestions for improvement.			
TN 8.2.06d - Continue to evaluate improvements made in own work and others' work.			
TN 8.2.07 - Experience numerous publishing opportunities.			
TN 8.2.07a - Publish a final draft.			
TN 8.2.07b - Use multiple sources of technology to prepare and present work and to add photographs, graphs, tables, and/or illustrations to support the focus of the work.			
TN 8.2.07c - Identify opportunities for publication (e.g., local and national contests, Internet websites, newspaper/periodicals).			
TN 8.2.08 - Write in the expository mode.			
TN 8.2.08a - Continue to write in response to expository prompts, including frequent opportunities for timed writing.			
TN 8.2.08b - Continue to write frequently in the expository mode.			
TN 8.2.08c - State a well-developed, relevant thesis.			
TN 8.2.08d - Support thesis with elaboration, using supporting details, supporting examples and/or anecdotes.			
TN 8.2.08e - Analyze and select the most appropriate organizational format for an expository essay.			
TN 8.2.08f - Continue to use models of expository writing to enhance the writing process and further understanding of the expository mode.			
TN 8.2.08g - Analyze and select appropriate title that creatively and accurately reflects the topic.			

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Standard	**Product Description**	**Skill Area Description**	**Skill Description**
TN 8.2.08h - Analyze writing for audience engaging introductory paragraphs and for strong and clinching concluding paragraphs.			
TN 8.2.08i - Continue to support and/or illustrate key ideas clearly.			
TN 8.2.08j - Incorporate varied expository structures (e.g., problem/solution, compare/contrast).			
TN 8.2.08k - Continue to apply the Tennessee state assessment rubric to an expository essay.			
TN 8.2.08l - Continue to demonstrate facility in the use of language.			
TN 8.2.09 - Write frequently across all content areas.			
TN 8.2.09a - Continue to produce a variety of creative works utilizing knowledge from the content areas (e.g., journals, magazines, poems, letters to the editor, dialogues between famous people, WebPages).			
TN 8.2.09b - Continue to produce a variety of technical works utilizing knowledge from the content areas (e.g., explanations of projects and problems, science experiment projects, demonstrations, editorials, documents).			
TN 8.2.09c - Continue to research topics and organize gathered information from the content areas into presentable documents.			
TN 8.2.09d - Continue to compose and respond to original questions and/or problems from all content areas.			
TN 8.2.09e - Continue to respond expressively and creatively to the arts, incorporating the arts into all content areas.			

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Standard	**Product Description**	**Skill Area Description**	**Skill Description**
TN 8.2.09f - Continue to react and respond to content area information in creative ways (e.g., create graphic, non-print essays; write poems, create works of art).			
TN 8.2.09g - Enrich writing with information gathered from the various content areas (e.g., support literature with social studies ideas, math principles with art compositions).			
TN 8.2.10 - Write expressively in order to develop an effective writing style.			
TN 8.2.10a - Continue to view, read, and/or listen to examples of various writing styles.			
TN 8.2.10b - Demonstrate the use of vivid words (e.g., active verbs, figurative language, imagery, and explore using allusions).			
TN 8.2.10c - Analyze the use of sensory details, concrete examples, and anecdotes within works.			
TN 8.2.10d - Continue to use a variety of sentence structures.			
TN 8.2.10e - Analyze the effects of varied sentence structures.			
TN 8.2.10f - Select appropriate transitional devices.			
TN 8.2.10g - Continue to select appropriate transitional devices to enhance organization and unity of work.			
TN 8.2.10h - Explore tone as a way to develop a unique and consistent voice in original works.			
TN 8.2.11 - Write in response to literature.			
TN 8.2.11a - Continue to express ideas or opinions through creative responses to a variety of literary forms and genres.			
TN 8.2.11b - Analyze through writing an understanding of the elements of literature (e.g., plot, conflicts, setting, and characters).			

Standards List with Aligned Product Skills			
Agency Tag Set Name	**Product Name**		
Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
TN 8.2.11c - Express ideas or opinions creatively through responses to a variety of literary forms.			
TN 8.2.11d - Continue to compare and contrast plots, conflicts, themes, and characters, from a variety of literary selections and genres.			
TN 8.2.11e - Write and develop creative, imaginative, and original responses to literature to enhance and to extend the literary experience (e.g. songs, dances, art, stories, puns, limericks, design memorials).			
TN 8.2.12 - Write in a variety of forms and genres.			
TN 8.2.12a - Write works of fiction in the descriptive or narrative modes (e.g., stories, scripts).			
TN 8.2.12b - Write poetry (e.g., haiku, bio-poem, limericks, ballads).			
TN 8.2.12c - Write biographical/autobiographical sketches, using specific actions, significant details, relevant dialogue, and anecdotes supported by citation of source information.			
TN 8.2.12d - Continue to write friendly and business letters.			
TN 8.2.12e - Write, share, and evaluate reflective pieces used to clarify thinking and to determine understanding.			
TN 8.2.12f - Write and recognize works of non-fiction.			
TN 8.2.12g - Write personal essays.			
TN 8.2.12h - Write text related to career development (e.g., job applications, business letters).			
TN 8.2.12i - Compose focused, concise, and accurate technical writing to instruct another in a multi-step process.			

Standards List with Aligned Product Skills			
Agency Tag Set Name	**Product Name**		
Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
TN 8.2.12j - Analyze and assemble gathered information into a research paper or document.			
TN 8.2.12k - Write a persuasive paper with a clearly focused argument and relevant supporting details.			
TN 8.2.13 - Locate and analyze information to prepare written presentations or reports.			
TN 8.2.13a - Continue to use dictionaries, thesauruses and other word referenced materials.			
TN 8.2.13b - Continue to utilize resources available in the media center.			
TN 8.2.13c - Use interviews, surveys, polls, graphs, and illustrations in writing and presenting as support for research.			
TN 8.2.13d - Continue to use computer technology to find information, to create reports and presentations, and to support research.			
TN 8.2.13e - Continue to use examples and details collected from all available and reliable resources.			
TN 8.2.13f - Give credit for both quoted and paraphrased information in a bibliography.			
TN 8.2.13g - Evaluate Website sources for reliability.			
- ELEMENTS OF LANGUAGE			
TN 3.0 - The student will use standard English conventions and proper spelling as appropriate to speaking and writing.			
TN 8.3.01 - Demonstrate knowledge of standard English usage.			
TN 8.3.01a - Use nouns appropriately (e.g., predicate nouns, appositives).			

Standards List with Aligned Product Skills			
Agency Tag Set Name	**Product Name**		
Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
TN 8.3.01b - Use verbs appropriately (e.g. agree with the subject in person and number, verbs that take objects, linking verbs with predicate nouns and adjectives; verb phrases; consistency in verb tense; regular and irregular verb forms; correct use of both simple and perfect tenses; proper use of active and passive voice, subjunctive mood).			
TN 8.3.01c - Use pronouns appropriately (e.g., use of proper pronoun case: objective, nominative, and possessive; pronoun-antecedent agreement).			
TN 8.3.01d - Use adjectives appropriately (e.g., correct comparative and superlative forms, predicate adjectives, adjective phrases and clauses).			
TN 8.3.01e - Use adverbs appropriately (e.g., correct comparative and superlative forms, adverb phrases and clauses, conjunctive adverbs).			
TN 8.3.01f - Use conjunctions appropriately (e.g., coordinating, correlative, and subordinating conjunctions to combine sentences and sentence elements).			
TN 8.3.01g - Use prepositions and prepositional phrases appropriately (e.g., recognize them as adjective or adverb modifiers and place properly within the sentence).			
TN 8.3.01h - Use interjections appropriately.			
TN 8.3.01i - Recognize and correct usage errors (e.g., subject/verb agreement, pronoun case, double negatives, comparative and superlative forms, troublesome word groups {where/were, which/that/who, who/whom}).			

Standards List with Aligned Product Skills			
Agency Tag Set Name	**Product Name**		
Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
TN 8.3.01j - Compare regional differences in dialect, speech, and usage and explore reasons for those differences.			
TN 8.3.02 - Demonstrate knowledge of standard English mechanics.			
TN 8.3.02a - Continue the correct use of capitalization (e.g., titles, business letters, quotations, proper nouns and adjectives).			
TN 8.3.02b - Continue the correct use of commas (e.g., after introductory words, phrases, and clauses; to set off appositives and interrupters, before a coordinating conjunction joining independent clauses to form compound sentences); colons (e.g., business letters, before a long or formal quotation); semicolons (e.g., combining sentences, between items in a series of items already containing commas, before conjunctive adverbs); underlining and italicizing (e.g., titles, certain words, letters, figures, foreign words); quotation marks (e.g., to set off dialogue, around certain words, correct use with end marks); hyphens; and end marks.			
TN 8.3.02c - Continue to form both singular and plural possessives using apostrophes.			
TN 8.3.02d - Continue to write legibly.			
TN 8.3.03 - Demonstrate knowledge of standard English spelling.			
TN 8.3.03a - Spell high-frequency words correctly.			
TN 8.3.03b - Spell words correctly appropriate to grade level.			
TN 8.3.03c - Spell correctly words commonly used in content specific vocabulary.			
TN 8.3.03d - Recognize incorrectly spelled words within the context of sentences or phrases.			

Standards List with Aligned Product Skills			
Agency Tag Set Name	**Product Name**		
Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
TN 8.3.03e - Spell correctly affixed words and use affixes as a spelling aid (e.g., happy+ness= happiness).			
TN 8.3.03f - Proofread and edit for spelling accuracy using appropriate strategies to confirm spelling and to correct errors.			
TN 8.3.03g - Spell correctly commonly used foreign words and expressions.			
TN 8.3.03h - Determine correct spelling of words utilizing electronic and print tools (e.g., spell check, dictionaries, word walls, charts).			
TN 8.3.03i - Maintain a consciousness toward correct spelling across the content areas.			
TN 8.3.04 - Demonstrate knowledge of correct sentence structure.			
TN 8.3.04a - Correct run-on sentences by using correct punctuation, forming separate sentences, using coordinating or subordinating clauses.			
TN 8.3.04b - Correct sentence fragments by supplying the missing sentence elements.			
TN 8.3.04c - Combine sentences using a variety of sentence combining strategies.			
TN 8.3.04d - Identify the subject and predicate of inverted order sentences.			
TN 8.3.04e - Use subordination, apposition, coordination, and appropriate phrases (prepositional, transitional) to indicate clear relationships within a sentence or paragraph.			
TN 8.3.04f - Recognize and use appropriately gerund and participial phrases.			

Standards List with Aligned Product Skills			
Agency Tag Set Name	**Product Name**		
Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
TN 8.3.04g - Distinguish between clauses (independent and subordinate) and phrases (verb, adjective, adverb, appositive, prepositional, verbal).			

Standards List with Aligned Product Skills			
Agency Tag Set Name	**Product Name**		
Tennessee, English Language Arts, 2001, English 1 Grade 9, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
- WRITING			
TN WR 1.0 - The student will develop the structural and creative skills necessary to produce written language that can be read and interpreted by various audiences.			
TN WR 1.01 - Write to acquire knowledge, clarify thinking, synthesize information, improve study skills, gain confidence, and enhance lifelong communication.			
TN WR 1.02 - Write frequently for a variety of purposes such as narration, description, persuasion, exposition, and personal, creative expression.			
TN WR 1.03 - Identify and write for a variety of audiences.			
TN WR 1.04 - Recognize that language has several levels of usage determined by audience, purpose, and occasion.			
TN WR 1.05 - Approach writing tasks systematically and use elements of the writing process as appropriate.			
TN WR 1.06 - Practice a variety of prewriting activities to generate, focus and organize ideas.			
TN WR 1.07 - Use a variety of appropriate organizational strategies to develop writing on various topics.			
TN WR 1.08 - Develop organized writing containing focused, well-developed ideas.			
TN WR 1.09 - Demonstrate effective writing style by the use of vivid words, a variety of sentence structures, and appropriate transitions.			
TN WR 1.10 - Evaluate and revise writing to focus on purpose, organization, development, transitions, unity, and audience awareness.			

Standards List with Aligned Product Skills			
Agency Tag Set Name	**Product Name**		
Tennessee, English Language Arts, 2001, English 1 Grade 9, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
TN WR 1.11 - Recognize and demonstrate knowledge of standard English: usage, mechanics, spelling, and sentence structure.			
TN WR 1.12 - Identify and begin to use a variety of resources to revise and edit writing.			
TN WR 1.13 - Research information from various sources to prepare presentations or reports which use summarizing, paraphrasing, direct quotations, citation of sources, and bibliographic sources.			
TN WR 1.14 - Continue to respond actively and imaginatively to literature.			
TN WR 1.15 - Demonstrate an understanding of and respect for multicultural and ethnic diversity in language.			
- READING			
TN RE 1.0 - The student will develop the reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of the written text.			
TN RE 1.01 - Develop an understanding of and respect for multicultural, gender, and ethnic diversity in language use, patterns, and dialects.	**Product 1** - Accelerated Reader	**Skill Area 3** - Reading Practice Quizzes (RPQ)	**Skill 11** - RPQ11 Understanding historical/cultural factors
		Skill Area 6 - Other Reading Quizzes (ORQ)	**Skill 12** - ORQ12 Understanding historical/cultural factors
		Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	**Skill 5** - LA05 Understanding Historical/Cultural Factors
TN RE 1.02 - Discern reading strategies appropriate to text.			
TN RE 1.03 - Extend reading vocabulary.	**Product 1** - Accelerated Reader	**Skill Area 12** - Vocabulary Practice Quizzes (VPQ)	**Skill 1** - VPQ01 Acquiring vocabulary by encountering words in context

Standards List with Aligned Product Skills			
Agency Tag Set Name	**Product Name**		
Tennessee, English Language Arts, 2001, English 1 Grade 9, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
			Skill 2 - VPQ02 Learning new vocabulary in context
			Skill 3 - VPQ03 Identifying correct definitions for vocabulary words from books read
			Skill 4 - VPQ04 Reviewing missed words for mastery
		Skill Area 15 - Professional Development (PD) - Set up for Success	**Skill 8** - PD14 Reviewing lists of book-specific vocabulary words before and during reading
			Skill 9 - PD15 Learning vocabulary with explicit, systematic supplemental vocabulary instruction
TN RE 1.04 - Use comprehension strategies to enhance understanding, to make predictions, and to respond to literature.	**Product 1** - Accelerated Reader	**Skill Area 10** - Literacy Skills Quizzes - Inferential Comprehension (IC)	**Skill 5** - IC05 Making Predictions
		Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	**Skill 3** - CM03 Identifying Reading Strategies
			Skill 5 - CM05 Responding to Literature
TN RE 1.05 - Improve comprehension by interpreting, analyzing, synthesizing, and evaluating written text.	**Product 1** - Accelerated Reader	**Skill Area 10** - Literacy Skills Quizzes - Inferential Comprehension (IC)	**Skill 1** - IC01 Comparing and Contrasting
			Skill 2 - IC02 Drawing Conclusions
			Skill 3 - IC03 Making Inferences
			Skill 4 - IC04 Extending Meaning
			Skill 5 - IC05 Making Predictions
			Skill 6 - IC06 Recognizing Cause and Effect

Standards List with Aligned Product Skills			
Agency Tag Set Name	**Product Name**		
Tennessee, English Language Arts, 2001, English 1 Grade 9, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
		Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	**Skill 5** - CM05 Responding to Literature
TN RE 1.06 - Use oral reading in individual and group presentations.			
TN RE 1.07 - Read independently for a variety of purposes.	**Product 1** - Accelerated Reader	**Skill Area 1** - Overall Product (OP)	**Skill 1** - OP01 Engaging in guided independent reading practice
			Skill 5 - OP05 Self-selecting appropriate books for success
			Skill 18 - OP18 Choosing a variety of reading material
		Skill Area 15 - Professional Development (PD) - Set up for Success	**Skill 1** - PD07 Practicing reading daily in and outside of class
			Skill 2 - PD08 Reading independently with guidance
TN RE 1.08 - Use cognitive strategies to evaluate text critically.			
TN RE 1.09 - Develop skills in making inferences and recognizing unstated assumptions.	**Product 1** - Accelerated Reader	**Skill Area 10** - Literacy Skills Quizzes - Inferential Comprehension (IC)	**Skill 3** - IC03 Making Inferences
TN RE 1.10 - Discern the purposes, main ideas, biases, points of view, and persuasive devices found in various texts.	**Product 1** - Accelerated Reader	**Skill Area 3** - Reading Practice Quizzes (RPQ)	**Skill 16** - RPQ16 Identifying the main idea
		Skill Area 6 - Other Reading Quizzes (ORQ)	**Skill 17** - ORQ17 Identifying the main idea
		Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	**Skill 4** - CM04 Identifying Persuasive Language
			Skill 6 - CM06 Understanding the Main Idea
TN RE 1.11 - Interpret ideas, recognize logical relationships, and make judgments based on sufficient evidence.	**Product 1** - Accelerated Reader	**Skill Area 1** - Overall Product (OP)	**Skill 13** - OP13 Improving critical thinking

Standards List with Aligned Product Skills			
Agency Tag Set Name	**Product Name**		
Tennessee, English Language Arts, 2001, English 1 Grade 9, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
		Skill Area 3 - Reading Practice Quizzes (RPQ)	**Skill 17** - RPQ17 Understanding concepts and ideas
		Skill Area 6 - Other Reading Quizzes (ORQ)	**Skill 18** - ORQ18 Understanding concepts and ideas
		Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	**Skill 2** - IC02 Drawing Conclusions
			Skill 3 - IC03 Making Inferences
			Skill 6 - IC06 Recognizing Cause and Effect
TN RE 1.12 - Select resource material in order to apply it effectively.			
TN RE 1.13 - Read, interpret, and respond in a variety of ways to various genres.	**Product 1** - Accelerated Reader	**Skill Area 1** - Overall Product (OP)	**Skill 1** - OP01 Engaging in guided independent reading practice
			Skill 5 - OP05 Self-selecting appropriate books for success
			Skill 15 - OP15 Engaging in literature-based reading
			Skill 18 - OP18 Choosing a variety of reading material
		Skill Area 3 - Reading Practice Quizzes (RPQ)	**Skill 5** - RPQ05 Answering clarifying questions about what was read (Who, what, when, where, why, and how)
			Skill 6 - RPQ06 Demonstrating comprehension by identifying answers from a selection of possible answers
		Skill Area 6 - Other Reading Quizzes (ORQ)	**Skill 6** - ORQ06 Answering clarifying questions about what was read (Who, what, when, where, why, and how)

Standards List with Aligned Product Skills			
Agency Tag Set Name	**Product Name**		
Tennessee, English Language Arts, 2001, English 1 Grade 9, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
			Skill 7 - ORQ07 Demonstrating comprehension by identifying answers from a selection of possible answers
		Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	**Skill 5** - CM05 Responding to Literature
		Skill Area 13 - Vocabulary Acquisition (VA)	**Skill 1** - VA01 Reading from a variety of genres
		Skill Area 15 - Professional Development (PD) - Set up for Success	**Skill 2** - PD08 Reading independently with guidance
		Skill Area 16 - Professional Development (PD) - Motivation	**Skill 11** - PD30 Reading textbooks and assigned reading for information
			Skill 12 - PD31 Reading magazine articles for information
TN RE 1.14 - Identify and interpret literary elements and figurative language.	**Product 1** - Accelerated Reader	**Skill Area 1** - Overall Product (OP)	**Skill 16** - OP16 Acquiring understanding of literary features
		Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	**Skill 6** - LA06 Understanding the Author's Craft
		Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	**Skill 1** - CM01 Deriving Word or Phrase Meaning
TN RE 1.15 - Interact with text to form a personal interpretation.			
- VIEWING AND REPRESENTING			
TN VR 1.0 - The student will use, read, and view media/technology and analyze content and concepts accurately.			
TN VR 1.01 - Access and demonstrate multiple technological reference sources.			
TN VR 1.02 - Develop media applications for a variety of audiences and purposes.			

Standards List with Aligned Product Skills			
Agency Tag Set Name	**Product Name**		
Tennessee, English Language Arts, 2001, English 1 Grade 9, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
TN VR 1.03 - Use media to view, to read, to write, to communicate, and to create.	**Product 1** - Accelerated Reader	**Skill Area 16** - Professional Development (PD) - Motivation	**Skill 12** - PD31 Reading magazine articles for information
TN VR 1.04 - Analyze the impact of media on daily life.			
TN VR 1.05 - Research, organize, interpret, and present information from print and non-print media.			
TN VR 1.06 - Utilize multimedia to create, to display, and to explain information.			
TN VR 1.07 - Explore the advantages and limitations of the computer as a communication tool.			
TN VR 1.08 - Recognize the differences between using print and non-print media as a means of communication.			
TN VR 1.09 - Explain creative strategies used in the production of print and non-print media.			
- SPEAKING AND LISTENING			
TN SL 1.0 - The student will express ideas clearly and effectively in a variety of oral contexts and apply active listening skills in the analysis and evaluation of spoken ideas.			
TN SL 1.01 - Demonstrate skills in analysis, interpretation, and evaluation of literary works through spoken language.			
TN SL 1.02 - Demonstrate confidence and poise in various speaking situations.			
TN SL 1.03 - Follow and give oral directions.			
TN SL 1.04 - Utilize appropriate verbal and non-verbal feedback in a variety of situations.			
TN SL 1.05 - Demonstrate effective listening skills through note-taking.			
TN SL 1.06 - Demonstrate critical listening skills essential for comprehension and evaluation.			

Standards List with Aligned Product Skills			
Agency Tag Set Name	**Product Name**		
Tennessee, English Language Arts, 2001, English 1 Grade 9, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
TN SL 1.07 - Present oral summaries and/or analysis of material read or viewed.			
TN SL 1.08 - Engage in problem solving through group discussions.			
TN SL 1.09 - Present and support ideas/opinions in group discussions.			
TN SL 1.10 - Develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.			
TN SL 1.11 - Demonstrate appropriate language structure, tone and voice control in oral communication.			

Standards List with Aligned Product Skills			
Agency Tag Set Name	**Product Name**		
Tennessee, English Language Arts, 2001, English 2 Grade 10, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
- WRITING			
TN WR 1.0 - The student will develop the structural and creative skills necessary to produce written language that can be read and interpreted by various audiences.			
TN WR 1.01 - Write to acquire knowledge, clarify thinking, synthesize information, improve study skills, gain confidence, and promote lifelong communication.			
TN WR 1.02 - Write frequently for a variety of purposes including narration, description, persuasion, exposition, and personal, creative expression.			
TN WR 1.03 - Identify and write for a variety of audiences.			
TN WR 1.04 - Recognize that language has several levels of usage determined by audience, purpose and occasion.			
TN WR 1.05 - Approach writing tasks systematically and use elements of the writing process as appropriate.			
TN WR 1.06 - Practice a variety of prewriting activities to generate, focus and organize ideas.			
TN WR 1.07 - Use a variety of appropriate organizational strategies to develop writing on various topics.			
TN WR 1.08 - Develop organized pieces of writing containing focused, well-developed ideas.			
TN WR 1.09 - Demonstrate effective writing style by the use of vivid words, a variety of sentence structures, and appropriate transitions.			
TN WR 1.10 - Evaluate and revise writing to focus on purpose, organization, development, transitions, unity, and audience awareness.			

Standards List with Aligned Product Skills			
Agency Tag Set Name	**Product Name**		
Tennessee, English Language Arts, 2001, English 2 Grade 10, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
TN WR 1.11 - Recognize and demonstrate appropriate use of standard English: usage, mechanics and standard spelling, and sentence structure.			
TN WR 1.12 - Identify and use a variety of resources to revise and edit writing.			
TN WR 1.13 - Research information to prepare presentations or reports which use summarizing, paraphrasing, direct quotations, citation of sources, and bibliographic entries.			
TN WR 1.14 - Continue to respond actively and imaginatively to literature.			
TN WR 1.15 - Demonstrate an understanding of and respect for multicultural and ethnic diversity in language.			
- READING			
TN RE 1.0 - The student will develop the reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of the written text.			
TN RE 1.01 - Develop an understanding of and respect for multicultural, gender, and ethnic diversity in language use, patterns, and dialects.	**Product 1** - Accelerated Reader	**Skill Area 3** - Reading Practice Quizzes (RPQ)	**Skill 11** - RPQ11 Understanding historical/cultural factors
		Skill Area 6 - Other Reading Quizzes (ORQ)	**Skill 12** - ORQ12 Understanding historical/cultural factors
		Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	**Skill 5** - LA05 Understanding Historical/Cultural Factors
TN RE 1.02 - Discern reading strategies appropriate to text.			
TN RE 1.03 - Extend reading vocabulary.	**Product 1** - Accelerated Reader	**Skill Area 12** - Vocabulary Practice Quizzes (VPQ)	**Skill 1** - VPQ01 Acquiring vocabulary by encountering words in context

Standards List with Aligned Product Skills			
Agency Tag Set Name	**Product Name**		
Tennessee, English Language Arts, 2001, English 2 Grade 10, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
			Skill 2 - VPQ02 Learning new vocabulary in context
			Skill 4 - VPQ04 Reviewing missed words for mastery
		Skill Area 15 - Professional Development (PD) - Set up for Success	**Skill 8** - PD14 Reviewing lists of book-specific vocabulary words before and during reading
			Skill 9 - PD15 Learning vocabulary with explicit, systematic supplemental vocabulary instruction
TN RE 1.04 - Use comprehension strategies to enhance understanding, to make predictions, and to respond to literature.	**Product 1** - Accelerated Reader	**Skill Area 10** - Literacy Skills Quizzes - Inferential Comprehension (IC)	**Skill 5** - IC05 Making Predictions
		Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	**Skill 3** - CM03 Identifying Reading Strategies
			Skill 5 - CM05 Responding to Literature
TN RE 1.05 - Improve comprehension by interpreting, analyzing, synthesizing, and evaluating written text.	**Product 1** - Accelerated Reader	**Skill Area 10** - Literacy Skills Quizzes - Inferential Comprehension (IC)	**Skill 1** - IC01 Comparing and Contrasting
			Skill 2 - IC02 Drawing Conclusions
			Skill 3 - IC03 Making Inferences
			Skill 4 - IC04 Extending Meaning
			Skill 5 - IC05 Making Predictions
			Skill 6 - IC06 Recognizing Cause and Effect
		Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	**Skill 5** - CM05 Responding to Literature
TN RE 1.06 - Use oral reading in individual and group presentations.			

Standards List with Aligned Product Skills			
Agency Tag Set Name	**Product Name**		
Tennessee, English Language Arts, 2001, English 2 Grade 10, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
TN RE 1.07 - Read independently for a variety of purposes.	**Product 1** - Accelerated Reader	**Skill Area 1** - Overall Product (OP)	**Skill 1** - OP01 Engaging in guided independent reading practice
			Skill 5 - OP05 Self-selecting appropriate books for success
			Skill 8 - OP08 Building comprehension
			Skill 18 - OP18 Choosing a variety of reading material
		Skill Area 15 - Professional Development (PD) - Set up for Success	**Skill 1** - PD07 Practicing reading daily in and outside of class
			Skill 2 - PD08 Reading independently with guidance
TN RE 1.08 - Use cognitive strategies to evaluate text critically.			
TN RE 1.09 - Develop skills in making inferences and recognizing unstated assumptions.	**Product 1** - Accelerated Reader	**Skill Area 10** - Literacy Skills Quizzes - Inferential Comprehension (IC)	**Skill 3** - IC03 Making Inferences
TN RE 1.10 - Discern the purposes, main ideas, biases, points of view, and persuasive devices found in various texts.	**Product 1** - Accelerated Reader	**Skill Area 3** - Reading Practice Quizzes (RPQ)	**Skill 16** - RPQ16 Identifying the main idea
		Skill Area 6 - Other Reading Quizzes (ORQ)	**Skill 17** - ORQ17 Identifying the main idea
		Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	**Skill 4** - CM04 Identifying Persuasive Language
			Skill 6 - CM06 Understanding the Main Idea
TN RE 1.11 - Interpret ideas, recognize logical relationships, and make judgments based on sufficient evidence.	**Product 1** - Accelerated Reader	**Skill Area 1** - Overall Product (OP)	**Skill 13** - OP13 Improving critical thinking
		Skill Area 3 - Reading Practice Quizzes (RPQ)	**Skill 17** - RPQ17 Understanding concepts and ideas

Standards List with Aligned Product Skills			
Agency Tag Set Name	**Product Name**		
Tennessee, English Language Arts, 2001, English 2 Grade 10, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
		Skill Area 6 - Other Reading Quizzes (ORQ)	**Skill 18** - ORQ18 Understanding concepts and ideas
		Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	**Skill 1** - IC01 Comparing and Contrasting
			Skill 2 - IC02 Drawing Conclusions
			Skill 3 - IC03 Making Inferences
			Skill 6 - IC06 Recognizing Cause and Effect
TN RE 1.12 - Select, evaluate, and adapt resource material in order to apply it effectively.			
TN RE 1.13 - Read, interpret, and respond in a variety of ways to various genres.	**Product 1** - Accelerated Reader	**Skill Area 1** - Overall Product (OP)	**Skill 1** - OP01 Engaging in guided independent reading practice
			Skill 5 - OP05 Self-selecting appropriate books for success
			Skill 15 - OP15 Engaging in literature-based reading
			Skill 18 - OP18 Choosing a variety of reading material
		Skill Area 3 - Reading Practice Quizzes (RPQ)	**Skill 5** - RPQ05 Answering clarifying questions about what was read (Who, what, when, where, why, and how)
			Skill 6 - RPQ06 Demonstrating comprehension by identifying answers from a selection of possible answers
		Skill Area 6 - Other Reading Quizzes (ORQ)	**Skill 6** - ORQ06 Answering clarifying questions about what was read (Who, what, when, where, why, and how)

Standards List with Aligned Product Skills			
Agency Tag Set Name	**Product Name**		
Tennessee, English Language Arts, 2001, English 2 Grade 10, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
			Skill 7 - ORQ07 Demonstrating comprehension by identifying answers from a selection of possible answers
		Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	**Skill 5** - CM05 Responding to Literature
		Skill Area 13 - Vocabulary Acquisition (VA)	**Skill 1** - VA01 Reading from a variety of genres
		Skill Area 15 - Professional Development (PD) - Set up for Success	**Skill 2** - PD08 Reading independently with guidance
		Skill Area 16 - Professional Development (PD) - Motivation	**Skill 11** - PD30 Reading textbooks and assigned reading for information
			Skill 12 - PD31 Reading magazine articles for information
TN RE 1.14 - Identify and interpret literary elements and figurative language.	**Product 1** - Accelerated Reader	**Skill Area 9** - Literacy Skills Quizzes - Literary Analysis (LA)	**Skill 3** - LA03 Understanding Literary Features
			Skill 6 - LA06 Understanding the Author's Craft
		Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	**Skill 1** - CM01 Deriving Word or Phrase Meaning
TN RE 1.15 - Interact with text to form a personal interpretation.			
- VIEWING AND REPRESENTING			
TN VR 1.0 - The student will use, read, and view media/technology and analyze content and concepts accurately.			
TN VR 1.01 - Access and demonstrate multiple technological reference sources.			
TN VR 1.02 - Develop media applications for a variety of audiences and purposes.			

Standards List with Aligned Product Skills			
Agency Tag Set Name	**Product Name**		
Tennessee, English Language Arts, 2001, English 2 Grade 10, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
TN VR 1.03 - Use media to view, to read, to write, to communicate, and to create.	**Product 1** - Accelerated Reader	**Skill Area 16** - Professional Development (PD) - Motivation	**Skill 12** - PD31 Reading magazine articles for information
TN VR 1.04 - Analyze the impact of media on daily life.			
TN VR 1.05 - Research, organize, interpret, and present information from print and non-print media.			
TN VR 1.06 - Utilize multimedia to create, to display, and to explain information.			
TN VR 1.07 - Explore the advantages and limitations of the computer as a communication tool.			
TN VR 1.08 - Examine the differences between using print and non-print media as a means of communication.			
TN VR 1.09 - Explain creative strategies used in the production of print and non-print media.			
- SPEAKING AND LISTENING			
TN SL 1.0 - The student will express ideas clearly and effectively in a variety of oral contexts and apply active listening skills in the analysis and evaluation of spoken ideas.			
TN SL 1.01 - Demonstrate skills in analysis, interpretation, and evaluation of literary works through spoken language.			
TN SL 1.02 - Demonstrate confidence and poise in various speaking situations.			
TN SL 1.03 - Demonstrate effective listening skills through note-taking.			
TN SL 1.04 - Demonstrate critical listening skills essential for comprehension and evaluation.			
TN SL 1.05 - Utilize appropriate volume, pitch, rate, diction, inflection, gestures, and body language to facilitate communication incorporating appropriate language structure.			

Standards List with Aligned Product Skills			
Agency Tag Set Name	**Product Name**		
Tennessee, English Language Arts, 2001, English 2 Grade 10, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
TN SL 1.06 - Analyze audience and determine purpose in preparing oral presentations.			
TN SL 1.07 - Define and solve problems rationally and creatively through speaking, listening, and viewing.			
TN SL 1.08 - Utilize appropriate verbal and non-verbal feedback in a variety of situations.			

Standards List with Aligned Product Skills			
Agency Tag Set Name	**Product Name**		
Tennessee, English Language Arts, 2003, English 3 Grade 11, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
- WRITING			
TN 1.0 - The student will develop the structural and creative skills necessary to produce written language that can be read and interpreted by various audiences.			
TN 1.01 - Write to process knowledge, to clarify thinking, to synthesize and evaluate information , to improve study skills, to gain confidence, and to promote lifelong communication .			
TN 1.02 - Write frequently in various modes of discourse.			
TN 1.03 - Write for personal and imaginative expression.			
TN 1.04 - Use a variety of strategies for business purposes.			
TN 1.05 - Identify and write for a variety of audiences.			
TN 1.06 - Recognize that language has several levels of diction determined by audience, purpose , and occasion.			
TN 1.07 - Apply appropriate elements of the writing process: prewriting, drafting, revising , editing, and publishing.			
TN 1.08 - Use a variety of prewriting activities to generate, focus, and organize ideas.			
TN 1.09 - Construct coherent writing, maintaining a clear focus, well-developed ideas, syntactic variety, and effective transitions.			
TN 1.10 - Develop an effective writing style by the use of appropriate voices, diction, syntactic variety, and tone.			
TN 1.11 - Evaluate and revise writing to focus on purpose, organization, development, and style.			
TN 1.12 - Edit writing to correct errors..			
TN 1.13 - Apply effective research skills.			
TN 1.14 - Avoid plagiarism by correctly using sources.			

Standards List with Aligned Product Skills			
Agency Tag Set Name	**Product Name**		
Tennessee, English Language Arts, 2003, English 3 Grade 11, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
TN 1.15 - Research various sources to present information in a variety of formats.			
TN 1.16 - Develop personal, imaginative, and analytical responses to literature.			
TN 1.17 - Develop an ongoing awareness of personal writing growth through comparison of drafts, paragraphs of analysis, and letters of reflection.			
- READING			
TN 2.0 - The student will develop the reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of the written text.			
TN 2.01 - Develop an understanding of and respect for cultural, gender, and ethnic diversity in language use, patterns, and dialects.	**Product 1** - Accelerated Reader	**Skill Area 3** - Reading Practice Quizzes (RPQ)	**Skill 11** - RPQ11 Understanding historical/cultural factors
		Skill Area 6 - Other Reading Quizzes (ORQ)	**Skill 12** - ORQ12 Understanding historical/cultural factors
		Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	**Skill 5** - LA05 Understanding Historical/Cultural Factors
TN 2.02 - Extend reading vocabulary.	**Product 1** - Accelerated Reader	**Skill Area 12** - Vocabulary Practice Quizzes (VPQ)	**Skill 1** - VPQ01 Acquiring vocabulary by encountering words in context
			Skill 2 - VPQ02 Learning new vocabulary in context
			Skill 4 - VPQ04 Reviewing missed words for mastery
		Skill Area 15 - Professional Development (PD) - Set up for Success	**Skill 8** - PD14 Reviewing lists of book-specific vocabulary words before and during reading

Standards List with Aligned Product Skills			
Agency Tag Set Name	**Product Name**		
Tennessee, English Language Arts, 2003, English 3 Grade 11, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
			Skill 9 - PD15 Learning vocabulary with explicit, systematic supplemental vocabulary instruction
TN 2.03 - Utilize a variety of interactive reading strategies appropriate to text.			
TN 2.04 - Reflect on strategies used by the reader to make meaning from text.	**Product 1** - Accelerated Reader	**Skill Area 14** - Professional Development (PD) - Measurement	**Skill 3** - PD03 Monitoring comprehension
			Skill 4 - PD04 Monitoring comprehension on assigned reading materials
		Skill Area 15 - Professional Development (PD) - Set up for Success	**Skill 12** - PD18 Identifying reading strengths and needs
TN 2.05 - Increase fluency in oral reading.			
TN 2.06 - Read independently for a variety of purposes.	**Product 1** - Accelerated Reader	**Skill Area 1** - Overall Product (OP)	**Skill 1** - OP01 Engaging in guided independent reading practice
			Skill 5 - OP05 Self-selecting appropriate books for success
			Skill 8 - OP08 Building comprehension
			Skill 18 - OP18 Choosing a variety of reading material
		Skill Area 15 - Professional Development (PD) - Set up for Success	**Skill 1** - PD07 Practicing reading daily in and outside of class
			Skill 2 - PD08 Reading independently with guidance
TN 2.07 - Analyze the use of figurative language in various texts.	**Product 1** - Accelerated Reader	**Skill Area 11** - Literacy Skills Quizzes - Constructing Meaning (CM)	**Skill 1** - CM01 Deriving Word or Phrase Meaning

Standards List with Aligned Product Skills			
Agency Tag Set Name	**Product Name**		
Tennessee, English Language Arts, 2003, English 3 Grade 11, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
TN 2.08 - Analyze the impact of literary elements in various texts.	**Product 1** - Accelerated Reader	**Skill Area 1** - Overall Product (OP)	**Skill 16** - OP16 Acquiring understanding of literary features
		Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	**Skill 6** - LA06 Understanding the Author's Craft
TN 2.09 - Analyze persuasive devices found in various texts.	**Product 1** - Accelerated Reader	**Skill Area 11** - Literacy Skills Quizzes - Constructing Meaning (CM)	**Skill 4** - CM04 Identifying Persuasive Language
TN 2.10 - Read to interpret ideas, recognize relationships, and make judgments.	**Product 1** - Accelerated Reader	**Skill Area 1** - Overall Product (OP)	**Skill 13** - OP13 Improving critical thinking
		Skill Area 3 - Reading Practice Quizzes (RPQ)	**Skill 17** - RPQ17 Understanding concepts and ideas
		Skill Area 6 - Other Reading Quizzes (ORQ)	**Skill 18** - ORQ18 Understanding concepts and ideas
		Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	**Skill 1** - IC01 Comparing and Contrasting
			Skill 2 - IC02 Drawing Conclusions
			Skill 3 - IC03 Making Inferences
			Skill 4 - IC04 Extending Meaning
			Skill 5 - IC05 Making Predictions
			Skill 6 - IC06 Recognizing Cause and Effect
		Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	**Skill 3** - CM03 Identifying Reading Strategies
TN 2.11 - Recognize the influence of an author's background and experience on literary work.	**Product 1** - Accelerated Reader	**Skill Area 3** - Reading Practice Quizzes (RPQ)	**Skill 11** - RPQ11 Understanding historical/cultural factors
		Skill Area 6 - Other Reading Quizzes (ORQ)	**Skill 12** - ORQ12 Understanding historical/cultural factors

Standards List with Aligned Product Skills			
Agency Tag Set Name	**Product Name**		
Tennessee, English Language Arts, 2003, English 3 Grade 11, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
		Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	**Skill 5** - LA05 Understanding Historical/Cultural Factors
TN 2.12 - Consult resource materials to increase understanding of the text.			
TN 2.13 - Respond to reading selections by making connections.	**Product 1** - Accelerated Reader	**Skill Area 10** - Literacy Skills Quizzes - Inferential Comprehension (IC)	**Skill 3** - IC03 Making Inferences
			Skill 4 - IC04 Extending Meaning
- VIEWING AND REPRESENTING			
TN 3.0 - The student will use, read, and view media/technology and analyze content and concepts accurately.			
TN 3.01 - Access and demonstrate multiple technological reference sources.			
TN 3.02 - Use media for a variety of audiences and purposes: to view, to experience, to read , to write, to communicate.	**Product 1** - Accelerated Reader	**Skill Area 16** - Professional Development (PD) - Motivation	**Skill 12** - PD31 Reading magazine articles for information
TN 3.03 - Evaluate the impact of media on daily life.			
TN 3.04 - Evaluate varied media resources and information for accuracy and reliability.			
TN 3.05 - Develop research and analytical skills by using print and non-print media.			
TN 3.06 - Utilize media to create, display, and explain information.			
TN 3.07 - Evaluate the differences between using print and non-print media as means of communication.			
TN 3.08 - Explore production elements used in print and non-print media.			
- SPEAKING AND LISTENING			

Standards List with Aligned Product Skills			
Agency Tag Set Name	**Product Name**		
Tennessee, English Language Arts, 2003, English 3 Grade 11, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
TN 4.0 - The student will express ideas clearly and effectively in a variety of oral contexts and apply active listening skills in the analysis and evaluation of spoken ideas.			
TN 4.01 - Use and/or demonstrate an understanding of effective communications skills in a variety of speaking situations.			
TN 4.02 - Conduct pertinent research for oral presentation(s).			
TN 4.03 - Consider and evaluate the perceptions of speakers and listeners.			
TN 4.04 - Adjust the level of language usage to the audience and purpose.			
TN 4.05 - Evaluate a variety of oral presentations.			
TN 4.06 - Improve critical listening skills essential for comprehension.			
TN 4.07 - Recognize the effects and implications of various dialects.			

Standards List with Aligned Product Skills			
Agency Tag Set Name	**Product Name**		
Tennessee, English Language Arts, 2003, English 4 Grade 12, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
- WRITING			
TN 1.0 - The student will develop the structural and creative skills necessary to produce written language that can be read and interpreted by various audiences.			
TN 1.01 - Write to process knowledge, clarify thinking, synthesize and evaluate information, improve study skills, gain confidence, and promote lifelong communication.			
TN 1.02 - Write frequently for a variety of purposes.			
TN 1.03 - Write for personal and imaginative expression.			
TN 1.04 - Use a variety of strategies for personal and business applications such as memos, resumes, letters, applications, proposals, and technical instructions.			
TN 1.05 - Identify and write for a variety of audiences.			
TN 1.06 - Recognize that language has several levels of diction determined by audience, purpose, and occasion.			
TN 1.07 - Approach writing tasks systematically by using steps in the writing process: prewriting, drafting, revising, editing, and publishing.			
TN 1.08 - Practice a variety of prewritintg activities to generate, focus, and organize ideas.			
TN 1.09 - Develop and support a thesis statement.			
TN 1.10 - Construct coherent writiing, maintaining a clear focus, well-developed ideas, syntactic variety, and effective transitions.			
TN 1.11 - Demonstrate effective writing style by the use of appropriate voice, word choice, and tone.			

Standards List with Aligned Product Skills			
Agency Tag Set Name	**Product Name**		
Tennessee, English Language Arts, 2003, English 4 Grade 12, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
TN 1.12 - Evaluate and revise writing to focus on purpose, organization, development, and style.			
TN 1.13 - Edit writing to correct errors.			
TN 1.14 - Apply effective research skills.			
TN 1.15 - Avoid plagiarism by using sources correctly.			
TN 1.16 - Research various sources to present information in a variety of formats.			
TN 1.17 - Develop personal, imaginative, and analytical responses to literature.			
TN 1.18 - Develop an ongoing awareness of personal writing growth through comparison of drafts, paragraphs of analysis, and letters of reflection.			
- READING			
TN 2.0 - The student will develop the reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of the written text.			
TN 2.01 - Develop an understanding of and respect for multicultural, gender, and ethnic diversity in language use, patterns, and dialects, as well as for the development of the English language.	**Product 1** - Accelerated Reader	**Skill Area 3** - Reading Practice Quizzes (RPQ)	**Skill 11** - RPQ11 Understanding historical/cultural factors
		Skill Area 6 - Other Reading Quizzes (ORQ)	**Skill 12** - ORQ12 Understanding historical/cultural factors
		Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	**Skill 5** - LA05 Understanding Historical/Cultural Factors
TN 2.02 - Extend reading vocabulary.	**Product 1** - Accelerated Reader	**Skill Area 12** - Vocabulary Practice Quizzes (VPQ)	**Skill 1** - VPQ01 Acquiring vocabulary by encountering words in context
			Skill 2 - VPQ02 Learning new vocabulary in context

Standards List with Aligned Product Skills			
Agency Tag Set Name	**Product Name**		
Tennessee, English Language Arts, 2003, English 4 Grade 12, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
			Skill 4 - VPQ04 Reviewing missed words for mastery
		Skill Area 15 - Professional Development (PD) - Set up for Success	**Skill 8** - PD14 Reviewing lists of book-specific vocabulary words before and during reading
			Skill 9 - PD15 Learning vocabulary with explicit, systematic supplemental vocabulary instruction
TN 2.03 - Utilize a variety of interactive reading strategies appropriate to text.			
TN 2.04 - Improve comprehension by interpreting, analyzing, synthesizing, and evaluating written text.	**Product 1** - Accelerated Reader	**Skill Area 10** - Literacy Skills Quizzes - Inferential Comprehension (IC)	**Skill 1** - IC01 Comparing and Contrasting
			Skill 2 - IC02 Drawing Conclusions
			Skill 3 - IC03 Making Inferences
			Skill 4 - IC04 Extending Meaning
			Skill 5 - IC05 Making Predictions
			Skill 6 - IC06 Recognizing Cause and Effect
		Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	**Skill 5** - CM05 Responding to Literature
TN 2.05 - Reflect on strategies used by the reader to make meaning from text.	**Product 1** - Accelerated Reader	**Skill Area 14** - Professional Development (PD) - Measurement	**Skill 3** - PD03 Monitoring comprehension
			Skill 4 - PD04 Monitoring comprehension on assigned reading materials
		Skill Area 15 - Professional Development (PD) - Set up for Success	**Skill 12** - PD18 Identifying reading strengths and needs

Standards List with Aligned Product Skills			
Agency Tag Set Name	**Product Name**		
Tennessee, English Language Arts, 2003, English 4 Grade 12, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
TN 2.06 - Increase fluency in oral reading.			
TN 2.07 - Read independently for a variety of purposes.	**Product 1** - Accelerated Reader	**Skill Area 1** - Overall Product (OP)	**Skill 1** - OP01 Engaging in guided independent reading practice
			Skill 5 - OP05 Self-selecting appropriate books for success
			Skill 8 - OP08 Building comprehension
			Skill 18 - OP18 Choosing a variety of reading material
		Skill Area 15 - Professional Development (PD) - Set up for Success	**Skill 1** - PD07 Practicing reading daily in and outside of class
			Skill 2 - PD08 Reading independently with guidance
TN 2.08 - Determine the effectiveness of figurative language in various texts.			
TN 2.09 - Determine the impact of literary elements on texts.	**Product 1** - Accelerated Reader	**Skill Area 1** - Overall Product (OP)	**Skill 16** - OP16 Acquiring understanding of literary features
		Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	**Skill 6** - LA06 Understanding the Author's Craft
TN 2.10 - Analyze persuasive devices found in various texts.	**Product 1** - Accelerated Reader	**Skill Area 11** - Literacy Skills Quizzes - Constructing Meaning (CM)	**Skill 4** - CM04 Identifying Persuasive Language
TN 2.11 - Interpret ideas, recognize logical relationships, and make judgments based on sufficient evidence.	**Product 1** - Accelerated Reader	**Skill Area 1** - Overall Product (OP)	**Skill 13** - OP13 Improving critical thinking
		Skill Area 3 - Reading Practice Quizzes (RPQ)	**Skill 17** - RPQ17 Understanding concepts and ideas
		Skill Area 6 - Other Reading Quizzes (ORQ)	**Skill 18** - ORQ18 Understanding concepts and ideas
		Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	**Skill 1** - IC01 Comparing and Contrasting

Standards List with Aligned Product Skills			
Agency Tag Set Name	**Product Name**		
Tennessee, English Language Arts, 2003, English 4 Grade 12, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
			Skill 2 - IC02 Drawing Conclusions
			Skill 3 - IC03 Making Inferences
			Skill 4 - IC04 Extending Meaning
			Skill 5 - IC05 Making Predictions
			Skill 6 - IC06 Recognizing Cause and Effect
		Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	**Skill 3** - CM03 Identifying Reading Strategies
TN 2.12 - Recognize the influence of an author's background, biases, gender, environment, and experience on a literary work.	**Product 1** - Accelerated Reader	**Skill Area 3** - Reading Practice Quizzes (RPQ)	**Skill 11** - RPQ11 Understanding historical/cultural factors
		Skill Area 6 - Other Reading Quizzes (ORQ)	**Skill 12** - ORQ12 Understanding historical/cultural factors
		Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	**Skill 5** - LA05 Understanding Historical/Cultural Factors
TN 2.13 - Consult resource materials to increase understanding of text.			
TN 2.14 - Read, respond to, and interpret print and nonprint text.	**Product 1** - Accelerated Reader	**Skill Area 1** - Overall Product (OP)	**Skill 1** - OP01 Engaging in guided independent reading practice
			Skill 5 - OP05 Self-selecting appropriate books for success
			Skill 15 - OP15 Engaging in literature-based reading
			Skill 18 - OP18 Choosing a variety of reading material
		Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	**Skill 1** - IC01 Comparing and Contrasting
			Skill 2 - IC02 Drawing Conclusions

Standards List with Aligned Product Skills			
Agency Tag Set Name	**Product Name**		
Tennessee, English Language Arts, 2003, English 4 Grade 12, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
			Skill 3 - IC03 Making Inferences
			Skill 4 - IC04 Extending Meaning
			Skill 5 - IC05 Making Predictions
			Skill 6 - IC06 Recognizing Cause and Effect
		Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	**Skill 5** - CM05 Responding to Literature
		Skill Area 15 - Professional Development (PD) - Set up for Success	**Skill 2** - PD08 Reading independently with guidance
TN 2.15 - Respond to reading selections by making connections.	**Product 1** - Accelerated Reader	**Skill Area 10** - Literacy Skills Quizzes - Inferential Comprehension (IC)	**Skill 3** - IC03 Making Inferences
			Skill 4 - IC04 Extending Meaning
- VIEWING AND REPRESENTING			
TN 3.0 - The student will use, read, and view media/technology and analyze content and concepts accurately.			
TN 3.01 - Access and demonstrate multiple technological reference sources.			
TN 3.02 - Use media for a variety of audiences and purposes: to view, to experience, to read, to write, to communicate.	**Product 1** - Accelerated Reader	**Skill Area 16** - Professional Development (PD) - Motivation	**Skill 12** - PD31 Reading magazine articles for information
TN 3.03 - Use and evaluate media in order to disseminate information.			
TN 3.04 - Evaluate varied media resources and information for accuracy, validity, and reliability.			
TN 3.05 - Research, interpret, critique, and present information from print and nonprint media.			
TN 3.06 - Utilize multimedia to create, to display, to explain, and to evaluate information.			

Standards List with Aligned Product Skills			
Agency Tag Set Name	**Product Name**		
Tennessee, English Language Arts, 2003, English 4 Grade 12, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
TN 3.07 - Evaluate production elements used in print and nonprint media.			
TN 3.08 - Use graphics for the purpose of interpreting, clarifying and communicating information.			
- SPEAKING AND LISTENING			
TN 4.0 - The student will express ideas clearly and effectively in a variety of oral contexts and apply active listening skills in the analysis and evaluation of spoken ideas.			
TN 4.01 - Use and/or demonstrate an understanding of appropriate volume, pitch, rate, diction, inflection, gestures, and body language to facilitate confident communication in a variety of speaking situations.			
TN 4.02 - Demonstrate effective interpersonal skills in group discussions.			
TN 4.03 - Use pertinent research for oral presentations.			
TN 4.04 - Evaluate viewpoints, judgments, and expectations from the perspectives of both speakers and listeners.			
TN 4.05 - Recognize various dialects and their implications, demonstrating their appropriate use based on purposes and audiences.			
TN 4.06 - Adjust the level of language usage (grammar, content, style, vocabulary) to the audience and the purpose.			
TN 4.07 - Evaluate a variety of oral presentations.			
TN 4.08 - Demonstrate critical listening skills essential for comprehension and evaluation.			
TN 4.09 - Define and solve problems rationally and creatively through speaking, listening, and viewing.			

Standards List with Aligned Product Skills			
Agency Tag Set Name	**Product Name**		
Tennessee, English Language Arts, 2003, English 4 Grade 12, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	**Product Description**	**Skill Area Description**	**Skill Description**
TN 4.10 - Recognize the effects and implications of various dialects.			
TN 4.11 - Present a position and/or opinion clearly and persuasively by citing sources of information/research.			

APPENDIX C

Vernier Lab Pro Standards Correlation

Vernier Lab Pro Standards Correlation

Middle School Science

Tennessee Performance Indicators State			
	Experiment		**State Correlation**
1	A Hot Hand	5.4.spi.1 Grades: 5	read temperature using Fahrenheit and Celsius scales;
		5.4.spi.5 Grades: 5	select appropriate standard units to measure length, perimeter, area, capacity, volume, weight, time, temperature, and angles;
2	Heating of Land and Water	5.4.spi.1 Grades: 5	read temperature using Fahrenheit and Celsius scales;
		5.4.spi.5 Grades: 5	select appropriate standard units to measure length, perimeter, area, capacity, volume, weight, time, temperature, and angles;
3	The Greenhouse Effect	5.4.spi.1 Grades: 5	read temperature using Fahrenheit and Celsius scales;
		5.4.spi.5 Grades: 5	select appropriate standard units to measure length, perimeter, area, capacity, volume, weight, time, temperature, and angles;
4	Relative Humidity	5.4.spi.1 Grades: 5	read temperature using Fahrenheit and Celsius scales;
		5.4.spi.5 Grades: 5	select appropriate standard units to measure length, perimeter, area, capacity, volume, weight, time, temperature, and angles;
6	Absorption of Radiant Energy	5.4.spi.1 Grades: 5	read temperature using Fahrenheit and Celsius scales;
		5.4.spi.5 Grades: 5	select appropriate standard units to measure length, perimeter, area, capacity, volume, weight, time, temperature, and angles;
		6.14.spi.4 Grades: 6	select examples of refraction, reflection, and absorption of light.
		6.5.spi.7 Grades:	connect data sets and their graphical

		6	representations (i.e., bar graphs, circle, graphs, and stem-and-leaf plots);
		7.5.spi.7Grades: 7	connect data sets and their graphical representation (i.e., bar graphs, stem-and-leaf plots, box plots, and scatterplots);
		SPI 0706.5.1Grades: 7	Interpret and employ various graphs and charts to represent data.
		SPI 0706.5.2Grades: 7	Select suitable graph types (such as bar graphs, histograms, line graphs, circle graphs, box-and-whisker plots, and stem-and-leaf plots) and use them to create accurate representations of given data.
7	Reflectivity of Light	5.12.spi.4Grades: 5	determine the appropriate metric unit of measurement for specific properties of matter.
		6.14.spi.4Grades: 6	select examples of refraction, reflection, and absorption of light.
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
8	Schoolyard Study	5.4.spi.1Grades: 5	read temperature using Fahrenheit and Celsius scales;
		5.4.spi.5Grades: 5	select appropriate standard units to measure length, perimeter, area, capacity, volume, weight, time, temperature, and angles;
9	A Good Sock	5.4.spi.1Grades: 5	read temperature using Fahrenheit and Celsius scales;
		5.4.spi.5Grades: 5	select appropriate standard units to measure length, perimeter, area, capacity, volume, weight, time, temperature, and angles;
		5.5.spi.1Grades: 5	represent data using bar graphs and pictographs;
		6.5.spi.2Grades: 6	interpret bar and line graphs to answer questions and solve real-world problems;
		7.5.spi.1Grades: 7	interpret bar and line graphs to answer questions and solve real-world problems.
10	What Causes the	6.7.spi.6Grades: 6	select the diagram that reflects the earth/sun

	Seasons?		relationship that accounts for the four seasons.
11	Solar Homes	6.14.spi.1Grades: 6	predict the direction of heat flow between objects.
13	Boiling Temperature of Water	5.12.spi.4Grades: 5	determine the appropriate metric unit of measurement for specific properties of matter.
		6.5.spi.7Grades: 6	connect data sets and their graphical representations (i.e., bar graphs, circle, graphs, and stem-and-leaf plots);
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		7.5.spi.7Grades: 7	connect data sets and their graphical representation (i.e., bar graphs, stem-and-leaf plots, box plots, and scatterplots);
		SPI 0706.5.1Grades: 7	Interpret and employ various graphs and charts to represent data.
		SPI 0706.5.2Grades: 7	Select suitable graph types (such as bar graphs, histograms, line graphs, circle graphs, box-and-whisker plots, and stem-and-leaf plots) and use them to create accurate representations of given data.
14	Freezing and Melting of Water	5.4.spi.1Grades: 5	read temperature using Fahrenheit and Celsius scales;
		5.4.spi.5Grades: 5	select appropriate standard units to measure length, perimeter, area, capacity, volume, weight, time, temperature, and angles;
		6.5.spi.7Grades: 6	connect data sets and their graphical representations (i.e., bar graphs, circle, graphs, and stem-and-leaf plots);
		7.5.spi.7Grades: 7	connect data sets and their graphical representation (i.e., bar graphs, stem-and-leaf plots, box plots, and scatterplots);
		SPI 0706.5.1Grades: 7	Interpret and employ various graphs and charts to represent data.
		SPI 0706.5.2Grades:	Select suitable graph types (such as bar graphs, histograms, line graphs, circle graphs, box-

		7	and-whisker plots, and stem-and-leaf plots) and use them to create accurate representations of given data.
15	How Low Can You Go?	5.12.spi.3Grades: 5	recognize how temperature is associated with a change in the state of matter.
15B	Ziplock Ice Cream	5.12.spi.3Grades: 5	recognize how temperature is associated with a change in the state of matter.
		5.12.spi.4Grades: 5	determine the appropriate metric unit of measurement for specific properties of matter.
		5.4.spi.1Grades: 5	read temperature using Fahrenheit and Celsius scales;
		5.4.spi.5Grades: 5	select appropriate standard units to measure length, perimeter, area, capacity, volume, weight, time, temperature, and angles;
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
16	A Good Cold Pack	5.12.spi.3Grades: 5	recognize how temperature is associated with a change in the state of matter.
		5.4.spi.1Grades: 5	read temperature using Fahrenheit and Celsius scales;
		5.4.spi.5Grades: 5	select appropriate standard units to measure length, perimeter, area, capacity, volume, weight, time, temperature, and angles;
		8.13.spi.5Grades: 8	classify a reaction is exothermic or endothermic.
17	Lemon "Juice"	5.12.spi.4Grades: 5	determine the appropriate metric unit of measurement for specific properties of matter.
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
18	Get a Grip!	5.12.spi.4Grades: 5	determine the appropriate metric unit of measurement for specific properties of matter.
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width,

			height), temperature.)
19	Fun with Pressure	5.12.spi.4Grades: 5	determine the appropriate metric unit of measurement for specific properties of matter.
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
20	Water Hardness Study	5.12.spi.4Grades: 5	determine the appropriate metric unit of measurement for specific properties of matter.
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
21	Diffusion: How Fast?	5.12.spi.4Grades: 5	determine the appropriate metric unit of measurement for specific properties of matter.
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
22	A Water Field Study	5.13.spi.3Grades: 5	identify a substance as an acid (i.e., vinegar or lemon juice) or a base (i.e., soap or baking soda).
		5.4.spi.1Grades: 5	read temperature using Fahrenheit and Celsius scales;
		5.4.spi.5Grades: 5	select appropriate standard units to measure length, perimeter, area, capacity, volume, weight, time, temperature, and angles;
		8.13.spi.2Grades: 8	identify a substance as an acid or a base, given its pH.
23	Cooling Rates: Shaq vs. Susie	5.4.spi.1Grades: 5	read temperature using Fahrenheit and Celsius scales;
		5.4.spi.5Grades: 5	select appropriate standard units to measure length, perimeter, area, capacity, volume, weight, time, temperature, and angles;
24	Yeast Beasts in Action	5.12.spi.4Grades: 5	determine the appropriate metric unit of measurement for specific properties of matter.
		5.13.spi.3Grades: 5	identify a substance as an acid (i.e., vinegar or lemon juice) or a base (i.e., soap or baking

			soda).
		7.12.spi.1 Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		8.13.spi.2 Grades: 8	identify a substance as an acid or a base, given its pH.
25	Heart Rate and Body Position	5.12.spi.4 Grades: 5	determine the appropriate metric unit of measurement for specific properties of matter.
		6.5.spi.7 Grades: 6	connect data sets and their graphical representations (i.e., bar graphs, circle, graphs, and stem-and-leaf plots);
		7.12.spi.1 Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		7.5.spi.7 Grades: 7	connect data sets and their graphical representation (i.e., bar graphs, stem-and-leaf plots, box plots, and scatterplots);
		SPI 0706.5.1 Grades: 7	Interpret and employ various graphs and charts to represent data.
		SPI 0706.5.2 Grades: 7	Select suitable graph types (such as bar graphs, histograms, line graphs, circle graphs, box-and-whisker plots, and stem-and-leaf plots) and use them to create accurate representations of given data.
26	Heart Rate and Exercise	5.12.spi.4 Grades: 5	determine the appropriate metric unit of measurement for specific properties of matter.
		6.5.spi.7 Grades: 6	connect data sets and their graphical representations (i.e., bar graphs, circle, graphs, and stem-and-leaf plots);
		7.12.spi.1 Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		7.5.spi.7 Grades: 7	connect data sets and their graphical representation (i.e., bar graphs, stem-and-leaf plots, box plots, and scatterplots);

		SPI 0706.5.1 Grades: 7	Interpret and employ various graphs and charts to represent data.
		SPI 0706.5.2 Grades: 7	Select suitable graph types (such as bar graphs, histograms, line graphs, circle graphs, box-and-whisker plots, and stem-and-leaf plots) and use them to create accurate representations of given data.
27	Mapping a Magnetic Field	5.12.spi.4 Grades: 5	determine the appropriate metric unit of measurement for specific properties of matter.
		5.14.spi.1 Grades: 5	identify the poles of a magnet.
		5.14.spi.3 Grades: 5	identify the description of a magnetic field.
		6.5.spi.7 Grades: 6	connect data sets and their graphical representations (i.e., bar graphs, circle, graphs, and stem-and-leaf plots);
		7.12.spi.1 Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		7.5.spi.7 Grades: 7	connect data sets and their graphical representation (i.e., bar graphs, stem-and-leaf plots, box plots, and scatterplots);
		SPI 0706.5.1 Grades: 7	Interpret and employ various graphs and charts to represent data.
		SPI 0706.5.2 Grades: 7	Select suitable graph types (such as bar graphs, histograms, line graphs, circle graphs, box-and-whisker plots, and stem-and-leaf plots) and use them to create accurate representations of given data.
28	Electromagnets	5.12.spi.4 Grades: 5	determine the appropriate metric unit of measurement for specific properties of matter.
		5.14.spi.1 Grades: 5	identify the poles of a magnet.
		5.14.spi.3 Grades: 5	identify the description of a magnetic field.
		7.12.spi.1 Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight,

			mass, volume, density, size (length, width, height), temperature.)
		SPI 0807.12.3Grades: 8	Distinguish among the Earth's magnetic field, a magnet, and the fields that surround a magnet and an electromagnet.
29	Frictional Forces	5.11.spi.2Grades: 5	determine the effect of slope and friction on the speed of an object.
		5.12.spi.4Grades: 5	determine the appropriate metric unit of measurement for specific properties of matter.
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
30	First-Class Levers	5.11.spi.3Grades: 5	match simple machines with their uses.
		5.12.spi.4Grades: 5	determine the appropriate metric unit of measurement for specific properties of matter.
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		8.11.spi.2Grades: 8	identify simple machines.
		8.11.spi.5Grades: 8	choose the most appropriate simple machine to use for a specific task.
31	Pulleys	5.11.spi.3Grades: 5	match simple machines with their uses.
		5.12.spi.4Grades: 5	determine the appropriate metric unit of measurement for specific properties of matter.
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		8.11.spi.2Grades: 8	identify simple machines.
		8.11.spi.5Grades: 8	choose the most appropriate simple machine to use for a specific task.
32	Buoyancy	5.12.spi.4Grades:	determine the appropriate metric unit of

		5	measurement for specific properties of matter.
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
33	Graphing Your Motion	5.12.spi.4Grades: 5	determine the appropriate metric unit of measurement for specific properties of matter.
		6.5.spi.7Grades: 6	connect data sets and their graphical representations (i.e., bar graphs, circle, graphs, and stem-and-leaf plots);
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		7.5.spi.7Grades: 7	connect data sets and their graphical representation (i.e., bar graphs, stem-and-leaf plots, box plots, and scatterplots);
		SPI 0706.5.1Grades: 7	Interpret and employ various graphs and charts to represent data.
		SPI 0706.5.2Grades: 7	Select suitable graph types (such as bar graphs, histograms, line graphs, circle graphs, box-and-whisker plots, and stem-and-leaf plots) and use them to create accurate representations of given data.
34	Velocity	5.12.spi.4Grades: 5	determine the appropriate metric unit of measurement for specific properties of matter.
		6.5.spi.7Grades: 6	connect data sets and their graphical representations (i.e., bar graphs, circle, graphs, and stem-and-leaf plots);
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		7.5.spi.7Grades: 7	connect data sets and their graphical representation (i.e., bar graphs, stem-and-leaf plots, box plots, and scatterplots);
		SPI 0706.5.1Grades: 7	Interpret and employ various graphs and charts to represent data.

		SPI 0706.5.2Grades: 7	Select suitable graph types (such as bar graphs, histograms, line graphs, circle graphs, box-and-whisker plots, and stem-and-leaf plots) and use them to create accurate representations of given data.
		8.11.spi.7Grades: 8	solve problems pertaining to distance, speed, velocity, and time, given illustrations, diagrams, graphs, or scenarios.
35	The Indy 100	5.12.spi.4Grades: 5	determine the appropriate metric unit of measurement for specific properties of matter.
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		8.11.spi.7Grades: 8	solve problems pertaining to distance, speed, velocity, and time, given illustrations, diagrams, graphs, or scenarios.
35B	Pencil Car	5.12.spi.4Grades: 5	determine the appropriate metric unit of measurement for specific properties of matter.
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
36	Crash Dummies	5.12.spi.4Grades: 5	determine the appropriate metric unit of measurement for specific properties of matter.
		6.5.spi.7Grades: 6	connect data sets and their graphical representations (i.e., bar graphs, circle, graphs, and stem-and-leaf plots);
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		7.5.spi.7Grades: 7	connect data sets and their graphical representation (i.e., bar graphs, stem-and-leaf plots, box plots, and scatterplots);
		SPI 0706.5.1Grades: 7	Interpret and employ various graphs and charts to represent data.
		SPI	Select suitable graph types (such as bar graphs,

		0706.5.2Grades: 7	histograms, line graphs, circle graphs, box-and-whisker plots, and stem-and-leaf plots) and use them to create accurate representations of given data.
		8.11.spi.7Grades: 8	solve problems pertaining to distance, speed, velocity, and time, given illustrations, diagrams, graphs, or scenarios.
37	Falling Objects	5.12.spi.4Grades: 5	determine the appropriate metric unit of measurement for specific properties of matter.
		6.5.spi.7Grades: 6	connect data sets and their graphical representations (i.e., bar graphs, circle, graphs, and stem-and-leaf plots);
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		7.5.spi.7Grades: 7	connect data sets and their graphical representation (i.e., bar graphs, stem-and-leaf plots, box plots, and scatterplots);
		SPI 0706.5.1Grades: 7	Interpret and employ various graphs and charts to represent data.
		SPI 0706.5.2Grades: 7	Select suitable graph types (such as bar graphs, histograms, line graphs, circle graphs, box-and-whisker plots, and stem-and-leaf plots) and use them to create accurate representations of given data.
38	A Speedy Slide	5.12.spi.4Grades: 5	determine the appropriate metric unit of measurement for specific properties of matter.
		6.5.spi.7Grades: 6	connect data sets and their graphical representations (i.e., bar graphs, circle, graphs, and stem-and-leaf plots);
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		7.5.spi.7Grades: 7	connect data sets and their graphical representation (i.e., bar graphs, stem-and-leaf plots, box plots, and scatterplots);

	SPI 0706.5.1 Grades: 7	Interpret and employ various graphs and charts to represent data.
	SPI 0706.5.2 Grades: 7	Select suitable graph types (such as bar graphs, histograms, line graphs, circle graphs, box-and-whisker plots, and stem-and-leaf plots) and use them to create accurate representations of given data.
	8.11.spi.7 Grades: 8	solve problems pertaining to distance, speed, velocity, and time, given illustrations, diagrams, graphs, or scenarios.

High School

Tennessee Performance Indicators State			
Experiment		**State Correlation**	
1	Energy in Food	5.A.4 Grades: 9-12	analyze student-collected data to make predications or generalizations.
		5.A.5 Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
		5.B.2 Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
		CI.2.1.5 Grades: 9-12	distinguish between heat content and temperature when given a unit, a definition, or an example.
		CII.2.2.1 Grades: 9-12	recognize critical temperature, critical pressure, and triple point using phase diagrams of one-component systems.
		CII.2.2.2 Grades: 9-12	interpret changes in temperature and/or pressure using phase diagrams of one-component systems.
		ES.3.1.7 Grades: 9-12	collect and interpret basic weather data from meteorological instruments

	(thermometer, rain gauge, dry/wet thermometer, and barometer).
P.3.2.5Grades: 9-12	distinguish between endothermic and exothermic reactions, given a description of the temperature change in a reaction.
P.4.3.1Grades: 9-12	solve problems regarding heat, mass, specific heat capacity, and temperature change, given the equation.
PH.2.1.1Grades: 9-12	investigate temperature in relationship to kinetic energy.
PH.2.2.1Grades: 9-12	identify the characteristics of internal energy and temperature/heat (joules/calories).
PS.3.2.1Grades: 9-12	select the reaction that is endothermic or exothermic, given the temperature change during the reaction.
PS.4.1.3Grades: 9-12	determine the temperature scale, given the boiling and/or freezing point of water.
SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
SR.1.1.5Grades: 9-12	follow proper safety procedures.
SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
SR.2.2.5Grades: 9-12	analyze questions using technology and mathematics models. examine safety precautions during experimental design.
SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
SR.3.1.4Grades: 9-12	exhibit proper safety techniques.
SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.

		SR.4.1.1Grades: 9-12	use graphing calculators or computers to process data.
		SR.4.1.2Grades: 9-12	collect data with hand-held technology.
		SR.4.3.1Grades: 9-12	develop a list of open-ended effects.
2	Limitations on Cell Size: Surface Area to Volume	7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		SPI 0706.5.1Grades: 7	Interpret and employ various graphs and charts to represent data.
		5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
		5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
		5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
		CII.1.1.3Grades: 9-12	predict the charge for ions (groups 1, 2, 13-18) and the oxidation state of any atom in a compound or polyatomic ion.
		CII.3.3.1Grades: 9-12	describe the common ion effect, buffers, and hydrolysis given a solution.
		ES.1.2.7Grades: 9-12	interpret a tide chart using an almanac or the Internet.
		ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
		G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
		SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as

			being accurate or misleading.
		SR.1.1.5Grades: 9-12	follow proper safety procedures.
		SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
		SR.2.2.5Grades: 9-12	analyze questions using technology and mathematics models. examine safety precautions during experimental design.
		SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
		SR.3.1.4Grades: 9-12	exhibit proper safety techniques.
		SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
		SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
		SR.4.1.2Grades: 9-12	collect data with hand-held technology.
3	Acids and Bases	7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		8.13.spi.2Grades: 8	identify a substance as an acid or a base, given its pH.
		5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
		5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
		5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
		CI.4.1.1Grades: 9-12	classify substances as acids or bases, given the formula.
		CI.4.2.4Grades: 9-12	classify a substance as an acid or a base, given its properties (e.g., color of litmus, color of phenolphthalein, taste, pH and

	slippery or non-slippery).
CII.3.2.2Grades: 9-12	classify a solution as neutral, acidic, or basic, and calculate its pH given either the hydrogen or hydroxide ion concentration.
CII.3.2.4Grades: 9-12	characterize acids and bases using the Arrhenius, Brönsted-Lowry and Lewis definitions, and identify conjugate acid-base pairs.
CII.3.2.5Grades: 9-12	characterize a substance as amphoteric.
ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
P.3.1.3Grades: 9-12	identify a substance as acidic, basic, or neutral, given its pH.
PS.3.1.3Grades: 9-12	identify a substance as acidic, basic, or neutral, given its pH.
SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
SPI 3202.1.17Grades: 9-12	Identify a substance as acidic, basic, or neutral based on its pH or response to an indicator or instrument.
SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
SR.4.1.1Grades:	use graphing calculators or computers to

		9-12	process data.
		SR.4.1.2Grades: 9-12	collect data with hand-held technology.
		SR.4.3.1Grades: 9-12	develop a list of open-ended effects.
4	Diffusion Through Membranes	7.1.spi.6Grades: 7	predict the movement of substances through osmosis or diffusion across the cell membrane, given solutions of different concentrations..
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
		5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
		5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
		AP.3.3.2Grades: 9-12	describe the molecular neurophysiology of membrane potentials as related to electrolyte function and active transport (sodium-potassium pump).
		BI.1.1.3Grades: 9-12	predict the movement of water molecules across the cell membrane, given solutions of different concentrations.
		BI.1.1.3Grades: 9-12	predict the movement of water molecules across a semi-permeable membrane, given a diagram showing solutions of different concentrations.
		ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
		G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's

			crust.
		LS.1.1.3Grades: 9-12	predict the movement of water molecules across the cell membrane, given solutions of different concentrations.
		LS.1.2.2Grades: 9-12	relate the structure of the cell membrane to the role of maintaining homeostasis.
		SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
		SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
		SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
		SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
		SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
		SR.4.1.1Grades: 9-12	use graphing calculators or computers to process data.
		SR.4.1.2Grades: 9-12	collect data with hand-held technology.
		SR.4.3.1Grades: 9-12	develop a list of open-ended effects.
5	Conducting Solutions	7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
		5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
		5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.

		ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
		G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
		SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
		SR.1.1.5Grades: 9-12	follow proper safety procedures.
		SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
		SR.2.2.5Grades: 9-12	analyze questions using technology and mathematics models. examine safety precautions during experimental design.
		SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
		SR.3.1.4Grades: 9-12	exhibit proper safety techniques.
		SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
		SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
		SR.4.1.1Grades: 9-12	use graphing calculators or computers to process data.
		SR.4.1.2Grades: 9-12	collect data with hand-held technology.
		SR.4.3.1Grades: 9-12	develop a list of open-ended effects.
6A	Enzyme Action: Testing Catalase Activity	7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		5.A.4Grades: 9-12	analyze student-collected data to make

			predications or generalizations.
		5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
		5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
		CII.3.2.11Grades: 9-12	describe the role of a catalyst in a chemical reaction and its relationship to activation energy.
		ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
		G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
		SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
		SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
		SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
		SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
		SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
		SR.4.1.1Grades: 9-12	use graphing calculators or computers to process data.
		SR.4.1.2Grades: 9-12	collect data with hand-held technology.
		SR.4.3.1Grades: 9-12	develop a list of open-ended effects.
6B	Enzyme Action: Testing Catalase	7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e.,

Activity		
		weight, mass, volume, density, size (length, width, height), temperature.)
	5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
	5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
	5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
	CII.3.2.11Grades: 9-12	describe the role of a catalyst in a chemical reaction and its relationship to activation energy.
	ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
	G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
	SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
	SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
	SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
	SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
	SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
	SR.4.1.1Grades: 9-12	use graphing calculators or computers to process data.
	SR.4.1.2Grades: 9-12	collect data with hand-held technology.
	SR.4.3.1Grades:	develop a list of open-ended effects.

		9-12	
7	Photosynthesis	7.1.spi.3Grades: 7	distinguish between plant and animal cells.
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		7.3.spi.2Grades: 7	identify photosynthesis as the food making process in plants.
		7.3.spi.6Grades: 7	identify the reactants and products of photosynthesis and respiration.
		7.3.spi.7Grades: 7	associate the processes of photosynthesis and respiration with appropriate cellular organelles.
		5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
		5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
		5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
		BI.1.1.2Grades: 9-12	distinguish between plant and animals cells, given diagrams or scenarios.
		BI.1.1.5Grades: 9-12	compare and contrast the cell cycle in plant and animal cells, given a diagram or description.
		BI.3.1.1Grades: 9-12	identify the reactants and products of photosynthesis and/or respiration, given equations.
		BI.3.1.1Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given the equations.
		BI.3.1.2Grades: 9-12	identify the cell organelle in which photosynthesis occurs, given a diagram of a plant.
		BI.3.1.2Grades:	identify the cell organelle in which

9-12	photosynthesis or respiration occurs, given a diagram.
BI.3.2.2Grades: 9-12	investigate the interdependence of photosynthesis and respiration in living organisms, given a diagram or scenario.
BI.3.2.2Grades: 9-12	relate the interdependence of the processes of photosynthesis and respiration to living organisms, given a diagram or a description.
EC.1.1.1Grades: 9-12	illustrate that energy for life is provided by the sun that is captured by plants through photosynthesis.
EC.1.2.1Grades: 9-12	explain the chemical components of biological processes such as photosynthesis, respiration, nitrogen fixation, or decomposition.
ENS.1.1.4Grades: 9-12	recognize that energy for life is provided by the sun and is captured by plants through photosynthesis.
ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
LS.1.1.2Grades: 9-12	distinguish between plant and animal cells, given diagrams or scenarios.
LS.1.2.1Grades: 9-12	compare and contrast the cell cycle in plant and animal cells, given a diagram.
LS.3.1.2Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given equations.
LS.3.3.1Grades: 9-12	analyze the relationship between photosynthesis and respiration, given diagrams and descriptions.
SPI 3103.1.2Grades:	Recognize and describe errors in data collection and analysis as well as

		9-12	identifying representations of data as being accurate or misleading.
		SR.1.1.5Grades: 9-12	follow proper safety procedures.
		SR.2.2.5Grades: 9-12	analyze questions using technology and mathematics models. examine safety precautions during experimental design.
		SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
		SR.3.1.4Grades: 9-12	exhibit proper safety techniques.
		SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
		SR.4.1.2Grades: 9-12	collect data with hand-held technology.
8	The Effect of Alcohol on Biological Membranes	7.1.spi.6Grades: 7	predict the movement of substances through osmosis or diffusion across the cell membrane, given solutions of different concentrations..
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
		5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
		5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
		AP.3.3.2Grades: 9-12	describe the molecular neurophysiology of membrane potentials as related to electrolyte function and active transport (sodium-potassium pump).
		BI.1.1.3Grades: 9-12	predict the movement of water molecules across the cell membrane, given solutions of different concentrations.

		BI.1.1.3Grades: 9-12	predict the movement of water molecules across a semi-permeable membrane, given a diagram showing solutions of different concentrations.
		ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
		G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
		LS.1.1.3Grades: 9-12	predict the movement of water molecules across the cell membrane, given solutions of different concentrations.
		LS.1.2.2Grades: 9-12	relate the structure of the cell membrane to the role of maintaining homeostasis.
		SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
		SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
		SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
		SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
		SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
		SR.4.1.2Grades: 9-12	collect data with hand-held technology.
9	Biological Membranes	7.1.spi.6Grades: 7	predict the movement of substances through osmosis or diffusion across the cell membrane, given solutions of different concentrations..
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)

5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
AP.3.3.2Grades: 9-12	describe the molecular neurophysiology of membrane potentials as related to electrolyte function and active transport (sodium-potassium pump).
BI.1.1.3Grades: 9-12	predict the movement of water molecules across the cell membrane, given solutions of different concentrations.
BI.1.1.3Grades: 9-12	predict the movement of water molecules across a semi-permeable membrane, given a diagram showing solutions of different concentrations.
ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
LS.1.1.3Grades: 9-12	predict the movement of water molecules across the cell membrane, given solutions of different concentrations.
LS.1.2.2Grades: 9-12	relate the structure of the cell membrane to the role of maintaining homeostasis.
SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
SR.3.1.3Grades:	describe basic laboratory procedures.

		9-12	
		SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
		SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
		SR.4.1.2Grades: 9-12	collect data with hand-held technology.
10	Transpiration	7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
		5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
		5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
		BI.5.2.3Grades: 9-12	infer the body symmetry of an organism, given a diagram or picture of the organism.
		BII.6.3.1Grades: 9-12	explain the transpiration, tension-cohesion (adhesion-cohesion), and pressure flow models to describe transport of materials in vascular plants.
		BII.6.3.3Grades: 9-12	describe and list plants, or parts of plants, that are helpful and harmful to animals, and especially humans, paying particular attention to sources of food, shelter, clothing, and medicines.
		ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
		G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.

	SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
	SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
	SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
	SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
	SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
	SR.4.1.2Grades: 9-12	collect data with hand-held technology.
11A Cell Respiration	7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
	7.3.spi.5Grades: 7	select the illustration that depicts the movement of oxygen and carbon dioxide between living things and their environment.
	7.3.spi.7Grades: 7	associate the processes of photosynthesis and respiration with appropriate cellular organelles.
	7.3.spi.8Grades: 7	interpret a diagram depicting the oxygen-carbon dioxide cycle.
	5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
	5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
	5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
	BI.3.1.2Grades: 9-12	identify the cell organelle in which photosynthesis or respiration occurs, given a diagram.

	BI.3.3.1Grades: 9-12	recognize the transfer of energy from respiration to cellular work, given an equation or diagram of the ATP cycle.
	ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
	G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
	LS.3.1.1Grades: 9-12	identify the cell organelles in which photosynthesis and respiration occur, given diagrams or descriptions.
	LS.3.1.2Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given equations.
	SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
	SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
	SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
	SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
	SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
	SR.4.1.2Grades: 9-12	collect data with hand-held technology.
11B Cell Respiration	7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
	7.3.spi.5Grades: 7	select the illustration that depicts the movement of oxygen and carbon dioxide between living things and their environment.

7.3.spi.7Grades: 7	associate the processes of photosynthesis and respiration with appropriate cellular organelles.
7.3.spi.8Grades: 7	interpret a diagram depicting the oxygen-carbon dioxide cycle.
5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
BI.3.1.2Grades: 9-12	identify the cell organelle in which photosynthesis or respiration occurs, given a diagram.
BI.3.3.1Grades: 9-12	recognize the transfer of energy from respiration to cellular work, given an equation or diagram of the ATP cycle.
ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
LS.3.1.1Grades: 9-12	identify the cell organelles in which photosynthesis and respiration occur, given diagrams or descriptions.
LS.3.1.2Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given equations.
SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
SR.2.1.4Grades: 9-12	show correct use of scientific instruments.

	SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
	SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
	SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
	SR.4.1.2Grades: 9-12	collect data with hand-held technology.
11C Cell Respiration	7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
	7.3.spi.5Grades: 7	select the illustration that depicts the movement of oxygen and carbon dioxide between living things and their environment.
	7.3.spi.7Grades: 7	associate the processes of photosynthesis and respiration with appropriate cellular organelles.
	7.3.spi.8Grades: 7	interpret a diagram depicting the oxygen-carbon dioxide cycle.
	5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
	5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
	5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
	BI.3.1.2Grades: 9-12	identify the cell organelle in which photosynthesis or respiration occurs, given a diagram.
	BI.3.3.1Grades: 9-12	recognize the transfer of energy from respiration to cellular work, given an equation or diagram of the ATP cycle.
	ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments

		(thermometer, rain gauge, dry/wet thermometer, and barometer).
	G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
	LS.3.1.1Grades: 9-12	identify the cell organelles in which photosynthesis and respiration occur, given diagrams or descriptions.
	LS.3.1.2Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given equations.
	SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
	SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
	SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
	SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
	SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
	SR.4.1.2Grades: 9-12	collect data with hand-held technology.
11D Cell Respiration	7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
	7.3.spi.5Grades: 7	select the illustration that depicts the movement of oxygen and carbon dioxide between living things and their environment.
	7.3.spi.7Grades: 7	associate the processes of photosynthesis and respiration with appropriate cellular organelles.
	7.3.spi.8Grades: 7	interpret a diagram depicting the oxygen-carbon dioxide cycle.

5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
BI.3.1.2Grades: 9-12	identify the cell organelle in which photosynthesis or respiration occurs, given a diagram.
BI.3.3.1Grades: 9-12	recognize the transfer of energy from respiration to cellular work, given an equation or diagram of the ATP cycle.
ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
LS.3.1.1Grades: 9-12	identify the cell organelles in which photosynthesis and respiration occur, given diagrams or descriptions.
LS.3.1.2Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given equations.
SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.

		SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
		SR.4.1.2Grades: 9-12	collect data with hand-held technology.
12A	Respiration of Sugars by Yeast	7.3.spi.7Grades: 7	associate the processes of photosynthesis and respiration with appropriate cellular organelles.
		5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
		5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
		5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
		BI.3.1.2Grades: 9-12	identify the cell organelle in which photosynthesis or respiration occurs, given a diagram.
		BI.3.3.1Grades: 9-12	recognize the transfer of energy from respiration to cellular work, given an equation or diagram of the ATP cycle.
		ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
		LS.3.1.1Grades: 9-12	identify the cell organelles in which photosynthesis and respiration occur, given diagrams or descriptions.
		SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
		SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
		SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
		SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.

		SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
		SR.4.1.2Grades: 9-12	collect data with hand-held technology.
12B	Sugar Fermentation	7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		8.13.spi.4Grades: 8	determine how temperature and concentration might affect the rate of a chemical reaction..
		5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
		5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
		5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
		AP.5.2.6Grades: 9-12	differentiate among carbohydrate, lipid, and protein metabolism by the body.
		CII.3.2.9Grades: 9-12	explain rate of reaction, determine the order of a reaction, and calculate the rate constant from experimental data.
		CII.3.3.5Grades: 9-12	identify the rate-determining step given a reaction mechanism.
		ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
		G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
		SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.

		SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
		SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
		SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
		SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
		SR.4.1.2Grades: 9-12	collect data with hand-held technology.
13	Population Dynamics	5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
		5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
		5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
		ENS.1.2.4Grades: 9-12	discuss ways that populations can change over time.
		ENS.1.2.8Grades: 9-12	read and interpret a population graph.
		ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
		LS.2.1.2Grades: 9-12	distinguish among populations, communities, and ecosystems, given examples.
		LS.6.2.1Grades: 9-12	predict how environmental change can contribute to the emergence of a new species, change in a population size, or extinction of an existing species.
		SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.

		SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
		SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
		SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
		SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
		SR.4.1.2Grades: 9-12	collect data with hand-held technology.
14	Interdependence of Plants and Animals	7.3.spi.5Grades: 7	select the illustration that depicts the movement of oxygen and carbon dioxide between living things and their environment.
		7.3.spi.8Grades: 7	interpret a diagram depicting the oxygen-carbon dioxide cycle.
		5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
		5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
		5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
		CII.3.3.6Grades: 9-12	calculate the pH of buffer solutions.
		ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
		ES.3.1.9Grades: 9-12	recognize the basic geochemical cycles: oxygen/carbon dioxide cycle, nitrogen cycle, and carbon cycle.
		SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.

		SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
		SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
		SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
		SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
		SR.4.1.2Grades: 9-12	collect data with hand-held technology.
15	Biodiversity and Ecosystems	5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
		5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
		5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
		EC.1.1.4Grades: 9-12	explore the biodiversity in various biomes.
		ENS.1.2.2Grades: 9-12	explore the biodiversity of various biomes.
		ENS.1.2.6Grades: 9-12	illustrate that the abundance and distribution of living organisms are limited by available energy and certain forms of matter.
		ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
		SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
		SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
		SR.3.1.3Grades:	describe basic laboratory procedures.

		9-12	
		SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
		SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
		SR.4.1.2Grades: 9-12	collect data with hand-held technology.
16A	Effect of Temperature on Respiration	7.3.spi.6Grades: 7	identify the reactants and products of photosynthesis and respiration.
		7.3.spi.7Grades: 7	associate the processes of photosynthesis and respiration with appropriate cellular organelles.
		5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
		5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
		5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
		BI.3.1.1Grades: 9-12	identify the reactants and products of photosynthesis and/or respiration, given equations.
		BI.3.1.1Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given the equations.
		BI.3.1.2Grades: 9-12	identify the cell organelle in which photosynthesis or respiration occurs, given a diagram.
		BI.3.1.3Grades: 9-12	interpret a diagram of the oxygen-carbon dioxide cycle, given a diagram.
		BI.3.2.2Grades: 9-12	relate the interdependence of the processes of photosynthesis and respiration to living organisms, given a diagram or a description.
		BI.3.2.2Grades: 9-12	investigate the interdependence of photosynthesis and respiration in living

	organisms, given a diagram or scenario.
BI.3.3.1Grades: 9-12	recognize the transfer of energy from respiration to cellular work, given an equation or diagram of the ATP cycle.
BII.1.2.2Grades: 9-12	relate methods of respiration to the anatomy and the habitat of an animal.
EC.1.2.1Grades: 9-12	explain the chemical components of biological processes such as photosynthesis, respiration, nitrogen fixation, or decomposition.
ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
LS.3.1.1Grades: 9-12	identify the cell organelles in which photosynthesis and respiration occur, given diagrams or descriptions.
LS.3.1.2Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given equations.
LS.3.3.1Grades: 9-12	analyze the relationship between photosynthesis and respiration, given diagrams and descriptions.
SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
SR.4.1.2Grades: 9-12	collect data with hand-held technology.

16B	Effect of Temperature on Fermentation	7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		7.3.spi.6Grades: 7	identify the reactants and products of photosynthesis and respiration.
		7.3.spi.7Grades: 7	associate the processes of photosynthesis and respiration with appropriate cellular organelles.
		8.13.spi.4Grades: 8	determine how temperature and concentration might affect the rate of a chemical reaction..
		5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
		5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
		5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
		BI.3.1.1Grades: 9-12	identify the reactants and products of photosynthesis and/or respiration, given equations.
		BI.3.1.1Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given the equations.
		BI.3.1.2Grades: 9-12	identify the cell organelle in which photosynthesis or respiration occurs, given a diagram.
		BI.3.1.3Grades: 9-12	interpret a diagram of the oxygen-carbon dioxide cycle, given a diagram.
		BI.3.2.2Grades: 9-12	relate the interdependence of the processes of photosynthesis and respiration to living organisms, given a diagram or a description.
		BI.3.2.2Grades: 9-12	investigate the interdependence of photosynthesis and respiration in living organisms, given a diagram or scenario.

BI.3.3.1Grades: 9-12	recognize the transfer of energy from respiration to cellular work, given an equation or diagram of the ATP cycle.
BII.1.2.2Grades: 9-12	relate methods of respiration to the anatomy and the habitat of an animal.
CII.3.2.9Grades: 9-12	explain rate of reaction, determine the order of a reaction, and calculate the rate constant from experimental data.
CII.3.3.5Grades: 9-12	identify the rate-determining step given a reaction mechanism.
EC.1.2.1Grades: 9-12	explain the chemical components of biological processes such as photosynthesis, respiration, nitrogen fixation, or decomposition.
ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
LS.3.1.1Grades: 9-12	identify the cell organelles in which photosynthesis and respiration occur, given diagrams or descriptions.
LS.3.1.2Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given equations.
LS.3.3.1Grades: 9-12	analyze the relationship between photosynthesis and respiration, given diagrams and descriptions.
SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
SR.3.1.3Grades: 9-12	describe basic laboratory procedures.

		SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
		SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
		SR.4.1.2Grades: 9-12	collect data with hand-held technology.
17	Aerobic Respiration	7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		7.3.spi.7Grades: 7	associate the processes of photosynthesis and respiration with appropriate cellular organelles.
		5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
		5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
		5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
		BI.3.1.2Grades: 9-12	identify the cell organelle in which photosynthesis or respiration occurs, given a diagram.
		BI.3.3.1Grades: 9-12	recognize the transfer of energy from respiration to cellular work, given an equation or diagram of the ATP cycle.
		CII.2.2.1Grades: 9-12	recognize critical temperature, critical pressure, and triple point using phase diagrams of one-component systems.
		ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
		G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.

		LS.3.1.1Grades: 9-12	identify the cell organelles in which photosynthesis and respiration occur, given diagrams or descriptions.
		P.4.3.1Grades: 9-12	solve problems regarding heat, mass, specific heat capacity, and temperature change, given the equation.
		PS.2.3.2Grades: 9-12	determine the effects of pressure, temperature, or volume (related to Charles' and Boyle's law) on the behavior of gases, given a diagram
		PS.4.1.3Grades: 9-12	determine the temperature scale, given the boiling and/or freezing point of water.
		SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
		SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
		SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
		SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
		SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
		SR.4.1.2Grades: 9-12	collect data with hand-held technology.
18	Acid Rain	8.13.spi.2Grades: 8	identify a substance as an acid or a base, given its pH.
		5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
		5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
		5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
		CII.3.2.2Grades:	classify a solution as neutral, acidic, or

		9-12	basic, and calculate its pH given either the hydrogen or hydroxide ion concentration.
		CII.3.3.6Grades: 9-12	calculate the pH of buffer solutions.
		EC.5.1.2Grades: 9-12	investigate the effects of acid rain on the environment.
		ENS.5.3.2Grades: 9-12	interpret data on ground level ozone, acid rain, and stratospheric ozone, given color-coded maps.
		ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
		P.3.1.3Grades: 9-12	identify a substance as acidic, basic, or neutral, given its pH.
		P.3.2.6Grades: 9-12	identify the effect of acid rain on the environment, given a scenario.
		PS.3.1.3Grades: 9-12	identify a substance as acidic, basic, or neutral, given its pH.
		PS.3.2.3Grades: 9-12	predict the effect of acid rain on people or the environment, given a scenario.
		SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
		SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
		SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
		SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
		SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
		SR.4.1.2Grades: 9-12	collect data with hand-held technology.
19	Dissolved Oxygen in	7.12.spi.1Grades: 7	determine the measurable properties of

	Water		matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
		5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
		5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
		ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
		G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
		SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
		SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
		SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
		SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
		SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
		SR.4.1.2Grades: 9-12	collect data with hand-held technology.
20	Watershed Testing	7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.

		5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
		5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
		EC.5.2.1Grades: 9-12	conduct and interpret the results of various water quality tests.
		EC.5.3.4Grades: 9-12	conduct a study of a local watershed.
		ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
		G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
		SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
		SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
		SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
		SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
		SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
		SR.4.1.2Grades: 9-12	collect data with hand-held technology.
21	Physical Profile of a Lake	7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		SPI 0706.5.1Grades: 7	Interpret and employ various graphs and charts to represent data.

8.13.spi.2Grades: 8	identify a substance as an acid or a base, given its pH.
5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
CII.2.2.1Grades: 9-12	recognize critical temperature, critical pressure, and triple point using phase diagrams of one-component systems.
CII.3.2.2Grades: 9-12	classify a solution as neutral, acidic, or basic, and calculate its pH given either the hydrogen or hydroxide ion concentration.
CII.3.3.6Grades: 9-12	calculate the pH of buffer solutions.
ES.1.2.7Grades: 9-12	interpret a tide chart using an almanac or the Internet.
ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
P.3.1.3Grades: 9-12	identify a substance as acidic, basic, or neutral, given its pH.
P.4.3.1Grades: 9-12	solve problems regarding heat, mass, specific heat capacity, and temperature change, given the equation.
PS.2.3.2Grades: 9-12	determine the effects of pressure, temperature, or volume (related to Charles' and Boyle's law) on the behavior of gases, given a diagram
PS.3.1.3Grades:	identify a substance as acidic, basic, or

		9-12	neutral, given its pH.
		PS.4.1.3Grades: 9-12	determine the temperature scale, given the boiling and/or freezing point of water.
		SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
		SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
		SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
		SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
		SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
		SR.4.1.2Grades: 9-12	collect data with hand-held technology.
22	Osmosis	7.1.spi.6Grades: 7	predict the movement of substances through osmosis or diffusion across the cell membrane, given solutions of different concentrations..
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
		5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
		5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
		CI.4.2.3Grades: 9-12	calculate the concentration of a solution in terms of molarity or mass percent, given mass of solute, and mass or volume of solution.

		CII.2.2.3Grades: 9-12	calculate concentration of solutions (e.g., molarity, molality, and mass percent).
		CII.2.2.4Grades: 9-12	determine the concentration of a dilute solution that is prepared from a concentrated solution of known molarity.
		CII.2.3.2Grades: 9-12	investigate Beer's law using a dilution series.
		CII.3.3.7Grades: 9-12	calculate the solubility and resulting concentration using the common-ion effect.
		ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
		G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
		SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
		SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
		SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
		SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
		SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
		SR.4.1.2Grades: 9-12	collect data with hand-held technology.
23A	Effect of Temperature on Cold-Blooded Organisms	7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		7.3.spi.3Grades: 7	select the structures that animals use to obtain oxygen.

7.3.spi.5Grades: 7	select the illustration that depicts the movement of oxygen and carbon dioxide between living things and their environment.
7.3.spi.6Grades: 7	identify the reactants and products of photosynthesis and respiration.
7.3.tpi.4Grades: 7	classify animals according to their means of obtaining oxygen.
5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
AP.4.3.2Grades: 9-12	compare the molecular affinity of hemoglobin to oxygen with that of hemoglobin to carbon monoxide.
AP.5.2.6Grades: 9-12	differentiate among carbohydrate, lipid, and protein metabolism by the body.
BI.3.1.1Grades: 9-12	identify the reactants and products of photosynthesis and/or respiration, given equations.
BI.3.1.1Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given the equations.
BI.3.1.3Grades: 9-12	interpret a diagram of the oxygen-carbon dioxide cycle, given a diagram.
BI.3.2.2Grades: 9-12	investigate the interdependence of photosynthesis and respiration in living organisms, given a diagram or scenario.
BI.3.2.2Grades: 9-12	relate the interdependence of the processes of photosynthesis and respiration to living organisms, given a diagram or a description.
BI.3.3.1Grades:	recognize the transfer of energy from

		9-12	respiration to cellular work, given an equation or diagram of the ATP cycle.
		BII.1.2.2Grades: 9-12	relate methods of respiration to the anatomy and the habitat of an animal.
		EC.1.2.1Grades: 9-12	explain the chemical components of biological processes such as photosynthesis, respiration, nitrogen fixation, or decomposition.
		ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
		G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
		LS.3.1.2Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given equations.
		LS.3.3.1Grades: 9-12	analyze the relationship between photosynthesis and respiration, given diagrams and descriptions.
		SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
		SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
		SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
		SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
		SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
		SR.4.1.2Grades: 9-12	collect data with hand-held technology.
23B	Effect of Temperature on Cold-Blooded	7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size

Organisms		(length, width, height), temperature.)
	7.3.spi.3Grades: 7	select the structures that animals use to obtain oxygen.
	7.3.spi.5Grades: 7	select the illustration that depicts the movement of oxygen and carbon dioxide between living things and their environment.
	7.3.spi.6Grades: 7	identify the reactants and products of photosynthesis and respiration.
	7.3.tpi.4Grades: 7	classify animals according to their means of obtaining oxygen.
	5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
	5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
	5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
	AP.4.3.2Grades: 9-12	compare the molecular affinity of hemoglobin to oxygen with that of hemoglobin to carbon monoxide.
	AP.5.2.6Grades: 9-12	differentiate among carbohydrate, lipid, and protein metabolism by the body.
	BI.3.1.1Grades: 9-12	identify the reactants and products of photosynthesis and/or respiration, given equations.
	BI.3.1.1Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given the equations.
	BI.3.1.3Grades: 9-12	interpret a diagram of the oxygen-carbon dioxide cycle, given a diagram.
	BI.3.2.2Grades: 9-12	investigate the interdependence of photosynthesis and respiration in living organisms, given a diagram or scenario.
	BI.3.2.2Grades: 9-12	relate the interdependence of the

	processes of photosynthesis and respiration to living organisms, given a diagram or a description.
BI.3.3.1Grades: 9-12	recognize the transfer of energy from respiration to cellular work, given an equation or diagram of the ATP cycle.
BII.1.2.2Grades: 9-12	relate methods of respiration to the anatomy and the habitat of an animal.
EC.1.2.1Grades: 9-12	explain the chemical components of biological processes such as photosynthesis, respiration, nitrogen fixation, or decomposition.
ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
LS.3.1.2Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given equations.
LS.3.3.1Grades: 9-12	analyze the relationship between photosynthesis and respiration, given diagrams and descriptions.
SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.

	SR.4.1.2Grades: 9-12	collect data with hand-held technology.
24A Lactase Action	7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
	5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
	5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
	5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
	AP.5.1.1Grades: 9-12	identify the organs of the digestive system, given a chart, diagram, specimen, or model.
	AP.5.1.2Grades: 9-12	give one or more specific function of each region/organ of the digestive system.
	AP.5.2.1Grades: 9-12	identify the types of tissue from each organ within the digestive system.
	AP.5.2.2Grades: 9-12	correlate the source organ and function of the enzymes and hormones within the digestive system.
	AP.5.3.2Grades: 9-12	trace a particular food item through the digestive tract, listing biochemical reactions, enzymes, and resultant substances formed.
	EC.1.2.5Grades: 9-12	read and interpret population graphs and list the factors that might result in the trend represented in the graphs.
	ENS.1.2.8Grades: 9-12	read and interpret a population graph.
	ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).

	G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
	SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
	SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
	SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
	SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
	SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
	SR.4.1.2Grades: 9-12	collect data with hand-held technology.
	SR.4.1.3Grades: 9-12	analyze alternate methods for representing data graphically.
	SR.4.2.1Grades: 9-12	use spreadsheets, graphing, and database programs.
24B Lactase Action	7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
	5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
	5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
	5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
	AP.5.1.1Grades: 9-12	identify the organs of the digestive system, given a chart, diagram, specimen, or model.
	AP.5.1.2Grades:	give one or more specific function of each

9-12	region/organ of the digestive system.
AP.5.2.1Grades: 9-12	identify the types of tissue from each organ within the digestive system.
AP.5.2.2Grades: 9-12	correlate the source organ and function of the enzymes and hormones within the digestive system.
AP.5.3.2Grades: 9-12	trace a particular food item through the digestive tract, listing biochemical reactions, enzymes, and resultant substances formed.
EC.1.2.5Grades: 9-12	read and interpret population graphs and list the factors that might result in the trend represented in the graphs.
ENS.1.2.8Grades: 9-12	read and interpret a population graph.
ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
SR.4.1.2Grades: 9-12	collect data with hand-held technology.
SR.4.1.3Grades:	analyze alternate methods for representing

		9-12	data graphically.
		SR.4.2.1Grades: 9-12	use spreadsheets, graphing, and database programs.
25	Primary Productivity	7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		7.3.spi.6Grades: 7	identify the reactants and products of photosynthesis and respiration.
		BI.3.1.1Grades: 9-12	identify the reactants and products of photosynthesis and/or respiration, given equations.
		BI.3.1.1Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given the equations.
		BI.3.1.3Grades: 9-12	interpret a diagram of the oxygen-carbon dioxide cycle, given a diagram.
		BI.3.2.2Grades: 9-12	investigate the interdependence of photosynthesis and respiration in living organisms, given a diagram or scenario.
		BI.3.2.2Grades: 9-12	relate the interdependence of the processes of photosynthesis and respiration to living organisms, given a diagram or a description.
		BI.3.3.1Grades: 9-12	recognize the transfer of energy from respiration to cellular work, given an equation or diagram of the ATP cycle.
		BII.1.2.2Grades: 9-12	relate methods of respiration to the anatomy and the habitat of an animal.
		EC.1.2.1Grades: 9-12	explain the chemical components of biological processes such as photosynthesis, respiration, nitrogen fixation, or decomposition.
		ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).

		G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
		LS.3.1.2Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given equations.
		LS.3.3.1Grades: 9-12	analyze the relationship between photosynthesis and respiration, given diagrams and descriptions.
		SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
		SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
		SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
		SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
		SR.4.1.2Grades: 9-12	collect data with hand-held technology.
26	Control of Human Respiration	7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		7.3.spi.6Grades: 7	identify the reactants and products of photosynthesis and respiration.
		5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
		5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
		5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
		BI.3.1.1Grades: 9-12	identify the reactants and products of photosynthesis and/or respiration, given equations.
		BI.3.1.1Grades:	identify the reactants and products of

9-12	photosynthesis and respiration, given the equations.
BI.3.1.3Grades: 9-12	interpret a diagram of the oxygen-carbon dioxide cycle, given a diagram.
BI.3.2.2Grades: 9-12	investigate the interdependence of photosynthesis and respiration in living organisms, given a diagram or scenario.
BI.3.2.2Grades: 9-12	relate the interdependence of the processes of photosynthesis and respiration to living organisms, given a diagram or a description.
BI.3.3.1Grades: 9-12	recognize the transfer of energy from respiration to cellular work, given an equation or diagram of the ATP cycle.
BII.1.2.2Grades: 9-12	relate methods of respiration to the anatomy and the habitat of an animal.
EC.1.2.1Grades: 9-12	explain the chemical components of biological processes such as photosynthesis, respiration, nitrogen fixation, or decomposition.
ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
LS.3.1.2Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given equations.
LS.3.3.1Grades: 9-12	analyze the relationship between photosynthesis and respiration, given diagrams and descriptions.
SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
SR.2.1.4Grades:	show correct use of scientific instruments.

		9-12	
		SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
		SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
		SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
		SR.4.1.2Grades: 9-12	collect data with hand-held technology.
27A	Heart Rate and Physical Fitness	7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
		5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
		5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
		AP.4.1.2Grades: 9-12	identify the layers, chambers, and valves of the heart.
		AP.4.1.3Grades: 9-12	trace the pathway of blood flow through the heart.
		AP.4.2.3Grades: 9-12	identify the structures of the mammalian heart.
		AP.4.3.1Grades: 9-12	identify the biochemical and physiological events related to contraction of the heart.
		AP.4.3.4Grades: 9-12	describe the conduction system of the heart in physiological and structural terms.
		BII.1.2.4Grades: 9-12	compare the circulatory systems of representative organisms, components of blood, and the differences among vertebrate hearts.
		EC.1.2.5Grades:	read and interpret population graphs and

		9-12	list the factors that might result in the trend represented in the graphs.
		ENS.1.2.8Grades: 9-12	read and interpret a population graph.
		ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
		G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
		SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
		SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
		SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
		SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
		SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
		SR.4.1.2Grades: 9-12	collect data with hand-held technology.
		SR.4.1.3Grades: 9-12	analyze alternate methods for representing data graphically.
		SR.4.2.1Grades: 9-12	use spreadsheets, graphing, and database programs.
27B	Heart Rate and Physical Fitness	7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
		5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line)

	both by hand and using appropriate technology.
5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
AP.4.1.2Grades: 9-12	identify the layers, chambers, and valves of the heart.
AP.4.1.3Grades: 9-12	trace the pathway of blood flow through the heart.
AP.4.2.3Grades: 9-12	identify the structures of the mammalian heart.
AP.4.3.1Grades: 9-12	identify the biochemical and physiological events related to contraction of the heart.
AP.4.3.4Grades: 9-12	describe the conduction system of the heart in physiological and structural terms.
BII.1.2.4Grades: 9-12	compare the circulatory systems of representative organisms, components of blood, and the differences among vertebrate hearts.
EC.1.2.5Grades: 9-12	read and interpret population graphs and list the factors that might result in the trend represented in the graphs.
ENS.1.2.8Grades: 9-12	read and interpret a population graph.
ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
SR.3.1.3Grades:	describe basic laboratory procedures.

		9-12	
		SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
		SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
		SR.4.1.2Grades: 9-12	collect data with hand-held technology.
		SR.4.1.3Grades: 9-12	analyze alternate methods for representing data graphically.
		SR.4.2.1Grades: 9-12	use spreadsheets, graphing, and database programs.
28	Monitoring EKG	7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
		5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
		5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
		AP.4.1.2Grades: 9-12	identify the layers, chambers, and valves of the heart.
		AP.4.1.3Grades: 9-12	trace the pathway of blood flow through the heart.
		AP.4.2.3Grades: 9-12	identify the structures of the mammalian heart.
		AP.4.2.4Grades: 9-12	use a variety of methods to measure blood pressure and pulse.
		AP.4.3.1Grades: 9-12	identify the biochemical and physiological events related to contraction of the heart.
		AP.4.3.4Grades: 9-12	describe the conduction system of the heart in physiological and structural terms.

		BII.1.2.4Grades: 9-12	compare the circulatory systems of representative organisms, components of blood, and the differences among vertebrate hearts.
		EC.1.2.5Grades: 9-12	read and interpret population graphs and list the factors that might result in the trend represented in the graphs.
		ENS.1.2.8Grades: 9-12	read and interpret a population graph.
		ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
		G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
		SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
		SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
		SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
		SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
		SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
		SR.4.1.2Grades: 9-12	collect data with hand-held technology.
		SR.4.1.3Grades: 9-12	analyze alternate methods for representing data graphically.
		SR.4.2.1Grades: 9-12	use spreadsheets, graphing, and database programs.
29	Ventilation and Heart Rate	7.3.spi.6Grades: 7	identify the reactants and products of photosynthesis and respiration.
		5.A.4Grades: 9-12	analyze student-collected data to make

	predications or generalizations.
5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
AP.4.2.4Grades: 9-12	use a variety of methods to measure blood pressure and pulse.
BI.3.1.1Grades: 9-12	identify the reactants and products of photosynthesis and/or respiration, given equations.
BI.3.1.1Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given the equations.
BI.3.1.3Grades: 9-12	interpret a diagram of the oxygen-carbon dioxide cycle, given a diagram.
BI.3.2.2Grades: 9-12	investigate the interdependence of photosynthesis and respiration in living organisms, given a diagram or scenario.
BI.3.2.2Grades: 9-12	relate the interdependence of the processes of photosynthesis and respiration to living organisms, given a diagram or a description.
BI.3.3.1Grades: 9-12	recognize the transfer of energy from respiration to cellular work, given an equation or diagram of the ATP cycle.
BII.1.2.2Grades: 9-12	relate methods of respiration to the anatomy and the habitat of an animal.
EC.1.2.1Grades: 9-12	explain the chemical components of biological processes such as photosynthesis, respiration, nitrogen fixation, or decomposition.
ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).

		LS.3.1.2Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given equations.
		LS.3.3.1Grades: 9-12	analyze the relationship between photosynthesis and respiration, given diagrams and descriptions.
		SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
		SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
		SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
		SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
		SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
		SR.4.1.2Grades: 9-12	collect data with hand-held technology.
30	Oxygen Gas and Human Respiration	7.3.spi.3Grades: 7	select the structures that animals use to obtain oxygen.
		7.3.spi.5Grades: 7	select the illustration that depicts the movement of oxygen and carbon dioxide between living things and their environment.
		7.3.spi.6Grades: 7	identify the reactants and products of photosynthesis and respiration.
		7.3.spi.8Grades: 7	interpret a diagram depicting the oxygen-carbon dioxide cycle.
		7.3.tpi.4Grades: 7	classify animals according to their means of obtaining oxygen.
		5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
		5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate

	technology.
5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
AP.4.3.2Grades: 9-12	compare the molecular affinity of hemoglobin to oxygen with that of hemoglobin to carbon monoxide.
BI.3.1.1Grades: 9-12	identify the reactants and products of photosynthesis and/or respiration, given equations.
BI.3.1.1Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given the equations.
BI.3.1.3Grades: 9-12	interpret a diagram of the oxygen-carbon dioxide cycle, given a diagram.
BI.3.2.2Grades: 9-12	investigate the interdependence of photosynthesis and respiration in living organisms, given a diagram or scenario.
BI.3.2.2Grades: 9-12	relate the interdependence of the processes of photosynthesis and respiration to living organisms, given a diagram or a description.
BI.3.3.1Grades: 9-12	recognize the transfer of energy from respiration to cellular work, given an equation or diagram of the ATP cycle.
BII.1.2.2Grades: 9-12	relate methods of respiration to the anatomy and the habitat of an animal.
EC.1.2.1Grades: 9-12	explain the chemical components of biological processes such as photosynthesis, respiration, nitrogen fixation, or decomposition.
ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
LS.3.1.2Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given equations.

		LS.3.3.1Grades: 9-12	analyze the relationship between photosynthesis and respiration, given diagrams and descriptions.
		SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
		SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
		SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
		SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
		SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
		SR.4.1.2Grades: 9-12	collect data with hand-held technology.
31A	Photosynthesis and Respiration	7.3.spi.2Grades: 7	identify photosynthesis as the food making process in plants.
		7.3.spi.3Grades: 7	select the structures that animals use to obtain oxygen.
		7.3.spi.5Grades: 7	select the illustration that depicts the movement of oxygen and carbon dioxide between living things and their environment.
		7.3.spi.6Grades: 7	identify the reactants and products of photosynthesis and respiration.
		7.3.spi.7Grades: 7	associate the processes of photosynthesis and respiration with appropriate cellular organelles.
		7.3.spi.8Grades: 7	interpret a diagram depicting the oxygen-carbon dioxide cycle.
		7.3.tpi.4Grades: 7	classify animals according to their means of obtaining oxygen.
		5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.

5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
AP.4.3.2Grades: 9-12	compare the molecular affinity of hemoglobin to oxygen with that of hemoglobin to carbon monoxide.
BI.3.1.1Grades: 9-12	identify the reactants and products of photosynthesis and/or respiration, given equations.
BI.3.1.1Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given the equations.
BI.3.1.2Grades: 9-12	identify the cell organelle in which photosynthesis occurs, given a diagram of a plant.
BI.3.1.2Grades: 9-12	identify the cell organelle in which photosynthesis or respiration occurs, given a diagram.
BI.3.1.3Grades: 9-12	interpret a diagram of the oxygen-carbon dioxide cycle, given a diagram.
BI.3.2.2Grades: 9-12	investigate the interdependence of photosynthesis and respiration in living organisms, given a diagram or scenario.
BI.3.2.2Grades: 9-12	relate the interdependence of the processes of photosynthesis and respiration to living organisms, given a diagram or a description.
BI.3.3.1Grades: 9-12	recognize the transfer of energy from respiration to cellular work, given an equation or diagram of the ATP cycle.
BII.1.2.2Grades: 9-12	relate methods of respiration to the anatomy and the habitat of an animal.
EC.1.1.1Grades: 9-12	illustrate that energy for life is provided by the sun that is captured by plants through photosynthesis.

		EC.1.2.1Grades: 9-12	explain the chemical components of biological processes such as photosynthesis, respiration, nitrogen fixation, or decomposition.
		ENS.1.1.4Grades: 9-12	recognize that energy for life is provided by the sun and is captured by plants through photosynthesis.
		ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
		LS.3.1.1Grades: 9-12	identify the cell organelles in which photosynthesis and respiration occur, given diagrams or descriptions.
		LS.3.1.2Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given equations.
		LS.3.3.1Grades: 9-12	analyze the relationship between photosynthesis and respiration, given diagrams and descriptions.
		SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
		SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
		SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
		SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
		SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
		SR.4.1.2Grades: 9-12	collect data with hand-held technology.
31B	Photosynthesis and Respiration	7.3.spi.2Grades: 7	identify photosynthesis as the food making process in plants.
		7.3.spi.3Grades: 7	select the structures that animals use to obtain oxygen.

