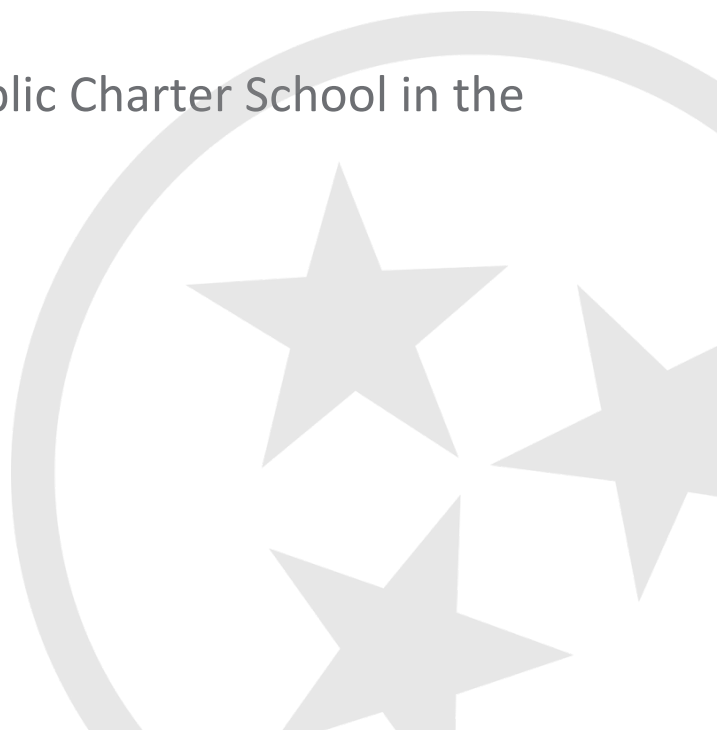




Tennessee Charter School Creation Application Template

For Sponsors Seeking to Open a Public Charter School in the
2026-27 School Year

Tennessee Department of Education | October 2024





Jackson Museum School

Amended Application to Create a Public Charter School

To Open in the 2026-27 School Year

Date of Submission:

05/29/2025

Submitted To:

Jackson-Madison County School System

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Cover Sheet

General Information

Name of Proposed Charter School	Jackson Museum School		
Sponsor / Sponsoring Entity	Dr. Jean A Little		
Proposed Authorizer	K-6		
Model or Focus of Proposed School (i.e., STEAM, Montessori, Opportunity Charter, etc.)	Museum School		
Grade Structure (i.e., K-5, 6-8, 9-12)	Year 1	Year 5	At Capacity
	K-2	K-6	K-6
Projected Enrollment	Year 1	Year 5	At Capacity
	160	500	700
City, Neighborhood, and Community the School Intends to Serve	Jackson, Tennessee		
Projected Opening School Year	2026		

Primary Point of Contact

Name	Dr. Jean Little
Role	CEO/Lead Founder
Mailing Address	792 Snake Hill Road
Mailing Address Line 2	
City, State, Zip Code	Dresden, TN 38225
Primary Telephone	731-332-0225
Alternate Telephone	
Email Address	jean.little@jacksonmuseumschool.org

Application Category

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

Category	Description
1 ☒ First-time Charter Sponsor	This category applies to sponsors that meet all the following criteria: - Sponsor that seeks to open no more than one (1) public charter school or opportunity charter school during this application cycle. - Sponsor that has not previously operated, opened, or sponsored a charter school, charter network, or charter management organization in Tennessee or elsewhere in the United States.
2 ☐ Multi-School or Established Sponsor	This category applies to all sponsors that do not meet the criteria for Category 1.

Sponsor & School Design Team

Provide information for the school's leader (if named) and all people who will serve on the school's design team; add lines as needed.

Full Name	Address	Current Job Title	Current Employer	Position with Proposed School
Dr. Jean Little	792 Snake Hill Road Dresden, TN 38225	BES Fellow	BES Fellowship	CEO/Lead Founder
Brent Bowker	114 Larwood Drive Jackson, TN 38305	Owner/CEO	Orion Logistics	Proposed Board of Directors- chair
Dr. Austin Ferrell	PO Box 5032 South Fulton, TN 38257	Professor; Chair of University Chapter of NAACP & Director of Call Me Mister	University of Tennessee at Martin	Proposed Board of Directors- Vice Chair
Dion Thornton	112 Laurie Circle Jackson, TN 38305	Financial Analyst	Owner/Director of Above Average SportsPlex	Proposed Board of Directors- Treasurer
Andreea Temple	129 Quail Ridge Drive Jackson, TN 38305	IT Project Manager	West TN Healthcare	Proposed Board of Directors- Secretary
Monola Patterson	3131 N Highland Jackson, TN 38305	President of Jackson-Madison Retired Teachers' Association; Retired	(Retired) Jackson-Madison County Schools	Proposed Board of Directors – Community

Full Name	Address	Current Job Title	Current Employer	Position with Proposed School
		Special Education Teacher		Engagement Task Force Chair
Kim Bills	91 Aztec Drive Jackson, TN 38305	Owner/Certified Tax Preparer; Grants Facilitator	Morgan Tax Service	Proposed Board of Directors
Jordan Long	122 Roma Street Martin, TN 38237	Attorney, Advocacy Director	TennesseeCAN	Proposed Board of Directors
Dr. Delita Johnson	43 Bellwood Cove Jackson, TN 38305	Jackson Arts Council Executive Director	Jackson Arts Council	Proposed Board of Directors
Is the sponsor a not-for-profit organization with 501(c)(3) status?				☒ Yes ☐ No ☐ In Progress

If not already obtained, describe the steps that have been taken to obtain 501(c)(3) status:

X

Sponsor History and Intent

Question 1

Has the sponsor or proposed charter management organization¹ ever operated, opened, or managed a charter school? ☐ Yes ☒ No

Question 2

Does this sponsor have any pending charter school applications currently under consideration by any authorizer in the United States? ☐ Yes ☒ No

If yes, complete the table below; add lines as needed.

State	Authorizer	Proposed School Name	Application Due Date	Decision Date	Proposed Opening Year
-	-	-	-	-	-
-	-	-	-	-	-

Question 3

Does the sponsor or proposed charter management organization currently operate a charter school? ☐ Yes ☒ No

If yes, complete the table below; add lines as needed.

Name of Charter School	City and State	Authorizer
-	-	-
-	-	-

Question 4

Will the sponsor replicate² a currently authorized charter school in Tennessee? ☐ Yes ☒ No

If yes, complete the table below; add lines as needed.

Name of Charter School that was Replicated	City and State	Authorizer
-	-	-
-	-	-

Question 5

Is this sponsor submitting an application to more than one Tennessee authorizer or proposing to open more than one charter school during this application cycle? ☐ Yes ☒ No

If yes, complete the table below; add lines as needed.

Name of Proposed School	Submitted to Which Authorizer
-	-
-	-

¹ "Charter management organization" or "CMO" means a nonprofit entity that manages or operates two (2) or more public charter schools as defined in [T.C.A. § 49-13-104](#).

² "Replication" means the creation of one (1) or more subsequent charter schools that utilize the same academic focus of an existing charter school operated by a sponsor or governing board.

Question 6

Will the sponsor contract or partner with a charter management organization (CMO) to manage or operate the proposed school? ☐ Yes ☒ No

☒ If yes, complete the table below; add lines as needed.

Name of Charter Management Organization	City and State
-	-
-	-

Question 7

Is the sponsor proposing a new charter school with a change in academic focus³ or grade structure from an existing Tennessee charter school they operate? ☐ Yes ☒ No

Question 8

Is the sponsor proposing an Opportunity Public Charter School⁴? ☐ Yes ☒ No

Question 9

If proposing an Opportunity Public Charter School, will the school provide a residential program for enrolled students pursuant to Chapter 1066 of the Public Acts of 2024? ☐ Yes ☒ No

Question 10

Will the proposed school serve any combination of elementary grades of kindergarten through grade five (K-5)? ☒ Yes ☐ No

Question 11

Will the proposed school serve any combination of high school grades nine through twelve (9-12)? ☐ Yes ☒ No

Question 12

Will the sponsor convert⁵ a non-charter public school to a charter school? ☐ Yes ☒ No

³ “Academic focus” means a distinctive, thematic program such as math, science, arts, general academics, or an instructional program such as Montessori or Paideia pursuant to [T.C.A. § 49-13-104 \(1\)](#)

⁴ “Opportunity public charter school” means a public charter school serving any of the grades six through twelve (6-12) for which at least seventy-five percent (75%) of the students enrolled in the public charter school, at the time of enrollment, are at-risk students and that provides Instruction to students in a traditional classroom setting; or a residential program for enrolled students and provides instruction to such students in a traditional classroom setting, as defined in [Chapter 1066 of the Public Acts of 2024](#).

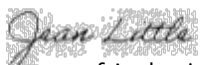
⁵ “Conversion public charter school” means a charter school established by the conversion of an existing non-charter public school into a charter school as defined in T.C.A. § 49-13-104

Assurances

As the authorized representative of the sponsor applying to open a charter school in Tennessee, I hereby certify that the information submitted in this application 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 must comply with all assurances within this section, and all applicable state and federal laws and regulations related to public charter schools.

I affirm that the public charter 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 [T.C.A. § 49-13-111\(p\)](#);
3. Will provide special education services for students as provided in [T.C.A. 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 ([T.C.A. §§ 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 [T.C.A. § 49-6-3003](#);
 - d. notwithstanding subdivision 7c, not charging registration fees, enrollment fees, or tuition to the students enrolled in an Opportunity Public Charter School;
 - e. following state financial (budgeting and audit) procedures and reporting requirements according to [T.C.A. §§ 49-13-111, 120, and 127](#);
 - f. 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 [T.C.A. § 8-19-101](#); and
8. Will, at all times, maintain all necessary and appropriate insurance coverage.



Signature of Authorized Representative

2/2/25

Date

Jean Little

Printed Name of Authorized Representative

CEO/Lead Founder

Title of Authorized Representative

Completeness Checklists

Items Required for All Sponsors

General Information		Attachment C	☒		
Cover Sheet	☒	1.6 – Parent and Community Engagement and Support		2.3 – Start Up Plan	
Sponsor History and Intent	☒	Narrative	☒	Narrative	☒
Assurances	☒	Attachment D	☒	2.4 – Personnel / Human Capital	
1.1 – Academic Plan and Design		1.7 – School Culture and Discipline		Narrative	☒
Narrative	☒	Narrative	☒	Attachment N	☒
1.2 – Academic Focus and Performance Standards		Attachment E	☒	Attachment O	☒
Narrative	☒	Attachment F	☒	Attachment P	☒
1.3 - Assessments		1.8 – Special Populations		Table 5	☒
Narrative	☒	Narrative	☒	2.5 – Professional Development	
1.4 – School Calendar and Schedule		2.1 – Governance		Narrative	☒
Narrative	☒	Narrative	☒	2.6 – Transportation	
Attachment A	☒	Table 4	☒	Narrative	☒
Attachment B	☒	Attachment G	☒	2.7 – Additional Operations	
1.5 – Recruitment and Enrollment		Attachment H	☒	Narrative	☒
Narrative	☒	Attachment I	☒	Attachment Q	☒
Table 1	☒	Attachment J	☒	3.1 – Operating Budget	
Table 2	☒	Attachment K	☒	Attachment W	☒
		Attachment L	☒	3.2 – Operating Budget Narrative	
		Attachment M	☒	Narrative	☒
		2.2 – Facilities		Attachment X	☒
		Narrative	☒		

Additional Requirements for Sponsors That Answered “Yes” to Specific Questions within the Sponsor History and Intent Section

Required for Sponsors that answered “Yes” to: **Question 1** of Sponsor History and Intent

1.5 - Recruitment and Enrollment

Supplementary Narrative ☐

2.9 – Network Vision, Growth Plan & Capacity

Supplementary Narrative ☐

Attachment S ☐

4.1 – School Portfolio Summary

Attachment Z ☐

4.2 – Academic Performance Record

Supplementary Narrative ☐

Attachment Z ☐

4.3 – Fiscal and Operational Performance Record

Supplementary Narrative ☐

Attachment AA ☐

Attachment BB ☐

Attachment CC ☐

Attachment DD ☐

Attachment EE ☐

Required for Sponsors that answered “Yes” to: **Question 3** of Sponsor History and Intent

2.9 – Network Vision, Growth Plan & Capacity

Supplementary Narrative ☐

2.10 - Network Governance

Supplementary Narrative ☐

2.11 - Network Management and Personnel

Supplementary Narrative ☐

Attachment T ☐

Attachment U ☐

Table 6 ☐

Table 7 ☐

Required for Sponsors that answered “Yes” to: **Question 3** of Sponsor History and Intent

2.11 - Network Management and Personnel (cont.)

Table 8 ☐

Table 9 ☐

3.3 – Network Financial Plan

Supplementary Narrative ☐

Attachment Y ☐

Required for Sponsors that answered “Yes” to: **Question 4** of Sponsor History and Intent

2.12 – School Replication

Supplementary Narrative ☐

Attachment V ☐

Required for Sponsors that answered “Yes” to: **Question 5** of Sponsor History and Intent

2.9 – Network Vision, Growth Plan & Capacity

Supplementary Narrative ☐

Required for Sponsors that answered “Yes” to: **Question 6** of Sponsor History and Intent

2.8 - Charter Management Organization

Supplementary Narrative ☐

Attachment R ☐

Required for Sponsors that answered “Yes” to: **Question 7** of Sponsor History and Intent

1.2 - Academic Focus and Performance Standards

Supplementary Narrative ☐

Required for Sponsors that answered “Yes” to: **Question 8** of Sponsor History and Intent

1.2 – Academic Focus and Performance Standards

Supplementary Narrative ☐

Section 1.5 - Recruitment and Enrollment

Supplementary Narrative ☐

Supplementary Table 3 ☐

Required for Sponsors that answered “Yes” to: **Question 9** of Sponsor History and Intent

2.2 – Facilities

Supplementary Narrative ☐

Required for Sponsors that answered “Yes” to: **Question 10** of Sponsor History and Intent

1.2 - Academic Focus and Performance Standards

Supplementary Narrative ☒

1.3 – Assessments

Supplementary Narrative ☒

Required for Sponsors that answered “Yes” to: **Question 11** of Sponsor History and Intent

1.2 - Academic Focus and Performance Standards

Supplementary Narrative ☐

Required for Sponsors that answered “Yes” to: **Question 12** of Sponsor History and Intent

1.9 – Conversion Charter School Planning

Narrative ☐

Application Narratives

Section 1 – Academic Plan and Design

Section 1.1 – School Mission and Goals *(Required for All Sponsors)*

a. Provide a mission statement for the proposed charter school. At minimum, the mission statement should specify, in measurable terms, the school's objectives, the students it will serve, and the specific outcomes it aims to achieve. The school's mission statement will serve as the foundation for the entire application.

The mission of Jackson Museum School (JMS) is to create an innovative, student-centered learning environment that nurtures academic excellence and character development, through inquiry-based and project-based instruction, and shapes students into adaptive thinkers and engaged problem solvers. JMS serves a diverse student body from Jackson, TN, and the surrounding communities, bridging opportunity gaps through real-world learning experiences, cultural partnerships, and collaboration between teachers, families, and the community and emphasizing equity and access for all.

b. Describe the goals for the proposed school for the first five (5) years of operation. Explain how these goals align with the purposes for charter schools found in T.C.A. § 49-13-102(a), the state's accountability systems, the authorizer's performance framework, and any priorities the authorizer sets.

The Museum School (JMS) has established five strategic goals to guide its first five years of operation and ensure measurable success. These goals are meticulously crafted to align with the purposes outlined in T.C.A. § 49-13-102(a), the Tennessee K-12 accountability systems, and the authorizer's performance framework. They demonstrate a commitment to high academic standards, innovative teaching, teacher development, and community partnerships, all serving the fundamental mission of charter schools in Tennessee.

Collectively, these goals reflect JMS's dedication to fostering an environment where academic achievement, innovative instruction, professional growth for educators, and meaningful community engagement are prioritized. This alignment with Tennessee's educational goals ensures that JMS will significantly contribute to student success and educational excellence in the region. Furthermore, the strategic goals of JMS closely align with the authorizer's performance framework and the priorities set by the Jackson Madison County School System (JMCSS) as outlined in their 2024 ABC Annual Report. By addressing essential components such as academic achievement, instructional quality, innovative learning methods, community partnerships, and operational excellence, JMS is committed to meeting JMCSS's objectives for student success and school improvement.

Goal 1 Demonstrate Growth and Proficiency in Academics: Ensure that 70% of students meet or exceed state and national proficiency standards in core subjects (literacy and math) by the end of year five, and 90% by year seven. This goal is essential for establishing a strong academic foundation for students and ensuring that they are equipped with the necessary skills to succeed in higher education and future endeavors.

Alignment with the State and Authorizer. Jackson Museum School (JMS) is committed to ensuring that all students meet or exceed proficiency levels in all subjects and particularly the core subjects of

literacy and math. This goal is directly aligned with T.C.A. § 49-13-102(a)(1) and (4), as it emphasizes the importance of improving learning outcomes for all students and closing achievement gaps through targeted intervention strategies. By implementing individualized support for special populations, including students in special education, English Language Learners, and gifted students, JMS aims to promote substantial growth and high academic achievement. These strategies ensure compliance with the state's accountability standards while facilitating measurable academic gains as outlined by the Jackson-Madison County School System (JMCSS), ultimately preparing students to be college and career-ready.

- **Measurement:** Track the percentage of students achieving proficiency through standardized assessments, aiming for a 10% annual increase in proficiency from a baseline of 20% in year 1 as indicated by district proficiency reports, leading to 70% proficiency by year 5. Specifically, we will aim for 65% of students to achieve grade-level proficiency in literacy and 80% in foundational math skills by the end of year 5.

Goal 2 Strengthen Teacher Instruction: Achieve an 85% positive evaluation score from peer and administrative assessments regarding teacher effectiveness and instructional quality by year three, while ensuring 90% of teachers participate in continuous professional development. High-quality instruction depends on effective teaching. This goal emphasizes the importance of ongoing professional development to enhance teacher skills, ultimately benefiting student learning outcomes.

Alignment with the State and Authorizer. Jackson Museum School (JMS) is committed to enhancing teacher effectiveness by defining essential best instructional practices and ensuring consistent implementation of data-driven strategies. This goal aligns with T.C.A. § 49-13-102(a)(3) and (5) by promoting innovative and effective instructional practices. JMS will implement a comprehensive professional development plan to equip teachers with training in culturally responsive pedagogy, effective classroom management strategies, and data-driven instructional methods. This focus on teacher development not only empowers educators to take responsibility for student outcomes but also creates new professional opportunities, fostering a cycle of continuous improvement in faculty performance and student achievement. By enhancing teaching quality, JMS contributes to improving school climate and culture, aligning with the authorizer's goals of promoting a positive, safe, and efficient learning environment conducive to student success.

- **Measurement:** Monitor teacher performance using student achievement data and formal evaluations. Ensure that at least 90% of teachers participate in continuous professional development sessions, with the goal of achieving an 85% positive evaluation score by year 3.

Goal 3 Fulfill Delivery of an Innovative Museum Model: Ensure that 90% of students participate in community-based quarterly learning experiences through partnerships with local museums and institutions each year. This goal supports the school's mission of providing experiential learning through community engagement. It fosters critical thinking and appreciation for the arts and sciences, enhancing the overall educational experience.

Alignment with the State and Authorizer. Jackson Museum School (JMS) will articulate and reinforce the core components of its museum-based educational model to faculty, staff, and parents, ensuring clear communication and support for its implementation. This goal reflects T.C.A. § 49-13-102(a)(3), as it promotes innovative teaching methods through the integration of place-based learning, partnerships with

cultural institutions, and project-based, inquiry-driven instruction. These elements enrich student experiences and deepen understanding, aligning with both state and authorizer priorities for unique educational models that enhance student engagement and learning outcomes. By providing real-world learning experiences that strengthen critical thinking, creativity, and engagement, JMS supports the authorizer's goal of enabling students to achieve measurable gains in literacy, numeracy, and college/career readiness through diverse educational opportunities. This innovative museum model aims to prepare students for future success in college and their careers.

- **Measurement:** Conduct annual surveys of community partners and stakeholders to assess satisfaction and effectiveness of partnerships, targeting an 80% positive response rate. Aim for 90% student participation in community-based experiences each year.

Goal 4 Encourage High Levels of Community and Family Engagement: Engage at least 80% of families in school events and initiatives each year, aiming for a 75% attendance rate at major family engagement activities. Strong family and community involvement is crucial for student success. This goal helps create a supportive and collaborative environment, enhancing student motivation and engagement in their education.

Alignment with the State and Authorizer. Jackson Museum School (JMS) will prioritize fostering strong partnerships between the school, students, families, and the community by encouraging active participation and prioritizing parent satisfaction. This goal addresses T.C.A. § 49-13-102(a)(2) and (6) by providing substantial and meaningful opportunities for parents to engage in their children's education. JMS will facilitate clear and consistent communication through various pathways, including regular school-to-home communication, attendance at conferences, and participation in events like exhibit nights. This inclusive school culture empowers parents as active participants, creating a collaborative environment that reinforces the school's academic and social initiatives. Such efforts directly align with the authorizer's goal of improving community engagement and enhancing parental experience, ensuring that the educational needs of students are met through strong school-to-home partnerships.

- **Measurement:** Track family participation rates in school events and collect feedback through annual parental satisfaction surveys, aiming for a score of 4.5/5. Ensure that at least 80% of families engage in school initiatives each year.

Goal 5 Achieve Excellence in Organizational Oversight: Maintain enrollment at or above 95% capacity each year and ensure operational stability through a 5% surplus in the annual budget. Effective organizational oversight ensures that the school operates sustainably. This goal is vital for financial health, enabling the school to provide high-quality education and resources to students, teachers, and the community.

Alignment with the State and Authorizer. Jackson Museum School (JMS) will uphold fiscal responsibility and effective governance by utilizing a board of directors to provide strategic, academic, and financial oversight. This goal aligns with T.C.A. § 49-13-102(a)(4) by ensuring that JMS maintains robust operational practices through close monitoring of enrollment, attendance trends, and recruitment efforts. Achieving and maintaining a fully staffed and sustained board of directors enables JMS to implement the required accountability systems and provide the oversight mandated by law. These best practices demonstrate responsible management and establish a supportive framework for both faculty and students to thrive. Additionally, JMS's commitment to fiscal responsibility and strong governance

aligns with the authorizer's expectations for organizational efficiency, school safety, and a well-managed educational environment, ensuring optimal capacity and operational effectiveness.

- **Measurement:** Monitor enrollment statistics and conduct financial reviews to maintain a 5% surplus in the annual budget, ensuring that the school operates sustainably to support educational initiatives.

c. Describe the process for setting, monitoring, and revising goals. Detail how progress toward the goals is measured.

As the Jackson Museum School (JMS) embarks on its strategic initiative, understanding this framework is essential for fulfilling its mission and realizing its five key objectives: leading students to higher academic achievement, strengthening instructional practices, innovating educational delivery, enhancing community engagement, and ensuring effective organizational oversight. The goal-setting process at JMS is designed to be cohesive and integrated, beginning with a thorough needs assessment that informs the specific goals we set using the SMART criteria. For example, JMS's first goal relates to academic proficiency, which will be measured through standardized assessments (e.g., state tests).

Goal Setting

1. **JMS will use the SMART criteria to set goals that are Specific, Measurable, Achievable, Relevant, and Time-bound, providing clarity and direct focus using performance data and stakeholder feedback.** This approach ensures that goals are well-defined and attainable, laying a strong foundation for educational success. For example, one of our SMART goals could be to increase the percentage of students achieving proficiency in math by 15% within the next academic year, measured through state assessments.
2. **JMS will involve all relevant stakeholders—administrators, teachers, students, and parents—in the goal-setting process.** This promotes buy-in and alignment with the school mission (Bryk et al., 2010). JMS will hold collaborative workshops and forums where these stakeholders can contribute insights and priorities, ensuring that diverse perspectives are considered. For instance, feedback collected during these sessions can inform the creation of specific goals that reflect the community's values, such as focusing on particular subjects of interest to parents and students.
3. **JMS will conduct a thorough analysis of current practices and student needs to inform goal setting.** This entails evaluating existing academic performance, teacher effectiveness, and community involvement through surveys, data analysis, and focus groups led by the Academic Coordinator/Special Education Director in coordination with the Principal (and the assistant Principal starting in year 2) . For instance, data showing underperformance in specific subject areas can lead to targeted goals aimed at improving proficiency in those subjects, thereby directly addressing identified needs.

Monitoring Progress

1. **JMS will determine baseline data for each goal to effectively track progress over time.** For example, measuring current academic performance against past scores will provide a foundation for assessing growth. The CEO/Lead Founder, in collaboration with teachers, the Academic Coordinator/Special Education Director, Assistant Principal starting in year 2 and Principal , will

oversee the annual establishment of these benchmarks that lead to the annual review. This ensures that improvements can be directly correlated to the strategies employed.

2. **JMS will implement formative assessments regularly to monitor student achievement and instructional quality.** This will include quarterly assessments, classroom observations, and analysis of student work. Teachers will engage in Professional Learning Communities (PLCs) to analyze and discuss these assessments. For example, data collected from quarterly assessments can inform instructional adjustments and help identify students who may need additional intervention or enrichment. *See the Assessment chart in 1.3 for more details.*
3. **JMS will utilize data from assessments to inform instructional practices and interventions.** If specific groups of students underperform, targeted intervention strategies will be developed and applied, with input from the Academic Coordinator/Special Education Director and teachers, during weekly PLCs. For instance, if data reveals that a particular demographic is struggling in math, tailored tutoring sessions would be established to address those specific needs.
4. **JMS will develop specific performance indicators aligned with each goal to ensure accountability and effectiveness.** These indicators will provide measurable criteria to assess progress and guide improvements. The teaching staff and administration will collaboratively review the indicators after each benchmark assessment held three times per year to ensure they remain relevant and effective. Additionally, qualitative data will be gathered through surveys, focus groups, and listening sessions with the Family Advisory Council to inform the development of these indicators. For example, for Goal 2, indicators for strengthening teacher instruction will include completion rates of professional development sessions and subsequent changes in classroom practices.
5. **JMS will establish continuous feedback loops among teachers, parents, and students regarding goal progress.** This will include surveys, parent-teacher conferences, and student reflections every semester. The school will facilitate these communication channels to promote transparency and continuous improvement (Hattie & Timperley, 2007). Feedback gathered from parents during conferences can lead to adjustments in goals based on their insights and observations of their children's progress.

Revising Goals

1. **JMS will schedule periodic reviews of goals to assess progress and address challenges.** These sessions will include teachers, the CEO/Lead Founder, the Academic Coordinator/ Special Education Director, the Assistant Principal starting in year 2 and the Principal, who will collaboratively adjust strategies or redefine goals as necessary (Reeves, 2009). JMS will use standardized test scores, attendance rates, and enrollment numbers as quantitative indicators to evaluate progress toward academic performance and enrollment stability goals (Mandinach & Gummer, 2016). For instance, if certain goals are not met due to unforeseen challenges, the Academic Coordinator/Special Education Director will report these metrics, allowing the team to revise goals during review sessions. Analyzing standardized test scores at the end of the academic year will provide concrete evidence of goal achievement, ensuring the review process is responsive to the school community's needs.
2. **JMS will encourage a culture of reflective practice among educators.** The school will utilize PLCs where teachers collaboratively assess their effectiveness and suggest changes to instructional practices in light of student data (DuFour et al., 2006). This will involve guided

discussions focused on data reflections and instructional outcomes. Insights gained from these reflections will inform necessary changes in teaching strategies to better meet student needs.

3. **JMS will involve stakeholders in revising goals and creating accountability systems to ensure all parties fulfill their roles.** Their insights will drive necessary adjustments, strengthening community ties and ownership of the educational experience (Epstein & Sheldon, 2002). JMS will establish a Family Advisory Council and hold regular meetings to discuss progress and gather input, keeping goals aligned with community expectations. This includes setting individual teacher goals that support JMS strategic objectives, tracking achievements collaboratively, and clarifying roles and responsibilities. Regular updates to stakeholders will ensure transparency.

d. Describe any innovative or unique features of the proposed school or education model, and detail how these unique features align with the mission of the school.

To fulfill our mission, the Jackson Museum School uniquely positions itself to foster individualized learning and cultivate a lifelong passion for education through its interdisciplinary approach, which integrates innovative instructional strategies from different educational frameworks. In addition to its unique features, the school is distinguished by the fact that it operates as a museum school, with no other museum schools within the district; in fact, there are only two other museum schools in Tennessee, both located in Middle and East Tennessee. The innovative features of Jackson Museum School (JMS) include its Museum School Model, which integrates three core design elements—Immersive Learning Experiences (ILE), Collaborative Community Partnerships (CCP), and Integrated Literacy Development (ILD)—to create an educational environment that fosters curiosity, critical thinking, and cultural awareness, seamlessly aligning with its mission to empower students through inquiry-based and community-driven learning. Central to this model is the collaboration with local museums and community sites, fostering an interactive, student-centered environment that embodies “museum learning.” This approach emphasizes inquiry-driven, project-based lessons that leverage museums' rich educational resources, enabling students to engage deeply with subject matter while developing critical thinking and problem-solving skills (Hein, 1998).

At Jackson Museum School (JMS), these transformative experiences are further enhanced by a curriculum structured around nine-week “museum” thematic units, which promote interdisciplinary integration across grades K-6. By connecting content areas such as science and social studies, the curriculum helps students contextualize their learning and appreciate the relationships between disciplines (Wiggins & McTighe, 2005), creating personalized experiences and instilling a lifelong love for education. The creation process for these units involves extensive collaboration between grade-level teachers and museum educators, fostering a dynamic partnership that enriches the curriculum. At the start of each quarter, students are engaged in constructing essential questions that guide their explorations, often beginning their inquiries with “I wonder...,” which actively fosters intellectual curiosity and encourages critical thinking. Each quarter introduces a new module crafted to inspire and immerse students in hands-on activities and real-world experiences, all in alignment with national and Tennessee state standards.

The thematic approach includes regular expeditions to partner museums, where students engage with artifacts, exhibitions, and displays directly related to their unit of study, creating immersive learning opportunities that deepen their understanding of the subject matter. During these expeditions, students

maintain travel journals to document their observations, reflections, and inquiries, which serve as valuable tools for processing and internalizing their learning. Partnerships with local museums, cultural institutions, and community organizations further enhance these experiences by embedding real-world learning into the curriculum within the classroom. Through these collaborations, students connect their classroom studies with practical, tangible applications, fostering a deeper understanding of the content and its relevance to their lives. Research highlights the benefits of such community engagement, demonstrating its ability to enhance academic achievement and social-emotional skills (Epstein, 2011). These partnerships also bring added value through shared resources and expertise, which enrich the students' overall educational experience.

As the unit progresses, students synthesize their knowledge and prepare for a culminating exhibition night, during which they take on the role of docents. This event invites community members to engage with their presentations and projects, where students showcase their insights and learning. This opportunity not only reinforces students' understanding but also enhances valuable skills such as public speaking and teamwork, as they convey complex information to their peers and guests. This comprehensive, hands-on approach aligns with Jackson Museum School's commitment to integrated literacy development, ensuring that students actively engage with reading, writing, research, and presentation skills throughout their learning journey. The integration of the Understanding by Design (UbD) framework ensures that each thematic unit begins with clear learning objectives in mind, allowing educators to create meaningful experiences tailored to student needs while guiding them towards mastering key concepts and skills. This comprehensive, hands-on approach solidifies the students' learning journeys, making the Jackson Museum School a leader in innovative and effective educational practices.

Creating the Museum Unit



Planning a "museum unit"

- Use interdisciplinary approach
- Connect to TN curriculum standards
- Create planning document
- Create resource trunk for multiple teacher use



Take students on expeditions

- Connect to specific learning targets
- Use vertical alignment so that each grade level has unique experiences
- Utilizes community partnerships
- Travel Journals for reflection



Implementation in classroom

- use planning document to guide lessons
- Lesson span across curriculum teaching
- K-5 has "Museum unit block" which fulfills science/social studies
- 6-8 has time built into each of the 4 core subjects for museum unit



Exhibit night

- Students act as docents
- Exceeds TN Literacy guidelines
- Students required to attend/present
- High community engagement piece

Alignment with Mission. For families in Jackson, TN, and the surrounding West Tennessee area, access to the innovative design elements of Jackson Museum School (JMS) is essential. These features, as outlined in the prompt, highlight the unique aspects of the school align with its mission to provide a transformative and equitable education. Through a museum school approach, JMS ensures that students have equitable access to enriched, hands-on learning experiences that promote curiosity, creativity, and community engagement. By partnering with local museums and cultural institutions, JMS offers opportunities for students to engage directly with artifacts and exhibitions, creating immersive, real-world learning environments that foster critical thinking and problem-solving skills.

The Jackson Museum School's design fosters a student-centered educational experience centered on academic excellence through an inquiry-based, hands-on approach that incorporates real-world learning by partnering with local museums to explore relevant artifacts and exhibitions. These immersive experiences promote active inquiry, allowing students to engage deeply with the material and develop a deeper understanding of their subjects. Additionally, JMS is committed to serving underserved communities by ensuring a high-quality option is available to families, given the demonstrated need for improved access to educational resources and support for student achievement in these areas. The school's literacy-rich features, encompassing reading, writing, research, and presenting, are designed to raise academic achievement by enhancing students' ability to communicate, analyze, and synthesize information. Through thematic units and collaborative projects, JMS fosters an inclusive environment where all students feel valued and empowered, contributing to both their academic and personal growth.

Section 1.2 – Academic Focus and Performance Standards (Required for All Sponsors)

a. Describe the academic focus for the proposed school.

The academic focus of the Jackson Museum School (K-6) is rooted in creating an innovative, student-centered learning environment that prioritizes both academic excellence and holistic character development. The school places a strong emphasis on foundational literacy and numeracy skills as essential gateways to academic achievement. By ensuring that all students reach or exceed grade-level proficiency, we aim to close achievement gaps and improve outcomes, in alignment with Tennessee law, T.C.A. § 49-13-104.

Our rigorous, research-based curricula empower students through inquiry-based and hands-on instructional methods, which foster mastery of essential skills and cultivate adaptive thinking and problem-solving abilities. These student-centered approaches enable students to confidently navigate complex challenges while building foundational skills.

The museum school model further enriches these foundational skills by leveraging strategic community partnerships, allowing students to connect academic lessons to real-world applications. These partnerships not only deepen students' inquiries but also reinforce their learning through practical engagement with local experts. By embedding this approach into the curriculum, students gain valuable insight from professionals in various fields, further supporting academic achievement.

The interdisciplinary approach integrates subjects such as science, social studies, the arts, and mathematics through project-based learning, culminating in quarterly student-led Exhibit Nights. This cohesive model enables students to apply their literacy and numeracy skills across various subjects, resulting in dynamic presentations that reflect their research findings and personal insights. The museum

model of reading, researching, writing, and presenting becomes central to the student-centered academic philosophy, serving as a framework for students to develop and demonstrate their knowledge.

This approach is further supported by targeted academic interventions, including Response to Intervention (RTI) and Individualized Learning Plans (ILPs). These interventions are designed to identify students who may require additional assistance to meet proficiency standards, such as English Learners (ELs) developing language skills, or need enrichment, as in the case of Gifted Students. Through these comprehensive academic strategies, Jackson Museum School strives to equip every student with the skills, knowledge, and mindset necessary to succeed both academically and socially, preparing them for lifelong learning and meaningful contributions to their community.

b. Describe the academic plan for the proposed school. Detail how the academic plan relates to the mission and goals of the proposed school.

Academic Plan. The Jackson Museum School academic plan directly supports the school’s design, mission, and key instructional priorities, ensuring that all instructional methods, materials, and curriculum are aligned with the school’s overarching goals. The academic plan is structured around three core design elements—Immersive Learning Experiences (ILE), Collaborative Community Partnerships (CCP), and Integrated Literacy Development (ILD)—which are intended to create a dynamic, engaging, and comprehensive learning environment. Embedded within this plan, the 12 Pillars of the Museum School Model serve as the instructional strategies that drive student achievement, close achievement gaps, and foster academic excellence (Fredricks, Blumenfeld, & Paris, 2004).

- **Immersive Learning Experiences (ILE)** engage students through hands-on, inquiry-based learning, allowing them to explore real-world issues and develop critical thinking skills. This student-centered approach promotes active participation, nurturing curiosity and a passion for learning (National Research Council, 2000). Within the Museum School Model, 10 of the 12 pillars—such as inquiry-based learning, project-based learning, and arts integration—are encompassed within ILE, ensuring that learning is both rigorous and meaningful (Catterall, 2009). By embedding these strategies into the nine-week lesson cycle, teachers will provide students with the opportunity to engage in immersive, interdisciplinary learning experiences that deepen their understanding and application of knowledge. The integration of these pillars ensures that students experience a cohesive and dynamic curriculum that supports their academic growth.
- **Collaborative Community Partnerships (CCP)** enrich the educational experience by establishing strong connections with local museums, cultural institutions, and community organizations. These partnerships provide authentic, place-based learning opportunities that are directly tied to students’ lives and cultural backgrounds (Bevins & Mohr, 2012). Three of the 12 pillars—such as community partnerships, place-based education, and cultural competency—align with this core element of the academic plan. By fostering these partnerships, students will engage with the broader community, gain exposure to diverse perspectives, and develop a sense of civic responsibility. These experiences not only enhance academic outcomes but also contribute to the social-emotional development of students, empowering them to become informed, active citizens (Zhao, 2012).
- **Integrated Literacy Development (ILD)** focuses on embedding literacy skills across all subjects, ensuring that reading, writing, communication, and critical thinking are integral to every learning experience (Guthrie & Wigfield, 2000). This comprehensive approach ensures that literacy is foundational in all content areas, helping students make connections and deepen

their understanding of the curriculum. Six of the 12 pillars of the Museum School Model—such as student-centered learning, reflective practices, and exhibitions—are directly aligned with ILD, reinforcing literacy development through a variety of cross-disciplinary strategies (Darling-Hammond, 2008). This alignment ensures that literacy skills are not taught in isolation but are woven throughout the entire academic experience, empowering students with the proficiency they need to succeed academically.

- **The 12 Pillars of the Museum School Model** embody the essential instructional strategies that form the framework of the model and, by extension, guide the academic plan. These pillars—such as inquiry-based learning, integrated curriculum, project-based learning, cultural competency, and arts integration—are embedded within the nine-week lesson cycles, ensuring a cohesive, interdisciplinary approach to teaching and learning (Resnick, 2004). By utilizing the museum school model, these teaching practices are integrated into the curriculum and lesson plans. This integrated approach not only supports academic achievement but also fosters the development of critical skills such as problem-solving, collaboration, and cultural awareness (Freeman, 2015).

Aligning the Academic Plan with Mission and Goals. The academic plan for Jackson Museum School (JMS) is designed to create an innovative, student-centered learning environment that nurtures academic excellence and character development, directly aligned with the school's mission. By emphasizing inquiry-based and project-based instruction, the academic plan bridges opportunity gaps and fosters strong connections among students, families, and the community. The academic plan strategies outlined below not only directly relate to our goals but also provide a comprehensive framework for achieving these objectives. This alignment ensures that our academic plan effectively supports our mission to cultivate adaptive thinkers and engaged problem solvers. The following goals, along with specific strategies and measurable outcomes, illustrate how the academic plan will enhance academic proficiency, improve teaching practices, promote meaningful learning experiences, engage families and communities, and ensure effective organizational oversight—all central to our mission.

- **Goal 1 Demonstrate Growth and Proficiency in Academics:** Ensure that 70% of students meet or exceed state and national proficiency standards in core subjects (literacy and math) by the end of year five, and 90% by year seven.
- **Strategies:** Improve literacy outcomes by ensuring that all students are reading at or above grade level through a balanced literacy approach, which includes phonics, guided reading, and independent reading practices as a component of our Integrated Literacy Development (ILD) plan that embeds literacy into all areas of learning, making it a more holistic and interdisciplinary approach. Regular reading assessments will be implemented to track progress and tailor interventions. Enhance math proficiency by increasing math scores by 10% on state assessments through targeted instruction that integrates project-based learning and real-world applications.

Goal 2 Strengthen Teacher Instruction: Achieve an 85% positive evaluation score from peer and administrative assessments regarding teacher effectiveness and instructional quality by year three, while ensuring 90% of teachers participate in continuous professional development.

- **Strategies:** Ensure effective teaching practices by providing professional development focused on effective implementation of the museum school model, culturally responsive pedagogy,

differentiated instruction, and data-driven interventions tailored to support literacy and math outcomes. Conduct ongoing training for teachers on small-group instruction techniques and effective strategies to support diverse learners, including English Learners (EL) and gifted students. Provide support for teachers through coaching.

Goal 3 Fulfill Delivery of an Innovative Museum Model: Ensure that 90% of students participate in community-based learning experiences through partnerships with local museums and institutions each year.

- Strategies: To enable Immersive Learning Experiences (ILE) and Collaborative Community Partnerships (CCP), form strong partnerships with local museums, cultural institutions, and community stakeholders, ensuring that every student has access to weekly to bi-monthly expeditions for targeted learning tasks within the community or at local and regional museums. Maintain engagement with community partners to enhance the curriculum and facilitate inquiry-based projects aligned with students' interests while inspiring high learning engagement.

Goal 4 Encourage High Levels of Community and Family Engagement: Engage at least 80% of families in school events and initiatives each year, aiming for a 75% attendance rate at major family engagement activities.

- Strategies: Launch monthly "Family Literacy Nights" to involve at least 40% of families in reading activities, thereby enhancing literacy skills at home. Incorporate interactive workshops and hold student Exhibit Night every nine-weeks so that we empower families to support their children's learning and partner with local businesses to sponsor enriching STEM workshops and field trips, enhancing and further integrating ILE and CCP.

Goal 5 Achieve Excellence in Organizational Oversight: Maintain enrollment at or above 95% capacity each year and ensure operational stability through a 5% surplus in the annual budget.

- Strategies: Utilize a board of directors for strategic oversight, regularly monitoring enrollment and attendance trends while analyzing data to inform decision-making. Conduct bi-annual audits to evaluate financial health and ensure resource availability for all educational programs.

c. Detail key characteristics of the academic plan such as educational philosophy, instructional methods, and innovative teaching methods. Explain how the academic plan's characteristics support the school's mission, promote academic achievement, and align with Tennessee's academic standards.

The academic plan at Jackson Museum School (JMS) establishes a foundation for transformative educational experiences that address students' diverse needs.

Educational Philosophy. The educational philosophy of the Jackson Museum School (JMS) is anchored in the belief that schools serve as vital reflections of their communities, celebrating the richness and diversity that characterize society. By adopting a museum model, JMS creates a transformative learning environment that leverages this diversity to enhance educational experiences for all students, providing unique opportunities for experiential learning that foster curiosity and critical thinking. This approach underscores our commitment to equity and inclusion, ensuring every student has access to the resources and support necessary to thrive, while actively dismantling barriers to create pathways for success. Our philosophy is grounded in personal experiences and research-based principles

that emphasize tailored educational strategies, alongside a leadership model that empowers educators and inspires students to take ownership of their learning. By cultivating a collaborative atmosphere that encourages innovation and creativity, JMS not only uplifts the school community but also prepares students for a more equitable world, fostering a lifelong love of learning that extends beyond the classroom.

Instructional Methods. At Jackson Museum School, we recognize the importance of a structured and engaging instructional framework to meet the diverse needs of our students. Our approach integrates core curriculum subjects with a focus on reading/literacy, math, and integrated science/social studies (Exploratory Courses) tailored to different grade levels.

Daily Minutes by Grade Level:

- K-2:
 - 120 minutes of reading/literacy
 - 60 minutes of math
 - 35 minutes of integrated science/social studies
- 3-5:
 - 120 minutes of reading/literacy
 - 60 minutes of math
 - 45 minutes of integrated science/social studies
- 6th Grade:
 - 90 minutes of reading/literacy
 - 90 minutes of math
 - 55 minutes of integrated science/social studies

From Monday to Thursday, our curriculum is presented in a comprehensive manner where students engage in high-quality instruction with the following key methodologies:

1. **Interactive Learning:** Daily lessons will utilize interactive strategies to deliver the museum school model.
2. **Differentiation:** Instruction will be tailored to meet various learning styles and levels within the classroom. Teachers will employ diverse teaching techniques and differentiated tasks to ensure all students can access and understand the material.
3. **Data-Driven Instruction:** Our RTI²-Academics plan will facilitate targeted academic intervention and enrichment, providing an additional 60 minutes of intervention support for K-5 students and 45 minutes for 6th graders, on top of the daily minutes described above. This data-driven approach allows educators to monitor student progress closely and adapt instruction accordingly. During the RTI² block students are categorized into different tiers based on their academic needs:

Tier I Students: These students will receive academic enrichment in literacy through Inquiry-Based Learning (IBL) tasks and mathematics that connect to Project-Based Learning (PBL) tasks. This approach promotes engagement by encouraging students to explore real-world applications of their learning. Research by Thomas (2000) emphasizes that project-based learning increases student motivation and engagement, which are critical for academic success.

Tier II and Tier III Students: For these students, targeted literacy and math intervention

support will be provided based on their greatest deficits. Utilizing research-based curricula that align with the Tennessee RTI²-Academics model, interventions will be tailored to address the specific needs of each student. The i-Ready program will further enhance this by providing data-driven, personalized instruction according to each student's progress and skill level. Progress monitoring screenings will occur biweekly for Tier II students and weekly for Tier III students to track academic growth and performance over time. This systematic approach aligns with research indicating that early and targeted interventions lead to improved outcomes for struggling learners (Baker, 2001). Furthermore, studies by Laitusis et al. (2013) highlight that personalized learning systems significantly improve achievement, especially for struggling learners in critical subject areas, thereby supporting JMS's aim to uplift subpopulations including special education and EL students.

4. **Integration of Subjects:** Integrated science and social studies will not only complement literacy and math lessons but will also allow students to make connections between different disciplines, enhancing their overall learning experience.

Through these instructional methods and a structured daily approach, we are committed to addressing the academic challenges faced by students, particularly in light of the statistics showing that only 21% of students in the Jackson-Madison County School System achieve proficiency in core subjects. By focusing on engaging instructional delivery, we aim to empower every student to reach their academic potential.

Innovative Teaching Methods. At Jackson Museum School (JMS), innovative teaching methods are not implemented in isolation but are seamlessly embedded within the nine-week museum school process. These methods work synergistically to create a transformative learning environment that integrates experiential, inquiry-based, and community-engaged pedagogy. This cohesive approach supports Tennessee's academic standards while fostering student growth, academic excellence, and social development.

Central to the museum school model are three core design elements—**Immersive Learning Experiences (ILE)**, **Collaborative Community Partnerships (CCP)**, and **Integrated Literacy Development (ILD)**—which underpin the integration of these teaching methods. Together, they create an interdisciplinary, inclusive, and dynamic framework that enriches student learning.

At the heart of this model are Immersive Learning Experiences (ILE), where students engage in hands-on, real-world explorations through frequent visits to local museums and cultural sites. These experiences go beyond textbooks, allowing students to connect academic concepts with tangible, meaningful contexts. For example, in a second-grade classroom studying the life cycle of plants, students begin by reading and researching the topic in their classroom. They then visit the community garden to search for seeds and conduct experiments under the guidance of a master gardener. This hands-on exploration helps them apply what they've learned, fostering deeper understanding and engagement with the material.

Collaborative Community Partnerships (CCP) further enrich the educational experience by bringing local experts and resources into the classroom. These partnerships provide students with access to authentic learning opportunities, such as workshops with local artists or historians, where they can engage in practical, real-world applications of what they are studying. Continuing with the example,

after the garden visit, students return to the classroom where they reflect on their experiments and document their findings in travel logs. The master gardener then visits the classroom, bringing a pumpkin for the students to carve and remove seeds. She also bakes pumpkin seeds for them to taste, offering a tangible connection to the experiment. These experiences deepen the students' understanding of the plant life cycle in a meaningful, hands-on way.

Additionally, the Jackson Museum School emphasizes Integrated Literacy Development (ILD), ensuring that literacy is woven throughout all aspects of the curriculum. From hands-on projects to travel logs to community events like Exhibit Night, students are encouraged to communicate effectively across various mediums, preparing them with critical skills necessary for future academic and career success. Following these experiences, the students create a "museum" display for the life cycle of plants. On Exhibit Night, the students explain their exhibits to their parents and community members during a walk-through of the school's "museum Exhibit Night." This opportunity allows students to showcase their work and practice essential presentation and communication skills in front of a real audience, enhancing their confidence and understanding.

The following teaching methods, embedded in the museum school model, are designed to guide each quarterly nine-week cycle, culminating in student exhibitions and presentations:

Innovative Teaching Method	Description	Evidence-Based Benefits
Collaborative, Cross-Curriculum Planning	Teachers work together to plan quarterly, nine-week museum model projects, ensuring the integration of fine arts, math, science, social studies, and literature or research throughout the academic year.	Encourages teamwork among educators and provides students with holistic and multidisciplinary learning experiences (Beane, 1997).
Inquiry-Based Learning	Students start every nine-week cycle with a question to be solved, engaging in critical thinking and research to find answers through exploration and investigation. This method promotes engagement by encouraging students to explore real-world applications of their learning.	Promotes critical thinking and enhances comprehension (Minner et al., 2010).
Project-Based Learning	The quarterly museum model includes real-world projects that require collaboration and creativity, culminating in presentations or exhibitions of their work.	Improves student engagement and retention of information (Thomas, 2000).
Experiential Learning	Hands-on learning is a key part of the museum model as students go on "expeditions," which are learning-based trips directed toward specific learning targets. These excursions allow students to experience different places and interact with various cultures and people.	Enhances emotional and social skills, increasing academic motivation and gives real-world meaning (Falk & Dierking, 2000).
Place-Based Education	Through the quarterly, nine-week projects, learning centered around the local community, utilizing its history, culture, and environment as a foundation for exploration and study. Expeditions, not merely field trips, are designed to immerse students in community locations like museums and cultural sites, ultimately fostering cultural awareness and empathy through	Increases student motivation, experience curiosity, and knowledge retention (Smith & Sobel, 2010).

Innovative Teaching Method	Description	Evidence-Based Benefits
	experiences beyond their immediate surroundings.	
Differentiated Instruction	Within quarterly, nine-week projects, instruction is tailored to meet individual learning styles and needs, allowing students the freedom to choose how they approach solving the guiding question for projects. This appreciation for diverse learning styles, creativity, and progression creates an inclusive environment.	Increases student success rates (Tomlinson, 2001).
Integrated Curriculum	The quarterly, nine-week museum model projects leverage an interdisciplinary approach, requiring that themes connect across subjects. Collaboration among teachers in designing quarterly projects promotes a strong integration of various content areas, enhancing students' overall learning experience.	Facilitates deeper understanding and retention (Beane, 1997).
Integrated Literacy Development (ILD)	Through the quarterly, nine-week museum model projects, students will engage in reading, researching, and presenting their findings during a community event called Exhibit Night, where they act as museum docents, leading peers and community members through their presentations. Students are also responsible for writing exhibit display cards, which promotes communication and understanding of their work.	Promotes critical thinking and literacy skills while fostering community engagement (Lupi, 2021).
Reflective Practice	Throughout the nine-week museum model projects students keep "travel logs," where they reflect on their learning after each expedition. This process encourages students to consider their experiences and integrate their learning, fostering self-awareness and growth.	Contributes to higher engagement and self-directed learning and learns to look at problems with a critical lens(Hattie & Timperley, 2007).

Supporting the Mission and Promoting Academic Achievement at Jackson Museum School.

The academic plan at Jackson Museum School (JMS) is designed to align with state-approved curriculum and Tennessee Academic Standards while fostering academic excellence and character development. Central to this plan are **Immersive Learning Experiences (ILE)**, **Collaborative Community Partnerships (CCP)**, and **Integrated Literacy Development (ILD)**—all culminating in the museum model to promote student success and support the school's mission.

d. Provide evidence that demonstrates how the school's academic plan will improve student performance and close achievement gaps specifically for the school's target student population and students with diverse needs.

Enhancing Student Performance and Closing Achievement Gaps. Current data from the Jackson Madison County School System highlights the significant challenges faced by its diverse student population, where 54% of students are economically disadvantaged, 18% receive special education services, and 10% are English language learners (EL). Academic performance data reveals only 21% of students are proficient in reading and math, far below state and national averages. Additionally, 40.88% of third graders fail to meet literacy benchmarks, signaling a critical need for targeted interventions. Stark racial disparities persist, with only 14% of Black students and 24% of Hispanic students achieving

proficiency in reading and math, compared to 33% of their White peers.

To address the significant challenges faced by its diverse student population, Jackson Museum School (JMS) will implement a comprehensive academic plan specifically designed to enhance performance and close achievement gaps among economically disadvantaged students, students receiving special education services, and English learners (ELs).

Targeted Interventions. Current data indicates that 54% of students are economically disadvantaged, 18% receive special education services, and 10% are ELLs. With only 21% of students proficient in reading and math and stark disparities among racial groups, targeted literacy and math interventions are critical. JMS will utilize research-based curricula that cater to individual learning deficits, providing personalized support through the i-Ready program for data-driven instruction. Research has shown that personalized learning systems significantly improve academic outcomes for struggling learners (Laitusis et al., 2013).

Engaging Learning Approaches. Research demonstrates that immersive learning approaches such as project-based learning (PBL), inquiry-based learning, and place-based education are highly effective in closing achievement gaps, particularly for students from low-income backgrounds, students of color, special education students, and English learners. A study by Darling-Hammond et al. (2008) found that PBL enhances student engagement and academic achievement by encouraging critical thinking, collaboration, and real-world problem-solving. Similarly, the National Research Council (2000) reported that inquiry-based learning fosters deeper understanding of content, with particularly strong benefits for underserved students. Place-based education, as highlighted by Gruenewald and Smith (2008), connects learning to local contexts and cultural heritage, improving engagement and academic performance for marginalized populations.

Collaborative community partnerships and increased family engagement also play a critical role in closing achievement gaps. Research by Epstein et al. (2009) shows that schools that actively partner with families and community organizations see improvements in student attendance, academic achievement, and behavior. These partnerships foster shared accountability and create a network of support for students.

Integrated literacy development is another strategy supported by evidence to improve academic outcomes. The National Institute for Literacy (2007) found that embedding literacy across the curriculum enhances reading comprehension, vocabulary, and critical thinking skills. This approach is especially effective for English learners, special education students, and economically disadvantaged students.

Supporting Diverse Learners. JMS will employ licensed special education and EL teachers, supported by an Academic Coordinator/Special Education Director, to implement individualized education plans (IEPs) and ensure compliance with educational standards. Research indicates that strategies from specialized staff significantly improve success rates for ELLs and students with disabilities (Gersten et al., 2009). The integration of push-in and pull-out services will enable special education teachers to offer tailored support both within general classrooms and in specialized settings. This model allows students to engage with grade-level content while receiving the assistance needed to master essential skills.

Focus on EL Education. Transitioning to the ELPA21 assessment provides a robust framework for

measuring and tailoring instruction based on English proficiency. Implementing culturally relevant curricula further enhances engagement and motivation among ELLs, as research indicates that inclusive practices improve student performance (Hughes & Chen, 2011).

e. Outline class sizes and structures for elementary, middle, and high school divisions, and note any significant differences among them.

The structure and size of class environments in educational institutions play a pivotal role in shaping students' learning experiences. At Jackson Museum School, we have thoughtfully designed our educational framework across three divisions: primary (K-2), elementary (3-5), and Middle (6th grade) as a transitional year to junior high school, with distinct goals and methodologies tailored to meet the developmental needs of students at each stage. This outline presents the class sizes and structures unique to each division, emphasizing the significant pedagogical differences that cater to varied learning objectives.

Primary School (K-2)

- **Size:** The exact size will vary according to enrollment. We will comply with the state's requirement of maintaining a student-to-teacher ratio of 1:20 for grades K-3. Individual class sizes may reach up to 25 students, provided the overall school average remains at or below the 1:20 ratio.
- **Structure: Self-Contained Classrooms.** The structure will center on numeracy and literacy, with a heavy emphasis on literacy preparation leading up to the 3rd-grade state literacy test. Focused literacy instruction will include:
 - 120 minutes of reading/literacy daily that encompasses Heggerty lessons, Skills Strand lessons, Knowledge Strand lessons, and guided reading sessions to assess and differentiate based on student needs.
 - Math instruction will include 60 minutes daily, reinforcing foundational math skills through hands-on activities and engaging problem-solving tasks.
 - Differentiated learning opportunities will be supplied based on the museum model, individual enrollment needs, and resource availability.
 - Integrated exploratory classes will enhance literacy and numeracy by incorporating science and social studies, enabling students to make real-world connections, and the learning block will embody many of the key pillars of the museum school model.
 - Social and Emotional Learning (SEL) activities woven into the daily schedule to instill core values such as empathy, cooperation, kindness, and perseverance.