7.3.spi.5Grades: 7	select the illustration that depicts the movement of oxygen and carbon dioxide between living things and their environment.
7.3.spi.6Grades: 7	identify the reactants and products of photosynthesis and respiration.
7.3.spi.7Grades: 7	associate the processes of photosynthesis and respiration with appropriate cellular organelles.
7.3.spi.8Grades: 7	interpret a diagram depicting the oxygen-carbon dioxide cycle.
7.3.tpi.4Grades: 7	classify animals according to their means of obtaining oxygen.
5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
AP.4.3.2Grades: 9-12	compare the molecular affinity of hemoglobin to oxygen with that of hemoglobin to carbon monoxide.
BI.3.1.1Grades: 9-12	identify the reactants and products of photosynthesis and/or respiration, given equations.
BI.3.1.1Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given the equations.
BI.3.1.2Grades: 9-12	identify the cell organelle in which photosynthesis occurs, given a diagram of a plant.
BI.3.1.2Grades: 9-12	identify the cell organelle in which photosynthesis or respiration occurs, given a diagram.
BI.3.1.3Grades:	interpret a diagram of the oxygen-carbon

9-12	dioxide cycle, given a diagram.
BI.3.2.2Grades: 9-12	investigate the interdependence of photosynthesis and respiration in living organisms, given a diagram or scenario.
BI.3.2.2Grades: 9-12	relate the interdependence of the processes of photosynthesis and respiration to living organisms, given a diagram or a description.
BI.3.3.1Grades: 9-12	recognize the transfer of energy from respiration to cellular work, given an equation or diagram of the ATP cycle.
BII.1.2.2Grades: 9-12	relate methods of respiration to the anatomy and the habitat of an animal.
EC.1.1.1Grades: 9-12	illustrate that energy for life is provided by the sun that is captured by plants through photosynthesis.
EC.1.2.1Grades: 9-12	explain the chemical components of biological processes such as photosynthesis, respiration, nitrogen fixation, or decomposition.
ENS.1.1.4Grades: 9-12	recognize that energy for life is provided by the sun and is captured by plants through photosynthesis.
ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
LS.3.1.1Grades: 9-12	identify the cell organelles in which photosynthesis and respiration occur, given diagrams or descriptions.
LS.3.1.2Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given equations.
LS.3.3.1Grades: 9-12	analyze the relationship between photosynthesis and respiration, given diagrams and descriptions.
SPI 3103.1.2Grades:	Recognize and describe errors in data collection and analysis as well as

		9-12	identifying representations of data as being accurate or misleading.
		SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
		SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
		SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
		SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
		SR.4.1.2Grades: 9-12	collect data with hand-held technology.
31C	Photosynthesis and Respiration	7.3.spi.2Grades: 7	identify photosynthesis as the food making process in plants.
		7.3.spi.3Grades: 7	select the structures that animals use to obtain oxygen.
		7.3.spi.5Grades: 7	select the illustration that depicts the movement of oxygen and carbon dioxide between living things and their environment.
		7.3.spi.6Grades: 7	identify the reactants and products of photosynthesis and respiration.
		7.3.spi.7Grades: 7	associate the processes of photosynthesis and respiration with appropriate cellular organelles.
		7.3.spi.8Grades: 7	interpret a diagram depicting the oxygen-carbon dioxide cycle.
		7.3.tpi.4Grades: 7	classify animals according to their means of obtaining oxygen.
		5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
		5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
		5.B.2Grades: 9-12	collect and analyze data to make

	conjectures about geometric relationships.
AP.4.3.2Grades: 9-12	compare the molecular affinity of hemoglobin to oxygen with that of hemoglobin to carbon monoxide.
BI.3.1.1Grades: 9-12	identify the reactants and products of photosynthesis and/or respiration, given equations.
BI.3.1.1Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given the equations.
BI.3.1.2Grades: 9-12	identify the cell organelle in which photosynthesis occurs, given a diagram of a plant.
BI.3.1.2Grades: 9-12	identify the cell organelle in which photosynthesis or respiration occurs, given a diagram.
BI.3.1.3Grades: 9-12	interpret a diagram of the oxygen-carbon dioxide cycle, given a diagram.
BI.3.2.2Grades: 9-12	investigate the interdependence of photosynthesis and respiration in living organisms, given a diagram or scenario.
BI.3.2.2Grades: 9-12	relate the interdependence of the processes of photosynthesis and respiration to living organisms, given a diagram or a description.
BI.3.3.1Grades: 9-12	recognize the transfer of energy from respiration to cellular work, given an equation or diagram of the ATP cycle.
BII.1.2.2Grades: 9-12	relate methods of respiration to the anatomy and the habitat of an animal.
EC.1.1.1Grades: 9-12	illustrate that energy for life is provided by the sun that is captured by plants through photosynthesis.
EC.1.2.1Grades: 9-12	explain the chemical components of biological processes such as photosynthesis, respiration, nitrogen fixation, or decomposition.

ENS.1.1.4Grades: 9-12	recognize that energy for life is provided by the sun and is captured by plants through photosynthesis.
ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
LS.3.1.1Grades: 9-12	identify the cell organelles in which photosynthesis and respiration occur, given diagrams or descriptions.
LS.3.1.2Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given equations.
LS.3.3.1Grades: 9-12	analyze the relationship between photosynthesis and respiration, given diagrams and descriptions.
SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
SR.4.1.2Grades: 9-12	collect data with hand-held technology.

APPENDIX D

Special Education Forms and Timeline

Memphis School of Excellence

CONSENT FOR FULL AND INDIVIDUAL INITIAL EVALUATION/RE-EVALUATION
CONSENTIMIENTO PARA UNA EVALUACIÓN (INICIAL EXTENSA E INDIVIDUAL) O RE EVALUATIÓN

Student/*Estudiante*: _____ Student #/# *del Estudiante*: _____
School/*Escuela:* _____ Grade/*Grado*_____ Date of Birth/*Fecha de Nacimiento:* _____

You have received the NOTICE OF FULL AND INDIVIDUAL EVALUATION/RE-EVALUATION/*Usted ha recibido el AVISO DE LA EVALUACIÓN (INICIAL EXTENSA E INDIVIDUAL)/RE EVALUATIÓN.*

We need your permission to conduct the evaluations or tests indicated for the reasons described in the Notice./*Necesitamos su permiso para llevar a cabo las evaluaciones o exámenes indicados por las razones descritas en este formulario.*

Please check the appropriate box by each statement, sign your name and date and return this form to the school as soon as possible/*Favor de marcar donde corresponda, firmar su nombre, poner la fecha y regresar este formulario a la escuela, tan pronto como sea posible.*

___Yes/*Si* __No I have been fully informed and understand the evaluation process and why it has been recommended for my child/me./*He sido totalmente informado y entiendo el proceso de la evaluación y el por qué ha sido recomendada para mi hijo(a)/o para mi.*

___Yes/*Si* ___No I have been given the name and telephone number of a school staff member and other agencies I may call if I want more information or if I have my questions./*Se me ha entregado el nombre y el número de teléfono de un miembro del personal de la escuela y de otras agencies a quien puedo llamar si deseo más información o si tengo alguna pregunta.* If no please explain:/*Si marca no, favor de explicar:*

___Yes/*Si* ___No I give my permission for the evaluation that has been recommended for my child/me./*Doy mi permiso para la evaluación que ha sido recomendada para mi hijo(a)/o para mi.* If no please explain:/*Si marca no, favor de explicar:*

___Yes/*Si* ___No I understand that my consent is voluntary and may be revoked at any time. However, the revocation is not retroactive./ *Yo entiendo que mi consentimiento es voluntario y puede ser revocado en cualquier momento. Sin embargo, la revocacion no es retroactiva.*

___Yes/*Si* ___No I have been informed in my native language or other mode of communication./*He sido informado(a) en mi idioma natal u otro modo de comunicación.*

___Yes/*Si* ___No I give permission for the evaluation to begin immediately by waiving the required five school day waiting period between notice of evaluation and initiation of the evaluation./*Doy mi permiso para que se inicie la evaluación immediatamente, renunciando al aviso requerido de 5 dias escolares de espera, entre el aviso y el inicio de la evaluación.*

_____ _____
Signature of Parent, guardian, Surrogate Parent, or Adult Student — Date/*Fecha*
Firma del padre, guardian, padre substituto, o estudiante adulto

_____ _____
Signature of Interpreter, if used/*Firma del intérprete si fue utilizado* — Date/*Fecha*

Please return this form to:/*Favor de regresar este formulario a:* _____
School Staff Person/*Personal de la escuela*
at/*a* _____ as soon as possible./*tan pronto como sea posible.*
School/*Escuela*

MEMPHIS SCHOOL OF EXCELLENCE

School Adress, Phone, Fax

ORAL LANGUAGE RATING SCALE

Student Name: _____

DOB: ____/____/_____

	1	2	3	4	5
SENTENCE STRUCTURE	Always uses incomplete sentences with grammatical errors	Frequently uses incomplete sentences and/or numerous grammatical	Uses correct grammar; few errors of omission or incorrect use of prepositions, verb tense or pronouns	Above average oral language; rarely makes grammatical errors	Always speaks in grammatically correct sentences
VOCABULARY ABILITY	Always uses immature or improper vocabulary	Limited vocabulary including primary simple nouns, few precise descriptive words	Adequate vocabulary for age and grade	Above average vocabulary; uses numerous precise descriptive words	High level vocabulary; always uses precise words to convey message; uses abstractions
RECALLING WORD	Unable to call forth exact word	Often gropes forward to express himself	Occasionally searches for correct but adequate for age and grade	Above average ability; rarely hesitates on a word	Always speaks well never hesitates or substitutes words
TELLING STORIES	Unable to tell a comprehensive story	Has difficulty relating ideas in logical sequence	Average ability to tell stories	Above average ability; uses logical sequence	Exceptional ability to relate ideas in a logical meaningful manner
IDEA FORMULATION	Unable to relate isolated facts	Has difficulty relating isolated facts; ideas are isolated and incomplete	Usually relates facts into meaningful ideas; adequate for age and grade	Related facts and ideas well	Outstanding ability in relating facts appropriately
SPEECH	Speech in unintelligible and/or always dysfluent	Speech is difficult to understand; sometimes dysfluent; draws attention to itself	Speech is intelligible; fluent; adequate for age	Speech is usually clear and easy to understand	Speech is always distinct and fluent

Completed by: _____ Date: _____

MEMPHIS SCHOOL OF EXCELLENCE

School Adress, Phone, Fax

BEHAVIOR RATING SCALE

Student Name: _____

DOB: ____/____/_____

1	2	3	4	5
A. COOPERATION Continually disrupts classroom; unable to inhibit responses	Frequently demands the "spotlight"; often speaks out of turn.	Waits his/her turn average for age and grade	Cooperates well; above average	Cooperates without adult encouragement.
B. ATTENTION Is never attentive; very distractible	Rarely listens; attention frequently wanders	Attends adequately for age and grade	Above average; almost always attends	Always attends; long attention span
C. ABILITY TO ORGANIZE Is highly disorganized; very slovenly	Often disorganized in manner of work; inexact, careless	Maintains average organization or work; careful	Above average ability to organize and complete work	Always completes assignments in a highly organized manner
D. ADAPTS TO CHANGE Becomes extremely excitable; totally lacking in self-control	Often over-reacts; new situations are disturbing	Adapts adequately for age and grade	Adapts easily and quickly with confidence	Excellent adaptation, initiative, and independence
E. SOCIAL ACCEPTANCE Avoided by others	Tolerated by others	Liked by others; average for age and grade	Well liked by others	Sought by others
F. ACCEPTS RESPONSIBILITY Rejects responsibility; never initiates activity	Avoids responsibility	Accepts a good portion of responsibility; adequate for age and grade	Enjoys responsibility; above average; volunteers	Seeks responsibility; always takes initiative
G. COMPLETES ASSIGNEMENTS Never finishes even with guidance	Seldom finishes even with guidance	Average ability to follow through on assignments	Above average ability to complete assignments	Always completes assignments without supervision
H. SOCIALIZATION Always rude	Usually disregards feelings of others	Average tactfulness; adequate social skills	Above average tactfulness; socially correct	Always tactful; excellent social skills; never rude

Completed by: _____ Date: _____

Student: _____ Student #: _____ Birth Date: _____

PART III: HEALTH/SOCIOLOGICAL INFORMATION

VISION

Date of most recent screening: _____ Type of screening: _____

Name and position of person conducting screening: _____

☐ within normal limits ☐ without glasses ☐ with glasses
☐ not within normal limits (see report from ophthalmologist or optometrist)

☐Yes ☐No As a result of the screening, is there any indication of a need for further evaluation or adjustment? If yes, explain:

☐Yes ☐No Has any follow-up treatment been recommended? If yes, explain:

HEARING

Date of most recent screening: _____ Type of screening: _____

Name and position of person conducting screening: _____

☐ within normal limits ☐ unaided ☐ aided
☐ not within normal limits (see report from otologist or audiologist)

☐Yes ☐No As a result of the screening, is there any indication of a need for further evaluation or adjustment? If yes, explain:

☐Yes ☐No Has any follow-up treatment been recommended? If yes, explain:

HEALTH

☐Yes ☐No Does this student exhibit any signs of health or medical problems? If yes, cite observations:

☐Yes ☐No Is there a need for further assessment or referral of a medical problem? If yes, explain:

☐Yes ☐No Is this student receiving any medication at school? If yes, specify:

☐Yes ☐No Does this student require adaptive equipment or facility adaptation? If yes, specify:

☐Yes ☐No Does this student come to the clinic frequently with physical complaints (headaches, stomach aches, etc.)? If yes, provide what information you can without compromising confidentiality.

Signature: _____ Position: _____ Date: _____

Student: _____ Student #: _____ Birth Date: _____

SOCIOLOGICAL

☐ Form was sent home for parent to complete
☐ Form was completed by _____ on _____
during a phone conference with _____ relation to child_____
☐ An interpreter was used to assist the family in filling out the form.
Language or mode of communication: _____
Signature of interpreter: _____

FAMILY INFORMATION

Names of Parents/Step Parents/Guardians/Foster Parents with whom the child resides.
_____ Relationship to child _____
_____ Relationship to child _____

Is/are parent(s) employed? __Yes __No If yes, where? _____
Level of education of parents? _____

Number of siblings living in home: _____ Others living in the home: _____

Have there been any recent significant changes in the family, such as moves, births, deaths, illness, etc.)? __Yes __No If yes, please explain.

What is the family's expectation for their child's education? _____
What do they do to support their child's efforts in school? _____

LANGUAGE HISTORY

What languages are spoken in the home?_____
Was this the child's first language?_____
What language(s) does the child speak to his/her parents? _____
What language(s) does the child speak to his/her peers? _____
What language(s) do the parents use to speak to the child? _____
What language(s) do the brothers/sisters use to speak to the student? _____

EDUCATIONAL HISTORY

Has the student always attended school in this school district? ___Yes ___No If no, what other school(s) did the student attend and when?

Year:_____ Grade: ____ School/District:_____
Year:_____ Grade: ____ School/District:_____
Year:_____ Grade: ____ School/District:_____
Year:_____ Grade: ____ School/District:_____
Year:_____ Grade: ____ School/District:_____

Has the student ever been retained? ___Yes ___No If yes, when and why?

Has the student ever attended school outside of the United States? ___Yes __No if yes, please provide the following. Country: _____ Grades attended: _____ Years: _____
Language of Instruction: _____ When did the child enroll in school in the US? _____

Has the student ever been evaluated? ___Yes ___No If yes, by whom? _____
When? _____ Why? _____

Student: _____ Student #: _____ Birth Date: _____

EDUCATIONAL HISTORY (cont.)

Did the child attend pre-school? __Yes __No If yes, where? _____

Does anyone in the family have a history of learning and/or speech problems? ___Yes ___No If yes, please explain. _____

HEALTH HISTORY

Country where student was born: _____

Any significant problems during the pregnancy? ___lack of pre-natal care ___took prescribed drugs or medications ___used other substances, such as cigarettes, alcohol or non-prescriptions drugs __medical complications, serious illnesses or accidents
If any of the above are checked, please provide additional information.

Did the child experience any health complications at or follow birth or during infancy? ___Yes ___No If yes, please explain.

Has the student ever been seriously ill, seriously injured, or hospitalized? ___Yes ___No If yes, please explain.

Has the student had any of the following? __asthma __allergies __ear infections __respiratory infections __convulsions __high fevers __heart problems __kidney problems __head injury __vision problems __hearing problems __other: _____

If any are checked, please provide information related to treatment, prognosis, on going care, etc.

Has the student been given any of the following medical diagnosis' by a medical doctor or licensed psychologist?
__Down's Syndrome __Fragile X __ADD/ADHD __Blindness __Deafness __Developmental Delay
__Prader-Willi Syndrome __Seizure Disorder __Cerebral Palsy __Tourette's Syndrome __Spina Bifida
__Pervasive Developmental Delay __Autism __Fetal Alcohol Syndrome __Bi-Polar Disorder
__Other: _____

If any are checked, is the child currently under a doctor's care or taking medicine other than vitimans? __Yes __No If yes, please provide name of doctor, type of medication.

DE ELOP ENTAL DATA

Did the child go through developmental milestones at an appropriate rate? ___Yes ___No If no, please provide information about delays observed.

If the student appears to have significant articulation problems, check all that apply. ___experienced feeding problems during infancy __used a pacifier __sucked thumb or finger If any are checked, provide information as to how long, and whether or not any are still occurring.

Student: _____ Student #: _____ Birth Date: _____

HOME BEHAVIORS

Never	Seldom	Sometimes	Usually	Skill Area (Home)
				Appears to be happy
				Gets along well with others the same age
				Gets along well with parents
				Gets along well with other adults
				Follows rules and complies with requests at home
				Accepts criticism or correction appropriately
				Gets ready for school without unusual difficulty or delay
				Uses appropriate social language
				Becomes easily frustrated
				Has difficulty sleeping at night
				Appears unusually clumsy
				Normal activity level
				Displays heightened stress in cross cultural interactions

Additional information and/or comments regarding behavior.

PARENTAL CONCERNS

Does the parent have any current concerns regarding their child's progress in school? __Yes __No If yes, specify concerns.

Does the parent have any current concerns regarding their child's behavior in school? __Yes __No If yes, specify concerns.

Does the parent have any current concerns regarding their child's physical health or diagnosed medical needs as they impact their child's progress in school? ___Yes __No If yes, specify concerns.

Is there any other information the family would like to share regarding their child and how the school might be able to help him/her been more successful? ___Yes __No If yes, please specify.

Name of informant: _____ Date: _____

Interviewer: _____

CLASSROOM OBSERVATION

Student: _____ Student #: _____ Age of Student: _____

Name of Observer: _____ Date of Observation: _____ Length of Observation: _____

Campus: _____ Location of Observation: _____

RELEVANT BEHAVIOR(S):

Receptive Language:
☐Yes ☐No During the observation, the student was observed responding to conversation/questions in such a manner that indicated ability to understand what was said to the class or to him. If no, some examples of this problem are:

Expressive Language:
☐Yes ☐No During the observation, the student was observed responding in language that was appropriate for his/her age in vocabulary level, length and complexity of sentences and organization of thought. If no, some examples of this problem are:

Physical Functioning:
☐Yes ☐No During the observation, the student was observed engaging in behaviors that indicated he/she had appropriate vision, hearing and motor coordination. If no, some examples of this problem are:

Behavior:
☐Yes ☐No During the observation, the student demonstrated the following characteristics.

Characteristics	Poor	Below Avg.	Avg.	Above Avg.	Superior	Not Observed
Appropriate social interactions with peers						
Cooperation with teacher requests						
Appropriate work in interactions with peers						
Ability to work independently						
Ability to attend to task for an appropriate period of time						
Appropriate response to praise						
Appropriate response to correction						
Appropriate activity level						

Provide clarifying information regarding observed behaviors for any characteristics checked poor or below average.

Summary: Based on this observation, the relationship of the observed relevant behaviors to the child's academic functioning is:

Relevant Behavior(s)	Academic Areas				
	Reading	L.A.	Math	Sci	SS
Expressive Language					
Receptive Language					
Physical Functioning					
Behavior					

Use the following codes to indicate how each relevant behavior impacts the students academic functioning:
1=Severe Impact 2= Moderate Impact 3= Mild Impact 4= No Impact

Provide clarifying information regarding observed behaviors for any areas with a severe or moderate impact.

Signature: _____ **Position:** _____

EDUCATIONAL SCREENING/EXISTING EVALUATION DATA

Name:	ID#:
Grade:	DOB:

CURRENT CLASSROOM-BASED ASSESSMENTS AND OBSERVATIONS

ATTACH SAMPLES OF STUDENT'S WORK.

What instructional concerns do you have about this student?

- ☐ poor progress acquiring basic reading skills
- ☐ poor progress acquiring basic math skills
- ☐ difficulty in spelling
- ☐ none
- ☐ difficulty producing written work
- ☐ few appropriate cognitive learning strategies
- ☐ other: _____

What behavioral concerns do you have about this student?

- ☐ poor attention and concentration
- ☐ noncompliance with teacher directives
- ☐ excessively high activity level
- ☐ difficulty following directions
- ☐ easily frustrated
- ☐ extreme mood swings
- ☐ difficulty working with peers
- ☐ difficulty staying on task
- ☐ other: _____
- ☐ other: _____

RATE STUDENT'S BEHAVIOR IN EACH OF THE FOLLOWING AREAS:

Circle one: 1=poor 2=below average 3=average 4=above average 5=superior N=not observed
for each section, rating the student's behavior in relation to other students of the same age.

Receptive Language Skills	English	Other:_____
Comprehends word meanings	1 2 3 4 5 N	1 2 3 4 5 N
Follows oral instructions	1 2 3 4 5 N	1 2 3 4 5 N
Comprehends classroom discussion	1 2 3 4 5 N	1 2 3 4 5 N
Remembers information just heard	1 2 3 4 5 N	1 2 3 4 5 N
Expressive Language Skills		
Displays adequate vocabulary	1 2 3 4 5 N	1 2 3 4 5 N
Uses adequate grammar for general understanding	1 2 3 4 5 N	1 2 3 4 5 N
Expresses self fluently when called upon to speak	1 2 3 4 5 N	1 2 3 4 5 N
Relates a sequence of events in order (telling a story)	1 2 3 4 5 N	1 2 3 4 5 N
Organizes and relates ideas and factual information	1 2 3 4 5 N	1 2 3 4 5 N
Emotional / Behavioral / Social		
Generally cooperates or complies with teacher requests	1 2 3 4 5 N	
Adapts to new situations without getting upset	1 2 3 4 5 N	
Accepts responsibility for own actions	1 2 3 4 5 N	
Makes and keeps friends at school	1 2 3 4 5 N	
Works cooperatively with others	1 2 3 4 5 N	
Has an even, usually happy, disposition	1 2 3 4 5 N	
Is pleased with good work	1 2 3 4 5 N	
Initiates activities independently	1 2 3 4 5 N	
Responds appropriately to praise and correction	1 2 3 4 5 N	
Resists becoming discouraged by difficulties or minor setbacks	1 2 3 4 5 N	
Motor Coordination		
Exhibits adequate gross motor coordination	1 2 3 4 5 N	
Displays adequate fine motor coordination	1 2 3 4 5 N	

Academic Characteristics -- Compared to students on same GRADE LEVEL. English/Other _____

Reads aloud material (estimated grade level: _____).	1	2	3	4	5	N
Comprehends material read (estimated grade level: _____).	1	2	3	4	5	N
Performs math computations at expected proficiency (estimated grade level: _____).	1	2	3	4	5	N
Spells material adequately (estimated grade level: _____).	1	2	3	4	5	N
Writes legibly (estimated grade level: _____).	1	2	3	4	5	N
Retains instruction from week to week	1	2	3	4	5	N
Exhibits organization in accomplishing tasks	1	2	3	4	5	N
Completes tasks on time	1	2	3	4	5	N

FOR INITIAL EVALUATION ONLY

Student interventions, services and special programs provided or considered in response to student's problem(s):

	How long?	Currently	Results
☐ Counseling			
☐ School health services			
☐ Title I / Part A (must be provided or considered for students before referral.)			
☐ Bilingual program			
☐ English as a second language strategies			
☐ Local remedial program (specify)			
☐ Others (specify)			

Instructional modifications attempted in response to student's problem(s) include:

	How long?	Currently?	Results
☐ Individual tutoring			
☐ Alternate materials			
☐ Ability grouping			
☐ Changed seat			
☐ Changed class			
☐ Behavior management			
☐ Grading based on basis of individual growth			
☐ Oral tests			
☐ Peer tutoring			
☐ Modified or shortened assignments			
☐ Extra time for completion of work			
☐ Taping written materials			
☐ Spell checkers			
☐ Calculators			
☐ Taped textbooks			
☐ Others (specify)			
☐ English as a second language strategies			
☐ Hands on activities			

☐ YES ☐ NO Does the student exhibit any behaviors in the classroom which might indicate vision or hearing problems? If YES, cite specific observations:

☐ YES ☐ NO Does this student exhibit any signs of a health or medical problem in the classroom? If YES, cite specific observations:

_____ _____

Signature of person completing this section | Position

LETTER TO PARENT

Date/*Fecha:* _____

To Parent of/*A Los Padres de:* _____

From/*Departe:* _____ Campus/*Escuela:* _____

You are invited to attend a meeting to discuss difficulty your child is having progressing in school. Your participation is important so we can work together to help your child be successful.

Esta invitado a una junta para hablar sobre la dificultad que su hijo(a) esta teniendo en su progreso escolar. Su partecipación es importante para poder trabajar juntos y ayudar al progreso de su hijo(a).

The meeting will be/*La junta sera:*

Date of Meeting/*Fecha de Junta:* _____

Time of Meeting/*Hora de la Junta:* _____

Place/*Lugar:* _____

Please contact me should you have any questions at/*Por favor pongase en contacto conmigo si tiene alguna pregunta al* _____

_____ _____

Signature Position

Student: _____ Student #: _____ Birth Date: _____

INTERVENTIONS AND ACCOMMODATIONS

ACCOMMODATIONS/ INTERVENTIONS	DATE BEGAN	FOR HOW LONG	RESULTS
Campus Programs: Parent conferences Tutorials Ability Grouping School Counseling SpEd Services consult Dyslexia Program consult TCAP remediation Section 504 Accommodations consult Campus Reading Intervention Program Summer School Pre-K (if eligible) Extended Day Title I Retention Bilingual/ESL services Speech Therapy Consult _			
Scientific Research Based Intervention Description of Program: (include name of intervention as well as a thorough description of the process) (attach additional pages if needed)			(Describe qualitative and quantitative data which supports skills deficit area and need for special education) (attach additional pages if needed)
Academic: __ altered format of materials __ tape recording of content/materials __ calculators/word processors __ reduced length of assignment __ alternative materials/content __ lower reading level materials __ small group instruction __ note takers/sharing notes __ limited paper/pencil tasks __ modified tests – specify:_____ __ individual instruction __ frequent feedback __ extended time __ word banks __ study aids/manipulatives __ multisensory instruction __ short/repeated directions __ limited response selection __			
Behavior/Environmental: __ contracts __ self-monitoring techniques __ special privileges __ supervision during transitions __ clearly defined rules/limits/routines __ monitor for consistent attendance __ conference w/parent concerning attendance __ organizational aides – specify: _____ __ reduced distracters – specify: _____ __ consultation with counselor __ positive reinforcement __ counseling __preferential seating __			

Student: _____ Student #: _____ Birth Date: _____

Interventions and Accommodations (cont.)

ACCOMMODATIONS/ INTERVENTIONS	DATE BEGAN	FOR HOW LONG	RESULTS
Language Differences __ bilingual/ESL materials __ below level materials __ bilingual/ESL strategies __ vocabulary clarification __			
Speech Related: __ modeled correct pronunciation of sounds __ allowed student to make oral presentations to teacher (instead of in front of class) __ provided adequate wait time for oral responses __ extra work on vocabulary development __			
Health Related: __ allowed use of glasses/hearing aids for adequate period of time after receiving __ allowed use of prescribed medication for adequate period of time after beginning to take __ conference w/parent concerning health issues __ PE accommodations: Specify: _____ __ __			

Other information regarding accommodations/interventions provided, student response to interventions, parent involvement in supporting school efforts, etc. that might provide clarification to the above information.

Summary of Special Education Timelines

"Day" means a calendar day unless otherwise noted.
All timing is found in "Special Education Programs and Services," as adopted by the Tennessee Board of Education on 8-10-07.

Action	*Timeline*	*Time Counted From*	*Exceptions to the Timeline/Other Comments*
Initial evaluation	40 school days	Date of informed parent consent to test	The support team may be the IEP team. Both should include general and special education teachers as well as related service providers. Tests selected should accurately assess aptitude and achievement levels. Placement decisions can't be based on any single test.
IEP initiation meeting	10 days	Date of invitation letter (if going from school to guardian) or from the date of the guardians' letter (if they are initiating the meeting)	Parents may waive 10 days or request a later meeting date. Parents may be given a little as 24 hours notice for a misconduct-driven IEP meeting [34 CFR 300.530(e)].
Age span of SpEd services eligibility	3rd birthday through the school year the student turns 22	student's birth date and system's school year	Federal rule says 3 to 21 years of age for SpEd services
Transition planning for 2 year olds starting public school at 3	90 days before 3rd birthday	Backward from birthday	IEP has to be written prior to placement date
IEP Implementation	Immediately if all IEP team members agreed to placement	IEP meeting	Document any failure to implement the IEP once the meeting has occurred. In the case of disagreement, the placement/eligibility may be frozen for 14 days to allow the parents time to request a due process hearing.
Review of student's special education program, appropriateness of placement, and revisions	At least annually or upon parents' written request	Last IEP Meeting	
Use of foster parent at IEP meeting	must have had an ongoing relationship with the child for 1-year prior to the IEP meeting	whatever constitutes the start of the "ongoing relationship"	Biological/natural parents have to have terminated their right to address the child's educational needs. The foster parent can't have a conflict of interest (such as being a school system employee or relative of the biological parent). These provisions do not include adoptive or surrogate parents.

Action	*Timeline*	*Time Counted From*	*Exceptions to the Timeline/Other Comments*
Other-than-annual IEP meeting	10 school days	From the written request for the meeting	Can be called by any IEP team member if student lack of progress or other reasons warrant
Prior written notice of change in placement	10 school days before proposed action	Date written notice is given to guardians	10 school days does not apply if the placement is remaining the same
Homebound placement	30 school days	start of homebound services	Medical necessity or other extensions have to be reviewed every 30 school days
Reassessment	3 years	Date of current assessment/reassessment	May be more frequent if the situation warrants
Statement of transition service needs (4-year plan)	First IEP prior to 14th birthday or 9th grade entry, annually thereafter	Date of last IEP meeting	IEP team may begin this process earlier if they prefer
Statement of transition services, interagency responsibilities, and linkages.	First IEP meeting after 16th birthday, annually thereafter	Date of last IEP meeting	IEP team may begin this process earlier if they prefer
Removal of SpEd student for school rules violation	Up to 10 school days		Removal may not constitute a change in placement nor may it exceed 10 days during the same school year without SpEd services being provided. The IEP team will need to either create or revise the student's Behavioral Intervention/Support Plan.
Removal to an interim alternative education setting	Up to 45 school days	Date of placement in IAES	Number of days should match nonSpEd students' punishment for the same offense. Tennessee uses the federal rule for this one. It isn't addressed in the state rule.

APPENDIX E

5-Year Budget

PUBLIC CHARTER SCHOOL

FIVE YEAR PLANNING BUDGET DOCUMENT

For Fiscal Years 2010 – 2011

CERTIFICATION OF CHARTER SCHOOL REPRESENTATIVES

This is to certify that the data contained in the *Five Year Planning Budget Document* (pages 1 through 33) has been prepared in accordance with guidelines specified by the Tennessee Department of Education. These guidelines, among other things, require the applicant charter school to "provide a realistic, line-item estimate of the revenues and expenditures for operating the [charter] school from approval through the fifth year of operation."

****

Signature of Charter School Superintendent/Director*	December 8, 2009 Date
Signature of Charter School Board Chairperson	December 8, 2009 Date

* Individual responsible for the day-to-day operations of the charter school who, among other things, is responsible for budget monitoring and compliance.

ED-5143 (Rev 9-2005)

Attachment Z

CHARTER SCHOOL FIVE YEAR PLANNING BUDGET

Memphis School of Excellence

	ACCOUNT NO.	ESTIMATED REVENUES AND OTHER SOURCES EXPENDITURES (APPROPRIATIONS) AND OTHER USES	Year 1	Year 2	Year 3	Year 4	Year 5	
1		**ESTIMATED REVENUES AND OTHER SOURCES**						1
2	43000	Charges for Current Services	32,832	37,993	43,200	51,120	51,120	2
3	44000	Other Local Revenues	42,000	42,538	44,000	48,500	48,500	3
4	46500	State Education Funds	-	-	-	-	-	4
5	46800	Other State Revenues	-	-	-	-	-	5
6	47100	Federal Funds Received Thru State	245,258	281,164	316,929	371,460	371,460	6
7	47600	Direct Federal Revenues	-	-	-	-	-	7
8	49000	Other Sources	2,248,458	2,537,500	2,960,000	3,562,500	3,740,625	8
9								9
10	14100	**TOTAL ESTIMATED REVENUES & OTHER SOURCES**	2,568,548	2,899,195	3,364,129	4,033,580	4,211,705	10
11								11
12	30000	Reserves and/or Fund Balances	-	110,527	257,266	332,643	409,022	12
13								13
14		**TOTAL AVAILABLE FUNDS**	2,568,548	3,009,722	3,621,395	4,366,223	4,620,727	14
15								15
16								16
17								17
18								18
19								19
20								20
21								21
22								22
23								23
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30								30
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32								32
33								33
34								34
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36								36
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39								39
40								40

	ACCOUNT NO.	ESTIMATED REVENUES AND OTHER SOURCES EXPENDITURES (APPROPRIATIONS) AND OTHER USES	Year 1	Year 2	Year 3	Year 4	Year 5	
1		**EXPENDITURES (APPROPRIATIONS)**						1
2		**Instruction**						2
3	71100	Regular Instruction Program	1,047,214	1,224,049	1,573,647	2,077,658	2,102,009	3
4	71150	Alternative Instruction Program	-	-	-	-	-	4
5	71200	Special Education Program	94,846	136,265	170,712	181,678	185,746	5
6	71300	Vocational Education Program	-	-	-	-	-	6
7	71400	Student Body Education Program	-	-	-	-	-	7
8		**Support Services**						8
9	72110	Attendance	-	-	-	-	-	9
10	72120	Health Services	53,864	50,211	51,696	53,519	54,881	10
11	72130	Other Student Support	75,581	75,140	78,746	80,400	82,105	11
12	72210	Regular Instruction Program	61,752	56,175	57,372	58,606	59,876	12
13	72215	Alternative Instruction Program	-	-	-	-	-	13
14	72220	Special Education Program	-	-	-	-	-	14
15	72230	Vocational Education Program	-	-	-	-	-	15
16	72310	Board of Education	37,000	37,000	37,000	37,000	37,000	16
17	72320	Office of Superintendent	-	-	-	-	-	17
18	72410	Office of Principal	244,752	323,656	372,315	382,599	393,429	18
19	72510	Fiscal Services	58,304	58,190	59,617	61,089	62,603	19
20	72610	Operation of Plant	361,832	422,467	480,631	563,820	594,539	20
21	72620	Maintenance of Plant	40,000	40,000	46,000	52,000	58,000	21
22	72710	Transportation	-	-	-	-	-	22
23	72810	Central and Other	62,796	65,106	67,416	69,726	72,036	23
24		**Operation of Non-Instructional Services**						24
25	73100	Food Service	212,980	264,197	293,600	339,107	341,287	25
26	73300	Community Services	-	-	-	-	-	26
27	73400	Early Childhood Education	-	-	-	-	-	27
28	76100	Regular Capital Outlay	-	-	-	-	-	28
29	80000	Education Debt Services	107,100	-	-	-	-	29
30	91300	Education Capital Projects	-	-	-	-	-	30
31	99000	Other Uses (Transfers)	-	-	-	-	-	31
32								32
33		**TOTAL EXPENDITURES (APPROPRIATIONS)**	2,458,021	2,752,456	3,288,752	3,957,202	4,043,511	33
34		*Check should be 0	-	-	-	-	-	34
35								35
36								36
37								37
38								38
39								39
40								40

	ACCOUNT NO.	ESTIMATED REVENUES	Year 1	Year 2	Year 3	Year 4	Year 5	
1	43000	Charges for Current Services						1
2	43500	Education Charges						2
3	43511	Tuition - Regular Day Students	-	-	-	-	-	3
4	43513	Tuition - Summer School	-	-	-	-	-	4
5	43515	Tuition - Other State Systems	-	-	-	-	-	5
6	43516	Tuition - Out of State Systems	-	-	-	-	-	6
7	43517	Tuition - Other	-	-	-	-	-	7
8	43521	Lunch Payments - Children	20,520	23,746	27,000	31,950	31,950	8
9	43522	Lunch Payments - Adults	-	-	-	-	-	9
10	43523	Income from Breakfast	12,312	14,247	16,200	19,170	19,170	10
11	43524	Special Milk Sales	-	-	-	-	-	11
12	43525	Ala Carte Sales	-	-	-	-	-	12
13	43541	Contract for Adm. Services With Other LEA's	-	-	-	-	-	13
14	43542	Contract for Inst. Services With Other LEA's	-	-	-	-	-	14
15	43543	Contract for Student Support Services with Other LEA's	-	-	-	-	-	15
16	43544	Contract for Instructional Staff Support with Other LEA's	-	-	-	-	-	16
17	43545	Contract for Operation & Maint. Services with Other LEA's	-	-	-	-	-	17
18	43546	Contract for Food Services with Other LEA's	-	-	-	-	-	18
19	43547	Contract for Non-Instructional Services with Other LEA's	-	-	-	-	-	19
20	43551	School Based Health (FFS)	-	-	-	-	-	20
21	43570	Receipts from Individual Schools	-	-	-	-	-	21
22	43581	Community Service Fees - Children (Day Care)	-	-	-	-	-	22
23	43583	TBI Criminal Background Fee	-	-	-	-	-	23
24	43990	Other Charges for Services	-	-	-	-	-	28
25								29
26	43000	Total Charges for Current Services	32,832	37,993	43,200	51,120	51,120	30
27								31
28	44000	Other Local Revenues						28
29	44100	Recurring Items						29
30	44110	Investment Income	-	-	-	-	-	30
31	44120	Lease/Rentals	-	-	-	-	-	31
32	44130	Sale of Materials & Supplies	18,000	21,000	24,000	28,500	28,500	32
33	44170	Miscellaneous Refunds	-	-	-	-	-	33
34	44500	Nonrecurring Items						34
35	44520	Insurance Recovery	-	-	-	-	-	35
36	44530	Sale of Equipment	-	-	-	-	-	36
37	44540	Sale of Property	-	-	-	-	-	37
38	44560	Damages Recovered from Individuals	-	-	-	-	-	38
39	44570	Contributions & Gifts	24,000	21,538	20,000	20,000	20,000	39
40	44990	Other Local Revenue	-	-	-	-	-	40
41								41
42	44000	Total Other Local Revenues	42,000	42,538	44,000	48,500	48,500	42

	ACCOUNT NO.	ESTIMATED REVENUES	Year 1	Year 2	Year 3	Year 4	Year 5	
1	46000	State of Tennessee						1
2	46500	State Education Funds						2
3	46511	Basic Education Program	-	-	-	-	-	3
4	46515	Early Childhood Education	-	-	-	-	-	4
5	46520	School Food Service	-	-	-	-	-	5
6	46550	Driver Education	-	-	-	-	-	6
7	46590	Other State Education Funds	-	-	-	-	-	7
8	46610	Career Ladder	-	-	-	-	-	8
9	46612	Career Ladder - Extended Contract	-	-	-	-	-	9
10	46790	Other Vocational	-	-	-	-	-	10
11								11
12	46500	Total State Education Funds	-	-	-	-	-	12
13								13
14	46800	Other State Revenues						14
15	46980	Other State Grants	-	-	-	-	-	15
16	46990	Other State Revenues	-	-	-	-	-	16
17								17
18	46800	Total Other State Revenues	-	-	-	-	-	18
19								19
20	47000	Federal Government						20
21	47100	Federal through State						21
22	47111	USDA School Lunch Program	110,168	129,157	147,204	173,160	173,160	22
23	47113	Breakfast	58,590	62,757	67,725	77,175	77,175	23
24	47114	USDA - Other	-	-	-	-	-	24
25	47131	Vocational Education Basic Grants to States	-	-	-	-	-	25
26	47139	Other Vocational	-	-	-	-	-	26
27	47141	Title I - Grants to Local Education Agencies	76,500	89,250	102,000	121,125	121,125	27
28	47142	Title VI - Innovative Education Program Strategies	-	-	-	-	-	28
29	47143	Special Education Grants to the States - IDEA	-	-	-	-	-	29
30	47145	Special Education Preschool Grants	-	-	-	-	-	30
31	47189	Title II - Eisenhower Professional Development State Grants	-	-	-	-	-	31
32	47590	Other Federal Through State				-	-	32
33								33
34	47100	Total Federal Through State	245,258	281,164	316,929	371,460	371,460	34
35								35
36								36
37								37
38								38
39								39
40								40

	ACCOUNT NO.	ESTIMATED REVENUES	Year 1	Year 2	Year 3	Year 4	Year 5	
1								1
2	47600	Direct Federal Revenues						2
3	47640	ROTC Reimbursement	-	-	-	-	-	3
4	47650	Energy Grant	-	-	-	-	-	4
5	47990	Other Direct Federal Revenues	-	-	-	-	-	5
6								6
7	47600	Total Direct Federal Government	-	-	-	-	-	7
8								8
9	47000	Total Federal Government	245,258	281,164	316,929	371,460	371,460	9
10								10
11	140000	**TOTAL ESTIMATED REVENUES**	320,090	361,695	404,129	471,080	471,080	11
12								12
13	49000	Other Sources						13
14	49100	Bond Issued	-	-	-	-	-	14
15	49200	Note Issued	-	-	-	-	-	15
16	49300	Capitalized Leases Issued	-	-	-	-	-	16
17	49400	Refunding Debt Issued	-	-	-	-	-	17
18	49500	Other Loans Issued	102,000	-	-	-	-	18
19	49800	Transfers In (complete schedule below) *	2,146,458	2,537,500	2,960,000	3,562,500	3,740,625	19
20	49810	City General Fund Transfers (complete schedule below)	-	-	-	-	-	20
21								21
22	49000	Total Other Sources	2,248,458	2,537,500	2,960,000	3,562,500	3,740,625	22
23								23
24								24
25	14100	**TOTAL ESTIMATED REVENUES AND OTHER SOURCES**	2,568,548	2,899,195	3,364,129	4,033,580	4,211,705	25
26								26
27		* Payments from LEA for Charter School support.						27
28								28
29								29
30								30
31								31
32								32
33								33
34								34
35								35
36								36
37								37
38								38
39								39
40								40

ACCOUNT NO.	ESTIMATED REVENUES	Year 1	Year 2	Year 3	Year 4	Year 5

SCHEDULE OF TRANSFERS

FUND #	PURPOSE	FROM FUND	TO FUND	AMOUNT
	MCS per-pupil is entered to transfer in.			-
				-
				-
				-
				-
				-
				-
				-
				-
				-
				-
				-
				-
				-
				-
				-
				-

	ACCOUNT NO.	RESERVES AND/OR FUND BALANCES BEGINNING-OF-YEAR	Year 1	Year 2	Year 3	Year 4	Year 5	
1	34000	**RESERVES AND/OR FUND BALANCE BEGINNING OF YEAR**						1
2								2
3		LOCAL RESERVES						3
4	34210	Reserved for Unemployment Compensation	-	-	-	-	-	4
5	34230	Reserved for Food Service	-	-	-	-	-	5
6	34290	Other Local Education Reserves	-	-	-	-	-	6
7								7
8		STATE RESERVES						8
9	34340	Reserved for Driver Education	-	-	-	-	-	9
10	34379	Reserved for Career Ladder Extended Contract	-	-	-	-	-	10
11	34380	Reserved for Career Ladder Program	-	-	-	-	-	11
12	34385	Reserved for Early Childhood Education	-	-	-	-	-	12
13	34386	Reserved for Basic Education Program	-	-	-	-	-	13
14	34390	Other State Education Reserves	-	-	-	-	-	14
15								15
16		FEDERAL RESERVES						16
17	34410	Reserved for Title I - Grants to Local Education Agencies	-	-	-	-	-	17
18	34420	Reserved for Title VI - Innovative Ed. Program Strategies	-	-	-	-	-	18
19	34430	Reserved for Special Education-Grants to States - IDEA	-	-	-	-	-	19
20	34440	Other Federal Reserves	-	-	-	-	-	20
21								21
22		DESIGNATED FUND BALANCE						22
23	35110	Designated for Purpose #1	-	-	-	-	-	23
24	35120	Designated for Purpose #2	-	-	-	-	-	24
25	35130	Designated for Purpose #3	-	-	-	-	-	25
26	35140	Designated for Purpose #4	-	-	-	-	-	26
27	35150	Designated for Purpose #5	-	-	-	-	-	27
28								28
29	39000	Undesignated Fund Balance	-	110,527	257,266	332,643	409,022	29
30								30
31	30000	**TOTAL RESERVES AND/OR FUND BALANCES END OF YEAR**	-	110,527	257,266	332,643	409,022	31
32								32
33		**TOTAL AVAILABLE FUNDS**	2,568,548	3,009,722	3,621,395	4,366,223	4,620,727	33
34								34
35								35
36								36
37								37
38								38
39								39
40								40

	ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1		INSTRUCTION - 71000						1
2		REGULAR INSTRUCTION PROGRAM (71100)						2
3	71100 116	Teachers	588,000	778,680	1,069,440	1,472,000	1,516,160	3
4	71100 117	Career Ladder Program	-	-	-	-	-	4
5	71100 127	Career Ladder Extended Contracts	-	-	-	-	-	5
6	71100 128	Homebound Teachers	-	-	-	-	-	6
7	71100 162	Clerical Personnel	-	-	-	-	-	7
8	71100 163	Educational Assistants	-	-	-	-	-	8
9	71100 189	Other Salaries & Wages	-	-	-	-	-	9
10	71100 195	Certified Substitute Teachers	-	-	-	-	-	10
11	71100 198	Non-Certified Substitute Teachers	8,000	10,000	13,000	19,000	19,000	11
12	71100 201	Social Security	45,594	60,334	82,807	114,062	117,440	12
13	71100 204	State Retirement	38,263	50,633	69,492	95,722	98,547	13
14	71100 206	Life Insurance	3,719	4,921	6,754	9,304	9,579	14
15	71100 207	Medical Insurance	57,344	69,632	81,920	102,400	105,472	15
16	71100 208	Dental Insurance	-	-	-	-	-	16
17	71100 210	Unemployment Compensation	2,646	3,402	4,536	6,048	6,048	17
18	71100 212	Employer Medicare	8,648	11,447	15,698	21,622	22,263	18
19	71100 299	Other Fringe Benefits	-	-	-	-	-	19
20	71100 311	Contracts with Other School Systems	-	-	-	-	-	20
21	71100 330	Operating Lease Payments	5,000	5,000	10,000	10,000	10,000	21
22	71100 336	Maintenance & Repair Services - Equipment	-	-	-	-	-	22
23	71100 356	Tuition	-	-	-	-	-	23
24	71100 369	Contracts for Substitute Teachers - Certified	-	-	-	-	-	24
25	71100 370	Contracts for Substitute Teachers - Non-Certified	-	-	-	-	-	25
26	71100 399	Other Contracted Services	-	-	-	-	-	26
27	71100 429	Instructional Supplies & Materials	30,000	35,000	40,000	47,500	47,500	27
28	71100 449	Textbooks	135,000	90,000	75,000	75,000	75,000	28
29	71100 499	Other Supplies & Materials	20,000	25,000	25,000	25,000	25,000	29
30	71100 535	Fee Waivers	-	-	-	-	-	30
31	71100 599	Other Charges	-	-	-	-	-	31
32	71100 722	Regular Instruction Equipment	105,000	80,000	80,000	80,000	50,000	32
33								33
34								34
35	71100	TOTAL REGULAR INSTRUCTION PROGRAM	1,047,214	1,224,049	1,573,647	2,077,658	2,102,009	35
36								36
37								37
38								38
39								39
40								40

	ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1		INSTRUCTION - 71000						1
2		ALTERNATIVE INSTRUCTION PROGRAM (71150)						2
3	71150 116	Teachers	-	-	-	-	-	3
4	71150 117	Career Ladder Program	-	-	-	-	-	4
5	71150 127	Career Ladder Extended Contracts	-	-	-	-	-	5
6	71150 128	Homebound Teachers	-	-	-	-	-	6
7	71150 162	Clerical Personnel	-	-	-	-	-	7
8	71150 163	Educational Assistants	-	-	-	-	-	8
9	71150 189	Other Salaries & Wages	-	-	-	-	-	9
10	71150 195	Certified Substitute Teachers	-	-	-	-	-	10
11	71150 198	Non-Certified Substitute Teachers	-	-	-	-	-	11
12	71150 201	Social Security	-	-	-	-	-	12
13	71150 204	State Retirement	-	-	-	-	-	13
14	71150 206	Life Insurance	-	-	-	-	-	14
15	71150 207	Medical Insurance	-	-	-	-	-	15
16	71150 208	Dental Insurance	-	-	-	-	-	16
17	71150 210	Unemployment Compensation	-	-	-	-	-	17
18	71150 212	Employer Medicare	-	-	-	-	-	18
19	71150 299	Other Fringe Benefits	-	-	-	-	-	19
20	71150 311	Contracts with Other School Systems	-	-	-	-	-	20
21	71150 330	Operating Lease Payments	-	-	-	-	-	21
22	71150 336	Maintenance & Repair Services - Equipment	-	-	-	-	-	22
23	71150 356	Tuition	-	-	-	-	-	23
24	71150 369	Contracts for Substitute Teachers - Certified	-	-	-	-	-	24
25	71150 370	Contracts for Substitute Teachers - Non-Certified	-	-	-	-	-	25
26	71150 399	Other Contracted Services	-	-	-	-	-	26
27	71150 429	Instructional Supplies & Materials	-	-	-	-	-	27
28	71150 449	Textbooks	-	-	-	-	-	28
29	71150 499	Other Supplies & Materials	-	-	-	-	-	29
30	71150 535	Fee Waivers	-	-	-	-	-	30
31	71150 599	Other Charges	-	-	-	-	-	31
32	71150 790	Other Equipment	-	-	-	-	-	32
33								33
34								34
35	71150	TOTAL ALTERNATIVE INSTRUCTION PROGRAM	-	-	-	-	-	35
36								36
37								37
38								38
39								39
40								40

	ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1		INSTRUCTION - 71000						1
2		SPECIAL EDUCATION PROGRAM (71200)						2
3	71200 116	Teachers	48,000	74,160	100,000	103,000	106,090	3
4	71200 117	Career Ladder Program	-	-	-	-	-	4
5	71200 127	Career Ladder Extended Contracts	-	-	-	-	-	5
6	71200 128	Homebound Teachers	-	-	-	-	-	6
7	71200 162	Clerical Personnel	-	-	-	-	-	7
8	71200 163	Educational Assistants	-	-	-	-	-	8
9	71200 189	Other Salaries & Wages						9
10	71200 195	Certified Substitute Teachers	-	-	-	-	-	10
11	71200 198	Non-Certified Substitute Teachers	-	-	-	-	-	11
12	71200 201	Social Security	3,672	5,673	7,650	7,879	8,115	12
13	71200 204	State Retirement	3,082	4,761	6,420	6,613	6,811	13
14	71200 206	Life Insurance	-	-	-	-	-	14
15	71200 207	Medical Insurance	4,096	4,096	8,192	8,192	8,192	15
16	71200 208	Dental Insurance	-	-	-	-	-	16
17	71200 210	Unemployment Compensation	500	500	1,000	1,000	1,000	17
18	71200 212	Employer Medicare	696	1,075	1,450	1,494	1,538	18
19	71200 299	Other Fringe Benefits	-	-	-	-	-	19
20	71200 310	Contracts W/Other Public Agencies	-	-	-	-	-	20
21	71200 311	Contracts W/Other School Systems	-	-	-	-	-	21
22	71200 312	Contracts W/Private Agencies	12,000	17,000	20,000	25,000	25,000	22
23	71200 322	Evaluation & Testing	8,400	12,000	13,000	15,000	15,000	23
24	71200 330	Operating Lease Payments	-	-	-	-	-	24
25	71200 336	Maintenance & Repair Services - Equipment	-	-	-	-	-	25
26	71200 356	Tuition	-	-	-	-	-	26
27	71200 369	Contracts for Substitute Teachers - Certified	-	-	-	-	-	27
28	71200 370	Contracts for Substitute Teachers - Non-Certified	-	-	-	-	-	28
29	71200 399	Other Contracted Services	-	-	-	-	-	29
30	71200 429	Instructional Supplies & Materials	2,400	3,000	3,000	3,500	4,000	30
31	71200 449	Textbooks	6,000	7,000	5,000	5,000	5,000	31
32	71200 499	Other Supplies & Materials	-	-	-	-	-	32
33	71200 535	Fee Waivers	-	-	-	-	-	33
34	71200 599	Other Charges	-	-	-	-	-	34
35	71200 725	Special Education Equipment	6,000	7,000	5,000	5,000	5,000	35
36								36
37	71200	TOTAL SPECIAL EDUCATION PROGRAM	94,846	136,265	170,712	181,678	185,746	37
38								38
39								39
40								40

	ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1		INSTRUCTION - 71000						1
2		VOCATIONAL EDUCATION PROGRAM (71300)						2
3	71300 116	Teachers	-	-	-	-	-	3
4	71300 117	Career Ladder Program	-	-	-	-	-	4
5	71300 127	Career Ladder Extended Contracts	-	-	-	-	-	5
6	71300 162	Clerical Personnel	-	-	-	-	-	6
7	71300 163	Educational Assistants	-	-	-	-	-	7
8	71300 189	Other Salaries & Wages	-	-	-	-	-	8
9	71300 195	Certified Substitute Teachers	-	-	-	-	-	9
10	71300 198	Non-Certified Substitute Teachers	-	-	-	-	-	10
11	71300 201	Social Security	-	-	-	-	-	11
12	71300 204	State Retirement	-	-	-	-	-	12
13	71300 206	Life Insurance	-	-	-	-	-	13
14	71300 207	Medical Insurance	-	-	-	-	-	14
15	71300 208	Dental Insurance	-	-	-	-	-	15
16	71300 210	Unemployment Compensation	-	-	-	-	-	16
17	71300 212	Employer Medicare	-	-	-	-	-	17
18	71300 299	Other Fringe Benefits	-	-	-	-	-	18
19	71300 311	Contracts W/Other School Systems	-	-	-	-	-	19
20	71300 330	Operating Lease Payments	-	-	-	-	-	20
21	71300 336	Maintenance & Repair Services - Equipment	-	-	-	-	-	21
22	71300 356	Tuition	-	-	-	-	-	22
23	71300 369	Contracts for Substitute Teachers - Certified	-	-	-	-	-	23
24	71300 370	Contracts for Substitute Teachers - Non-Certified	-	-	-	-	-	24
25	71300 399	Other Contracted Services	-	-	-	-	-	25
26	71300 429	Instructional Supplies & Materials	-	-	-	-	-	26
27	71300 448	T & I Construction Materials	-	-	-	-	-	27
28	71300 449	Textbooks	-	-	-	-	-	28
29	71300 499	Other Supplies & Materials	-	-	-	-	-	29
30	71300 535	Fee Waivers	-	-	-	-	-	30
31	71300 599	Other Charges	-	-	-	-	-	31
32	71300 730	Vocational Instruction Equipment	-	-	-	-	-	32
33								33
34								34
35	71300	TOTAL VOCATIONAL EDUCATION PROGRAM	-	-	-	-	-	35
36								36
37								37
38								38
39								39
40								40

	ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1		INSTRUCTION - 71000						1
2		STUDENT BODY EDUCATION PROGRAM (71400)						2
3								3
4	71400 189	Other Salaries & Wages	-	-	-	-	-	4
5	71400 201	Social Security	-	-	-	-	-	5
6	71400 204	State Retirement	-	-	-	-	-	6
7	71400 206	Life Insurance	-	-	-	-	-	7
8	71400 207	Medical Insurance	-	-	-	-	-	8
9	71400 208	Dental Insurance	-	-	-	-	-	9
10	71400 210	Unemployment Compensation	-	-	-	-	-	10
11	71400 212	Employer Medicare	-	-	-	-	-	11
12	71400 299	Other Fringe Benefits	-	-	-	-	-	12
13	71400 399	Other Contracted Services	-	-	-	-	-	13
14	71400 429	Instructional Supplies and Materials	-	-	-	-	-	14
15	71400 449	Textbooks	-	-	-	-	-	15
16	71400 499	Other Supplies & Materials	-	-	-	-	-	16
17	71400 599	Other Charges	-	-	-	-	-	17
18	71400 790	Other Equipment	-	-	-	-	-	18
19								19
20	71400	TOTAL STUDENT BODY EDUCATION PROGRAM	-	-	-	-	-	20
21								21
22								22
23								23
24								24
25								25
26								26
27								27
28								28
29								29
30								30
31								31
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33								33
34								34
35								35
36								36
37								37
38								38
39								39
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	ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1		SUPPORT SERVICES - 72000						1
2		STUDENTS (72100)						2
3		ATTENDANCE (72110)						3
4								4
5	72110 105	Supervisor/Director	-	-	-	-	-	5
6	72110 117	Career Ladder Program	-	-	-	-	-	6
7	72110 127	Career Ladder Extended Contracts	-	-	-	-	-	7
8	72110 130	Social Workers	-	-	-	-	-	8
9	72110 162	Clerical Personnel	-	-	-	-	-	9
10	72110 189	Other Salaries & Wages	-	-	-	-	-	10
11	72110 201	Social Security	-	-	-	-	-	11
12	72110 204	State Retirement	-	-	-	-	-	12
13	72110 206	Life Insurance	-	-	-	-	-	13
14	72110 207	Medical Insurance	-	-	-	-	-	14
15	72110 208	Dental Insurance	-	-	-	-	-	15
16	72110 210	Unemployment Compensation	-	-	-	-	-	16
17	72110 212	Employer Medicare	-	-	-	-	-	17
18	72110 299	Other Fringe Benefits	-	-	-	-	-	18
19	72110 317	Data Processing Services	-	-	-	-	-	19
20	72110 336	Maintenance & Repair Services - Equipment	-	-	-	-	-	20
21	72110 355	Travel	-	-	-	-	-	21
22	72110 399	Other Contracted Services	-	-	-	-	-	22
23	72110 499	Other Supplies & Materials	-	-	-	-	-	23
24	72110 524	In-Service/Staff Development	-	-	-	-	-	24
25	72110 599	Other Charges	-	-	-	-	-	25
26	72110 704	Attendance Equipment	-	-	-	-	-	26
27								27
28								28
29	72110	TOTAL ATTENDANCE	-	-	-	-	-	29
30								30
31								31
32								32
33								33
34								34
35								35
36								36
37								37
38								38
39								39
40								40

	ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1		SUPPORT SERVICES - 72000						1
2		STUDENTS (72100)						2
3		HEALTH SERVICES (72120)						3
4								4
5	72120 131	Medical Personnel	35,000	36,050	37,132	38,246	39,393	5
6	72120 189	Other Salaries & Wages	-	-	-	-	-	6
7	72120 201	Social Security	2,678	2,758	2,841	2,926	3,014	7
8	72120 204	State Retirement	3,164	3,259	3,357	3,457	3,561	8
9	72120 206	Life Insurance	218	225	232	239	246	9
10	72120 207	Medical Insurance	4,096	4,096	4,096	4,096	4,096	10
11	72120 208	Dental Insurance	-	-	-	-	-	11
12	72120 210	Unemployment Compensation	500	500	500	500	500	12
13	72120 212	Employer Medicare	508	523	538	555	571	13
14	72120 299	Other Fringe Benefits	-	-	-	-	-	14
15	72120 336	Maintenance & Repair Services - Equipment	-	-	-	-	-	15
16	72120 355	Travel	-	-	-	-	-	16
17	72120 399	Other Contracted Services	-	-	-	-	-	17
18	72120 413	Drugs & Medical Supplies	1,200	1,300	1,500	2,000	2,000	18
19	72120 499	Other Supplies & Materials	-	-	-	-	-	19
20	72120 524	In-Service/Staff Development	500	500	500	500	500	20
21	72120 599	Other Charges	-	-	-	-	-	21
22	72120 735	Health Equipment	6,000	1,000	1,000	1,000	1,000	22
23								23
24								24
25	72120	TOTAL HEALTH SERVICES	53,864	50,211	51,696	53,519	54,881	25
26								26
27								27
28								28
29								29
30								30
31								31
32								32
33								33
34								34
35								35
36								36
37								37
38								38
39								39
40								40

	ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1		SUPPORT SERVICES - 72000						1
2		STUDENTS (72100)						2
3		OTHER STUDENT SUPPORT (72130)						3
4	72130 117	Career Ladder Program						4
5	72130 123	Guidance Personnel	45,000	46,350	47,741	49,173	50,648	5
6	72130 124	Psychological Personnel	-	-	-	-	-	6
7	72130 127	Career Ladder - Extended Contracts	-	-	-	-	-	7
8	72130 130	Social Workers	-	-	-	-	-	8
9	72130 135	Assessment Personnel	-	-	-	-	-	9
10	72130 161	Secretary(s)	-	-	-	-	-	10
11	72130 162	Clerical Personnel	-	-	-	-	-	11
12	72130 164	Attendants	-	-	-	-	-	12
13	72130 170	School Resource Officer	-	-	-	-	-	13
14	72130 189	Other Salaries & Wages	-	-	-	-	-	14
15	72130 201	Social Security	3,443	3,546	3,652	3,761	3,875	15
16	72130 204	State Retirement	2,889	2,976	3,065	3,157	3,252	16
17	72130 206	Life Insurance	-	-	-	-	-	17
18	72130 207	Medical Insurance	4,096	4,096	4,096	4,096	4,096	18
19	72130 208	Dental Insurance	-	-	-	-	-	19
20	72130 210	Unemployment Compensation	500	500	500	500	500	20
21	72130 212	Employer Medicare	653	672	692	713	734	21
22	72130 299	Other Fringe Benefits	-	-	-	-	-	22
23	72130 309	Contracts with Government Agencies	-	-	-	-	-	23
24	72130 311	Contracts with Other School Systems	-	-	-	-	-	24
25	72130 322	Evaluation & Testing	12,000	15,000	17,000	17,000	17,000	25
26	72130 336	Maintenance & Repair Services - Equipment	-	-	-	-	-	26
27	72130 355	Travel	-	-	-	-	-	27
28	72130 399	Other Contracted Services	-	-	-	-	-	28
29	72130 499	Other Supplies & Materials	-	-	-	-	-	29
30	72130 524	In-Service/Staff Development	1,000	1,000	1,000	1,000	1,000	30
31	72130 599	Other Charges	-	-	-	-	-	31
32	72130 790	Other Equipment	6,000	1,000	1,000	1,000	1,000	32
33								33
34								34
35	72130	TOTAL OTHER STUDENT SUPPORT	75,581	75,140	78,746	80,400	82,105	35
36								36
37								37
38								38
39								39
40								40

	ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1		SUPPORT SERVICES - 72000						1
2		INSTRUCTIONAL STAFF (72200)						2
3		REGULAR INSTRUCTION PROGRAM (72210)						3
4	72210 105	Supervisor/Director	-	-	-	-	-	4
5	72210 117	Career Ladder Program	-	-	-	-	-	5
6	72210 127	Career Ladder Extended Contracts	-	-	-	-	-	6
7	72210 129	Librarian(s)	32,000	35,000	36,050	37,132	38,245	7
8	72210 132	Material Supervisor(s)	-	-	-	-	-	8
9	72210 136	Audiovisual Personnel	-	-	-	-	-	9
10	72210 137	Education Media Personnel	-	-	-	-	-	10
11	72210 138	Instructional Computer Personnel	-	-	-	-	-	11
12	72210 161	Secretary(s)	-	-	-	-	-	12
13	72210 162	Clerical Personnel	-	-	-	-	-	13
14	72210 163	Educational Assistants	-	-	-	-	-	14
15	72210 189	Other Salaries & Wages	-	-	-	-	-	15
16	72210 195	Certified Substitute Teachers	-	-	-	-	-	16
17	72210 196	In-Service Training	-	-	-	-	-	17
18	72210 198	Non-Certified Substitute Teachers	-	-	-	-	-	18
19	72210 201	Social Security	1,984	2,170	2,235	2,302	2,371	19
20	72210 204	State Retirement	2,054	2,247	2,314	2,384	2,455	20
21	72210 206	Life Insurance	-	-	-	-	-	21
22	72210 207	Medical Insurance	3,000	3,000	3,000	3,000	3,000	22
23	72210 208	Dental Insurance	-	-	-	-	-	23
24	72210 210	Unemployment Compensation	250	250	250	250	250	24
25	72210 212	Employer Medicare	464	508	523	538	555	25
26	72210 299	Other Fringe Benefits	-	-	-	-	-	26
27	72210 308	Consultants	-	-	-	-	-	27
28	72210 336	Maintenance & Repair Services - Equipment	-	-	-	-	-	28
29	72210 355	Travel	-	-	-	-	-	29
30	72210 369	Contracts for Substitute Teachers - Certified	-	-	-	-	-	30
31	72210 370	Contracts for Substitute Teachers - Non-Certified	-	-	-	-	-	31
32	72210 399	Other Contracted Services	-	-	-	-	-	32
33	72210 432	Library Books/Media	15,000	10,000	10,000	10,000	10,000	33
34	72210 437	Periodicals	1,000	1,000	1,000	1,000	1,000	34
35	72210 499	Other Supplies & Materials	5,000	1,000	1,000	1,000	1,000	35
36	72210 524	In Service/Staff Development	1,000	1,000	1,000	1,000	1,000	36
37	72210 599	Other Charges	-	-	-	-	-	37
38	72210 790	Other Equipment	-	-	-	-	-	38
39								39
40	72210	TOTAL REGULAR INSTRUCTION PROGRAM	61,752	56,175	57,372	58,606	59,876	40

	ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1		SUPPORT SERVICES - 72000						1
2		INSTRUCTIONAL STAFF (72200)						2
3		ALTERNATIVE INSTRUCTION PROGRAM (72215)						3
4								4
5	72215 105	Supervisor/Director	-	-	-	-	-	5
6	72215 117	Career Ladder Program	-	-	-	-	-	6
7	72215 123	Guidance Personnel	-	-	-	-	-	7
8	72215 127	Career Ladder Extended Contracts	-	-	-	-	-	8
9	72215 129	Librarian(s)	-	-	-	-	-	9
10	72215 138	Instructional Computer Personnel	-	-	-	-	-	10
11	72215 161	Secretary(s)	-	-	-	-	-	11
12	72215 162	Clerical Personnel	-	-	-	-	-	12
13	72215 163	Educational Assistants	-	-	-	-	-	13
14	72215 189	Other Salaries & Wages	-	-	-	-	-	14
15	72215 196	In-Service Training	-	-	-	-	-	15
16	72215 201	Social Security	-	-	-	-	-	16
17	72215 204	State Retirement	-	-	-	-	-	17
18	72215 206	Life Insurance	-	-	-	-	-	18
19	72215 207	Medical Insurance	-	-	-	-	-	19
20	72215 208	Dental Insurance	-	-	-	-	-	20
21	72215 210	Unemployment Compensation	-	-	-	-	-	21
22	72215 212	Employer Medicare	-	-	-	-	-	22
23	72215 299	Other Fringe Benefits	-	-	-	-	-	23
24	72215 336	Maintenance & Repair Services - Equipment	-	-	-	-	-	24
25	72215 355	Travel	-	-	-	-	-	25
26	72215 399	Other Contracted Services	-	-	-	-	-	26
27	72215 432	Library Books/Media	-	-	-	-	-	27
28	72215 499	Other Supplies & Materials	-	-	-	-	-	28
29	72215 524	In Service/Staff Development	-	-	-	-	-	29
30	72215 599	Other Charges	-	-	-	-	-	30
31	72215 790	Other Equipment	-	-	-	-	-	31
32								32
33	72215	TOTAL ALTERNATIVE INSTRUCTION PROGRAM	-	-	-	-	-	33
34								34
35								35
36								36
37								37
38								38
39								39
40								40

	ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1		SUPPORT SERVICES - 72000						1
2		INSTRUCTIONAL STAFF (72200)						2
3		SPECIAL EDUCATION PROGRAM (72220)						3
4								4
5	72220 105	Supervisor/Director	-	-	-	-	-	5
6	72220 117	Career Ladder Program	-	-	-	-	-	6
7	72220 124	Psychological Personnel	-	-	-	-	-	7
8	72220 127	Career Ladder Extended Contracts	-	-	-	-	-	8
9	72220 135	Assessment Personnel	-	-	-	-	-	9
10	72220 161	Secretary(s)	-	-	-	-	-	10
11	72220 162	Clerical Personnel	-	-	-	-	-	11
12	72220 171	Speech Pathologist	-	-	-	-	-	12
13	72220 189	Other Salaries & Wages	-	-	-	-	-	13
14	72220 196	In-Service Training	-	-	-	-	-	14
15	72220 201	Social Security	-	-	-	-	-	15
16	72220 204	State Retirement	-	-	-	-	-	16
17	72220 206	Life Insurance	-	-	-	-	-	17
18	72220 207	Medical Insurance	-	-	-	-	-	18
19	72220 208	Dental Insurance	-	-	-	-	-	19
20	72220 210	Unemployment Compensation	-	-	-	-	-	20
21	72220 212	Employer Medicare	-	-	-	-	-	21
22	72220 299	Other Fringe Benefits	-	-	-	-	-	22
23	72220 308	Consultants	-	-	-	-	-	23
24	72220 336	Maintenance & Repair Services - Equipment	-	-	-	-	-	24
25	72220 355	Travel	-	-	-	-	-	25
26	72220 399	Other Contracted Services	-	-	-	-	-	26
27	72220 499	Other Supplies & Materials	-	-	-	-	-	27
28	72220 524	In Service/Staff Development	-	-	-	-	-	28
29	72220 599	Other Charges	-	-	-	-	-	29
30	72220 790	Other Equipment	-	-	-	-	-	30
31								31
32	72220	TOTAL SPECIAL EDUCATION PROGRAM	-	-	-	-	-	32
33								33
34								34
35								35
36								36
37								37
38								38
39								39
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	ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1		SUPPORT SERVICES - 72000						1
2		INSTRUCTIONAL STAFF (72200)						2
3		VOCATIONAL EDUCATION PROGRAM (72230)						3
4								4
5	72230 105	Supervisor/Director	-	-	-	-	-	5
6	72230 117	Career Ladder Program	-	-	-	-	-	6
7	72230 127	Career Ladder Extended Contracts	-	-	-	-	-	7
8	72230 138	Instructional Computer Personnel	-	-	-	-	-	8
9	72230 161	Secretary(s)	-	-	-	-	-	9
10	72230 162	Clerical Personnel	-	-	-	-	-	10
11	72230 189	Other Salaries & Wages	-	-	-	-	-	11
12	72230 196	In-Service Training	-	-	-	-	-	12
13	72230 201	Social Security	-	-	-	-	-	13
14	72230 204	State Retirement	-	-	-	-	-	14
15	72230 206	Life Insurance	-	-	-	-	-	15
16	72230 207	Medical Insurance	-	-	-	-	-	16
17	72230 208	Dental Insurance	-	-	-	-	-	17
18	72230 210	Unemployment Compensation	-	-	-	-	-	18
19	72230 212	Employer Medicare	-	-	-	-	-	19
20	72230 299	Other Fringe Benefits	-	-	-	-	-	20
21	72230 308	Consultants	-	-	-	-	-	21
22	72230 336	Maintenance & Repair Services - Equipment	-	-	-	-	-	22
23	72230 355	Travel	-	-	-	-	-	23
24	72230 399	Other Contracted Services	-	-	-	-	-	24
25	72230 499	Other Supplies & Materials	-	-	-	-	-	25
26	72230 524	In Service/Staff Development	-	-	-	-	-	26
27	72230 599	Other Charges	-	-	-	-	-	27
28	72230 790	Other Equipment	-	-	-	-	-	28
29								29
30	72230	TOTAL VOCATIONAL EDUCATION PROGRAM	-	-	-	-	-	30
31								31
32								32
33								33
34								34
35								35
36								36
37								37
38								38
39								39
40								40

	ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1		SUPPORT SERVICES - 72000						1
2		GENERAL ADMINISTRATION (72300)						2
3		BOARD OF EDUCATION (72310)						3
4	72310 118	Secretary to Board	-	-	-	-	-	4
5	72310 189	Other Salaries & Wages	-	-	-	-	-	5
6	72310 191	Board and Committee Member Fees	-	-	-	-	-	6
7	72310 196	In-Service Training	3,000	3,000	3,000	3,000	3,000	7
8	72310 201	Social Security	-	-	-	-	-	8
9	72310 204	State Retirement	-	-	-	-	-	9
10	72310 206	Life Insurance	-	-	-	-	-	10
11	72310 207	Medical Insurance	-	-	-	-	-	11
12	72310 208	Dental Insurance	-	-	-	-	-	12
13	72310 210	Unemployment Compensation	-	-	-	-	-	13
14	72310 212	Employer Medicare	-	-	-	-	-	14
15	72310 299	Other Fringe Benefits	-	-	-	-	-	15
16	72310 305	Audit Services	5,000	5,000	5,000	5,000	5,000	16
17	72310 320	Dues & Memberships	3,000	3,000	3,000	3,000	3,000	17
18	72310 331	Legal Services	10,000	10,000	10,000	10,000	10,000	18
19	72310 348	Postal Charges	500	500	500	500	500	19
20	72310 355	Travel	2,000	2,000	2,000	2,000	2,000	20
21	72310 367	Maintenance & Repair Services - Records	-	-	-	-	-	21
22	72310 399	Other Contracted Services	-	-	-	-	-	22
23	72310 499	Other Supplies & Materials	-	-	-	-	-	23
24	72310 505	Judgments	-	-	-	-	-	24
25	72310 506	Liability Insurance	2,500	2,500	2,500	2,500	2,500	25
26	72310 508	Premium on Corporate Surety Bonds	10,000	10,000	10,000	10,000	10,000	26
27	72310 513	Worker's Compensation Insurance	-	-	-	-	-	27
28	72310 524	In Service/Staff Development	-	-	-	-	-	28
29	72310 533	Criminal Investigation of Applicants TBI	1,000	1,000	1,000	1,000	1,000	29
30	72310 534	Refund to Applicant for Criminal Investigation	-	-	-	-	-	30
31	72310 599	Other Charges	-	-	-	-	-	31
32								32
33	72310	TOTAL BOARD OF EDUCATION	37,000	37,000	37,000	37,000	37,000	33
34								34
35								35
36								36
37								37
38								38
39								39
40								40

	ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1		SUPPORT SERVICES - 72000						1
2		GENERAL ADMINISTRATION (72300)						2
3		OFFICE OF THE SUPERINTENDENT (72320)						3
4								4
5	72320 101	County Official/Administrative Officer	-	-	-	-	-	5
6	72320 103	Assistant(s)	-	-	-	-	-	6
7	72320 117	Career Ladder Program	-	-	-	-	-	7
8	72320 161	Secretary(s)	-	-	-	-	-	8
9	72320 162	Clerical Personnel	-	-	-	-	-	9
10	72320 189	Other Salaries & Wages	-	-	-	-	-	10
11	72320 196	In-Service Training	-	-	-	-	-	11
12	72320 201	Social Security	-	-	-	-	-	12
13	72320 204	State Retirement	-	-	-	-	-	13
14	72320 206	Life Insurance	-	-	-	-	-	14
15	72320 207	Medical Insurance	-	-	-	-	-	15
16	72320 208	Dental Insurance	-	-	-	-	-	16
17	72320 210	Unemployment Compensation	-	-	-	-	-	17
18	72320 212	Employer Medicare	-	-	-	-	-	18
19	72320 299	Other Fringe Benefits	-	-	-	-	-	19
20	72320 307	Communication	-	-	-	-	-	20
21	72320 320	Dues & Memberships	-	-	-	-	-	21
22	72320 336	Maintenance & Repair Services - Equipment	-	-	-	-	-	22
23	72320 348	Postal Charges	-	-	-	-	-	23
24	72320 355	Travel	-	-	-	-	-	24
25	72320 399	Other Contracted Services	-	-	-	-	-	25
26	72320 435	Office Supplies	-	-	-	-	-	26
27	72320 499	Other Supplies & Materials	-	-	-	-	-	27
28	72320 524	In-Service/Staff Development	-	-	-	-	-	28
29	72320 599	Other Charges	-	-	-	-	-	29
30	72320 701	Administration Equipment	-	-	-	-	-	30
31								31
32	72320	TOTAL OFFICE OF THE SUPERINTENDENT	-	-	-	-	-	32
33								33
34								34
35								35
36								36
37								37
38								38
39								39
40								40

	ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1		SUPPORT SERVICES - 72000						1
2		SCHOOL ADMINISTRATION (72400)						2
3		OFFICE OF THE PRINCIPAL (72410)						3
4								4
5	72410 104	Principal(s)	80,000	82,400	84,872	87,418	90,041	5
6	72410 117	Career Ladder Program	-	-	-	-	-	6
7	72410 119	Accountants/Bookkeepers	-	-	-	-	-	7
8	72410 127	Career Ladder Extended Contracts	-	-	-	-	-	8
9	72410 139	Assistant Principal(s)	60,000	120,000	123,600	127,308	131,127	9
10	72410 161	Secretary(s)	30,000	30,900	62,000	63,860	65,776	10
11	72410 162	Clerical Personnel	-	-	-	-	-	11
12	72410 189	Other Salaries & Wages	-	-	-	-	-	12
13	72410 196	In-Service Training	-	-	-	-	-	13
14	72410 201	Social Security	13,005	17,847	20,691	21,311	21,951	14
15	72410 204	State Retirement	10,914	14,977	17,621	17,885	18,421	15
16	72410 206	Life Insurance	-	-	-	-	-	16
17	72410 207	Medical Insurance	12,288	16,384	20,480	20,480	20,480	17
18	72410 208	Dental Insurance	-	-	-	-	-	18
19	72410 210	Unemployment Compensation	3,780	5,465	5,629	5,798	5,972	19
20	72410 212	Employer Medicare	2,465	3,383	3,922	4,039	4,161	20
21	72410 299	Other Fringe Benefits	-	-	-	-	-	21
22	72410 307	Communication	4,800	4,800	6,000	7,000	8,000	22
23	72410 317	Data Processing Services	-	-	-	-	-	23
24	72410 320	Dues & Memberships	2,500	2,500	2,500	2,500	2,500	24
25	72410 336	Maintenance & Repair Services - Equipment	-	-	-	-	-	25
26	72410 348	Postal Charges	5,000	5,000	5,000	5,000	5,000	26
27	72410 355	Travel	5,000	5,000	5,000	5,000	5,000	27
28	72410 399	Other Contracted Services	-	-	-	-	-	28
29	72410 411	Data Processing Supplies	-	-	-	-	-	29
30	72410 435	Office Supplies	5,000	5,000	5,000	5,000	5,000	30
31	72410 499	Other Supplies & Materials	-	-	-	-	-	31
32	72410 524	In Service/Staff Development	5,000	5,000	5,000	5,000	5,000	32
33	72410 599	Other Charges	-	-	-	-	-	33
34	72410 701	Administration Equipment	5,000	5,000	5,000	5,000	5,000	34
35								35
36	72410	TOTAL OFFICE OF THE PRINCIPAL	244,752	323,656	372,315	382,599	393,429	36
37								37
38								38
39								39
40								40

	ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1		SUPPORT SERVICES - 72000						1
2		BUSINESS ADMINISTRATION (72500)						2
3		FISCAL SERVICES (72510)						3
4								4
5	72510 105	Supervisor/Director	-	-	-	-	-	5
6	72510 113	Internal Audit Personnel	-	-	-	-	-	6
7	72510 119	Accountants/Bookkeepers	40,000	41,200	42,436	43,709	45,020	7
8	72510 122	Purchasing Personnel	-	-	-	-	-	8
9	72510 161	Secretary(s)	-	-	-	-	-	9
10	72510 162	Clerical Personnel	-	-	-	-	-	10
11	72510 189	Other Salaries & Wages	-	-	-	-	-	11
12	72510 196	In-Service Training	-	-	-	-	-	12
13	72510 201	Social Security	3,060	3,152	3,246	3,344	3,444	13
14	72510 204	State Retirement	2,568	2,645	2,724	2,806	2,890	14
15	72510 206	Life Insurance	-	-	-	-	-	15
16	72510 207	Medical Insurance	4,096	4,096	4,096	4,096	4,096	16
17	72510 208	Dental Insurance	-	-	-	-	-	17
18	72510 210	Unemployment Compensation	500	500	500	500	500	18
19	72510 212	Employer Medicare	580	597	615	634	653	19
20	72510 299	Other Fringe Benefits	-	-	-	-	-	20
21	72510 317	Data Processing Services	-	-	-	-	-	21
22	72510 320	Dues & Memberships	-	-	-	-	-	22
23	72510 336	Maintenance & Repair Services - Equipment	-	-	-	-	-	23
24	72510 355	Travel	-	-	-	-	-	24
25	72510 399	Other Contracted Services	3,500	3,500	3,500	3,500	3,500	25
26	72510 411	Data Processing Supplies	-	-	-	-	-	26
27	72510 435	Office Supplies	1,000	1,000	1,000	1,000	1,000	27
28	72510 499	Other Supplies & Materials	-	-	-	-	-	28
29	72510 524	In-Service/Staff Development	1,000	1,000	1,000	1,000	1,000	29
30	72510 599	Other Charges	-	-	-	-	-	30
31	72510 701	Administration Equipment	2,000	500	500	500	500	31
32								32
33	72510	TOTAL FISCAL SERVICES	58,304	58,190	59,617	61,089	62,603	33
34								34
35								35
36								36
37								37
38								38
39								39
40								40

	ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1		SUPPORT SERVICES - 72000						1
2		OPERATION & MAINTENANCE OF PLANT (72600)						2
3		OPERATION OF PLANT (72610)						3
4								4
5	72610 105	Supervisor/Director	-	-	-	-	-	5
6	72610 160	Guards	-	-	-	-	-	6
7	72610 161	Secretary(s)	-	-	-	-	-	7
8	72610 166	Custodial Personnel	25,000	25,750	26,523	27,318	28,138	8
9	72610 189	Other Salaries & Wages	-	-	-	-	-	9
10	72610 201	Social Security	1,913	1,970	2,029	2,090	2,153	10
11	72610 204	State Retirement	2,260	2,328	2,398	2,470	2,544	11
12	72610 206	Life Insurance	-	-	-	-	-	12
13	72610 207	Medical Insurance	4,096	4,096	4,096	4,096	4,096	13
14	72610 208	Dental Insurance	-	-	-	-	-	14
15	72610 210	Unemployment Compensation	500	500	500	500	500	15
16	72610 212	Employer Medicare	363	373	385	396	408	16
17	72610 299	Other Fringe Benefits	-	-	-	-	-	17
18	72610 328	Janitorial Services	-	-	-	-	-	18
19	72610 329	Laundry Service	-	-	-	-	-	19
20	72610 336	Maintenance & Repair Services - Equipment	5,000	6,000	7,000	8,000	9,000	20
21	72610 351	Rentals	270,000	320,000	367,500	440,000	460,000	21
22	72610 355	Travel	-	-	-	-	-	22
23	72610 359	Disposal Fees	4,200	4,200	4,200	4,200	4,200	23
24	72610 399	Other Contracted Services	-	-	-	-	-	24
25	72610 407	Coal	-	-	-	-	-	25
26	72610 410	Custodial Supplies	5,000	6,000	7,000	8,000	9,000	26
27	72610 415	Electricity	30,000	35,000	40,000	45,000	50,000	27
28	72610 423	Fuel Oil	-	-	-	-	-	28
29	72610 434	Natural Gas	5,000	7,500	10,000	12,500	15,000	29
30	72610 454	Water & Sewer	2,500	2,750	3,000	3,250	3,500	30
31	72610 499	Other Supplies & Materials	-	-	-	-	-	31
32	72610 501	Boiler Insurance	500	500	500	500	500	32
33	72610 502	Building & Content Insurance	5,000	5,000	5,000	5,000	5,000	33
34	72610 524	In-Service/Staff Development	-	-	-	-	-	34
35	72610 599	Other Charges	500	500	500	500	500	35
36	72610 720	Plant Operation Equipment	-	-	-	-	-	36
37								37
38	72610	TOTAL OPERATION OF PLANT	361,832	422,467	480,631	563,820	594,539	38
39								39
40								40

	ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1		SUPPORT SERVICES - 72000						1
2		OPERATION & MAINTENANCE OF PLANT (72600)						2
3		MAINTENANCE OF PLANT (72620)						3
4								4
5	72620 105	Supervisor/Director	-	-	-	-	-	5
6	72620 161	Secretary(s)	-	-	-	-	-	6
7	72620 167	Maintenance Personnel	-	-	-	-	-	7
8	72620 189	Other Salaries & Wages	-	-	-	-	-	8
9	72620 201	Social Security	-	-	-	-	-	9
10	72620 204	State Retirement	-	-	-	-	-	10
11	72620 206	Life Insurance	-	-	-	-	-	11
12	72620 207	Medical Insurance	-	-	-	-	-	12
13	72620 208	Dental Insurance	-	-	-	-	-	13
14	72620 210	Unemployment Compensation	-	-	-	-	-	14
15	72620 212	Employer Medicare	-	-	-	-	-	15
16	72620 299	Other Fringe Benefits	-	-	-	-	-	16
17	72620 307	Communication	-	-	-	-	-	17
18	72620 329	Laundry Service	-	-	-	-	-	18
19	72620 335	Maintenance & Repair Services - Building	20,000	23,000	26,000	29,000	32,000	19
20	72620 336	Maintenance & Repair Services - Equipment	-	-	-	-	-	20
21	72620 338	Maintenance & Repair Services - Vehicles	-	-	-	-	-	21
22	72620 355	Travel	-	-	-	-	-	22
23	72620 399	Other Contracted Services	-	-	-	-	-	23
24	72620 418	Equipment & Machinery Parts	-	-	-	-	-	24
25	72620 425	Gasoline	-	-	-	-	-	25
26	72620 426	General Construction Materials	10,000	10,000	13,000	16,000	19,000	26
27	72620 499	Other Supplies & Materials	5,000	5,000	5,000	5,000	5,000	27
28	72620 511	Vehicle and Equipment Insurance	-	-	-	-	-	28
29	72620 524	In-Service/Staff Development	-	-	-	-	-	29
30	72620 599	Other Charges	-	-	-	-	-	30
31	72620 701	Administration Equipment	-	-	-	-	-	31
32	72620 717	Maintenance Equipment	5,000	2,000	2,000	2,000	2,000	32
33								33
34	72620	TOTAL MAINTENANCE OF PLANT	40,000	40,000	46,000	52,000	58,000	34
35								35
36								36
37								37
38								38
39								39
40								40

	ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1		SUPPORT SERVICES - 72000						1
2		STUDENT TRANSPORTATION (72700)						2
3		TRANSPORTATION (72710)						3
4	72710 105	Supervisor/Director	-	-	-	-	-	4
5	72710 142	Mechanic(s)	-	-	-	-	-	5
6	72710 146	Bus Drivers	-	-	-	-	-	6
7	72710 162	Clerical Personnel	-	-	-	-	-	7
8	72710 189	Other Salaries & Wages	-	-	-	-	-	8
9	72710 196	In-Service Training	-	-	-	-	-	9
10	72710 201	Social Security	-	-	-	-	-	10
11	72710 204	State Retirement	-	-	-	-	-	11
12	72710 206	Life Insurance	-	-	-	-	-	12
13	72710 207	Medical Insurance	-	-	-	-	-	13
14	72710 208	Dental Insurance	-	-	-	-	-	14
15	72710 210	Unemployment Compensation	-	-	-	-	-	15
16	72710 212	Employer Medicare	-	-	-	-	-	16
17	72710 299	Other Fringe Benefits	-	-	-	-	-	17
18	72710 307	Communication	-	-	-	-	-	18
19	72710 311	Contracts with Other School Systems	-	-	-	-	-	19
20	72710 312	Contracts with Private Agencies	-	-	-	-	-	20
21	72710 313	Contracts with Parents	-	-	-	-	-	21
22	72710 314	Contracts with Public Carriers	-	-	-	-	-	22
23	72710 315	Contracts with Vehicle Owners	-	-	-	-	-	23
24	72710 329	Laundry Service	-	-	-	-	-	24
25	72710 338	Maintenance & Repair Service-Vehicles	-	-	-	-	-	25
26	72710 340	Medical and Dental Services	-	-	-	-	-	26
27	72710 351	Rentals	-	-	-	-	-	27
28	72710 355	Travel	-	-	-	-	-	28
29	72710 399	Other Contracted Services	-	-	-	-	-	29
30	72710 412	Diesel Fuel	-	-	-	-	-	30
31	72710 418	Equipment & Machinery Parts	-	-	-	-	-	31
32	72710 424	Garage Supplies	-	-	-	-	-	32
33	72710 425	Gasoline	-	-	-	-	-	33
34	72710 433	Lubricants	-	-	-	-	-	34
35	72710 450	Tires & Tubes	-	-	-	-	-	35
36	72710 453	Vehicle Parts	-	-	-	-	-	36
37	72710 499	Other Supplies & Materials	-	-	-	-	-	37
38	72710 511	Vehicle & Equipment Insurance	-	-	-	-	-	38
39	72710 524	In-Service/Staff Development	-	-	-	-	-	39
40	72710 599	Other Charges	-	-	-	-	-	40
41	72710 701	Administration Equipment	-	-	-	-	-	41
42	72710 729	Transportation Equipment	-	-	-	-	-	42

	ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1		SUPPORT SERVICES - 72000						1
2		OTHER SUPPORT SERVICES (72800)						2
3		CENTRAL AND OTHER (72810)						3
4								4
5	72810 105	Supervisor/Director	-	-	-	-	-	5
6	72810 120	Computer Programmer(s)	40,000	42,000	44,000	46,000	48,000	6
7	72810 121	Data Processing Personnel	-	-	-	-	-	7
8	72810 162	Clerical Personnel	-	-	-	-	-	8
9	72810 189	Other Salaries & Wages	-	-	-	-	-	9
10	72810 196	In-Service Training	2,000	2,000	2,000	2,000	2,000	10
11	72810 201	Social Security	3,060	3,213	3,366	3,519	3,672	11
12	72810 204	State Retirement	2,560	2,688	2,816	2,944	3,072	12
13	72810 206	Life Insurance						13
14	72810 207	Medical Insurance	4,096	4,096	4,096	4,096	4,096	14
15	72810 208	Dental Insurance	-	-	-	-	-	15
16	72810 210	Unemployment Compensation	500	500	500	500	500	16
17	72810 212	Employer Medicare	580	609	638	667	696	17
18	72810 299	Other Fringe Benefits	-	-	-	-	-	18
19	72810 308	Consultants	-	-	-	-	-	19
20	72810 317	Data Processing Services	-	-	-	-	-	20
21	72810 330	Operating Lease Payments	-	-	-	-	-	21
22	72810 336	Maintenance & Repair Service Equipment	5,000	5,000	5,000	5,000	5,000	22
23	72810 355	Travel	-	-	-	-	-	23
24	72810 399	Other Contracted Services	-	-	-	-	-	24
25	72810 411	Data Processing Supplies	1,000	1,000	1,000	1,000	1,000	25
26	72810 435	Office Supplies	500	500	500	500	500	26
27	72810 499	Other Supplies & Materials	500	500	500	500	500	27
28	72810 524	In Service/Staff Development	-	-	-	-	-	28
29	72810 599	Other Charges	-	-	-	-	-	29
30	72810 701	Administration Equipment	-	-	-	-	-	30
31	72810 709	Data Processing Equipment	2,000	2,000	2,000	2,000	2,000	31
32	72810 790	Other Equipment	1,000	1,000	1,000	1,000	1,000	32
33								33
34	72810	TOTAL CENTRAL AND OTHER	62,796	65,106	67,416	69,726	72,036	34
35								35
36	72000	TOTAL SUPPORT SERVICES EXPENDITURES	995,881	1,127,945	1,250,793	1,358,759	1,414,469	36
37								37
38								38
39								39
40								40

	ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1		OPERATION OF NON-INSTRUCTIONAL SERV. (73000)						1
2		FOOD SERVICE (73100)						2
3	73100 105	Supervisor/Director	-	-	-	-	-	3
4	73100 117	Career Ladder Program	-	-	-	-	-	4
5	73100 119	Accountants/Bookkeepers	-	-	-	-	-	5
6	73100 162	Clerical Personnel	-	-	-	-	-	6
7	73100 165	Cafeteria Personnel	15,000	16,000	17,000	18,000	19,000	7
8	73100 189	Other Salaries & Wages	-	-	-	-	-	8
9	73100 196	In-Service Training						9
10	73100 201	Social Security	1,148	1,224	1,300	1,377	1,453	10
11	73100 204	State Retirement	1,356	1,446	1,537	1,627	1,717	11
12	73100 206	Life Insurance	-	-	-	-	-	12
13	73100 207	Medical Insurance	4,096	4,096	4,096	4,096	4,096	13
14	73100 208	Dental Insurance	-	-	-	-	-	14
15	73100 210	Unemployment Compensation	300	300	300	300	300	15
16	73100 212	Employer Medicare	210	224	238	252	266	16
17	73100 299	Other Fringe Benefits	-	-	-	-	-	17
18	73100 307	Communication	-	-	-	-	-	18
19	73100 329	Laundry Service	-	-	-	-	-	19
20	73100 330	Operating Lease Payments	-	-	-	-	-	20
21	73100 336	Maintenance & Repair Service Equipment	-	-	-	-	-	21
22	73100 342	Payments to Schools-Breakfast	-	-	-	-	-	22
23	73100 343	Payments to Schools-Lunch	-	-	-	-	-	23
24	73100 344	Payments to Schools-Other	-	-	-	-	-	24
25	73100 345	Payments to Schools-Other USDA	-	-	-	-	-	25
26	73100 348	Postal Charges	-	-	-	-	-	26
27	73100 354	Transportation - Other Than Students	-	-	-	-	-	27
28	73100 355	Travel	-	-	-	-	-	28
29	73100 399	Other Contracted Services	181,070	229,907	258,129	301,455	301,455	29
30	73100 421	Food Preparation Supplies	-	-	-	-	-	30
31	73100 422	Food Supplies	4,800	6,000	6,000	7,000	8,000	31
32	73100 435	Office Supplies	-	-	-	-	-	32
33	73100 451	Uniforms	-	-	-	-	-	33
34	73100 452	Utilities	-	-	-	-	-	34
35	73100 499	Other Supplies & Materials	-	-	-	-	-	35
36	73100 524	In Service/Staff Development	-	-	-	-	-	36
37	73100 599	Other Charges	-	-	-	-	-	37
38	73100 710	Food Service Equipment	5,000	5,000	5,000	5,000	5,000	38
39								39
40	73100	TOTAL FOOD SERVICE	212,980	264,197	293,600	339,107	341,287	40

	ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1		OPERATION OF NON-INSTRUCTIONAL SERV (73000)						1
2		COMMUNITY SERVICES (73300)						2
3								3
4	73300 105	Supervisor/Director	-	-	-	-	-	4
5	73300 116	Teachers	-	-	-	-	-	5
6	73300 117	Career Ladder Program	-	-	-	-	-	6
7	73300 162	Clerical Personnel	-	-	-	-	-	7
8	73300 163	Educational Assistant(s)	-	-	-	-	-	8
9	73300 169	Part time Personnel	-	-	-	-	-	9
10	73300 189	Other Salaries & Wages	-	-	-	-	-	10
11	73300 195	Certified Substitute Teachers	-	-	-	-	-	11
12	73300 198	Non-Certified Substitute Teachers	-	-	-	-	-	12
13	73300 201	Social Security	-	-	-	-	-	13
14	73300 204	State Retirement	-	-	-	-	-	14
15	73300 206	Life Insurance	-	-	-	-	-	15
16	73300 207	Medical Insurance	-	-	-	-	-	16
17	73300 208	Dental Insurance	-	-	-	-	-	17
18	73300 210	Unemployment Compensation	-	-	-	-	-	18
19	73300 212	Employer Medicare	-	-	-	-	-	19
20	73300 299	Other Fringe Benefits	-	-	-	-	-	20
21	73300 336	Maintenance & Repair Services - Equipment	-	-	-	-	-	21
22	73300 355	Travel	-	-	-	-	-	22
23	73300 369	Contracts for Substitute Teachers - Certified	-	-	-	-	-	23
24	73300 370	Contracts for Substitute Teachers - Non-Certified	-	-	-	-	-	24
25	73300 399	Other Contracted Services	-	-	-	-	-	25
26	73300 422	Food Supplies	-	-	-	-	-	26
27	73300 429	Instructional Supplies & Materials	-	-	-	-	-	27
28	73300 499	Other Supplies & Materials	-	-	-	-	-	28
29	73300 509	Refunds	-	-	-	-	-	29
30	73300 524	In Service/Staff Development	-	-	-	-	-	30
31	73300 599	Other Charges	-	-	-	-	-	31
32	73300 790	Other Equipment	-	-	-	-	-	32
33								33
34	73300	TOTAL COMMUNITY SERVICES	-	-	-	-	-	34
35								35
36								36
37								37
38								38
39								39
40								40

	ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1		OPERATION OF NON-INSTRUCTIONAL SERV (73000)						1
2		EARLY CHILDHOOD EDUCATION (73400)						2
3								3
4	73400 105	Supervisor/Director	-	-	-	-	-	4
5	73400 116	Teachers	-	-	-	-	-	5
6	73400 117	Career Ladder Program	-	-	-	-	-	6
7	73400 162	Clerical Personnel	-	-	-	-	-	7
8	73400 163	Educational Assistant(s)	-	-	-	-	-	8
9	73400 189	Other Salaries & Wages	-	-	-	-	-	9
10	73400 195	Certified Substitute Teachers	-	-	-	-	-	10
11	73400 198	Non-Certified Substitute Teachers	-	-	-	-	-	11
12	73400 201	Social Security	-	-	-	-	-	12
13	73400 204	State Retirement	-	-	-	-	-	13
14	73400 206	Life Insurance	-	-	-	-	-	14
15	73400 207	Medical Insurance	-	-	-	-	-	15
16	73400 208	Dental Insurance	-	-	-	-	-	16
17	73400 210	Unemployment Compensation	-	-	-	-	-	17
18	73400 212	Employer Medicare	-	-	-	-	-	18
19	73400 299	Other Fringe Benefits	-	-	-	-	-	19
20	73400 310	Contracts W/Other Public Agencies	-	-	-	-	-	20
21	73400 311	Contracts W/Other School Systems	-	-	-	-	-	21
22	73400 312	Contracts W/Private Agencies	-	-	-	-	-	22
23	73400 336	Maintenance & Repair Services - Equipment	-	-	-	-	-	23
24	73400 355	Travel	-	-	-	-	-	24
25	73400 369	Contracts for Substitute Teachers - Certified	-	-	-	-	-	25
26	73400 370	Contracts for Substitute Teachers - Non-Certified	-	-	-	-	-	26
27	73400 399	Other Contracted Services	-	-	-	-	-	27
28	73400 422	Food Supplies	-	-	-	-	-	28
29	73400 429	Instructional Supplies & Materials	-	-	-	-	-	29
30	73400 499	Other Supplies & Materials	-	-	-	-	-	30
31	73400 509	Refunds	-	-	-	-	-	31
32	73400 524	In Service/Staff Development	-	-	-	-	-	32
33	73400 599	Other Charges	-	-	-	-	-	33
34	73400 790	Other Equipment	-	-	-	-	-	34
35								35
36	73400	TOTAL EARLY CHILDHOOD EDUCATION	-	-	-	-	-	36
37								37
38								38
39								39
40								40

	ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1		CAPITAL OUTLAY (76000)						1
2		REGULAR CAPITAL OUTLAY (76100)						2
3								3
4	76100 189	Other Salaries and Wages	-	-	-	-	-	4
5	76100 201	Social Security	-	-	-	-	-	5
6	76100 204	State Retirement	-	-	-	-	-	6
7	76100 206	Life Insurance	-	-	-	-	-	7
8	76100 207	Medical Insurance	-	-	-	-	-	8
9	76100 208	Dental Insurance	-	-	-	-	-	9
10	76100 210	Unemployment Compensation	-	-	-	-	-	10
11	76100 212	Employer Medicare	-	-	-	-	-	11
12	76100 299	Other Fringe Benefits	-	-	-	-	-	12
13	76100 304	Architects	-	-	-	-	-	13
14	76100 308	Consultants	-	-	-	-	-	14
15	76100 321	Engineering Services	-	-	-	-	-	15
16	76100 331	Legal Services	-	-	-	-	-	16
17	76100 399	Other Contracted Services	-	-	-	-	-	17
18	76100 706	Building Construction	-	-	-	-	-	18
19	76100 707	Building Improvements	-	-	-	-	-	19
20	76100 715	Land	-	-	-	-	-	20
21	76100 724	Site Development	-	-	-	-	-	21
22	76100 799	Other Capital Outlay	-	-	-	-	-	22
23								23
24	76100	TOTAL REGULAR CAPITAL OUTLAY	-	-	-	-	-	24
25								25
26		DEBT SERVICE (80000)						26
27		EDUCATION DEBT SERVICE (80000)						27
28		PRINCIPAL (82130)						28
29	82130 601	Principal on Bonds	-	-	-	-	-	29
30	82130 602	Principal on Notes	-	-	-	-	-	30
31	82130 610	Principal on Capitalized Leases	-	-	-	-	-	31
32	82130 612	Principal on Other Loans Payable	102,000	-	-	-	-	32
33	82130 620	Principal on Debt Service Contribution to Primary Government	-	-	-	-	-	33
34		INTEREST (82230)				-	-	34
35	82230 603	Interest on Bonds	-	-	-	-	-	35
36	82230 604	Interest on Notes	-	-	-	-	-	36
37	82330 611	Interest on Capitalized Leases	-	-	-	-	-	37
38	82330 613	Interest on Other Loans Payable	5,100	-	-	-	-	38
39	82130 620	Interest on Debt Service Contribution to Primary Government	-	-	-	-	-	39
40		OTHER DEBT SERVICE (82330)						40
41	82330 699	Other Debt Service	-	-	-	-	-	41
42								42

)	43	80000	TOTAL EDUCATION DEBT SERVICE	)107,100	-	-	-	-	43	)

481

	ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1		CAPITAL PROJECTS (90000)						1
2		EDUCATION CAPITAL PROJECTS (91300)						2
3								3
4	91300 189	Other Salaries & Wages	-	-	-	-	-	4
5	91300 201	Social Security	-	-	-	-	-	5
6	91300 204	State Retirement	-	-	-	-	-	6
7	91300 206	Life Insurance	-	-	-	-	-	7
8	91300 207	Medical Insurance	-	-	-	-	-	8
9	91300 208	Dental Insurance	-	-	-	-	-	9
10	91300 210	Unemployment Compensation	-	-	-	-	-	10
11	91300 212	Employer Medicare	-	-	-	-	-	11
12	91300 304	Architects	-	-	-	-	-	12
13	91300 308	Consultants	-	-	-	-	-	13
14	91300 321	Engineering Services	-	-	-	-	-	14
15	91300 325	Fiscal Agent Charges	-	-	-	-	-	15
16	91300 331	Legal Services	-	-	-	-	-	16
17	91300 399	Other Contracted Services	-	-	-	-	-	17
18	91300 701	Administration Equipment	-	-	-	-	-	18
19	91300 704	Attendance Equipment	-	-	-	-	-	19
20	91300 706	Building Construction	-	-	-	-	-	20
21	91300 707	Building Improvements	-	-	-	-	-	21
22	91300 709	Data Processing Equipment	-	-	-	-	-	22
23	91300 710	Food Service Equipment	-	-	-	-	-	23
24	91300 711	Furniture & Fixtures	-	-	-	-	-	24
25	91300 715	Land	-	-	-	-	-	25
26	91300 717	Maintenance Equipment	-	-	-	-	-	26
27	91300 720	Plant Operation Equipment	-	-	-	-	-	27
28	91300 722	Regular Instruction Equipment	-	-	-	-	-	28
29	91300 724	Site Development	-	-	-	-	-	29
30	91300 725	Special Education Equipment	-	-	-	-	-	30
31	91300 730	Vocational Instr Equipment	-	-	-	-	-	31
32	91300 735	Health Equipment	-	-	-	-	-	32
33	91300 790	Other Equipment	-	-	-	-	-	33
34	91300 799	Other Capital Outlay	-	-	-	-	-	34
35								35
36	91300	TOTAL EDUCATION CAPITAL PROJECTS	-	-	-	-	-	36
37								37
38								38
39								39
40								40

	ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1		OTHER USES (99000)						1
2		TRANSFERS (99100)						2
3								3
4	99100 590	Transfers Out (complete schedule below)	-	-	-	-	-	4
5								5
6								6
7								7
8	99000	TOTAL OTHER USES	-	-	-	-	-	8
9								9
10								10
11								11
12	730000	**GRAND TOTAL EXPENDITURES (APPROPRIATIONS)**	2,458,021	2,752,456	3,288,752	3,957,202	4,043,511	12
13								13
14								14
15								15
16								16
17								17
18								18
19								19
20								20

SCHEDULE OF TRANSFERS

	FUND #	PURPOSE	FROM FUND	TO FUND	AMOUNT	
21						21
22						22
23						23
24						24
25					-	25
26					-	26
27					-	27
28					-	28
29					-	29
30					-	30
31					-	31
32					-	32
33					-	33
34					-	34
35					-	35
36					-	36
37					-	37
38					-	38
39					-	39
40					-	40

Attachment Z

APPENDIX F

Financial Audit Proposal

TAMARA L. BECKMAN
CERTIFIED PUBLIC ACCOUNTANT

6 SOUTH MADISON AVENUE
COOKEVILLE, TN 38501
Office (931) 526-5489
Fax (931) 526-9064

BACKGROUND OF FIRM

Tamara L. Beckman, CPA is located in Cookeville, Tennessee. We have been in business for 20 years. Approximately 80% of our annual revenue is derived from audits in the nonprofit and government sectors. We currently provide audits for approximately 30 local governmental entities. Most of our government clients are small component units, including several school activity funds for local counties' board of education. During this year, we are providing audit services for the activity funds and centralized cafeteria fund for the Board of Education in Smith County, DeKalb County, Bledsoe County, Putnam County, and Warren County. In the nonprofit sector, we currently have approximately 20 organizations that we provide audit services for. Our staffing is stable with the only turnover in the last three years being an administrative assistant.

The clients we have lost in the past three years are as follows:

- Macon County Emergency Communications District. The client decided to find a CPA closer to the District.
- Double Springs Utility District – client just wanted to change auditors to gain another perspective.

These are the only audit clients we have lost in the past three years.

BILLING RATES

Our billing rates per hour for the past three years have been as follows:

Personnel Class	2006	2007	2008
Staff	45.00	45.00	45.00
Supervisor	90.00	90.00	90.00
Partner	180.00	180.00	180.00

OTHER ITEMS

Tamara L. Beckman, CPA is a small firm, but we make up for our size by the quality in our work and our ability to work well with our clients. We are friendly and professional and are able to provide personal attention to our clients throughout the year as well as during the audit process that the larger firms simply cannot do. As you can see, we have never lost a client due to disagreements with management. Clients enjoy working with us because we understand our client's business and we are used to working with nonprofit and governmental entities. We include our travel time and phone calls, etc. in the price of our bid, so as not to constantly be charging our clients for every conversation and every little detail.

Our approach to technical disagreement is much the same as any other firm. Between staff, we discuss the problem and do additional research if necessary to make sure the outcome is the correct course of action. As far as management disagreements, additional research may be needed as well. If the disagreements are of a material magnitude, we may withdraw from the engagement. This has not occurred as of yet with any client. We have always been able to work through any differences; however, ethical behavior is at the core of this firm and if a material problem could not be resolved to our satisfaction, we may choose to withdraw from the engagement.

EXPECTED AUDIT APPROACH

The staff to be assigned to your audit will be:

- **Tamara L. Beckman, CPA (proprietor)**
  Tamara received her B.S. in Accounting Degree in 1990, passed the CPA exam in 1995 and earned an MBA degree in August, 2005. She has 10 years experience in public accounting with a total of 17 years experience in the accounting field. She has worked in various industries including manufacturing, health care and public accounting. She worked for this firm for 5 years as an auditor spending most of her time auditing nonprofits and governmental entities before purchasing the business in January, 2004.

- **Sabrina Cantrell, Audit Supervisor**
  Sabrina began employment with this firm part-time finishing college. She earned her B.S. in Accounting Degree in 2002 and began working full time for the firm. She has had a total of 5 years experience in audit, spending most of her time auditing nonprofits and governmental entities.

Our audit approach will be as follows:

- Send confirmations on banks, income sources and material vendor balances.
- We will need access to all bank statements, paid invoices, deposit information, minutes of the board of directors meetings, all contracts, leases and loans, insurance policies, etc.
- We expect the field work to take approximately two days and then we will complete the audit at our office. The field work may be performed at your office if you prefer, or the books can be boxed and brought to our office.
- When the audit is complete, we would be glad to present it to your Board, Audit Committee, etc.

AUDIT FEES

We expect the audit fee range to be $3,000 - $4,000. This fee will include all phone calls, copies and travel expenses incurred by us. We will not increase our fee structure for three years. After three years, you may expect a $500 increase.

Sincerely,

Tamara L Beckman, CPA

Tamara L. Beckman, CPA

APPENDIX G

Resumes of Read Foundation

Board Members

6928 Naples Dr
Cordova, TN 38018
tel (646) 387-9885
e-mail cakkus@memphis.edu

Cem AKKUS

Experience

2009 - The University of Memphis ***Memphis***

Teaching Assistant

- Landforms and GIS labs.
- Preparing notes and quizzes for these classes.

2008 - 2009 Infoserve Technologies Corporation ***New York***

QC and Network Engineer

- Working with the programming department to improve the software; Master Merchant and Master Chef 2008.
- Preparing demos for the company's internet page.

2002 – 2005 EMI Mapping and Computing Inc. ***Istanbul***

GIS/CAD Specialist

- Mapsheets Production Project in Facade Rehabilitation Project of Halic-Fatih / Eminonu Coasts and Inside Area of the Rampart with 1:500 Scale Terrestrial Photogrammetric Method
- Registry Updating of Istanbul Municipality Properties and Evaluate on GIS
- Urban Design Project in Istanbul Zeytinburnu County 58th Bulvar St.
- Urban Design Project in Istanbul Eski Edirne Road
- The Project of Determination of Independent Objects in Istanbul Eminonu County for Eminonu Municipality
- MEER Cadastre Renovation Project for Marmarian Earthquake Area 1st Part – YALOVA

1995 – 1997 Kismet Roof Factory ***Manisa***

Job Accounting Assistant

- Accepted full-time position after one-year internship

Education

2009 The University of Memphis ***Memphis***

PhD, Department of Earth Science - Geography

- Specialized in GIS and Geospatial Semantics

2008 - 2009 Infoserve Technologies Institution ***New York***

Programming Certificate Course

- Java Programming and Web Design

2002 – 2005 Yildiz Technical University ***Istanbul***

MSc., Faculty of Civil Engineering - Geodesy and Photogrammetry Engineering

- 3.5 GPA
- Research papers about Metadata, Network Analysis, Address Geocoding and Graph Theory
- Thesis: Benefit Probabilities of Geographic Information Systems in Terms of Emergency Aid Services
- Currently working on a publication of the thesis with the Advisor

1997 – 2002 Karadeniz Technical University ***Trabzon***

Bachelor, Faculty of Engineering - Geodesy and Photogrammetry Engineering

- Thesis: Address Geocoding in Terms of Geographic Information Systems
- The highest scores of the class for C Programming and GIS
- C and GIS tutoring to some of my classmates

1993 – 1996 Salihli Trade High School ***Manisa***

High School, Accounting

- The highest score of the class for mathematics and accounting
- The only one who received the highest university quantitative examination score in this school and could enroll an engineering field up until now

Language Education

2006 – 2007 Manhattan Language ***New York***

- Advanced Level – English

2005 – 2006 Horizont Bildungszentrum ***Essen***

- Elementary Level – German

2005 Wall Street Institute ***Essen***

- Upper-Intermediate Level – English

Computer Experiences

General	: Windows 9X/NT/2000/XP/Vista, MS Office 9X/200X/XP
CAD/GIS	: Microstation SE/V8, Autocad, NetCAD, ArcView 3.2, ArcGIS 9.X
Design – Edit	: Coral Draw 12, Paint Shop Pro 7, Photoshop CS3, Ulead Video Studio, Total Video Converter, TMPGEnc 4.0 Xpress, Wondershare Demo Creator, Dreamweaver 8.0
Programming	: Java, C, Visual Basic, Avenue

Volunteer Works

- Mathematics and English Tutoring
- Designing presentations, advertisements and brochures for some Educational and/or Cultural Non-Profit Organizations
- Arranging educational and/or cultural organizations

Scholarships

- For Bachelor Degree, gained Prime Minister's Scholarship
- For Bachelor Degree, gained a scholarship from Ulku Roof Factory
- For my education expense in Germany, gained a scholarship from Ein Blick in Die Zukunft e.V. which is located in Germany

Hobbies Chess, table tennis, ice skating, sightseeing, photography, hiking

References

Steve Hsiang — Infoserve Technologies Corporation, New York
- Chief Executive Officer — 718-326-8888

Assoc. Prof. Cetin Comert — Karadeniz Technical University
- Bachelor Thesis Adviser — 462-377-3123

Assist. Prof. Umit Gumusay — Yildiz Technical University
- Master Thesis Adviser — 212-259-7070 / 2496

Dr. Hikmet Ates — EMI Mapping and Computing Inc.
- Head of GIS/RS Departmant — 212-221-2264

CURRICULUM VITAE

Robert P. Connolly
Director, C.H. Nash Museum
Chucalissa Archaeological Site
1987 Indian Village Dr.
Memphis, TN 38109

Associate Professor
Department of Anthropology
316 Manning Hall
Memphis TN 38152

901-785-3160 - museum
901-678-3331 - campus
rcnnolly@memphis.edu

Home address: 480 S. Greer St.
Memphis, TN 38111

901-323-5625 - home
901-604-3492 - cell
rpost54@bellsouth.net

EDUCATION

1996	Ph.D. Anthropology, University of Illinois, Urbana-Champaign. (Dissertation Title: *Middle Woodland Hilltop Enclosures: The Built Environment, Construction and Function.*
1991	M.A. Anthropology, University of Cincinnati. (Thesis Title*: Prehistoric Site Structure at the Fort Ancient Site: New Evidence from Lithic Analysis.* M.A. Thesis nominated by the Division of Research and Advanced Studies, University of Cincinnati, for Midwestern Association of Graduate Schools' 1992 Distinguished Master's Thesis Award).
1989	B.A. Anthropology with Departmental Honors, University of Cincinnati.

PROFESSIONAL POSITIONS

2007 - Present	Director, C.H. Nash Museum at Chucalissa Associate Professor, Department of Anthropology, The University of Memphis
2003-07	Cathedral Administrator, St. Andrew's Episcopal Cathedral, Jackson, MS
1996-03	Station Archaeologist, Poverty Point State Historic Site Assistant Professor, University of Louisiana at Monroe, Department of Geosciences
1994	Instructor, College of Mount Saint Joseph Archaeological Field School
1993	Visiting Lecturer, University of Illinois, Urbana-Champaign
1993-96	Instructor, University of Cincinnati (full-time faculty replacement 1994-95)
1989-96	Instructor, University of Cincinnati Archaeological Field School
1991-92	Teaching Assistant, University of Illinois, Urbana-Champaign
1991	Instructor, College of Mount Saint Joseph Archaeological Field School
1989-90	Graduate Assistant, University of Cincinnati
1988-89	Co-Director, University of Cincinnati Archaeological Field School

COMMUNITY SERVICE

- Former Mentor, Millsaps College, Faith and Works Initiative
- Service on numerous professional boards and organizations including Native American, Interfaith, and Anthropological.
- Service work with a host of agencies from adolescence to the present including but not limited to, voter registration, Meals on Wheels, Habitat for Humanity in the United States and Honduras, Medical Missions to Kuna and Embara in Panama, substance abuse recovery service, Interfaith dialogue facilitator.
- As a volunteer, over 150 anthropologically related presentations to community and student groups.
- Graduate and former mentor, Education for Ministry, University of the South at Sewanee

COURSES TAUGHT

Introduction to Archaeology
Introduction to Cultural Anthropology
Prehistory of the New World
Prehistory of Mesoamerica
Origins of Agriculture
Anthropological Research Design
Archaeological Field Methods (Summer Field Schools)
Archaeological Survey Methods
Archaeological Laboratory Analysis
North American Prehistory
North American Indians
Museum Practices

RESEARCH INTERESTS

Public Archaeology
Education Curriculum in Anthropology
Public Interpretation in Anthropology
Native American Cultures of the Eastern Woodlands from 2000 B.C. to present
New World prehistoric monumental architecture
Origin of Complex Society
Prehistoric Symbolism and Cognition
Museum Studies

PUBLICATIONS

2007 An Assessment of Radiocarbon Age Results from the Poverty Point site *Louisiana Archaeology* Volume 28.

2005 (edited with Bradley Lepper) *The Fort Ancient Earthwork: Prehistoric Lifeways of the Hopewell in Southwestern Ohio*, Ohio Historical Society

2003 Final Report on the 1980 - 1982 Excavations, Northwest Ridge One, The Poverty Point Site, (16WC5). *Louisiana Archaeology*, Volume 25.