Elementary School (3-5)

- **Size:** The exact size will vary according to enrollment. We will comply with the state's requirement of maintaining a student to teacher ratio of 1:25 for grades 4-6 (1:20 for grade 3). Individual class sizes may reach up to 30 students, provided the overall grades' average remains at or below the 1:25 ratio.
- **Structure: rotational groupings**
 - 120 minutes of reading/literacy daily, integrating Skills and Knowledge Strands, guided reading with anchored texts, and opportunities for speaking and presenting to build communication skills.

- Math instruction will also be 60 minutes daily, focusing on problem-solving, reasoning, and applied mathematics.
- Quarterly museum units incorporated into the curriculum will utilize the integrated science/social studies block for project-based learning, allowing students to engage in collaborative projects that foster critical thinking.
- Regular assessments using Mastery Connect to guide instruction and individual student progress, ensuring that teaching methods are responsive to students' evolving needs.
- Involvement in clubs and activities that align with their interests to reinforce social engagement and creativity, promoting a well-rounded educational experience.

Middle School (6)

- Size: The exact size will vary according to enrollment.
- Structure: Move towards departmentalized groupings
 - The general structure will consist of 2 large blocks (90 minutes each) per day focusing on literacy and numeracy, utilizing dual instructional methods to accommodate various learning styles.
 - Two “skinny blocks” (55 minutes each) that focus on integrated inquiry and project-based learning in science and social studies, providing students opportunities to explore real-world issues and apply their learning collaboratively.
 - Advanced academic tracks available for students, which may include Algebra and advanced science courses, providing rigorous options that challenge students and encourage higher-level thinking.
 - Museum School model project-based learning components integrated into the four core subjects (science/social studies, math, and English) for quarterly projects, allowing students to demonstrate mastery through practical application and research.
 - Dedicated SEL check-ins incorporated into morning meetings and advisory periods to develop emotional intelligence and community building.

Significant Differences:

- Primary (K-2): Emphasis on foundational literacy skills and integration with exploratory learning that lays the groundwork for later academic success.
- Elementary (3-5): Focus purely on core literacy and math skills, alongside a museum unit within the integrated blocks that supports collaborative, real-world project-based learning, enhancing both engagement and relevance.
- Middle (6): Introduction of specialized academic tracks with potential advanced courses, providing differentiated learning opportunities tailored to encourage academic growth. The museum school model ensures that project-based learning is a vital component in every core class, enhancing skills through practical engagement and community connections.

f. Provide an overview of the curriculum the school will offer. Detail how the proposed curriculum is well-suited for the targeted student population and aligned to Tennessee Academic Standards. Identify any gaps within the curriculum related to Tennessee's Academic Standards and how those gaps will be addressed. Note: If an authorizer approves a charter application that includes textbooks and instructional materials not approved by the Tennessee State Board of Education pursuant to T.C.A. § 49-6-2206, the approved

application will serve as documentation of the authorizer's decision to waive the sponsor's requirement to use State Board-approved textbooks and instructional materials.

Curricular Materials Overview. Our curriculum will align with Tennessee Academic Standards while maximizing instructional time through a spiraling approach, enabling students to consistently achieve Met (Level 3) or Exceeded Expectations (Level 4) throughout the academic year. To select high-quality instructional materials, the CEO/Lead Founder will utilize EdReports, a trusted nonprofit resource that rigorously evaluates curricula for alignment with state standards, usability, and effectiveness in enhancing student outcomes. This process will ensure that selected materials are rigorous, accessible, and adaptable to meet the diverse cultural and academic needs of our students. Our instructional framework will incorporate **purchased curricula across all subjects**, ensuring robust alignment with Tennessee Academic Standards and fostering an engaging, inclusive learning environment that promotes academic progress and student success.

The selected curricular materials will provide core content and essential skills, serving as a foundation for innovative teaching methods incorporated through the museum school model. The curricula was chosen to work in conjunction with the museum model, especially during the integrated science and social studies block. Students will apply science standards to investigate local environmental challenges or use math standards to design solutions to real-world problems. Inquiry Based Learning (IBL) embedded in the museum school model will encourage students to ask critical questions, explore interdisciplinary connections, and deepen understanding through active, personalized engagement. By integrating standards-aligned materials into these experiential frameworks, students will meet rigorous academic goals while developing creativity, critical thinking, and problem-solving skills.

Jackson Museum School (K-6) Curriculum Choices

Grade Level	Literacy Curriculum	Math Curriculum	Science Curriculum	Social Studies Curriculum	Intervention & Enrichment
K-2	Houghton Mifflin Harcourt Into Reading, Tennessee Edition: Foundational Skills: Emphasis on phonics, phonemic awareness, word recognition, and fluency to build the essential building blocks of reading and writing. Language Development: Focus on vocabulary enrichment and basic grammar skills to support early literacy. Reading Comprehension: Engage with simple yet diverse texts to enhance understanding and foster a love for reading. Writing: Introduce students to the basics of writing with opportunities for creative expressions, such as drawing and picture labeling. Speaking and Listening: Develop communication skills through interactive activities and storytelling.	enVision Mathematics: Fluency, Procedural, Conceptual, Application Math Skills, Math/Imagine MyPath for ELL	Inspire Science: 5E Framework: Engage, Explore, Explain, Elaborate, Evaluate	Gallopade Curriculum: Social Studies	iReady for Math and Reading (20-minute, 3 rotations daily)

Grade Level	Literacy Curriculum	Math Curriculum	Science Curriculum	Social Studies Curriculum	Intervention & Enrichment
3-5	Hegerty- Phonics focus Houghton Mifflin Harcourt Edition: Integration of Skills and Knowledge: Develop a deeper understanding by connecting reading with writing and critical thinking. Reading Comprehension: Engage with more complex texts and undertake structured exercises to enhance analytical skills. Writing: Encourage narrative and expository writing through diverse prompts and structured workshops. Speaking and Listening: Strengthen communication through structured discussions and presentations, emphasizing collaboration. Language Development: Focus on expanding vocabulary and advanced grammar to support complex sentence construction.	enVision Mathematics: Fluency, Procedural, Conceptual, Application Math Skills, Math/Imagine MyPath for ELL	Inspire Science: 5E Framework: Engage, Explore, Explain, Elaborate, Evaluate	Gallopade Curriculum: Social Studies	iReady for Math and Reading (20-minute, 3 rotations daily)
6	Houghton Mifflin Harcourt Into Reading, Tennessee Edition: Advanced Integration of Skills: Prepare students for middle school by integrating reading and writing with critical thinking and analysis. Core Text Engagement: Foster in-depth discussions and analytical skills through anchor texts aligned with various genres and themes. Independent Learning: Cultivate self-directed study habits through individual reading projects and writing assignments. Speaking and Listening: Promote effective communication and presentation skills for real-world applications. Language Development: Further develop vocabulary and usage, focusing on nuances and advanced grammar.	enVision Mathematics: Fluency, Procedural, Conceptual, and Application Math Skills	STEMscopes Science: 5E + IA Framework: Engage, Explore, Explain, Elaborate, Evaluate, Intervention, Acceleration	Gallopade Curriculum: Social Studies	iReady for Math and Reading (20-minute, 3 rotations daily)

Alignment to Tennessee Academic Standards:

- **Literacy:** Programs are aligned with Tennessee ELA standards, reinforcing reading comprehension, writing, and foundational skills.
- **Mathematics:** The curriculum supports procedural understanding and fluency in line with Tennessee math standards.

- **Science:** The curriculum design follows the 5E model while ensuring coverage of Tennessee science standards.
- **Social Studies:** Comprehensive content aligns with state standards for social studies education.

Gap Alignment. While we do not foresee significant gaps in the curriculum provision itself, skill gaps for students are addressed through iReady interventions. To ensure that the curriculum is fully aligned with Tennessee Academic Standards, Jackson Museum School will implement iReady during intervention and enrichment time. This approach provides targeted support through a structured 20-minute, 3-rotation daily approach to address skill gaps through personalized learning and intervention. Regular assessments will monitor student progress and allow for instructional adjustments as necessary.

Kindergarten to 2nd Grade Suitability. For our youngest learners, the curriculum focuses on building strong foundational skills in literacy, mathematics, science, and social studies. Houghton Mifflin Harcourt Into Reading, Tennessee Edition, alongside Heggerty Phonics, focuses on building strong foundational skills in literacy by emphasizing phonics, word recognition, and early comprehension, while enVision Mathematics emphasizes both procedural and conceptual math skills. In science, Inspire Science follows the 5E Framework, ensuring hands-on, inquiry-based learning. Additionally, iReady intervention and enrichment programs provide targeted support, addressing skill gaps through a structured 20-minute, 3-rotation approach daily. Language and social studies are enriched through Blended Learning platforms such as Imagine MyPath for EL students.

Grades 3-5 Suitability. As students progress, the curriculum integrates skills and knowledge with continued emphasis on literacy, mathematics, and science. Houghton Mifflin Harcourt Into Reading integrates reading and writing, reinforcing literacy skills through workshops and critical thinking activities, while enVision Mathematics supports *procedural*, conceptual, and application-based learning. STEMscopes Science encourages exploration and scientific inquiry within the 5E model. Social studies are enriched through Gallopade Curriculum and Blended Learning platforms such as Imagine MyPath for EL students.

Grade 6 Suitability. At the middle grade level, Jackson Museum School continues to build on students' academic foundations while fostering independence. Houghton Mifflin Harcourt Into Reading provides advanced reading and writing workshops, preparing students with comprehensive literacy skills. complemented by enVision Mathematics for comprehensive math skills development. STEMscopes Science emphasizes STEM-related problem-solving, while iReady continues to support intervention and enrichment needs. Social studies are explored through Gallopade Curriculum, ensuring a well-rounded understanding of civic knowledge.

Tailored Support for Student Success. In addition to rigorous academic instruction, the curriculum offers comprehensive support through iReady during intervention and enrichment periods. This ensures that skill gaps are addressed through personalized learning, allowing students to achieve mastery in critical areas. The continuous professional development of teachers, including initial training, ongoing coaching, and mid-year onboarding, ensures that all educators are equipped to meet the diverse needs of our students. Together, these strategies create a dynamic learning environment that promotes academic excellence and prepares students for future success.

g. Outline the school's strategies to address academic underperformance. Include plans for Response to Instruction and Intervention (RTI²) that align with Tennessee guidelines pursuant to SBE Rule 0520-01-03-.03.

To effectively tackle academic underperformance in line with Tennessee State Board of Education (SBE) Rule 0520-01-03-.03, our school will implement a multi-tiered framework that emphasizes proactive intervention strategies and continuous evaluation. By adopting this comprehensive RTI² model, supported by the iReady intervention product, we aim to provide all students with the necessary resources to achieve academic success. This approach emphasizes early intervention, targeted support, and consistent progress monitoring, crucial for closing achievement gaps and enhancing overall student outcomes. The following outlines our comprehensive approach:

Screening and Data Collection. We will initiate our intervention process through systematic screening using the state approved Measure of Academic Process (MAP) at the beginning of the year to establish a baseline for student performance. Then benchmarking will occur in December and April, thus data will be collected in the fall, winter, and spring using MAP and an iReady assessment tool that tracks intervention progress. The screener and benchmarks are given in class by the teacher, the Academic Coordinator/Special Education Director tracks the data collection, and the data is disaggregated and analyzed during Professional Learning Community (PLC) time. The aim is to identify students in need of support in critical areas such as reading and math early. Research indicates that early identification is vital for intervention success (RtiNetwork, 2020).

Tiered Levels of Intervention. Our intervention model will be structured into distinct tiers, aligning with Tennessee guidelines:

- Tier I: All students will receive high-quality, evidence-based core instruction within the general classroom. Differentiated instruction tailored to the Tennessee State Standards will be provided.
- Tier II: For students identified as needing additional support (based on screening results), targeted interventions will focus on addressing specific skill gaps. Progress monitoring will occur every 2-4 weeks to assess individual student growth (Fuchs & Fuchs, 2006).
- Tier III: This tier will offer intensive, individualized support involving specialized personnel, such as special education teachers, the Librarian/Literacy Specialist, and the Instructional Coaches (starting in year 5). Focus will be on more significant skill deficits, backed by continuous formal assessments as needed.

Assessment Cycle for RTI. Our RTI process is anchored in a structured school-wide assessment cycle:

- **Universal Screener:** Conducted at the beginning of the year to determine initial student placements within Tier 1, Tier 2, or Tier 3 based on skill levels in reading and math and serves as a baseline for later benchmarks (conducted in the classroom by the teacher as designated by the assessment calendar).
- **Benchmarks:** Two additional benchmarks will be established each year to chart student growth and monitor proficiency against grade-level standards after the universal screener (conducted in the classroom by the teacher as designated by the assessment calendar).
- **Targeted Interventions:** Each student will receive tailored interventions based on Tier classification. Progress will be closely monitored weekly or biweekly within the classroom during the intervention block by the classroom teacher, depending on the specific standards

targeted (Buffum, Mattos, & Weber, 2012). Intervention blocks are built into the daily schedule and certified teachers with volunteers facilitate interventions. Certified teachers will work with the highest need students.

Progress Evaluation. Regular evaluation will be critical to assess the effectiveness of our interventions. We will implement assessments weekly or biweekly based on our adopted curriculum to review academic progress and mastery of standards. This ongoing data collection will allow for informed adjustments to interventions as necessary. iReady provides a quick weekly/biweekly progress monitoring tool that teachers can administer as part of the intervention block on Fridays to direct intervention planning for the following week. As part of progress evaluation, iReady progress reports detailing standards mastery will be sent home to families monthly.

Positive Behavior Interventions and Supports (PBIS). To foster a supportive testing environment, we will integrate PBIS practices into our response model. Celebrating growth and achievements in the classroom will enhance student motivation and engagement. Quarterly recognition ceremonies will further promote a positive school culture and encourage student success in assessments, as well as other areas of school culture.

Alignment with Tennessee Guidelines pursuant to SBE Rule 0520-01-03-.03. Our comprehensive approach to addressing academic underperformance is explicitly aligned with Tennessee State Board of Education (SBE) Rule 0520-01-03-.03, incorporating data-driven decision-making, multi-tiered interventions, progress monitoring, parental involvement, and adherence to Tennessee State Standards. Systematic screenings are conducted three times a year to establish performance baselines and identify students in need of additional support, ensuring data-driven decisions guide all instructional practices and interventions. Following the RTI² framework within a Multi-Tiered System of Support (MTSS), Tier I provides all students with evidence-based core instruction aligned with state standards, while Tier II delivers targeted, differentiated interventions for students needing additional support, and Tier III offers intensive, individualized interventions involving specialized personnel for significant skill gaps. Consistent progress monitoring occurs every 2-4 weeks for Tier II students and weekly or biweekly for Tier III students, allowing timely adjustments to interventions as required by SBE guidelines. Parental involvement is integral to our strategy, with regular communication about student progress and the interventions being implemented, fostering a collaborative approach to student success. Positive Behavior Interventions and Supports (PBIS) celebrate growth and achievements, reinforcing motivation through initiatives such as House Challenge Days and awards ceremonies, which align with Tennessee's focus on creating a positive school environment. Finally, all instructional strategies and interventions are meticulously aligned with Tennessee State Standards, ensuring the curriculum supports both remediation and enrichment to promote grade-level mastery and address the diverse needs of all students.

j. Describe how the school will ensure that 3rd, 4th, and 5th grade students receive tutoring, remediation, support, and/or summer school as required by T.C.A. § 49-6-3115.

To meet the requirements set forth in Tennessee Code Annotated (T.C.A.) § 49-6-3115, Jackson Museum School (JMS) is committed to providing comprehensive tutoring, remediation, and support for 3rd, 4th, and 5th grade students who are identified as at-risk of falling behind in their academic achievement, particularly in literacy and numeracy. The law emphasizes the importance of early intervention through additional educational opportunities, and our strategic plan is designed to ensure that our students receive the necessary support in alignment with these regulations. At Jackson Museum

School, we have intervention, remediation, and support built into our schedule with a daily intervention/enrichment block and tutoring offered Monday through Thursday in the Afterschool C.R.E.W program.

Identification and Assessment. In adherence to T.C.A. § 49-6-3115, the first step will be the systematic identification of students who require additional assistance. This involves comprehensive screening and assessment protocols that align with Tennessee's early literacy and numeracy benchmarks. The law requires schools to focus particularly on the performance of students in grades K-3; however, JMS will extend support to students in grades 4 and 5 to ensure academic success in foundational skills. Each student will undergo regular assessments (outlined in section 1.3), including state-mandated assessments and universal screeners conducted three times per academic year, which will help identify those in need of tutoring or additional support (Tennessee Department of Education, 2022).

Implementation of Targeted Support. Once students are identified, our school will implement targeted tutoring and remediation programs tailored to their individual needs. The support structure will include:

1. **Daily RTI² 60 minute block:** Our school schedule will incorporate an “intervention block,” designed specifically for Response to Instruction and Intervention (RTI²) not to interfere with Tier I instruction. This dedicated time will allow for weekly intervention and enrichment sessions, ensuring that all students receive focused support to address their unique learning gaps. This structured time will enhance individualized instruction and progress monitoring, allowing educators to adapt their approaches based on student needs (Buffum et al., 2012).
2. **C.R.E.W. After-School Program:** Our after-school initiative, C.R.E.W. (Creating Responsible, Engaged, and Well-rounded), will launch in Year 1. C.R.E.W. will provide after-school tutoring, homework assistance, and enrichment activities from Monday to Thursday from 3:15 - 6 pm each week. This program fosters personal growth, teamwork, and creativity, ensuring a well-rounded educational experience. Certified teachers and trained paraprofessionals will lead sessions, offering personalized attention to help students develop critical skills (Fuchs & Fuchs, 2006).
3. **Literacy Support Program for 3rd Graders:** We will implement a specialized initiative called "Read to Succeed." This program is designed specifically for 3rd grade students who are behind in literacy and need focused support to prepare for the Tennessee literacy test. "Read to Succeed" will incorporate evidence-based strategies that can be implemented during the intervention block, including:
 - Phonics and Word Study: Targeted phonics instruction to build decoding skills and improve reading fluency.
 - Guided Reading Sessions: Small group sessions where students read at their instructional level, allowing for personalized guidance and feedback.
 - Literacy Workshops: Interactive workshops where students can engage in reading comprehension activities, vocabulary acquisition, and writing exercises.
 - Reading Buddies: Pairing students with older peers or volunteers for one-on-one reading time to enhance motivation and reading practice.

Parental Involvement and Notification. T.C.A. § 49-6-3115 emphasizes the communication of student needs to parents and guardians. We will actively engage parents through informative meetings and regular communication regarding their child's academic performance and the available support options.

In addition to four and half week progress reports and quarterly report cards, parents will receive intervention and assessment reports in coordination with benchmarking in fall, winter and spring. As needed, teachers will notify parents through our school wide Dojo app and parents can track student grade performance on the school's parent portal. Notifications will be sent out to inform parents of the tutoring programs and the importance of their involvement in their child's education. We will also provide resources and strategies to help parents support their children at home.

Progress Monitoring. Our plan includes rigorous progress monitoring of all students participating in tutoring and remediation programs to evaluate the effectiveness of these interventions. Short, weekly assessments will help determine if students are making adequate progress toward meeting grade-level expectations. Moreover, adjustments to instruction will be based on weekly and quarterly assessment data, ensuring that interventions are responsive to the changing needs of each student (Buffum et al., 2012).

k. Explain how the school will incorporate foundational literacy instruction in accordance with T.C.A. § 49-1-905.

To comply with T.C.A. § 49-1-905, our school is dedicated to ensuring that all students receive high-quality foundational literacy instruction that is aligned with Tennessee's literacy standards. This code emphasizes the importance of developing literacy skills in all subject areas, focusing on reading, writing, speaking, and listening. By implementing evidence-based practices in our literacy curriculum, we aim to create an effective framework that supports all students, particularly those who may be at risk of academic underperformance.

Framework of Foundational Literacy Instruction. The foundational literacy instruction plan comprises several key components, all aligned with T.C.A. § 49-1-905:

1. **Comprehensive Curriculum Design:** Our adopted literacy curriculum integrates a strong literacy focus across reading, researching, writing, and presenting, anchoring a content-based approach that engages students through the museum model. This model promotes inquiry-based learning, allowing students to explore and connect with historical and cultural artifacts, fostering deeper understanding and engagement in literacy tasks (Hein, 1998). The curriculum will utilize quality texts that are culturally relevant, ensuring that our diverse student population sees themselves reflected in their reading materials, which can enhance motivation and engagement (Ladson-Billings, 1994).
2. **Structured Literacy Instruction:** Research highlights the efficacy of structured literacy approaches, particularly for early readers and those struggling with literacy skills (Snow, Burns, & Griffin, 1998). A deliberate emphasis will be placed on foundational literacy development in grades K-2 to ensure that students build the necessary skills before progressing to higher grades. Evidence-based strategies will be employed to reinforce essential literacy components during these critical early years. Our foundational literacy instruction will employ systematic phonics instruction, vocabulary development, and reading comprehension strategies. This approach provides clear scaffolding and progression in learning. Specifically, we will focus on the five essential components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension, as defined by the National Reading Panel (2000). Lessons will be designed to integrate these components cohesively and ensure proficiency by 3rd grade. The "Read to Succeed" program will be implemented during the Afterschool C.R.E.W. time to support literacy

instruction that has taken place within the classroom.

3. **Early Screening and Intervention:** An early screening and intervention plan will identify and support at-risk students. Screening tools will be implemented in kindergarten to detect any gaps in foundational literacy skills, and targeted interventions will address those gaps. This aligns with our commitment to ensuring all students meet grade-level benchmarks by implementing data-driven, evidence-based strategies.
4. **Integration of the Museum Model:** By leveraging the museum model, we will facilitate a literacy-rich environment where students can engage with the material in meaningful ways. Students will participate in experiential learning through field trips, interactive exhibits, and online resources that enhance their understanding of complex texts. This hands-on approach supports differentiated learning by allowing students to access information in various formats, catering to different learning styles (Vygotsky, 1978).
5. **Educator Training:** Educator training will play a pivotal role in aligning instruction with T.C.A. § 49-1-905. Teachers will receive professional development in reading science, evidence-based literacy practices, and systematic phonics instruction. This ensures that instructional strategies reflect the latest research and best practices, equipping teachers to meet the diverse needs of their students effectively. Additionally, teachers will participate in the Tennessee Early Reading Training required for grade K-3 teachers.
6. **Collaborative Learning and Literacy Practices:** Our plan will emphasize collaborative learning opportunities that support literacy development. Students will engage in peer discussions, group projects, and presentations that require them to articulate their thoughts and ideas. This aligns with effective literacy instruction practices where communication and collaboration have a significant positive impact on literacy growth (Swain, 2000).
7. **Data-Driven Instruction:** Regular progress monitoring in accordance with RTI² frameworks will ensure timely identification of students needing additional support. Screening tools and formative assessments will guide instructional decisions, providing data-driven feedback for individualizing instruction. Teachers will adjust their strategies to meet students' needs effectively, fostering continuous improvement.
8. **Monthly Family Reading Nights:** We will implement monthly Family Reading Nights at the school, each centered around a specific book theme and featuring refreshments, activities, and guest readers to create an inviting atmosphere that encourages families to read together. These events will enhance community support for our students' reading development and foster a culture of literacy that extends beyond the classroom. Participants will also receive literacy resources and practical strategies as takeaways from each session, equipping families to support reading development at home. By creating this partnership between home and school, we amplify the impact of foundational literacy instruction.
9. **Partnership with Team READ:** To bolster our literacy support, we will establish a partnership with the United Way of Jackson's TEAM Read, which provides volunteer readers and tutors who come to the school weekly. These volunteers will work with targeted students who need additional reading assistance, offering individualized support that can significantly enhance their literacy development. This partnership aligns with our commitment to providing comprehensive literacy support and fostering community involvement.

Alignment with Academic Plans and Best Practices. This comprehensive literacy instruction plan aligns with our previously discussed academic initiatives, such as the C.R.E.W. after-school program,

which offers tutoring and enrichment, and the "Read to Succeed" initiative for targeted support in literacy. Furthermore, these initiatives will be directly tied to our overarching mission: to equip students with the skills necessary for success in academic and real-world contexts. To ensure transparency and effectiveness, our foundational literacy instruction plan will incorporate regular benchmark assessments. These assessments will be shared with stakeholders to maintain accountability and provide a clear picture of student progress.

Section 1.3 – Assessments **(Required for All Sponsors)**

a. Detail formative and/or summative assessments the school will utilize to determine the academic needs of individual students and student sub-groups. Explain how these assessments align with the school's academic plan and state standards. Detail the frequency and cadence of these assessments and identify the faculty and staff responsible for administering them.

The Jackson Museum School will implement a robust system of formative and summative assessments to address the diverse academic needs of individual students and student sub-groups. These assessments are meticulously aligned with the school's academic plan and Tennessee state standards to ensure data-driven instruction and targeted support. All assessment products were selected from the Tennessee Department of Education's suggested list of board-approved screeners and tools, guaranteeing their alignment with state standards and effectiveness in measuring student progress. By employing a combination of diagnostic tools, ongoing monitoring, and state-mandated evaluations, the school aims to identify learning gaps, track progress, and enhance student outcomes. The detailed chart below summarizes the assessment strategies, frequency and cadence, and the responsibilities of faculty and staff in administering them.

Jackson Museum School Assessment Calendar

Assessment Name	Assessment Grades	Frequency/ Cadency	Assessment Type/ Purpose	Test Administrator
Measure of Academic Progress (MAP)	K-6 Reading Language Math Science	3 times per year: August, December, March	Universal screener that helps identify students who need academic intervention This screener can help identify students in grades K–3 who may have signs of dyslexia or other reading difficulties. It assesses key reading skills and can be administered up to three times per year. It can be used in conjunction with the Shaywitz Dyslexia Screen and Rapid Automatized Naming (RAN) resources.	Group Administration; Teachers can assess, but not their own classroom students.
iReady Benchmarks	K-6 Reading Math	3 times per year: August, December, April	iReady can be used as an intervention and in conjunction with Literacy Tasks to meet state screening requirements. Literacy Tasks can also help identify students at risk for dyslexia.	Classroom Teacher and/or Interventionist Teacher
iReady Growth	K-6 Reading	Monthly	Growth Monitoring is designed to	Classroom Teacher

Assessment Name	Assessment Grades	Frequency/ Cadency	Assessment Type/ Purpose	Test Administrator
Monitoring, progress monitoring	Math		be administered monthly, but may be administered as frequently as every week in which the i-Ready Diagnostic assessment is not administered. i-Ready Growth Monitoring is a general outcome measure form of progress monitoring.	and/or Interventionist Teacher
MVPA Assessment Benchmarks	2-6 (ELA, Math) in addition: 6th (Science, SS)	Annually: January	To serve as a practice test; a pre-built benchmark assessment designed to provide highly reliable predictions about the degree to which students are on target to meet mastery of state standards	Group Administration; Teachers can assess, but not their own classroom students
ELPA21 (TN transitioning from using WIDA to ELPA21 24-25 school year)	K-6 ESL Students	Annually: February/March	Determine competency of ESL students in English language-Reading, Writing, Speaking, and Listening	EL Teacher
MSAA for Scholars with Disabilities (ELA and Math)	Grades 3-6 for MSAA. Grades 3-6 for TCAP-Alt	Annually: Approx. February/March	MSAA-an alternative assessment designed to measure the English Language Arts and Mathematics proficiency of students with disabilities, ensuring that their unique learning needs are addressed and educational standards are met.	Any certified teacher employed by the district, meaning it does not necessarily have to be a special education teacher; however, the IEP team will determine who is best suited to administer the test based on the student's individual needs.
TCAP-Alt for Scholars with Disabilities (Science and Social Studies)			TCAP Alt-an assessment that evaluates the knowledge and skills of students with disabilities in Science and Social Studies, providing an accurate reflection of their academic progress and understanding of the curriculum in these subject areas.	
TCAP Achievement, TNReady	3-6 ELA Math Science Social Studies	Annually: Approx. April/May	Assesses student learning in the course. Used for student grades and in evaluations for teachers, schools, and districts.	Group Administration; Teachers can assess, but not their own classroom students
Unit Tests	K-6 ELA Math Science Social Studies	Quarterly	Tennessee students benefit from taking quarterly or unit tests as these assessments help gauge their understanding and retention of material, guiding both their learning and instruction. In the Museum School model, these assessments culminate in a	Classroom Teacher

Assessment Name	Assessment Grades	Frequency/ Cadency	Assessment Type/ Purpose	Test Administrator
			quarterly summative presentation, where students showcase their project-based learning during an exhibit night experience, effectively demonstrating their knowledge and skills in a creative format.	

b. Describe the plan to collect and analyze academic data to ensure individual students make academic progress throughout the year. Explain how these plans will drive professional development for faculty and staff.

Jackson (K-6) will implement a comprehensive academic data plan to ensure individual student progress throughout the year, using the Measure of Academic Progress (MAP) as the universal screener and progress monitoring tool, plus using iReady for formative assessments, including weekly/bi-weekly progress monitoring, quarterly iReady Growth Monitoring, and semester benchmarking. To foster a data-driven culture, the leadership team, including the CEO/Lead Founder, will adopt the *Driven by Data* protocol, emphasizing data collection and analysis (e.g., test results and assessments), reflection on student needs, actionable planning, and progress monitoring to ensure effective implementation. These practices will be embedded in weekly grade-band Professional Learning Communities (PLCs), where educators collaborate to analyze data, share strategies, and develop instructional action plans. Teachers will administer rigorous assessments and use the data to guide high-quality instruction, while the leadership team (Academic Coordinator/Special Education Director (year 0), Principal (starting year 0 and Assistant Principal (starting year 2)), will oversee data reflections from MAP benchmarks, iReady assessments, and other progress monitoring tools to make informed decisions that drive student achievement.

Data Collection. The first step of the cycle is data collection and will involve standardized processes stemming from the MAP universal screener to create academic groups categorized as Tier 1, 2, and 3. Data will be gathered by teachers through formal assessments, with short in-classroom weekly or biweekly progress monitoring and quarterly growth monitoring to track mastery of standards in reading, math, and other core subjects aligned with Tennessee Standards.

Data Analysis. The second step will focus on data analysis procedures, incorporating quarterly data meetings where teachers and administrators (CEO/Lead Founder and later Principal) review outcomes and incoming data to gauge growth. Teachers will also have access to quick weekly or bi-weekly progress monitoring tools to analyze standards mastery as part of this process.

Data Driven Instruction. The third method will involve intervention planning that specifically targets students identified as struggling, using bi-weekly measures for interventions. The intervention curriculum will consist of a model featuring 20-minute rotations with small group instruction during RTI2 tailored to address specific academic needs. Students will participate in small groups aimed at closing learning gaps, engage in a computer pathway based on their skill levels, and complete independent math or reading activities—providing enrichment for some students while delivering Tier 3 instruction in even smaller groups for others. These rotating groups will generate a wealth of data, allowing for targeted analysis of student performance. The fourth method will incorporate progress tracking by teachers to allow for personalized and adjusted instructional strategies.

Professional Development. These data-driven methods will significantly influence professional development for faculty and staff through several key components. First, specialized training sessions will focus on specific instructional strategies and data-driven lesson planning, ensuring all educators are equipped to utilize data effectively in their teaching. Second, ongoing support in the way of real-time feedback from school leaders and modeling from other teachers will provide in-class assistance to teachers, emphasizing the importance of data in fostering student progress. Finally, collaborative learning through weekly PLCs will encourage teachers to develop interventions together and share insights derived from data analysis, thereby enhancing the overall academic culture within Jackson Museum School. Additionally, if the data shows commonalities such as certain standards not being taught or a lack of higher order thinking, this can also drive professional development choices. This comprehensive approach aligns with T.C.A. § 49-1-905, ensuring that academic progress remains at the forefront of educational practices.

c. Describe the training and support that school leadership and teachers will receive to analyze, interpret, and use performance data to improve instruction.

Training and support will be vital to ensuring the appropriate methods of analyzing, interpreting, and using performance data at the Jackson Museum School. The proposed methods will be (a) data literacy training, (b) interpretation workshops, (c) data analysis protocol and data-driven planning, (d) technology for specialized data-driven purposes, (e) coaching and mentorship, (f) Professional Learning Communities (PLCs), and (g) culturally responsive pedagogy lens training.

The first phase will include data literacy training workshops aligned with T.C.A. § 49-1-905 to ensure that techniques about trends, data interpretation techniques, and student performance patterns are embedded in teacher analysis methods. In the second phase, ongoing data interpretation workshops will be employed, focusing on data analysis skills, the practice of data analysis, and peer collaboration to interpret key performance metrics. The third phase will include data-driven instructional planning, encompassing hands-on sessions that utilize student data to address targeted interventions. These programs will involve instructional coaches (initially the Librarian/Literacy Specialist, Academic Coordinator/Special Education Director, and CEO/Lead Founder) for individualized learning plans. The fourth phase will center on technology use for data analysis, including training on data management systems, dashboards, and the visualization of trends, ensuring teachers can track real-time data effectively.

Instructional coaching and mentorship are a focus of the fifth phase. Starting in Year 1, the librarian will serve as the literacy coach, providing support in reading and writing instruction. The Academic Coordinator/Special Education Director and the CEO/Lead Founder may also support specific teachers. In Year 2, an assistant principal will be added, expanding capacity for instructional coaching. An additional instructional coach will be added in year 5 to offer one-on-one classroom support, assist with data integration, and provide resources for instructional adjustments. The CEO/Lead Founder, certified as an Instructional Leader—an essential qualification for principals—as well as the Academic Coordinator/Special Education Director, will provide educational support to the small team of teachers. As the staff expands, teachers will also mentor one another, fostering a culture of collaboration and peer support. The mentorship program will begin in year 0 with support from experienced teachers at partner schools. In year 3, mentorship will be provided by JMS teachers emphasizing culturally responsive pedagogy, helping educators analyze data with cultural relevance and inclusivity to ensure equitable educational opportunities and enhance student achievement.

d. Identify the universal reading screener the school will use in accordance with T.C.A. § 49-1-905. Charter schools must select a universal reading screener from the list of nationally normed universal reading screeners identified by the Department and approved by the State Board pursuant to State Board Policy 3.302.

In accordance with T.C.A. § 49-1-905 and State Board Policy 3.302, Jackson Museum School will utilize the Measure of Academic Progress (MAP) as its universal reading screener. The MAP screener is specifically designed to identify students in grades K-3 who may exhibit signs of dyslexia or other reading difficulties. This nationally normed tool assesses essential reading skills and can be administered up to three times a year, allowing for ongoing monitoring of students' reading proficiency. The MAP screener will also be an effective method of analysis for the reading, math, and spelling components when used alongside the Shaywitz DyslexiaScreen and Rapid Automatized Naming (RAN) resources. By implementing the MAP screener, the school aims to effectively support struggling readers while adhering to the requirements set forth by the Tennessee State Board of Education.

Section 1.4 – School Calendar and Schedule (Required for All Sponsors)

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

The proposed Jackson Museum School Calendar for 2026-2027, outlined in Attachment A, closely aligns with the Jackson Madison County School System District calendar, including 180 instructional days (1,260 classroom hours), plus ten vacation days, two parent-teacher days, and nine in-service/professional development to equal the required 200 teacher days. The calendar also indicates the additional professional development days by marking when the Summer Institute and New Teacher Orientation days will be. Developed based on the 2024-2025 Jackson-Madison County School System calendar, it features key dates such as the start and end of the school year, holidays, parent conferences, teacher in-service, and professional development. The calendar may be adjusted for inclement weather, state testing, or legislative changes. In extreme weather, closures will mirror those of Jackson Madison County Schools, with families notified via local media and automated calls. Printed calendars will be provided during new student orientation, and an online version will be accessible to all stakeholders on the school's website.

b. Provide the proposed school's detailed daily schedule by grade as Attachment B. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies.

Please see Attachment B for the proposed Jackson Museum School 2026-2027 Daily Schedule.

c. Explain why the academic calendar and schedule will be optimal for student learning. Summarize plans to provide time within the daily schedule for tiered interventions, enrichment, tutoring, and other academic activities.

At Jackson Museum School (JMS), our academic calendar and daily schedule are intricately designed to enhance student learning and support diverse educational needs.

Schedule Features. Our schedule allocates dedicated time for teacher collaboration during common planning periods, allowing educators to share best practices and adjust instruction based on student data. While teachers strategize, students engage in enrichment courses, promoting deeper learning and enhancing engagement. We prioritize individualized support by implementing structured, tiered

interventions in reading and mathematics during the specialized RTI² block, which operates in addition to our core reading and math instruction. This fluid, skill-based approach enables students to progress according to their proficiency, ensuring tailored assistance and fostering skill development.

Utilizing a comprehensive assessment system, including universal screeners and benchmark assessments throughout the year, we gather data to inform instruction.

Academic Calendar Structure. Our carefully structured academic calendar adheres to Tennessee's instructional requirements, promoting a balance between academic rigor and essential breaks. These breaks are crucial for student well-being and motivation. Aligned with Jackson Madison County Schools, our scheduling facilitates participation in our Afterschool C.R.E.W. program, providing tutoring and homework assistance, further enriching students' educational experience. Additionally, we emphasize family engagement through events like Exhibit Night, allowing students to showcase their work and fostering community involvement. Our commitment to Social and Emotional Learning (SEL) integrates core values into daily routines, nurturing interpersonal skills and emotional intelligence. The JMS academic calendar and schedule intentionally prioritize literacy and mathematics through rigorous instruction, targeted interventions, and enriching experiences. This comprehensive approach not only challenges students academically but also supports their social and emotional growth, setting the stage for lifelong learning and success.

d. Describe any proposed extra-curricular or co-curricular activities or any other student-focused programming the proposed school will offer. Detail when these activities will start, their frequency, and their funding sources.

Transformative education thrives when students are actively engaged with their community and the world around them. At Jackson Museum School, this belief drives our proposed extra-curricular and co-curricular activities, which are grounded in research demonstrating the positive impact of experiential learning and community involvement on student outcomes. Emphasizing our core school design element of community partnerships, we aim to foster collaboration, communication, and critical thinking skills among our scholars. Through enhancing our curriculum with direct experiences, we strive to cultivate an environment that encourages creative problem-solving while reinforcing the importance of connecting with local cultural and educational resources.

Co-Curricular Activities. Beginning in Year 1, we will implement a comprehensive program that includes co-curricular activities integrated into the curriculum. These programs will focus on arts, character education, and hands-on learning experiences. This structure allows for a diverse range of learning experiences that cater to various student interests and talents while aligning with our commitment to fostering a love of learning through inquiry and exploration.

- Weekly Expeditions: Starting in the first semester of Year 1, students will participate in weekly to bi-weekly expeditions to local museums, culturally rich sites, and community centers. These excursions will not only provide experiential learning opportunities but also promote community engagement and awareness. Students will actively connect with history, science, and art, embodying our belief in experiential learning as a catalyst for deeper understanding.
- Arts/Electives Program: Our arts curriculum will grow in implications by employing four dedicated teachers:
 - Physical Education Teacher (Year 1 onwards)

- Art Teacher and Music Teacher will be added in Year 3 and 4 respectively.
- Technology Teacher (beginning in Year 5)

To enhance our program, we will partner with the Jackson Arts Council, which has approximately 100 artist members and key connections to subject matter experts in visual arts, music, and dance. This partnership will offer a hybrid model of volunteer and contracted specialists to provide enrichment in visual arts, music, and dance for 40 minutes daily. Volunteer and contracted personnel will undergo background checks, and, where applicable, permits will be obtained—dance teachers will apply under physical education permits, while other specialists will use substitute pay schedules. Enrichment sessions will be scheduled at the end of the school day to accommodate volunteer participation. Students will rotate through these classes, maintaining an average student-teacher ratio of approximately 1:20 during each session. Students will experience each class on a weekly rotation schedule.

In Year 1, there will be 8 enrichment classes operating during the enrichment block to encompass all 160 students, including:

- 2 Physical Education classes
- 2 Visual Arts classes
- 2 Dance classes
- 2 Music classes

Extracurricular Activities. In addition to co-curricular offerings, we will develop a robust extracurricular framework to further enrich our students' educational journeys. To ensure the success and relevance of our programs, we will utilize the comprehensive feedback mechanism described in 1.6 that invites input from students, families, and community partners. Regular surveys, focus groups, and community forums will be established to gather insights and suggestions regarding the co-curricular and extracurricular offerings. Key components include:

- Afterschool C.R.E.W Program: The Afterschool C.R.E.W. Program, launching in Year 1, is designed to provide students with enriching opportunities for creativity and personal growth beyond regular school hours. Students will engage in various activities, including creative arts, technology projects, and leadership development, alongside tutoring and homework assistance. This approach ensures we can deliver tailored resources and support to meet the unique needs of our students.
- Partnerships with Local Organizations: Starting Year 1 and onward, Jackson Museum School will establish partnerships with local youth organizations, which will enhance our extracurricular offerings:
 - Boys & Girls Club of Jackson: Collaborate for after-school and summer programs focusing on education, health, and character development, reinforcing our community-centered approach.
 - Madison County Parks and Recreation: Partner for sports programs and leisure activities, promoting physical health, teamwork, and connection to community resources.
 - 4-H Programs: Enrich K-6 students through hands-on learning and community involvement, encouraging the development of skills and talents in an engaging environment.
 - JPR & JAWS Soccer: Ensure access to team sports for skill development and social interaction, aligning with our goal of fostering collaboration through physical activity.
 - Girl Scouts: Provide age-appropriate programming for girls, emphasizing service and

- leadership, aligning with our mission to instill character development.
- Boy Scouts: Offer Cub Scouting for children in kindergarten through fifth grade, which reinforces skill-building and community values in young learners.

Frequency and Funding. The frequency of co-curricular and extracurricular activities will be structured to provide consistent and varied opportunities for our students. Weekly expeditions will be scheduled throughout the academic year based on a rotating calendar of destinations, ensuring all students engage in rich learning experiences. Arts and PE classes will occur on a weekly basis on a rotation within the regular school schedule, creating a balanced curriculum that prioritizes both academic and creative pursuits. Additionally, the Afterschool C.R.E.W. program will operate after school, twice a week, with the flexibility to add more sessions during peak interest times, thus adapting to the evolving needs of our students. Funding for these activities will come from a combination of school budget allocations specifically for staffing the arts and elective teachers, as well as grants from local and national educational or community organizations to support field trips and specialized programming.

e. Describe any additional academic programs that the school will offer such as Saturday school, summer school, extra remediation, and student acceleration programs pursuant to T.C.A. § 49-6-1503. For each program, provide the following:

- ***State the duration and list the hours it will be available each week to identified students.***
- ***Detail the anticipated number of students and the method used to identify them.***
- ***State whether the program is mandatory for identified students.***
- ***Outline anticipated resources and staffing needs.***

Our commitment to creating a dynamic academic environment at Jackson Museum School effectively addresses the diverse needs of all students by implementing targeted programs in accordance with T.C.A. § 49-6-1503, which mandates educational interventions for those at risk of academic failure. While we do not offer summer or Saturday school, we prioritize extra remediation and student acceleration programs throughout the academic year. Central to our academic strategy is a robust intervention program providing 60 minutes of targeted instruction daily for students identified through a universal screener. This program features a tailored pathway of interventions specific to each student's needs and employs various formative assessments to monitor progress and adjust instruction as necessary, ensuring individualized support that promotes academic growth and alignment with state standards.

Program Descriptions. Extra Remediation Programs will be an essential component of our overall academic support strategy. These sessions will be held during the school week, focusing primarily on literacy and mathematics.

- **Duration and Hours:** Extra remediation sessions will take place through the Afterschool C.R.E.W. program from 3:15 PM to 4:45 PM, providing a total of three hours per week of targeted support.
- **Identification of Students:** We anticipate serving approximately 30 to 40 students who demonstrate a need for additional support. Identified students will be determined through a combination of standardized test scores, classroom performance assessments, and extensive formative assessments, including progress monitoring conducted weekly to bi-weekly, quarterly growth monitoring, and three major benchmarks per year using the iReady system. This

coordinated assessment strategy will guide the student pathway during in-school intervention time to ensure appropriate instructional methods (see Section 1.4 Assessments for more details).

- **Mandatory Participation:** Participation in the extra remediation program will be mandatory for identified students, allowing them to receive crucial support to enhance their academic skills. Our Operations Manager will work with families to overcome potential transportation barriers for students who require this additional afterschool support. Potential solutions may be ride-sharing, public transportation, and/or arranging transportation through our Expedition bus.
- **Resources and Staffing Needs:** The program will require two certified teachers specializing in literacy and mathematics, along with educational support staff to help facilitate smaller group learning. Additional stipends will be provided to incentivize teachers. Necessary resources will include instructional materials, technology tools, and access to specialized programs that assist in skill development.

Student Acceleration Programs at Jackson Museum School will offer enriching educational experiences for advanced learners through specialized enrichment classes integrated into the regular school day. Additionally, the Afterschool C.R.E.W. program features a creative enrichment section from 4:30 PM to 6:00 PM, providing an excellent opportunity for accelerated learners to pursue additional challenges beyond the standard curriculum while fostering creativity and innovation in a supportive environment.

- **Duration and Hours:** These programs will meet twice a week, allowing advanced learners to engage in deeper exploration of subjects while maintaining the standard instructional hours.
- **Identification of Students:** Approximately 15 to 20 students will be targeted for acceleration programs. Identification will include students recognized as Gifted and Talented through a multi-criteria approach involving IQ tests for grades 3-5, teacher recommendations, and performance assessments, as well as high-achieving students who demonstrate advanced capabilities through standardized test scores and regular classroom assessments.
- **Participation:** Participation in these acceleration programs will be optional, allowing students who are identified as advanced learners the opportunity to engage in enriching coursework that matches their capabilities, rather than being mandated to attend.
- **Resources and Staffing Needs:** Each acceleration program will require one additional highly qualified teacher with expertise in gifted education to lead specialized classes. Our strategy for resources includes contracting or forming cooperative agreements for a gifted and talented teacher from neighboring schools or universities. We will also explore potential partnerships with local institutions such as Lane College, Union University, or the University of Memphis at Lambuth, all located in Jackson, TN. These collaborations would enhance our program offerings and provide access to additional resources and expertise. Advanced educational materials, access to supplementary online platforms, and collaborative projects that encourage critical thinking and creativity will also be utilized.

Alignment with T.C.A. § 49-6-1503. T.C.A. § 49-6-1503 mandates that school districts provide resources and interventions for students at risk of academic failure, using assessment data to guide instructional practices. Our proposed academic programs align with this law by providing a structured approach to identifying and supporting students who need additional help. We also recognize the importance of coordinating with the district to support student participation in local programming offered in accordance with this law. Our commitment to a robust intervention program, along with

remediation and acceleration pathways, exemplifies Jackson Museum School's dedication to fostering an inclusive learning environment that promotes academic success for all students in compliance with state legislation.

Section 1.5 - Recruitment and Enrollment **(Required for All Sponsors)**

a. Describe the community from which the proposed school intends to draw students. Include demographic profiles, existing schools within the community (including other charter schools in the area), and targeted zip codes. Discuss the academic performance and enrollment trends of these schools (e.g., TCAP, TVAAS, Ready Graduate, etc.).

Community. The proposed Jackson Museum School will be centrally located in the vibrant and diverse community of Jackson-Madison County, Tennessee, an area characterized by its unique blend of urban and rural influences. Covering approximately 559 square miles, Madison County is the second most populous county in West Tennessee, with a total population of 98,823 according to the latest U.S. Census data. Within this population, there are 14,923 children between the ages of 5-17 (15.1%) and 5,929 children (6%) under the age of 5, indicating that approximately 21.1% of Madison County's residents are under the age of 18, closely aligning with the national average of 22.1%.

Demographics. In terms of demographics, the racial composition of the Madison County school district reflects the broader community: approximately 58.9% White, 37.7% Black, 4.1% Hispanic, and 1.2% Asian (U.S. Census Bureau, 2022). The community faces notable socio-economic challenges, with around 60% of students qualifying for free or reduced-price lunch, underscoring the economic circumstances many families experience.

Existing Schools. The Jackson-Madison County School System (authorizer) comprises twelve elementary schools, five middle schools, and six high schools, serving a student population of nearly 13,000. Additionally, Jackson-Madison County Schools hosts several unique educational institutions, including a dedicated Pre-K Learning Center, a K-12 Virtual/Homeschool program, and a K-12 alternative learning academy. The schools in this district are attended by a diverse student body and are staffed by approximately 2,000 certified and classified employees.

In addition to the public school options, Jackson-Madison County is home to eleven private schools, eight of which are faith-based, serving a range of grade levels from preschool to high school. Examples include the University School of Jackson (nursery through 12th grade), Jackson Christian School (pre-kindergarten through 12th grade), Trinity Christian Academy (pre-kindergarten through 12th grade), and Augustine School (pre-kindergarten through 12th grade). The presence of these private institutions contributes to the educational diversity within the region, demonstrating a community willing to explore various educational pathways to meet the needs of families and children, even willing to pay tuition. The collective increase in enrollment at private schools further supports the notion that families are actively seeking educational choices beyond traditional public schooling.

Targeted Zip Codes. We are projecting that Jackson Museum School will be centrally located in proximity to some of the lowest-performing schools in the Jackson-Madison County area, primarily aiming to serve students central to East Jackson, and provide an additional educational option for families. While the school will serve students from the 38301, 38302, and 38305 zip codes specifically, it will have open enrollment for all students within the Jackson-Madison County School District.

Currently, there are 8 public and 5 private elementary schools within these zip codes, and Jackson Museum School will offer a free, public choice for families.

Enrollment Trends. Jackson Madison County Schools has witnessed a gradual decline in enrollment, with a recent positive trend amidst growing interest in private schooling and homeschooling options. Although there are currently no charter schools in Jackson, TN, nearby private schools are experiencing increased enrollment, indicating a demand for diverse educational choices. Statewide, charter school enrollment in Tennessee has grown steadily, adding over 80,000 students from the 2022-2023 to the 2023-2024 school year, with approximately 5% of Tennessee students (44,000) now attending 114 charter schools, reflecting families' desire for alternatives to traditional public schools (CHARTER SCHOOLS ALLIANCE, 2023). This trend aligns with a national increase in charter school enrollment, particularly post-pandemic, highlighting the appeal of flexibility, innovation, and quality offered by charter schools. Additionally, homeschooling has gained prominence, with the number of homeschool students in Tennessee rising from about 47,000 in 2019 to over 75,000 by 2021 (Tennessee Department of Education, 2021). Although specific local statistics may be scarce, the growth of local homeschooling networks suggests that many families in the community are seeking personalized educational experiences, further emphasizing the increasing demand for diverse educational options in Jackson-Madison County.

Academic Performance. The academic performance of schools within Jackson Madison County Schools reflects significant challenges and inequities affecting students' educational outcomes. The Tennessee Department of Education has implemented a letter grading system to provide transparency regarding school performance, allowing families to understand how schools are progressing toward state accountability goals. A review of the recent school report card data reveals numerous C and D-rated schools, indicating areas requiring targeted improvement. Notable discrepancies exist in student performance across various demographics, and below are detailed statistics regarding academic achievement and behavior.

Jackson Madison County Schools Academic Achievement

- Reading/Language Arts:
 - Only 21% of all students in JMCSS are proficient in reading/language arts, falling below state and national averages.
 - The results of the third-grade literacy test indicate that 40.88% of students are below proficiency, emphasizing the critical need for improved literacy programs.
 - Disparities by racial groups:
 - White students: 33% proficient.
 - Black students: 14% proficient.
 - Hispanic students: 24% proficient.
 - Asian/Pacific Islander students: Approximately 50-54% proficient.
- Math:
 - Similar trends in math reveal that overall, only 21% of students achieve proficiency.
 - Proficiency rates by race:
 - White students: 33% proficiency.
 - Black students: 14% proficiency.
 - Hispanic students: 24% proficiency.

- Asian/Pacific Islander students: Proficiency levels range from 40-59%.
- Science:
 - Specific data on science proficiency was not readily available; however, trends in reading and math suggest similar gaps in performance based on race and socioeconomic status.
- Graduation Rates
 - The overall graduation rate in Jackson Madison County Schools stands at 89%, slightly lower than the national average of about 90%. Notably, graduation rates for Black and Hispanic students lag behind their White counterparts, highlighting ongoing achievement gaps.
- Comparison to National Norms
 - Nationally, approximately 35-37% of students are proficient in math, and 34-35% are proficient in reading, indicating that Jackson Madison County Schools perform below the national average across all demographics.
 - Proficiency rates for Black and Hispanic students in Jackson Madison County Schools are particularly concerning, as these groups show lower performance compared to national averages, which hover around 20-25%.

Jackson Madison County Schools Discipline and Behavior Data

- Discipline:
 - Suspension rates indicate racial disparities, particularly affecting Black students, who are disproportionately represented in disciplinary actions.
- Absenteeism:
 - Chronic absenteeism is a significant challenge, with many students missing more than 10% of school days. This issue is closely tied to poorer academic outcomes and disproportionately impacts low-income and minority students.

Opportunity Gaps

- Race and socioeconomic status serve as strong indicators of academic performance, absenteeism, and discipline within Jackson Madison County Schools.
- There exists a gap of nearly 20 percentage points in reading and math proficiency scores between Black and White students.
- Chronic absenteeism and disciplinary measures further compound the achievement gaps faced by minority students and those from low-income families.

2023-2024 Jackson- Madison County Schools Report Card	Score	Grade
Alexander Elementary School (PreK-5)	1.6	D
Jackson Central Merry Middle School (6-8)	1.7	D
East Elementary School (PreK-5)	1.7	D
West-Bemis Middle School (6-8)	1.7	D
Jackson Academic STEAM Academy (K-12)	1.86	D

2023-2024 Jackson- Madison County Schools Report Card	Score	Grade
Isaac Lane Elementary School (PreK-3)	2.0	C
Jackson Careers & Technology School (5-8)	2.5	C
Arlington Elementary School (PreK-5)	2.6	C
Andrew Jackson Elementary School (PreK-5)	2.6	C
North Parkway Middle School (6-8)	2.6	C
Northeast Middle School (6-8)	2.7	-
Community Montessori School (PreK-8)	2.72	C
Rose Hill Elementary School (PreK-8)	2.9	C
Lincoln Elementary School (PreK-5)	3.0	C
Thelma Barker Elementary School (K-5)	3.1	C

b. Describe the community's demand and need for the school and detail how this demand or need was identified. Describe how the proposed school's educational options differ from those available in the geographic region.

The community's demand and need for the Jackson Museum School are driven by several critical factors highlighting an unmet need for innovative educational options among families in Jackson-Madison County, including population growth and demographics, diversity in the community, community feedback, academic struggles, and a commitment to innovation.

Population Growth and Demographics: Recent data shows a 1.4% population increase in Madison County from 2010 to 2020, reaching a total of 98,703 residents in 2024 (World Population Review, 2023). Notably, 24.1% of the population is under 18 years old, indicating a stable presence of school-aged children. This demographic shift reinforces the necessity for expanded educational resources tailored to meet the evolving needs of families in the area, as a growing population of youth requires effective and accessible educational environments.

Diversity in the Community: The diversity within Jackson-Madison County is significant, with approximately 38% of residents identifying as Black or African American and 6.6% as Hispanic (World Population Review, 2023). This diversity underscores the importance of culturally inclusive education initiatives that cater to the varying needs of the student body. As families from different backgrounds seek educational experiences that reflect their cultures and values, the need for a school that fosters an inclusive environment becomes increasingly critical. Culturally relevant curricula can enhance student engagement and promote academic success across diverse populations.

Community Feedback: Feedback from surveys, focus groups, presentations to civic organizations, and canvassing revealed strong support for the Jackson Museum School as a viable educational option. Participants expressed concerns about the current educational offerings in a focus group, with one emphasizing, "Students need to feel equipped to compete in college applications or job markets; right now, many of us are unsure about our readiness." This sentiment was echoed by others, highlighting

anxiety about post-graduation opportunities. Many also noted the long wait lists for magnet schools and top-performing schools. Additionally, there was a pressing need for better support in navigating the college application process. Overall, participants expressed a clear preference for a personalized, innovative educational model that fosters engagement and addresses the diverse learning needs of students.

Academic Struggles: Academically, many students in Jackson-Madison County face significant challenges, particularly in literacy and mathematics. Proficiency rates in the Jackson-Madison County School System are notably low compared to state averages. Several schools report math proficiency rates as low as 2% to 12% across different grade levels, while reading proficiency is concerning as well, ranging between 6% and 20% at many schools (Public School Review, 2023). This data underscores the substantial obstacles to academic achievement in the region and highlights an urgent need for innovative educational approaches and support systems to address these gaps effectively. We are committed to offering a school proximal to the schools with the lowest academic metrics.