1999 (with Alan P. Sullivan III) Middle Woodland Earthwork Economics, Technology, and Settlement: Evidence From Surface Collections. In *Surface Archaeological Data and Their Inferential Potential* edited by Alan P. Sullivan III, University of New Mexico Press.

1998 The Architectural Grammar of Middle Woodland Hilltop Enclosures: Fort Ancient as a Case Study. In *Ancient Earthen Enclosures of the Eastern Woodlands,* edited by Lynne Sullivan and Robert Mainfort, University Press of Florida, Gainesville.

1997 Hopewellian Habitation at the Fort Ancient Site. In volume *Ohio Hopewell Community Organization* edited by William Dancey and Paul Pacheco, Kent State University Press.

1996 Prehistoric Land Modification at the Ft. Ancient Hilltop Enclosure - An Accretive Model of Development. In *Hopewell Archaeology: A View from the Core,* edited by Paul Pacheco, the Ohio Archaeological Council.

1993 (with Vernon L. Scarborough and Steven P. Ross) The Prehispanic Maya Reservoir System at Kinal, Peten, Guatemala. *Ancient Mesoamerica* Volume 5:97-106.

1992 The Fort Ancient Site (33Wa2) Warren County, Ohio: Activity Areas Examined, 1982-1990. *Florida State Journal of Anthropology*, Volume 17:7-15.

FIELD EXPERIENCE

1996-2003 Multiple field investigations at the Poverty Point site (16WC5)

1989 - 96 Instructor for the University of Cincinnati, Department of Anthropology, summer field school excavations at the Fort Ancient State Memorial.

1994 Instructor for College of Mount Saint Joseph summer field school of historic period architecture at Music Hall site, Cincinnati, Ohio

1994 Archaeological Supervisor in forensic skeletal recovery (for State Medical Examiner, Kentucky) under the direction of Elizabeth Murray, College of Mount St. Joseph.

1993 Archaeological Supervisor in forensic skeletal recovery (for Campbell County Coroner's Office, Kentucky) under the direction of Elizabeth Murray, College of Mount St. Joseph.

1993 Field Director of Phase II and III Investigations at Fermco Water Line Project, Hamilton/Butler Counties, Ohio. Gray and Pape Cultural Resource Management.

1993 Field Director of Phase I and II Investigations for proposed improvements to Colonial Park, City of Lebanon, Warren County, Ohio. Gray and Pape Cultural Resource Management.

1992 Lithic analyst for six Phase II surface collections for South Milford Project, Clermont County, Ohio. University of Cincinnati Cultural Resources Management.

1992 Archaeological Supervisor in two forensic skeletal recoveries (for Hamilton County Coroner's Office, Ohio) under the direction of Elizabeth Murray, College of Mount St. Joseph.

1992 Field Director for Phase II Investigations at the Martin's Field Site (33Ha588) Hamilton County, Ohio. Gray and Pape Cultural Resource Management.

1991 Archaeologist for ten-week field project at Rio Azul, Guatemala, under the direction of Richard Adams and Vernon Scarborough.

1991 Instructor for the College of Mount St. Joseph summer field school excavations at the Fort Ancient State Memorial.

1991 Archaeological Supervisor in forensic skeletal recovery (for Montgomery County Coroner's Office, Ohio) under the direction of Elizabeth Murray, College of Mount St. Joseph.

1990 Archaeologist for Phase I shoreline reconnaissance of Buckhorn Lake, Buckhorn Lake State Park, Perry County, Kentucky. University of Cincinnati Cultural Resources Management.

1990 Archaeologist for Phase II reconnaissance of the proposed Woodsdale Generating Station, Butler County, Ohio. University of Cincinnati Cultural Resources Management.

1989 Co-Director of summer field excavations at the Fort Ancient State Memorial.

1989 Paleopathology analysis of skeletal material from the Saylor Park Mound, Hamilton County, Ohio. Cincinnati Museum of Natural History.

1988 Assistant Supervisor for University of Cincinnati, Department of Anthropology, summer field school excavations at the Fort Ancient State Memorial.

1988 Archaeologist for salvage excavation and artifact processing at the Madisonville Site, Hamilton County, Ohio. Cincinnati Museum of Natural History.

1987 University of Cincinnati, Department of Anthropology, summer field school excavations at the Fort Ancient State Memorial.

RESEARCH REPORTS

2003 2003 Annual Report of the Station Archaeologist at the Poverty Point State Historic Site. Report on file, Division of Archaeology, Baton Rouge

Research Design for the Poverty Point Site. Report on file, Division of Archaeology, Baton Rouge.

2002 2002 Annual Report of the Station Archaeologist at the Poverty Point State Historic Site. Report on file, Division of Archaeology, Baton Rouge

2001 Final Report on the 1980 - 1982 Excavations, Northwest Ridge One, The Poverty Point Site, (16WC5), Volumes I, II, and III. Report on file, Division of Archaeology, Baton Rouge.

2001 Annual Report of the Station Archaeologist at the Poverty Point State Historic Site. Report on file, Division of Archaeology, Baton Rouge

2000 2000 Annual Report of the Station Archaeologist at the Poverty Point State Historic Site. Report on file, Division of Archaeology, Baton Rouge

1999 1999 Annual Report of the Station Archaeologist at the Poverty Point State Commemorative Area. Report on file, Division of Archaeology, Baton Rouge

1998 1998 Annual Report of the Station Archaeologist at the Poverty Point State Commemorative Area. Report on file, Division of Archaeology, Baton Rouge

(with Lauren E. Sieg and Carol Yokell) Artifact Analysis. Volume IV, 1995 Report of Investigations at the Fort Ancient State Memorial

1997 1997 Annual Report of the Station Archaeologist at the Poverty Point State Commemorative Area. Report on file, Division of Archaeology, Baton Rouge

(with Lauren E. Sieg) Museum Expansion and Garden Zones. Volume I, 1995 Report of Investigations at the Fort Ancient State Memorial.

(with Lauren E. Sieg) The Gateway 84 Embankment Wall. Volume II, 1995 Report of Investigations at the Fort Ancient State Memorial.

1996 1996 Annual Report of the Station Archaeologist at the Poverty Point State Commemorative Area. Report on file, Division of Archaeology, Baton Rouge

1991 (with Lauren E. Sieg) Preliminary report of 1991 excavations at the Fort Ancient State Memorial. On file at the Ohio Historical Society, Columbus .

1989 Preliminary report of 1989 excavations at the Fort Ancient State Memorial. On file at the Ohio Historical Society, Columbus.

1988 Preliminary report of 1988 excavations at the Fort Ancient State Memorial. On file at the Ohio Historical Society, Columbus.

1988 Paleopathology analysis of skeletal material from the Saylor Park Mound. On file at the Cincinnati Museum of Natural History.

SELECTED PAPERS PRESENTED AT CONFERENCES

2003 Accountability in Public Interpretation: The Archaeologist as Expert and Guide. Paper presented in the symposium Emblems of American Archaeology's Past at the 68th Annual Meeting of the Society for American Archaeology, Milwaukee.

2002 Finally a Final Report on the 1980 - 1982 Excavations at Poverty Point. Paper presented at the 27th Annual Meeting of the Louisiana Archaeology Society, Leesville.

2001 Active vs. Passive Interpretation in Archaeology. Paper presented at the 58th Annual Meeting of the Southeastern Archaeology Conference, Chattanooga.

2001 (with Ted. S. Sunderhaus) Preparing the Canvas: Landform Modification Prior to Earthwork Construction Paper presented in invited symposium sponsored by the Geoarchaeology Interest Group, Society for American Archaeology, 66th Annual Meeting, New Orleans, Louisiana, April 18–22, 2001

2001 New Research with Old Artifacts: Results and Prospects. Presented at the 26th Annual Meeting of the Louisiana Archaeology Society, Natchitoches.

1999 Poverty Point Projectile Point Project: Variation by Ridge or Sector. Presented at the 56th Annual Meeting of the Southeastern Archaeology Conference, Pensacola

(with Alisha D. Wright) Poverty Point Artifact Variation by Ridge or Sector. Presented at the 25th annual meeting of the Louisiana Archaeological Society, Monroe

1998 The Evidence of House Structures at Poverty Point: An Assessment of the 1980-82 Excavation Data. Presented at the 24th Annual Meeting of the Louisiana Archaeological Society, Baton Rouge.

1998 Morphological Variation in Artifact Size as an Indicator of Social Organization at the Poverty Point Site. Presented at the Annual Meeting of the Louisiana Academy of Sciences, Hammond.

1997 (with Ellen Ibert and Charles Parker) The Research Potential of Treefalls: A Case Study from the Poverty Point Site. Presented at the 54th Annual Meeting of the Southeastern Archaeology Conference, Baton Rouge

1996 Middle Woodland Hilltop Enclosures at Corporate/Sacred Centers: Analysis of Fort Ancient, Warren County, Ohio. Presented in the symposium "Ritual Landscapes" at the Annual Meeting, Society for American Archaeology, New Orleans.

1996 The Evidence of House Structures at Poverty Point: An Assessment of the 1980-82 Excavation Data. Presented at the 53rd Annual Meeting of the Southeastern Archaeological Conference, Birmingham.

1995 (with Lauren E. Sieg, Adrienne J. Lazazzera, and Ted S. Sunderhaus) Current Research at Fort Ancient. Presented at the Annual meeting of the Southeastern Archaeological Conference, Knoxville.

1994 The Built Environment of Hilltop Enclosures. Presented in the symposium "Middle Woodland Enclosures: The Archaeology of Structured Space" at Annual Meeting of the Southeastern Archaeological Conference, Lexington.

1994 (with Sue E. Kozarek) Middle Woodland Earthwork Economics, Technology, and Settlement: Evidence From Surface Collections. Presented in the symposium "Surface Archaeological Data and Their Inferential Potential" at Annual Meeting of the Society for American Archaeology, Anaheim.

1993 (with Lauren E. Sieg) Prehistoric Architecture and the Development of Public Space at the Fort Ancient Hilltop Enclosure. Presented at the Fifth International and Interdisciplinary Forum on Built Form and Culture Research, Cincinnati.

1992 Prehistoric Landscaping at the Fort Ancient Hilltop Enclosure. Presented at the Annual Meeting of the Midwest Archaeological Conference, Grand Rapids.

1992 Recent Excavations at the Fort Ancient State Memorial, Warren County, Ohio: Looking for the Hopewell People. Presented at the Annual Meeting of West Virginia Archaeological Society/Archaeological Society of Ohio, Marietta.

1992 Hopewellian Habitation at the Fort Ancient Site. Presented in the symposium "Testing the Prufer Model of Hopewell Settlement" at the Annual Meeting of the Society for American Archaeology, Pittsburgh.

1991 (with Vernon L. Scarborough and Steven P. Ross) Reservoirs and Watersheds in the Central Maya Lowlands. Presented at the Conference on Ancient Maya Agriculture and Biological Resource Management, Riverside, California.

PROFESSIONAL AFFILIATIONS

Southeast Museum Conference - Member
Society for Applied Anthropology – Member
Society for American Archaeology – Member
American Anthropological Association – Member
American Association of Museums - Member
Southeastern Archaeological Conference - Life Member
Louisiana Archaeological Society - Life Member
Mississippi Archaeological Association - Life Member

REFERENCES

On request

Emin Kuscu

4912 Park Avenue
Memphis TN, 38117
Tel: (615) 243-9235
Email : ekuscu@utmem.edu

SKILLS

Languages:	C#, Java, C/C++, Pascal
Internet:	ASP.NET 1.1/2.0, JavaScript, HTML, CSS, PHP, IE 7.0
Database:	Oracle 10g, ADO.NET, MS SQL 2000, Access, MySQL
IDE:	VS.NET 2003/2005, Eclipse, NetBeans, Dreamweaver 9

CERTIFICATION

Sun Certified Java Programmer (SCJP), 2007
devLink Technical Conference, Nashville, 2007

WORK EXPERIENCE

June 2008 - Present **Web Application Developer,** in Clinical and Translational Science Institute at University of Tennessee Health Science, Memphis, TN

- Designed and implemented applications for Clinical Research: Information systems for Clinical Data using web based technologies and Oracle Database.

2005 - 2007 **.Net Application Developer,** ITMRL Lab, Nashville TN

- Designed and implemented applications for Visual Telerobotics: Speech Recognition and Robot-Human (H-R) Dialogue: This application accomplishes to intelligent H-R interactions using speech to text and text to speech components.

Used Skills: C#, MS Access, Microsoft SDK Library for speech recognition, Text to Speech and Speech to Text

- Robot Localization using Indoor GPS: This application accomplishes finding the position and orientation of the mobile robot using beacons which have fixed locations.

Used Skills: C#, SQL Server 2000, ADO.Net, HTML, XML, CSS, JavaScript, Information fusion using mathematical calculations

- Robot Localization using Landmarks (Currently working): This application

accomplishes finding the position and orientation of the mobile robot using landmarks using camera which is located on the robot.

Used Skills: C#, Information fusion using mathematical calculations, Back Propagation algorithms for object recognition

- Face Recognition (Currently working): This application used recognizing the specific person among the other people using face recognition algorithms.

Used Skills: C#, MS Access, Back Propagation algorithms for object recognition

Java projects:

- Trilobot Navigation Project: This application provides full control of trilobot to navigate intelligently using sensors and provided components.

Used Skills: Java 1.5, JDBC, Oracle, Using serial communication libraries, Provided navigation, and control of compass, grabber, sonar sensors, camera, and laser.

2002-2004 **Web Developer**, Toksu & Chase Inc. Istanbul

Last web application what I established in that company:
http://www.otoalsat.com : Developed a portal application for B2B, B2P and B2C used&new car trading. It is chosen 4th best web site in online auto market

EDUCATION

2005-2007 Master of Engineering (Robotics)
Tennessee State University, Nashville TN (GPA: 3.42/4.0)

1997-2002 Computer Engineering
Sakarya University, Sakarya (GPA: 3.4/4.0)

ACTIVITIES

1998-2002 **Mentor,** Anafen Private Teaching Institution.

Helping the middle and high school students with extra math and science classes

MUTLU CELIKOK

901 Wildbird Cove ♦ Collierville, TN 38017 ♦ Phone: (901) 854-7886 ♦ mcelikok@gmail.com

KEY QUALIFICATIONS

- Respected Leader: 7 years management experience leading a broad array of projects.
- Broad Experience: Diverse academic and professional assignments, utilizing advanced technology and contemporary management techniques to resolve challenging issues.
- Influential Change Agent: 8 years experience leading complex service improvement projects through cross-functional initiatives.
- Strong Analytical Skills: 3 years experience as Marketing Analyst, Engineering degree with specialization in Statistics and MBA with concentration in Finance and MIS.

EXPERIENCE

The University of Memphis, Fogelman College of Business & Economics, Memphis, TN
Adjunct Instructor, Marketing & Supply Chain, 08/2008-Present

Academic Instruction

- Teaching undergraduate level Principles of Marketing course to upper class students, in order to develop their understanding of core marketing concepts and how to apply them. Utilizing an innovative approach that involves a wide array of tools such as comprehensive class website and interactive business decision simulation assignment.

FedEx Corporate Services, Digital Access Marketing, Memphis, TN
Marketing Manager, 07/2000-Present

Leadership

- Proven ability to lead high impact organizations:
  FedEx Global Trade Manager Program & International Shipping Experience Team
- Received Corporate Marketing's Shining Star Award in 2005 & 2006.
- Selected for International Panel at FedEx Leadership Institute's Diversity Class.
- Nominated to chair People First Cultural Competency group that developed innovative events, in order to build a higher performing, more inclusive organizational culture.

Product Development

- Oversaw the development of a portfolio strategy for FedEx Global Trade Manager that was designed to sustain leadership in international tools space. Through implementation of this plan, launched completely revamped user interface, expanded country coverage from 25 to 212 countries.
- Led the launch of industry's next generation online tracking system, FedEx Insight, which provided real time package tracking status through sophisticated online search and matching algorithms and did not require the users to have the tracking number.

Customer Experience Improvement

- Led development of Online Express Savings (OES) application with superb user experience. Program featured with a 2002 Super Bowl ad and cited in FY2002 Q2 earning press release as one of the four reasons for generating incremental revenue.

FedEx Corporation, Pricing & Product Development, Memphis, TN
Marketing Analyst, 07/1997-07/2000

Process Improvement

- Led Product Development Marketing Process Improvement Team. Designed a streamlined Stage Gate Methodology, Project Scoring Model and project templates. This was the foundation of Phase Gate process that guided development of new products and services from 2002 until 2004.

The University of Georgia, MIS Department, Athens, GA
Graduate Assistant, 09/1995 - 06/1996 & 09/1996 - 06/1997

Strategy Development

- Conducted research on electronic commerce strategy. Presented research paper highlighting role of Electronic Commerce in global competitiveness at UNESCO International Conference on Technology Management.

- Supported teaching activities for undergraduate level Management Information Systems courses in The University of Georgia, Terry College of Business.

The Gillette Company, Finance Department, Istanbul
Financial Planning & Reporting Intern, 07/96-09/96

Financial Analysis

- Prepared Braun Profit & Loss Statements and Product Profitability Analysis.
- Worked with Braun Country Manager to prepare annual business plan of $10 Million.

EDUCATION

Master of Business Administration, June 1997
University of Georgia, Terry College of Business, GPA: 3.92/4.00, GMAT: 710

- Specializations: Corporate Finance & Management Information Systems
- Awarded 2nd Place Nationally in Camden Invitational Strategy Case Competition.
- Received Merit Based Assistantship for research on eStrategy.

Bachelor of Science in Industrial Engineering, July 1995
Bogazici University, Istanbul, GPA: 3.37/4.00

- Specialization: Statistics

PROFESSIONAL TRAINING

- Global Strategic Planning, Harvard Business School, 2006.
- Negotiation for Executives, Harvard Law School, 2005.
- Strategic Business Leadership, The University of Chicago Executive Education, 2004.
- Asian Business Culture, The University of Memphis & FedEx Global Education, 2004.
- Media Training, Spaeth Communications Inc., 2003.
- Leadership Foundations & Diversity Classes, FedEx Leadership Institute, 2002.
- Product Management, University of Wisconsin-Madison, 2000.

ADDITIONAL INFORMATION

- Computer Skills: All MS Office Applications, SAS, SQL, GQL, UNIX, MVS/TSO.
- Languages: English (Fluent), Turkish (Native), German (Intermediate).

Ozgenc Aktas-Kocak

198 Island Bluff Drive
Memphis, TN 38103
ozgenc13@msu.edu
(901) 528 9299

Professional Background and Goals:

The student Affairs Administration Program at Michigan State University is one of the best in the nation. Therefore, I feel privileged to have completed this program. Academic and hands-on experiences I had while pursuing my M.A. degree in Student Affairs Administration will help me deliver quality advising to students who deserve dependable, accurate, honest, friendly and professional guidance. I believe that my degree with its large scope of area emphasis enables me to become knowledgeable about the relevant policies, procedures, and rules of educational institutions in general.

Upon completing my degree, we moved to Memphis in 2002 as my husband was given the opportunity to work at one of the best places in medical research, St. Jude Children's Research Hospital. We had our two daughters here in Memphis and since then, I have been fulfilling my role of full time motherhood. Now that my daughters are going to school part time, I am ready to return to where I left off, on a part time basis.

I strongly believe that my interpersonal abilities and strong organizational skills, combined with my dependability and dedication, will enable me to make a valuable contribution to an educational institution if given the opportunity. I enjoy challenges and will work hard to achieve my goals. If you are seeking a qualified and productive individual who is ready and willing to learn, then I believe I am the right person.

Education:

- **Michigan State University**. East Lansing, MI. **1999-2001**
  Master of Arts in Student Affairs Administration.
- **Hacettepe University**. Ankara **1994-1998**
  Bachelor of Arts in Teaching English as a second language.
- **Kingsway College**, London, England. **1990-1993**
  Studied English and took a certificate program on the development of European Community.
- **Dokuz Eylul University,** Izmir **1989-1990**
  Associate degree in Business Administration.

Professional Experience:

St. Jude Children's Research Hospital, Memphis, TN **January 2008-Present**

- **Academic Programs Office**
  - **Responsible for reviewing and filing of the travel authorization and expense reports of postdoctoral candidates and the Academic Programs Office (APO) employees;**
  - **Responsible for updating and maintaining the postdoctoral alumni database of APO;**
  - **Responsible for conducting and reporting surveys aiming at learning about the postdoctoral experience of St. Jude Postdocs and clinical fellows.**

Michigan State University, East Lansing, MI

- **College of Arts and Letters.** **May 2002-August 2002**
  Temporary Specialist, Academic Advisor
  - Advised Undergraduate Students in the College of Arts and Letters

including the new students attending the summer Academic Orientation Program.
- Advised new honors students during the summer Academic Orientation Program.

♦ **International Studies in Education,** College of Education **Sep. 1999 - Dec. 2001**
Graduate Assistant
- Advised international masters and doctoral students in academic issues such as finding grants, improving their computer skills, etc..
- Developed programs for the benefit of the international students.
- Coordinated support for the students and the visiting scholars.
- Assisted with recruitment of new international students to the College.
- Conducted surveys to improve the admissions process for the prospective international students.
- Assisted faculty members with various international projects.

♦ **College of Arts and Letters,** **Sep. - Dec. 2001**
Practicum in Academic Advising
- Attended the student advising sessions.
- Involved in a research project, which aimed at increasing the retention rate of minority students at the College.
- Worked with the Assistant Director of Advising and Internship Coordinator.
- Discussed student advising issues and became familiar with MSU policies and Procedures.

♦ **Office of Admissions and Scholarship,** **Jan.- May 2001**
Practicum in International Admissions
- Attended the walk-in visits, which provided exposure to the wide spectrum of issues related to international admissions and domestic admissions.
- Assisted walk in visits when necessary.
- Evaluated international academic credentials.
- Assisted with mailings to prospective and admitted students.
- Organized a phone-a-thon for admitted international students residing in the U.S. and Europe.
- Attended the International Association Council's meetings and interacted with the presidents of the organizations regarding the admitted students.

♦ **Career Services and Development Center,** **Sep.- Dec. 2000**
Practicum in Career Development
- Researched and developed a training program for staff and students on Career Search.

♦ **International Students and Scholars Office,** **May -Aug. 1999**
Orientation Coordinator
- Coordinated the new student Airport-Pickup and provided accommodation for those without housing arrangements.
- Worked closely with the international student advisors.
- Assisted the new students during the orientation period.

♦ **International Students and Scholars Office,** **Jan. - May 1999**
Volunteer
- Worked at the office and assisted the international students on Visa related issues.

♦ **Internationalizing Student Life,** **Jan.- May 1999**
Volunteer

- Attended the activities and meetings of the office.
- Visited several senior classrooms as a guest speaker to promote diversity and cultural awareness

Speakers Bureau,
Volunteer
- Visited the 7th grade class in Bath Middle School to create an awareness on Turkish and Islamic culture
- Visited Birch Run Nursing House and gave a presentation on Turkish culture.

National Computer Services (NCS-Pearson), East Lansing, MI
Scoring Supervisor/Scorer **March 1999-June 2002**
- Supervised and trained a group of up to 12 people on a scoring project of Michigan Educational Assessment Program (MEAP)
- Scored efficiently and accurately the responses of secondary and high school students to open-ended questions in state-wide educational assessment exams such as MEAP mentioned above.

Ankara Education Association, Ankara **1994-1998**
Instructor
- Taught English as a second languate to Adult learners.

Skills:

Technical: Microsoft Windows operating systems, Microsoft Office Suite including MS Word, MS Excel, MS PowerPoint, MS Outlook, Outlook Express, Survey Monkey, and working knowledge of MS Access and Web Design, Michigan State University Student Information Services (SIS);
Language and Social: Proficiency in oral and written English, excellent organizational and interpersonal skills.

Organizations:

- American College Personnel Association (ACPA)
- LATTICE (Linking All Types of Teachers to International, Cross- Cultural Education).
- National Academic Advising Association (NACADA)
- Treasurer of Pleasant View School Parent-Teacher Organization

MARLON FOSTER

590 Jennette Place
Memphis, TN 38126
901.942.1512

CAREER SUMMARY

Founder and Executive Director of a community development organization, Knowledge Quest whose mission is "to vigorously grow communities through an intergenerational empowerment program model." Founding Pastor of Christ Quest Community Church, a non-denominational Christian church rooted in social justice and evangelism.

PROFESSIONAL EXPERIENCE

KNOWLEDGE QUEST, INC. MEMPHIS, TN **1998 - PRESENT**

Executive Director

Responsible for development, implementation, evaluation and oversight of an inner city school age academy providing "adventure education" programs concentrating on academic, positive social behavior, and prevention of drug/alcohol use and gang activity within impoverished communities. The program operates an after-school program for public housing and inner city neighborhood youth in the South Memphis area of Memphis for students in grades Pre-K – 8th.

- Established an after school program for school-age children specializing in hands-on, "adventure education" opportunities for students in grades Pre-K – 5th.
- Established the Fowler Homes Brotherhood and Sisterhood, Teenage Social Clubs with an emphasis on community service and volunteerism which later evolved into the Knowledge Quest Teenage Academy; an ongoing after school program for teenagers.
- Established an Annual Fowler Festival that brought together hundreds of community residents, volunteers and vendors to celebrate arts, culture and community.
- Implemented a Parent Learning Academy that enables parents to better prepare themselves to be able to assist their children academically.
- Raised the funds and coordinated the efforts of 400 community volunteers to build a $50,000 playground on the Fowler Homes public housing property.
- Generated more than $2.5 million dollars in resources for the programs and services currently operating under the Knowledge Quest banner.

MEMPHIS THEOLOGICAL SEMINARY MEMPHIS, TN **2008 - PRESENT**

Faith Formation Group Leader

Serve in an adjunct capacity guiding first-year and transfer students through a two-semester course in faith formation.

UNIVERSITY OF MEMPHIS, MEMPHIS TN **1996 - 1997**

Consultant, CURE Department (Community Urban Renewal Enterprise)

Assisted in the development and implementation of community and supportive services for four public housing complexes, Hurt Village, Fowler Homes, Lauderdale Courts, and Lamar Terrace. Programs and services included GED training, job training, day care, and vocational skills training.

MEMPHIS HOUSING AUTHORITY MEMPHIS, TN **1995**

Assistant Grant Writer

Assisted in writing the LeMoyne Gardens planning grant. Helped to administer the grant through coordination of all health and human service and economic development planning and projections. Collaborated with assisted in the coordination of efforts which included officials from the US Housing and Urban Development department, leadership within our local Memphis Housing Authority, the LeMoyne Gardens Resident's Council and local community leaders and stakeholders.

COMMUNITY INVOLVEMENT

Memphis Reads Community Council
Assisi Foundation Advisory Board
South Memphis Citizens United for Action
Visioneering Advisory Board (Memphis University School)
Women in Community Service (WICS) Advisory Board – Immediate Past Chair
Association of Executives of United Way Agencies – Immediate Past Chair

EDUCATION

Bachelor of Business Arts – LeMoyne Owen College, Memphis, TN, 1995
Masters of Divinity – Memphis Theological Seminary, Memphis, TN, 2008

APPENDIX H

Founding Documents

(Articles of Incorporation)

Secretary of State
Division of Business Services
312 Rosa L. Parks Avenue
th Floor, William R. Snodgrass Tower
Nashville, Tennessee 37243

DATE: 09/04/09
REQUEST NUMBER: 6590-2402
TELEPHONE CONTACT: (615) 741-2286
FILE DATE/TIME: 09/03/09 1419
EFFECTIVE DATE/TIME: 09/03/09 1419
CONTROL NUMBER: 0609537

TO:
CEM AKKUS
UNIV. OF MEMPHIS
001 JOHNSON HALL
MEMPHIS, TN 38152

RE:
READ FOUNDATION
CHARTER - NONPROFIT

CONGRATULATIONS UPON THE INCORPORATION OF THE ABOVE ENTITY IN THE STATE OF TENNESSEE, WHICH IS EFFECTIVE AS INDICATED.

A CORPORATION ANNUAL REPORT MUST BE FILED WITH THE SECRETARY OF STATE ON OR BEFORE THE FIRST DAY OF THE FOURTH MONTH FOLLOWING THE CLOSE OF THE CORPORATION'S FISCAL YEAR. ONCE THE FISCAL YEAR HAS BEEN ESTABLISHED, PLEASE PROVIDE THIS OFFICE WITH THE WRITTEN NOTIFICATION. THIS OFFICE WILL MAIL THE REPORT DURING THE LAST MONTH OF SAID FISCAL YEAR TO THE CORPORATION AT THE ADDRESS OF ITS PRINCIPAL OFFICE OR TO A MAILING ADDRESS PROVIDED TO THIS OFFICE IN WRITING. FAILURE TO FILE THIS REPORT OR TO MAINTAIN A REGISTERED AGENT AND OFFICE WILL SUBJECT THE CORPORATION TO ADMINISTRATIVE DISSOLUTION.

WHEN CORRESPONDING WITH THIS OFFICE OR SUBMITTING DOCUMENTS FOR FILING, PLEASE REFER TO THE CORPORATION CONTROL NUMBER GIVEN ABOVE. PLEASE BE ADVISED THAT THIS DOCUMENT MUST ALSO BE FILED IN THE OFFICE OF THE REGISTER OF DEEDS IN THE COUNTY WHEREIN A CORPORATION HAS ITS PRINCIPAL OFFICE IF SUCH PRINCIPAL OFFICE IS IN TENNESSEE.

FOR: CHARTER - NONPROFIT ON DATE:

	FEES	
FROM: RECEIVED:	$0.00	$0.00
TOTAL PAYMENT RECEIVED:		$0.00

RECEIPT NUMBER:
ACCOUNT NUMBER:

Filing fee paid via credit card using the State of Tennessee's online One-Stop Business Resources.

Tre Hargett
TRE HARGETT
SECRETARY OF STATE

FILED, Tre Hargett, Tennessee Secretary of State, 9/3/2009, 14:19:09 PM

State of Tennessee

Department of State
Corporate Filings
312 Eighth Avenue North
6th Floor, William R. Snodgrass Tower
Nashville, TN 37243

CHARTER
(Nonprofit Corporation)

For Office Use Only

The undersigned acting as incorporator(s) of a nonprofit corporation under the Tennessee Nonprofit Corporation Act adopts the following Articles of Incorporation.

1. The name of the corporation is: READ FOUNDATION

2. Please complete all of the following sentences by checking one of the two boxes in each sentence:
This corporation is a public benefit corporation.
This corporation is not a religious corporation.
This corporation will not have members.

3. The name and complete address of the corporation's initial registered agent and office located in the State of Tennessee is:

CEM AKKUS
(Name)

198 ISLAND BLUFF DR. | MEMPHIS | TN, 38103
(Street Address) | *(City)* | *(State/Zip Code)*

SHELBY
(County)

4. List the name and complete address of each incorporator:

OZGENC AKTAS-KOCAK	198 ISLAND BLUFF DR., MEMPHIS, TN 38103
(Name)	*(Street Address, City, State and Zip Code)*
EMIN KUSCU	6928 NAPLES DR., CORDOVA, TN 38018
(Name)	*(Street Address, City, State and Zip Code)*
CEM AKKUS	UNIV. OF MEMPHIS, 001 JOHNSON HALL, MEMPHIS, TN 38152
(Name)	*(Street Address, City, State and Zip Code)*

5. The complete address of the corporation's principal office is:
198 ISLAND BLUFF DR. | MEMPHIS | TN, SHELBY, 38103
(Street Address) | *(City)* | *(State/County/Zip Code)*

6. The corporation is not for profit.

7. If the document is not to be effective upon filing by the Secretary of State, the delayed effective date and time are:
(Not to exceed 90 days.)
(Date and Time)

8. Insert here the provisions regarding the distribution of assets upon dissolution:
IN THE EVENT OF THE DISSOLUTION OR LIQUIDATION OF THE CORPORATION, ANY ASSETS THEN REMAINING SHALL BE DISTRIBUTED AMONG SUCH ORGANIZATIONS AS SHALL QUALIFY AS EXEMPT ORGANIZATIONS DESCRIBED IN CODE SECTION 501(C)(3) AS THE DIRECTORS SHALL DETERMINE.

9. Other provisions:
READ FOUNDATION IS A NON PROFIT CORPORATION TO PERFORM CHARITABLE ACTIVITIES WITHIN THE MEANING OF INTERNAL REVENUE CODE SECTION 501(C)(3). IT IS BEING FILED PURSUANT TO THE TENNESSEE NONPROFIT CORPORATION ACT, COMPILED IN CHAPTERS 51-68 OF TITLE 48, TCA.

09/03/2009
Signature Date

I Certify - Electronic Signature
Incorporator's Signature

CEM AKKUS
Incorporator's Name

5598.2402

APPENDIX I

IRS Exemption Document (501(c)(3))

All required forms were submitted to the IRS to be an exempt organization [(501(c)(3)], please see attached letter.

Internal Revenue Service
Director, EO Rulings & Agreements
P.O. Box 2508
Cincinnati, OH 45201

Date: September 23, 2009

READ FOUNDATION
C/O CEM AKKUS
198 ISLAND BLUFF DR.
MEMPHIS, TN 38103

Department of the Treasury

Employer Identification Number:
94-3487601
Document Locator Number:
17053-094-15302-6
Toll Free Number: 877-829-5500
Application Form: 1023
User Fee Paid: $750.00

Acknowledgement of your application

We received your application for exemption from federal income tax. When communicating with us, please refer to the employer identification number and document locator number shown above.

When can you expect to hear from us about your application?

Your application was entered into our computer system and has been sent for initial review. Applications are initially separated into three groups: (1) those that can be processed immediately based on information submitted, (2) those that need minor additional information to be resolved, and (3) those that require additional development.

If your application falls in the first or second group, you will receive your exemption letter or a request for additional information, via phone, fax, or letter, within approximately 60 days of the date the application was submitted.

If your application falls within the third group, you will be contacted when your application has been assigned to an Exempt Organizations specialist. We assign applications in the order we receive them. If, after additional development, we conclude that you qualify for exemption, we will send you a letter stating that you are exempt from federal income tax. If we conclude that you do not qualify for exemption, we will send you a letter explaining why we believe you do not qualify and will include a complete explanation of your appeal rights.

The IRS does not issue "tax exempt numbers" or "tax exempt certificates" for state or local sales or income taxes. If you need exemption from these taxes, contact your state or local tax offices.

Where can you learn more about the status of your application?

Unfortunately, we are experiencing delays in working applications that require further development. Please click on the Where Is My Exemption Application? link found at www.irs.gov/eo for the dates of cases currently being assigned.

APPENDIX J

Emergency Planning and Procedures

Handbook

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Response Plan

This Quick Reference Crisis Response Guide is for use by all Memphis School of Excellence employees. The purpose of this guide is to keep procedures that need to be followed during critical incidents easily accessible. This guide should be considered a first response. It is critical for all employees to be aware of the following procedures for emergency situations.

This guide was developed by the School Board Members. Throughout this guide, there are steps that call for contacting various members of the School's Crisis Intervention and Emergency Planning team. Please refer to the contact people and their extensions as needed. In the event the Administrator's are out of the building, the person acting in their place will be ....(TBA).

Building Personnel Certified in Emergency Assistance

List the names of the personnel in your building who are certified in First Aid or CPR.

Mrs.	(Ext. 123)
Ms. ..... (Nurse)	(Ext.345)
Mr.	(Ext 678)

Helpful Telephone Numbers

Remember:	Call 911 for all Emergencies
Police	911
Fire	911
Ambulance	911
Chemical Spills	911
Poison Control Hot Line	1-800-222-1222
Bureau of ATF-Memphis	123-456-7890

DEA	123-456-7890
FBI	123-456-7890

Law Enforcement-Police - Non-Emergency:	
Memphis Police Department	901-545-COPS
Shelby County Sheriff Department	901-545-5500
Memphis Fire Dept.	901-458-8281
Hot Line Numbers	
Missing and Exploited Children National Hot Line	(800) 843-5678
National Domestic Violence Hotline	(800)799-SAFE (7233)
National Suicide Prevention Lifeline	(800)273-TALK (8255)
National Response Center to Report Toxic Spills, and Terrorist Threats	(800)424-8802
National Runaway Switchboard	(800)786-2929
Suicide and Crisis Center of	(800) 784-2433

Municipalities

Memphis Water -Emergencies	000
American Red Cross	000-000-0000
Salvation Army	000-000-0000
Department of Human Services	000-000-0000

Memphis School of Excellence

Address: 1234 Anywhere St. Memphis, TX

HELPFUL NUMBERS AND EXTENSIONS

School Phone Number	901-000-0000
School Fax Number	901-000-0000

School Administrators

Mr. .....,	Principal	EXT. 100
Mr. .....,	Assistant Principal	EXT. 100
Mr. .....,	Assistant Principal	EXT. 111
Mrs. .....,	Activities Coordinator	EXT. 111

Crisis Intervention and Emergency Planning team

Mr.	cell# 123-000-0000	EXT. 505
Mr.		EXT. 104

School Nurse

Nurse	EXT. 315

School Secretaries

Mrs.	EXT. 100
Mrs.	EXT. 101
Mrs.	EXT. 300

Special Ed. And ESL

Ms.	EXT. 119
Mrs.	EXT. 321

Finance

Mr.	EXT. 103

Fire Procedure

1. Pull the nearest fire alarm or call the office on the intercom to sound the alarm. **Call an "All School Evacuation."**
2. Call 911. Contact an Administrator.
3. If possible, shut the doors around the fire to contain it.
4. Attempt to put the fire out ONLY if you are trained in the use of a fire extinguisher and if the fire is in its beginning stages, and only after evacuation has started.
5. Evacuate the building according to predetermined procedures. Give consideration to wind direction. Do not remain in, or move to, an area downwind from the fire. Move at least 300 feet away from the building.
6. If you are unable to evacuate the building, seek a safer area as far from the fire as possible. Seal all doors and vents with cloth or other materials. Do whatever you can to communicate your location to rescue personnel.
7. Teachers should take attendance and report any missing students to the Administrator on duty.
8. If safety permits, appointees should check bathrooms and unoccupied rooms.
9. The Administrator on duty should have available to the Fire Department: the head custodian, location of fire, knowledge of missing people, all building keys, and a floor plan of the building.
10. Return students to the building ONLY on advice of Fire Department personnel. Attendance should be taken after returning to the room.

Tornado/Severe Weather

1. In threat of severe weather, monitor weather radios or news. Contact an administrator.
2. Have a transistor radio available in case of power outage.
3. When a tornado warning "Take Cover" has been issued, call a Tornado/Security alert for teachers to take their students to their designated positions.
4. Teachers should stay with their class at all times.
5. Designate someone to check all bathrooms, unoccupied classrooms, and other rooms where people might be.
6. Once the "All Clear" signal has been given, classes should return to their rooms and teachers should take attendance.
7. If necessary, assess the building for damage or down power lines. Do not allow students to leave the building until it is determined it is safe.

Tornado Drills

When a "Take Cover" announcement is heard:

1. Take class to the hallway without windows
2. Students should be down on knees, with head down, and hands over head.
3. Teachers should monitor student safety
4. Wait for "All Clear" announcement to return to classroom

Lock Down Procedure

If outside individuals are on campus and are behaving in a hostile or potentially hostile manner, or a campus situation has the potential to become uncontrollable, enact this procedure.

1. Contact an Administrator on duty or call 911.
2. **Give the "Secure Rooms" announcement,** telling teachers to hold their classes and lock their doors. Students and staff should remain away from windows and doors.
3. Teachers should shut and lock their classroom doors, move children to where they cannot be seen through the door and stay with the children.
4. Outside doors should be locked by school administrators.
5. Send bystanders back to class immediately.
6. If possible, try to intervene and diffuse the situation - do not place yourself, your staff, or your students in danger. Wait for the police if necessary.
7. Administrator or Committee member should appoint people to check bathrooms and unoccupied rooms for students out of the classroom when the "Secure Rooms" was given.
8. Send a staff member to meet the police outside and bring them directly to the place of disturbance, and tell them of the intruder's last known whereabouts and description.
9. When situation is under control, **give the "All Clear" announcement,** telling teachers to return to normal schedule.
10. Call parents of the involved student(s) and inform them of the situation.

Media Relations

In the event the media arrives during an incident and Mr. Guvercin is unavailable or has not arrived, remember the following:

1. Contact the Administrator on duty. Administrators or Safety and Procedure Committee Members, Mr. Alexander or Mr. Soules should ONLY speak to the media. Teachers and Staff should not speak to the media, unless otherwise told.
2. In an emergency situation, police/fire should be consulted prior to making any statements. They should be considered the primary communicator in an emergency situation.

Speaking to the media procedures for Administrators and Safety Committee:

1. Be calm and polite. Anger or defensiveness will not communicate confidence to parents and patrons.
2. Ask the media to set up in a designated area of your choice, do not let them roam freely but do not kick them off the property. If you do not have sufficient information, delay the interview.
3. Never say "No Comment," instead say, "I will have to get back with you on this."
4. Never tell a reporter something "off the record." REPORTERS ARE ALWAYS ON THE RECORD, even if they agree to the "off the record" statement.
5. Never release names of victims or persons involved before speaking with the Director of Communications and/or the Superintendent Liaisons.
6. Do not allow a student to be interviewed without parental permission.
7. Always be honest! Keep your statements short and to the point, answer only what is asked and do not volunteer additional information unless you need to get information to parents.

Visitors in the Building

ALL visitors must sign in at the front office. At no point, should visitors be in the building without an ID badge

1. Any staff member seeing someone in the building without a badge must escort them to the front office.
2. Office staff will ask for ID and place in the raptor ID machine to verify this visitor is OK to enter the building.
3. Upon verifications, an ID sticker with their name and picture will be given to them to wear.
4. If verification comes up with a problem, office staff should contact an administrator. Under no circumstances should this person be allowed to enter the building.
5. If this occurs, follow procedures for confrontational person

Visitors in the GYM:

ALL visitors must sign in at the front office

1. Front and Back door to gym should remain locked.
2. Sign should be posted on the window to inform visitors to sign in at Middle/High School Building
3. Faculty or students should not allow a visitor in the gym unless an ID sticker is visible
4. If a problem occurs, follow procedures for confrontational person

Bomb Threats/Explosive Device

1. In the case of a bomb threat - the person receiving the threat should try to keep the individual on the phone as long as possible, asking questions about the bomb - location, size, detonation time, etc. Pay close attention to external noises, etc. that may assist investigators. Refer to the "Bomb Threat Checklist" behind this page. In the case of a suspicious package or item, it should be assumed to be a bomb. DO NOT TOUCH OR MOVE.

2. Turn off two-way radios and cellular telephones (frequencies could cause detonation).

3. Contact the Administrator on duty, if available. Call 911 IMMEDIATELY.

4. Evacuate the building with an "All School Evacuation" and pull the fire alarm. Direct students and personnel away from the area of the suspicious device or explosive (if known).

5. The "All School Evacuation" signal will tell teachers to take the students a minimum distance of 300 feet from the building.

6. Once the authorities arrive, cooperate with them on the search of the building and grounds.

7. Do not re-enter the building until the authorities give the "All Clear" signal (the decision to re-enter the building will be made by the Administrator).

Child Abuse Reporting

All employees must comply with state laws and statutes. In this regard, any employee that has reasonable cause to believe or suspect a child is being subjected to physical or sexual abuse or neglect must report their findings to the Department of Human Services immediately. Willful failure to do so may result in a misdemeanor charge. District employees who report an incident in good faith and exercise due care shall be immune from any civil or criminal liability.

1. Any person who has reason to believe a child under the age of 18 is a victim of abuse or neglect shall report the matter promptly to the Department of Human Services.
2. Contact Mephis Abuse Hotline at 800-000-0000 or
3. Advise Principal.

Confrontational Person

1. If a person insists on arguing or being confrontational, do not perpetuate the situation by arguing back. Remain calm and contact an Administrator .
2. Try to get the person isolated from the students by walking him/her to the office, but do not be alone with the angry person, have another adult near.
3. Ask "What can I do to fix this situation?" If you can do what is asked, DO IT.
4. If the person is asking for something you cannot do - explain that it is beyond your control to do what they want, but you will be willing to check into it.
5. Let them talk. Be as accommodating as you can. Sometimes being helpful or being an attentive listener will defuse the situation even though nothing may change.
6. If the person does not calm down, contact Mr..... Remember, safety to yourself, to the students and to the staff is your priority.
7. It is important to balance safety concerns and customer service. Asking a parent to leave for today is acceptable.

Custody Procedures

1. Maintain accurate records regarding custody, court orders, or special releases.
2. Make sure students with special custody situations are known by any employee of the school who may be responsible for releasing students to adults.
3. If a parent telephones stating that the school needs to release their child to someone other than himself/herself, follow up the call with a call back to the parent using the telephone numbers given in the student's file to verify that it was indeed the parent who called. Ask that the parent provide the request in writing if at all possible.
4. Never release a student solely on the word of the person who comes to pick him/her up. ALWAYS check the student's registration card for the names of individuals allowed to pick up the student.
5. If someone comes to pick up a student who does not have custody of the student, contact the Administrator on duty immediately. DO NOT let the student and the adult come in contact with each other.
6. If necessary, contact the police.
7. If the police are called, the media may become aware of the situation. No staff member should speak to the media. Refer to Mr. Guvercin

Death of a Student or Staff Member

Death Occurs Off Campus:

1. Contact Mr. ....., Principal
2. Contact your staff, including Safety and Procedure Committee, and have a statement prepared for them to share with their students if needed.
3. Share the information with students in the classroom setting. NEVER announce the death of a student or staff member over the intercom.
4. Make a room available for counseling.
5. Escort students or staff who needs assistance to the counseling room.
6. Call a staff meeting after school to discuss how the day went, to identify students to watch, and to share new information.

Drug Overdose/Poisoning/Allergic Reaction

1. Call 911 immediately. Contact an Administrator on duty, if available.
2. Send for the nurse or first aid contact.
3. In the case of poisoning, contact the Poison Control Hot Line at 1-800-222-1222.
4. Check the student's or employee's file for medical alerts.

Accident/Serious Injury/Illness

1. If the person(s) is seriously injured or sick, call 911 immediately. Contact the Administrator on duty. Contact Nurse.
2. Only approach the injured if the area is safe for you to enter.
3. If there is blood or other bodily fluid, be sure to protect yourself with gloves, eye protection, and gown.
4. Send for the nurse or someone who knows first aid.
5. Do not move the injured person(s).
6. Make sure someone stays with the injured person(s) until help arrives.
7. Notify the emergency contact for the injured person(s) and inform him/her of the situation (which hospital if transported).
8. Notify a School Administrator

Drug Use and Possession

Drug Use

1. Contact an Administrator if a student is suspected to be under the influence of drugs. Call 911 if medical assistance is needed.
2. Contact Mr. .....
3. Call student's parents and inform them of the situation.

Possession

1. If a student is suspected of drug possession, contact the Administrator on duty.
2. Contact Mr. ....., or call 911.
3. The investigation of the incident is the responsibility of the Police Department. The District has a NO TOLERANCE policy for drug possession.
4. Call student's parents and inform them of the situation.

Staff will follow Memphis School of Excellence Student Handbook

Field Trips

Follow any procedure in this handbook should an emergency occur while offsite. In addition, the following steps should be taken.

1. Field trip teachers call 911, if necessary.
2. Contact an Administrator
3. Administrator on duty contacts parents with information about their child (ren). Make sure to have all the information available.

Assault on Student or Staff

1. Contact school Administrator-Procedures and policies to follow according to staff and student handbook
2. Notify Mr. ..... or Mr. ..... for security or Nurse ..... if medical attention is needed.
3. Assign a staff member to gather witnesses and/or suspects.
4. If the offender is in custody, keep him or her isolated from other students but always under adult supervision, as long as doing so does not pose a danger to yourself or others.
5. All parties involved should be asked for statements separately, away from peer pressure.

Hazardous Material Accident

If hazardous materials are inside the building;

1. Initiate evacuation of the building according to fire procedures. Give consideration to wind direction. Do not remain in, or move to, an area downwind from the hazardous material.
2. Contact an Administrator on duty, if available. Call 911
3. The Administrator on duty should have available to the Fire Department: the head custodian, location of hazardous material and what kind (if known), knowledge of missing people, and floor plan of building.

If hazardous materials are outside the building;

1. If you are unable to evacuate the building, seek a safer area as far from the hazardous material as possible. Seal all doors and vents with cloth or other materials. Do whatever you can to communicate your location to rescue personnel.
2. Contact an Administrator on duty, if available. Call 911
3. Make sure heating and air conditioning units are turned off.
4. The Administrator on duty should have available to the Fire Department: the head custodian, location of hazardous material and what kind (if known), knowledge of missing people, and floor plan of building.

Hostage Situation

1. Call 911. Be specific with 911 about the hostage situation so police can respond without sirens. Contact an Administrator on duty, if available.
2. Evaluate the situation. Can the building be evacuated by room-to-room alerts? If not, call a "Secure Rooms" announcement and lock down the building telling teachers to hold their classes and lock their doors.
3. The Administrator on duty should have available for police: custodians, building security, building floor plans, and any available witnesses or information.
4. When situation is over, call an "All Clear" announcement to notify teachers

Kidnapping

1. Call 911. Contact an Administrator on duty.
2. Call "Secure Rooms" alert if warranted.
3. Contact student's parents or legal guardian and inform them about the event.
4. Have student information, including picture, if possible, ready for the police.
5. Have all witnesses available to the police.
6. Give the "All Clear" signal when it has been determined the school is safe.

Missing Child

7. Contact an Administrator on duty, if available.
8. Conduct a search of the school.
9. If the student is not found, call 911
10. Call student's parents and inform them of the situation.
11. Contact friends and associates of the student to gain information on the student's whereabouts.

Mental Health Crisis/Suicide Threat

1. Contact an Administrator on duty, if available. If the student, staff member, or visitor is armed or violent, call 911 immediately, and announce a "Secure Room" announcement.
2. Isolate the student or staff member and make sure he/she cannot hurt himself or herself.
3. Keep student or staff member under constant supervision.
4. Call the parent or emergency contact and ask them to come to the site.
5. Announce "All Clear" when situation is taken care of.

Rape/Suspected Rape

1. Call 911. Contact an Administrator on duty, if available.
2. Take the victim someplace private, but do not leave him/her alone. Do not interview or question the victim.
3. Do not touch evidence or enter the scene. Secure scene until police arrive and takes control of the scene.
4. If suspect is present, detain (if possible without causing harm to yourself or others) and secure away from the victim.
5. Call student's parents and inform them of the situation.

Shooting Incident

(Shots Have Been Fired)

1. Call 911. Contact Administrator on duty, if available. Contact Nurse for medical emergency.
2. Call "Secure Rooms" announcement to lock down building, designate someone to scan the halls, and check restrooms for students.
3. Students should be instructed to take cover away from view of the doors and windows with the lights off.
4. Designate someone to stay near the intercom for communication if safety allows. Also designate someone to meet emergency personnel if safety allows.
5. When the situation is over, give the "All Clear" signal.

Threats to Harm Another

1. Contact an Administrator on duty, and the Mr. Alexander or Mr. Soules, if available. Follow Student Handbook Procedures.
2. Call 911 if the person has a weapon or is hostile.
3. Try to calm the person who is threatening others.
4. Try to isolate the person and keep students away.
5. Call the student's parents and inform them of the situation.

Utility Problems

Electrical/Down Power Lines

1. Contact an Administrator, if available.
2. Clear the area of all students and staff.
3. Call 911, if fire or safety hazard is evident.
4. If necessary, call "Secure Rooms" announcement to lock down the building until safety hazard is removed, or if warranted, evacuate the building, keeping students and personnel away from hazards. All rooms should have a flashlight.

Gas Leak

1. Contact an Administrator on duty, if available.
2. Do not activate the fire alarm, intercom or other electrical equipment. Do not use any flame producing items or candles in or near the building.
3. Evacuate the building using a room-to-room notification. Exit the building according to the normal fire drill procedures and take the students at least one block from the building. Give consideration to wind direction. Do not move students to or remain in an area down wind from the leak.
4. Have the custodian available when emergency personnel arrive.

Weapons

A weapon is any object which is dangerous or capable of inflicting harm.
Weapon suspected on student:

1. Contact an Administrator and Mr. Alexander or Mr. Soules, if available. Call 911.
2. Try to isolate the student suspected of having a weapon. Allow police to disarm the student.
3. Avoid confrontation.
4. Do not allow the student access to locker or book bag.
5. Call the student's parents and inform them of the incident.

Weapon found on property:

1. Contact the Administrator on duty and Mr. Alexander or Mr. Soules, if available. Call 911.
2. Do not touch weapon unless absolutely necessary.
3. Clear the area of all students.
4. Have an administrator or safety member stay with the weapon until police arrive.
5. Call the student's parents and inform them of the incident.

Confirmation Form

Crisis Intervention and Emergency Planning Handbook
Confirmation Form

I, _____ have received a copy of the Memphis School of Excellence, Handbook. I have read all the information in this handbook, and will keep the handbook accessible at all times in my classroom. I agree to comply with expectations and responsibilities listed in the Safety and Procedure Handbook as necessary.

_____
Print Name

_____
Signature

_____
Date

APPENDIX K

Bylaws

BYLAWS

Read Foundation

198 Island Bluff Dr.
Memphis, TN, 38103

ARTICLE 1

OFFICES

Principal Office

1.01. The principal office of the Read Foundation ("Corporation") shall be located at 198 Island Bluff Drive Memphis, TN 38103. The Corporation may have such other offices, either in Tennessee or elsewhere, as the Board of Directors may determine. The Board of Directors may change the location of any office of the Corporation.

Registered Office and Registered Agent

1.02. The Corporation shall comply with the requirements of the Act and maintain a registered office and registered agent in Tennessee. The registered office may, but need not, be identical with the Corporation's principal office in Tennessee. The Board of Directors may change the registered office and the registered agent as provided in the Act.

ARTICLE 2

BOARD OF DIRECTORS

Management of the Corporation

2.01. The affairs of the Corporation shall be managed by the Board of Directors.

Number of Directors

2.02. Number of Directors may never be less than five (5). The number of the directors may be increased or decreased as needed by amendments by majority vote of the directors. Directors need not be residents of Tennessee.

Nomination of Directors

2.03. At any meeting at which the election a director occurs, a director may nominate a person with the second of any other director. In addition to nominations made at meetings, a nominating committee shall consider possible nominees and, make nominations for each election of directors. The secretary shall include the names nominated by the nomination committee, and any report of the committee, with the notice of the meeting at which the election occurs.

Election and Terms of Directors

2.04. A person who meets any qualification requirements to be a director and who has been duly nominated may be elected as director. Board of directors shall be elected by the vote of a majority of directors. Directors shall be elected to a term of three years and may be reelected to successive terms. An

election to fill a vacancy may occur at any duly called meeting of the board at which a quorum is present.

Vacancies

2.05. Any vacancy occurring in the board of directors, and any director position to be filled due to an increase in the number of directors, shall be filled by the affirmative vote of a majority of the remaining board of directors. When a vacancy on the Board exists, nominations for new members may be received from present board members one week in advance of a board meeting.

Annual Meeting

2.06. The annual meeting of the Board of Directors shall be held on the first Saturday of September of each year. The date of the annual meeting may be changed with a written notice by the President who shall also set the time and place of that delayed meeting. The president or the secretary shall give a written notice of the meeting to each director not less than five nor more than 30 days before the date of the meeting and shall post a written notice for general public as required in section 2.09 of this bylaw.

Regular meeting

2.07. Regular meetings of the board shall be held at the principal office on the second Saturday of every other month starting September of each year. Number of meeting may be increased or decreased by a resolution of the board. The president or the secretary shall give a written notice of the meeting to each director not less than five nor more than 30 days before the date of the meeting and shall post a written notice for general public as required in section 2.09 of this bylaw.

Special Meetings

2.08. Special meetings of the Board of Directors may be called by or at the request of the president or any two directors. A person or persons authorized to call special meetings of the Board of Directors may fix any place for holding a special meeting. The person or persons calling a special meeting shall notify the secretary of the information required to be included in the notice of the meeting. Then, the secretary shall give a written notice of the meeting to each director not less than five nor more than 30 days before the date of the meeting and shall post a written notice for general public as required in section 2.09 of this bylaw.

Notices

2.09. All meeting (Annual, Regular, and Special Meetings) notices must be in writing. The written notices must be posted and must be readily accessible by the general public at all times for at least 72 hours before the scheduled time of the meeting. The written notice shall include agenda items, day, time, and the location of the meeting. The written notice shall use plain, concise English.

Quorum

2.10. A majority of the number of directors then in the office shall constitute a quorum for the transaction of business at any meeting of the Board of Directors. Directors present by proxy may not be counted toward a quorum. The directors present at a duly called or held meeting at which a quorum is present may continue the meeting even if enough directors leave the meeting so that less than a quorum remains. However, no action may be approved without the vote of at least a majority of the number of directors required to constitute a quorum. If less than a quorum is present at any meeting, a majority of the directors present may adjourn the meeting at any time without further notice.

Duties of Directors

2.11. Directors shall exercise ordinary business judgments in managing the affairs of the Corporation. Directors shall act as fiduciaries with respect to the interests of the members. In acting in their official capacity as directors of this corporation, directors shall act in good faith and take actions they reasonably believe to be in not take any action that they should reasonably believe would be opposed to the Corporation's best interests or would be unlawful. A director shall not be liable if, in the exercise of ordinary care, the director acts in good faith relying on written financial and legal statements provided by an account or attorney retained by the Corporation.

Actions of Board of Directors

2.12. The Board of Directors shall try to act by consensus. The act of a majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board unless the act of a greater number is required by law or these bylaws. If a quorum is present but thereafter a sufficient number of Directors leave such meeting so that a quorum no longer present, then any action taken by the remaining Directors shall not be the act of the Board.

Proxies

2.13. Board of Directors may not issue a proxy or may not be represented by a proxy.

Compensation

2.14. Directors shall not receive salaries for their services. The Board of Directors may adopt a resolution providing for a reimbursement payment according to the state law to the Directors for their expenses of attendance, if any, for attendance at each meeting of the Board of Directors.

Removal of Directors

2.15. The Board of Directors or members may vote to remove a director at any time, only for good cause. Good cause for removal of a director shall include the unexcused failure to attend four consecutive meetings of the Board of Directors. A meeting to consider the removal of a director may be called and noticed following the procedures provided in the bylaws. The notice of the meeting shall state the issue of possible removal of the director that will be on the agenda the notice shall state the possible cause for removal. The director shall have the right to be represented by an attorney at and before the meeting. At the meeting, the Corporation shall consider possible arrangements for resolving the problems that are I the mutual interest of the Corporation and the director. A director may be removed by the affirmative vote of fifty one (51) percent of the Board of Directors.

ARTICLE 3

OFFICERS

Officers Positions

3.01 The officers of the Corporation shall be a president, two vice presidents, a secretary, and a treasurer. The Board of Directors may create additional officer positions, define the authority and duties of each such position, and elect or appoint persons to fill the positions. Any two or more offices may by the same person, except the offices of president and secretary.

Election and Terms of Officers

3.02 The Officers and directors shall be elected by the vote of a majority of directors. Officers and directors shall be elected to a term of three years and may be reelected to successive terms. An election to fill a vacancy may occur at any duly called meeting of the board at which a quorum is present.

Removal

3.03 Any officer elected or appointed by the Board of Directors may be removed by the Board of Directors with or without good cause. The removal of an officer shall be without prejudice to the contract rights, if any, of the officer.

Vacancies

3.04. A vacancy in any office may be filled by the Board of Directors for the unexpired portion of the officer's term.

President

3.05. The president shall be the chief executive officer of the Corporation. The president shall supervise and control all of the business and affairs of the Corporation. The president shall preside at all meetings of the members and of the Board of Directors. The president may execute any deeds, mortgages, bonds, contracts, or other instruments that the Board of Directors has authorized to be executed. However, the president may not execute instruments on behalf of the Corporation if this power is expressly delegated to another officer or agent of the Corporation by the Board of Directors, the bylaws, or statute. The president shall perform other duties prescribed by the Board of Directors and all duties incident to the office of president.

Vice President

3.06. When the president is absent, is unable to act, or refuses to act, a vice president shall perform the duties of the president. When a vice president acts in place of the president, the vice president shall have all the powers of and be subject to all the restrictions upon the president. If there is more than one vice president, the vice presidents shall act in place of the president in the order of the votes received when elected. A vice president shall perform other duties as assigned by the president or board of directors.

Treasurer

3.07. The treasurer shall:

(a) Have charge and custody of and be responsible for all funds and securities of the Corporation.
(b) Receive and give receipts for moneys due and payable to Corporation from any source.
(c) Deposit all moneys in the name of Corporation in banks, trust companies, or other depositories as provided in the bylaws or as directed by the Board of Directors or president.
(d) Write checks and disburse funds to discharge obligations of the Corporation.
(e) Maintain the financial books and record of the Corporation.
(f) Prepare financial reports at least annually.
(g) Perform other duties as assigned by the president or by the Board of Directors.
(h) If required by the Board of Directors, give a bond for the faithful discharge of his or her duties in a sum and with a surety as determined by the Board of Directors.
(i) Perform all of the duties incident to the office of treasurer.

Secretary

3.08 The secretary shall:

(a) Give all notices as provided in the bylaws or as required by law.
(b) Take minutes of the meetings of the members and the Board of Directors and keep the minutes as part of the corporate records.
(c) Maintain custody of the corporate records and of the seal of the Corporation.
(d) Affix the seal of the Corporation to all documents as authorized.
(e) Keep a register of the mailing address of each [if corporation has members, add: member], director, officer, and employee of the Corporation.
(f) Perform duties as assigned by the president or by the Board of Directors.
(g) Perform all duties incident to the office of secretary.

ARTICLE 4

COMMITTEES

Establishment of Committees

4.01. The Board of Directors may adopt a resolution establishing one or more committees delegating specified authority to a committee, and appointing or removing members of a committee. A committee shall include two or more directors and may include persons who are not directors. If the Board of Directors delegates any of its authority to a committee, the majority of the committee shall consist of directors.

The Board of Directors may establish qualifications for membership on a committee. The Board of Directors may delegate to the president its power to appoint and remove members of a committee that has not been delegated any authority to it shall not relieve the Board of Directors, or any individual director, of any responsibility imposed by the Bylaws or otherwise imposed by law. No committee shall have the authority of the Board of Directors to:

(a) Amend the articles of incorporation.
(b) Adopt a plan of merger or a plan of consolidation with another corporation.
(c) Authorize the sale, lease, exchange, or mortgage, of all or substantially all of the property and assets of the Corporation.
(d) Authorize the voluntary dissolution of the Corporation.
(e) Revoke proceedings for the voluntary dissolution of the Corporation.
(f) Adopt a plan for the distribution of the assets of the Corporation.
(g) Amend, alter, or repeal the bylaws.
(h) Eject, appoint, or remove a member of a committee or a director or officer of the Corporation.
(i) Approve any transaction to which the Corporation is a party and that involves a potential conflict of interests as defined in paragraph 5.04, below.
(j) Take any action outside the scope of authority delegated to it by the Board of Directors.

Authorization of Specific Committee

4.02. There shall be the following committees: Membership, Nominating and Program Committees. The Board of Directors shall define the activities and scope of authority of each committee by resolution.

Term of Office

4.03. Each member of a committee shall continue to serve on the committee until the next annual meeting of the Directors of the Corporation and until a successor is appointed. However, the term of a committee member may terminate earlier if the committee is terminated or if the member dies, ceases to qualify, resigns, or, is removed as a member. A vacancy on a committee may be filled by an appointment made in the same manner as an original appointment. A person appointed to fill a vacancy on a committee shall serve for the unexpired portion of the terminated committee member's term.

Chair and Vice-Chair

4.04. One member of each committee shall be designated as the chair of the committee and the other member of each committee shall be appointed by the president of the Corporation. The chair and vice-chair shall be appointed by the president of the Corporation. The chair shall call and preside at all meetings of the committee. When the chair is absent, is unable to act, or refuses to act, the vice-chair shall perform the duties of the chair. When a vice-chair acts in place of the chair, the vice-chair shall have all the powers of and be subject to all the restrictions upon the chair.

Notice of Meetings

4.05. Written or printed notice of a committee meeting shall be delivered to each member of a committee not less than, seven nor more than 30 days before the date of the meeting. The notice shall state the place, day, and time of the meeting, and the purpose or purposes for which the meeting is called.

4.06. A majority of the number of persons shall constitute a quorum of a committee for the transaction of business at any meeting of the committee. The directors present at a duly called or held meeting at which a quorum is present may continue the meeting even if enough directors leave the meeting so that less than a quorum remains. However, no action may be approved without the vote of at least a majority of the number of directors required to constitute a quorum. If less than a quorum is present at any meeting, a majority of the directors present may adjourn the meeting at any time without further notice.

Actions of Committees

4.07. Committees shall try to take action by consensus. However, the vote of a majority of committee members present and voting at a meeting at which a quorum is present shall be sufficient to constitute the act of the committee unless the act of a greater number is required by law or the bylaws. A

committee member who is present at a meeting and abstains from a vote is not considered to be present and voting for the purpose of determining the act of the committee.

Proxies

4.08. A committee member may not vote by a proxy.

Compensation

4.09. Committee members shall not receive salaries for their services. The Board of Directors may adopt a resolution providing for the payment to committee members of a fixed sum and expenses of attendance, if any, for attendance at each meeting of the committee. A committee member may serve the Corporation in any other capacity and receive compensation for those services. Any compensation that the Corporation pays to a committee member shall be commensurate with the services performed and shall be reasonable in amount. However, the Board of Directors is highly encouraged to provide services on a voluntary basis and request no compensation.

Rules

4.10. Each committee may adopt rules for its own operation not inconsistent with the bylaws or with rules adopted by the Board of Directors.

ARTICLE 5

TRANSACTIONS OF THE CORPORATION

Contracts

5.01. The Board of Directors may authorize any officer or agent of the Corporation to enter into a contract or execute and deliver any instrument in the name of and on behalf of the Corporation. This authority may be limited to a specific contract or instrument or it may extend to any number and type of possible contracts and instruments.

Deposit

5.02. All funds of the Corporation shall be deposited to the credit of the Corporation in banks, trust companies or other depositaries that the Board of Directors selects.

Gifts

5.03. The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest, or devise for the general purposes or for any special purpose of the Corporation. The Board of Directors may make gifts and give charitable contributions that are not prohibited by the bylaws, the articles of incorporation, state law, and any requirements for maintaining the Corporation's federal and state tax status.

Potential Conflicts of Interest

5.04. The corporation shall not make any loan to a director or officer of the corporation. The Corporation shall not borrow money from or otherwise transacts business with a member, director, officer, or, committee member of the Corporation unless the transaction is described fully in a legally binding instrument and is in the best interests of the Corporation. The Corporation shall not borrow money from or otherwise transact business with a director, officer, or committee member of the Corporation without full disclosure of all relevant facts and without the approval of the Board of Directors, not including the vote of any person having a personal interest in the transaction.

Annual Statements Regarding Conflict of Interest Policy

5.05. Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

(a) Has received a copy of the conflicts of interest policy,

(b) Has read and understands the policy,
(c) Has agreed to comply with the policy, and
(d) Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Records of Proceedings

5.06. The minutes of the governing board and all committees with board delegated powers shall contain:

(a) The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

(b) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Violations of the Conflicts of Interest Policy

5.07. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Prohibited Acts

5.08. As long as the Corporation is in existence, and except with the prior approval of the Board of Directors, no director, officer or committee member shall:

(a) Do any act in violation of the bylaws or a binding obligation of the Corporation.
(b) Do any act with the intention of harming the Corporation or any of its operations.
(c) Do any act that would make it impossible or unnecessarily difficult to carry on the intended or ordinary business of the Corporation.
(d) Receive an improper benefit from the operation of the Corporation.
(e) Use the assets of the Corporation, directly or indirectly, for any purpose other than carrying on the business of the Corporation.
(f) Wrongfully transfer or dispose of Corporation property, including intangible property such as good will.
(g) Use the name of the Corporation (or any substantially similar name) or any trademark or trade name adopted by the Corporation, except on behalf of the Corporation in the ordinary course of the Corporation's business.
(h) Disclose any of the Corporation business practices, trade secrets, or any other information not generally known to the business community to any person not authorized to receive it.

ARTICLE 6

BOOKS AND RECORDS

Required Books and Records

6.01. The Corporation shall keep complete books and records of account. The Corporation's books and records shall include:

(a) A file-endorsed copy of all documents filed with Tennessee Secretary of State relating to the Corporation, including, but not limited to, the articles of Corporation, and any articles of

amendment, restated articles, articles of merger, articles of consolidation, and statement of change of registered office or registered agent.

(b) A copy of the bylaws, and any amended versions or amendments to the bylaws.

(c) Minutes of the proceedings of the Board of Directors, and committees having any of the authority of the Board of Directors.

(d) A list of the names and addresses of the directors, officers and any committee members of the Corporation.

(e) A financial statement showing the assets, liabilities and not worth of the Corporation at the end of the three most recent fiscal years.

(f) A financial statement showing the income and expenses of the Corporation for the three most recent fiscal years.

(g) All rulings, letters, and other documents relating to the Corporation's federal, state, and local tax status.

ARTICLE 7

FISCAL YEAR

7.01 The fiscal year of the Corporation shall begin on the first day of July and end on the last day in June in each year.

ARTICLE 8

INDEMNIFICATION

When Indemnification is Required, Permitted, and Prohibited

8.01. (a) The Corporation shall indemnify a director, officer, committee member, employee or agent of the Corporation who was, is or may be named defendant or respondent in any proceeding as a result of his or her actions omissions within the scope of his or her official capacity in the Corporation. For the purposes of this article, an agent includes one who is or was serving at the request of the Corporation as a director, officer, partner, venturer, proprietor, trustee, partnership, joint venture, sole proprietorship, trust, employee benefit plan, or other enterprise. However, the Corporation shall indemnify a person only if he or she acted in good faith and reasonably believed that the conduct was in the Corporation's best interests. In a case of criminal proceeding, the person may be indemnified only if he or she had no reasonable cause to believe that the conduct was unlawful. The Corporation shall not indemnify a person who is found liable to the Corporation or is found to be liable to another on the basis of improperly receiving a personal benefit. A person is conclusively considered to have been found liable in relation to any claim, issue, or matter if the person has been adjudged liable by a court of competent jurisdiction and all appeals have been exhausted.

(b) The termination of a proceeding by judgment, order, settlement, conviction, or on a plea of polo contendere or its equivalent does not necessarily preclude indemnification by the Corporation.

(c) The Corporation shall pay or reimburse expenses incurred by a director, officer, committee member, employee, or agent of the Corporation in connection with the person's appearance as a witness or other participation in a proceeding involving or affecting the Corporation when the person is not a named defendant or respondent in the proceeding.

(d) In addition to the situations otherwise described in this paragraph, the Corporation may indemnify a director, officer, committee member, employee, or agent of the Corporation to the extent permitted by law. However, the Corporation shall not indemnify any person in any situation in which indemnification is prohibited by the terms of paragraph 8.01., above.

(e) Before the final disposition of a proceeding, the Corporation may pay indemnification expenses permitted by the bylaws and authorized by the Corporation. However, the Corporation shall not pay indemnification expenses to a person before the final disposition of a proceeding. If the person is a named defendant or respondent in a proceeding brought by the Corporation; or the person is alleged to have improperly received a personal benefit or committed other willful or intentional misconduct.

(f) If the Corporation may indemnify a person under the bylaws, the person may be indemnified against judgment, penalties, including excise and similar taxes, fines, settlements, and reasonable expenses (including attorney's fees) actually incurred in connection with the proceeding. However, if the proceeding was brought by or on behalf of the Corporation, the indemnification is limited to a reasonable expenses actually incurred by the person in connection with the proceeding.

Procedures Relating to Indemnification Payments

8.02. (a) Before the Corporation may pay any indemnification expenses (including attorney's fees), and determine that expenses to be reimbursed are reasonable, except as provided in paragraph 8.02(c), below. The Corporation may make theses determinations and decisions by any one of the following procedures:

(i) Majority vote of the quorum consisting of directors who, at the time of the vote, are not named defendants or respondents in the proceeding.

(ii) If such a quorum cannot be obtained, by a majority vote of committee of the Board of Directors, designated to act in the matter by a majority vote of all directors, consisting solely of two or more who at the time of the vote are not named defendants or respondents in the proceeding.

(iii) Determination by special legal counsel selected by the Board of Directors by votes as provided in paragraph 10.02(a)(I) or 10.02(a)(ii), or if such a quorum cannot be obtained and such a committee cannot be established, by a majority vote of all directors.

(b) The Corporation shall authorize indemnification and determine that expenses to be reimbursed are reasonable in the same manner that it determines whether indemnification id permissible. If the determination that the facts then known to those making the determination would not preclude indemnification and authorization of payment shall be made in the same manner as a determination that indemnification is permissible under paragraph 8.02(a), above. The person's written affirmation shall state that he or she has met the standard of conduct necessary for indemnification under the bylaws, The written undertaken shall provide for repayment of the month paid or reimbursed by the Corporation if it is ultimately determined that the person has not met the requirements for indemnification. The undertaken shall be an unlimited general obligation of the person, but it need not be secured and it may be accepted without reference to financial ability to make repayment.

ARTICLE 9

NOTICES

Notice by Mail or Telegram

9.01. Any notice required or permitted by the bylaws to be given to a director, officer or member of a committee of the Corporation may be given by mail or telegram. If mailed a notice shall be deemed to be delivered when deposited in the United States mail addressed to the person at his or her address as it appears on the records of the Corporation, with postage prepaid. If given by telegram, a notice shall be deemed to be delivered when accepted by the Telegram Company and addressed to the person at his or her address as it appears on the records of the Corporation. A person may change his or her address by giving written notice to the secretary of the Corporation.

Signed Waiver of Notice

9.02. Whenever any notice is required to be given under the provisions of the act or under the provisions of the articles of incorporation or the bylaws, a waiver in writing signed by a person entitled to receive a notice shall be deemed equivalent to the giving of the notice. A waiver of the notice shall be effective whether signed before or after the time stated in the notice being waived.

Waiver of Notice by Attendance

9.03. The attendance of a person at a meeting shall constitute a waiver of notice of the meeting unless the person attends for the express purpose of objecting to the transaction or any business because the meeting is not lawfully called or convened.

ARTICLE 10

SPECIAL PROCEDURES CONCERNING MEETINGS

Meeting by Telephone or Internet

10.01. A. Subject to the provisions required or permitted by the Tennessee Open Meetings Act or notice of meetings, unless otherwise restricted by the articles of incorporation or bylaws, members of the board of directors of the corporation, or members of any committee designated by such board may participate in and hold a meeting of such members, board, or committee by means of: (1) conference telephone or similar communications equipment by which all persons participating in the meeting can hear each other; or (2) another suitable electronic communications system, including videoconferencing technology or the Internet, only if: (a) each member entitled to participate in the meeting consents to the meeting being held by means of that system; and (b) the system provides access to the meeting in a manner or using a method by which each member participating in the meeting can communicate concurrently with each other participant.

B. Participation in a meeting pursuant to this Article shall constitute presence in person at such meeting, except where a person participates in the meeting for the express purpose of objecting to the transaction of any business on the ground that the meeting is not lawfully called or convened.

ARTICLE 11

AMENDMENTS TO BYLAWS

11.01 The bylaws may be altered, amended, or repealed, and new bylaws may be adopted a majority vote by the Board of Directors. The notice of any meeting at which the bylaws are altered, amended, or repealed, or at which new bylaws are adopted shall include the text of the proposed bylaw provisions as well as the text of any existing provisions proposed to be altered, amended, or repealed. Alternatively, the notice may include a fair summary of those provisions.

ARTICLE 12

MISCELLANEOUS PROVISIONS AND CLAUSES

Dissolution Clause

12.01. Upon the dissolution of this organization, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal code, or shall be distributed to the federal government, or to a state or local government, for a public purposes.

Legal Authorities Governing Constructions of Bylaws

12.02. The bylaws shall be construed in accordance with the laws of the State of Tennessee. All references in the bylaws to statutes, regulations, or other sources of legal authority shall refer to the authorities cited, or their successors, as they may be amended from time to time.

Legal Construction

12.03. If any bylaw provision is held to be invalid, illegal, or unenforceable in any respect, the invalidity, illegality, or unenforceability shall not any other provision and the bylaws shall be construed as if the invalid, illegal, or unenforceable provision had not been included in the bylaws.

Headings

12.04. The headings used in the bylaws are used for inconvenience and shall not be considered in contouring the terms of the bylaws.

Gender

12.05. Wherever the context requires, all words in the bylaws in the male gender shall be deemed to include female or neuter gender, all singular words shall include the plural, and all plural words shall include the singular.

Seal

12.06 The Board of Directors may provide for a corporate seal such a seal would consist of two concentric circles containing the words Read Foundation, "Tennessee," in on encircle and the word "Incorporated" together with the date of incorporation of the Corporation in the other circle.

Power of Attorney

12.07. A person may execute any instrument related to the Corporation by means of a power of attorney if an original executed copy of the Corporation to be kept with the Corporation records.

Parties Bound

12.08. The bylaws shall be binding upon and inure to the benefits of the directors, officers, committee members, employees, and agents of the Corporation and their respective heirs, executors, administrators, legal representatives, successors, and assigns except as otherwise provided in the bylaws.

ARTICLE 13

THE NON-DISCRIMINATORY STATEMENT

13.01. It is the policy of Read Foundation not to discriminate on the basis of age, color, handicap or disability, ancestry, national origin, marital status, race, religion, gender, veteran status, or political affiliation, in its educational programs and/or activities.

CERTIFICATE OF APPROVAL

I certify that I am the duly elected and acting president of Read Foundation and that the foregoing Bylaws constitute the Bylaws of the Corporation. These Bylaws were duly adopted at a meeting of the Board of Directors held on _____, 20___.

_____ _____ / _____ /_____
[Signature] Date (mm/dd/yyyy)

_____
[Name]

APPENDIX L

Insurance Proposal

COMBINED GROUP

09/18/09
8851 - TRIDENT FINANCIAL SERVICES
3847 GREENBRIAR ST.
HOUSTON TX 77098

Agent Fax #: 7135339692

Quote: 448563
Applicant: MEMPHIS SCHOOL OF EX
Effective Date: 10/01/09
Carrier: THE HARTFORD INS-SELE
Line of Business: PACKAGE

QUOTATION INFORMATION – PLEASE READ THOROUGHLY:

1. The quotation is valid for 30 days from the effective date of the quote. This quotation expires at 12:01 a.m. on 10/18/09.

2. This carrier is ADMITTED.

3. You can obtain the current carrier rating on the AM Best website.

4. Please check the quotation thoroughly for accuracy as the coverage quoted may be different than requested.

5. Minimum earned premiums defined within the quotation do apply.

6. Coverage details are advised within the quotation and will be provided within the issued policy. Additional forms or endorsements may be added as required by the carrier.

7. The carrier audits all applicable risks and will have terms defined in each policy.

8. Any cancellations/changes to policies will be submitted to Memphis City Schools and the Tennessee State Department of Education within 10 days.

9. A written request to bind must be received by the quotation expiration date in order for policy issuance to begin. If a written request to bind is not received by the expiration date of this quotation the file will be considered closed with no further action.

Thank you for placing your business with The Combined Group.
ERIN LUHRING

Please visit our Web Site at: www.combinedgroup.com

2304 Tarpley Rd., Suite 124
Carrollton, Texas 75006

469.892.4000 Toll Free 800.275.3193
Fax 469.221.6900 Fax 800.275.3194

COMBINED GROUP

7135339692

CIA Quotation Cover Sheet

Date: 09/18/2009
By: ERIN LUHRING
Agent: 8851 TRIDENT FINANCIAL SERVICES
Attention: VEDAT
Insured: MEMPHIS SCHOOL OF EXCELLE
198 ISLAND BLUFF DRIVE
MEMPHIS TN 38103
Company: THE HARTFORD INS-SELECT CUSTOM
Coverage: PACKAGE

Quote #: 448563
Renewal of:

Terms and Conditions Applicable to this Quote

Thanks for the submission on the above insured.
The following quote is subject to:

If you have any questions, please let me know.
Thanks for the submission and good luck on your quote!

This quote is valid for 30 days. To bind coverage please complete the following and fax back to CIA:

Please Bind Effective: **Signed:**

Signed application due with binder request.

Policy will be Direct Bill and can not be Premium Financed.

Voice (469) 892-4000 Toll Free (800) 275-3193
Fax (469) 221-6900 Toll Free (800) 275-3194
www.combinedgroup.com

TRIDENT INSURANCE
&
FINANCIAL SERVICES

Spectrum Proposal
Prepared for:

MEMPHIS SCHOOL OF EXCELLENCE
198 ISLAND BLUFF DRIVE
MEMPHIS, TN 38103

Proposed by TRIDENT FINANCIAL SERVICE

This document is a proposal of insurance for the applicant indicated above. It is not to be used as proof of coverage, unless bound by agent signature.

Coverage bound
for 30 days, Effective _____ By _____
(Date) (Authorized Representative)

Proposal Date 9/24/2009

Regardless of whether an authorized representative has bound coverage, the coverages and premium stated herein are preliminary and subject to change based upon additional underwriting review. Coverage bound may be cancelled immediately upon notice to the insured and/or its agent subject to applicable state law. Coverage will expire upon the expiration of the 30-day period without further notice, unless extended in writing with consent of The Hartford. Coverage cannot be backdated without a signed no-loss letter and consent of The Hartford.

The premium amounts stated herein are determined based on the coverages and limits selected together with the specific characteristics of the insured. Changes to coverages, limits or insured characteristics may result in changes in premium and may only be determined by The Hartford or its automated submission system.

The coverage descriptions in this proposal are abbreviated. Any coverage bound in accordance with the terms of this proposal is subject to the terms, conditions, limitations and exclusions of the applicable policy(ies). If there is any conflict between the coverage statements within this proposal and the applicable insurance policy(ies), the policy provisions will prevail. For questions regarding this proposal, contact your independent Hartford agent or authorized Hartford representative.

Why The Hartford?

Company:

- Founded in 1810, The Hartford is a leading provider of business property and casualty, personal automobile and homeowners, investment products, life insurance and group benefits

Product:

- Broad coverages at competitive prices – The Hartford and (Agency Name) are committed to bringing value to you at an affordable price.

Claims Excellence:

- Claim reporting available any time, day or night
- State-of-the-art technology enables fast claim settlements

Numerous Premium Payment Options:

- Pay by phone or by check
- Or, take advantage of Electronic Funds Transfer (EFT) – no check, stamp or worries

The Hartford offers innovative solutions to other lines of commercial insurance as well. They realize that cash flow is very important to small business owners. Are you interested in paying your Workers' Compensation premium on a pay-as-you-go basis? QuickBooks®* payroll users are eligible for our XactPAY Web® billing option. The premium is calculated and withdrawn from your bank account with every payroll run through QuickBooks®. Benefits include:

- Elimination of a large down payment
- Elimination of late fees, finance and billing fees
- Elimination of the need to write checks
- Potential to minimize audit adjustments

Buying business insurance can be intimidating. The Hartford is here to help. A site dedicated to small business owners, http://sb.thehartford.com/ helps you find out what hundreds of insurance terms mean and ways to reduce your risk.

**QuickBooks® is a registered trademark and service mark of Intuit, Inc. in the United States and other countries and is displayed herein with permission. XactPAY Web is a special edition for QuickBooks users with (1) the 2006 or newer version of QuickBooks Pro/Premier/Enterprise U.S. PC (XactPay Web is not available to QuickBooks Simple Start users), and (2) a subscription for Intuit QuickBooks Basic, Standard, Enhanced or Assisted Payroll (XactPay Web is not available to QuickBooks Online Payroll subscribers). The purchase of a Hartford Workers' Compensation policy is necessary to utilize the XactPAY Web service. All insurance policies offered by The Hartford are sold through licensed agents appointed by The Hartford. The Hartford coverages described herein may be offered by one or more of the property and casualty insurance subsidiaries of The Hartford Financial Group, Inc.*

Spectrum Quote Proposal
Proposed with
Sentinel Insurance Company
10/1/2009 to 10/1/2010

Total Annual Spectrum Premium $ 8,045.00 *

Policy Level:

Property Coverage	***Limits of Insurance***
Special Property Coverage Form automatically includes the following coverages at ***no additional charge:***	
Valuable Papers Coverage On Premises	$ 25,000
Valuable Papers Coverage Off Premises	$ 25,000
Accounts Receivable Coverage On Premises	$ 25,000
Accounts Receivable Coverage Off Premises	$ 25,000
Money and Securities – Inside	$ 10,000
Money and Securities – Outside	$ 5,000
Fire Department Service Charge	$ 25,000
Fire Extinguisher Recharge	$ Included
Ordinance or Law Coverage:	
▸ Undamaged Portion	$ 25,000
▸ Demolition Costs	$ 25,000
▸ Increased Cost of Construction	$ 25,000
▸ Tenants Improvements & Betterments Increased Cost of Construction	$ 25,000
Appurtenant Structures not more than $50,000 at each scheduled premises.	$ Included
Appurtenant Structures not more than $5,000 at each scheduled premises.	$ Included
Newly Acquired or Constructed Property - Building	$ 500,000
Business Personal Property at Newly Acquired Locations	$ 250,000
Property Off-Premises – Building	$ 5,000
Property Off-Premises – Business Personal Property	$ 2,500
Automatic Increase in Building: Limit of Insurance: 8% Annual	$ Included
Tenant's Glass	$ 25,000
Arson and Theft Reward	$ 10,000
Definition of Premises: 1000 feet	$ Included

Liability Coverages		***Limits of Insurance***	***Premium***
Business Liability	Each Occurrence	$ 1,000,000	
	General Aggregate	$ 2,000,000	$ 3,874
	Products/Completed Operations Aggregate	$ 2,000,000	$ Included
	Personal and Advertising Injury	$ 1,000,000	$ Included
Damage to Premises Rented to You		$ 1,000,000	$ Included
Medical Expenses		$ 10,000	$ Included
Educator's Legal Liability	Each Wrongful Act	$ 1,000,000	$ 975
	Aggregate	$ 1,000,000	
ELL Retroactive Date:	10/01/2009		
Deductible		$ 2,500	
Cyberflex Coverage		$ Included	$ Included
Terrorism			$ 139

Umbrella Liability Coverages		***Limits of Insurance***	***Premium***
	Per Occurrence	$ 5,000,000	
	Aggregate	$ 5,000,000	$ 2,261
	Self-Insured Retention	$ 10,000	

Property Coverages	***Limits of Insurance***	***Premium***
Property Deductible	$ 1,000	
Automatic Equipment Breakdown Coverage which includes:	$ Included	$ 38
▸ Mechanical Breakdown	$ Included	$ Included
▸ Artificially Generated Electric Current	$ Included	$ Included
▸ Explosion of Steam Equipment	$ Included	$ Included
▸ Loss or damage to Steam Equipment	$ Included	$ Included
▸ Loss or damage to Water Heating Equipment.	$ Included	$ Included
Business Income And Extra Expense Actual Loss Sustained – 12 mos.	$ Included	$ 91
Terrorism		$ 0
Identity Recovery Coverage	$ 15,000	Included

Location/Building Level:

Location/Building Information:

Location No./Building No.	:	001/001
Street Address	:	198 Island Bluff Drive
City, State and Zip Code	:	Memphis, TN 38103
Protection Class	:	02
Class Code	:	82261
Description	:	School - Private - Elementary, Middle Or Jr High
Construction	:	Fire Resistive
Year Built	:	2000
Sprinklered	:	No
Area	:	15,600

	Limits of Insurance	***Premium***
Business Personal Property	$ 300,000	$ 345
Fungi Limited Coverage	$ 50,000	$ Included
Fungi Limited Business Interruption	$ 30 Days	$ Included

Stretch Endorsements:

Premium

Schools Stretch	See Stretch Summary Attached	$	184	

The Limits of Insurance for the following Additional Coverages are in addition to any other limit of insurance provided under this policy

Stretch for Schools Summary	
Coverage	***Limit***
Accounts Receivable – On/Off Premises	$ 100,000
Additional Covered Property	Included
Animals	$ 25,000/ $1,500 per Animal
Claim Expenses	$ 5,000
Computers and Media	$ 50,000
Debris Removal	$ 25,000
Fine Arts	$ 25,000
Fire Department Service Charge Revised Limit	$ 25,000
Lost Keys	$ 500
Off-Premises Utility Services – Direct Damage	$ 25,000
Ordinance or Law Coverage –	
- Loss to the Undamaged Portion of the Building	Included in Building Limit
- Demolition	$ 100,000
- Increased Cost of Construction	$ 100,000
Pairs or Sets	Up to Business Pesonal Property Limit
Paved Surfaces	$ 100,000
Personal Property of Others	$ 50,000
Pollutants and Contaminates – Clean Up Increased Limits	$ 25,000
Property at Other Premises	$ 10,000
Salespersons' Samples	$ 5,000
Sewer and Drain Back Up	Included up to Covered Property Limit
Sump Overflow or Sump Pump Failure	$ 15,000
Temperature Change	$ 25,000
Tenant Building and Business Personal Property Coverage-Required by Lease	$ 20,000
Transit Property in the Care of Carriers for Hire	$ 100,000
Unauthorized Business Card Use	$ 2,500
Valuable Papers and Records – On/Off Premises	$ 100,000

The Limits of Insurance for the following Coverage Extensions are a replacement of the Limit of Insurance provided under the Property Coverage Form.

Coverage	***Limit***
Harvested Crops	$ 25,000
Newly Acquired or Constructed Property – 180 Days	
Building	$1,000,000
Business Personal Property	$ 500,000
Business Income and Extra Expense	$ 500,000
Outdoor Property	$ 25,000 aggregate/ $1,000 per item
Personal Effects of Employees	$50,000 /$10,000 per Employee Tools
Personal Effects of Students	$100,000 /$2,500 per Student
Property Off Premises	$50,000

The following changes apply only if Business Income and Extra Expense are covered under this policy. The Limits of Insurance for the following Business Income and Extra Expense Coverages are in addition to any other Limit of Insurance provided under this policy:

Coverage	*Limit*
Business Income Extension for Off-Premises Utility Services	$ 25,000
Business Income from Auxiliary Operations	$25,000
Temporarily Leased or Rented Properties	10% of Business Income Limit Up to $100,000

The following Limit of Insurance for the following Business Income Coverage is a replacement of the Limit of Insurance provided under the Property Coverage Form.

Coverage	*Limit*
Extended Business Income	120 Days

The following changes apply only if the Special Property Coverage Form applies to this policy. The Limits of Insurance for the following Additional Coverages are a replacement of the limit of insurance provided under the Special Property Coverage form:

Coverage	*Limit*
Theft of Patterns, Dies, Molds and Forms	Up to Business Personal Property Limit

Recommendations and Comments

DISCLOSURE PURSUANT TO TERRORISM RISK INSURANCE ACT

On December 26, 2007, legislation was enacted extending the Terrorism Risk insurance Act (as amended "TRIA"). In accordance with TRIA, we are required to offer you coverage for "certified acts of terrorism" in policies for which the act applies. However, coverage for "certified acts of terrorism" is limited by the terms, conditions, exclusions, limits, endorsements and other provisions of your policy(ies), as well as any applicable rules of law to which this coverage quote applies.

"Certified act of terrorism" means an act that is certified by the Secretary of the Treasury, in concurrence with the Secretary of State and the Attorney General of the United States, to be an act of terrorism. The criteria contained in TRIA for a "certified act of terrorism" include the following:

1. The act resulted in insured losses in excess of $5 million in the aggregate, attributable to all types of insurance subject to TRIA; and
2. The act resulted in damage within the United States, or outside the United States in the case of certain air carriers or vessels or the premises of an United States mission; and
3. The act is a violent act or an act that is dangerous to human life, property or infrastructure and is committed by an individual or individuals acting as part of an effort to coerce the civilian population of the United States or to influence the policy or affect the conduct of the United States Government by coercion.

Disclosure of Premium
In accordance with TRIA, we are required to provide you with a notice disclosing the portion of your premium, if any, attributable to coverage for "certified acts of terrorism" under TRIA. The portion of your premium attributable to this terrorism coverage is shown in the premium section(s) of this quote proposal.

Disclosure of Federal Participation in Payment of Terrorism Losses
The United States Department of the Treasury will pay a share of terrorism losses insured under the federal program. The federal share equals 85% of that portion of such insured losses that exceeds the applicable insurer deductible. However, if aggregate industry insured losses attributable to certified acts of terrorism under TRIA exceed $100 billion in a Program Year (January 1 through December 31), the Treasury shall not make any payment for any portion of such losses that exceeds $100 billion.

Cap on Insurer Participation in Payment of Terrorism Losses
If aggregate industry insured losses attributable to "certified acts of terrorism" under TRIA, exceed $100 billion in a Program Year (January 1 through December 31) and we have met our insurer deductible under TRIA, we shall not be liable for the payment of any portion of the amount of such losses that exceeds $100 billion, and in such case insured losses up to that amount are subject to pro rata allocation in accordance with procedures established by the Secretary of the Treasury.

PLEASE CONTACT YOUR AGENT, BROKER OR REPRESENTATIVE IF YOU HAVE QUESTIONS

* The Total Spectrum Annual Premium includes State Surcharges of $ 0 and a policy base premium of $138.00

Payment Plan: Monthly Installments - Three Months Down

The Hartford Direct Bill System, offers you the flexibility of various payment plans. You can tailor a plan to meet your cash flow needs. For each installment, there is a nominal fee. Also, to help you keep track of your premium payments, all of your Hartford Commercial Business can be placed on one payment plan.

To make paying your premiums as easy as possible, we also offer you the benefit of electronic payments. With this option, your payments are automatically deducted from your bank account, in accordance with the schedule you select. So there's no bill, no check, no stamp, no worry. When you receive your first bill, just call the toll free number provided and ask to sign up for Repetitive EFT (Repetitive Electronic Funds Transfer).

Total Annual Spectrum Premium ***$ 8,045.00****

Acknowledged and Accepted By

_____ On _____

(Signature of the Insured) (Date)

Regardless of whether an authorized representative has bound coverage, the coverages and premium stated herein are preliminary and subject to change based upon additional underwriting review. Coverage bound may be cancelled immediately upon notice to the insured and/or its agent subject to applicable state law. Coverage will expire upon the expiration of the 30-day period without further notice, unless extended in writing with consent of The Hartford. Coverage cannot be backdated without a signed no-loss letter and consent of The Hartford.

The coverage descriptions in this proposal are abbreviated. Any coverage bound in accordance with the terms of this proposal is subject to the terms, conditions, limitations and exclusions of the applicable policy(ies). If there is any conflict between the coverage statements within this proposal and the applicable insurance policy(ies), the policy provisions will prevail. For questions regarding this proposal, contact your independent Hartford agent or authorized Hartford representative.

Policy Number: 46SBAVI5449

TRIDENT INSURANCE
&
FINANCIAL SERVICES

Workers' Compensation Proposal
Prepared for:

MEMPHIS SCHOOL OF EXCELLENCE
198 ISLAND BLUFF DRIVE
MEMPHIS, TN 38103

Proposed by Trident Insurance & Financial Services

This document is a proposal of insurance for the applicant indicated above. It is not to be used as proof of coverage, unless bound by agent signature.

Coverage bound for 30 days, Effective _____ (Date)

By _____ (Authorized Representative)

Proposal Date 9/24/2009

Regardless of whether an authorized representative has bound coverage, the coverages and premium stated herein are preliminary and subject to change based upon additional underwriting review. Coverage bound may be cancelled immediately upon notice to the insured and/or its agent subject to applicable state law. Coverage will expire upon the expiration of the 30-day period without further notice, unless extended in writing with consent of The Hartford. Coverage cannot be backdated without a signed no-loss letter and consent of The Hartford.

The premium amounts stated herein are determined based on the coverages and limits selected together with the specific characteristics of the insured. Changes to coverages, limits or insured characteristics may result in changes in premium and may only be determined by The Hartford or its automated submission system.

The coverage descriptions in this proposal are abbreviated. Any coverage bound in accordance with the terms of this proposal is subject to the terms, conditions, limitations and exclusions of the applicable policy(ies). If there is any conflict between the coverage statements within this proposal and the applicable insurance policy(ies), the policy provisions will prevail. For questions regarding this proposal, contact your independent Hartford agent or authorized Hartford representative.

Why The Hartford?

Company:

- Founded in 1810, The Hartford is a leading provider of business property and casualty, personal automobile and homeowners, investment products, life insurance and group benefits

Product:

- Broad coverages at competitive prices – The Hartford and (Agency Name) are committed to bringing value to you at an affordable price.

Claims Excellence:

- Claim reporting available any time, day or night
- State-of-the-art technology enables fast claim settlements

Numerous Premium Payment Options:

- Pay by phone or by check
- Or, take advantage of Electronic Funds Transfer (EFT) – no check, stamp or worries

The Hartford offers innovative solutions to other lines of commercial insurance as well. They realize that cash flow is very important to small business owners. Are you interested in paying your Workers' Compensation premium on a pay-as-you-go basis? QuickBooks®* payroll users are eligible for our XactPAY Web® billing option. The premium is calculated and withdrawn from your bank account with every payroll run through QuickBooks®. Benefits include:

- Elimination of a large down payment
- Elimination of late fees, finance and billing fees
- Elimination of the need to write checks
- Potential to minimize audit adjustments

Buying business insurance can be intimidating. The Hartford is here to help. A site dedicated to small business owners, http://sb.thehartford.com/ helps you find out what hundreds of insurance terms mean and ways to reduce your risk.

**QuickBooks® is a registered trademark and service mark of Intuit, Inc. in the United States and other countries and is displayed herein with permission. XactPAY Web is a special edition for QuickBooks users with (1) the 2006 or newer version of QuickBooks Pro/Premier/Enterprise U.S. PC (XactPay Web is not available to QuickBooks Simple Start users), and (2) a subscription for Intuit QuickBooks Basic, Standard, Enhanced or Assisted Payroll (XactPay Web is not available to QuickBooks Online Payroll subscribers). The purchase of a Hartford Workers' Compensation policy is necessary to utilize the XactPAY Web service. All insurance policies offered by The Hartford are sold through licensed agents appointed by The Hartford. The Hartford coverages described herein may be offered by one or more of the property and casualty insurance subsidiaries of The Hartford Financial Group, Inc.*

Worker's Compensation Proposal
Proposed with
Hartford Insurance Company of the Midwest
10/1/2009 to 10/1/2010

Part I – Workers' Compensation Insurance (Coverage A and C)

Statutory Coverage as provided by the following states:
Tennessee
Coverage includes Medical and Loss of Income Benefits for injuries arising out of a work related injury.

Part II – Employers Liability Insurance (Coverage B)	**Limits of Insurance**	
Bodily Injury By Accident	$ 1,000,000	Each Accident
Bodily Injury By Disease	$ 1,000,000	Policy Limit
Bodily Injury By Disease	$ 1,000,000	Each Employee

Rating Information:

State: Tennessee Location: 01

Class Code	Description:	Rate:	Premium Basis (Rate per $100 of Exposure)	Class Premium:
8868	School - Professional Employees & Clerical	.33	900,000	$ 2,970.00

State Recap:

Total Class Premium			$ 2,970.00
Increased Limits Part Two		2.80 %	$ 83.00
To Equal Increased Limits Minimum Premium			$ 67.00
Total Estimated Annual Standard Premium			$ 3,120.00
Expense Constant 0900			$ 180.00
Terrorism (9740)	900,000	.0100	$ 90.00
Catastrophe (9741)	900,000	.0200	$ 180.00
Total Estimated Annual Premium			$ 3,570.00

Notes

Premium is based on an estimated payroll and subject to annual audit.

At the inception of the policy period our records show that you have employees located in the following states:
Tennessee
If you have employees working in any other states, please notify our office immediately.

Sole Proprietors are not automatically covered for Workers' Compensation Coverage and must elect to be covered.

No single endorsement combines as many workers' compensation enhancements as our broad form. Both our no-cost basic version and our inexpensive extended version, exceed legal requirements.

Merit Mods are tentative and subject to final calculation.

- Our **basic** broad form offers a number of enhancements ***at no additional charge.*** A few of these coverages include: *(not applicable in all states)*

  - Voluntary Compensation Covered
  - Employer Liability Stop Gap in Monopolistic States
  - Pay for reasonable Expenses, including Loss of Earnings

- Our **Extended** broad form includes coverages in the **Basic** broad form and provides several additional coverages ***for an added charge***: *(not applicable in all states)*

  - 500/500/500 Employers Liability Limits
  - Foreign Voluntary Compensation
  - Longshore and Harbor Workers' Compensation Act Coverage Endorsement

Recommendations and Comments

Premium Summary **10/1/2009 to 10/1/2010**
Term

DISCLOSURE PURSUANT TO TERRORISM RISK INSURANCE ACT

On December 26, 2007, legislation was enacted extending the Terrorism Risk insurance Act (as amended "TRIA"). In accordance with TRIA, we are required to offer you coverage for "certified acts of terrorism" in policies for which the act applies. However, coverage for "certified acts of terrorism" is limited by the terms, conditions, exclusions, limits, endorsements and other provisions of your policy(ies), as well as any applicable rules of law to which this coverage quote applies.

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1. The act resulted in insured losses in excess of $5 million in the aggregate, attributable to all types of insurance subject to TRIA; and
2. The act resulted in damage within the United States, or outside the United States in the case of certain air carriers or vessels or the premises of an United States mission; and
3. The act is a violent act or an act that is dangerous to human life, property or infrastructure and is committed by an individual or individuals acting as part of an effort to coerce the civilian population of the United States or to influence the policy or affect the conduct of the United States Government by coercion.

Disclosure of Premium
In accordance with TRIA, we are required to provide you with a notice disclosing the portion of your premium, if any, attributable to coverage for "certified acts of terrorism" under TRIA. The portion of your premium attributable to this terrorism coverage is shown in the premium section(s) of this quote proposal.

Disclosure of Federal Participation in Payment of Terrorism Losses
The United States Department of the Treasury will pay a share of terrorism losses insured under the federal program. The federal share equals 85% of that portion of such insured losses that exceeds the applicable insurer deductible. However, if aggregate industry insured losses attributable to certified acts of terrorism under TRIA exceed $100 billion in a Program Year (January 1 through December 31), the Treasury shall not make any payment for any portion of such losses that exceeds $100 billion.

Cap on Insurer Participation in Payment of Terrorism Losses
If aggregate industry insured losses attributable to "certified acts of terrorism" under TRIA, exceed $100 billion in a Program Year (January 1 through December 31) and we have met our insurer deductible under TRIA, we shall not be liable for the payment of any portion of the amount of such losses that exceeds $100 billion, and in such case insured losses up to that amount are subject to pro rata allocation in accordance with procedures established by the Secretary of the Treasury.

PLEASE CONTACT YOUR AGENT, BROKER OR REPRESENTATIVE IF YOU HAVE QUESTIONS

Total WC Estimated Annual Premium ***$ 3,570.00***

Policy Minimum Premium: **$ 381 (TN)**

The Hartford Direct Bill System, offers you the flexibility of various payment plans. You can tailor a plan to meet your cash flow needs. For each installment, there is a nominal fee. Also, to help you keep track of your premium payments, all of your Hartford Commercial Business can be placed on one payment plan.

To make paying your premiums as easy as possible, we also offer you the benefit of electronic payments. With this option, your payments are automatically deducted from your bank account, in accordance with the schedule you select. So there's no bill, no check, no stamp, no worry. When you receive your first bill, just call the toll free number provided and ask to sign up for Repetitive EFT (Repetitive Electronic Funds Transfer).

Acknowledged and Accepted By

_____ On _____

(Signature of the Insured) (Date)

Regardless of whether an authorized representative has bound coverage, the coverages and premium stated herein are preliminary and subject to change based upon additional underwriting review. Coverage bound may be cancelled immediately upon notice to the insured and/or its agent subject to applicable state law. Coverage will expire upon the expiration of the 30-day period without further notice, unless extended in writing with consent of The Hartford. Coverage cannot be backdated without a signed no-loss letter and consent of The Hartford.

The coverage descriptions in this proposal are abbreviated. Any coverage bound in accordance with the terms of this proposal is subject to the terms, conditions, limitations and exclusions of the applicable policy(ies). If there is any conflict between the coverage statements within this proposal and the applicable insurance policy(ies), the policy provisions will prevail. For questions regarding this proposal, contact your independent Hartford agent or authorized Hartford representative.

APPENDIX M

Financial Commitments

PROMISSORY NOTE

Amount: $38,000.00 **Date:** 09/14/2009

FOR VALUE RECEIVED, after date, without grace, in the manner, on the date or dates, and in the amounts herein specified, the undersigned, Memphis School of Excellence (dba Read Foundation, a Tennessee nonprofit corporation, "Maker") promises to pay to the order of Murat Dagli (hereinafter called "Payee"), at 10618 Clearview Place Houston, TX 77025, or at such other address as the Payee or other owner and holder of this Note may from time to time, in writing, designate to the Maker, the principal sum of thirtyeight thousands and no/100 dollars ($38,000.00) in legal and lawful money of the United States of America, which shall be legal tender for public and private debts at the time of payment, with interest from the date hereof on the principal balance from time to time remaining unpaid prior to default or maturity, at the pre-default rate of five percent (5%) per annum.

This Note shall be due and payable upon demand after 09/15/2011. Maker herein reserves the right to prepay all or a portion of this Note without penalty.

If default be made in the payment of any installment of principal or interest under this Note and such default continues for a period of ten (10) days following written notice of such default, then the entire principal balance and accrued interest owing hereon shall at once become due and payable without notice, at the option of the holder of this Note. Failure to exercise this option shall not constitute a waiver of the right to exercise the same in the event of any subsequent default.

All past-due principal and, if permitted by applicable state or federal law, of interest shall bear interest at the highest non-usurious interest rate permitted by applicable state or federal law, or if no such maximum rate is established by applicable state or federal law, then at the rate eighteen percent (18%) per annum or the maximum rate allowable by law.

The makers, signers, sureties, guarantors, and endorsers of this Note severally waive demand, presentment, notice of dishonor, notice of intent to accelerate maturity hereof, notice of acceleration, diligence in collecting, grace, notice, and protest and agree to one or more extensions for any period or periods of time and partial payments, before or after maturity, without prejudice to the holder; and if this Note or any instrument collateral to it shall be collected by legal proceedings or through a probate or bankruptcy court, or shall be placed in the hands of an attorney for collection after default or maturity, the undersigned agrees to pay all costs of collection, including reasonable attorneys' fees.

All agreements between the Maker and the holder hereof, whether now existing or hereafter arising and whether written or oral, are hereby limited so that in no contingency, whether by reason of acceleration of the maturity hereof

or otherwise, shall the interest paid or agreed to be paid to the holder hereof exceed the highest non-usurious interest rate permissible under applicable state or federal law (the "Maximum Rate"). If from any circumstance whatsoever interest would otherwise be payable to the holder hereof at a rate in excess of the Maximum Rate, then the interest payable to the holder hereof shall be reduced to the Maximum Rate, and if from any circumstance the holder hereof shall ever receive anything of value deemed interest by applicable law which would exceed interest at the Maximum Rate, an amount equal to any excessive interest shall be applied to the reduction of the principal amount hereunder and not to the payment of interest, or if such excessive interest exceeds the unpaid balance of principal hereof, such excess shall be refunded to the undersigned. All interest paid or agreed to be paid to the holder hereof shall, to the extent permitted by applicable law, be amortized, prorated, allocated, and spread throughout the full period until payment in full of the principal of this Note (including the period of any renewal or extension hereof) so that the rate of interest hereon is uniform throughout the term hereof This paragraph shall control all agreements between the Maker and the holder hereof.

Any check, draft, money order, or other instrument given in payment of all or any portion of this Note may be accepted by the holder hereof and handled in collection in the customary manner, but the same shall not constitute payment hereunder or diminish any rights of the holder hereof except to the extent that actual cash proceeds of such instruments are unconditionally received by the holder and applied to this Note in the manner elsewhere herein provided.

THIS NOTE SHALL BE CONSTRUED AND ENFORCED UNDER AND IN ACCORDANCE WITH AND SHALL BE GOVERNED BY THE APPLICABLE LAWS OF THE STATE OF TENNESSEE AND THE UNITED STATES OF AMERICA.

Memphis School of Excellence (Read Foundation, a Tennessee non-profit corporation).

Maker

BY : Read Foundation

NAME : Cem Akkus

TITLE : President

PROMISSORY NOTE

Amount: $42,000.00 **Date: 09/17/2009**

FOR VALUE RECEIVED, after date, without grace, in the manner, on the date or dates, and in the amounts herein specified, the undersigned, Memphis School of Excellence (dba Read Foundation, a Tennessee nonprofit corporation, "Maker") promises to pay to the order of Jacob Altunisik (hereinafter called "Payee"), at 9525 Katy Freeway #142 Houston, TX 77024, or at such other address as the Payee or other owner and holder of this Note may from time to time, in writing, designate to the Maker, the principal sum of fortytwo thousands and no/100 dollars ($42,000.00) in legal and lawful money of the United States of America, which shall be legal tender for public and private debts at the time of payment, with interest from the date hereof on the principal balance from time to time remaining unpaid prior to default or maturity, at the pre-default rate of five percent (5%) per annum.

This Note shall be due and payable upon demand after 09/15/2011. Maker herein reserves the right to prepay all or a portion of this Note without penalty.

If default be made in the payment of any installment of principal or interest under this Note and such default continues for a period of ten (10) days following written notice of such default, then the entire principal balance and accrued interest owing hereon shall at once become due and payable without notice, at the option of the holder of this Note. Failure to exercise this option shall not constitute a waiver of the right to exercise the same in the event of any subsequent default.

All past-due principal and, if permitted by applicable state or federal law, of interest shall bear interest at the highest non-usurious interest rate permitted by applicable state or federal law, or if no such maximum rate is established by applicable state or federal law, then at the rate eighteen percent (18%) per annum or the maximum rate allowable by law.

The makers, signers, sureties, guarantors, and endorsers of this Note severally waive demand, presentment, notice of dishonor, notice of intent to accelerate maturity hereof, notice of acceleration, diligence in collecting, grace, notice, and protest and agree to one or more extensions for any period or periods of time and partial payments, before or after maturity, without prejudice to the holder; and if this Note or any instrument collateral to it shall be collected by legal proceedings or through a probate or bankruptcy court, or shall be placed in the hands of an attorney for collection after default or maturity, the undersigned agrees to pay all costs of collection, including reasonable attorneys' fees.

All agreements between the Maker and the holder hereof, whether now existing or hereafter arising and whether written or oral, are hereby limited so that in no contingency, whether by reason of acceleration of the maturity hereof

or otherwise, shall the interest paid or agreed to be paid to the holder hereof exceed the highest non-usurious interest rate permissible under applicable state or federal law (the "Maximum Rate"). If from any circumstance whatsoever interest would otherwise be payable to the holder hereof at a rate in excess of the Maximum Rate, then the interest payable to the holder hereof shall be reduced to the Maximum Rate, and if from any circumstance the holder hereof shall ever receive anything of value deemed interest by applicable law which would exceed interest at the Maximum Rate, an amount equal to any excessive interest shall be applied to the reduction of the principal amount hereunder and not to the payment of interest, or if such excessive interest exceeds the unpaid balance of principal hereof, such excess shall be refunded to the undersigned. All interest paid or agreed to be paid to the holder hereof shall, to the extent permitted by applicable law, be amortized, prorated, allocated, and spread throughout the full period until payment in full of the principal of this Note (including the period of any renewal or extension hereof) so that the rate of interest hereon is uniform throughout the term hereof This paragraph shall control all agreements between the Maker and the holder hereof.

Any check, draft, money order, or other instrument given in payment of all or any portion of this Note may be accepted by the holder hereof and handled in collection in the customary manner, but the same shall not constitute payment hereunder or diminish any rights of the holder hereof except to the extent that actual cash proceeds of such instruments are unconditionally received by the holder and applied to this Note in the manner elsewhere herein provided.

THIS NOTE SHALL BE CONSTRUED AND ENFORCED UNDER AND IN ACCORDANCE WITH AND SHALL BE GOVERNED BY THE APPLICABLE LAWS OF THE STATE OF TENNESSEE AND THE UNITED STATES OF AMERICA.

Memphis School of Excellence (Read Foundation, a Tennessee non-profit corporation).

Maker

BY : Read Foundation

NAME : Cem Akkus

TITLE : President

PROMISSORY NOTE

Amount: $22,000.00 **Date: 09/15/2009**

FOR VALUE RECEIVED, after date, without grace, in the manner, on the date or dates, and in the amounts herein specified, the undersigned, Memphis School of Excellence (dba Read Foundation, a Tennessee nonprofit corporation, "Maker") promises to pay to the order of Omer Ozmeral (hereinafter called "Payee"), at 5500 Highland Dr. #1431 Little Rock, AR 72223, or at such other address as the Payee or other owner and holder of this Note may from time to time, in writing, designate to the Maker, the principal sum of twentytwo thousands and no/100 dollars ($22,000.00) in legal and lawful money of the United States of America, which shall be legal tender for public and private debts at the time of payment, with interest from the date hereof on the principal balance from time to time remaining unpaid prior to default or maturity, at the pre-default rate of five percent (5%) per annum.

This Note shall be due and payable upon demand after 09/15/2011. Maker herein reserves the right to prepay all or a portion of this Note without penalty.

If default be made in the payment of any installment of principal or interest under this Note and such default continues for a period of ten (10) days following written notice of such default, then the entire principal balance and accrued interest owing hereon shall at once become due and payable without notice, at the option of the holder of this Note. Failure to exercise this option shall not constitute a waiver of the right to exercise the same in the event of any subsequent default.

All past-due principal and, if permitted by applicable state or federal law, of interest shall bear interest at the highest non-usurious interest rate permitted by applicable state or federal law, or if no such maximum rate is established by applicable state or federal law, then at the rate eighteen percent (18%) per annum or the maximum rate allowable by law.

The makers, signers, sureties, guarantors, and endorsers of this Note severally waive demand, presentment, notice of dishonor, notice of intent to accelerate maturity hereof, notice of acceleration, diligence in collecting, grace, notice, and protest and agree to one or more extensions for any period or periods of time and partial payments, before or after maturity, without prejudice to the holder; and if this Note or any instrument collateral to it shall be collected by legal proceedings or through a probate or bankruptcy court, or shall be placed in the hands of an attorney for collection after default or maturity, the undersigned agrees to pay all costs of collection, including reasonable attorneys' fees.

All agreements between the Maker and the holder hereof, whether now existing or hereafter arising and whether written or oral, are hereby limited so that in no contingency, whether by reason of acceleration of the maturity hereof

or otherwise, shall the interest paid or agreed to be paid to the holder hereof exceed the highest non-usurious interest rate permissible under applicable state or federal law (the "Maximum Rate"). If from any circumstance whatsoever interest would otherwise be payable to the holder hereof at a rate in excess of the Maximum Rate, then the interest payable to the holder hereof shall be reduced to the Maximum Rate, and if from any circumstance the holder hereof shall ever receive anything of value deemed interest by applicable law which would exceed interest at the Maximum Rate, an amount equal to any excessive interest shall be applied to the reduction of the principal amount hereunder and not to the payment of interest, or if such excessive interest exceeds the unpaid balance of principal hereof, such excess shall be refunded to the undersigned. All interest paid or agreed to be paid to the holder hereof shall, to the extent permitted by applicable law, be amortized, prorated, allocated, and spread throughout the full period until payment in full of the principal of this Note (including the period of any renewal or extension hereof) so that the rate of interest hereon is uniform throughout the term hereof This paragraph shall control all agreements between the Maker and the holder hereof.

Any check, draft, money order, or other instrument given in payment of all or any portion of this Note may be accepted by the holder hereof and handled in collection in the customary manner, but the same shall not constitute payment hereunder or diminish any rights of the holder hereof except to the extent that actual cash proceeds of such instruments are unconditionally received by the holder and applied to this Note in the manner elsewhere herein provided.