Commitment to Innovation: The Jackson Museum School will implement a literacy-rich, project-based curriculum that integrates immersive learning experiences, collaborative community partnerships, and integrated literacy development. By focusing on high-engagement experiences and personalized learning strategies, the school is committed to meeting the unique needs of all students, including English language learners and those pursuing creative outlets. This innovative approach is designed to not only address the existing achievement gaps but also to enhance overall educational quality, ensuring that every student has the opportunity to thrive academically and socially in a supportive environment. By addressing these educational challenges, the Jackson Museum School represents a vital resource for the community, fostering a culture of achievement and preparing students for future success.

Offering a Different Option. The Jackson Museum School (K-6) offers a unique and engaging educational experience that stands apart from traditional options in the Jackson-Madison County region. Unlike conventional schools, which often follow a one-size-fits-all approach, the museum school model integrates immersive learning, community partnerships, and a strong focus on literacy to create a more dynamic and personalized educational environment. What sets the Jackson Museum School apart from traditional schools in the region is its ability to combine immersive, student-centered learning with regular, hands-on engagement. While traditional schools offer limited field trips or experiential learning opportunities once or twice a semester, the Jackson Museum School integrates targeted learning trips, or "expeditions," on a weekly or biweekly basis. This consistent, practical approach immerses students in real-world experiences, fostering deeper connections to academic concepts and promoting critical thinking. Additionally, there is limited access to more hands-on learning options in the district, with a few exceptions like the Montessori school. By providing a unique option that offers regular experiential learning, the Jackson Museum School meets the demand for more engaging, personalized education and sets itself apart from the traditional school landscape.

c. Complete the provided templates for Enrollment Summary (Table 1) and Anticipated Demographics (Table 2). Describe the data, factors, and methodology used to determine initial enrollment projections. The information provided on these tables must match that provided on the operating budget template.

Enrollment Projections. The enrollment projections for the Jackson Museum School (K-6) are derived from a comprehensive analysis of regional demographics, community demand, and proven methodologies used by similar schools. The school is set to open in August 2026, with an initial

enrollment of 160 students in grades kindergarten through 2nd grade. We will be at full capacity in Grades K-6 with 700 students and families by August 2035, with approximately 100 students per grade level. The enrollment plan intentionally begins with 80 kindergarteners, 60 first graders and 20 second graders, acknowledging that it will be easiest to recruit students at the traditional entry point of kindergarten. We also recognize that families with young children often prefer to keep those students at the same school, which has informed our decision to open the school with small first and second grade cohorts. As the school becomes more established we will increase grade-level enrollment to 100 students, beginning with the kindergarten class in August of 2029 and eventually expanding to all grades as students matriculate from year to year.

Data. To determine initial enrollment projections for the Jackson Museum School, we analyzed demographic studies and local enrollment statistics. In addition to reviewing county-wide data that shows a growing population of school-age children, we examined district enrollment figures. Currently, 4,000 school-aged children are enrolled in public schools within the targeted zip codes, with an increasing number of families choosing private schools or homeschooling. This trend indicates that families are actively exploring alternative educational options, highlighting a substantial opportunity for new enrollment in the proposed school and underscoring the need for expanded educational choices in the community.

Determining Factors. The student enrollment summary for the Jackson Museum School is grounded in a careful assessment of expected resource capacity, the budget during the first five years, community demand for public school seats, and insights gained from the experiences of similar schools during their initial opening years and beyond. Feedback collected from the community through surveys, focus groups, and canvassing identified several common themes: a desire for individualized attention for students, concerns regarding a one-size-fits-all approach to education, and a strong interest in innovative, experiential learning opportunities. Approximately 70% of 103 participants expressed definite interest and an additional 20% would like to know more about a charter school specializing in hands-on learning and field trips. This community input is instrumental in shaping our enrollment projections and recruitment strategies, ensuring that we address the needs and aspirations of local families. Additionally, our phased approach enables the hiring of high-quality faculty and staff to effectively meet the instructional and support needs of students while aligning with anticipated demographics, including approximately 54% economically disadvantaged, 18% special education, and 10% English language learners, mirroring the percentages found within the Jackson-Madison County School System

Methodology. Key methodologies employed in this process include a thorough market analysis and demographic study of families and school choice scores as conducted by Tennesseans for Student Success (TSS), a phased enrollment strategy that allows for gradual growth, community engagement and partnerships to foster support among local stakeholders, and targeted marketing and outreach strategies to effectively communicate the school's mission and attract families.

d. Provide as Attachment C the proposed school's Enrollment Policy, which should include and align with the following:

- ***Tentative dates related to the school's application period and enrollment deadlines and procedures;***
- ***Non-discriminatory admission policies, pursuant to T.C.A. § 49-13-107;***
- ***Any proposed articulation agreements, pursuant to T.C.A. § 49-13-113; and***

- ***Policies and procedures for student waitlists, withdrawals, re-enrollment, and transfers.***

Please see Attachment C.

e. Explain how the school will receive and process enrollment applications and detail the school's plan to conduct an enrollment lottery if the number of applications exceeds the capacity of a program, class, grade level, or building. Enrollment lottery plans must align with T.C.A. § 49-13- 113, T.C.A. §49-13-106, and SBE Rule 0520-14-01-.04.

The enrollment process at Jackson Museum School (K-6) is designed to reflect the school's mission of fostering academic excellence and character development in an inclusive and innovative environment. To promote equity and access, the school welcomes all eligible students in Jackson-Madison County, Tennessee, who submit applications during the designated enrollment window from November 1st, 2026, at 8:00 a.m. to January 31, 2026, at 5:00 p.m. Applications can be submitted online, by mail, or in person, accommodating diverse family preferences and ensuring accessibility.

If the number of applications exceeds available seats, a lottery will be conducted, with the drawing held at the school on February 9, 2026, at 8:00 a.m. prior to the state deadline of February 20, 2026. This lottery provides for a preference for students identified as economically disadvantaged as defined by § 49-3-104, reinforcing the school's commitment to providing equitable educational opportunities. The enrollment team will securely manage application data and communicate enrollment statuses to families within one week of the lottery by February 16th, ensuring notifications are sent by the state deadline of March 7, 2026, thus maintaining a transparent process.

Jackson Museum School's enrollment policy aligns with T.C.A. § 49-13-113, T.C.A. § 49-13-106, and SBE Rule 0520-14-01-.04, which govern charter schools in Tennessee. T.C.A. § 49-13-113 mandates that if applications exceed the school's capacity, a lottery must be conducted. The school fulfills this requirement by conducting a lottery, scheduled to take place on or by February 20, 2026. In accordance with T.C.A. § 49-13-106, the school prioritizes a clear and accessible method for managing enrollment applications. By allowing various submission methods—online, by mail, or in person—this policy emphasizes the school's commitment to inclusivity and engagement with all families.

The enrollment team (year 1, CEO/Lead Founder, Operations Manager, Office Coordinator and Academic Co/DOSE) is responsible for securely processing and managing all applications, reinforcing the school's structure and organization. Additionally, the school aligns with SBE Rule 0520-14-01-.04, which provides guidelines concerning deadlines and communication during the enrollment process. By establishing clear milestones in the application and notification timeline, Jackson Museum School ensures families are informed and supported throughout the enrollment journey. The policy also outlines a nondiscriminatory admissions approach, affirming the school's intent to serve a diverse student body and promote equitable access to educational opportunities. Together, these policies underline the school's commitment to providing equitable access to education and emphasize its role in fostering a diverse learning community.

f. Describe the plan to recruit students in the year prior to opening. Identify which staff position will oversee these student recruitment campaigns and detail any marketing strategies, targeted community organizations, activities, events, responsible parties, and timelines that will be integral to student recruitment.

The recruitment and marketing strategies that Jackson Museum School (K-6) will employ to recruit

students and families in the year prior to opening will require collaboration among the CEO/Lead Founder, members of the founding team, and newly hired staff in year 0 (Operations Manager, Office Coordinator and Academic Co/DOSE). We will intentionally cultivate personal connections within the community by hosting various events for students and families to learn about our school model. Our outreach efforts will include both virtual and in-person interactions through flyers, social media, newsletters, tabling at community events, and direct outreach in targeted neighborhoods.

Using the strategies outlined below, we aim to secure applications at 150% of the Year 1 enrollment target, aiming for 160 students enrolled with an additional 80 on our waitlist. The timelines for implementing these strategies are detailed below:

Recruitment Plan-Prior To Opening

Timeline	Activity or Event	Responsible Parties	Benchmark/Outcome
Present-August 2025	Expand formal recruitment and marketing via social media, newsletters, and community outreach through local organizations, churches, civic groups, events, radio, and JMS website to gather feedback and intent to enroll forms from families.	CEO/Lead Founder, Founding Team Members	Build community relationships, secure support, increase visibility, and engage families (20 community partnerships, 75 intent to enroll forms, attend 20 events, host 10 events, 2 radio stations, social media engagement).
September 2025	Hold introductory meetings with local education stakeholders; schedule speaking engagements at local civic organizations.	CEO/Lead Founder, Founding Team Members	Establish partnerships and secure technical support.
October 2025	Host community engagement events, such as family nights or workshops.	CEO/Lead Founder, Community Engagement Task Force	Connect families to school resources and programs.
November 2025	Hold information sessions at community sites to discuss the school's mission and programming; open the application window for enrollment (Nov 1 2025–Jan. 31, 2026);	CEO/Lead Founder, Community Engagement Task Force	Increase awareness and gather community feedback for enrollment strategies. Begin securing 160 applications.
December 2025	Finalize logistics for the lottery, which will be held in February 2026; continue recruitment efforts.	CEO/Lead Founder,	Prepare for the upcoming lottery; continue communication with families that have submitted application forms.
January 2026	Increase recruitment efforts, if not at 160 applications by Jan. 1, 2026, such as host weekly tabling events at local facilities and community centers; leverage board connections, and send out more recruitment emails and social media messages, plus, send monthly newsletters updating the community	CEO/Lead Founder, Operations Manager,	Secure 160 applications, maintain communication, and engage communities.

Timeline	Activity or Event	Responsible Parties	Benchmark/Outcome
	and enrolled families on application statuses and upcoming events, host information sessions and attend local community events.		
February 2026	Conduct a lottery and notify families of results; manage the wait-list.	CEO/Lead Founder, Operations Manager,	Communicate results and establish a waitlist if necessary.
March 2026	Conduct a community action planning meeting with local partners to refine engagement strategies.	CEO/Lead Founder, Community Engagement Task Force	Develop stronger community partnerships.
April 2026	Host community engagement/service event in partnership with local organizations to gather ongoing feedback.	CEO/Lead Founder, Community Engagement Task Force	Strengthen community ties and reinforce school's commitment to service.
May 2026	Hold wellness checks for interested families.	CEO/Lead Founder, Operations Manager, Office Coordinator	Encourage engagement and secure applications for enrollment.
June 2026	Conduct family orientations and school tours to prepare for the school year.	CEO/Lead Founder, Operations Manager, Office Coordinator	Ensure 100% attendance at orientations and readiness for the first day of school.
July 2026	Hold the Welcome Event for enrolled students and families as they prepare for the first day of school; continue to give school tours to interested stakeholders.	CEO/Lead Founder, Operations Manager, Office Coordinator	Celebrate school opening; ensure all students are ready for school.

g. Describe student recruitment after the proposed school has opened. Detail how ongoing recruitment will differ from pre-opening recruitment.

After the opening of Jackson Museum School (K-6), our student recruitment strategies will shift from primarily building community awareness to focusing on continuous enrollment, retention, and deeper community engagement. Unlike the pre-opening phase that emphasized outreach and marketing to prospective families, ongoing recruitment will prioritize attracting new families while still highlighting the positive experiences of current students.

A key component of our ongoing recruitment strategy will be the introduction of quarterly Exhibit Nights, where the community is invited to explore student-led "museum exhibits" within the school.

These events will not only showcase students' learning and creativity but will also serve as prime opportunities for prospective families to engage with our unique educational offerings firsthand. By creating an inviting atmosphere at these events, we aim to spark interest and excitement among families considering our school. To broaden our reach and enhance recruitment efforts, we will continue to establish strong connections with local organizations and community groups forming and leveraging our Community Engagement Task Force and Family Advisory Council. Collaborative initiatives, such as joint events with our community partners and parent/family workshops, will help highlight our educational model while simultaneously reaching out to families from underserved communities. Ongoing partnerships with community preschools, daycares, churches, and groups like the Boys and Girls Club of Jackson will proactively engage families, particularly those from economically disadvantaged backgrounds and those with low-achieving students.

We will also implement a targeted outreach plan focused on ensuring access for students who are economically disadvantaged (ED), low-achieving students, students with disabilities (SWD), English learners (ELs), and other at-risk student populations. This will involve engaging directly with community organizations that support these groups, participating in and hosting community resource fairs, and organizing informational sessions specifically designed to address the needs and concerns of these families.

Additionally, to encourage current families to become ambassadors for our school, we will implement a referral campaign that motivates them to refer new families to our school. By leveraging the positive experiences and testimonials from our current community, this campaign will foster a sense of pride and ownership among families while expanding our reach. Our recruitment efforts will be complemented by robust marketing campaigns that leverage social media, local advertising, and community outreach tailored to diverse populations. We will ensure that all communication is accessible, translating materials into multiple languages as needed, and providing information in formats that accommodate different learning styles.

To further support at-risk students, we will develop targeted programs and activities that address their unique needs, ensuring that families see Jackson Museum School as a welcoming and supportive environment for all learners. This includes offering specialized support services and resources for students with disabilities and English learners, ensuring they feel included and understood.

To ensure that our recruitment strategies are aligned with community needs, we will maintain a feedback mechanism through surveys and focus groups with families from diverse backgrounds. Listening to their input will help guide our approach and tailor our messaging to resonate with their interests and expectations. This ongoing dialogue will enhance our recruitment efforts and position Jackson Museum School as a preferred choice for families in the area.

Ultimately, our goal is to sustain enrollment numbers by consistently attracting new students from all backgrounds while fostering a vibrant school culture that embraces diversity and academic success. Our commitment to engaging prospective families—through initiatives like Exhibit Nights, targeted marketing, community partnerships, focused outreach efforts, and a referral campaign—will be crucial for the growth and long-term sustainability of Jackson Museum School. By expanding our staff and faculty each year, our capacity to enhance recruitment efforts will significantly increase, enabling us to create a diverse and engaged school community that meets the evolving needs of the families we serve.

h. Describe how students will be given an equal opportunity to attend the proposed school. Specifically describe any plans for outreach to economically disadvantaged families, academically low-achieving students, students with disabilities, English learners, and other students at risk of academic failure.

At Jackson Museum School (K-6), we are committed to providing equal opportunities for all students to attend and thrive within our educational environment. To achieve this goal, we will implement a multifaceted outreach strategy to engage economically disadvantaged families, academically low-achieving students, students with disabilities, English learners, and others at risk of academic failure.

Targeted Outreach Plans. Our outreach efforts will begin with establishing strong partnerships with local organizations, churches, and nonprofits that serve these populations. Key strategies will include conducting targeted informational sessions at community centers, schools, and local events in the neighborhoods closest to the schools where we are most likely to pull students where we will clarify enrollment processes and share details about our unique programs and support services. We have begun an email campaign of families with children “most likely to switch schools” as determined in collaboration with Tennesseans for Student Success (TSS) for families who may not attend community events, allowing us to address concerns and facilitate dialogue about our educational offerings. Partnering with local preschools and elementary schools will help identify families of students who may benefit from our school and facilitate connections. We will participate in community resource fairs focused on underrepresented groups to provide information and resources directly to families in need. Targeted marketing campaigns will be developed specifically for underserved populations, using local media outlets and community bulletin boards to raise awareness about enrollment opportunities. Furthermore, we will partner with organizations that focus on students with disabilities and English learners to ensure we have the necessary resources and tailored programs to meet their needs effectively. We will also encourage current families to refer to new families by highlighting positive experiences and testimonials, fostering a sense of community ownership and shared pride.

Inclusive Communication Strategies. Our outreach initiatives prioritize inclusive communication to foster trust and strong relationships with the community. We will gather feedback from families via surveys and open forums, informing our outreach practices. Communication will occur in multiple languages, including English and Spanish, to ensure accessibility. Regular newsletters, social media updates, and community events will keep families informed about student accomplishments, school events, and the benefits of our educational approach. Ongoing engagement will help us address family needs while creating a supportive network that empowers families to advocate for their children's education.

Lottery Preference for Economically Disadvantaged Students. To honor our commitment to a diverse student body, Jackson Museum School will employ a lottery preference that provides additional consideration to students from economically disadvantaged backgrounds. This system ensures equal opportunity for enrollment while promoting diversity within our school community.

**Table 1: Enrollment Summary
(Required for All Sponsors)**

Student Enrollment Growth Over Years of Operation

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
Pre-K											
K	80	80	80	100	100	100	100	100	100	100	100
1	60	80	80	80	100	100	100	100	100	100	100
2	20	60	80	80	80	100	100	100	100	100	100
3		20	60	80	80	80	100	100	100	100	100
4			20	60	80	80	80	100	100	100	100
5				20	60	80	80	80	100	100	100
6					20	60	80	80	80	100	100
7											
8											
9											
10											
11											
12											

**Table 2: Anticipated Demographics
(Required for All Sponsors)**

Note: These data are available from the TN State Report Card	Estimated % within Proposed School	Current % within Nearest Public School Serving the Same Grade Band (Applicable only If sponsor has identified a location for the proposed school)
	% of Economically Disadvantaged Students	54%
	% of Students with Disabilities	18%
	% of English Learners	10%

Table 3: Anticipated Demographics (Required for Sponsors that indicated “yes” on Sponsor History and Intent Question 8)

	Estimated % within Proposed School
% of At-Risk students ¹¹	N/A

Section 1.6 - Parent and Community Engagement and Support (Required for All Sponsors)

a. Describe community feedback and parental interest regarding the proposed charter school. Explain how this feedback was collected and provide a rationale for its validity. Detail how this feedback was incorporated into the application.

Community Feedback and Parental Interest. Community feedback for the proposed Jackson Museum School was gathered through a comprehensive approach, including 103 completed surveys, 10

presentations to local civic organizations, 366 collected emails, and numerous canvassing conversations. We also held 1:1 informational meetings with community stakeholders and conducted focus groups for the community. These methods ensured a diverse range of perspectives from families, local organizations, and community leaders. Approximately 70% of respondents expressed strong interest in a charter school that emphasizes hands-on learning and real-world experiences, with an additional 20% seeking more information. Furthermore, 66% supported a school model focused on tailored, engaging education for each student's unique strengths, with 24% requesting further details. This feedback highlights strong community interest in innovative educational options, particularly in experiential learning, and will guide the planning and development of the school, ensuring it reflects the needs and desires of the community. The feedback also highlighted several other key themes, which will inform the development and planning of the school, including:

- **Desire for Individualized Attention:** Parents emphasized the need for a personalized approach, expressing concerns about a one-size-fits-all educational model. Specific issues included the need for smaller class sizes and a lower teacher-to-student ratio, which were raised multiple times in discussions.
- **Concerns About Accessibility and Diversity:** Families voiced apprehensions regarding the accessibility of educational opportunities, particularly for students from economically disadvantaged backgrounds. They noted a concern over long waiting lists for desirable schools and emphasized the importance of creating a welcoming atmosphere where all students, including those with special needs, are supported. The themes of equity and diversity were reiterated, with parents commenting on the necessity of fostering an inclusive environment.
- **Interest in Innovative and Experiential Learning:** Many parents requested a curriculum that incorporates hands-on, real-world experiences. One parent expressed, “I want my child to have the chance to learn in a more engaging way, where the lessons connect to the world outside the classroom.” This desire for innovative concepts was echoed by others, with several referring to the need for schools to be better prepared for future academic and professional challenges.

Validity of Feedback. The feedback collected regarding the proposed Jackson Museum School holds substantial validity due to several key factors. First, it engaged a diverse array of stakeholders, including parents, guardians, teachers, and local organizations, ensuring that multiple perspectives were represented and reflecting the broader community's needs and interests. The feedback was gathered through various channels—such as surveys, focus groups, community events, and discussions with community leaders—which enhanced the robustness and comprehensiveness of the data collected. This multi-faceted approach facilitated open dialogue and trust within the community, allowing participants to express their honest insights and concerns regarding educational needs. Furthermore, the themes identified in the feedback align with the expressed desires of families for individualized attention, literacy improvement, accessibility, and innovative learning experiences, confirming its grounding in the real needs of the community. Lastly, the incorporation of quantitative measures, including the percentage of participants expressing interest in specific educational features, provides statistical backing that validates the qualitative insights obtained. Together, these elements affirm the reliability and relevance of the feedback, underscoring the community's strong support for the establishment of Jackson Museum School.

Incorporation of Feedback into Application. The insights gathered from community feedback played a key role in shaping the proposed model for Jackson Museum School. Early input from conversations

with community members pointed to a clear need for more innovative, immersive learning options. As these discussions unfolded, we explored the museum school model during my residency, refining and solidifying the approach as additional feedback was gathered through surveys, presentations, and direct interactions. Specific themes that emerged, such as the desire for inquiry-based education and hands-on learning that connects classroom content to real-world applications, led to significant adjustments in the school's design, ensuring it directly responds to the needs and interests of the community.

More specifically, three key design elements were established to address the expressed needs and preferences. First, **Immersive Learning Experiences (ILE)** were prioritized, ensuring that students engage in hands-on, inquiry-driven learning through project-based approaches and field trips. This directly responds to feedback calling for more experiential learning that connects classroom material to real-world applications, allowing students to make meaningful connections to their own lives. Additionally, this design element incorporates the community's desire for more student-centered, individualized attention to meet each student's unique needs, with a focus on personal engagement and differentiated learning. Second, **Collaborative Community Partnerships (CCP)** will strengthen ties with local organizations, businesses, and civic groups, providing opportunities for learning beyond the classroom. This design element was inspired by the community's desire for increased community involvement, enabling students to benefit from resources and real-world experiences that extend beyond traditional schooling. Finally, **Integrated Literacy Development (ILD)** addresses concerns about literacy through reading, writing, and presenting required in the nine-week "museum model lessons." In these lessons, students are given an overarching question, which they research and explore before their fieldwork during the expedition. They reflect on their findings in travel logs and then present their project during Exhibit Night, answering the original question. This approach not only builds literacy but also fosters critical thinking and communication skills, providing targeted support to students who need academic assistance.

b. Describe planned strategies to engage parents and community members from school approval through its operation. Detail strategies to establish buy-in and interest from the community during the pre-opening period.

Strategies for Community Engagement Pre-Opening. To engage parents, guardians, and community members during the pre-opening period and build strong buy-in for Jackson Museum School, we will implement a multifaceted engagement strategy with some overlap of our recruitment strategy. This plan will evolve over time, adapting as we move from approval through to the school's opening. Our approach will focus on transparency, relationship-building, and active participation, ensuring that the community feels connected, valued, and informed every step of the way.

Community Informational Sessions and Events. We will host a series of five informational sessions, beginning Fall 2025 and continuing throughout the pre-opening period. These sessions will be held quarterly at community centers, local parks, and other accessible venues to ensure broad participation and will offer an opportunity for parents and community members to engage with the founding team, ask questions, and learn more about the school's mission, vision, and academic model. Importantly, these events will include discussions on commitments and volunteer opportunities for parents, ensuring they feel informed and involved in the school's development. The events will be designed to foster two-way communication, giving families and stakeholders a chance to provide feedback on the model and ask questions.

- Session 1: Introduction to Jackson Museum School’s mission, vision, and educational model
- Session 2: Focus on community partnerships and cultural integration in the curriculum
- Session 3: Highlighting inquiry-based and project-based learning initiatives
- Session 4: Student-centered learning and arts integration
- Session 5: Focus on enrollment procedures and parent involvement/volunteer opportunities

Targeted Outreach to Local Early Childhood Centers. In our effort to build trust and establish lasting relationships, we will reach out to local early childhood centers, preschools, and daycare providers. By forging connections with these organizations, we aim to introduce Jackson Museum School as an educational option for families from the start of their child’s academic journey. The founding team will personally meet with directors, visit facilities, and host information sessions for parents. We will work with these centers to distribute informational brochures and school materials, ensuring families are aware of the enrollment process and the school’s unique educational offerings. This proactive outreach will also help lay the groundwork for strong, long-term relationships with local educational providers.

Canvassing and Community-Hosted Information Sessions. In Year 0, we will engage in canvassing efforts to directly reach families within the local community. This grassroots approach will include door-to-door outreach, flyering in key community spaces, and hosting pop-up information sessions in local parks and community centers. The founding team will work with local volunteers and community partners to amplify these efforts. These direct interactions will be key in reaching families who may not otherwise attend formal events. Additionally, we will collaborate with local businesses and civic organizations to host casual, informal gatherings that allow families to learn about Jackson Museum School in a relaxed, community-centered environment.

Community Resource Fairs and Local Events. We will participate in and host community resource fairs, where Jackson Museum School will have a booth to interact with families and community members. These fairs will feature a variety of services available to families, including health services, job resources, and more. Additionally, we will host cultural and community events, such as art shows or storytelling evenings, where the community can experience aspects of our curriculum and school culture. These events will serve as informal recruitment opportunities while also fostering a sense of connection to the school. In addition to these events, we will leverage existing local celebrations or festivals to set up booths or participate, helping the community connect with the school through familiar channels.

Social Media and Digital Outreach. To engage with a broader audience, we will leverage social media platforms to share the school’s vision, updates, and news. Social media campaigns will include testimonials from the founding team, sneak peeks into school events, and educational content related to the Museum School model. We will also update our website regularly, offering resources, event details, and enrollment information. Additionally, we will send out monthly newsletters (in both English and Spanish) to keep families informed and engaged. We will actively use Facebook, Instagram, and Twitter, targeting local families, and promoting positive stories about our community engagement. Our digital strategy will include video highlights from community events, school sneak peeks, and interviews with stakeholders who are excited about the school’s opening.

Building Partnerships with Local Organizations. In the pre-opening phase, we will continue to build strong partnerships with local organizations, churches, and civic groups. These organizations will serve

as trusted community liaisons, helping to promote the school and its mission. We will organize advisory roundtables and smaller focus group sessions with community leaders to ensure their feedback is incorporated into our planning and that they are advocates for the school within their respective networks. Through these partnerships, we aim to deepen our community involvement and ensure that Jackson Museum School becomes an integral part of local networks, helping to sustain the school in the long term.

Parent and Community Engagement Task Force. We will form a parent and community task force early in the pre-opening phase. This group will play a vital role in spreading the word about the school, recruiting families, and offering input on school policies. By involving parents and community members in this capacity, we ensure that they are active participants in the school's development. This group will also help us refine our enrollment strategy, ensuring that we reach families who may not otherwise be aware of the school. We will ensure that members of the task force are reflective of the diverse backgrounds of the Jackson community to guarantee that all voices are heard and included.

Intent-to-Enroll Strategy. To help manage the recruitment process, we are currently gauging interest and collecting Intent-to-Enroll forms from families during the pre-opening phase, once authorized. This strategy will allow us to build a waitlist and assess demand effectively. By collecting these forms early, we can accurately gauge interest, adjust our recruitment efforts as needed, and ensure a smooth transition to the opening year. Additionally, we will follow up with families to answer questions, encourage commitment, and share information about the school's unique offerings. This will be coordinated with a referral campaign to expand our reach.

Ongoing Strategies for Community Engagement Post-Opening. Once Jackson Museum School opens its doors, the focus will shift to fostering consistent and meaningful connections with families and the wider community. The goal is to create a vibrant, collaborative environment where parents and guardians are deeply involved in the life of the school. By establishing strong relationships from the outset, the school aims to ensure that families feel welcomed and engaged in their children's education, fostering a sense of belonging and commitment to the school's mission.

Family Orientation. To foster meaningful connections, all families will attend summer orientation meetings designed to familiarize them with the school's policies, curriculum, and expectations. These meetings will lay a strong foundation for building trust and understanding between families and the school.

Regular Engagement Events. Ongoing engagement will be prioritized through various initiatives throughout the school year. Families will participate in student-led conferences where students present their work, reflect on their progress, and set future goals. These conferences foster accountability and collaboration among students, teachers, and families, ensuring all stakeholders are invested in each student's success. Signature events like Exhibit Nights will showcase project-based learning achievements, offering families an interactive glimpse into their children's education. Additionally, monthly themed Family Reading Nights will encourage parents to participate in literacy-building activities, equipping them with strategies to foster a love for reading at home.

Learning Expeditions and Field Trips. Our educational philosophy emphasizes immersive, place-based experiences. Learning expeditions and field trips will engage families and allow them to participate in excursions to local museums, cultural landmarks, and environmental centers. These

outings will strengthen the bond between families and the school community, reinforcing the real-world connections integral to our inquiry-based curriculum.

Collaborative Community Partnerships. We will develop and strengthen partnerships with local organizations, businesses, and civic groups. By collaborating on community events and educational initiatives, these partnerships will enhance learning opportunities for students while broadening the school’s visibility.

Inclusive Communication Strategies. Our commitment to inclusive communication is central to our outreach initiatives. Jackson Museum School will proactively gather feedback from families through surveys and open forums, creating an inclusive dialogue that informs our practices. Communication will occur in multiple languages, including English and Spanish, to ensure all families have access to important information. Regular newsletters, social media updates, and community events will keep families informed about student accomplishments, school events, and the benefits of our educational approach. Our ongoing commitment to engagement will help us address the needs of families and create a supportive network that empowers them to advocate for their children’s education.

c. Provide any of the following documents that show support from the proposed school's targeted community as Attachment D:

- *Outreach communications intended for the families of potential students.*
- *Documentation of parental intent to enroll their children in the purposed school.*
- *Memoranda of understanding that shows the community welcomes the proposed school, sees it as an attractive educational option, and believes it meets local needs and interests.*
- *Letters of support from the local community clearly express commitment to the proposed school and suggest that such support will ensure that the school will meet its enrollment goals. These letters may also confirm financial support or ongoing community engagement.*

Please see Attachment D.

d. Outline partnerships with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of these partnerships, including any fee-based or in-kind commitments to enhance student learning opportunities.

Jackson Museum School (K-6) will enrich student learning and advance its mission by cultivating meaningful, enduring partnerships that inspire trust and collaboration.

Potential In-Kind Partnerships

Organization	Mission/Vision (nature of organization)	Alignment with Jackson Museum School	Purpose of Partnership
Call Me MiSTER program (UTM)	To increase the pool of diverse teachers, particularly from underrepresented backgrounds, by recruiting and training students to become effective elementary and middle school teachers through a strong mentorship program	Aligns with JMS's focus on diversity, equity, and inclusion by increasing representation of teachers of color in education.	To recruit and mentor diverse future educators, helping build a more inclusive teaching workforce at JMS.
Global Citizen Adventure Corp	To cultivate global citizen leaders through education, travel, and service opportunities, increasing mutual respect for people, places, and the planet	Supports JMS’s cultural awareness and global citizenship pillar by fostering a mindset of global interconnectedness and	To provide immersive learning experiences that expand students' perspectives on global issues and cultures.

Organization	Mission/Vision (nature of organization)	Alignment with Jackson Museum School	Purpose of Partnership
Lane College	The College believes that one's intellectual capability coupled with social and spiritual growth is essential to the development of a well-rounded individual.	empathy. Aligns with JMS's commitment to holistic development, including character building and community engagement through social and intellectual growth.	To develop partnerships that offer mentorship, collaborative learning, and higher education pathways for JMS students.
University of Memphis at Lambuth	The mission of the University of Memphis at Lambuth in Jackson, Tennessee is to advance the University of Memphis' mission by focusing on instruction and service to the West Tennessee region and Jackson. The University of Memphis' overall mission is to provide high-quality education through research and service to local and global communities.	Aligns with JMS's educational mission by providing access to high-quality education and service opportunities for both students and educators.	To collaborate on educational programs, research projects, and community engagement initiatives, supporting JMS's educational vision.
The Society for African American Cultural Awareness (SAACA)	A nonprofit organization with the purpose of bringing about cultural awareness in the Jackson-Madison County, TN area.	Aligns with JMS's focus on cultural literacy and awareness, promoting local history and diversity.	To enhance students' understanding of African American history and cultural contributions, fostering inclusion and diversity.
Pi Pinson Mounds State Archeological Park	To preserve, protect, and share Tennessee's natural and cultural resources while providing safe and quality outdoor experiences.	Supports JMS's place-based education and field experiences by connecting students with local history and archaeological resources.	To offer students opportunities to learn about and engage with Tennessee's cultural and natural heritage through hands-on field trips.
Jackson Arts Council	To strengthen our community through arts and culture	Aligns with JMS's arts integration pillar, ensuring the incorporation of diverse artistic practices and community engagement in learning.	To collaborate on arts-based projects and programs that enrich the educational experience at JMS.
United Way of West Tennessee	To advocate for equity and improve access to health, education, and financial stability for people in West TN	Aligns with JMS's mission of promoting equity, access, and community engagement by addressing local needs and empowering students.	To partner on community outreach initiatives that support JMS students' well-being and academic success.

Section 1.7 - School Culture and Discipline **(Required for All Sponsors)**

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

Please see Attachment E for our proposed Jackson Museum School Family/Student Handbook.

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

The desired school culture of Jackson Museum School (JMS) is rooted in a student-centered ethos that prioritizes inclusivity, collaboration, and academic excellence. This culture will be achieved through a blend of innovative and traditional teaching methods, with a clear focus on inquiry-based, hands-on learning. The school's mission is to create an environment that nurtures academic strengths and character development, empowering students to become adaptive thinkers and engaged problem solvers. To support this, the school will pursue the following objectives: Objective 1 focuses on ensuring measurable gains in literacy, numeracy, and college/career readiness through targeted interventions that close achievement gaps; Objective 2 emphasizes the importance of establishing a positive school climate, safety, and organizational efficiency; Objective 3 aims to foster strong community engagement and positive parental involvement; and Objective 4 sets a target of a 95% student attendance rate as an indicator of student engagement. By aligning these objectives with its mission, JMS will ensure that students not only meet academic benchmarks but also grow into responsible, high-achieving global citizens.

A Student-Centered Culture of Exploration and Engagement. At the core of JMS's desired school culture is a commitment to student-centered learning, which positions students' interests, needs, and strengths as the foundation of the educational experience. Research consistently shows that student-centered practices—such as inquiry-based learning and project-based learning (PBL)—have a substantial impact on student engagement and academic outcomes. Hattie's (2009) synthesis of over 800 meta-analyses demonstrates that these teaching methods promote deeper learning, critical thinking, and problem-solving, empowering students to take ownership of their education. These practices will directly contribute to Objective 1 of JMS, which aims for measurable academic gains by narrowing achievement gaps and ensuring proficiency in literacy and numeracy.

By incorporating place-based education and fostering partnerships with local museums and community organizations, JMS will provide students with real-world learning opportunities that are both relevant and meaningful. This type of education fosters a sense of belonging and responsibility, enhancing students' connection to their community and improving academic motivation (Sobel, 2004). Furthermore, as Gruenewald (2003) highlights, place-based learning encourages students to engage with their environment in ways that make their education personal and impactful. In doing so, JMS will support students' academic growth while also developing their civic responsibility and sense of identity, aligning with the broader goals of Objective 1.

Building a Safe, Nurturing, and Supportive School Climate. Establishing a positive school climate is essential to fostering an environment in which students feel safe, respected, and ready to learn. To achieve this, JMS will prioritize social-emotional learning (SEL), positive behavior interventions and supports (PBIS), and restorative practices. Research by Durlak et al. (2011) has shown that SEL programs improve academic performance and foster a supportive school climate by enhancing students' emotional intelligence, empathy, and self-regulation. These qualities are essential to creating an environment where students are able to thrive both academically and socially.

Teacher-student relationships also play a crucial role in academic success. Pianta et al. (2012) emphasize that positive, supportive relationships between teachers and students significantly improve motivation, engagement, and academic performance. At JMS, teachers will be more than just instructors—they will

act as mentors and guides, building strong, individualized connections with students. This nurturing approach will be instrumental in achieving Objective 2, which emphasizes the creation of a safe and supportive school climate.

Community Engagement and Family Partnerships. A critical element of the desired school culture at JMS is the active involvement of families and the local community in the educational process. Research consistently shows that family engagement in school activities leads to higher academic performance, improved student behavior, and increased attendance (Henderson & Mapp, 2002). To meet the objectives of the school, JMS will build strong partnerships with families, offering opportunities for collaboration, communication, and involvement in school activities. These partnerships will help to create a sense of ownership and shared responsibility among students, families, and educators, aligning with Objective 3, which focuses on fostering positive parental experiences and increasing community engagement.

Furthermore, the school will leverage its community ties to enrich the curriculum and provide students with opportunities to engage with professionals in the field. Community partnerships will also support place-based learning, allowing students to work on projects that connect them to local issues and resources. This approach enhances students' connection to their community and provides real-world applications for their academic learning, reinforcing the school's commitment to inclusivity and global citizenship.

Promoting Engagement and Accountability. To achieve high levels of student engagement and success, JMS will cultivate a culture of accountability and high expectations. This includes setting clear academic and behavioral expectations for all students, providing timely and constructive feedback, and celebrating student accomplishments. Formative assessments will be used to personalize instruction and ensure that each student's needs are met. Research by Reeve (2009) shows that when students are given choices in their learning and held to high standards, their motivation and engagement increase. By offering inquiry-based projects and creative learning opportunities, JMS will empower students to take an active role in their education, while simultaneously ensuring they meet academic goals.

A high level of engagement will also be reflected in the school's attendance rates, which will be tracked as part of Objective 4. A 95% attendance rate will serve as a key indicator of student investment in their learning and the effectiveness of the school's culture in fostering engagement. The high attendance rate will be a direct reflection of the school's supportive and motivating environment, in which students are excited to learn and participate in school activities.

Using Data to Empower Students and Support Families. To achieve our goals, JMS will collect and analyze data regularly to assess student progress and inform instructional practices. This data will guide decisions related to teaching strategies, student support services, and professional development for staff. Data-driven decision-making is essential to ensuring that interventions are effective and that students receive the targeted support they need to thrive academically. Through the use of formative and summative assessments, teachers will adjust their approaches to meet the diverse needs of their students, helping them achieve proficiency in literacy, numeracy, and college/career readiness.

Furthermore, JMS will model and monitor the core values of empowerment, inclusivity, and collaboration to ensure that these values are reflected in every aspect of the school culture. Teachers, families, and community members will work together to reinforce the importance of these values,

supporting students in their journey to becoming engaged and responsible global citizens. Research-based strategies, such as those outlined in Hattie's (2009) Visible Learning framework, will be implemented to promote high-performing schools and innovative practices. By using data to plan, teach, support, and monitor progress, JMS will continuously improve its school culture and academic outcomes, ensuring that all students are equipped to succeed.

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

From the first day of school, Jackson Museum School lays the foundation for a culture rooted in empathy, kindness, responsibility, creativity, perseverance, and respect. These core values, which are embedded in our PBIS framework and House Program, foster a nurturing environment where students are supported and encouraged to grow both academically and socially. Our efforts to build this culture will require attention to detail, pervasive modeling of values, and frequent reinforcement of our goals and aims. To ensure a strong start, we will focus on educating our community about the school culture from the very first moments, beginning with events such as Back to School Open House Night, JMS Family Orientation, the First Day Assembly, and the House Sorting Ceremony at the beginning of the year. As the year progresses, we will hold Exhibit Nights, Family Reading Nights, festivals, and celebrations of the JMS culture. These key moments provide opportunities to introduce and reinforce our cultural values, setting the tone for the year ahead. By prioritizing character development, culturally responsive teaching, community and teacher education and support of our culture, and the uniqueness of the museum model, we can create, implement, and sustain a culture for students, teachers, administrators, and parents that aligns with the JMS mission.

Creating Culture with Character Development & Culturally Responsive Teaching. Creating this culture begins with embedding character development throughout the JMS school day, teacher-student interactions, school policies, and curriculum. Our Core Values to Empower Students—empathy, cooperation, kindness, creativity, perseverance, responsibility, and respect—are reinforced through the PBIS framework, with teachers and school leaders modeling these values in all aspects of school life. The House Program further strengthens this culture by providing small, supportive communities where students can build meaningful relationships with peers and mentors. This program promotes personal and academic growth, ensuring that students feel a strong sense of belonging.

PBIS. The Positive Behavioral Interventions and Supports (PBIS) framework will be a cornerstone of our approach at JMS, designed to create a proactive and supportive school environment. PBIS is a research-based model that focuses on teaching and reinforcing positive behaviors, aligned with our core values of respect, responsibility, and engagement. This framework will guide our efforts to foster a school culture where students, teachers, administrators, and parents collaborate to promote positive behavior and academic success. All teachers and staff will utilize the Dojo app to track student behavior, providing real-time feedback to students and parents. Through Dojo, we will reinforce positive actions, celebrate progress, and ensure open communication with families. The PBIS framework will include clear guidelines for success and a tiered system of support to ensure every student receives the help they need to succeed socially and academically. By integrating PBIS with Dojo, we will maintain a consistent and effective approach to behavior management, ensuring that from day one, students feel motivated, supported, and empowered. This proactive strategy will help sustain a positive and inclusive culture for students, staff, and families throughout the school year.

House Program. Complementing the PBIS framework, the House Program will provide small, supportive communities within the school. At the beginning of the year, we will hold a "House Sorting Day" assembly where students discover the house they will join, which consists of cross-grade groupings to promote mentorship between older and younger students. The House Manager, a teacher compensated with a stipend, is responsible for pre-selecting participants through random selections from various behavioral tiers across grades and later will design the house challenges. These houses will accumulate Positive Dojo points from their members' daily behavior, competing for the title of House Winner at the end of the year. Monthly house challenges will further encourage teamwork and character development, beginning with a character lesson followed by engaging activities. During House Challenge Days, we will also recognize our Students of the Month and Teachers of the Month, highlighting house point totals to reinforce a sense of community and friendly competition. By integrating the PBIS framework with the House Program, JMS aims to cultivate a nurturing environment that empowers students to thrive both academically and personally.

Creating, implementing, and sustaining a positive school culture at Jackson Museum School (JMS) requires intentional leadership that prioritizes equity, supports teachers, and leads by example. To *create* a positive culture, the CEO/Lead Founder and JMS Board must establish equity-driven policies that ensure all students, especially those from marginalized groups, have access to high-quality education and resources. Teachers will be trained in culturally responsive pedagogy and restorative practices to ensure they approach every student with understanding and care, especially those who face unique challenges. Research indicates that implementing policies centered on cultural responsiveness and inclusivity leads to higher levels of student engagement and success (Gay, 2018). One strategy for implementing such policies we will use at JMS is integrating culturally responsive pedagogy across the curriculum, fostering a learning environment that acknowledges and celebrates diverse backgrounds. This can be supported through professional development and ongoing teacher training that equips educators with the tools to address inequities and provide individualized support for students.

Implementing Culture with Community and Teachers. To *implement* these policies effectively, the CEO/Lead Founder and school leadership team will create structures that promote collaboration among teachers, families, and the community, ensuring that these stakeholders are invested in the success of the school's culture. Specific structures will include establishing regular community engagement activities, such as monthly family nights and workshops, which will facilitate mutual understanding and buy-in from the broader school community (Epstein, 2018). Additionally, we will implement professional learning communities for teachers to share best practices and collaborate on strategies that align with the school's values. Opportunities for parents to participate in volunteer programs and committees will also be created to encourage active involvement. Establishing a Family Advisory Council will provide a platform for ongoing dialogue between school leadership, families, and local organizations, further strengthening our collective commitment to sustaining a positive school culture.

The CEO/Lead Founder will also establish clear systems of support for teachers, such as regular feedback and an open-door policy that allows for constant reflection and growth, including mentoring to start in year 3. Teachers are not just instructors but role models of the values we seek to instill in our students. School leadership teams will create structures that promote collaboration among teachers by incorporating common planning time for Professional Learning Communities (PLCs) and guided lesson planning. Research shows that providing teachers with dedicated time for collaborative planning enhances their ability to align instructional strategies, share best practices, and address student needs

more effectively (Hord, 2009). Common planning time allows teachers to work together on lesson design, share insights from classroom experiences, and engage in ongoing professional development, which has been linked to improved student outcomes and teacher satisfaction (Vescio, Ross, & Adams, 2008). By supporting PLCs and structured planning sessions, school leaders can foster a culture of continuous learning, professional growth, and instructional coherence that benefits both teachers and students.

Sustaining Culture with Teacher Support and Leadership. To *sustain* a positive school culture, school leadership must lead by example in their interactions with students, teachers, and other stakeholders, modeling the core values of empathy, cooperation, responsibility, respect, and integrity that they seek to instill in students. At JMS, this will look like school leaders engaging in daily interactions with staff and students, demonstrating these values through behaviors such as actively listening, providing constructive feedback, and fostering a sense of belonging. Visible celebrations of success will be a key component, with leaders recognizing individual and team accomplishments during school-wide events, reinforcing a culture of appreciation and motivation. Research shows that when school leaders actively model the behaviors they expect from others, teachers are more likely to adopt these practices themselves, leading to a sustained positive culture (Leithwood, 2012). Additionally, JMS will offer ongoing professional development focused on social-emotional learning (SEL), restorative practices, and culturally responsive teaching, featuring interactive sessions that empower teachers to apply these strategies effectively in their classrooms. In Year 3, mentorship opportunities will be introduced, creating a supportive network for professional growth among teachers. By consistently reinforcing these strategies and establishing regular feedback loops from students and staff, JMS can create a thriving, inclusive, and sustainable school environment where all students are empowered to succeed.

Integrating the Unique Museum School Model into Culture. Creating and sustaining culture through the museum school model is at the heart of JMS's unique culture, creating an environment that encourages curiosity, creativity, and engagement. By embedding these pillars in the everyday experience at JMS, we create a culture that values engagement, critical thinking, and real-world application. The museum model not only enhances student learning but also plays a crucial role in cultivating a positive, nurturing environment. By fostering a sense of community and belonging, it directly contributes to building the supportive culture we aim to create, encouraging students to take an active and engaged role in their education.

Provisions for Students Who Enroll Mid-Year. At Jackson Museum School, we ensure a seamless integration for students who enroll mid-year through a structured and supportive transition process. Upon enrollment, students and their families will participate in a personalized orientation session facilitated by members of our leadership team. This orientation will provide an overview of the Jackson Museum School mission, our Core Values to Empower Students, and an introduction to the PBIS framework and House Program. We will also review the students' academic and behavioral history, including previous conduct records, RTI data, and any special services received, to create a tailored support plan. Students will be assigned to one of our Houses, where they will participate in welcome traditions alongside their peers. This will help them quickly connect with their new school community and understand the collaborative, supportive environment that JMS fosters. Students will also receive their room assignments, school uniforms, and academic resources, ensuring they are fully prepared for their first day at JMS.

Additionally, we will schedule a meeting between the student, their family, and school leadership to review the Student-Family Handbook, emphasizing our Code of Conduct, high expectations for behavior, and the importance of being actively engaged in their learning. This discussion will include instruction on the museum model approach to education, highlighting how students will be encouraged to ask questions, participate in hands-on learning, and take ownership of their projects. After this meeting, families will sign a contract acknowledging our school policies and expectations. Students will also take part in a tour of the school, visiting classrooms, art spaces, and museum resources to familiarize themselves with our unique learning environment. Before beginning their studies, they will shadow a current student ambassador who will guide them through their first day, helping them build connections and feel comfortable in their new community. This comprehensive approach ensures that students are not only welcomed but are also prepared to be active, engaged learners at Jackson Museum School.

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

The Jackson Museum School (JMS) mission and educational approach are intentionally designed to embrace and support special populations, including students with disabilities, English Learners (ELs), and students at risk of academic failure or dropping out. Our culturally responsive and inclusive mission is committed to serving all students and families, regardless of their academic performance levels, behavioral challenges, socioeconomic status, or cultural backgrounds. By fostering an environment where students gain the knowledge, skills, and confidence needed to pursue their chosen college and career paths, JMS aims to empower students to make a meaningful impact on society.

JMS's approach is rooted in the implementation of research-based strategies and data-driven processes that are adaptive, proactive, and responsive to individual student needs. Aligned with the Tennessee-based Response to Instruction and Intervention (RTI²) framework for academics and behavior, our school culture promotes high-quality academic instruction, behavioral expectations, and targeted, tiered interventions. For students with disabilities, JMS emphasizes individualized instruction, assistive technologies, and necessary accommodations to create an environment where they can succeed. For English Learners, our immersive, inquiry-based learning model and dual-language support encourage both language development and academic achievement, as highlighted by Genesee et al. (2006).

Students at risk of academic failure benefit from continuous monitoring and targeted support that adapts to their progress and needs, reducing dropout risks and fostering resilience. Research by Darling-Hammond et al. (2020) underscores the effectiveness of project-based learning (PBL) and differentiated instruction in engaging students and addressing diverse learning needs. Moreover, the integration of social-emotional learning (SEL) into the school culture, as supported by Osher et al. (2018), further aids at-risk students in building confidence and developing skills for lifelong success. Through strong collaboration among teachers, families, and community partners, and by aligning with tiered RTI² programming, JMS ensures that each student receives the support necessary to thrive academically and socially. This comprehensive approach creates a school culture grounded in equity, collaboration, and excellence, positioning every learner to reach their fullest potential.

e. Provide the school's proposed student discipline policy as Attachment F. The proposed policy must comply with any applicable state laws and regulations.

Please see Attachment F.

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;*
- *A list and definitions of the offenses for which students in the school must (where nondiscretionary) 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;*
- *An explanation of how the school will protect the rights of students with disabilities in disciplinary actions and proceedings;*
- *Identify the staff position responsible for carrying out the school's discipline policies and provide a brief job description of the position; and*
- *How students and parents will be informed of the school's discipline policy.*

Please see Attachment F.

g. Detail any goals related to student attendance and describe the plan to collaborate with families and the community to address and combat chronic absenteeism.

Our goal is to maintain a 95% attendance rate or better throughout the school year and across all years.

Strategic Plan for Addressing and Combating Chronic Absenteeism

1. **Community and Family Collaboration:** Our attendance plan includes a robust strategy for partnering with families and the broader community to ensure consistent attendance:
 - Communication and Outreach: Establishing regular touchpoints with parents, including meetings and communication via newsletters and calls, to reinforce the importance of attendance.
 - Parent Education Workshops: Providing sessions that inform parents about the connection between attendance and academic success, while sharing strategies to manage common barriers like transportation and health issues.
 - Community Resource Networks: Partnering with local organizations to offer solutions such as subsidized transport and health resources.
2. **Positive Incentive Programs:** To create a positive culture around attendance, JMS will implement reward systems that acknowledge students for their dedication:
 - Weekly Recognition Programs: Public acknowledgment of students who achieve perfect weekly attendance through school announcements and bulletins, and incentives provided by local businesses (for example, movie passes or restaurant cards or coupons)
 - Monthly Attendance Celebrations: Awarding students with perfect attendance certificates and small prizes to reinforce their commitment.
 - Quarterly Events: Hosting celebratory events for students with consistent attendance, fostering an environment of appreciation and pride.
3. **Truancy Intervention Plan:** For students at risk of chronic absenteeism, JMS will enact a comprehensive intervention plan:
 - Early Detection and Monitoring: Leveraging data to identify and proactively support students demonstrating signs of absenteeism.
 - Tailored Support Strategies: Collaborating with school social worker to create customized plans for students and their families.

- Community Engagement and Partnerships: Working with local agencies to provide additional support and resources when necessary.

The mission of Jackson Museum School underscores the importance of inquiry-based, hands-on instruction and collaboration between educators, families, and the community. By incorporating place-based learning—such as field experiences at local museums and community sites—students are motivated to attend school to participate in engaging, real-world learning. Studies, such as those by *Katz and Chard (2000)*, have shown that when students are immersed in project-based learning and collaborative inquiry, they are more excited about school and demonstrate improved attendance. The dynamic, participatory approach inherent in our museum model fosters a deep connection to learning, making school a place students look forward to every day.

JMS Truancy Intervention Plan

Tier	Interventions
Tier I	Tier I of the progressive truancy plan shall apply to all JMS students and include schoolwide prevention-oriented supports to assist with satisfactory attendance. These supports shall include, but are not limited to: 1. communicating tardies and absences to families daily, 2. letters sent reminding of the JMS Attendance Policy, 3. providing transportation, and 4. sharing community resources such as before and after-school care options.
Tier II	Tier II of the progressive truancy plan shall be implemented after the student accumulates five (5) unexcused absences, but before referral to juvenile court, and includes the following: 1. A conference with the student and the student's family; 2. An attendance contract, based on the conference, signed by the student, the family, and the CEO/Lead Founder or designee. The contract shall include: a. A specific description of the school's attendance expectations for the scholar; b. The period for which the contract is effective; and c. Penalties for additional absences and alleged school offenses, including additional disciplinary action and potential referral to juvenile court. 3. Regularly scheduled follow-up meetings to discuss the student's progress; and 4. A school employee shall conduct an individualized assessment detailing the reasons a student has been absent from school. The employee may refer the scholar to counseling, community based services, or other services to address the scholar's attendance problems.
Tier III	Tier III shall be implemented if the truancy interventions under Tier II are unsuccessful. Tier III may consist of the following interventions, to be determined by the CEO/Lead Founder or designee as needed: 1. Utilizing truancy officers, peer mentors, social worker, or other appropriate staff to encourage consistent attendance, and/or 2. Meet with families to ascertain needs and hindrances to attendance, offering recommendations for community resources such as before and after school care, and/or discuss transportation needs and assist with problem-solving those needs. The interventions shall address students' needs in an age-appropriate manner. Finalized plans shall be approved by the CEO/Lead Founder or designee.

Section 1.8 - Special Populations (Required for All Sponsors)

a. Describe the school leadership team's experience supporting students with disabilities, English learners, at-risk students, and intellectually gifted students. Explain the plan to ensure the school is appropriately staffed to meet these student groups' needs. Describe the process and methods by which the school will

properly identify students with disabilities in compliance with Title 49, Chapter 10, of the Tennessee Code, Part B of the Individuals with Disabilities Education Act, and Section 504 of the Rehabilitation Act of 1973;

School Leadership Experience and Expertise. Our leadership team is committed to creating an inclusive and equitable learning environment that effectively supports all students, including those with disabilities, English learners, at-risk students, and intellectually gifted students. Under the guidance of Dr. Jean A. Little, our proposed CEO/Lead Founder, who has over twenty years of experience in education, the school will be led by an experienced educator dedicated to addressing the diverse needs of our student population. Little's expertise includes roles as a high school teacher, K-12 literacy specialist and interventionist leader, PreK-5th grade principal, and university academic services dean, along with a doctorate in School Leadership focused on transformational leadership. In addition, our Board Member, Monola Patterson, a retired special education teacher with fifty-two years of experience, including a bachelor's and master's degree in special education, will provide valuable guidance in shaping school leadership and policies. Together, their combined experience ensures a deep understanding of the strategies needed to create a school environment that is responsive to the needs of all learners and prepared to support the diverse learning styles of students in the Jackson community.

Our leadership team recognizes that supporting students with diverse needs requires a deep understanding of culturally responsive pedagogies and differentiated instruction. We are committed to ongoing professional development that emphasizes culturally sustaining practices, ensuring our staff can meet students' unique cultural, linguistic, and learning needs effectively. Dr. Little's previous success in transforming a previously underperforming school exemplifies her dedication to equity and academic achievement, as she elevated student performance from the bottom 5% in the state to average levels while increasing teacher retention. At one point, 20% of the PreK- 5th grade students were identified as being "on the spectrum," having some degree of Autism, presenting a unique school leadership opportunity. Her expertise in culturally responsive pedagogy and equity-focused curriculum development will guide Jackson Museum School's efforts in creating a nurturing environment for all students.

Furthermore, we will implement continuous professional development and embedded coaching to ensure staff remain adept at applying inclusive and culturally responsive practices. Success will be measured through regular formative assessments, student engagement data disaggregated by demographic groups, and monitoring the progress of students with IEPs to ensure that our practices translate into equitable outcomes.

Staffing Needs. In terms of staffing to meet the varied needs of our student populations, Jackson Museum School will assemble a dedicated team that includes English Learner (EL) specialists, special education teachers, a counselor (starting in year 4) and social worker, and a teacher with experience with gifted education. In Year 1, we plan to staff our school with one special education teacher and one split English Language (EL) teacher/special education teacher, and one social worker (part time in year 1), along with teachers who have experience with gifted education. Our initial prediction for the special education teacher ratio is based on Tennessee guidelines, which recommend a ratio of 1:15 for self-contained classrooms and 1:8-12 for resource classrooms. To maintain compliance with state ratios, ensuring no more than 1:35 for EL, we will strategically add additional staff members as needed. Our staffing plan will not only focus on recruiting qualified professionals who believe in the potential of every child but will also emphasize ongoing professional development to equip staff with the necessary skills to support diverse learners. We will also utilize contracted specialists to meet the unique needs of students with IEPs. This professional learning will cover differentiated instruction, culturally responsive

pedagogy, and evidence-based interventions tailored for students with disabilities, English learners, at-risk students, and intellectually gifted students.