THIS NOTE SHALL BE CONSTRUED AND ENFORCED UNDER AND IN ACCORDANCE WITH AND SHALL BE GOVERNED BY THE APPLICABLE LAWS OF THE STATE OF TENNESSEE AND THE UNITED STATES OF AMERICA.

Memphis School of Excellence (Read Foundation, a Tennessee non-profit corporation).

Maker

BY : Read Foundation

NAME : Cem Akkus

TITLE : President

APPENDIX N

Board Resolution

Board Resolution
to Authorize the Submission of the Charter School Application

On the 26th day of September, 2009, at a meeting of the board of directors of the Read Foundation, a non-profit foundation, held in the City of Memphis, Shelby County, Tennessee with a quorum of the directors present, the following business was conducted;

> It was duly moved and seconded that the following resolution be adapted:
> BE IT RESOLVED that the Board of Directors of the above foundation do hereby authorize the President, Mr. Cem Akkus, and his successors in office to prepare and submit a charter school application on behalf of the Foundation and further we do hereby give him the power and authority to do all things necessary to implement, maintain, amend, or renew the contract.

The above resolution was passed by a unanimous voting in accordance with the bylaws and Article of Incorporation.

I certify that the above and foregoing constitutes a true and correct copy of a part of the minutes of a meeting of the board of directors of Read Foundation held on the 26th day of September, 2009.

_____Cem Akkus_____
Name of Board President

__09 / 26 / 2009__
Date (mm/dd/yyyy)

_____
Signature of Board President

APPENDIX O

Additional key rules and policies for school operation

ORGANIZATION, PHILOSOPHY AND GOALS

Policy Development, Adoption and Review

The development and adoption of policies to govern operation of the School are the responsibility of the Board. In developing policy, the Board may solicit input from the community, staff and other professionals.

At any meeting of the Board, policies governing the schools may be enacted, amended or repealed by a majority vote. The formal adoption of policies shall be recorded in the minutes of the Board. Only those written statements so adopted and so recorded shall be regarded as official Board policy.

Implementation

The Principal is assigned the responsibility for insuring that all Board policies, rules and regulations are implemented. The Board authorizes the Principal to develop administrative guidelines in order to implement Board policy. The Principal shall notify all employees and students of their need to abide by Board policies and regulations. Administrators shall prepare staff, student and parent handbooks that interpret Board policies and state rules and regulations which affect each population set. The handbooks shall be revised annually and distributed within the first month of the school term.

Review

The Board shall review written policies on a continuing basis to ensure consistency and legality of Board action and administrative decisions. Policies shall be reviewed and revised as a result of newly enacted state and/or federal legislation, court decisions, as a result of research and/or policy development as presented by state and/or national organizations and agencies, or for other reasons as determined by the Board.

Posting Board Policies and Student Handbooks

During periods of time in which the School maintains a web site, the Board's policies and regulations along with student handbooks will be posted on the web site.

GENERAL ADMINISTRATION

Equal Opportunity

The School is committed to providing equal opportunity in all areas of education, recruiting, hiring, retention, promotion and contracted service. The School further commits itself to the policy that there shall be no unlawful discrimination against any person because of race, color, religion, disability, age, gender or national origin.

The School's equal opportunity policy extends to prohibitions against unlawful harassment of students or employees because of the individual's race, color, religion, disability, age, gender or national origin.

GENERAL ADMINISTRATION

Equal Opportunity

Civil Rights, Title IX, Section 504

The School assures that it will comply with:

1. Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000d et seq., which prohibits discrimination on the basis of race, color, or national origin in programs and activities receiving Federal financial assistance.

2. Section 504 of the Rehabilitation Act of 1973 (Section 504), as amended, 29 U.S.C. 794, which prohibits discrimination on the basis of disability in programs and activities receiving Federal financial assistance.

3. Title IX of the Education Amendments of 1972 (Title IX), as amended, 20 U.S.C. 1681 et seq., which prohibits discrimination on the basis of sex in educational programs and activities receiving Federal financial assistance. The provisions of Title IX apply to students with regard to educational opportunities and freedom from harassment, employees with regard to employment opportunities and freedom from harassment, and to individuals with whom the Board does business.

4. The Age Discrimination Act of 1975, as amended 42 U.S.C. 6101 et seq., which prohibits discrimination on the basis of age in programs or activities receiving Federal financial assistance.

5. All regulations, guidelines, and standards lawfully adopted under the above statutes by the United States Department of Education.

The School shall appoint an administrator(s) to assure compliance with Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, and the Age Discrimination Act of 1975. The School may designate only one employee to serve as both the Title IX and Section 504 Coordinator. In that case, the individual must assume the responsibilities of both coordinators. Those responsibilities are outlined in Regulation 1310.

It is the policy of the School to process all grievances in a fair and expeditious manner, with the intent of resolving them in a mutually agreeable manner. Regulation 1310 provides mechanisms for the resolution of grievances/complaints by employees, patrons and/or students relating to discrimination under Section 504 and Title IX.

Parent/Family Involvement in Education

The Board recognizes the positive effects of parents/families' involvement in the education of their children. The Board is committed to strong parent/family involvement in working collaboratively with School staff as knowledgeable partners in educating School students. In order to implement the Board's commitment to parent/family involvement in education, the Principal will appoint a committee of parents, staff, and community representatives to serve as the school's Parent Involvement Committee. The Committee's responsibilities will include recommendations for program development, parent/staff training and program evaluation.

Prohibition Against Firearms and Weapons

The presence of firearms and weapons poses a substantial risk of serious harm to School students, staff and community members. Therefore, possession of firearms and weapons is prohibited on school premises at all times except for law enforcement officials. As used in this policy, the phrase *school premises* includes all School buildings, grounds, vehicles and parking areas. This prohibition also extends to the sites of school activities, whether or not those school activities are conducted on School property.

Individuals found to be in violation of this policy will be dealt with severely. Students will be disciplined up to and including expulsion. Law enforcement officials will be notified and the individual violating this policy will be directed to leave school premises. Non-students violating this policy will be barred from all school premises and school activities for a period of one (1) year. Subsequent violations by the same individual will result in a permanent bar from school premises and school activities.

Student participation in school sanctioned gun safety courses, student military or ROTC courses, or other school sponsored firearm related events does not constitute a violation of this policy, provided the student does not carry a firearm or other weapon into any school, school bus, or onto the premises of any other activity sponsored or sanctioned by school officials. In addition, persons passing through school school property for purposes of dropping off or picking up a student do not violate this policy if they possess a lawful permitted weapon in the vehicle during this time.

Public Access to School Documents

The School provides public access for the inspection and copying of the School's public records. As a general practice, the School requires advance payment of a copy fee that does not exceed ten (10) cents per page for pages not larger than nine by fourteen inches and a search and duplication fee that does not exceed the average hourly rate of pay for School clerical staff. However, copies of the School's public records may be provided without a fee or at a reduced fee when the Board determines that a reduction is in the public interest. In assessing fee reductions, the Board will consider the potential that the reduction will significantly contribute to public understanding of the School's operations and will consider the degree of commercial value to be gained by the person requesting a fee reduction. In accordance with state law, search time that would require more than clerical duplication of documents may be charged at the actual cost of research time.

Similarly the School will provide public access for inspection and duplication of the School's public records maintained on audio, video, or similar media. Public access includes but is not limited to computer facilities, recording tapes, discs, videotapes, films, pictures, slides, graphics, and illustrations. The School requires advance payment not to exceed the cost of copies, staff time (not to exceed the average hourly rate of pay for clerical staff), and the cost of the disk or tape used for duplication.

In order to facilitate public access to the School's public records, the Board will appoint a custodian of records. The custodian will be responsible for maintaining the School's public records as well as for assuring access to the School's public records. The identity, business address, and office telephone number of the custodian of records will be published annually and will be available at the School's administrative office.

The School will make available for public inspection, and provide upon request, to the parent, guardian, or other custodian of any school age pupil resident in Memphis City Schools the following information:

- the School's Charter;
- the School's most recent annual report card published according to state law; and
- the results of background checks on the school's board members.

Public Complaints

Although no member of the school community shall be denied the right to petition the Board for redress of a grievance, the complaints will be referred through the proper administrative channels for solution before investigation or action by the Board. Exceptions are complaints that concern Board actions or Board operations only.

The Board advises the school community that the proper channeling of complaints involving instruction, discipline, or learning materials is as follows:

1. Teacher

2. Principal

3. Board

Any complaint about school personnel will be investigated by the Administration before consideration and action by the Board.

Records

Custodian of School Records

The Board will designate the custodian of School records who shall maintain, protect, and make such records accessible to authorized persons.

Protection of Student Rights

All instructional materials, including teachers' manuals, films, tapes or other supplementary material which will be used in connection with any student survey, analysis or evaluation shall be available for inspection by parents/guardians of the students. This requirement also applies to the collection, disclosure or use of student information for marketing surveys.

No student shall be required to submit to a survey, analysis, or evaluation as part of a school program or marketing survey that requires students to reveal personal information concerning:

1. Political affiliations of the student or student's family;
2. Mental and psychological problems of the student or his/her family;
3. Sexual behavior and attitudes;
4. Illegal, antisocial or self-incriminating behavior;
5. Critical appraisals of other individuals with whom respondents have close family relationships;
6. Religious practices and affiliations;
7. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers; or
8. Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance.

The School will give parents notice of their right to inspect surveys and instructional materials used in educating their children, and of the right to opt their child out of participating in activities that concern any of the above eight areas.

GENERAL ADMINISTRATION

Administrative Reports

The Board may require reports from the Principal and other administrative officials concerning the status of School programs, educational needs and long-term School planning. The Board will take steps to monitor the success of the school in achieving its educational objectives.

The School will provide Memphis City Schools with all information necessary to confirm compliance with all provisions of the School's Charter and relevant state statutes in a timely manner as requested by Memphis City Schools.

STUDENTS

Nondiscrimination and Student Rights

The Board reaffirms its belief that every student regardless of race, creed, color, sex, cultural or socioeconomic status or disabling condition be given equal opportunity for educational development.

The Board recognizes the importance of providing each student with a school environment conducive to intellectual, emotional and social growth through participation in a full range of educational programs and activities. Board and staff commitments insure equal educational opportunities in course offerings, guidance and counseling, test procedures, extracurricular activities, discipline procedures and student support services.

(Additional Students Policies may be found in Appendix J – Emergency Handbook of Memphis School of Excellence Charter Proposal)

STUDENTS

Nondiscrimination and Student Rights

Equal Educational Opportunity

It is the policy of the Board to provide a free and appropriate education for students with disabilities. Students with disabilities are those who, because of certain atypical characteristics, have been identified by professionally qualified personnel as requiring special educational planning and services. Students with disabilities will be identified on the basis of physical, health, sensory, and/or emotional handicaps, behavioral problems or observable exceptionalities in mental ability. It is possible that a student may have more than one type of disability.

The School's programs and services available to meet the needs of these students will be in accordance with The Individuals with Disabilities Education Act, The Education for All Handicapped Students Act of 1975, The Rehabilitation Act of 1973, and Section 504. In addition, the identification of students with disabilities and the services provided by the School will be in accordance with the regulations and guidelines of the Memphis City Schools.

Nondiscrimination and Student Rights

Harassment

It is the policy of the School to maintain a learning environment that is free from harassment because of an individual's race, color, sex, national origin, ethnicity, disability, sexual orientation, or perceived sexual orientation. The School prohibits any and all forms of unlawful harassment and discrimination because of race, color, sex, national origin, ethnicity, disability, sexual orientation, or perceived sexual orientation.

It shall be a violation of School policy for any student, teacher, administrator, or other school personnel of this School to harass or unlawfully discriminate against a student through conduct of a sexual nature, or regarding race, color, national origin, ethnicity, disability, sexual orientation, or perceived sexual orientation as defined by this Policy.

It shall also be a violation of School policy for any teacher, administrator, or other school personnel of this School to tolerate sexual harassment or harassment because of a student's race, color, national origin, ethnicity, disability, sexual orientation, or perceived sexual orientation, as defined by this Policy, by a student, teacher, administrator, other school personnel, or by any third parties who are participating in, observing, or otherwise engaged in activities, including sporting events and other extracurricular activities, under the auspices of the School.

For purposes of this Policy, the term "school personnel" includes school board members, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of the School.

The school will act to promptly investigate all complaints, either formal or informal, verbal or written, of unlawful harassment or unlawful discrimination because of race, color, sex, national origin, ethnicity, disability, sexual orientation, or perceived sexual orientation; to promptly take appropriate action to protect individuals from further harassment or discrimination; and, if it determines that unlawful harassment or discrimination occurred, to promptly and appropriately discipline any student, teacher, administrator, or other school personnel who is found to have violated this Policy, and/or to take other appropriate action reasonably calculated to end the harassment/discrimination.

STUDENTS

Admission and Withdrawal

Homeless Students

The Board is committed to providing equal access for all eligible homeless students to a free, appropriate education in the same manner as is provided to other students. The Principal will review all School's policies to determine whether they act as barriers to the enrollment of homeless students. Special attention will be given to policies regarding immunization, residency, birth certificates, school records and guardianship.

STUDENTS

Admission and Withdrawal

Migrant Students

The Board is committed to the needs assessment and enrollment of migrant students living within the School's attendance area. The Principal is also responsible for implementation and maintenance of the School's program for migrant students.

STUDENTS

Admission and Withdrawal

Student Withdrawal From School

Students who withdraw from school for any reason are required to notify the principal and provide a specific reason for withdrawal.

The principal will submit a monthly report to the Board concerning the identity and reason of each student withdrawing from school. Drop outs will be reported to the Missouri Literacy Hotline.

The principals will respond within five (5) business days to requests by other schools for the records of students transferring from the school. Records transferred pursuant to such requests will include the written notification of criminal charges/adjudications by law enforcement officials for criminal acts.

STUDENTS

Attendance

Student Attendance

The Board believes that regular attendance is essential to achieving success in school. Education is a total process based upon continual communication and shared responsibilities among parents, students, teachers and school. As students mature and progress through the educational system, they should increasingly assume responsibility for regular attendance. However, parents have a legal and moral responsibility to require regular attendance at school.

STUDENTS

Attendance

Truancy and Educational Neglect

The Board believes regular attendance is important to academic success. Therefore, the Board directs that problems with attendance on the part of any student be investigated and acted upon promptly.

Truancy is defined as deliberate absence from school on the part of the pupil with or without the knowledge of the parent/guardian and for which no justifiable excuse is given. When a pattern of truancy becomes evident, the principal will investigate and take such action as circumstances dictate.

Any school official or employee who knows or has reasonable cause to suspect that a student is being subjected to home conditions or circumstances which would reasonably result in truancy will immediately report or cause a report to be made to the building principal, or his/her designee, who will then become responsible for making a report to the appropriate agencies.

STUDENTS

Student Educational Records

A cumulative educational record shall be maintained for each student from his/her entrance into school through the last date of attendance.
Each student's educational record will include information required by state and federal statutes, regulations or agencies and shall include other information considered necessary by school officials.

The School will comply with the mandates of the Family Educational Rights and Privacy Act (FERPA) and the Safe Schools Act regarding confidentiality of student records and disclosure of personally identifiable information.

The parents/guardians of students who are attending or have attended the School have the right to inspect and review the educational records of their students and to request amendment of their students' educational records. The School has adopted procedures for the granting of parental requests for access to the educational records of their students within a reasonable period of time, but in no case more than forty-five (45) days after the request is made.

All information contained in a student's educational record, except information designated as directory information by the School, shall be confidential and shall be directly accessible only to school officials who demonstrate a legitimate educational interest in the student's records and to parents/guardians or eligible students.

Upon request by military recruiters or an institution of higher learning, the School will provide students' names, addresses and telephone listings. Parents will be notified annually of their right to individually request that such information not be released without prior parental consent. Military recruiters will be provided the same access to students as is given to institutions of higher learning.

STUDENTS

Discipline

The School has the authority to control student conduct which is prejudicial to good order and discipline in the schools as provided by state law. School officials are authorized to hold students accountable for misconduct in school, on school property, during school-sponsored activities and for conduct away from school or in nonschool activities which affect school discipline.

Students forfeit their right to a public education by engaging in prohibited conduct. Disciplinary consequences include, but are not limited to, withdrawal of school privileges (athletics, intramurals, student clubs and activities and school social events); removal for up to ten (10) school days by the principal; and longer term suspension and expulsion from school by the Board.

The School will provide annual inservice training to all employees concerning the School's discipline regulations and their implementation. Annual training will also include, but will not be limited to, approved methods of dealing with school violence, discipline of students with disabilities, and the requirements of student confidentiality.

Discipline

Firearms and Weapons in School

The School recognizes firearm and weapon possession as a potential threat to the health, safety and security of students, employees, and other persons. The School will not tolerate the presence of firearms or weapons on the premises of the school. This prohibition includes possession of firearms and weapons on school playgrounds, school parking lots, school buses, and at school activities, whether on or off school property. The School complies with the provisions of the Improving America's Schools Act of 1994, the Individuals with Disabilities Education Act, and other applicable federal and state law.

Nothing in this policy shall prohibit the School from permitting a Civil War re-enactor to bring a Civil War era weapon to school for educational purposes so long as the weapon is not loaded.

Students who violate this policy will be suspended for no less than one (1) year and are subject to permanent expulsion. However, the Principal may recommend to the Board a modification of the suspension on a case-by-case basis.

This policy will be annually submitted to the Department of Elementary and Secondary Education together with a report of disciplinary action taken for possession of a "firearm" or "weapon".

Discipline

Student Use of Tobacco, Alcohol and Drugs

Smoking

The Board believes that smoking and the use of any tobacco product is detrimental to the health and well-being of staff and students. Therefore the Board prohibits the use, sale, transfer and possession of tobacco products at school and at school activities.

Alcohol and Drug Use

The improper use of controlled substances, alcohol and substances represented to be such is detrimental to the health and welfare of students and is detrimental to discipline in school. Such conduct as well as the possession of drug paraphernalia is prohibited and is subject to disciplinary action.

Discipline

Drug-Free Schools

Pursuant to requirements of the 1989 amendments of the Drug-Free Schools and Communities Act and to the requirements of the Safe Schools Act, and for the purpose of preventing the use of illicit drugs and alcohol by students, the School shall provide age-appropriate, developmentally based drug and alcohol education and prevention programs to all students from early childhood level through grade twelve (12). Such programs will address the legal, social and health consequences of drug and alcohol use, and provide information about effective techniques for resisting peer pressure to use illicit drugs or alcohol.

The School shall provide information about any drug and alcohol counseling and rehabilitation and re-entry programs that are available to students. Students may be required to participate in such programs in order to avoid suspension or expulsion if they are found to be in violation of this policy. All parents/guardians and students shall annually be provided with a copy of this policy.

The School certifies that it has adopted and implemented the drug prevention program described in this policy in the form required by the Department of Elementary and Secondary Education or the United States Department of Education. The School conducts a biennial review of such program to determine its effectiveness, to implement necessary changes and to ensure that the disciplinary sanctions are consistently enforced.

Discipline

Student Participation in Secret Organizations and Gangs

The Board prohibits membership in secret fraternities or sororities, or in other clubs or gangs not sponsored by established agencies or organizations recognized by the School.

The Board feels that the presence of gangs and gang activities can cause a substantial disruption of or material interference with school and school activities. A "gang" as defined in this policy is any group of two or more persons whose purposes include the commission of illegal acts. By this policy, the Board acts to prohibit existence of gangs and gang activities as follows:

No student on or about school property or at any school activity:

1. Shall wear, possess, use, distribute, display, or sell any clothing, jewelry, emblem, badge, symbol, sign, or other things which are evidence of membership or affiliation in any gang.

2. Shall commit any act or omission or use any speech either verbal or non-verbal (gestures, handshakes, etc.) showing membership or affiliation in a gang.

3. Shall use any speech or commit any act or omission in furtherance of the interests of any gang or gang activity, including but not limited to:

    a Soliciting others for membership in any gangs.

    b Requesting any person to pay protection or otherwise intimidating or threatening any person.

    c Committing any other illegal act or other violation of School policies.

    d Inciting other students to act with physical violence upon any other person.

Discipline

Student Use and Care of School Property

The Board recognizes that acts of destruction, defacing, trespassing, burglary and theft of School property are contrary to the interests of students, staff and tax payers. The School officials will cooperate fully with all law enforcement agencies in the prevention of crimes against School property as well as in the prosecution of persons involved in such conduct.

The School will seek restitution from students and other persons who have damaged or destroyed School property. As permitted by law, the School will also seek restitution from the parent/guardian of children involved in such misconduct.

STUDENTS

Discipline

Bullying

The School is committed to maintaining a learning and working environment free of any form of bullying or intimidation by students toward School personnel or students on school grounds, or school time, at a school sponsored activity or in a school related context. Bullying is the intentional action by an individual or group of individuals to inflict physical, emotional or mental suffering on another individual or group of individuals.

Bullying occurs when a student:

- Communicates with another by any means including telephone, writing or via electronic communications, intention to intimidate, or inflict physical, emotional, or mental harm without legitimate purpose, or

- Physically contacts another person with the intent to intimidate or to inflict physical, emotional, or mental harm without legitimate purpose. Physical contact does not require physical touching, although touching may be included.

Students who are found to have violated this policy will be subject to a 10-30 day out of school suspension for the first offense. 180 day suspension will be imposed for the second offense, while the third offense will result in expulsion. The Board may reduce the length of suspension for elementary school students based upon the facts in each case.

Student Welfare

Student Safety

The Board places a high priority on the safety of its students and employees. When a student or employee is the victim of a violent criminal offense, severe disciplinary consequences will be imposed. In addition and pursuant to the No Child Left Behind Act of 2001, student victims of a violent criminal offense that was committed on school premises will be offered transfer to another school. To insure awareness of this policy, the parents of student victims will be notified in writing of their right to a school transfer.

For purposes of this policy, a victim is a student who has suffered personal injury or injuries to his or her property as a direct result of a violent criminal offense. This definition does not include bystanders or witnesses to the act unless they suffered personal or property injury as a direct result of a violent criminal offense while on school premises.

The School will notify the Department of Elementary and Secondary Education (DESE) of all violent criminal offenses committed on school premises when the victim is a student or employee.

STUDENTS

Student Services

Guidance and Counseling Services

The Board supports a systematic program of Guidance and Counseling which will be provided to all students from kindergarten through twelfth grade. This program will be a total education process with a priority of assisting students in reaching their full potential in their personal and educational development.

The Guidance and Counseling program may include the following areas:

1. Counseling
2. Developmental Guidance
3. Testing
4. Orientation, Registration, and Scheduling
5. Referrals

STUDENTS

Student Services

Health Services

The Board of Education believes that in order to provide for the safety and well being of its students, it is necessary to implement and maintain a School-wide student health services program. The health service staff will be responsible to the principal.

The School will be responsible for providing first aid or emergency treatment for students in cases of sudden illness or injury. Where necessary, and with notice to the parent/guardian, emergency health services will be secured. The parent/guardian is responsible for their child's medical treatment.

FINANCIAL OPERATION

Financial Management

The Board will adopt a series of policies to provide direction regarding the School's budget and financial affairs which reflect the educational philosophy of the School and provide a framework in which the School's administration can effectively operate.

The budget and finance processes will conform to all state and local requirements as set forth by the State constitution, State statutes, Department of Elementary and Secondary Education rules, and Board policies.

Good business necessitates keeping accurate, legal and understandable records of receipts and expenditures. It is also essential that procedures be followed which will help to insure that the budget adopted by the Board is effective in providing parameters for the fiscal affairs of the School.

The purpose of the School budget and financial policies will be to provide direction for a systematized procedure that maintains continuity from year to year and informs the public regarding the education and financial operations of the School.

(Additional Financial Operations Policies may be found in Chapter 14 – Business Procedures of Memphis School of Excellence Charter Proposal)

FINANCIAL OPERATION

Financial Management

Preparation of Budget

Each year the Principal of the School is required to submit to the Board for their consideration a detailed annual budget showing estimates of income and expenditures for the ensuing fiscal year. The Board may accept, reject, modify or request revisions of the budget, but will adopt a budget by June 30, according to statutory provisions.

By law the approved estimated expenditures for each fund cannot exceed the estimated revenues to be received plus the unencumbered beginning cash balance for the fund. After the beginning of the fiscal year, the Principal shall review with the Board the adopted budget in relationship to the beginning cash balances for each fund.

FINANCIAL OPERATION

Financial Management

Purchases By and/or Solicitation of School Staff

Conflict of Interest

The School will not purchase supplies or materials from a staff member of the School, nor from a member of the household of the staff member, except in emergency situations as determined by the Principal. Neither will the School purchase supplies, materials or services from a member of the Board or from a member of his/her household, or from a firm in which he/she holds a major interest.

Endorsements

Employees of the School will not endorse products or services in such a manner that will identify the employee as an employee of the School.

Procurement Activities

In any purchasing activities all employees shall refrain from soliciting, discourage the offer of, and decline gifts if offered by any vendor wishing to do business with, or who is doing business with the School. Instead of making an offer of gifts, the vendor should be encouraged to discount the price of the goods to the school.

Solicitation/Distribution

The advertising of sale or distribution of any goods or service on school property, for any school activity, shall have prior approval from the principal. This includes but is not limited to: school personnel, students, parents/guardians, relatives, general public and commercial businesses.

Solicitations of School Staff

Agents, solicitors, and salespersons will be denied the privilege of seeing the school staff during the school day except with permission of the administration.

FINANCIAL OPERATION

Payroll

Expenditures for Instructional Staff

The Board shall expend for tuition, teacher retirement, and compensation for instructional staff an amount that reflects the requirements as outlined in state statute and Department of Elementary and Secondary Education regulations.

FINANCIAL OPERATION

Accounting and Reporting

Accounting System

The School will adhere to the accounting guidelines of the Tennessee Department of Education and Memphis City Schools.

FINANCIAL OPERATION

Accounting Reporting

Student Attendance Accounting

An accurate accounting of student attendance, transportation and food service records shall be kept by the School. The records will be in accordance with state law and appropriate regulations of the Tennessee Department of Education and Memphis City Schools.

Principal will be responsible for maintaining student attendance accounting, and for submitting monthly reports of such records to the Board, which will in turn be responsible for preparing reports to be submitted to the appropriate state offices.

FINANCIAL OPERATION

Auditing

Annual Audit

The books and accounts of the School will be audited by an independent certified public accountant in conformance with the prescribed standards and legal requirements. The Principal shall place before the Board the matter of the retaining of a certified public accountant. The auditor shall be selected by the Board. The audit shall be presented to the Board for examination.

A three-party contract will be obtained between the MCS, the Independent Auditor and the State of Tennessee Comptroller's office stipulating the responsibilities of each party.

The Principal will be responsible for filing copies of the audit with the proper authorities as prescribed by law.

PERSONNEL SERVICES

Employment

Equal Opportunity Employment

The Board of the School is an equal opportunity employer. The Board is committed to providing equal opportunity for all individuals in all areas of recruitment, selection, placement, training, assignment, transfer, compensation, benefits, discipline, retention, and promotion. The Board commits itself to the policy that there shall be no unlawful discrimination against any person because of race, ethnicity, national origin, religion, disability, gender, and income level, proficiency in the English language or athletics ability in their programs, admission, and for employment practices. The School will also not discriminate based on marital status, veteran status, and political affiliation. All decisions with regard to employment shall be in compliance with applicable state and federal laws.

The Board is required by the Immigration Reform and Control Act to employ only American citizens and aliens who are authorized to work in the United States. The purpose of this law is to preserve jobs for those individuals who are legally entitled to them.

(Additional Personnel Services Policies may be found in Chapter 12 – Human Resources & Employee Qualifications and Chapter 14 – Business Procedures of Memphis School of Excellence Charter Proposal)

PERSONNEL SERVICES

Employment

Instructional Staff Contracts

Employment contracts will be in writing and will be signed by the employee, the Board president and the Board secretary. Contracts will include the amount of annual compensation and the days of service. All such contracts will have opt out provisions for the teacher and the School.

Instructional staff members under contract include teachers, counselor, media specialists, and administrative staff. Beginning after the initial one (1) year contract, teachers who have demonstrated their competence through performance may be offered additional contracts.

The Board may elect to employ certain certificated individuals on a part-time basis, as needed. Part-time instructional employees will be contracted on a class-by-class basis, not as a percentage of full-time employment. Part-time employees will not be provided the benefits provided to full-time employees.

PERSONNEL SERVICES

Employment

Extra Duty and Extended Duty Contracts

Instructional employees may be contracted to provide sponsorship and coaching duties as recommended by the Principal and approved by the Board. Compensation for such positions will be provided in accordance with a Board approved extra duty salary schedule.

Instructional employees may be contracted for additional days beyond the regular contract period. Compensation for such extended duty will be calculated on the existing salary schedule. The Board may establish a separate salary schedule for summer school assignments.

Assignment to extra duty, extended duty and summer school is for one (1) year only and may be renewed or eliminated annually upon the recommendation of the Principal and at the discretion of the Board.

PERSONNEL SERVICES

Personnel Assignment and Transfer

Instructional Staff Duties, Schedules and Working Hours

The school year will be set annually by the Board. The start date, end date, and number of contracted days will be contained in staff contracts. The length of the teaching day will also be set by the Board.

Instructional staff are required to be on duty during the teaching day. In addition to the teaching day, Instructional staff are required to attend scheduled staff meetings, parent conference days, IEP meetings, and other meetings as may be determined by the administration and Board.

PERSONNEL SERVICES

Personnel Assignment and Transfer

Support Staff Duties, Schedules and Working Hours

The school year and work calendars will be set annually by the Board. Work hours may be changed by the administration as needed.

Regular attendance is essential in order to maintain a high quality educational program. Support staff employees, with reasonable notice, will be subject to disciplinary action when their absenteeism is deemed to be excessive.

Overtime/Compensatory Time

Employees who work overtime must receive prior authorization from their immediate supervisors.

PERSONNEL SERVICES

Absences, Leave and Vacation

Personnel Leave

The Board shall adopt regulations for the following types of leave for School employees:

1. Sick Leave
2. Personal Leave
3. Bereavement Leave
4. Leave for Jury Duty
5. Military Leave
6. Leave of Absence
7. Family and Medical Care Leave

Professional Activities, Training and Professional Growth

General Professional Development

The Board encourages all employees to be engaged in a continuous program of professional and technical growth in order that they may be qualified to provide quality educational programs and services for all students.

It is the policy of the Board that a program of in-service training be established to provide an opportunity for the continuous professional and technical growth for all employees. The in-service training program for each year will be outlined in the proposed budget for that year with estimated costs to be approved by the Board.

As a result of the operation of this policy, employees will become knowledgeable regarding new developments and changes in their specialized fields and will utilize new and improved methods in practice.

The administrative staff, employing administration and management techniques consistent with modern management development, will provide leadership that will assist each employee to make a maximum contribution to the School's effort to provide quality educational programs and services for all students.

Performance Evaluation

Instructional Personnel Performance Evaluation

The Board's ultimate goal in education is to provide the highest quality educational experience to all students. The School performance-based evaluation system contributes to that goal by promoting the professional improvement of each staff member and, when necessary, by providing data to remove an employee whose employment is detrimental to students.

Performance-based evaluation is a process endorsed by the Board for performance improvement that includes identification of performance expectations, documentation of performance, discussion of performance, development of improvement plans, and making personnel decisions based upon performance. The evaluation process for every employee is an on-going process that takes place every day. Formal, summative evaluations will be prepared and reviewed with each teacher at least every other year. All other School employees will receive summative evaluations annually.

Performance Evaluation

Staff Conduct

The Board requires all staff members to serve as positive role models for School students. The School exists to provide quality, cognitive, and affective education for School students. In achieving these objectives, staff are required to meet certain performance criteria including, but not limited to:

1. Properly prepare for student instruction.
2. Fully utilize instructional time for learning activities.
3. Maintain students under active supervision at all times.
4. Assess student performance in a regular and accurate manner.
5. Modify instructional goals to meet the needs of each student.
6. Comply with administrative directives.
7. Motivate students to achieve learning objectives.
8. Communicate with students in a professional and respectful manner.
9. Maintain relationships with students in a professional teacher-student model.
10. Review and comply with Board policies, regulations, and procedures as well as related building rules and practices.
11. Properly operate and maintain school property.
12. Utilize school technology solely for school school business.
13. Maintain required records and submit requested reports in a timely manner.
14. Comply with all safety guidelines and directives.
15. Refrain from the use of profane and obscene language.
16. Dress in a professional manner.
17. Attend to all duties in a punctual manner.

Staff Welfare

Sexual Harassment

Sexual harassment constitutes unlawful sex discrimination. It is the policy of the Board to maintain a learning and working environment that is free from sexual harassment.

It shall be a violation for any employee of the School to harass another staff member or student through conduct or communication of a sexual nature. It shall also be a violation of this policy for students to harass other students through conduct or comments of a sexual nature. Furthermore, it shall be a violation of this policy for any person who is not an employee or student of the School to harass a staff member or student of the School through conduct or comments of a sexual nature while such employee is engaged in the performance of duties for the School or while such student is under School supervision.

PERSONNEL SERVICES

Staff Welfare

Board/Staff Communications

While the primary line of communication between the staff and the Board remains through the Principal, the Board expresses a desire to maintain open communication with the certificated and support staff. Open communication between Board and staff facilitates continuing improvement of education and the proper disposition of personnel matters that may arise.

PERSONNEL SERVICES

Staff Welfare

Staff Involvement in Decision Making

The Board encourages the staff to provide input and participate in the development and implementation of School programs. However, the final decision on all policy matters will be made by the Board.

PERSONNEL SERVICES

Staff Welfare

Conflict of Interest

School employees are prohibited from engaging in any activity that would conflict, or raise a reasonable question of conflict, with their responsibilities in the School.

PERSONNEL SERVICES

Staff Welfare

Staff Dispute Resolution

The Board recognizes that in any workplace misunderstandings and disputes arise. If left unresolved, these disputes could undermine staff morale and can interfere with the educational mission of the School. The Board has adopted a formal process for dispute resolution that encourages specified employees to resolve concerns quickly and at the most immediate administrative level. This policy does not limit the right of any employee to file grievances.

PERSONNEL SERVICES

Staff Welfare

Personnel Records

Personnel files on all employees will be maintained in the School's administrative offices. It is the intent of the Board to maintain complete and current personnel files, including all information necessary to comply with the Fair Labor Standards Act, for all School employees.

The School will maintain the following information in personnel files: applications, certification documents, performance evaluations, current transcripts, employment contracts and performance related documents. Medical records, including health insurance records, will be maintained separately. Files containing immigration records will be kept separate from personnel files.

The personnel file(s) of an individual employee will be considered confidential to the extent allowed by law. Access to personnel files will be on a strict need-to-know basis by appropriate School administrators, legal counsel, or state agencies with authority.

Upon request to and in the presence of the appropriate administrative official, any employee will have the right during regular working hours to inspect his/her own personnel file, with the exception of the ratings, reports and records obtained prior to the employment of the individual, including confidential placement papers.

Information of a critical nature will not be entered or filed in the employee's personnel folder until the employee is given notice, as well as an opportunity to review the information and comment thereon. The employee will have the right to append a reply to the statement, which will also be included in the folder.

Staff Welfare

Drug Free Workplace

The unlawful possession, use or distribution of illicit drugs and alcohol on school premises or as a part of school activities is strictly prohibited.

Employees under the influence of alcohol, drugs, or controlled substances while on duty are a serious risk to themselves, to students and to other employees. Employees who display physical manifestations of drug or alcohol use while on duty, may be subject to drug testing. Any employee who violates this policy will be subject to disciplinary action up to and including termination and referral for prosecution. Employees may also be required to satisfactorily participate in rehabilitation programs.

As a condition of employment, all employees must abide by the terms of this policy. Employees who are convicted of a drug offense which occurred on school premises or while on duty must notify the Principal of their conviction. Notification must be made by the employee to the Principal within five (5) days of the conviction. Within ten (10) days, the Principal will provide notice of such violation to the Impact Aid Program, United States Department of Education, or other appropriate government agency.

The School will institute a drug-free awareness program to inform employees of:

1. The dangers of drug and alcohol abuse in the workplace.

2. This policy of maintaining a drug-free workplace.

3. Available counseling and rehabilitation.

4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.

On the basis of medical certification, employees with the illness of chemical dependency shall qualify for the employee benefits and group insurance coverages that are provided for under group health and medical insurance policies. The confidential nature of the medical records of employees with chemical dependency shall be preserved in the same manner as for all other medical records.

The School's responsibility for chemical dependency is limited to its effects on the employee's job performance. If the employee violates this policy, refuses to accept diagnosis and treatment, or fails to respond to treatment, and performance is adversely affected, the employee will be subject to employment action in proportion to the performance problem. Implementation of

this policy will not require or result in any special regulations, privileges or exemptions from the standard administrative practice applicable to job performance requirements.

Upon the request of the Department of Elementary and Secondary Education or an agency of the United States, the School shall certify that it has adopted and implemented the drug prevention program described in this policy, in the form required by such agency. The School shall conduct a biennial review of this policy to determine its effectiveness, implement necessary changes, and to ensure that the disciplinary sanctions are consistently enforced.

This policy shall be distributed in writing to all present and future employees.

PERSONNEL SERVICES

Staff Welfare

Driver Drug Testing

The School recognizes that it shares the responsibility to prevent accidents and injuries resulting from the misuse of alcohol or the use of controlled substances by its employees who operate commercial motor vehicles. The School complies with the provisions of the Omnibus Transportation Employee Testing Act of 1991, which mandates that the School test its drivers who are required to hold commercial drivers licenses under specified conditions. The School will regularly evaluate its policies and procedures to ensure that it remains in compliance with federal regulations.

Staff Welfare

Alcohol And Illicit Drugs

The School prohibits all employees from the possession, distribution, or presence under the influence of alcohol and non-prescribed controlled substances while on school premises. Violation of this policy will result in disciplinary action up to and including termination. In addition, such violation may result in substantially reduced or forfeiture of workers compensation benefits where the use of substances prohibited by this policy was in conjunction with or related to a work place injury.

Post Accident Drug / Alcohol Testing

Employees under the influence of alcohol, drugs, or controlled substances while on duty are a serious risk to themselves, to students, to other employees, and to School property. Where an employee holding a safety sensitive position is involved in an accident producing injury, the School will require the employee to submit to post injury alcohol/drug testing.

Post accident testing will be utilized after any accident

- involving the loss of life;
- resulting from a violation of Board Policy or Regulations, or municipal, state, or federal law;
- which results in an injury to a person who receives medical treatment;
- resulting in disabling damage to any motor vehicle or piece of School equipment;
- resulting from a violation of a safety regulation or safety directive.

Refusal to submit to post injury testing will result in disciplinary action up to, and including termination, and may result in forfeiture of Workers Compensation benefits for injuries related to the request for testing.

Employees holding a non-safety sensitive position will be subject to post accident drug testing where a School administrator has sufficient cause to suspect the employee's use of alcohol or non-prescribed controlled substance producing accident, in conjunction with or related to a work place testing. Such post accident testing will be utilized in the instance of the occurrence of any of the five instances set forth in this policy.

Safety Sensitive Positions:

The following list of positions are hereby classified as "safety sensitive" due to the serious risk of harm that can result from performing said job duties while impaired by drugs or alcohol; therefore, employees occupying such positions are subject to drug testing in accordance with published Board Policies and Regulations:

- Food service employees.
- Transportation employees.
- Custodial employees.
- Maintenance employees (HVAC, Electrical, Plumbing).
- Any School employee whose job duties involve the performance of supervising children, including, but not limited to teachers, teachers' aides, lunchroom/playground monitors, etc.

SUPPORT SERVICES

Safety, Security and Communications

Weather, Earthquake and Fire Emergencies

At the direction of the Board, the principal will determine areas in each building which are best suited for the protection of students during civil defense emergencies, including adverse weather conditions. School will not be dismissed in the case of a civil defense alert or tornado warning.

It shall also be the duty of the Principal to provide for fire inspections on an announced and unannounced basis in each building. The Principal is responsible for remedying unsafe conditions reported by local fire marshals acting in their official capacities.

The principal will assume responsibility for preparing a fire drill and emergency exit plan for each building. The plan will permit students to leave the building safely and quickly. Fire drills will be held the first full week of school and quarterly thereafter.

The School may adopt emergency plans for the use of the School's resources during natural disasters or other community emergencies. These resources may include food assistance through the use of federal commodity foods, and the use of school buildings and buses.

SUPPORT SERVICES

Safety, Security and Communications

Emergency School Closings

The Principal may order the delay of opening, early dismissal or the closing of schools due to inclement weather, hazardous road conditions or specific emergency situations which would make the operation of school impractical or hazardous to pupils. Notification of such actions will be given over local radio and television stations. Unless individually approved by the principal, after-school activities will be canceled on the day which school is closed or dismissed early due to weather or other emergency conditions.

Instructional time lost due to weather and other emergency conditions will be made up as required by the State and as approved by the Board.

SUPPORT SERVICES

Safety, Security and Communications

Use of Tobacco Products

The Board recognizes that the use of tobacco products represents a health and safety hazard. Therefore, the use of tobacco products shall be prohibited in all School facilities, grounds and vehicles. This policy applies to all employees, students and patrons attending school-sponsored activities and meetings.

SUPPORT SERVICES

Safety, Security and Communications

Safety Standards

The Board directs the Principal to ensure that the administration and management of all School operations be in compliance with local laws and regulations pertaining to student and staff safety and state and federal laws and standards regarding occupational safety and health. At various times School supervisors will issue specific safety standards and will provide ongoing directives, oral and written, to maximize employee and student safety. Failure to comply with such safety directives will be considered serious misconduct and will result in disciplinary action up to and including dismissal.

SUPPORT SERVICES

Safety, Security and Communications

Security of Buildings and Grounds

The administration will develop procedures to ensure that school facilities are safeguarded against criminal acts and negligent use. All School employees are responsible for the care and proper use of School property. Maintenance personnel are responsible for the care, repair and annual maintenance of School equipment and facilities. After school access to School facilities is limited to authorized individuals and groups.

SUPPORT SERVICES

Safety, Security and Communications

Vandalism and Theft

The administration will take appropriate actions to punish individuals determined to have vandalized School property. Such actions include, but are not limited to school disciplinary action, restitution and criminal and civil charges.

Incident reports are to be sent to the Principal no later than the day following an incident. A telephone call to the Principal is to be made on the day of discovery as soon as practical.

SUPPORT SERVICES

Inventory Management

Inventory Requirements

Annual Inventory

The Board shall require a physical count of all stock supply and equipment items at least once each year. This inventory total shall be recorded on the School's accounts.

This is done to provide:

1. Complete local property information for ready reference.

2. Information for insurance purposes.

3. Audit needs to determine capital worth.

4. Accountability of the physical property of the School.

The building principal is responsible for the inventory. The person responsible for the room and its contents should take the inventory.

"Physical Property" for inventory purposes is defined as that property other than the building and built-in facilities such as bookcases, wall lockers and toilets. "Physical Property" includes such items as desks, chairs, typewriters, computers, audio-visual equipment, shop, home economics and physical education equipment even though attached to the building (i.e., stage curtains, auditorium seating, clocks and public address systems). "Physical Property" meets all the following criteria:

1. Retains its original shape and appearance with use.

2. Is nonexpendable (more feasible to repair than replace).

3. Represents an investment of money which makes it advisable to capitalize the item.

4. Does not lose its identity through incorporation into a different or more complex unit.

"Physical Property" does not include supplies, textbooks, reference books, material, chalk and erasers, picture frames, cutlery, glassware, etc. Supply items which are not included are those which meet one or more of the following conditions:

1. Consumable

2. Loses its original shape or appearance

3. Expendable (more feasible to replace than repair)

SUPPORT SERVICES

Inventory Management

Maintenance and Control of Instructional Materials

All School instructional materials and equipment, including media materials and equipment, will be classified and catalogued. All textbooks purchased by the School are school property and will bear identification of School ownership. Obsolete materials and worn out equipment will be replaced on a regular basis.

Textbooks will be made available to all students in sufficient quantity and at appropriate levels, enabling teachers to meet both the planned curriculum sequence and the special instructional needs of the students.

Principals are responsible for textbooks assigned to teachers, and for instituting an inventory of all books at the end of the school year. Each teacher shall keep an accurate record of books issued to students. Students will be held responsible for the proper care of all schoolbooks, supplies, apparatus and furniture supplied to them by the Board. Any student who defaces or damages school property shall be required to pay for all damages. Any student who loses school property shall be required to pay for its replacement.

INSTRUCTIONAL SERVICES

Curriculum Services

Curriculum Development

The Board recognizes the need and value of a systematic and on-going program of curriculum review. The Board encourages and supports the professional staff in its efforts to identify and review new curricular ideas, develop and improve existing programs and evaluate all instructional programs.

The Board directs the Principal to continuously carry out the curriculum development and implementation process. As used in this Policy, curriculum is the process, attitudes, skills and knowledge that is taught and learned at the appropriate levels.

INSTRUCTIONAL SERVICES

Curriculum Services

Curriculum Planning

The plan for curriculum development will address all requirements indicated by the Tennessee Curriculum Standards by the Tennessee Department of Education. These standards include performance (process) standards and knowledge (content) standards. All curriculum developed by the School shall satisfy moving students toward achieving Tennessee's definition of what students should know and be able to do by the time they graduate from high school.

INSTRUCTIONAL SERVICES

Curriculum Services

Curriculum Adoption

All curriculum developed by School staff shall be formally presented to the Board for official approval before classroom implementation.

INSTRUCTIONAL SERVICES

Curriculum Services

Services for Students with Disabilities

The School does not have a general curriculum for students with disabilities. Instead, it is the policy of the School to develop an individualized educational program (IEP) for each public school student with a disability who needs special educational services pursuant to the Individuals with Disabilities Education Act (IDEA) and an accommodation plan for students who are qualified only pursuant to Section 504 of the Rehabilitation Act. Each IEP is designed to meet the unique needs of the student and to offer a free appropriate public education. In addition, the School's IEPs will address the extent to which each student's disability affects his/her ability to access the School's general curriculum and what modifications, accommodations, and supplementary aids and services, if appropriate, are necessary to provide for such access. Each public school student with a disability will be educated to the maximum extent appropriate with children who are nondisabled. However, students with disabilities may be assigned to special classes, separate schooling or removed from the regular educational environment when the nature or severity of the student's disability is such that education in the regular educational environment with the use of supplementary aids and services cannot be achieved satisfactorily.

The School will provide special education and/or other services to students with disabilities in accordance with applicable law, including the IDEA, and its amendments, Section 504 of Rehabilitation Act of 1973.

If a student has had his/her curriculum substantially altered or modified pursuant to an IEP, 504 Plan, and/or in connection with a plan of homebound instruction so that the academic requirements (including but not limited to the requirements for achieving a specific letter or numerical grade) for one or more courses have been significantly reduced as compared to the regular course or courses, the IEP team or 504 team (or in the case of a student receiving homebound instruction who is not covered by an IEP or 504 Plan, the principal, counselor, and classroom teacher(s) for such course(s) shall determine whether the student shall be included in the computation of class rank. Students who are not included in the class ranking shall still receive a cumulative grade point average (G.P.A.) and shall be eligible for the honor roll.

(Additional Curriculum Services for Stidents with Disabilities Policies may be found in Appendix D – Special Education Forms and Timeline of Memphis School of Excellence Charter Proposal)

INSTRUCTIONAL SERVICES

Curriculum Services

Curriculum for At-Risk Students

The Board directs that curriculum be developed to meet the needs of students at risk of failure. This curriculum is to include strategies infused in all areas of regular education, K - 12, to address the special needs of students at-risk due to disadvantaged backgrounds.

As provided by state and federal guidelines and funds, the Board directs the administration to utilize funds from ESEA, Title I and state programs for alternative education strategies, among others, as resources for curriculum development for students at-risk.

INSTRUCTIONAL SERVICES

Curriculum Services

Curriculum for Gifted and Talented Students

The Board directs that curriculum be developed to meet the needs of students who have been identified as gifted and talented by multi-criteria assessment developed by professional staff. This curriculum is to include strategies infused in all areas of regular education, K- 12, as well as specific curriculum designed to enrich the regular curriculum in order to meet the challenge of educating the gifted student.

The Board directs the Administration to seek whatever resources are available to develop curriculum and programs in this area.

INSTRUCTIONAL SERVICES

Curriculum Services

English As a Second Language (ESL/ESOL)

The Board is committed to identifying and assessing the educational needs of students whose native or home language is other than English. Once identified, the School will provide appropriate programs to address the needs of these students. Students entitled to considerations under this policy include limited English Proficient (LEP) students whose English language skills are insufficient to lead to success in an English-only classroom.

The School will also take steps to ensure to the maximum extent practicable that the interests of ESL students are included in the development and implementation of School programs and services that are offered by the School to and for its student body.

To ensure that parents/guardians are properly notified of the ESL program, all new and enrolling students are to be given the Student Home Language Survey. The form shall be completed and returned to the school by the parents/guardians if they feel their child may be in need of such services.

INSTRUCTIONAL SERVICES

Instruction

Instruction for Students with Disabilities

It is the policy of the School to provide a free appropriate public education to all public school students with disabilities. Students with disabilities are defined as those students who have one of the categorical disabilities and who also require special education services or who have a mental or physical impairment that substantially limits one or more major life activities as defined by Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act and who require accommodations or special education and related services.

The School will provide special education and/or other services to students with disabilities in accordance with applicable law, including the IDEA, and its amendments, Section 504 of Rehabilitation Act of 1973.

When providing print materials to students with visual impairments, the School will adhere to the National Instructional Materials Accessibility Standards (NIMAS) or will provide such print materials in timely high quality accessible materials.

FACILITIES DEVELOPMENT

Facilities Planning and Design

Educational Specifications

To ensure that all new and remodeled facilities are designed to best implement the educational program of the School, the Principal will provide for the development of detailed educational specifications to apply to the design and construction of new or remodeled buildings. The preparation of educational specifications will serve the following purposes.

1. Clarify and consolidate the thinking of the staff, administration, Board and community on the needs, desires and objectives of educational programs to be conducted within the proposed new or remodeled building.

2. Organize important information in a manner that can be easily and clearly interpreted by an architect.

When educational specifications are prepared, an introductory section will be devoted to a brief description of the community, enrollment trends, and the educational philosophy of the School. Educational specifications are detailed descriptions of the following items:

1. Activities that will take place in the building.

2. Organization of instruction and curriculum to be housed in the building.

3. Specific architectural characteristics desired.

4. Facilities needed, equipment required and space relationship to other facility elements.

5. Pertinent budget and other governing factors.

The persons involved in developing educational specifications should include: the Board, which adopts policies, approves final specifications, employs the architect and provides the budget; the Superintendent, who provides administrative leadership, interpretation and evaluation; principals, staff members, students and patrons, who utilize the facilities; and the architect, who develops architectural plans for the facility.

Consultants may be used in the development of educational specifications when deemed necessary by the Principal and the Board.

FACILITIES DEVELOPMENT

Facilities Planning and Design

Procurement of Architects, Engineers, and Land Surveyors

The School may need to engage the services of an architect, engineer, or land surveyor when capital improvement or other School needs arise. The School recognizes that hiring architects, engineers, or land surveyors who have performed acceptable work for the School in the past promotes continuity, efficiency, and quality. The School also recognizes that a construction contractor retained by the School may wish to work with a particular architect, engineer, or land surveyor with whom it has a solid working relationship. The School will observe the procedures when selecting architectural, engineering, or land surveying services.

Under this policy, the terms architect, land surveyor, and professional include, but are not limited to, any individual, firm, partnership, corporation or other entity providing architectural, engineering, or land surveying services.

Department of Education

New Charter School Application Budget Template Instructions

Template Tabs

1) Proposed School Information	Enter proposed school name, contact information, and
2) Student Assumptions	Enter enrollment and key student demographic
3) Pre-Opening Budget	Enter budget details and assumptions for 12 month
4) Pre-Opening Cash Flow	Enter cash flow details and assumptions for 12 month
5) Years 1-10 Staff Assumptions	Enter staffing assumptions; assumptions will drive over
6) Year 1 Budget	Enter budget details and assumptions for Year 1
7) Year 1 Cash Flow	Enter cash flow details and assumptions for Year 1 (July
8) Years 2 through 10 Budget	Enter budget details and assumptions for Years 2
9) Summary	Informational; enter a starting fund balance if applicable

Template Guidance

- Input financial information into light yellow cells
- Input assumption information or notes into light green cells
- Provides additional information or instruction for specific tab or section of tab
- Cells with red comment tag include additional guidance and instruction

Note: This is not a budgeting tool, but rather a standardized format for sharing key budget information for the proposed charter school. You may add additional worksheets to this workbook to otherwise supplement the information being provided on the existing worksheets.

Developed in partnership with

Tennessee Charter School Center

edtec
Business and Development Specialists for Charter Schools

Template Version 12152022

Nashville School of Excellence
New Charter School Application Budget Template
Proposed School Information

Proposed School Name	Nashville School of Excellence
Lead Sponsor Name	Read Foundation
Lead Sponsor E-mail Address	info@senashville.org
Lead Sponsor Phone Number	(901) 590-2111
CMO/EMO Affiliation	Read Foundation

Proposed Authorizer	Metropolitan Nashville Public Schools
Proposed Opening Grade Level(s)	6-9
Proposed Final Grade Level(s)	6-12
Proposed First Year of Operations	2025-26

	Year 1	Year 2	Year 3	Year 4	Year 5
Anticipated Enrollment	330	450	570	690	750

Note: These cells auto-populate after completing Tab 2.

Nashville School of Excellence
New Charter School Application Budget Template
Student Assumptions

Enrollment Assumptions

	Year 1 2025-26	Year 2 2026-27	Year 3 2027-28	Year 4 2028-29	Year 5 2029-30
Pre-Kindergarten (Informational	0	0	0	0	0
Kindergarten	0	0	0	0	0
1st Grade	0	0	0	0	0
2nd Grade	0	0	0	0	0
3rd Grade	0	0	0	0	0
4th Grade	0	0	0	0	0
5th Grade	0	0	0	0	0
6th Grade	120	120	120	120	120
7th Grade	90	120	120	120	120
8th Grade	60	90	120	120	120
9th Grade	60	60	90	120	120
10th Grade	0	60	60	90	120
11th Grade	0	0	60	60	90
12th Grade	0	0	0	60	60
Total Enrollment (excluding Pre-Kindergarten)	**330**	**450**	**570**	**690**	**750**
Change in Net Enrollment	**330**	**120**	**120**	**120**	**60**

of Classes By Grade

	Year 1	Year 2	Year 3	Year 4	Year 5
Pre-Kindergarten (Informational	0	0	0	0	0
Kindergarten	0	0	0	0	0
1st Grade	0	0	0	0	0
2nd Grade	0	0	0	0	0
3rd Grade	0	0	0	0	0
4th Grade	0	0	0	0	0
5th Grade	0	0	0	0	0
6th Grade	4	4	4	4	4
7th Grade	3	4	4	4	4
8th Grade	2	3	4	4	4
9th Grade	2	2	3	4	4
10th Grade	0	2	2	3	4
11th Grade	0	0	2	2	3
12th Grade	0	0	0	2	2
Total # of Classes	**11**	**15**	**19**	**23**	**25**
Change in Net # of Classes	**11**	**4**	**4**	**4**	**2**

	Other Key Assumptions Enter Estimated Percentages				
SPED %	10%	10%	10%	10%	10%
SPED Count	**33**	**45**	**57**	**69**	**75**
ELL %	52%	52%	52%	52%	52%
ELL Count	**172**	**234**	**296**	**359**	**390**
Anticipated Paid %	66%	66%	66%	66%	66%

Anticipated Reduced %	0%	0%	0%	0%	0%
Anticipated Free %	34%	34%	34%	34%	34%
Anticipated Paid Count	**218**	**297**	**376**	**455**	**495**
Anticipated Reduced Count	**0**	**0**	**0**	**0**	**0**
Anticipated Free Count	**112**	**153**	**194**	**235**	**255**
Total Free and Reduced Count	**112**	**153**	**194**	**235**	**255**

School Days	180	180	180	180	180
Attendance Rate	95%	95%	95%	95%	95%

Nashville School of Excellence
New Charter School Application Budget Template
Pre-Opening Budget

Revenue Assumptions

		Year 0 2024-25	
Federal Revenues	**Rate/Assumption**	**Amount**	**Assumption Notes**
CSP Startup Grant	$0	$0	Approved schools must apply for this grant; funding not guaranteed
Fundraising & Philanthropy			**Detail any private funding sources**
Retained earnings/startup funding from Read	$1,000,000	$1,000,000	
Other		$0	
Other		$0	
Other		$0	
Other		$0	
Total Revenues		**1,000,000**	

Additional Space to Provide Fundraising Details

Compensation Assumptions

		Year 0 2024-25	
Administrative Staff	**FTE Count**		**Assumption Notes**
Principal/School Leader	1.00	$90,000	1 FTE Principal
Assistant Principal	0.00	$0	
Special Education Coordinator	0.00	$0	
Deans, Directors	1.00	$75,000	.5 FTE Dean of Academics; .5 FTE Dean of Students; start date of January 2025
Other (Specify in Assumptions)	0.00	$0	
Total Administrative Compensation	**2.00**	**165,000**	
Instructional Staff			
Teachers	0.00	$0	
Special Education Teachers	0.00	$0	
Eduacational Assistants/Aides	0.00	$0	
Elective Teachers	0.00	$0	
Other (Specify in Assumptions)	0.00	$0	
Total Instructional Compensation	**0.00**	**-**	

Non-Instructional Staff			
Clerical Staff	1.00	$60,000	Business Manager
Custodial Staff	0.00	$0	
Operations	0.00	$0	
Social Workers/Counseling	0.00	$0	
Other (Specify in Assumptions)	0.00	$0	
Total Non-Instructional Compensation	**1.00**	**$60,000**	
Bonus		-	
Other Non FTE Compensation		-	
Other Non FTE Compensation		-	
Other Non FTE Compensation		-	
Total FTE Count	**3.00**		
Total Compensation		**$225,000**	

Employer Benefits & Tax Assumptions

		Year 0	
		2024-25	
	Base Assumption		**Assumption Notes**
Social Security	6.20%	$13,950	
Medicare	1.45%	$3,263	
State Unemployment	0.30%	$675	
Disability/Life Insurance	0.00%	$0	
Workers Compensation Insurance	0.50%	$1,125	
Other Fringe Benefits	0.00%	$0	
Medical Insurance	$6,000	$18,000	
Dental Insurance	$0	$0	
Vision Insurance	$0	$0	
Other Retirement	6.00%	$13,500	
Total Employer Benefits & Taxes		**50,513**	

Operating Expenses

		Year 0	
		2024-25	
Contracted Services			**Assumption Notes**
Professional Development	$50,000	$50,000	Travel and related costs for Read Foundation team to be in Nashville during planning year
Academic Consultants	$25,000	$25,000	Consulting fees relating to curriculum development for year 1 operations
Audit Services	$0	$0	
Legal Fees	$10,000	$10,000	Legal needs related to school startup
Copier Lease and Usage	$0	$0	
Internet and Phone Service	$0	$0	
Security Services	$0	$0	
Payroll Services	$0	$0	
Health Services	$0	$0	
Transportation	$0	$0	

Other Contracts	$0	$0	
Student Support Services	$0	$0	
Insurance	$0	$0	
IT Support	$0	$0	
Bank Charges	$0	$0	
Supplies & Materials			
Instructional Supplies and Materials	$0	$0	
Education Software	$0	$0	
Student Supplies	$0	$0	
Faculty Supplies	$0	$0	
Library Books	$0	$0	
Testing & Evaluation	$0	$0	
Student Laptops	$0	$0	
Faculty Laptops	$0	$0	
Office Supplies	$10,000	$10,000	Materials and supplies need for administrative staff during planning year
Printing Paper	$0	$0	
Athletics	$0	$0	
Student Uniforms	$0	$0	
Gifts & Awards - Students	$0	$0	
Gifts & Awards - Teachers and Staff	$0	$0	
Health Supplies	$0	$0	
Facility Related Expenses			
Rent	$0	$0	
Utilities	$0	$0	
Custodial	$0	$0	
Waste	$0	$0	
Faculty Furniture	$0	$0	
Student Furniture	$0	$0	
Internet/Network Equipment	$0	$0	
Other Equipment	$0	$0	
Building Decorum	$0	$0	
Tenant Improvements	$0	$0	
Landscaping	$0	$0	
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Other Charges			
Staff Recruitment	$15,000	$15,000	Job postings, fairs, interviews
Student Recruitment & Community Engagement	$15,000	$15,000	Student outreach supplies and materials and media postings
Parent & Staff Meetings	$10,000	$10,000	Supplies and materials for meetings
Authorizer Fee	$0	$0	
Other	$0	$0	
Debt Service			
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	

Total Operating Expenses	**$135,000**
Total Expenses	**$410,513**

Nashville School of Excellence
New Charter School Application Budget Template
Pre-Opening Cash Flow

Cash Flow Summary

	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0
	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25
	Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP
Beginning Cash	-	-	**77,541**	**155,081**	**232,622**	**310,163**	**387,703**	**465,244**	**519,284**	**573,325**	**627,366**	**681,406**	**635,447**		
Revenues															
Federal Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Activity Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising & Philanthropy	1,000,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	-	-	1,000,000	-
Total Revenues	1,000,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	-	-	1,000,000	-
Expenses															
Staffing	225,000	7,500	7,500	7,500	7,500	7,500	7,500	30,000	30,000	30,000	30,000	30,000	30,000	225,000	-
Employer Benefits & Taxes	50,513	3,709	3,709	3,709	3,709	3,709	3,709	4,709	4,709	4,709	4,709	4,709	4,709	50,513	-
Contracted Services	85,000	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	85,000	-
Supplies & Materials	10,000	833	833	833	833	833	833	833	833	833	833	833	833	10,000	-
Facility-Related Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Charges	40,000	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	40,000	-
Debt Service	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	410,513	22,459	22,459	22,459	22,459	22,459	22,459	45,959	45,959	45,959	45,959	45,959	45,959	410,513	-
Operating Income (Loss)	589,488	77,541	77,541	77,541	77,541	77,541	77,541	54,041	54,041	54,041	54,041	(45,959)	(45,959)	589,488	-
Changes in Accounts Receivable		-	-	-	-	-	-	-	-	-	-	-	-		
Changes in Accounts Payable		-	-	-	-	-	-	-	-	-	-	-	-		
Line of Credit Proceeds		-	-	-	-	-	-	-	-	-	-	-	-		
Line of Credit Repayments		-	-	-	-	-	-	-	-	-	-	-	-		
Other Balance Sheet Activity		-	-	-	-	-	-	-	-	-	-	-	-		
Ending Cash		**77,541**	**155,081**	**232,622**	**310,163**	**387,703**	**465,244**	**519,284**	**573,325**	**627,366**	**681,406**	**635,447**	**589,488**		

Details of Cash Flow

	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	
	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	
	Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	
Revenues																**Assumption Notes**
Federal Revenues																
CSP Startup Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
School Activity Revenues	-															
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	-															
Fundraising & Philanthropy																
Retained earnings/startup funding from Read Founda	1,000,000	$100,000	$100,000	$100,000	$100,000	$100,000	$100,000	$100,000	$100,000	$100,000	$100,000	$0	$0	1,000,000	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Total Revenues	**1,000,000**	**100,000**	**100,000**	**100,000**	**100,000**	**100,000**	**100,000**	**100,000**	**100,000**	**100,000**	**100,000**	-	-	**1,000,000**	-	

Compensation

	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	
	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	
	Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	
Compensation																**Assumption Notes**
Principal/School Leader	90,000	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	90,000	-	
Assistant Principal	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	

Attachment AA

Special Education Coordinator	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Deans, Directors	75,000	$0	$0	$0	$0	$0	$0	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	75,000	-	
Other (Specify in Assumptions)	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Total Administrative Compensation	165,000	7,500	7,500	7,500	7,500	7,500	7,500	20,000	20,000	20,000	20,000	20,000	20,000	165,000	-	
0																
Instructional Staff																
Teachers	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Special Education Teachers	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Educational Assistants/Aides	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Elective Teachers	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other (Specify in Assumptions)	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Total Instructional Compensation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
0																
Non-Instructional Staff																
Clerical Staff	60,000	$0	$0	$0	$0	$0	$0	$10,000	$10,000	$10,000	$10,000	$10,000	$10,000	60,000	-	
Custodial Staff	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Operations	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Social Workers/Counseling	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other (Specify in Assumptions)	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Total Non-Instructional Compensation	60,000	-	-	-	-	-	-	10,000	10,000	10,000	10,000	10,000	10,000	60,000	-	
Bonus	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other Non FTE Compensation	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other Non FTE Compensation	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other Non FTE Compensation	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
0	225,000	7,500	7,500	7,500	7,500	7,500	7,500	30,000	30,000	30,000	30,000	30,000	30,000	225,000	-	

Employer Benefits & Taxes

	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	
	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	
	Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	
																Assumption Notes
Social Security	13,950	$1,163	$1,163	$1,163	$1,163	$1,163	$1,163	$1,163	$1,163	$1,163	$1,163	$1,163	$1,163	13,950	-	
Medicare	3,263	$272	$272	$272	$272	$272	$272	$272	$272	$272	$272	$272	$272	3,263	-	
State Unemployment	675	$56	$56	$56	$56	$56	$56	$56	$56	$56	$56	$56	$56	675	-	
Disability/Life Insurance	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Workers Compensation Insurance	1,125	$94	$94	$94	$94	$94	$94	$94	$94	$94	$94	$94	$94	1,125	-	
Other Fringe Benefits	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Medical Insurance	18,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	18,000	-	
Dental Insurance	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Vision Insurance	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other Retirement	13,500	$1,125	$1,125	$1,125	$1,125	$1,125	$1,125	$1,125	$1,125	$1,125	$1,125	$1,125	$1,125	13,500	-	
Total Employer Benefits & Taxes	**50,513**	**3,709**	**3,709**	**3,709**	**3,709**	**3,709**	**3,709**	**4,709**	**4,709**	**4,709**	**4,709**	**4,709**	**4,709**	**50,513**	-	

Operating Expenses

	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	
	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	
	Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	
Contracted Services																**Assumption Notes**
Professional Development	50,000	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	50,000	-	Professional Development
Academic Consultants	25,000	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	25,000	-	Financial Services
Audit Services	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Audit Services
Legal Fees	10,000	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	10,000	-	Legal Fees
Copier Lease and Usage	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Copier Lease and Usage
Internet and Phone Service	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Internet and Phone Service
Security Services	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Cell Phone Service
Payroll Services	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Payroll Services
Health Services	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Health Services
Transportation	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Transportation
Other Contracts	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	IT Services
Student Support Services	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Contracted SPED Services
Insurance	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Insurance
IT Support	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Postal Charges
Bank Charges	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Bank Charges
Supplies & Materials																
Instructional Supplies and Materials	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Textbooks and Instructional Supplies
Education Software	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Education Software
Student Supplies	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Student Supplies
Faculty Supplies	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Faculty Supplies
Library Books	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Library Books
Testing & Evaluation	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Testing & Evaluation
Student Laptops	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Student Laptops
Faculty Laptops	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Faculty Laptops
Office Supplies	10,000	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	10,000	-	Office Supplies
Printing Paper	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Printing Paper

Attachment AA

Athletics	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Marketing Materials
Student Uniforms	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Student Uniforms
Gifts & Awards - Students	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Gifts & Awards - Students
Gifts & Awards - Teachers and Staff	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Gifts & Awards - Teachers and Staff
Health Supplies	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Health Supplies
Facility Related Expenses																
Rent	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Rent
Utilities	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Utilities
Custodial	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Custodial
Waste	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Waste
Faculty Furniture	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Faculty Furniture
Student Furniture	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Student Furniture
Internet/Network Equipment	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Internet/Network Equipment
Other Equipment	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Other Equipment
Building Decorum	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Building Decorum
Tenant Improvements	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Tenant Improvements
Landscaping	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Other
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Other
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Other
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Other
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Other
Other Charges																
Staff Recruitment	15,000	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	15,000	-	Staff Recruitment
Student Recruitment & Community Engagement	15,000	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	15,000	-	Student Recruitment & Community Engagement
Parent & Staff Meetings	10,000	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	10,000	-	Parent Meetings
Authorizer Fee	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Staff Meetings
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Other
Debt Service																
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Operating Expenses	**135,000**	**11,250**	**11,250**	**11,250**	**11,250**	**11,250**	**11,250**	**11,250**	**11,250**	**11,250**	**11,250**	**11,250**	**11,250**	**135,000**	**-**	
Total Expenses	**410,513**	**22,459**	**22,459**	**22,459**	**22,459**	**22,459**	**22,459**	**45,959**	**45,959**	**45,959**	**45,959**	**45,959**	**45,959**	**410,513**	**-**	

Attachment AA

Nashville School of Excellence
New Charter School Application Budget Template
Year 1-5 Staff Assumptions

FTE Assumptions

	Year 1	Year 2	Year 3	Year 4	Year 5	
Fiscal Year	2025-26	2026-27	2027-28	2028-29	2029-30	
Enrollment	330	450	570	690	750	
# of Classes	11	15	19	23	25	
Administrative Staff						
Principal/School Leader	1.00	1.00	1.00	1.00	1.00	Principal
Assistant Principal	0.00	0.00	0.00	0.00	0.00	
Special Education Coordinator	0.00	0.00	0.00	0.00	0.00	
Deans, Directors	2.00	2.00	2.00	3.00	4.00	Deans of Academics, Deans of Students
Other (Specify in Assumptions)	0.00	0.00	0.00	0.00	0.00	
Total Administrative FTE	**3.00**	**3.00**	**3.00**	**4.00**	**5.00**	
Instructional Staff						
Teachers	13.00	17.00	20.00	23.00	25.00	General Education Teachers
Special Education Teachers	6.50	8.00	11.00	12.00	15.00	SPED/ESL
Educational Assistants/Aides	0.00	2.00	2.00	2.00	3.00	SPED Aides
Elective Teachers	4.00	5.00	7.00	8.00	8.00	PE, Art, Music, Computer, Spanish, STEM
Other (Specify in Assumptions)	0.00	0.00	4.00	5.00	6.00	Interventionists/Coaches
Total Instructional FTE	**23.50**	**32.00**	**44.00**	**50.00**	**57.00**	
Non-Instructional Staff						
Clerical Staff	2.00	2.00	3.00	3.00	4.00	Secretaries
Custodial Staff	0.00	0.00	0.00	0.00	0.00	
Operations	1.00	2.00	2.00	3.00	3.00	Business Manager, IT Specialist, HR Specialist, Facilities Manager
Social Workers/Counseling	1.00	1.00	2.00	2.00	3.00	Counselors
Other (Specify in Assumptions)	0.00	0.00	0.00	0.00	0.00	
Total Non-Instructional FTE	**4.00**	**5.00**	**7.00**	**8.00**	**10.00**	
Total FTE	**30.50**	**40.00**	**54.00**	**62.00**	**72.00**	

Compensation Assumptions

		Year 1	Year 2	Year 3	Year 4	Year 5	
		2025-26	2026-27	2027-28	2028-29	2029-30	
	Annual Increase	0.00%	1.50%	1.50%	1.50%	1.50%	
	Cumulative Increase	100.00%	101.50%	103.02%	104.57%	106.14%	
Administrative Staff	**Base Assumption**						**Assumption Notes**
Principal/School Leader	$90,000	$90,000	$92,700	$95,481	$98,345	$101,296	
Deans, Directors	$0						
Special Education Coordinator	$0	$0	$0	$0	$0	$0	
Deans, Directors	$75,000	$150,000	$154,500	$159,135	$245,864	$337,653	
Other (Specify in Assumptions)	$0	$0	$0	$0	$0	$0	
Total Administrative Compensation		**$240,000**	**$247,200**	**$254,616**	**$344,209**	**$438,948**	
Instructional Staff							

Teachers	$57,462	$747,000	$1,010,430	$1,228,522	$1,456,605	$1,633,113	
Special Education Teachers	$57,000	$370,500	$469,680	$665,184	$747,425	$962,310	
Educational Assistants/Aides	$92,700	$0	$92,700	$95,481	$98,345	$151,944	
Elective Teachers	$56,000	$224,000	$286,340	$414,812	$489,542	$504,228	
Other (Specify in Assumptions)	$83,457	$0	$0	$250,372	$322,354	$398,430	
Total Instructional Compensation		**$1,341,500**	**$1,859,150**	**$2,654,372**	**$3,114,272**	**$3,650,025**	
Non-Instructional Staff							
Clerical Staff	$40,000	$80,000	$82,400	$127,308	$131,127	$180,081	
Custodial Staff	$0	$0	$0	$0	$0	$0	
Operations	$54,075	$60,000	$108,150	$111,395	$163,909	$168,826	
Social Workers/Counseling	$62,000	$62,000	$63,860	$131,552	$135,498	$209,345	
Other (Specify in Assumptions)	$0	$0	$0	$0	$0	$0	
Total Non-Instructional		**$202,000**	**$254,410**	**$370,254**	**$430,534**	**$558,252**	
Bonuses		$0	$50,000	$60,000	$80,000	$100,000	
Subsitute Teachers		$25,000	$30,000	$35,000	$40,000	$40,000	
Saturday Tutoring		$20,160	$20,160	$20,160	$20,160	$20,160	
Other Compensation		$0	$0	$0	$0	$0	
Total Compensation		**$1,828,660**	**$2,460,920**	**$3,394,402**	**$4,029,175**	**$4,807,386**	

Employer Benefits & Tax Assumptions

		Year 1 2025-26	Year 2 2026-27	Year 3 2027-28	Year 4 2028-29	Year 5 2029-30	
	Base Assumption						**Assumption Notes**
Social Security	6.20%	$113,377	$152,577	$210,453	$249,809	$298,058	
Medicare	1.45%	$26,516	$35,683	$49,219	$58,423	$69,707	
State Unemployment	0.30%	$5,486	$7,383	$10,183	$12,088	$14,422	
Disability/Life Insurance	0.00%	$0	$0	$0	$0	$0	
Workers Compensation Insurance	0.50%	$9,143	$12,305	$16,972	$20,146	$24,037	
Other Fringe Benefits	0.00%	$0	$0	$0	$0	$0	
	Health Insurance	0.00%	2.00%	2.00%	2.00%	2.00%	
	Cumultative Increase	100.00%	102.00%	104.04%	106.12%	108.24%	
Medical Insurance	$6,000	$183,000	$244,800	$337,090	$394,769	$467,611	Includes medical, dental, vision
Dental Insurance	$0	$0	$0	$0	$0	$0	
Vision Insurance	$0	$0	$0	$0	$0	$0	
TCRS Certified Legacy	6.81%	$27,407	$37,982	$54,229	$63,625	$74,570	
TCRS Certified Hybrid	9.00%	$84,515	$117,126	$167,225	$196,199	$229,952	
TCRS Classified Legacy	0.00%	$0	$0	$0	$0	$0	
TCRS Classified Hybrid	0.00%	$0	$0	$0	$0	$0	
Other Classified Retirement	12.50%	$55,250	$62,701	$78,109	$96,843	$124,650	
Other Retirement	0.00%	$0	$0	$0	$0	$0	

Nashville School of Excellence
New Charter School Application Budget Template
Year 1 Budget

Revenue Assumptions

	Year 1
	2025-26
Annual Revenue Increase	0.00%
Cumultative Increase	100.00%

State Revenues	**Rate/Assumption**		**Assumption Notes**
TISA Base Rate	$15,811	$5,217,630	Per pupil amount provided by TN Department of Education guidance
TISA Weights	See Tracker	$0	
TISA Direct	See Tracker	$0	
Other			
Other			
Federal Revenues		$0	
Title I	$500	$165,000	$500 per student estimate
Title II	$0	$0	
Title III	$0	$0	
NSLP	$0	$0	
E-Rate	$0	$0	
CSP Startup Grant	$0	$0	
Other	$0	$0	
Other	$0	$0	
School Activity Revenues			
Other	$50,000	$50,000	Sales of Supplies; fees, etc.
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Fundraising & Philanthropy			
Retained earnings/startup funding from Read Founda	$0	$0	
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Total Revenues		**$5,432,630**	

Compensation

	Year 1
	2025-26

Administrative Staff	**FTE Count**		**Assumption Notes**
Principal/School Leader	1.00	$90,000	Principal
Deans, Directors	0.00	$0	
Special Education Coordinator	0.00	$0	
Deans, Directors	2.00	$150,000	Deans of Academics, Deans of Students
Other (Specify in Assumptions)	0.00	$0	
Total Administrative Compensation	**3.00**	**$240,000**	

Attachment AA

Instructional Staff			
Teachers	13.00	$747,000	General Education Teachers
Special Education Teachers	6.50	$370,500	SPED/ESL
Educational Assistants/Aides	0.00	$0	SPED Aides
Elective Teachers	4.00	$224,000	PE, Art, Music, Computer, Spanish, STEM
Other (Specify in Assumptions)	0.00	$0	Interventionists/Coaches
Total Instructional Compensation	**23.50**	**$1,341,500**	
Non-Instructional Staff			
Clerical Staff	2.00	$80,000	Secretaries
Custodial Staff	0.00	$0	
Operations	1.00	$60,000	Business Manager, IT Specialist
Social Workers/Counseling	1.00	$62,000	Counselors
Other (Specify in Assumptions)	0.00	$0	
Total Non-Instructional Compensation	**4.00**	**$202,000**	
Bonuses		$0	
Subsitute Teachers		$25,000	Substitute Teachers
Saturday Tutoring		$20,160	
Other Compensation		$0	
Total Compensation		**$1,828,660**	

Employer Benefits & Taxes

	Year 1 2025-26	Assumption Notes
Social Security	$113,377	
Medicare	$26,516	
State Unemployment	$5,486	
Disability/Life Insurance	$0	
Workers Compensation Insurance	$9,143	
Other Fringe Benefits	$0	
Medical Insurance	$183,000	
Dental Insurance	$0	
Vision Insurance	$0	
TCRS Certified Legacy	$27,407	
TCRS Certified Hybrid	$84,515	
TCRS Classified Legacy	$0	
TCRS Classified Hybrid	$0	
Other Classified Retirement	$55,250	
Other Retirement	$0	
Total Employer Benefits & Taxes	**$504,693**	

Operating Expenses

		Year 1 2025-26	Assumption Notes
Contracted Services			
Professional Development	$25,000	$25,000	Includes expenses for professional travel and fees.
Academic Consultants	$25,000	$25,000	Includes expenses for partnerships including Teach for America, Teach Like a Champion, and other academic program-related partnerships
Audit Services	$25,000	$25,000	Includes audited financial statements and 990 preparation; escalates by 3% each year
Legal Fees	$10,000	$10,000	Ad hoc legal needs; escalates by 3% each year
Copier Lease and Usage	$18,000	$18,000	2 copier leases in year one ($9K per copier); 3 copiers in years 2-5 ($9K per copier)

Internet and Phone Service	$15,000	$15,000	Expenses ($1,250 per month) for Internet and phone services; escalates by 3% each year
Security Services	$30,000	$30,000	Annual estimated expenses for contracted security services; escalates by 3% each year
Payroll Services	$7,500	$7,500	Annual estimated expenses for 3rd party payroll provider; escalates by 3% each year
Health Services	$30,000	$30,000	Annual estimates for contracted nursing services
Transportation	$105,000	$105,000	1 bus in years 1-2; 2 buses in years 3-4; 3 buses in year 5 ($85K per bus with expenses escalating at 3% each year)
Other Contracts	$15,000	$15,000	Includes annual expenses for contracts with partners including Raptor Technologies (school safety), Mobile Apps, Pitney Bowes (postage), Identogo (background checks); escalates by 3% each year
Student Support Services	$20,000	$20,000	Includes annual expenses for contracts with partners including Stellar, WellChild, other partnerships as needed; escalates by 3% each year
Insurance	$50,000	$50,000	General Liability, Umbrella, Building Insurance; escalates by 3% each year
IT Support	$50,000	$50,000	IT Support + equipment repairs; escalates by 3% each year
Bank Charges	$500	$500	Charges and fees
Supplies & Materials			
Instructional Supplies and Materials	$100,000	$100,000	Estimate based on prior years experiences; includes textbooks, learning software, and other educational-related supplies and materials
Education Software	$10,000	$10,000	Primarily Power School-related products; escalates by 3% each year
Student Supplies	$25	$8,250	$25 per student; escalates by 3% each year
Faculty Supplies	$250	$7,625	$250 per FTE; escalates by 3% each year
Library Books	$5,000	$5,000	Annual estimate for library books; escalates by 3% each year
Testing & Evaluation	$10,000	$10,000	NWEA, other assessments; escalates by 3% each year
Student Laptops	$500	$165,000	Assumes $500 per student device for new students as well as replacement costs
Faculty Laptops	$1,500	$45,750	Assumes $1.5K per staff device for new staff members
Office Supplies	$30,000	$30,000	Office supplies + copy paper; annual estimate; escalates by 3% each year
Printing Paper	$0	$0	
Athletics	$50,000	$50,000	Annual estimate for athletics uniforms, transportation, and fees
Student Uniforms	$10,000	$10,000	Annual estimate based on operating history
Gifts & Awards - Students	$10	$3,300	$10 per student
Gifts & Awards - Teachers and Staff	$100	$3,050	$100 per FTE
Health Supplies	$10	$3,300	$10 per student
Facility Related Expenses			
Rent	$27	$1,080,000	Assumes NSE will lease approximately 40K sq. ft of space in year 1 (triple net lease including Tenant Improvements); 50K sq. ft in year 2; 60K in year 3; and 70K in years 4-5
Utilities	$2	$80,000	Estimated at $2 per sq. ft.; escalates by 3% each year
Custodial	$2	$80,000	Custodial services and supplies estimated at $2.00 per sq. ft.; escalates by 3% each year
Waste	$10,000	$10,000	Disposal fees estimated at $10K per year; escalates by 3% each year
Faculty Furniture	$750	$22,875	$750 per new FTE
Student Furniture	$500	$165,000	$500 per new student
Internet/Network Equipment	$50,000	$50,000	Higher upfront costs with facility occupancy
Other Equipment	$25,000	$25,000	Printers, Smartboards, and related equipment (higher upfront costs with facility occupancy)
Building Decorum	$5,000	$5,000	Posters, signage; escalates at 3% each year
Tenant Improvements	$20,000	$20,000	Small maintenance and repairs; escalates at 3% each year
Landscaping	$15,000	$15,000	Estimated at $15K per year; escalates at 3% each year
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Other Charges			
Staff Recruitment	$15,000	$15,000	Job postings, fairs, interviews; escalates at 3% each year
Student Recruitment & Community Engagement	$15,000	$15,000	Student outreach supplies and materials and media postings; escalates at 3% each year
Parent & Staff Meetings	$2,500	$2,500	Supplies and materials for meetings; escalates at 3% each year
Authorizer Fee	$35,000	$35,000	$35K per year
Other	$0	$0	Share of Network Office Costs (based on pro rata enrollment)
Debt Service			
Other	$0	$593,695	Debt Service for buildout of space.
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	

Attachment AA

Other	$0	$0	
Total Operating Expenses		**$3,091,345**	
Total Expenses		**$5,424,698**	

Attachment AA

Nashville School of Excellence
New Charter School Application Budget Template
Year 1 Cash Flow

Cash Flow Summary

	Year 1 2025-26 Total Budget	Year 1 2025-26 July	Year 1 2025-26 August	Year 1 2025-26 September	Year 1 2025-26 October	Year 1 2025-26 November	Year 1 2025-26 December	Year 1 2025-26 January	Year 1 2025-26 February	Year 1 2025-26 March	Year 1 2025-26 April	Year 1 2025-26 May	Year 1 2025-26 June	Year 1 2025-26 Total	Year 1 2025-26 AR/AP
Beginning Cash	**589,488**	**589,488**	**44,919**	**19,613**	**10,808**	**86,850**	**215,579**	**344,308**	**473,037**	**601,766**	**730,495**	**859,225**	**466,191**		
Revenues															
State Revenues	5,217,630	-	521,763	521,763	521,763	521,763	521,763	521,763	521,763	521,763	521,763	-	521,763	5,217,630	-
Federal Revenues	165,000	-	-	16,500	16,500	16,500	16,500	16,500	16,500	16,500	16,500	16,500	16,500	165,000	-
School Activity Revenues	50,000	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	50,000	-
Fundraising & Philanthropy	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenues	5,432,630	4,167	525,930	542,430	542,430	542,430	542,430	542,430	542,430	542,430	542,430	20,667	542,430	5,432,630	-
Expenses															
Staffing	1,828,660	150,305	152,805	152,805	152,805	152,805	152,805	152,805	152,805	152,805	152,805	152,805	150,305	1,828,660	-
Employer Benefits & Taxes	504,693	42,058	42,058	42,058	42,058	42,058	42,058	42,058	42,058	42,058	42,058	42,058	42,058	504,693	-
Contracted Services	426,000	35,500	35,500	35,500	35,500	35,500	35,500	35,500	35,500	35,500	35,500	35,500	35,500	426,000	-
Supplies & Materials	451,275	89,398	89,398	89,398	67,176	14,488	14,488	14,488	14,488	14,488	14,488	14,488	14,488	451,275	-
Facility-Related Expenses	1,552,875	176,375	176,375	176,375	113,750	113,750	113,750	113,750	113,750	113,750	113,750	113,750	113,750	1,552,875	-
Other Charges	67,500	5,625	5,625	5,625	5,625	5,625	5,625	5,625	5,625	5,625	5,625	5,625	5,625	67,500	-
Debt Service	593,695	49,475	49,475	49,475	49,475	49,475	49,475	49,475	49,475	49,475	49,475	49,475	49,475	593,695	-
Total Expenses	5,424,698	548,735	551,235	551,235	466,388	413,700	413,700	413,700	413,700	413,700	413,700	413,700	411,200	5,424,698	-
Operating Income (Loss)	7,932	(544,569)	(25,306)	(8,806)	76,042	128,729	128,729	128,729	128,729	128,729	128,729	(393,034)	131,229	7,932	-
Changes in Accounts Receivable		-	-	-	-	-	-	-	-	-	-	-	-		
Changes in Accounts Payable		-	-	-	-	-	-	-	-	-	-	-	-		
Line of Credit Proceeds		-	-	-	-	-	-	-	-	-	-	-	-		
Line of Credit Repayments		-	-	-	-	-	-	-	-	-	-	-	-		
Other Balance Sheet Activity		-	-	-	-	-	-	-	-	-	-	-	-		
Ending Cash		**44,919**	**19,613**	**10,808**	**86,850**	**215,579**	**344,308**	**473,037**	**601,766**	**730,495**	**859,225**	**466,191**	**597,420**		

Details of Cash Flow

	Year 1 2025-26 Total Budget	Year 1 2025-26 July	Year 1 2025-26 August	Year 1 2025-26 September	Year 1 2025-26 October	Year 1 2025-26 November	Year 1 2025-26 December	Year 1 2025-26 January	Year 1 2025-26 February	Year 1 2025-26 March	Year 1 2025-26 April	Year 1 2025-26 May	Year 1 2025-26 June	Year 1 2025-26 Total	Year 1 2025-26 AR/AP	
Revenues						**Revenues**										**Assumption Notes**
State Revenues																**Assumption Notes**
TISA Base Rate	5,217,630		$521,763	$521,763	$521,763	$521,763	$521,763	$521,763	$521,763	$521,763	$521,763	$0	$521,763	5,217,630	-	
TISA Weights	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
TISA Direct	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Federal Revenues																
Title I	165,000			$16,500	$16,500	$16,500	$16,500	$16,500	$16,500	$16,500	$16,500	$16,500	$16,500	165,000	-	
Title II	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Title III	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
NSLP	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
E-Rate	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
CSP Startup Grant	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
School Activity Revenues																
Other	50,000	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	50,000	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Fundraising & Philanthropy																
Retained earnings/startup funding fro	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	

Attachment AA

Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Total Revenues	**5,432,630**	**4,167**	**525,930**	**542,430**	**542,430**	**542,430**	**542,430**	**542,430**	**542,430**	**542,430**	**542,430**	**20,667**	**542,430**	**5,432,630**	**-**	

Compensation

	Year 1 2025-26 Total Budget	Year 1 2025-26 July	Year 1 2025-26 August	Year 1 2025-26 September	Year 1 2025-26 October	Year 1 2025-26 November	Year 1 2025-26 December	Year 1 2025-26 January	Year 1 2025-26 February	Year 1 2025-26 March	Year 1 2025-26 April	Year 1 2025-26 May	Year 1 2025-26 June	Year 1 2025-26 Total	Year 1 2025-26 AR/AP	
Administrative Staff																**Assumption Notes**
Principal/School Leader	90,000	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	90,000	-	
Deans, Directors	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Special Education Coordinator	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Deans, Directors	150,000	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	150,000	-	
Other (Specify in Assumptions)	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Total Administrative Compensation	**240,000**	**20,000**	**20,000**	**20,000**	**20,000**	**20,000**	**20,000**	**20,000**	**20,000**	**20,000**	**20,000**	**20,000**	**20,000**	**240,000**	**-**	
0																
Instructional Staff																
Teachers	747,000	$62,250	$62,250	$62,250	$62,250	$62,250	$62,250	$62,250	$62,250	$62,250	$62,250	$62,250	$62,250	747,000	-	
Special Education Teachers	370,500	$30,875	$30,875	$30,875	$30,875	$30,875	$30,875	$30,875	$30,875	$30,875	$30,875	$30,875	$30,875	370,500	-	
Educational Assistants/Aides	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Elective Teachers	224,000	$18,667	$18,667	$18,667	$18,667	$18,667	$18,667	$18,667	$18,667	$18,667	$18,667	$18,667	$18,667	224,000	-	
Other (Specify in Assumptions)	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Total Instructional Compensation	**1,341,500**	**111,792**	**111,792**	**111,792**	**111,792**	**111,792**	**111,792**	**111,792**	**111,792**	**111,792**	**111,792**	**111,792**	**111,792**	**1,341,500**	**-**	
0																
Non-Instructional Staff																
Clerical Staff	80,000	$6,667	$6,667	$6,667	$6,667	$6,667	$6,667	$6,667	$6,667	$6,667	$6,667	$6,667	$6,667	80,000	-	
Custodial Staff	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Operations	60,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	60,000	-	
Social Workers/Counseling	62,000	$5,167	$5,167	$5,167	$5,167	$5,167	$5,167	$5,167	$5,167	$5,167	$5,167	$5,167	$5,167	62,000	-	
Other (Specify in Assumptions)	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Total Non-Instructional	**202,000**	**16,833**	**16,833**	**16,833**	**16,833**	**16,833**	**16,833**	**16,833**	**16,833**	**16,833**	**16,833**	**16,833**	**16,833**	**202,000**	**-**	
0																
Bonuses	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Subsitute Teachers	25,000	$0	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$0	25,000	-	
Saturday Tutoring	20,160	$1,680	$1,680	$1,680	$1,680	$1,680	$1,680	$1,680	$1,680	$1,680	$1,680	$1,680	$1,680	20,160	-	
Other Compensation	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
0																
Total Compensation	**1,828,660**	**150,305**	**152,805**	**152,805**	**152,805**	**152,805**	**152,805**	**152,805**	**152,805**	**152,805**	**152,805**	**152,805**	**150,305**	**1,828,660**	**-**	

Employer Benefits & Taxes

	Year 1 2025-26 Total Budget	Year 1 2025-26 July	Year 1 2025-26 August	Year 1 2025-26 September	Year 1 2025-26 October	Year 1 2025-26 November	Year 1 2025-26 December	Year 1 2025-26 January	Year 1 2025-26 February	Year 1 2025-26 March	Year 1 2025-26 April	Year 1 2025-26 May	Year 1 2025-26 June	Year 1 2025-26 Total	Year 1 2025-26 AR/AP	
																Assumption Notes
Social Security	113,377	$9,448	$9,448	$9,448	$9,448	$9,448	$9,448	$9,448	$9,448	$9,448	$9,448	$9,448	$9,448	113,377	-	
Medicare	26,516	$2,210	$2,210	$2,210	$2,210	$2,210	$2,210	$2,210	$2,210	$2,210	$2,210	$2,210	$2,210	26,516	-	
State Unemployment	5,486	$457	$457	$457	$457	$457	$457	$457	$457	$457	$457	$457	$457	5,486	-	
Disability/Life Insurance	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Workers Compensation Insurance	9,143	$762	$762	$762	$762	$762	$762	$762	$762	$762	$762	$762	$762	9,143	-	
Other Fringe Benefits	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Medical Insurance	183,000	$15,250	$15,250	$15,250	$15,250	$15,250	$15,250	$15,250	$15,250	$15,250	$15,250	$15,250	$15,250	183,000	-	
Dental Insurance	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Vision Insurance	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
TCRS Certified Legacy	27,407	$2,284	$2,284	$2,284	$2,284	$2,284	$2,284	$2,284	$2,284	$2,284	$2,284	$2,284	$2,284	27,407	-	
TCRS Certified Hybrid	84,515	$7,043	$7,043	$7,043	$7,043	$7,043	$7,043	$7,043	$7,043	$7,043	$7,043	$7,043	$7,043	84,515	-	
TCRS Classified Legacy	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
TCRS Classified Hybrid	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other Classified Retirement	55,250	$4,604	$4,604	$4,604	$4,604	$4,604	$4,604	$4,604	$4,604	$4,604	$4,604	$4,604	$4,604	55,250	-	
Other Retirement	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Total Employer Benefits & Taxes	**504,693**	**42,058**	**42,058**	**42,058**	**42,058**	**42,058**	**42,058**	**42,058**	**42,058**	**42,058**	**42,058**	**42,058**	**42,058**	**504,693**	**-**	

Operating Expenses

	Year 1 2025-26 Total Budget	Year 1 2025-26 July	Year 1 2025-26 August	Year 1 2025-26 September	Year 1 2025-26 October	Year 1 2025-26 November	Year 1 2025-26 December	Year 1 2025-26 January	Year 1 2025-26 February	Year 1 2025-26 March	Year 1 2025-26 April	Year 1 2025-26 May	Year 1 2025-26 June	Year 1 2025-26 Total	Year 1 2025-26 AR/AP	
Contracted Services																**Assumption Notes**
Professional Development	25,000	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	25,000	-	Professional Development
Academic Consultants	25,000	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	25,000	-	Academic Consultants
Audit Services	25,000	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	25,000	-	Audit Services

Attachment AA

Legal Fees	10,000	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	10,000	-	Legal Fees
Copier Lease and Usage	18,000	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	18,000	-	Copier Lease and Usage
Internet and Phone Service	15,000	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	15,000	-	Internet and Phone Service
Security Services	30,000	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	30,000	-	Security Services
Payroll Services	7,500	$625	$625	$625	$625	$625	$625	$625	$625	$625	$625	$625	$625	7,500	-	Payroll Services
Health Services	30,000	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	30,000	-	Health Services
Transportation	105,000	$8,750	$8,750	$8,750	$8,750	$8,750	$8,750	$8,750	$8,750	$8,750	$8,750	$8,750	$8,750	105,000	-	Transportation
Other Contracts	15,000	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	15,000	-	Other Contracts
Student Support Services	20,000	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	20,000	-	Student Support Services
Insurance	50,000	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	50,000	-	Insurance
IT Support	50,000	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	50,000	-	IT Support
Bank Charges	500	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	500	-	Bank Charges
Supplies & Materials																
Instructional Supplies and Materials	100,000	$25,000	$25,000	$25,000	$2,778	$2,778	$2,778	$2,778	$2,778	$2,778	$2,778	$2,778	$2,778	100,000	-	Instructional Supplies and Materials
Education Software	10,000	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	10,000	-	Education Software
Student Supplies	8,250	$688	$688	$688	$688	$688	$688	$688	$688	$688	$688	$688	$688	8,250	-	Student Supplies
Faculty Supplies	7,625	$635	$635	$635	$635	$635	$635	$635	$635	$635	$635	$635	$635	7,625	-	Faculty Supplies
Library Books	5,000	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	5,000	-	Library Books
Testing & Evaluation	10,000	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	10,000	-	Testing & Evaluation
Student Laptops	165,000	$41,250	$41,250	$41,250	$41,250									165,000	-	Student Laptops
Faculty Laptops	45,750	$11,438	$11,438	$11,438	$11,438									45,750	-	Faculty Laptops
Office Supplies	30,000	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	30,000	-	Office Supplies
Printing Paper	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Printing Paper
Athletics	50,000	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	50,000	-	Athletics
Student Uniforms	10,000	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	10,000	-	Student Uniforms
Gifts & Awards - Students	3,300	$275	$275	$275	$275	$275	$275	$275	$275	$275	$275	$275	$275	3,300	-	Gifts & Awards - Students
Gifts & Awards - Teachers and Staff	3,050	$254	$254	$254	$254	$254	$254	$254	$254	$254	$254	$254	$254	3,050	-	Gifts & Awards - Teachers and Staff
Health Supplies	3,300	$275	$275	$275	$275	$275	$275	$275	$275	$275	$275	$275	$275	3,300	-	Health Supplies
Facility Related Expenses																
Rent	1,080,000	$90,000	$90,000	$90,000	$90,000	$90,000	$90,000	$90,000	$90,000	$90,000	$90,000	$90,000	$90,000	1,080,000	-	Rent
Utilities	80,000	$6,667	$6,667	$6,667	$6,667	$6,667	$6,667	$6,667	$6,667	$6,667	$6,667	$6,667	$6,667	80,000	-	Utilities
Custodial	80,000	$6,667	$6,667	$6,667	$6,667	$6,667	$6,667	$6,667	$6,667	$6,667	$6,667	$6,667	$6,667	80,000	-	Custodial
Waste	10,000	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	10,000	-	Waste
Faculty Furniture	22,875	$7,625	$7,625	$7,625										22,875	-	Faculty Furniture
Student Furniture	165,000	$55,000	$55,000	$55,000										165,000	-	Student Furniture
Internet/Network Equipment	50,000	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	50,000	-	Internet/Network Equipment
Other Equipment	25,000	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	25,000	-	Other Equipment
Building Decorum	5,000	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	5,000	-	Building Decorum
Tenant Improvements	20,000	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	20,000	-	Tenant Improvements
Landscaping	15,000	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	15,000	-	Landscaping
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Other
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Other
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Other
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Other
Other Charges																
Staff Recruitment	15,000	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	15,000	-	Staff Recruitment
Student Recruitment & Community En	15,000	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	15,000	-	Student Recruitment & Community Engagement
Parent & Staff Meetings	2,500	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	2,500	-	Parent & Staff Meetings
Authorizer Fee	35,000	$2,917	$2,917	$2,917	$2,917	$2,917	$2,917	$2,917	$2,917	$2,917	$2,917	$2,917	$2,917	35,000	-	Authorizer Fee
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Other
Debt Service																
Other	593,695	49,475	49,475	49,475	49,475	49,475	49,475	49,475	49,475	49,475	49,475	49,475	49,475	593,695	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Operating Expenses	**3,091,345**	**356,372**	**356,372**	**356,372**	**271,525**	**218,838**	**218,838**	**218,838**	**218,838**	**218,838**	**218,838**	**218,838**	**218,838**	**3,091,345**	**-**	
Total Expenses	**5,424,698**	**548,735**	**551,235**	**551,235**	**466,388**	**413,700**	**413,700**	**413,700**	**413,700**	**413,700**	**413,700**	**413,700**	**411,200**	**5,424,698**	**-**	

Attachment AA

Nashville School of Excellence
New Charter School Application Budget Template
Year 2 Through 5 Budget

Revenue Assumptions

	Year 1	Year 2	Year 3	Year 4	Year 5
	2025-26	2026-27	2027-28	2028-29	2029-30
Annual Revenue I	0.00%	0.00%	0.00%	0.00%	0.00%
Cumultative Incre	100.00%	100.00%	100.00%	100.00%	100.00%

	Assumption						Assumption Notes
State Revenues							
TISA Base Rate	$15,811	5,217,630	$7,114,950	$9,012,270	$10,909,590	$11,858,250	Per pupil amount provided by TN Department of Education guidance
TISA Weights	See Tracker	-	$0	$0	$0	$0	
TISA Direct	See Tracker	-	$0	$0	$0	$0	
Other		-	$0	$0	$0	$0	
Other		-	$0	$0	$0	$0	
Federal Revenues							
Title I	$500	165,000	$225,000	$285,000	$345,000	$375,000	Estimate of $500 per student
Title II	$0	-	$0	$0	$0	$0	
Title III	$0	-	$0	$0	$0	$0	
NSLP	$0	-	$0	$0	$0	$0	
E-Rate	$0	-	$0	$0	$0	$0	
CSP Startup Grant	$0	-	$0	$0	$0	$0	
Other	$0	-	$0	$0	$0	$0	
Other	$0	-	$0	$0	$0	$0	
School Activity Revenues							
Other	$50,000	50,000	$50,000	$50,000	$50,000	$50,000	Sales of supplies; fees, etc.
Other	$0	-	$0	$0	$0	$0	
Other	$0	-	$0	$0	$0	$0	
Other	$0	-	$0	$0	$0	$0	
Other	$0	-	$0	$0	$0	$0	
		-					
Fundraising & Philanthropy		-					
Retained earnings/startup funding from Read Foundation	$0	-	$0	$0	$0	$0	
Other	$0	-	$0	$0	$0	$0	
Other	$0	-	$0	$0	$0	$0	
Other	$0	-	$0	$0	$0	$0	
Other	$0	-	$0	$0	$0	$0	
Total Revenues		**$5,432,630**	**$7,389,950**	**$9,347,270**	**$11,304,590**	**$12,283,250**	

Compensation

	Year 1	Year 2	Year 3	Year 4	Year 5
	2025-26	2026-27	2027-28	2028-29	2029-30

						Assumption Notes
Administrative Staff						
Principal/School Leader	$90,000	$92,700	$95,481	$98,345	$101,296	
Deans, Directors	$0	$0	$0	$0	$0	
Special Education Coordinator	$0	$0	$0	$0	$0	
Deans, Directors	$150,000	$154,500	$159,135	$245,864	$337,653	
Other (Specify in Assumptions)	$0	$0	$0	$0	$0	
Total Administrative Compensation	**$240,000**	**$247,200**	**$254,616**	**$344,209**	**$438,948**	
	$0					
Instructional Staff						
Teachers	$747,000	$1,010,430	$1,228,522	$1,456,605	$1,633,113	

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Special Education Teachers	$370,500	$469,680	$665,184	$747,425	$962,310	
Educational Assistants/Aides	$0	$92,700	$95,481	$98,345	$151,944	
Elective Teachers	$224,000	$286,340	$414,812	$489,542	$504,228	
Other (Specify in Assumptions)	$0	$0	$250,372	$322,354	$398,430	
Total Instructional Compensation	**$1,341,500**	**$1,859,150**	**$2,654,372**	**$3,114,272**	**$3,650,025**	
Non-Instructional Staff						
Clerical Staff	$80,000	$82,400	$127,308	$131,127	$180,081	
Custodial Staff	$0	$0	$0	$0	$0	
Operations	$60,000	$108,150	$111,395	$163,909	$168,826	
Social Workers/Counseling	$62,000	$63,860	$131,552	$135,498	$209,345	
Other (Specify in Assumptions)	$0	$0	$0	$0	$0	
Total Non-Instructional Compensation	$202,000	$254,410	$370,254	$430,534	$558,252	
Bonuses	$0	$50,000	$60,000	$80,000	$100,000	
Subsitute Teachers	$25,000	$30,000	$35,000	$40,000	$40,000	
Saturday Tutoring	$20,160	$20,160	$20,160	$20,160	$20,160	
Other Compensation	$0	$0	$0	$0	$0	
0						
Total Compensation	**$1,828,660**	**$2,460,920**	**$3,394,402**	**$4,029,175**	**$4,807,386**	

Employer Benefits & Taxes

	Year 1	Year 2	Year 3	Year 4	Year 5	
	2025-26	2026-27	2027-28	2028-29	2029-30	
						Assumption Notes
Social Security	$113,377	$152,577	$210,453	$249,809	$298,058	
Medicare	$26,516	$35,683	$49,219	$58,423	$69,707	
State Unemployment	$5,486	$7,383	$10,183	$12,088	$14,422	
Disability/Life Insurance	$0	$0	$0	$0	$0	
Workers Compensation Insurance	$9,143	$12,305	$16,972	$20,146	$24,037	
Other Fringe Benefits	$0	$0	$0	$0	$0	
Medical Insurance	$183,000	$244,800	$337,090	$394,769	$467,611	
Dental Insurance	$0	$0	$0	$0	$0	
Vision Insurance	$0	$0	$0	$0	$0	
TCRS Certified Legacy	$27,407	$37,982	$54,229	$63,625	$74,570	
TCRS Certified Hybrid	$84,515	$117,126	$167,225	$196,199	$229,952	
TCRS Classified Legacy	$0	$0	$0	$0	$0	
TCRS Classified Hybrid	$0	$0	$0	$0	$0	
Other Classified Retirement	$55,250	$62,701	$78,109	$96,843	$124,650	
Other Retirement	$0	$0	$0	$0	$0	
Total Employer Benefits & Taxes	**$504,693**	**$670,558**	**$923,480**	**$1,091,901**	**$1,303,006**	

Operating Expenses

		Year 1	Year 2	Year 3	Year 4	Year 5	
		2025-26	2026-27	2027-28	2028-29	2029-30	
Annual Expense I		0.00%	3.00%	3.00%	3.00%	3.00%	
Cumultative Incre		100.00%	103.00%	106.09%	109.27%	112.55%	
							Assumption Notes
Contracted Services							
Professional Development	$0	$25,000	$50,000	$50,000	$60,000	$60,000	Includes expenses for professional travel and fees.
Academic Consultants	$0	$25,000	$50,000	$75,000	$75,000	$75,000	Includes expenses for partnerships including Teach for America, Teach Like a Champion, and other academic program-related partnerships
Audit Services	$0	$25,000	$25,750	$26,523	$27,318	$28,138	Includes audited financial statements and 990 preparation; escalates by 3% each year
Legal Fees	$0	$10,000	$10,300	$10,609	$10,927	$11,255	Ad hoc legal needs; escalates by 3% each year
Copier Lease and Usage	$0	$18,000	$27,000	$27,000	$27,000	$27,000	2 copier leases in year one ($9K per copier); 3 copiers in years 2-5 ($9K per copier)
Internet and Phone Service	$0	$15,000	$15,450	$15,914	$16,391	$16,883	Expenses ($1,250 per month) for Internet and phone services; escalates by 3% each year
Security Services	$0	$30,000	$30,900	$40,000	$60,000	$80,000	Annual estimated expenses for contracted security services; escalates by 3% each year
Payroll Services	$0	$7,500	$7,725	$7,957	$8,195	$8,441	Annual estimated expenses for 3rd party payroll provider; escalates by 3% each year
Health Services	$0	$30,000	$60,000	$65,000	$80,000	$90,000	Annual estimates for contracted nursing services

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Transportation	$0	$105,000	$107,550	$200,353	$205,764	$307,005	1 bus in years 1-2; 2 buses in years 3-4; 3 buses in year 5 ($85K per bus with expenses escalating at 3% each year). $20K has also been added each year for SPED transportation.
Other Contracts	$0	$15,000	$15,450	$15,914	$16,391	$16,883	Includes annual expenses for contracts with partners including Raptor Technologies (school
Student Support Services	$0	$20,000	$20,600	$21,218	$21,855	$22,510	Includes annual expenses for contracts with partners including Stellar, WellChild, other
Insurance	$0	$50,000	$51,500	$53,045	$54,636	$56,275	General Liability, Umbrella, Building Insurance; escalates by 3% each year
IT Support	$0	$50,000	$51,500	$53,045	$54,636	$56,275	IT Support + equipment repairs; escalates by 3% each year
Bank Charges	$0	$500	$500	$500	$500	$500	Charges and fees
Supplies & Materials							
Instructional Supplies and Materials	$0	$100,000	$100,000	$125,000	$175,000	$225,000	Estimate based on prior years experiences; includes textbooks, learning software, and other
Education Software	$0	$10,000	$10,300	$10,609	$10,927	$11,255	Primarily Power School-related products; escalates by 3% each year
Student Supplies	$0	$8,250	$8,498	$8,752	$9,015	$9,285	$25 per student; escalates by 3% each year
Faculty Supplies	$0	$7,625	$7,854	$8,089	$8,332	$8,582	$250 per FTE; escalates by 3% each year
Library Books	$0	$5,000	$5,150	$5,305	$5,464	$5,628	Annual estimate for library books; escalates by 3% each year
Testing & Evaluation	$0	$10,000	$10,300	$10,609	$10,927	$11,255	NWEA, other assessments; escalates by 3% each year
Student Laptops	$0	$165,000	$60,000	$60,000	$60,000	$60,000	Assumes $500 per student device for new students as well as replacement costs
Faculty Laptops	$0	$45,750	$14,250	$21,000	$12,000	$15,000	Assumes $1.5K per staff device for new staff members
Office Supplies	$0	$30,000	$51,500	$53,045	$54,636	$56,275	Office supplies + copy paper; annual estimate; escalates by 3% each year
Printing Paper	$0	$0	$0	$0	$0	$0	
Athletics	$0	$50,000	$50,000	$75,000	$75,000	$100,000	Annual estimate for athletics uniforms, transportation, and fees
Student Uniforms	$0	$10,000	$15,000	$25,000	$25,000	$25,000	Annual estimate based on operating history
Gifts & Awards - Students	$0	$3,300	$4,500	$5,700	$6,900	$7,500	$10 per student
Gifts & Awards - Teachers and Staff	$0	$3,050	$4,000	$5,400	$6,200	$7,200	$100 per FTE
Health Supplies	$0	$3,300	$4,500	$5,700	$6,900	$7,500	$10 per student
Facility Related Expenses							
Rent	$0	$1,080,000	$1,350,000	$1,620,000	$1,890,000	$1,890,000	Assumes NSE will lease approximately 40K sq. ft of space in year 1 (triple net lease including Tenant Improvements); 50K sq. ft in year 2; 60K in year 3; and 70K in years 4-5
Utilities	$0	$80,000	$103,000	$127,308	$152,982	$157,571	Estimated at $2 per sq. ft.; escalates by 3% each year
Custodial	$0	$80,000	$154,500	$185,658	$191,227	$196,964	Custodial services and supplies estimated at $2 per sq. ft.; escalates by 3% each year
Waste	$0	$10,000	$10,300	$10,609	$10,927	$11,255	Disposal fees estimated at $10K per year; escalates by 3% each year
Faculty Furniture	$0	$22,875	$7,125	$10,500	$6,000	$7,500	$750 per new FTE
Student Furniture	$0	$165,000	$60,000	$60,000	$60,000	$30,000	$500 per new student
Internet/Network Equipment	$0	$50,000	$15,000	$15,000	$15,000	$15,000	Higher upfront costs with facility occupancy
Other Equipment	$0	$25,000	$10,000	$10,000	$10,000	$10,000	Printers, Smartboards, and related equipment (higher upfront costs with facility occupancy)
Building Decorum	$0	$5,000	$5,150	$5,305	$5,464	$5,628	Posters, signage; escalates at 3% each year
Tenant Improvements	$0	$20,000	$20,600	$21,218	$21,855	$22,510	Small maintenance and repairs; escalates at 3% each year
Landscaping	$0	$15,000	$15,450	$15,914	$16,391	$16,883	Estimated at $15K per year; escalates at 3% each year
Other	$0	$0	$0	$0	$0	$0	
Other	$0	$0	$0	$0	$0	$0	
Other	$0	$0	$0	$0	$0	$0	
Other	$0	$0	$0	$0	$0	$0	
Other Charges							
Staff Recruitment	$0	$15,000	$15,450	$15,914	$16,391	$16,883	Job postings, fairs, interviews; escalates at 3% each year
Student Recruitment & Community Engagement	$0	$15,000	$15,450	$15,914	$16,391	$16,883	Student outreach supplies and materials and media postings; escalates at 3% each year
Parent & Staff Meetings	$0	$2,500	$2,575	$2,652	$2,732	$2,814	Supplies and materials for meetings; escalates at 3% each year
Authorizer Fee	$0	$35,000	$35,000	$35,000	$35,000	$35,000	$35K per year
Other	$0	$0	$553,951	$741,024	$854,699	$907,607	Share of Network Office Costs (based on pro rata enrollment)
Debt Service							
Other	$0	$593,695	$742,118	$890,542	$1,038,965	$1,038,965	Debt service for tenant improvements.
Other	$0	$0	-	-	-	-	
Other	$0	$0	-	-	-	-	
Other	$0	$0	-	-	-	-	
Other	$0	$0	-	-	-	-	
Total Operating Expenses		**$3,091,345**	**$3,985,746**	**$4,863,841**	**$5,528,939**	**$5,787,108**	
Total Expenses		**$5,424,698**	**$7,117,224**	**$9,181,722**	**$10,650,015**	**$11,897,500**	

Attachment AA

Nashville School of Excellence
New Charter School Application Budget Template
Year 0 & Years 1 through 5 Summary

Revenue Assumptions

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Starting Fund Balance	$0	**$589,488**	**$597,420**	**$870,146**	**$1,035,694**	**$1,690,269**
State Revenues	**$0**	**$5,217,630**	**$7,114,950**	**$9,012,270**	**$10,909,590**	**$11,858,250**
Federal Revenues	**$0**	**$165,000**	**$225,000**	**$285,000**	**$345,000**	**$375,000**
School Activity Revenues	**$0**	**$50,000**	**$50,000**	**$50,000**	**$50,000**	**$50,000**
Fundraising & Philanthropy	**$1,000,000**	**$0**	**$0**	**$0**	**$0**	**$0**
Total Revenues	**$1,000,000**	**$5,432,630**	**$7,389,950**	**$9,347,270**	**$11,304,590**	**$12,283,250**
Staffing	**$225,000**	**$1,828,660**	**$2,460,920**	**$3,394,402**	**$4,029,175**	**$4,807,386**
Employer Benefits & Taxes	**$50,513**	**$504,693**	**$670,558**	**$923,480**	**$1,091,901**	**$1,303,006**
Contracted Services	**$85,000**	**$426,000**	**$524,225**	**$662,076**	**$718,614**	**$856,165**
Supplies & Materials	**$10,000**	**$451,275**	**$345,851**	**$419,209**	**$466,302**	**$549,481**
Facility-Related Expenses	**$0**	**$1,552,875**	**$1,751,125**	**$2,081,511**	**$2,379,845**	**$2,363,311**
Other Charges	**$40,000**	**$67,500**	**$622,426**	**$810,503**	**$925,213**	**$979,186**
Debt Service	**$0**	**$593,695**	**$742,118**	**$890,542**	**$1,038,965**	**$1,038,965**
Total Expenses	**$410,513**	**$5,424,698**	**$7,117,224**	**$9,181,722**	**$10,650,015**	**$11,897,500**
Net Income	**$589,488**	**$7,932**	**$272,726**	**$165,548**	**$654,575**	**$385,750**
Ending Fund Balance	**$589,488**	**$597,420**	**$870,146**	**$1,035,694**	**$1,690,269**	**$2,076,019**
Days of Cash		40	45	41	58	64

Attachment BB: Budget Narrative

The following budget narrative for Nashville School of Excellence includes a detailed description of budget assumptions, revenue, and expenditure projections.

NSE's board of directors understands that it has the responsibility for being an excellent steward of public resources and that it is imperative to maintain financial discipline as an organization. With that in mind, NSE has, wherever possible, attempted to underestimate revenues and overestimate expenses, which is consistent with conservative budgeting principles.

The board, annually, will develop a budget as well as cash flow projections, taking into account past experiences and known variables - as well as philanthropic resources and public grants available. On a quarterly basis, the board will monitor financial statements, including actuals vs. budget, and will hold the school's leadership team accountable for staying within the budget.

Most importantly, the board is committed to the following budget principles:

- Achieving positive operating income each year
- Developing and implementing a financial model that is sustainable on public revenues
- Maintaining a healthy fund balance – In the budget, cash reserve ranges from approximately 40 to 64 days of cash on hand (to effectively address any contingency expenses or delays in reimbursements from the local, state, or federal government)

a) How the proposed budget is adequate to ensure the proposed school model can be implemented fully and how it supports the school's theory of action concerning student achievement;

Nashville School of Excellence has developed a five-year financial model (with revenue and expenses detailed below) that supports the school's model and academic program and that supports the school's mission. Please note that the school will be in operation during the 2025-2026 fiscal year.

b) An explanation of student enrollment and TISA projections;

NSE's budget is based on the following enrollment plan:

Enrollment Chart	YR 1	YR 2	YR 3	YR 4	YR 5
	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
6th	120	120	120	120	120
7th	90	120	120	120	120
8th	60	90	120	120	120
9th	60	60	90	120	120
10th		60	60	90	120
11th			60	60	90
12th				60	60
Total Enrollment	**330**	**450**	**570**	**690**	**750**

c) An explanation of all anticipated funding sources, including grants, state, federal, and local per-pupil eligibility, other government resources, private fundraising, eRate, student fees, donations, etc.;

Nashville School of Excellence anticipates funding from the following sources:

Summary of Sources of Funding

Revenue	Amt.	Funding Notes
TISA	$15,811	Per pupil funding amount – per guidance from the TN Department of Education. NSE is assuming zero growth year over year (for conservative budgeting purposes)
Title I	$500	Per pupil – based on operating history of the schools Sponsor, the Read Foundation. NSE is assuming zero growth year over year (for conservative budgeting purposes)
Other Revenue	$50,000	Student fees (uniforms, field trips, athletics) and contributions. Budget assumes a flat amount each year.

Overall, the school is anticipating total revenues of $5.43M in fiscal year 2025-2026. Annual revenues are anticipated to increase based on additional grades served and increased student enrollment.

d) If the budget includes fundraising or philanthropic revenue, provide detailed assumptions for how the revenue amounts were determined, and whether the funds have been awarded or are estimates;

a. If the proposed school is still in the application process, the narrative should disclose where they are in the process, the timing of when these funds will be awarded, and a contingency plan should the funds not be realized. Include evidence of awards or firm commitments. Evidence includes a letter, etc.

Nashville School of Excellence has not included philanthropic commitments in its budget (as those funds have not been committed). While the school will pursue partnerships with local and national philanthropists -- as well as apply for the Charter School Planning (CSP) Grant from the TN Department of Education -- to help fund expenditures in the startup year and early years of operations -- it has developed a conservative budget that can operate on public revenues. NSE has budgeted up to $1M from its reserves to fund startup operations in the event the school does not secure private funds or CSP funds. The school's sponsor, the Read Foundation, has approximately $8M, currently, in cash reserves.

e) Specify the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Please note which are secured and which are anticipated and include evidence of firm commitments where applicable;

As mentioned in the previous prompt, the school will pursue partnerships with local and national philanthropists as well as apply for the Charter School Planning Grant from the TN Department of Education. For conservative budgeting purposes, NSE has not included any uncommitted funds in its financial projections.

f) An explanation of all anticipated expenditures including those identified in Subpart III.I.d;

Nashville School of Excellence will have staffing positions as detailed in the table below.

	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
	25-26	26-27	27-28	28-29	29-30
Enrollment	330	450	570	690	750
ADMINISTRATIVE STAFF					
Principal	1	1	1	1	1
Deans	2	2	2	3	4
Total Administrative Staff	**3**	**3**	**3**	**4**	**5**
INSTRUCTIONAL STAFF					
Teachers					
English					
ELA 6th gr	1	1	1	1	1
ELA 7th gr	1	1	1	1	1
ELA 8th gr	1	1	1	1	1
ELA 9th gr	1	1	1	1	1
ELA 10th gr		1	1	1	1
ELA 11th gr			1	1	1
ELA 12th gr				1	1
ELA teacher					1
Math					
Math 6th gr	1	1	1	1	1
Math 7th gr	1	1	1	1	1
Math 8th gr	1	1	1	1	1
Math 9th gr	1	1	1	1	1
Math 10th gr		1	1	1	1
Math 11th gr			1	1	1
Math 12th gr				1	1
Math teacher					1
Science					
Science 6th gr	1	1	1	1	1
Science 7th gr	1	1	1	1	1
Science 8th & 9th gr	1	1	1	1	1
Science 10th gr		1	1	1	1

Science 11th gr				1	1	1
Social Studies						
SS teacher 1		1	1	1	1	1
SS teacher 2		1	1	1	1	1
SS teacher 3			1	1	1	1
SS teacher 4					1	1
Total Teachers		**13**	**17**	**20**	**23**	**25**
Special Education Teachers						
SPED teacher		2	2	3	3	4
ESL teacher		4.5	6	8	9	11
Total Special Education Teachers		**6.5**	**8**	**11**	**12**	**15**
Educational Assistants/Aides						
SPED aide		0	2	2	2	3
Total Educational Assistants/Aides		**0**	**2**	**2**	**2**	**3**
Elective Teachers						
Computer teacher		1	1	1	1	1
STEM teacher 1				1	1	1
Spanish teacher 1		1	1	1	1	1
Spanish teacher 2					1	1
Art teacher		1	1	1	1	1
Music teacher			1	1	1	1
PE teacher 1		1	1	1	1	1
PE teacher 2				1	1	1
Gifted and Talented teacher						
Total Elective Teachers		**4**	**5**	**7**	**8**	**8**
Interventionists						
ELA Interventionist/Coach				1	1	1
Math Interventionist/Coach				1	1	1
Science Teacher/Coach						0.5
Social Studies Teacher/Coach						0.5
Interventionist 1				1	1	1
Interventionist 2				1	1	1
Interventionist 3					1	1
		0	**0**	**4**	**5**	**6**
Non-Instructional Staff						
Business Manager		1	1	1	1	1
Secretary		2	2	3	3	4

IT Assistant			1	1	2	2
Counselors		1	1	2	2	3
		3	**5**	**7**	**8**	**10**
		30.5	**40.0**	**54.0**	**62.0**	**72.0**

Nashville School of Excellence will receive additional support from network-level staff at the Read Foundation/ Memphis School of Excellence around Academics, Operations, and Finance. As part of that support, the school will pay a proportionate share (based on enrollment) of network-level costs.

Personnel Compensation:

Nashville School of Excellence will have a competitive salary structure compared to its peer charter schools as well as the surrounding district. The table below provides average salary levels for NSE's leadership, teaching, and staffing positions. Please note that anticipated salary levels have been adjusted to ensure a balanced budget each year, taking into account other operating expenses in the budget (particularly facilities costs).

Role	Average Salary Levels	Funding Notes
Principal	$90,000	All salaries escalating at 3% each year.
APs, Deans	$75,000	
Counselors	$62,000	
General Education Teachers	$57,000 - $59,000	
SPED Staff	$57,000	
Elective Teachers	$56,000	
Coaches/Interventionists	$59,000	
Operations Staff	$60,000	

The budget reflects a 3.0% increase for salaries for each year and a bonus pool of approximately 3% of salaries. Should the school have the necessary financial resources, the school will consider higher increases or additional incentive compensation.

Employer Benefits and Liabilities:

Nashville School of Excellence has budgeted the following for employee payroll taxes and benefits:

- 6.2% and 1.45% on all wages each year for Social Security and Medicare employer contributions
- 0.3% of wages for unemployment insurance
- 0.5% of wages for Worker's Compensation Insurance
- Employer contributions to TCRS for certified teachers (Legacy 6.81%; Hybrid 9.0%; and classified staff of 12.5% for Metro Nashville Plan)

- For health insurance, the school has budgeted for an average employer cost of $6,000 per employee for medical, dental, and vision

General Operating Expenses

General Operating Expenses are based on the operating history of the Sponsor, Read Foundation/Memphis School of Excellence. The assumptions driving expenses in this category are detailed below ***(Note: an annual inflation adjustment of 3% has been modeled in the budget in applicable line items):***

Contracted Services		
Professional Development	Annual Estimate	Includes expenses for professional travel and fees
Academic Consultants	Annual Estimate	Includes expenses for partnerships including Teach for America, Teach Like a Champion, and other academic program-related partnerships
Audit	Annual Estimate	Includes audited financial statements and 990 preparation; escalates by 3% each year
Legal Fees	Annual Estimate	Ad hoc legal needs; escalates by 3% each year
Copier Lease and Usage	Per Copier Contract	2 copier leases in year one ($9K per copier); 3 copiers in years 2-5 ($9K per copier)
Internet and Phone Service	$1,250 Per Month	Expenses ($1,250 per month) for Internet and phone services; escalates by 3% each year
Security Services	Annual Estimate	Annual estimated expenses for contracted security services; escalates by 3% each year
Payroll Services	Annual Estimate	Annual estimated expenses for 3rd party payroll provider; escalates by 3% each year
Health Services	Annual Estimate	Annual estimates for contracted nursing services
Transportation	Per Bus	1 bus in years 1-2; 2 buses in years 3-4; 3 buses in year 5 ($85K per bus with expenses escalating at 3% each year). NSE has also included $20K per year for transportation for special education students.
Other Contracts	Annual Estimate	Includes annual expenses for contracts with partners including Raptor Technologies (school safety), Mobile Apps, Pitney Bowes (postage), Identogo (background checks); escalates by 3% each year
Student Support Services	Annual Estimate	Includes annual expenses for contracts with partners including Stellar, WellChild, other partnerships as needed; escalates by 3% each year
Insurance	Annual Estimate	General Liability, Umbrella, Building Insurance; escalates by 3% each year
IT Support	Annual Estimate	IT Support + equipment repairs; escalates by 3% each year
Bank Charges	Annual Estimate	Charges and fees

Supplies & Materials		
Instructional Supplies and Materials	Annual Estimate	Estimate based on prior years experiences; includes textbooks, learning software, and other educational-related supplies and materials
Education Software	Annual Estimate	Primarily Power School-related products; escalates by 3% each year
Student Supplies	Per student	$25 per student; escalates by 3% each year
Faculty Supplies	Per FTE	$250 per FTE; escalates by 3% each year
Library Books	Annual Estimate	Annual estimate for library books; escalates by 3% each year
Testing & Evaluation	Annual Estimate	NWEA, other assessments; escalates by 3% each year
Student Laptops	Per Student	Assumes $500 per student device for new students as well as replacement costs
Faculty Laptops	Per FTE	Assumes $1.5K per staff device for new staff members
Office Supplies	Annual Estimate	Office supplies + copy paper; annual estimate; escalates by 3% each year
Athletics	Annual Estimate	Annual estimate for athletics uniforms, transportation, and fees
Student Uniforms	Annual Estimate	Annual estimate based on operating history
Gifts & Awards - Students	Per Student	$10 per student
Gifts & Awards - Teachers and Staff	Per FTE	$100 per FTE
Health Supplies	Per Student	$10 per student
Facility Related Expenses		
Rent	Annual Estimate	Assumes NSE will lease approximately 40K sq. ft of space in year 1 (triple net lease including Tenant Improvements); 50K sq. ft in year 2; 60K in year 3; and 70K in years 4-5. **See financing assumptions in the sections below.**
Utilities	Per sq. ft.	Estimated at $2 per sq. ft.; escalates by 3% each year
Custodial	Per sq. ft.	Custodial services and supplies estimated at $2 per sq. ft.; escalates by 3% each year
Waste	Annual Estimate	Disposal fees estimated at $10K per year; escalates by 3% each year
Faculty Furniture	Per FTE	$750 per new FTE
Student Furniture	Per Student	$500 per new student
Internet/Network Equipment	Annual Estimate	Higher upfront costs with facility occupancy

Other Equipment	Annual Estimate	Printers, Smartboards, and related equipment (higher upfront costs with facility occupancy)
Building Decorum	Annual Estimate	Posters, signage; escalates at 3% each year
Tenant Improvements	Annual Estimate	Small maintenance and repairs; escalates at 3% each year
Landscaping	Annual Estimate	Estimated at $15K per year; escalates at 3% each year
Other Charges		
Staff Recruitment	Annual Estimate	Job postings, fairs, interviews; escalates at 3% each year
Student Recruitment & Community Engagement	Annual Estimate	Student outreach supplies and materials and media postings; escalates at 3% each year
Parent & Staff Meetings	Annual Estimate	Supplies and materials for meetings; escalates at 3% each year
Authorizer Fee	Annual Amount	$35K per year
Other	Based on pro rata student enrollment	Share of network office costs (based on pro rata enrollment)

Nashville School of Excellence is seeking to lease a facility in the Nolensville Road area of Nashville and is working with an experienced and knowledgeable real estate partner, Southeast Venture, to locate a suitable location.

NSE has identified options and is in conversations with property owners. Those options include, but are not limited to:

- 5880 Nolensville Road, Nashville, TN 37211
- 502 Thompson Lane, Nashville, TN 37211
- 490 Metroplex, Nashville, TN 37211
- 3040 Sidco Co. Drive, Nashville, TN 37204
- 5720 Crossings Blvd., Antioch, TN 37013

Please see Section 2.3 for a more detailed discussion on NSE's facilities strategy.

In working with its real estate partner, Southeast Venture, and assessing the market, Nashville School of Excellence has budgeted for its facilities using the following assumptions:

- Lease of 40,00 sq. ft. in the first two years of operations at a rate of $27 per sq. ft. (triple net lease) with tenant improvements. This includes rent of $20 per sq. ft.; CAM rate of $4 per sq. ft.; and Operating Expense of $3 per sq. ft. The school expects that the landlord will provide some allowance for tenant improvements and NSE would finance a significant portion of the tenant improvements. The table below outlines NSE's assumptions for a phased buildout at one of the properties the school is evaluating.

	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
	2025-26	**2026-27**	**2027-28**	**2028-29**	**2029-30**
Lease Rate per sq. ft.	$20	$20	$20	$20	$20
CAM rate per sq. ft.	$4	$4	$4	$4	$4
Operating Exp per sq. ft.	$3	$3	$3	$3	$3

Total Lease Costs per sq. ft.	$27	$27	$27	$27	$27
Amount of space leased sq. ft.	40,000	50,000	60,000	70,000	70,000
Total Lease Costs	**$1,080,000**	**$1,350,000**	**$1,620,000**	**$1,890,000**	**$1,890,000**
Tenant Improvements Assumptions					
Cost of Construction per sq. ft.	$225	$225	$225	$225	$225
Landlord Allowance per sq. ft.	$50	$50	$50	$50	$50
School-funded Tenant Improvements per sq. ft.	$175	$175	$175	$175	$175
Sq. ft of Build-Out	40,000	10,000	10,000	10,000	0
Financing Required for NSE	$7,000,000	$1,750,000	$1,750,000	$1,750,000	$0
Debt Service					
Loan amount	$7,000,000	$8,750,000	$10,500,000	$12,250,000	$12,250,000
Interest Rate	7.00%	7.00%	7.00%	7.00%	7.00%
Payment Period	25	25	25	25	25
Monthly Debt Service	$49,475	$61,843	$74,212	$86,580	$86,580
Annual Debt Service	**$593,695**	**$742,118**	**$890,542**	**$1,038,965**	**$1,038,965**

The school will do additional buildouts in years 2 through 4 to accommodate the growing enrollment of the school.

NSE believes that this phased approach will enable the organization to accommodate its facilities costs within its budget as the school grows while also providing an adequate amount of space for its programming.

The table below shows a summary of facilities-related expenses in NSE's 5-year budget.

Nashville School of Excellence	**2025-2026**	**2026-2027**	**2027-2028**	**2028-2029**	**2029-2030**
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Rent	$1,080,000	$1,350,000	$1,620,000	$1,890,000	$1,890,000
Utilities	$80,000	$103,000	$127,308	$152,982	$157,571
Custodial	$80,000	$154,500	$185,658	$191,227	$196,964

Waste	$10,000	$10,300	$10,609	$10,927	$11,255
Faculty Furniture	$22,125	$7,875	$10,500	$6,000	$7,500
Student Furniture	$165,000	$60,000	$60,000	$60,000	$30,000
Internet/Network Equipment	$50,000	$15,000	$15,000	$15,000	$15,000
Other Equipment	$25,000	$10,000	$10,000	$10,000	$10,000
Building Decorum	$5,000	$5,150	$5,305	$5,464	$5,628
Tenant Improvements	$20,000	$20,600	$21,218	$21,855	$22,510
Landscaping	$15,000	$15,450	$15,914	$16,391	$16,883
Debt Service Costs	$593,695	$742,118	$890,542	$1,038,965	$1,038,965
Total Facilities Costs	**$2,145,820**	**$2,493,993**	**$2,972,054**	**$3,418,811**	**$3,402,276**

As part of the Read Foundation/Memphis School of Excellence, Nashville School of Excellence will receive support from the network-level office around academics, operations, and finance. As part of that support, NSE will pay a proportionate share (based on enrollment) of network-level office costs.

	Year 1	Year 2	Year 3	Year 4	Year 5	
Network Office	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	
Salaries	$2,000,000	$2,250,000	$2,500,000	$2,500,000	$2,500,000	Estimated Annual Salary Costs at the Network Office
Benefits	$520,000	$585,000	$650,000	$650,000	$650,000	Estimated at 26% of Salaries (based on operating history)
Total Network	**$2,520,000**	**$2,835,000**	**$3,150,000**	**$3,150,000**	**$3,150,000**	
Nashville School of Excellence	15.19%	19.54%	23.52%	27.13%	28.81%	NSE's student enrollment as a % of the Network's total enrollment
		$553,951	**$741,024**	**$854,699**	**$907,607**	NSE's share of Network Office costs

g) The systems, processes, and policies by which the proposed school will manage accounting, purchasing, payroll, and audits. Include any draft policies on financial controls;

Nashville School of Excellence is part of the Read Foundation/Memphis School of Excellence, which will provide staffing and support services to NSE around accounting, purchasing, and payroll. Staffing positions at the network office include:

- Assistant Executive Director (manages network finance and operations team)
- Human Resources Manager
- Business Manager

- Operations Manager
- Finance Specialist

NSE will also have a Business Manager, HR Specialist, and clerical personnel at the school that will be involved with accounting, purchasing, and payroll.

NSE will utilize the Read Foundation's existing accounting and finance software, PowerSchool eFinancePlus (which also includes a payroll solution).

In addition, NSE will operate under the policies of Read Foundation / Memphis School of Excellence which will ensure proper controls and that NSE is an excellent steward of public resources.

These policies include the following areas:

- Development and approval of the school's annual budget (including protocol for any material budget changes during the fiscal year by the management team)
- Purchasing (required procedures, approvals, and signatures for various expenditure amounts and types)
- Internal controls (including invoice processing and documentation, proper segregation of duties)
- Cash flow management
- Entering into contracts or debt financing
- Bank reconciliations
- Annual audit

With a strong finance network team (as noted above), along with the Executive Director, Assistant Executive Director, school-based leadership team, and the finance committee of the board of directors, NSE is confident that it has – and will continue to have -- the capacity to maintain strong checks and balances, and policies, processes, systems, and segregation of duties to effectively and efficiently manage its financial resources.

In terms of an annual audit, which is required by state statute, NSE will either utilize the Read Foundation's current auditing partner (Crosslin) or conduct an RFP process in future years to select an auditing firm. Criteria will include, but not be limited to:

- Experience working with charter school organizations
- Client references
- Contract costs
- Geographic location of the auditing firm

h) How the proposed school will provide an independent annual audit of school-level operations and comply with other federal or state accounting and/or reporting requirements;

As mentioned in the previous section, Nashville School of Excellence will either utilize the Read Foundation's current auditing partner (Crosslin) or conduct an RFP process in future years to select an auditing firm.

The finance committee of the board of directors, the Assistant Executive Director, and the members of the network finance team will work with the auditing firm to ensure all information is provided in a timely manner, that the audit is completed accurately and on time, and that the organization responds and makes changes based on any deficiencies pointed out by the auditors.

Compliance with federal or state accounting and reporting requirements. To ensure Nashville School of Excellence has and maintains a robust plan for compliance with state and federal

accounting and reporting requirements, the network finance team, school leadership team, and the finance committee of the board of directors will be dedicated to maintaining strong financial and operating systems at the school and network level.

- **Finance Committee** – The finance committee of the board of directors will be responsible for the governing oversight of the financial operations of the school and network and holding the leadership team accountable for strong financial operations. The finance committee meets quarterly to review the financial efficiency and health of the school and to ensure the school is in compliance with state and federal accounting and reporting requirements.
- **Network Finance Team and School-Based Finance Team** - The network finance team and school-based finance team are responsible for ensuring strong finance and accounting systems at the school and that the school is compliant with all state and federal reporting requirements. In addition, the network and school-based finance teams (along with the network operations team), oversee the school's other non-academic functions, such as human resources; vendor relations and contract oversight; and the facilities, custodial, security, and food service functions of the school. These positions ensure efficient and effective systems across all areas of the school.
- **Executive Director and Assistant Executive Director –** The Executive Director and Assistant Executive Director manage the network finance and operations teams and serve as another check and balance to ensure the school is in compliance with state and federal accounting and reporting requirements.

i) The different roles and responsibilities of the proposed school's administration and governing board for school finances;

The role of the board of directors (working primarily through the finance committee of the board) is responsible for:

- Overseeing the preparation of the annual budget and financial statements
- Overseeing the administration, collection, and disbursement of the financial resources of the organization
- Monitoring actuals to budget on a quarterly basis
- Overseeing systems of internal control, including overseeing compliance by management with applicable policies and procedures and risk management
- Overseeing the annual independent audit process, including the recommended engagement of and receiving reports from the independent certified public accountants
- Advising the board with respect to making significant financial decisions

The school's leadership and finance teams (with support and oversight of the network finance team and network operations team) is responsible for the day-to-day financial management of the school:

- Development of the annual budget and preparation of quarterly financial statements
- Ensuring the school manages to the board-approved budget (both revenues and expenditures)
- Cash flow management
- Implementing and adhering to internal controls, financial processes and procedures, including risk management, and ensuring the school is in compliance with all applicable local, state, and federal requirements
- Providing recommendations to the Board with respect to significant financial decisions

j) If there is a plan to outsource any financial management areas such as payroll, benefits, audits, fundraising, accounting, etc. include a statement on how you will choose and oversee the contractors;

Nashville School of Excellence, as part of the Read Foundation/Memphis School of Excellence, has support from a network finance and operations team -- as detailed in subsections, f), g), and h). These teams will be responsible for financial and accounting management support at Nashville School of Excellence. The school will utilize the PowerSchool eFinancePlus platform for accounting, finance, and payroll software functions. In addition, the school will contract with a CPA firm for its annual audit.

k) The level of financial expertise of the proposed school's internal and external team members;

Nashville School of Excellence (as part of the Read Foundation/Memphis School of Excellence) has an experienced group of professionals to help develop and implement a continued, successful financial plan:

- **Assistant Executive Director (Mugire Ayci)** – Mr. Ayci brings over 15 years of experience as a teacher, school leader, and charter school network administrator, including overseeing the financial operations of the Read Foundation/Memphis School of Excellence (with four operating schools) for the past three years. Mr. Ayci has helped with the launch of two of the Read Foundation's schools in Memphis and recently led the transition to a new financial management system (PowerSchool eFinancePlus) for the network. Mr. Ayci oversees the network and school-level finance teams, which includes all aspects of financial management. Mr. Ayci will have responsibility for the startup financial operations of NSE and the development of the school finance team.
- **Business Manager (Erhan Ozduran) –** Mr. Ozduran has nearly 15 years of accounting and finance experience with charter school organizations (Harmony Schools, Memphis School of Excellence) and manages the day-to-day financial operations of the Read Foundation/Memphis School of Excellence. Mr. Ozduran will play an important role in providing management support to NSE for accounting and finance functions.
- **Accounting Support –** the Read Foundation/Memphis School of Excellence works with ATA CPAs on a consulting basis for bookkeeping support. ATA brings a wealth of knowledge and experience in working with charter school organizations on finance and accounting. ATA will serve as a resource in establishing strong accounting and financial operations at NSE.
- **Back-Office Consulting Support** – the Read Foundation/Memphis School of Excellence works with GT3 Group on short-term and long-term budgeting, financial management processes, and organizational growth. GT3 Group has extensive experience and knowledge working with charter school organizations and will provide support on the startup accounting and financial operations of NSE.

Collectively, these professionals have the experience and knowledge to ensure that Nashville School of Excellence has the capacity to maintain a sound and successful financial plan.

l) The proposed school's contingency plans to meet financial needs if anticipated revenues are not received or are lower than expected;

Nashville School of Excellence, as part of a network of schools, has access to a healthy cash reserve (approximately $8M as of the submission of its charter application).

NSE's primary source of revenue will be from TISA funding. Should TISA decrease (or be lower than expected), or the school has lower enrollment than expected, the school would utilize several strategies:

- **Use cash reserves in the short-term to cover operating shortfalls** – Because NSE has support from a charter network with a strong cash reserve (approximately $8M), the school could meet financial needs with lower than anticipated revenue in the short-term, and then make structural adjustments in costs over the medium to long-term (i.e. staffing reductions for non-core-teaching positions and administrative positions, reductions in variable costs including professional services contracts, consulting services, materials and supplies, marketing/promotional items, field trips, etc.)
- **Make strategic cost reductions** – NSE would make selective reductions in staffing around non-core-teaching positions and administrative positions, reductions in variable costs including professional services contracts, consulting services, materials and supplies, marketing/promotional items, field trips, etc.
- **Seek additional philanthropic resources** – Nashville School of Excellence (as part of the Read Foundation) has already begun establishing relationships with local philanthropic funders in Nashville, as well as nationally. NSE believes it will be able to secure a moderate amount of philanthropic resources to bridge any financial gaps in its early years of operations.

The NSE cannot necessarily predict the potential level of under-enrollment and lower revenue, but it is confident that it can identify staffing decreases and other costs reductions in the hundreds of thousands of dollars (or a drop of 5%-10% in enrollment) utilizing the strategies listed above.

m) The cash flow contingency, in the event that revenue projections are not met in advance of opening;

Nashville School of Excellence, as part of a network of schools, has access to a healthy cash reserve (approximately $8M as of the submission of its charter application). While the school will pursue partnerships with local and national philanthropists -- as well as apply for the Charter School Planning (CSP) Grant from the TN Department of Education -- to help fund expenditures in the startup year and early years of operations -- it has developed a conservative budget that can operate on public revenues. NSE has budgeted up to $1M from the network's reserves to fund startup operations in the event the school does not secure private funds or CSP funds.

n) Plan explanation and evidence of sources and financing terms if the contingency plan includes loans, commitments from an outside donor, or alternative funding source; and

NSE is not planning to secure a loan as part of its contingency plans. As discussed in prompt l., NSE will utilize internal reserves as well as strategic cost reduction should it experience lower than expected revenues.

o) How one or more high needs student with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated.

Nashville School of Excellence has budgeted for two SPED teachers, two SPED Aides, three Counselors, and two Interventionists. At the network level, there is a Special Education Coordinator and a Director of Special Programs and Elementary Education. Based on the organization's operating history, NSE believes it has the necessary resources and support structures for its students with special needs.

Should NSE have more students with special needs than expected or have student(s) in need of additional supports, the school will evaluate options such as additional internal staffing or additional contracted services. Because the school has robust cash reserves, it is confident that it can secure additional supports as needed to support all students at the school.

ATTACHMENT CC: NETWORK BUDGET (DETAILED)

	Year 1	Year 2	Year 3	Year 4	Year 5	
	2025-26	**2026-27**	**2027-28**	**2028-29**	**2029-30**	
MSE Elementary Cordova	462	462	462	462	462	Enrollment
MSE 6-12	559	559	559	559	559	Enrollment
MSE Elementary Cordova	308	308	308	308	308	Enrollment
MSE 6-12 Cordova	514	524	524	524	524	Enrollment
NSE 6-12	330	450	570	690	750	Enrollment
Total Enrollment	**2,173**	**2,303**	**2,423**	**2,543**	**2,603**	
TISA per pupil amounts						
MSE Elementary Cordova	$13,210.86	$13,210.86	$13,210.86	$13,210.86	$13,210.86	Based on 23-24 TISA per student averages
MSE 6-12	$12,382.19	$12,382.19	$12,382.19	$12,382.19	$12,382.19	Based on 23-24 TISA per student averages
MSE Elementary Cordova	$11,997.55	$11,997.55	$11,997.55	$11,997.55	$11,997.55	Based on 23-24 TISA per student averages
MSE 6-12 Cordova	$11,951.48	$11,951.48	$11,951.48	$11,951.48	$11,951.48	Based on 23-24 TISA per student averages
NSE 6-12	$15,811.00	$15,811.00	$15,811.00	$15,811.00	$15,811.00	Based on 23-24 TISA per student averages
	$65,353.08	**$65,353.08**	**$65,353.08**	**$65,353.08**	**$65,353.08**	
TISA Amounts						
MSE Elementary Cordova	$6,103,417.32	$6,103,417.32	$6,103,417.32	$6,103,417.32	$6,103,417.32	
MSE 6-12	$6,921,644.21	$6,921,644.21	$6,921,644.21	$6,921,644.21	$6,921,644.21	
MSE Elementary Cordova	$3,695,245.40	$3,695,245.40	$3,695,245.40	$3,695,245.40	$3,695,245.40	
MSE 6-12 Cordova	$6,143,060.72	$6,262,575.52	$6,262,575.52	$6,262,575.52	$6,262,575.52	
NSE 6-12	$5,217,630.00	$7,114,950.00	$9,012,270.00	$10,909,590.00	$11,858,250.00	
Total TISA	**$28,080,997.65**	**$30,097,832.45**	**$31,995,152.45**	**$33,892,472.45**	**$34,841,132.45**	
Title I - Memphis	$921,500.00	$926,500.00	$926,500.00	$926,500.00	$926,500.00	$500 per student
Title I - Nashville	$165,000.00	$225,000.00	$285,000.00	$345,000.00	$375,000.00	$500 per student
Other Supplies and Materials - Memphis	$275,000.00	$275,000.00	$275,000.00	$275,000.00	$275,000.00	student fees and contributions
Other Supplies and Materials - Nashville	$50,000.00	$50,000.00	$50,000.00	$50,000.00	$50,000.00	student fees and contributions
TOTAL REVENUE	**$29,492,497.65**	**$31,574,332.45**	**$33,531,652.45**	**$35,488,972.45**	**$36,467,632.45**	
Salaries - Memphis Campuses	$12,029,933.83	$12,092,191.23	$12,092,191.23	$12,092,191.23	$12,092,191.23	
Salaries - Nashville Campus	$1,579,000.00	$2,250,210.00	$3,200,254.00	$4,167,461.00	$4,692,683.00	From charter application
Benefits - Memphis Campuses	$3,127,782.79	$3,143,969.72	$3,143,969.72	$3,143,969.72	$3,143,969.72	26% of salaries
Benefits - Nashville Campuses	$422,041.00	$596,713.00	$848,837.00	$1,108,189.00	$1,240,029.00	From charter application
Total Salaries and Benefits	**$17,158,757.62**	**$18,083,083.94**	**$19,285,251.94**	**$20,511,810.94**	**$21,168,872.94**	
Contracted Services - Memphis Campuses						

ATTACHMENT CC: NETWORK BUDGET (DETAILED)

	Year 1	Year 2	Year 3	Year 4	Year 5	
	2025-26	**2026-27**	**2027-28**	**2028-29**	**2029-30**	
Professional Development	$150,000.00	$154,500.00	$159,135.00	$163,909.05	$168,826.32	PD travel and fees and consultants
Academic Consultants	$300,000.00	$309,000.00	$318,270.00	$327,818.10	$337,652.64	TFA, Teach Like a Champion, City Year
Audit Services & Financial Services	$150,000.00	$154,500.00	$159,135.00	$163,909.05	$168,826.32	Audit + Backoffice and Accounting Support
Legal Fees	$50,000.00	$51,500.00	$53,045.00	$54,636.35	$56,275.44	Ad hoc legal needs
Copier Lease and Usage	$60,000.00	$61,800.00	$63,654.00	$65,563.62	$67,530.53	Ricoh
Internet and Phone Service	$72,000.00	$74,160.00	$76,384.80	$78,676.34	$81,036.63	$6K per month
Security Services	$225,000.00	$231,750.00	$238,702.50	$245,863.58	$253,239.48	Allied Security, Interface
Payroll Services	$15,000.00	$15,450.00	$15,913.50	$16,390.91	$16,882.63	eFinancePlus
Health Services	$150,000.00	$154,500.00	$159,135.00	$163,909.05	$168,826.32	Contracted Nursing Services
Transportation	$500,000.00	$515,000.00	$530,450.00	$546,363.50	$562,754.41	Bus Transportation
Other Contracts	$205,000.00	$211,150.00	$217,484.50	$224,009.04	$230,729.31	Toof American Digital, Caissa Communications, S&P Global Rating, Raptor Technologies, Robert J. Young, Flash Staffing, Frontline HR Platform, Identogo, Pitney Bowes
Student Support Services	$200,000.00	$206,000.00	$212,180.00	$218,545.40	$225,101.76	Well Child, Stellar Therapies, Lakeside
Insurance	$100,000.00	$103,000.00	$106,090.00	$109,272.70	$112,550.88	General Liability, Umbrella, Building & Content
IT Support	$0.00	$0.00	$0.00	$0.00	$0.00	
Bank Charges	$1,000.00	$1,030.00	$1,060.90	$1,092.73	$1,125.51	
Total Contracted Services - Memphis Campuses	**$2,178,000.00**	**$2,243,340.00**	**$2,310,640.20**	**$2,379,959.41**	**$2,451,358.19**	
Contracted Services - Nashville Campus						
Professional Development	$25,000.00	$50,000	$50,000	$60,000	$60,000	Includes expenses for professional travel and fees.
Academic Consultants	$25,000.00	$50,000	$75,000	$75,000	$75,000	Includes expenses for partnerships including Teach for America, Teach Like a Champion, and other academic program-related partnerships
Audit Services	$25,000.00	$25,750	$26,523	$27,318	$28,138	Includes audited financial statements and 990 preparation; escalates by 3% each year
Legal Fees	$10,000.00	$10,300	$10,609	$10,927	$11,255	Ad hoc legal needs; escalates by 3% each year
Copier Lease and Usage	$18,000.00	$27,000	$27,000	$27,000	$27,000	2 copier leases in year one ($9K per copier); 3 copiers in years 2-5 ($9K per copier)
Internet and Phone Service	$15,000.00	$15,450	$15,914	$16,391	$16,883	Expenses ($1,250 per month) for Internet and phone services; escalates by 3% each year
Security Services	$30,000.00	$30,900	$40,000	$60,000	$80,000	Annual estimated expenses for contracted security services; escalates by 3% each year
Payroll Services	$7,500.00	$7,725	$7,957	$8,195	$8,441	Annual estimated expenses for 3rd party payroll provider; escalates by 3% each year
Health Services	$30,000.00	$60,000	$65,000	$80,000	$90,000	Annual estimates for contracted nursing services
Transportation	$85,000.00	$87,550	$180,353	$185,764	$287,005	1 bus in years 1-2; 2 buses in years 3-4; 3 buses in year 5 ($85K per bus with expenses escalating at 3% each year)
Other Contracts	$15,000.00	$15,450	$15,914	$16,391	$16,883	Includes annual expenses for contracts with partners including Raptor Technologies (school safety), Mobile Apps, Pitney Bowes (postage), Identogo (background checks); escalates by 3% each year

ATTACHMENT CC: NETWORK BUDGET (DETAILED)

	Year 1	Year 2	Year 3	Year 4	Year 5	
	2025-26	**2026-27**	**2027-28**	**2028-29**	**2029-30**	
Student Support Services	$20,000.00	$20,600	$21,218	$21,855	$22,510	Includes annual expenses for contracts with partners including Stellar, WellChild, other partnerships as needed; escalates by 3% each year
Insurance	$60,000.00	$61,800	$63,654	$65,564	$67,531	General Liability, Umbrella, Building Insurance; escalates by 3% each year
IT Support	$50,000.00	$51,500	$53,045	$54,636	$56,275	IT Support + equipment repairs; escalates by 3% each year
Bank Charges	$500.00	$500	$500	$500	$500	Charges and fees
Total Contracted Services - Nashville Campus	**$416,000.00**	**$514,525.00**	**$652,687.00**	**$709,541.00**	**$847,421.00**	
Supplies - Memphis Campus						
Instructional Supplies and Materials	$650,000.00	$669,500.00	$689,585.00	$710,272.55	$731,580.73	Includes textbooks, learning software, and other educational-related supplies and materials
Education Software	$50,000.00	$51,500.00	$53,045.00	$54,636.35	$56,275.44	PowerSchool Products
Student Supplies	$50,000.00	$51,500.00	$53,045.00	$54,636.35	$56,275.44	Based on operating history
Faculty Supplies	$50,000.00	$51,500.00	$53,045.00	$54,636.35	$56,275.44	Based on operating history
Library Books	$25,000.00	$25,750.00	$26,522.50	$27,318.18	$28,137.72	Based on operating history
Testing & Evaluation	$0.00	$0.00	$0.00	$0.00	$0.00	Expenses included in Instructional Supplies and Materials
Student Laptops	$50,000.00	$51,500.00	$53,045.00	$54,636.35	$56,275.44	New devices and replacement costs
Faculty Laptops	$25,000.00	$25,750.00	$26,522.50	$27,318.18	$28,137.72	Replacement costs
Office Supplies	$225,000.00	$231,750.00	$238,702.50	$245,863.58	$253,239.48	Based on operating history
Printing Paper	$50,000.00	$51,500.00	$53,045.00	$54,636.35	$56,275.44	Primarily copy paper
Athletics	$100,000.00	$103,000.00	$106,090.00	$109,272.70	$112,550.88	Based on operating history
Student Uniforms	$75,000.00	$77,250.00	$79,567.50	$81,954.53	$84,413.16	Based on operating history
Gifts & Awards - Students	$0.00	$0.00	$0.00	$0.00	$0.00	
Gifts & Awards - Teachers and Staff	$0.00	$0.00	$0.00	$0.00	$0.00	
Health Supplies	$10,000.00	$10,300.00	$10,609.00	$10,927.27	$11,255.09	Based on operating history
Total Supplies - Memphis Campus	**$1,360,000.00**	**$1,400,800.00**	**$1,442,824.00**	**$1,486,108.72**	**$1,530,691.98**	
Supplies - Nashville Campus						
Instructional Supplies and Materials	$100,000.00	$100,000	$125,000	$175,000	$225,000	Estimate based on prior years experiences; includes textbooks, learning software, and other educational-related supplies and materials
Education Software	$10,000.00	$10,300	$10,609	$10,927	$11,255	Primarily Power School-related products; escalates by 3% each year
Student Supplies	$8,250.00	$8,498	$8,752	$9,015	$9,285	$25 per student; escalates by 3% each year
Faculty Supplies	$6,000.00	$6,180	$6,365	$6,556	$6,753	$250 per FTE; escalates by 3% each year
Library Books	$5,000.00	$5,150	$5,305	$5,464	$5,628	Annual estimate for library books; escalates by 3% each year
Testing & Evaluation	$10,000.00	$10,300	$10,609	$10,927	$11,255	NWEA, other assessments; escalates by 3% each year
Student Laptops	$165,000.00	$60,000	$60,000	$60,000	$60,000	Assumes $500 per student device for new students as well as replacement costs
Faculty Laptops	$36,000.00	$13,500	$19,500	$18,000	$7,500	Assumes $1.5K per staff device for new staff members
Office Supplies	$30,000.00	$51,500	$53,045	$54,636	$56,275	Office supplies + copy paper; annual estimate; escalates by 3% each year

ATTACHMENT CC: NETWORK BUDGET (DETAILED)

	Year 1	Year 2	Year 3	Year 4	Year 5	
	2025-26	**2026-27**	**2027-28**	**2028-29**	**2029-30**	
Printing Paper	-	$0	$0	$0	$0	
Athletics	$50,000.00	$50,000	$75,000	$75,000	$100,000	Annual estimate for athletics uniforms, transportation, and fees
Student Uniforms	$10,000.00	$15,000	$25,000	$25,000	$25,000	Annual estimate based on operating history
Gifts & Awards - Students	$3,300.00	$4,500	$5,700	$6,900	$7,500	$10 per student
Gifts & Awards - Teachers and Staff	$2,400.00	$3,300	$4,600	$5,800	$6,300	$100 per FTE
Health Supplies	$3,300.00	$4,500	$5,700	$6,900	$7,500	$10 per student
Total Supplies - Nashville Campus	**$439,250.00**	**$342,728**	**$415,185**	**$470,125**	**$539,251**	
Facilities Related Expenses - Memphis Campuses						
Rent	$700,000.00	$700,000.00	$700,000.00	$700,000.00	$700,000.00	Lease fees for Mendenhall Campus
Utilities	$350,000.00	$360,500.00	$371,315.00	$382,454.45	$393,928.08	MLGW
Custodial	$550,000.00	$566,500.00	$583,495.00	$600,999.85	$619,029.85	Janitorial Services and Custodial Supplies
Waste	$15,000.00	$15,450.00	$15,913.50	$16,390.91	$16,882.63	Disposal Fees
Faculty Furniture	$25,000.00	$25,000.00	$25,000.00	$25,000.00	$25,000.00	Primarily replacement costs
Student Furniture	$25,000.00	$25,000.00	$25,000.00	$25,000.00	$25,000.00	Primarily replacement costs
Internet/Network Equipment	$25,000.00	$25,000.00	$25,000.00	$25,000.00	$25,000.00	
Other Equipment						
Building Decorum	$15,000.00	$15,000.00	$15,000.00	$15,000.00	$15,000.00	Signs and other small decor
Tenant Improvements	$100,000.00	$100,000.00	$100,000.00	$100,000.00	$100,000.00	Small maintenance and repairs
Landscaping	$75,000.00	$77,250.00	$79,567.50	$81,954.53	$84,413.16	
Total Facilities Related Expenses - Memphis Campuses	**$1,880,000.00**	**$1,909,700.00**	**$1,940,291.00**	**$1,971,799.73**	**$2,004,253.72**	
Facilities Related Expenses - Nashville Campus						
Rent	$1,900,000.00	$2,280,000	$2,660,000	$2,660,000	$2,660,000	Assumes NSE will lease approximately 50K sq. ft of space at $38 per sq. ft. (triple net lease including Tenant Improvements) in year 1; 60K sq. ft. in year 2, and 70K sq. ft. in years 2-5
Utilities	$100,000.00	$123,600	$148,526	$152,982	$157,571	Estimated at $2 per sq. ft.; escalates by 3% each year
Custodial	$125,000.00	$154,500	$185,658	$191,227	$196,964	Custodial services and supplies estimated at $2.50 per sq. ft.; escalates by 3% each year
Waste	$10,000.00	$10,300	$10,609	$10,927	$11,255	Disposal fees estimated at $10K per year; escalates by 3% each year
Faculty Furniture	$18,000.00	$6,750	$9,750	$9,000	$3,750	$750 per new FTE
Student Furniture	$165,000.00	$60,000	$60,000	$60,000	$30,000	$500 per new student
Internet/Network Equipment	$50,000.00	$15,000	$15,000	$15,000	$15,000	Higher upfront costs with facility occupancy
Other Equipment	$25,000.00	$10,000	$10,000	$10,000	$10,000	Printers, Smartboards, and related equipment (higher upfront costs with facility occupancy)
Building Decorum	$5,000.00	$5,150	$5,305	$5,464	$5,628	Posters, signage; escalates at 3% each year
Tenant Improvements	$20,000.00	$20,600	$21,218	$21,855	$22,510	Small maintenance and repairs; escalates at 3% each year
Landscaping	$15,000.00	$15,450	$15,914	$16,391	$16,883	Estimated at $15K per year; escalates at 3% each year
Total Facilities Related Expenses - Nashville Campus	**$2,433,000.00**	**$2,701,350.00**	**$3,141,980.00**	**$3,152,846.00**	**$3,129,561.00**	
Other Charges - Memphis Campuses						

ATTACHMENT CC: NETWORK BUDGET (DETAILED)

	Year 1	Year 2	Year 3	Year 4	Year 5	
	2025-26	**2026-27**	**2027-28**	**2028-29**	**2029-30**	
Staff Recruitment	$15,000.00	$15,000.00	$15,000.00	$15,000.00	$15,000.00	
Student Recruitment & Community Engagement	$15,000.00	$15,000.00	$15,000.00	$15,000.00	$15,000.00	
Parent & Staff Meetings	$10,000.00	$10,000.00	$10,000.00	$10,000.00	$10,000.00	
Authorizer Fee	$140,000.00	$140,000.00	$140,000.00	$140,000.00	$140,000.00	$35K per campus
Other						
Total Other Charges - Memphis Campuses	**$180,000.00**	**$180,000.00**	**$180,000.00**	**$180,000.00**	**$180,000.00**	
Other Charges - Nashville						
Staff Recruitment	$15,000.00	$15,450	$15,914	$16,391	$16,883	Job postings, fairs, interviews; escalates at 3% each year
Student Recruitment & Community Engagement	$15,000.00	$15,450	$15,914	$16,391	$16,883	Student outreach supplies and materials and media postings; escalates at 3% each year
Parent & Staff Meetings	$2,500.00	$2,575	$2,652	$2,732	$2,814	Supplies and materials for meetings; escalates at 3% each year
Authorizer Fee	$35,000.00	$35,000	$35,000	$35,000	$35,000	$35K per year
Other	-					Share of Network Office Costs (based on pro rata enrollment)
Total Other Charges - Nashville Campuses	**$67,500.00**	**$68,475.00**	**$69,480.00**	**$70,514.00**	**$71,580.00**	
Debt Service - Memphis Campuses						
Principal + Interest	**$651,865.36**	**$651,865.36**	**$651,865.36**	**$651,865.36**	**$651,865.36**	EFF Loan - Memphis campus in Cordova
Network Office						
MSE Elementary Cordova	25.07%	20.06%	19.07%	18.17%	17.75%	% of Network Office Costs allocated to each campus
MSE 6-12	30.33%	24.27%	23.07%	21.98%	21.48%	% of Network Office Costs allocated to each campus
MSE Elementary Cordova	16.71%	13.37%	12.71%	12.11%	11.83%	% of Network Office Costs allocated to each campus
MSE 6-12 Cordova	27.89%	22.75%	21.63%	20.61%	20.13%	% of Network Office Costs allocated to each campus
NSE 6-12	0.00%	19.54%	23.52%	27.13%	28.81%	% of Network Office Costs allocated to each campus
	100.00%	**100.00%**	**100.00%**	**100.00%**	**100.00%**	
Network Office						
MSE Elementary Cordova	$631,709.17	$568,723.40	$600,619.07	$572,276.84	$559,085.67	Network Office Costs allocated to each campus
MSE 6-12	$764,340.75	$688,130.70	$726,723.07	$692,430.20	$676,469.46	Network Office Costs allocated to each campus
MSE Elementary Cordova	$421,139.45	$379,148.94	$400,412.71	$381,517.89	$372,723.78	Network Office Costs allocated to each campus
MSE 6-12 Cordova	$702,810.63	$645,045.59	$681,221.63	$649,075.89	$634,114.48	Network Office Costs allocated to each campus
NSE 6-12	$0.00	$553,951.37	$741,023.52	$854,699.17	$907,606.61	Network Office Costs allocated to each campus; costs not assigned to Nashville School of Excellence in year 1 due to being a new school without full grade structure and enrollment
Total Network Office Costs	**$2,520,000.00**	**$2,835,000.00**	**$3,150,000.00**	**$3,150,000.00**	**$3,150,000.00**	
TOTAL EXPENSES	**$29,284,372.98**	**$30,930,867.30**	**$33,240,204.50**	**$34,734,570.16**	**$35,724,855.20**	
SURPLUS/(DEFICIT)	**$208,124.67**	**$643,465.15**	**$291,447.95**	**$754,402.29**	**$742,777.25**	

Sponsor Name: Read Foundation

School Name	School Status	Year Opened	Year Closed	City	State / Territory	Grades Served	Total Enrollment
Memphis School of Excellence	Currently Operating	2010		Memphis	TN	6–12	548
Memphis School of Excellence Elementary	Currently Operating	2017		Memphis	TN	K–5	394
Memphis School of Excellence Cordova	Currently Operating	2021		Memphis	TN	6–12	345
Memphis School of Excellence Elementary Cordova	Currently Operating	2020		Memphis	TN	K–5	315

Statewide Designations *(Priority or Reward Designations)* for Last 5 Years					Graduation & Promotion Rates		Demographics and Socioeconomics							
2018-19	2019-20	2020-21	2021-22	2022-23	Graduation Rate	Promotion Rate	% African American	% Asian	% Hispanic	% White	% Other Race/ Ethnicity	% FRPL	% SPED	% ELL
			STEM		97%	98%	41%	0.72%	55%	0.72%	1.82%	98%	6.4%	17%
			STEM			93%	46%		49%	4%	0.51%	95%	5%	39%
			Reward			97%	59%	3.2%	24%	9.3%	4%	58%	10.8%	10%
						88%	69%	1.3%	16%	9.8%	3.4%	70%	9%	12%

School Contact Info

Contact Name	Contact Title	Contact Email	Contact Phone
Fatih Ilhan	Principal	filhan@sememphis.org	901-425-2932
Katherine Watkins	Interim Principal	kwatkins@sememphis.org	901-367-7814
Raymond Bradford	Principal	rbradford@sememphis.org	901-421-6825
Metin Caliskan	Principal	mcaliskan@sememphis.org	901-707-8146

Authorizer Contact Information

Authorizing Organization	Contact Name	Contact Title	Contact Email	Contact Phone
Read Foundation	Samuel Beyhan	Executive Director	sbeyhan@sememphis.org	901-590-2111
Read Foundation	Samuel Beyhan	Executive Director	sbeyhan@sememphis.org	901-590-2111
Read Foundation	Samuel Beyhan	Executive Director	sbeyhan@sememphis.org	901-590-2111
Read Foundation	Samuel Beyhan	Executive Director	sbeyhan@sememphis.org	901-590-2111

Attachment EE: Student Achievement: Internal Assessments

Student Growth Summary Report

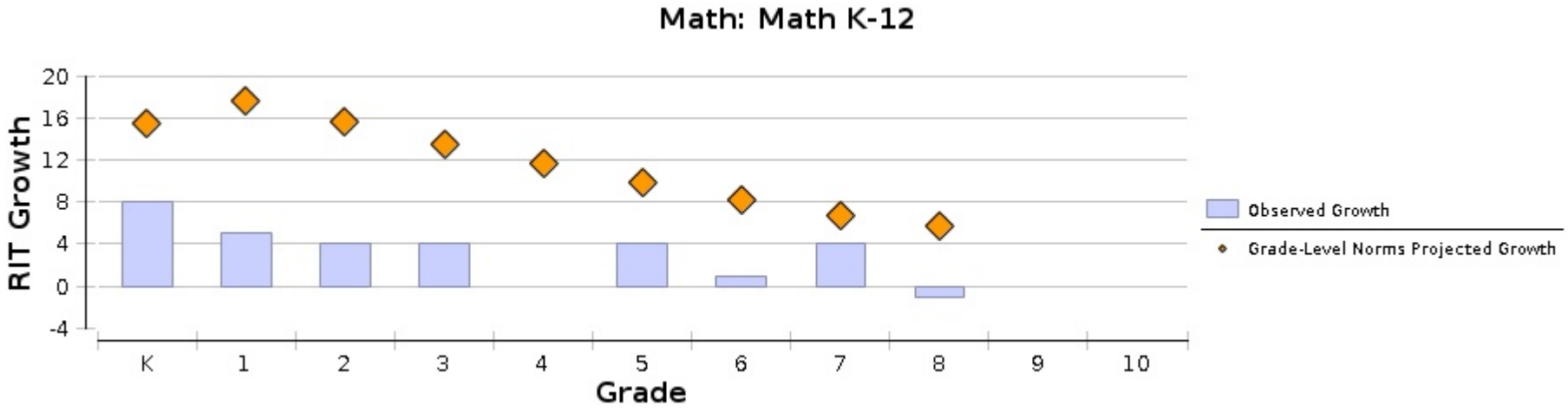
Aggregate by District

Term: Spring 2020-2021
District: Memphis School of Excellence

Norms Reference Data: 2020 and User Norms[1].
Growth Comparison Period: Fall 2020 - Spring 2021
Weeks of Instruction: Start - 2 (Fall 2020) ^
End - 32 (Spring 2021) ^
Grouping: None
Small Group Display: No

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2021)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	98	159.1	22.7	99	167.0	21.4	97	8	2.6	15.5	-3.19	1	98	36	37	14
1	59	162.4	16.1	74	167.4	14.7	7	5	2.4	17.6	-4.69	1	59	10	17	6
2	78	173.7	14.7	50	177.4	15.3	3	4	1.5	15.7	-4.93	1	78	10	13	7
3	50	184.0	9.6	28	187.8	14.6	2	4	1.8	13.5	-4.30	1	50	9	18	16
4	49	194.7	13.7	27	194.7	15.5	2	0	1.4	11.6	-5.43	1	49	3	6	4
5	40	203.3	12.7	24	207.3	14.4	9	4	1.2	9.8	-2.33	1	40	8	20	16
6	57	203.8	12.5	9	205.0	15.6	2	1	1.5	8.2	-2.97	1	57	17	30	16
7	51	211.1	15.3	16	215.3	17.5	11	4	1.3	6.7	-1.12	13	51	22	43	38
8	61	214.2	16.9	14	213.6	18.0	5	-1	1.1	5.7	-2.43	1	61	14	23	25
9	0	**			**			**					**			
10	0	**			**			**					**			



Explanatory Notes
[1]**User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.**
^ These values for weeks of instruction are the median across your schools and are used in all calculations except the Student Norms section, which uses the values from each student's school of record.
** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Student Growth Summary Report

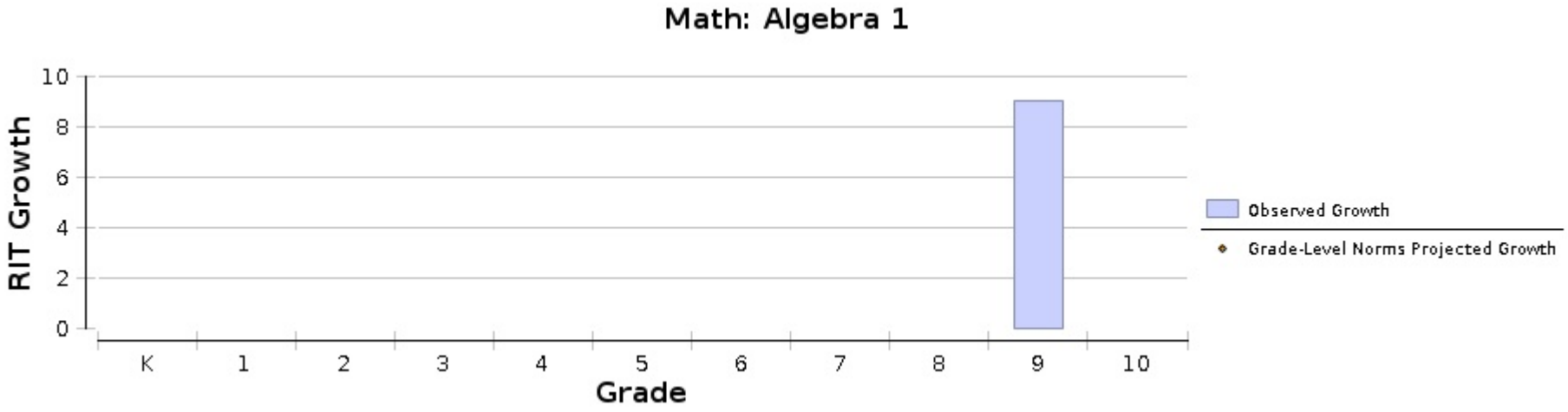
Aggregate by District

Term: Spring 2020-2021
District: Memphis School of Excellence

Norms Reference Data: 2020 and User Norms[1].
Growth Comparison Period: Fall 2020 - Spring 2021
Weeks of Instruction: Start - 2 (Fall 2020) ^
End - 32 (Spring 2021) ^
Grouping: None
Small Group Display: No

Math: Algebra 1

		Comparison Periods							Growth Evaluated Against						
		Fall 2020			Spring 2021			Growth				Student Norms			
Grade (Spring 2021)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	**0**	**			**			**					**			
1	**0**	**			**			**					**			
2	**0**	**			**			**					**			
3	**0**	**			**			**					**			
4	**0**	**			**			**					**			
5	**0**	**			**			**					**			
6	**0**	**			**			**					**			
7	**0**	**			**			**					**			
8	**0**	**			**			**					**			
9	**65**	**226.7**	**17.1**		**235.6**	**23.4**		**9**	**2.0**				**65**	**26**	**40**	**38**
10	**0**	**			**			**					**			



Explanatory Notes
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Student Growth Summary Report

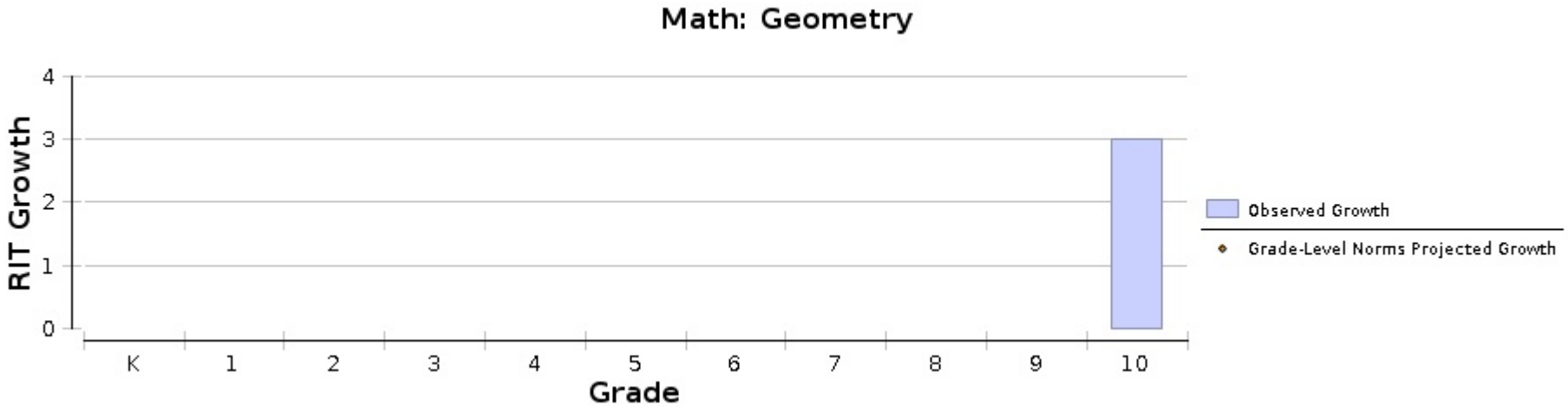
Aggregate by District

Term: Spring 2020-2021
District: Memphis School of Excellence

Norms Reference Data: 2020 and User Norms[1].
Growth Comparison Period: Fall 2020 - Spring 2021
Weeks of Instruction: Start - 2 (Fall 2020) ^
End - 32 (Spring 2021) ^
Grouping: None
Small Group Display: No

Math: Geometry

		Comparison Periods							Growth Evaluated Against							
		Fall 2020			Spring 2021			Growth				Student Norms				
Grade (Spring 2021)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	**0**	**			**			**					**			
1	**0**	**			**			**					**			
2	**0**	**			**			**					**			
3	**0**	**			**			**					**			
4	**0**	**			**			**					**			
5	**0**	**			**			**					**			
6	**0**	**			**			**					**			
7	**0**	**			**			**					**			
8	**0**	**			**			**					**			
9	**0**	**			**			**					**			
10	**49**	**228.8**	**13.6**		**231.6**	**20.5**		**3**	**2.1**				**49**	**18**	**37**	**23**



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Student Growth Summary Report

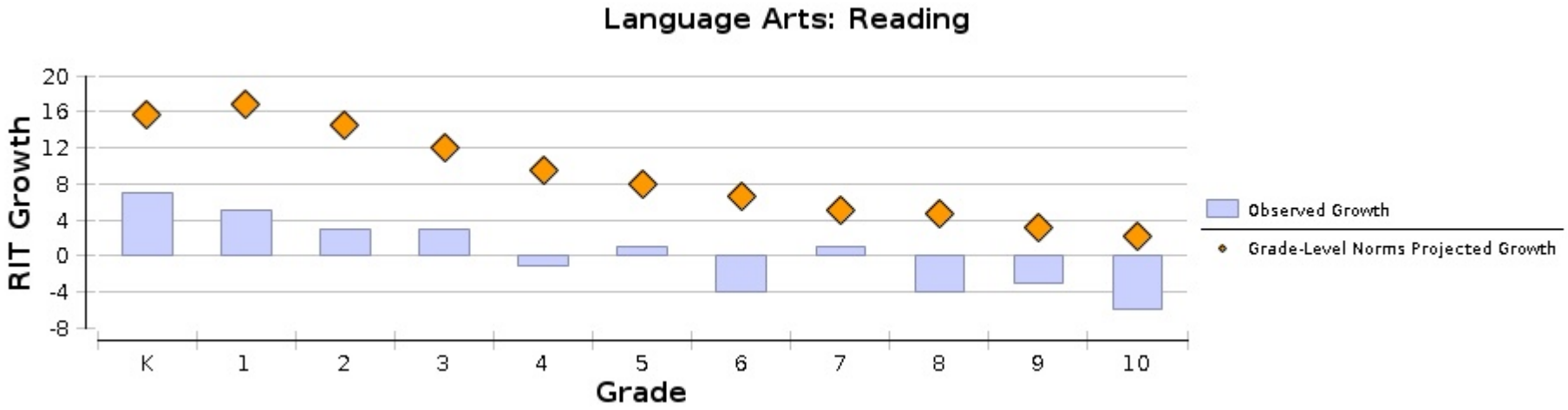
Aggregate by District

Term: Spring 2020-2021
District: Memphis School of Excellence

Norms Reference Data: 2020 and User Norms[1].
Growth Comparison Period: Fall 2020 - Spring 2021
Weeks of Instruction: Start - 2 (Fall 2020) ^
End - 32 (Spring 2021) ^
Grouping: None
Small Group Display: No

Language Arts:
Reading

		Comparison Periods								Growth Evaluated Against						
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2021)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	97	152.2	20.3	99	159.6	19.4	89	7	2.2	15.6	-3.16	1	97	39	40	19
1	57	153.8	16.2	45	158.9	12.6	3	5	2.1	16.9	-4.32	1	57	13	23	11
2	72	169.0	11.1	38	171.6	13.7	3	3	1.2	14.5	-4.42	1	72	5	7	10
3	47	180.1	15.4	23	183.0	16.1	2	3	1.7	11.9	-3.99	1	47	11	23	9
4	52	188.8	16.0	17	187.9	18.4	1	-1	2.0	9.6	-4.73	1	52	9	17	7
5	52	193.8	16.3	8	194.6	18.5	1	1	1.9	7.9	-3.35	1	52	12	23	11
6	71	197.4	14.6	4	193.2	16.9	1	-4	1.3	6.6	-5.82	1	71	13	18	7
7	44	204.3	17.1	10	205.1	17.5	3	1	1.9	5.1	-2.30	1	44	15	34	31
8	46	207.3	18.9	10	203.2	20.7	1	-4	2.2	4.6	-4.06	1	46	10	22	23
9	54	212.9	15.4	27	209.9	19.0	11	-3	1.6	3.1	-2.86	1	54	15	28	26
10	34	222.1	13.1	54	215.6	20.8	17	-6	2.2	2.2	-4.95	1	34	11	32	28



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Student Growth Summary Report

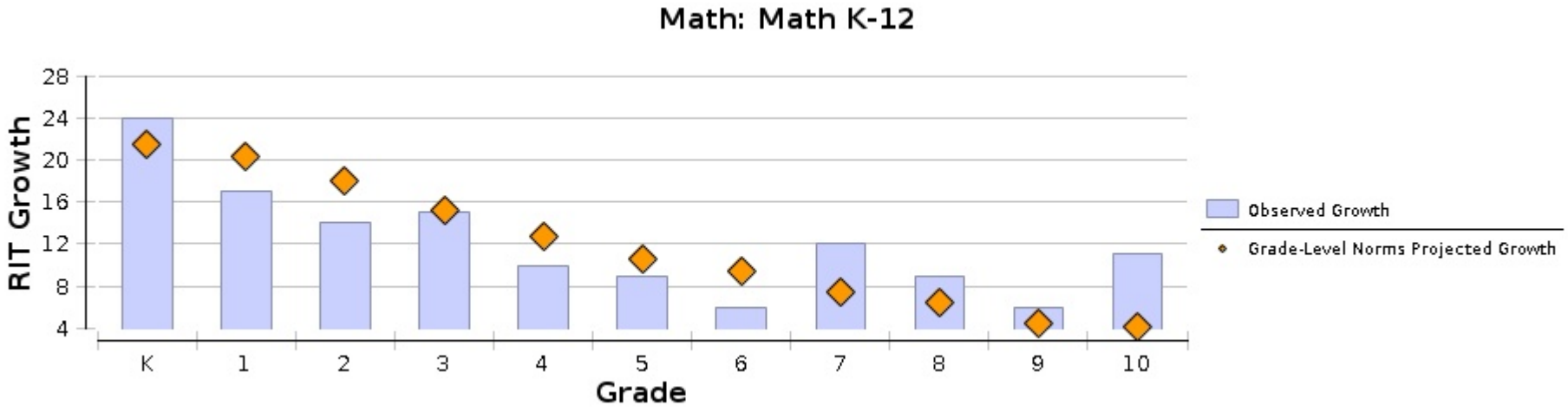
Aggregate by District

Term: Spring 2021-2022
District: Memphis School of Excellence

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2021 - Spring 2022
Weeks of Instruction: Start - 0 (Fall 2021) ^
End - 34 (Spring 2022) ^
Grouping: None
Small Group Display: No

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2022)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	85	137.0	10.3	53	161.3	15.5	72	24	1.6	21.5	1.04	85	85	47	55	54
1	110	153.7	11.6	28	170.6	14.0	14	17	0.9	20.4	-1.14	13	110	37	34	33
2	72	163.1	9.7	5	177.0	15.9	2	14	1.6	17.9	-1.47	7	72	21	29	32
3	84	175.2	12.8	3	190.2	14.7	4	15	0.9	15.1	-0.05	48	84	40	48	40
4	75	186.5	12.8	4	196.0	12.6	2	10	1.0	12.7	-1.32	9	75	22	29	30
5	85	196.4	13.9	6	205.9	16.6	5	9	0.8	10.6	-0.38	35	85	30	35	36
6	87	202.9	14.4	9	209.1	16.8	5	6	1.1	9.3	-1.17	12	87	28	32	24
7	103	207.9	13.7	9	219.5	15.1	20	12	0.8	7.5	1.65	95	103	65	63	72
8	96	213.2	16.4	13	221.7	18.3	19	9	0.9	6.5	0.68	75	96	59	61	60
9	89	214.4	16.8	13	220.8	18.0	18	6	1.0	4.5	0.80	79	89	54	61	58
10	66	219.4	16.7	19	230.5	18.7	42	11	1.4	4.1	2.85	99	66	53	80	71



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Student Growth Summary Report

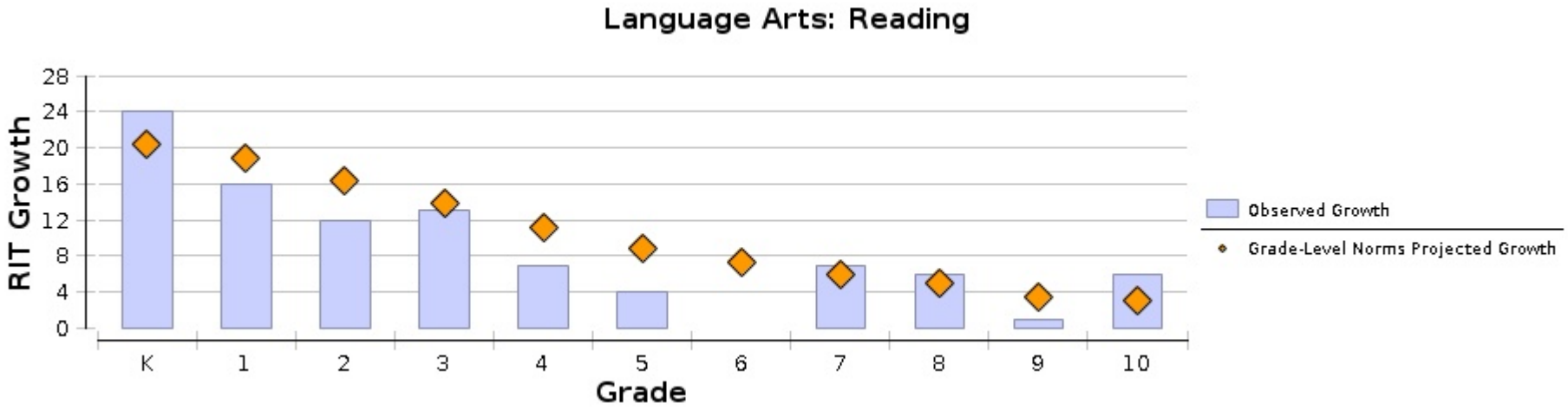
Aggregate by District

Term: Spring 2021-2022
District: Memphis School of Excellence

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2021 - Spring 2022
Weeks of Instruction: Start - 0 (Fall 2021) ^
End - 34 (Spring 2022) ^
Grouping: None
Small Group Display: No

Language Arts:
Reading

		Comparison Periods								Growth Evaluated Against						
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2022)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	87	132.3	9.4	37	156.1	15.0	64	24	1.5	20.4	1.18	88	87	49	56	62
1	105	149.1	11.5	23	164.8	13.3	13	16	0.9	18.9	-1.03	15	105	41	39	30
2	74	156.9	12.2	2	169.1	14.2	1	12	1.6	16.4	-1.37	9	74	20	27	28
3	91	175.5	16.0	11	188.6	16.7	11	13	1.1	13.8	-0.27	39	91	37	41	37
4	81	184.9	15.9	9	192.0	16.1	3	7	1.0	11.1	-1.61	5	81	24	30	23
5	87	195.1	16.0	14	198.8	17.4	4	4	1.1	8.8	-2.15	2	87	28	32	24
6	121	200.5	16.2	12	200.8	18.1	2	0	0.9	7.2	-3.31	1	121	29	24	19
7	96	202.3	15.2	7	209.4	15.2	10	7	1.0	5.9	0.56	71	96	54	56	57
8	97	210.9	15.1	21	216.3	15.5	24	6	0.9	5.0	0.15	56	97	53	55	51
9	103	213.1	14.5	29	214.1	17.8	21	1	0.9	3.5	-1.03	15	103	43	42	42
10	67	212.5	14.7	16	218.2	15.2	26	6	1.0	3.0	1.34	91	67	41	61	60



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Student Growth Summary Report

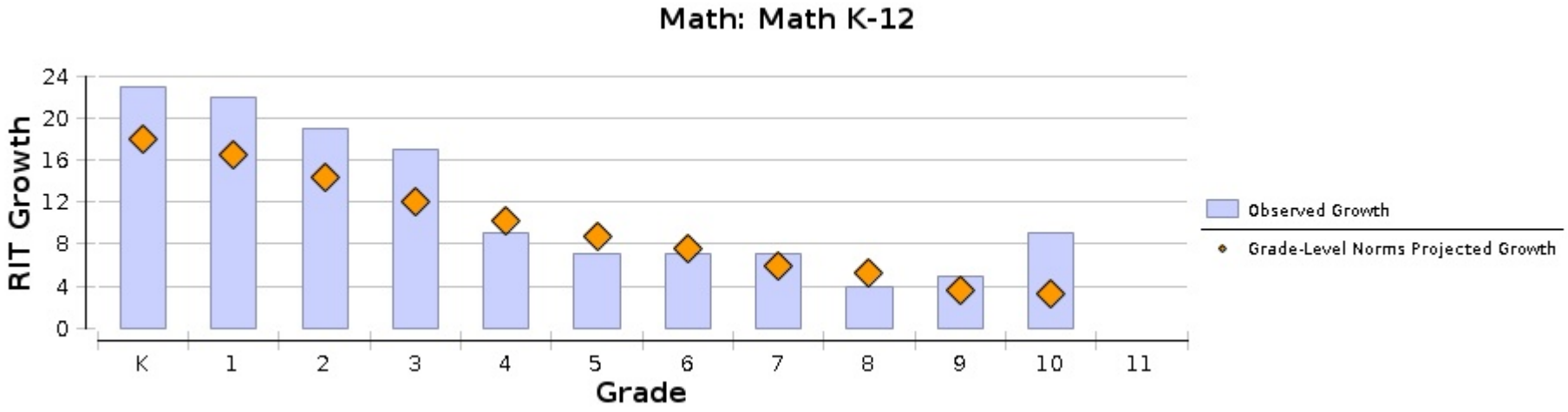
Aggregate by District

Term: Spring 2022-2023
District: Memphis School of Excellence

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022) ^
End - 32 (Spring 2023) ^
Grouping: None
Small Group Display: No

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2023)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	96	136.1	12.3	26	159.2	11.7	66	23	0.9	18.0	2.25	99	96	78	81	81
1	96	153.6	11.8	14	175.3	11.3	43	22	0.9	16.5	2.06	98	96	69	72	74
2	114	165.6	12.4	5	184.7	12.4	23	19	0.7	14.3	2.11	98	114	88	77	70
3	94	175.8	12.6	2	193.2	12.3	12	17	0.9	12.0	2.55	99	94	68	72	75
4	121	188.2	13.8	4	196.7	15.0	3	9	0.6	10.3	-0.88	19	121	45	37	38
5	100	199.2	12.7	9	205.9	12.6	6	7	0.6	8.7	-0.85	20	100	39	39	41
6	135	205.8	13.8	13	212.7	15.9	12	7	0.6	7.6	-0.33	37	135	64	47	43
7	129	207.3	15.4	7	213.9	17.5	8	7	0.6	6.0	0.31	62	129	68	53	53
8	127	216.7	14.1	20	221.1	15.5	18	4	0.6	5.3	-0.35	36	127	55	43	42
9	106	216.6	15.5	16	221.3	17.1	19	5	0.8	3.6	0.57	71	106	56	53	50
10	69	215.4	16.0	9	224.2	18.3	22	9	1.0	3.2	2.77	99	69	55	80	71
11	1	*			*			*					*			



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* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.
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Student Growth Summary Report

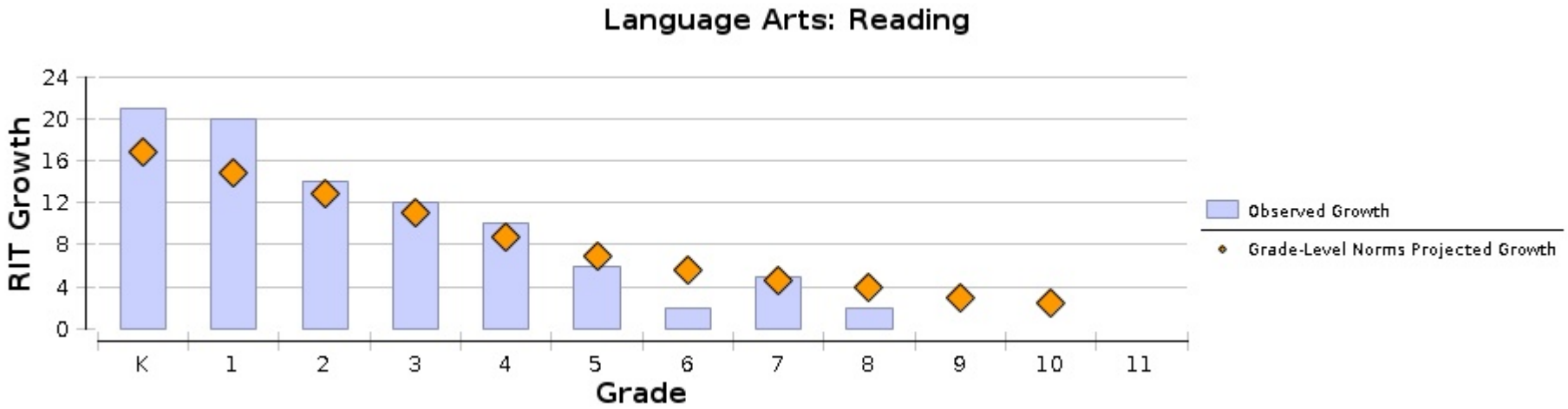
Aggregate by District

Term: Spring 2022-2023
District: Memphis School of Excellence

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022) ^
End - 32 (Spring 2023) ^
Grouping: None
Small Group Display: No

Language Arts:
Reading

		Comparison Periods								Growth Evaluated Against						
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2023)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	96	132.8	11.1	23	154.0	13.4	57	21	0.8	16.8	1.79	96	96	68	71	69
1	99	149.8	12.1	13	169.3	12.4	37	20	0.9	14.9	1.82	97	99	69	70	66
2	114	161.4	17.5	5	175.0	15.9	7	14	1.1	12.9	0.28	61	114	57	50	47
3	93	173.0	15.0	3	185.2	15.6	5	12	1.0	11.1	0.52	70	93	51	55	52
4	116	186.7	17.4	8	196.7	15.9	13	10	0.9	8.7	0.62	73	116	68	59	58
5	88	197.0	14.6	15	203.4	12.8	14	6	1.3	6.9	-0.25	40	88	40	45	43
6	129	204.6	16.8	22	206.2	15.6	9	2	0.8	5.5	-2.25	1	129	41	32	29
7	127	204.4	15.9	9	209.5	15.6	11	5	0.8	4.6	0.29	61	127	63	50	47
8	129	210.9	15.2	18	212.9	15.8	13	2	0.8	4.0	-0.99	16	129	48	37	33
9	104	211.0	16.1	20	211.2	18.3	14	0	1.1	2.9	-1.36	9	104	44	42	38
10	67	213.2	17.6	17	212.8	18.2	10	0	1.1	2.4	-1.68	5	67	21	31	36
11	0	**			**			**					**			



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Attachment FF - Student Achievement: State Assessments

	Memphis School of Excellence		
Year	**Met + Exceeded Rate ELA**	**Met + Exceeded Rate Math**	**School TVAAS Composite Rating**
2023	19.1%	11.3%	5
2022	17.1%	10.9%	5
2021	9.3%	<5%	1

	Memphis School of Excellence Cordova		
Year	**Met + Exceeded Rate ELA**	**Met + Exceeded Rate Math**	**School TVAAS Composite Rating**
2023	20.7%	17.1%	4
2022	24.2%	12.2%	5
2021	N/A	N/A	N/A

	Memphis School of Excellence Cordova Elementary		
Year	**Met + Exceeded Rate ELA**	**Met + Exceeded Rate Math**	**School TVAAS Composite Rating**
2023	20.3%	18.2%	1
2022	27.0%	14.9%	5
2021	18.9%	7.5%	1

	Memphis School of Excellence Elementary		
Year	**Met + Exceeded Rate ELA**	**Met + Exceeded Rate Math**	**School TVAAS Composite Rating**
2023	10.4%	12.9%	5
2022	11.4%	7.7%	5
2021	<5%	<5%	1

2021-2022 School Performance Scorecard (22-23 not yet available)

School						SPS
StCode	Asst Supe 22-23	Zone 22-23	ILD 22-23	School Name	Grd Range 21-22	SPS Grade Band
8252	Charter	CH	Charter	**Memphis School of Excellence**	6-12	**K12**
8304	Charter	CH	Charter	**Memphis School of Excellence Cordova**	6-12	**K12**
8303	Charter	CH	Charter	**Memphis School of Excellence Cordova Elementary**	K-5	**K5**
8310	Charter	CH	Charter	**Memphis School of Excellence Elementary**	K-5	**K5**

Type	Overall Final Score	Achievement Category 2020-2021						
Eligible	Overall Level 2022	hievement Level 20	et + Exceeded Rate	ELA Level 2022	Met + Exceeded Rat	Math Level 2022	Met + Exceeded Ra	Science Level 2022
1	4.21	4.5	17.10%	4	10.90%	5	19.10%	4
1	4.17	4.75	24.20%	5	12.20%	5	19.30%	4
1	4.01	5	27.00%	5	14.90%	5	21.10%	5
1	3.71	3.67	11.40%	3	7.70%	3	25.30%	5

School Performan

ies Met + Exceeded	cial Studies Level 20	Growth Level 2022	AS Composite Level	AS Literacy Level 2	AS Numeracy Level	AAS Science Level 2	Social Studies Leve	LA Below Rate 202
22.30%	5	4.44	5	5	5	5	3	23.70%
34.30%	5	4.2	5	5	5	3	3	
		4.29	5	4	3	3		35.80%
		4.86	5	4	5	5		57.60%

ce Scorecard - Schoolyear 2021-2022

Growth Category 2021-2022

LA Below Rate 202	hange in Below Rat	ange in Below Leve	ath Below Rate 20	ath Below Rate 20	n Change in Below	hange in Below Lev	ence Below Rate 2	ence Below Rate 2
27.10%	3.4	**3**	71.90%	57.80%	-14.1	**5**	35.20%	33.10%
28.00%				50.60%				34.80%
28.00%	-7.8	**5**	60.40%	44.60%	-15.8	**5**	38.90%	32.10%
45.10%	-12.6	**5**	75.40%	60.30%	-15.1	**5**	59.30%	29.90%

Change in Below R	ange in Below Rate	Studies Below Rat	Studies Below Rat	es Change in Belov	es Change in Below	ge & Career Level	raduation Rate 202	duation Rate Level
-2.1	**4**	47.60%	40.10%	-7.5	**5**	**4.67**	100.00%	**5**
			31.50%					
-6.8	**5**							
-29.4	**5**							

College & Career Category 2021-2022						Climate Category 20		
raduation Rate 202	raduation Rate 202	tion Rate Change 2	ion Rate Change Le	Composite Mean 2	ACT Level 2022	Climate Level 2022	ttendance Rate 202	ndance Rate Level
100.00%	100.00%	0	**5**	16.9	**4**	**1.5**	92.50%	**2**
						2	93.50%	**3**
						1.5	93.20%	**2**
						1.5	91.50%	**2**

21-2022		School Filters	
uspension Rate 202	ension Rate Level 1	School Cat 21-22	Formula Filter
13.80%	**1**	High	
5.00%	**1**	High	HS NO CC
4.60%	**1**	Elementary	
3.30%	**1**	Elementary	

Scorecard

MSCS Office of Charter Schools

September Scores

Office of Charter Schools

School Name

Memphis School of Excellence

SIM

Calendar Accuracy
5

Calendar Submitted by Deadline
5

Enrollment and Registration Data Entered
5

(September) SIM Notes

ESL

Notification of ELL Services
5

Primary Home Language Survey
N/A

Teacher Licensure
5

(September) ESL Notes

Exceptional Education

Valid TN Teaching License
5

(September) Exceptional Education Notes

Federal Programs

Budget Completion, Accuracy, and Alignment
5

Timely and accurate completion of School Improvement Plan
5

Timely and Accurate Position Approval Submissions for Federal Grants
5

(September) Federal Programs Notes

General Compliance

Transportation Policy
5

Transportation Supervisor List
5

Safety Team
5

Comprehensive Plans
5

Teacher CPR Certification
5

PE Teacher CPR Certification
5

Meningococcal Disease
5

Influenza
5

Lead Prevention (Policy)*
5

RTI

Early Warning System (9-12)
5

Data Team (K-12)
5

Intervention Plans (K-12)
5

Intervention Tool (K-12)
5

Intervention Walkthrough
5

Master Schedule (K-12)
5

Universal Screener (K-8)
NA

Dyslexia Universal Screener
5

(September) RTI Notes

January Scores

Office of Charter Schools

Please see the "January Notes" section for a complete view of notes from internal departments.

School Name

Memphis School of Excellence

ESL

100% Completion of ILPs
5

Accurate ESL Service Hours
5

Appropriate ESL Course Code
5

(January) ESL Notes

Federal Programs

Timely and Accurate Implementation of Programmatic Requirements for Federal Grants
5

Timely Reimbursement Documentation Submission
5

(January) Federal Programs Notes

RTI

Data Team Minutes
5

Fidelity Check Schedule
5

Progress Monitoring
5

(January) RTI Notes

SEED

Re-Enrollment Percentage Score (All students)
5

Re-Enrollment Percentage Score (ESL)
5

Re-Enrollment Percentage Score (SPED)
4

(January) SEED Notes

SIM

Grades Entered in Powerschool Q1
5

Grades Entered in Powerschool Q2
5

(January) SIM Notes
0

General Compliance

Website Verification
5

Transportation Supervisor Hours
5

Board Training
5

General Compliance Notes

Health Services

Kindergarten Immunization and Physicals
N/A

Training Compliance Self-Administration of Medication
5

Health Services Notes

School Name

Memphis School of Excellence

January Notes

Office of Charter Schools

Please see notes regarding your scores from internal departments below

(January) ESL Notes

(January) Federal Programs Notes

(January) Office of Charter Schools/Health Services Notes

(January) SIM Notes

Grade store was requested in a timely manner.

(January) SEED Notes

(January) RTI Notes

June Scores

Office of Charter Schools

School Name

Memphis School of Excellence

Exceptional Education

- Complaints and Due Process: 5
- EOY Guidelines: 5
- Files in Compliance: 5
- Gen Ed Signatures: 5
- IEP at a Glance: 5
- Manifestation Meetings: 5
- Progress Reports: 5
- IEPs and Reevaluations: 5
- Valid Licensure: 5
- (June) Exceptional Education Notes

SEED

- 504 Compliance: Not Compliant
- Attrition Average Percentage: 5
- SPED Attrition Percentage: 5
- 5 ESL Attrition Percentage
- (June) SEED Notes

SIM

- PowerSchool EOY Checkout Completed: 5
- PowerSchool Q3 Grades Entered: 5
- PowerSchool Q4 Grades Entered: 5
- (June) SIM Notes: Great job!

Federal Programs

- Timely Reimbursement Documentation Submission: 5
- Timely and Accurate School Improvement Plan: 5
- (June) Federal Programs Notes: Reimbursement number 8252AE01231005 was expensed in January '23 but not submitted for reimbursement until May '23. Reimbursement

RTI

- RTI Intervention Plans: 5
- Data Team Minutes: 5
- June CSRS: 5

Benefits

- Proof of TCRS Payment: 5
- (June) Benefits Notes

ESL

- 5 Evidence of ESL Teache...
- 5 WIDA EOY Assessment ...
- (June) ESL Notes

HR

- 100% of teachers are licensed in the areas classes to which they are assigned: 2
- (June) HR Notes

Multi-Hazard and Health Services

- CPR Drills: 5
- Earthquake Drills: 5
- Fire Drills: 5
- Intruder Drill: 5
- Non-Evacuative Drills: 5
- (Health Services) Annual list of employees currently trained in CPR and First Aid: 5
- (Health Services) Nursing Services for Students who Require Assistance: 5

School Name

Memphis School of Excellence

June Notes

Office of Charter Schools

Please see notes regarding your scores from internal departments below

(June) ESL Notes

(June) Federal Programs Notes

Reimbursement number 8252AE01231005 was expensed in January '23 but not submitted for reimbursement until May '23. Reimbursement number 8252AE09221005 was expensed in September '22 but not submitted for reimbursement until May '23. Reimbursement number 8252AE10221005 was

(June) HR Notes

(June) SIM Notes

Great job!

(June) Multi-Hazard Online Submission System Notes

(June) Exceptional Education Notes

(June) SEED Notes

Attachment GG

(June) RTI Notes

(June) Benefits Notes

Cumulative Scores

Office of Charter Schools

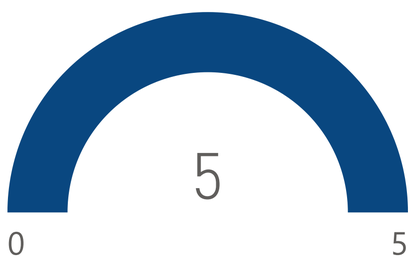
School Name

Memphis School of Excellence

Overall Cumulative Score

This cumulative score is not final until all scoring cycles are finished. Until the June scoring cycle is complete, these scores reflect only the completed cycles.

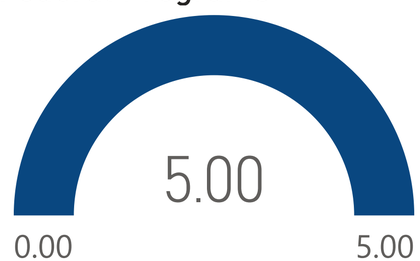
Benefits



English Language Learners

Exceptional Education

Federal Programs

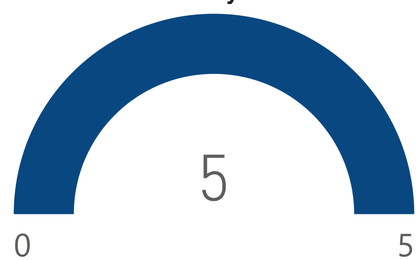


General Compliance

Health Services

Human Resources

Student Mobility



Student Info (SIM)

Not Compliant

Student Support Services

Attachment GG

Scorecard

MSCS Office of Charter Schools

Attachment GG

September Scores

Office of Charter Schools

School Name

Memphis School of Excellence Elementary

SIM

Calendar Accuracy
5

Calendar Submitted by Deadline
5

Enrollment and Registration Data Entered
5

(September) SIM Notes

ESL

Notification of ELL Services
5

Primary Home Language Survey
5

Teacher Licensure
5

(September) ESL Notes

Exceptional Education

Valid TN Teaching License
5

(September) Exceptional Education Notes

Federal Programs

Budget Completion, Accuracy, and Alignment
5

Timely and accurate completion of School Improvement Plan
5

Timely and Accurate Position Approval Submissions for Federal Grants
5

(September) Federal Programs Notes

General Compliance

Transportation Policy
5

Transportation Supervisor List
5

Safety Team
5

Comprehensive Plans
5

Teacher CPR Certification
5

PE Teacher CPR Certification
5

Meningococcal Disease
5

Influenza
5

Lead Prevention (Policy)*
5

RTI

Early Warning System (9-12)
NA

Data Team (K-12)
5

Intervention Plans (K-12)
5

Intervention Tool (K-12)
5

Intervention Walkthrough
5

Master Schedule (K-12)
5

Universal Screener (K-8)
5

Dyslexia Universal Screener
5

(September) RTI Notes

January Scores

Office of Charter Schools

Please see the "January Notes" section for a complete view of notes from internal departments.

School Name

Memphis School of Excellence Elementary

ESL

100% Completion of ILPs
5

Accurate ESL Service Hours
5

Appropriate ESL Course Code
5

(January) ESL Notes

Federal Programs

Timely and Accurate Implementation of Programmatic Requirements for Federal Grants
5

Timely Reimbursement Documentation Submission
5

(January) Federal Programs Notes

RTI

Data Team Minutes
5

Fidelity Check Schedule
5

Progress Monitoring
5

(January) RTI Notes

SEED

Re-Enrollment Percentage Score (All students)
5

Re-Enrollment Percentage Score (ESL)
5

Re-Enrollment Percentage Score (SPED)
5

(January) SEED Notes

SIM

Grades Entered in Powerschool Q1
5

Grades Entered in Powerschool Q2
5

(January) SIM Notes
0

General Compliance

Website Verification
5

Transportation Supervisor Hours
5

Board Training
5

General Compliance Notes

Health Services

Kindergarten Immunization and Physicals
5

Training Compliance Self-Administration of Medication
5

Health Services Notes

School Name

Memphis School of Excellence Elementary

January Notes

Office of Charter Schools

Please see notes regarding your scores from internal departments below

(January) ESL Notes

(January) Federal Programs Notes

(January) Office of Charter Schools/Health Services Notes

(January) SIM Notes

Grade store was requested in a timely manner.

(January) SEED Notes

(January) RTI Notes

June Scores

Office of Charter Schools

School Name

Memphis School of Excellence Elementary

Exceptional Education

- Complaints and Due Process: 5
- EOY Guidelines: 5
- Files in Compliance: 5
- Gen Ed Signatures: 5
- IEP at a Glance: 5
- Manifestation Meetings: 5
- Progress Reports: 5
- IEPs and Reevaluations: 5
- Valid Licensure: 5
- (June) Exceptional Education Notes

SEED

- 504 Compliance: Compliant
- Attrition Average Percentage: 5
- SPED Attrition Percentage: 5
- 5 ESL Attrition Percentage
- (June) SEED Notes

SIM

- PowerSchool EOY Checkout Completed: 5
- PowerSchool Q3 Grades Entered: 5
- PowerSchool Q4 Grades Entered: 5
- (June) SIM Notes

Federal Programs

- Timely Reimbursement Documentation Submission: 5
- Timely and Accurate School Improvement Plan: 5
- (June) Federal Programs Notes: Reimbursement number 8310BF01231005 was expensed in January '23 but not submitted for reimbursement until May '23. Reimbursement

RTI

- RTI Intervention Plans: 5
- Data Team Minutes: 5
- June CSRS: 5

Benefits

- Proof of TCRS Payment: 5
- (June) Benefits Notes

ESL

- 5 Evidence of ESL Teache...
- 5 WIDA EOY Assessment ...
- (June) ESL Notes

HR

- 100% of teachers are licensed in the areas classes to which they are assigned: 1
- (June) HR Notes: Teneka Robinson- teaching outside of endorsement.

Multi-Hazard and Health Services

- CPR Drills: 5
- Earthquake Drills: 5
- Fire Drills: 5
- Intruder Drill: 5
- Non-Evacuative Drills: 5
- (Health Services) Annual list of employees currently trained in CPR and First Aid: 5
- (Health Services) Nursing Services for Students who Require Assistance: 5

School Name

Memphis School of Excellence Elementary

June Notes

Office of Charter Schools

Please see notes regarding your scores from internal departments below

(June) ESL Notes

(June) Federal Programs Notes

Reimbursement number 8310BF01231005 was expensed in January '23 but not submitted for reimbursement until May '23. Reimbursement number 8310BF09221005 was expensed in September '22 but not submitted for reimbursement until May '23. Reimbursement number 8310BF10221005 was

(June) HR Notes

Teneka Robinson-teaching outside of endorsement.

(June) SIM Notes

(June) Multi-Hazard Online Submission System Notes

(June) Exceptional Education Notes

(June) SEED Notes

(June) RTI Notes

(June) Benefits Notes

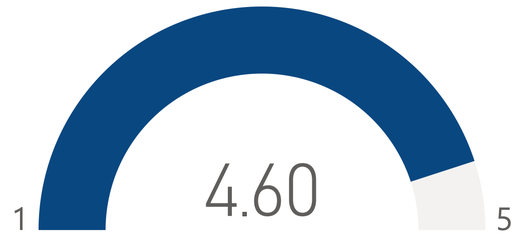
Cumulative Scores

Office of Charter Schools

School Name

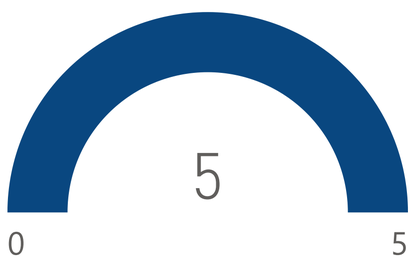
Memphis School of Excellence Elementary

Overall Cumulative Score



This cumulative score is not final until all scoring cycles are finished. Until the June scoring cycle is complete, these scores reflect only the completed cycles.

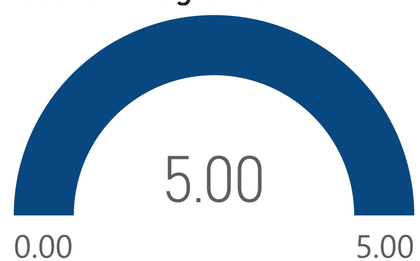
Benefits



English Language Learners

Exceptional Education

Federal Programs

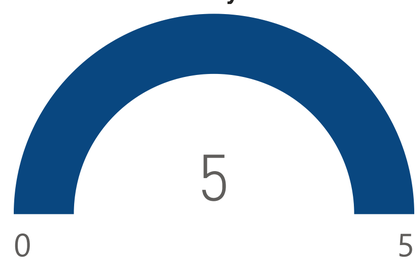


General Compliance

Health Services

Human Resources

Student Mobility



Student Info (SIM)

Compliant

Student Support Services

Attachment GG

Scorecard

MSCS Office of Charter Schools

Attachment GG

September Scores

Office of Charter Schools

School Name

Memphis School of Excellence Cordova

SIM

Calendar Accuracy
5

Calendar Submitted by Deadline
5

Enrollment and Registration Data Entered
5

(September) SIM Notes

ESL

Notification of ELL Services
5

Primary Home Language Survey
N/A

Teacher Licensure
5

(September) ESL Notes

Exceptional Education

Valid TN Teaching License
5

(September) Exceptional Education Notes

Federal Programs

Budget Completion, Accuracy, and Alignment
5

Timely and accurate completion of School Improvement Plan
5

Timely and Accurate Position Approval Submissions for Federal Grants
5

(September) Federal Programs Notes

General Compliance

Transportation Policy
5

Transportation Supervisor List
5

Safety Team
5

Comprehensive Plans
5

Teacher CPR Certification
5

PE Teacher CPR Certification
5

Meningococcal Disease
5

Influenza
5

Lead Prevention (Policy)*
5

RTI

Early Warning System (9-12)
5

Data Team (K-12)
5

Intervention Plans (K-12)
5

Intervention Tool (K-12)
5

Intervention Walkthrough
5

Master Schedule (K-12)
5

Universal Screener (K-8)
5

Dyslexia Universal Screener
5

(September) RTI Notes

January Scores

Office of Charter Schools

Please see the "January Notes" section for a complete view of notes from internal departments.

School Name

Memphis School of Excellence Cordova

ESL

100% Completion of ILPs
5

Accurate ESL Service Hours
5

Appropriate ESL Course Code
5

(January) ESL Notes

Federal Programs

Timely and Accurate Implementation of Programmatic Requirements for Federal Grants
5

Timely Reimbursement Documentation Submission
5

(January) Federal Programs Notes

RTI

Data Team Minutes
5

Fidelity Check Schedule
5

Progress Monitoring
5

(January) RTI Notes

SEED

Re-Enrollment Percentage Score (All students)
5

Re-Enrollment Percentage Score (ESL)
5

Re-Enrollment Percentage Score (SPED)
5

(January) SEED Notes

SIM

Grades Entered in Powerschool Q1
5

Grades Entered in Powerschool Q2
5

(January) SIM Notes
0

General Compliance

Website Verification
5

Transportation Supervisor Hours
5

Board Training
5

General Compliance Notes

Health Services

Kindergarten Immunization and Physicals
N/A

Training Compliance Self-Administration of Medication
5

Health Services Notes

School Name

Memphis School of Excellence Cordova

January Notes

Office of Charter Schools

Please see notes regarding your scores from internal departments below

(January) ESL Notes

(January) Federal Programs Notes

(January) Office of Charter Schools/Health Services Notes

(January) SIM Notes

Grade store was requested in a timely manner.

(January) SEED Notes

(January) RTI Notes

June Scores

Office of Charter Schools

School Name

Memphis School of Excellence Cordova

Exceptional Education

- Complaints and Due Process: 5
- EOY Guidelines: 5
- Files in Compliance: 5
- Gen Ed Signatures: 5
- IEP at a Glance: 5
- Manifestation Meetings: 5
- Progress Reports: 5
- IEPs and Reevaluations: 5
- Valid Licensure: 5
- (June) Exceptional Education Notes

SEED

- 504 Compliance: Compliant
- Attrition Average Percentage: 5
- SPED Attrition Percentage: 5
- 5 ESL Attrition Percentage
- (June) SEED Notes

SIM

- PowerSchool EOY Checkout Completed: 5
- PowerSchool Q3 Grades Entered: 5
- PowerSchool Q4 Grades Entered: 5
- (June) SIM Notes

Federal Programs

- Timely Reimbursement Documentation Submission: 5
- Timely and Accurate School Improvement Plan: 5
- (June) Federal Programs Notes: Reimbursement number 8304EM01231005 was expensed in January '23 but not submitted for reimbursement until May '23. Reimbursement

RTI

- RTI Intervention Plans: 5
- Data Team Minutes: 5
- June CSRS: 5

Benefits

- Proof of TCRS Payment: 5
- (June) Benefits Notes

ESL

- 5 Evidence of ESL Teache...
- 5 WIDA EOY Assessment ...
- (June) ESL Notes

HR

- 100% of teachers are licensed in the areas classes to which they are assigned: 1
- (June) HR Notes

Multi-Hazard and Health Services

- CPR Drills: 5
- Earthquake Drills: 5
- Fire Drills: 5
- Intruder Drill: 5
- Non-Evacuative Drills: 5
- (Health Services) Annual list of employees currently trained in CPR and First Aid: 5
- (Health Services) Nursing Services for Students who Require Assistance: 5

School Name

Memphis School of Excellence Cordova

June Notes

Office of Charter Schools

Please see notes regarding your scores from internal departments below

(June) ESL Notes

(June) Federal Programs Notes

Reimbursement number 8304EM01231005 was expensed in January '23 but not submitted for reimbursement until May '23. Reimbursement number 8304JW01231005 was expensed in January '23 but not submitted for reimbursement until May '23. Reimbursement number 8304JW10221005 was expensed in October '22 but not submitted for

(June) HR Notes

(June) SIM Notes

(June) Multi-Hazard Online Submission System Notes

(June) Exceptional Education Notes

(June) SEED Notes

Attachment GG

(June) RTI Notes

(June) Benefits Notes

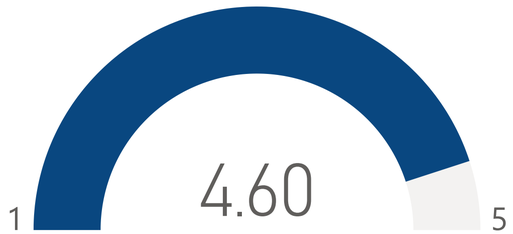
Cumulative Scores

Office of Charter Schools

School Name

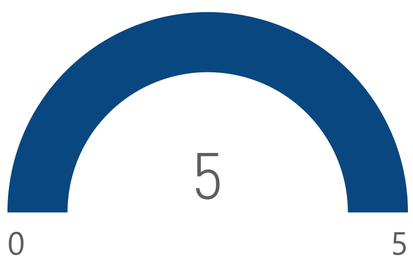
Memphis School of Excellence Cordova

Overall Cumulative Score



This cumulative score is not final until all scoring cycles are finished. Until the June scoring cycle is complete, these scores reflect only the completed cycles.

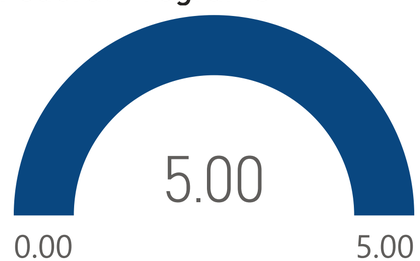
Benefits



English Language Learners

Exceptional Education

Federal Programs

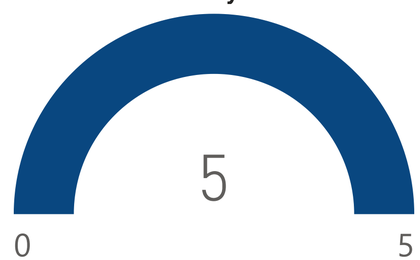


General Compliance

Health Services

Human Resources

Student Mobility



Student Info (SIM)

Compliant

Student Support Services

Attachment GG

Scorecard

MSCS Office of Charter Schools

Attachment GG

September Scores

Office of Charter Schools

School Name

Memphis School of Excellence Cordova Elementary

SIM

Calendar Accuracy
5

Calendar Submitted by Deadline
5

Enrollment and Registration Data Entered
5

(September) SIM Notes

ESL

Notification of ELL Services
5

Primary Home Language Survey
5

Teacher Licensure
5

(September) ESL Notes

Exceptional Education

Valid TN Teaching License
5

(September) Exceptional Education Notes

Federal Programs

Budget Completion, Accuracy, and Alignment
5

Timely and accurate completion of School Improvement Plan
5

Timely and Accurate Position Approval Submissions for Federal Grants
5

(September) Federal Programs Notes

General Compliance

Transportation Policy
5

Transportation Supervisor List
5

Safety Team
5

Comprehensive Plans
5

Teacher CPR Certification
5

PE Teacher CPR Certification
5

Meningococcal Disease
5

Influenza
5

Lead Prevention (Policy)*
5

RTI

Early Warning System (9-12)
NA

Data Team (K-12)
5

Intervention Plans (K-12)
5

Intervention Tool (K-12)
5

Intervention Walkthrough
5

Master Schedule (K-12)
5

Universal Screener (K-8)
5

Dyslexia Universal Screener
5

(September) RTI Notes

January Scores

Office of Charter Schools

Please see the "January Notes" section for a complete view of notes from internal departments.

School Name

Memphis School of Excellence Cordova Elementary

ESL

100% Completion of ILPs
5

Accurate ESL Service Hours
5

Appropriate ESL Course Code
5

(January) ESL Notes

Federal Programs

Timely and Accurate Implementation of Programmatic Requirements for Federal Grants
1

Timely Reimbursement Documentation Submission
5

(January) Federal Programs Notes

Missing the following documents:
2022-2023 SIP Meeting Agendas, Minutes
Annual Title 1 Meeting Documents
McKinney-Vento Training Documents
Title 1 Family Engagement

RTI

Data Team Minutes
5

Fidelity Check Schedule
5

Progress Monitoring
5

(January) RTI Notes

SEED

Re-Enrollment Percentage Score (All students)
5

Re-Enrollment Percentage Score (ESL)
5

Re-Enrollment Percentage Score (SPED)
5

(January) SEED Notes

SIM

Grades Entered in Powerschool Q1
5

Grades Entered in Powerschool Q2
5

(January) SIM Notes
0

General Compliance

Website Verification
5

Transportation Supervisor Hours
5

Board Training
5

General Compliance Notes

Health Services

Kindergarten Immunization and Physicals
5

Training Compliance Self-Administration of Medication
5

Health Services Notes

School Name

Memphis School of Excellence Cordova Elementary

January Notes

Office of Charter Schools

Please see notes regarding your scores from internal departments below

(January) ESL Notes

(January) Federal Programs Notes

Missing the following documents:
2022-2023 SIP Meeting Agendas, Minutes
Annual Title 1 Meeting Documents
McKinney-Vento Training Documents
Title 1 Family Engagement Documents

(January) Office of Charter Schools/Health Services Notes

(January) SIM Notes

Grade store was requested in a timely manner.

(January) SEED Notes

(January) RTI Notes

June Scores

Office of Charter Schools

School Name

Memphis School of Excellence Cordova Elementary

Exceptional Education

- Complaints and Due Process: 5
- EOY Guidelines: 5
- Files in Compliance: 5
- Gen Ed Signatures: 5
- IEP at a Glance: 5
- Manifestation Meetings: 5
- Progress Reports: 5
- IEPs and Reevaluations: 5
- Valid Licensure: 5
- (June) Exceptional Education Notes

SEED

- 504 Compliance: Compliant
- Attrition Average Percentage: 5
- SPED Attrition Percentage: 5
- 5 ESL Attrition Percentage
- (June) SEED Notes

SIM

- PowerSchool EOY Checkout Completed: 5
- PowerSchool Q3 Grades Entered: 5
- PowerSchool Q4 Grades Entered: 5
- (June) SIM Notes

Federal Programs

- Timely Reimbursement Documentation Submission: 5
- Timely and Accurate School Improvement Plan: 5
- (June) Federal Programs Notes: Reimbursement number 8303AJ09221005 was expensed in September '22 but not submitted for reimbursement until May '23. Reimbursement

RTI

- RTI Intervention Plans: 5
- Data Team Minutes: 5
- June CSRS: 5

Benefits

- Proof of TCRS Payment: 5
- (June) Benefits Notes

ESL

- 5 Evidence of ESL Teache...
- 5 WIDA EOY Assessment ...
- (June) ESL Notes

HR

- 100% of teachers are licensed in the areas classes to which they are assigned: 5
- (June) HR Notes

Multi-Hazard and Health Services

- CPR Drills: 5
- Earthquake Drills: 5
- Fire Drills: 5
- Intruder Drill: 5
- Non-Evacuative Drills: 5
- (Health Services) Annual list of employees currently trained in CPR and First Aid: 5
- (Health Services) Nursing Services for Students who Require Assistance: 5

School Name

Memphis School of Excellence Cordova Elementary

June Notes

Office of Charter Schools

Please see notes regarding your scores from internal departments below

(June) ESL Notes

(June) Federal Programs Notes

Reimbursement number 8303AJ09221005 was expensed in September '22 but not submitted for reimbursement until May '23. Reimbursement number 8303AJ10221005 was expensed in October '22 but not submitted for reimbursement until May '23. Reimbursement number

(June) HR Notes

(June) SIM Notes

(June) Multi-Hazard Online Submission System Notes

(June) Exceptional Education Notes

(June) SEED Notes

(June) RTI Notes

(June) Benefits Notes

Cumulative Scores

Office of Charter Schools

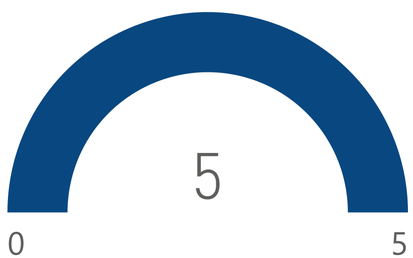
School Name

Memphis School of Excellence Cordova Elementary

Overall Cumulative Score

This cumulative score is not final until all scoring cycles are finished. Until the June scoring cycle is complete, these scores reflect only the completed cycles.

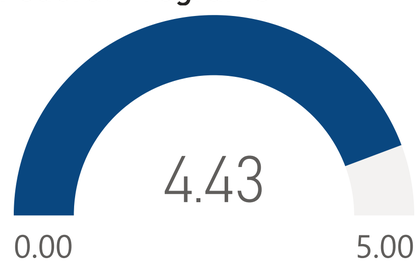
Benefits



English Language Learners

Exceptional Education

Federal Programs

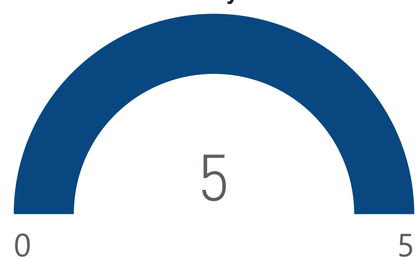


General Compliance

Health Services

Human Resources

Student Mobility



Student Info (SIM)

Compliant

Student Support Services

Attachment GG

2021-2022 Operations Scorecard

School Name	School Number	OSC Cumulative Score	Benefits	English Language Learners	Exceptional Education	Health Services	Human Resources	Federal Programs	Student Mobility	Student Discipline	Student Info	Student Support Services	General Compliance	RTI
Memphis School of Excellence	8252	4.733333333	5	5	5	4.33333333	3	5	5.00	0	5.00	compliant	5.00	5.00
Memphis School of Excellence Cordova 6-12	8304	4.483333333	5	5	5	4.33333333	3	5		0	5.00	compliant	5.00	5.00
Memphis School of Excellence Elementary	8310	4.533333333	5	5	5	4.33333333	1	5	5.00	0	5.00	compliant	5.00	5.00
Memphis School Of Excellence Elementary Cordova	8303	4.683333333	5	5	5	4.33333333	3	5	4.00	0	5.00	compliant	5.00	5.00

Memphis School of Excellence Combined		
Charter School Financial Scorecard		
Fiscal Year 2022		
CATEGORIES	**Major Weights**	**Score**
Financial Performance	**20%**	**5.00**
Enrollment Variance	105.1908397	5.00
Total Margin	0.52%	5.00
Aggregated Total Margin	6.77%	5.00
Liquidity	**25%**	**4.67**
Current Ratio	2.94	4.00
Unrestricted Cash Days	87.21	5.00
Cash Flow	$932,341.00	5.00
Debt Burden	**5%**	**5.00**
Debt to Asset Ratio	0.27	5.00
Financial Sustainability	**20%**	**5.00**
Primary Reserve Ratio	1.28	5.00
Financial Report Compliance	**15%**	**4.00**
Timeliness of Audit	yes	5.00
Timeliness of AFR/AFR Balanced	no	1.00
Timeliness & Alignment of Board-Approved Budget	yes	5.00
Timeliness of 990 Form	yes	5.00
Financial Audit Results	**15%**	**5.00**
Opinion on the Financial Statements (GAAP)	Unmodified Opinion, 5.00	5.00
Audit Findings with Financial Statements	No material weaknesses or significant deficiencies, 5.00	5.00
Going Concern	no	5.00
Debt-Compliance Issue	no	5.00
SCORE		
TOTAL	**100%**	**4.77**

	A	B	C
1	Memphis School of Excellence Combined		
2			
3			
4			
5			
6	***Charter School Financial Scorecard***		
7	**Fiscal Year 2021**		
8			
9			
10	**CATEGORIES**	**Major**	
11		**Weights**	
12			
13	**Financial Performance**	**20%**	**4.67**
14	Totals		
15	Enrollment Variance	92.41%	4.00
16	Total Margin	8.64%	5.00
17	Aggregated Total Margin	20.27%	5.00
18			
19	**Liquidity**	**25%**	**5.00**
20	Current Ratio	4.25	5.00
21	Unrestricted Cash Days	127	5.00
22	Cash Flow	$ 2,451,322.00	5.00
23			
24	**Debt Burden**	**5%**	**5.00**
25	Debt to Asset Ratio	*0.24*	5.00
26			
27	**Financial Sustainability**	**20%**	**3.00**
28	Primary Reserve Ratio	*0.34*	3.00
29			
30	**Financial Report Compliance**	**15%**	**5.00**
31	Timeliness of Audit	YES	5.00
32	Timeliness of AFR/AFR Balanced	YES	5.00
33	Timeliness & Alignment of Board-Approved Budget	YES	5.00
34	Timeliness of 990 Form	YES	5.00
35			
36	**Financial Audit Results**	15%	**5.00**
37	Opinion on the Financial Statements (GAAP)	Yes	5.00
38	Audit Findings with Financial Statements	NO	5.00
39	Going Concern	NO	5.00
40	Debt-Compliance Issue	NO	5.00
41			
42	**SCORE**		
43			
44	**TOTAL**	**100%**	**4.53**

Memphis School of Excellence Elementary (Hickory Hill)

2021-22 Final Interim Report

Office of Charter Schools

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About Memphis-Shelby County Schools' Charter School Interim Visits

MSCS Interim Review Process

High stakes reviews are an essential component of any school accountability process. NACSA's *Principles & Standards for Quality Charter School Authorizing* provides that quality authorizers conduct periodic high stakes reviews every five years. This quality practice is embodied in Tennessee law requiring that "[a]n interim review of a charter school shall be conducted by the chartering authority … in the fifth year of a charter school's initial period of operation and also in the fifth year following any renewal of a charter agreement." T.C.A. § 49-13-121(d).

Memphis-Shelby County Schools (MSCS or the District) conducts interim reviews for each school in the fifth year of its charter term. Interim reviews provide MSCS and the school an opportunity to understand the school's overall status in relation to charter renewal standards. The site visit is an important component of the review. Based on the interim review, including the site visit, MSCS will make a judgment about renewal status. Where performance is unsatisfactory, interim review results may provide a basis for intervention.

A site visit is an important opportunity for the authorizer to experience a school's day-to-day operation, to observe the culture, and to gather evidence that helps to document and illuminate school performance. When charter renewal status is under consideration, the visit plays a particularly important role in providing context for the school's overall record of performance. MSCS renewal visits are designed to accomplish the following:

- Generate additional evidence of performance in relation to charter contract and state standards.
- Document and assess fidelity of the educational culture and program particularly in relation to the essential program terms.
- Assess viability of the school's plans going forward particularly with respect to proposed material changes in program, school size or grades served.

Most interim site visits will have both summative and formative components.

Summative components. Summative components are elements of the visit that directly inform the district's judgment about the degree to which the school is on track for renewal.

Formative components. Formative components are elements of the visit that inform the district's understanding of the school's educational process or school operations but do not directly affect the district's ratings of school performance and are not material to the

district's decision to approve or deny a material aspect of the school's plans going forward.