At Jackson Museum School, the Academic Coordinator/Special Education Director (to begin in Year 0) will lead the process for identifying students with disabilities, ensuring compliance with Title 49, Chapter 10 of the Tennessee Code, Part B of the Individuals with Disabilities Education Act, and Section 504 of the Rehabilitation Act of 1973. Our approach is systematic and thorough, prioritizing the timely evaluation and determination of eligibility to ensure that students receive the support they need.

Process and Method to Identify Special Education Students.

Jackson Museum School (JMS) is committed to ensuring all students with disabilities are identified and provided with a **Free Appropriate Public Education (FAPE)**, in accordance with Title 49, Chapter 10 of the Tennessee Code, Part B of the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1973. Central to this commitment is the Child Find obligation, which requires proactive efforts to locate, evaluate, and serve students with disabilities early and efficiently. To meet these legal requirements, JMS employs multiple identification pathways—including parent inquiries, teacher referrals, outside provider recommendations, universal screenings, and review of admission and existing records of transfer students—ensuring timely evaluations and supports. This process emphasizes early detection, active parental involvement, comprehensive assessment procedures, and ongoing progress monitoring, all aimed at providing students with equitable access to the supports necessary for their success. The special education team at JMS, led by the Academic Co/Special Education Director, includes special education teachers, interventionists (The Literacy Interventionist will start in Year 1 and add Math Interventionist by Year 5), the office coordinator who will also serve as our Student Information Specialist, and contracted specialists through a possible partnership with organizations such as Project Play. Starting in Year 1, the team will also incorporate the school social worker and, from Year 4 onward, the guidance counselor, all collaborating to review referrals and support student success.

60- Day Timeline for Special Education Evaluation & IEP Scheduling:

Day 1: Received referral (from parent, staff, or outside provider) or parent provides written consent.

Within 5 days: School acknowledges and reviews referral form and confirms receipt.

Day 1-45 (Maximum):

- Conduct initial evaluation after receiving signed parent consent.
- The evaluation must be completed within 45 school days of parental consent.

By Day 45: Complete evaluation and prepare assessment report.

Within 15 days of evaluation completion:

- **Schedule IEP meeting** to occur within 60 calendar days of parental consent (to stay within the legal maximum).
- Notify parents at least 5 business days before the scheduled IEP meeting.

Methods and Processes for Student Identification

1. Initial Referrals through Parent Request

Parents or guardians can initiate the identification process at any time by requesting an evaluation or informing staff of prior diagnoses or services. Upon request, the school will provide written procedural safeguards informing parents of their rights and the evaluation process. Parents can make this request verbally or in writing to any staff member. However, parents are encouraged to submit requests in writing, including any existing evaluations or records, to the Academic Co/Special Education Director. Upon receipt of request, the staff member will complete the “Child Find” campus form and submit it to the Academic Co/Special Education Director within 48 hours of request. JMS will contact the parent/guardian within 10 days of their request to either:

- “Provide the parent/guardian with prior written notice of its proposal to conduct an evaluation, a copy of the procedural safeguards notice, and an opportunity to give written consent for the evaluation” or
- “Provide the parent/guardian with prior written notice of its refusal to conduct an evaluation and a copy of the procedural safeguards notice.”

Once JMS has received a signed and dated parent consent, it will have 45 school days to conduct the initial evaluation of the child. JMS will contract a service provider to conduct the evaluation, as money has been allocated in the budget for this under contracted services. The IEP Team meeting will be scheduled to occur within 60 calendar days of parental consent, with parents being notified at least 5 business days in advance of the meeting. For detailed procedures and timelines, please refer to the “60-Day Timeline for Special Education Evaluation & IEP Scheduling” section. At the initial IEP meeting, the evaluator will explain the testing conducted and the results. The committee will determine if the child meets eligibility criteria to receive special education services and parents will be provided a copy of the evaluation report and documentation of the determination of the child’s eligibility. If the parent disagrees with the eligibility decision, they have the right to request that the district pay for an Independent Educational Evaluation (IEE), and to request a due process hearing to challenge the decision. If the child qualifies for special education services, the Special Education committee will write the child’s Individualized Education Plan (IEP) and determine the child’s placement in the least restrictive environment (LRE). Additionally, if students do not qualify for special education but meet one of the following requirements: have a mental or physical impairment that substantially limits one or more major life activities; or have a record of such an impairment; or be regarded as having such an impairment, JMS will create a 504 plan with parent consent.

2. Initial Referral through School Staff

At Jackson Museum School (JMS), staff are trained to recognize students who may require additional support beyond high-quality Tier 1 instruction. When staff observe persistent difficulties despite implementing Tier 2 and Tier 3 interventions, they consider whether there is reason to suspect that the student may have a disability and whether that disability impacts the student's need for special education and related services. Staff are prompted to ask two essential questions: “Is there reason to suspect that the student has a disability?” and “Is there reason to suspect that because of the disability, the student needs special education services?” In evaluating these questions, staff should consider whether interventions have already been provided and whether there is sufficient data to support a referral. If both questions are affirmed, the staff member must complete the campus Child Find form and submit it within 48 hours to the Academic Co/Special Education Director. As detailed in the Special Education timeline above, the school will acknowledge and review all referral forms within 5 days to ensure timely

initiation of the evaluation process, which in Tennessee requires the evaluation to be completed within 60 calendar days of receiving parental consent, including scheduling an IEP team meeting within this period to review evaluation findings, determine eligibility, and develop an initial Individualized Education Program (IEP) if the student is eligible. While the evaluation is underway, the student continues to receive Tier 2 and Tier 3 supports, and data from ongoing interventions are used to inform eligibility decisions. Throughout this process, continuous progress monitoring occurs to ensure that support strategies are effective and to identify students who may need formal evaluation and services. If a parent refuses consent for evaluation, the student will continue to receive Tier 2 and Tier 3 supports, and the school will document efforts to collaborate with the family. Classroom observations and assessment data are integral to supporting referral decisions, with input from special education specialists, such as Project Play, providing additional review and expertise. The entire process is designed to be collaborative, data-driven, and responsive to each student's individual needs. For detailed procedures and timelines, please refer to the "60-Day Timeline for Special Education Evaluation & IEP Scheduling" section.

3. Initial Referral through Outside Provider(s)

Outside professionals such as pediatricians, therapists, or prior schools may recommend evaluations if they suspect a student has a disability. JMS will accept and review such referral requests, initiating evaluation procedures and coordinating with families for consent. Staff responsible for managing these referrals include contracted school psychologists, the Academic Co/Special Education Director, and school administrators. The referral will be acknowledged and reviewed promptly within 5 days, with evaluations completed within 60 calendar days of receiving parental consent, in accordance with Tennessee law. JMS recognizes that other individuals involved in a child's education or care have the right to make a referral for special education evaluation. To ensure timely identification and service, JMS will prioritize efficient communication and action on all external referral requests. Once a referral is received, the school will start the evaluation process, including scheduling meetings to review findings, determine eligibility, and develop an individualized plan if the student qualifies for special education services. The entire process will align with Tennessee's legal timelines and procedures as noted in the detailed Special Education timeline above, emphasizing prompt action to meet each child's needs and ensure equitable access to appropriate supports. For detailed procedures and timelines, please refer to the "60-Day Timeline for Special Education Evaluation & IEP Scheduling" section.

4. Universal Screeners and Assessments as a Method of Identification

Jackson Museum School (JMS) will employ a comprehensive and proactive approach to student identification by implementing universal screening and benchmarking assessments three times per year in both reading and math. Staff, including classroom teachers, special education teachers, and interventionists (starting year 1 for Literacy Interventionist and year 5 adding a Math Interventionist), will administer assessments such as the MAP Growth assessments, iReady, and other state-approved assessments at the start, middle, and end of the academic year to be analyzed by the RTI2 team in quarterly reviews, and in teacher PLCs. These results, combined with prior Tennessee Comprehensive Assessment Program (TCAP) scores, dependent upon the grade level of the student, and ongoing formative classroom data, will serve as vital tools for early identification of students who may be at risk of learning difficulties or meeting criteria for special education referral. Students identified as at-risk through screeners may receive additional assessments, targeted interventions, or progress monitoring; if

a student does not respond adequately or continues to struggle, the data from these tools can support a referral for a full special education evaluation. However, a low score alone does not automatically lead to a referral, as the decision is based on comprehensive data including district policies, teacher observations, and intervention responses. The immediate analysis of screening data allows school personnel to act swiftly if concerning signs are observed, ensuring timely follow-up for students needing further evaluation or targeted interventions. This systematic process supports early detection, enabling JMS to address student needs proactively and provide appropriate supports to ensure all students can succeed. For detailed procedures and timelines, please refer to the “60-Day Timeline for Special Education Evaluation & IEP Scheduling” section above.

5. Transfer Students with Existing IEPs

When students are offered and accept a seat, or transfer to JMS with an existing IEP or 504 plan, the school will review the submitted records, including prior evaluations, current IEPs, or 504 plans, and will coordinate with previous schools or districts as needed. On the enrollment paperwork, there will be a designated space for families to indicate whether their student received special education services at their previous school. During the enrollment process, the Office Coordinator/Student Information Specialist will review each student’s enrollment paperwork promptly. If the box indicating prior receipt of special education services is checked, the Office Coordinator/Student Information Specialist will request the records electronically through the Tennessee Data Exchange (TDX) system. The previous school district has up to 10 working days to provide these records.

As the Office Coordinator/Student Information Specialist receives the incoming records at the beginning of the year, they will review them for evidence that the student was receiving special education services. If such evidence is found, the Office Coordinator/Student Information Specialist will contact the previous school district to confirm the student’s eligibility and services and will notify the Academic Co/Special Education Director to schedule further review and transition planning with contracted special education services as needed.

For students transferring from another LEA during an active evaluation or IEP development process, the school administrator will collaborate with the previous district to ensure all evaluation timelines (per T.C.A. § 49-10-601) are met, ensuring continuity of services.

If a student is transferring from out of state with an existing IEP, the school will conduct a new evaluation as necessary under Tennessee law to determine eligibility and develop a Tennessee-compliant IEP.

For students transferring from another LEA with an existing IEP, the school will hold an IEP team meeting within 20 school days of enrollment, per T.C.A. § 49-10-602, to review, adopt, or develop a new Tennessee IEP. During this transition, the school will ensure the student has access to a Free Appropriate Public Education (FAPE) and that services are comparable to those previously provided.

6. Evaluation, Plan Development, and Ongoing Monitoring

At JMS, we will follow all applicable federal and Tennessee laws and guidelines to ensure students suspected of having disabilities receive timely, comprehensive evaluations and appropriate supports. After receiving a referral—whether from parents, staff, or outside providers—and obtaining written parental consent, we will initiate the evaluation process immediately. The evaluation process will be

completed within 45 school days from parental consent, utilizing contracted evaluators with expertise relevant to the student's suspected disability. This will include assessments, observations, and review of existing records to develop a full understanding of the student's needs.

Once the evaluation is complete, the IEP team—including parents, teachers, specialists, and contracted psychologists or other service providers—will convene within 60 days of parental consent to develop the student's IEP or Section 504 plan. During this meeting, the team will collaboratively set measurable, realistic goals based on the evaluation results and student needs. We will identify specific accommodations, modifications, assistive technology, and services that will be provided to support the student in accessing FAPE. Our contracted psychologists and specialists will actively participate in this process by providing their expertise and contributing to the development of targeted strategies to meet the student's needs.

For ongoing progress monitoring, we will implement systematic, data-driven methods consistent with IDEA and Tennessee Department of Education policies. Progress on IEP goals will be reviewed and documented at least once every reporting period (quarterly or as specified in the IEP). This involves collecting regular formative and summative data, analyzing student progress, and using this information to determine if instructional strategies and supports are effective. Teachers and service providers will record progress notes, update data sheets, and track the achievement of goals, ensuring that all documentation is accurate and maintained in accordance with FERPA to ensure confidentiality and proper record-keeping. Progress monitoring results will be reviewed in team meetings, and when data indicates that a student is not making expected progress, appropriate adjustments will be made to the IEP, goals, or services. These adjustments may include modifying instructional strategies, increasing support levels, or changing accommodations.

Additionally, the IEP team will conduct formal annual reviews to comprehensively assess the student's progress toward goals, review evaluation data, and update the IEP accordingly. These reviews will ensure that the student continues to receive appropriate supports, that goals remain relevant, and that progress aligns with legal requirements. Throughout this process, all procedures and documentation will adhere to IDEA, Tennessee Department of Education policies, and FERPA standards governing confidentiality, record accuracy, and timely reporting. For detailed procedures and timelines, please refer to the "60-Day Timeline for Special Education Evaluation & IEP Scheduling" section.

ILP-Dyslexia. In accordance with Tennessee law (T.C.A. § 49-6-3053) and Department of Education guidance, JMS conducts universal dyslexia screening for students in kindergarten through 3rd grade, or as appropriate. Students identified as at risk through screening will receive targeted interventions, and the RTI2 team will work collaboratively to develop an Individualized Learning Plan for Dyslexia (ILP-D). This plan is tailored to the student's specific reading needs and provides targeted support to improve reading skills, even if the student does not qualify for special education or a 504 plan. The ILP-D can be implemented and monitored through targeted interventions led by the Literacy Interventionist (Year 1), who will assist educators during intervention blocks to support students' reading development. The RTI2 team will oversee the creation and ongoing review of the ILP-D, with a focus on data-driven adjustments. The plan will be reviewed and revised regularly based on student progress, with weekly leveled assessments, monthly PLC reviews, and quarterly RTI2 team meetings, ensuring early, targeted intervention that aligns with state requirements and best practices.

b. Explain how the school will offer a continuum of services, ensure appropriate access to the general education program, and support academic success for students with disabilities and students with low incident disabilities. Describe specifically how the school plans to integrate special education services into the school's daily schedule.

Jackson Museum School (JMS) is committed to providing a comprehensive, data-driven continuum of supports that ensure equitable access and academic success for all students with disabilities, including those with high- and low-incidence disabilities. Central to this effort is the implementation of a Multi-Tiered System of Supports (MTSS), integrating Response to Instruction and Intervention (RTI2) and Response to Instruction and Intervention-Behavior (RTI2-B) frameworks. This tiered approach emphasizes proactive, differentiated instruction, and behavioral supports based on ongoing assessment and progress monitoring, aligned with Tennessee Department of Education guidelines and federal IDEA requirements. To operationalize this, JMS will utilize a range of evidence-based service delivery models—such as inclusive classrooms, targeted resource supports, and self-contained settings—carefully scheduled and tailored to meet individual needs, as determined by the IEP team. These services will be seamlessly integrated into the daily schedule, employing flexible grouping, collaborative planning, and data-informed decision-making to promote participation in grade-level curriculum, social-emotional development, and independence. By fostering an inclusive environment that prioritizes access, engagement, and ongoing assessment, JMS will adhere to Tennessee's Least Restrictive Environment (LRE) principles, ensuring all students receive the supports necessary to thrive academically and socially within a supportive, equitable school community.

Our team understands that effective integration of services and ensuring access for students with disabilities requires embedding supports seamlessly into the school day, ensuring they are not stigmatized or segregated unnecessarily. We will regularly evaluate the impact of our service delivery models through student progress data, engagement metrics, and feedback from students and families, continually refining our practices to meet evolving needs. Success will be measured through data on student achievement, participation, and social-emotional growth, with a focus on closing achievement gaps and increasing inclusivity.

Inclusive Classroom Support Model. JMS will prioritize inclusive education by utilizing a support model known as push-in support—also called co-teaching—where a special education teacher joins the general education teacher in the classroom. In this model, both teachers collaboratively support the implementation of each student's IEP by providing accommodations, modifications, and supports necessary for students to meet social, academic, and behavioral goals within the general education setting. The amount of time support is provided each week and the content areas in which support is delivered will be determined by the IEP team based on the individual needs of each student.

This co-teaching approach aims to increase participation, access, and engagement, allowing students with disabilities to actively participate in grade-level instruction. Teachers will receive regular professional development in Differentiated Instruction, which involves tailoring teaching methods, assignments, and assessments to meet students' diverse learning styles, abilities, and needs. For example, teachers will modify content, provide varied assignments, and utilize multiple instructional modalities—such as visual, auditory, and kinesthetic approaches—so that all students can access and engage with the curriculum effectively.

They will also be trained in Universal Design for Learning (UDL), a framework that guides the

development of flexible learning environments by providing multiple means of engagement, representation, and expression. UDL supports inclusion by ensuring instructional materials and teaching strategies are accessible and adaptable to meet the needs of all learners, including students with disabilities. Teachers and support staff will work together during weekly professional learning communities (PLCs) to analyze assessment data, refine instructional practices, and embed supports directly into daily lessons. Additionally, the special education and general education teachers will sign off weekly to document the service minutes provided to each student, ensuring accountability and clear communication. This inclusive support model, which typically involves approximately 80-90% of student time in the general education environment, fosters access, engagement, and social-emotional growth, aligning with Tennessee's least restrictive environment principles.

Resource Model (Pull-out or Consultation). Students requiring targeted, specialized support will access resource services through scheduled pull-out sessions or consultative supports. These support services will generally comprise 15-40% of the school week (roughly 3-9 hours weekly), scheduled during core instruction periods to minimize disruption to the general education environment. Resource support will include small-group instruction or individual interventions in critical areas such as reading, math, or behavioral supports.

In this model, a special education teacher will pull students from the general education classroom and provide specialized instruction in a designated space to help these students meet academic, behavioral, or social goals that cannot be attained within the general education setting alone. This additional support will be provided only if the IEP team determines, based on assessment and data, that the student's needs cannot be fully met through inclusive supports.

Support will be limited to the subject areas identified in the student's IEP, and students will not spend more than 50% of their total school time outside of the general education environment. This model allows for intensive, targeted instruction while maintaining a connection to grade-level content, ensuring access, participation, and inclusion aligned with Tennessee's least restrictive environment (LRE) principles.

Self-Contained Model. Students with significant, complex, or profound needs that cannot be fully supported within inclusive or resource models will be served in self-contained classrooms. These placements are for students whose needs exceed what can be effectively addressed in the general education environment. The self-contained classroom will typically support students more than 50% of the school day and will provide high levels of individualized instruction focused on functional life skills, behavioral supports, and social-emotional development. Teachers in these classrooms will develop individualized curricula aligned with grade-level standards when appropriate, emphasizing targeted interventions and functional supports. The placement decision will be made collaboratively by the IEP team, based on thorough assessment and data review, and in full compliance with T.C.A. § 49-10-106. The goal is to maximize the student's independence while ensuring access to grade-level standards and supports, consistent with Tennessee's least restrictive environment (LRE) principles.

Supporting a Continuum of Services and Integrating Special Education into Daily School Operations

Jackson Museum School (JMS) is committed to offering a full, cohesive continuum of services that ensures equitable access, promotes inclusion, and fosters academic and social success for all students

with disabilities, including those with high- and low-incidence needs. To achieve this, JMS employs a Multi-Tiered System of Supports (MTSS), integrating Response to Instruction and Intervention (RTI2) and behavior supports to proactively address diverse learning needs through differentiated, evidence-based practices.

Continuum of Supports and Service Delivery Models. Our framework includes multiple evidence-based service delivery models, tailored to individual student needs as determined by comprehensive assessments and IEP team recommendations:

- **Inclusive Classroom Model (Push-in Support):** The majority of students (approximately 80-90%) will access grade-level instruction within general education classrooms, supported by co-teaching or push-in models. Certified special educators will collaborate with general educators during daily instruction, providing accommodations, modifications, and targeted supports. Teachers will receive ongoing professional development in Differentiated Instruction and Universal Design for Learning (UDL) to create flexible, accessible learning environments that foster participation and engagement for all.
- **Resource Model (Pull-out/Consultation):** Students with needs requiring targeted interventions will receive small-group or individual instruction during scheduled periods (generally 15-40% of the school week). These sessions focus on specific skill areas, such as reading and math, in designated settings. Supports are aligned with individualized goals and designed to supplement, not replace, core instruction.
- **Self-Contained Classrooms:** Students with intensive, complex needs that cannot be fully met within inclusive or resource models will be served in self-contained settings for most of the day. These classrooms provide high levels of individualized support, emphasizing functional skills, behavioral regulation, and social-emotional development, with curricula adapted as appropriate to maximize independence and access to grade-level standards.

Embedding Services into the Daily Schedule

Support services are carefully scheduled within the school day to promote seamless inclusion and participation:

- **Integration in the Daily Routine:** Services such as co-teaching, resource support, and self-contained instruction are embedded into the regular schedule, allowing students to participate meaningfully in grade-level content alongside their peers, consistent with Tennessee's Least Restrictive Environment (LRE) principles.
- **Flexible Grouping and Collaborative Planning:** Classroom teachers and specialists will utilize flexible grouping strategies, coordinate planning during regular PLC meetings, and adjust supports based on ongoing student data. This iterative approach ensures that services are responsive and targeted, reducing stigma and promoting social integration.
- **Progress Monitoring and Data-Driven Adjustments:** Frequent assessment of student progress will inform instructional decisions. Teams will review data regularly—during benchmarks, grade-level meetings, and IEP reviews—to refine supports and increase effectiveness. All service provision will be documented and verified through sign-off procedures to ensure accountability and transparency.

Ensuring Access and Promoting Success. JMS schools are designed to foster an inclusive culture

where students with disabilities access the general education curriculum to the maximum extent appropriate. By prioritizing collaboration among general and special educators, utilizing research-based instructional models, and maintaining a flexible, data-driven approach, the school will ensure that each student receives the necessary supports in the least restrictive environment, promoting academic achievement, social-emotional development, and independence.

Supporting Implementation and Continuous Improvement. The school's approach emphasizes ongoing professional development in inclusive practices, universal design, and behavioral supports. The leadership team routinely evaluates service efficacy through student progress data, feedback, and stakeholder input, making iterative improvements to maximize student outcomes and ensure compliance with federal and state mandates.

c. Explain the school's plan to monitor and evaluate the progress and success of students with disabilities. Detail how this plan coordinates with the authorizer's monitoring and evaluation plans.

The Jackson Museum School is committed to ensuring that all students, including those with disabilities, achieve success and reach their full potential. This plan outlines our comprehensive approach to monitoring and evaluating the progress of students with disabilities, which is integrated with the authorizer's broader monitoring and evaluation frameworks, while meeting state and federal guidelines. By employing a multi-tiered strategy, we aim to provide tailored support that aligns with each student's Individualized Education Program (IEP) while ensuring accountability and compliance with established standards.

Our approach emphasizes using both quantitative and qualitative data to assess student progress comprehensively. We will utilize progress monitoring tools such as curriculum-based measurements, formative assessments, and behavioral data, ensuring these measures are culturally responsive and equitable across diverse student populations. Success will be evaluated not only through achievement of IEP goals but also through measures of student engagement, social-emotional development, and participation in the general education environment. Data collected will be disaggregated by demographic and disability categories to identify and address any disparities.

1. Individualized Progress Monitoring

- a. IEP Meeting Facilitation and Attendance: The IEP meeting will be facilitated by the licensed school representative, who is qualified to supervise special education services and allocate resources (ie. special education teacher/coordinator/director or principal). Required participants include the student's parents or guardians, a general education teacher, a special education teacher or service provider, the student (if appropriate), and other relevant professionals as needed.
- b. Regular Assessment of IEP Goals: Each student's IEP will contain specific, measurable objectives that are regularly assessed by the IEP team to gauge progress. Tennessee requires an annual review, but IEPs can be reviewed and revised more frequently if requested by a parent, teacher or other members of the IEP team.
- c. Frequent Data Collection: Teachers and support staff will collect data on student performance regularly to identify trends and areas needing support. Data should be collected regularly and systematically to assess progress toward IEP goals and inform instruction. This often occurs weekly or biweekly but may vary based on the specific skill being monitored and the intervention being implemented. Ultimately, the IEP team determines the specific frequency of

data collection during the development of the IEP, tailoring it to the individual needs of the student.

- d. Progress Monitoring Tools: Progress monitoring for students with IEPs should occur regularly and systematically, weekly or bi-weekly, to ensure goals are being met and interventions are effective. General education and special education teachers should conduct monitoring such as Curriculum-Based Measures (CBMs) in the form of short, frequent assessments that track specific skills (e.g., reading fluency probes, math computation checks), formative assessments in the form of ongoing assessments conducted during instruction to adjust teaching and monitor student growth (e.g., quizzes, observations, exit tickets), and/or Behavior Data Tools, tools like frequency charts, behavior trackers, and Functional Behavior Assessments (FBA) for behavioral goals.

2. Evaluation and Review Meetings

- a. Quarterly IEP Progress Reviews: Quarterly IEP progress reviews are required to monitor student progress toward their IEP goals. These reviews should involve a multidisciplinary team, including the special education teacher, general education teacher, contracted school psychologist, related service providers, and any other necessary personnel. Additionally, parents/guardians must be invited and included in these discussions. Adjustments to goals or services must be made based on data collected through progress monitoring tools and evaluations, ensuring students remain on track to meet their objectives.
- b. Annual IEP Review: Mandatory Annual IEP reviews ensure that IEPs are updated to reflect current student needs. These reviews require a comprehensive evaluation of student progress, data collection, and an analysis of current classroom performance. The IEP team, including the Academic Coordinator/Special Education Director, teachers, parents/guardians, and any contracted specialists, must collaboratively reassess goals and plan for the upcoming school year. Additionally, special attention must be given to transitioning plans for students, such as those moving from elementary to middle school or middle to high school.
- c. Interim Check-Ins with Parents and Guardians: Regular communication, at least twice per semester, will be maintained to keep families informed of progress and gather feedback. Documentation of these communications will be stored in student files.
To support continuous improvement, we will analyze the collected data across these meetings, incorporate stakeholder feedback, and refine instructional practices regularly. Success will be measured by increases in goal attainment, engagement levels, and improvements in social-emotional and behavioral indicators, with an emphasis on reducing disparities across demographic groups. Our data collection and monitoring systems will be aligned with the authorizer's evaluation standards to ensure transparency, accountability, and ongoing program enhancement. Additionally, progress on equitable outcomes will inform staff professional development and instructional adjustments, fostering a school culture committed to equity and continuous growth.

3. Coordination with Authorizer's Monitoring and Evaluation Plans

- a. Data Reporting and Compliance: The school will maintain meticulous records and submit required data to the authorizer in a timely manner, adhering to guidelines.
- b. Alignment with Authorizer Standards: Our progress monitoring metrics will be aligned with the authorizer's expectations to ensure consistency in evaluation measures.
- c. Participation in Authorizer Evaluations: The school will engage actively in any evaluative measures put forth by the authorizer, using the findings to enrich our support strategies. Our

team will closely review all evaluation feedback and performance data from the authorizer, using this information to refine our practices, strengthen compliance, and address any identified gaps, particularly in supporting students with disabilities and promoting equitable outcomes. This cyclical process ensures our continuous growth in delivering high-quality, responsive services.

4. Continuous Improvement Process

- a. **Data-Driven Adjustments:** Ongoing data collection will guide real-time adjustments to instructional strategies and supports to meet the evolving needs of students. Classroom teachers, special education teachers, and related service providers will collaborate to analyze student data collected through progress monitoring tools and formative assessments. Adjustments will be made during weekly data review meetings or as trends emerge, ensuring timely and individualized interventions. Furthermore, we will disaggregate data by student groups, including students with disabilities, to identify disparities and target supports that promote equity and academic growth. Success will be measured through ongoing progress toward IEP goals, increased student engagement, and improved social-emotional indicators, adapting instructional practices accordingly.
- b. **Needs Assessment and Professional Development:** A comprehensive needs assessment will be conducted annually by the Academic Coordinator/Special Education Director or designee, in collaboration with school leadership and special education staff. The assessment will evaluate student performance data, program outcomes, and staff needs through sources such as progress monitoring reports, program evaluations, and teacher surveys. The results will identify areas for targeted professional development, ensuring staff receive training to address instructional gaps and enhance their skills in supporting students with disabilities. Training topics will align with evaluation findings and may include differentiated instruction, progress monitoring techniques, behavior intervention strategies, or compliance with state and federal regulations. This targeted professional development will be evaluated via subsequent data analysis, observation, and stakeholder feedback to ensure it effectively enhances staff capacity to meet diverse learner needs.
- c. **Program Evaluation:** The Academic Coordinator/Special Education Director, in partnership with certified special education staff and school leadership, will conduct periodic evaluations of the special education program, at least biannually. These evaluations will measure program effectiveness by analyzing student progress, IEP compliance, and instructional outcomes. Evidence-based improvements will be made to address identified weaknesses and strengthen instructional delivery, ensuring students receive the support needed to drive academic success. Evaluation findings will be disaggregated by student demographics and disabilities to ensure equitable access and outcomes, informing ongoing planning and targeted interventions. Results and best practices will be shared with staff and families to promote transparency, accountability, and collaborative growth.

d. If serving high school grades, describe how the school will determine which diploma type is appropriate for individual students with a disability. Detail how the school will ensure that students with a disability are not precluded from earning a traditional high school diploma.

Jackson Museum School will not serve high school grades.

e. Describe the process and methods for identifying English learners (EL) in compliance with SBE Rule 0520-01-19-.03. Describe the plan to ensure the school is appropriately staffed to maintain Individualized

Learning Plans (ILPs) and support EL students' academic success. Detail the plan to monitor and track the ratio of ESL-licensed staff to maintain one licensed ESL teacher for every 35 EL students.

Identification of English Learners (EL). Jackson Museum School (JMS) will implement a comprehensive, data-driven process aligned with SBE Rule 0520-01-19-.03 and Tennessee Department of Education standards:

1. **Home Language Survey (HLS):**

Upon enrollment, families complete the Tennessee HLS in their preferred language. The survey asks:

- “What language(s) does your child speak at home most of the time?”
- “What language(s) does your child use most often?”
- “Was a different language used in previous educational settings?”

Responses indicating a language other than English will trigger further assessment.

2. **ELPA21 Proficiency Assessment:**

Within 30 days of enrollment, students identified via HLS will take the ELPA21 assessment, evaluating listening, speaking, reading, and writing. Students scoring below the Tennessee-established cut scores will be classified as EL and enrolled in appropriate supports.

3. **Review of Records:**

For transfer students, prior EL classifications, TELPAS scores, and assessment records will be reviewed to support placement decisions.

4. **EL Support Review Team:**

A multidisciplinary Language Support Review Team (LSRT)—including the EL teacher, instructional leader, social worker and/or school counselor, and parent/guardian—will review assessment scores and records. This team will confirm EL status, decide suitable placement, and develop individualized ILPs.

5. **Parental Notification:**

Families will receive translated, clear communication regarding their child’s EL classification, participation options, and available resources. Parental approval is required for placement.

Staffing and Monitoring of EL Support

1. **Ratios and Staffing:**

Based on enrollment projections—15 ELs in Year 1, increasing to 50 ELs in Year 5—JMS will employ at least one licensed EL teacher for every 35 EL students. The EL teacher will serve as the EL Coordinator during the early years when student numbers are low, and will be overseen by the Academic Co/Special Education Director. The EL Coordinator will continuously monitor staffing levels relative to enrollment, conducting regular data reviews (monthly and quarterly) to analyze student-to-teacher ratios, EL student progress, and staffing adequacy. Additional qualified staff will be hired proactively as enrollment grows.

2. **Qualifications & Professional Development:**

All EL staff will hold Tennessee certification, endorsement, or endorsement-in-progress for EL instruction. Continuous professional development will include Tennessee’s EL Standards, sheltered instruction (e.g., SIOP model), differentiation strategies, and culturally responsive pedagogy.

3. **Bilingual Support Staff:**

Bilingual aides, interpreters, and family engagement specialists will support communication with families and assist in classroom instruction as needed.

4. **Monitoring & Data Review:**

The EL Coordinator, operating under the oversight of the Academic Co/Special Education Director, will be responsible for continuously monitoring the effectiveness of EL supports and student progress. This includes:

- **Regular data reviews (monthly and quarterly)** of student assessment results, classroom performance, and support interventions to evaluate how well EL students are progressing toward their ILP goals.
- **Analyzing support delivery:** Reviewing observation data, teacher feedback, and student engagement levels to determine whether instructional strategies and supports (such as sheltered instruction, language development activities, and bilingual resources) are being implemented with fidelity and are impactful.
- **Adjusting supports and staffing:** Based on data analysis, the supervisor will recommend adjustments to supports, small-group instruction, or staffing levels as needed to maximize student outcomes.
- **Progress tracking:** Monitoring individual student growth in language proficiency and content mastery through ELPA21 scores, formative assessments, and teacher observations, ensuring early intervention if a student is not making expected gains.
- **Stakeholder communication:** Regular reporting on student progress, support effectiveness, and staffing adjustments will be shared with school leadership, teachers, and families to inform ongoing instructional planning and resource allocation.

Individualized Learning Plans (ILPs)

- **Development of ILPs:**

For each EL student, an ILP will be created based on initial assessments, including ELPA21 scores, classroom performance, and teacher observations. The ILP will outline specific language goals, instructional supports, accommodations, and timelines tailored to individual needs.

- **Teacher and Staff Training:**

Teachers supporting EL students will participate in targeted professional development centered on Tennessee's EL Standards (ELDS), sheltered instruction techniques, differentiation practices, and culturally responsive pedagogy. The lead EL teacher, in collaboration with the Academic Coordinator and Special Education Director, will facilitate ongoing training sessions during in-service days and coaching cycles.

- **Ongoing ILP Assessment:**

ILPs will be reviewed and updated quarterly by EL teachers, classroom teachers, and families. Adjustments will be based on assessment data, ELPA21 results, and classroom performance to ensure instruction continues to meet student needs.

f. Describe the plan to ensure EL students receive supports as outlined in their ILPs and these supports are integrated into the school's daily schedule. Detail the process and methods for monitoring and evaluating EL students' progress toward completing the EL program.

Jackson Museum School (JMS) is dedicated to providing tailored support for English Learners (ELs), as outlined in their Individualized Learning Plans (ILPs). This plan emphasizes integrating EL supports

into daily instruction, continuous progress monitoring, and evaluating student achievement to ensure successful program completion. To further support EL student success, professional development (PD) will be provided for teachers to strengthen their skills in best practices for EL instruction, differentiation, and cultural responsiveness. This ensures all educators are equipped to meet each EL student's academic and language development needs.

Integration of ILP Supports into Daily Instruction

- **Scheduled Language Development Blocks:**
At least 30 minutes each day, EL students will participate in dedicated language development sessions led by licensed EL teachers. These sessions will focus on vocabulary, language functions, comprehension, and oral language skills aligned with Tennessee's **English Language Development Standards (ELDS)**. Teachers will tailor content based on individual ILPs to target specific language goals.
- **Content Area Support and Sheltered Instruction:**
Classroom teachers will implement Tennessee-approved sheltered instruction strategies, including visuals, graphic organizers, cooperative learning, and scaffolding techniques. These methods will be used consistently across all content areas, with EL teachers supporting through co-teaching models to reinforce both language and content mastery. Instructional decisions will be informed daily by ongoing formative assessments, classroom observations, and student engagement levels to adapt supports as needed.
- **Use of Bilingual and Digital Resources:**
EL students will have access to bilingual glossaries, translated materials, multimedia tools, and language apps designed to support their ILPs. These resources will serve as dynamic scaffolds, providing both visual and contextual cues that strengthen understanding, especially in content areas where language barriers may exist.
- **Professional Development for Teachers:**
Teachers will engage in ongoing professional learning, including training on Tennessee's **EL Standards (ELDS)**, sheltered instruction (e.g., SIOP model), differentiation practices, and culturally responsive pedagogy. This PD will feature coaching, peer collaboration, and reflection sessions to ensure effective implementation.
- **Additional Support:**
To further individualize instruction, teachers will incorporate technology tools such as interactive language acquisition platforms (e.g., digital vocabulary builders, multimedia language modules, language learning apps) to personalize learning experiences and monitor student progress in real time. These tools will generate data that help inform daily instructional adjustments.

Monitoring and Evaluating EL Students' Progress Toward Program Completion

- **Quarterly Formative Assessments:**
EL teachers will administer targeted formative assessments aligned with ILPs and Tennessee's EL standards every quarter. These assessments will focus on language growth, content mastery, and student engagement, providing immediate data for instructional adjustments.
- **Annual ELPA21 Testing:**
All EL students will participate in the ELPA21 assessment each spring, measuring progress

across listening, speaking, reading, and writing domains. The results will be reviewed by the **EL Support Review Team**—including the EL teacher, classroom teachers, and families—to make informed decisions regarding reclassification.

- **Classroom Observations and Coaching:**

Instructional leaders and coaches will conduct bi-monthly classroom observations to verify the fidelity of sheltered instruction implementation, ILP support delivery, and student engagement. Feedback from these observations will inform ongoing coaching, PD, and support refinement.

- **Student Progress Review Meetings:**

At least twice each semester, teachers, EL staff, and families will convene to review student progress toward ILP goals. These meetings will analyze assessment data, classroom performance, and observation notes to identify areas needing additional support, and ILPs will be revised accordingly to reflect student growth and emerging needs.

- **Reclassification and Exit Criteria:**

When students demonstrate **sustained progress—including Proficient or Advanced scores on ELPA21 in all language domains and mastery of grade-level content standards**, the **EL Support Review Team** will evaluate eligibility for reclassification.

Reclassification Criteria:

- Achieving **Proficient** or **Advanced** scores on ELPA21 in all four domains.
- Demonstrating grade-appropriate performance in core academic subjects.
- Teacher evaluations confirming the student functions successfully without specialized supports.
- Parent notification and consent.

- **Family Engagement and Post-Reclassification Support:**

Families will participate in ILP review meetings, with translation services provided as needed, to discuss student progress and reclassification decisions. Post-reclassification, students will be monitored for two years through quarterly assessments and observations, with targeted support (such as tutoring, peer mentoring, or additional classroom accommodations) provided as necessary to ensure ongoing success and prevent regression.

- **Use of Technology for Ongoing Progress Monitoring:**

Throughout this process, digital platforms aligned with Tennessee’s EL standards will be used to track individual student growth, store assessment results, and facilitate communication with families. These tools will enable teachers and administrators to make timely instructional adjustments based on real-time data, ensuring that each student receives personalized support tailored to their evolving needs.

g. Describe the process and methods by which the school will appropriately identify at-risk students and specify how academic and behavioral data will aid in this identification. Describe the plan to monitor academic progress and address the learning needs of at-risk students. Detail the programs, strategies, and supports the school will use to ensure the success of at-risk students.

Jackson Museum School (JMS) is deeply committed to providing equitable opportunities and targeted supports to all students. We recognize that some learners may face challenges that elevate their risk for academic underperformance, social-emotional difficulties, or disengagement from school. In alignment with Tennessee's emphasis on early intervention and comprehensive support systems, JMS will employ a multi-faceted, data-driven approach to proactively identify and support at-risk students, ensuring their potential for success within our innovative learning environment (Vaughn et al., 2018).

Definition of At-Risk Learner:

At JMS, an "at-risk learner" is defined as a student who exhibits one or more of the following characteristics, indicating a higher likelihood of experiencing academic difficulties. This definition aligns with research indicating that multiple risk factors cumulatively influence student outcomes (Berliner & Biddle, 1995).

- **Low Academic Performance:** Performance below grade level in core subjects (reading and/or math), as indicated by a combination of standardized assessments (e.g., scoring below "Proficient" on NWEA MAP or other state-approved assessments), classroom assessments (e.g., consistent failing grades below 70% in core subjects, as reflected in PowerSchool), and grade-level deviation as determined by diagnostic assessments.
- **Attendance Issues.** Patterns of absenteeism or truancy exceeding established thresholds, including chronic absenteeism (missing 10% or more of school days, approximately 18 days per year, regardless of reason), unexcused absences (five or more) triggering Tier 2 intervention, or excess tardies (three or more), within a single quarter or semester, impacting instructional time. Research indicates that chronic absenteeism and truancy are strongly associated with lower academic achievement and higher dropout risks, underscoring the importance of early attendance monitoring (Gottfried, 2010).
- **Behavioral Concerns:** Frequent or significant disciplinary infractions, as evidenced by three or more office referrals for disruptive behavior within a semester, or suspensions (in-school or out-of-school) for violation of the student code of conduct.
- **Socioeconomic Disadvantage:** Eligibility for free or reduced-price lunch (FRL), indicating economic hardship within the family, which correlates strongly with academic disparities and limited access to resources (Sirin, 2005).
- **Family Factors:** Circumstances impacting a student's stability and support, such as frequent mobility or changes in residence, documented lack of parental involvement or communication, or family crises or traumatic events impacting the student's well-being.
- **English Language Learners (ELLs):** Students with developing English language skills who require additional support to fully access the curriculum. This includes students not yet meeting proficiency standards on the ELPA21 assessment.

Process for Identifying At-Risk Students at Jackson Museum School (JMS)

Jackson Museum School (JMS) employs a proactive, data-driven, and holistic approach to identifying students aligned with research supporting multiple data sources for early detection and prevention (Vaughn et al., 2018). This process emphasizes fostering early intervention, providing timely support, and reinforcing a growth-oriented, non-labeling environment for students who may be experiencing academic challenges, social-emotional difficulties, or disengagement. The goal is to ensure that every student who needs additional support receives it promptly and effectively, with a focus on collaboration among staff, families, and students.

1. Multi-Source Data Collection

JMS utilizes a comprehensive and systematic data collection process to gain insights into each student's academic performance, behavioral trends, and socio-emotional well-being. The approach includes the following components:

- **Universal Screener/Diagnostic Assessments:** Three times annually, students participate in NWEA MAP Growth assessments in reading and math. These assessments establish performance benchmarks, monitor growth over time, and help identify students performing below grade-level expectations early.
- **Academic Indicators:** Continuous collection of academic data—including prior academic records, grades, formative assessments, work completion rates, and participation—is maintained in PowerSchool. All teachers have access to this data to inform instructional planning and intervention decisions.
- **Behavioral Data:** Attendance records, tardiness, discipline referrals, and behavioral incidents are diligently tracked by the Office Coordinator, Registrar, and behavioral support staff. Patterns such as frequent absences, lateness, or disciplinary issues can be indicators of underlying challenges.
- **Additional Factors:** To ensure a holistic understanding, data regarding socioeconomic status (such as eligibility for free/reduced lunch), home language, and English Language Proficiency levels are collected. Information about students' IEP or 504 plans is also considered, acknowledging specific support needs.
- **Environmental and Cultural Context:** The collection of economic, social, environmental, and cultural factors provides context that influences student performance and engagement, promoting equity-centered support strategies.

2. Dedicated RTI² Team and Data Review Meetings

The RTI² team, including the Academic Coordinator/Special Education Director, school social worker, interventionist, and Principal/CEO, meets monthly to analyze the accumulated data systematically. These meetings serve as essential touchpoints to review indicators such as attendance, behavioral patterns, academic progress, and socio-economic circumstances. The team discusses emerging concerns, ensures resources are allocated appropriately, and develops targeted strategies to support students. These review sessions also emphasize tracking progress over time, allowing the team to respond quickly to any signs of persistent or emerging difficulties. The structured timeline for these reviews—held at least once a month—ensures early detection and supports timely interventions, especially for students showing early warning signs of struggle.

3. Indicators and Flags for At-Risk Identification

Students are flagged as potentially at-risk based on one or more of the following indicators:

- **Attendance and Behavior:** Chronic absenteeism, frequent tardiness, or behavioral incidents and patterns that hinder engagement.
- **Academic Performance:** Failing more than one core subject, scoring below grade-level benchmarks, or showing minimal growth over assessments.
- **Socio-Economic and Support Needs:** Students with economic disadvantages, ELL students, or those with identified needs through IEP or 504 plans.
- **Engagement and Well-Being:** Signs of disengagement, social-emotional difficulties, or barriers explicitly identified through surveys or observations.
- **Support Tiers:** Based on the flags, students may fall into Tier 1 (preventive), Tier 2 (targeted), or Tier 3 (intensive) support levels, with corresponding interventions tailored to their needs.

4. Parent Outreach and Family Partnership

Building partnerships with families is a cornerstone of JMS's approach. To support early identification, the school conducts parent surveys at least once per semester to gather information about family needs, barriers, and concerns that could impact a child's academic or social-emotional well-being. JMS also offers parent support training sessions, aiming to empower families with strategies to support their children's learning and development. Teachers actively communicate with parents regarding student progress, upcoming assessments, and intervention plans, fostering strong home-school connections that facilitate early detection of concerns. JMS will utilize a Family Advisory Council for continuous feedback. This collaborative approach ensures that families are partners in supporting student success and that intervention efforts are consistent and meaningful.

5. Commitment to Early Intervention and Support

JMS recognizes that early identification and support are crucial for student success. By deploying a layered, proactive approach, the school aims to prevent academic failure and social-emotional difficulties from escalating. This process emphasizes not labeling students but instead focusing on strengths, needs, and personalized support plans. The school maintains a strong commitment to continuous monitoring and intervention, ensuring that supports are always aligned with students' evolving needs. The structured timeline for assessment, data review, and intervention allows JMS to respond quickly to early warning signs, providing timely supports that address individual challenges before they become insurmountable. This commitment to early intervention reflects JMS's broader philosophy of fostering a supportive environment where every student is given the opportunity to succeed through early, targeted, and appropriate interventions.

Monitoring Academic Progress of At-Risk Students

Jackson Museum School (JMS) implements a rigorous, data-driven process to monitor the academic progress of at-risk students effectively. Grounded in the MTSS and RTI² frameworks, this process emphasizes early identification, continuous assessment, and responsive instruction to meet diverse learner needs.

Data Collection and Documentation. All student interventions are meticulously documented, including IEP/504 reports, behavioral referrals, and records of intervention types, implementation dates, and outcomes. Such comprehensive data collection facilitates accountability and precise instructional adjustments (Bocian, 2020). Teachers maintain daily records, and progress data—through assessments, classroom observations, and check-ins—are collected weekly or bi-weekly to track growth over time.

Progress Monitoring and Data Analysis. The RTI² team meets regularly—quarterly or more frequently—to analyze aggregated data with an emphasis on academic gains, behavioral improvements, and social-emotional development. During these meetings, team members review relevant data, discuss emerging concerns, and modify supports as needed. Teachers also incorporate data discussions into their Weekly PLC meetings, where they analyze student progress, plan targeted interventions, and adjust instructional strategies accordingly. Digital platforms support real-time data review, enabling staff to respond quickly and effectively.

Tier Movement and Decision-Making. Decisions about moving students between tiers are based on quantitative and qualitative data in review of the multi-data collection described above. Students

demonstrating significant progress may transition to less intensive supports, while those with limited growth are provided with increased or more specialized interventions. When necessary, external specialists—such as mental health professionals and medical providers—are engaged for comprehensive support, aligning with best practices for holistic student care.

Professional Development. To better support teachers working with at-risk learners, JMS will provide ongoing professional development in areas including data collection techniques, progress monitoring tools, culturally responsive teaching, restorative practices, de-escalation techniques, and evidence-based instructional strategies. This continuous learning helps staff sustain high fidelity in the MTSS framework and equips them to manage complex social-emotional situations while fostering a positive classroom climate, an environment where students' need guide instruction (Hattie, 2012).

Programs, Strategies, and Support for At-Risk Students

Jackson Museum School (JMS) offers a comprehensive array of programs, strategies, and supports to address the academic, behavioral, and social-emotional needs of at-risk students, supporting their engagement and success.

Academic Support Programs. During the school day, teachers implement differentiated, multi-tiered instruction, which includes small-group interventions targeting specific skill deficits. High engagement strategies, such as hands-on, project-based learning opportunities that accommodate different learning styles, are integrated into Tier 1 instruction to promote active participation and improve outcomes for diverse learners. Research indicates that experiential, hands-on learning enhances engagement and retention, especially for students from historically underserved backgrounds (Hattie, 2009).

In addition, teachers utilize culturally responsive teaching practices and incorporate project-based learning that respects students' diverse backgrounds. These strategies are supplemented by the afterschool program, C.R.E.W., which offers targeted tutoring and homework help led by trained staff. Evidence-based enrichment programs like iReady and Read 180 are employed to accelerate reading and math achievement, helping close learning gaps (Moore et al., 2018).

Social-Emotional and Behavioral Supports. Starting in Year 1, the school social worker will deliver social-emotional learning (SEL) curricula embedded across all tiers—Tier 1, 2, and 3—to promote self-regulation, resilience, and positive social interactions (Fredericks, Blumenfeld & Paris, 2004). SEL lessons are integrated into classroom routines, targeted group sessions, and individual interventions, fostering social-emotional development as a core aspect of support.

The school accesses third-party contractors and specialists to develop and implement personalized Behavior Intervention Plans (BIPs) supported by Functional Behavior Assessments (FBAs). These supports are designed within a trauma-informed framework, recognizing the impact of adverse experiences on behavior and learning. The school's social workers and external providers will coordinate these efforts, ensuring culturally responsive, trauma-informed practices are consistently applied (Bryan & Garcia, 2014).

House Program and Peer Support. Our innovative House Program leverages older student mentors as ambassadors and peer supporters, fostering leadership, positive relationships, and a sense of belonging throughout the school. SEL lessons are also embedded into the House model, reinforcing social-emotional skills across the school community. This program encourages peer modeling and leadership

while supporting a culturally responsive, inclusive environment.

Family and Community Engagement. Active family involvement is fundamental. JMS hosts an Exhibit Night every 9 weeks, where families are invited to view student projects, celebrating their learning and growth through the Museum School model where students present and share their work. Parents are encouraged to participate in the Makerspace (or STEM lab), which is open for an hour after school during the C.R.E.W. program. During this time, families can come in to work collaboratively on STEM projects with their children alongside a teacher, fostering family involvement in hands-on, experiential learning.

Additionally, staff assign mentors to specific students to foster rapport and personalized support. Building strong family and community partnerships, including collaborations with local mental health and youth service providers, further enhances the support network for students and families.

Implementation of Crisis Support. Coordination with the School Resource Officer (SRO), school social worker, school nurse, and administrators—including the principal—is vital for an effective, immediate response to emergencies, behavioral incidents, or health crises. The principal provides leadership by making rapid decisions, activating emergency protocols, and managing communications with families and emergency services. This multidisciplinary collaboration ensures students receive immediate medical care, behavioral de-escalation, and emotional support, incorporating restorative practices to repair relationships and foster a positive climate (Baker & Murphy, 2018).

Teachers will collect progress data points and behavioral data, which are discussed in weekly PLC meetings to inform instructional and behavioral adjustments. If intervention proves insufficient, referrals are systematically made to the RTI² Academic or Behavior Support Teams, involving external specialists as needed. The school social worker may conduct home visits when external challenges are identified, and ongoing family engagement and collaborative decision-making are prioritized to maintain a safe, supportive environment.

h. Describe the plan and procedures to identify intellectually gifted students. Detail the use of research-based instructional programs, practices, strategies, and opportunities to meet these students' academic needs. Explain how the school will monitor and evaluate the progress and success of intellectually gifted students.

Jackson Museum School (JMS) employs a proactive, equitable, and comprehensive multi-measure approach to identify gifted students across all grade levels. This process aligns with Tennessee law and Child Find obligations, ensuring early, ongoing, and culturally responsive recognition of high-potential learners.

Identification of Gifted Students

The state promotes a multi-domain approach to gifted identification and services, acknowledging that giftedness is broad and can manifest in different ways depending on a child's age and developmental stage. In the early grades (K-2), identification may focus more on observations of reasoning, creativity, and leadership. As students advance into upper grades, assessments can include formal tests, portfolios, and performance evaluations that more explicitly measure areas such as intellectual capacity, academic achievement, creativity, leadership, socio-emotional skills, and arts talents. These domains are recognized as applicable across all grade levels, from kindergarten through sixth grade, ensuring that

giftedness is identified comprehensively and accurately throughout the student's educational journey. There are five primary areas of giftedness:

- Intellectual/Cognitive Ability (reasoning, problem-solving, general intelligence)
- Academic Achievement (subject-specific mastery in areas like math, reading, science)
- Creativity and Divergent Thinking (original ideas, innovation, problem-solving)
- Leadership & Socio-Emotional Skills (leadership qualities, motivation, social-emotional maturity)
- Arts and Performing Talents (visual arts, music, theatre, dance)

Identification of K-2 (Early Grades). Identification primarily relies on teacher and parent nominations based on observations of signs such as advanced reasoning, creativity, leadership, high motivation, curiosity, and complex problem-solving. These indicators are supported by qualitative data, including portfolio reviews, classroom work samples, and checklists that document observable strengths.

- Referrals: Teachers or parents can initiate referrals at any time by submitting a structured referral form, which is reviewed within five days by the RTI2 team.
- Data Collection: Following a referral, the team collects observational data, samples of student work, and checklists to support early identification. Formal IQ testing (such as the WISC-V, Stanford-Binet, or CogAT) is generally not used at this stage unless further evaluation is warranted, as assessments are developmentally tailored.
- Next Steps: Based on collected data, the team may proceed with informal observations, portfolio reviews, or schedule assessments appropriate for early learners.

Identification of Grades 3 and Above. Formal assessment tools become central, including standardized ability tests such as the CogAT, WISC-V, or Stanford-Binet. These are complemented by achievement data (NWEA MAP, TNReady scores), portfolios, and teacher input regarding creative, leadership, and complex thinking talents.

- Referral Process: Any teacher or parent can initiate a referral by submitting a structured form, which is reviewed within five days.
- Assessment & Evaluation: Formal assessments are scheduled based on screening results and observations, conducted by licensed school psychologists or external specialists such as Project Play.
- Team Review: A multidisciplinary team—including teachers, psychologists, gifted specialists, and external partners—reviews all data points for each student, considering cognitive ability, academic achievement, creativity, leadership, socio-emotional skills, and environmental factors that influence potential.
- Ongoing Monitoring: Identification is an ongoing process, with regular review cycles to detect emerging talents and reassess students as their skills develop.

The structured, step-by-step process includes:

Step 1: Universal Screening & Observation

- Administer universal assessments (such as NWEA MAP and iReady) three times annually—fall, winter, and spring—for all students in grades K-6.
- Teacher checklists and student work portfolios are used throughout the year to observe signs of giftedness, especially for grades K-2, where formal testing may not be feasible initially.
- Collect observational data on student curiosity, problem-solving ability, leadership, creativity,

advanced reasoning, and motivation during classroom activities.

Step 2: Initial Referral and Data Collection

- Parents or teachers initiate referrals by submitting a structured form, which describes observed talents, behaviors, or achievement indicators.
- The referral is reviewed within five days by the RTI2 team, which begins the formal evaluation process based on the referral.

Step 3: Scheduling and Conducting Formal Assessments

- Based on screening results and observational data, the team schedules formal assessments such as the CogAT, WISC-V, or Stanford-Binet for students who meet initial criteria or display strong indicators of giftedness.
- External specialists or licensed psychologists are contracted to conduct these assessments within the specified timelines, ensuring reliability and fairness.

Step 4: Multidisciplinary Data Review & Eligibility Decision

- The Gifted Evaluation Team—comprising teachers, contracted school psychologists, gifted specialists, parents, and external consultants—reviews all assessment data, portfolios, work samples, behavioral observations, and environmental factors.
- The team evaluates whether the student demonstrates gifted characteristics across cognitive, academic, creative, social-emotional, and leadership domains based on the Multi-Criteria Approach.
- The team discusses whether additional assessments or observations are necessary before making a formal eligibility decision.

Step 5: Documentation and Communication

- If the student qualifies, the team documents the eligibility determination and develops a Personalized Learning Plan (PLP) or Individualized Education Plan (IEP).
- Parents are notified and involved in plan development.
- If the student does not qualify, parent or guardian receives written documentation, and the process continues with ongoing informal identification efforts.

Meeting the Needs of Gifted Students

Jackson Museum School (JMS) is committed to providing a stimulating, personalized, and culturally responsive environment that nurtures the full potential of gifted learners through a comprehensive array of instructional strategies, enrichment opportunities, and social-emotional supports. Our approach combines research-based practices with Tennessee standards, ensuring every gifted student receives an equitable, challenging, and engaging education tailored to their unique talents and developmental stage. Throughout our instructional design, students' interests, talents, and developmental levels are actively taken into account—meeting them where they are so they grow at an optimal pace. This model encourages student agency and personalized learning pathways, ensuring each gifted learner experiences challenging yet supportive educational opportunities.

Curriculum Differentiation and Compacting. Central to this plan is the implementation of a differentiated and compacted curriculum, enabling students to accelerate through grade-level content while exploring advanced concepts in depth. Teachers facilitate tiered instruction that adapts to diverse

learning styles and readiness levels, ensuring both challenge and support are aligned with each student's needs. Curriculum compacting not only allows students to skip over content they already master but also frees their time for deeper engagement in complex, interdisciplinary projects. This approach encourages independence, creative problem solving, and divergence in thinking, essential for developing leaders and innovators.

Inquiry-based (IBL) and Project-based Learning (PBL). IBL and PBL form the core of our instructional model. Recognized as highly effective for gifted students (see Renzulli, 2005), these strategies foster critical thinking, creativity, and real-world problem solving. Students participate in cross-disciplinary projects where they investigate complex topics, pose questions, and develop innovative solutions—skills essential for future leadership and lifelong learning. Our model emphasizes problem-solving, inquiry, and collaboration, driving motivation and maximizing reasoning ability. These strategies challenge students to think deeply, develop original ideas, and apply their learning in meaningful ways, supporting divergent thinking and innovation.

Arts and Enrichment. Complementing classroom instruction, JMS offers rich arts integration via our Makerspace (or STEM lab). This environment supports hands-on, collaborative projects in art, science, technology, and engineering, tailored to the talents and interests of students. Our partnership with the Jackson Arts Council further enhances this with workshops, mentorships, and performances by arts professionals, fostering artistic growth and multidimensional development. These opportunities are designed to meet students where they are and stretch their talents creatively, supporting a well-rounded and culturally responsive education that nurtures visual arts, music, dance, drama, and more.

External Partnerships and Contracted Services. To broaden access to advanced programming, JMS contracts with external providers such as Project Play and other gifted specialists. These partnerships facilitate highly specialized instruction, mentorship, and project opportunities that match students' interests and developmental needs. For example, mentorship programs connect students with experts in their areas of passion, providing personalized guidance, and extending depth of learning beyond the classroom. Additionally, exposure to diverse cultural artifacts and subject matter experts supports holistic growth and cultural responsiveness, ensuring talents are cultivated in a rich, diverse environment.

Leadership and Extracurricular Activities. These are vital components of our gifted program. Gifted learners participate in STEM, arts clubs, academic competitions, community volunteer projects, and leadership initiatives—such as serving as docents during school exhibit nights where they act as guides and ambassadors, cultivating confidence, presentation skills, and community engagement. PBIS leadership roles further nurture social-emotional skills, responsibility, and collaboration. Such experiences foster self-advocacy, teamwork, and responsibility, essential traits for lifelong success.

Social-Emotional Learning. Our dedicated focus on social-emotional development ensures that gifted students thrive holistically. Regular social-emotional check-ins, leadership opportunities, and mentorship programs foster resilience, motivation, and emotional intelligence. Enrichment workshops, exposure to cultural and arts activities, and student-led projects cultivate diverse talents and foster a love of lifelong learning. Gifted students may also have specialized social-emotional needs related to their unique developmental pace and emotional intensity, which our social workers and contracted counselors are trained and equipped to address with targeted support.

Professional Development. To sustain the effective delivery of research-based instructional practices and assessments, Jackson Museum School will prioritize ongoing professional development for teachers. These sessions will focus on identifying giftedness, differentiating instruction, monitoring progress, and addressing the social-emotional needs of gifted students, ensuring a shared commitment to meeting each learner's unique potential.

Monitoring and Evaluating Gifted Students

Jackson Museum School (JMS) is committed to a comprehensive, ongoing system to monitor and evaluate the academic, social, and emotional growth of our gifted learners. Recognizing that gifted students often have unique developmental trajectories, our approach emphasizes personalized attention, data-driven decision-making, and continuous collaboration among educators, parents, and specialists. This system aligns with best practices in gifted education, including multi-source assessment, continuous progress monitoring, portfolio reviews, and social-emotional supports. It exceeds district standards by emphasizing personalized pathways, data-driven instruction, and holistic development—ensuring each gifted learner is supported as a leader, innovator, and well-rounded individual prepared for lifelong success.

Each gifted student will have a **Personalized Learning Plan (PLP)** or **Individualized Education Plan (IEP)**—developed collaboratively with input from teachers, parents, counselors, and specialists—that outlines clear learning objectives and growth targets. These plans are reviewed at least twice per year, with ongoing adjustments based on student progress, emerging talents, and social-emotional needs.

Monitoring processes include:

- **Regular formative and summative assessments:**
These encompass performance portfolios, student reflections, project-based assessments, teacher observations, and standardized testing such as NWEA MAP and iReady. Data from these tools are analyzed regularly in weekly and bi-annual team meetings to evaluate progress, ensure that goals are being met, and refine instructional or enrichment pathways accordingly.
- **Participation and leadership evaluations:**
Tracking involvement in extracurricular activities, student-led projects, competitions, and leadership roles (such as PBIS leadership and serving as docents during exhibit nights) provides insight into social-emotional resilience, leadership development, and creative growth. These indicators are integral to assessing success in fostering well-rounded, confident learners.
- **Social-emotional and behavioral monitoring:**
Regular social-emotional check-ins, student self-assessments, and feedback from counselors, mentors, and outside specialists support holistic development. These evaluations help tailor support for resilience, motivation, emotional intelligence, and social skills—acknowledging that gifted students may face unique social or emotional challenges.
- **Parent and student feedback:**
Consistent communication—through conferences, reflections, surveys, and goal-setting sessions—fosters a collaborative, transparent process. Student voice is prioritized, allowing learners to reflect on their growth, interests, and areas for further challenge or support.

Evaluation of Success

End-of-year comprehensive reviews synthesize data from assessments, portfolios, participation records,

and feedback to evaluate achievement, engagement, leadership readiness, and social-emotional well-being. Adjustments to PLPs or IEPs are made as necessary to maximize growth and ensure readiness for future academic, artistic, and leadership opportunities.

Success Criteria Include:

- Achievement of personalized academic, artistic, and leadership goals.
- Increased participation and leadership in community projects, competitions, and extracurricular activities.
- Demonstrated growth in social-emotional resilience, motivation, and leadership capacity.
- Evidence of deep understanding, creative thinking, and independent learning—indicators of college and career readiness.

These strategies are implemented systematically throughout the school year through scheduled assessments, consistent documentation in student portfolios, and regular data review meetings. Progress is communicated to stakeholders—students, parents, and staff—via conferences, digital portfolios, reports, and ongoing feedback sessions, ensuring transparency and collaborative planning for each student’s growth.

Section 1.9 - Conversion Charter School Planning

(Required if Answered “Yes” to Sponsor History and Intent Question 12)

Not Applicable.

Section 2 – Operations Plan and Capacity

Section 2.1 – Governance

(Required for All Sponsors)

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.

The Board of Directors for Jackson Museum School (K-6) is composed of 8, with a goal of 9, dedicated and effective community members committed to ensuring the educational and operational success of our institution. The JMS governing body will collaborate with the proposed CEO/Lead Founder, who will be part of the Board in a non-voting, ex officio role. Upon authorization, the JMS Board will maintain a minimum of seven and a maximum of nine Directors. The JMS Board, of which 75% live and work within the community of Jackson and the other 25% live regionally and work in Jackson area, provide provides a comprehensive range of expertise across multiple key areas to ensure the effective governance and success of the school. Our JMS Board of Directors demonstrates a diverse range of expertise across various critical areas. This includes financial management, with the recent addition of a dedicated financial analyst who will lead the Finance Committee, as well as extensive experience in grant facilitation—having secured multimillion-dollar grants—and donor development efforts. Several members have managed budgets up to several million dollars through entrepreneurial ventures, while others possess tax preparation skills, with one overseeing the budgets of 13 local establishments. Additionally, our board members bring valuable insights into education, governance, operations, logistics, technology, systems management, and legal matters specific to charter schools. Their

combined knowledge extends to marketing and management, underpinned by a strong commitment to community service and outreach. Moreover, our team includes members with expertise in the fine arts, supporting our holistic approach to education and enriching the school's cultural programming. Four members will hold positions as Board Officers, which include the Board Chair, Vice Chair, Treasurer, and Secretary. At the outset, the CEO/Lead Founder, in support from the BES Senior Director of Leadership Development and the Board Governance Coach, will oversee the onboarding of board leadership and committees as part of the BES Fellowship.

The Chair will serve as the Chair of the Governance Committee, leading all meetings of the Board of Directors and any other necessary gatherings. This individual is an ex officio member of all committees within Jackson Museum School (K-6) and is responsible for ensuring that appropriate administrative practices are put in place and upheld. The Vice Chair acts as the secondary leadership, stepping in to fulfill the Chair's responsibilities in their absence. This role also involves supporting the Board Chair's activities by sharing certain duties as needed. The Treasurer will oversee the financial management of Jackson Museum School (K-6) and assist the Board in fulfilling its financial and fiduciary oversight obligations, serving as the Chair of the Finance Committee. The Secretary is responsible for maintaining legal documents, including board member related materials, meeting agenda and minutes of all Board meetings.

In the summer of 2024, our CEO/Lead Founder initiated the search for founding team members, aiming to form a skilled and mission aligned Board of Directors. The selection process was well-structured and consisted of several steps: (a) an initial email or phone call, (b) an in-person or virtual meeting, and (c) a final interview via Zoom with the proposed CEO/Lead Founder and a representative from BES. Consequently, Jackson Museum School (K-6) will be governed by a carefully vetted Board of Directors composed of highly skilled professionals dedicated to our mission: to cultivate an innovative, student-centered educational environment that prioritizes academic excellence and character development.

The process was designed to evaluate the capabilities of prospects while ensuring alignment with our mission, vision, and core values, ultimately supporting the long-term educational and operational success of Jackson Museum School (K-6). Through this process, we established mutual expectations for how our Board of Directors will collaborate as a cohesive team upon authorization, facilitating our ongoing efforts to design, establish, and lead the school effectively and responsibly. BES has played a vital role in assisting our founding team and will continue to support our Board of Directors with professional development focused on best practices, accountability requirements, essential tools and processes, the distinction between governance and management, and community action planning.

The Board of Directors of Jackson Museum School (K-6) is grounded in a clear understanding of the distinction between governing and managing the school, both of which are essential for our long-term sustainability. The Board of Directors will hold the CEO/Lead Founder accountable for effectively leading the daily operations, ensuring that we achieve our goals related to academics, school culture, and operational efficiency. As the charter is directly issued to the Board, we are committed to fulfilling the objectives specified in this charter application. To further support our mission, the Board will establish standing and ad hoc committees focused on key areas such as academics, development, finance, and governance:

Academic Committee. The Academic Committee will collaborate closely with the CEO/Lead Founder to define and articulate the standards of academic achievement expected at Jackson Museum School (K-

6). This committee will ensure that all Board members are informed of the charter commitments made to the community and the authorizer. To facilitate transparency and accountability, the committee will develop clear and consistent metrics to monitor key aspects such as enrollment trends, student demographics, and the achievement of academic outcomes. Additionally, the committee will engage in monthly oversight of the academic performance and progress of the school. This includes reviewing assessment data, monitoring the implementation of curriculum standards, and ensuring instructional practices align with the school's educational goals. The committee will also identify areas for improvement, coordinate professional development opportunities for staff, and support initiatives that foster an inclusive and engaging learning environment. Regular communication with school leadership and teachers will be maintained to ensure continuous improvement and adherence to the school's mission and academic standards.

Community Engagement Task Force. This committee will be chaired by the board member with the most community outreach experience. The Community Engagement Task Force is dedicated to fostering strong relationships between the Jackson Museum School (K-6) and the broader community. This includes identifying opportunities for partnership and collaboration with local organizations, businesses, and community leaders to support and enhance the educational experience of our students. The task force will develop and implement strategies for promoting community involvement and volunteering, working to increase awareness and engagement with the school's mission and activities. By organizing events, workshops, and information sessions, the task force will aim to create a sense of community ownership and pride in the school, ensuring that the needs and perspectives of the community are reflected in the school's programs and initiatives. The committee's efforts will also focus on gathering community feedback and incorporating it into the school's planning and decision-making processes.

Fund Development Committee. The Development Committee will focus on ensuring that the fundraising efforts and development strategic plans align with the strategic direction and needs of Jackson Museum School (K-6). This committee will be responsible for creating a comprehensive development plan that outlines fundraising goals, strategies for community engagement, and methods for enhancing public awareness of the school's mission. In the fundraising process, the committee will explore grant opportunities and partnerships that could provide additional resources and support for school initiatives.

Finance Committee. The Finance Committee will work in partnership with the CEO/Lead Founder to develop an annual budget for the upcoming fiscal year, ensuring it aligns with the school's strategic priorities. This committee will present budget recommendations to the Board, oversee the implementation of the approved budget on a monthly basis, and propose any necessary budget revisions based on changing circumstances or goals. In addition to financial oversight, the committee will develop policies regarding the management of the organization's assets and ensure accountability through regular financial reporting. The committee will also monitor financial health indicators to maintain the school's fiscal responsibility and transparency.

Governance Committee. The Governance Committee will be dedicated to building and maintaining an effective Board for Jackson Museum School (K-6). This committee will establish processes for Board member recruitment, orientation, and ongoing training to ensure that each member understands their roles and responsibilities. By driving a continuous improvement process, the committee aims to enhance the Board's effectiveness and its contributions as a strategic asset for the school. This includes

conducting periodic evaluations of Board performance and suggesting initiatives aimed at increasing engagement and accountability. Throughout meetings, the committee will facilitate discussions that ensure transparency in governance, prompting the Board to review key performance indicators related to academics, development, finance, and governance, ensuring that the school remains in compliance with Jackson-Madison County Schools as its authorizer and the Tennessee Department of Education.

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

Evaluation of School Success. The Board of Directors will gauge the effectiveness of Jackson Museum School (K-6) through detailed analysis of data in three critical areas: academic, finance, and operations. To facilitate this evaluation, the Governance Committee will review and approve an assessment tool that aligns with the goals set forth in the charter, the authorizer's framework, and the state rating system, ensuring that student progression and success are measured according to these established criteria. The CEO/Lead Founder will be responsible for presenting a monthly dashboard to the Board that includes a variety of metrics such as progress against academic goals, employee retention levels, student enrollment and retention statistics, data on school culture and discipline, engagement with families, as well as insights into fiscal and operational management. These reports will also reflect the progress in realizing the school's stated mission, vision, and core values.

As an autonomous charter school, Jackson Museum School (K-6) has flexibility in managing its finances and academic programs, which comes with an expectation of accountability. This accountability includes measuring progress toward mission-related goals in areas including academics, school culture, operations, and governance. One of the Board's primary responsibilities is to oversee the CEO/Lead Founder's performance, and this evaluation will serve three main objectives:

- To celebrate areas of strength and noteworthy accomplishments,
- To pinpoint domains that require improvement or concentrated focus,
- To guide the Board's request for an action plan, if needed, for the CEO/Lead Founder detailing how the objectives outlined in the charter application will be.

Evaluation of the School Leader. To evaluate the work of the CEO/Lead Founder at Jackson Museum School (K-6), the Board will establish an ad hoc Evaluation Committee annually. This group will consist of three members from the Board, including the Chair, the Treasurer, and a member from the Academics Committee. Utilizing the Tennessee Principal Evaluation Model (TPEM), this committee will assess the CEO/Lead Founder on fundamental aspects like achieving results, effectively managing staff, and fostering positive relationships within the school environment. The CEO/Lead Founder will complete a self-evaluation to be included. The Evaluation Committee will set a timeline for the evaluation process that aligns with the academic year and will establish clear guidelines for collecting evidence to prepare for the assessment.

Evaluation of the Board of Directors. The Board of Directors at Jackson Museum School (K-6) will also review its performance to understand its contribution to the school's success and evaluate its governance skills. With support from the Governance Committee, an annual self-assessment will be conducted to evaluate the Board's effectiveness. The Governance Committee will determine the evaluation process, which will include a structured written survey and a self-assessment tool designed to promote meaningful feedback that aids continuous improvement. The goal is to ensure that the Board

maintains effective oversight of the school by implementing rigorous evaluative measures for both the CEO/Lead Founder and itself. This will include:

- Carrying out an annual self-assessment to identify governance strengths and weaknesses.
- Reviewing bylaws and policies annually to ensure they are appropriate and effective.
- Assessing the organization's strengths and weaknesses on an annual basis to guide future strategic decisions.

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

The Jackson Museum School (K-6) board development strategy will cultivate and maintain a mission aligned and effective Board of Directors through ongoing evaluations and dedicated professional learning, fostering growth among its members as we do for students, families, educators, and staff. Our diverse founding team boasts expertise in community service, law, education, finance, grants facilitation, governance, operations and management, and public relations, which will enhance the Board's effectiveness. We are actively seeking more board members with experience in finance and fine arts. Continuous professional development will ensure all members are prepared for leadership roles, supported by Build. Excel. Sustain (BES), which will provide tailored resources and guidance to help the Board achieve its goals in academics, development, finance, and governance.

Our recruitment strategy will include a formal gap analysis of skills and leadership roles conducted annually to identify needs and recruit new members who can effectively contribute. This assessment will occur more frequently if needed, particularly to adapt to evolving challenges and changes on the board. Prospective Board members must share a commitment to the belief that all students can learn and should bring relevant expertise that aligns with the school's mission and vision. They are expected to actively engage by contributing time, resources, and networks, alongside serving on committees to support the organization's goals.

The Governance Committee will nominate potential Directors, with the nominating process approved by the Board and conducted during annual meetings. Directors will serve staggered three-year terms, promoting continuity along with the infusion of new perspectives. Specific provisions will be established for filling vacancies, ensuring the Board remains functional. New Board members will participate in comprehensive training led by the Board Chair and Governance Committee, covering the school's mission, community needs, governance roles, academic design, and committee structures. According to T.C.A. § 49-13-109, the Board will also include at least one parent representative of a currently enrolled student, to be appointed within six months of the school opening. All Board members will annually review our by-laws and complete a Conflict of Interest disclosure.

Upon authorization, the Board of Directors will consist of at least seven and no more than 12 members, who will adopt by-laws and establish committee structures at their first meeting. The Board will also propose Dr. Jean Little as the CEO/Lead Founder to oversee operations. The CEO/Lead Founder will have management responsibility for hiring and curricular decisions, with the Board implementing evaluation measures to monitor effectiveness. This comprehensive plan forms the foundation for a dedicated, capable Board that will drive Jackson Museum School (K-6) toward its mission of fostering academic excellence and personal growth for all students. The Board will include four elected positions to meet specific organizational needs in the table below.

Board Officer	Member
Proposed Board Chair	Brent Bowker
Proposed Board Vice Chair	Dr. Austin Ferrell
Proposed Board Treasurer	Dion Thornton
Proposed Board Secretary	Andreea Temple

d. Describe the training or orientation new board members will receive. Detail the ongoing development will existing board members receive. Note that T.C.A. § 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.

New governing board members will receive training conducted by a member of the Governance Committee. This training will cover several key topics, including (a) the mission, vision, and core values of the school, (b) the importance of Jackson Museum School (K-6) as a high-quality educational option in Jackson-Madison County, (c) the distinctions between Board governance and management, and (d) the specific roles and responsibilities of all Board members, Board Officers, and Board Committees. After completing their training and attending at least three consecutive monthly Board meetings, new members will be invited to join a Board Committee that aligns with their areas of expertise.

In accordance with T.C.A. § 49-13-111(o), all members of the Board of Directors at Jackson Museum School (K-6) are required to participate in annual professional learning and development, with the training approved by the State Board of Education and documentation provided to Jackson-Madison County Schools. Tennessee requires new school board members to attend an orientation program to learn about the work of the board and the Tennessee Department of Education and 21 hours of professional development from a selection of courses. BES will supply needs-based support and governance-specific learning opportunities authorized by the BES Senior Director of Leadership Development and Governance Coach as part of the BES Follow-on Support agreement, which includes monthly to bi-annually coaching calls with the Board Chair and auditing of monthly Board meetings, materials, and minutes. The Governance Committee, led by the Board Chair, will ensure the Board receives continual professional development and will actively seek out high-capacity individuals with expertise in key areas such as finance, fundraising, marketing, and operations. Additionally, the Board Chair, in partnership with the Governance Committee, will facilitate annual self-assessments for the Board to foster opportunities for reflection and growth.

Jackson Museum School (K-6) is dedicated to ensuring the professional learning and development of our Board of Directors, just as we are committed to the growth of our students, families, educators, school leaders, and staff members. Our founding team, which will transition into our founding Board, has already engaged in professional development, and we are actively planning additional opportunities for growth, as summarized in the following:

- **September-December 2024:** Founding Jackson Museum School (K-6) Board of Directors
- **January 19, 2025:** Meet/Greet/Retreat
- **January-February 2025:** Preparation for the Jackson Madison County Schools Capacity Interview

- **March 2025:** Participating in the Jackson Madison County Schools Capacity Interview
- **April 2025:** Understanding the Roles and Responsibilities of Board Officers and Committees
- **May 2025:** Forming High-Quality Teams
- **June 2025:** High-Quality Community Engagement and Execution Planning
- **July-December 2025:** Board Committee Professional Learning and Execution Planning (and required school board professional development)

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

The CEO/Lead Founder is the primary contact for addressing complaints at Jackson Museum School (K-6). However, if a complaint cannot be resolved at this level, the formal process will be coordinated by the Board Chair alongside the Board of Directors. Families have the legal right to present complaints either to the school or to the Board. When a complaint is received, the Board must act in accordance with the law and follow established written policies. While the Board will direct initial complaints to the CEO/Lead Founder, there are specific circumstances, such as those involving legal, ethical, or safety concerns, where the Board will take immediate responsibility to address the issue appropriately. Formal complaints will be managed according to the written Filing a Complaint Procedures detailed in the Jackson Museum School Student/Family Handbook, which is updated and distributed to families annually. This handbook is available free of charge in the families' home language during the summer orientations for students and their families. The excerpt on how to file a complaint is listed below.

Complaint Filing Procedure (as stated in the Student/Family Handbook):

Families have the right to file a complaint by submitting a written letter to the CEO/Lead Founder via the complaint filing procedure. Jackson Museum School (K-6) outlines this procedure to guide families in filing complaints effectively:

1. The CEO/Lead Founder schedules an appointment with the family within 48 hours of receiving the complaint.
2. The CEO/Lead Founder and the Academic Coordinator/Special Education Director (Assistant Principal or Principal in later years) meet with the family to understand their concerns.
3. After discussing the concerns, the CEO/Lead Founder and Academic Coordinator/Special Education Director (Assistant Principal or Principal in later years) present relevant evidence-based data. The final decision regarding the complaint will be based on the preponderance of evidence, with room for negotiation if applicable.

If the family remains dissatisfied, they may escalate the issue by submitting a complaint letter to the Board of Directors within 10 days of the initial meeting via the compliant portal:

1. The Board Chair arranges an appointment with the family within 48 hours of receiving the complaint.
2. The Board of Directors, CEO/Lead Founder, and Academic Coordinator/Special Education Director (Assistant Principal or Principal in later years) meet with the family to review the complaint.
3. The Board Chair and Board members present relevant evidence-based data and may ask

clarifying questions to both the family and school leadership.

4. The Board Chair informs the family after the hearing that the preponderance of evidence will guide the final decision on how the complaint is resolved.
5. The CEO/Lead Founder communicates the Board's final decision to the family within 24 hours, detailing how the complaint will be addressed.

In cases of suspected discrimination based on disability concerning identification, evaluation, or educational placement, the procedure is outlined in the Tennessee Department of Education's Students' Rights Brochure. The Office Coordinator will ensure that both students and families, as well as staff, have access to this brochure in our front office. Any student or staff member who believes they have faced discrimination or harassment may file a complaint with the CEO/Lead Founder. If the complaint pertains to the CEO/Lead Founder, it can be filed directly with the Board of Directors. The CEO/Lead Founder or the Board Chair will then communicate with the individual who submitted the complaint. An investigation will follow, which includes gathering necessary documentation and conducting interviews, with the goal of proposing a resolution that effectively addresses the discrimination or harassment. Jackson Museum School (K-6) maintains a zero-tolerance policy regarding discrimination and harassment, ensuring due process for alleged victims. Individuals or groups may register complaints or objections related to policies, decisions, administrative procedures, or school practices. The Board will respond to complaints as needed, aiming to address each matter satisfactorily, ideally during or before its next regular public meeting. In appropriate situations, the Board may instruct the CEO/Lead Founder or other responsible parties to take action regarding the complaint and report back to the Board, documenting its findings in writing when needed.

f. List all current and identified board members and their areas of focus or expertise in Table 4: Board Members. Add rows as needed.

See Table 4 below.

g. Provide the following documents as attachments:

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

Please see attachments.

Table 4: Board Members
(Required for All Sponsors)

Name	Address	Current Role	Area of Focus / Expertise	Board Position	Proposed Total Term Length
		Job and Employer	Ex: Legal, Real Estate, Finance, etc.	Ex: board chair, other officer, parent representative, ex officio member	
Brent Bowker	114 Larwood Drive, Jackson, TN 38305	Owner/CEO of Orion Logistics	Operations, Facilities	Proposed Board Chair	3 years or until a successor is seated
Dr. Austin Ferrell	PO Box 5032, South Fulton, TN 38257	Professor at University of Tennessee at Martin,, Director of Call Me MiSTER program, Advisor to university chapter NAACP	Education, Governance	Proposed Board Vice Chair	3 years or until a successor is seated
Dion Thornton	112 Laurie Circle, Jackson, TN 38305		Financial Analyst	Proposed Board Treasurer	3 years or until a successor is seated
Andreea Temple	129 Quail Ridge Drive, Jackson, TN 38305	IT Project Manager at West Tennessee Healthcare	IT Systems Management	Proposed Board Secretary	3 years or until a successor is seated
Jordan Long	122 Roma Street, Martin, TN 38237	Attorney/lobbyist, TennesseeCAN	Legal, Charter School Policies	Proposed Board Member	3 years or until a successor is seated
Monola Patterson	3131 North Highland Ave, Jackson, TN 38305	Retired Special Education teacher from Jackson Madison County Schools	Community Outreach, Special Education	Proposed Board Member	3 years or until a successor is seated
Kim Bills	91 Aztec Drive, Jackson, TN 38305	Owner/ Certified Tax Preparer at Morgan Tax Service	Finance, Grants Facilitation	Proposed Board Member	3 years or until a successor is seated
Dr. Delita Johnson	43 Bellwood Cove, Jackson, TN 38305	Jackson Arts Council Executive Director	Fine Arts Integration	Proposed Board Member	3 years or until a successor is seated
Dr. Jean Little	792 Snake Hill Road, Dresden, TN 38225	BES Fellow/CEO & Founder of Jackson Museum School	Education/ Leadership	Ex Officio Member	

Section 2.2 – Facilities

(Required for All Sponsors)

a. Describe the facility needs for the proposed school based on its academic focus, academic plan, and projected enrollment. List requirements such as 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.

As Jackson Museum School (K-6) embarks on its journey through the critical formative years 1-5, our facility needs are intricately linked to our academic focus and innovative learning model. To effectively implement our inquiry-based and project-based learning framework, which emphasizes experiential learning through engagement with the arts and community, the proposed school facility must accommodate a diverse array of educational environments. Key areas include traditional classrooms providing a minimum of 30 square feet per student, and specialized spaces such as a makerspace room for hands-on learning, an art room for creative expression, a library/media center equipped with a computer lab for research and digital literacy. Additional essential areas to deliver the Jackson Museum School academic plan will feature a cafeteria for communal dining, a performance/music room for the arts, a gymnasium for physical education and recreational activities, and sufficient outdoor space for playgrounds and community gatherings. We also plan to include an auditorium for events such as Exhibit Night, a main administrative office, satellite offices for staff, work/copy rooms for educational resources, and teacher workrooms, which will all serve to support the daily operations of the school.

While we are offering a thorough description of our desired facility to present our academic plan, we recognize that accommodations will need to be made during Year 1, and enriching spaces will be added as our slow growth model of enrollment progresses. For example, the cafeteria can serve as the gym for physical education or for dance classes, and we may use an empty classroom during teacher planning for both art and music or conduct all enrichment classes in the media center during the initial year. This adaptive approach allows us to gradually enhance our facilities, ensuring that they grow alongside our academic objectives and student enrollment.

Requirements. In years 1-3, certain spaces will need to serve multiple purposes to efficiently accommodate our growing enrollment. General education classrooms will initially function to serve various grades while allowing flexibility for small group instruction and project-based activities. In Year 1, we will require approximately 6,400 square feet for classrooms, which will increase to 23,200 square feet by Year 5 as we expand the number of classrooms from eight to twenty-nine for core general education and additional elective spaces.

We will also need to introduce dedicated elective and specialty rooms, including science labs and additional art spaces, as we scale. In year 1 the facility will integrate a media center, with the aim of having 2,000 square feet allocated to it, as well as one special education/EL support classrooms. By year 5, we aim to have 6,000 square feet dedicated to media and lab space as well as a total of five special education and EL support classrooms. The administrative space is projected to accommodate four to five offices, totaling 1,200 to 1,500 square feet by Year 5.

The accompanying chart details additional space requirements for bathrooms, storage, multi-use areas, and further highlights the importance of compliance with the required square footage for each

designated space. As we grow, these spaces may need to double for multiple uses, such as having classrooms serve as elective rooms or specialty spaces, enhancing our ability to cater to our students' needs.

The school's projected enrollment will grow significantly over the years, starting with an anticipated 160 students in Year 1 and expanding to 500 by Year 5. This growth necessitates a thoughtfully designed space that supports our educational programs and fosters collaboration, creativity, and exploration. The accompanying chart outlines the minimum square footage and facilities required, offering an overview of our specific needs and enabling us to adapt our facilities to better serve our evolving community as we grow.

Enrollment

Year of Operation	Year 1 26-27	Year 2 27-28	Year 3 28-29	Year 4 29-30	Year 5 30-31
K	80	80	80	100	100
1	60	80	80	80	100
2	20	60	80	80	80
3		20	60	80	80
4			20	60	80
5				20	60
6					20
Total Enrollment	160	240	320	420	500

General Education & Elective Classroom Space

Year of Operation	Year 1 26-27	Year 2 27-28	Year 3 28-29	Year 4 29-30	Year 5 30-31
# of Classrooms	8 GE	12 GE 1 E	16 GE 2 E	21 GE 3 E	25 GE 4 E
Sq. Footage/ classroom	800	800	800	800	800
Total Space	6,400	10,400	14,400	19,200	23,200

Media Center, Specialty Classroom

Year of Operation	Year 1 26-27	Year 2 27-28	Year 3 28-29	Year 4 29-30	Year 5 30-31
# of Spaces	1	2	2	3	3
Sq. Footage/ classroom	2,000	2,000	2,000	2,000	2,000
Total Space	2,000	4,000	4,000	6,000	6,000

Administration Space

Year of Operation	Year 1 26-27	Year 2 27-28	Year 3 28-29	Year 4 29-30	Year 5 30-31
# of Offices	4	4	4	4	5
Sq. Footage/ Office	300	300	300	300	300
Total Space	1,200	1,200	1,200	1,200	1,500

Support Space (SWD, EL, Intervention)

Year of Operation	Year 1 26-27	Year 2 27-28	Year 3 28-29	Year 4 29-30	Year 5 30-31
# SPED Classrooms (Yr 1 push in/pull out SPED & EL share)	1	1	2	2	3
# EL Classrooms	0	1	1	2	2
Sq. Footage/ classroom	800	800	800	800	800
Total Space	800	1,600	2,400	3,200	4,000

Other

Year of Operation	Year 1 26-27	Year 2 27-28	Year 3 28-29	Year 4 29-30	Year 5 30-31
Bathroom & Storage	2	2	3	4	5
Sq. Footage/ Support Space	1000	1000	1000	1000	1000

Year of Operation	Year 1 26-27	Year 2 27-28	Year 3 28-29	Year 4 29-30	Year 5 30-31
Total Space	2,000	2,000	3,000	4,000	5,000

Minimum Square Footage Space Required

Year of Operation	Year 1 26-27	Year 2 27-28	Year 3 28-29	Year 4 29-30	Year 5 30-31
Overall Total Space	12,400 sq. ft	19,200 sq. ft	25,000 sq. ft	33,600 sq. ft	39,700 sq. ft

b. Explain how the above-described facility and tenant improvement costs were determined and describe how the improvements are included in the proposed school's operating budget.

At this stage, the Jackson Museum School is actively evaluating facility options in Jackson, Tennessee, to identify a site that meets the operational and educational needs of our school. One potential option under consideration is the former Methodist Education Center located at 160 Campbell Street, Jackson, TN 38301 with approximately 20,000 square feet available and plenty of space for additions in the future. This facility, which has been vacant for 15 years, already possesses key infrastructure suitable for a school, including multiple classrooms, a common area, a gymnasium, a playground, cafeteria space, several offices, a large industrial kitchen, new flooring and paint, and a vestibule entryway.

Additionally, the lessor for this option has expressed a willingness to offer lease terms at 70–75% of the fair market value for commercial properties in Jackson, TN, when the time comes, making this a particularly attractive and cost-effective option. Another option being considered is the former Sacred Heart High School at 146 McClellan Road, Jackson, TN 38301, offering ample classroom space and additional facilities that could accommodate future growth with 44,450 square feet. Additionally, the vacant Sears building located as part of Old Hickory Mall, 2021 North Highland Avenue, Jackson, TN 38305 has been viewed and is an option offering the largest space with 89,800 square feet. All three sites have significant potential to support the school's mission and operational goals, and each is being carefully evaluated to determine the best fit for the school's needs.

We are collaborating with experienced partners to ensure readiness and strategic planning. Level Field Partners, a firm specializing in affordable access to first-class facilities for charter schools, provides invaluable guidance on identifying and assessing potential sites. Additionally, Cameron Quick, Chief Operating Officer of the Tennessee Charter School Center, has offered expert advice on facility costs and operational planning. The ongoing support of BES, through coaching on facilities budgeting and acquisitions, further strengthens our capacity to navigate the complexities of facility procurement.

While specific renovation costs have not yet been determined since we are still evaluating several options, we have initially budgeted \$25 per square foot to address repairs and code compliance needs, anticipating renovating 20,000 square feet for a total of \$500,000. Through the facilities negotiation, evaluation and selection process with our project partners (broker, architect and preconstruction firm) we will pursue several facilities in order to establish the most affordable and feasible option. This process includes negotiating with the lessor to complete certain tenant improvements, applying for available facilities grants, including the Tennessee Charter Schools Facilities Grant, and potentially

pursuing a small loan for leasehold improvements in the case that the lessor is willing to offer a reduced monthly lease rate that allows an overall lower facility costs. In addition, we anticipate the following facilities expenses in Year 0 to cover additional upgrades and lease-related expenses for two months (June-July 2026):

- Security Installation & Services: \$20,000 designated for a comprehensive security system installation, covering cabling, surveillance cameras, keyless entry systems, and other necessary security measures to foster a secure learning environment.
- ADA upgrades: Anticipating minor ADA upgrades at \$5,000
- Cabling costs: \$3,500 to install internet installation and cabling
- Signage: \$5,000 for indoor and outdoor signage
- Insurance: \$3,750 for Directors & Officers Liability and land coverage and \$3,000 for Building & Content Insurance.
- Janitorial Services: \$3,750 allocated for pre-opening custodial services.
- Utilities: 2 months of utilities including \$4,166.67 for electricity, \$400 for disposal and \$400 for water and sewer.
- Building Maintenance: 2 months of maintenance at \$6,250.

These costs are itemized in the proposed school operating budget. They reflect calculated decisions based on our projected enrollment, which starts at 160 students and aims to grow to 500 students by Year 5. Ultimately, we will reach full capacity of 700 students in grades K-6 by Year 10, following a sustainable slow growth model. This comprehensive approach underscores our commitment to building a thriving educational environment that effectively serves the community's needs.

c. Describe the board or school leadership team's experience in facility acquisition, management, and renovation/construction management. Detail which members of the school's board and leadership team will manage the facility acquisition process.

The governance of Jackson Museum School (K-6) is supported by a board with diverse expertise, playing a critical role in overseeing facility acquisition and management. At the forefront is the CEO/Lead Founder, who brings a proven track record in educational leadership and administration, including the successful management of a school facility. This experience equips her with essential skills in budget management, operational efficiency, and fostering community involvement—key factors for a successful start-up.

The CEO/Lead Founder is supported by a board member, Brent Bowker, with extensive expertise in financial and contract negotiations, project management, and vendor contract coordination. This board member's background includes critical skills such as financial analysis, cross-functional team leadership, market research, and Six Sigma expertise—making them uniquely equipped to guide the facility selection process. Their ability to analyze financial statements, negotiate contracts, and coordinate complex projects ensures that decisions regarding facility acquisition are thoroughly vetted and aligned with the school's operational and budgetary needs.

To further strengthen the school's capacity in facility-related matters, the leadership team collaborates with Level Field Partners, a firm specializing in providing affordable access to first-class facilities for quality charter schools. Their expertise ensures that the facility acquisition process remains both cost-effective and aligned with the school's mission. Additionally, the school benefits from the guidance of

Cameron Quick, the Chief Operational Officer of the Tennessee Charter School Center, who has provided valuable advice on facility costs and operational planning, and continued collaboration and partnerships with Level Field Partners, a company that has provided technical assistance in the areas of real estate development and financing specific to charter schools. This support is further complemented by coaching and guidance from BES, which equips the leadership team with best practices and strategies for charter school facilities budgeting and acquisitions. Regular collaboration with these partners ensures that progress is monitored, challenges are addressed, and the school remains on track to meet its development goals.

d. Describe the process and timeline for identifying and securing a facility, including any brokers or real estate consultants employed to assist in finding a facility. Include a contingency plan for alternative facilities if the primary location becomes unavailable or acquisition is unsuccessful.

The process of identifying and securing a facility for Jackson Museum School (K-6) is essential for the successful launch and operation of the school. The CEO/Lead Founder will lead this initiative, supported by the Board and relevant committees, focusing on suitable properties that align with the school's needs and primary zip code goals.

Process and Timeline to Secure Facility

Preliminary Planning. The first phase involves developing a strategic facilities plan that defines the project scope in collaboration with the Board of Directors. The CEO/Lead Founder has actively worked with a local realtor specializing in commercial property to explore multiple facilities, conducted property tours, and consulted with local inspectors regarding new codes. Additionally, the CEO/Lead Founder has gathered property history and specifications for two prospective sites and discussed potential lease terms for each. Engagement with the BES Finance Coach and the Tennessee Charter School Chief Operating Officer has ensured that the proposed facility budget aligns with guidelines for the facility search. The CEO/Lead Founder has gathered relevant data on the property's physical condition and suitability for educational use, ensuring an informed decision-making process. Critical assessments will focus on the building's structural integrity, compliance with health codes, and necessary repairs or modifications identified by qualified professionals. During this phase, the CEO/Lead Founder will work closely with the Finance Committee, architects, and inspectors to conduct an in-depth needs assessment, evaluating the facility's suitability for accommodating projected enrollment over the next five years. Throughout this process, we will continue to explore alternative facility options, in case further research, assessments, and/or negotiations reveal that the identified property does not meet the school's needs and/or budget.

- Timeline: Now - July 2025

Execution of Lease. Once a suitable facility within budget is identified and its proposed terms align with the school's needs, the CEO/Lead Founder will prepare a formal proposal for the Board to consider, outlining either a lease or lease/purchase agreement that details all terms and conditions. If the chosen facility becomes unavailable, the CEO/Lead Founder will present alternative options identified during the preliminary planning phase and pursue the option that best meets the school's needs and budget.

- Timeline: August 2025 - November 2025

Project Implementation. Once a lease or lease/purchase agreement is secured, the CEO/Lead Founder will collaborate closely with the Board, construction company, and architects to manage the design and renovation of the facility. In accordance with our procurement protocols, a Request for Proposal (RFP) will be issued to solicit bids and work with contractors for the project. Renovations will focus on ensuring compliance with educational standards and safety regulations, including ADA-required modifications like the installation of a compliant ramp. Should the primary facility become unavailable, the backup plans to implement an alternative facility will be enacted quickly. This will involve coordinating modifications and ensuring that any new locations meet operational requirements before the anticipated opening.

- Timeline: Upon signing of lease (between August and November 2025) - May 2026

Move in/Occupancy

To ensure that sufficient time to prepare the facility to welcome students, we intend to occupy the facility approximately two months prior to the start of school.

- Timeline: Early to Mid-June 2026

Throughout the facility identification and acquisition process we will actively pursue alternative facility options until a satisfactory location is decided upon.

1. Alternative Facility Search: Until a lease is secured, we will continue to engage local real estate agencies and brokers to explore suitable properties that meet established educational criteria in the Jackson area.
2. Evaluation and Selection: For each alternative identified, we will assess alternative locations, based on the school's operational needs, cost, feasibility, accessibility, and compliance with local regulations.
3. Negotiation Process: Similar to the initial acquisition plan, the CEO/Lead Founder, alongside the Finance Committee and Facilities Task Force, will negotiate terms for leasing or lease/purchase agreements for identified alternative properties.

e. Describe the plan to ensure that the selected facility meets all necessary compliance and regulatory requirements. Provide a detailed explanation of how the facility complies with the Americans with Disabilities Act (ADA), all applicable city planning review procedures, and all health and safety requirements as required by T.C.A. § 49-13-107. Outline any necessary facility changes that support the school's academic plan, projected enrollment, ADA compliance, and regulations outlined in SBE 0520-01-04-.01. Include all associated costs in the operating budget template in section 3.1.

Ensuring that the selected facility meets all necessary compliance and regulatory requirements is of utmost importance for Jackson Museum School (K-6). The CEO/Lead Founder, in collaboration with the Board, will work closely with consultants to ensure that the facility complies with the Americans with Disabilities Act (ADA), local planning review procedures, and health and safety regulations as mandated by T.C.A. § 49-13-107. This process will be ongoing as we collaborate with the Jackson city inspector, architect, and other experts to ensure that the facility meets all local, state, and federal codes.

We are currently evaluating three viable options for the school's facility. The first option is the former Methodist Education Center located at 160 Campbell Street, Jackson, TN 38301; the second is the former Sacred Heart High School located at 146 McClellan Road, Jackson, TN 38305; the third option is

former Sears building located at Old Hickory Mall, 2021 North Highland Avenue, Jackson, TN 38305. Both All options are being reviewed for their suitability in supporting the school's educational objectives and operational needs. We are working with professional code assessors from the Jackson City building inspector and building commissioner's offices to ensure that the selected facility complies with ADA requirements and is fully accessible to all students and visitors. As an example, we have already reviewed the Methodist Education Center and determined it would need: (1) adding an additional ADA-compliant ramp to ensure easy access for individuals using wheelchairs or mobility devices, and (2) clearly marking all pathways and removing obstructions to ensure safe navigation for individuals with disabilities. In addition to ensuring ADA compliance, Jackson Museum School will follow local city planning review procedures, which will require the submission of renovation plans to the city's planning department for approval. This crucial step will ensure that any modifications align with zoning regulations and safety codes established by local authorities. To maintain health and safety standards, inspections will be conducted by the local health department to verify that kitchen facilities and restroom areas are sanitary and meet state health codes.

These compliance processes will be thoroughly documented and presented to the Board, outlining any necessary facility changes to support the school's academic plan and projected enrollment. This will include adjustments required to meet regulations outlined in SBE 0520-01-04-.01. While the facility has not yet been selected, we have budgeted \$5,000 for minor ADA-related upgrades as shown in the operating budget template in Section 3.1.

f. Describe the plan to comply with county and/or municipal building code requirements related to storm shelters.

Two of facilities being considered for Jackson Museum School (K-6) are existing structures that were previously used as Option 1: a pre-school attached to a church, and Option 2: a former high school. Tennessee's specific building code requirements regarding storm shelters necessitate that schools, including K-12 institutions, provide adequate provisions to protect students and staff during severe weather events, such as tornadoes. In compliance with local building regulations in Jackson, the school facility must include designated storm shelter areas that are capable of withstanding extreme weather conditions. Madison County has adopted the updated 2018 version of the shelter code, and each facility will be assessed based on the following criteria. These areas must comply with several essential standards, including:

- Structural Integrity: The storm shelters must be engineered to withstand high winds and flying debris, following guidelines set by the International Building Code (IBC) and possibly FEMA recommendations for community safe rooms.
- Accessibility: All storm shelters should be designed to be accessible for students, staff, and visitors, including those with disabilities, in accordance with the Americans with Disabilities Act (ADA).
- Capacity: The selected storm shelters must have adequate space to accommodate all students and staff in case of an emergency. Clear signage and marked evacuation routes will also be established to facilitate safe movement.
- Additional Features: The storm shelters may incorporate necessary amenities such as proper ventilation, restroom facilities, and communication systems to ensure functionality and safety during emergencies.

As Jackson Museum School evaluates potential facilities, it will be crucial to assess their compliance with current storm shelter requirements. Both of the building options under consideration have previously met educational use codes, but they may require renovations or modifications to fully comply with the latest storm shelter criteria. The school will engage with local building authorities, including the building department and local fire marshal, to obtain critical guidance on the necessary adaptations for storm shelter compliance. To ensure full compliance with shelter codes, the following steps will be undertaken:

1. Consultation with Building Authorities: Early discussions with local officials will clarify the specific requirements for storm shelters in existing structures, ensuring that all necessary safety measures are met.
2. Capacity and Safety Measures Assessment: The school will assess the facilities to designate specific areas that could be retrofitted as storm shelters and assess the potential to install pre-fabricated storm shelters, such as a “storm box.” This process will ensure there is sufficient capacity to shelter all students and staff during emergencies while adhering to safety standards.
3. Documentation and Approval Process: All required modifications for storm shelter compliance will be carefully documented. Formal proposals will be submitted for approval to ensure that the facility meets local safety regulations, including storm shelter requirements.
4. Shelter Code Compliance Funding: The school will continue to explore a TEMA (Tennessee Emergency Management Agency) grant to cover the costs of compliance with shelter codes. This funding may be able to ensure that the facility meets all storm shelter requirements without impacting the operating budget.
5. Historical Context Considerations: If any of the facilities hold historical significance, the school will consult with local preservation committees to determine any special considerations or flexibility required for storm shelter renovations. This step will help balance necessary updates with preservation efforts.

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

The Jackson Museum School is currently in the process of evaluating potential facility options in Jackson, Tennessee. The top contenders include a former Methodist Education Center on Campbell Street, a former high school on McClellan Road, both of which have previously met educational use codes, and a large vacant store front within Old Hickory Mall, formerly Sears. The school is committed to ensuring that the selected facility complies with all relevant regulations, including ADA, health, safety, and storm shelter requirements, to create a safe and conducive learning environment for students and staff.

Planning Stage Goals/Tasks Timeline

1. Evaluation Phase

- Assessment of Renovation Costs: Collaborate with general contractors, architects, interior design, and/or engineers to develop initial construction plans and estimates for proposed facilities. *This may be done for multiple facilities simultaneously.*
- Security and Technology Infrastructure: Implement and secure necessary security plans and IT software and hardware for Year 1. Align the budget to ensure it fits within the construction parameters. This includes project management reviews to keep the facilities

timeline and budget on track.

Timeline: Now - July 2025

2. Lease Documentation

- Lease Abstract Development: Prepare a summary detailing key financial, business, and legal information regarding the relationship between the facility owner and the school.
- Contact Authorizer: The Board Chair will communicate with the authorizer, submitting appropriate documentation to schedule a walkthrough with the Madison County Schools charter school office.
- Lease Review and Approval: Once a feasible facility has been identified, present final lease, which will be reviewed by legal counsel, to the Board for approval.

Timeline: August 2025 - November 2025

3. Renovation Phase

- Request for Proposals: Immediately upon signing the lease, issue RFPs and select contractors and other vendors to commence construction activities. Conduct ongoing discussions with various vendors for equipment, installations, and furniture needs.
- Permit Applications: Although Madison County has a quick permitting process, the State Fire Marshal's office can take up to 8 weeks to finalize approvals. The Facilities Task Force will closely monitor this process alongside the General Contractor to address any issues promptly. *To be completed no later than January 2026*
- Monitoring Progress: The Finance Committee and CEO/Lead Founder will regularly review project documentation to ensure compliance with timelines and budgetary constraints. (ongoing until end of construction).

Timeline: Upon signing lease - April 2026

4. Close-Out/Completion

- Final Stage Punch List: Ensure all safety and regulatory sign-offs by the architect and complete inspections from the State Fire Marshal and Health Department to adhere to all codes and laws.
- Maintenance Agreements: Finalize the maintenance agreement with the property owner and/or maintenance contractors, detailing their responsibilities for facility upkeep.
- Budget Review: Continuously review the budget against ongoing expenditures to ensure fiscal responsibility.
- Lien Waivers: Collect documentation from contractors to confirm receipt of payment and waive rights related to the building.

Timeline: May 2026 - June 2026

5. Occupancy

- The goal is to prepare for occupancy of the facility in early to mid-June 2026, allowing time for any final arrangements and setting up the educational environment for the upcoming school year.

Timeline: Early to Mid June 2026

h. List the properties considered for the proposed school. If under a non-disclosure agreement, provide the general location. If no suitable property has been identified, describe the steps taken to confirm suitable facilities within the proposed geographic area.

Jackson Museum School (K-6) has identified several facility options for the proposed school:

Option 1: Lambuth Memorial United Methodist Church Education Center located at 160 Campbell Street, Jackson, TN 38301.

Option 2: Former Sacred Heart of Jesus High School located at 146 McClellan Road, Jackson, TN 38305

Option 3: Former Sears Building in Old Hickory Mall, 2021 North Highland Avenue, Jackson, TN 38305

Section 2.3 – Start-up Plan (Required for All Sponsors)

a. Provide a detailed timeline that outlines the specific tasks the school's governing body and leadership must accomplish to ensure the school starts on time. Include key areas such as staffing, student recruitment, and facilities changes, along with deadlines and specific milestones that must be achieved in each area to meet the opening date. Additionally, identify the individuals responsible for each task and specify their compensation amounts. Sponsors must ensure the revenues and expenditures for "Year 0" align with the Operating Budget Template in section 3.1.

The CEO/Lead Founder (6 months/\$53,000), the Operations Manager (part time for 6 months/\$15,000), the Academic Coordinator/Special Education Director (part time for 4 months/ \$10,833.33) and the Office Coordinator, who will also serve as the Board Secretary, SIS, and Registrar, (part time for 4 months/\$7,500), will be responsible for Year 0 pre-opening tasks. See below for start-up plan for culture and academics, staff recruitment, staff onboarding, community engagement, families, enrollment, operations, facilities, finance and governance.