School Autonomy. When MSCS engages in formative assessment, including site visits, it frames the scope of reviews in ways that respect charter school autonomy. This framing includes:

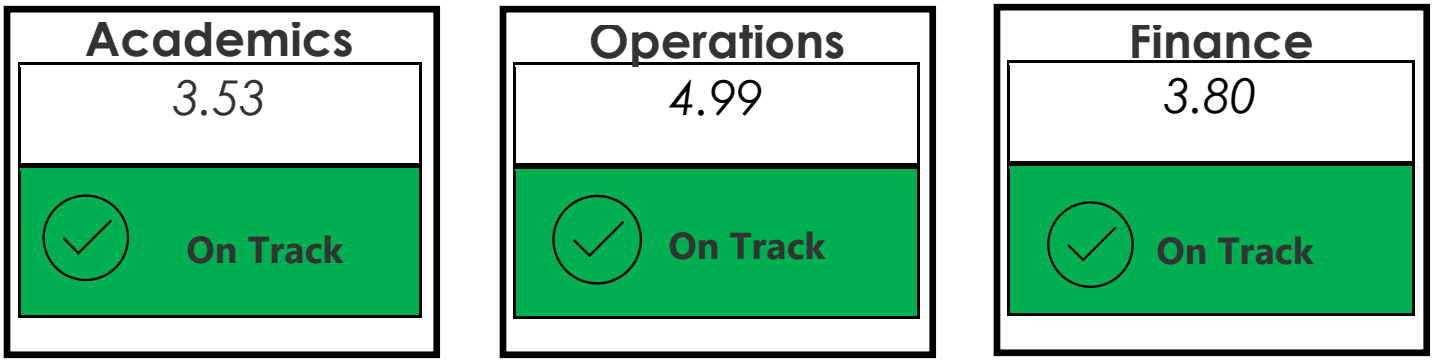
- Focusing the visit on areas that either directly pertain to school performance as defined in the district's performance scorecard or that pertain to programmatic plans and priorities identified by the school in its core materials such as the charter agreement, the interim report, and/or the essential program terms.
- Providing advance notice, whenever possible, on requests for access to documents and other materials.
- Limiting document requests to the format in which the school has created them rather than requiring the school to create new documents solely for purposes of the visit.
- Providing for school input on the sequencing of visit activities in order to maximize fulfillment of the visit's purpose and minimize disruption of teaching and learning.
- Referencing judgments either to standards set out in the district's performance scorecard or to programmatic or operational priorities that the school has identified.

COVID-19 Impact. The COVID-19 pandemic presents extraordinary circumstances for all things related to schools and education. The District's objective has been for the 2021-22 interim visits to mirror the structure, to the extent practicable, of visits as they have occurred in typical circumstances. To this end, the visits include all "standard" components such as class observations, teacher and leadership conversations, parent focus groups, student focus groups, and board conversations, among other things. All observations completed by MSCS were conducted in person. To continue to mitigate close-contact, MSCS conducted most other components including interviews and focus groups virtually.

COVID-19 has also affected standardized assessment and accountability in Tennessee. The state waived TNReady assessments in 2019-20 due to the pandemic. In 2020-21, the state required public schools, including charters schools, to administer TNReady assessments but included a "hold harmless" provision. "Hold harmless" means that the assessment results do not count against the school for purposes of academic accountability provided that 80% of eligible students in tested grades (3-12) took the assessment. The MSCS charter schools up for interim review in 2021-22 met the hold harmless requirement. Their 2020-21 TN Ready results do not factor into their school performance scorecard status. The results may, however, have informed priorities for the interim visit. To the extent that they are referenced in the report, it is for informative purposes.

Findings and Recommendations.
This Interim Site Visit Report captures the visit team's observations and findings. The findings focus on the formative and summative priorities identified for the visit based on the school's program, planning, and performance. The recommendations, if any, address material considerations or decisions affecting the remainder of the current charter term.[1] This site visit report is part of a comprehensive 5-Year Interim Report that the Office of Charter Schools will present to the school. That 5-Year Interim Report will include a judgment about the degree to which the school is on track for renewal based on assessment of the school's cumulative record of performance to date.

Final Interim Status: On Track



Based on the guidance provided by the state department of education, the Office of Charter Schools has determined that Memphis School of Excellence Elementary-HH is currently "ON TRACK," not at risk of nonrenewal. Due to COVID-19, the most recent scorecard is the 2018-19 scorecard. During the 2019-2020 school year, due to COVID, testing was cancelled. Therefore, the school did not receive scores. During the 2020-2021 school year scores were held harmless due to the LEA meeting the testing threshold.

This report will be used by Shelby County Schools when making renewal, nonrenewal, or revocation decisions in the future. In the subsequent sections of this report, there are summaries of each of the three performance scorecards that identifies successes and areas of improvement for Memphis School of Excellence Elementary-HH.

[1] For example, if the school is contemplating expansion of grades or enrollment during the second half of the charter term, the report may include a recommendation related to the potential change. Alternatively, if the school is currently under monitoring for non-compliance, the visit may include updated compliance information along with a recommendation for monitoring status going forward.

Memphis School of Excellence Elementary-Hickory Hill Background & Profile

Background

Memphis School of Excellence Elementary (MSE Elementary) was authorized by SCS in 2016 and opened for the 2017-18 school year. Its mission is to prepare students for higher learning in a safe, caring, and collaborative atmosphere through a quality learner-centered educational program with a strong emphasis on science, technology, engineering, and mathematics (STEM).[2] In addition to STEM, the application emphasizes standards-aligned project-based learning (PBL) to foster interdisciplinary learning.[3]

MSE Elementary is located in the Hickory Hill community of Shelby County serving students in grades K-5. In its 5-Year (Interim) Report, the school reports a current enrollment of 394 students as of 12/1/21.[4] The school population is predominantly Black (51.1%) and Hispanic (45%) with small percentages of White and multiple race students making up the balance.

MSE Elementary is operated by MSE Schools, a charter school network. MSE Schools currently operates four charter schools in Shelby County. MSE Elementary pairs with the organization's original charter school, Memphis School of Excellence, serving grades 6-12 in Hickory Hill. MSE Schools also has paired elementary (K-5) and upper (6-12) schools located in the Cordova community.

With respect to special populations, just over one-half (52%) of MSE Elementary's students are Direct Certified. More than one quarter (28.7%) are English learners, a significantly higher percentage than for the district as a whole (9.4%). 4.8% of students have been identified with disabilities compared with the district average of 10%. The school intends to increase enrollment by 68 students (17%) between this year and next school year (2022-23). Subsequently, the school projects stable enrollment of 462 students for the duration of the charter term.[5]

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[2] Memphis School of Excellence-Elementary, Charter School Proposal (4/1/15) [*hereinafter* MSE Elementary Application], p. 4.
[3] MSE Elementary Application, p.`17.
[4] Memphis School of Excellence-Elementary, 5 Year Report (12/01/21) [*hereinafter* MSE 5 Year Report], p. 6 (reporting enrollment as of 12/01/21). MSE Elementary's reported enrollment matches the enrollment in the school's MSCS School Profile as of December 2021.
[5] *Id.*

Visit Structure

The performance status and future plans of each school dictate the visit structure and activities. That said, there are standard components that Memphis-Shelby County Schools incorporates into most, if not all, visits. The Charter Schools Office tailors these components to the priorities identified for each school.

Introductory Meeting. The introductory meeting provides an in-person opportunity for the full site visit team to review the purpose and structure of the visit with the school's leadership. It also provides an important opportunity for the school's leadership team to share any information about the schedule or the school day that they believe should inform the visit team's review. The visit team and school leadership use this time to confirm the schedule and/or make adjustments as needed.

Observations. Observations provide direct evidence of how adults and children function in the school environment. Observations have specific objectives based on the school's program and plans. For example, classroom observations incorporate review of essential elements of the educational program, or programmatic elements related to plans articulated in the school's interim report. By tailoring the focus of observations to school-identified priorities and plans, the district can provide formative feedback that aligns with school-generated criteria, rather than imposing external judgments about educational inputs and process.

Document Review. Document review provides an opportunity for the site visit team to review primary source materials that may be difficult to review remotely or whose relevance becomes apparent during the visit. For example, the lesson plan for a particular class may be relevant to an observation of that class.

Teacher and Leadership Interviews. Teacher and leadership interviews offer a way to better understand the school's experience, beliefs, and plans related to school program and operations. As with observations, each interview has a primary purpose, or purposes aligned with the overall priorities identified for the visit.

Student and Parent Focus Groups. Focus groups provide an opportunity for visitors to engage directly with students and parents. They can provide important perspective, particularly about the educational program and school culture, from the people for whom the school ultimately exists.

Board Discussion. The visit includes a meeting with members of the school's governing board. One purpose for the board conversation is to assess the role and engagement of the board in defining and monitoring expected academic, organizational, and financial

outcomes. A second purpose is to understand the board's role and capacity in relation to the school's proposed changes during the second half of the current charter term.

MSE ELEMENTARY INTERIM VISIT SCHEDULE

Time	Type		MSCS Participants
8:00 – 8:15 AM	Opening Meeting (virtual)		MSCS Team
8:15 – 9:00 AM	Conversation (virtual)	MSE Leadership	MSCS Team
9:10 – 9:35 AM	Classroom Observations	4th-5th Science	S. Kuhn, D. Rogers, E. Smith
		K-1 ESL	L. Thompson, C. Harvey
		5th ELA	R. Jackson, D. Tatum-Cross
9:40 – 10:00 AM	Classroom Observations	2nd-3rd ESL	S. Kuhn, D. Rogers, E. Smith
		1st ELA	L. Thompson, C. Harvey
		3rd Math	R. Jackson, J. Johnson, D. Tatum-Cross
10:00 – 10:30 AM	Focus Group (virtual)	Students	L. Thompson, C. Harvey, A. Parker, C. Hill
10:30 – 11:00 AM	Focus Group (virtual)	Parents	S. Kuhn, A. Parker, D. Rogers, E. Smith, C. Hill
11:15 – 11:45 AM	Conversation	Teachers	R. Jackson, J. Johnson, D. Tatum-Cross
11:45 AM –12:15 PM	Conversation	Board	B. Monda, W. Haft, A. Parker
12:20 – 12:50 PM	Closing (virtual)	MSE Leadership	MSCS Team

Memphis School of Excellence Elementary Visit Priorities, Findings & Recommendations

Summary

1. **Visit Priority: ELA and math instruction**. How is MSE Elementary developing and implementing plans for improving student outcomes, particularly in ELA and math?

Findings.
Teachers and leadership appeared to be well aligned in their articulation of the school's academic focus and instructional priorities, and in practice, the visit team observed a consistently deliberate, rigorous approach to instruction.

With respect to academic outcomes, the school provided only general rather than specific indications of progress to date.

2. **Visit Priority:** How is MSE Elementary implementing the key design elements of STEM and project-based learning?

Finding. STEM and project-based learning (PBL) are paired components of the MSE Elementary curriculum. The school appears to have instilled in the instructional team a project-based mindset that is formalized in quarterly STEM-related projects but that also finds expression in day-to-day instruction.

3. **Visit Priority:** Does MSE Elementary have an instructional environment conducive to advancing WIDA standards across all content areas?

Finding. MSE Elementary appears to be developing capacity for ESL instruction appropriately and effectively. In practice, the visit team observed sound ESL instruction in both co-teaching and pullout settings. The team wondered, however, if there is an opportunity to align pullout instruction more clearly with the Tier 1 content that students would otherwise be learning.

4. **Visit Priority:** How is MSE Elementary managing student attendance in light of the significant increase in student absences in fall of 2021?

Finding. Leadership is monitoring attendance closely and described using both incentives and consequences to encourage attendance. To the school's credit, the current attendance challenges did not seem to influence the school's expectations for student learning and achievement.

5. **Visit Priorities:** To what extent has MSE Elementary resolved previous financial liquidity issues? How developed are MSE's plans for meeting its enrollment goals going forward?

Findings.
The network appears to be in sound financial health. MSE Schools leadership attributes the FY20 results to differences in accounting with respect to how costs for the MSE Schools central office are allocated among the different MSE schools.

MSE Elementary appears to be taking a responsible approach to planning for enrollment growth.

MSE Elementary's and MSE Schools' 2022 financial scorecards – based on FY21 audited financials – will provide the OCS an opportunity to follow up on the school's financial status.

The board appears to take more the role of recipient of well-presented financial information than active participant in financial planning.

Analysis

EDUCATIONAL PROGRAM

A. EDUCATIONAL PROGRAM

Educational program analysis includes any aspect of school programming that touches directly on learning content or outcomes.

Visit Priority: ELA and math instruction. How is MSE Elementary developing and implementing plans for improving student outcomes, particularly in ELA and math?

Findings.
Teachers and leadership appeared to be well aligned in their articulation of the school's academic focus and instructional priorities, and in practice, the visit team observed a consistently deliberate, rigorous approach to instruction.

With respect to academic outcomes, the school provided only general rather than specific indications of progress to date.

Discussion
MSE Elementary's early academic performance results are mixed. The school's overall 2018-2019 School Performance Scorecard rating of 3.53 meets the SCS standard for satisfactory performance. That rating is, however, based on only one year of state data. After having no results in 2019-20 due to COVID-19, the school's results in 2020-21 dropped significantly from 2018-19. In ELA, more than half (57.6%) of students were at the "below" level, an increase of 23.3 percentage points. The change in mathematics was even more dramatic. The school went from roughly one quarter (28.6%) of students earning a "below" rating in 2019 to three quarters (75.4%) being at that level in 2021. Although these

results may be substantially influenced by the challenges of COVID-19 and do not count for accountability purposes, they provide an indication of students' significant academic needs. The interim visit provided an opportunity to better understand how MSE Elementary is responding to these results in 2021-22 and to understand the school's teaching and learning plans going forward, particularly with respect to math and ELA.

During the visit, teachers and leadership appeared to be well aligned in their articulation of the school's academic focus and instructional priorities. Leadership emphasized the priority of recovering learning loss caused by the pandemic and spoke with some specificity to academic goals based on multiple metrics. They identified goals for 60% of students to meet their MAP targets for the year and for all students to make at least one year's growth based on TNReady. Leadership reported that the school has established goals for each teacher based on MAP results. The school has adopted a new math curriculum (Ready Mathematics – Curriculum Associates) based its attention to identifying pre-requisite skills and to facilitating differentiation. The school receives some outside training for implementation. Leadership reported that students are showing growth in both math and ELA but did not offer particulars regarding results from their interim assessments. The MSE governing board appears to be actively engaged in receiving information from the network, but board members did not speak with specificity to academic performance information, and the board's role in academic program decision-making is not clear.

Consistent with leadership, teachers emphasized the need to close gaps and address learning loss due to students working remotely for most of last year. Teachers report that they rely on curriculum pacing guides to plan scope and sequence with day-to-day priorities informed by MAP testing and benchmark assessments. They did not speak to the particulars of how the data informs their planning or of how they see learning progressing based on interim assessment data this school year.

In practice, the classes that the visit team observed indicated a deliberate, consistent approach to instruction. Five of the six classes observed had standards clearly posted and/or articulated. Even the class that did not have the standard stated explicitly had a structure and focus that aligned to a clear – albeit implicit – learning objective. The visit team observed consistent and effective use of a gradual release approach in which the teacher demonstrates ("I do"), has a practice opportunity ("we do") and then provides students the opportunity to demonstrate understanding on their own ("you do"). Three of the six classes observed followed this structure effectively. Teachers checked for understanding consistently by reviewing and providing feedback on the practice opportunities and by reviewing the objective and asking students to rate their level of understanding towards the end of class. In one of the classes that was not structured on gradual release, students worked in stations. As with the gradual release classrooms, students in this class demonstrated familiarity with the routines and expectations such that they were fully engaged in the work. The teacher was engaged in content with students at one of the stations, and transitions from one station to the next required

minimal time or attention from the teacher. Thus, regardless of the lesson structure, the visit team observed sound instructional practices.

Visit Priority: How is MSE Elementary implementing the key design elements of STEM and project-based learning?

Finding. STEM and project-based learning (PBL) are paired components of the MSE Elementary curriculum. The school appears to have instilled in the instructional team a project-based mindset that is formalized in quarterly STEM-related projects but that also finds expression in day-to-day instruction.

Discussion

MSE Elementary identifies STEM (Science, Technology, Engineering, and Math) and interdisciplinary, project-based learning (PBL) as programmatic priorities. In its approved charter application, the school explained that it would promote STEM in part by incorporating robotics and engineering opportunities into the educational program.[6] With respect to PBL, the school asserts the belief that "a cross-disciplinary, multi-sensory approach will lead to higher levels of student engagement."[7] The application did not elaborate on the school's plans for implementing STEM and PBL, and the 5-Year Report does not reference these aspects of the program.

STEM and project-based learning (PBL) are paired components of the MSE Elementary curriculum. Some opportunities are available to students through clubs; some of the students with whom the visit team met were currently participating in MSE Elementary's robotics club and preparing for a competition. The primary opportunities, however, are available to all students through Tier 1 instruction. The school has quarterly STEM-infused schoolwide PBLs that are developed at the MSE Schools network level. The projects are anchored in ELA texts that have a STEM connection. For example, one third grade project is based on the text, *Rosie Revere the Engineer*. The STEM team at MSE Schools guides development of these projects using the Tennessee Science Innovation (TSIN) template. The TSIN template fosters a cross disciplinary approach by framing the project around an essential question and then requiring identification of learning standards across multiple disciplines. The essential question for the "Rosie Revere" project was "How does failure lead to improvement?" This question illustrates potential for interdisciplinary breadth and depth of inquiry.

MSE Elementary has supported STEM-inspired PBL through professional development opportunities for teachers. The MSE network created a "STEM PD challenge" by which teachers could choose from a range of professional development options with points awarded for each activity that a teacher completed. Teachers articulated a schoolwide expectation for each content area to incorporate STEM-related projects, confirming the

[6] MSE Elementary Application, p. 17.
[7] MSE Elementary Application, p. 17.

cross-disciplinary emphasis. According to school and network leadership, the STEM PD challenge has inspired teachers to pursue a range of STEM-based professional development opportunities including peer learning walks for teachers to learn from each other.

MSE Schools leadership reported that they are re-evaluating the expectations for STEM across the network. Currently, the approach at MSE Elementary appears to be focused on creating regular, well-constructed interdisciplinary project-based STEM learning opportunities. There may be an opportunity for MSE Schools to plan more strategically how these opportunities link with each other and with experiences at the middle and upper school levels. It is clear, however, that students currently have these opportunities and that MSE Elementary's educational program is aligned with this key design element.

In practice, the visit team observed several classes that contained elements of STEM and/or PBL that were separate from and in addition to the quarterly ELA-anchored projects that teachers and leadership described. For example, one science class used an inquiry-based approach to students' learning about tectonic plates that included students building and testing the structural integrity of Lego structures. The visit team also observed an ELA teacher introducing a project to coincide with Black History Month. Thus, MSE appears to have instilled in the instructional team a project-based mindset that is formalized in the quarterly projects but that also finds expression in day-to-day instruction. Students with whom the visit team met were familiar with the term "STEM" and talked about completing classroom STEM projects "like building airplanes and roller coasters." These observations and conversations indicated that MSE Elementary's implementation of key STEM and PBL design elements is developing well. Thus, even as leadership engages in this work MSE Elementary appears to have instilled in the instructional team a project-based mindset that is formalized in quarterly projects but that also finds expression in day-to-day instruction.

Visit Priority: Does MSE Elementary have an instructional environment conducive to advancing WIDA standards across all content areas?

Finding. MSE Elementary appears to be developing capacity for ESL instruction appropriately and effectively. In practice, the visit team observed sound ESL instruction in both co-teaching and pullout settings. The team wondered, however, if there is an opportunity to align pullout instruction more clearly with the Tier 1 content that students would otherwise be learning.

Discussion

Another priority for the visit was program and instruction for English Language Learners. More than one quarter (28.7%) of MSE Elementary students are English learners. In its interim report, the school identifies a higher-than-expected kindergarten ESL population in 2020-21 as a particular challenge that the school has faced. MSE Elementary reported

that it responded by adding an additional ESL teacher such that the primary grades "now have a dedicated teacher to serve them."[8]

MSE Elementary appears to be developing capacity for ESL instruction appropriately and effectively. The school has four teacher aides who are bilingual in Spanish and English. In addition, three of the school's licensed elementary teachers are bilingual. Leadership reported making a concerted effort to find qualified ESL assistants with an interest in becoming elementary teachers. The school employs a mixed service model with co-teachers in some grades and pull out in other grades. The school determined the schedule for this year based on 2021 WIDA levels. Teachers and leadership reported that all teachers received ESL training at the beginning of the year and that ESL teachers attend biweekly grade-level team meetings to support Tier 1 instruction for ESL students. According to leadership, the work in grade-level meetings is supplemented with biweekly professional learning to share ESL resources and strategies along with common planning time between ESL teachers and ELA teachers.

In practice, the visit team observed sound ESL instruction in both co-teaching and pullout settings. For one co-teaching class, there was one ESL teacher supporting five students. The students were engaged in the same standards-based ELA lesson as their peers. The teacher provided scaffolds such as drawing and creating graphs giving students multiple opportunities and means by which to process the content. The ELA teacher provided extended time for ESL students to complete the lesson. In a science class that was co-taught, English learners participated in small group rotations with their English-speaking peers and were held to the same expectations. ESL-specific teacher support was less evident in this classroom, but it was evident that students were helping each other with the content in the small groups.

The pullout ESL classes that the visit team observed were similarly well developed. In one class, the teacher had a clearly articulated focus on one element of the language: speaking. Nevertheless, the teacher consistently and appropriately incorporated other domains including reading, writing, and listening. As with Tier 1 classes the visit team observed, the teacher effectively employed a gradual release (I do/we do/you do) approach including scaffolding, modeling, and peer support. The classroom had a wall chart showing progress for each student on each of the WIDA domains. Notwithstanding the strengths of the class, the visit team wondered what content students were missing from the class that they would otherwise have been attending. Teachers reported that ELA and ESL teachers plan together, but it was not clear from the lesson whether the content was informed by the Tier 1 classroom. The visit team wondered if there is an opportunity to align pullout instruction more clearly with the Tier 1 content that students would otherwise be learning.

[8] MSE 5-Year Report, p. 3.

B. SCHOOL CLIMATE

School climate refers to aspects of the learning environment that may be leading indicators of educational outcomes. It includes attendance, discipline, and student conduct. Measurable components are captured in the "School Climate" portion of the SCS School Performance Scorecard. Qualitative components are reflected in aspects of the Operations Scorecard and through the visit team's on-site observations.

Visit Priority: How is MSE Elementary managing student attendance in light of the significant increase in student absences in fall of 2021?

Finding. Leadership is monitoring attendance closely and described using both incentives and consequences to encourage attendance. To the school's credit, the current attendance challenges did not seem to influence the school's expectations for student learning and achievement.

Discussion

For the most part, student attendance has been a strength at MSE Elementary. The school's three-year average attendance on its school performance scorecard is 95.3%. This meets the SCS target of 95%. MSE-Elementary attributes its success with student attendance to the process of contacting parents the morning of an absence to identify the cause and of following up with students who have a high number of absences to work out attendance strategies and solutions with the family.[9] MSE Elementary's disciplinary rates are currently low. The suspension rate dropped significantly from 2018-19 (8.2%) to 2019-20 (1.6%). The rate remained low (1.5%) for 2020-21.[10]

Overall, the visit team found the climate at MSE Elementary to be conducive to learning. The visit team observed teachers using classroom routines and practices with which students were familiar and to which they were responsive. Teachers were engaged and had rapport with students both in the classroom and in the hallways. Parents praised the quality and frequency of the school's communication with families enabling them to support their children's learning.

Students raised one school climate issue for consideration. During the focus group, when asked about changes to improve the school, several students referenced behavioral issues outside the classroom. One student hoped that the school would monitor hallways more closely because "students are bothering other students." Another student felt that the bathrooms required more monitoring because of similar issues. The visit team did not have the opportunity to delve further into these comments but considered them worth bringing to the school's attention.

[9] MSE 5-Year Report, p. 4.
[10] *Id.*

Attendance was one area of focus for the visit. During the COVID-19 epidemic, attendance dropped to 92% in 2020-21 and is at 90.8% for the first part of the 2021-22 school year.[11] The drop in attendance during the current school year correlates with a notable rise in chronic absenteeism. In 2020-21, the school's chronic absenteeism rate was 5.1%. For the first part of 2021-22, the rate was 12.9%.[12] Teachers and leadership attributed the attendance challenges in the first part of this school year to the resurgence of COVID which they said significantly affected both students and staff. Leadership reported the school is monitoring attendance closely, calling parents daily when students are absent and keeping a spreadsheet on students' status. Recent e-newsletters from the school have made attendance a priority.[13] More generally, the leadership described using both incentives and consequences to encourage attendance. To the school's credit, the current attendance challenges did not seem to influence the school's expectations for student learning and achievement.

C. SCHOOL OPERATIONS

The SCS Operations Scorecard covers school compliance with non-academic measures for charter operators in the following areas: Benefits, English Language Learners, Exceptional Education, Health Services, Human Resources, Federal Programs, General Compliance, RTI, Student Discipline, and Student Support Services. For most categories SCS calculates a score ranging from 1.0 to 5.0. For any given category, SCS considers a school with a rating of 3.0 or higher to be in good standing. For Student Discipline and Student Support Services, schools earn a binary rating of either "Compliant" or "Non-compliant."

Visit Priority: N/A

Discussion

On its 2021 SCS Operations Performance Scorecard, MSE Elementary had a near-perfect overall Operations Scorecard rating of 4.99. Of the 10 scored categories, the school earned a 5.0 on 9 and a 4.75 on the remaining one. The school's operations performance does not raise any priorities for the interim visit.

In its interim report, MSE Elementary emphasizes the development of systems at MSE Schools that has enabled it to transition successfully through the departure of its founding executive director.[14] Based on the school's performance to date, there were no operations priorities for the interim visit; however, the visit provided an opportunity to better understand the systems that the school has in place including the distribution of roles and responsibilities between the MSE Schools networks and individual schools.

[11] MSE Elementary School Profile: 2021-22 (as of December 2021), p.2.
[12] MSE Elementary School Profile: 2021-22, p.2.
[13] See, e.g., MSE Mendenhall Updates (1/28/22) (highlighting attendance expectations).
[14] MSE 5 Year Report, p. 9.

Based on the visit, MSE appears to have developed a clear allocation of roles and responsibilities between the network or "central office" and individual schools with decision-making being generally centralized. With respect to the academic program, according to leadership, every school has a principal, an academic coordinator, a dean of students, and a counselor. Leadership reports that the network makes final programmatic decisions about, for example, expectations for STEM learning, but that schools have substantial input. Teacher evaluation happens primarily at the school level with network-level professional development and support being linked to coaching around curriculum content and being directed by needs identified at the school. Operations and financial management and decision-making reside primarily with the network. The network consults with individual schools throughout the budget process with the network's leadership making final decisions before presenting to the board for approval.

D. FINANCE, FACILITIES, & ENROLLMENT

Financial analysis is based on the SCS Charter School Financial Scorecard. The scorecard has a set of performance indicators organized into four categories: financial performance, liquidity, debt burden, and financial sustainability. The scorecard also has a set of compliance indicators organized into two categories: financial report compliance and financial audit results. The performance indicators provide an assessment of the school's financial health and viability. The compliance indicators provide an assessment of the school's financial procedures. The interim analysis in this area is limited to issues raised and discussed during the interim visit and is not intended to be a comprehensive assessment of financial viability.

Visit Priorities:

To what extent has MSE Elementary resolved previous financial liquidity issues?

How developed are MSE's plans for meeting its enrollment goals going forward?

Findings.

The network appears to be in sound financial health. MSE Schools leadership attributes the FY20 results to differences in accounting with respect to how costs for the MSE Schools central office are allocated among the different MSE schools.

MSE Elementary appears to be taking a responsible approach to planning for enrollment growth.

MSE Elementary's and MSE Schools' 2022 financial scorecards – based on FY21 audited financials – will provide the OCS an opportunity to follow up on the school's financial status.

The board appears to take more the role of recipient of well-presented financial information than active participant in financial planning.

Discussion

Financial viability. For FY20, the most recent year for which performance information is currently available, MSE Elementary earned an overall financial performance rating of 3.8 on the district's scale of 1 to 5, meeting the SCS standard of 3.0 for satisfactory performance. With respect to the financial viability metrics, the school earned ratings of 5.0 on 4 of the 8 subcategories including enrollment variance, total margin, aggregated total margin, and primary reserve ratio. MSE Elementary did not meet the financial targets in any of the liquidity (current ratio, unrestricted days cash, and cash flow) metrics or on debt-to-asset ratio.[15] MSE Schools reports having network-wide unrestricted cash of more than $3M available to help ensure the financial viability of its schools.[16] The interim visit provided an opportunity to understand the school's current status with respect to financial liquidity including how the network's unrestricted cash and updated financial information affect the school's cash position and its overall financial health.

Leadership reports that MSE Elementary and MSE Schools, as a network, are in sound financial health notwithstanding the liquidity metrics. MSE Schools leadership attributes the FY20 results to differences in accounting with respect to how costs for the MSE Schools central office are allocated among the different MSE schools. There is not a separate central office budget, so all central office expenditures must be allocated across the schools. The network appears to be in sound financial health and has benefited from ESSER funds that it has distributed across the MSE network. MSE Elementary's and MSE Schools' 2022 financial scorecards – based on FY21 audited financials – will provide the OCS an opportunity to verify the school's financial status as presented by leadership.

The board's role in financial decision-making is not clear. The board receives appropriate financial reports that presents critical information clearly and succinctly. It includes an overview of enrollment and the status of key grants such as ESSER funds. It also includes budget-to-actuals for the network. The financial report does not, however, present school-level financial information making it difficult for the board to assess or engage in financial planning or oversight by school. Thus, the board appears to have the role of recipient of well-presented financial information rather than active participant in financial planning.

Financial Compliance. With respect to financial procedures and reporting, MSE Elementary earned ratings of 5.0 on each of the eight indicators across the financial reporting and financial audit subcategories. MSE Elementary's record of compliance with financial procedures and reporting did not indicate any priorities for the interim visit.

[15] MSE Elementary: Charter School Financial Scorecard Fiscal Year 2020.
[16] MSE 5 Year Report, p. 7.

Enrollment. Enrollment is currently 394 students. The school expects to increase enrollment by 68 students (17%) to a total of 462 between this year and next school year. Subsequently, the school projects stable enrollment of 462 students for the duration of the charter term.[17] MSE-Elementary reported having "many students on the waiting list."

During the visit, leadership indicated that the projection of 462 students for next year represents more a maximum allowable than a target or expectation. The board and leadership spoke to growing interest and demand in the community. Leadership reported having 200 students on the waiting list. Increased enrollment will happen mostly at the Kindergarten level by adding another section. Expansion in other grades will be based on the availability of seats in existing classrooms. Because the school was able to add several new, larger classrooms last year, they will be able to accommodate more students in the sections that use the new classrooms. According both to school leadership and the board, MSE Elementary's ability to balance its budget does not depend on increasing enrollment. Therefore, MSE Elementary appears to be taking a responsible approach to planning for enrollment growth.

Facility. MSE Elementary shares a facility with the MSE upper school. MSE Schools has a lease on the building through 2032. The network has previously done significant renovation on the space, including addition of a gym, and does not plan any major facilities changes for the duration of the current charter term. Therefore, there were no facilities-related priorities for the interim visit.

[17] MSE Elementary School Profile: 2021-22, p.2.

Interim Visit Team

Shelby County Schools' Office of Charter Schools conducted the interim site visit for Memphis School of Excellence-Elementary on February 1, 2022.

Interim visit team:

Carolyn Harvey, Memphis-Shelby County School's Substitute Principal
William Haft, Tandem Learning Partners, Independent Reviewer
Christopher Hill, Education Pioneer Fellow, Office of Charter Schools
Russette Jackson, Highly Specialized Advisor
Steven Kuhn, Charter ESL Advisor
Brittany Monda, Assistant Superintendent of Charter Schools
Arlandra Parker, Charter Highly Specialized Advisor, School Development
Dedrienne Rogers, Advisor, Special Education, Charter Schools
Evette Smith, Manager of Organizational Quality
Deanna Tatum-Cross, Charter ESL Advisor
LaKeva Thompson, Charter RTI2 Advisor

TANDEM LEARNING PARTNERS
resourceful collaborative education

ABOUT TANDEM LEARNING PARTNERS

This report was prepared by Tandem Learning Partners. Tandem prepares school leaders and governing boards; school systems and management organizations; authorizers, funders, and lenders to make sound educational decisions and to implement those decisions well with the objective to improve educational opportunities and outcomes for children.

Resourceful. We ground our work in the recognition that schools operate with limited resources. Each decision about people, time, and money affects what schools accomplish minute by minute and year by year. The best decisions often require a combination of objectivity, creativity, and courage.

Collaborative. We work collaboratively with stakeholders and with particular attention to how choices and decisions will affect the teachers and school leaders who will ultimately be responsible for success.

Appendices

Academic Data

Score Breakdown
Due to COVID, the most recent scorecard is the 2018-19 scorecard. During the 2019-2020 school year, due to COVID, testing was cancelled. Therefore, the school did not receive scores. Lastly, during the 2020-2021 school year scores were held harmless due to the LEA meeting the testing threshold. Scores have been included in the report but are not used as part of the status determination.

School Performance Scorecard Overall			
	2018-19	2019-2020	2020-2021
Achievement	4.5		2.67
Growth	2.33		
College & Career	N/A		N/A
Climate	4		3
Overall	3.53		1.67

The highlighted overall score is the last score that has been calculated and may used for determinations for the school.

	School Performance Scorecard: Achievement On Track Plus Mastered Rates			
	ELA	Math	Science	Social Studies
2018	-	-	-	-
2019	20.3%	39.7%	-	-
2020	N/A	N/A	N/A	N/A
2021	4.7%	2.4%	10.5%	-
Level	4	5		
Overall Achievement		4.5		

The highlighted overall score is the last score that has been calculated and may used for determinations for the school.

	School Performance Scorecard: Growth				
	TVAAS Level 2018	TVAAS Level 2019	TVAAS Level 2020	TVAAS Level 2021	TVAAS Composite Level
Composite	-	2	n/a	1	2
Literacy	-	2	n/a	1	2
Numeracy	-	3	n/a	1	3
Science	-	-	n/a	-	
Social Studies	-	-	n/a	-	

	Below Rate 2018	Below Rate 2019	Below Rate 2020	Below Rate 2021	Below Rate Reduction	Below Rate Reduction Level
ELA	-	34.4%	n/a	57.6%	-	-
Math	-	28.6%	n/a	75.4%	-	-
Science	-	-	n/a	59.3	-	-
Social Studies	-	-	n/a	-	-	-
Overall Growth Level	2.33					

The highlighted overall score is the last score that has been calculated and may be used for determinations for the school.

	School Performance Scorecard: Climate		
	Attendance	Suspension	Expulsion
2018	95.7%	0%	0%
2019	95.1%	18.9%	0%
2020	N/A	N/A	N/A
2021	92%	0.0%	
Level	4	3	5
Overall Climate		4	

The highlighted overall score is the last score that has been calculated and may be used for determinations for the school.

Operations Data

		Memphis School of Excellence Elementary											
Year	OSC Cumulative Score	Benefits	English Language Learners	Exceptional Education	Health Services	Human Resources	Federal Programs	Student Mobility	Student Discipline	Student Info	Student Support Services	General Compliance	RTI
2017-18	4.83	5	5	5	5	5	5	4	Compliant	4.67	N/A	N/A	N/A
2018-19	4.79	5	5	4.11	5	5	5	4	Compliant	5	Compliant	5	N/A
2019-20	4.66	5	4	5	5	5	5	3.67	Compliant	5	Compliant	5	N/A
2020-21	4.99	5	5	5	5	5	5	5	Compliant	4.75	Compliant	5	5

Finance Data

Memphis School of Excellence K-5		
Charter School Financial Scorecard		
Fiscal Year 2020		
CATEGORIES	**Major Weights**	
Financial Performance	**20%**	**5.00**
Totals		
Enrollment Variance	161.32%	5.00
Total Margin	21.03%	5.00
Aggregated Total Margin	22.50%	5.00
Liquidity	**25%**	**1.00**
Current Ratio	0.00	1.00
Unrestricted Cash Days	0	1.00
Cash Flow	$ (270,883.00)	1.00
Debt Burden	**5%**	**1.00**
Debt to Asset Ratio	*1.00*	1.00
Financial Sustainability	**20%**	**5.00**
Primary Reserve Ratio	*1.23*	5.00
Financial Report Compliance	**15%**	**5.00**
Timeliness of Audit	YES	5.00
Timeliness of AFR/AFR Balanced	YES	5.00
Timeliness & Alignment of Board-Approved Budget	YES	5.00
Timeliness of 990 Form	YES	5.00
Financial Audit Results	15%	**5.00**
Opinion on the Financial Statements (GAAP)	Yes	5.00
Audit Findings with Financial Statements	NO	5.00
Going Concern	NO	5.00
Debt-Compliance Issue	NO	5.00
SCORE		
TOTAL	**100%**	**3.80**

Memphis School of Excellence Combined

Charter School Financial Scorecard

Fiscal Year 2020

CATEGORIES	Major Weights	
Financial Performance	**20%**	**5.00**
Totals		
Enrollment Variance	110.64%	5.00
Total Margin	15.85%	5.00
Aggregated Total Margin	9.34%	5.00
Liquidity	**25%**	**5.00**
Current Ratio	3.86	5.00
Unrestricted Cash Days	72	5.00
Cash Flow	$ 1,968,449.00	5.00
Debt Burden	**5%**	**5.00**
Debt to Asset Ratio	*0.26*	5.00
Financial Sustainability	**20%**	**5.00**
Primary Reserve Ratio	*1.23*	5.00
Financial Report Compliance	**15%**	**5.00**
Timeliness of Audit	YES	5.00
Timeliness of AFR/AFR Balanced	YES	5.00
Timeliness & Alignment of Board-Approved Budget	YES	5.00
Timeliness of 990 Form	YES	5.00
Financial Audit Results	15%	**5.00**
Opinion on the Financial Statements (GAAP)	Yes	5.00
Audit Findings with Financial Statements	NO	5.00
Going Concern	NO	5.00
Debt-Compliance Issue	NO	5.00
SCORE		
TOTAL	**100%**	**5.00**

Interim Report Brief Grievances

All schools received the following communication regarding the response window for the Interim Report Brief from The Office of Charter Schools, which is inclusive of the site visit report:

> *Greetings MSEE-HH Team,*
>
> *Attached you will find the Interim Brief Report for* ***Memphis School of Excellence Elementary-HH****. The Office of Charter Schools provides all schools an opportunity to respond to or "grieve" the Report Brief before OCS finalizes the performance summaries. The primary purpose of this response window is to ensure that the information underlying OCS' recommendations and MSCS Board decisions are as accurate and factual as possible.*
>
> *If the school identifies a factual correction and provides verification, OCS will revise the report to acknowledge the school's representation of the facts and make the correction for the final Interim Report. In the event that the school's response represents either a disagreement with OCS' judgment (i.e., a difference of opinion) or raises an issue that is not material to OCS' judgment (i.e., pointing out something about the science program when the OCS findings relate to ELA) then OCS will make no change to the report. The Office of Charter Schools will organize the school's responses in a memo that includes a response to the school's grievance. This memo, located in the appendix, will provide a summary of the school's responses and revisions, if any.*
>
> ***This form is the only platform for the Response Period. Grievances will not be accepted over the phone or by email. The portal is the only platform for grievances. The Office of Charter Schools will be accepting grievances until 5pm, Friday, March 11, 2022.***
>
> *Please don't hesitate to contact our office for questions.*

Memphis School of Excellence-HH did not respond in the portal with a grievance submission.

Attachment II: Renewal Reports

N/A: None of our schools went through the charter renewal process in during the past two years.

Attachment JJ: Annual Reports

Memphis School of Excellence Cordova

Annual Progress Report 10/01/2022

MSEC Secondary

Address: 8360 Macon Rd. Cordova TN 38018

Phone: (901) 421-6789 Fax: (901) 421-6789

Website: www.msec.sememphis.org

Contact Info:

Dr. Samuel Beyhan

Executive Director

sbeyhan@sememphis.org

Cell: 901-491-6854

Altug Gencturk

Principal

agencturk@sememphis.org

Cell: 254-644-4884

Name of School : Memphis School of Excellence Cordova			
Authorizer	Shelby County Schools	**School Hours**	7:30-3:15
Year Opened	2021	**Next Renewal Year**	2031
Current Enrollment	203	**Max. Enrollment per Charter Agreement**	460
Current Grade Span Served	6-10	**Grade Span Approved in Charter**	6-12
# Instructional Days per School Year	180	**Current # of Students on Waitlist**	54
Mission Statement	The mission of Memphis School of Excellence Elementary Cordova is to provide a safe and collaborative environment which will cultivate the academic and social development of its students by emphasizing math, science, and technology for the purpose of students setting and meeting higher education goals.		

Section I: School Academic Performance

a) Describe the progress made during the last year toward performance framework objectives and all school academic goals outlined in the charter agreement. For each goal or indicator, please answer the following:

1. *What progress toward this goal or objective was made over the course of the previous academic year? Provide the applicable quantitative data that supports this analysis.*
2. *If the goal or metric was met, what key levers, policies, and/or practices led to success?*
3. *If the goal or metric was not met, what hindered the organization's abilities to attain the desired outcome? How is the governing board planning to address any areas of weakness moving forward?*

Goal 1: MSEC will be in the top 15% of schools when compared to the public schools with similar demographics in Memphis Shelby County Schools in terms of the percentage of students who score proficient or above on TCAP Achievement Test in Reading at any grade level.

MSEC was one of 74 MSCS schools that, in addition to a composite TVAAS score of 5, received a TVAAS 5 for numeracy and literacy, indicating that our student growth is above average. MSEC had 25% of students in 6-8 ELA meet or exceed expectations. MSEC's met plus exceeded rate places it 10th in the district out of 75 schools that have 6-8 ELA data, within the top 15% of MSCS schools. The goal was met through constant analysis of screener and benchmark data, support from our ELA instructional coach, and multiple opportunities for students to receive tutoring.

MSEC had 21.1% of students in 9-12 meeting or exceeding expectations, placing 22nd in the district. While this number did not fall into the top 15%, MSEC only had 9th grade last year, so the sample size was small. This year, MSE has expanded to 10th grade, so there will be more data included in the calculation. In addition, MSEC has implemented a common assessment system to collect more frequent data on students, put in place additional supports and intervention services, and hired experienced ELA teachers to teach 9th and 10th grade.

Goal 2: MSEC will be in the top 15% of schools when compared to the public schools with similar demographics in Memphis Shelby County Schools in terms of the percentage of students who score proficient or above on TCAP Achievement Test in Math at any grade level.

MSEC was one of 74 MSCS schools that, in addition to a composite TVAAS score of 5, received a TVAAS 5 for numeracy and literacy, indicating that our student growth is above average. MSEC had 14.7% of students in 6-8 math meet or exceed expectations. MSEC's met plus exceeded rate places it 16th in the district out of 76 schools that have 6-8 math data, just outside the top 15% of MSCS schools. MSEC had

2.7% of students in 9-12 meeting or exceeding expectations, placing 30th in the district. While this number did not fall into the top 15%, MSEC only had 9th grade last year, so the sample size was small. This year, MSE has expanded to 10th grade, so there will be more data included in the calculation. In addition, MSEC has implemented a common assessment system to collect more frequent data on students, put in place additional support and intervention services, and hired experienced math teachers to teach 9th and 10th grade.

Goal 3: MSEEC will be in the top 15% of schools when compared to the public schools with similar demographics in Memphis Shelby County Schools in terms of the percentage of students who score proficient or above on TCAP Achievement Test in Science at any grade level.

MSEC had 18.9% of 6-8 students meet or exceed expectations on the science test, ranking 14/68 in the district. MSEC had 21.1% of 9-12 students meet or exceed expectations on the science test, ranking 14/45 in the district. Both of these placements are just outside the top 15%. In order to achieve our goal, MSEC has built a makerspace to provide students with hands-on access to science standards, increased the frequency of science data analysis, and hired highly qualified staff to support science instruction.

Goal 4: MSEEC will be in the top 15% of schools when compared to the public schools with similar demographics in Memphis Shelby County Schools in terms of the percentage of students who score proficient or above on TCAP Achievement Test in Social Studies at any grade level.

MSEC had 34.3% of 6-8 students meet or exceed expectations on the social studies test, ranking 9/67 in the district, meeting our goal to be in the top 15%. The goal was met through constant analysis of screener and benchmark data, support from our SS instructional coach, and multiple opportunities for students to receive tutoring.

Goal 5: MSEC will be in the top 15% of schools when compared to the public schools with similar demographics in Memphis Shelby County Schools in terms of student attendance rate.

Our first year attendance average is 94%. When considering other 6-12 schools with similar demographics, we are meeting this goal considering a fully virtual environment. In order to maintain high student attendance, our front office staff calls the parents of students who are not present after 9 AM every day. Also parents and guardians fill out the student absence form that helps us to follow up absences. . If a student has a high number of absences, we follow the SART process to engage the parent and student and find a solution to improve the student's attendance. In addition to that, MSEC Faculty conduct home visits to figure out the reasoning behind absenteeism.

b) *Explain how the school adjusted instruction during the 2021-22 school year due to closures necessitated by COVID-19. What methods worked best? Identify specific challenges to the instructional model and how they were addressed.*

During the 21-22 school year, MSE schools were in-person for 100% of the year. We did not have to close the school for COVID at any time. However, we still had students and staff that had to quarantine or isolate, especially in the early part of semester 1. Increased teacher absences meant that class coverage was a challenge; the sub pool was already smaller than normal, so we worked to hire additional in-house subs and cover classes with other teachers, administrators, and network staff when needed. Student absences due to COVID made it a challenge to keep all students on the path to academic improvement; teachers had to be flexible with planning and assignments to accommodate increased absences.

Additionally, a return to full in-person instruction after a year of virtual learning presented challenges as teachers and students adjusted to being in the school building everyday. Teachers had to reacclimate to having duties and other responsibilities while students had to reintegrate with their peers. Teachers had to spend additional time at the beginning of the year rebuilding routines and procedures since many students had not been in a school building since March of 2020.

c) Please describe the 3-5 highest priority action steps to take to address any concerns about academic performance and/or to drive continuous improvement.

In order to improve our student achievement the board and the administrative team have taken the following steps:

- Hired two additional teachers to serve as part-time interventionists to address student deficiencies in foundational reading and math. These interventionists will focus on improving student mastery of foundational skills so that they are more prepared to address the rigor of the grade-level standards.
- Implemented new Science Curriculum curriculum (6-8: HMH TN Science + Stemscopes, 9-12: Pearson) that better addresses the needs of students with disabilities and ELL students and is more rigorous than our previous curriculum.
- Revised the assessment system to include shorter, more frequent common assessments to provide teachers with more manageable chunks of data to use to adjust instruction

Section II: School Operations

a) Operational goals outlined in your charter agreement.

Our attendance rate was better than our expectations, despite the difficulties of coming back to the regular school setting from an online environment.

All MSE schools reached their enrollment goals. Our 6th and 8th grades are at the maximum capacity, we are accepting students for 7th grade and High School students.

MSE buildings were/are equipped with high speed fiber internet, no staff experienced any issues.

a) *Complete the table in **Appendix A** for identifying members of the governing board and school leadership for the 2020-2021 school year. Below, please answer the following questions:*

1. What turnover, if any, has occurred on the school's governing board?

A board member has left due to personal reasons, MSE was able to replace him immediately.

2. What changes in school leadership, if any, occurred during the previous school year?

N/A, school opened in 2021-22 school year.

b) *Describe any operational deficiencies identified in authorizer performance frameworks or provided in other notices of concern. What steps is the governing board taking to remedy these deficiencies?*

There were no findings or deficiencies.

c) *Complete the student attrition table in **Appendix B** outlining reasons students withdrew over the course of the previous school year. Do not include student names or initials. Referencing the data included in the chart, please answer the following:*

1. How does the school track the reasons for student attrition? How does that data inform school planning?

We track the attrition rate throughout the year by using our internal tracking system; when students withdraw, we ask them to fill out withdrawal paperwork that states the reason for their departure. If possible, we try to meet with withdrawing families to better understand the reason for the withdrawal. An admin must have a conference with parents to figure out the reason for the withdrawal process. We get feedback from parents during these conferences.

We periodically review withdrawal data and also analyze the reasons students move out of our school. We discuss the additional programs we can offer to better meet student needs and brainstorm solutions for the issues that parents cite when they withdraw. We make a budget based on attrition data; when we budget at the beginning of the year, we look at our first day numbers and project our last day numbers based on our historic attrition rate.

2. What steps will the school take to gauge and, if necessary, improve student attrition this year?

Based on our withdrawal data, some students withdrew for transportation reasons. MSEC increased the bus numbers to three and added more bus routes according to the parent bus survey results. MSEC added basketball, volleyball, cheer and wide variety of afterschool club options for students to serve the different interests of the students. Therefore, we are hoping these efforts will increase student retention.

We use technology to improve our communication with parents. We purchased a parent app called ClassTag so that parents can text teachers more frequently. MSEC admin team use social media as an effective tool and got a good amount of community support.

d) Briefly summarize the parent and community engagement efforts undertaken by the school during the previous school year. How did the school engage parents over the course of the year? What community partnerships were cultivated or maintained?

During 2020-2021, we provided parents with numerous activities to engage with teachers and administration. Highlights include:

- We are conducting home visits. During the visits discuss the opportunities of community partnerships. For instance, one of our parent works at FEDEX and we are initiating a partnership with them.
- Parent Teacher Conferences
- Title I parent meeting
- Phone calls and emails were made and sent when parents had concerns pertaining to their child's academics and behavior.
- Teach Like A Champion: The MSEC team partnered with the Teach Like A Champion (TLAC) team and visited other schools to observe teachers, look at lesson plans, and share best practices in Memphis.
- YWCA: We partnered with the YWCA to provide low-cost before and after care for our students and families who needed longer school hours.

Section III: School Finance

a) Describe the progress made during the 2021-22 school year toward any financial goals outlined in your charter agreement.

MSE, as a network, was able to sustain a healthy school year.

Since we did not lose students in terms of enrollment, our BEP funding was received, however, we had to re-allocate some monies.

Additional funding such as CSP, ESSER 2.0, safe schools, etc. were a big support to our financial strength.

Obviously, expenditures showed differences compared to previous years, however, MSE was able to manage the flow and allocation of funds.

b) Provide a detailed accounting, including the amounts and sources, of funds other than those funds received under per-pupil state and local funds and federal formula allocations. Include any funds received from:

1. direct federal grants,

2. grants, gifts, or donations from any private sources (identified by source), and

3. state funds appropriated directly to support of the public charter school, such as BEP capital outlay.

MSE Elementary received facility grant, capital outlay, and Title I funds (through SCS) in FY2021.

ESSER 2.0	NA
ESSER 3.0	$511,560
BEP Capital Outlay	$142,500
BEP	$2,703,898
Title I	$142,500

c) Describe any financial deficiencies identified in authorizer performance frameworks or other notices of concern over the past year. What steps is the governing board taking to remedy these deficiencies?

NA/ we did not get a financial scorecard.

d) Identify the total amount and percentage of the annual budget expended upon facilities, including renovations and improvements, maintenance and repairs, and lease or mortgage payments. Separately, identify the total amount of these expenditures (from all sources) that were used to prevent, prepare for or respond to COVID-19.

Total expenses for facilities, including renovations and improvements, maintenance and repairs, and lease or mortgage payments of $1,625,923.61 which is 16%.

Preventive Supplies: $3,780

Chromebooks: $27,796

Miscellaneous COVID related expenses: $21,007

***All 3 schools.

e) Please attach a copy of the most recent annual audit for the school.

Please see the attached audit in appendix C.

f) If the annual audit identified any internal control deficiencies or material weakness, please outline the corrective actions being taken to remedy the deficiencies.

The first annual audit for MSEC will take place in December 2021.

Appendix A: Leadership Roster and Contact Information

Complete the table below for each member of the governing board. Add additional rows if necessary. "Position on the board" should indicate if the individual is a board chair, other board officer, parent representative, or ex officio member.

BOARD MEMBERS FOR THE 2021-2022 SCHOOL YEAR			
Name	**Position on the Board**	**Email Address**	**Length of term** (start and end date)
Dr. Cem Akkus	Member	cakkus@memphis.edu	Start: 09/12/2009 End: None
Dr. Richard E. Potts	President	rpotts@cbu.edu	Start: 09/26/2015 End: None
Patty Farmer	Member	patty_farmer@yahoo.com	Start: 03/29/2014 End: None
Bayram Demirbuga	Secretary/ Member	Bayram.Demirbuga@tn.gov	Start: 09/26/2015 End: 12/14/2021

Dr. David C. Akdemir	Member	davidcakdemir@gmail.com	Start: 01/29/2019 End: None
Veda V. T. Cherry	Treasurer	cherrylaw@aol.com	Start: 01/29/2019 End: None
Dr. Ismail Fidan	Secretary	IFidan@tntech.edu	Start: 01/29/2022 End: None

Complete the table below for each member of the school's leadership team. Add additional rows if necessary.

SCHOOL LEADERSHIP ROSTER FOR THE 2021-2022 SCHOOL YEAR			
Name	**Title**	**Email Address**	**Start Date**
Altug Gencturk	Principal	agencturk@sememphis.org	07/01/2021
Jamie Williams	Dean of Students	jwilliams@sememphis.org	11/01/2021
William Perrine	Dean of Academics	wperrine@sememphis.org	07/01/2021

Appendix B: Student Attrition Information

Complete the table below outlining reasons below that students withdrew from the school during the last school year. The total number of students should match the number of students withdrawn in state and district reporting systems. **Do not include student names or initials**. Authorizers may request further information regarding individual student withdrawals.

Reason	# of students
Moved out of district or state	2
Transportation	2
Concerned with academic expectations	1
Concerned with discipline practices	1

Expelled	0
Withdrawn due to breach of behavior agreement (but not expelled)	0
Unknown	2
Other (please specify)	Moving within SCS - 20
Total # of Students Withdrawn	28
Student Attrition Rate (%)	16%

Memphis School of Excellence Elementary Cordova

Annual Progress Report 10/01/2022

MSEEC K-5

Address: 8350 Macon Rd. Cordova TN 38018

Phone: 901-707 8146 Fax: (901) 421-6789

Website: www.mseec.sememphis.org

Contact Info:

Dr. Samuel Beyhan

Executive Director

sbeyhan@sememphis.org

Cell: 901-491-6854

Daniel Demir

Principal

ddemir@sememphis.org

Cell: 901-651-1844

Name of School : Memphis School of Excellence Elementary Cordova			
Authorizer	Shelby County Schools	**School Hours**	7:30-3:15
Year Opened	2020	**Next Renewal Year**	2030
Current Enrollment	298	**Max. Enrollment per Charter Agreement**	260
Current Grade Span Served	K-5	**Grade Span Approved in Charter**	K-5
# Instructional Days per School Year	180	**Current # of Students on Waitlist**	135
Mission Statement	The mission of Memphis School of Excellence Elementary Cordova is to provide a safe and collaborative environment which will cultivate the academic and social development of its students by emphasizing math, science, and technology for the purpose of students setting and meeting higher education goals.		

Section I: School Academic Performance

a) Describe the progress made during the last year toward performance framework objectives and all school academic goals outlined in the charter agreement. For each goal or indicator, please answer the following:

1. *What progress toward this goal or objective was made over the course of the previous academic year? Provide the applicable quantitative data that supports this analysis.*
2. *If the goal or metric was met, what key levers, policies, and/or practices led to success?*
3. *If the goal or metric was not met, what hindered the organization's abilities to attain the desired outcome? How is the governing board planning to address any areas of weakness moving forward?*

Goal 1: MSEEC will be in the top 15% of schools when compared to the public schools with similar demographics in Memphis City Schools in terms of the percentage of students who score proficient or above on TCAP Achievement Test in Reading at any grade level.

MSEEC received a composite TVAAS of 5 and was named as a state reward school, indicating that our students are making above average growth.

MSEEC had 27% of 3-5 students meet or exceed expectations on the ELA test, ranking 29/127 in the district. While this number represents significant growth for our students, it places us just outside the top 15%. One challenge was that 4th and 5th grade were taught by the same teacher, and it was too large of a planning burden to maximize effectiveness. MSEEC has implemented a common assessment system to collect more frequent data on students, put in place additional support and intervention services, and redistributed teaching loads so that ELA teachers are only responsible for one grade level.

Goal 2: MSEEC will be in the top 15% of schools when compared to the public schools with similar demographics in Memphis City Schools in terms of the percentage of students who score proficient or above on TCAP Achievement Test in Math at any grade level.

MSEEC had 14.9% of 3-5 students meet or exceed expectations on the math test, ranking 57/127 in the district. While this number represents significant growth for our students, it places us just outside the top 15%. One challenge was that 4th and 5th grade were taught by the same teacher, and it was too large of a planning burden to maximize effectiveness. MSEEC has implemented a common assessment system to collect more frequent data on students, put in place additional support and intervention services, and redistributed teaching loads so that math teachers are only responsible for one grade level.

Goal 3: MSEEC will be in the top 15% of schools when compared to the public schools with similar demographics in Memphis City Schools in terms of the percentage of

students who score proficient or above on TCAP Achievement Test in Science at any grade level.

MSEEC had 21.1% of 3-5 students meet or exceed expectations on the science test, ranking 43/117 in the district. Science data was down last year as teachers primarily focused on key literacy and numeracy skills to repair the most critical learning loss from the pandemic. In order to improve on this goal, MSEEC has implemented a new science curriculum and increased the amount of opportunities students have to participate in PBLs. This will allow students more hands-on experience to help support standards mastery.

Goal 4: MSEEC will be in the top 15% of schools when compared to the public schools with similar demographics in Memphis City Schools in terms of the percentage of students who score proficient or above on TCAP Achievement Test in Social Studies at any grade level. **(N/A- 3-5 SS is no longer tested.)**

Goal 5: MSEEC will be in the top 15% of schools when compared to the public schools with similar demographics in Memphis City Schools in terms of student attendance rate.

Our first year attendance average is 94%. When considering other K-5 schools with similar demographics, we are meeting this goal considering a fully virtual environment. In order to maintain high student attendance, our front office staff calls the parents of students who are not present after 10am everyday to see what is preventing the student from attending school. If a student has a high number of absences, we follow the SART process to engage the parent and student and find a solution to improve the student's attendance.

b) *Explain how the school adjusted instruction during the 2021-22 school year due to closures necessitated by COVID-19. What methods worked best? Identify specific challenges to the instructional model and how they were addressed.*

During the 21-22 school year, MSE schools were in-person for 100% of the year. We did not have to close the school for COVID at any time. However, we still had students and staff that had to quarantine or isolate, especially in the early part of semester 1. Increased teacher absences meant that class coverage was a challenge; the sub pool was already smaller than normal, so we worked to hire additional in-house subs and cover classes with other teachers, administrators, and network staff when needed. Student absences due to COVID made it a challenge to keep all students on the path to academic improvement; teachers had to be flexible with planning and assignments to accommodate increased absences.

Additionally, a return to full in-person instruction after a year of virtual learning presented challenges as teachers and students adjusted to being in the school building everyday. Teachers had to reacclimate to having duties and other responsibilities while students had to reintegrate with their peers. Teachers had to spend additional time at the

beginning of the year rebuilding routines and procedures since many students had not been in a school building since March of 2020.

c) Please describe the 3-5 highest priority action steps to take to address any concerns about academic performance and/or to drive continuous improvement.

In order to improve our growth score the board and the administrative team have taken the following steps:

- Hired two full time interventionists to address student deficiencies in foundational reading and math. These interventionists will focus on improving student mastery of foundational skills so that they are more prepared to address the rigor of the grade-level standards.
- Implemented new Science Curriculum curriculum (K-5: HMH TN Science + Stemscopes) that better addresses the needs of students with disabilities and ELL students and is more rigorous than our previous curriculum.
- Revised the assessment system to include shorter, more frequent common assessments to provide teachers with more manageable chunks of data to use to adjust instruction.

Section II: School Operations

a) Operational goals outlined in your charter agreement.

Our attendance rate was better than our expectations, despite the difficulties of coming back to the regular school setting from an online environment.

All MSE schools reached their enrollment goals

MSE buildings were/are equipped with high speed fiber internet, no staff experienced any issues.

*b) Complete the table in **Appendix A** for identifying members of the governing board and school leadership for the 2020-2021 school year. Below, please answer the following questions:*

1. What turnover, if any, has occurred on the school's governing board?

A board member has left due to personal reasons, MSE was able to replace him immediately.

2. What changes in school leadership, if any, occurred during the previous school year?

Several leadership changes have taken place, please see the school leadership roster below.

c) Describe any operational deficiencies identified in authorizer performance frameworks or provided in other notices of concern. What steps is the governing board taking to remedy these deficiencies?

According to the SCS operational scorecard, MSEEC had no indicators below a 3. The board plans to continue current procedures to ensure future success.

*d) Complete the student attrition table in **Appendix B** outlining reasons students withdrew over the course of the previous school year. Do not include student names or initials. Referencing the data included in the chart, please answer the following:*

1. How does the school track the reasons for student attrition? How does that data inform school planning?

We track the attrition rate throughout the year by using our internal tracking system; when students withdraw, we ask them to fill out withdrawal paperwork that states the reason for their departure. If possible, we try to meet with withdrawing families to better understand the reason for the withdrawal.

We periodically review withdrawal data and also analyze the reasons students move out of our school. We discuss the additional programs we can offer to better meet student needs and brainstorm solutions for the issues that parents cite when they withdraw. We make a budget based on attrition data; when we budget at the beginning of the year, we look at our first day numbers and project our last day numbers based on our historic attrition rate.

2. What steps will the school take to gauge and, if necessary, improve student attrition this year?

Based on our withdrawal data, some students withdrew for transportation reasons. MSEEC used to offer 1 bus, and this year we will update our route based on family needs and potentially add another bus route to better serve our students. MSEEC will increase its academic and athletic extracurricular opportunities for students so that it has a wider range of activities that appeal to different students and increase the likelihood that they remain at MSEEC.

In the virtual environment of 20-21, we worked hard to increase the amount we communicated with families so that they felt connected to the school even if they are not in the building. Families received weekly email updates from classroom teachers and monthly or bi-monthly newsletters from the school to keep them updated on events in the school. We hosted virtual parent teacher conferences and teachers are available for office hours every day. We plan to continue virtual and in-person events for the 21-22 school year.

e) Briefly summarize the parent and community engagement efforts undertaken by the school during the previous school year. How did the school engage parents over the course of the year? What community partnerships were cultivated or maintained?

During 2020-2021, we provided parents with numerous activities to engage with teachers and administration. Highlights include:

- MSEEC Parent Advisory Committee
    - Met quarterly
    - Prepared school improvement plans, shared ideas, and created foundations of a PTO
- Grade-level conferences were held with parents, teachers, and students who required assistance in getting back on track for academic and behavior problems.

- Phone calls and emails were made and sent when parents had concerns pertaining to their child's academics and behavior.

In addition to engaging with parents, we expanded our partnerships with community organizations to better support our parents, staff, and students.

- Teach Like A Champion: The MSEEC team partnered with the Teach Like A Champion (TLAC) team and visited other schools to observe teachers, look at lesson plans, and share best practices in Memphis.
- YWCA: We partnered with the YWCA to provide low-cost before and after care for our students and families who needed longer school hours.

Section III: School Finance

a) Describe the progress made during the 2020-21 school year toward any financial goals outlined in your charter agreement.

MSE, as a network, was able to sustain a healthy school year.

Since we did not lose students in terms of enrollment, our BEP funding was received, however, we had to re-allocate some monies.

Additional funding such as CSP, ESSER 2.0, safe schools, etc. was a big support to our financial strength.

Obviously, expenditures showed differences compared to previous years, however, MSE was able to manage the flow and allocation of funds.

b) Provide a detailed accounting, including the amounts and sources, of funds other than those funds received under per-pupil state and local funds and federal formula allocations. Include any funds received from:

1. direct federal grants,

2. grants, gifts, or donations from any private sources (identified by source), and

3. state funds appropriated directly to support of the public charter school, such as BEP capital outlay.

ESSER 2.0	$150,029
ESSER 3.0	$108,000
BEP Capital Outlay	$147,500
BEP	$2,798,771
Title I	$147,500

MSE Elementary received facility grant, capital outlay, and Title I funds (through SCS) in FY2020.

c) Describe any financial deficiencies identified in authorizer performance frameworks or other notices of concern over the past year. What steps is the governing board taking to remedy these deficiencies?

There were no findings or deficiencies.

d) Identify the total amount and percentage of the annual budget expended upon facilities, including renovations and improvements, maintenance and repairs, and lease or mortgage payments. Separately, identify the total amount of these expenditures (from all sources) that were used to prevent, prepare for or respond to COVID-19.

Total expenses for facilities, including renovations and improvements, maintenance and repairs, and lease or mortgage payments of $1,625,923.61 which is 16%.

Preventive Supplies: $3,780

Chromebooks: $27,796

Miscellaneous COVID related expenses: $21,007

***All 3 schools.

e) Please attach a copy of the most recent annual audit for the school.

Please see the attached audit in appendix C.

f) If the annual audit identified any internal control deficiencies or material weakness, please outline the corrective actions being taken to remedy the deficiencies.

There were no findings or deficiencies.

Appendix A: Leadership Roster and Contact Information

Complete the table below for each member of the governing board. Add additional rows if necessary. "Position on the board" should indicate if the individual is a board chair, other board officer, parent representative, or ex officio member.

Name	Position on the Board	Email Address	Length of term (start and end date)
Dr. Cem Akkus	Member	cakkus@memphis.edu	Start: 09/12/2009 End: None
Dr. Richard E. Potts	President	rpotts@cbu.edu	Start: 09/26/2015 End: None
Patty Farmer	Member	patty_farmer@yahoo.com	Start: 03/29/2014 End: None
Bayram Demirbuga	Secretary/ Member	Bayram.Demirbuga@tn.gov	Start: 09/26/2015 End: 12/14/2021
Dr. David C. Akdemir	Member	davidcakdemir@gmail.com	Start: 01/29/2019 End: None
Veda V. T. Cherry	Treasurer	cherrylaw@aol.com	Start: 01/29/2019 End: None

Dr. Ismail Fidan	Secretary	IFidan@tntech.edu	Start: 01/29/2022 End: None

Complete the table below for each member of the school's leadership team. Add additional rows if necessary.

SCHOOL LEADERSHIP ROSTER FOR THE 2021-2022 SCHOOL YEAR			
Name	**Title**	**Email Address**	**Start Date**
Daniel Demir	Principal	ddemir@sememphis.org	07/01/2020
Ashley Robinson	Academic Coordinator	arobinson@sememphis.org	07/01/2020
Calvin Leake	Dean of Students	cleake@sememphis.org	07/01/2020

Appendix B: Student Attrition Information

Complete the table below outlining reasons below that students withdrew from the school during the last school year. The total number of students should match the number of students withdrawn in state and district reporting systems. **Do not include student names or initials**. Authorizers may request further information regarding individual student withdrawals.

Reason	# of students
Moved out of district or state	2
Transportation	2
Concerned with academic expectations	1
Concerned with discipline practices	1
Expelled	0

Withdrawn due to breach of behavior agreement (but not expelled)	0
Unknown	2
Other (please specify)	Moving within SCS - 20
Total # of Students Withdrawn	28
Student Attrition Rate (%)	16%

Memphis School of Excellence Elementary

Annual Progress Report

10/01/2022

MSE Elementary K-5

Address: 4450 S. Mendenhall Rd. St#1 Memphis, TN 38141

Phone: 901-367-7814 Fax: 901-367-7816

Website: www.sememphis.org

Contact Info:

Dr. Samuel Beyhan

Executive Director

sbeyhan@sememphis.org

Cell: 210-421-9985

Nichole Jones-Wallace

Principal

njones@sememphis.org

Cell: 901-210-7487

Name of School : Memphis School of Excellence Elementary			
Authorizer	Shelby County Schools	**School Hours**	7:30-4:00
Year Opened	2017	**Next Renewal Year**	2027
Current Enrollment	412	**Max. Enrollment per Charter Agreement**	450
Current Grade Span Served	K-5	**Grade Span Approved in Charter**	K-5
# Instructional Days per School Year	180	**Current # of Students on Waitlist**	113
Mission Statement	The mission of Memphis School of Excellence is to provide a safe and collaborative environment which will cultivate the academic and social development of its students by emphasizing math, science, and technology for the purpose of students setting and meeting higher education goals.		

Section I: School Academic Performance

a) Describe the progress made during the last year toward performance framework objectives and all school academic goals outlined in the charter agreement. For each goal or indicator, please answer the following:

1. What progress toward this goal or objective was made over the course of the previous academic year? Provide the applicable quantitative data that supports this analysis.

2. If the goal or metric was met, what key levers, policies, and/or practices led to success?

3. If the goal or metric was not met, what hindered the organization's abilities to attain the desired outcome? How is the governing board planning to address any areas of weakness moving forward?

Goal 1: MSEE will be in the top 15% of schools when compared to the public schools with similar demographics in Shelby County Schools in terms of the percentage of students who score proficient or above on TCAP Achievement Test in Reading at any grade level.

MSEE earned a level 5 composite TVAAS score indicating that our students made above average growth.

MSEE had 11.4% of 3-5 students meet or exceed expectations on the ELA test, ranking 99/127 in the district. While this number represents significant growth for our students, it places us far outside the top 15%. The major challenge we face in elementary ELA is that almost 30% of the school population is currently receiving EL services. Our number of ELLs is much higher than many other schools in the district, and, since those students face additional barriers to ELA proficiency, test achievement is lower. In order to better support our ELLs, we will add additional teachers, ensure that the schedule allows for ELLs to receive both ELL services and RTI, and provide professional development to classroom teachers on how to better support and engage ELLs in the Tier 1 classroom.

Goal 2: MSEE will be in the top 15% of schools when compared to the public schools with similar demographics in Shelby County Schools in terms of the percentage of students who score proficient or above on TCAP Achievement Test in Math at any grade level.

MSEE had 7.7% of 3-5 students meet or exceed expectations on the math test, ranking 91/127 in the district. While this number represents significant growth for our students, it places us far outside the top 15%. The major challenge we faced last year in elementary ELA is that almost 30% of the school population is currently receiving EL services. Our number of ELLs is much higher than many other schools in the district, and, since those students face additional barriers to math proficiency, test achievement is lower. In order to better support our ELLs, we will add additional teachers, ensure that the schedule allows for ELLs to receive both ELL services and RTI, and provide professional development to classroom teachers on how to better support and engage ELLs in the Tier 1 classroom.

Goal 3: MSEE will be in the top 15% of schools when compared to the public schools with similar demographics in Memphis City Schools in terms of the percentage of students who score proficient or above on TCAP Achievement Test in Science at any grade level.

MSEE had 25.3% of 3-5 students meet or exceed expectations on the science test, ranking 35/127 in the district. While this number represents significant growth for

our students, it places us outside the top 15%. The major challenge we faced last year was that the elementary science teachers had multiple preps and the planning burden did not allow them to reach their maximum potential. In order to fix the issue, we've reallocated teacher responsibilities. We have also adopted a new curriculum that will allow teachers to have access to high-quality materials to improve the rigor of their classroom.

Goal 4: MSEE will be in the top 15% of schools when compared to the public schools with similar demographics in Shelby County Schools in terms of the percentage of students who score proficient or above on TCAP Achievement Test in Social Studies at any grade level. (**N/A- No SS Test).**

Goal 5: MSEE will be in the top 15% of schools when compared to the public schools with similar demographics in Shelby County Schools in terms of student attendance rate.

Our three year attendance average is 91%. Like many schools, the first few weeks presented challenges due to Covid-related absences. We utilized weekly in-school Covid testing to identify students and staff who had contracted the virus, which allowed us to contact trace and reduce possible additional infections. In order to maintain high student attendance, our front office staff calls the parents of students who are not present after 10am everyday to see what is preventing the student from attending school. Our counselor also made phone calls to identify barriers to attending school and provided contacts to the appropriate community resources when needed. If a student became chronically absent, we followed the SART process to engage the parent and student and find a solution to improve the student's attendance.

b) *Explain how the school adjusted instruction during the 2021-22 school year due to closures necessitated by COVID-19. What methods worked best? Identify specific challenges to the instructional model and how they were addressed.*

During the 21-22 school year, MSE schools were in-person for 100% of the year. We did not have to close the school for COVID at any time. However, we still had students and staff that had to quarantine or isolate, especially in the early part of semester 1. Increased teacher absences meant that class coverage was a challenge; the sub pool was already smaller than normal, so we worked to hire additional in-house subs and cover classes with other teachers, administrators, and network staff when needed. Student absences due to COVID made it a challenge to keep all students on the path to academic improvement; teachers had to be flexible with planning and assignments to accommodate increased absences.

Additionally, a return to full in-person instruction after a year of virtual learning presented challenges as teachers and students adjusted to being in the school building everyday. Teachers had to reacclimate to having duties and other responsibilities while students had to reintegrate with their peers. Teachers had to spend additional time at the

beginning of the year rebuilding routines and procedures since many students had not been in a school building since March of 2020.

c) Please describe the 3-5 highest priority action steps to take to address any concerns about academic performance and/or to drive continuous improvement.

In order to improve our growth score the board and the administrative team have taken the following steps:

- Hired two full time interventionists to address student deficiencies in foundational reading and math. These interventionists will focus on improving student mastery of foundational skills so that they are more prepared to address the rigor of the grade-level standards.
- Implemented new Science Curriculum curriculum (K-5: HMH TN Science + Stemscopes) that better addresses the needs of students with disabilities and ELL students and is more rigorous than our previous curriculum.
- Revised the assessment system to include shorter, more frequent common assessments to provide teachers with more manageable chunks of data to use to adjust instruction.
- Added an additional ESL teacher to support the needs of our growing ESL population

Section II: School Operations

a) Describe the progress made during the 2021-22 school year toward any operational goals outlined in your charter agreement.

Our attendance rate was better than our expectations, despite the difficulties of coming back to the regular school setting from an online environment.

All MSE schools reached their enrollment goals

MSE buildings were/are equipped with high speed fiber internet, no staff experienced any issues.

*b)Complete the table in **Appendix A** for identifying members of the governing board and school leadership for the 2021-22 school year. Below, please answer the following questions:*

1. *What turnover, if any, has occurred on the school's governing board?*

A bard member has left due to personal reasons, MSE was able to replace him immediately.

2. What changes in school leadership, if any, occurred during the previous school year?

Several leadership changes have taken place, please see the school leadership roster below.

c) Describe any operational deficiencies identified in authorizer performance frameworks or provided in other notices of concern. What steps is the governing board taking to remedy these deficiencies?

No deficiencies

d*) Complete the student attrition table in* ***Appendix B*** *outlining reasons students withdrew over the course of the previous school year. Do not include student names or initials. Referencing the data included in the chart, please answer the following:*

1. How does the school track the reasons for student attrition? How does that data inform school planning?

We track the attrition rate throughout the year by using our internal tracking system; when students withdraw, we ask them to fill out withdrawal paperwork that states the reason for their departure. If possible, we try to meet with withdrawing families to better understand the reason for the withdrawal.

We periodically review withdrawal data and also analyze the reasons students move out of our school. We discuss the additional programs we can offer to better meet student needs and brainstorm solutions for the issues that parents cite when they withdraw. We make a budget based on attrition data; when we budget at the beginning of the year, we look at our first day numbers and project our last day numbers based on our historic attrition rate.

2. What steps will the school take to gauge and, if necessary, improve student attrition this year?

Based on our withdrawal data, our student attrition rate was low in comparison with similar schools in our area; however, we still make an effort to identify the reasons for student withdrawals and address any concerns that are revealed. When a withdrawal is due to dissatisfaction, an administrator mets with the parent to discuss a resolution that might enable the student to remain at our school.

Due to less concerns about Covid, we worked hard to increase the amount of face-to-face communication with families, while still allowing virtual meetings when requested. Families receive email updates from classroom teachers and bi-monthly newsletters from the school to keep them updated on events in the school. We also increased our PTO membership, which provided more opportunities to gauge the needs of our families.

f) Briefly summarize the parent and community engagement efforts undertaken by the school during the previous school year. How did the school engage parents over the course of the year? What community partnerships were cultivated or maintained?

During 2021-2022, we provided parents with numerous activities to engage with teachers and administration. Highlights include:

- PTO sponsored several activities during the school year, including winter holiday food drive and a Thanksgiving Food Drive.
- Our counselor sponsored a uniform drive to support needy families and decrease barriers to attendance due to clothing issues.
- Phone calls, emails, virtual conferences via Google Meet and in-person meetings were made when parents had concerns pertaining to their child's academics and behavior.
- Parents assisted in preparing food and purchasing items for Teacher Appreciation Week and served meals to our teachers.
- Parents attended in-person STEAM Night, family holiday parties, ESL parent meetings, virtual honors ceremonies, promotion ceremonies, field day and the Black History Month celebration.
- Teach Like A Champion: The MSEE team continued its partnership with Teach Like A Champion (TLAC) team and visited other schools to observe teachers, look at lesson plans, and share best practices in Memphis.
- YWCA: We have continued our partnership with the YWCA to provide low-cost before and after care for our students and families who needed longer school hours.
- University of Memphis: The University partnered with us to provide material and personal resources to support our STEM initiatives.

Section III: School Finance

a) Describe the progress made during the 2021-22 school year toward any financial goals outlined in your charter agreement.

MSE, as a network, was able to sustain a healthy school year.

Since we did not lose students in terms of enrollment, our BEP funding was received, however, we had to re-allocate some monies.

Additional funding such as CSP, ESSER 2.0, safe schools, etc… were a big support to our financial strength.

Obviously, expenditures showed differences compared to previous years; however, MSE was able to manage the flow and allocation of funds.

Obviously, expenditures showed differences compared to previous years, however, MSE was able to manage the flow and allocation of funds.

b) Provide a detailed accounting, including the amounts and sources, of funds other than those funds received under per-pupil state and local funds and federal formula allocations. Include any funds received from:

1. direct federal grants,

2. grants, gifts, or donations from any private sources (identified by source), and

3. state funds appropriated directly to support of the public charter school, such as BEP capital outlay.

ESSER 2.0	$162,932
ESSER 3.0	$725,271
BEP Capital Outlay	$195,000
BEP	$3,700,070
Title I	$195,000

MSE Elementary received facility grant, capital outlay, and Title I funds (through SCS) in FY 2021

c) Describe any financial deficiencies identified in authorizer performance frameworks or other notices of concern over the past year. What steps is the governing board taking to remedy these deficiencies?

On the SCS financial scorecard, MSE had two indicators below a 3. MSE received a score of 1 on Liquidity and a score of 1 on Debt Burden. Over the past several years, the MSE network has completed several capital outlay projects.

MSE Elementary and MSE 6-8 share the same building. There are many common expenses, such as personnel and facilities. MSE has decided to be more careful with recording and bookkeeping of those expenses, which should address these 2 deficiencies.

d) Identify the total amount and percentage of the annual budget expended upon facilities, including renovations and improvements, maintenance and repairs, and lease or mortgage payments. Separately, identify the total amount of these expenditures (from all sources) that were used to prevent, prepare for or respond to COVID-19.

Total expenses for facilities, including renovations and improvements, maintenance and repairs, and lease or mortgage payments of $1,625,923.61 which is 16%.

Preventive Supplies: $5,675

Chromebooks: $36,067

Miscellaneous COVID related expenses: $20,000

***All schools.

e) Please attach a copy of the most recent annual audit for the school.

Please see the attached audit in appendix C.

f) If the annual audit identified any internal control deficiencies or material weakness, please outline the corrective actions being taken to remedy the deficiencies.

MSEE received no control deficiencies or material weaknesses. However, we had additional expenses due to the pandemic. This caused many extra expenditures and purchases. We work diligently to make sure our financial status stays sustainable and healthy. Additional grants have been received as well, mentioned above.

Appendix A: Leadership Roster and Contact Information

Complete the table below for each member of the governing board. Add additional rows if necessary. “Position on the board” should indicate if the individual is a board chair, other board officer, parent representative, or ex officio member.

BOARD MEMBERS FOR THE 2021-2022 SCHOOL YEAR			
Name	**Position on the Board**	**Email Address**	**Length of term** (start and end date)
Dr. Cem Akkus	Member	cakkus@memphis.edu	Start: 09/12/2009 End: None
Dr. Richard E. Potts	President	rpotts@cbu.edu	Start: 09/26/2015 End: None
Patty Farmer	Member	patty_farmer@yahoo.com	Start: 03/29/2014 End: None
Bayram Demirbuga	Secretary/ Member	Bayram.Demirbuga@tn.gov	Start: 09/26/2015 End: 12/14/2021
Dr. David C. Akdemir	Member	davidcakdemir@gmail.com	Start: 01/29/2019 End: None
Veda V. T. Cherry	Treasurer	cherrylaw@aol.com	Start: 01/29/2019 End: None

Dr. Ismail Fidan	Secretary	IFidan@tntech.edu	Start: 01/29/2022 End: None

Complete the table below for each member of the school's leadership team. Add additional rows if necessary.

SCHOOL LEADERSHIP ROSTER FOR THE 2021-2022 SCHOOL YEAR			
Name	**Title**	**Email Address**	**Start Date**
Nichole Jones-Wallace	K-5 Principal	njones@sememphis.org	07/01/2020
Mia Howry	Dean of Students	mhowry@sememphis.org	07/01/2020
Hasan Irmak	Dean of Academics	hirmak@sememphis.org	07/01/20

Appendix B: Student Attrition Information

Complete the table below outlining reasons below that students withdrew from the school during the last school year. The total number of students should match the number of students withdrawn in state and district reporting systems. **Do not include student names or initials**. Authorizers may request further information regarding individual student withdrawals.

Reason	# of students
Moved out of district or state	12
Transportation	0
Concerned with academic expectations	0
Concerned with discipline practices	0
Expelled	0
Withdrawn due to breach of behavior agreement (but not expelled)	0
Unknown	1
Other (please specify)	1 (student under age) 1 (preferred in-person learning)
Total # of Students Withdrawn	15
Student Attrition Rate (%)	2%

Memphis School of Excellence

Annual Progress Report 10/01/2022

MSE 6-8

Address: 4450 S. Mendenhall Rd. St1 Memphis, TN 38141

Phone: 901-367-7814 Fax: 901-367-7816

Website: www.msem.sememphis.org

MSE 9-12

Address: 4921 Winchester Rd. Memphis, TN 38118

Phone: 901-425-2932 Fax: 901-729-6494

Website: www.msew.sememphis.org

Contact Info:

Dr. Samuel Beyhan

Executive Director

sbeyhan@sememphis.org

Cell: 210-421-9985

Steven Shirley

Principal

sshirley@sememphis.org

Cell: 901-210-7597

Name of School : Memphis School of Excellence			
Authorizer	Shelby County Schools	**School Hours**	7:30-4:00
Year Opened	2010	**Next Renewal Year**	2030
Current Enrollment	526	**Max. Enrollment per Charter Agreement**	675
Current Grade Span Served	6-12	**Grade Span Approved in Charter**	6-12
# Instructional Days per School Year	180	**Current # of Students on Waitlist**	210
Mission Statement	The mission of Memphis School of Excellence is to provide a safe and collaborative environment which will cultivate the academic and social development of its students by emphasizing math, science, and technology for the purpose of students setting and meeting higher education goals.		

Section I: School Academic Performance

a) *Describe the progress made during the last year toward performance framework objectives and all school academic goals outlined in the charter agreement. For each goal or indicator, please answer the following:*

1. *What progress toward this goal or objective was made over the course of the previous academic year? Provide the applicable quantitative data that supports this analysis.*
2. *If the goal or metric was met, what key levers, policies, and/or practices led to success?*

3. If the goal or metric was not met, what hindered the organization's abilities to attain the desired outcome? How is the governing board planning to address any areas of weakness moving forward?

Goal 1: Student proficiency and achievement in reading will grow academically. 85% of students will increase their TCAP reading scores or national percentile in below mentioned standardized tests after two years of enrollment in MSE (ITBS, STAR Reading test, STAR Early Literacy Test, School assessments, TCAP).

Goal 2: Student proficiency and achievement in written language will improve. 85% of students will increase their TCAP writing scores after two years of enrollment in MSE.

Goal 3: Students will demonstrate proficiency in Math. 85% of students will increase their TCAP mathematics scores or national percentile in below mentioned standardized tests after two years of enrollment in MSE.

Goal 4: Students will demonstrate proficiency in science. 85% of students will increase their TCAP science scores or national percentile in national standardized tests after two years of enrollment in MSE.

Unfortunately, due to the COVID-19 pandemic, virtual schooling, and other factors outside the control of the school, student assessment scores such as the TCAP and EOC scores for the 20-21 school year across the state suffered. While we have data for 21-22, calculating growth from disrupted data is not ideal. However, MSE received a school composite TVAAS score of 5, as well as a 5 for literacy and numeracy, indicating that our students are making above average growth across the board.

Goal 5: Students will use technology as an integrated tool in learning and teaching

During the 2021-2022 school year, MSE continued to provide students with access to laptops, email addresses, google classrooms, and other innovative technology so that students could seamlessly continue instruction should they or their class be required to quarantine due to Covid-19. These integrated technological tools provided teachers invaluable opportunities to stem the effects of learning disruptions throughout the school year.

Goal 6: The school will provide an exemplary academic program while instilling strong character education built upon respect and responsibility, including violence and drug prevention strategies.

Our guidance counselors worked with teachers to provide character education, and we continued to build on the emotional supports we offered during the pandemic. Like many schools across the country, we trained our teachers and counselors to be ready to

handle an increase in demands for character education and social-emotional growth. We knew that many students returning to in-person school for the 21-22 school year would create the need for additional counseling and opportunities for students to talk with trusted and trained professionals. Our counselors worked hard to build out a schedule for both classroom visits and one on one counseling in order to support the academic goals of the school and students. These counseling sessions focused heavily on character education and making wise decisions regarding violence and drug-prevention.

Goal 7: Student's attendance rate will be increased gradually over the first five years.

The 2021-2022 school year was MSE's 13th year of operation. Over the years, our attendance rate has remained fairly steady. For 2018-2019 our rate was 94.37%, for 2019-2020 our rate was 94.45%, and for 2020-2021 our rate was 95.29%. Our attendance rate for 2021-2022 was 92.50%. Our previous three year attendance average was 94.5%. This brings our current three year attendance average to 94.08%. Like many schools across Shelby County, the state of Tennessee, and the nation, we knew that many parents would be apprehensive to sending their students back into the building at the start of AY 21-22. In addition, we also knew that parents would be more likely to hold their children at home when notifications were sent regarding Covid-19 cases at the school. In order to maintain high student attendance, our front office staff calls the parents of students who are not present after 10am everyday to see what is preventing the student from attending school. If a student has a high number of absences, we follow the SART process to engage the parent and student and find a solution to improve the student's attendance. We noticed improving attendance throughout the year as Covid-19 cases declined.

Goal 8: % of the students, teachers, and parents who attend the above mentioned classes, programs, or surveys.

Our data indicates that MSE has strong numbers of parents, students, and teachers participate in such programs. In order to increase participation in 2021-2022, we sent a monthly parent newsletter, increased our social media presence, tracked teacher calls to parents, set goals for 100% of parents contact, and had the front office reach out to families as appropriate. Through these means, we were able to contact 100% of our parents throughout the year.

Goal 9: % of students using technology in their presentations, % of teachers using technology in their classroom, % of students who receive adequate computer education, % of parents using school websites for their children academic records and communicating with the teachers, and student/computer ratio.

In 2021-2022:

- 100% of teachers used technology in their classroom
- 100% of students had the opportunity to use technology in a presentation or project

- 100% of students took a computer class in grades 6-8
- 75% of parents used the school website/database regularly

As mentioned above, MSE became a fully 1:1 network at the beginning of the 20-21 academic year so that all students and families could have access to virtual learning.

Goal 10: % of students participating the academic competitions (e.g. science fairs, science Olympiads, Math counts,…), # of clubs offered by the school, % of students enrolling after school clubs.

With the return of in-person instruction, we were excited to be able to offer a wide array of clubs and activities across the 2021-2022 school year. These clubs and activities included:

- MS + HS Basketball
- MS + HS Volleyball
- MS + HS Track
- MS + HS Cheerleading
- MS + HS Soccer
- HS Cross Country
- HS Softball
- HS Baseball
- NHS + NJHS
- Board Game Club
- Honor Guard
- Student Council
- MS + HS Robotics
- Science Olympiad
- CanStruction
- Drone Clun
- Math Counts
- Technology Club
- Drama Club
- College & Career Club
- Book Club
- Chess Club

This list is non exhaustive. MSE had more than 60 clubs and tutoring offerings available for students grades 6-12. Furthermore, in order to provide options for our students, we ask that all teachers sponsor at least one club or sport.

Goal 11: % of parent participating the above mentioned activities, % of parent visited by the teachers, # of parents contacted to discuss the students' progress in academic and non-academic areas, % of parents participating parent education programs, the number of students participating students peer tutoring program as tutor.

Much like our club, and athletic offerings, the return of in-person learning provided ample opportunities to involve students and parents in additional programming. Throughout the year we had over 350 parents participate in programs and activities. Multiple times throughout the year we reached 100% of our parents through phone calls, home visits, or virtual visits. In addition 100% of students attend the History and Heritage month celebrations and the quarterly Honors awards ceremonies. Additional opportunities include:

- Home visits
- Meet and greet night
- Honors programs
- Variety of sporting events
- ESL and technology parent academy
- Black history month programs
- Hispanic heritage month programs
- Senior Celebrations

Goal 12: Student to teacher ratio

During the 21-22 school year student to teacher ratio was 1:17. This number is on-track with our goal to have a low student to teacher ratio. We maintain this ratio through careful consideration of enrollment projections when we are staffing for the upcoming school year.

Goal 13: The number of the programs arranged for community members, the number of community members invited and attended the school programs, the number of continuing education programs offered to community members and the number of people attended these programs.

In addition to our parents, MSE was proud to partner with numerous community partners throughout the year, especially in areas surrounding STEM. These community members included Medtronic, LeBonheur, St. Jude, West TN Stem Hub, and Iglesia Nueva Vida. These programs included student wellness, project based learning units, and other career and counseling programs. We also hosted in-person programs for Meet and Greet nights, parent-teacher conferences, honors awards, Parent Technology nights, Hispanic Heritage, and Black History Month.

Goal 14: The monthly and yearly budget status reports

The board received monthly budget updates from the Executive Director. They also reviewed the annual financial report (AFR) and the year end report; all reports were satisfactory. The board and the Executive Director and our finance department work together to go through the reports to make sure there are no discrepancies and that the

board has a clear picture of the financial state of the school. We refined our PO process to help streamline financial reporting and improve budget accountability. In addition, MSE made strategic human resource decisions to recruit and retain additional network staff such as a purchasing/order manager.

Goal 15: The yearly facility status reports

The board receives monthly updates on the status of our facilities. The board is kept up to date on construction timelines, costs, and completion.

Goal 16: The number of the programs focusing on multicultural and multiethnic diversity offered to students and teachers, % of students and teachers participating in the offered programs.

MSE is proud to celebrate the diversity that makes our school strong. 100% of our students and staff participate in our celebrations for Hispanic Heritage Month and Black History Month. In addition, our in class counseling sessions focused on other multicultural and multiethnic diversities throughout the year.

Goal 17: MSE will be in the top 15% of schools when compared to the public schools with similar demographics in Memphis Shelby County Schools in terms of the percentage of students who score at proficient or above on TCAP Achievement Test in Mathematics, Reading, Science, and Social Studies at any grade level.

20.2 % of students met or exceeded expectations on science 6-8 TCAP, placing 12/68 in the district. 17.8% of students met or exceeded expectations on SS 6-8 TCAP, placing 35/67 in the district. 11.8 % of students met or exceeded expectations on ELA 6-8 TCAP, placing 38/75 in the district. 9.5 % of students met or exceeded expectations on math 6-8 TCAP, placing 33/76 in the district.

While these numbers represent significant growth for our students, they are not within the top 15% of the district. One major challenge is that our middle school has almost 20% of its students receiving ELL services. This is a much higher percentage than many other schools in the district, and, since ELLs often face additional barriers to academic success, has had an impact on our achievement scores.

In order to better support our ELL students, we have provided additional professional development around meeting the needs of ELLs, regularly update ELL accommodations every 4.5 weeks on their ILPs, and regularly review ELL academic performance data.

Goal 18: MSE will be in the top 15% of schools when compared to the public schools with similar demographics in Memphis Shelby County Schools in terms of the

percentage of students who score at proficient or above on Gateway Assessment in Language Arts, Mathematics, and Science. (**N/A- assessment no longer exists)**

Goal 19: MSE will be in the top 15% of schools when compared to the public schools with similar demographics in Memphis Shelby County Schools in terms of the percentage of students who score at proficient or above on End-of-Course in Math, Physical Science, English, and US History.

15.6 % of 9-12 students met or exceeded expectations on science EOCs, placing 22/45 in the district. 36.7 % of 9-12 students met or exceeded expectations on USH EOCs, placing 4/35 in the district. 25.8 % of 9-12 students met or exceeded expectations on ELA EOCs, placing 13/45 in the district. 12.5 % of 9-12 students met or exceeded expectations on math EOCs, placing 9/46 in the district.

These rankings, which include optional schools, place us as competitive with other schools in the district. In addition, MSE received a TVAAS composite of 5 for all EOC subjects, indicating that our students are making above average growth.

Goal 20: MSE will be in the top 15% of schools when compared to the public schools with similar demographics in Memphis Shelby County Schools in terms of the percentage of students who score a 4 or above on TCAP Writing Assessment at 8, and 11 grade levels. (**N/A- TCAP writing no longer exists)**

Goal 21: MSE will be in the top 20% of schools when compared to the public schools with similar demographics in Memphis Shelby County Schools in terms of the mean SAT scores in Math, Critical Reading, Writing for all students who take SAT Test. **(N/A- Students did not take the SAT in 2021-2022.)**

Goal 22: MSE will be in the top 20% of schools when compared to the public schools with similar demographics in Memphis Shelby County Schools in terms of the mean ACT scores in English, Math, Reading, Science for all students who take ACT test.

MSE has continued to improve its ACT score average and ranks in the top 20% of all Memphis Shelby County Schools high schools, achieving a 16.9 average for the year. We incorporate ACT prep into our English and Math classrooms, provide students with opportunities to take practice tests, and have 9th and 10th grade students take the Pre-ACT. The counselor meets with 11th and 12th grade teachers to review their score reports and help them determine what areas they need to study. We offer ACT tutoring where students can sign up for sessions best suited for their test prep needs.

Goal 23: MSE will be in the top 15% of schools when compared to the public schools with similar demographics in Memphis Shelby County Schools in terms of high school graduation.

Our graduation rate for 2021-2022 was 100%, placing us well within the top 15% of Memphis Shelby County Schools schools. In order to maintain this number, our guidance counselor begins reviewing transcripts in 9th grade to ensure that all students are on track for graduation. If a student is not on track, we work to give them a schedule that allows them to recover the needed credits and remain on track. Our front office keeps careful records of student withdrawals and transfers so that our graduation cohort includes the appropriate students. We have also implemented Naviance for all students to help motivate and excite our students about graduation and post-secondary opportunities.

Goal 24: MSE will be in the top 15% of schools when compared to the public schools with similar demographics in Memphis Shelby County Schools in terms of minimizing the drop-out rate.

For the 2021-2022 school year, MSE had no dropouts, placing us well within the top 15% of Shelby County Schools.

Goal 25: MSE will be in the top 15% of schools when compared to the public schools with similar demographics in Memphis Shelby County Schools in terms of maximizing college acceptance rate.

For the 21-22 AY, the class of 2022 had a 99.9% college acceptance rate. During the 2020-2021 school year, MSE has had a college acceptance rate of 81.9%. Of our 66 seniors in the Class of 2022, all of whom graduated, 1 eligible student did not apply and was not accepted to college. Our guidance counselor works diligently to track each student in an internal spreadsheet. She meets with them individually to go over transcripts and discuss their college options. She also regularly communicates with parents to make sure that they feel confident in the application process. She begins working with students early in the first quarter so that they are able to meet deadlines and complete applications.

Goal 26: MSE will be in the top 15% of schools when compared to the public schools with similar demographics in Memphis Shelby County Schools in terms of student attendance rate.

See Goal #7

The 2021-2022 school year was MSE's 13th year of operation. Over the years, our attendance rate has remained fairly steady. For 2018-2019 our rate was 94.37%, for 2019-2020 our rate was 94.45%, and for 2020-2021 our rate was 95.29%. Our attendance rate for 2021-2022 was 92.50%. Our previous three year attendance average was 94.5%. This brings our current three year attendance average to 94.08%. Like many schools across Shelby County, the state of Tennessee, and the nation, we knew that many parents would be apprehensive to sending their students back into the building at

the start of AY 21-22. In addition, we also knew that parents would be more likely to hold their children at home when notifications were sent regarding Covid-19 cases at the school. In order to maintain high student attendance, our front office staff calls the parents of students who are not present after 10am everyday to see what is preventing the student from attending school. If a student has a high number of absences, we follow the SART process to engage the parent and student and find a solution to improve the student's attendance. We noticed improving attendance throughout the year as Covid-19 cases declined.

Goal 27: 100% of students will take the career education course in 8th and upper grades in 5 years of MSE.

100% of our 8-12 grade students had access to the Naviance curriculum in 2021-2022. In addition to providing information about the college process, Naviance includes lessons on careers and finding the best fit career. Students worked through these lessons with their counselor or academic coordinator throughout the 2021-2022 school year. We are continuing to use of Naviance to further support our students as they explore career options. In addition, we have strengthened our commitment to the Naviance experience for our students by hiring an additional college and career counselor who will provide push-in support of Naviance as well as one on one meetings with students to ready them for post-secondary success.

Goal 28: By the end of fourth years, 90 % of students will take at least one AP course. By the end of four years, 60 % of students will pass the test of at least one AP course.

In 2021-2022, 58 out of 134 (36.5%) juniors and seniors took an AP class. 39.9% of (26) Seniors participated in at least 1 AP course and (23) 33.8% of Juniors participated in at least 1 AP course. For the 21-22 school year, we expanded our offerings to include AP Literature and Composition, AP Language and Composition, AP Government and Politics, AP U.S. History, and AP Calculus AB. In order to continue to improve this number and get closer to our goal,MSE now partners with AP Access for All as well as a Dual Enrollment agreement with Bethel University. MSE has also introduced an Advanced STEM Track and Honors program targeting 8th grade students to better prepare them for the rigors of collegiate level coursework.

In terms of pass rates, 8% of students scored a three or higher on AP Calculus AB, 10.5% scored a three or higher on AP Language, 13% scored three or higher on AP Literature and Composition, 6.7% scored three or higher on AP Government and Politics, and 7.7% scored three or higher on AP U.S. History. Historically, these are some of the highest pass rates MSE has had and we look forward to increasing these numbers.

Goal 29: 50 % of students will take dual credit courses in 11th and upper grades each year.

We are working towards increasing the number of students taking dual credit courses. In 2018-2019, we had 1 student take a dual enrollment class. In 2019-2020, 8 students took a dual enrollment class. For the 2020-2021 school year, we had no students desiring to take dual-enrollment classes. When asked, most students expressed concerns regarding the ability to take dual-enrollment during the pandemic and virtually. All students were adjusting to a novel learning modality. In order to continue to increase this number, our guidance counselor has worked closely with students to determine the barriers they face in taking dual enrollment classes. As a result, we have partnered with Bethel University to provide a dual enrollment program for our students. Beginning last year, we identified students who would qualify for dual enrollment and we provided opportunities for the to register for classes. At the end of the 21-22 AY, we had 37.5% of juniors and 49.1% of seniors ready to enroll in Dual Enrollment courses for the Fall of 2022.

Goal 30: 90% of students will be involved in a career and technology program in high school.

100% of our 8-12 grade students had access to the Naviance curriculum in 2021-2022. In addition to providing information about the college process, Naviance includes lessons on careers and finding the best fit career. Students worked through these lessons with their counselor or academic coordinator throughout the 2021-2022 school year. We are continuing to use of Naviance to further support our students as they explore career options. In addition, we have strengthened our commitment to the Naviance experience for our students by hiring an additional college and career counselor who will provide

b) *Explain how the school adjusted instruction during the 2021-22 school year due to closures necessitated by COVID-19. What methods worked best? Identify specific challenges to the instructional model and how they were addressed.*

During the 21-22 school year, MSE schools were in-person for 100% of the year. We did not have to close the school for COVID at any time. However, we still had students and staff that had to quarantine or isolate, especially in the early part of semester 1 and semester 2. Increased teacher absences meant that class coverage was a challenge; the sub pool was already smaller than normal, so we worked to hire additional in-house subs and cover classes with other teachers, administrators, and network staff when needed. Student absences due to COVID made it a challenge to keep all students on the path to academic improvement; teachers had to be flexible with planning and assignments to accommodate increased absences.

Additionally, a return to full in-person instruction after a year of virtual learning presented challenges as teachers and students adjusted to being in the school building everyday. Teachers had to reacclimate to having duties and other responsibilities while students had to reintegrate with their peers. Teachers had to spend additional time at the beginning of the year rebuilding routines and procedures since many students had not been in a school building since March of 2020.

c) Please describe the 3-5 highest priority action steps to take to address any concerns about academic performance and/or to drive continuous improvement.

- Implemented new Science Curriculum curriculum (6-8: HMH TN Science + Stemscopes, 9-12: Pearson) that better addresses the needs of students with disabilities and ELL students and is more rigorous than our previous curriculum.
- Revised the assessment system to include shorter, more frequent common assessments to provide teachers with more manageable chunks of data to use to adjust instruction
- Hired two additional teachers to serve as part-time interventionists to address student deficiencies in foundational reading and math. These interventionists will focus on improving student mastery of foundational skills so that they are more prepared to address the rigor of the grade-level standards.

Section II: School Operations

a) Operational goals outlined in your charter agreement.

Our attendance rate was better than our expectations, despite the difficulties of coming back to the regular school setting from an online environment.

All MSE schools reached their enrollment goals

MSE buildings were/are equipped with high speed fiber internet, no staff experienced any issues.

*b) Complete the table in **Appendix A** for identifying members of the governing board and school leadership for the 2021-22 school year. Below, please answer the following questions:*

1. What turnover, if any, has occurred on the school's governing board?

A board member has left due to personal reasons, MSE was able to replace him immediately.

2. What changes in school leadership, if any, occurred during the previous school year?

Several leadership changes have taken place, please see the school leadership roster below.

c) Describe any operational deficiencies identified in authorizer performance frameworks or provided in other notices of concern. What steps is the governing board taking to remedy these deficiencies?

There were no findings or deficiencies.

*d) Complete the student attrition table in **Appendix B** outlining reasons students withdrew over the course of the previous school year. Do not include student names or initials. Referencing the data included in the chart, please answer the following:*

1. How does the school track the reasons for student attrition? How does that data inform school planning?

- We track the attrition rate throughout the year by using our internal tracking system; when students withdraw, we ask them to fill out withdrawal paperwork that states the reason for their departure. If possible, we try to meet with withdrawing families to better understand the reason for the withdrawal.
- We periodically review withdrawal data and also analyze the reasons students move out of our school. We discuss the additional programs we can offer to better meet student needs and brainstorm solutions for the issues that parents cite when they withdraw. We make a budget based on attrition data; when we budget at the beginning of the year, we look at our first day numbers and project our last day numbers based on our historic attrition rate.

2. What steps will the school take to gauge and, if necessary, improve student attrition this year?

- Based on our withdrawal data in 2021-2022 all students who withdrew did so due to moving.
- Last year, in the frequent quarantine environment, we have worked hard to increase the amount we communicate with families so that they feel connected to the school even if they are periodically unable to attend physically. Families received weekly email updates from classroom teachers and monthly newsletters from the school to keep them updated on events in the school. We also continued using a new SIS database this year that allows parents to login as frequently as they want to monitor their student's attendance and academic performance. We hosted virtual and in-person parent teacher conferences and teachers are available to meet with teachers as needed.

f) Briefly summarize the parent and community engagement efforts undertaken by the school during the previous school year. How did the school engage parents over the course of the year? What community partnerships were cultivated or maintained?

During 2021-2022, we provided parents with numerous activities to engage with teachers and administration. Highlights include:

- Parent teacher conferences
- Title I parent meetings, counselor nights
- Grade-level conferences were held with parents, teachers, and students who required assistance in getting back on track for academic and behavior problems.
- Phone calls and emails were made and sent when parents had concerns pertaining to their child's academics and behavior.
- Title I parent meetings, counselor nights
-

In addition to engaging with parents, we expanded our partnerships with community organizations to better support our parents, staff, and students.

- In 2021-2022 AY, MSE also expanded instructional partners to include LeBonheur, St. Jude, Medtronic, and many more community partners based in science, technology, engineering, and mathematics.
- Teach Like A Champion: The MSE team partnered with Teach Like A Champion (TLAC) team and visited other schools to observe teachers, look at lesson plans, and share best practices in Memphis.
- YWCA: We partnered with the YWCA to provide low-cost before and after care for our students and families who needed longer school hours.
- Iglesia Nueva Vida: MSE partnered with a local Hispanic church to organize Hispanic Heritage months programs.

Section III: School Finance

a) Describe the progress made during the 2021-22 school year toward any financial goals outlined in your charter agreement.

MSE, as a network, was able to sustain a healthy school year.

Since we did not lose students in terms of enrollment, our BEP funding was received, however, we had to re-allocate some monies.

Additional funding such as CSP, ESSER 2.0, safe schools, etc was a big support to our financial strength.

Obviously, expenditures showed differences compared to previous years, however, MSE was able to manage the flow and allocation of funds.

b) Provide a detailed accounting, including the amounts and sources, of funds other than those funds received under per-pupil state and local funds and federal formula allocations. Include any funds received from:

1. direct federal grants,

2. grants, gifts, or donations from any private sources (identified by source), and

3. state funds appropriated directly to support of the public charter school, such as BEP capital outlay.

MSE received facility grant, capital outlay, and Title I funds (through Memphis Shelby County Schools) in FY2021.

ESSER 2.0	$492,700.60
ESSER 3.0	$779,782.50
BEP Capital Outlay	$265,000
BEP	$5,028,300.80
Title I	$265,000

c) Describe any financial deficiencies identified in authorizer performance frameworks or other notices of concern over the past year. What steps is the governing board taking to remedy these deficiencies?

There were no findings or deficiencies.

d) Identify the total amount and percentage of the annual budget expended upon facilities, including renovations and improvements, maintenance and repairs, and lease or mortgage payments. Separately, identify the total amount of these expenditures (from all sources) that were used to prevent, prepare for or respond to COVID-19.

Total expenses for facilities, including renovations and improvements, maintenance and repairs, and lease or mortgage payments of $1,625,923.61 which is 16%.

Preventive Supplies: $5,675
Chromebooks: $36,067
Miscellaneous COVID related expenses: $20,000

***All 3 schools.

e) Please attach a copy of the most recent annual audit for the school.

See the attached audit in appendix C.

f) If the annual audit identified any internal control deficiencies or material weakness, please outline the corrective actions being taken to remedy the deficiencies.

There were no findings or deficiencies.

Appendix A: Leadership Roster and Contact Information

Complete the table below for each member of the governing board. Add additional rows if necessary. "Position on the board" should indicate if the individual is a board chair, other board officer, parent representative, or ex officio member.

BOARD MEMBERS FOR THE 2021-2022 SCHOOL YEAR			
Name	**Position on the Board**	**Email Address**	**Length of term** (start and end date)
Dr. Cem Akkus	Member	cakkus@memphis.edu	Start: 09/12/2009 End: None
Dr. Richard E. Potts	President	rpotts@cbu.edu	Start: 09/26/2015 End: None
Patty Farmer	Member	patty_farmer@yahoo.com	Start: 03/29/2014 End: None

Bayram Demirbuga	Secretary/ Member	Bayram.Demirbuga@tn.gov	Start: 09/26/2015 End: 12/14/2021
Dr. David C. Akdemir	Member	davidcakdemir@gmail.com	Start: 01/29/2019 End: None
Veda V. T. Cherry	Treasurer	cherrylaw@aol.com	Start: 01/29/2019 End: None
Dr. Ismail Fidan	Secretary	IFidan@tntech.edu	Start: 01/29/2022 End: None

Complete the table below for each member of the school's leadership team. Add additional rows if necessary.

SCHOOL LEADERSHIP ROSTER FOR THE 2021-2022 SCHOOL YEAR			
Name	**Title**	**Email Address**	**Start Date**
Nichole Jones-Wallace	6-8 Principal	njones@sememphis.org	07/01/2020

Steven Shirley	9-12 Principal	sshirley@sememphis.org	07/01/2021
Terrence Henderson	Dean of Students (9-12)	thenderson@sememphis.org	07/01/2015
Relista Ward	High School Counselor	rward@sememphis.org	10/17/2016
Christopher Williams	Dean of Students (6-8)	cwilliams@sememphis.org	07/01/2021
Katherine Watkins	Academic Coordinator (6-8)	kwatkins@sememphis.org	07/01/2020

Appendix B: Student Attrition Information

Complete the table below outlining reasons below that students withdrew from the school during the last school year. The total number of students should match the number of students withdrawn in state and district reporting systems. **Do not include student names or initials**. Authorizers may request further information regarding individual student withdrawals.

Reason	# of students
Moved out of district or state	5
Transportation	0

Concerned with academic expectations	0
Concerned with discipline practices	0
Expelled	0
Withdrawn due to breach of behavior agreement (but not expelled)	0
Unknown	0
Other (please specify)	0
Total # of Students Withdrawn	5
Student Attrition Rate (%)	0.8%

Memphis School of Excellence Cordova

Annual Progress Report 10/01/2023

MSEC Secondary

Address: 8360 Macon Rd. Cordova TN 38018

Phone: (901) 421-6789 Fax: (901) 421-6789

Website: https://msec.sememphis.org/

Contact Info:

Dr. Samuel Beyhan

Executive Director

sbeyhan@sememphis.org

Cell: 210-421-9985

Raymond Bradford, Jr

Principal

rbradford@sememphis.org

Cell: 901-205-6033

Name of School : Memphis School of Excellence Cordova			
Authorizer	Shelby County Schools	**School Hours**	7:30-3:00
Year Opened	2021	**Next Renewal Year**	2031
Current Enrollment	369	**Max. Enrollment per Charter Agreement**	475
Current Grade Span Served	6-11	**Grade Span Approved in Charter**	6-12
# Instructional Days per School Year	180	**Current # of Students on Waitlist**	486
Mission Statement	Each student is empowered to succeed in college and career by: Mastering a rigorous, STEM-focused curriculum, experiencing a safe, welcoming, and inclusive environment, receiving individual academic, social, and emotional support, working alongside families and community partners.		

Section I: School Academic Performance

a) Describe the progress made during the last year toward performance framework objectives and all school academic goals outlined in the charter agreement. For each goal or indicator, please answer the following:

1. *What progress toward this goal or objective was made over the course of the previous academic year? Provide the applicable quantitative data that supports this analysis.*
2. *If the goal or metric was met, what key levers, policies, and/or practices led to success?*

3. If the goal or metric was not met, what hindered the organization's abilities to attain the desired outcome? How is the governing board planning to address any areas of weakness moving forward?

Goal 1: MSEC will be in the top 15% of schools when compared to the public schools with similar demographics in Memphis Shelby County Schools in terms of the percentage of students who score proficient or above on TCAP Achievement Test in Reading at any grade level.

MSEC received a level 4 TVAAS score for the 22-23 school year. Although this is lower than our level 5 in 20-21, we are still hopeful about our success. Unfortunately, our Literacy score failed to a level 1 which had the greatest impact on our composite score. While this number did not fall into the top 15%, MSEC only had 9th and 10th grade last year, so the sample size was small MSEC has implemented a common assessment system to collect more frequent data on students, put in place additional supports and intervention services, and hired experienced ELA teachers to teach 9th and 10th grade.

Goal 2: MSEC will be in the top 15% of schools when compared to the public schools with similar demographics in Memphis Shelby County Schools in terms of the percentage of students who score proficient or above on TCAP Achievement Test in Math at any grade level.

MSEC received a level 4 TVAAS score for the 22-23 school year. Although this is lower than our level 5 in 20-21, we are still hopeful about our success. Unfortunately, our Math score failed to a level 4. While this number did not fall into the top 15%, overall 25% of our students met or exceed expectations in Math. MSEC only had 9th and 10th grade last year, so the sample size was small. MSEC has implemented a common assessment system to collect more frequent data on students, put in place additional support and intervention services, and hired experienced Math teachers to teach 9th and 10th grade.

Goal 3: MSEEC will be in the top 15% of schools when compared to the public schools with similar demographics in Memphis Shelby County Schools in terms of the percentage of students who score proficient or above on TCAP Achievement Test in Science at any grade level.

MSEC had 18.9% of 6-8 students meet or exceed expectations on the science test, ranking 14/68 in the district. MSEC had 21.1% of 9-12 students meet or exceed expectations on the science test, ranking 14/45 in the district. Both of these placements are just outside the top 15%. In order to achieve our goal, MSEC has built a makerspace

to provide students with hands-on access to science standards, increased the frequency of science data analysis, and hired highly qualified staff to support science instruction.

Goal 4: MSEEC will be in the top 15% of schools when compared to the public schools with similar demographics in Memphis Shelby County Schools in terms of the percentage of students who score proficient or above on TCAP Achievement Test in Social Studies at any grade level.

MSEC had 34.3% of 6-8 students meet or exceed expectations on the social studies test, ranking 9/67 in the district, meeting our goal to be in the top 15%. The goal was met through constant analysis of screener and benchmark data, support from our SS instructional coach, and multiple opportunities for students to receive tutoring.

Goal 5: MSEC will be in the top 15% of schools when compared to the public schools with similar demographics in Memphis Shelby County Schools in terms of student attendance rate.

Our 2022-2023 attendance average is 94%. When considering other 6-12 schools with similar demographics, we are meeting this goal . In order to maintain high student attendance, our front office staff calls the parents of students who are not present after 9 AM every day. Also parents and guardians fill out the student absence form that helps us to follow up absences. . If a student has a high number of absences, we follow the SART process to engage the parent and student and find a solution to improve the student's attendance. In addition to that, MSEC Faculty conduct home visits to figure out the reasoning behind absenteeism.

b) *Explain how the school adjusted instruction during the 2022-23 school year due to closures necessitated by COVID-19. What methods worked best? Identify specific challenges to the instructional model and how they were addressed.*

During the 22-23 school year, MSE schools were in person for the second year. We did not have to close the school for COVID at any time. However, we still had students and staff that had to quarantine or isolate, especially in the early part of semester 1. Increased teacher absences meant that class coverage was a challenge; the sub pool was already smaller than normal, so we worked to hire additional in-house subs and cover classes with other teachers, administrators, and network staff when needed. Student absences due to colds and concerns for attending school during winter months made it a challenge to keep all students on the path to academic improvement; teachers had to be flexible with planning and assignments to accommodate increased absences.

Additionally, a return to full in-person instruction after a year of virtual learning presented challenges as teachers and students adjusted to being in the school building everyday. Teachers had to reacclimate to having duties and other responsibilities while students had to reintegrate with their peers. Teachers had to spend additional time at the

beginning of the year rebuilding routines and procedures since many students had not been in a school building since March of 2020.

c) Please describe the 3-5 highest priority action steps to take to address any concerns about academic performance and/or to drive continuous improvement.

In order to improve our student achievement the board and the administrative team have taken the following steps:

- Hired two additional teachers to serve as part-time interventionists to address student deficiencies in foundational reading and math. These interventionists will focus on improving student mastery of foundational skills so that they are more prepared to address the rigor of the grade-level standards.
- Implemented new Science Curriculum curriculum (6-8: HMH TN Science + Stemscopes, 9-12: Pearson) that better addresses the needs of students with disabilities and ELL students and is more rigorous than our previous curriculum.
- Revised the assessment system to include shorter, more frequent common assessments to provide teachers with more manageable chunks of data to use to adjust instruction

Section II: School Operations

a) Operational goals outlined in your charter agreement.

Our attendance rate was better than our expectations, despite the difficulties of coming back to the regular school setting from an online environment.

All MSE schools reached their enrollment goals. Our 6th and 8th grades are at the maximum capacity, we are accepting students for 7th grade and High School students.

MSE buildings were/are equipped with high speed fiber internet, no staff experienced any issues.

*a) Complete the table in **Appendix A** for identifying members of the governing board and school leadership for the 2022-2023 school year. Below, please answer the following questions:*

1. What turnover, if any, has occurred on the school's governing board?

We began the school year with 6 board members and those same members will continue to serve as our board members during the 23-24 school year.