Culture & Academics

Task	Lead Owner(s)	Collaborator(s)	Due Date	Status
Select curricular resources for all subjects	CEO/Founder	Board Academic Committee	2/2/2026	Completed
Develop and finalize Student and Family Handbook	Ops Manager	CEO/Founder and Board Education committee	3/2/2026	Completed (included in application)
Finalize vision of SPED program & consult w/ SPED & EL consultants to design program	Academic Co/DOSE	Board Member w/SPED Expertise)/CEO/Founder	3/31/2026	
Finalize code of conduct, PBIS systems, and supporting structures w/ rituals & traditions	Ops Manager	Academic Co/DOSE	4/10/2026	
Design yearly scope and sequence & pacing guides for all subjects	Academic Co/DOSE	CEO/Founder/Board Member w/Academic Expertise/	4/17/2026	
Draft yearlong including Summer PD Calendar and Prework for Summer PD	Academic Co/DOSE	CEO/Founder	4/17/2026	
Develop Student Culture Playbook, Calendar & culture walkthrough form	Ops Manager/CEO/Founder	CEO/Founder	4/30/2026	
Design instructional frameworks for all subjects (including enrichment classes)	Academic Co/DOSE	CEO/Founder/Board Academic Committee	5/1/2026	
Identify assessment tools to be utilized & create testing schedule and calendar	Academic Co/DOSE	CEO/Founder	6/1/2026	
Identify SPED and ELL population (through new student intake process)/Develop IEPs (Review & update if needed)	Academic Co/DOSE	CEO/Founder	6/1/2026	
Revise year-long scope and sequence for character development curriculum	CEO/Founder	Academic Co/DOSE	7/1/2026	

Task	Lead Owner(s)	Collaborator(s)	Due Date	Status
Create academic dashboard	CEO/Founder	Academic Co/DOSE/Board Academic Committee	7/17/2026	
Conduct baseline testing to identify At-Risk students	Academic Co/DOSE	CEO/Founder	9/4/2026	

Staff Recruitment

Task	Lead Owner(s)	Collaborator(s)	Due Date	Status
Finalize org chart	CEO/Founder	Board of Directors	2/1/2025	Completed
Approval of School Leader evaluation rubric and cycle (using state required system)	Board of Directors	CEO/Founder	2/1/2025	Completed
Verify Educator licensure	Office Coordinator	CEO/Founder	3/25/2025	Ongoing - June
Interview and make offers Teacher and support Staff	Academic CO/DoSE	CEO/Founder	3/25/25	Ongoing - June
Identify Back Office Provider to handle Payroll and Audits.	Board Member w/Systems & Management Experience and Board treasurer	CEO/Founder	6/30/2025	
Create talent recruitment strategy & calendar (w/key recruitment events listed)	CEO/Founder	Board Member w/Systems & Management Experience	7/18/2025	
Identify talent recruitment platforms, partners, organizations, and sites to post job applications	Board Member w/Systems & Management Experience	CEO/Founder	8/1/2025	
Create Job descriptions for Ops Manager, Office Coordinator and Academic Co/DOSE	CEO/Founder	Board Academic Committee	9/2/2025	
Post Job Descriptions for Ops Manager, Office Coordinator and Academic Co/DOSE	CEO/Founder	Board Academic Committee	9/30/2025	
Design interview & onboarding process for Ops Manager, Office Coordinator and Academic Co/DOSE positions.	CEO/Founder	Board Academic Committee	11/3/2025	
Interview and Hire Ops Manager	CEO/Founder	Board Member w/Systems & Management Experience	12/1/2025	
Host Recruitment Informational Fair #1	Ops Manager	CEO Founder/Board Member w/Systems & Management Experience	1/30/2026	
Create and Post teacher and support staff positions Yr. 1	Ops Manager	CEO/Founder	2/2/2026	
Hire Academic Coordinator/Special Education Director	CEO/Founder/Ops Manager	Board Academic Committee/Ops Manager	2/20/2026	
Interview and hire Academic Co/DOSE	CEO/Founder	Board Academic Committee	2/27/2026	
Develop Operations team evaluation rubric and cycle	Ops Manager	Board Member w/Systems & Management Experience	3/1/26	
Staff handbook created and approved by board	Ops Manager/CEO/Founder	Board of Directors	3/2/2026	
Board approval for teacher evaluation rubric and cycle	CEO Founder	Academic Co/DOSE	3/31/26	
60% of staff receive offer letters	Office Coordinator	CEO/Founder/Ops Manager	3/31/2026	

Task	Lead Owner(s)	Collaborator(s)	Due Date	Status
Host Recruitment Informational Fair #2	Ops Manager/Academic Co/DOSE	CEO Founder/Board Member w/Systems & Management Experience	4/10/2026	
100% of staff receive offer letters and positions filled	Office Coordinator	CEO/Founder/Ops Manager	5/29/2026	
All evaluators obtain evaluation certification	Academic Co/DOSE/CEO/Founder/Ops Manager/	Board of Directors	5/30/26	

Staff Onboarding

Task	Lead Owner(s)	Collaborator(s)	Due Date	Status
Prepare benefits Open Enrollment materials	Ops Manager	Office Coordinator/Back Office Provider	2/2/2026	
Order Technology/Swag	Ops Manager	Board Member w/ IT Experience	2/13/2026	
Research HR Platforms	Ops Manager	Office Coordinator and Board Member w/Systems & Management Experience	3/1/2026	
Build Technology Training, Retirement Plan Training, & Benefits Training Session	Ops Manager	Board Member w/ IT Experience/CEO/Founder	3/3/2026	
Create an I-9 Verification Process	Ops Manager	Office Coordinator	3/31/26	
Send staff list to Tech Lab	Office Coordinator	Ops Manager	5/1/2026	
Add all staff to all systems (payroll, retirement, etc.); add all earnings & deductions in payroll system	Ops Manager	Office Coordinator and Back Office Provider	5/1/2026	
Coordinate tech onboarding plan & configure all software accounts for new hires	Ops Manager	Board Member w/ IT Experience	5/1/2026	
Schedule Retirement Plan & Benefits Q/A Session	Ops Manager	Back Office Provider	6/1/2026	
Upload teachers to curriculum vendor's roster for staff access	Academic Co/DOSE	Office Coordinator	6/5/2026	
Audit employees Direct Deposit info, I-9 Completion, benefit enrollment statuses, 403b statuses, time off, & manager assignments	Ops Manager	Back Office Provider and Office Coordinator	7/2/2026	
Send staff welcome letter to all staff to include onboarding overview, Pre-Work reading materials, & software logins	Ops Manager/CEO Founder	Office Coordinator	7/3/2026	
Confirm all employees have onboarded in payroll system	Ops Manager/Back Office Provider	Office Coordinator	7/10/2026	

Community Engagement

Task	Lead Owner(s)	Collaborator(s)	Due Date	Status
Form Community Engagement Task Force	Board Community Outreach and engagement Lead	CEO/Founder and Board of Directors	7/7/2025	
Form Family Advisory Council	Board Community Outreach and engagement Lead	CEO /Founder	8/1/2026	
Draft marketing materials	Twin Oaks Technology	CEO/Founder	1/1/25	In Progress
Expand formal recruitment and marketing via social media, newsletters, and community outreach through local organizations, churches, civic groups, events, radio, and JMS	Twin Oaks Technology	CEO/Founder	2/1/2025	Completed

Task	Lead Owner(s)	Collaborator(s)	Due Date	Status
website to gather feedback and intent to enroll forms from families.				
Draft + finalize community surveys	Community Engagement Task Force led by Board Community Outreach and engagement Lead	CEO/Founder	7/31/2025	
Secure community partners for museum school (museums, cultural sites, & community places)	Community Board Outreach and engagement lead	CEO/Founder and Board of Directors	3/21/2025	In progress
Informational Session #1 at community sites to discuss the school's mission, vision, and educational model and programming (1 of 5 sessions)	CEO/Founder	Community Engagement Task Force led by Board Community Outreach and engagement Lead	8/15/25	
Conduct introductory meetings with local education stakeholders; schedule speaking engagements at local civic organizations.	CEO/Founder	Community Engagement Task Force led by Board Member w/Community Outreach Experience	8/1/2025	Ongoing
Host community engagement events such as family activities or workshops.	Community Engagement Task Force led by Board Member w/Community Outreach Experience	CEO/Founder and Board of Directors	10/1/2025	In Progress
Information session #2 at community sites to discuss partnerships and cultural integration in the curriculum (2 of 5 sessions)	Community Engagement Task Force led by Board Community Outreach and engagement Lead	CEO/Founder	11/23/2025	
Targeted Outreach to early childhood centers	CEO/Founder/Academic Co/DOSE (once hired)	Community Engagement Task Force led by Board Community Outreach and engagement Lead	10/1/2025	In Progress
Tabling at local venues to start during the holiday season	Community Engagement Task Force led by Board Community Outreach and engagement Lead	CEO/Founder	11/20/2025	In Progress
Information session #3 at community sites to discuss inquiry based and project-based learning initiatives (3 of 5 sessions)	Community Engagement Task Force led by Board Community Outreach and engagement Lead	CEO /Founder	2/11/2026	
Host community engagement/service event in partnership with local organizations to gather ongoing feedback.	Community Engagement Task Force led by Board Community Outreach and engagement Lead	Ops Manager	3/20/2026	
Conduct a community action planning meeting with local partners to refine engagement strategies.	CEO/Founder and Board Community Outreach and engagement Lead	Ops Manager	3/15/2026	
Information session #4 at community sites to discuss Student centered learning and arts integration (4 of 5 sessions)	Community Engagement Task Force led by Board Community Outreach and engagement Lead	Academic Co/DOSE	4/9/2026	
Hold wellness checks for interested families.	Community Engagement Task Force led by Board Community Outreach and engagement Lead	CEO/Founder	5/15/2025	

Task	Lead Owner(s)	Collaborator(s)	Due Date	Status
Hold a Community Welcome event/Open House for anyone in the community & community partners to tour the new school.	Ops Manager/Academic Co/DOSE	CEO/Founder	7/28/2026	
Information session #5 at community sites to discuss enrollment procedures and parent involvement/Volunteer opportunities (5 of 5 sessions)	Community Engagement Task Force led by Board Community Outreach and engagement Lead	Ops Manager	6/11/26	
Family Orientation	CEO/Founder and Board Community Outreach and engagement Lead	Ops Manager	6/30/26	

Enrollment and Families

Task	Lead Owner(s)	Collaborator(s)	Due Date	Status
Develop enrollment process; begin student recruiting campaign for 2026 & finalize lottery protocol	CEO/Founder	Board of Directors	2/1/2025	completed
Create student enrollment application	CEO/Founder and BES Fellowship	Board of Directors	6/2/2025	
Highlight lottery date on website & social media; practice lottery protocol; create Family Resource hub on webpage	Twin Oaks Technology	CEO/Founder	10/24/2025	
Secure lottery certification entity	CEO/Founder	Board of Directors	11/30/2025	
Create list of items to include in first days of school communication (academic calendar, uniform, arrival/dismissal systems, student handbook, etc.); determine family communication during the school year	Ops Manager	CEO/Founder	1/30/2026	
Student Applications close (analyze data from application submission in preparation for lottery)	Ops Manager	CEO/Founder	1/31/2026	
Notify Families of Acceptance, and lottery date	Ops Manager	CEO/Founder	2/2/2026	
Draft "Life After Lottery" plan for families to keep "warm"	Board Community Outreach and engagement Lead	Ops Manager	2/9/2026	
Conduct admissions lottery and establish waitlist	Ops Manager	CEO/Founder	2/9/2026	
Family Accept seat; set date and plan "Welcome to JMS" (family orientation)	Ops Manager and Board Community Outreach and engagement Lead	CEO/Founder	2/28/2026	
Finalize Student & Family Handbook	Ops Manager	CEO/Founder and Board Education committee	3/2/2026	
Initiate the "Life After Lottery" plan (monthly communication in newsletters, mailers, emails, social media, text message alerts) & promote family calendar of events	Community Engagement Task Force led by Board Community Outreach and engagement Lead	Ops Manager and CEO/Founder	3/15/2026	
Create uniform Guidelines and messaging	Ops Manager and Office Coordinator	Community Engagement Task Force led by Board Community Outreach and engagement Lead	3/20/2026	
Draft Student & Family Welcome letter, transportation letter, Health Form/Immunization Requirements & Technology Agreement	CEO/Founder and Ops Manager	Office Coordinator	3/31/2026	
Create master communication plan for first day of school documents (with reminders), academic calendar, handbook, etc; send reminder of first day of school to families	Ops Manager	CEO/Founder and office coordinator	6/1/2026	

Task	Lead Owner(s)	Collaborator(s)	Due Date	Status
Hold a Community Welcome event/Open House for anyone in the community & community partners to tour the new school.	School Leadership Team	Community Engagement Task Force led by Board Community Outreach and engagement Lead	7/28/2026	
Have all student missing paperwork completed(releases, medical, transportation, FRPL, etc.)	Office Coordinator	Ops Manager	7/31/2026	
Form Parent Advisor Council (2 parents per grade level)	CEO/Founder	Ops Manager	8/1/2026	
Create and launch first round of student applications	CEO/Founder and Board Member w/ IT Experience	Board of Directors and Ops Manager (once hired)	11/1/2025-1/31/26	
Notify families of acceptance or waitlist from lottery	Ops Manager and Board Community Outreach and engagement Lead	CEO/Founder	2/10-2/13/2026	
Create files for student records; distribute, collect, review and file Home Language Survey	Ops Manager and Office Coordinator (once hired)	Board Community Outreach and engagement Lead	2/10/2026 and ongoing	
Conduct family orientations and school tours to prepare for the school year.	Community Engagement Task Force led by Board Community Outreach and engagement Lead	Ops Manager and CEO/Founder	4/1/2026 & ongoing	
Draft + share monthly newsletters; conduct waitlist pulls; request student records (send district w/d info for students); Mail families "Welcome to JMS"letter	CEO/Founder and Office Coordinator (once hired)	CEO/Founder	6/1/25-5/1/2026	

Operations

Task	Lead Owner(s)	Collaborator(s)	Due Date	Status
Evidence is provided that membership on the Governing Board of Directors is complete and complies with the School's Governing Board bylaws (i.e., Governing Board roster with contact information for all board members, identification of officers, and term of service).	CEO/Founder	Board of Directors	2/1/2025	Completed
Written, signed copy of facility lease, purchase agreement and/or other facility agreements for primary and ancillary facilities as are necessary for School to operate for one year or more.	CEO/Founder	Board of Directors	9/8/2025	
The School has provided evidence of an authorization process that identifies (1) individual(s) authorized to expend School funds and issue checks; (2) safeguards designed to preclude access to funds by unauthorized personnel and/or misappropriation of funds; and (3) individual(s) responsible for review and monitoring of monthly budget reports.	Board of Directors		1/1/2026	
An annual school calendar approved by the Governing Board of Directors for the first year of the School's operation is on file with the Commission. School calendar must meet the compulsory school attendance requirements of state law, financial guidelines, and state regulations.	CEO/Founder	Board of Directors	3/1/2026	
The School has established a process for resolving public complaints, including complaints regarding curriculum. The process includes an opportunity for complainants to be heard. School's process is on file with the Commission.	CEO/Founder	Board of Directors	3/1/2026	In progress
The School has policy and procedures for requesting, maintaining, securing and forwarding student records.	CEO/Founder and Ops Manager		3/4/2026	

Task	Lead Owner(s)	Collaborator(s)	Due Date	Status
Evidence is provided that the School has obtained and maintains insurance in the coverage areas a minimum amounts set forth in the Charter Contract.	Ops manager	Board of Directors and CEO/Founder	5/1/2026	
An employee roster and proof of background check clearance for members of the School's Governing Board, all staff, and contractors who will have unsupervised access to children is on file with the Commission.	Ops Manager/ Office Coordinator		5/5/2026	
Governing Board approved (with signature page and date) special education policies and procedures. In addition, evidence of submission of policies and procedures to the Department and approval from the Department is on file with the Commission.	CEO/Founder	Board of Directors	6/3/2026	
The School has written rules regarding pupil conduct, discipline, and rights including, but not limited to, short-term suspensions, students with disabilities, and a re-engagement plan.	CEO/Founder and Ops Manager	Board of Directors	6/3/2026	In progress
Plan and Implement clear arrival, dismissal, lunch, and Explore time transitions	Ops Manager		7/1/2026	
The School facilities have met all applicable. Department of Health requirements to serve food. Food Safety Permit is on file with the Commission.	Ops Manager		7/1/2026	
The School possesses all permits and licenses required to legally operate in the School Facility. Certificate of Occupancy is on file with the Commission.	Ops Manager		7/1/2026	
Evidence that instructional staff, employees, and volunteers possess all applicable qualifications as required by state and federal law is provided.	Ops Manager		7/3/2026	
The School has provided evidence that the Civil Rights Compliance Coordinator; the Section 504 Coordinator; the Title IX Officer; the Harassment, Intimidation, Bullying (HIB) Compliance Officer; and State Assessment Coordinator have been named and submitted to the Department and the Commission.	Ops Manager and Board of Directors		7/3/2026	
The School has provided evidence of a working system for the maintenance of a proper audit trail and archiving of grade book/attendance (i.e., attendance logs).	CEO/Founder		8/1/2026	
Provide evidence that all employees have completed training on child abuse and neglect reporting or have comparable experience.	Office Coordinator and Ops Manager		8/3/2026	
Evidence that students representing 80% of the projected fall membership have enrolled is provided, including name, address, grade, and prior school attended.	CEO/Founder	Ops Manager	10/1/2026	
Governing Board disclosure forms & resumes are complete and on file.	CEO/Founder	Board of Directors	2/1/25 and ongoing as updated	Completed

Facilities

Task	Lead Owner(s)	Collaborator(s)	Due Date	Status
Finalize Lease agreement for identified space;	CEO/Founder	Level Field	9/8/2025	
Create plan or hire vendor for tech infrastructure (WiFi, security, keycard entry, etc.) Select computers for staff	CEO/Founder	Board Member w/ IT Experience	9/8/2025	
Finalize contract with food service vendor(s)	Ops Manager	Board Member w/ Facility/Logistics Experience	1/20/2026	
Determine assessment-related technology needs (laptops, document cameras); Set up and train on PowerSchool SIS	Ops Manager	CEO/Founder	1/30/2026	

Task	Lead Owner(s)	Collaborator(s)	Due Date	Status
Confirm furniture/tech delivery dates; Finalize maintenance contracts	Ops Manager	CEO/Founder	1/31/2026	
Plan/hire vendor for tech troubleshooting (student, staff, classroom tech)	Ops Manager	Board Member w/ IT Experience	2/2/2026	
Operations Playbook (systems, processes, procedures)	Ops Manager	CEO/Founder	2/5/2026	
Finalize back-up custodial/security plan (pre-fingerprinted coverage); Acquire student medical forms for Enrollment package	Ops Manager	CEO/Founder	2/28/2026	
Secure custodial vendor (night cleaning, trash)	Ops Manager	CEO/Founder	3/1/2026	
Create School Safety Plan; Develop Emergency Readiness Training (lockdowns, evacuations, missing students, etc.); Finalize Daily Systems template (arrival, lunch, dismissal, etc.)	Ops Manager	Board Member w/ Facility/Logistics Experience	3/2/2026	
Ensure staff is trained in CPR/AED usage	Ops Manager	CEO/Founder	3/2/2026	
Finalize copier leases, ensure proper electrical installation; Create student information filing system	Ops Manager	CEO/Founder	3/3/2026	
Create weekly accountability process for deadlines	Ops Manager	CEO/Founder	3/5/2026	
Order all classroom supplies (basic supplies, air purifiers)	Ops Manager	CEO/Founder	3/6/2026	
Order hard keys and lanyards for staff	Ops Manager	CEO/Founder	3/16/2026	
Order all building signage; Order lockdown shades for all classrooms/offices	Ops Manager	CEO/Founder	3/19/2026	
Ensure tracking system for general contractor 'Punch List' items	Ops Manager	Board Member w/ Facility/Logistics Experience	3/30/2026	
Finalize classroom unpack plan template	Ops Manager	Board Member w/ Facility/Logistics Experience	3/31/2026	
Finalize Student Medication procedures	Ops Manager	CEO/Founder	4/2/2026	
Finalize daily schedule	Academic Co/DOSE	CEO/Founder	4/5/2026	
Ensure Building Inspections are complete	Ops Manager	Board Member w/ Facility/Logistics Experience	4/15/2026	
Create student file storage plan (incl. health forms)	Ops Manager	Office Coordinator	4/19/2026	
Finalize PoS/School Meal Tracking Plan for state reimbursement	Ops Manager	Office Coordinator	4/28/2026	
Finalize Student Culture plans (tardies, absences, follow-up)	Ops Manager and CEO/Founder	CEO/Founder	4/30/2026	
Schedule weekly pre-walkthroughs with leadership team	Ops Manager	CEO/Founder	4/30/2026	
Complete tech work (projectors, WiFi, phone lines, keycard entry)	Ops Manager	Board Member w/ IT Experience	5/1/2026	
Set up building utility accounts (electricity, heat, gas)	Ops Manager	CEO/Founder	5/4/2026	
Hold weekly summer progress walkthroughs (facilities readiness); Ensure door stops installed in all classrooms	Ops Manager	Board Member w/ Facility/Logistics Experience	5/5/2026	
Determine transportation route needs	Ops Manager	CEO/Founder	5/10/2026	
Ensure building is ready for occupancy	Ops Manager	CEO/Founder	5/15/2026	

Task	Lead Owner(s)	Collaborator(s)	Due Date	Status
Deliver and place all classroom furniture; Confirm fire extinguishers installed, tagged, inspected; Confirm AED installation per building size; Install all bathroom dispensers (soap, toilet paper, paper towels, sanitizer)	Ops Manager	Board Member w/ Facility/Logistics Experience	5/26/2026	
Deliver and set up all common area furniture	Ops Manager	Board Member w/ Facility/Logistics Experience	5/27/2026	
Plan key distribution for staff first day in building	Ops Manager	CEO/Founder	5/28/2026	
Ensure all doors set to lock for lockdown drills; Secure and onboard School Nurse; Confirm all room assignments (classrooms, offices, etc.)	Ops Manager	CEO/Founder	5/31/2026	
Schedule Department of Health inspection for food service	Ops Manager	CEO/Founder	6/1/2026	
Finalize Day 1 attendance plan	Ops Manager	Office Coordinator	6/2/2026	
Complete all Punch List items	Ops Manager	Board Member w/ Facility/Logistics Experience	6/3/2026	
Secure security vendor	Board Member w/ Facility/Logistics Experience	Ops Manager	6/28/2026	
Create Safety Drill schedule and expectations; Ensure all spaces have evacuation plans posted; Update Emergency Clipboards for each room (evacuation routes)	Ops Manager	CEO/Founder	7/1/2026	

Finance

Task	Lead Owner(s)	Collaborator(s)	Due Date	Status
Develop pitch deck for potential funders	CEO/Founder	Board Chair and BES Coach	10/1/2024	Completed
Draft v1 of Y0-1 Budget and Cash Flow plan & 5-year financial model;	CEO/Founder w/ Finance Committee Chair	BES Finance Coach	2/1/2025	Initial draft completed and included in charter
Approve Y0-1 Budget and Cash Flow plan	Board of Directors	Back Off. Provider	6/30/2025	
Establish purchasing card and/or credit cards	CEO/Founder w/ Finance Committee Chair	Board of Directors	10/5/2025	
Create fund development plan	CEO/Founder w/ Finance Committee Chair	Board Finance Committee	11/30/2025	In progress
Finalize v1 of Fiscal Policies and Procedures Manual & schedule of Board financial reviews	CEO/Founder w/ Finance Committee Chair	Board Finance Committee and Back office provider	12/1/2025	In Progress
Develop day-to-day accounting and financial management systems (chart of accounts for income, expenses, cash flow etc; financial reporting templates, process forms)	CEO/Founder w/ Finance Committee Chair	Back Off. Provider	3/1/2026	
Determine budget cycle	Board of Directors	CEO/Founder and Back Off. Provider	3/5/2026	
Establish payroll	Ops Manager	CEO/Founder and Back Off. Provider	3/22/2026	
Board approves Fiscal Policies and Procedures Manual	CEO/Founder	Board of Directors	3/22/2026	
Plan and execute social media campaign to raise funds and build interest	Ops Manager	CEO/Founder	Ongoing	
Participate in development campaign (schedule series of events for securing donations)	Board of Directors	CEO/Founder	Ongoing	

Governance

Task	Lead Owner(s)	Collaborator(s)	Due Date	Status
Finalize job descriptions for full board and adopt as policy	Board Chair	CEO/Founder	10/6/2025	In Progress
Finalize Board handbook	Board Chair	CEO/Founder	10/1/2025	In progress
Conduct board composition analysis to determine growth areas	Board Chair	CEO/Founder	10/4/2025	In progress
Develop agenda format	Board of Directors	CEO/Founder	10/9/2025	
Develop board expansion plan	Board of Directors	CEO/Founder	10/11/2025	
Recruit and nominate additional board members	Board Chair	CEO/Founder	10/3/2025	
Define decision making processes (through decision/responsibility matrix)	Board of Directors	CEO/Founder	10/8/2025	
Approve policies	Board of Directors	CEO/Founder	10/14/2025	
Arrange board liability insurance	Board Chair	CEO/Founder	10/15/2025	
Develop board calendar that includes new member onboarding, retreats, workshops, etc.	Board of Directors	CEO/Founder	10/16/2025	
Approve school leader job description	Board Of Directors	CEO/Founder	10/2/2025	
Set school leader goals	Board Chair	CEO/Founder	10/7/2025	
Finalize all committees and meeting cadence	Board of Directors	CEO/Founder	10/12/2025	
Finalize all meetings and send calendar invites/links	Board of Directors	CEO/Founder	10/5/2025	
Finalize CEO/Lead Founder Evaluation	Board Chair	CEO/Founder	10/10/2025	

b. Describe any anticipated challenges during the start-up plan implementation and the strategies to address these challenges to ensure the school opens on time.

Overcoming Stigma Around Charter Schools. In Madison County, Tennessee, there may be a negative perception of charter schools, particularly with the recent approval of Jackson’s first charter school for which the opening date remains uncertain, posing a risk for both enrollment and hiring. To combat this stigma, our strategy involves building relationships with the community by clearly communicating the unique mission and values of Jackson Museum School (K-8), highlighting how it differs from institutions like the Classical Academy. We will engage the community through events, monthly newsletters, social media outreach, and information sessions to foster transparency and trust. Additionally, we have identified 16 preschools and early childhood facilities as potential pipelines for Kindergarten enrollment, where we will work closely with the directors, students, and families to establish trusting and lasting relationships.

Staff Recruitment Challenges. Tennessee faces a widespread shortage of qualified teacher talent, which may pose a challenge for recruiting staff. To address this, the CEO/Lead Founder will cultivate relationships with local colleges and universities, such as UTM, Union University, Lane College, and the University of Memphis, alongside organizations like Teach for America. Participation in recruitment events hosted by the Tennessee Charter School Center will further increase our visibility among potential candidates. Leveraging the CEO/Lead Founder’s extensive network within the educational community, we will seek out mission-aligned, high-capacity individuals who are open to feedback and passionate about education. Beginning “Grow Your Own” programs will also be a critical component of our recruitment strategy to develop local talent.

Possible Challenges with Facilities. While three potential facility locations have been identified, the

CEO/Lead Founder and Founding Team are prepared for any challenges related to securing the facility, funding, and adherence to timelines for procurement and renovations. Additionally, we are actively exploring potential collaborations with local churches and other community spaces as temporary hosting options for the school as backup options. These partnerships will be vital in not only addressing short-term facility needs but also in establishing a supportive community around the school. We will closely assess the viability of these spaces while developing a comprehensive plan to secure funding and execute necessary renovations within the projected timelines.

Section 2.4 - Personnel / Human Capital

(Required for All Sponsors)

a. Describe the school's leadership structure. Attach the organizational chart for Year 1 as Attachment N and the organizational chart at full capacity as Attachment O. The organizational charts should clearly delineate the board, administration, 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.

Jackson Museum School's leadership structure will be a small, but dedicated group of leaders. CEO/Lead Founder will serve as principal for years 1-4, hiring a Principal in year 5, whereas the CEO/Lead Founder will retain and focus on superintendent duties. In year 1, the leadership team will consist of an Operations Manager, Librarian/Literacy Coach, and an Academic Coordinator/Special Education Director. We will add teacher leadership roles through stipends to grade level chairs and an EL Coordinator starting in Year 3. In year 2, an Assistant Principal will be hired and the Academic Coordinator/Special Education Director will transition to strictly a Special Education Director. In year 5 we will add a Principal and an additional Instructional Coach.

b. Describe the process and timeline for hiring the school leader, and outline the skills, qualifications, and characteristics the sponsor will seek in a leader. Detail who will lead the hiring process and serve as the decision-maker in the hiring. If the leader has already been identified, attach the leader's resume as Attachment P

Process and Timeline for Hiring School Leader. The CEO/Lead Founder shall be hired by and report directly to the Board of Directors in August 2025. This individual serves as the connection between the Board and the day-to-day operations of the school and will be responsible and accountable for the management and performance of all staff. A key responsibility of the Board will be evaluating the CEO/Lead Founder, assessing the overall performance of the school as a primary metric for the CEO/Lead Founder's effectiveness. Tasked with the everyday administration and strategic management of Jackson Museum School (K-6), the CEO/Lead Founder will execute all activities as stipulated by the Board. Following the leadership appointment, staffing for a part time Operations Manager will occur in January 2026, with the Office Coordinator to begin part time in March 2026, and the part time Academic Coordinator/DOSE beginning March 1, 2026. In addition, the CEO/Lead Founder possesses the authority to hire and terminate school employees, providing oversight and direction to ensure adherence to the institution's goals.

Skills and Qualifications of the School Leader. The ideal candidate for the school leader position at Jackson Museum School will possess a robust set of qualifications and characteristics, which include:

- **Commitment to Student Learning:** A strong belief that all students can achieve high academic levels and a dedication to fostering a culture of success.

- **Transformational Leadership:** The ability to inspire and motivate staff and students, driving change and continuous improvement in educational practices.
- **Educational Leadership Experience:** Demonstrated experience in school leadership and management, effectively guiding teachers and students in a collaborative environment.
- **Data-Driven Decision Making:** Proficient in analyzing educational data to ensure informed decision-making that enhances academic performance.
- **Financial Acumen:** Capable of formulating and managing budgets that align with the school's accountability objectives and sustainability.
- **Effective Communication Skills:** Strong verbal and written communication skills to engage stakeholders, foster relationships, and articulate the school's vision.
- **Organizational Proficiency:** Excellent organizational capabilities to manage competing priorities while ensuring operational effectiveness.
- **Resilience and Optimism:** A positive mindset and resilience in facing challenges, coupled with personal and professional accountability.
- **Academic Literacy Vision:** A clear commitment to ensuring that all students read at or above grade level by the end of third grade as foundational for future academic success.

The CEO/Lead Founder Leads School. Following the appointment of the CEO/Lead Founder as the school leader, Dr. Little will be responsible for serving in both roles with daily management and administration, guiding all organizational activities in alignment with the Board's directives. In Years 1-4 the CEO/Lead Founder will also serve as the principal, but will hire a dedicated Principal in Year 5, retaining her duties as CEO/Lead Founder of Jackson Museum School. Additionally, the Operations Manager will begin their duties on a part time basis in January 2026 (Year 0), while the Office Coordinator and Academic Coordinator/Special Education Director will be brought onboard part time March 2026 (Year 0). The CEO/Lead Founder retains the authority to hire, review, and supervise all personnel within Jackson Museum School, utilizing established performance metrics such as the TEAM Administrator Rubric to evaluate leaders based on key areas including Instructional Leadership, Teaching Culture, Professional Growth, and Resource Management. This strategic approach ensures that Jackson Museum School is led by a visionary leader dedicated to fostering an environment where all students can thrive academically and personally.

Dr. Jean Little, the proposed CEO/Lead Founder, has over 20 years of experience in public school education and higher education in Tennessee and Kentucky. In Summer 2024, Dr. Little was awarded the BES Fellowship to further her understanding of founding, designing, and leading high-performing charter schools and to enhance her leadership capacity to establish a school in Jackson, Tennessee, in alignment with Jackson Museum School's mission. This prestigious fellowship allowed her to observe over 20 high-performing urban charter schools and engage in more than 500 hours of rigorous training, coaching, development, and practice, equipping her to recruit a team of mission-aligned, committed, and high-capacity individuals for the Founding Board of Directors.

As the Principal of Fulton Independent School from 2021 to 2024, Dr. Little successfully led the transformation of academic performance, raising the school from the bottom 5% in the state to achieving average status in just three years. Her strategic initiatives focused on improving teaching methods, curriculum design, and student engagement, fostering a positive environment conducive to student growth. Additionally, she prioritized community collaboration, effectively garnering support and resources for academic enhancement efforts that significantly increased teacher retention rates from

below 50% to an impressive 92%. Dr. Little has earned recognition as the 2024 West Kentucky Distinguished Administrator of the Year and has contributed to statewide educational initiatives by serving on the TCAP Writing Scoring Committee in Nashville. Her research interests encompass transformational leadership, turnaround models for schools, culturally responsive teaching, and equity in education, reflecting her dedication to fostering an inclusive learning environment. Dr. Little aims to continue her impactful work in education, leveraging her expertise in turnaround school models and collaborative leadership to make a difference in the lives of students and their communities. Please see her resume as Attachment P.

c. Describe the responsibilities of the school's principal or head of school. Detail plans to support and develop this person, and identify the state-approved administrator evaluation model by which this individual will be evaluated pursuant to SBE Rule 0520-02-01 and State Board Policy 5.201.

At Jackson Museum School, the CEO/Lead Founder will serve as the principal in years 1-4 playing a pivotal role in realizing the school's mission and vision, which emphasize innovation, transformation, and community engagement. The school will hire a Principal in year 5 and the CEO/Lead Founder will continue with superintendent duties. To successfully carry out this mission, the principal (CEO/Lead Founder in years 1-4) must embody these values, serving not only as an administrator but also as a visionary leader who inspires staff, students, and families alike. The innovative school model requires a principal who is both transformative and adaptable, capable of leading a team in implementing cutting-edge educational practices while fostering a culture of collaboration and continuous improvement. By aligning their leadership with the school's core objectives, the principal will be responsible for creating a dynamic learning environment that promotes student success and actively engages the broader community. Through comprehensive responsibilities, robust support structures, and effective evaluation processes, Jackson Museum School seeks to ensure that its principal is equipped to lead the school toward achieving its ambitious goals and making a profound impact on the lives of its students.

Responsibilities of the School Principal. The school principal, as the head of Jackson Museum School, will play a critical role in shaping the educational environment and ensuring student success. Key responsibilities will include:

- **Leadership and Vision:** Establishing a clear vision for the school that fosters a positive culture of learning and accountability, aligning school goals with state standards and community needs.
- **Instructional Leadership:** Overseeing curriculum development and instructional practices to ensure high-quality teaching and learning. This includes monitoring classroom practices, supporting teachers, and utilizing data to drive instructional decisions.
- **Staff Development:** Recruiting, hiring, and retaining qualified staff while fostering their professional growth through ongoing training and mentorship.
- **Community Engagement:** Building strong relationships with families and the community to promote partnerships that support student achievement. This includes facilitating communication and collaboration with parents and stakeholders.
- **Budget Oversight and Resource Management:** Developing and managing the school budget to allocate resources effectively, ensuring that financial decisions support instructional priorities and operational needs, in collaboration with the Operations Manager and Back Office provider.
- **Student Support and Well-being:** Manage the creation and implementation of programs to support student social-emotional well-being and ensuring a safe and inclusive school

environment, in collaboration with the school social worker (Year 1) and Guidance Counselor (Year 4).

- Assessment and Accountability: Using assessment data to inform school improvement planning and monitor progress toward academic and operational goals.
- Compliance: Ensuring that the school operates in compliance with local, state, and federal regulations, including policies related to curriculum, safety, and student services.

Plans to Support and Develop the Principal. To ensure the effectiveness and continuous growth of the principal, Jackson Museum School will implement a structured support and professional development plan. Key elements will include:

- Mentorship and Coaching: The CEO/Lead Founder (serving as the principal) will be paired with an experienced mentor or educational coach who can provide guidance, practical feedback, and support in navigating the challenges of school leadership through the BES Follow On Support Program through years 0-2.
- Professional Development Opportunities: Regular access to high-quality professional development tailored to the principal's identified areas of growth. This may include workshops, conferences, and training sessions focused on instructional leadership, school management, and community engagement.
- Collaboration with Peer Principals: Creating opportunities for collaboration and networking among school leaders within the district. Engaging with peer principals, especially those at other museum schools or charter schools, can foster best practice sharing and provide support in tackling common challenges.
- Goal Setting and Performance Reviews: Establishing clear performance goals and conducting regular performance reviews to assess progress. This will include setting measurable objectives that support the overall mission of the school.
- Access to Resources: Providing necessary resources, including access to data analysis tools and instructional materials, to enable the principal to make informed decisions and execute initiatives effectively.

State-Approved Administrator Evaluation Model. The evaluation of the CEO/Lead Founder at Jackson Museum School will follow a structured process aligned with the state-approved administrator evaluation model established under SBE Rule 0520-02-01 and State Board Policy 5.201. The evaluation will address key areas of leadership, management, and instructional effectiveness. An ad hoc CEO/Lead Founder Evaluation Committee, including the Board Chair, Board Treasurer, and a member of the Academics Committee, will convene annually to evaluate the CEO/Lead Founder's performance using the Tennessee Principal Evaluation Model (TPEM). This model will focus on areas such as Driving Results, Managing People, and Building Relationships.

In compliance with state law, the CEO/Lead Founder will undergo at least two onsite observations annually, conducted by the CEO/Lead Founder or designee. The evaluations will follow the Tennessee Instructional Leadership Standards under Policy 5.106 and will assess the CEO/Lead Founder's implementation of teacher evaluations, as well as school climate and teaching and learning conditions. This process ensures the CEO/Lead Founder is accountable for fostering a positive learning environment and supporting teacher development. Since the CEO/Lead Founder will serve as the principal, a designee from the Board will be responsible for conducting the observations.

The evaluation will incorporate both formative and summative assessments, providing real-time feedback and professional development opportunities. Sources of evidence will include classroom observations, student achievement data, feedback from staff, parents, and students, and self-assessments by the CEO/Lead Founder. In alignment with State Board Policy 5.201, 50% of the evaluation will be based on student achievement data, with 35% focusing on student growth and 15% on other academic success measures. The remaining 50% will be based on qualitative ratings using the Tennessee Principal Evaluation Model (TPEM) to ensure a balanced assessment.

To support continuous professional development, the CEO/Lead Founder will pursue mentorship from experienced charter school leaders and organizations such as the Tennessee Charter School Center and BES coaching. This mentorship will enhance the CEO/Lead Founder's leadership skills and evaluative practices. The evaluation model fosters both accountability and improvement, encouraging the CEO/Lead Founder to reflect, set goals, and seek professional growth.

In year 5, when the Principal is hired, the Board will continue to evaluate the CEO/Lead Founder and the CEO/Lead Founder will use the Tennessee Principal Evaluation Model (TPEM) to evaluate the Principal

d. Explain the plan and timeline to recruit and hire additional key staff, including, but not limited to, operational staff, administrators, and teachers. Identify the leader and decision-maker of this process, and list hiring selection criteria, required experience, and special considerations relevant to the school's design.

Plan and Timeline to Recruit. Jackson Museum School will implement a carefully structured strategy to recruit and hire essential staff, including operational personnel, administrators, and teachers. The process will commence with the development of job descriptions for all positions required for Year 0 and 1 of operation. The CEO/Lead Founder will work collaboratively with the Board Academic Committee, who will draft job descriptions for the Operations Manager, Office Coordinator and Academic Coordinator/Director of Special Education. These descriptions will then be submitted to the Board of Directors for review and approval by September 2, 2025. After any necessary revisions, the Board will provide final approval by September 13, 2025, allowing the CEO/Lead Founder to finalize job descriptions by September 27, 2025. Concurrently, the CEO/Lead Founder will outline the interview process to ensure adherence to applicable laws and non-discriminatory practices, with a similar timeline for submission, approval, and finalization. The board must approve final job descriptions and policies.

Once job descriptions and the interview process is established, the CEO/Lead Founder will post available positions on the school website and other popular job search platforms by September 30, 2025. Recognizing the challenges faced in recruiting high-quality educators, especially in Tennessee, Jackson Museum School will leverage various strategies for effective recruitment. These strategies will include building strong relationships with local, state, and national graduate schools, utilizing connections in the educational community, and engaging national organizations to identify suitable candidates. The application review and interview process will be ongoing throughout the school year to align with the school's evolving needs. The CEO/Lead Founder will take the lead on hiring the Operations Manager, aiming to finalize offers by December 2025 (to start January 5, 2026). The hiring of the Academic Coordinator/Director of Special Education will be completed by the CEO/Founder with a goal of a March 1, 2026, start date. The early start of the Academic Coordinator/Director of Special Education will allow support in taking the lead of the hiring process of the teachers and support staff positions.

These position hirings are set to be completed by May 29, 2026, for a full-time start in July 2026.

Key Selection Criteria. The selection criteria for hiring teachers at Jackson Museum School will ensure that candidates possess the qualifications and characteristics necessary to support our mission and provide an enriching educational experience for our students. The criteria, aligned with Tennessee best practices, include:

- Candidates must possess at least a bachelor's degree as required by the Tennessee Department of Education.
- All teachers must have the qualifications necessary for full licensure in the grades and subjects for which they are applying.
- A belief in the capacity of all students to learn at high levels is essential.
- A commitment to the mission and vision of the school is required.
- Candidates should demonstrate knowledge of data analysis and the willingness to use data effectively to inform instructional decisions.
- Strong verbal and written communication skills are necessary for effective collaboration with students, families, and colleagues, acknowledging that strong school-home partnerships enhance student success.
- Organizational ability and the capacity to manage multiple priorities effectively are crucial.
- Candidates should exhibit qualities such as optimism, resilience, a commitment to excellence, and personal and professional accountability.
- Openness to receiving feedback and exhibiting a growth mindset.
- Candidates should possess strategic planning skills to support both long-term and short-term professional goals.
- Applicants must demonstrate a commitment to reflective practice and a continual pursuit of self-improvement.
- Understanding the importance of assessment data in identifying and addressing individual and group performance gaps is essential.

Hiring Process. The hiring process for teachers, school leaders, and staff members at Jackson Museum School will contain several critical steps to ensure thorough evaluation of all candidates. First, candidates must complete an online application, which will be reviewed by the Ops Manager, and/or Academic Coordinator/Director of Special Education. The CEO/Lead Founder will verify the licensure status of the Ops Manager and Academic Coordinator/Special Education Director and the Office Coordinator will review candidates licensure applying for all other positions that require a license, as specified by the Tennessee Department of Education. Only those who are fully licensed will move forward in the selection process.

A public search of the Tennessee Department of Education's website will be conducted to confirm candidate licensure information. If a candidate's information is unavailable or appears inactive, the Operations Manager and Office Coordinator will follow up to verify their credentials before proceeding. Eligible candidates will then be contacted for an initial phone interview, while those who do not meet criteria will receive a notification explaining their inability to move forward in the process. Successful candidates from the phone interview stage will receive an email with a tailored task relevant to the positions they applied for, inclusive of clear instructions and timelines for submission.

Once all application materials and tasks are submitted, the CEO/Lead Founder, Operations Manager, and/or Academic Coordinator/Director of Special Education will review them in preparation for the final in-person interviews. Candidates who do not submit quality tasks will be informed of their disqualification through a formal notification. Members of the Board of Directors may participate in the final interview panel, but the final decision to extend job offers will rest solely with the CEO/Lead Founder. This structured process ensures that Jackson Museum School attracts and hires individuals who meet the highest standards of quality and are aligned with the school's mission and vision

e. Describe how recruiting and hiring practices will ensure that the school's leadership team and staff reflect the diversity of the student body and surrounding community.

At Jackson Museum School, we prioritize hiring a diverse leadership team and staff reflective of our student body and community. Our equity statement affirms our commitment to inclusivity and equity, with strict adherence to equal opportunity laws. Our recruitment strategy will focus on partnerships with organizations that serve diverse communities, with an emphasis on hiring qualified teachers of color. Job postings will be shared on our website and with networks like the Tennessee Charter School Center, while collaborations with local universities and programs such as Call Me Mister, Teach for America, and HBCUs will enhance our recruitment efforts.

Retention is equally important; we will cultivate an inclusive culture where all staff feel valued. Professional development will focus on breaking down barriers and leveraging individual strengths. Through inquiry-based learning partnerships with local museums, we aim to empower a diverse staff, fostering an educational environment that supports all students' growth.

f. Explain how the school will ensure teachers are licensed and endorsed in their content areas, as required in SBE Rule 0520-02-03-.01, and identify the staff member responsible for overseeing licensure compliance.

Jackson Museum School will ensure that all teachers are licensed and endorsed in their respective content areas, in accordance with SBE Rule 0520-02-03-.01. To comply with Tennessee state law, any teacher serving in a classroom for more than 20 days is required to possess at least a bachelor's degree along with a valid Tennessee teaching license. During the recruitment process, Jackson Museum School will prioritize the hiring of licensed and credentialed educators, clearly communicating the necessity of licensure during interviews and throughout the hiring process.

Once candidates are successfully recruited and interviewed, offers of employment will be extended to those who meet the qualifications. The final steps in the employment process will involve thorough verification and validation of each candidate's credentials. This will include verifying previous employment records, confirming licensure status via the Tennessee Department of Education's official website, and conducting state and federal background checks, as well as reference checks. Job offers will be contingent upon candidates providing the necessary certification documents, registering for PRAXIS assessments if required, and, if applicable, enrolling in an accredited Teacher Education Program to work toward obtaining their licensure.

To maintain compliance, the school will have a designated staff member, the Operations Manager, responsible for overseeing licensure compliance and ensuring that all hiring practices align with state regulations. This individual will monitor each teacher's licensure status throughout their employment and will implement processes for annual verification. In the event that a staff member fails to meet

licensure requirements, dismissal may occur unless the individual is actively enrolled in a Teacher Education Program and making progress towards licensure. Additionally, any non-compliance with written warnings, corrective action plans, or behaviors inconsistent with the school's mission and professional standards may lead to termination. Immediate dismissal without prior warning will be enforced in cases of unethical or illegal actions, or gross misconduct. By upholding these stringent standards, Jackson Museum School aims to cultivate a highly qualified teaching staff that can effectively support our students' learning and development.

g. Describe the policies and procedures for staff evaluation and providing feedback and identify the school's state-approved evaluation model for teachers, as required by SBE Rule 0520-02-01 and State Board Policy 5.201.

Staff evaluation and feedback at Jackson Museum School are essential for enhancing teaching effectiveness and improving student outcomes. We adhere to SBE Rule 0520-02-01 and State Board Policy 5.201, utilizing the Tennessee Educator Acceleration Model (TEAM) for teacher performance assessment. The CEO/Lead Founder has previously been TEAM certified and a Kentucky Certified Evaluator, performing educator evaluation processes and cycles for the last 3 years. All school leaders at Jackson Museum School are required to have Tennessee Department of Education administrative certification and complete TEAM evaluator training prior to conducting evaluations.

Our evaluation model assesses multiple domains: instructional planning, classroom environment, instructional delivery, and professional responsibilities. Evaluations are based on formal observations and informal walkthroughs, providing weekly real-time feedback. Teachers will have formal evaluations thrice per year, with 35% of their evaluation based on student performance on TNReady state assessments. The evaluation process includes student achievement data and evidence of teaching effectiveness, promoting self-assessment and reflection among teachers. Scheduled meetings between teachers and evaluators allow for performance discussions and professional development goal setting. To ensure consistent and fair evaluations, evaluators will undergo regular calibration training. Feedback will be constructive, focusing on growth and professional development. Jackson Museum School prioritizes open communication, viewing feedback as a tool for improvement aligned with our mission of delivering quality education.

Addressing Unsatisfactory Performance. Unsatisfactory performance is addressed promptly and transparently using the Tennessee Educator Acceleration Model (TEAM) and other state-approved evaluation methods. Concerns are identified through formal evaluations or informal walkthroughs, and immediate feedback is provided. Staff demonstrating consistent deficiencies are placed on a Performance Improvement Plan (PIP), which outlines specific areas for growth, measurable goals, required actions, and a timeline for improvement. Support measures such as mentorship, coaching, or professional development are offered, and progress is closely monitored through follow-up meetings and additional observations.

Escalation and Termination Procedures. If sufficient improvement is not demonstrated, the school implements a clear escalation process. Formal warnings are issued, detailing the consequences of continued underperformance and outlining next steps. Leadership reviews all documentation to ensure fairness and consistency before proceeding with termination, if necessary. Termination is conducted in compliance with Tennessee labor laws and school policies, respecting the employee's rights and dignity throughout the process.

Managing Leadership or Teacher Turnover. Proactive strategies are in place to manage turnover and maintain school stability. Succession planning identifies internal candidates for leadership and teaching roles, providing them with mentoring and preparation for future positions. Recruitment efforts focus on building a robust pipeline through partnerships with universities, teacher preparation programs, and community organizations. New hires undergo comprehensive onboarding to align them with the school's mission, vision, and instructional model. Retention is supported through ongoing professional development and career advancement opportunities. Additionally, feedback from exit interviews is used to address underlying causes of turnover and refine retention strategies.

h. Explain the school's strategy to retain high-performing teachers. Outline the school's proposed salary ranges, employment benefits, and any incentive structures. Compare the salary ranges to the resident district and explain how they are sufficient to recruit teachers.

At Jackson Museum School, we understand that the effectiveness of our educational environment is directly linked to the quality and commitment of our teachers. To retain high-performing educators, we will implement a comprehensive retention strategy that aligns with our unique school model and mission, which emphasizes diversity, equity, and innovative, inquiry-based learning. Recognizing that a supportive and engaging work environment is essential for teacher satisfaction and longevity, our strategy will incorporate competitive compensation packages, ongoing professional development, and opportunities for leadership engagement. Research, including findings from John Hattie, underscores that “a school is only as effective as its teachers,” (Hattie, 2012), highlighting the critical need to foster an environment where educators feel valued, supported, and motivated to excel.

To this end, we will provide personalized mentorship programs, enabling experienced educators to guide novice teachers, fostering collaboration and professional growth within our community. We will also establish clear pathways for career advancement, allowing teachers to take on leadership roles that capitalize on their strengths while contributing to the school's mission. By maintaining open lines of communication and soliciting feedback, we will continually refine our practices to ensure that our educators feel empowered and connected to the school's goals. Additionally, our commitment to developing culturally responsive teaching practices will ensure that our educators can see their diverse student populations reflected in the curriculum and the school culture, ultimately enhancing their sense of belonging and dedication to the mission of Jackson Museum School. Together, these strategies will create an enriching environment that not only attracts talented educators but also nurtures and retains them for the long term, thereby enhancing our students' educational experience.

Teacher Leadership. The Jackson Museum School is set to introduce stipends for teacher leadership that provides various compensation opportunities aimed at fully licensed teachers. Teachers in Grade-Level Chair positions, including an EL Coordinator, will receive a \$1,000 stipend annually, beginning in Year 3. The opportunity for afterschool teaching duties at \$25 an hour will be offered to certified teachers. Additionally, high-performing teachers will be offered opportunities for leadership development and career advancement. The health insurance package will include a range of benefits, such as access to local fitness centers and Employee Assistance Programs (EAPs).

Salary Structure. The Jackson Museum School offers a salary structure designed to exceed the pay scales of the local district and other charter schools, ensuring that our educators are compensated at a higher level for their dedication and expertise. Our compensation scale will take into account the educational qualifications and years of service of all teachers, school leaders, and staff members. A

bachelor's degree will be the minimum requirement for all teaching positions, while leadership roles will necessitate a master's degree along with administrative licensure. The proposed base salaries for positions in Year 1 are outlined in the table below:

Position	Salary Scale
Licensed Teacher	• Base Salary • Bachelor: \$50,000 • Master: \$52,000 • Master +45: \$56,000 • Education Specialist: \$58,000 • Doctorate: \$60,000 • 2% raise annually.
Academic Coordinator/ Special Education Director	• Base Salary • Master: \$65,000 • Master +45: \$67,500 • Education Specialist: \$70,000 • Doctorate: \$72,500 • 2% raise annually.
Operations Manager	• Base Salary: \$60,000 • 2% raise annually.
Office Coordinator: (Board & Office Secretary/Registrar/SIS)	• Base Salary: \$45,000 • 2% raise annually.

This commitment includes offering competitive salaries, expanding professional learning and development opportunities, and providing pathways for leadership advancement within our organization. Additionally, we will ensure that teachers receive benefits through the state retirement system, along with a retirement plan that matches what is offered by our authorizing district. Our compensation packages will also feature medical, dental, and vision coverage options that are competitive with those provided by local districts.

i. Complete Table 5: Staffing FTE Counts with staffing projections. Modify or include additional positions to accommodate different school models.

See Table 5 below.

Table 5: Staffing FTE Counts
(Required for All Sponsors)

NOTE: All positions are not required and/or may not apply to a charter school.

Position	Year of Operation					
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Principal(s) (CEO/Lead Founder; Assistant Principal Y5)	1	1	1	1	1	2
Supervisor / Director (Operations Manager Y0; Academic Coordinator/ DOSE Y0; Instructional Coach Y5)	2	2	2	2	2	3
Internal Audit Personnel	0	0	0	0	0	0
Classroom Teachers (core subjects)	0	8	12	16	21	25
Classroom Teachers (electives, world languages)	0	1	1	2	3	4
Special Education Teachers	0	1	2	2	2	3
English as a Second Language (ESL) Teachers (Y1 only split ESL Sped Teacher)	0	1	1	1	2	2
Other Teachers	0	0	0	0	0	0
Accountants/Bookkeepers	0	0	0	0	0	0
Computer Programmer(s)	0	0	0	0	0	0
Data Processing Personnel	0	0	0	0	0	0
Purchasing Personnel	0	0	0	0	0	0
Counseling Personnel	0	0	0	0	1	1
Psychological Personnel	0	0	0	0	0	0
Homebound Teachers	0	0	0	0	0	0
Librarian(s) (split Librarian/Literacy Specialist)	0	1	1	1	1	1
Social Workers	0	0	1	1	1	1
Medical Personnel	0	0	0	0	0	0
Material Supervisor(s)	0	0	0	0	0	0
Assessment Personnel	0	0	0	0	0	0
Audiovisual Personnel	0	0	0	0	0	0
Education Media Personnel	0	0	0	0	0	0
Instructional Computer Personnel	0	0	0	0	0	0
Assistant Principal(s)	0	0	1	1	1	1
Mechanic(s)	0	0	0	0	0	0
Bus Drivers	0	0	0	0	0	0
Guards	0	0	0	0	0	0
Secretary(s) (Office Coordinator Y0; Secretary Y3)	1	1	1	2	2	2
Clerical Personnel	0	0	0	0	0	0
Educational Assistants (Special Education Aide)	0	0	1	1	1	1
Attendants	0	0	0	0	0	0
Cafeteria Personnel (Cafeteria Manager)	0	0	0	1	1	1
Custodial Personnel	0	0	0	0	0	0
Maintenance Personnel	0	0	0	0	0	0
Part-time Personnel (Cafeteria Worker; Social Worker Y1 only, full time starting Y2)	0	1	0.5	0.5	0.5	0.5
School Resource Officer	0	0	0	0	0	0
Speech Pathologist	0	0	0	0	0	0
Certified Substitute Teachers	0	0	0	0	0	0
Non-certified Substitute Teachers	0	0	0	0	0	0
Total FTEs	4	17	24.5	21.5	39.5	47.5

Section 2.5 - Professional Development

(Required for All Sponsors)

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.

Days and Hours for Professional Development: In Tennessee, schools are mandated to provide a minimum of five days of in-service training and four additional days designated by the district. Jackson Museum School's Professional Development Plan will exceed that requirement with instructional staff participating in fourteen days of professional development. New teachers and staff will participate in an additional two days of New Team Orientation. All instructional personnel attending the week-long Summer Institute. This institute will focus on training related to the museum model and collaborative planning for the year's museum-related units. Additionally, five traditional pre-planning days will be allocated for professional development before the school year commences. Throughout the school year, we will incorporate four additional professional development days, alongside various instructional, curriculum, and team-building events scheduled weekly, monthly, and quarterly through various PLCs, collaborative planning times, and/or embedded professional days as shown on the calendar.

Staffing Plan. The Jackson Museum School's staffing plan will directly support professional development by hiring staff with expertise in instructional strategies, social-emotional learning, and other key areas aligned with school goals. The librarian will also serve as the literacy coach, providing immediate literacy support and professional development to staff. The CEO/Lead Founder and the Academic Coordinator/Special Education Director will also contribute to professional development, offering training in their respective academic areas of expertise. Beginning in Year 2, additional leadership roles including the Assistant Principal (year 2), Principal (year 5), and instructional coach (year 5) will be added to provide dedicated capacity for professional development sessions and individualized guidance.

The staffing structure ensures ongoing professional development through dedicated instructional leaders and specialists who can customize training to staff needs. The Assistant Principal, who also serves as the Dean of Students, will facilitate professional development around student behavioral strategies, classroom management, conflict resolution, and creating a positive school climate. The principal will provide training on the school's vision, mission, faculty handbook, policies, curriculum alignment and instructional standards, assessment practices, equity and inclusion, technology integration, and procedures for student support services. Additionally, the Operations Director will facilitate the logistical aspects of professional development sessions, ensure resources are effectively allocated, and support the overall implementation of training initiatives, thereby integrating operational support into the school's professional growth efforts.

Collaborative Planning: Our daily schedule and staffing structure are strategically designed to maximize effective professional development through dedicated collaborative planning time. We will open with K-2 but as we add grades, staff will eventually be organized into three primary department groupings: K-2, 3-4, and 5-6. This structured approach ensures that teachers have ongoing opportunities for meaningful collaboration while respecting their planning periods. Collaborative planning will be used for various activities that support curriculum development, instructional improvement, and student success, including the following key activities:

- **Strategically Scheduled Professional Development (PD):** Targeted PD sessions aligned with curriculum needs and school initiatives will be scheduled during designated planning times. These sessions will focus on introducing new instructional strategies, integrating museum-based lessons, and addressing school policies, thereby providing ongoing, job-embedded learning opportunities without disrupting instructional time.
- **Professional Learning Communities (PLCs):** Once a week, teachers will engage in PLCs during this time, replacing a traditional planning period. These PLCs will facilitate collaborative lesson planning, data analysis, and sharing best practices. Teachers will set shared goals, reflect on their instructional effectiveness, and develop strategies for improving student outcomes. PLCs will also serve as a platform for identifying additional professional development needs, fostering continuous growth supported by research demonstrating their effectiveness (Vescio et al., 2008).
- **Grade-Band and Cross-Curricular Meetings:** Teachers will participate in grade-level meetings to ensure vertical coherence and alignment in curriculum and assessments. As new sections are added, grade-level teams will coordinate to ensure a consistent and cohesive educational experience. Cross-curricular meetings will focus on integrating museum model lessons, project-based learning, and interdisciplinary planning to create a rich, interconnected curriculum that enhances student engagement and understanding across subjects.
- **Guided Planning with Interventionists:** Dedicated collaborative planning time will include interventionists and special educators to facilitate targeted support for students with diverse learning needs. This will enable data-driven instruction adjustments, co-planning of intervention strategies, and sharing of targeted instructional resources, thereby aligning classroom instruction with individual student goals and supporting inclusive practices.
- **Instructional Coaching and Feedback:** From the start, teachers will participate in ongoing coaching sessions with the Academic Coordinator, Literacy Specialist, or Principal. These sessions will focus on refining instructional strategies, modeling lessons, and providing feedback from walkthrough observations. Formal evaluative meetings will be scheduled at least twice annually to review progress, set professional goals, and provide personalized support for growth. Teachers will regularly receive feedback based on walkthroughs and classroom observations designed to strengthen instructional effectiveness and student learning outcomes.
- **Mentoring** As part of their professional growth pathway, new teachers will be paired with experienced mentors. Mentoring sessions, which will occur during collaborative planning time, will focus on classroom management, curriculum implementation, and adapting to the school's instructional model. Mentors will provide personalized support, share best practices, and help new teachers navigate challenges, fostering a supportive and collaborative school culture. Prior to the official launch of the Year 3 mentoring program, Jackson Museum School partners have committed to providing ongoing support to new teachers through virtual mentorships via Zoom during Years 1 and 2. These informal mentorships aim to offer guidance, encouragement, and a deeper understanding of the Museum School model, complementing the professional development sessions provided during the summer institute. In addition to structured training on implementing the Museum School approach, these virtual relationships will create opportunities for new teachers to develop meaningful connections with experienced educators, fostering mentoring and coaching that can evolve into broader support networks over time. This early support layer ensures new teachers feel connected, supported, and well-prepared as they navigate the distinctive aspects of the Museum School environment, setting a strong foundation for enhanced collaboration and professional growth in subsequent years. In year 3, Jackson Museum

School teachers will serve as mentors for their peers. The mentoring program, will be designed to support the professional growth of new teachers and enhance their integration into the school culture. Mentors will be experienced educators who demonstrate exemplary teaching practices and possess strong communication and interpersonal skills; they will be selected through a formal application process and evaluated based on their ability to foster positive relationships and provide constructive feedback. Mentoring relationships will involve regular one-on-one meetings, classroom observations, and collaborative lesson planning to ensure new teachers receive personalized support tailored to their individual needs. While the program will primarily focus on new teachers, mentor support may also extend to teachers transitioning into new roles or grade levels. To maintain accountability, both mentors and mentees will set specific goals for their collaboration, and progress will be monitored through regular check-ins with school leadership. Mentors will receive a stipend for their additional responsibilities, recognizing their vital role in cultivating a supportive learning environment at Jackson Museum School.

This comprehensive approach to collaborative planning will foster a culture of continuous improvement, promote cross-team communication, streamline curriculum development, and ultimately enhance teaching effectiveness and student outcomes.

b. Describe the core components of a professional development plan and detail how those components will support effective implementation of the academic plan. Address the areas of special education and English learners, including implementation of individualized educational plans (IEPs) and individualized learning plans (ILPs), discipline of students with disabilities, and communication with EL families.

A comprehensive professional development plan (PDP) is essential for educators to enhance their effectiveness in addressing diverse student needs and aligning with academic goals. Core topics addressed in the Jackson Museum School PDP will include the museum school model, instructional practices and pedagogy, and special populations, alongside training in social-emotional learning and culturally responsive teaching. Professional development will emphasize the museum model principles, such as inquiry-based learning, cultural integration, and interdisciplinary teaching strategies, with training for instructional staff occurring during the Summer Institute. Additionally, the plan includes a pilot mentorship program in partnership with other museum schools in years 1 and 2 and will introduce a formal mentoring program in Year 3 to support new teachers' integration into the school culture.

The core components of a PDP include goal setting, needs assessment, planned activities, evaluation, and continuous improvement. Each component plays a pivotal role in supporting the effective implementation of an academic plan by ensuring that educators are well-equipped to meet the challenges presented by a varied student population. Annually, the leadership of Jackson Museum School, led by the CEO/Lead Founder, will develop an annual plan using the process outlined below.