2. What changes in school leadership, if any, occurred during the previous school year?

Several leadership changes have taken place, please see the school leadership roster below.

b) *Describe any operational deficiencies identified in authorizer performance frameworks or provided in other notices of concern. What steps is the governing board taking to remedy these deficiencies?*

There were no findings or deficiencies.

c) *Complete the student attrition table in **Appendix B** outlining reasons students withdrew over the course of the previous school year. Do not include student names or initials. Referencing the data included in the chart, please answer the following:*

1. *How does the school track the reasons for student attrition? How does that data inform school planning?*

We track the attrition rate throughout the year by using our internal tracking system; when students withdraw, we ask them to fill out withdrawal paperwork that states the reason for their departure. If possible, we try to meet with withdrawing families to better understand the reason for the withdrawal. An admin must have a conference with parents to figure out the reason for the withdrawal process. We get feedback from parents during these conferences.

We periodically review withdrawal data and also analyze the reasons students move out of our school. We discuss the additional programs we can offer to better meet student needs and brainstorm solutions for the issues that parents cite when they withdraw. We make a budget based on attrition data; when we budget at the beginning of the year, we look at our first day numbers and project our last day numbers based on our historic attrition rate.

2. *What steps will the school take to gauge and, if necessary, improve student attrition this year?*

Based on our withdrawal data, some students withdrew for transportation reasons. MSEC increased the bus numbers to three and added more bus routes according to the parent bus survey results. MSEC added basketball, volleyball, cheer and a wide variety of after school club options for students to serve the different interests of the students. Therefore, we are hoping these efforts will increase student retention.

We use technology to improve our communication with parents. We purchased a parent app called ClassTag so that parents can text teachers more frequently. MSEC admin team used social media as an effective tool and got a good amount of community support.

d) *Briefly summarize the parent and community engagement efforts undertaken by the school during the previous school year. How did the school engage parents over the course of the year? What community partnerships were cultivated or maintained?*

During 2022-2023, we provided parents with numerous activities to engage with teachers and administration. Highlights include:

- We are conducting home visits. During the visits discuss the opportunities of community partnerships.
- Parent Teacher Conferences

- Title I parent meeting
- Phone calls and emails were made and sent when parents had concerns pertaining to their child's academics and behavior.
- Teach Like A Champion: The MSEC team partnered with the Teach Like A Champion (TLAC) team and visited other schools to observe teachers, look at lesson plans, and share best practices in Memphis.
- YWCA: We partnered with the YWCA to provide low-cost before and after care for our students and families who needed longer school hours.

Section III: School Finance

a) Describe the progress made during the 2022-23 school year toward any financial goals outlined in your charter agreement.

MSE, as a network, was able to sustain a healthy school year.

Since we did not lose students in terms of enrollment, our BEP funding was received, however, we had to re-allocate some monies.

Additional funding such as CSP, ESSER 2.0, safe schools, etc. were a big support to our financial strength.

Obviously, expenditures showed differences compared to previous years, however, MSE was able to manage the flow and allocation of funds.

b) Provide a detailed accounting, including the amounts and sources, of funds other than those funds received under per-pupil state and local funds and federal formula allocations. Include any funds received from:

1. direct federal grants,

2. grants, gifts, or donations from any private sources (identified by source), and

3. state funds appropriated directly to support of the public charter school, such as BEP capital outlay.

MSE Elementary received facility grant, capital outlay, and Title I funds (through SCS) in FY2022.

ESSER 2.0	NA
ESSER 3.0	$335,444
BEP Capital Outlay	$142,500
BEP	$2,703,898
Title I	$68,659

c) Describe any financial deficiencies identified in authorizer performance frameworks or other notices of concern over the past year. What steps is the governing board taking to remedy these deficiencies?

On the SCS financial scorecard, MSE had one indicator below a 1. MSE received a score of 1 AFR submission, which the deadline was not met by only 2 days due to personnel issues. Over the past several years, the MSE network has completed several capital outlay projects.

MSE Elementary and MSE 6-8 share the same building. There are many common expenses, such as personnel and facilities. MSE has decided to be more careful with recording and bookkeeping of those expenses, which should address this particular deficiency.

d) Identify the total amount and percentage of the annual budget expended upon facilities, including renovations and improvements, maintenance and repairs, and lease or mortgage payments. Separately, identify the total amount of these expenditures (from all sources) that were used to prevent, prepare for or respond to COVID-19.

Total expenses for facilities, including renovations and improvements, maintenance and repairs, and lease or mortgage payments of $1,725,923.61 which is 17%

Preventive Supplies: $3,780

Miscellaneous COVID related expenses: $21,000

***All 3 schools.

e) Please attach a copy of the most recent annual audit for the school.

Please see the attached audit in appendix C.

f) If the annual audit identified any internal control deficiencies or material weakness, please outline the corrective actions being taken to remedy the deficiencies.

MSEE received no control deficiencies or material weaknesses. However, we had additional expenses due to the pandemic. This caused many extra expenditures and purchases. We work diligently to make sure our financial status stays sustainable and healthy. Additional grants have been received as well, mentioned above.

Appendix A: Leadership Roster and Contact Information

Complete the table below for each member of the governing board. Add additional rows if necessary. "Position on the board" should indicate if the individual is a board chair, other board officer, parent representative, or ex member.

BOARD MEMBERS FOR THE 2022-2023 SCHOOL YEAR			
Name	**Position on the Board**	**Email Address**	**Length of term** (start and end date)
Dr. Cem Akkus	Member	cakkus@memphis.edu	Start: 09/12/2009 End: None
Dr. Richard E. Potts	President	rpotts@cbu.edu	Start: 09/26/2015 End: None

Patty Farmer	Member	patty_farmer@yahoo.com	Start: 03/29/2014 End: None
Dr. David C. Akdemir	Member	davidcakdemir@gmail.com	Start: 01/29/2019 End: None
Veda V. T. Cherry	Treasurer	cherrylaw@aol.com	Start: 01/29/2019 End: None
Dr. Ismail Fidan	Secretary	IFidan@tntech.edu	Start: 01/29/2022 End: None

Complete the table below for each member of the school's leadership team. Add additional rows if necessary.

SCHOOL LEADERSHIP ROSTER FOR THE 2021-2022 SCHOOL YEAR			
Name	**Title**	**Email Address**	**Start Date**
Altug Gencturk	Principal	agencturk@sememphis.org	07/01/2021
Jamie Williams	Dean of Students	jwilliams@sememphis.org	11/01/2021
Metin Caliskan	Dean of Academics	mcaliskan @sememphis.org	01/15/2023

Leatryce Stanley	School Counselor	Lstanley @sememphis.org	07/1/2022

Appendix B: Student Attrition Information

Complete the table below outlining reasons below that students withdrew from the school during the last school year. The total number of students should match the number of students withdrawn in state and district reporting systems. **Do not include student names or initials**. Authorizers may request further information regarding individual student withdrawals.

Reason	# of students
Moved out of district or state	2
Transportation	2
Concerned with academic expectations	1
Concerned with discipline practices	1
Expelled	0

Withdrawn due to breach of behavior agreement (but not expelled)	0
Unknown	2
Other (please specify)	Moving within SCS - 20
Total # of Students Withdrawn	30
Student Attrition Rate (%)	8%

Memphis School of Excellence Elementary

Annual Progress Report

10/01/2023

MSE Elementary K-5

Address: 4450 S. Mendenhall Rd. St#1 Memphis, TN 38141

Phone: 901-367-7814 Fax: 901-367-7816

Website: https://msem.sememphis.org/

Contact Info:

Dr. Samuel Beyhan

Executive Director

sbeyhan@sememphis.org

Cell: 210-421-9985

Steven Shirley

Principal

sshirley@sememphis.org

Cell: 901-210-7597

Name of School : Memphis School of Excellence Elementary			
Authorizer	Shelby County Schools	**School Hours**	7:30-4:00
Year Opened	2017	**Next Renewal Year**	2027
Current Enrollment	412	**Max. Enrollment per Charter Agreement**	450
Current Grade Span Served	K-5	**Grade Span Approved in Charter**	K-5
# Instructional Days per School Year	180	**Current # of Students on Waitlist**	454
Mission Statement	Each student is empowered to succeed in college and career by: Mastering a rigorous, STEM-focused curriculum, experiencing a safe, welcoming, and inclusive environment, receiving individual academic, social, and emotional support, working alongside families and community partners.		

Section I: School Academic Performance

a) Describe the progress made during the last year toward performance framework objectives and all school academic goals outlined in the charter agreement. For each goal or indicator, please answer the following:

1. *What progress toward this goal or objective was made over the course of the previous academic year? Provide the applicable quantitative data that supports this analysis.*
2. *If the goal or metric was met, what key levers, policies, and/or practices led to success?*

3. If the goal or metric was not met, what hindered the organization's abilities to attain the desired outcome? How is the governing board planning to address any areas of weakness moving forward?

Goal 1: MSEE will be in the top 15% of schools when compared to the public schools with similar demographics in Shelby County Schools in terms of the percentage of students who score proficient or above on TCAP Achievement Test in Reading at any grade level.

MSEE earned a level 5 composite TVAAS score indicating that our students made above average growth.

MSEE had 10.4% of 3-5 students meet or exceed expectations on the ELA test, ranking 99/127 in the district. While this number represents significant growth for our students, it places us far outside the top 15%. The major challenge we face in elementary ELA is that almost 30% of the school population is currently receiving EL services. Our number of ELLs is much higher than many other schools in the district, and, since those students face additional barriers to ELA proficiency, test achievement is lower. In order to better support our ELLs, we will add additional teachers, ensure that the schedule allows for ELLs to receive both ELL services and RTI, and provide professional development to classroom teachers on how to better support and engage ELLs in the Tier 1 classroom.

Goal 2: MSEE will be in the top 15% of schools when compared to the public schools with similar demographics in Shelby County Schools in terms of the percentage of students who score proficient or above on TCAP Achievement Test in Math at any grade level.

MSEE had 12.9% of 3-5 students meet or exceed expectations on the math test, ranking 83/127 in the district. While this number represents significant growth for our students, it places us far outside the top 15%. The major challenge we faced last year in elementary ELA is that almost 30% of the school population is currently receiving EL services. Our number of ELLs is much higher than many other schools in the district, and, since those students face additional barriers to math proficiency, test achievement is lower. In order to better support our ELLs, we will add additional teachers, ensure that the schedule allows for ELLs to receive both ELL services and RTI, and provide professional development to classroom teachers on how to better support and engage ELLs in the Tier 1 classroom.

Goal 3: MSEE will be in the top 15% of schools when compared to the public schools with similar demographics in Memphis City Schools in terms of the percentage of students who score proficient or above on TCAP Achievement Test in Science at any grade level.

MSEE had 26.5% of 3-5 students meet or exceed expectations on the science test, ranking 35/127 in the district. While this number represents significant growth for our students, it places us outside the top 15%. The major challenge we faced last year was that the elementary science teachers had multiple preps and the planning burden did

not allow them to reach their maximum potential. In order to fix the issue, we've reallocated teacher responsibilities. We have also adopted a new curriculum that will allow teachers to have access to high-quality materials to improve the rigor of their classroom.

Goal 4: MSEE will be in the top 15% of schools when compared to the public schools with similar demographics in Shelby County Schools in terms of the percentage of students who score proficient or above on TCAP Achievement Test in Social Studies at any grade level. **(N/A- No SS Test).**

Goal 5: MSEE will be in the top 15% of schools when compared to the public schools with similar demographics in Shelby County Schools in terms of student attendance rate.

Our four year attendance average is 95%. Like many schools, the first few weeks presented challenges due to Covid-related absences. We utilized weekly in-school Covid testing to identify students and staff who had contracted the virus, which allowed us to contact trace and reduce possible additional infections. In order to maintain high student attendance, our front office staff calls the parents of students who are not present after 10am everyday to see what is preventing the student from attending school. Our counselor also made phone calls to identify barriers to attending school and provided contacts to the appropriate community resources when needed. If a student became chronically absent, we followed the SART process to engage the parent and student and find a solution to improve the student's attendance.

b) *Explain how the school adjusted instruction during the 2022-23 school year due to closures necessitated by COVID-19. What methods worked best? Identify specific challenges to the instructional model and how they were addressed.*

During the 22-23 school year, MSE schools were in-person the second year. We did not have to close the school for COVID at any time. However, we still had students and staff that had chose to stay home and isolate, especially in the early part of semester 1. Increased teacher absences meant that class coverage was a challenge; the sub pool was already smaller than normal, so we worked to hire additional in-house subs and cover classes with other teachers, administrators, and network staff when needed. Student absences due to COVID made it a challenge to keep all students on the path to academic improvement; teachers had to be flexible with planning and assignments to accommodate increased absences.

Additionally, a return to full in-person instruction after a year of virtual learning presented challenges as teachers and students adjusted to being in the school building everyday. Teachers had to reacclimate to having duties and other responsibilities while students had to reintegrate with their peers. Teachers had to spend additional time at the beginning of the year rebuilding routines and procedures since many students had not been in a school building since March of 2020.

c) Please describe the 3-5 highest priority action steps to take to address any concerns about academic performance and/or to drive continuous improvement.

In order to improve our growth score the board and the administrative team have taken the following steps:

- Hired two full time interventionists to address student deficiencies in foundational reading and math. These interventionists will focus on improving student mastery of foundational skills so that they are more prepared to address the rigor of the grade-level standards.
- Implemented new Science Curriculum curriculum (K-5: HMH TN Science + Stemscopes) that better addresses the needs of students with disabilities and ELL students and is more rigorous than our previous curriculum.
- Revised the assessment system to include shorter, more frequent common assessments to provide teachers with more manageable chunks of data to use to adjust instruction.
- Added an additional ESL teacher to support the needs of our growing ESL population

Section II: School Operations

a) Describe the progress made during the 2022-23 school year toward any operational goals outlined in your charter agreement.

Our attendance rate was better than our expectations, despite the difficulties of coming back to the regular school setting from an online environment.

All MSE schools reached their enrollment goals. We struggled with kindergarten enrollment.

MSE buildings were/are equipped with high speed fiber internet, no staff experienced any issues.

*b)Complete the table in **Appendix A** for identifying members of the governing board and school leadership for the 2022-23 school year. Below, please answer the following questions:*

1. What turnover, if any, has occurred on the school's governing board?

We began the school year with 6 board members and those same members will continue to serve as our board members during the 23-24 school year.

2. What changes in school leadership, if any, occurred during the previous school year?

Several leadership changes have taken place, please see the school leadership roster below.

c) Describe any operational deficiencies identified in authorizer performance frameworks or provided in other notices of concern. What steps is the governing board taking to remedy these deficiencies?

No deficiencies

d*) Complete the student attrition table in* ***Appendix B*** *outlining reasons students withdrew over the course of the previous school year. Do not include student names or initials. Referencing the data included in the chart, please answer the following:*

1. How does the school track the reasons for student attrition? How does that data inform school planning?

We track the attrition rate throughout the year by using our internal tracking system; when students withdraw, we ask them to fill out withdrawal paperwork that states the reason for their departure. If possible, we try to meet with withdrawing families to better understand the reason for the withdrawal.

We periodically review withdrawal data and also analyze the reasons students move out of our school. We discuss the additional programs we can offer to better meet student needs and brainstorm solutions for the issues that parents cite when they withdraw. We make a budget based on attrition data; when we budget at the beginning of the year, we look at our first day numbers and project our last day numbers based on our historic attrition rate.

2. What steps will the school take to gauge and, if necessary, improve student attrition this year?

Based on our withdrawal data, our student attrition rate was low in comparison with similar schools in our area; however, we still make an effort to identify the reasons for student withdrawals and address any concerns that are revealed. When a withdrawal is due to dissatisfaction, an administrator mets with the parent to discuss a resolution that might enable the student to remain at our school.

Due to less concerns about Covid, we worked hard to increase the amount of face-to-face communication with families, while still allowing virtual meetings when requested. Families receive email updates from classroom teachers and bi-monthly newsletters from the school to keep them updated on events in the school. We also increased our PTO membership, which provided more opportunities to gauge the needs of our families.

f) Briefly summarize the parent and community engagement efforts undertaken by the school during the previous school year. How did the school engage parents over the course of the year? What community partnerships were cultivated or maintained?

During 2022-2023, we provided parents with numerous activities to engage with teachers and administration. Highlights include:

- PTO sponsored several activities during the school year, including winter holiday food drive and a Thanksgiving Food Drive.
- Our counselor sponsored a uniform drive to support needy families and decrease barriers to attendance due to clothing issues.
- Phone calls, emails, virtual conferences via Google Meet and in-person meetings were made when parents had concerns pertaining to their child's academics and behavior.

- Parents assisted in preparing food and purchasing items for Teacher Appreciation Week and served meals to our teachers.
- Parents attended in-person STEAM Night, family holiday parties, ESL parent meetings, virtual honors ceremonies, promotion ceremonies, field day and the Black History Month celebration.
- Teach Like A Champion: The MSEE team continued its partnership with Teach Like A Champion (TLAC) team and visited other schools to observe teachers, look at lesson plans, and share best practices in Memphis.
- YWCA: We have continued our partnership with the YWCA to provide low-cost before and after care for our students and families who needed longer school hours.
- University of Memphis: The University partnered with us to provide material and personal resources to support our STEM initiatives.

Section III: School Finance

Commented [1]: @mayci@sememphis.org @jromo@sememphis.org report is due 10! _Assigned to Mugire Ayci_

a) Describe the progress made during the 2022-23 school year toward any financial goals outlined in your charter agreement.

MSE, as a network, was able to sustain a healthy school year.

Since we did not lose students in terms of enrollment, our BEP funding was received, however, we had to re-allocate some monies.

Additional funding such as ESSER 3.0, safe schools, etc… were a big support to our financial strength.

Obviously, expenditures showed differences compared to previous years; however, MSE was able to manage the flow and allocation of funds.

b) Provide a detailed accounting, including the amounts and sources, of funds other than those funds received under per-pupil state and local funds and federal formula allocations. Include any funds received from:

1. direct federal grants,

2. grants, gifts, or donations from any private sources (identified by source), and

3. state funds appropriated directly to support of the public charter school, such as BEP capital outlay.

ESSER 2.0	$256,587.12
ESSER 3.0	$229,715.98
BEP Capital Outlay	$204,000
BEP	$3,325,070

Title I	$278,867.70

MSE Elementary received facility grant, capital outlay, and Title I funds (through SCS) in FY 2022

c) Describe any financial deficiencies identified in authorizer performance frameworks or other notices of concern over the past year. What steps is the governing board taking to remedy these deficiencies?

On the SCS financial scorecard, MSE had one indicator below a 1. MSE received a score of 1 AFR submission, which the deadline was not met by only 2 days due to personnel issues. Over the past several years, the MSE network has completed several capital outlay projects.

MSE Elementary and MSE 6-8 share the same building. There are many common expenses, such as personnel and facilities. MSE has decided to be more careful with recording and bookkeeping of those expenses, which should address this particular deficiency.

d) Identify the total amount and percentage of the annual budget expended upon facilities, including renovations and improvements, maintenance and repairs, and lease or mortgage payments. Separately, identify the total amount of these expenditures (from all sources) that were used to prevent, prepare for or respond to COVID-19.

Total expenses for facilities, including renovations and improvements, maintenance and repairs, and lease or mortgage payments of $1,725,923.61 which is 17%.

Preventive Supplies: $7,000

Miscellaneous COVID related expenses: $30,000

***All schools.

e) Please attach a copy of the most recent annual audit for the school.

Please see the attached audit in appendix C.

f) If the annual audit identified any internal control deficiencies or material weakness, please outline the corrective actions being taken to remedy the deficiencies.

MSEE received no control deficiencies or material weaknesses. However, we had additional expenses due to the pandemic. This caused many extra expenditures and purchases. We work diligently to make sure our financial status stays sustainable and healthy. Additional grants have been received as well, mentioned above.

Appendix A: Leadership Roster and Contact Information

Complete the table below for each member of the governing board. Add additional rows if necessary. "Position on the board" should indicate if the individual is a board chair, other board officer, parent representative, or ex officio member.

BOARD MEMBERS FOR THE 2022-2023 SCHOOL YEAR			
Name	**Position on the Board**	**Email Address**	**Length of term** (start and end date)
Dr. Cem Akkus	Member	cakkus@memphis.edu	Start: 09/12/2009 End: None
Dr. Richard E. Potts	President	rpotts@cbu.edu	Start: 09/26/2015 End: None
Patty Farmer	Treasurer	patty_farmer@yahoo.com	Start: 03/29/2014 End: None
Dr. David C. Akdemir	Member	davidcakdemir@gmail.com	Start: 01/29/2019 End: None
Veda V. T. Cherry	Vice President	cherrylaw@aol.com	Start: 01/29/2019 End: None

Dr. Ismail Fidan	Secretary	IFidan@tntech.edu	Start: 01/29/2022 End: None

Complete the table below for each member of the school's leadership team. Add additional rows if necessary.

SCHOOL LEADERSHIP ROSTER FOR THE 2022-2023 SCHOOL YEAR			
Name	**Title**	**Email Address**	**Start Date**
Nichole Jones-Wallace/ Raymond Bradford	K-5 Principal	njones@sememphis.org rbradford@sememphis.org	07/01/2020
Mia Howry	Dean of Students	mhowry@sememphis.org	07/01/2020
Earica Owens	School Counselor	eowens@sememphis.org	07/01/2020
Hamide Koken	Dean of Academics	hkoken@sememphis.org	07/01/2022

Appendix B: Student Attrition Information

Complete the table below outlining reasons below that students withdrew from the school during the last school year. The total number of students should match the number of students withdrawn in state and district reporting systems. **Do not include student names or initials**. Authorizers may request further information regarding individual student withdrawals.

Reason	# of students
Moved out of district or state	22
Transportation	10
Concerned with academic expectations	2
Concerned with discipline practices	0
Expelled	0
Withdrawn due to breach of behavior agreement (but not expelled)	0
Unknown	3
Other (please specify)	
Total # of Students Withdrawn	37
Student Attrition Rate (%)	9%

Memphis School of Excellence Elementary Cordova

Annual Progress Report 10/01/2023

MSEEC K-5

Address: 8350 Macon Rd. Cordova TN 38018

Phone: 901-707 8146 Fax: (901) 421-6789

Website: https://mseec.sememphis.org/

Contact Info:

Dr. Samuel Beyhan

Executive Director

sbeyhan@sememphis.org

Cell: 210-421-9985

Metin Caliskan

Principal

mcaliskan@sememphis.org

Cell: 901-616-9310

Name of School : Memphis School of Excellence Elementary Cordova			
Authorizer	Shelby County Schools	**School Hours**	7:30-3:00
Year Opened	2020	**Next Renewal Year**	2030
Current Enrollment	322	**Max. Enrollment per Charter Agreement**	310
Current Grade Span Served	K-5	**Grade Span Approved in Charter**	K-5
# Instructional Days per School Year	180	**Current # of Students on Waitlist**	454
Mission Statement	Each student is empowered to succeed in college and career by: Mastering a rigorous, STEM-focused curriculum, experiencing a safe, welcoming, and inclusive environment, receiving individual academic, social, and emotional support, working alongside families and community partners.		

Section I: School Academic Performance

a) Describe the progress made during the last year toward performance framework objectives and all school academic goals outlined in the charter agreement. For each goal or indicator, please answer the following:

1. *What progress toward this goal or objective was made over the course of the previous academic year? Provide the applicable quantitative data that supports this analysis.*
2. *If the goal or metric was met, what key levers, policies, and/or practices led to success?*

3. If the goal or metric was not met, what hindered the organization's abilities to attain the desired outcome? How is the governing board planning to address any areas of weakness moving forward?

Goal 1: MSEEC will be in the top 15% of schools when compared to the public schools with similar demographics in Memphis City Schools in terms of the percentage of students who score proficient or above on TCAP Achievement Test in Reading at any grade level.

MSEEC received a composite TVAAS of 1 for the 22-23 school year.

MSEEC had 20.3% of 3-5 students meet or exceed expectations on the ELA test, ranking 37/127 in the district. This number is significantly lower than our previous year's percentage. One challenge is that students showed a substantial amount of growth in the 21-22 school year. MSEEC has implemented a common assessment system to collect more frequent data on students, put in place additional support and intervention services, and also departmentalized instruction for grades 2-5.

Goal 2: MSEEC will be in the top 15% of schools when compared to the public schools with similar demographics in Memphis City Schools in terms of the percentage of students who score proficient or above on TCAP Achievement Test in Math at any grade level.

MSEEC had 18.2% of 3-5 students meet or exceed expectations on the math test, ranking 57/127 in the district. While this number represents significant growth for our students, it places us just outside the top 15%. One challenge is that students showed a substantial amount of growth in the 21-22 school year. MSEEC has implemented a common assessment system to collect more frequent data on students, put in place additional support and intervention services, and also departmentalized instruction for grades 2-5.

Goal 3: MSEEC will be in the top 15% of schools when compared to the public schools with similar demographics in Memphis City Schools in terms of the percentage of students who score proficient or above on TCAP Achievement Test in Science at any grade level.

MSEEC had 26% of 3-5 students meet or exceed expectations on the science test, ranking 35/117 in the district. Using the new curriculum, we should have great growth in Science. In order to improve on this goal, MSEEC has implemented a new science curriculum and increased the amount of opportunities students have to participate in PBLs. This will allow students more hands-on experience to help support standards mastery.

Goal 4: MSEEC will be in the top 15% of schools when compared to the public schools with similar demographics in Memphis City Schools in terms of the percentage of students who score proficient or above on TCAP Achievement Test in Social Studies at any grade level. **(N/A- 3-5 SS is no longer tested.)**

Goal 5: MSEEC will be in the top 15% of schools when compared to the public schools with similar demographics in Memphis City Schools in terms of student attendance rate.

Our second year attendance average is 94%. When considering other K-5 schools with similar demographics, we are meeting this goal considering a fully virtual environment. In order to maintain high student attendance, our front office staff calls the parents of students who are not present after 10am everyday to see what is preventing the student from attending school. If a student has a high number of absences, we follow the SART process to engage the parent and student and find a solution to improve the student's attendance.

b) *Explain how the school adjusted instruction during the 2022-23 school year due to closures necessitated by COVID-19. What methods worked best? Identify specific challenges to the instructional model and how they were addressed.*

During the 22-23 school year, MSE schools were in-person for 100% of the year. We did not have to close the school for COVID at any time. However, we still had students and staff that chose to isolate, especially in the early part of semester 1. Increased teacher absences meant that class coverage was a challenge; the sub pool was already smaller than normal, so we worked to hire additional in-house subs and cover classes with other teachers, administrators, and network staff when needed. Student absences due to COVID made it a challenge to keep all students on the path to academic improvement; teachers had to be flexible with planning and assignments to accommodate increased absences.

Additionally, a return to full in-person instruction presented challenges as teachers and students adjusted to being in the school building everyday. Teachers had to reacclimate to having duties and other responsibilities while students had to reintegrate with their peers. Teachers had to spend additional time at the beginning of the year rebuilding routines and procedures since many students had not been in a school building since March of 2020.

c) Please describe the 3-5 highest priority action steps to take to address any concerns about academic performance and/or to drive continuous improvement.

In order to improve our growth score the board and the administrative team have taken the following steps:

- Hired two full time interventionists to address student deficiencies in foundational reading and math. These interventionists will focus on improving student mastery of foundational skills so that they are more prepared to address the rigor of the grade-level standards.
- Implemented new Science Curriculum curriculum (K-5: HMH TN Science + Stemscopes) that better addresses the needs of students with disabilities and ELL students and is more rigorous than our previous curriculum.

- Revised the assessment system to include shorter, more frequent common assessments to provide teachers with more manageable chunks of data to use to adjust instruction.
- Added additional ESL support and partnerships.

Section II: School Operations

a) Operational goals outlined in your charter agreement.

Our attendance rate was better than our expectations, despite the difficulties of coming back to the regular school setting from an online environment.

All MSE schools reached their enrollment goals

MSE buildings were/are equipped with high speed fiber internet, no staff experienced any issues.

*b) Complete the table in **Appendix A** for identifying members of the governing board and school leadership for the 2022-2023 school year. Below, please answer the following questions:*

1. What turnover, if any, has occurred on the school's governing board?

N/A

2. What changes in school leadership, if any, occurred during the previous school year?

Several leadership changes have taken place, please see the school leadership roster below.

c) Describe any operational deficiencies identified in authorizer performance frameworks or provided in other notices of concern. What steps is the governing board taking to remedy these deficiencies?

According to the SCS operational scorecard, MSEEC had no indicators below a 3. The board plans to continue current procedures to ensure future success.

*d) Complete the student attrition table in **Appendix B** outlining reasons students withdrew over the course of the previous school year. Do not include student names or initials. Referencing the data included in the chart, please answer the following:*

1. How does the school track the reasons for student attrition? How does that data inform school planning?

We track the attrition rate throughout the year by using our internal tracking system; when students withdraw, we ask them to fill out withdrawal paperwork that states the reason for their departure. If possible, we try to meet with withdrawing families to better understand the reason for the withdrawal.

We periodically review withdrawal data and also analyze the reasons students move out of our school. We discuss the additional programs we can offer to better meet student needs and brainstorm solutions for the issues that parents cite when they withdraw. We make a budget based on attrition data; when we budget at the beginning of the year, we look at our first day numbers and project our last day numbers based on our historic attrition rate.

2. What steps will the school take to gauge and, if necessary, improve student attrition this year?

Based on our withdrawal data, some students withdrew for transportation reasons. MSEEC, after surveying families, increased our bus route to two buses. MSEEC will increase its academic and athletic extracurricular opportunities for students so that it has a wider range of activities that appeal to different students and increase the likelihood that they remain at MSEEC.

We worked hard to increase the amount we communicated with families so that they felt connected to the school. Families received weekly email updates from classroom teachers and monthly or bi-monthly newsletters from the school to keep them updated on events in the school. We hosted in-person and virtual parent teacher conferences. We plan to continue virtual and in-person events for the 23-24 school year.

e) Briefly summarize the parent and community engagement efforts undertaken by the school during the previous school year. How did the school engage parents over the course of the year? What community partnerships were cultivated or maintained?

During 2022-2023, we provided parents with numerous activities to engage with teachers and administration. Highlights include:

- MSEEC Parent Advisory Committee
    - Met quarterly
    - Prepared school improvement plans, shared ideas, and created foundations of a PTO
- Grade-level conferences were held with parents, teachers, and students who required assistance in getting back on track for academic and behavior problems.
- Phone calls and emails were made and sent when parents had concerns pertaining to their child's academics and behavior.
- We hosted STEM fairs
- We partnered with the high school and created Science Buddies
- We also hosted events such as grandparents day and other award celebrations

In addition to engaging with parents, we expanded our partnerships with community organizations to better support our parents, staff, and students.

- Teach Like A Champion: The MSEEC team partnered with the Teach Like A Champion (TLAC) team and visited other schools to observe teachers, look at lesson plans, and share best practices in Memphis.
- YWCA: We partnered with the YWCA to provide low-cost before and after care for our students and families who needed longer school hours.

Section III: School Finance

a) Describe the progress made during the 2022-23 school year toward any financial goals outlined in your charter agreement.

MSE, as a network, was able to sustain a healthy school year.

Since we did not lose students in terms of enrollment, our BEP funding was received, however, we had to re-allocate some monies.

Additional funding such as ESSER 3.0, safe schools, etc… were a big support to our financial strength.

Obviously, expenditures showed differences compared to previous years; however, MSE was able to manage the flow and allocation of funds.

b) Provide a detailed accounting, including the amounts and sources, of funds other than those funds received under per-pupil state and local funds and federal formula allocations. Include any funds received from:

1. direct federal grants,

2. grants, gifts, or donations from any private sources (identified by source), and

3. state funds appropriated directly to support of the public charter school, such as BEP capital outlay.

ESSER 2.0	$152,709.63
ESSER 3.0	$170,250.00
BEP Capital Outlay	$147,500
BEP	$2,527,771
Title I	$71,252.12

MSE Elementary received facility grant, capital outlay, and Title I funds (through SCS) in FY2022.

c) Describe any financial deficiencies identified in authorizer performance frameworks or other notices of concern over the past year. What steps is the governing board taking to remedy these deficiencies?

On the SCS financial scorecard, MSE had one indicator below a 1. MSE received a score of 1 AFR submission, which the deadline was not met by only 2 days due to personnel issues. Over the past several years, the MSE network has completed several capital outlay projects.

MSE Elementary and MSE 6-8 share the same building. There are many common expenses, such as personnel and facilities. MSE has decided to be more careful with recording and bookkeeping of those expenses, which should address this particular deficiency.

d) Identify the total amount and percentage of the annual budget expended upon facilities, including renovations and improvements, maintenance and repairs, and lease or mortgage payments. Separately, identify the total amount of these expenditures (from all sources) that were used to prevent, prepare for or respond to COVID-19.

Total expenses for facilities, including renovations and improvements, maintenance and repairs, and lease or mortgage payments of Total expenses for facilities, including renovations and improvements, maintenance and repairs, and lease or mortgage payments of $1,725,923.61 which is 17%.

Preventive Supplies: $4,000

Miscellaneous COVID related expenses: $20,000

***All 3 schools.

e) Please attach a copy of the most recent annual audit for the school.

Please see the attached audit in appendix C.

f) If the annual audit identified any internal control deficiencies or material weakness, please outline the corrective actions being taken to remedy the deficiencies.

There were no findings or deficiencies.

Appendix A: Leadership Roster and Contact Information

Complete the table below for each member of the governing board. Add additional rows if necessary. "Position on the board" should indicate if the individual is a board chair, other board officer, parent representative, or ex officio member.

BOARD MEMBERS FOR THE 2022-2023 SCHOOL YEAR

Name	Position on the Board	Email Address	Length of term (start and end date)
Dr. Cem Akkus	Member	cakkus@memphis.edu	Start: 09/12/2009 End: None
Dr. Richard E. Potts	President	rpotts@cbu.edu	Start: 09/26/2015 End: None
Patty Farmer	Treasurer	patty_farmer@yahoo.com	Start: 03/29/2014 End: None
Dr. David C. Akdemir	Member	davidcakdemir@gmail.com	Start: 01/29/2019 End: None
Veda V. T. Cherry	Vice President	cherrylaw@aol.com	Start: 01/29/2019 End: None
Dr. Ismail Fidan	Secretary	IFidan@tntech.edu	Start: 01/29/2022 End: None

Complete the table below for each member of the school's leadership team. Add additional rows if necessary.

SCHOOL LEADERSHIP ROSTER FOR THE 2022-2023 SCHOOL YEAR

Name	Title	Email Address	Start Date
Daniel Demir	Principal	ddemir@sememphis.org	07/01/2020
Ashley Robinson	Academic Coordinator	arobinson@sememphis.org	07/01/2020
Kalneshia Hunter	Dean of Students	khunter@sememphis.org	09/26/2022

Appendix B: Student Attrition Information

Complete the table below outlining reasons below that students withdrew from the school during the last school year. The total number of students should match the number of students withdrawn in state and district reporting systems. **Do not include student names or initials**. Authorizers may request further information regarding individual student withdrawals.

Reason	# of students
Moved out of district or state	15
Transportation	5
Concerned with academic expectations	6
Concerned with discipline practices	0
Expelled	0
Withdrawn due to breach of behavior agreement (but	0

not expelled)	
Unknown	5
Other (please specify)	
Total # of Students Withdrawn	31
Student Attrition Rate (%)	9,6%

Memphis School of Excellence

Annual Progress Report 10/01/2023

MSE 6-8

Address: 4450 S. Mendenhall Rd. St1 Memphis, TN 38141

Phone: 901-367-7814 Fax: 901-367-7816

Website: www.msem.sememphis.org

MSE 9-12

Address: 4921 Winchester Rd. Memphis, TN 38118

Phone: 901-425-2932 Fax: 901-729-6494

Website: www.msew.sememphis.org

Contact Info:

Dr. Samuel Beyhan

Executive Director

sbeyhan@sememphis.org

Cell: 210-421-9985

Fatih Ilhan

Principal

fatihilhan@sememphis.org

Cell: 901-210-7597

Name of School : Memphis School of Excellence			
Authorizer	Shelby County Schools	**School Hours**	7:30-4:00
Year Opened	2010	**Next Renewal Year**	2030
Current Enrollment	526	**Max. Enrollment per Charter Agreement**	675
Current Grade Span Served	6-12	**Grade Span Approved in Charter**	6-12
# Instructional Days per School Year	180	**Current # of Students on Waitlist**	210
Mission Statement	Each student is empowered to succeed in college and career by: Mastering a rigorous, STEM-focused curriculum, experiencing a safe, welcoming, and inclusive environment, receiving individual academic, social, and emotional support, working alongside families and community partners.		

Section I: School Academic Performance

I. *Describe the progress made during the last year toward performance framework objectives and all school academic goals outlined in the charter agreement. For each goal or indicator, please answer the following:*

a. What progress toward this goal or objective was made over the course of the previous academic year? Provide the applicable quantitative data that supports this analysis.

b. If the goal or metric was met, what key levers, policies, and/or practices led to success?

c. If the goal or metric was not met, what hindered the organization's abilities to attain the desired outcome? How is the governing board planning to address any areas of weakness moving forward?

d. How is the board planning to address any areas of weakness moving forward?

Goal 1: Student proficiency and achievement in reading will grow academically. 85% of students will increase their TCAP reading scores or national percentile in below mentioned standardized tests after two years of enrollment in MSE (ITBS, STAR Reading test, STAR Early Literacy Test, School assessments, TCAP).

Goal 2: Student proficiency and achievement in written language will improve. 85% of students will increase their TCAP writing scores after two years of enrollment in MSE.

Goal 3: Students will demonstrate proficiency in Math. 85% of students will increase their TCAP mathematics scores or national percentile in below mentioned standardized tests after two years of enrollment in MSE.

Goal 4: Students will demonstrate proficiency in science. 85% of students will increase their TCAP science scores or national percentile in national standardized tests after two years of enrollment in MSE.

We have shown some growth in these areas. However, it is not the substantial growth we anticipated. Last year students showed minimal growth on our universal reading screener. It was below 50%. In addition to this, although 6th grade math reduced below basic by 30% this growth was not impactful to the entire school. In Science we showed improvement however, the majority of our students met the requirements for approaching. Many factors impacted our ability to achieve growth. These factors include but are not limited to student attendance, learning loss, teacher retention, and parental involvement. To address areas of weakness, our board has invested in strategic partnerships to impact student achievement in addition to purchasing and adopting new curriculum.

Goal 5: Students will use technology as an integrated tool in learning and teaching

During the 2022-2023 school year, MSE continued to provide students with access to laptops, email addresses, google classrooms, and other innovative technology so that students could seamlessly continue instruction should they or their class be required to quarantine due to Covid-19. In addition to this, we received a Verizon Grant that will aid in our goal of using technology in classrooms. With this grant, all students were given a device with internet access. These integrated technological tools provided teachers invaluable opportunities to stem the effects of learning disruptions throughout the school year.

Goal 6: The school will provide an exemplary academic program while instilling strong character education built upon respect and responsibility, including violence and drug prevention strategies.

Our guidance counselors worked with teachers to provide character education, and we continued to build on the emotional support we offered during the pandemic. Like many schools across the country, we trained our teachers and counselors to be ready to handle an increase in demands for character education and social-emotional growth. Our counselors worked hard to build out a schedule for both classroom visits and one on one counseling in order to support the academic goals of the school and students. These counseling sessions focused heavily on character education and making wise decisions regarding violence and drug-prevention. In 2022-2023 all of our Dean of students and counselors attended a Restorative Practice training.

Goal 7: Student's attendance rate will be increased gradually over the first five years.

The 2022-2023 school year was MSE's 14th year of operation. Over the years, our attendance rate has remained fairly steady. For 2018-2019 our rate was 94.37%, for 2019-2020 our rate was 94.45%, and for 2020-2021 our rate was 95.29%. Our previous three year attendance average was 94.5%. This brings our current three year attendance average to 94.08%. Like many schools across Shelby County, the state of Tennessee, and the nation, there is a chronic absenteeism concern among schools. Parents are still reluctant to send their child to school if a classmate has a cold. In order to maintain high student attendance, our front office staff calls the parents of students who are not present after 10am everyday to see what is preventing the student from attending school. If a student has a high number of absences, we follow the SART process to engage the parent and student and find a solution to improve the student's attendance. There was an increase in student attendance in the fall, but attendance began to decline during the winter months.

Goal 8: % of the students, teachers, and parents who attend the above mentioned classes, programs, or surveys.

Our data indicates that MSE has strong numbers of parents, students, and teachers participating in school programs. In order to increase participation in 2022-2023, we sent a monthly parent newsletter, increased our social media presence, tracked teacher calls to parents, set goals for 100% of parents contact, and had the front office reach out to families as appropriate. Through these means, we were able to contact 100% of our parents throughout the year.

Goal 9: Increase the % of students using technology in their presentations, % of teachers using technology in their classroom, % of students who receive adequate computer education, % of parents using school websites for their children academic records and communicating with the teachers, and student/computer ratio.

In 2022-2023:

- 100% of teachers used technology in their classroom
- 100% of students had the opportunity to use technology in a presentation or project
- 100% of students took a computer class in grades 6-8
- 85% of parents used the school website/database regularly

MSE became a fully 1:1 network at the beginning of the 20-21 academic year so that all students and families could have access to virtual learning.

Goal 10: % of students participating the academic competitions (e.g. science fairs, science Olympiads, Math counts,…), # of clubs offered by the school, % of students enrolling after school clubs.

We have a wide range of clubs and activities. It is our goal to get students involved in our programs. When students are involved they take pride in their school. These clubs and activities included:

- MS + HS Basketball
- MS + HS Volleyball
- MS + HS Track
- MS + HS Cheerleading
- MS + HS Soccer
- HS Cross Country
- HS Softball
- HS Baseball
- NHS + NJHS
- Board Game Club
- Honor Guard
- Student Council
- MS + HS Robotics
- Science Olympiad
- CanStruction
- Drone Club
- Math Counts
- Technology Club
- Drama Club
- College & Career Club
- Book Club
- Chess Club

This list is non exhaustive. MSE had more than 60 clubs and tutoring offerings available for students grades 6-12. Furthermore, in order to provide options for our students, we ask that all teachers sponsor at least one club or sport.

Goal 11: 55% of parent participating the above mentioned activities, 60% of parent visited by the teachers,100% of parents contacted to discuss the students' progress in academic and non-academic areas, 55 % of parents participating in parent education programs, the number of students participating in the peer tutoring program as tutors.

In the 2022-2023 school year we provide ample opportunities to involve students and parents in additional programming. Throughout the year we had over 350 parents participate in programs and activities. Multiple times throughout the year we reached 100% of our parents through phone calls, home visits, or virtual visits. In addition 100% of students attend the Black History and Hispanic Heritage month celebrations and the quarterly Honors awards ceremonies. Additional opportunities include:

- Home visits
- Meet and greet night
- Honors programs
- Variety of sporting events
- ESL and technology parent academy
- Black history month programs
- Hispanic heritage month programs
- Senior Celebrations

Goal 12: Student to teacher ratio

During the 22-23 school year student to teacher ratio was 1:17. This number is on-track with our goal to have a low student to teacher ratio. We maintain this ratio through careful consideration of enrollment projections when we are staffing for the upcoming school year.

Goal 13: The number of the programs arranged for community members, the number of community members invited and attended the school programs, the number of continuing education programs offered to community members and the number of people attended these programs.

In addition to our parents, MSE was proud to partner with numerous community partners throughout the year, especially in areas surrounding STEM. These community members included Medtronic, LeBonheur, St. Jude, West TN Stem Hub, Transnet, Verizon, City Year, and Iglesia Nueva Vida. These programs included student wellness, project based learning units, and other career and counseling programs. We also hosted in-person programs for Meet and Greet nights, parent-teacher conferences, honors awards, Parent Technology nights, Hispanic Heritage, and Black History Month.

Goal 14: The monthly and yearly budget status reports

The board received monthly budget updates from the Executive Director. They also reviewed the annual financial report (AFR) and the year end report; all reports were satisfactory. The board and the Executive Director and our finance department work together to go through the reports to make sure there are no discrepancies and that the board has a clear picture of the financial state of the school. We refined our PO process

to help streamline financial reporting and improve budget accountability. In addition, MSE made strategic human resource decisions to recruit and retain additional network staff such as a purchasing/order manager.

Goal 15: The yearly facility status reports

The board receives monthly updates on the status of our facilities. The board is kept up to date on construction timelines, costs, and completion.

Goal 16: The number of the programs focusing on multicultural and multiethnic diversity offered to students and teachers, 75% of students and teachers participating in the offered programs.

MSE is proud to celebrate the diversity that makes our school strong. 100% of our students and staff participate in our celebrations for Hispanic Heritage Month and Black History Month. In addition, our in class counseling sessions focused on other multicultural and multiethnic diversities throughout the year.

Goal 17: MSE will be in the top 15% of schools when compared to the public schools with similar demographics in Memphis Shelby County Schools in terms of the percentage of students who score at proficient or above on TCAP Achievement Test in Mathematics, Reading, Science, and Social Studies at any grade level.

22.1 % of students met or exceeded expectations on science 6-8 TCAP, 20.1% of students met or exceeded expectations on SS 6-8 TCAP, 11.8 % of students met or exceeded expectations on ELA 6-8 TCAP, 9.5 % of students met or exceeded expectations on math 6-8 TCAP,

While these numbers represent significant growth for our students, they are not within the top 15% of the district. One major challenge is that our middle school has almost 20% of its students receiving ELL services. This is a much higher percentage than many other schools in the district, and, since ELLs often face additional barriers to academic success, has had an impact on our achievement scores.

In order to better support our ELL students, we have provided additional professional development around meeting the needs of ELLs, regularly update ELL accommodations every 4.5 weeks on their ILPs, and regularly review ELL academic performance data.

Goal 18: MSE will be in the top 15% of schools when compared to the public schools with similar demographics in Memphis Shelby County Schools in terms of the percentage of students who score proficient or above on Gateway Assessment in Language Arts, Mathematics, and Science. (**N/A- assessment no longer exists)**

Goal 19: MSE will be in the top 15% of schools when compared to the public schools with similar demographics in Memphis Shelby County Schools in terms of the percentage of students who score proficient or above on End-of-Course in Math, Physical Science, English, and US History.

14.5 % of 9-12 students met or exceeded expectations on science EOCs, placing 25/45 in the district. 35.3 % of 9-12 students met or exceeded expectations on USH EOCs, placing 4/35 in the district. 42% of 9-12 students met or exceeded expectations on ELA EOCs, placing 8/45 in the district. 10.1% of 9-12 students met or exceeded expectations on math EOCs, placing 9/46 in the district.

These rankings, which include optional schools, place us as competitive with other schools in the district. In addition, MSE received a TVAAS composite of 5 for all EOC subjects, indicating that our students are making above average growth.

Goal 20: MSE will be in the top 15% of schools when compared to the public schools with similar demographics in Memphis Shelby County Schools in terms of the percentage of students who score a 4 or above on TCAP Writing Assessment at 8, and 11 grade levels. **(N/A- TCAP writing no longer exists)**

Goal 21: MSE will be in the top 20% of schools when compared to the public schools with similar demographics in Memphis Shelby County Schools in terms of the mean SAT scores in Math, Critical Reading, Writing for all students who take SAT Test. **(N/A- Students did not take the SAT in 2022-2023.)**

Goal 22: MSE will be in the top 20% of schools when compared to the public schools with similar demographics in Memphis Shelby County Schools in terms of the mean ACT scores in English, Math, Reading, Science for all students who take the ACT test.

MSE has continued to improve its ACT score average and ranks in the top 20% of all Memphis Shelby County Schools high schools, achieving a 16.9 average for the year. We incorporate ACT prep into our English and Math classrooms, provide students with opportunities to take practice tests, and have 9th and 10th grade students take the Pre-ACT. The counselor meets with 11th and 12th grade teachers to review their score reports and help them determine what areas they need to study. We offer ACT tutoring where students can sign up for sessions best suited for their test prep needs.

Goal 23: MSE will be in the top 15% of schools when compared to the public schools with similar demographics in Memphis Shelby County Schools in terms of high school graduation.

Our graduation rate for 2022-2023 was 100%, placing us well within the top 15% of Memphis Shelby County Schools schools. In order to maintain this number, our guidance counselor begins reviewing transcripts in 9th grade to ensure that all students

are on track for graduation. If a student is not on track, we work to give them a schedule that allows them to recover the needed credits and remain on track. Our front office keeps careful records of student withdrawals and transfers so that our graduation cohort includes the appropriate students. We have also implemented Naviance for all students to help motivate and excite our students about graduation and post-secondary opportunities.

Goal 24: MSE will be in the top 15% of schools when compared to the public schools with similar demographics in Memphis Shelby County Schools in terms of minimizing the drop-out rate.

For the 2022-2023 school year, MSE had no dropouts, placing us well within the top 15% of Shelby County Schools.

Goal 25: MSE will be in the top 15% of schools when compared to the public schools with similar demographics in Memphis Shelby County Schools in terms of maximizing college acceptance rate.

For the 22-23 AY, the class of 2023 had a 99.9% college acceptance rate. During the 2022-2023 school year, MSE has had a college acceptance rate of 99%. Of our 73 seniors in the Class of 2023, all of whom graduated, 1 eligible student did not apply and was not accepted to college. Our guidance counselor works diligently to track each student in an internal spreadsheet. She meets with them individually to go over transcripts and discuss their college options. She also regularly communicates with parents to make sure that they feel confident in the application process. She begins working with students early in the first quarter so that they are able to meet deadlines and complete applications.

Goal 26: MSE will be in the top 15% of schools when compared to the public schools with similar demographics in Memphis Shelby County Schools in terms of student attendance rate.

See Goal #7

Goal 27: 100% of students will take the career education course in 8th and upper grades in 5 years of MSE.

100% of our 8-12 grade students had access to the Naviance curriculum in 2022-2023. In addition to providing information about the college process, Naviance includes lessons on careers and finding the best fit career. Students worked through these lessons with their counselor or academic coordinator throughout the 2022-2023 school year. We are continuing to use Naviance to further support our students as they explore career options. In addition, we have strengthened our commitment to the Naviance experience for our students by hiring an additional college and career counselor who will provide

push-in support of Naviance as well as one on one meetings with students to ready them for post-secondary success.

Goal 28: By the end of fourth year, 90 % of students will take at least one AP course. By the end of four years, 60 % of students will pass the test of at least one AP course.

In 2022-2023, 75 out of 143 (52.4%) juniors and seniors took an AP class. 39.9% of (36) Seniors participated in at least 1 AP course and (39) 33.8% of Juniors participated in at least 1 AP course. For the 22-23 school year, we expanded our offerings to include AP Literature and Composition, AP Language and Composition, AP Government and Politics, AP U.S. History, and AP Calculus AB. In order to continue to improve this number and get closer to our goal,MSE now partners with AP Access for All as well as a Dual Enrollment agreement with Bethel University. MSE has also introduced an Advanced STEM Track and Honors program targeting 8th grade students to better prepare them for the rigors of collegiate level coursework.

Goal 29: 50 % of students will take dual credit courses in 11th and upper grades each year.

We are working towards increasing the number of students taking dual credit courses. In 2018-2019, we had 1 student take a dual enrollment class. In 2019-2020, 8 students took a dual enrollment class. For the 2020-2021 school year, we had no students desiring to take dual-enrollment classes. When asked, most students expressed concerns regarding the ability to take dual-enrollment during the pandemic and virtually. All students were adjusting to a novel learning modality. In order to continue to increase this number, our guidance counselor has worked closely with students to determine the barriers they face in taking dual enrollment classes. As a result, we have partnered with Bethel University to provide a dual enrollment program for our students. Beginning last year, we identified students who would qualify for dual enrollment and we provided opportunities for them to register for classes. At the end of the 21-22 AY, we had 37.5% of juniors and 49.1% of seniors ready to enroll in Dual Enrollment courses for the Fall of 2022. By the end of the 2022-2023 school year, we have 102 students enrolled in dual enrollment.

Goal 30: 90% of students will be involved in a career and technology program in high school.

100% of our 8-12 grade students had access to the Naviance curriculum in 2022-2023. In addition to providing information about the college process, Naviance includes lessons on careers and finding the best fit career. Students worked through these lessons with their counselor or academic coordinator throughout the 2022-2023 school year. We are continuing to use Naviance to further support our students as they explore career options. In addition, we have strengthened our commitment to the Naviance experience for our students by hiring an additional college and career counselor who will provide

b) *Explain how the school adjusted instruction during the 2022-23 school year due to address learning loss caused by COVID-19*

MSE returned to full in- person instruction during the 21-22 school year. We are aware that students experienced learning loss during the virtual school year. With this in mind, we secured two fully licensed interventionists to address learning loss and provide intervention to students. We also provide teachers with additional professional development resources and opportunities to impact student achievement.

Additionally, a return to full in-person instruction after a year of virtual learning presented challenges as teachers and students adjusted to being in the school building everyday. Teachers had to reacclimate to having duties and other responsibilities while students had to reintegrate with their peers. Teachers had to spend additional time at the beginning of the year rebuilding routines and procedures since many students had not been in a school building since March of 2020.

c) Please describe the 3-5 highest priority action steps to take to address any concerns about academic performance and/or to drive continuous improvement.

- Implemented new Science Curriculum curriculum (6-8: HMH TN Science + Stemscopes, 9-12: Pearson) that better addresses the needs of students with disabilities and ELL students and is more rigorous than our previous curriculum.
- Revised the assessment system to include shorter, more frequent common assessments to provide teachers with more manageable chunks of data to use to adjust instruction
- Hired two additional teachers to serve as part-time interventionists to address student deficiencies in foundational reading and math. These interventionists will focus on improving student mastery of foundational skills so that they are more prepared to address the rigor of the grade-level standards.
- Revised lesson preparation teachers begin implementing lesson prep. This allows teachers to analyze student facing materials prior to teaching students.

Section II: School Operations

a) Operational goals outlined in your charter agreement.

Although our attendance rate was higher than most districts, it was lower than expected. Many students are reluctant to attend school since experiencing a year of virtual instruction.

All MSE schools reached their enrollment goals with additional students on the waiting list.

We have worked to improve our internet. Although there are some issues, staff and students are able to access the internet.

*b) Complete the table in **Appendix A** for identifying members of the governing board and school leadership for the 2022-23 school year. Below, please answer the following questions:*

1. What turnover, if any, has occurred on the school's governing board?

We began the school year with 6 board members and those same members will continue to serve as our board members during the 23-24 school year.

2. What changes in school leadership, if any, occurred during the previous school year?

Several leadership changes have taken place, please see the school leadership roster below.

c) Describe any operational deficiencies identified in authorizer performance frameworks or provided in other notices of concern. What steps is the governing board taking to remedy these deficiencies?

There were no findings or deficiencies.

*d) Complete the student attrition table in **Appendix B** outlining reasons students withdrew over the course of the previous school year. Do not include student names or initials. Referencing the data included in the chart, please answer the following:*

1. How does the school track the reasons for student attrition? How does that data inform school planning?

- We track the attrition rate throughout the year by using our internal tracking system; when students withdraw, we ask them to fill out withdrawal paperwork that states the reason for their departure. If possible, we try to meet with withdrawing families to better understand the reason for the withdrawal.
- We periodically review withdrawal data and also analyze the reasons students move out of our school. We discuss the additional programs we can offer to better meet student needs and brainstorm solutions for the issues that parents cite when they withdraw. We make a budget based on attrition data; when we budget at the beginning of the year, we look at our first day numbers and project our last day numbers based on our historic attrition rate.

2. What steps will the school take to gauge and, if necessary, improve student attrition this year?

- Based on our withdrawal data in 2022-2023 all students who withdrew did so due to moving or family issues.
- Last year, in the frequent quarantine environment, we have worked hard to increase the amount we communicate with families so that they feel connected to the school even if they are periodically unable to attend

physically. Families received weekly email updates from classroom teachers and monthly newsletters from the school to keep them updated on events in the school. We also continued using a new SIS database this year that allows parents to login as frequently as they want to monitor their student's attendance and academic performance. We hosted virtual and in-person parent teacher conferences and teachers are available to meet with teachers as needed.

f) Briefly summarize the parent and community engagement efforts undertaken by the school during the previous school year. How did the school engage parents over the course of the year? What community partnerships were cultivated or maintained?

During 2022-2023, we provided parents with numerous activities to engage with teachers and administration. Highlights include:

- Parent teacher conferences
- Title I parent meetings, counselor nights
- Grade-level conferences were held with parents, teachers, and students who required assistance in getting back on track for academic and behavior problems.
- Phone calls and emails were made and sent when parents had concerns pertaining to their child's academics and behavior.

In addition to engaging with parents, we expanded our partnerships with community organizations to better support our parents, staff, and students.

- In 2022-2023 AY, MSE also expanded instructional partners to include LeBonheur, St. Jude, Medtronic, TLAC, Bethel, Progeny, and many more community partners based in science, technology, engineering, and mathematics.
- Teach Like A Champion: The MSE team partnered with the Teach Like A Champion (TLAC) team and visited other schools to observe teachers, look at lesson plans, and share best practices in Memphis.
- YWCA: We partnered with the YWCA to provide low-cost before and after care for our students and families who needed longer school hours.
- Iglesia Nueva Vida: MSE partnered with a local Hispanic church to organize Hispanic Heritage months programs.

Section III: School Finance

Commented [1]: @mayci@sememphis.org _Assigned to Mugire Ayci_

a) Describe the progress made during the 2022-23 school year toward any financial goals outlined in your charter agreement.

MSE, as a network, was able to sustain a healthy school year.

Since we did not lose students in terms of enrollment, our BEP funding was received, however, we had to re-allocate some monies.

Additional funding such as ESSER 2.0, ESSER 3.0, safe schools, etc was a big support to our financial strength.

Obviously, expenditures showed differences compared to previous years, however, MSE was able to manage the flow and allocation of funds.

b) Provide a detailed accounting, including the amounts and sources, of funds other than those funds received under per-pupil state and local funds and federal formula allocations. Include any funds received from:

1. direct federal grants,

2. grants, gifts, or donations from any private sources (identified by source), and

3. state funds appropriated directly to support of the public charter school, such as BEP capital outlay.

MSE received facility grant, capital outlay, and Title I funds (through Memphis Shelby County Schools) in FY2022.

ESSER 2.0	$565,874.14
ESSER 3.0	$352,052.70
BEP Capital Outlay	$265,000
BEP	$5,028,300.80
Title I	$376,381.40

c) Describe any financial deficiencies identified in authorizer performance frameworks or other notices of concern over the past year. What steps is the governing board taking to remedy these deficiencies?

On the SCS financial scorecard, MSE had one indicator below a 1. MSE received a score of 1 AFR submission, which the deadline was not met by only 2 days due to personnel issues. Over the past several years, the MSE network has completed several capital outlay projects.

MSE Elementary and MSE 6-8 share the same building. There are many common expenses, such as personnel and facilities. MSE has decided to be more careful with recording and bookkeeping of those expenses, which should address this particular deficiency.

d) Identify the total amount and percentage of the annual budget expended upon facilities, including renovations and improvements, maintenance and repairs, and lease or mortgage payments. Separately, identify the total amount of these expenditures (from all sources) that were used to prevent, prepare for or respond to COVID-19.

Total expenses for facilities, including renovations and improvements, maintenance and repairs, and lease or mortgage payments of $1,725,923.61 which is 17%.

Preventive Supplies: $5,000
Miscellaneous COVID related expenses: $20,000

***All 3 schools.

e) Please attach a copy of the most recent annual audit for the school.

See the attached audit in appendix C.

f) If the annual audit identified any internal control deficiencies or material weakness, please outline the corrective actions being taken to remedy the deficiencies.

There were no findings or deficiencies.

Appendix A: Leadership Roster and Contact Information

Complete the table below for each member of the governing board. Add additional rows if necessary. "Position on the board" should indicate if the individual is a board chair, other board officer, parent representative, or ex officio member.

BOARD MEMBERS FOR THE 2022-2023 SCHOOL YEAR			
Name	**Position on the Board**	**Email Address**	**Length of term** (start and end date)
Dr. Cem Akkus	Member	cakkus@memphis.edu	Start: 09/12/2009 End: None
Dr. Richard E. Potts	President	rpotts@cbu.edu	Start: 09/26/2015 End: None
Patty Farmer	Treasurer	patty_farmer@yahoo.com	Start: 03/29/2014 End: None
Dr. David C. Akdemir	Member	davidcakdemir@gmail.com	Start: 01/29/2019 End: None
Veda V. T. Cherry	Vice President	cherrylaw@aol.com	Start: 01/29/2019 End: None
Dr. Ismail Fidan	Secretary	IFidan@tntech.edu	Start: 01/29/2022 End: None

Complete the table below for each member of the school's leadership team. Add additional rows if necessary.

SCHOOL LEADERSHIP ROSTER FOR THE 2022-2023 SCHOOL YEAR			
Name	**Title**	**Email Address**	**Start Date**
Nichole Jones-Wallace	6-8 Principal	njones@sememphis.org	07/01/2020
Steven Shirley	9-12 Principal	sshirley@sememphis.org	07/01/2021
Megan Howe	Dean of Students (9-12)	mhowe@sememphis.org	07/01/2022
Relista Ward	Dean of Academics	rward@sememphis.org	10/17/2016
Raymond Bradford	Dean of Students (6-8)	rbradford@sememphis.org	07/01/2022
Katherine Watkins	Dean of Academics(6-8)	kwatkins@sememphis.org	07/01/2020

Appendix B: Student Attrition Information

Complete the table below outlining reasons below that students withdrew from the school during the last school year. The total number of students should match the number of students withdrawn in state and district reporting systems. **Do not include student names or initials**. Authorizers may request further information regarding individual student withdrawals.

Reason	# of students
Moved out of district or state	7
Transportation	3
Concerned with academic expectations	0
Concerned with discipline practices	0
Expelled	0
Withdrawn due to breach of behavior agreement (but not expelled)	0
Unknown	0
Other (please specify)	0
Total # of Students Withdrawn	10

Student Attrition Rate (%)	2%

PattersonBray ATTORNEYS

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January 17, 2024

Adam Holdren, Director of Charter Schools
Tennessee Department of Education
710 James Robertson Parkway
Nashville, TN 37243

Shereka Roby-Grant, Director of Charter Schools
Metro Nashville Public Schools
2601 Bransford Avenue
Nashville, TN 37204

Re: Memphis School of Excellence's Nashville Charter Application

Dear Mr. Holdren and Mrs. Roby-Grant,

Our firm has represented The Read Foundation d/b/a Memphis School of Excellence since 2015. After reviewing our files regarding any current or past litigation from 2020 to the present, including arbitration proceedings, involving The Read Foundation d/b/a Memphis School of Excellence, we have identified the following:

- *Memphis School of Excellence v. Patrick Moore*; Shelby County Circuit Court Case No. CT-4447-23. Memphis School of Excellence inadvertently overpaid a former employee and was forced to file a collection action against him. A consent judgment was entered, and the former employee is making installment payments toward the debt.
- *Maranda Burns*; This matter involved a work-related injury claim by a former employee. The matter was turned over to Memphis School of Excellence's insurer. The matter was resolved and closed as of August 2023.

Please let me know if you have any questions or need additional information.

Sincerely,

PATTERSON BRAY PLLC

Will Patterson

cc: Dr. Samuel Beyhan (via email only)

Attachment LL: Audited Financial Statements

Read Foundation

Basic Financial Statements

June 30, 2021

ANNUAL FINANCIAL REPORT

TENNESSEE PUBLIC CHARTER SCHOOLS OPERATED BY
the READ FOUNDATION

MEMPHIS SCHOOL OF EXCELLENCE
MEMPHIS SCHOOL OF EXCELLENCE ELEMENTARY SCHOOL
MEMPHIS SCHOOL OF EXCELLENCE ELEMENTARY-CORDOVA
MEMPHIS SCHOOL OF EXCELLENCE CORDOVA

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BOARD OF DIRECTORS

Dr. Richard E. Potts, President

Patty Farmer, Treasurer

Veda V.T. Cherry, Vice President

Bayram Demirbuga, Secretary

Dr. David C. Akdemir

Dr. Cem Akkus

ADMINISTRATIVE OFFICIALS

Samuel Beyhan, Executive Director

CANNON WRIGHT BLOUNT

INDEPENDENT AUDITOR'S REPORT

To the Board of Directors
Read Foundation
Memphis, Tennessee

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities and the major fund of the Read Foundation as of and for the year ended June 30, 2021, and the related notes to the financial statements, which collectively comprise the Read Foundation's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the basic financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and the major fund of the Read Foundation, as of June 30, 2021, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and the required supplementary information, as listed in the table of contents, be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the management's discussion and analysis and the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Read Foundation's basic financial statements. The governance officials schedule, the combining schedule of assets, liabilities, and fund balances by school – governmental funds, the combining schedule of revenues, expenditures, and changes in fund balances by school – governmental funds, and the schedule of expenditures of federal awards and state financial assistance are presented for purposes of additional analysis and are not a required part of the basic financial statements. The schedule of expenditures of federal awards and state financial assistance is presented for purposes of additional analysis as required by Title 2 U.S. *Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, and is also not a required part of the basic financial statements.

The combining schedule of assets, liabilities, and fund balances by school – governmental funds, the combining schedule of revenues, expenditures, and changes in fund balances by school – governmental funds, and the schedule of expenditures of federal awards and state financial assistance are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining schedule of assets, liabilities, and fund balances by school – governmental funds, the combining schedule of revenues, expenditures, and changes in fund balances by school – governmental funds, and the schedule of expenditures of federal awards and state financial assistance are fairly stated, in all material respects, in relation to the basic financial statements as a whole.

The governance officials schedule has not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we do not express an opinion or provide any assurance on it.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report, dated December 31, 2021, on our consideration of the Read Foundation's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Read Foundation's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Read Foundation's internal control over financial reporting and compliance.

Cann Wright Blount PLLC

Memphis, Tennessee
December 31, 2021

The following Management's Discussion and Analysis (MD&A) of the Read Foundation's ("the Foundation") activities and financial performance provides the reader with an introduction and overview to the financial statements of the Foundation for the year ended June 30, 2021. This information should be considered within the context of the accompanying financial statements and note disclosures.

OVERVIEW OF THE FINANCIAL STATEMENTS

Financial Highlights

- The assets of the Read Foundation exceeded its liabilities at the end of the fiscal year by $7,984,054 (net position).
- The Read Foundation's total net position increased by $2,450,681.
- The Read Foundation's total expenses increased by $3,621,676, primarily due to increase in salaries and for the addition of several new teachers.

This financial report consists of a series of financial statements, notes to those statements, and required supplementary information. The statements are organized so that the reader can understand the Read Foundation as a whole and then proceed to a detailed look at specific financial activities of the Read Foundation.

Reporting the Read Foundation as a Whole

The Statement of Net Position and Statement of Activities:

In general, users of these financial statements want to know if the Foundation is better off or worse off as a result of the year's activities. The Statement of Net Position and Statement of Activities report information about the Foundation as a whole and about the Foundation's activities in a manner that helps to answer that question. These statements include all assets and liabilities using the accrual basis of accounting. Under the accrual basis, all of the current year's revenue and expenses are taken into consideration regardless of when cash is received or paid.

The Statement of Net Position reports the Foundation's net position (total assets less total liabilities). Private sector entities would report retained earnings. The Foundation's net position balance at year-end represents available resources for future growth. The Statement of Activities reports the change in net position as a result of activity during the year. Private sector entities have a similar report titled the statement of operations, which reports net income. It provides the user a tool to assist in determining the direction of the Foundation's financial health during the year. Users will want to consider non-financial factors as well as the financial data in arriving at a conclusion regarding the overall health of the Foundation.

Reporting the Read Foundation's Funds

Fund Financial Statements:

The Read Foundation's governmental fund financial statements, the Balance Sheet – Governmental Funds and the Statement of Revenues, Expenditures, and Changes in Fund Balances – Governmental Funds, provide detailed information about the Foundation's most significant funds, not the Foundation as a whole. Funds are established by the Foundation to help manage money for particular purposes and compliance with various grant provisions.

The Read Foundation funds are categorized as "governmental funds." Governmental funds focus on how money flows into and out of the funds and the balances left at year-end that are available for spending in future periods. Fund financial statements are reported using an accounting method called "modified accrual" accounting, which measures cash and other financial assets that can readily be converted to cash. This basis of accounting is different from the accrual basis used in the government – wide financial statements to report on the Foundation as a whole. The modified accrual basis of accounting treats capital assets purchased and debt payments as outflows of resources and new debt as inflows of resources. There is no depreciation expense since the capital assets are expensed when acquired. The relationship between governmental activities, as reported in the Balance Sheet – Governmental Funds and the Statement of Revenues, Expenditures, and Changes in Fund Balances – Governmental Funds is reconciled following the basic financial statements.

FINANCIAL ANALYSIS

A summary of the Read Foundation's financial position for its governmental activities is as follows:

	2021	2020	Increase (Decrease)
Current and other assets	$ 5,238,063	$ 3,890,148	$ 1,347,915
Capital assets	10,267,455	10,448,102	(180,647)
Total assets	15,505,518	14,338,250	1,167,268
Deferred outflows of resources	440,482	375,937	64,545
Total assets and deferred outflows	15,946,000	14,714,187	1,231,813
Long-term liabilities	6,596,865	7,879,467	(1,282,602)
Other liabilities	1,082,660	861,103	221,557
Total liabilities	7,679,525	8,740,570	(1,061,045)
Deferred inflows of resources	282,421	408,869	(126,448)
Total liabilities and deferred inflows	7,961,946	9,149,439	(1,187,493)
Net investment in capital assets	3,670,590	3,194,303	476,287
Restricted	523,665	241,421	282,244
Unrestricted	3,789,799	2,129,024	1,660,775
Total net position	$ 7,984,054	$ 5,564,748	$ 2,419,306

A summary of the Read Foundation's operations from governmental activities is as follows:

	2021	2020	Increase (Decrease)
Revenues	$ 13,611,845	$ 8,414,386	$ 5,197,459
Expenses	11,161,164	7,539,488	3,621,676
Change in net position	$ 2,450,681	$ 874,898	$ 1,575,783

Revenues

Funding for the Read Foundation comes primarily through the per-pupil allocation from the Shelby County Schools' Board of Education. An analysis of the changes between the current year and prior year governmental activity revenues are as follows:

	2021	2020	Increase (Decrease)
Shelby County Schools	$ 10,507,732	$ 7,319,601	$ 3,188,131
Operating grants and contributions	1,770,340	391,688	1,378,652
Capital grants and contributions	1,107,790	587,515	520,275
Charges for services	190,599	112,735	77,864
Other income	35,384	2,847	32,537
Total	$ 13,611,845	$ 8,414,386	$ 5,197,459

The variance for the Foundation's per-pupil allocation is due to the increase in the Foundation's enrollment, from an average of 789 students in the prior year to an average of 1,078 students in the current year plus an increase in the per-pupil allocation from $9,197 to $9,325 (with transportation) per-pupil. The Capital Outlay funds are based on student enrollment. Because of the increase in student enrollment in the current year, the Foundation received more capital outlay funding than in the previous year.

Expenses

An analysis of the changes between the current year and prior year governmental activities funds expenses are as follows:

	2021	2020	Increase (Decrease)
Salaries, wages, and benefits			
Instructional	$ 5,412,213	$ 3,877,412	$ 1,534,801
General and administrative	1,494,643	1,043,506	451,137
Other instructional	3,332,658	1,971,146	1,361,512
General and administrative	700,575	489,054	211,521
Debt service	221,075	152,427	68,648
Total	$ 11,161,164	$ 7,533,545	$ 3,627,619

The increase in salaries, wages, and benefits is due to more teachers and other instructional staff employed during the current year because of the increase in enrollment.

ECONOMIC FACTORS

Significant economic factors affecting the Read Foundation are as follows:

- The amount of State funding received per student for the year. This amount per student can fluctuate from year to year based on total funds available to the State and the number of students enrolled during the school year.
- The continued funding of other programs and grants.
- Inflationary pressure on utility rates, supplies, insurance, and other costs.
- Local labor supply and demand, which can affect salary and wage rates.

REQUEST FOR INFORMATION

This financial report is designed to provide a general overview of the Foundation's finances for all those with an interest in the Foundation. Questions concerning any of the information provided in this report may be addressed to the office of:

Read Foundation
4450 South Mendenhall Road, Suite 1
Memphis, Tennessee 38141
Telephone (901) 367-7814

Basic Financial Statements

Statement of Net Position ***June 30, 2021***

		Governmental Activities
Assets		
Cash	$	4,009,538
TCRS Stabilization Reserve Trust		167,308
Grants receivable		337,563
Prepaid expenses		84,876
Net pension asset		638,778
Non-depreciable capital assets		1,544,600
Depreciable capital assets, net of accumulated depreciation		8,722,855
Total assets		15,505,518
Deferred outflows of resources - pensions		440,482
Total assets and deferred outflows of resources		15,946,000
Liabilities		
Accounts payable		231,217
Accrued liabilities		851,443
Long-term liabilities:		
Due within one year		288,567
Due in more than one year		6,308,298
Total liabilities		7,679,525
Deferred inflows of resources - pensions		282,421
Total liabilities and deferred inflows of resources		7,961,946
Net position		
Net investment in capital assets		3,670,590
Restricted		523,665
Unrestricted		3,789,799
Total net position	$	7,984,054

See independent auditor's report and notes to the financial statements

Statement of Activities ***For the Year Ended June 30, 2021***

Governmental Activities	Total	Instructional and Student Services	General and Administrative	Debt Service
Program expenses:				
Employee compensation	$6,906,856	$ 5,412,213	$ 1,494,643	$ -
Office	501,209	-	501,209	-
Depreciation	399,551	383,569	15,982	-
Occupancy	2,086,226	2,002,777	83,449	-
Supplies	855,054	836,258	18,796	-
Staff development	36,174	-	36,174	-
Travel	72,396	72,396	-	-
Advertising	36,460	-	36,460	-
Other	46,163	37,658	8,505	-
Interest	221,075	-	-	221,075
Total expenses	11,161,164	8,744,871	2,195,218	221,075
Program revenues:				
Operating grants and contributions	1,770,340	1,770,340	-	-
Capital grants and contributions	1,107,790	1,107,790	-	-
Charges for services	190,599	190,599	-	-
Total program revenues	3,068,729	3,068,729	-	-
Net program expenses	(8,092,435)	$(5,676,142)	$ (2,195,218)	$ (221,075)
General revenues:				
SCS per pupil allocations	10,507,732			
Other income	35,384			
Change in net position	2,450,681			
Net position - beginning of year	5,564,748			
Prior period adjustment	(31,375)			
Net position - beginning of year, restated	5,533,373			
Net position - end of year	$7,984,054			

Balance Sheet – Governmental Funds ***June 30, 2021***

	General Fund
ASSETS	
Cash	$ 4,009,538
TCRS Stabilization Reserve Trust	167,308
Grants receivable	337,563
Prepaid expenses	84,876
Total assets	$ 4,599,285
LIABILITIES AND FUND BALANCE	
Liabilities	
Accounts payable	$ 231,217
Accrued liabilities	851,443
Total liabilities	1,082,660
Fund balance	
Non-spendable	84,876
Restricted	167,308
Unassigned	3,264,441
Total fund balance	3,516,625
Total liabilities and fund balance	$ 4,599,285

Reconciliation of the Balance Sheet to the Statement of Net Position – Governmental Activities ***June 30, 2021***

Total governmental fund balance	$ 3,516,625
Amounts reported for governmental activities in the Statement of Net Position are different because:	
Net pension asset/liability is not carried on the General Fund Balance Sheet	638,778
Capital assets used in governmental activities are not financial resources and, therefore, are not reported in the funds.	10,267,455
Long-term liabilities are not due and payable in the current period and, therefore, are not reported in the general fund	(6,596,865)
Deferred outflows/inflows related to pensions are not reported in the General Fund Balance Sheet	158,061
Net position of governmental activities	$ 7,984,054

Statement of Revenues, Expenditures, and Changes in Fund Balances – Governmental Funds ***For the Year Ended June 30, 2021***

	General Fund
Revenues:	
Shelby County Schools	$ 10,507,732
Operating grants and contributions	770,340
Capital grants and contributions	1,107,790
Charges for services	190,599
Other income	35,384
Total revenues	12,611,845
Expenditures:	
Current:	
Salaries, wages and benefits:	
Instructional	5,671,779
General and administration	1,494,643
Instructional	2,949,089
General and administration	684,593
Capital outlay:	
Current expenditures	218,904
Debt service:	
Principal payments on long-term debt	282,602
Interest	221,075
Total expenditures	11,522,685
Revenues over (under) expenditures	1,089,160
Net change in fund balance	1,089,160
Fund balance - beginning of year	2,458,840
Prior period adjustment	(31,375)
Fund balance - beginning of year, as restated	2,427,465
Fund balance - end of year	$ 3,516,625

See independent auditor's report and notes to the financial statements

Reconciliation of the Statement of Revenues, Expenditures, and Changes in Fund Balance of Governmental Funds to the Statement of Activities ***For the Year Ended June 30, 2021***

Net change in fund balance - governmental funds	$ 1,089,160
Amounts reported for governmental activities in the Statement of Activities are different because:	
GASB 68 negative pension expense is not reported in the Statement of Revenues, Expenditures, and Changes in Fund Balance	221,052
Capital outlays, reported as expenditures in governmental funds, are shown as capital assets on the Statement of Net Position	257,418
Depreciation expense on capital assets is included only in the governmental activities in the Statement of Activities	(399,551)
Repayment of the principal of long-term debt consumes the current financial resources of governmental funds. These transactions do not have an effect on net position	282,602
The forgiveness of the PPP loan was recognized in the Statement of Activities when forgiven by the U.S. Small Business Association. In governmental funds, the loan was recognized as a inflow of resources when received in fiscal year 2020.	1,000,000
Change in net position of governmental activities	$ 2,450,681

Note 1 - Summary of Significant Accounting Policies

Reporting Entity

The Read Foundation was formed as a Tennessee non-profit corporation. The Read Foundation (the "Foundation"), is the sponsor of Memphis School of Excellence and Memphis School of Excellence Elementary School. Pursuant to the provisions of the Tennessee Public Charter Schools Act of 2002 (the Act), T.C.A. Section 49-13-101, et seq., Memphis School of Excellence has been approved as a public charter school. Pursuant to the Act, public charter schools are part of the state's public education program offering an alternative means within the public school system for accomplishing necessary outcomes of education. Memphis School of Excellence, through the Read Foundation, as sponsor, entered into a Charter School Agreement with the Board of Education of the Shelby County Schools to operate a charter school in Memphis, Tennessee, for the purpose of operating an alternative school to improve the learning of students with special needs as specified in the Federal Individuals with Disabilities Education Act. The School began classes in September 2010, with grades sixth through ninth. The initial Charter School Agreement was set to expire on June 30, 2020, but was renewed at the discretion of the Board of Education for the Shelby County Schools and expires on June 30, 2030.

Memphis School of Excellence Elementary School was formed pursuant to the provisions of the Tennessee Public Charter Schools Act of 2002 (the Act), T.C.A. Section 49-13-101, et seq. Memphis School of Excellence Elementary School, through the Read Foundation, as sponsor, entered into a Charter School Agreement with the Board of Education of the Shelby County Schools to operate a charter school in Memphis, Tennessee. Memphis School of Excellence Elementary School began classes in August 2017, with kindergarten through second grade. The initial Charter School Agreement expires on June 30, 2027, and is subject to renewal at the discretion of the Board of Education for the Shelby County Schools.

Measurement focus, basis of accounting and presentation

The Foundation, in accordance with the applicable Governmental Accounting Standards Board (GASB) statement, are considered a special-purpose governmental entity and is not a component unit of another governmental entity. Therefore, the financial statements have been prepared in the same manner as general-purpose governments.

The Foundation's basic financial statements include both government-wide and fund financial statements.

The government-wide financial statements (i.e., the statement of net position and the statement of activities) report information on all the non-fiduciary activities of the primary government. Governmental activities normally are supported by taxes and inter-governmental revenues and are paid to the Foundation through the Board of Education of the Shelby County Schools. The government-wide financial statements of the Foundation have been prepared on the accrual basis of accounting. Under the accrual basis, revenues are recognized when earned and expenses are recognized when incurred.

The governmental fund financial statements are presented on the modified accrual basis of accounting. Revenues under the modified accrual basis are recognized when measurable and available. Revenues are considered available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the Foundation considers revenues available if they are collected within 60 days of the end of the current fiscal period. Expenditures generally are recorded when the related liability is incurred, as under accrual accounting.

Government-wide Financial Statements

In the government-wide statement of net position, activities are reported on a full accrual, economic resource basis, which recognizes all long-term assets and receivables as well as long-term debt and obligations. The statement of net position presents the financial condition of the Foundation at year-end.

GASB regulations require the classification of net position into three components: invested in capital assets, net of related debt; restricted; and unrestricted. These classifications are defined as follows:

> *Net investment in capital assets* – This component of net position consists of capital assets, including restricted capital assets, net of accumulated depreciation and reduced by outstanding balances (if any) of bonds, mortgages, notes or other borrowings that are attributable to the acquisition, construction or improvement of those assets.

If there are significant unspent related debt proceeds at year end, the portion of the debt attributable to the unspent proceeds is not included in the calculation of invested in capital assets, net of related debt. Rather, that portion of the debt is included in the same net position component as the unspent proceeds.

Restricted – This component of net position consists of constraints placed on net position use through external constraints imposed by creditors (such as through debt covenants), contributors or laws or regulations of other governments or constraints imposed by law through constitutional provisions or enabling legislation. Restricted net position relates to pension and related items and the TCRS Stabilization Reserve Trust.

Unrestricted – This component of net position consists of net position that do not meet the definition of restricted or invested in capital assets, net of related debt. When both restricted and unrestricted assets are available for use, it is the Foundation's policy to utilize restricted assets first, then unrestricted assets as needed.

The government-wide statement of activities demonstrates the degree to which the direct expenses of a given function or program is offset by program revenues. Direct expenses are those that are clearly identifiable with a specific function or segment. Program revenues include 1) charges to students for lunches, school supplies, after school care, athletic programs, and other services; 2) grants and contributions that are restricted to meeting the operational or capital requirements of a particular function or segment; and 3) contributions that are generally unrestricted.

The primary sources of the Foundation's revenue is from the following:

Shelby County Schools – the Foundation receives funds from Shelby County Schools (SCS) based on a per-pupil allocation. The Foundation received $9,197 per-pupil and had an average of 513 students in the High School and 276 students in the Elementary School for the year ended June 30, 2021. The per-pupil allocation received for the year ended June 30, 2021, totaled $10,507,732 and is included in the Shelby County Schools revenue.

Federal and State Awards – the Foundation is a recipient of Title I federal grant awards. The Foundation recognizes grant income when it is earned. The Foundation recognized $1,770,340 in federal grant revenue for the year ended June 30, 2021. The Foundation also received a $473,000 capital outlay grant from the State of Tennessee, which were disbursed through the Board of Education of the Shelby County Schools.

Contributions – Contributions are recognized as support when they are pledged or received. The Foundation report gifts of cash and other assets as unrestricted support unless they are received with donor stipulations that limit the use of the donated assets.

Governmental Fund Financial Statements

The financial transactions of the Foundation are reported in individual funds in the fund financial statements. Each fund is accounted for by providing a separate set of self-balancing accounts that comprise its assets, liabilities, reserves, fund equity, revenues and expenditures. The Foundation reports the following major governmental fund:

The General Fund is the primary operating fund of the Foundation and accounts for all financial resources of the general government, except those required to be accounted for in another fund, if any.

The governmental funds' focus is upon the determination of financial resources, their balance, sources and use, rather than upon net income. In accordance with the applicable GASB statement, the Foundation classifies governmental fund balances as: non-spendable, restricted, committed, assigned and unassigned based on the level of constraints on the fund balances. When an expenditure is incurred in which both restricted and unrestricted funds are available for use, it is the Foundation's policy to spend restricted funds first, then unrestricted funds. When an expenditure has been incurred for purposes in which multiple categories of unrestricted funds are available, it is the Foundation's policy to spend funds in the following order, committed, then assigned, and lastly unassigned funds. The classifications of fund balances are defined as follows:

Non-spendable – This classification consists of fund balances that cannot be spent because they are either not in spendable form, for example, noncash amounts that are not expected to be converted to cash, or the funds are legally or contractually required to be maintained intact. The Foundation's non-spendable balance consists of prepaid expenses.

Restricted – This classification consists of fund balances with external constraints on use imposed by creditors (such as through debt covenants), contributors or laws or regulations of other governments or constraints imposed by law through constitutional provisions or enabling legislation. Restricted fund balances relate to the TCRS Stabilization Reserve Trust.

Committed – This classification consists of fund balances that can only be used for specific purposes established by formal action of the Foundation's Board of Directors, its highest level of decision making authority. Such commitments should include contractual obligations of fund assets. Fund balance commitments can only be removed by the same process of the same body employed to previously commit those amounts.

Assigned – This classification consists of all fund balances that are not in the general fund or classified as non-spendable, restricted, or committed. In addition, general fund balances that the Foundation intends to use for specific purposes are classified as assigned. The Foundation gives the authority to assign amounts for specific purposes to the Schools' office manager and personnel under the supervision of the schools' office manager tasked with financial recording responsibilities.

Unassigned – This classification consists of all fund balances in the general fund that are not reported as non-spendable, restricted, committed or assigned.

Other Accounting Policies

Cash and Cash Equivalents

The Foundation consider deposits that can be redeemed on demand and investments that have original maturities of less than three months, when purchased, to be cash equivalent*s.*

Grants Receivable

Grants Receivable represents amounts due from the State of Tennessee for reimbursement of expenses allocated to the Title I grant. An allowance for doubtful accounts is maintained based upon collection experience and a review of the collectability of specific outstanding receivables. Receivables are charged against the allowance when they are determined to be uncollectible by management. There is no allowance for doubtful accounts as of June 30, 2021, as management believes all amounts are collectible.

Capital Assets

Capital assets acquired by the Foundation are considered to be owned by the Foundation. However, State funding sources may maintain equitable interest in the capital assets purchased with grant monies as well as the right to determine the use of any proceeds from the sale of these assets. The State's equitable interest is in capital assets with an acquisition cost which equals or exceeds $5,000 and an estimated useful life of more than one year. The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend assets' lives are not capitalized. Capital assets purchased are stated at cost, if purchased, or the acquisition value on the date received, if donated. Depreciation is computed using the straight-line method over the estimated useful lives of the assets and over the term of the lease for leasehold improvements, ranging from 3 to 39 years. The Foundation follows the practice of capitalizing all expenditures for property and equipment items over $1,500.

Accrued Compensated Absences

No accrual of compensated absences is necessary for the Foundation's faculty/staff because the summer months, during which classes are not in session, are considered employees' vacation. The administrative employees of the Foundation follow the same schedule as the instructors of the charter schools; therefore, no compensated absences accrual for any of the employees of the Foundation is appropriate.

Income Taxes

The Foundation has been determined to be exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code (IRC) as evidenced by a letter of determination dated September 17, 2009. As an exempt corporation, the Foundation must operate in conformity with the IRC in order to maintain its tax-exempt status. The Foundation is also exempt from state income tax. As of June 30, 2021, the following tax years remain open due to the applicable tax authority's ability to review and assess previously issued returns: federal – June 30, 2018, 2019, and 2020.

Pensions (Teacher Legacy Pension Plan; Teacher Retirement Plan; Public Employee Retirement Plan)

For purposes of measuring the net pension asset/liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the above named plans in the Tennessee Consolidated Retirement System (TCRS) and additions to/deductions from the plan's fiduciary net position have been determined on the same basis as they are reported to the TCRS. For this purpose, benefits (including refunds of employee contributions) are recognized when due and payable in accordance with the benefits terms of the pension plans named above. Investments are reported at fair value.

Deferred Outflows / Inflows of Resources

As defined in GASB statement 63, in addition to assets, the statement of financial position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, *Deferred Outflows of Resources*, represents a consumption of net position that applies to a future period and so will not be recognized as an expense or expenditure until then.

As defined in GASB statement 63, in addition to liabilities, the statement of net position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, *Deferred Inflows of Resources*, represents an acquisition of net position that applies to a future period and so will not be recognized as revenue until then.

Long-Term Obligations

In the government-wide financial statements, debt and other obligations are reported as liabilities in the statement of net position.

In the fund financial statements, any long-term obligations that have not matured would not be reflected as a liability.

Estimates and Uncertainties

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Concentrations

Approximately 87% of the Foundation's funding during the year ended June 30, 2021, was from the Board of Education of Shelby County Schools for their per-pupil allocation.

New Accounting Standard Adopted

In May 2020, GASB issued Statement No. 95, *Postponement of the Effective Dates of Certain Authoritative Guidance*. This statement provides temporarily relief to governments and other stakeholders in light of the COVID-19 pandemic by postponing the effective dates of certain provisions in the Statements and Implementation Guides that first became effective or are scheduled to become effective for periods beginning after June 15, 2018, and later. In particular, GASB 95 postponed the effective date of GASB No. 87, *Leases*, until reporting periods beginning after June 15, 2021. The Read Foundation has implemented GASB 95.

Future Accounting Pronouncements

In June 2017 GASB issued Statement No. 87, *Leases*. This Statement increases the usefulness of financial statements by requiring recognition of lease assets and liabilities for leases that previously were classified as operating leases as inflows of resources or outflows of resources based on the payment provisions of the contract. Under this Statement, a lessee is required to recognize a lease liability and an intangible right-to-use lease asset, and a lessor is required to recognize a lease receivable and a deferred inflow of resources, thereby enhancing the relevance and consistency of information about leasing activities. The Read Foundation will implement this statement in fiscal year 2022.

Events occurring after reporting date

The Foundation has evaluated subsequent events for potential recognition and disclosure through December 31, 2021, the date that the financial statements were approved for issuance.

Note 2 – Deposits with Financial Institutions

Legal Provisions

Deposits must be collateralized by federal depository insurance, the Tennessee Bank Collateral Pool, collateral held by the School's agent in the School's name, collateral held by the Federal Reserve Banks acting as third party agents, or a combination of these methods. State statute requires that all uninsured deposits with financial institutions must be collateralized by securities whose market value is equal to 105% of the average daily balance of public deposits held. Collateral securities required to be pledged by the participating banks to protect their public fund accounts are pledged to the state treasurer on behalf of the bank collateral pool. The securities pledged to protect these accounts are pledged in the aggregate rather than against each account. The members of the pool may be required by agreement to pay an assessment to cover any deficiency. Under this additional assessment agreement, public fund accounts covered by the pool are considered to be insured for purposes of custodial credit risk disclosure.

Custodial Credit Risk

Custodial credit risk is the risk that in the event of a bank failure, the School's deposits may not be returned to it. The School's policy for custodial risk is to follow state guidelines. As of June 30, 2021, all bank deposit were entirely insured by federal depository insurance and collateralized by the Tennessee Bank Collateral Pool.

Note 3 – Capital Assets

Capital asset activity for the year ended June 30, 2021, was as follows:

	Balance June 30, 2020	Additions	Transfers/ Disposals	Balance June 30, 2021
Non-depreciable capital assets:				
Land	$ 1,544,600	$ -	$ -	$ 1,544,600
Construction in progress	38,514		(38,514)	-
Total non-depreciable capital assets	1,583,114	-	(38,514)	1,544,600
Depreciable capital assets:				
Building improvements	3,054,282	-	-	3,054,282
Building	7,506,636	-	-	7,506,636
Furniture and equipment	808,043	257,418	-	1,065,461
Total depreciable capital assets	11,368,961	257,418	-	11,626,379
Less: accumulated depreciation	(2,503,973)	(399,551)	-	(2,903,524)
Total depreciable capital assets, net	8,864,988	(142,133)	-	8,722,855
Total capital assets, net	$10,448,102	$ (142,133)	$ (38,514)	$ 10,267,455

Depreciation expense was $399,551 for the year ended June 30, 2021. The allocation of this expense is as follows:

Governmental Activities:		
Instructional	$	383,569
General and Administrative		15,982
Total depreciation expense - governmental activities	$	399,551

Note 4 – Operating Leases

The Foundation leases office and instructional facilities under a lease agreement which will expire July 2032. Rent expenses under this lease totaled $659,915 for the year ended June 30, 2021. The Foundation also leases certain equipment which will expire between February 2021 and July 2023. Rent expense under these leases totaled $26,399 for the year ended June 30, 2021.

Future minimum lease payments required under these leases for the years ending June 30 are as follows:

2022	$	686,973
2023		699,728
2024		701,329
2025		712,021
2026		725,549
2027-2031		3,849,960
2032-2033		885,307
Total	$	8,260,867

Note 5 – Long-Term Liabilities

The Foundation had a $1,680,000 non-revolving line of credit with a financial institution for construction that was secured by real estate. The line had been fully drawn, bore interest at 4.66%, and was due in monthly principal and interest installments of $10,774. The line was refinanced in 2020 as part of the $6,801,913 note payable noted below.

The Foundation has a $30,058 note payable to a financial institution. The note bears interest at 4.55%, is secured by certain equipment, is payable in monthly principal and interest installments of $1,493, and matures on March 8, 2022.

The Foundation has a $47,496 promissory note with a financial institution. The note bears interest at 5.10%, is secured by certain equipment, is payable in monthly principal and interest installments of $1,804, and matures on October 1, 2022.

The Foundation has a $6,801,913 note payable to a financial institution. The note bears interest at 3.41%, is secured by all assets of the Foundation, is payable in monthly principal and interest installments of $39,770, and matures on February 1, 2040.

The Foundation applied for and received loan proceeds of $1,000,000 under the Paycheck Protection Program (“PPP”), a loan program administered by the Small Business Administration. The PPP, established as part of the Coronavirus Aid, Relief, and Economic Security Act (“CARES Act”), provides loans to qualified entities for amounts up to 2.5 times the average monthly payroll expenses of the qualifying entity. As authorized by Section 1106 of the CARES Act, SBA has remitted to the Lender of Record the payment of $1,000,000 under PPP for forgiveness of the PPP loan. Accordingly, the SBA loan was forgiven on December 23, 2020 per documented letter.

Changes in long-term liabilities for the year ended June 30, 2020, were as follows:

	Beginning Balance	Additions	Reductions	Ending Balance	Due Within One Year
Note payable	$ 30,058	$ -	$ (16,879)	$ 13,179	$ 13,179
Note payable	47,496	-	(19,693)	27,803	20,723
Note payable	6,801,913	-	(246,030)	6,555,883	254,665
PPP Loan	1,000,000	-	(1,000,000)	-	-
Total long-term debt	$ 7,879,467	$ -	$ (1,282,602)	$ 6,596,865	$ 288,567

Principal and interest payments required to maturity for the long-term debt agreements mentioned above for the years ending June 30 are as follows:

	Principal	Interest	Total
2022	$ 288,567	$ 223,819	$ 512,386
2023	270,591	213,790	484,381
2024	272,207	205,027	477,234
2025	282,329	194,906	477,235
2026	292,246	184,988	477,234
2027-2031	1,622,124	764,049	2,386,173
2032-2036	1,927,715	458,731	2,386,446
2037-2040	1,641,086	108,643	1,749,729
	$ 6,596,865	$ 2,353,953	$ 8,950,818

Note 6 – Commitments

The Foundation has an educational professional services agreement with Teach for America, a Connecticut-based non-profit organization for recruiting, selecting, training and providing ongoing professional development to teachers within the charter school system. The contract was amended and expires on June 31, 2022. Under the agreement, the Foundation agreed to hire nineteen teachers from the Teach for America program for each academic year through the end of the contract and pay Teach for America an annual fee of $5,000 per teacher for each year the teachers are employed. The Foundation paid $95,000 under this agreement for the year ended June 30, 2021.

Note 7 - Teacher Legacy Pension Plan

General Information about the Pension Plan

Plan description. The Tennessee Consolidated Retirement System (TCRS) was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of all employer pension plans in the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publicly available financial report that can be obtained at https://treasury.tn.gov/Retirement/Boards-and-Governance/Reporting-and-Investment-Policies.

Teachers employed by the Foundation with membership in the TCRS before July 1, 2014 are provided with pensions through the Teacher Legacy Pension Plan, a cost sharing multiple-employer pension plan administered by the TCRS. The Teacher Legacy Pension Plan closed to new membership on June 30, 2014, but will continue providing benefits to existing members and retirees.

Teachers employed by the Foundation with membership in TCRS before July 1, 2014 are provided with pensions through the Teacher Legacy Pension Plan, a cost sharing multiple-employer pension plan administered by the

TCRS. The Teacher Legacy Pension Plan closed new membership on June 30, 2014, but will continue providing benefits to existing members and retirees. The Teacher Retirement Plan became effective July 1, 2014 for teachers employed by Local Education Agencies (LEAs) after June 30, 2014. The Teacher Retirement Plan is a separate cost-sharing, multiple-employer defined benefit plan.

Benefits provided. Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. Members of the Teacher Legacy Pension Plan are eligible to retire with an unreduced benefit at age 60 with 5 years of service credit, or after 30 years of service credit regardless of age. Benefits are determined by a formula using the member's highest five consecutive year average compensation and the member's service credit. A reduced early retirement benefit is available at age 55 if vested. Members are vested with five years of service credit. Service related disability benefits are provided regardless of length of service. Five years of service is required for non-service related disability eligibility. The service related and non-service related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10 percent and include projected service credits. A variety of death benefits are available under various eligibility criteria. Member and beneficiary annuitants are entitled to automatic cost of living adjustments (COLAs) after retirement. A COLA is granted each July for annuitants retired prior to the 2nd of July of the previous year. The COLA is based on the change in the consumer price index (CPI) during the prior calendar year, capped at 3 percent, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A one percent COLA is granted if the CPI change is between one-half percent and one percent. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest.

Contributions. Contributions for teachers are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly. Teachers contribute 5 percent of salary. The Foundation makes employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. By law, employer contributions for the Teacher Legacy Pension Plan are required to be paid. TCRS may intercept the state shared taxes of the sponsoring governmental entity of the Foundation if the required employer contributions are not remitted. Employer contributions by the Foundation for the year ended June 30, 2021, to the Teacher Legacy Pension Plan were $156,684 which is 10.27% of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

Pension Liabilities (Assets), Pension Expense (Negative Expense), and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

Pension liabilities (assets). At June 30, 2021, the Foundation reported a liability (asset) of ($303,650) for its proportionate share of net pension liability (asset). The net pension liability (asset) was measured as of June 30, 2020, and the total pension liability used to calculate the net pension liability (asset) was determined by an actuarial value as of that date. The Foundation's proportion of the net pension liability was based on the Foundation's share of contributions to the pension plan relative to the contributions of all participating LEAs. At the measurement date of June 30, 2020, the Foundation's proportion was 0.039819 percent. The proportion measured as of June 30, 2019, was 0.032665 percent.

Pension expense (negative pension expense). For the year ended June 30, 2021, the Foundation recognized pension expense (negative pension expense) of $43,011.

Deferred outflows of resources and deferred inflows of resources. For the year ended June 30, 2021, the Foundation reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	$ 11,543	$ 145,989
Changes in assumptions	27,585	-
Net difference between projected and actual earnings on pension plan investments	67,817	-
Changes in proportion of Net Pension Liability (Asset)	9,104	26,050
Read Foundation's contributions subsequent to the measurement date of June 30, 2020	156,684	(not applicable)
Total	$ 272,733	$ 172,039

The Foundation employer contributions of $156,684, reported as pension related deferred outflows of resources subsequent to the measurement date, will be recognized as a reduction (increase) in net pension liability (asset) in the year ended June 30, 2022. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended June 30:	
2022	$ (84,605)
2023	(12,756)
2024	(3,553)
2025	44,924
2026	-
Thereafter	-

In the table above, positive amounts will increase pension expense, while negative amounts will decrease pension expense.

Actuarial assumptions. The total pension liability in the June 30, 2020, actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.5 percent
Salary increases	Graded salary ranges from 8.72 to 3.44 percent based on age, including inflation, averaging 4.00 percent
Investment rate of return	7.25 percent, net of pension plan investment expenses, including inflation
Cost-of Living Adjustment	2.25 percent

Mortality rates were based on actual experience including an adjustment for some anticipated improvement.

The actuarial assumptions used in the June 30, 2020, actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2012 through June 30, 2016. The demographic assumptions were adjusted to more closely reflect actual and expected future experience.

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2016 actuarial experience study. A blend of future capital market projections and historical market returns was used in a building-block method in which a best-estimate of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) is developed for each major asset class. These best-estimates are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation of 2.5 percent. The best-estimates of geometric real rates of return and the TCRS investment policy target asset allocation for each major asset class are summarized in the following table:

Asset Class	Long-Term Expected Real Rate of Return	Target Allocation
U.S. equity	5.69%	31%
Developed market international equity	5.29%	14%
Emerging market international equity	6.36%	4%
Private equity and strategic lending	5.79%	20%
U.S. fixed income	2.01%	20%
Real estate	4.32%	10%
Short-term investments	0.00%	1%
		100%

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 7.25 percent based on a blending of the factors described above.

Discount rate. The discount rate used to measure the total pension liability was 7.25 percent. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from all LEAs will be made at the actuarially determined contribution rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the proportionate share of net pension liability (asset) to changes in the discount rate. The following presents the Foundation's proportionate share of the net pension liability (asset) calculated using the discount rate of 7.25 percent, as well as what the Foundation's proportionate share of the net pension liability (asset) would be if it were calculated using a discount rate that is 1-percentage-point lower (6.25 percent) or 1-percentage-point higher (8.25 percent) than the current rate:

	1% Decrease (6.25%)	Current Discount Rate (7.25%)	1% Increase (8.25%)
Read Foundation's proportionate share of the net pension liability (asset)	$ 944,344	$ (303,650)	$ (1,338,530)

Pension plan fiduciary net position. Detailed information about the pension plan's fiduciary net position is available in a separately issued TCRS financial report.

Payable to the Pension Plan

At June 30, 2021, the Foundation reported a payable of $19,818 for the outstanding amount of employer contributions to the pension plan required at the year ended June 30, 2021.

Note 8 – Non-Teacher Retirement Plan

General Information about the Pension Plan

Plan description. Employees of the Foundation are provided a defined benefit pension plan through the Public Employee Retirement Plan, a cost-sharing multiple-employer pension plan administered by the TCRS. The TCRS was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publicly available financial report that can be obtained at https://treasury.tn.gov/Retirement/Boards-and-Governance/Reportingand-Investment-Policies.

Benefits provided. Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. The chief legislative body may adopt the benefit terms permitted by statute. Members are eligible to retire with an unreduced benefit at age 60 with 5 years of service credit or after 30 years of service credit regardless of age. Benefits are determined by a formula using the member's highest five consecutive year average compensation and the member's years of service credit. Reduced benefits for early retirement are available at age 55 and vested. Members vest with five years of service credit. Service related disability benefits are provided regardless of length of service. Five years of service is required for non-service related disability eligibility. The service related and non-service related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10 percent and include projected service credits. A variety of death benefits are available under various eligibility criteria.

Member and beneficiary annuitants are entitled to automatic cost of living adjustments (COLAs) after retirement. A COLA is granted each July for annuitants retired prior to the 2nd of July of the previous year. The COLA is based on the change in the consumer price index (CPI) during the prior calendar year, capped at 3 percent, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A one percent COLA is granted if the CPI change is between one-half percent and one percent. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest.

Contributions. Contributions for employees are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly. Employees contribute 5 percent of salary. The Foundation makes employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. For the year ended June 30, 2021, the employer contributions for the Foundation were $30,073 based on a rate of 6.00 percent of covered payroll. By law, employer contributions are required to be paid. The TCRS may intercept the Foundation's state shared taxes if required employer contributions are not remitted. The employer's ADC and member contributions are expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

Net Pension Liability (Asset)

Pension liabilities (assets). At June 30, 2021, the Foundation reported a liability (asset) of $(232,707) for its proportionate share of net pension liability (asset). The Foundation's net pension liability (asset) was measured as of June 30, 2020, and the total pension liability used to calculate net pension liability (asset) was determined by an actuarial valuation as of that date. At the measurement date of June 30, 2020, the Foundation's proportion was 0.142222 percent. The proportion measured as of June 30, 2019 was 0.142222 percent.

Actuarial assumptions. The total pension liability in the June 30, 2020, actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.5 percent
Salary increases	Graded salary ranges from 8.72 to 3.44 percent based on age, including inflation, averaging 4.00 percent
Investment rate of return	7.25 percent, net of pension plan investment expenses, including inflation
Cost-of Living Adjustment	2.25 percent

Mortality rates were based on actual experience including an adjustment for some anticipated improvements.

The actuarial assumptions used in the June 30, 2020, actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2012 through June 30, 2016. The demographic assumptions were adjusted to more closely reflect actual and expected future experience.

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2016 actuarial experience study. A blend of future capital market projections and historical market returns was used in a building-block method in which a best-estimate of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) is developed for each major asset class. These best-estimates are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation of 2.5 percent. The best-estimates of geometric real rates of return and the TCRS investment policy target asset allocation for each major asset class are summarized in the following table:

Asset Class	Long-Term Expected Real Rate of Return	Target Allocation
U.S. equity	5.69%	31%
Developed market international equity	5.29%	14%
Emerging market international equity	6.36%	4%
Private equity and strategic lending	5.79%	20%
U.S. fixed income	2.01%	20%
Real estate	4.32%	10%
Short-term investments	0.00%	1%
		100%

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 7.25 percent based on a blending of the factors described above.

Discount rate. The discount rate used to measure the total pension liability was 7.25 percent. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from all LEAs will be made at the actuarially determined contribution rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the net pension liability (asset) to changes in the discount rate. The following presents the net pension liability (asset) of the Foundation calculated using the discount rate of 7.25 percent, as well as what the net pension liability (asset) would be if it were calculated using a discount rate that is 1-percentage-point lower (6.25 percent) or 1-percentage-point higher (8.25 percent) than the current rate:

	1% Decrease (6.25%)	Current Discount Rate (7.25%)	1% Increase (8.25%)
Read Foundation's proportionate share of the net pension liability (asset)	$ (1,260)	$ (232,707)	$ (426,162)

Pension Expense (Negative Pension Expense) and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

Pension expense (negative pension expense). For the year ended June 30, 2021, the Foundation recognized pension expense (negative pension expense) of $920.

Deferred outflows of resources and deferred inflows of resources. For the year ended June 30, 2021, the Foundation reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	$ 16,046	$ 71,083
Net difference between projected and actual earnings on pension plan investments	14,827	-
Changes in assumptions	7,801	-
Contributions subsequent to the measurement date of June 30, 2020	30,073	(not applicable)
Total	$ 68,747	$ 71,083

The amount shown above for "Contributions subsequent to the measurement date of June 30, 2020," will be recognized as a reduction (increase) to net pension liability (asset) in the following measurement period.

Amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended June 30:	
2022	$ (13,327)
2023	(9,055)
2024	(11,991)
2025	1,963
2026	-
Thereafter	-

In the table above, positive amounts will increase pension expense, while negative amounts will decrease pension expense.

Payable to the Pension Plan

At June 30, 2021, the Foundation reported a payable of $6,600 for the outstanding amount of employer contributions to the pension plan required at the year ended June 30, 2021.

Note 9 – Teacher Retirement Plan (After June 30, 2014)

General Information about the Pension Plan

Plan description. The TCRS was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of all employer pension plans in the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publicly available financial report that can be obtained at https://treasury.tn.gov/Retirement/Boards-and-Governance/Reporting-and-Investment-Policies.

The Teacher Retirement Plan became effective July 1, 2014 for teachers employed by Local Education Agencies (LEAs) after June 30, 2014. The Teacher Retirement Plan is a separate cost-sharing, multi-employer defined benefit plan.

Benefits provided. Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. Members of the Teacher Retirement Plan are eligible to retire with an unreduced benefit at age 65 with 5 years of service credit or pursuant to the rule of 90 in which the member's age and service credit total 90. Benefits are determined by a formula using the member's highest five consecutive year average compensation and the member's years of service credit. A reduced early retirement benefit is available at age 60 and vested or pursuant to the rule of 80. Members are vested with five years of service credit. Service related disability benefits are provided regardless of length of service. Five years of service is required for non-service related disability eligibility. The service related and non-service related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10 percent and include projected service credits. A variety of death benefits are available under various eligibility criteria. Member and beneficiary annuitants are entitled to automatic cost of living adjustments (COLAs) after retirement. A COLA is granted each July for annuitants retired prior to the 2nd of July of the previous year. The COLA is based on the change in the consumer price index (CPI) during the prior calendar year, capped at 3 percent, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A one percent COLA is granted if the CPI change is between one-half percent and one percent. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest. Under the Teacher Retirement Plan, benefit terms and conditions, including COLAs, can be adjusted on a prospective basis. Moreover, there are defined cost controls and unfunded liability controls that provide for the adjustment of benefit terms and conditions on an automatic basis.

Contributions. Contributions for teachers are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly or by automatic cost controls set out in law. Teachers contribute 5 percent of salary. The Foundation makes employer contributions at the rate set by the Board of Trustees as

determined by an actuarial valuation. Per the statutory provisions governing the TCRS, the employer contribution rate cannot be less than 4 percent, except for in years when the maximum funded level, approved by the TCRS Board of Trustees, is reached. By law, employer contributions for the Teacher Retirement Plan are required to be paid. The TCRS may intercept the state shared taxes of the sponsoring governmental entity of the Foundation if the required employer contributions are not remitted. Employer contributions by the Foundation for the year ended June 30, 2021, to the Teacher Retirement Plan were $76,520 which is 2.02% of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

Pension Liabilities (Assets), Pension Expense (Negative Pension Expense), and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

Pension liabilities (assets). At June 30, 2021, the Foundation reported a liability (asset) of ($102,421) for its proportionate share of net pension liability (asset). The net pension liability (asset) was measured as of June 30, 2020, and the total pension liability used to calculate the net pension liability (asset) was determined by an actuarial value as of that date. The Foundation's proportion of the net pension liability (asset) was based on The Foundation's share of contributions to the pension plan relative to the contributions of all participating LEAs. At the measurement date of June 30, 2020, the Foundation's proportion was 0.180115 percent. The proportion measured as of June 30, 2019, was 0.188205 percent.

Pension expense (negative pension expense). For the year ended June 30, 2021, the Foundation recognized pension expense (negative pension expense) of $40,776.

Deferred outflows of resources and deferred inflows of resources. For the year ended June 30, 2021, the Foundation reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	$ 3,805	$ 25,666
Net difference between projected and actual earnings on pension plan investments	8,344	-
Changes in assumptions	3,211	-
Changes in proportion of Net Pension Liability (Asset)	7,122	13,633
Read Foundation's contributions subsequent to the measurement date of June 30, 2020	76,520	(not applicable)
Total	$ 99,002	$ 39,299

The Foundation's employer contributions of $76,520, reported as pension related deferred outflows of resources, subsequent to the measurement date, will be recognized as a reduction (increase) of net pension liability (asset) in the year ended June 30, 2021. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended June 30:		
2022	$	(1,476)
2023		(271)
2024		344
2025		519
2026		(2,307)
Thereafter		(13,627)

In the table above, positive amounts will increase pension expense, while negative amounts will decrease pension expense.

Actuarial assumptions. The total pension liability in the June 30, 2020, actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.5 percent
Salary increases	Graded salary ranges from 8.72 to 3.44 percent based on age, including inflation, averaging 4.00 percent
Investment rate of return	7.25 percent, net of pension plan investment expenses, including inflation
Cost-of Living Adjustment	2.25 percent

Mortality rates are customized based on actual experience including an adjustment for some anticipated improvement.

The actuarial assumptions used in the June 30, 2020, actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2012 through June 30, 2016. The demographic assumptions were adjusted to more closely reflect actual and expected future experience.

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2016 actuarial experience study. A blend of future capital market projections and historical market returns was used in a building-block method in which a best-estimate of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) is developed for each major asset class. These best-estimates are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation of 2.5 percent. The best-estimates of geometric real rates of return and the TCRS investment policy target asset allocation for each major asset class are summarized in the following table:

Asset Class	Long-Term Expected Real Rate of Return	Target Allocation
U.S. equity	5.69%	31%
Developed market international equity	5.29%	14%
Emerging market international equity	6.36%	4%
Private equity and strategic lending	5.79%	20%
U.S. fixed income	2.01%	20%
Real estate	4.32%	10%
Short-term investments	0.00%	1%
		100%

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 7.25 percent based on a blending of the factors described above.

Discount rate. The discount rate used to measure the total pension liability was 7.25 percent. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from all LEAs will be made at the actuarially determined contribution rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the proportionate share of net pension liability (asset) to changes in the discount rate. The following presents the Foundation's proportionate share of the net pension liability (asset) calculated using the discount rate of 7.25 percent, as well as what the Foundation's proportionate share of the net pension liability (asset) would be if it were calculated using a discount rate that is 1-percentage-point lower (6.25 percent) or 1-percentage-point higher (8.25 percent) than the current rate:

	1% Decrease (6.25%)	Current Discount Rate (7.25%)	1% Increase (8.25%)
Read Foundation's proportionate share of the net pension liability (asset)	$ 79,667	$ (102,421)	$ (236,642)

Pension plan fiduciary net position. Detailed information about the pension plan's fiduciary net position is available in a separately issued TCRS financial report.

Payable to the Pension Plan

At June 30, 2021, the Foundation reported a payable of $23,152 for the outstanding amount of contributions to the pension plan required at the year ended June 30, 2021.

401(k) Plan

The Teacher Retirement Plan provides a combination of a defined benefit plan and a defined contribution plan. The defined benefit portion of the Teacher Retirement Plan is managed by TCRS. The defined contribution assets are deposited into the State's 401(k) plan where the employees manage the investments within the 401(k) plan. Contributions are made on a tax-deferred basis. Employer contributions by the Foundation for the year ended June 30, 2021, to the 401(k) plan were required to be $189,290 which is 5.00% of covered payroll of employees participating in the Plan. Contributions by the Foundation are instantly 100% vested. The Foundation reported a payable of $21,905 for the outstanding contributions to the 401(k) plan at June 30, 2021.

Note 10 – Reconciliation of Net Pension Assets and Liabilities at June 30, 2021

	Net Pension Asset	Deferred Outflows of Resources	Net Pension Liability	Deferred Inflows of Resources
Teacher Legacy Pension Plan	$ 303,650	$ 272,733	$ -	$ 172,039
Non-Teacher Retirement Plan	232,707	68,747	-	71,083
Teacher Retirement Plan (After June 30, 2014)	102,421	99,002	-	39,299
Total assets and liabilities	$ 638,778	$ 440,482	$ -	$ 282,421

Note 11 – TCRS Stabilization Trust

Legal Provisions. The Foundation is a member of the Tennessee Consolidated Retirement System (TCRS) Stabilization Reserve Trust. The Foundation has placed funds into the irrevocable trust as authorized by statute under Tennessee Code Annotated (TCA), Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of the trust. Funds of trust members are held and invested in the name of the trust for the benefit of each member. Each member's funds are restricted for the payment of retirement benefits of that member's employees. Trust funds are not subject to the claims of general creditors of the Foundation.

The trust is authorized to make investments as directed by the TCRS Board of Trustees. The Foundation may not impose any restrictions on investments placed by the trust on their behalf. It is the intent of the plan trustees to allocate these funds in the future to offset pension costs.

Investment Balances. Assets of the TCRS, including the Stabilization Reserve Trust, are invested in the Tennessee Retiree Group Trust (TRGT). The TRGT is not registered with the Securities and Exchange Commission (SEC) as an investment company. The State of Tennessee has not obtained a credit quality rating for the TRGT from a nationally recognized credit ratings agency. The fair value of investment positions in the TRGT is determined daily based on the fair value of the pool's underlying portfolio. Furthermore, TCRS had not obtained or provided any legally binding guarantees to support the value of participant shares during the fiscal year. There are no restrictions on the sale or redemption of shares.

Investments are reported at fair value. Securities traded on a national exchange are valued at the last reported sales price. Investment income consists of realized and unrealized appreciation (depreciation) in the fair value of investments and interest and dividend income. Interest income is recognized when earned. Securities and securities transactions are recorded in the financial statements on a trade-date basis. The fair value of assets of the TRGT held at June 30, 2021, represents the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants. Assets held are categorized for fair value measurement within the fair value hierarchy established by GAAP. The hierarchy is based on the valuation inputs used to measure the fair value of the asset and give the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements).

- Level 1 – Unadjusted quoted prices for identical assets or liabilities in active markets that can be accessed at the measurement date.