- **Goal Setting:** The Jackson Museum School's professional development plan will focus on measurable goals aligned with schoolwide academic objectives aimed at closing achievement gaps and ensuring proficiency for all students, including those with disabilities and English learners (ELs). These goals will be informed by a comprehensive needs assessment, which will analyze the core components of the Museum School model, such as inquiry-based learning, arts integration, and social-emotional learning. By aligning professional development with these elements, teachers will be equipped to effectively implement the academic plan, addressing the diverse needs of students and driving improved outcomes. Research supports that clear,

measurable goals help educators stay focused and motivated to pursue professional growth, which in turn contributes to better student achievement (Hogan, 2020).

- **Needs Assessment:** The Jackson Museum School’s needs assessment process will include surveys, classroom observations, and analysis of student performance data to identify educators’ specific professional growth areas. This process will focus on the skills required to support students with IEPs, ILPs, and English learners (ELs), ensuring that professional development is targeted to address these needs. Additionally, the assessment will analyze how each core component of the Museum School model—such as inquiry-based learning, arts integration, and social-emotional learning—is being implemented in the classroom. By directly linking the assessment to both the academic plan and the model’s implementation, professional development will be designed to close achievement gaps and raise student proficiency, ultimately ensuring effective execution of the academic plan.
- **Planned Activities:** The PDP will outline professional development activities that are evidence-based and directly related to educators' needs. This could include workshops on differentiated instruction, training on specific strategies for teaching ELs, and approaches for developing and implementing IEPs. Engaging educators in collaborative learning and mentorship encourages practical application of new skills (Darling-Hammond et al., 2017). To enhance this, the school's Professional Development Plan will be anchored by training on the core practices outlined in the table below, each designed to meet the varied needs of special populations within the school. These core learning topics will be addressed through designated professional development days on the school calendar, as well as during collaborative learning sessions integrated into the regular school day.

Professional Development	Details/Description	Addressed Special Populations
Differentiated Instruction & UDL	Training on modifying lessons, assessments, and creating flexible, accessible learning environments using UDL principles.	Students with Disabilities, English Learners, At-Risk Students, Gifted Students, Students with Dyslexia but no IEPs
Culturally Responsive Pedagogy	Ongoing professional learning on culturally sustaining practices, incorporating students' backgrounds to improve engagement & outcomes.	Students with Disabilities, English Learners, At-Risk Students, Gifted Students
Data Analysis & PLC Collaboration	Weekly PLCs for data review, instructional refinement, embedding supports. Training on analyzing assessment results, classroom data, observation feedback to inform instruction.	Students with Disabilities, English Learners, At-Risk Students, Gifted Students
Evidence-Based Intervention Strategies	PD on implementing and monitoring evidence-based supports for diverse learners.	Students with Disabilities, At-Risk Students, Students with Dyslexia but no IEP
Inclusive & Co-Teaching Practices	Training in co-teaching models and inclusive teaching strategies.	Students with Disabilities, English Learners, At-Risk Students
Behavioral Support & PBIS	PD related to Positive Behavioral Interventions and Supports implementation. Trauma-Informed Practices and restorative practices.	Students with Disabilities, At-Risk Students
Special Education Law & Compliance	Understanding federal and state laws related to special education.	Students with Disabilities
Assistive Technology Use	Training on assistive technology to support students with disabilities.	Students with Disabilities

Professional Development	Details/Description	Addressed Special Populations
Tennessee's EL Standards (ELDS)	Training on the standards to ensure teachers understand and implement language development goals effectively.	English Learners
Sheltered Instruction (SIOP Model)	Instruction on strategies like visuals, graphic organizers, scaffolding, and cooperative learning to support ELs in content areas.	English Learners, Students with Dyslexia but no IEPs
ILP Implementation and Support Strategies	Training on developing, implementing, and revising ILPs in alignment with student progress and goals.	English Learners, Students with Disabilities, Students with Dyslexia but no IEPs
Use of Technology Tools for Language Learning	Professional development on digital platforms, language apps, multimedia tools, and how to integrate them into instruction.	English Learners, Students with Disabilities, Students with Dyslexia but no IEPs
Classroom Observation and Coaching	Skills for conducting observations, providing constructive feedback, and coaching teachers to improve support strategies.	All
Family and Community Engagement Strategies	Methods for effective communication with families and organizing parent workshops, including translation practices and educational strategies to use at home.	All
Data-Driven Identification of At-Risk Students	Training on collecting, analyzing, and using multiple data sources like assessments, attendance, and behavior data.	At-Risk Students
RTI ² and MTSS Frameworks Training	Instruction on implementing Response to Intervention (RTI) and Multi-Tiered System of Supports (MTSS) models.	At-Risk Students, Students with Dyslexia but no IEP
Academic Indicators and Diagnostic Assessments	Strategies for using assessments like NWEA MAP, formative assessments, and grades to identify early warning signs.	At-Risk Students, Gifted Students
Behavior Data Tracking and Analysis	Techniques for monitoring behavioral patterns like attendance, tardiness, discipline referrals, and infractions.	At-Risk Students
Early Intervention and Support Strategies	Methods for developing proactive supports based on early warning indicators, including Tiered support models.	At-Risk Students, Students with Dyslexia but no IEPs
Social-Emotional Learning (SEL) Curriculum Support	Equip staff to deliver SEL lessons and embed social-emotional strategies across all tiers.	At-Risk Students, Students with Disabilities, English Learners, Gifted Students, Students with Dyslexia but no IEPs
Behavior Intervention Plan (BIP) Development & Implementation	Training on developing, supporting, and reviewing Behavior Intervention Plans and Functional Behavior Assessments.	At-Risk Students, Students with Disabilities
Crisis Response and Emergency Support Protocols	Preparing staff for immediate response to crises, integrating emergency protocols, behavioral de-escalation, and trauma-informed care.	All
Multi-Domain Gifted Identification Practices	Training on recognizing giftedness across intellectual, academic, creative, leadership, socio-emotional, and arts domains.	Gifted Students
Observation and Portfolio Review Techniques	Strategies for observing student behaviors, collecting work samples, and utilizing checklists in early and upper grades.	Gifted Students
Formal Ability and Achievement Assessment	Instruction on administering and interpreting standardized tools like CogAT, WISC-V, Stanford-Binet, and achievement scores.	Gifted Students
Referral Process and Data Collection for Gifted Screening	Training on managing structured referral forms, review timelines, and data collection methods post-referral.	Gifted Students

Professional Development	Details/Description	Addressed Special Populations
Instructional Programs and Strategies (Gifted)	curriculum compacting, inquiry-based learning, and project-based instruction tailored to gifted learners.	Gifted Students
Enrichment and Acceleration Programs	Guidance on implementing compacted curricula, interdisciplinary projects, and advanced enrichment opportunities.	Gifted Students

- **Evaluation:** Evaluating the effectiveness of professional development activities is essential for ensuring that they lead to improved instructional practices. This may include gathering feedback from participants, assessing changes in teaching practices, and measuring student outcomes. Continuous feedback loops allow for adjustments to the PDP to enhance its impact (Guskey, 2002).
- **Continuous Improvement:** A focus on continuous improvement encourages educators to reflect on their practices and remain adaptable to the changing educational landscape. Regularly revising the PDP based on evaluation results ensures that educators are addressing ongoing challenges effectively (Desimone, 2009).

Ensuring Effective Support for Students with IEPs and English Learners. Annually, the planned activities will include training on the following, as well as any additional topics based on the needs assessment. Please see chart above for all planned professional development specifically for special populations.

- **Implementation of IEPs:** Training on legal requirements and best practices for developing and implementing IEPs that address individual student needs. This includes setting measurable goals and employing appropriate accommodations and modifications.
- **Individualized Learning Plans (ILPs):** Strategies for developing ILPs that promote language acquisition alongside content learning. Training on culturally responsive teaching practices can significantly enhance engagement and support for EL students (Echevarria et al., 2017).
 - **Behavior Management:** Effective behavior management strategies that comply with legal standards for students with disabilities. Understanding positive behavioral interventions and supports (PBIS) can aid in reducing exclusionary discipline practices.
 - **Culturally Relevant Communication:** Strategies for effective communication with EL families, emphasizing the importance of building trust and understanding cultural nuances. Providing resources in multiple languages and fostering partnerships can enhance familial involvement in students' education (Turnbull et al., 2018).

Mentoring. Prior to the official launch of the Year 3 mentoring program, Jackson Museum School partners have committed to providing ongoing support to new teachers through virtual mentorships via Zoom during Years 1 and 2. These informal mentorships aim to offer guidance, encouragement, and a deeper understanding of the Museum School model, complementing the professional development sessions provided during the summer institute. In addition to structured training on implementing the Museum School approach, these virtual relationships will create opportunities for new teachers to develop meaningful connections with experienced educators, fostering mentoring and coaching that can evolve into broader support networks over time. This early support layer ensures new teachers feel connected, supported, and well-prepared as they navigate the distinctive aspects of the Museum School environment, setting a strong foundation for enhanced collaboration and professional growth in subsequent years.

The mentoring program, set to begin in Year 3, will be designed to support the professional growth of new teachers and enhance their integration into the school culture. Mentors will be experienced educators who demonstrate exemplary teaching practices and possess strong communication and interpersonal skills; they will be selected through a formal application process and evaluated based on their ability to foster positive relationships and provide constructive feedback. Mentoring relationships will involve regular one-on-one meetings, classroom observations, and collaborative lesson planning to ensure new teachers receive personalized support tailored to their individual needs. While the program will primarily focus on new teachers, mentor support may also extend to teachers transitioning into new roles or grade levels. To maintain accountability, both mentors and mentees will set specific goals for their collaboration, and progress will be monitored through regular check-ins with school leadership. Mentors will receive a stipend for their additional responsibilities, recognizing their vital role in cultivating a supportive learning environment at Jackson Museum School.

c. Provide an overview of professional development (PD) that will take place prior to and during the first year of operation. Detail how the school's leadership will determine needed PD.

During the first operational year, ongoing PD needs will be assessed through regular feedback sessions, observations, and evaluations of instructional practices. Monthly workshops will specifically address critical areas such as instructional strategies, classroom management, and support for special populations. Additionally, the leadership team will analyze data from student outcomes and classroom performance to identify trends and areas requiring further development. Webinars and online courses will be leveraged to introduce innovative practices and technology integration, ensuring that staff remains updated on current educational trends. This dynamic and responsive approach will allow Jackson Museum School's leadership to adapt the PD plan as necessary, fostering a culture of continuous improvement and professional growth. Below is a draft of the planned PD for prior to opening and during the first year. This plan may be adjusted based on the ongoing needs assessment and evaluation.

Professional Development	Session	Number of Days
New Teacher Orientation	CEO/Lead Founder (with Assistant Principal in year 2) • Mission & Vision • Classroom Management • Staff Handbook Academic Coordinator/Special Ed. Director • Curriculum Maps & Curricular Orientation • Understanding the JMS Academic Design Elements: Immersive Learning Experiences, Collaborative Community Partnerships, & Integrated Literacy Development Operations Manager • Onboarding & Human Resource Information Social Worker • Effective Communication with Parents/Caretakers	2
Summer Institute (Learning the	CEO/Lead Founder, Academic Coordinator/Special Ed. Director & Librarian/Literacy Specialist: • Immersive, Inquiry and Project - Based Learning model	5

Professional Development	Session	Number of Days
Jackson Museum School Model)	- Museum Model Explained: Exhibit Night Overview & Philosophy, Staff Roles & Expectations, Exhibit/Display Expectations, Student Travel Journals & Student Docents - Collaborative Planning & Preparation of Museum units	
Pre-Planning Days	The school leadership team will facilitate professional learning and development as follows: CEO/Lead Founder - Core Values - Academic Model - School Culture - Master Schedule - Org chart - Teacher Evaluation Academic Coordinator/Special Ed. Director - RTI2-Academics - Data Protocols/ PLCs - Special Populations: IEPs & ILPs for SPED, EL, Gifted - RTI2-Behavior - Restorative Practices 504 Plans Operations Manager - Systems and Routines - Arrival and Dismissal - Lunch and Recess - After School Care - Transportation House Manager/Teacher - PBIS/House Program - Dojo Other Sources: - Foundational Reading Training & Dyslexia Awareness Training (required) - Culturally Relevant Pedagogy - Curriculum PD	5
First Semester PD Days	Core learning topics for Special Populations from Anchor PD chart above	1.5
Second Semester PD Days	Core learning topics for Special Populations from Anchor PD chart above	2.5
Embedded PD (revisiting learning from Summer Institute and Inservice)	- Immersive, Inquiry & Project-based learning - Assistive Tech - Evaluating Student Work Products - Accommodations and modifications - DI strategies - Restorative Practices	<i>Ongoing through collaborative planning periods and PLCs</i>

Professional Development	Session	Number of Days
	Curriculum specific PD	

d. Describe how faculty and staff who are hired mid-year will receive orientation training relative to the charter school's academic plan.

To ensure mid-year faculty and staff receive thorough orientation aligned with Jackson Museum School's academic plan, a structured approach will complement the standard two-day Team Orientation. The Academic Coordinator/Special Education Director will develop detailed training modules for each professional development (PD) session, ensuring readiness for new hires. Starting in Year 3, a mentorship program will pair new staff with experienced teacher mentors to support their understanding of the academic plan, school culture, classroom management practices, and expectations, offering ongoing guidance and real-time feedback. Condensed PD sessions and video content from the Summer Institute will provide essential learning, supplemented by after-school PD opportunities. Digital training modules will also be available, including instructional videos and readings such as *Inquiry Illuminated* and *Hacking Project-Based Learning*, ensuring flexibility and accessibility.

Practical experience will be emphasized through observation and shadowing opportunities with experienced teachers to showcase museum-based learning strategies. Guided planning sessions with instructional coaches (initially Librarian/Literacy Specialist, Academic Coordinator/Special Education Director, and CEO/Lead Founder) will help new staff collaboratively create lesson plans aligned with the school's academic framework, ensuring confidence in lesson preparation and instructional quality. Regular weekly check-ins with instructional coaches or academic leaders will offer ongoing support, address questions, and provide feedback on adapting to the school's methodologies.

e. Describe the plan to provide professional development for school leadership. Detail how the plan will ensure that current and future leadership will have access to the knowledge needed to effectively manage and lead the school.

Professional Development for Current School Leadership. To ensure that current leadership at Jackson Museum School possesses the requisite knowledge and skills for effective management and guidance, a comprehensive professional development (PD) plan will be implemented. The initial focus will include customized leadership training programs designed to enhance competencies in emotional intelligence, conflict resolution, museum school model, and instructional leadership. These training sessions will directly address contemporary leadership challenges, cultivating the necessary skills for promoting equitable and effective educational practices.

Professional Development	Description	Skill Addressed
"Crucial Conversations" Training	A two-day training (using resources and potentially trainers certified in the "Crucial Conversations" methodology) focusing on effective communication during high-stakes situations, enhancing conflict resolution skills, and fostering a culture of open dialogue.	Emotional Intelligence, Conflict Resolution

Professional Development	Description	Skill Addressed
"Data Wise Improvement Process" Training	A Harvard Graduate School of Education-based training on using data effectively to identify areas for improvement, implement targeted interventions, and monitor progress towards specific academic goals. Two to three days leveraging Data Wise resources.	Data-Driven Decision Making, Targeted Interventions
Instructional Leadership Coaching with Doug Lemov Techniques	Engaging with Lemov texts (Teach like a Champion) and potentially hiring coaches to assist with implementing the techniques for developing strong classroom observation skills, providing effective feedback to teachers, and modeling exemplary instructional practices.	Instructional Leadership, Feedback, Observation
Action Research Projects	Leaders conduct action research projects in their areas of responsibility, applying the Data Wise process to address specific school-wide challenges.	Research and Analysis, Problem-Solving, Data Application
Culturally Responsive Leadership Seminar	A multi-session seminar on culturally responsive leadership practices led by a leading expert or organization, focusing on creating equitable and inclusive school environments, addressing implicit bias, and promoting culturally relevant curriculum and instruction.	Culturally Responsive Practices, Equity, Inclusion, Implicit Bias Awareness
Museum Model Immersion and Curriculum Integration Training	Normal Park Magnet Museum (Chattanooga, TN) and The Museum School of Avondale Estates (DeKalb, GA) will provide tailored support to leaders around integrating museum-based practices, designing immersive learning experiences, and fostering community partnerships. May include on-site visits and collaborative curriculum planning sessions.	Museum School Model Implementation, Curriculum Design, Community Engagement

Each monthly session will be allotted two to three hours with a focus on skill-based application, ensuring relevance to real-world problems, allocating budget toward professional coaches and trainers, and providing ongoing coaching and mentorship. To reinforce and apply the learnings from these activities, leaders will engage in regular peer observation cycles, providing each other with constructive feedback on their leadership practices, particularly related to communication and conflict resolution. After each training session, leaders will journal key insights, potential areas of application, and any questions that arise. This reflective process will be shared and discussed in a team format during the next PD session. Additional training will be based on the feedback of the school leaders as expressed by their needs and evaluations. The expected outcomes from this plan are improved emotional intelligence and communication skills among school leaders, leading to more effective conflict resolution and a more positive school climate; enhanced ability to use data to inform decision-making and drive continuous improvement in academic outcomes; increased instructional leadership capacity, leading to stronger teaching practices and improved student achievement; and measurable improvement in school culture, teacher retention, and overall student well-being.

To further support this goal, the school will create partnerships with Normal Park Magnet Museum in Chattanooga, TN, and The Museum School of Avondale Estates in DeKalb, GA, both of which have

agreed to support leaders and teachers in the museum school model, offering valuable networking and conferencing opportunities to support effective leadership and management practices within the museum-based educational model. The CEO/Lead Founder completed residencies at both of the museum schools listed.

Cultivating Future Leadership Capacity. To cultivate future leadership capacity at Jackson Museum School, a strategic approach will be implemented to identify, support, and train emerging leaders, ensuring a sustainable leadership pipeline essential for the school’s growth. School leaders will actively seek high-performing educators who demonstrate leadership potential through performance assessments and evaluations of professional interests, creating a pool of candidates ready for leadership roles. To ensure an effective and transparent process, potential emerging leaders will participate in a formal application and interview process, during which their leadership qualities, collaborative abilities, and commitment to the school’s mission will be assessed. Selected candidates will then receive targeted professional development, mentorship, and leadership training opportunities, including workshops on instructional leadership, change management, and team facilitation, to prepare them for future roles. Ongoing support will include regular coaching sessions and opportunities for real-world leadership experiences within school initiatives to build their capacity and confidence gradually.

Approach. Establishing a grow-your-own pipeline of leaders through key positions, such as the Academic 1.6

Coordinator/Special Education Director (Year 0) and Assistant Principal (Year 2), as well as grade level chairs and an EL Coordinator through stipends for teachers (Year 3) will play a vital role in cultivating future leadership. These coordinators will lead academic initiatives and shape school culture, preparing for future roles like Principal or Assistant Principal. They will focus on ongoing assessments for special populations and character education, equipping them with the necessary skills for broader responsibilities. Additionally, JMS will develop partnerships with area education leadership programs like Union University, University of Tennessee at Martin, and Lane College

Support/Training for Leadership. Mentorship and shadowing programs will pair high-potential educators with current leaders, providing insights into school administration and operational dynamics.

Specialized workshops on cultural competencies, strategic planning, and school governance will further prepare aspiring leaders. Collaborating with external organizations and utilizing resources from the National Association of Museum Schools (NAMS) will enhance training quality, increasing the effectiveness of future leaders. Additionally, a succession planning process will ensure that leadership positions are filled with qualified candidates from within the organization, allowing the school to monitor and support emerging leaders effectively and promote internal growth.

Section 2.6 – Transportation

(Required for All Sponsors)

a. Describe the plan to provide daily transportation to students, if applicable.

Jackson Museum School will not provide daily transportation to students. Recognizing the importance of equitable access, our strategy includes working with local community resources, public transportation options, and family engagement to address transportation barriers. We will explore partnerships and support options for families needing assistance to ensure all students can attend without undue hardship.

b. Describe the plan to provide applicable transportation services related to extracurricular activities, field trips, summer camps, post-secondary visits, work-based learning etc. Detail the budgetary impact and assumptions related to transportation services.

Jackson Museum School will provide transportation services to cover extracurricular activities, field trips, expeditions, post-secondary visits, and work-based learning opportunities. Field trips and expeditions are integral to our Museum School model, emphasizing hands-on learning through regular visits to museums, cultural institutions, and community organizations. These activities are fundamental to our curriculum and will be supported by leasing a new 71-passenger school bus through a formal RFP process.

Based on current quotes from Master's Transportation Inc. in Nashville, TN, we plan to lease a new 2023 or 2024 71-passenger bus with air conditioning, on a 5-year lease costing approximately **\$2,400 per month**, totaling **\$28,800 annually**. This leasing approach ensures access to newer, safer vehicles with the latest safety features, aligns with Tennessee law regarding bus age and safety recertification, and provides flexibility as enrollment and needs grow. Leasing a new bus negates the need for recertification, as the vehicle will be new and thus meet all safety and age standards upon delivery.

Operational costs include:

- **Fuel:**
 - The year 1 cost estimate per bus for fuel, based on 30 trips of approximately 50 miles each (totaling 1,500 miles), is calculated using two fuel efficiency rates: at 6 miles per gallon, the bus would consume about 250 gallons; at 8 miles per gallon, it would consume approximately 187.5 gallons.
 - With a fuel price assumed at \$4.00 per gallon, the annual fuel cost is thus conservatively estimated at \$2,000 for year 1.
 - Each year until year 5, 30 additional trips will be added. Thus, \$2,000 is added to the fuel budget for each year.
- **Maintenance and Recertification:**
 - Routine maintenance and safety inspections will be conducted regularly per Tennessee standards. These are estimated at approximately \$4,000 annually per bus, covering repairs and safety upgrades to ensure ongoing compliance.
 - Since our bus will be newly leased, recertification is not necessary; the new vehicle will meet all safety standards upon delivery, negating additional costs associated with recertification of buses over 15 model years.
- **Insurance:**
 - Estimated at \$4,000 annually per bus to cover liability, collision, and comprehensive coverage. This premium ensures continuous protection of assets and adherence to regulatory requirements.

c. Describe the plan to provide transportation to students whose individualized education plan (IEP) requires transportation to ensure the student receives a free and appropriate public education (FAPE) pursuant to 34 CFR §300.34(c).

Jackson Museum School is committed to providing transportation to students with IEPs in accordance with 34 CFR §300.34(c). We will collaborate with families and IEP teams to design individualized transportation solutions, including accessible buses with ramps and securements as needed. All

transportation staff responsible for such students will undergo specialized training in handling students with disabilities, including wheelchair securements and safety procedures. Our procurement and maintenance plans will ensure vehicles are recertified and compliant with Tennessee age and safety laws, including adherence to the Tennessee Department of Education's safety and recertification standards, which generally require buses to pass rigorous inspection and possibly recertify after approximately 15 model years. Since our leased bus will be new, recertification is not required.

In the event that contracted transportation services from local districts or commercial vendors are unavailable or insufficient to meet the needs of students with IEPs, Jackson Museum School will consider leasing specialized transportation vehicles, such as accessible buses, to ensure compliance with FAPE requirements. Cost estimates for such leasing options will be obtained and included in budgets as needed. This contingency planning underscores our commitment to providing equitable access to education for all students and ensuring compliance with applicable federal and state laws.

If additional costs for specialized transportation exceed initial budgets, the CEO and Operations Manager will work with the Board to reallocate funds, consider contracting with local transportation providers, or seek supplemental funding. All plans will be transparent, proactive, and aligned with federal and state transportation law.

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

Jackson Museum School will not provide transportation for daily student commutes. For field trips, special events, and IEP-related services, transportation will be procured from qualified vendors through a formal Request-for-Proposals (RFP) process. The RFP will emphasize criteria such as safety, experience, compliance with federal and Tennessee laws, and cost-effectiveness. Vendors must meet all applicable federal and state safety standards, including certifications equivalent to TÜV, and adhere to Tennessee law regarding bus age and safety inspections—particularly that buses over 15 model years are generally restricted unless recertified through state inspections.

In the case of leasing vehicles, we will solicit proposals from qualified leasing companies that meet these safety and compliance standards, ensuring that all leased vehicles are suitable for transporting students and meet legal requirements. The leasing process will be conducted transparently and competitively, consistent with procurement policies, to ensure we select the most qualified and reliable vendor for these services.

e. Detail whether the proposed school will provide its own transportation services, contract out for transportation, request that a district provide transportation, or a combination thereof. Describe the plan to provide oversight of transportation services and identify who on the school's staff will provide this daily oversight.

Jackson Museum School will operate a hybrid transportation model. The school will lease vehicles, specifically buses, to support transportation for field trips, expeditions, and other off-site activities. For daily student transportation, the school will not provide routine transit but will work to address transportation barriers through community partnerships and shared solutions. For special education and other required services, the school will contract with qualified transportation providers as necessary to ensure students with IEPs receive appropriate, compliant transportation in accordance with FAPE.

Oversight of transportation services will be centralized in the responsibilities of the school's Operations

Manager. The Operations Manager will oversee all aspects of the transportation system, including:

- Developing efficient and safe route plans, considering student needs and safety protocols.
- Conducting regular safety audits, vehicle inspections, and ensuring all leased vehicles meet Tennessee safety standards. They will maintain detailed logs of inspections, maintenance schedules, and recertification deadlines, with proactive reminders for upcoming requirements.
- Hiring, vetting, and training drivers, including background checks, ongoing safety training, disability accommodations, and certification compliance. All drivers, including contracted drivers, will possess the appropriate licenses and qualifications per Tennessee law.
- Monitoring driver performance and vehicle operation through ongoing evaluations, incident tracking, and safety metrics. Benchmarking performance and implementing corrective actions as needed.
- Developing and periodically updating emergency response protocols, driver safety procedures, and incident management plans, coordinating with local emergency services when necessary.
- Establishing processes for ongoing staff training, including annual safety refreshers and compliance reviews.
- Maintaining all documentation, including inspection records, incident reports, training logs, and compliance audits.
- Facilitating regular review meetings, generating monthly performance reports, and implementing continuous improvement strategies based on data and feedback from students, families, and staff.

This oversight framework ensures transportation safety, legal compliance, and operational excellence, fostering a reliable, efficient, and compliant transportation system that supports our educational mission.

f. Explain how the proposed school will ensure compliance with all federal and state transportation laws and regulations, including, but not limited to, T.C.A. § 49-6-2101 - 2119 and SBE Rule 0520-01-05.

Jackson Museum School will maintain a safe and compliant transportation program by implementing the following practices. Since the school will lease new buses, these vehicles will initially meet or exceed all Tennessee safety standards at delivery, in accordance with T.C.A. § 49-6-2104, which mandates that school buses must adhere to federal safety regulations and be compliant with the Tennessee Vehicle Safety Inspection Law. This initial compliance reduces the need for recertification when the vehicle is new.

However, to ensure ongoing adherence to T.C.A. § 49-6-2109 and related laws, the school will conduct regular safety inspections and maintenance throughout the lease period, maintaining detailed records of all safety checks, repairs, and certification statuses.

- **Routine inspections** will be scheduled and documented in alignment with Tennessee law requirements, with particular focus on vehicles approaching or exceeding the age limit of 15 years, at which point **recertification or replacement** is mandated under T.C.A. § 49-6-2109.
- **Driver and staff training** will be ongoing, covering safe driving practices, emergency procedures, disability accommodations, and compliance with federal and Tennessee law, including SBE Rule 0520-01-05.
- The **Operations Manager** will oversee vehicle safety and compliance, conducting periodic audits, verifying driver certifications, and ensuring vehicles meet all safety standards established under T.C.A. § 49-6-2101 et seq..

- **Emergency protocols**, GPS tracking, and route monitoring systems will be implemented to promptly address safety issues and maintain compliance with Tennessee’s safety requirements.
- **At the end of the lease or if the vehicle reaches age limits**, the school will ensure it is recertified or replaced, consistent with T.C.A. §§ 49-6-2101 and 49-6-2109, to maintain a safe transportation environment.

By rigorously following these practices and legal mandates, the school will sustain a safe, reliable, and legally compliant transportation system, whether operating leased vehicles or contracted services, and will systematically address any emerging needs.

g. If the school will not provide daily transportation services to and from school, describe how students will get to and from school and how the school will address any transportation barriers for student attendance.

Jackson Museum School aims to serve as a truly neighborhood school, strategically located to maximize accessibility for students and families across the community. We are committed to fostering a school environment that encourages active transportation, including walking and biking, by working with local authorities and community partners to develop safe routes and infrastructure. Our goal is to support health, sustainability, and community engagement while reducing reliance on vehicular travel whenever possible.

To mitigate transportation barriers for families, we will implement a comprehensive set of strategies:

- **Partnerships with Rideshare Companies:**
We will collaborate with local ride-sharing services (e.g., Uber, Lyft, or regional providers) to establish programs offering subsidized or dedicated ride options for students, particularly those in rural or underserved areas. These partnerships will enable us to coordinate reliable, safe, and cost-effective transportation for students with specific needs.
- **Community Carpooling:**
We will actively engage families through surveys, meetings, and communication channels to understand their transportation needs. Based on this input, we will facilitate community carpools, including leveraging peer-to-peer carpooling platforms or mobile apps that enable families to coordinate shared rides. Incentives such as priority scheduling or small stipends may be provided to encourage sustainable shared transportation solutions.
- **Subsidies and Vouchers:**
To address financial barriers, we will explore offering transportation subsidies or vouchers to families needing assistance covering public transit, shuttles, or rideshare expenses. We will partner with local transit agencies and community groups to secure funding and develop programs that ensure equitable access for all students.
- **Public Transportation:**
Our staff and administration will assist families in navigating local transit options, including explaining routes, schedules, transfer points, and available discounts or subsidies. We will produce informational materials and hold workshops to help families maximize existing transit resources.
- **Community Transportation Events:**
We will organize periodic events such as transportation fairs to connect families with available resources, including transit agencies, rideshare programs, and community shuttles. These events

will promote awareness, facilitate sign-ups, and strengthen community networks supporting student access.

- **Special Education Compliance and Obligation:**

We will work with local districts and agencies to ensure students requiring specialized transportation, such as accessible buses or individual supports, receive appropriate services in full compliance with legal standards, including those outlined in IEP and 504 plans. This coordination will include contracting, leasing, or community-based solutions tailored to individual student needs.

Section 2.7 - Additional Operations

(Required for All Sponsors)

Insurance:

State law requires that charter schools have appropriate insurance coverage. Sponsors should check with their district to determine the necessary coverage amounts. As Attachment Q, provide the following:

a. A list of the types and corresponding amounts of insurance coverage the proposed school will secure.

Types of insurance should include, at minimum, workers' compensation, employer liability, property, professional liability, surety bonds pursuant to T.C.A. § 49-13-111(n), and sexual abuse.

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 the Tennessee Department of Education within ten (10) days of the cancellation of any insurance it carries on the charter school, pursuant to T.C.A. § 49-13-107(b)(19). Note: if the proposed school intends to have school athletics, additional liability coverage will be required.

Types of Insurance Coverage and Tentative Timeline:

- Directors and Officers/Educators Legal Liability; Surety Bonds (pursuant to Tenn. Code Ann. §49-13-111(n)):
 - Timeline: As soon as the board is formed and making school-based decisions (contracts)
- Employment Practices Liability:
 - Coverage: 1% of all wages
 - Timeline: Before the first employee is hired
- Workers' Compensation:
 - Timeline: When the first employee is hired or the board is formed
- General Liability, Excess, Crime, Cyber, Sexual Abuse, Auto Liability, Student Accident:
 - General Liability Aggregate: \$3,000,000
 - Each Occurrence: \$1,000,000
 - Timeline: When the lease agreement is signed or property is purchased (landlord will require General Liability coverage)
- Property/Flood Insurance:
 - Timeline: As soon as school contents/equipment is acquired
- Building, Business Personal Property, Business Income and Extra Expense, Equipment Breakdown:
 - Blanket limits as needed by the school (special form, replacement cost, agreed value)
- Professional Liability:
 - Professional Aggregate: \$1,000,000
 - Educators Protection Plus Professional Liability (Educators Legal Liability):
 - Defense Reimbursement - Aggregate: \$300,000

- Occurrence: \$100,000
- Violent Event Response:
 - Aggregate Limit: \$1,000,000
 - Each Violent Event Limit: \$1,000,000
- Additional Insureds/Loss Payees:
 - Additional Insureds: Jackson Museum School policies will include the Charter Authorizer, their respective members, officers, employees, officials, and agents as additional insureds on the Directors and Officers policy.
 - General Liability Policy: Includes a blanket Additional Insured status for Managers or Lessors of Premises, by Contract, Agreement, or Permit.
 - Loss Payees: Can be added to the property policy upon review of lease contracts.

Additional Insureds/Loss Payees. Jackson Museum School policies will include the Charter Authorizer, their respective members, officers, employees, officials and agents as additional insureds on the Directors and Officers policy. In addition, our General Liability policy includes a blanket Additional Insured status for Managers or Lessors of Premises, By Contract, Agreement or Permit. Loss Payees can be added to the property policy upon our review of the lease contracts.

b. 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 the Tennessee Department of Education within ten (10) days of the cancellation of any insurance it carries on the charter school, pursuant to T.C.A. § 49-13-107(b)(19). Note: if the proposed school intends to have school athletics, additional liability coverage will be required.

See Attached Letter from Ross & Yeager Insurance.

Food Service Plan:

c. Describe the plan to offer food service to the students. Within the proposal, detail how the proposed school will offer food service to students, as well as how the school will comply with applicable district, state, and federal guidelines and regulations related to food services.

Plan for Food Service. Jackson Museum School (JMS) will partner with a local vendor to provide cost-effective, high-quality student meals through a community partnership. During the pre-operational phase, JMS will develop a request for proposal (RFP) process to evaluate competitive options, selecting a vendor aligned with the school’s mission and requirements. The kitchen will be equipped to maintain required food temperatures and comply with safety standards, and JMS may consult other Tennessee schools for vendor recommendations. Vendors will be assessed on affordability, quality, and adherence to district, state, and federal guidelines. A part-time cafeteria worker will assist in serving breakfast and lunch to ensure smooth and efficient meal distribution while the Operations Manager will oversee vendor coordination, compliance with nutritional standards, and documentation for programs like the National School Lunch Program (NSLP). In year 3 a cafeteria manager will be hired to take on oversight and compliance requirements from the Operations Manager.

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

Addressing the Needs of Low-Income Students. Jackson Museum School (JMS) is committed to equitable access to nutritious meals for all students by participating in the National School Lunch Program (NSLP), ensuring eligible students receive free or reduced-price meals. Students from households enrolled in SNAP or Families First will automatically qualify, simplifying the process for

families, while income verification forms collected during enrollment will ensure accurate eligibility documentation. Based on anticipated demographics, JMS may qualify for the Community Eligibility Provision (CEP), enabling the school to offer free meals to all students without individual applications. This inclusive approach eliminates stigma and ensures all children have access to the nutrition essential for academic and social success.

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

Vendor Selection or In-House Meal Preparation. Jackson Museum School (JMS) will use a competitive RFP process to select a food service vendor that ensures quality, affordability, and compliance with district, state, and federal guidelines. While prioritizing partnerships with local vendors, JMS will also explore recommendations from nearby schools and charter networks and consider contracting services through local school districts to leverage existing resources and foster collaboration. All meals will meet federal nutritional standards, with the Operations Manager (later cafeteria manager) overseeing vendor coordination, compliance, and daily operations. By combining a vetted vendor with experienced oversight, JMS will provide nutritious, appealing, and accessible meals for all students.

Technology:

f. List the technology required to meet the academic and operational needs of the proposed school.

g. List technology needed for classrooms, computer and science labs, library/media center, auditorium, main office, copy rooms, teacher work rooms, and other relevant spaces.

Technology that will be required to meet the academic and operational needs of Jackson Museum School (K-6) includes but is not limited to the items listed in the table below:

- Each classroom: projector, screen, document camera, speaker
- School leaders and Instructional Staff: 1:1 laptop usage, instructional technology resources, access to copier to print
- Students: 1:1 laptop usage, instructional technology resources
- Front office: hard drive, 2 screens, keyboard, visitor management system, intercom system, Access to copier
- Teacher work room: laminator, poster maker, copier
- Library/Media Center: computer, projector, screen, document camera, speakers

h. Describe how the proposed school will ensure student access to the technology required for state mandated assessments; include infrastructure requirements and costs in the operating budget template and narrative.

Jackson Museum School (JMS) will provide each student with a Chromebook configured for literacy instruction, state assessments, and RTI² implementation, while ensuring compliance with privacy and security requirements. The school's budget includes laptops for staff and essential instructional tools such as document cameras, projectors, screens, and speakers, along with high-speed internet and phone infrastructure. The CEO/Lead Founder will pursue annual grants to enhance technology resources, while a trusted service provider will establish and maintain a robust network infrastructure to support blended learning, IT support, device repairs, and software updates. The operating budget will cover annual maintenance, software licenses, and cybersecurity measures. Teachers will receive professional development to maximize the effective integration of technology, with a contingency plan in place to

address technical challenges and ensure uninterrupted access to resources.

School health and nursing services:

i. Describe the plan for compliance with the Coordinated School Health Program, including any plans to hire or contract with a school nurse.

j. Identify who at the proposed school will supervise the school nurse and his/her role in ensuring compliance with health regulations.

Jackson Museum School (JMS) will contract with a provider like Maxim Healthcare to deliver health services aligned with state requirements. The contracted provider or nurse will handle student health records, medication administration, screenings, and emergencies, ensuring compliance through regular evaluations. The Operations Manager will oversee health services, manage compliance with state and federal regulations, coordinate with local health authorities, and supervise unlicensed assistive personnel. A formal selection process will ensure providers meet qualifications, and resources will be allocated by the Board and CEO/Lead Founder to address all student health needs effectively.

Safety and security:

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

l. Describe the process and timeline for creating the school's emergency operations plan.

Ensuring the safety of students, staff, and visitors is paramount at Jackson Museum School, and a robust safety and security framework will be put in place to handle any emergency that may arise. This comprehensive approach includes a dedicated School Resource Officer (SRO), detailed safety protocols, and the creation of a School Emergency Operations Plan (EOP) that will be collaboratively developed and maintained. These measures will be implemented under the leadership of the Operations Manager and in collaboration with the CEO/Lead Founder, the School Resource Officer, and other key stakeholders to ensure that safety remains a top priority.

School Resource Officer (SRO). Jackson Museum School will adhere to the State of Tennessee's mandate to have a full-time, POST-certified School Resource Officer (SRO) on the premises, which will be funded through the Statewide School Resource Officer Program Grant. The SRO, in partnership with the Jackson Police Department, will serve as both a law enforcement officer and a resource for fostering positive relationships with students. Beyond addressing immediate security concerns, the SRO will engage in proactive measures to ensure a safe learning environment by building trust and offering guidance to students. The SRO will be present during school hours to monitor the school building, oversee student behavior, enforce laws, and manage any potential security threats. They will also participate in safety drills and will serve as a point of contact for law enforcement in emergencies. Importantly, the SRO's presence is also meant to nurture a positive school climate, encouraging communication and trust between students and law enforcement, which has been shown to reduce conflicts and improve overall school safety (Jackson, 2019).

Safety Plan and Procedures. Jackson Museum School will implement comprehensive safety measures, including a partnership with a contracted service to install security cameras, intrusion detection, and access control systems for continuous monitoring of entry points and sensitive areas. All entrances will remain locked during school hours, and visitors must present identification, be verified by the Office Coordinator or Secretary (starting in year 3), and wear a visitor badge. Visitor logs and access records will be regularly reviewed to ensure compliance with safety protocols. Monthly safety drills will prepare

staff and students for emergencies such as fire, tornadoes, lockdowns, and evacuations, with additional drills for specific threats like active shooters. Staff will receive regular training, and students will be taught to respond calmly and appropriately, with accommodations provided for students with disabilities to ensure inclusive safety practices.

Process and Timeline for Creating the School Emergency Operations Plan. The development of the School Emergency Operations Plan (EOP) is a critical step in ensuring the school is prepared for any crisis. The EOP will be crafted with input from key school stakeholders, including the CEO/Lead Founder, Operations Manager, School Resource Officer (SRO), teachers, and community partners. The plan will outline procedures for various emergencies, ensuring that all students and staff know their roles and responsibilities during a crisis. The process will be collaborative, leveraging the knowledge and expertise of local law enforcement, emergency responders, and community leaders. The following steps will guide the creation of the EOP:

- Establish a Planning Team: A planning team consisting of school leadership, the SRO, emergency responders, and community stakeholders will be formed to guide the development of the EOP.
- Conduct a Risk Assessment: The team will conduct a thorough assessment to identify potential hazards specific to the school's location and its student population. These hazards will be evaluated for their likelihood and potential impact.
- Develop Emergency Procedures: The team will develop detailed emergency procedures for a range of scenarios, including natural disasters, medical emergencies, and human-caused incidents such as active shooter situations. These protocols will be tailored to the unique needs of the school and its students.
- Create Communication Strategies: A communication plan will be designed to ensure that during an emergency, clear and concise information reaches all stakeholders, including students, staff, and families. This will include text message alerts, email notifications, and updates on the school's website and social media channels.
- Training and Drills: Staff will undergo regular training to familiarize themselves with the emergency protocols, while students will participate in age-appropriate drills. This ensures that all individuals are well-prepared to respond quickly and effectively in an emergency.
- Integrate Safety Systems: The security system, including surveillance cameras, alarms, and access controls, will be fully integrated into the EOP. Regular maintenance will ensure these systems function as intended during emergencies.
- Accommodate Special Needs: The EOP will include provisions for students with special needs, ensuring they have the appropriate support and accommodations during emergencies. This may include adapted evacuation plans for students with mobility impairments or specialized guidance for sensory-sensitive students.
- Establish Family Reunification Procedures: Clear guidelines will be developed for reuniting students with their families after an emergency. These procedures will include verifying identities and ensuring that the process is safe and efficient.
- Regular Evaluation and Updates: The EOP will be evaluated regularly, and adjustments will be made based on feedback from drills, actual emergencies, and changes to the school environment.
- Recovery Plans: The EOP will include recovery strategies to address the emotional, physical, and academic needs of students and staff after an emergency. This will include counseling

services, community support resources, and rebuilding efforts.

- Strengthen Community Partnerships: The school will work closely with local emergency responders, healthcare providers, and community organizations to ensure a coordinated response during emergencies.

Section 2.8 - Charter Management Organization

(Required if Answered “Yes” to Sponsor History and Intent Question 6)

Not Applicable.

Section 2.9 – Network Vision, Growth Plan & Capacity

(Required if Answered “Yes” to Sponsor History and Intent Question 1,3,or 5)

Not Applicable.

Section 2.10 – Network Governance

(Required if Answered “Yes” to Sponsor History and Intent Question 3)

Not Applicable.

Section 2.11 – Network Management and Personnel

(Required if Answered “Yes” to Sponsor History and Intent Question 3)

Not Applicable.

Table 6: Decision Making Responsibilities

(Required if Answered “Yes” to Sponsor History and Intent Question 3)

Not Applicable.

Table 7: School Projections

(Required if Answered “Yes” to Sponsor History and Intent Question 3)

Not Applicable.

Table 8: Network Staff Projections

(Required if Answered “Yes” to Sponsor History and Intent Question 3)

Not Applicable.

Table 9: School Staff Projections

(Required if Answered “Yes” to Sponsor History and Intent Question 3)

Not Applicable.

Section 2.12 – School Replication

(Required if Answered “Yes” to Sponsor History and Intent Question 4)

Not Applicable.

Section 3 – Financial Plan and Capacity

Section 3.1 – Operating Budget

(Required for All Sponsors)

Public charter schools are required to operate under an annual budget on a July 1 – June 30 fiscal year. Sponsors must submit the Operating Budget Template as Attachment W. Sponsors can access this template from the department's charter schools webpage. Within this template, sponsors will provide detailed data for anticipated revenues, expenditures, and assumptions related to student enrollment and staffing counts.

Sponsors must include, at minimum, the following information within the operating budget template:

- a. All anticipated revenues and expenditures for years 0-5 of the school's operation.*
- b. Anticipated budgetary assumptions for the following:*
 - Student enrollment counts for years 1-5 of the school's operation;*
 - Staff FTE counts for years 0-5 of the school's operation;*
 - All anticipated funding sources³⁸, including state and local funding, secured grants, philanthropy, and fundraising; and*
 - All relevant expenditures, expenses, and assumptions for each of the following expenditure/expense classification categories: Personal Services, Employee Benefits, Contracted Services, Supplies and Materials, Other Charges, Debt Service, Capital Outlay.*

Please see Attachment W.

Section 3.2 – Operating Budget Narrative **(Required for All Sponsors)**

As Attachment X, include an operating budget narrative that provides detailed descriptions of budget assumptions and revenue and expenditure projections aligned with the school's projected growth over time. Sponsors must base the school's preliminary operating budget on per pupil allocation assumptions noted in the budget workbook.

Within the operating budget narrative include the following:

- a. Explain how the operating budget is adequate to support full implementation of the school model and academic plan. Within the explanation, detail the minimum number of students that the school must enroll to sustainably operate and articulate the impact that the minimum enrollment would have on the budget.*
- b. Outline all revenue assumptions and explain specifically how these assumptions were determined. If the operating budget includes grants, fundraising, or philanthropic revenue, provide a detailed explanation for how the revenue amounts were determined, and whether the funds have been awarded or are estimates. If the funds have not been awarded, 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.*
- c. If applicable, list all donations of private funding, including, but not limited to, gifts received from foreign governments, foreign legal entities and, when reasonably known, domestic entities affiliated with either foreign governments or foreign legal entities.*
- d. 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 already secured and which are anticipated. Include evidence of firm commitments where applicable.*
- e. Provide an explanation of the methodology used to determine the anticipated expenditures included in Section 3.1 of this application.*

- f. Explain how one or more high-needs students with disabilities may affect the operating budget and your plan to meet student needs that might be more than anticipated.*
- g. Describe the systems, processes, and policies by which the proposed school will manage accounting, purchasing, payroll, and audits. Include any policies on financial controls.*
- h. Describe how the proposed school will provide an independent annual audit and comply with other federal or state accounting and/or reporting requirements.*
- i. Describe the different financial roles and responsibilities of the proposed school's administration and governing board.*
- j. If applicable, describe the plan to outsource any financial management areas such as payroll, benefits, audits, fundraising, accounting, etc. Detail how the financial leadership will select and oversee the contractors.*
- k. Describe the level of financial expertise of the proposed school's internal and external team members.*
- l. Describe the proposed school's contingency plans to meet financial needs if anticipated revenues are not received or are lower than expected.*
- m. Detail the cash flow contingency plan if revenue projections are not met or expenditures exceed anticipated amounts. The plan should include an explanation of sources, including financing terms, if the contingency plan includes loans, commitments, funds from an outside donor, or an alternative funding source.*

Please see Attachment X.

Section 3.3 – Network Financial Plan

(Required if Answered “Yes” to Sponsor History and Intent Question 3)

Not Applicable.

Section 4 – Portfolio Review & Performance Record

Section 4.1 – School Portfolio Summary

(Required if Answered “Yes” to Sponsor History and Intent Question 1)

Not Applicable.

Section 4.2 – Academic Performance Record

(Required if Answered “Yes” to Sponsor History and Intent Question 1)

Not Applicable.

Section 4.3 – Fiscal and Operational Performance Record

(Required if Answered “Yes” to Sponsor History and Intent Question 1)

Not Applicable.

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Attachments

Use the Attachment Coversheets provided in the following section to clearly indicate the beginning of each attachment. All attachments must be included following the narrative section of the application. This approach preserves the narrative's clarity and allows reviewers to reference supporting documents easily.

Attachment	Section	Description	Requirement Notes
A	1.4	Annual Academic Calendar	<i>Required for all sponsors</i>
B	1.4	Daily Schedule	
C	1.5	Enrollment Policy	
D	1.6	Letters of Support	
E	1.7	Student Handbook and Required Forms	
F	1.7	Student Discipline Policy	
G	2.1	Articles of Incorporation	
H	2.1	Proof of Non-Profit and Tax-Exempt Status	
I	2.1	By-laws	
J	2.1	Board Member Code of Conduct	
K	2.1	Conflict of Interest Policy	
L	2.1	Board Member Resumes or Biographies	
M	2.1	Board Policies	
N	2.4	Organizational Chart: Year 1	
O	2.4	Organizational Chart: Full Capacity	
P	2.4	School Leader Resume (<i>if hired</i>)	
Q	2.7	Insurance Coverage	
R	2.8	CMO Agreement	<i>Required if “yes” on Sponsor History and Intent Question 6.</i>
S	2.9	Network Annual Progress Report	<i>Required if “yes” on Sponsor History and Intent Question 3.</i>
T	2.11	Organizational Chart: Year 1	
U	2.11	Organizational Chart: Year 5	
V	2.12	Previously Approved and Authorized Application for School Being Replicated	<i>Required if “yes” on Sponsor History and Intent Question 4.</i>
W	3.1	Operating Budget Template	<i>Required for all sponsors.</i>
X	3.2	Operating Budget Narrative	
Y	3.3	Network Financial Plan	<i>Required if “yes” on Sponsor History and Intent Question 3.</i>
Z	4.1	Portfolio and Performance Template	<i>Required if “yes” on Sponsor History and Intent Question 1.</i>
	4.2		
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AA	4.3	Performance and Evaluation Reports	
BB	4.3	Renewal and Interim Reports	
CC	4.3	Annual Reports	
DD	4.3	Litigation Documents	
EE	4.3	Audited Financial Statements	

Attachment A Cover Page

Annual Academic Calendar

REQUIRED FOR ALL SPONSORS



Jackson Museum School | 2026-2027 CALENDAR

New Teacher Orientation- 16,17 Summer Institute for Teachers- 20,21,22,23,24 Teacher Inservice- 27,28,29,30,31 Meet the Teacher-31	JULY '26 <table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr><tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr><tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr><tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr><tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr><tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr></table>	S	M	T	W	Th	F	S				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		JANUARY '27 <table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr><tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr><tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr><tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr><tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr><tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr><tr><td>31</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> 18 instructional days	S	M	T	W	Th	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							Teacher Inservice Day/ No Students- 4 New Year's Day- No School-1 Students Back in Session-5 M.L. King Day/ No School – 18
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Teacher Inservice/ Election Day/ No School for Students- 5 2nd Quarter Progress Rpt- 18 Thanksgiving Break/ No School for Students- 25,26,27	NOVEMBER '26 <table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr><tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr><tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr><tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr><tr><td>29</td><td>30</td><td></td><td></td><td></td><td></td><td></td></tr></table> 17 instructional days	S	M	T	W	Th	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 '27 <table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr><tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr><tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr><tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr><tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr><tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr></table> 17 instructional days	S	M	T	W	Th	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						JMS Exhibit Night- 13 Last Day of School-25 Teacher Check out day- Full day 25 (2nd semester=91 days of instruction)
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Last Day of 2nd Quarter (½ Day students)-18 (Report Card) JMS Exhibit Night- 10 Winter Break-No School- 12/21-1/4 (1st semester=89 days of instruction)	DECEMBER '26 <table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr><tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr><tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr><tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr><tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td></tr></table> 14 instructional days	S	M	T	W	Th	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 '27 <table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr><tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr><tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr><tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr><tr><td>27</td><td>28</td><td>29</td><td>30</td><td></td><td></td><td></td></tr></table>	S	M	T	W	Th	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											
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180 Instructional days, 9 Teacher in-service days, 2 Parent-Teacher Conferences

Attachment B Cover Page

Daily Schedule

REQUIRED FOR ALL SPONSORS

Attachment B – Page 165



Extended Mission Statement: The mission of Jackson Museum School (JMS) is to create an innovative, student-centered learning environment that nurtures academic excellence and character development, through inquiry-based and project-based instruction, and shapes students into adaptive thinkers and engaged problem solvers. JMS serves a diverse student body from Jackson, TN, and the surrounding communities, bridging opportunity gaps through real-world learning experiences, cultural partnerships, and collaboration between teachers, families, and the community and emphasizing equity and access for all.

Core Subject Daily Minutes:

(K-2): 120 min daily of reading/literacy, 60 min daily of math, 35 min daily of integrated science/ social studies
 (3-5): 120 min daily of reading/literacy, 60 min daily of math, 45 min daily of integrated science/social studies
 (6): 90 min daily of reading/literacy, 90 min daily of math, 55 min daily of integrated science/social studies

Daily Instructional Schedule for Grades K-2

Time	Minutes	Schedule
7:15 - 7:40	40	Arrival, Breakfast, Restrooms
7:40-7:45	5	Transition to class
7:45-8:00	15	Morning Rituals (Student led Pledge, Empower Commitment, Calendar time), SEL check-ins
8:00 - 8:35	35	Exploratory Activities: museum model projects (inquiry-based, project-based learning w/ nonfiction literacy foundations) • Science w/ Technology Integration • Social Studies
8:35 - 9:35	60	RTI2-Academics (Tier I, Tier II, Tier III, SWD, ELL) Reading (M, W) & Math (T, TH) Progress Monitoring (F)
9:35 - 9:45	10	Restrooms/ Brain Break
9:45 - 11:45	120	Reading/Literacy • Heggerty Lesson

Time	Minutes	Schedule
		- Skills Strand Lesson - Knowledge Strand Lesson - Guided Reading (Assess & Differentiate)
11:45 - 11:50	5	Transition for lunch
11:50 - 12:40	50	Lunch (25 minutes) & Recess (25 minutes)
12:40 -12:45	5	Transition to Class
12:45 -1:45	60	Math - Project-based learning - Visual Learning - Small Groups (Assess & Differentiate)
1:45 - 1:55	10	Restrooms/ Brain Break/ Transition to Enrichment Class
1:55-2:35	40	Enrichment: Physical Activities w/ Asset-based Learning (rotation) - Physical Education - Music - Art - Technology (beginning Year 5)
2:35 - 2:40	5	Restrooms/ Transition to Class
2:45 - 3:00	15	PBIS Folder & Afternoon Routine, Announcements, Dismissal
7:40 - 3:00	475	Total Minutes

Daily Instructional Schedule for Grades 3-5

Time	Minutes	Schedule
7:15 - 7:40	40	Arrival, Breakfast, Restrooms
7:40-7:45	5	Transition to class
7:45-8:00	15	Morning Rituals (Student led Pledge, Empower Commitment, Calendar time), SEL Advisory
8:00 - 8:40	40	Enrichment: Physical Activities w/ Asset-based Learning (rotation) - Physical Education - Music - Art - Technology (beginning Year 5)
8:40 - 9:40	60	RTI2-Academics (Tier I, Tier II, Tier III, SWD, ELL) Reading (M, W) & Math (T, TH) Progress Monitoring (F)
9:40 - 9:45	5	Restrooms/ Brain Break
9:45 - 11:45	120	Reading/Literacy - Skills and Knowledge Strands Integration - Anchor Text -Guided Reading (Assess & Differentiate) - Speaking and presenting

Time	Minutes	Schedule
11:45 - 11:55	5	Transition for lunch
11:55 - 12:45	50	Recess (25 minutes) & Lunch (25 minutes)
12:45 -12:50	5	Transition to Class
12:50 -1:50	60	Math • Project-based learning • Visual Learning • Small Groups (Assess & Differentiate)
1:50 - 1:55	5	Restrooms/Transition to Enrichment Class
1:55-2:40	45	Exploratory Activities: museum model projects (inquiry-based, project-based learning w/ nonfiction literacy foundations) • Science w/ Technology Integration • Social Studies
2:40 - 2:45	5	Restrooms/ Transition to Class
2:45 - 3:00	15	PBIS/House, Afternoon Routine, Announcements, Dismissal
7:40 - 3:00	475	Total Minutes

Daily Instructional Schedule for Grade 6

Time	Minutes	Schedule
7:15 - 7:40	35	Arrival, Breakfast, Morning Routine
7:40 - 7:45	5	Transition to Class
7:45 - 7:55	10	Homeroom, Morning Announcements, SEL Advisory
7:58 - 8:43	45	RTI2-Academics (Tier I, Tier II, Tier III, SWD, ELL)
8:46 - 10:16	90	Block 1 • 601: Reading • 602: Math
10:19 - 11:14	55	Block 2: Arts/Electives (Art, Music, Physical Education, Spanish, Technology Rotations)
11:17 - 11:47	30	Lunch
11:50 - 1:32	90	Block 3 • 601: Math • 602: Reading
1:35- 2:30	55	Block 4 • 601: Science & Social Studies • 602: Science & Social Studies
2:33 - 2:50	17	Homeroom, SEL Advisory, PBIS/House
2:50-3:00	10	Homeroom Afternoon Announcements & Dismissal
7:15 - 3:00	510	Total Minutes

Attachment C Cover Page

Enrollment Policy

REQUIRED FOR ALL SPONSORS



Enrollment Policy

Note: Tentative dates are used 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, considering the authorizer's open enrollment and lottery schedule.