- Level 2 – Quoted prices for similar assets or liabilities in active markets; quoted prices for identical or similar assets or liabilities in markets that are not active; assets or liabilities that have a bid-ask spread price in an inactive dealer market, brokered market and principal-to-principal market; and Level 1 assets or liabilities that are adjusted.

- Level 3 – Valuations derived from valuation techniques in which significant inputs are unobservable.

Investments where fair value is measured using the Net Asset Value ("NAV") per share have no readily determinable fair value and have been determined to be calculated consistent with FASB principles for investment companies.

Where inputs used in the measurement of fair value fall into different levels of the hierarchy, fair value of the instrument in its entirety is categorized based on the lowest level input that is significant to the valuation. This assessment requires professional judgement and as such management of the TRGT developed a fair value committee that worked in conjunction with the plan's custodian and investment professionals to make these valuations. All assets held were valued individually and aggregated into classes to be represented in the table below.

Short-term securities generally include investments in money market-type securities reported at cost plus accrued interest.

Equity and equity derivative securities classified in Level 1 are valued using last reported sales prices quoted in active markets that can be accessed at the measurement date. Equity and equity derivative securities classified in Level 2 are securities whose values are derived daily from associated traded securities. Equity securities classified in Level 3 are valued with last trade data having limited trading volume.

U.S. Treasury Bills, Bonds, Notes and Futures classified in Level 1 are valued using last reported sales prices quoted in active markets that can be accessed at the measurement date. Debt and debt derivative securities classified in Level 2 are valued using a bid-ask spread price from multiple independent brokers, dealers, or market principals, which are known to be actively involved in the market. Level 3 debt securities are valued using proprietary information, a single pricing source, or other unobservable inputs related to similar assets or liabilities.

Real estate investments classified in Level 3 are valued using the last valuations provided by external investment advisors or independent external appraisers. Generally, all direct real estate investments are appraised by a qualified independent appraiser(s) with the professional designation of Member of the Appraisal Institute ("MAI"), or its equivalent, every three (3) years beginning from the acquisition date of the property. The appraisals are performed using generally accepted valuation approaches applicable to the property type.

Investments in private mutual funds, traditional private equity funds, strategic lending funds and real estate funds that report using GAAP, the fair value, as well as the unfunded commitments, were determined using the prior quarter's NAV, as reported by the fund managers, plus the current cash flows. These assets were then categorized by investment strategy. In instances where the fund investment reported using non-GAAP standards, the investment was valued using the same method, but was classified in Level 3.

On June 30, 2021, the Foundation had the following investments held by the trust on its behalf.

Investment	Weighted Average Maturity (days)	Maturities	Fair Value
Investments at Fair Value:			
U.S. Equity	N/A	N/A	$ 51,865
Developed Market International Equity	N/A	N/A	23,423
Emerging Market International Equity	N/A	N/A	6,692
U.S. Fixed Income	N/A	N/A	33,462
Real Estate	N/A	N/A	16,731
Short-term Securities	N/A	N/A	1,673
NAV - Private Equity and Strategic Lending	N/A	N/A	33,462
Total			$ 167,308

Investment by Fair Value Level	Fair Value 6-30-21	Fair Value Measurements Using: Quoted Prices in Active Markets for Identical Assets (Level 1)	Fair Value Measurements Using: Significant Other Observable Inputs (Level 2)	Fair Value Measurements Using: Significant Unobservable Inputs (Level 3)	Amortized Cost: NAV
U.S. Equity	$ 51,865	$ 51,865	$ -	$ -	$ -
Developed Market International Equity	23,423	23,423	-	-	-
Emerging Market International Equity	6,692	6,692	-	-	-
U.S. Fixed Income	33,462	-	33,462	-	-
Real Estate	16,731	-	-	16,731	-
Short-term Securities	1,673	-	1,673	-	-
Private Equity and Strategic Lending	33,462	-	-	-	33,462
Total	$167,308	$ 81,981	$ 35,135	$ 16,731	$ 33,462

Risks and Uncertainties. The trust's investments include various types of investment funds, which in turn invest in any combination of stock, bonds and other investments exposed to various risks, such as interest rate, credit, and market risk. Due to the level of risk associated with certain investment securities, it is at least reasonably possible that changes in the values of investment securities will occur in the near term and that such changes could materially affect the amounts reported for trust investments.

Interest Rate Risk. Interest rate risk is the risk that changes in interest rates will adversely affect the fair value of an investment. The Foundation does not have the ability to limit trust investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates.
Credit Risk. Credit risk is the risk that an issuer or other counterparty to an investment will not fulfill its obligations. The Foundation does not have the ability to limit the credit ratings of individual investments made by the trust.

Concentration of Credit Risk. Concentration of credit risk is the risk of loss attributed to the magnitude of the county's investment in a single issuer. The Foundation places no limit on the amount the county may invest in one issuer.

Custodial Credit Risk. Custodial credit risk for investments is the risk that, in the event of a failure of the counterparty to a transaction, the county will not be able to recover the value of its investments or collateral securities that are in the possession of an outside party. Pursuant to the trust agreement, investments are held in the name of the trust for the benefit of the Foundation to pay retirement benefits of the Foundation's employees.

For further information concerning the Foundation investments with the TCRS Stabilization Reserve Trust, audited financial statements of the Tennessee Consolidated Retirement System may be obtained at https://comptroller.tn.gov/content/dam/cot/sa/advanced-search/disclaimer/2019/ag18092.pdf.

Note 12 – Risk Management

The Foundation is exposed to the normal risks of loss related to torts; theft or damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. The Foundation's policy is to minimize these risks through the purchase of commercial insurance. Settled claims have not exceeded the commercial insurance coverage in the past three years.

Note 14 – Contingency

In March 2020, the World Health Organization declared the outbreak of a novel coronavirus (COVID-19) as a global pandemic, which continues to spread throughout the world and has adversely impacted global commercial activity and contributed to significant declines and volatility in the financial markets. The coronavirus outbreak and government responses are creating disruption to global supply chains and adversely impacting many industries. The outbreak has caused a material, adverse impact on economic and market conditions. The rapid development and fluidity of this situation precludes any prediction as to the ultimate material, adverse impact of the coronavirus outbreak. Nevertheless, the outbreak presents uncertainty and risk with respect to the Foundation, its performance, and its financial results.

Note 13 – Prior Period Adjustment

During the period ending June 30, 2021, it was discovered that accounts receivable and revenue were overstated by $31,375. Accordingly, beginning of the year net assets and fund balances were restated by $31,375.

Required Supplementary Information

Schedule of Proportionate Share of the Net Pension Liability (Asset)*
Teacher Legacy Pension Plan of the TCRS
Last Fiscal Year Ended June 30

	2020	2019	2018	2017	2016	2015	2014
Read Foundation's proportion of the net pension liability (asset)	$ (303,650)	$ (335,850)	$ (100,160)	$ (7,511)	$ 135,893	$ -	$ 5,648
Read Foundation's proportionate share of the net pension liability (asset)	0.039819%	0.032665%	0.028463%	0.022962%	0.021745%	0.000000%	0.034755%
Read Foundation's covered payroll	$ 1,325,281	$ 1,095,289	$ 996,690	$ 811,701	$ 784,941	$ -	$ 1,364,143
Read Foundation's proportionate share of the net pension liability (asset) as a percentage of its covered payroll	-22.91%	-30.66%	-10.05%	-0.93%	17.31%	0.00%	0.41%
Plan fiduciary net position as a percentage of the total pension liability (asset)	103.09%	104.28%	101.49%	100.14%	97.14%	0.00%	100.08%

* GASB 68 requires a 10-year schedule for this data to be presented starting *with the implementation of GASB 68.* The information in this schedule is not required to be presented retroactively prior to the implementation date.

Schedule of Contributions*
Teacher Legacy Pension Plan of the TCRS
Last Fiscal Year Ended June 30

	2021	2020	2019	2018	2017	2016	2015	2014
Contractually required	$ 156,684	$ 140,877	$ 114,567	$ 90,499	$ 73,378	$ 70,959	$ 91,917	$ 121,136
Contribution in relation to the contractually required contribution	156,684	140,877	114,567	90,499	73,378	70,959	91,917	121,136
Contribution deficiency (excess)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Read Foundation's covered payroll	$1,525,169	$1,325,281	$1,095,289	$ 996,690	$ 811,704	$ 784,941	$1,016,779	$1,364,144
Contributions as a percentage of Read Foundation's covered payroll	10.27%	10.63%	10.46%	9.08%	9.04%	9.04%	9.04%	8.88%

* GASB 68 requires a 10-year schedule for this data to be presented starting *with the implementation of GASB 68.* The information in this schedule is not required to be presented retroactively prior to the implementation date.

Changes of assumptions. In 2017, the following assumptions were changed: decreased inflation rate from 3.00 percent to 2.50 percent; decreased the investment rate of return from 7.50 percent to 7.25 percent; decreased the cost-of-living adjustment from 2.50 percent to 2.25 percent; decreased salary growth graded ranges from an average of 4.25 percent to an average of 4.00 percent; and modified mortality assumptions.

Schedule of Proportionate Share of the Net Pension Liability (Asset)*
Public Employee Pension Plan of the TCRS – Non Teacher
Last Fiscal Year Ending June 30

	2020	2019	2018	2017	2016	2015	2014
Read Foundation's proportion of the net pension liability (asset)	$ (232,707)	$ (128,116)	$ (74,721)	$ (31,001)	$ (13,262)	$ (15,613)	$ (29,512)
Read Foundation's proportionate share of the net pension liability (asset)	0.142222%	0.142222%	0.140000%	0.060000%	0.040000%	0.040000%	0.050000%
Read Foundation's covered payroll	$ 450,229	$ 258,364	$ 223,165	$ 92,489	$ 58,527	$ 57,055	$ 84,344
Read Foundation's proportionate share of the net pension liability (asset) as a percentage of its covered payroll	-51.69%	-49.59%	-33.48%	-33.52%	-22.66%	-27.36%	34.99%
Plan fiduciary net position as a percentage of the total pension liability	111.65%	111.28%	107.06%	107.19%	104.89%	105.80%	109.03%

* GASB 68 requires a 10-year schedule for this data to be presented starting *with the implementation of GASB 68.* The information in this schedule is not required to be presented retroactively prior to the implementation date.

Schedule of Contributions*
Public Employee Pension Plan of the TCRS – Non Teacher
Last Fiscal Year Ending June 30

	2021	2020	2019	2018	2017	2016	2015	2014
Actuarially determined contribution	$ 30,073	$ 23,862	$ 12,516	$ 10,935	$ 8,583	$ 5,405	$ 4,038	$ 7,579
Contributions in relation to the actuarially determined contribution	30,073	27,065	$ 15,326	15,631	8,583	5,405	4,038	7,579
Contribution deficiency (excess)	$ -	$ (3,203)	$ (2,810)	$ (4,696)	$ -	$ -	$ -	$ -
Read Foundation's covered payroll	$ 501,214	$ 450,229	$ 258,364	$ 223,165	$ 92,489	$ 58,527	$ 43,560	$ 84,344
Contributions as a percentage of Read Foundation's covered payroll	6.00%	6.01%	5.93%	7.00%	9.28%	9.24%	9.27%	8.99%

* GASB 68 requires a 10-year schedule for this data to be presented starting *with the implementation of GASB 68.* The information in this schedule is not required to be presented retroactively prior to the implementation date.

Schedule of Proportionate Share of the Net Pension Liability (Asset)*
Teacher Retirement Plan of the TCRS
Last Fiscal Year Ended June 30

	2020	2019	2018	2017	2016
Read Foundation's proportion of the net pension liability (asset)	0.180115%	0.188205%	0.163621%	0.148179%	0.189570%
Read Foundation's proportionate share of the net pension liability (asset)	$ (102,421)	$ (106,239)	$ (74,207)	$ (39,093)	$ (19,735)
Read Foundation's covered payroll	$2,272,895	$1,991,589	$1,429,854	$1,001,284	$ 834,118
Read Foundation's proportionate share of the net pension liability (asset) as a percentage of its covered payroll	-4.51%	-5.33%	-5.19%	-3.90%	-2.37%
Plan fiduciary net position as a percentage of the total pension liability (asset)	116.52%	123.07%	126.97%	126.81%	121.88%

* GASB 68 requires a 10-year schedule for this data to be presented starting *with the implementation of GASB 68.* The information in this schedule is not required to be presented retroactively prior to the implementation date.

Schedule of Contributions*
Teacher Retirement Plan of the TCRS
Last Fiscal Year Ended June 30

	2021	2020	2019	2018	2017	2016	2015
Contractually required contribution	$ 76,520	$ 46,140	$ 38,637	$ 23,317	$ 38,902	$ 20,880	$ 287
Contribution in relation to the contractually required contribution	76,520	46,140	38,637	57,194	38,902	33,365	11,486
Contribution deficiency (excess)	$ -	$ -	$ -	$ (33,877)	$ -	$ (12,485)	$ (11,199)
Read Foundation's covered payroll	$3,790,280	$2,272,895	$1,991,598	$1,429,854	$1,001,284	$ 834,118	$ 287,166
Contributions as a percentage of Read Foundation's covered payroll	2.02%	2.03%	1.94%	4.00%	3.89%	4.00%	4.00%

* GASB 68 requires a 10-year schedule for this data to be presented starting *with the implementation of GASB 68.* The information in this schedule is not required to be presented retroactively prior to the implementation date.

Changes of assumptions. In 2017, the following assumptions were changed: decreased inflation rate from 3.00 percent to 2.50 percent; decreased the investment rate of return from 7.50 percent to 7.25 percent; decreased the cost-of-living adjustment from 2.50 percent to 2.25 percent; and decreased salary growth graded ranges from an average 4.25 percent to an average of 4.00 percent; and modified mortality assumptions.

Supplementary Information

Combining Schedule of Assets, Liabilities, and Fund Balances by School – Governmental Funds ***June 30, 2021***

	General Fund			
	Memphis School of Excellence	Memphis School of Excellence Elementary School	Memphis School of Excellence Cordova	Elimination
Assets				
Cash	$ 4,009,538	$ -	$ -	$ -
TCRS Stabilization Reserve Trust	167,308	-	-	-
Grants receivable	337,563	-	-	-
Prepaid expenses	84,876	-	-	-
Total assets	$ 4,599,285	$ -	$ -	$ -
Liabilities				
Accounts payable	$ 231,217	$ -	$ -	$ -
Accrued liabilities	851,443	-	-	-
Total liabilities	1,082,660	-	-	-
Fund balance				
Non-spendable	84,876	-	-	-
Restricted	167,308	-	-	-
Unassigned	3,264,441	-	-	-
Total fund balance	3,516,625	-	-	-
Total liabilities and fund balance	$ 4,599,285	$ -	$ -	$ -

Combining Schedule of Revenues, Expenditures, and Changes in Fund Balances by School – Governmental Funds ***For the Year Ended June 30, 2021***

	General Fund				
	Memphis School of Excellence	Memphis School of Excellence Elementary School	Memphis School of Excellence Cordova	Elimination	Total
Revenues:					
Shelby County Schools	$ 3,770,601	$ 3,199,668	$ 3,537,463	$ -	$ 10,507,732
Operating grants and contributions	436,942	258,114	75,284	-	770,340
Capital grants and contributions	11,007	322,237	774,546	-	1,107,790
Charges for services	79,115	3,179	108,305	-	190,599
Other income	26,267	5,037	4,080	-	35,384
Total revenues	4,323,932	3,788,235	4,499,678	-	12,611,845
Expenditures:					
Current:					
Salaries, wages and benefits:					
Instructional	2,815,799	1,890,597	965,383	-	5,671,779
General and administrative	749,319	451,524	293,800	-	1,494,643
Instructional	1,051,794	1,089,345	807,950	-	2,949,089
General and administrative	300,930	186,939	196,724	-	684,593
Capital Outlay:					
Current expenditures	218,904	-	-	-	218,904
Debt Service:					
Principal payments on long-term debt	282,602	-	-	-	282,602
Interest	211,467	-	9,608	-	221,075
Total expenditures	5,630,815	3,618,405	2,273,465	-	11,522,685
Revenue over (under) expenditures	(1,306,883)	169,830	2,226,213	-	1,089,160
Other financial sources					
Issuance of notes payable	-	-		-	-
Transfers	2,396,043	(169,830)	(2,226,213)	-	-
Total other financial sources	2,396,043	(169,830)	(2,226,213)	-	-
Net change in fund balance	1,089,160	-		-	1,089,160
Fund balance - beginning of year	2,458,840	-		-	2,458,840
Prior period adjustment	(31,375)				(31,375)
Fund balance - beginning of year, as restated	2,427,465				2,427,465
Fund balance - end of year	$ 3,516,625	$ -		$ -	$ 3,516,625

Schedule of Expenditures of Federal Awards and State Financial Assistance

For the Year Ended June 30, 2021

Federal Grantor / Pass-through Grantor / Program Title	CFDA Number	Contract Number	Expenditures
Federal Awards			
U.S. Department of Education / Board of Education of Shelby County Schools / Title I Grants to Local Educational Agencies	84.010	N/A	$ 502,264
Total Program 84.010			$ 502,264
U.S. Department of Education / Board of Education of Shelby County Schools / GEER 1	84.425C	N/A	59,323
U.S. Department of Education / Board of Education of Shelby County Schools / GEER 2	84.425C	N/A	112,831
U.S. Department of Education / Board of Education of Shelby County Schools / LEA Reopening and Programmatic Supports Grant	84.425D	N/A	15,000
U.S. Department of Education / Board of Education of Shelby County Schools / CARES Act Grant	84.425D	N/A	364,341
U.S. Department of Education / Board of Education of Shelby County Schools / Connectivity (Tech)	84.425U	N/A	30,450
Total Program 84.425			$ 581,945
U.S. Department of Education / Board of Education of Shelby County Schools / Remote Technology	84.282	N/A	90,940
U.S. Department of Education / Board of Education of Shelby County Schools / CSP 2 (Remote Learning)	84.282	N/A	47,300
U.S. Department of Education / Board of Education of Shelby County Schools / Connectivity (Tech)	84.282	N/A	516,007
Total Program CFDA 84.282			$ 654,247
Total Federal Awards			1,738,457

Total Federal Awards and State Financial Assistance	$ 12,274,358

Federal Grantor / Pass-through Grantor / Program Title	CFDA Number	Contract Number	Expenditures
State Financial Assistance			
Tennessee Department of Education / Board of Education of Shelby County Schools / ADA Per-Pupil Funding Allocation	N/A	N/A	10,034,734
Tennessee Department of Education / Board of Education of Shelby County Schools / Capital Outlay Funding	N/A	N/A	427,000
Tennessee Department of Education / Board of Education of Shelby County Schools / School Safety Grant	N/A	N/A	16,154
Tennessee Department of Education / Board of Education of Shelby County Schools / Summer Grant	N/A	N/A	58,014
Total State Financial Assistance			10,535,901

Note 1 - Basis of Presentation

The accompanying schedule of expenditures of federal awards and state financial assistance (the "Schedule") includes the grant activity for the Read Foundation for the year ended June 30, 2021. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) and the State of Tennessee Department of Audit, *Audit Manual*. Because the Schedule presents only a selected portion of the operation of the Read Foundation, it is not intended to and does not present the net position or changes in net position of the Read Foundation.

Note 2 – Summary of Significant Accounting Policies

Expenditures reported the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. The Read Foundation has elected not to use the 10% de minimis indirect cost rate as allowed under the Uniform Guidance.

Non-Financial Information

CANNON WRIGHT BLOUNT

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Board of Directors
Read Foundation
Memphis, Tennessee

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities and the major fund of the Read Foundation as of and for the year ended June 30, 2021, and the related notes to the financial statements, which collectively comprise the Read Foundation's basic financial statements, and have issued our report thereon dated December 31, 2021.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Read Foundation's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Read Foundation's internal control. Accordingly, we do not express an opinion on the effectiveness of the Read Foundation's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Read Foundation's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards.*

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Cam Wright Blount PLLC

Memphis, Tennessee
December 31, 2021

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR THE MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

To the Board of Directors
Read Foundation
Memphis, Tennessee

Report on Compliance for Each Major Federal Program

We have audited the Read Foundation's compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of Read Foundation's major federal programs for the year ended June 30, 2021. The Read Foundation's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for the Read Foundation's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the Read Foundation's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the Read Foundation's compliance.

Opinion on Each Major Federal Program

In our opinion, the Read Foundation complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect of its major federal programs for the year ended June 30, 2021.

Report on Internal Control Over Compliance

Management of the Read Foundation is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit, we considered the Read Foundation's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal

program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of internal control over compliance.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weakness or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Cannon Wright Blount PLLC

Memphis, Tennessee
December 31, 2021

SECTION I - SUMMARY OF AUDITOR'S RESULTS

Financial Statements

Type of auditor's report issued:	Unmodified		
Internal control over financial reporting:			
- Material weakness(es) identified?	____ yes	✓ no	
- Significant deficiencies identified that are not considered to be material weaknesses?	____ yes	✓ none noted	
- Noncompliance material to financial statements noted?	____ yes	✓ none reported	

Federal Awards:

Internal control over major programs:			
- Material weakness(es) identified?	____ yes	✓ none reported	
- Significant deficiencies identified that are not considered to be material weaknesses?	____ yes	✓ none reported	
Type of auditor's report issued on compliance for major program:	Unmodified		
Any audit findings disclosed that are required to be reported in accordance with 2 CFR section 200.516(a)	____ yes	✓ no	

Identification of major programs:

CFDA 84.010	Title I
CFDA 84.282	Charter Schools

Threshold for distinguishing type A and B programs:	$ 750,000		
Auditee qualified as low risk auditee:	____ yes	✓ no	

SECTION II - FINANCIAL STATEMENT FINDINGS

None

SECTION III - FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

None

There were no prior findings reported.

Read Foundation
Basic Financial Statements
June 30, 2022

ANNUAL FINANCIAL REPORT

TENNESSEE PUBLIC CHARTER SCHOOLS OPERATED BY
the READ FOUNDATION

MEMPHIS SCHOOL OF EXCELLENCE
MEMPHIS SCHOOL OF EXCELLENCE ELEMENTARY SCHOOL
MEMPHIS SCHOOL OF EXCELLENCE ELEMENTARY-CORDOVA
MEMPHIS SCHOOL OF EXCELLENCE CORDOVA

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BOARD OF DIRECTORS

Dr. Richard E. Potts, President

Veda V.T. Cherry, Vice President

Patty Farmer, Treasurer

Dr. Ismail Fidan, Secretary

Dr. David C. Akdemir

Dr. Cem Akkus

ADMINISTRATIVE OFFICIALS

Samuel Beyhan, Executive Director

CANNON WRIGHT BLOUNT

INDEPENDENT AUDITOR'S REPORT

To the Board of Directors
Read Foundation
Memphis, Tennessee

Report on the Audit of the Financial Statements

Opinions

We have audited the accompanying financial statements of the governmental activities and the major fund of the Read Foundation as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise the Read Foundation's basic financial statements as listed in the table of contents.

In our opinion, the basic financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and the major fund of the Read Foundation, as of June 30, 2022, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the Read Foundation and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Change in Accounting Principle

As described in Note 1 to the financial statements, in 2022, the Read Foundation adopted new accounting guidance, GASB Statement No. 87, *Leases*. Our opinion is not modified with respect to this matter.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Read Foundation's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government*

Auditing Standards will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Read Foundation's internal control. Accordingly, no such opinion is expressed.

- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.

- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Read Foundation's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and the required supplementary information, as listed in the table of contents, be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the management's discussion and analysis and the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Read Foundation's basic financial statements. The accompanying combining schedule of assets, liabilities, and fund balances by school – governmental funds, the combining schedule of revenues, expenditures, and changes in fund balances by school – governmental funds, and the schedule of expenditures of federal awards and state financial assistance, as required by Title 2 U.S. *Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to

prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of American. In our opinion, the combining schedule of assets, liabilities, and fund balances by school – governmental funds, the combining schedule of revenues, expenditures, and changes in fund balances by school – governmental funds, and the schedule of expenditures of federal awards and state financial assistance are fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Information

Management is responsible for the other information in the annual report. The other information comprises the introductory section but does not include the basic financial statements and our auditor's report therein. Our opinions on the basic financial statements do not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audit of the basic financial statement, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the basic financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report, dated December XX, 2022, on our consideration of the Read Foundation's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Read Foundation's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Read Foundation's internal control over financial reporting and compliance.

Carr Wright Blount PLLC

Memphis, Tennessee
December 30, 2022

The following Management's Discussion and Analysis (MD&A) of the Read Foundation's (the "Foundation") activities and financial performance provides the reader with an introduction and overview to the financial statements of the Foundation for the year ended June 30, 2022. This information should be considered within the context of the accompanying financial statements and note disclosures.

OVERVIEW OF THE FINANCIAL STATEMENTS

Financial Highlights

- The assets of the Read Foundation exceeded its liabilities at the end of the fiscal year by $9,798,054 (net position).
- The Read Foundation's total net position decreased by $(544,901).
- The Read Foundation's total expenses increased by $2,951,271, primarily due to increase in salaries and for the addition of several new teachers.

This financial report consists of a series of financial statements, notes to those statements, and required supplementary information. The statements are organized so that the reader can understand the Read Foundation as a whole and then proceed to a detailed look at specific financial activities of the Read Foundation.

Reporting the Read Foundation as a Whole

The Statement of Net Position and Statement of Activities:

In general, users of these financial statements want to know if the Foundation is better off or worse off as a result of the year's activities. The Statement of Net Position and Statement of Activities report information about the Foundation as a whole and about the Foundation's activities in a manner that helps to answer that question. These statements include all assets and liabilities using the accrual basis of accounting. Under the accrual basis, all of the current year's revenue and expenses are taken into consideration regardless of when cash is received or paid.

The Statement of Net Position reports the Foundation's net position (total assets less total liabilities). Private sector entities would report retained earnings. The Foundation's net position balance at year-end represents available resources for future growth. The Statement of Activities reports the change in net position as a result of activity during the year. Private sector entities have a similar report titled the statement of operations, which reports net income. It provides the user a tool to assist in determining the direction of the Foundation's financial health during the year. Users will want to consider non-financial factors as well as the financial data in arriving at a conclusion regarding the overall health of the Foundation.

Reporting the Read Foundation's Funds

Fund Financial Statements:

The Read Foundation's governmental fund financial statements, the Balance Sheet – Governmental Funds and the Statement of Revenues, Expenditures, and Changes in Fund Balances – Governmental Funds, provide detailed information about the Foundation's most significant funds, not the Foundation as a whole. Funds are established by the Foundation to help manage money for particular purposes and compliance with various grant provisions.

The Read Foundation funds are categorized as "governmental funds." Governmental funds focus on how money flows into and out of the funds and the balances left at year-end that are available for spending in future periods. Fund financial statements are reported using an accounting method called "modified accrual" accounting, which measures cash and other financial assets that can readily be converted to cash. This basis of accounting is different from the accrual basis used in the government – wide financial statements to report on the Foundation as a whole. The modified accrual basis of accounting treats capital assets purchased and debt payments as outflows of resources and new debt as inflows of resources. There is no depreciation expense since the capital assets are expensed when acquired. The relationship between governmental activities, as reported in the Balance Sheet – Governmental Funds and the Statement of Revenues, Expenditures, and Changes in Fund Balances – Governmental Funds is reconciled following the basic financial statements.

FINANCIAL ANALYSIS

A summary of the Read Foundation's financial position for its governmental activities is as follows:

	2022	2021	Increase (Decrease)
Current and other assets	$ 7,791,580	$ 5,238,063	$ 2,553,517
Capital assets	20,164,874	10,267,455	9,897,419
Total assets	27,956,454	15,505,518	12,450,936
Deferred outflows of resources	1,926,432	440,482	1,485,950
Total assets and deferred outflows	29,882,886	15,946,000	13,936,886
Long-term liabilities	16,210,825	6,596,865	9,613,960
Other liabilities	1,276,079	1,082,660	193,419
Total liabilities	17,486,904	7,679,525	9,807,379
Deferred inflows of resources	2,597,928	282,421	2,315,507
Total liabilities and deferred inflows	20,084,832	7,961,946	12,122,886
Net investment in capital assets	4,135,198	3,670,590	464,608
Restricted	663,675	523,665	140,010
Unrestricted	4,999,181	3,789,799	1,209,382
Total net position	$ 9,798,054	$ 7,984,054	$ 1,814,000

A summary of the Read Foundation's operations from governmental activities is as follows:

	2022	2021	Increase (Decrease)
Revenues	$ 16,018,215	$ 13,611,845	$ 2,406,370
Expenses	14,112,435	11,161,164	2,951,271
Change in net position	$ 1,905,780	$ 2,450,681	$ (544,901)

Revenues

Funding for the Read Foundation comes primarily through the per-pupil allocation from the Memphis-Shelby County Schools Board of Education. An analysis of the changes between the current year and prior year governmental activity revenues are as follows:

	2022	2021	Increase (Decrease)
Memphis-Shelby County Schools	$ 13,822,639	$ 10,507,732	$ 3,314,907
Operating grants and contributions	399,846	1,770,340	(1,370,494)
Capital grants and contributions	1,643,184	1,107,790	535,394
Charges for services	144,225	190,599	(46,374)
Other income	8,321	35,384	(27,063)
Total	$ 16,018,215	$ 13,611,845	$ 2,406,370

The variance for the Foundation's per-pupil allocation is due to the increase in the Foundation's enrollment, from an average of 1,078 students in the prior year to an average of 1,378 students in the current year plus an increase in the per-pupil allocation from $9,325 to $9,517 (with transportation) per-pupil. The Capital Outlay funds are based on student enrollment. Because of the increase in student enrollment in the current year, the Foundation received more capital outlay funding than in the previous year.

Expenses

An analysis of the changes between the current year and prior year governmental activities funds expenses are as follows:

	2022	2021	Increase (Decrease)
Salaries, wages, and benefits			
Instructional	$ 6,614,712	$ 5,412,213	$ 1,202,499
General and administrative	1,847,135	1,494,643	352,492
Other instructional	3,901,045	3,332,658	568,387
General and administrative	1,307,422	700,575	606,847
Debt service	233,959	221,075	12,884
Lease interest expense	208,162	-	208,162
Total	$ 14,112,435	$ 11,161,164	$ 2,951,271

The increase in salaries, wages, and benefits is due to more teachers and other instructional staff employed during the current year because of the increase in enrollment.

ECONOMIC FACTORS

Significant economic factors affecting the Read Foundation are as follows:

- The amount of State funding received per student for the year. This amount per student can fluctuate from year to year based on total funds available to the State and the number of students enrolled during the school year.
- The continued funding of other programs and grants.
- Inflationary pressure on utility rates, supplies, insurance, and other costs.
- Local labor supply and demand, which can affect salary and wage rates.

REQUEST FOR INFORMATION

This financial report is designed to provide a general overview of the Foundation's finances for all those with an interest in the Foundation. Questions concerning any of the information provided in this report may be addressed to the office of:

Read Foundation
4450 South Mendenhall Road, Suite 1
Memphis, Tennessee 38141
Telephone (901) 367-7814

Basic Financial Statements

Statement of Net Position ***June 30, 2022***

		Governmental Activities
Assets		
Cash and cash equivalents	$	3,807,197
TCRS Stabilization Reserve Trust		254,860
Grants receivable		650,514
Prepaid expenses		72,266
Net pension asset		3,006,743
Non-depreciable capital assets		1,836,783
Depreciable capital assets, net of accumulated depreciation		8,616,916
Right-of-use asset, net of accumulated amortization		9,711,175
Total assets		27,956,454
Deferred outflows of resources - pensions		1,926,432
Total assets and deferred outflows of resources		29,882,886
Liabilities		
Accounts payable		448,938
Accrued liabilities		827,141
Note payable		
Long-term liabilities:		
Due within one year		270,591
Due in more than one year		6,047,910
Lease liabilities:		
Due within one year		583,960
Due in more than one year		9,308,364
Total liabilities		17,486,904
Deferred inflows of resources - pensions		2,597,928
Total liabilities and deferred inflows of resources		20,084,832
Net position		
Net investment in capital assets		4,135,198
Restricted		663,675
Unrestricted		4,999,181
Total net position	$	9,798,054

See independent auditor's report and notes to the financial statements

Statement of Activities ***For the Year Ended June 30, 2022***

Governmental Activities	Total	Instructional and Student Services	General and Administrative	Debt Service
Program expenses:				
Employee compensation	$ 8,461,847	$ 6,614,712	$ 1,847,135	$ -
Office	988,558	-	988,558	-
Depreciation	1,085,278	1,041,867	43,411	-
Occupancy	2,017,084	1,936,401	80,683	-
Supplies	392,297	286,356	105,941	-
Staff development	31,206	-	31,206	-
Travel	355,567	355,567	-	-
Advertising	30,665	-	30,665	-
Other	307,812	280,854	26,958	-
Interest	442,121	-	208,162	233,959
Total expenses	14,112,435	10,515,757	3,362,719	233,959
Program revenues:				
Operating grants and contributions	399,846	399,846	-	-
Capital grants and contributions	1,643,184	1,643,184	-	-
Charges for services	144,225	144,225	-	-
Total program revenues	2,187,255	2,187,255	-	-
Net program expenses	(11,925,180)	$(8,328,502)	$ (3,362,719)	$ (233,959)
General revenues:				
MSCS per pupil allocations	13,822,639			
Other income	8,322			
Change in net position	1,905,781			
Net position - beginning of year, as previously reported	7,984,054			
Prior period adjustment	(91,781)			
Net position - beginning of year, as restated	7,892,273			
Net position - end of year	$ 9,798,054			

Balance Sheet – Governmental Funds ***June 30, 2022***

	General Fund
ASSETS	
Cash and cash equivalents	$ 3,746,575
Cash and cash equivalents - internal school funds	60,622
TCRS Stabilization Reserve Trust	254,860
Grants receivable	650,514
Prepaid expenses	72,266
Total assets	$ 4,784,837
LIABILITIES AND FUND BALANCE	
Liabilities	
Accounts payable	$ 448,938
Accrued liabilities	827,141
Total liabilities	1,276,079
Fund balance	
Non-spendable	72,266
Restricted for:	
TCRS Stabilization Reserve Trust	254,860
Internal school funds	60,622
Unassigned	3,121,010
Total fund balance	3,508,758
Total liabilities and fund balance	$ 4,784,837

Reconciliation of the Balance Sheet to the Statement of Net Position – Governmental Activities ***June 30, 2022***

Total governmental fund balance	$ 3,508,758
Amounts reported for governmental activities in the Statement of Net Position are different because:	
Net pension asset/liability is not carried on the General Fund Balance Sheet	3,006,743
Capital assets and right-of-use assets used in governmental activities are not financial resources and, therefore, are not reported in the funds	20,164,874
Long-term liabilities and lease liabilities are not due and payable in the current period and, therefore, are not reported in the general fund	(16,210,825)
Deferred outflows/inflows related to pensions are not reported in the General Fund Balance Sheet	(671,496)
Net position of governmental activities	$ 9,798,054

Statement of Revenues, Expenditures, and Changes in Fund Balances – Governmental Funds ***For the Year Ended June 30, 2022***

	General Fund
Revenues:	
Memphis-Shelby County Schools	$ 13,822,639
Operating grants and contributions	399,846
Capital grants and contributions	1,643,184
Charges for services	30,021
Charges for services - internal school fund	114,204
Other income	7,566
Other income - internal school fund	756
Total revenues	16,018,216
Expenditures:	
Current:	
Salaries, wages and benefits:	
Instructional	8,061,340
General and administration	1,847,135
Instructional	2,761,881
Instructional - internal school fund	97,297
General and administration	1,472,173
Capital outlay:	
Current expenditures	606,603
Debt service:	
Principal payments on long-term debt	278,364
Principal payments on leases	575,550
Interest	233,959
Total expenditures	15,934,302
Net change in fund balance	83,914
Fund balance - beginning of year, as previously restated	3,516,625
Prior period adjustment	(91,781)
Fund balance - beginning of year, as restated	3,424,844
Fund balance - end of year	$ 3,508,758

Reconciliation of the Statement of Revenues, Expenditures, and Changes in Fund Balance of Governmental Funds to the Statement of Activities

For the Year Ended June 30, 2022

Net change in fund balance - governmental funds	$ 83,914
Amounts reported for governmental activities in the Statement of Activities are different because:	
GASB 68 negative pension expense is not reported in the Statement of Revenues, Expenditures, and Changes in Fund Balance	1,446,628
Capital outlays, reported as expenditures in governmental funds, are shown as capital assets on the Statement of Net Position	606,603
Depreciation expense on capital assets is included only in the governmental activities in the Statement of Activities	(1,085,278)
Repayment of the principal of long-term debt consumes the current financial resources of governmental funds. These transactions do not have an effect on net position.	278,364
Repayment of the principal of lease liabilities consumes the current financial resources of governmental funds. These transactions do not have an effect on net position.	575,550
Change in net position of governmental activities	$ 1,905,781

Note 1 - Summary of Significant Accounting Policies

Reporting Entity

The Read Foundation was formed as a Tennessee non-profit corporation. The Read Foundation (the "Foundation"), is the sponsor of Memphis School of Excellence and Memphis School of Excellence Elementary School. Pursuant to the provisions of the Tennessee Public Charter Schools Act of 2002 (the Act), T.C.A. Section 49-13-101, et seq., Memphis School of Excellence has been approved as a public charter school. Pursuant to the Act, public charter schools are part of the state's public education program offering an alternative means within the public school system for accomplishing necessary outcomes of education. Memphis School of Excellence, through the Read Foundation, as sponsor, entered into a Charter School Agreement with the Board of Education of Memphis-Shelby County Schools ("Board of Education") to operate a charter school in Memphis, Tennessee, for the purpose of operating an alternative school to improve the learning of students with special needs as specified in the Federal Individuals with Disabilities Education Act. The School began classes in September 2010, with grades sixth through ninth. The initial Charter School Agreement was set to expire on June 30, 2020, but was renewed at the discretion of the Board of Education and expires on June 30, 2030.

Memphis School of Excellence Elementary School was formed pursuant to the provisions of the Tennessee Public Charter Schools Act of 2002 (the Act), T.C.A. Section 49-13-101, et seq. Memphis School of Excellence Elementary School, through the Read Foundation, as sponsor, entered into a Charter School Agreement with the Board of Education to operate a charter school in Memphis, Tennessee. Memphis School of Excellence Elementary School began classes in August 2017, with kindergarten through second grade. The initial Charter School Agreement expires on June 30, 2027, and is subject to renewal at the discretion of the Board of Education.

Measurement Focus, Basis of Accounting and Presentation

The Foundation, in accordance with the applicable Governmental Accounting Standards Board (GASB) statement, is considered a special-purpose governmental entity and is not a component unit of another governmental entity. Therefore, the financial statements have been prepared in the same manner as general-purpose governments.

The Foundation's basic financial statements include both government-wide and fund financial statements.

The government-wide financial statements (i.e., the statement of net position and the statement of activities) report information on all the non-fiduciary activities of the primary government. Governmental activities normally are supported by taxes and inter-governmental revenues and are paid to the Foundation through the Board of Education of the Shelby County Schools. The government-wide financial statements of the Foundation have been prepared on the accrual basis of accounting. Under the accrual basis, revenues are recognized when earned and expenses are recognized when incurred.

The governmental fund financial statements are presented on the modified accrual basis of accounting. Revenues under the modified accrual basis are recognized when measurable and available. Revenues are considered available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the Foundation considers revenues available if they are collected within 60 days of the end of the current fiscal period. Expenditures generally are recorded when the related liability is incurred, as under accrual accounting.

Government-wide Financial Statements

In the government-wide statement of net position, activities are reported on a full accrual, economic resource basis, which recognizes all long-term assets and receivables as well as long-term debt and obligations. The statement of net position presents the financial condition of the Foundation at year-end.

GASB regulations require the classification of net position into three components: invested in capital assets, net of related debt; restricted; and unrestricted. These classifications are defined as follows:

> *Net investment in capital assets* – This component of net position consists of capital assets, including restricted capital assets, net of accumulated depreciation and reduced by outstanding balances (if any) of bonds, mortgages, notes or other borrowings that are attributable to the acquisition, construction or improvement of those assets.

If there are significant unspent related debt proceeds at year end, the portion of the debt attributable to the unspent proceeds is not included in the calculation of invested in capital assets, net of related debt. Rather, that portion of the debt is included in the same net position component as the unspent proceeds.

Restricted – This component of net position consists of constraints placed on net position use through external constraints imposed by creditors (such as through debt covenants), contributors or laws or regulations of other governments or constraints imposed by law through constitutional provisions or enabling legislation. Restricted net position relates to pension and related items and the TCRS Stabilization Reserve Trust and internal school fund cash.

Unrestricted – This component of net position consists of net position that do not meet the definition of restricted or invested in capital assets, net of related debt. When both restricted and unrestricted assets are available for use, it is the Foundation's policy to utilize restricted assets first, then unrestricted assets as needed.

The government-wide statement of activities demonstrates the degree to which the direct expenses of a given function or program is offset by program revenues. Direct expenses are those that are clearly identifiable with a specific function or segment. Program revenues include 1) charges to students for lunches, school supplies, after school care, athletic programs, and other services; 2) grants and contributions that are restricted to meeting the operational or capital requirements of a particular function or segment; and 3) contributions that are generally unrestricted.

The primary sources of the Foundation's revenue is from the following:

Memphis-Shelby County Schools – The Foundation receives funds from Memphis-Shelby County Schools (MSCS) based on a per-pupil allocation. The Foundation received $9,517 per-pupil and had an average of 734 students in the High School and 644 students in the Elementary School for the year ended June 30, 2022. The per-pupil allocation received for the year ended June 30, 2022, totaled $13,822,639 and is included in the Memphis-Shelby County Schools revenue.

Federal and State Awards – The Foundation is a recipient of Title I federal grant awards. The Foundation recognizes grant income when it is earned. The Foundation recognized $1,800,412 in federal grant revenue for the year ended June 30, 2022. The Foundation also received a $603,930 capital outlay grant from the State of Tennessee, which were disbursed through the Board of Education.

Contributions – Contributions are recognized as support when they are pledged or received. The Foundation report gifts of cash and other assets as unrestricted support unless they are received with donor stipulations that limit the use of the donated assets.

Governmental Fund Financial Statements

The financial transactions of the Foundation are reported in individual funds in the fund financial statements. Each fund is accounted for by providing a separate set of self-balancing accounts that comprise its assets, liabilities, reserves, fund equity, revenues and expenditures. The Foundation reports the following major governmental fund:

The General Fund is the primary operating fund of the Foundation and accounts for all financial resources of the general government, except those required to be accounted for in another fund, if any.

The governmental funds' focus is upon the determination of financial resources, their balance, sources and use, rather than upon net income. In accordance with the applicable GASB statement, the Foundation classifies governmental fund balances as: non-spendable, restricted, committed, assigned and unassigned based on the level of constraints on the fund balances. When an expenditure is incurred in which both restricted and unrestricted funds are available for use, it is the Foundation's policy to spend restricted funds first, then unrestricted funds. When an expenditure has been incurred for purposes in which multiple categories of unrestricted funds are available, it is the Foundation's policy to spend funds in the following order, committed, then assigned, and lastly unassigned funds. The classifications of fund balances are defined as follows:

Non-spendable – This classification consists of fund balances that cannot be spent because they are either not in spendable form, for example, noncash amounts that are not expected to be converted to cash, or the funds are legally or contractually required to be maintained intact. The Foundation's non-spendable balance consists of prepaid expenses.

Restricted – This classification consists of fund balances with external constraints on use imposed by creditors (such as through debt covenants), contributors or laws or regulations of other governments or constraints imposed by law through constitutional provisions or enabling legislation. Restricted fund balances relate to the TCRS Stabilization Reserve Trust and internal school fund cash.

Committed – This classification consists of fund balances that can only be used for specific purposes established by formal action of the Foundation's Board of Directors, its highest level of decision making authority. Such commitments should include contractual obligations of fund assets. Fund balance commitments can only be removed by the same process of the same body employed to previously commit those amounts.

Assigned – This classification consists of all fund balances that are not in the general fund or classified as non-spendable, restricted, or committed. In addition, general fund balances that the Foundation intends to use for specific purposes are classified as assigned. The Foundation gives the authority to assign amounts for specific purposes to the Schools' office manager and personnel under the supervision of the schools' office manager tasked with financial recording responsibilities.

Unassigned – This classification consists of all fund balances in the general fund that are not reported as non-spendable, restricted, committed or assigned.

Other Accounting Policies

Cash and Cash Equivalents

The Foundation considers deposits that can be redeemed on demand and investments that have original maturities of less than three months, when purchased, to be cash equivalent*s.*

Grants Receivable

Grants receivable represents amounts due from the State of Tennessee for reimbursement of expenses allocated to the Title I grant. An allowance for doubtful accounts is maintained based upon collection experience and a review of the collectability of specific outstanding receivables. Receivables are charged against the allowance when they are determined to be uncollectible by management. There is no allowance for doubtful accounts as of June 30, 2022, as management believes all amounts are collectible.

Capital Assets

Capital assets acquired by the Foundation are considered to be owned by the Foundation. However, State funding sources may maintain equitable interest in the capital assets purchased with grant monies as well as the right to determine the use of any proceeds from the sale of these assets. The State's equitable interest is in capital assets with an acquisition cost which equals or exceeds $5,000 and an estimated useful life of more than one year. The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend assets' lives are not capitalized. Capital assets purchased are stated at cost, if purchased, or the acquisition value on the date received, if donated. Depreciation is computed using the straight-line method over the estimated useful lives of the assets and over the term of the lease for leasehold improvements, ranging from 3 to 39 years. The Foundation follows the practice of capitalizing all expenditures for property and equipment items over $1,500.

Accrued Compensated Absences

No accrual of compensated absences is necessary for the Foundation's faculty/staff because the summer months, during which classes are not in session, are considered employees' vacation. The administrative employees of the Foundation follow the same schedule as the instructors of the charter schools; therefore, no compensated absences accrual for any of the employees of the Foundation is appropriate.

Income Taxes

The Foundation has been determined to be exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code (IRC) as evidenced by a letter of determination dated September 17, 2009. As an exempt corporation, the Foundation must operate in conformity with the IRC in order to maintain its tax-exempt status. The Foundation is also exempt from state income tax. As of June 30, 2022, the following tax years remain open due to the applicable tax authority's ability to review and assess previously issued returns: federal – June 30, 2019, 2020, and 2021.

Pensions (Teacher Legacy Pension Plan; Public Employee Retirement Plan; Teacher Retirement Plan)

For purposes of measuring the net pension asset/liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the above named plans in the Tennessee Consolidated Retirement System (TCRS) and additions to/deductions from the plan's fiduciary net position have been determined on the same basis as they are reported to the TCRS. For this purpose, benefits (including refunds of employee contributions) are recognized when due and payable in accordance with the benefits terms of the pension plans named above. Investments are reported at fair value.

Deferred Outflows / Inflows of Resources

As defined in GASB 63, in addition to assets, the statement of financial position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, *Deferred Outflows of Resources*, represents a consumption of net position that applies to a future period and so will not be recognized as an expense or expenditure until then.

As defined in GASB 63, in addition to liabilities, the statement of net position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, *Deferred Inflows of Resources*, represents an acquisition of net position that applies to a future period and so will not be recognized as revenue until then.

Long-Term Obligations

In the government-wide financial statements, debt and other obligations are reported as liabilities in the statement of net position.

In the fund financial statements, any long-term obligations that have not matured would not be reflected as a liability.

Estimates and Uncertainties

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Leases

Right-of-use assets and lease liabilities are recognized upon commencement of the lease term in relation to leases in which the Foundation has acquired the right to use a leased asset. These are measured at the present value of payments expected to be made by the Foundation during the lease term in addition to certain direct costs. The interest rate utilized to calculate the present value of lease payments is calculated annually and represents the weighted cost of debt.

Concentrations

Approximately 87% of the Foundation's funding during the year ended June 30, 2022, was from the Board of Education for their per-pupil allocation.

New Accounting Standard Adopted

In May 2017, GASB issued Statement No. 87, *Leases*. This statement increases the usefulness of financial statements by requiring recognition of lease assets and liabilities for leases that previously were classified as operating leases as inflows of resources or outflows of resources based on the payment provisions of the contract. Under this Statement, a lessee is required to recognize a lease liability and an intangible right-to-use lease asset, and a lessor is required to recognize a lease receivable and a deferred inflow of resources, thereby enhancing the relevance and consistency of information about leasing activities. The Read Foundation has implemented GASB 87.

Events Occurring after Reporting Date

The Foundation has evaluated subsequent events for potential recognition and disclosure through December 30, 2022, the date that the financial statements were approved for issuance.

Note 2 – Deposits with Financial Institutions

Legal Provisions

Deposits must be collateralized by federal depository insurance, the Tennessee Bank Collateral Pool, collateral held by the School's agent in the School's name, collateral held by the Federal Reserve Banks acting as third party agents, or a combination of these methods. State statute requires that all uninsured deposits with financial institutions must be collateralized by securities whose market value is equal to 105% of the average daily balance of public deposits held. Collateral securities required to be pledged by the participating banks to protect their public fund accounts are pledged to the state treasurer on behalf of the bank collateral pool. The securities pledged to protect these accounts are pledged in the aggregate rather than against each account. The members of the pool may be required by agreement to pay an assessment to cover any deficiency. Under this additional assessment agreement, public fund accounts covered by the pool are considered to be insured for purposes of custodial credit risk disclosure.

Custodial Credit Risk

Custodial credit risk is the risk that in the event of a bank failure, the Foundation's deposits may not be returned to it. The Foundation's policy for custodial risk is to follow state guidelines. As of June 30, 2022, all bank deposit were entirely insured by federal depository insurance and collateralized by the Tennessee Bank Collateral Pool.

Note 3 – Capital Assets

Capital asset activity for the year ended June 30, 2022, was as follows:

	Balance June 30, 2021	Additions	Transfers/ Disposals	Balance June 30, 2022
Non-depreciable capital assets:				
Land	$ 1,544,600	$ -	$ -	$ 1,544,600
Construction in progress	-	292,183	-	292,183
Total non-depreciable capital assets	1,544,600	292,183	-	1,836,783
Depreciable capital assets:				
Building improvements	3,054,282	-	-	3,054,282
Building	7,506,636	-	-	7,506,636
Furniture and equipment	1,065,461	314,420	-	1,379,881
Total depreciable capital assets	11,626,379	314,420	-	11,940,799
Less: accumulated depreciation	(2,903,524)	(420,359)	-	(3,323,883)
Total depreciable capital assets, net	8,722,855	(105,939)	-	8,616,916
Total capital assets, net	$10,267,455	$ 186,244	$ -	$ 10,453,699

Depreciation expense was $1,085,278 for the year ended June 30, 2022. The allocation of this expense is as follows:

Governmental Activities:	
Instructional	$ 1,041,867
General and Administrative	43,411
Total depreciation expense - governmental activities	$ 1,085,278

Note 4 – Long-Term Liabilities

The Foundation had a $30,058 note payable with a financial institution. The note carried an interest rate of 4.55% and was secured by certain equipment. The note was paid off by maturity in March 2022.

The Foundation has a $47,496 promissory note with a financial institution. The note bears interest at 5.10%, is secured by certain equipment, is payable in monthly principal and interest installments of $1,804 and matures on October 1, 2022.

The Foundation has a $6,801,913 note payable to a financial institution. The note bears interest at 3.41%, is secured by all assets of the Foundation, is payable in monthly principal and interest installments of $39,770 and matures on February 1, 2040.

Changes in long-term liabilities for the year ended June 30, 2020, were as follows:

	Beginning Balance	Additions	Reductions	Ending Balance	Due Within One Year
Note payable	$ 13,179	$ -	$ (13,179)	$ -	$ -
Note payable	27,803	-	(20,723)	7,080	7,080
Note payable	6,555,883	-	(244,462)	6,311,421	263,511
Total long-term liabilities	$ 6,596,865	$ -	$ (278,364)	$ 6,318,501	$ 270,591

Principal and interest payments required to maturity for the long-term debt agreements mentioned above for the years ending June 30 are as follows:

	Principal	Interest	Total
2023	$ 270,591	$ 213,790	$ 484,381
2024	272,207	205,027	477,234
2025	282,329	194,906	477,235
2026	292,246	184,988	477,234
2027	302,512	174,723	477,235
2028-2032	1,678,786	707,387	2,386,173
2033-2037	1,995,748	390,425	2,386,173
2038-2042	1,224,082	58,615	1,282,697
	$ 6,318,501	$ 2,129,861	$ 8,448,362

Note 5 – Commitments

The Foundation has an educational professional services agreement with Teach for America, a Connecticut-based non-profit organization for recruiting, selecting, training, and providing ongoing professional development to teachers within the charter school system. The contract was amended and expires on June 30, 2024. Under the agreement, the Foundation agreed to hire nineteen teachers from the Teach for America program for each academic year through the end of the contract and pay Teach for America an annual fee of $5,000 per teacher for

each year the teachers are employed. The Foundation paid $120,500 under this agreement for the year ended June 30, 2022.

Note 6 - Teacher Legacy Pension Plan

General Information about the Pension Plan

Plan description. The Tennessee Consolidated Retirement System (TCRS) was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of all employer pension plans in the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publicly available financial report that can be obtained at https://treasury.tn.gov/Retirement/Boards-and-Governance/Reporting-and-Investment-Policies.

Teachers employed by the Foundation with membership in the TCRS before July 1, 2014 are provided with pensions through the Teacher Legacy Pension Plan, a cost sharing multiple-employer pension plan administered by the TCRS. The Teacher Legacy Pension Plan closed to new membership on June 30, 2014, but will continue providing benefits to existing members and retirees.

The Teacher Retirement Plan became effective July 1, 2014 for teachers employed by Local Education Agencies (LEAs) after June 30, 2014. The Teacher Retirement Plan is a separate cost-sharing, multiple-employer defined benefit plan.

Benefits provided. Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. Members of the Teacher Legacy Pension Plan are eligible to retire with an unreduced benefit at age 60 with 5 years of service credit, or after 30 years of service credit regardless of age. Benefits are determined by a formula using the member's highest five consecutive year average compensation and the member's service credit. A reduced early retirement benefit is available at age 55 if vested. Members are vested with five years of service credit. Service related disability benefits are provided regardless of length of service. Five years of service is required for non-service related disability eligibility. The service related and non-service related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10 percent and include projected service credits. A variety of death benefits are available under various eligibility criteria. Member and beneficiary annuitants are entitled to automatic cost of living adjustments (COLAs) after retirement. A COLA is granted each July for annuitants retired prior to the 2nd of July of the previous year. The COLA is based on the change in the consumer price index (CPI) during the prior calendar year, capped at 3 percent, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A one percent COLA is granted if the CPI change is between one-half percent and one percent. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest.

Contributions. Contributions for teachers are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly. Teachers contribute 5 percent of salary. The Foundation makes employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. By law, employer contributions for the Teacher Legacy Pension Plan are required to be paid. TCRS may intercept the state shared taxes of the sponsoring governmental entity of the Foundation if the required employer contributions are not remitted. Employer contributions by the Foundation for the year ended June 30, 2022, to the Teacher Legacy Pension Plan were $344,870 which is 4.20% of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

Pension Liabilities (Assets), Pension Expense (Negative Expense), and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

Pension liabilities (assets). At June 30, 2022, the Foundation reported a liability (asset) of ($1,942,111) for its proportionate share of net pension liability (asset). The net pension liability (asset) was measured as of June 30, 2021, and the total pension liability used to calculate the net pension liability (asset) was determined by an

actuarial value as of that date. The Foundation's proportion of the net pension liability was based on the Foundation's share of contributions to the pension plan relative to the contributions of all participating LEAs. At the measurement date of June 30, 2021, the Foundation's proportion was 0.045027 percent. The proportion measured as of June 30, 2020, was 0.039819 percent.

Pension expense (negative pension expense). For the year ended June 30, 2022, the Foundation recognized pension expense (negative pension expense) of ($323,241).

Deferred outflows of resources and deferred inflows of resources. For the year ended June 30, 2022, the Foundation reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	$ 6,527	$ 161,978
Changes in assumptions	518,900	-
Net difference between projected and actual earnings on pension plan investments	-	1,548,790
Changes in proportion of Net Pension Liability (Asset)	3,751	37,844
Read Foundation's contributions subsequent to the measurement date of June 30, 2021	344,870	(not applicable)
Total	$ 874,048	$ 1,748,612

The Foundation employer contributions of $344,870, reported as pension related deferred outflows of resources subsequent to the measurement date, will be recognized as a reduction (increase) in net pension liability (asset) in the year ended June 30, 2023. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended June 30:	
2023	$ (292,432)
2024	(281,534)
2025	(227,495)
2026	(417,974)
2027	-
Thereafter	-

In the table above, positive amounts will increase pension expense, while negative amounts will decrease pension expense.

Actuarial assumptions. The total pension liability in the June 30, 2021, actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.25 percent
Salary increases	Graded salary ranges from 8.72 to 3.44 percent based on age, including inflation, averaging 4.00 percent
Investment rate of return	6.75 percent, net of pension plan investment expenses, including inflation
Cost-of Living Adjustment	2.125 percent

Mortality rates were based on actual experience including an adjustment for some anticipated improvement.

The actuarial assumptions used in the June 30, 2021, actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2016 through June 30, 2020. As a result of the 2020 actuarial experience study, investment and demographic assumptions were adjusted to more closely reflect actual and expected future experience.

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2020 actuarial experience study. A blend of future capital market projections and historical market returns was used in a building-block method in which a best-estimate of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) is developed for each major asset class. These best estimates are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation of 2.25 percent. The best estimates of geometric real rates of return and the TCRS investment policy target asset allocation for each major asset class are summarized in the following table:

Asset Class	Long-Term Expected Real Rate of Return	Target Allocation
U.S. equity	4.88%	31%
Developed market international equity	5.37%	14%
Emerging market international equity	6.09%	4%
Private equity and strategic lending	6.57%	20%
U.S. fixed income	1.20%	20%
Real estate	4.38%	10%
Short-term securities	0.00%	1%
		100%

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 6.75 percent based on a blending of the factors described above.

Discount rate. The discount rate used to measure the total pension liability was 6.75 percent. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from all LEAs will be made at the actuarially determined contribution rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the proportionate share of net pension liability (asset) to changes in the discount rate. The following presents the Foundation's proportionate share of the net pension liability (asset) calculated using the discount rate of 6.75 percent, as well as what the Foundation's proportionate share of the net pension liability (asset) would be if it were calculated using a discount rate that is 1-percentage-point lower (5.75 percent) or 1-percentage-point higher (7.75 percent) than the current rate:

	1% Decrease (5.75%)	Current Discount Rate (6.75%)	1% Increase (7.75%)
Read Foundation's proportionate share of the net pension liability (asset)	$ (345,630)	$ (1,942,111)	$ (3,270,702)

Pension plan fiduciary net position. Detailed information about the pension plan's fiduciary net position is available in a separately issued TCRS financial report.

Payable to the Pension Plan

At June 30, 2022, the Foundation reported a payable of $23,752 for the outstanding amount of employer contributions to the pension plan required at the year ended June 30, 2022.

Note 7 – Non-Teacher Retirement Plan (also known as Public Employment Retirement Plan)

General Information about the Pension Plan

Plan description. Employees of the Foundation are provided a defined benefit pension plan through the Public Employee Retirement Plan, a cost-sharing multiple-employer pension plan administered by the TCRS. The TCRS was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publicly available financial report that can be obtained at https://treasury.tn.gov/Retirement/Boards-and-Governance/Reportingand-Investment-Policies.

Benefits provided. Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. The chief legislative body may adopt the benefit terms permitted by statute. Members are eligible to retire with an unreduced benefit at age 60 with 5 years of service credit or after 30 years of service credit regardless of age. Benefits are determined by a formula using the member's highest five consecutive year average compensation and the member's years of service credit. Reduced benefits for early retirement are available at age 55 and vested. Members vest with five years of service credit. Service related disability benefits are provided regardless of length of service. Five years of service is required for non-service related disability eligibility. The service related and non-service related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10 percent and include projected service credits. A variety of death benefits are available under various eligibility criteria.

Member and beneficiary annuitants are entitled to automatic cost of living adjustments (COLAs) after retirement. A COLA is granted each July for annuitants retired prior to the 2nd of July of the previous year. The COLA is based on the change in the consumer price index (CPI) during the prior calendar year, capped at 3 percent, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A one percent COLA is granted if the CPI change is between one-half percent and one percent. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest.

Contributions. Contributions for employees are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly. Employees contribute 5 percent of salary. The Foundation makes employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. For the year ended June 30, 2022, the employer contributions for the Foundation were $344,417 based on a rate of 4.20 percent of covered payroll. By law, employer contributions are required to be paid. The TCRS may intercept the Foundation's state shared taxes if required employer contributions are not remitted. The employer's ADC and member contributions are expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

Net Pension Liability (Asset)

Pension liabilities (assets). At June 30, 2021, the Foundation reported a liability (asset) of $(797,683) for its proportionate share of net pension liability (asset). The Foundation's net pension liability (asset) was measured as of June 30, 2021, and the total pension liability used to calculate net pension liability (asset) was determined by an actuarial valuation as of that date. At the measurement date of June 30, 2021, the Foundation's proportion was 0.410000 percent. The proportion measured as of June 30, 2020 was 0.260000 percent.

Actuarial assumptions. The total pension liability in the June 30, 2021, actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.25 percent
Salary increases	Graded salary ranges from 8.72 to 3.44 percent based on age, including inflation, averaging 4.00 percent
Investment rate of return	6.75 percent, net of pension plan investment expenses, including inflation
Cost-of Living Adjustment	2.125 percent

Mortality rates were based on actual experience including an adjustment for some anticipated improvement.

The actuarial assumptions used in the June 30, 2021, actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2016 through June 30, 2020. The demographic assumptions were adjusted to more closely reflect actual and expected future experience.

Changes in assumptions. In 2021, the following assumptions were changed: decreased inflation rate from 2.50 percent to 2.25 percent; decreased the investment rate of return from 7.25 percent to 6.75 percent; decreased the cost-of-living adjustment from 2.25 percent to 2.125 percent; and modified mortality assumptions.

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2020 actuarial experience study. A blend of future capital market projections and historical market returns was used in a building-block method in which a best-estimate of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) is developed for each major asset class. These best-estimates are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation of 2.25 percent. The best-estimates of geometric real rates of return and the TCRS investment policy target asset allocation for each major asset class are summarized in the following table:

Asset Class	Long-Term Expected Real Rate of Return	Target Allocation
U.S. equity	4.88%	31%
Developed market international equity	5.37%	14%
Emerging market international equity	6.09%	4%
Private equity and strategic lending	6.57%	20%
U.S. fixed income	1.20%	20%
Real estate	4.38%	10%
Short-term securities	0.00%	1%
		100%

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 6.75 percent based on a blending of the factors described above.

Discount rate. The discount rate used to measure the total pension liability was 6.75 percent. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from all LEAs will be made at the actuarially determined contribution rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the net pension liability (asset) to changes in the discount rate. The following presents the net pension liability (asset) of the Foundation calculated using the discount rate of 6.75 percent, as well as what the net pension liability (asset) would be if it were calculated using a discount rate that is 1-percentage-point lower (5.75 percent) or 1-percentage-point higher (7.75 percent) than the current rate:

	1% Decrease (5.75%)	Current Discount Rate (6.75%)	1% Increase (7.75%)
Read Foundation's proportionate share of the net pension liability (asset)	$ (344,042)	$ (797,683)	$ (1,171,513)

Pension Expense (Negative Pension Expense) and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

Pension expense (negative pension expense). For the year ended June 30, 2022, the Foundation recognized pension expense (negative pension expense) of $(91,984).

Deferred outflows of resources and deferred inflows of resources. For the year ended June 30, 2022, the Foundation reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	$ 11,161	$ 128,004
Net difference between projected and actual earnings on pension plan investments	-	475,378
Changes in assumptions	244,282	-
Contributions subsequent to the measurement date of June 30, 2021	344,417	(not applicable)
Total	$ 599,860	$ 603,382

The amount shown above for "Contributions subsequent to the measurement date of June 30, 2021," will be recognized as a reduction (increase) to net pension liability (asset) in the following measurement period.

Amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended June 30:	
2023	$ (93,741)
2024	(98,371)
2025	(76,366)
2026	(79,462)
2027	-
Thereafter	-

In the table above, positive amounts will increase pension expense, while negative amounts will decrease pension expense.

Payable to the Pension Plan

At June 30, 2022, the Foundation reported a payable of $9,554 for the outstanding amount of employer contributions to the pension plan required at the year ended June 30, 2022.

Note 8 – Teacher Retirement Plan (After June 30, 2014)

General Information about the Pension Plan

Plan description. The TCRS was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of all employer pension plans in the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publicly available financial report that can be obtained at https://treasury.tn.gov/Retirement/Boards-and-Governance/Reporting-and-Investment-Policies.

Teachers employed by the Foundation with memberships in the TCRS before July 1, 2014 are provided with pensions through the Teacher Legacy Pension Plan (see Note 7), a cost sharing multiple-employer pension plan administered by the TCRS. The Teacher Legacy Pension Plan closed to new membership on June 30, 2014 but will continue providing benefits to existing members and retirees.

The Teacher Retirement Plan became effective July 1, 2014 for teachers employed by Local Education Agencies (LEAs) after June 30, 2014. The Teacher Retirement Plan is a separate cost-sharing, multi-employer defined benefit plan.

Benefits provided. Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. Members of the Teacher Retirement Plan are eligible to retire with an unreduced benefit at age 65 with 5 years of service credit or pursuant to the rule of 90 in which the member's age and service credit total 90. Benefits are determined by a formula using the member's highest five consecutive year average compensation and the member's years of service credit. A reduced early retirement benefit is available at age 60 and vested or pursuant to the rule of 80. Members are vested with five years of service credit. Service related disability benefits are provided regardless of length of service. Five years of service is required for non-service related disability eligibility. The service related and non-service related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10 percent and include projected service credits. A variety of death benefits are available under various eligibility criteria. Member and beneficiary annuitants are entitled to automatic cost of living adjustments (COLAs) after retirement. A COLA is granted each July for annuitants retired prior to the 2nd of July of the previous year. The COLA is based on the change in the consumer price index (CPI) during the prior calendar year, capped at 3 percent, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A one percent COLA is granted if the CPI change is between one-half percent and one percent. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest. Under the Teacher Retirement Plan, benefit terms and conditions, including COLAs, can be adjusted on a prospective basis. Moreover, there are defined cost controls and unfunded liability controls that provide for the adjustment of benefit terms and conditions on an automatic basis.

Contributions. Contributions for teachers are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly or by automatic cost controls set out in law. Teachers contribute 5 percent of salary. The Foundation makes employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. Per the statutory provisions governing the TCRS, the employer contribution rate cannot be less than 4 percent, except for in years when the maximum funded level, approved by the TCRS Board of Trustees, is reached. By law, employer contributions for the Teacher Retirement Plan are required to be paid. The TCRS may intercept the state shared taxes of the sponsoring governmental entity of the Foundation if the required employer contributions are not remitted. Employer contributions by the Foundation for the year ended June 30, 2022, to the Teacher Retirement Plan were $345,151 which is 4.20% of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

Pension Liabilities (Assets), Pension Expense (Negative Pension Expense), and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

Pension liabilities (assets). At June 30, 2022, the Foundation reported a liability (asset) of ($266,949) for its proportionate share of net pension liability (asset). The net pension liability (asset) was measured as of June 30, 2021, and the total pension liability used to calculate the net pension liability (asset) was determined by an actuarial value as of that date. The Foundation's proportion of the net pension liability (asset) was based on The Foundation's share of contributions to the pension plan relative to the contributions of all participating LEAs. At the measurement date of June 30, 2021, the Foundation's proportion was 0.246442 percent. The proportion measured as of June 30, 2020, was 0.180115 percent.

Pension expense (negative pension expense). For the year ended June 30, 2022, the Foundation recognized pension expense (negative pension expense) of $29,062.

Deferred outflows of resources and deferred inflows of resources. For the year ended June 30, 2022, the Foundation reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	$ 4,644	$ 48,846
Net difference between projected and actual earnings on pension plan investments	-	153,663
Changes in assumptions	96,286	-
Changes in proportion of Net Pension Liability (Asset)	6,443	43,425
Read Foundation's contributions subsequent to the measurement date of June 30, 2021	345,151	(not applicable)
Total	$ 452,524	$ 245,934

The Foundation's employer contributions of $345,151, reported as pension related deferred outflows of resources, subsequent to the measurement date, will be recognized as a reduction (increase) of net pension liability (asset) in the year ended June 30, 2023. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended June 30:	
2023	$ (37,108)
2024	(36,267)
2025	(36,027)
2026	(39,894)
2027	1,091
Thereafter	9,644

In the table above, positive amounts will increase pension expense, while negative amounts will decrease pension expense.

Actuarial assumptions. The total pension liability in the June 30, 2021, actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.25 percent
Salary increases	Graded salary ranges from 8.72 to 3.44 percent based on age, including inflation, averaging 4.00 percent
Investment rate of return	6.75 percent, net of pension plan investment expenses, including inflation
Cost-of Living Adjustment	2.125 percent

Mortality rates are customized based on actual experience including an adjustment for some anticipated improvement.

The actuarial assumptions used in the June 30, 2021, actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2016 through June 30, 2020. As a result of the 2020 actuarial experience study, investment and demographic assumptions were adjusted to more closely reflect actual and expected future experience.

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2020 actuarial experience study. A blend of future capital market projections and historical market returns was used in a building-block method in which a best-estimate of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) is developed for each major asset class. These best-estimates are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation of 2.25 percent. The best-estimates of geometric real rates of return and the TCRS investment policy target asset allocation for each major asset class are summarized in the following table:

Asset Class	Long-Term Expected Real Rate of Return	Target Allocation
U.S. equity	4.88%	31%
Developed market international equity	5.37%	14%
Emerging market international equity	6.09%	4%
Private equity and strategic lending	6.57%	20%
U.S. fixed income	1.20%	20%
Real estate	4.38%	10%
Short-term securities	0.00%	1%
		100%

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 6.75 percent based on a blending of the factors described above.

Discount rate. The discount rate used to measure the total pension liability was 6.75 percent. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from all LEAs will be made at the actuarially determined contribution rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the proportionate share of net pension liability (asset) to changes in the discount rate. The following presents the Foundation's proportionate share of the net pension liability (asset) calculated using the discount rate of 6.75 percent, as well as what the Foundation's proportionate share of the net pension liability (asset) would be if it were calculated using a discount rate that is 1-percentage-point lower (5.75 percent) or 1-percentage-point higher (7.75 percent) than the current rate:

	1% Decrease (5.75%)	Current Discount Rate (6.75%)	1% Increase (7.75%)
Read Foundation's proportionate share of the net pension liability (asset)	$ 91,770	$ (266,949)	$ (531,516)

Pension plan fiduciary net position. Detailed information about the pension plan's fiduciary net position is available in a separately issued TCRS financial report.

Payable to the Pension Plan

At June 30, 2022, the Foundation reported a payable of $34,544 for the outstanding amount of contributions to the pension plan required at the year ended June 30, 2022.

401(k) Plan

The Teacher Retirement Plan provides a combination of a defined benefit plan and a defined contribution plan. The defined benefit portion of the Teacher Retirement Plan is managed by TCRS. The defined contribution assets are deposited into the State's 401(k) plan where the employees manage the investments within the 401(k) plan.

Contributions are made on a tax-deferred basis. Employer contributions by the Foundation for the year ended June 30, 2022, to the 401(k) plan were required to be $277,579 which is 5.00% of covered payroll of employees participating in the Plan. Contributions by the Foundation are instantly 100% vested. The Foundation reported a payable of $7,980 for the outstanding contributions to the 401(k) plan at June 30, 2022.

Note 9 – Reconciliation of Net Pension Assets and Liabilities at June 30, 2022

	Net Pension Asset	Deferred Outflows of Resources	Net Pension Liability	Deferred Inflows of Resources
Teacher Legacy Pension Plan	$ 1,942,111	$ 874,048	$ -	$ 1,748,612
Non-Teacher Retirement Plan	797,683	599,860	-	603,382
Teacher Retirement Plan (After June 30, 2014)	266,949	452,524	-	245,934
Total assets and liabilities	$ 3,006,743	$ 1,926,432	$ -	$ 2,597,928

Note 10 – TCRS Stabilization Trust

Legal Provisions. The Foundation is a member of the Tennessee Consolidated Retirement System (TCRS) Stabilization Reserve Trust. The Foundation has placed funds into the irrevocable trust as authorized by statute under Tennessee Code Annotated (TCA), Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of the trust. Funds of trust members are held and invested in the name of the trust for the benefit of each member. Each member's funds are restricted for the payment of retirement benefits of that member's employees. Trust funds are not subject to the claims of general creditors of the Foundation.

The trust is authorized to make investments as directed by the TCRS Board of Trustees. The Foundation may not impose any restrictions on investments placed by the trust on their behalf. It is the intent of the plan trustees to allocate these funds in the future to offset pension costs.

Investment Balances. Assets of the TCRS, including the Stabilization Reserve Trust, are invested in the Tennessee Retiree Group Trust (TRGT). The TRGT is not registered with the Securities and Exchange Commission (SEC) as an investment company. The State of Tennessee has not obtained a credit quality rating for the TRGT from a nationally recognized credit ratings agency. The fair value of investment positions in the TRGT is determined daily based on the fair value of the pool's underlying portfolio. Furthermore, TCRS had not obtained or provided any legally binding guarantees to support the value of participant shares during the fiscal year. There are no restrictions on the sale or redemption of shares.

Investments are reported at fair value. Securities traded on a national exchange are valued at the last reported sales price. Investment income consists of realized and unrealized appreciation (depreciation) in the fair value of investments and interest and dividend income. Interest income is recognized when earned. Securities and securities transactions are recorded in the financial statements on a trade-date basis. The fair value of assets of the TRGT held at June 30, 2022, represents the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants. Assets held are categorized for fair value measurement within the fair value hierarchy established by GAAP. The hierarchy is based on the valuation inputs used to measure the fair value of the asset and give the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements).

- Level 1 – Unadjusted quoted prices for identical assets or liabilities in active markets that can be accessed at the measurement date.

- Level 2 – Quoted prices for similar assets or liabilities in active markets; quoted prices for identical or similar assets or liabilities in markets that are not active; assets or liabilities that have a bid-ask spread price in an inactive dealer market, brokered market and principal-to-principal market; and Level 1 assets or liabilities that are adjusted.

- Level 3 – Valuations derived from valuation techniques in which significant inputs are unobservable.

Investments where fair value is measured using the Net Asset Value (“NAV”) per share have no readily determinable fair value and have been determined to be calculated consistent with FASB principles for investment companies.

Where inputs used in the measurement of fair value fall into different levels of the hierarchy, fair value of the instrument in its entirety is categorized based on the lowest level input that is significant to the valuation. This assessment requires professional judgement and as such the management of the TRGT developed a fair value committee that worked in conjunction with the plan’s custodian and investment professionals to make these valuations. All assets held were valued individually and aggregated into classes to be represented in the table below.

Short-term securities generally include investments in money market-type securities reported at cost plus accrued interest.

Equity and equity derivative securities classified in Level 1 are valued using last reported sales prices quoted in active markets that can be accessed at the measurement date. Equity and equity derivative securities classified in Level 2 are securities whose values are derived daily from associated traded securities. Equity securities classified in Level 3 are valued with last trade data having limited trading volume.

U.S. Treasury Bills, Bonds, Notes and Futures classified in Level 1 are valued using last reported sales prices quoted in active markets that can be accessed at the measurement date. Debt and debt derivative securities classified in Level 2 are valued using a bid-ask spread price from multiple independent brokers, dealers, or market principals, which are known to be actively involved in the market. Level 3 debt securities are valued using proprietary information, a single pricing source, or other unobservable inputs related to similar assets or liabilities.

Real estate investments classified in Level 3 are valued using the last valuations provided by external investment advisors or independent external appraisers. Generally, all direct real estate investments are appraised by a qualified independent appraiser(s) with the professional designation of Member of the Appraisal Institute (“MAI”), or its equivalent, every three (3) years beginning from the acquisition date of the property. The appraisals are performed using generally accepted valuation approaches applicable to the property type.

Investments in private mutual funds, traditional private equity funds, strategic lending funds and real estate funds that report using GAAP, the fair value, as well as the unfunded commitments, were determined using the prior quarter's NAV, as reported by the fund managers, plus the current cash flows. These assets were then categorized by investment strategy. In instances where the fund investment reported using non-GAAP standards, the investment was valued using the same method, but was classified in Level 3.

On June 30, 2022, the Foundation had the following investments held by the trust on its behalf.

Investment	Weighted Average Maturity (days)	Maturities	Fair Value
Investments at Fair Value:			
U.S. Equity	N/A	N/A	$ 79,007
Developed Market International Equity	N/A	N/A	35,680
Emerging Market International Equity	N/A	N/A	10,194
U.S. Fixed Income	N/A	N/A	50,972
Real Estate	N/A	N/A	25,486
Short-term Securities	N/A	N/A	2,549
Investments at Amortized Cost using the NAV:			
Private equity and strategic lending	N/A	N/A	50,972
Total			$ 254,860

		Fair Value Measurements Using			
Investment by Fair Value Level	Fair Value 6/30/22	Quoted Prices in Active Markets for Identical Assets (Level 1)	Significant Other Observable Inputs (Level 2)	Significant Unobservable Inputs (Level 3)	Amortized Cost NAV
U.S. Equity	$ 79,007	$ 79,007	$ -	$ -	$ -
Developed Market International Equity	35,680	35,680	-	-	-
Emerging Market International Equity	10,194	10,194	-	-	-
U.S. Fixed Income	50,972	-	50,972	-	-
Real Estate	25,486	-	-	25,486	-
Short-term Securities	2,549	-	2,549	-	-
Private Equity and Strategic Lending	50,972	-	-	-	50,972
Total	$254,860	$ 124,881	$ 53,521	$ 25,486	$ 50,972

Risks and Uncertainties. The trust's investments include various types of investment funds, which in turn invest in any combination of stock, bonds and other investments exposed to various risks, such as interest rate, credit, and market risk. Due to the level of risk associated with certain investment securities, it is at least reasonably possible that changes in the values of investment securities will occur in the near term and that such changes could materially affect the amounts reported for trust investments

Interest Rate Risk. Interest rate risk is the risk that changes in interest rates will adversely affect the fair value of an investment. The Foundation does not have the ability to limit trust investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates.

Credit Risk. Credit risk is the risk that an issuer or other counterparty to an investment will not fulfill its obligations. The Foundation does not have the ability to limit the credit ratings of individual investments made by the trust.

Concentration of Credit Risk. Concentration of credit risk is the risk of loss attributed to the magnitude of the county's investment in a single issuer. The Foundation places no limit on the amount the county may invest in one issuer.

Custodial Credit Risk. Custodial credit risk for investments is the risk that, in the event of a failure of the counterparty to a transaction, the county will not be able to recover the value of its investments or collateral securities that are in the possession of an outside party. Pursuant to the trust agreement, investments are held in the name of the trust for the benefit of the Foundation to pay retirement benefits of the Foundation's employees.

For further information concerning the Foundation investments with the TCRS Stabilization Reserve Trust, audited financial statements of the Tennessee Consolidated Retirement System may be obtained at https://comptroller.tn.gov/content/dam/cot/sa/advanced-search/disclaimer/2019/ag18092.pdf.

Note 11 – Risk Management

The Foundation is exposed to the normal risks of loss related to torts; theft or damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. The Foundation's policy is to minimize these risks through the purchase of commercial insurance. Settled claims have not exceeded the commercial insurance coverage in the past three years.

Note 12 – Contingency

As of the date of the report on these financial statements, there remains economic uncertainty related to the global pandemic COVID-19. As a non-essential business with sustained growth during the implementation of COVID-19 restriction, management does not consider it likely that the situation will have a material negative impact on the Foundation's operations. However, any financial impact for the remaining duration of the pandemic cannot be reasonably estimated.

During March 2022, a conflict began between Russia and Ukraine. As a result, the United States and other countries placed economic sanctions on Russia, including removing the Russian credit bank from the SWIFT global finance system and banning imports of Russian petroleum products.

These factors have helped to exacerbate significant and increasing inflationary trends in the global and US economy which have included price increases for food, fuel, and other commodities. When considered with regard to slow supply chains and a tight local labor market, some impact to the Organization is expected, but cannot be reasonably estimated at this time.

Note 13 – Leases

The Foundation has recorded right-of-use lease assets as a result of implementing GASB 87. The right-of-use assets are initially measured at an amount equal to the initial measurement of the related lease liability plus any lease payments made prior to the lease term, less lease incentives, and plus ancillary charges necessary to place the lease into service. The assets are right-of-use assets for leased copiers and instructional facilities. The right-of-use assets are amortized on a straight-line basis over the life of the related lease.

Right-of-use activity for the year ended June 30, 2022, is as follows:

	Balance June 30, 2021	Additions	Transfers/ Disposals	Balance June 30, 2022
Right-of-use assets:				
Leased instructional facility	$10,899,777	$ -	$ -	$ 10,899,777
Leased copiers	44,499	46,983	-	91,482
Total right-of-use assets	10,944,276	46,983	-	10,991,259
Less: accumulated amortization	(615,165)	(664,919)	-	(1,280,084)
Total right-of-use assets, net	$11,559,441	$ (617,936)	$ -	$ 9,711,175

Leases payable related to the right of use assets noted above for the year ended June 30, 2022, is as follows:

	Original Amount of Issue	Interest Rate	Date of Issue	Maturity Date	Outstanding July 1, 2021	Issued During Period	Paid and/or Matured During Period	Remeasurements	Outstanding June 30, 2022
Lease payables:									
Copier leases	Various	12%	Various	Various	$ 17,090	$ 46,983	$ 23,758	$ -	$ 40,315
Instructional facility lease	10,605,570	12%	8/1/2020	7/31/2037	10,403,801	-	551,792	-	9,852,009
Total leases payable					$ 10,420,891	$ 46,983	$ 575,550	$ -	$ 9,892,324

The future minimum lease obligations and the net present value of these minimum lease payments as June 30, 2022 is as follows:

	Principal	Interest	Total
2023	$ 583,960	$ 196,698	$ 780,658
2024	591,375	185,039	776,414
2025	589,816	173,143	762,959
2026	598,904	161,001	759,905
2027	611,297	148,607	759,904
2028-2032	3,251,553	547,968	3,799,521
2033-2037	3,665,419	197,427	3,862,846
	$ 9,892,324	$ 1,609,883	$ 11,502,207

Note 14 – Prior Period Adjustment

Net position as of the beginning of the year ending June 30, 2022, has been adjusted to record the net interest, amortization, and lease expense impact of implementing GASB 87, *Leases*, as if implemented at inception of leases.

Required Supplementary Information

Schedule of Proportionate Share of the Net Pension Liability (Asset)*
Teacher Legacy Pension Plan of the TCRS
Last Fiscal Year Ended June 30

	2021	2020	2019	2018	2017	2016	2015	2014
Read Foundation's proportion of the net pension liability (asset)	$ (1,942,111)	$ (303,650)	$ (335,850)	$ (100,160)	$ (7,511)	$ 135,893	$ -	$ 5,648
Read Foundation's proportionate share of the net pension liability (asset)	0.045207%	0.039819%	0.032665%	0.028463%	0.022962%	0.021745%	0.000000%	0.034755%
Read Foundation's covered payroll	$ 1,477,854	$ 1,325,281	$ 1,095,289	$ 996,690	$ 811,701	$ 784,941	$ -	$ 1,364,143
Read Foundation's proportionate share of the net pension liability (asset) as a percentage of its covered payroll	-131.41%	-22.91%	-30.66%	-10.05%	-0.93%	17.31%	0.00%	0.41%
Plan fiduciary net position as a percentage of the total pension liability (asset)	116.13%	103.09%	104.28%	101.49%	100.14%	97.14%	0.00%	100.08%

* GASB 68 requires a 10-year schedule for this data to be presented starting *with the implementation of GASB 68.* The information in this schedule is not required to be presented retroactively prior to the implementation date.

Schedule of Contributions*
Teacher Legacy Pension Plan of the TCRS
Last Fiscal Year Ended June 30

	2022	2021	2020	2019	2018	2017	2016	2015	2014
Contractually required	$ 344,870	$ 151,776	$ 140,877	$ 114,567	$ 90,499	$ 73,378	$ 70,959	$ 91,917	$ 121,136
Contribution in relation to the contractually required contribution	344,870	151,776	140,877	114,567	90,499	73,378	70,959	91,917	121,136
Contribution deficiency (excess)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Read Foundation's covered payroll	$8,202,515	$1,477,854	$1,325,281	$1,095,289	$ 996,690	$ 811,704	$ 784,941	$1,016,779	$1,364,144
Contributions as a percentage of Read Foundation's covered payroll	4.20%	10.27%	10.63%	10.46%	9.08%	9.04%	9.04%	9.04%	8.88%

* GASB 68 requires a 10-year schedule for this data to be presented starting *with the implementation of GASB 68.* The information in this schedule is not required to be presented retroactively prior to the implementation date. Please refer to previously supplied data from the TCRS GASB website for prior year's data, if needed.

Changes of assumptions. In 2021, the following assumptions were changed: decreased inflation rate from 2.50 percent to 2.25 percent; decreased the investment rate of return from 7.25 percent to 6.75 percent; decreased the cost-of-living adjustment from 2.25 percent to 2.125 percent; and modified mortality assumptions. In 2017, the following assumptions were changed: decreased inflation rate from 3.00 percent to 2.50 percent; decreased the investment rate of return from 7.50 percent to 7.25 percent; decreased the cost-of-living adjustment from 2.50 percent to 2.25 percent; decreased salary growth graded ranges from an average of 4.25 percent to an average of 4.00 percent; and modified mortality assumptions.

Schedule of Proportionate Share of the Net Pension Liability (Asset)*
Public Employee Pension Plan of the TCRS – Non Teacher
Last Fiscal Year Ending June 30

	2021	2020	2019	2018	2017	2016	2015	2014
Read Foundation's proportion of the net pension liability (asset)	$ (797,683)	$ (232,707)	$ (128,116)	$ (74,721)	$ (31,001)	$ (13,262)	$ (15,613)	$ (29,512)
Read Foundation's proportionate share of the net pension liability (asset)	0.410000%	0.260000%	0.150000%	0.140000%	0.060000%	0.040000%	0.040000%	0.050000%
Read Foundation's covered payroll	$ 701,694	$ 450,229	$ 258,364	$ 223,165	$ 92,489	$ 58,527	$ 57,055	$ 84,344
Read Foundation's proportionate share of the net pension liability (asset) as a percentage of its covered payroll	-113.68%	-51.69%	-49.59%	-33.48%	-33.52%	-22.66%	-27.36%	34.99%
Plan fiduciary net position as a percentage of the total pension liability	122.83%	111.65%	111.28%	107.06%	107.19%	104.89%	105.80%	109.03%

* GASB 68 requires a 10-year schedule for this data to be presented starting *with the implementation of GASB 68.* The information in this schedule is not required to be presented retroactively prior to the implementation date. Please refer to previously supplied data from the TCRS GASB website for prior year's data, if needed.

Schedule of Contributions*
Public Employee Pension Plan of the TCRS – Non Teacher
Last Fiscal Year Ending June 30

	2022	2021	2020	2019	2018	2017	2016	2015	2014
Actuarially determined contribution	$ 344,417	$ 36,948	$ 23,862	$ 12,516	$ 10,935	$ 8,583	$ 5,405	$ 4,038	$ 7,579
Contributions in relation to the actuarially determined contribution	344,417	41,907	27,065	$ 15,326	15,631	8,583	5,405	4,038	7,579
Contribution deficiency (excess)	$ -	$ (4,959)	$ (3,203)	$ (2,810)	$ (4,696)	$ -	$ -	$ -	$ -
Read Foundation's covered payroll	$ 8,196,392	$ 701,694	$ 450,229	$ 258,364	$ 223,165	$ 92,489	$ 58,527	$ 43,560	$ 84,344
Contributions as a percentage of Read Foundation's covered payroll	4.20%	5.97%	6.01%	5.93%	7.00%	9.28%	9.24%	9.27%	8.99%

* GASB 68 requires a 10-year schedule for this data to be presented starting *with the implementation of GASB 68.* The information in this schedule is not required to be presented retroactively prior to the implementation date.

Schedule of Proportionate Share of the Net Pension Liability (Asset)*
Teacher Retirement Plan of the TCRS
Last Fiscal Year Ended June 30

	2021	2020	2019	2018	2017	2016
Read Foundation's proportion of the net pension liability (asset)	0.246442%	0.180115%	0.188205%	0.163621%	0.148179%	0.189570%
Read Foundation's proportionate share of the net pension liability (asset)	$ (266,949)	$ (102,421)	$ (106,239)	$ (74,207)	$ (39,093)	$ (19,735)
Read Foundation's covered payroll	$3,556,676	$2,272,895	$1,991,589	$1,429,854	$1,001,284	$ 834,118
Read Foundation's proportionate share of the net pension liability (asset) as a percentage of its covered payroll	-7.51%	-4.51%	-5.33%	-5.19%	-3.90%	-2.37%
Plan fiduciary net position as a percentage of the total pension liability (asset)	121.53%	116.52%	123.07%	126.97%	126.81%	121.88%

* GASB 68 requires a 10-year schedule for this data to be presented starting *with the implementation of GASB 68.* The information in this schedule is not required to be presented retroactively prior to the implementation date. Please refer to previously supplied data from the TCRS GASB 68 website for prior years' data, if needed.

Schedule of Contributions*
Teacher Retirement Plan of the TCRS
Last Fiscal Year Ended June 30

	2022	2021	2020	2019	2018	2017	2016	2015
Contractually required contribution	$ 345,151	$ 71,845	$ 46,140	$ 38,637	$ 23,317	$ 38,902	$ 20,880	$ 287
Contribution in relation to the contractually required contribution	345,151	71,845	46,140	38,637	57,194	38,902	33,365	11,486
Contribution deficiency (excess)	$ -	$ -	$ -	$ -	$ (33,877)	$ -	$ (12,485)	$ (11,199)
Read Foundation's covered payroll	$8,218,463	$3,556,676	$2,272,895	$1,991,598	$1,429,854	$1,001,284	$ 834,118	$ 287,166
Contributions as a percentage of Read Foundation's covered payroll	4.20%	2.02%	2.03%	1.94%	4.00%	3.89%	4.00%	4.00%

* GASB 68 requires a 10-year schedule for this data to be presented starting *with the implementation of GASB 68.* The information in this schedule is not required to be presented retroactively prior to the implementation date. Please refer to previously supplied data from the TCRS GASB 68 website for prior year's data, if needed.

Changes of assumptions. In 2021, the following assumptions were changed: decreased inflation rate from 2.50 percent to 2.25 percent; decreased the investment rate of return from 7.25 percent to 6.75 percent; decreased the cost-of-living adjustment from 2.25 percent to 2.125 percent; and modified mortality assumptions. In 2017, the following assumptions were changed: decreased inflation rate from 3.00 percent to 2.50 percent; decreased the investment rate of return from 7.50 percent to 7.25 percent; decreased the cost-of-living adjustment from 2.50 percent to 2.25 percent; and decreased salary growth graded ranges from an average 4.25 percent to an average of 4.00 percent; and modified mortality assumptions.

Supplementary Information

Combining Schedule of Assets, Liabilities, and Fund Balances by School – Governmental Funds ***June 30, 2022***

	General Fund			
	Memphis School of Excellence	Memphis School of Excellence Elementary School	Memphis School of Excellence Cordova	Total
Assets				
Cash and cash equivalents	$ 3,746,575	$ -	$ -	$3,746,575
Cash and cash equivalents - internal school funds	60,622	-	-	60,622
TCRS Stabilization Reserve Trust	254,860	-	-	254,860
Grants receivable	650,514	-	-	650,514
Prepaid expenses	72,266	-	-	72,266
Total assets	$ 4,784,837	$ -	$ -	$4,784,837
Liabilities				
Accounts payable	$ 448,938	$ -	$ -	$ 448,938
Accrued liabilities	827,141	-	-	827,141
Total liabilities	1,276,079	-	-	1,276,079
Fund balance				
Non-spendable	72,266	-	-	72,266
Restricted for:				
TCRS Stabilization Reserve Trust	254,860	-	-	254,860
Internal school funds	60,622	-	-	60,622
Unassigned	3,121,010	-	-	3,121,010
Total fund balance	3,508,758	-	-	3,508,758
Total liabilities and fund balance	$ 4,784,837	$ -	$ -	$4,784,837

Combining Schedule of Revenues, Expenditures, and Changes in Fund Balances by School – Governmental Funds ***For the Year Ended June 30, 2022***

	General Fund			
	Memphis School of Excellence	Memphis School of Excellence Elementary School	Memphis School of Excellence Cordova	Total
Revenues:				
Memphis-Shelby County Schools	$ 5,126,075	$ 3,728,094	$ 4,968,470	$ 13,822,639
Operating grants and contributions	265,549	93,055	41,242	399,846
Capital grants and contributions	921,293	358,609	363,282	1,643,184
Charges for services	(3,952)	24,722	9,251	30,021
Charges for services - internal school funds	56,022	16,280	41,902	114,204
Other income	(11,335)	8,801	10,100	7,566
Other income - internal school funds	756	-	-	756
Total revenues	6,354,408	4,229,561	5,434,247	16,018,216
Expenditures:				
Current:				
Salaries, wages and benefits:				
Instructional	4,362,987	2,153,709	1,544,644	8,061,340
General and administrative	750,350	574,419	522,366	1,847,135
Instructional	834,091	980,809	946,981	2,761,881
Instructional - internal school funds	33,466	40,239	23,592	97,297
General and administrative	932,844	216,904	322,425	1,472,173
Capital Outlay:				
Current expenditures	606,603	-	-	606,603
Debt Service:				
Principal payments on long-term debt	853,914	-	-	853,914
Interest	233,959	-	-	233,959
Total expenditures	8,608,214	3,966,080	3,360,008	15,934,302
Revenue over (under) expenditures	(2,253,806)	263,481	2,074,239	83,914
Other financial sources				
Transfers	2,337,720	(263,481)	(2,074,239)	-
Total other financial sources	2,337,720	(263,481)	(2,074,239)	-
Net change in fund balance	83,914	-		83,914
Fund balance - beginning of year, as previoulsy reported	3,516,625	-		3,516,625
Prior period adjustment	(91,781)			(91,781)
Fund balance - beginning of year, as restated	3,424,844			3,424,844
Fund balance - end of year	$ 3,508,758	$ -		$ 3,508,758

See independent auditor's report

Schedule of Expenditures of Federal Awards and State Financial Assistance

For the Year Ended June 30, 2022

Federal Agency / Pass-through Agency / State Grantor Program	Federal Assistance Listings Number	Expenditures
Federal Awards		
U.S. Department of Education:		
Passed-through State Department of Education:		
Title I Grants to Local Educational Agencies	84.010	$ 399,846
GEER 1	84.425C	$ 87,169
COVID 19- Education Stabilization Fund Program - Elementary and Secondary School Emergency Relief Fund (ESSER 1.0)	84.425D	$ 96,176
COVID 19- Education Stabilization Fund Program - Elementary and Secondary School Emergency Relief Fund (ESSER 2.0)	84.425D	$ 748,967
Charter School Program	84.282	$ 468,254
Total U.S. Department of Education		$ 1,800,412
TOTAL FEDERAL AWARDS		1,800,412
State Financial Assistance		
ADA Per-Pupil Funding Allocation	N/A	$ 13,218,709
Capital Outlay Funding	N/A	$ 603,930
Start-Up Grant	N/A	$ 124,940
STEM Grant	N/A	$ 17,000
Summer Grant	N/A	$ 100,678
TOTAL STATE AWARDS		14,065,257

Note 1 - Basis of Presentation

The accompanying schedule of expenditures of federal awards and state financial assistance (the "Schedule") includes the grant activity for the Read Foundation for the year ended June 30, 2022. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) and the State of Tennessee Department of Audit, *Audit Manual*. Because the Schedule presents only a selected portion of the operation of the Read Foundation, it is not intended to and does not present the net position or changes in net position of the Read Foundation.

Note 2 – Summary of Significant Accounting Policies

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. The Read Foundation has elected not to use the 10% de minimis indirect cost rate as allowed under the Uniform Guidance.

Non-Financial Information

CANNON WRIGHT BLOUNT

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Board of Directors
Read Foundation
Memphis, Tennessee

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities and the major fund of the Read Foundation as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise the Read Foundation's basic financial statements, and have issued our report thereon dated December 30, 2022.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Read Foundation's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Read Foundation's internal control. Accordingly, we do not express an opinion on the effectiveness of the Read Foundation's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Read Foundation's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards.*

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Cam Wright Blount PLLC

Memphis, Tennessee
December 30, 2022

CANNON WRIGHT BLOUNT

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

To the Board of Directors
Read Foundation
Memphis, Tennessee

Report on Compliance for Each Major Federal Program

Opinion of Each Major Federal Program

We have audited the Read Foundation's compliance with the types of compliance requirements identified as subject to audit in the *OMB Compliance Supplement* that could have a direct and material effect on each of the Read Foundation's major federal programs for the year ended June 30, 2022. The Read Foundation's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, the Read Foundation complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2022.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the Read Foundation and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of the Read Foundation's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the Read Foundation's federal programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the Read Foundation's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is

higher than for that resulting from error, as fraud may involve collision, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the Read Foundation's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.

- Identify and assess the risk of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the Read Foundation's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.

- Obtain an understanding of the Read Foundation's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the Read Foundation's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weakness or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Carr Wright Blount PLLC

Memphis, Tennessee
December 30, 2022

SECTION I - SUMMARY OF AUDITOR'S RESULTS

Financial Statements

Type of auditor's report issued:	Unmodified		
Internal control over financial reporting:			
- Material weakness(es) identified?	____ yes	✓ no	
- Significant deficiencies identified that are not considered to be material weaknesses?	____ yes	✓ none noted	
- Noncompliance material to financial statements noted?	____ yes	✓ none reported	

Federal Awards:

Internal control over major programs:			
- Material weakness(es) identified?	____ yes	✓ no	
- Significant deficiencies identified that are not considered to be material weaknesses?	____ yes	✓ none reported	
Type of auditor's report issued on compliance for major program:	Unmodified		
Any audit findings disclosed that are required to be reported in accordance with 2 CFR section 200.516(a)	____ yes	✓ no	

Identification of major programs:

CFDA 84.425D	ESSER Fund
Threshold for distinguishing type A and B programs:	$ 750,000
Auditee qualified as low risk auditee:	____ yes ✓ no

SECTION II - FINANCIAL STATEMENT FINDINGS

None

SECTION III - FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

None

There were no prior findings reported.

SELECTION CRITERIA: orgn.fund='001'
ACCOUNTING PERIOD: 7/24

FUND - 001 - GENERAL FUND

FUND	ACCOUNT	TITLE	DEBITS	CREDITS
001	11130	Cash In Bank - Checking	11,844,480.62	
TOTAL CASH IN BANK - CHECKING			11,844,480.62	.00
001	11143	GENERAL FUND INVESTMENT REGIONS	3,000,000.00	
TOTAL INVESTMENT REGIONS			3,000,000.00	.00
001	11146	Restricted Cash	254,860.00	
TOTAL RESTRICTED CASH			254,860.00	.00
001	11350	Prepaid Insurance	16,816.28	
TOTAL PREPAID INSURANCE			16,816.28	.00
001	11352	Prepaid Expenses	751.00	
TOTAL PREPAID EXPENSES			751.00	.00
001	11410	Accounts Receivable	51,523.07	
TOTAL ACCOUNTS RECEIVABLE			51,523.07	.00
001	11880	Building	7,506,636.17	
TOTAL BUILDING			7,506,636.17	.00
001	11892	Prepaid Security Deposit	50,000.00	
TOTAL PREPAID SECURITY DEPOSIT			50,000.00	.00
001	13901	Land	1,544,600.00	
TOTAL LAND			1,544,600.00	.00
001	13902	Furniture & Equipment - G&A	347,423.81	
TOTAL FURNITURE & EQUIPMENT-G&A			347,423.81	.00
001	13903	Accum Depr - F&E - G&A		164,623.03
TOTAL ACCUM DEPR - F&E - G&A			.00	164,623.03
001	13904	Accum Depr - Building		544,993.00
TOTAL ACCUM DEPR - BUILDING			.00	544,993.00
001	13905	Building Improvements	3,229,413.81	
TOTAL BUILDING IMPROVEMENTS			3,229,413.81	.00
001	13906	Accum Depr - Leasehold Imp		2,113,908.09
TOTAL ACCUM DEPR -LEASEHOLD IMP			.00	2,113,908.09
001	13910	GENERAL FUND FURNITUREFIXTURES&EQUIP.	841,703.68	
TOTAL FURNITUREFIXTURES&EQUIP.			841,703.68	.00
001	13911	Accum Depr - F&E - Instruction		488,715.01
TOTAL ACCUM DEPR-F&E-INSTRUCTIO			.00	488,715.01
001	13920	Food Service Equipment	15,620.77	

SELECTION CRITERIA: orgn.fund='001'
ACCOUNTING PERIOD: 7/24

FUND - 001 - GENERAL FUND

FUND	ACCOUNT	TITLE	DEBITS	CREDITS
TOTAL FOOD SERVICE EQUIPMENT			15,620.77	.00
001	13921	Accum Depr - F&E - Food Service		11,644.31
TOTAL ACCUM DEPR-F&E FOOD SERV			.00	11,644.31
001	13930	Construction in Progress	1,381,470.62	
TOTAL CONSTRUCTION IN PROGRESS			1,381,470.62	.00
001	19000	Net Pension Asset	3,006,743.00	
TOTAL NET PENSION ASSET			3,006,743.00	.00
001	19500	Deferred Outflows Related to Pension	1,926,432.00	
TOTAL DFRRD OUTFLWS RLTD TOPENS			1,926,432.00	.00
001	19510	Right of Use Asset	10,376,094.00	
TOTAL RIGHT OF USE ASSET			10,376,094.00	.00
001	19515	Accumulated Amortization of Right of Use Assets		664,919.00
TOTAL ACCAMORTOFRIGHTOFUSEASSET			.00	664,919.00
TOTAL ASSETS			45,394,568.83	3,988,802.44
001	21000	Accounts Payable		5,818.82
TOTAL ACCOUNTS PAYABLE			.00	5,818.82
001	21200	Accrued Payroll		775,479.74
TOTAL ACCRUED PAYROLL			.00	775,479.74
001	21310	Income Tax WH & Unpaid		73,947.68
TOTAL INCOME TAX WH & UNPAID			.00	73,947.68
001	21315	State Income Tax Withheld	4,903.56	
TOTAL STATE INCOME TAX WITHHELD			4,903.56	.00
001	21320	Social Security Tax		124,799.98
TOTAL SOCIAL SECURITY TAX			.00	124,799.98
001	21325	Employee Medicare Deduction		29,187.04
TOTAL EMPLOYEE MEDICARE DED.			.00	29,187.04
001	21330	Retirement-TCRS	9,168.16	
TOTAL RETIREMENT-TCRS			9,168.16	.00
001	21331	Retirement-Hybrid	125,102.82	
TOTAL RETIREMENT-HYBRID			125,102.82	.00
001	21332	401 (k) Contributions	100,828.15	
TOTAL 401 (K) CONTRIBUTIONS			100,828.15	.00
001	21333	ROTH 401(k)	2,249.13	

SELECTION CRITERIA: orgn.fund='001'
ACCOUNTING PERIOD: 7/24

FUND - 001 - GENERAL FUND

FUND	ACCOUNT	- - - - - - - - - - - TITLE - - - - - - - - - - -	DEBITS	CREDITS
TOTAL ROTH 401(K)			2,249.13	.00
001	21335	Employee Garnishments	2,362.52	
TOTAL EMPLOYEE GARNISHMENTS			2,362.52	.00
001	21340	Employee Insurance Deductions	223,282.14	
TOTAL EMPLOYEE INSURANCE DED.			223,282.14	.00
001	21341	Life Insurance Deductions	6,009.07	
TOTAL LIFE INSURANCE DEDUCTIONS			6,009.07	.00
001	21343	After Tax Insurance Deductions		3,377.48
TOTAL AFTER TAX INSURANCE DED.			.00	3,377.48
001	21350	State Unemployment Tax Payable		2,591.21
TOTAL STATE UNEMP. TAX PAYABLE			.00	2,591.21
001	21900	Other Current Liabilities	480.00	
TOTAL OTHER CURRENT LIABILITIES			480.00	.00
001	24000	Payroll Liabilities		56,307.53
TOTAL TAX PAYABLE			.00	56,307.53
001	27003	CURRENT PORTION OF REGIONS LOAN - CORDOVA OFFICE		36,660.07
TOTAL LOAN PAYM. EFF PRINCIPLE			.00	36,660.07
001	27004	CURRENT PORTION - EQUITABLE LOAN		120,960.77
TOTAL LOAN PAYM. EFF INT-EQUIT			.00	120,960.77
001	27050	CURRENT PORTION OF RIGHT OF USE LIABILITY		583,960.00
TOTAL CURRENT POR OF ROU LIABIL			.00	583,960.00
001	28022	REGIONS LOAN-CORDOVA OFFICE CONSTRUCTION		65,407.08
TOTAL REGIONS LOAN-CORDOVA CONS			.00	65,407.08
001	28024	LOAN PAYABLE - EQUITABLE FACILITIES FUND		9,765,011.90
TOTAL LOAN PAYABLE - EQUIT FAC			.00	9,765,011.90
001	29500	Deferred Inflows Related to Pensions		2,597,928.00
TOTAL DEF.INFLOWRELATED PENSION			.00	2,597,928.00
001	29510	Right of Use Liability		9,308,364.00
TOTAL RIGHT OF USE LIABILITY			.00	9,308,364.00
TOTAL LIABILITIES			474,385.55	23,549,801.30
001	35000	GASB 68 Net Assets		299,534.00
TOTAL GASB 68 NET ASSETS			.00	299,534.00
001	39000	Undesignated Fund Balance		9,077,769.99

SELECTION CRITERIA: orgn.fund='001'
ACCOUNTING PERIOD: 7/24

FUND - 001 - GENERAL FUND

FUND	ACCOUNT	TITLE	DEBITS	CREDITS
TOTAL UNDESIGNATED FUND BALANCE			.00	9,077,769.99
TOTAL BUDGET FB (EQUITY)			.00	3,677,316.88
TOTAL EXP BUD CONTROL (EQUITY)			.00	20,131,418.34
TOTAL REV BUD CONTROL (EQUITY)			23,808,735.22	.00
TOTAL ENC CONTROL (EQUITY)			4,910,362.07	.00
TOTAL RES FOR ENC (EQUITY)			.00	4,910,362.07
TOTAL EXP CONTROL (EQUITY)			4,723,627.97	.00
TOTAL REV CONTROL (EQUITY)			.00	13,676,674.62
TOTAL EQUITIES			33,442,725.26	51,773,075.90
TOTAL GENERAL FUND			79,311,679.64	79,311,679.64
TOTAL REPORT			79,311,679.64	79,311,679.64

SELECTION CRITERIA: orgn.fund='001'
ACCOUNTING PERIOD: 7/24

SORTED BY: FUND,FUNCTION,LOCATION
TOTALED ON: FUND,FUNCTION,LOCATION
PAGE BREAKS ON: FUND

FUND-001 GENERAL FUND
FUNCTION-50900 GENERAL FUND

LOCATION- - - - - TITLE - - - - -	BUDGET	PERIOD RECEIPTS	RECEIVABLES	YEAR TO DATE RECEIPTS	AVAILABLE BALANCE	YTD/ BUD
FUNCTION-50900 REVENUES						
01 WINCHESTER	4,639,397.97	.00	.00	3,679,206.32	960,191.65	79.30
TOTAL WINCHESTER	4,639,397.97	.00	.00	3,679,206.32	960,191.65	79.30
02 MENDENHALL ELM	6,301,665.83	.00	.00	3,591,970.30	2,709,695.53	57.00
TOTAL MENDENHALL ELM	6,301,665.83	.00	.00	3,591,970.30	2,709,695.53	57.00
03 MENDENHALL MID	3,910,369.95	.00	.00	1,569,088.70	2,341,281.25	40.13
TOTAL MENDENHALL MID	3,910,369.95	.00	.00	1,569,088.70	2,341,281.25	40.13
04 CORDOVA ELM	4,052,112.87	.00	.00	2,667,722.44	1,384,390.43	65.84
TOTAL CORDOVA ELM	4,052,112.87	.00	.00	2,667,722.44	1,384,390.43	65.84
05 CORDOVA SEC	4,905,188.60	.00	.00	2,168,686.86	2,736,501.74	44.21
TOTAL CORDOVA SEC	4,905,188.60	.00	.00	2,168,686.86	2,736,501.74	44.21
TOTAL REVENUES	23,808,735.22	.00	.00	13,676,674.62	10,132,060.60	57.44
TOTAL GENERAL FUND	23,808,735.22	.00	.00	13,676,674.62	10,132,060.60	57.44
TOTAL REPORT	23,808,735.22	.00	.00	13,676,674.62	10,132,060.60	57.44

READ FOUNDATION dba MEMPHIS SCHOOL of EXCELLENCE
Summarized Balance Sheet
For the Month ending 04/30/2024 Fiscal period 11

CURRENT ASSETS	
Cash in Bank-Checking	$8,346,322.95
Restricted Cash	$254,860.00
Accounts Receivable	$51,523.07
Prepaid Insurance	$16,816.28
Prepaid Expenses	$751.00
CAPITAL ASSETS	
Building	$7,506,636.17
Land	$1,544,600.00
Furniture & Equipment-G&A	$347,423.81
Accum Depr-Fu.rniture & Equipment-G&A	$0.00
Accum Depr - Building	$0.00
Building Improvements	$3,229,413.81
Furniture, Fixtures & Equipment	$841,703.68
Accum Depr-F&E-Instruction	0
Food Service Equipment	$15,620.77
Accum Depr-F&E-Food Service	(11,644.31)
Construction in Progress	$2,282,132.66
Accum Depr-Leasehold Improvement	(2,113,908.09)
Accum Depr - F&E - G&A	(164,623.03)
Accum Depr - Building	(544,993.00)
TOTAL ASSETS	$44,797,073.20
TOTAL ASSETS	(3,988,802.44)
NET ASSETS	$40,808,208.76
RIGHT OF USE ASSET, NET OF ACCUMULATED AMORTIZATION	$10,376,094.00
OTHER ASSETS	
Prepaid Security Deposit	$50,000.00
Net Pension Asset	$3,006,743.00
Total Other Assets	$3,056,743.00
DEFERRED OUTFLOWS OF RESOURCES-PENSION	$1,926,432.00
TOTAL ASSETS AND DEFERRED OUTFLOWS OF RESOURCES	$46,723,505.20
TOTAL LIABILITIES	$26,101,398.24
Undesignated Fund Balance	$9,077,769.99
TOTAL EQUITIES	$40,826,500.51
TOTAL GENERAL FUND	$85,623,573.71

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Revenue & Expense Report
For the Month ending 03/30/2024 Fiscal period 10

	Adopted Budget	FY24 YTD Actual	Variance YTD Actual to Budget	Variance %
REVENUE				
Sales of Materials	$271,000.00	$0.00	$271,000.00	100.00%
Other Local Revenue	$100,000.00	$294,113.53	-$194,113.53	-194.11%
TISA	$18,487,934.02	$17,886,980.87	$600,953.15	3.25%
Other State Grants	$0.00	$1,782,130.00	-$1,782,130.00	0.00%
Title-1	$816,155.00	$650,000.00	$166,155.00	20.36%
ESSER II	$0.00	$199,240.73	-$199,240.73	0.00%
ESSER III	$4,133,646.20	$1,814,161.95	$2,319,484.25	56.11%
Other Income	$0.00	$6,915.67	-$6,915.67	0.00%
TOTAL REVENUE	$23,808,735.22	$22,633,542.75	$1,175,192.47	4.94%
EXPENSE				
Admin officer	$572,000.00	$305,670.57	$266,329.43	46.56%
Principal	$376,000.00	$231,474.10	$144,525.90	38.44%
Director	$583,400.00	$383,833.44	$199,566.56	34.21%
Gen Ed Teacher	$6,885,704.17	$4,182,333.97	$2,703,370.20	39.26%
Accountants	$124,000.00	$94,398.68	$29,601.32	23.87%
Giud Personnel	$318,000.00	$141,466.56	$176,533.44	55.51%
As. Principal	$760,000.00	$499,291.12	$260,708.88	34.30%
Secretary	$390,200.00	$259,595.92	$130,604.08	33.47%
Clerical Per	$125,000.00	$98,166.64	$26,833.36	21.47%
Ed. Assistants	$383,000.00	$215,911.62	$167,088.38	43.63%
Bonuses	$453,950.00	$452,450.00	$1,500.00	0.33%
Other Sal Wage	$120,000.00	$174,026.30	-$54,026.30	-45.02%
Subs	$340,000.00	$318,435.00	$21,565.00	6.34%
Soc.Sec	$605,883.99	$435,649.32	$170,234.67	28.10%
State Ret	$800,166.46	$566,613.96	$233,552.50	29.19%
Life Ins	$27,109.56	$17,732.30	$9,377.26	34.59%
Medical ins	$856,012.98	$579,964.15	$276,048.83	32.25%
Dental Ins	$7,412.68	$5,226.90	$2,185.78	29.49%
Unemp Comp	$140,231.84	$91,829.66	$48,402.18	34.52%
Medicare	$152,366.22	$99,776.00	$52,590.22	34.52%
Advertisement	$50,000.00	$4,915.98	$45,084.02	90.17%
Audit	$52,500.00	$54,000.00	-$1,500.00	-2.86%
Communication	$25,000.00	$18,449.80	$6,550.20	26.20%
Dues Memberships	$140,000.00	$168,868.00	-$28,868.00	-20.62%
Janitorial	$444,960.00	$386,571.50	$58,388.50	13.12%
Legal	$100,000.00	$61,601.20	$38,398.80	38.40%

Maint&Rep Bldng	$351,000.00	$438,814.71	-$87,814.71	-25.02%
Maint&Rep Eqp	$139,485.36	$143,959.95	-$4,474.59	-3.21%
Rentals	$966,141.10	$917,492.26	$48,648.84	5.04%
Travel	$25,000.00	$32,109.28	-$7,109.28	-28.44%
Deisposal	$66,000.00	$10,597.49	$55,402.51	83.94%
Other Cont Serv	$1,893,600.00	$1,647,969.14	$245,630.86	12.97%
Custodial Supp	$90,000.00	$77,793.12	$12,206.88	13.56%
Electricity	$310,000.00	$237,788.69	$72,211.31	23.29%
Ins Supp Mat	$536,422.50	$183,599.61	$352,822.89	65.77%
Office Supp	$220,000.00	$61,956.61	$158,043.39	71.84%
Textbooks	$25,990.58	$19,905.05	$6,085.53	23.41%
Plant ops Utilities	$310,000.00	$277,000.00	$33,000.00	10.65%
Other Supp Matr	$625,000.00	$243,467.65	$381,532.35	61.05%
Bldng&Cont Ins	$224,395.59	$118,094.44	$106,301.15	47.37%
Liability Ins	$60,000.00	$0.00	$60,000.00	100.00%
Premium Corp Surety	$40,000.00	$28,822.63	$11,177.37	27.94%
Workers Comp	$30,000.00	$0.00	$30,000.00	100.00%
Prof Dev	$133,500.00	$24,190.95	$109,309.05	81.88%
Other Charges	$1,719,725.22	$628,302.17	$1,091,423.05	63.46%
Prin Other Loans Pay	$501,688.25	$328,000.00	$173,688.25	34.62%
Int Other Loans Pay	$150,177.10	$97,500.00	$52,677.10	35.08%
Admin Eqp	$2,770.00	$906.65	$1,863.35	67.27%
Bldng Imprv	$430,000.00	$23,393.00	$406,607.00	94.56%
Furn & Eqp	$120,000.00	$24,759.32	$95,240.68	79.37%
TOTAL EXPENSE	$23,876,485.18	$15,390,252.34	$8,486,232.84	35.54%
NET FUND BALANCE	-$67,749.96	$5,329,568.53	$5,397,318.49	