Important Dates to Know:

- **November 1, 2026**, 8:00 am- Application window opens
- **January 31, 2026**, 5:00 pm- Application window closes
- **February 9, 2026**, 8:00 am- JMS lottery will take place
- **February 20, 2026**- Lottery must occur on or before this date
- **March 7, 2026**- Notifications sent to families on or before this date
- **August 15, 2026**- Kindertgartener must be 5 years old on or before to be eligible to start Kindergarten in Fall of 2026

Application Process. In accordance with T.C.A. § 49-13-113(b)(1), Jackson Museum School (K-6) will enroll any eligible student who submits an application in a timely manner, provided there are seats available based on the capacity of our program, class sizes, grade levels, or building. Any student residing in Jackson-Madison County, Tennessee, is eligible for enrollment at Jackson Museum School (K-6). We accept applications for enrollment online, by mail, or in person. The enrollment team at Jackson Museum School (K-6) will gather essential information from application forms and transfer the information into our secure application database and student information system so that we may communicate with families about their enrollment status. We will maintain original applications until the following year's lottery process in case students are later enrolled. The application window will open on November 1st at 8:00 AM, and the application deadline will be January 31st at 5:00 PM.

Lottery. In compliance with T.C.A. § 49-13-113(b)(2)(B), if the applications received for enrollment by the end of our application period exceed our planned capacity, we will conduct a lottery hosted by a third party. The lottery will occur within twenty (20) days after the close of the application period, on or before February 20, 2026, during which names will be randomly selected for each available seat. Notifications regarding the lottery results will be sent to families via email and through the United States Postal Service within fifteen (15) days, on or before March 7, 2026. Attendance at the lottery is not required for families to be offered a seat at Jackson Museum School (K-6). All families will be notified after the end of the lottery.

Nondiscriminatory admission policies pursuant to Tenn. Code Ann. § 49-13-107.

Nondiscriminatory Policy. In accordance with T.C.A. § 49-13-107(b)(9) and our mission to provide all students access to rigorous curricula and high-quality academic instruction that fosters a love for learning, embraces innovation and creativity, and encourages personal growth to thrive in their chosen college and career paths while making a positive impact on society, Jackson Museum School (K-6) does not discriminate against students and families who choose to enroll based on race, creed, color, gender, national origin, religion, ancestry, English proficiency, or the need for special education services or disabilities of any kind. All students deserve a high-quality academic instructional experience regardless of their present level of academic performance, behaviors and mindsets, socioeconomic status, or cultural backgrounds and differences.

Any proposed articulation agreements, pursuant to Tenn. Code Ann. § 49-13-113.

Admissions Preferences. In accordance with T.C.A. § 49-13-113(b)(2)(A), if applications exceed the planned capacity of Jackson Museum School (K-6), the following preferences shall apply:

1. Students who are economically disadvantaged.
2. 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;
3. Siblings of students already enrolled in Jackson Museum School.
4. Students residing within the geographic boundaries of the LEA in which Jackson Museum School is located who were enrolled in another public school during the previous school year
5. Students residing outside the geographic boundaries of the LEA in which the Jackson Museum School is located.

In alignment with T.C.A. § 49-13-113(c), Jackson Museum School (K-6) reserves the right to hold up to ten percent (10%) or twenty-five seats, whichever is less, for preference of enrollment of students who are relatives of teachers, sponsors, or members of the governing body of the charter school, provided the family submits a timely application.

Enrollment Process. Once admitted to Jackson Museum School (K-6), all families must complete and submit an enrollment packet that includes the following: Home Language Survey; enrollment forms; immunization records; transportation needs and preferences; and medical history documents. Registration requirements include providing two (2) proofs of residence, and Tennessee health certificates must be filled out by medical providers for all students entering kindergarten and any new students to Jackson Museum School (K-6). Medical physicals are also required for all new students enrolling at Jackson Museum School (K-6), and for those wishing to participate in our sports programs.

Kindergarten Eligibility. According to state law, students entering kindergarten must be five (5) years old on or before August 15, 2026, to enroll.

Residence. Residence is defined as the location where significant family activities occur during each day; a place where the family eats, sleeps, works, relaxes, and plays. It must be a place that can genuinely be considered "home." Establishing residence cannot be accomplished merely by purchasing or leasing a house or apartment, or by furnishing such a house or apartment for use. No single factor is definitive; residency will be determined by considering the totality of circumstances.

The administration of Jackson Museum School (K-6) will regularly review the residency records of enrolled students. At the time of each student's enrollment and annually thereafter, Jackson Museum School (K-6) will verify with the Tennessee Department of Education the home school district each

student is entitled to attend. Parents, guardians, or independent students aged 18 years and older are required to promptly inform the school, using the documentation listed below, when a change occurs in the location of the parent's or the student's primary residence.

Upon enrollment and on an annual basis, the following documents can be used to establish proof of residency for verification of a student's ability to enroll in the school and determination of the school district the student is entitled to attend. These items must be current, be in the parent's/guardian's name, and include a street address. Jackson Museum School (K-6) shall require two forms of proof of residency for enrollment as follows (a post office box address cannot be used to validate residency records):

- a. Deed or current real property tax bill.
- b. Lease Agreement.
- c. Mortgage Statement.
- d. Utility statement or receipt of utility installation issued within thirty (30) days of the date of enrollment.
- e. Most current bank statements available/issued to the parent or student that includes the address of the family's primary residence.
- f. Current homeowner or renter insurance declaration.
- g. Paycheck or pay stub issued to the parent or student within thirty (30) days of the date of enrollment that includes the address of the parent's or student's primary residence.
- h. Affidavit of Residency accompanied by a utility bill, lease, or mortgage statement.

If a student loses permanent housing and becomes classified as a homeless child or youth as defined in 42 U.S.C. § 11434a, or if such a student changes temporary living arrangements, the district in which the student is entitled to attend school shall be determined in accordance with division (F)(13) of § 3313.64 of the Revised Code and the "McKinney-Vento Homeless Assistance Act," 42 U.S.C. § 11431 et seq.

If a student's records are not received within fourteen (14) days of the request date, or if the student cannot present any of the following: (1) a certificate of birth; (2) a passport or an attested transcript of a passport filed with a registrar of passports upon entry into the United States showing the date and place of birth; (3) an I-94 card, Permanent Resident Visa, or Green Card; or (4) a birth affidavit, the CEO/Lead Founder or their designee will notify the Jackson-Madison County law enforcement agency regarding the possibility that the student may be a missing child.

No student at the time of initial entry, nor at the beginning of each school year, may remain enrolled at Jackson Museum School (K-6) for more than fourteen (14) days if they have not met the minimum immunization requirements as established by the Tennessee Department of Health or do not provide acceptable written evidence of an exemption as required by law.

Identification of any pre-admission activities for students or parents; and policies and procedures for student waitlists, withdrawals, re-enrollment, and transfers:

Waitlist. Any student that does not secure a seat through the lottery will be placed on the waitlist. Families will be notified via email and through the United States Postal Service of their student's waitlist status at the same time as students accepted into the school. Any student accepted from the waitlist will have one (1) week from the date of notice to accept the available seat by submitting all required enrollment paperwork to the Office Manager.

Jackson Museum School (K-6) shall comply with the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g) with respect to the publication of any list of students' names before, during, or after the

enrollment and lottery process.

Withdrawals. Jackson Museum School (K-6) aims to act in the best interest of our students and families to retain enrollment from kindergarten through grade 6. However, in the case that families decide to withdraw from Jackson Museum School (K-6), the school requests that families send a written notice to the registrar, either electronically or handwritten, indicating their intention to withdraw three to five (3-5) days prior to the desired withdrawal date. Families must meet with the CEO/Lead Founder to review and sign the finalized withdrawal paperwork before their student's separation from the school. This will provide sufficient time for teachers and office staff to finalize the students' records. All outstanding debts must be settled, and all school property must be returned before releasing finalized withdrawal documentation to students and families.

Re-enrollment. Students and families wishing to re-enroll at Jackson Museum School (K-6) must complete the application process, enrollment process, and lottery process in the event that there are no open seats available in the desired grade. Students and families seeking re-enrollment who may have transferred "not in good standing" will be required to meet with the CEO/Lead Founder before their enrollment status is activated to develop a plan that supports the overall success of the student upon their return.

Records Request or Transfer. Jackson Museum School (K-6) will verify residency eligibility and report names and addresses to Jackson-Madison County Schools and/or Murfreesboro City Schools. Once a student is identified as enrolled at Jackson Museum School (K-6) or intends to transfer to another school, the school will request or transfer school records via email and through the United States Postal Service with documentation signed by the student's parent or guardian. Jackson Museum School (K-6) will follow up with schools that have not transferred the student's records as requested, and records of students intending to transfer will be released within five (5) business days. This will also serve as notice to the district of residence as required by law. The records request or transfer will include a request for any student's Individualized Education Plan (IEP), Individualized Learning Plan (ILP), and/or 504 Plan.

Attachment D Cover Page

Letters of Support

REQUIRED FOR ALL SPONSORS

DeAnna Miller, PhD
1208 Brookwood Circle, Fulton, KY 42041

January 29, 2025

Dear Jackson Madison County Schools Authorizer Review Committee Members, ,

Thank you for this opportunity to provide a recommendation for Dr. Jean Little for the CEO/Founder and principal of Jackson Museum School. I have known Dr. Little for 30 + years both as a fellow educator and as a community leader. I served as her school superintendent when she was an elementary principal. She has always shown a strong leadership role in any task assigned and has proven to me to be one of those people that get the job done and the results are always a high-quality product. Her level of professionalism is beyond question.

Dr. Little has discussed with me on several occasions her love of the education profession and how she wants to continue to offer opportunities for students to expand their boundaries and excel. One thing that has always stood out to me as I have watched Dr. Little lead an elementary school as principal is that she truly enjoys working with teachers, students, parents and the community. Her pleasure in her profession is contagious and results in a learning environment where parents feel welcome, students enjoy learning and teachers take great pride in their work. She can have the hard conversations that are often required and still keep a positive mindset. Because of her leadership skills, she has been sought out to lead in administrative positions where she has had positive experiences. I feel that this opportunity would be a win/win endeavor for both the Jackson Museum School and Dr. Little. The students will benefit from a professional that loves the art and challenge of educating students and providing a prestigious school in which students will be proud to attend. If you are looking for an educator that loves educational leadership, you have in front of you one of the best, Dr. Jean Little. Kentucky.

Respectfully,

DeAnna Miller, PhD
Retired Educator / Adjunct Professor

 +123-456-7890

 deanna_miller@hotmail.com

January 30, 2025

Letter of Support for Jackson Museum School

TennesseeCAN is a non-profit, non-partisan advocate for improved education policies that put students first. We believe that students and their families deserve access to high-quality educational options, opportunities and resources, no matter their background or circumstance.

We are writing to express our strong support for the approval of Jackson Museum School's charter application. This innovative school will provide a unique and valuable educational opportunity for students in Madison County by integrating museum-based learning with a rigorous academic curriculum—enhancing and strengthening West Tennessee's landscape of strong schools for its students.

Jackson Museum School will serve as a vital educational asset to the community, offering an enriching environment where students engage with history, science, and the arts through hands-on experiences. By leveraging partnerships with local museums and cultural institutions, the school will foster curiosity, creativity, and critical thinking—key skills necessary for lifelong success.

The emphasis on experiential learning will complement traditional instruction, helping students develop a deep and lasting appreciation for knowledge. Furthermore, Jackson Museum School's commitment to academic excellence and community engagement aligns well with the broader goals of Madison County Schools.

As a strong advocate for educational innovation and student-centered learning, I believe that approving Jackson Museum School's charter will be a meaningful investment in the future of our students and our community. I urge you to support its establishment and give families in Madison County the opportunity to benefit from this exceptional educational model.



Chelsea Crawford
Executive Director

January 28, 2025

To Whom It May Concern,

I am writing to express Level Field Partners' ("Level Field" or "LFP") support for Jackson Museum School's charter application to launch in Jackson-Madison County, TN.

Level Field's mission is to enable cost-effective access to first-class facilities for high-quality public charter schools. Our team has more than 100 years of experience helping charter schools address some of their most pressing real estate and related financing challenges in order to educate more children, enrich learning environments, and strengthen their economic standing. The team has deep internal sector knowledge from having served as charter school financial and operations leaders, in-house real estate developers, and general counsels. We are proud that our structure allows us to combine sophisticated commercial expertise with a mission-driven approach guided only by what's best for the schools we serve.

Our unique approach, depth of expertise, and strong national partnerships have enabled us to work on behalf of leading charter school organizations in 29 states, including fairly extensive projects in Tennessee. Collectively, the Level Field team has financed and developed 125+ charter school projects representing more than 4.2MM square feet of educational space and totaling more than \$1.1B+ in project costs.

We are proud to support Jackson Museum School in their search for and evaluation of prospective locations in Jackson-Madison County, TN. Our support may include, but is not limited to the following:

- Supporting the site search and feasibility assessment of prospective locations (inclusive of temporary and permanent campuses)
- Identifying potential financing sources and engaging in initial outreach efforts
- Facilitating the assemblage of key project team members to refine project schedule and project scope, inclusive of test fits
- Assisting negotiations on prospective facility options with Jackson Museum School's legal counsel and leadership team to result in a clear acquisition or lease timeline
- Acting as a sounding board on a range of facilities and start-up topics

Thank you for the opportunity to express our support for Jackson Museum School. Please reach out should you have any questions.

With best regards,

A handwritten signature in blue ink, appearing to read "Tyler Baier".

Tyler Baier
Partner

tyler@levelfieldpartners.com | 630.346.0010



MORGAN TAX SERVICE

" Over 40 Years in Business "

100 Vann Drive, STE. H, Jackson, TN 38305

Office 731-424-5543 Fax 731-660-6294



Morgan Tax Service

morgantaxservice@eplus.net

731.424.5543

January 27, 2025

Dear Jackson Museum School,

I am writing to express my enthusiastic support for Jackson Museum School and their opportunity to enhance the options for students in Jackson, TN. As the co-owner of Morgan Tax Service, I look forward to seeing all the various initiatives and how they could impact our community.

I am confident that the Jackson Museum School will excel in their outreach and unwavering commitment to the children in the Madison County School System. After viewing the website, I was excited for potential students that may be candidates for the new learning opportunity.

I strongly recommend the Jackson Museum School be welcomed and supported by our community.

Thank you for your time and attention to this matter.

Sincerely,

Francella C Morgan

Walnut Baptist Missionary Baptist Church
P. O. Box 177
Jackson TN 38302
Pastor: Clarence Williams Sr.

Office: 731-423-1450

Finance: 731-423-1624

January 25, 2025

From: Clarence Williams Sr.

Walnut Baptist Missionary Baptist Church

P O Box 117

Jackson, TN 38302

To: Jackson Museum School Committee

I Clarence Williams Sr, am the pastor of Walnut Baptist Missionary Baptist Church. I am delighted to hear about a new option for our children to attend in Jackson, TN. Our community needs more option to meet the needs of the children. We have some great church members that would excel in a different school atmosphere. I would love to see our youth be able to stay local instead of leaving our community for a better opportunity. Please keep me updated with the progress of your school. I will definitely pass the information onto my congregation and support the school.

Corinthians 15:57

“ But thanks be to God, which giveth us the victory through our Lord Jesus Christ ”

Sincerely,

A handwritten signature in cursive script that reads "Clarence Williams Sr.".

Clarence Williams Sr.

PENTECOSTAL ASSEMBLY
Church Of God In Christ



Office of the Pastor

Letter of Support

Elder Tonnye Irons

Pastor

January 25, 2025

Dear Jackson Museum School,

It was my pleaser to be informed of the new school opportunity in the beginning stages of development. It is refreshing to know that our children of poverty regardless of race or color have a team of leaders preparing them for brighter futures.

The mission statement on the informative website spoke to my heart. I could imagine this opportunity for the young members in my church and all the young children residing in this area.

I pray for our struggling communities we need a bright light to offer hope to all the families in need.

Thank you for considering my perspective on the importance of embracing this new learning opportunity to be showered with love and support.

Sincerely,

Tonnye Irons

452 HAYS STREET • P. O. BOX 1522 • JACKSON, TENNESSEE 38302
(731) 422-4230 • FAX (731) 423-6822

DEACONS: TIMOTHY PEARSON, *Chairman*, ROBERT BAKER, LEON BLACKMON, FELTON DICKENS, WILLIAM DOTSON,
CALVIN MCBRIDE, KENNETH STEWART

TRUSTEES: LEON BLACKMON, *Chairman* FLOSSIE BAKER, LOU EMMA HARVEY, ANNER PEARSON, BERTHA WHITE
PASTOR TONNYE A. IRONS, SHERENTA JAMES, *Executive Secretary*



To Jackson Madison County Schools Authorizer Review Committee:

As a parent/resident/community member of Jackson, Tennessee, I am writing to express my enthusiastic support for the establishment of Jackson Museum School, a free, public school that will provide an innovative and student-centered educational experience for our community.

The mission of Jackson Museum School is to create a dynamic and inclusive learning environment that prioritizes both academic excellence and character development. By adopting the innovative Museum School Model, students will benefit from hands-on, inquiry-based learning and meaningful community partnerships. This model will engage students in real-world experiences, inspiring curiosity, critical thinking, and a lifelong love of learning.

This groundbreaking model emphasizes inquiry-based and place-based learning, where students will explore their world through integrated curriculum, field experiences, and community partnerships. These opportunities will empower students to make meaningful connections to their learning, fostering curiosity, creativity, and critical thinking. As a parent/community member, I am particularly excited about how this approach will provide students with real-world experiences that prepare them for a lifetime of learning and success.

Jackson Museum School will also serve as a much-needed additional choice for families in our community. With its commitment to equity, access, and cultural literacy, it promises to provide an environment where every student is valued and inspired to achieve their fullest potential.

I am confident that Jackson Museum School will not only enhance the educational landscape of our region but also strengthen the fabric of our community. By engaging students, parents, and local organizations in meaningful partnerships, this school will help build a brighter future for Jackson and its surrounding areas.

I wholeheartedly support this endeavor and urge others to join me in advocating for the establishment of Jackson Museum School. Together, we can provide the children of West Tennessee with an exceptional education that inspires lifelong learning and equips them for a successful future.

Signature:

Printed Name:

Address:

Phone/Email:

Doloresse Rogers
Doloresse Rogers
60 Cheyenne Dr Jackson TN 38305
rogersdoloresse@gmail.com (731) 267-5198



To Jackson Madison County Schools Authorizer Review Committee:

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Signature: Brenda Ingram

Printed Name: Brenda Ingram

Address: 28 Woods Rd Humboldt, TN 38343

Phone/Email: grannyboo56@gmail.com (731) 499-1550
(499)



To Jackson Madison County Schools Authorizer Review Committee:

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Signature: Paula Beard

Printed Name: Paula Beard

Address: 37 Noses Drive Jackson, TN 38305

Phone/Email: 731-225-4851 paulabeard1908@gmail.com



To Jackson Madison County Schools Authorizer Review Committee:

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Signature:

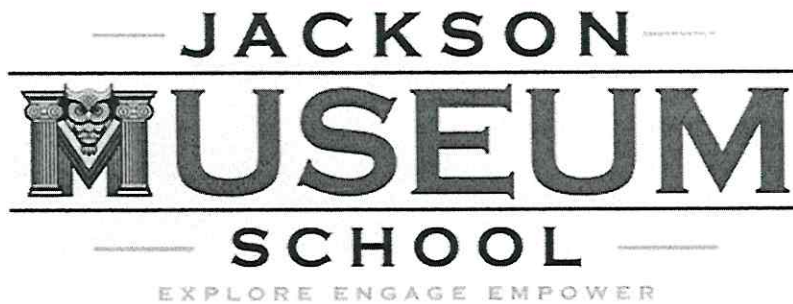
Printed Name:

Address:

Phone/Email:

Doloresse Rogers
Doloresse Rogers
60 Cheyenne Dr Jackson TN 38305
rogersdoloresse@gmail.com (731) 267-5198

To: Jackson Madison County School System Review Committee



My name is Chere Walker and I am a resident of Madison County, Tennessee. This letter is to provide my support for Jackson Museum School (K-6) and to witness its mission of providing access to rigorous curricula and high-quality academic instruction that fosters a love for learning, embraces innovation and creativity, and encourages personal growth to thrive in their chosen college and career paths, making a positive impact on society.

I believe that Jackson Museum School (K-6) has a compelling vision and am excited to see this school support students' academic needs and character development. I believe our students need extended learning time with blended learning activities in literacy and math, and the school's strategic two-teacher model will respond to the academic gaps between high-achieving scholars and low-achieving scholars in this community, beginning in kindergarten.

Thank you for considering Jackson Museum School as an additional high-quality school option in Madison County and we hope this school becomes a part of our growing community and its success over time.

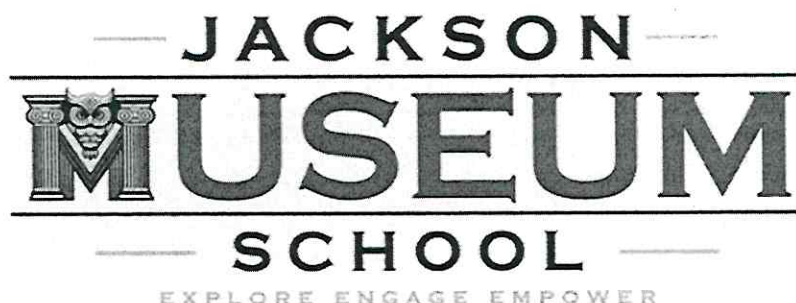
Sincerely,

Resident Name (print): Chere Walker

Resident Signature: Chere Walker

Email Address: chere38305@yahoo.com

To: Jackson Madison County School System Review Committee



My name is Demetrius Cole and I am a resident of Madison County, Tennessee. This letter is to provide my support for Jackson Museum School (K-6) and to witness its mission of providing access to rigorous curricula and high-quality academic instruction that fosters a love for learning, embraces innovation and creativity, and encourages personal growth to thrive in their chosen college and career paths, making a positive impact on society.

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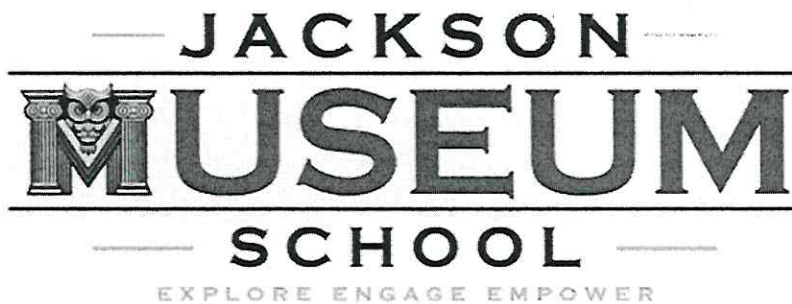
Sincerely,

Resident Name (print): Demetrius Cole

Resident Signature: [Signature]

Email Address: dc201276@yahoo.com

To: Jackson Madison County School System Review Committee



My name is _____ and I am a resident of Madison County, Tennessee. This letter is to provide my support for Jackson Museum School (K-6) and to witness its mission of providing access to rigorous curricula and high-quality academic instruction that fosters a love for learning, embraces innovation and creativity, and encourages personal growth to thrive in their chosen college and career paths, making a positive impact on society.

I believe that Jackson Museum School (K-6) has a compelling vision and am excited to see this school support students' academic needs and character development. I believe our students need extended learning time with blended learning activities in literacy and math, and the school's strategic two-teacher model will respond to the academic gaps between high-achieving scholars and low-achieving scholars in this community, beginning in kindergarten.

Thank you for considering Jackson Museum School as an additional high-quality school option in Madison County and we hope this school becomes a part of our growing community and its success over time.

Sincerely,

Resident Name (print): Isaac Hawkins

Resident Signature: 

Email Address: isaakhawkins@gmail.com



To Jackson Madison County Schools Authorizer Review Committee:

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I wholeheartedly support this endeavor and urge others to join me in advocating for the establishment of Jackson Museum School. Together, we can provide the children of West Tennessee with an exceptional education that inspires lifelong learning and equips them for a successful future.

Signature: *Wesley Roberts*
Printed Name: Wesley Roberts
Address: 100 Van Drive Jackson, TN
Phone/Email: 731.660-0600 / wes.roberts@batteriesplus.com



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Signature: Rose McGoughy

Printed Name: Rose McGoughy

Address: 36 Cobb Rd Jackson, TN 38305

Phone/Email: 731-225-6543 /clar2164@att.net



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Signature: _____

Printed Name: _____

Address: _____

Phone/Email: _____

Naomi Williams
Naomi Williams
12 Revore Circle #8 Jackson, Tenn
678-281-5299 naomi.williams@gmail.com



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Signature: Senta Branch

Printed Name: Senta Branch

Address: 219 Lone Oak, Jackson, TN 38305

Phone/Email: 731-217-9226 sentagames@aol.com



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Signature:

Printed Name:

Address:

Phone/Email:

Seanette Johnson
Seanette Johnson
910 Foxlea DR
731-608-8674 - Seanettejohnson@gmail.com



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Signature: Craig A. Gunion

Printed Name: Craig A. Gunion

Address: 32 Brookwood Dr. Jackson TN. 38305

Phone/Email: 731-506-5442



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Signature: Denise Chalmers

Printed Name: Denise Chalmers

Address: 76 Robin lane

Phone/Email: 731-267-3979 denisechalmers00@gmail.com



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Signature: AT

Printed Name: Audrey Tyson

Address: 638 Gibson Rd Trenton TN

Phone/Email: tyson7army@gmail.com

Attachment E Cover Page

Student Handbook and Required Forms

REQUIRED FOR ALL SPONSORS



2026-2027

Student/Family Handbook
Grades K-6

Jackson Museum School

Jackson Museum School (K-6) will open its doors to 160 students and families for kindergarten through 2nd grade in the fall of August 2026. We are committed to providing innovative, engaging, rigorous academic instruction and elevated behavioral standards within an inclusive environment, which are the foundation of our mission, vision, and Empowering Core Values.

Mission of Jackson Museum School

The mission of Jackson Museum School (JMS) is to create an innovative, student-centered learning environment that nurtures academic strengths and character development through inquiry-based, hands-on instruction, empowering students as adaptive thinkers and engaged problem solvers while bridging opportunity gaps and enhancing academic proficiency through collaboration between teachers, families, and the community.

Vision of Jackson Museum School

Jackson Museum School will foster a vibrant learning community that prioritizes inclusiveness and respects diverse perspectives. Through a blend of innovative and traditional teaching methods and robust community partnerships, we will inspire student exploration, engagement, and empowerment. We aim to create a safe and nurturing environment that provides experiences that will prepare and equip ALL students to thrive as responsible, high achieving, global citizens in an ever-changing world.

Motto of Jackson Museum School

Explore - Engage - Empower

Empowering Core Values of Jackson Museum School

Core Values to Empower	Alignment with the Jackson Museum School Mission
Empathy	Students will cultivate Empathy by understanding and respecting the feelings of others, creating a supportive learning environment. The Jackson Museum School encourages collaboration through community engagement and immersive experiences, helping students appreciate diverse perspectives and build strong interpersonal relationships.
Cooperation	Cooperation is essential for students as they learn to work collaboratively toward common goals. The project-based learning approach inherent in the Jackson Museum School emphasizes teamwork and collective problem-solving, providing opportunities for students to engage in shared learning experiences.
Kindness	Students will practice Kindness by treating their peers with compassion and support. The Jackson Museum School fosters a positive school culture where acts of kindness are celebrated, reinforcing the importance of community and creating a nurturing atmosphere for all learners.

Core Values to Empower	Alignment with the Jackson Museum School Mission
Creativity	Creativity will be embraced as students explore and formulate their own ideas through inquiry-based projects. The Jackson Museum School encourages innovative thinking and artistic expression, allowing students to engage in hands-on experiences that enhance their ability to think outside the box.
Perseverance	Students will learn the value of Perseverance as they navigate challenges and remain committed to their goals. The Jackson Museum School cultivates a growth mindset by providing a supportive environment where setbacks are viewed as opportunities for growth, thereby empowering students to develop resilience.
Responsibility	Responsibility will be instilled in students as they recognize their role in their own learning and that of their peers. The Jackson Museum School emphasizes accountability through collaborative projects and community involvement, encouraging students to take ownership of their actions and contribute positively to the school environment.
Respect	Students will embody Respect by valuing themselves and others, fostering an inclusive atmosphere. The Jackson Museum School is built on principles of respect, engagement, and mutual understanding, creating a learning space where every student feels valued and empowered.

These core values will guide the development of students at the Jackson Museum School, aligning with the unique characteristics of the Jackson Museum School mission and vision to nurture and empower a vibrant, engaged educational community.

Jackson Museum School Hours

Classroom and Exploratory Teachers.....7:15 am - 3:15 pm

Support Staff varied

Instructional Assistants.....7:15 am – 3:15 pm

K-6 Students.....7:40 am – 3:00 pm

Aftercare & Academic Enrichment/Clubs/Activities.....3:15 pm - 6:00 pm

Jackson Museum General Schedule

7:15 am – 7:40 am.....Students Arrive/Breakfast

7:45 am – 8:00 am.....Morning Meeting

8:00 am.....	Core Instruction Begins
11:50 am - 12:45 pm.....	Lunch
3:00 pm- 3:15 pm.....	Dismissal
3:15 – 6:00.....	Afterschool C.R.E.W (optional)

Educational Overview

Museum School Model

The Jackson Museum School (JMS) partners with museums and other learning institutions to provide real-life experiences with classroom lessons. Frequent learning expeditions offer students a chance to ask questions, make observations, reflect on experiences and draw their own conclusions. Learning is student-centered and project-based. Museum learning brings a depth of understanding on subjects rather than merely asking students to memorize facts. Intensive curriculum development ensures that classroom discussions are reinforced and enhanced through interactive personal experiences.

The museum-school model fosters exploration and discovery, giving students a strong sense of autonomy, interdependence, motivation and a joy for learning. By encouraging creativity, investigation and active imaginations, our education model engages students and makes learning meaningful.

Operating as a charter school in West Tennessee allows us to implement this unique but proven model that is aligned with Tennessee Academic Standards only available in middle and East Tennessee at this time. We believe museum learning leads to a deeper understanding of material and higher student achievement.

The museum-school model of learning is based on the idea that children learn best through personal exploration and hands-on experience. Students develop their own inquiries and identify their own questions to answer. In visiting learning institutions, such as museums, science centers and art centers, and other cultural and community sites, they get a real-world perspective on lessons taught in the classroom. Our particular museum-school model calls for each class to visit a museum or other learning institution roughly every other week.

Core Curriculum

We realize that not all children learn in the same manner and at the same pace. The Jackson Museum School's (JMS) core programs require teachers to identify students' skills, interests and needs and tailor lessons to meet each child at his or her level. Students work in differentiated reading and math groups, and teachers help each child set achievement goals. These core programs strengthen students' skills and build self-confidence.

Organized into nine-week thematic units, our curriculum is interdisciplinary. The JMS faculty members work with other educational experts to develop themes and create an integrated approach to learning as lessons and ideas from one classroom subject are reinforced in other subjects and on learning expeditions. At the conclusion of each 9-week unit, we will host a student-led Exhibit Night where students will showcase their work and serve as docents.

All curriculum programs, lessons, and activities are aligned with and based on the Tennessee Academic Standards.. Along with every public school in the state, JMS follows the required academic standards in the areas of English/Language Arts, Mathematics, Science and Social Studies and takes state achievement tests .

As a Museum Model school, we continue to understand the importance of diverse content knowledge (science, social studies, expeditions, art, music, written instruction, etc.) to reading and written comprehension. We embed these connections as well as others to continue to enrich our literacy focus for all students.

Exploratory Programs

Exploratory classes are classes that students take outside of Science, Math, Social Studies, and English Language Arts

JMS Students in grades K-6 receive specialized instruction on a weekly rotating basis from certified teachers in each of the exploratory areas:

- Art
- Health
- Music
- PE
- STEM (Science Technology Engineering Mathematics)

Learning Expeditions

Learning expeditions are an integral part of the museum school curriculum. Learning expeditions differ significantly from school field trips. Learning expeditions to museums and partner organizations will typically take place on Tuesdays and Wednesdays. The school will cover costs related to learning expeditions including admission fees and transportation. Students are required to wear their logo shirt and khaki or navy bottoms (see the uniform policy for more details) on learning expeditions.

Learning expedition permission slips will go home with the students at the beginning of each nine-week unit listing all of the museum-related learning expeditions for the quarter. Parents should immediately sign and return the permission slip on a quarterly basis.

Field Trips

For field trips to locations other than our museum partners, a note will be sent home with details including the destination, method of transportation, what children need to bring, and the fee for the trip. Field trips and learning expeditions require written permission, in advance.

Students travel to learning expeditions via school buses. Unless there is an emergency, all students should ride the bus with their class when traveling to and from an expedition. Students may be denied the privilege of participating in field trips, social and/or extracurricular activities if said student(s) has been disruptive, violated the student code of conduct (accountability plan) or failed to conform to school rules and regulations.

The CEO/Lead Founder, with documentation and input from the affected staff, shall make the final decision on whether or not the student may participate. Depending on the trip, fees may or may not be reimbursed.

After School Program

The JMS offers an after school program called the Afterschool C.R.E.W. (Creativity, Recreational, and Educational Workshops)

This program includes:

- Snack
- Tutoring/Homework assistance
- Makerspace access for student & adult
- Daily after school enrichment programming
- School Holiday programs
- Summer Camp programs
- Special Field Trip programming

Family-School Communication

JMS will have clear systems and procedures in English and Spanish (and/or the language of our families) for contacting students' families at all times, in cases of emergency, illness, or challenging behavior requiring immediate family contact. Families should notify the school of any residential changes, phone number changes or emergency contact changes, or any family dynamics that may impact students' academic success or incite changes in behaviors. In case of an emergency, families should contact the Office Manager or designee by phone or in person. Under no circumstances should families contact students in their classrooms or attempt to withdraw students from the school building without notifying our school office. JMS will utilize multiple ways of communication between teachers and families:

Communication by Explorer Folder: All students will be given a green Explorer Folder that will travel back and forth from school to home with classroom information, classroom work, forms needing signatures, etc.

Communication by Dojo App: All teachers will utilize **Dojo**, a free app that we encourage all families to access,

- Teachers can use ClassDojo to: Record and track student behavior, facilitate classroom activities, create student portfolios, message parents, Share photos, videos, and announcements with parents
- Students can use ClassDojo to: Add their classwork to digital portfolios for parents to see
- Parents can use ClassDojo to: See their child's updates at home & view photos and videos from school
- See your child's teacher for more details on how to sign up to use Dojo.

Communication by Phone: Families can contact the JMS main office during the hours of 7:30 am – 3:30 pm. The JMS voice mail can be reached at any time throughout the day or night. Through this system, families can call to notify JMS that your child is absent or leave a message for anyone on our staff including your child's teacher.

Communication by Email: Each JMS staff member has an email in this format: firstname.lastname@themuseumschool.org. Parents are encouraged to contact staff members directly via email. See the staff page of the website for a detailed contact list. Teachers and staff encourage open communication and will strive to respond to email communication from caretakers within 24 – 48 business hours.

Communication by Social Media: Families are encouraged to follow JMS on its webpage jacksonmuseumschool.org and facebook page for additional information and communication.

Family Advisory Council & Committees

Family Advisory Council

Jackson Museum School (JMS) will form a Family Advisory Council consisting of the CEO/Lead Founder, at least one teacher per grade level, and at least two parents per grade level. If more than two parents apply, then the families representing that grade will vote for the two family representatives. The Family Advisory Council will meet at a minimum of once per quarter, and as often as once per month. The primary purpose of the council is to engage families of the school, create opportunities for families to be engaged often at the school, launch annual listening campaigns where the council actively seeks the input of families, and find ways to support and encourage the teachers in our school. At minimum, we ask all families to commit to the following:

- Annually review, sign, and meet the expectations of our Student-Family-School Commitments.
- Share concerns and support school decisions and policies;
- Support students at home in completing lifework, reading assignments, and any other school-related tasks.
- Actively communicate with students regarding academic results and behavioral progress, and communicate with the Council about concerns;
- Attend Exhibit Nights, Report Card Pick Ups, Student-led Conferences and any other requested meetings from the school to enhance the quality of learning.
- Return phone calls from the school.
- Communicate students' needs and changes in behavior for the school to effectively partner in monitoring character development.

Committees

JMS encourages parents to participate in the different committees and groups that are available to them. In order to participate, parents have to apply to be on the committee and then regularly attend the meetings. There are several committees on which parents may volunteer. These committees will be formed in the fall and spring based on student, staff, parent, and volunteer needs and interest surveys from enrollment. Please look for more information soon regarding participation on these committees.

Attendance Policy

Jackson Museum School (JMS) will align its Attendance Policy to the Jackson Madison County School System's Attendance Policy. Attendance is a key factor in student achievement, and therefore, students are expected to be present each day school is in session. Jackson Museum School shall ensure that this policy is posted in the school building and disseminated to all students, parents, teachers, and administrative staff.

The Office Manager shall oversee the entire attendance program which shall include:

1. Attendance is checked and reported daily for each class;
2. Daily absentee sheets contain sign in/sign out sheets and indicate students present or absent for the majority of the day;
3. All student absences are verified;
4. Written excuses are submitted for absences and tardiness; and
5. System-wide procedures for accounting and reporting are followed.
6. All accounting and reporting procedures and their dissemination;
7. Alternative program options for students who severely fail to meet minimum attendance requirements;
8. Ensuring that all school age children attend school;

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

Absences shall be classified as either excused or unexcused as determined by the CEO/Lead Founder/CEO/Lead Founder. If an absence is unexcused, the work missed may be made up for credit within five (5) days of returning to school from said absence. Out-of-school suspension days will be considered unexcused absences and students absent for out-of-school suspension shall be allowed to make up the work missed within five (5) days of returning to school from said absence and receive eighty percent (80%) of the grade earned. If a grade was not taken for the day missed, no deduction in grades will occur because of the absence.

Excused Absences (in alignment with T.C.A. § 49-6-3001)

1. Personal Illness/Injury
 - a. A note from the student's parent/guardian or legal custodian will be required upon the student's return to school. The note should include the reason(s) for and the date(s) of the absence.
 - b. The school may accept a written note from a parent/guardian or legal custodian for up to a total of eight (8) accumulated days during the school year for any absence. However, if a student is absent more than a total of eight (8) accumulated days, a doctor's note specifying inclusive dates for illness must be submitted in order for any subsequent absences due to illness to be excused.
2. Illness of Immediate Family Member
 - a. A doctor's statement is required after three (3) days. An immediate family member is defined as a student's parent/guardian or sibling.
3. Death in the Family
 - a. One day shall be excused for the death of family members. Additional days will be excused at the discretion of the CEO/Lead Founder.
 - b. If the death is not of a family member, the CEO/Lead Founder may approve as an unexcused absence with appropriate documentation.
4. **Extreme Weather Conditions:** If there are extreme weather conditions, such as, but not limited to snow, JMS will follow the direction of Jackson Madison County School System's cancellation policy. We will also make announcements of closures on social media, local television and radio stations, and on our school website.
5. Religious Observances - one excused absence for religious observance. Parents or guardians must inform the school in advance of the absence.
6. Military Service of Parent/Guardian:
 - a. The CEO/Lead Founder shall give students a one-day excused absence prior to the deployment of and a one-day excused absence upon the return of a parent/guardian or immediate family member serving active military service.

- b. The CEO/Lead Founder shall also allow up to ten (10) excused cumulative absences per year for students to visit a parent/guardian during a deployment cycle. The student shall provide documentation to the school as proof of his/her parent's/guardian's deployment. Students shall be permitted to make up schoolwork missed during these absences.
7. Pregnancy -- "as long as medically necessary" (Title IX)- medical documentation required
8. School-Endorsed Activities - to be evaluated and approved on an individual basis by both the board and the CEO/Lead Founder for the specific activity
9. Summons, Subpoena, or Court Order:
 - a. Written verification of the appearance and the time involved must be submitted upon the student's return to school. These excuses may be obtained through the Court Clerk's office.
10. Non-School-Sponsored Extracurricular Activities:
 - a. Documentation of the student's participation in the non-school-sponsored extracurricular activities must be submitted;
 - b. The student's parent/guardian submits to the CEO/Lead Founder a written request for the excused absence no later than seven (7) business days prior to the student's absence.
 - c. The CEO/Lead Founder, in writing, approves the student's excused absence.
 - d. The CEO/Lead Founder 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.
 - e. The CEO/Lead Founder shall excuse no more than ten (10) absences each school year for students participating in non-school-sponsored extracurricular activities.
11. Circumstances which in the judgment of the CEO/Lead Founder create emergencies over which the student has no control.

Prolonged Absences Due to Illness

If a student is absent due to illness for more than ten (10) consecutive days, arrangements can be requested for an alternative education program.

Unexcused Absences and Truancy

Any student absent from school outside of the reasons outlined above will receive an unexcused absence. If a student has excessive unexcused absences he/she will be flagged for truancy. JMS will follow Tennessee State Law (TCA 49-6-3007) when reporting truancy.

Annually, the CEO/Lead Founder or designee will provide written notice to the family that attendance at school is required. Students shall be present at least fifty percent (50%) of the scheduled school day in order to be counted present. Students receiving special education services may attend part time days, alternating days, or for a specific amount of time as indicated in their Individualized Education Plan (IEP) or 504 Plan, and shall be considered present for school attendance purposes. If a student is required to participate in a remedial instruction program outside of the regular school day where there is no cost to the families and the school system provides transportation, unexcused absences from these programs shall be reported in the same manner.

Students who are absent five (5) days without adequate excuse shall be reported to the CEO/Lead Founder or designee who will, in turn, provide written notice to the families of the student's absence. If a family does not provide documentation within adequate time excusing those absences or request an attendance hearing, then the CEO/Lead Founder or designee shall implement tier two of the progressive truancy plan described below prior to referral to juvenile court. The CEO/Lead Founder or designee shall develop appropriate administrative procedures to implement this policy.

Progressive Truancy Intervention Plan

Tier	JMS Truancy Intervention Plan
Tier I	Tier I of the progressive truancy plan shall apply to all JMS students) and include schoolwide prevention-oriented supports to assist with satisfactory attendance. These supports shall include, but are not limited to: 1. communicating tardies and absences to families daily, 2. letters sent reminding of the JMS Attendance Policy, 3. providing transportation, and

Tier	JMS Truancy Intervention Plan
	4. sharing community resources such as before and after-school care options.
Tier II	Tier II of the progressive truancy plan shall be implemented after the student accumulates five (5) unexcused absences, but before referral to juvenile court, and includes the following: 1. A conference with the student and the student's family; 2. An attendance contract, based on the conference, signed by the student, the family, and the Attendance CEO/Lead Founder or designee. The contract shall include: • a. A specific description of the school's attendance expectations for the student; • b. The period for which the contract is effective; and • c. Penalties for additional absences and alleged school offenses, including additional disciplinary action and potential referral to juvenile court. 3. Regularly scheduled follow-up meetings to discuss the student's progress; and 4. A school employee shall conduct an individualized assessment detailing the reasons a student has been absent from school. The employee may refer the student to counseling, community based services, or other services to address the student's attendance problems.
Tier III	Tier III shall be implemented if the truancy interventions under Tier II are unsuccessful. Tier III may consist of the following interventions, to be determined by the CEO/Lead Founder or designee as needed: 1. Utilizing truancy officers, peer mentors, social worker, or other appropriate staff to encourage consistent attendance, and/or 2. Meet with families to ascertain needs and hindrances to attendance, offering recommendations for community resources such as before and after school care, and/or discuss transportation needs and assist with problem-solving those needs. The interventions shall address students' needs in an age-appropriate manner. Finalized plans shall be approved by the CEO/Lead Founder or designee.

Tardies

Being on time to school and class is essential for optimum teaching and learning. When a student is tardy, he/she disrupts this process for others and loses important learning time for himself/herself. School bus transportation will be provided free of charge to students at JMS.. For this reason, tardies related to car problems, traffic, oversleeping, etc. are not valid reasons for tardiness. To receive an excused tardy when late to school, the student must either:

- a. Have a doctor's statement;
- b. An official court notice; or
- c. Receive a parent's telephone call and approval by the administration. Personal illness would be excused.

Number of Tardies	School Action Per Occurrence
1-2	Student receives a warning. School secretary is responsible for contacting the parent(s).
3-6	Student is referred to the counselor/social worker who is responsible for contacting the parent.
7- 10	Letter sent to parent/guardian informing him/her of the student's tardies and the administrative and legal consequences of continued absence from school.
8 +	Counselor/social worker will make a referral to the school social worker to conference with the parent/guardian and student for assessment and/or possible referral to Juvenile Court, Solicitor-General's Office, DFCS, or other agency. Parents will be required to sign the referral.

Classroom Tardies

Teachers must record and report any student who is late to school or class as tardy. Consistent tardiness to class may result in disciplinary action.

Make-up Work

Any student issued an excused absence may have the opportunity to make up any missed school work. All students will be expected to make-up work to receive credit for missed classwork within 10 days of the initial missed absence. Any missed work not made up during this time period may negatively impact a student's class grade. Students will be provided extra support on missed work during extracurricular time, recess, and choice time until the work is made up. For unexcused

absences, students may have one day of makeup work time to complete missed assignments for each day missed for up to 5 days. If absences exceed 10 days, the family must attend a meeting with the CEO/Lead Founder or designee to determine a plan for make-up work and support for the student to be on track for the rest of the academic year.

Perfect Attendance

In accordance with T.C.A. § 49-6-3001, to be eligible for perfect attendance, a student must be in attendance for a length of time equal to the state's minimum hourly requirement for a school day. To have perfect attendance in a particular class, a student must be present every day for over half of the class period. Any student who misses class or a day of school because of observance of a day set aside as sacred by a religious denomination of which the student is a member or adherent, shall be deemed to have met the requirements of perfect attendance if his/her only absences were related to such observance with prior notification to the school of such absence. Any student who misses class or a day of school because of a scheduled visit to a college or university with documentation shall be deemed to have met the requirements of perfect attendance if his/her only absences were related to such visit. Any student who misses class or a day of school because of earning an exemption from exams shall be deemed to have met the requirements for perfect attendance if his/her only absences were related to the exemptions.

Positive Incentives for Perfect Attendance

Our goal is to maintain a 95% attendance rate or better throughout the school year and across all years. To support high attendance, we will provide incentives to individual students and to classes on each grade level. We will highlight individual students by recognizing them during our Friday Celebrations for weekly perfect attendance. We will highlight the class with the best monthly attendance rate at our House Assembly at the end of each month. Each quarter, we will celebrate students with perfect attendance during our quarterly honors programs. During our quarterly Exhibit Night where members of our community and families join us, students with perfect attendance will be recognized.

Early Dismissal

Families must call the school in advance and provide a written notice to the school to explain the early dismissal. JMS discourages early dismissal unless there are extenuating circumstances. The family must sign out the student in the main office with the Office Manager before removing the student from the school. The school will document early dismissals as absent if the student is present for less than 3 1/2 hours of instructional time on any given day. We encourage parents to schedule doctor appointments after school hours in order to minimize disruption to the classroom. **You may not sign your child out after 2:15 pm.**

Attendance Hearings

Students with excessive (more than 5) unexcused absences or those in danger of promotion denial shall have the opportunity to appeal to an attendance hearing committee appointed by the CEO/Lead Founder or designee. If the student chooses to appeal, the student or his/her family shall be provided written or actual notice of the appeal hearing and shall be given the opportunity to address the committee. The committee will conduct a hearing to determine if any extenuating circumstances exist or to determine if the student has met attendance requirements that will allow him/her to pass the course or be promoted. Upon notification of the attendance committee decision, notification shall be sent to the family of the student of any action taken regarding the excessive unexcused absences. The notification shall advise parents/guardian(s) of their right to appeal such action within two (2) school days to the CEO/Lead Founder or designee. The appeal shall be heard no later than ten (10) school days after the request for appeal is received. Within five (5) school days of the CEO/Lead Founder/designee rendering a decision, the student's family may request a hearing by the board, and the board shall review the record. Following the review, the board may affirm or overturn the decision of the CEO/Lead Founder or designee. The action of the board shall be final.

State-Mandated Assessments

Students who are absent the day of their scheduled TNReady assessments must present a signed doctor's excuse or must have been given an excused release by the CEO/Lead Founder or designee prior to testing to receive an excused absence. Students who have excused absences will be allowed to take a make-up exam. Excused students will receive an incomplete in the course until they have taken the TNReady assessments. Students who have an unexcused absence shall receive a failing grade on the course exam which shall be averaged into their final grade.

Promotion Denial Due to Attendance

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

1. The student and the parent(s)/guardian(s) shall be advised if the student is in danger of promotion denial due to excessive absenteeism; and
2. Procedures in due process are available to the student when promotion is denied.

Student Health

Sick Student

While attendance is important, we do ask that you please keep sick students at home while they recover. Students who become ill or injured while at school will be escorted to the office. Students are allowed to lie down in the office for fifteen (15) minutes. Based on the student's symptoms and if a longer rest period is necessary, the parents will be called to pick up the child. Therefore, accurate emergency contact information is needed on file for adequate communication. Students must be fever free without the use of fever reducing medication and have not vomited within the last 24 hours in order to return to school. For vomiting – also, keep your child home until she/he has not vomited for at least 24 hours. For diarrhea – also, keep your child home until she/he has not had diarrhea for at least 24 hours. If at any time during the school year the student contracts one of the following infectious diseases, please seek medical attention and avoid bringing the child to school: flu, chickenpox, conjunctivitis, strep throat, lice, stomach flu/virus, ringworm.

Medications

All medications must be administered through the office. If your child needs to take any medication during school hours, please fill out the Medical Authorization form in its entirety and return it to our office to be placed in your child's health folder. We do not supply any non-prescription medication. All prescription containers must be current and match the authorized prescription. Only the school nurse or designee has permission to administer the medicine to the students; teachers can not give students medicine, even over the counter medicine. **Students cannot keep medication with them.**

Homework Policy

Homework is an essential component of our academic program. Jackson Museum School will assign homework Monday through Thursday, with opportunities to extend learning over the weekend as needed. Homework will always be for review or practice, never new learning. We believe it is essential for families to review their students' homework every night. Homework includes required reading every night, and all students will be given an Explorer folder that will include the daily practice students need to complete as well as a daily reading log. **All Elementary Grades:** Parents are strongly encouraged to read with their child for 20 minutes per night. Reading logs will be assigned and require parent signatures.

If homework is consistently late, missing, incomplete, or poor in quality, the student's family will be notified. Homework assistance is provided every day during the afternoon C.R.E.W. After School program for students and families, as well as after school time for students and caretakers to work on projects together in the Makerspace at school. A general outline follows (by grade) of the time and days suggested for homework. In addition to this, unfinished classwork may also be sent home for completion.

Kindergarten: There will be occasional homework assignments to reinforce the day's lessons. Parents may also be asked to assist their child by reviewing classroom activities and reading to him/her each night. Homework assignments will be brief, interactive, and specifically relate to recent or near future lessons. Homework should not exceed 10 minutes. Reading logs will be assigned and require parent signatures.

First Grade: Students will be provided with leveled texts and related activities to read nightly. Homework assignments may involve math student journal activities. Assignments may reflect classroom science and social studies lessons. Homework should take about 15 minutes, assigned only Monday - Thursday. Reading logs will be assigned and require parent signatures.

Second Grade: Students will likely have 15-20 minutes of homework, a maximum of four nights per week. Homework assignments may involve leveled readers, math journals, and relevant social studies and science activities. Reading logs will be assigned and require parent signatures.

Third Grade: Students will have 20-30 minutes of homework, a maximum of four nights per week. Homework assignments should incorporate leveled readers, math journals, and relevant social studies and science activities. Homework may vary slightly during TCAP preparation. Reading logs will be assigned and require parent signatures.

Fourth Grade: Homework reinforces the skills taught throughout the day. 4th graders should work on homework between 30 and 40 minutes each day. Reading logs will be assigned and require parent signatures. Reading 15-20 minutes Monday- Thursday and complete reading log. Reading logs will be collected on Fridays. Math homework will be assigned per the teacher's discretion. Study multiplication facts (0-12) daily. Reading logs will be assigned and require parent signatures.

Fifth Grade: Students will have 40-50 minutes of homework, four nights a week (Monday through Thursday). Students should expect to have math practice each night as well as word work or a reading response (depending on the day of the week). As a part of the 40-50 minutes, students will need to engage in at least 25 minutes of uninterrupted reading (most often will be their choice of book). On occasion, students will have an at-home project to work on for science or social studies. Reading logs will be assigned and require parent signatures.

Sixth Grade: Students will likely have 60 minutes of homework Monday through Thursday. This homework may include practice, reading, studying, projects, and technology-based assignments. Students are responsible for recording their homework assignments in their agendas. At this level, homework may be extended over the weekend due to long-term projects or missed/late assignments. Students will complete reading logs.

Progress Reports, Report Cards, Student-led Conferences

Teachers and staff members will use Infinite Campus progress reports and report cards to communicate students' academic and behavioral performance each quarter. Progress reports will go home at the half-way mark of each 9-week period. Report cards will be picked up at the end of each 9-week period by families during our report card pick up days throughout the year. The chief purposes of these reports are:

- to help parents understand the child's progress in relation to the school's objectives;
- to help parents share in planning for future progress; and
- to help the child grow through an evaluation of his habits, attitudes, and achievements.

Families and teachers will have an opportunity to schedule required conferences whose students are failing classes or having challenges with behavior to discuss support. Our students will also engage in student-led conferences once each semester where they will present their own data to their accountability team (i.e., teachers, parents, and one other person of their choice) to support their learning and development over time.

Kindergarten through 2nd grade will use a standard's based mastery report card. In order to align our standard's based grading with the traditional 100 point scale and ABCD, we follow the following conversion scale for grades K-2.

JMS 4 = 100 = A

JMS 3.5 = 95 = A

JMS 3 = 90 = A

JMS 2.5 = 85 = B

JMS 2 = 80 = B

JMS 1.5 = 75 = C

JMS 1 = 70 = D

*** Not Assessed= I = Incomplete**

We implement a more traditional grading system for grades 3rd through 8th grades that aligns with the Jackson Madison County School System. The traditional grade book consists of categories of assignments.. For 3rd through 6th grades the following grading scale is implemented: A = 90 -100, B = 80 - 89, C = 71 - 79, D = 70, F = 0 - 69

Promotion Policy

Jackson Museum School's promotion policy recognizes that students learn at varying paces and may encounter plateaus during their growth. However, achieving mastery of grade-level academic standards remains the most reliable criterion for advancing to the next grade. This approach ensures that each student is well-prepared to meet the academic challenges that lie ahead.

Grade-level promotion is determined based on attendance, student mastery of Tennessee State Standards, and content as depicted in final grades and mastery benchmarks, and final exam requirements. Furthermore, we take a whole-child approach and may consider retaining students who show significant delays in social development relative to their grade level. The decision to retain a student is significant, and we strive to gather comprehensive evidence from multiple sources to support this choice. Denial determinations may include student attendance; however, student attendance may not be the sole criterion. Procedures in due process are available to the student when credit or promotion is denied.

Special Education

Jackson Museum School believes in providing a free and appropriate public education (FAPE) to all students. FAPE mandates that the school provides access to general education and specialized educational services. A student may receive special education services only through the proper evaluation and placement procedures. Family involvement in this procedure is required. A family who believes their student may have a disability that interferes substantially with their ability to function properly in school should contact the CEO/Lead Founder or designee.

School Culture

At Jackson Museum School, we are dedicated to fostering a high-functioning, positive school culture that empowers students to become engaged problem solvers and adaptive thinkers. Our approach combines evidence-based strategies and models that emphasize academic growth, character development, and collaboration with families and the community. This synergy cultivates a nurturing environment where students thrive and opportunity gaps are bridged. Below are the core strategies that guide our school culture:

1. **Positive Behavior Intervention System (PBIS)** – PBIS is a framework that uses data-driven strategies to promote and focus on positive behavior and prevent issues before they arise, leading to improved academic and social outcomes.
 - *JMS Incorporation:* We implement PBIS by establishing clear behavior expectations and reinforcing them through positive recognition and support. This approach ensures a safe, structured environment where students can focus on learning and personal growth.
2. **Restorative Practices** – Restorative practices focus on repairing relationships and community building through open dialogue, accountability, and collaborative conflict resolution.
 - *JMS Incorporation:* We use restorative circles and facilitated conversations to address conflicts, allowing students to express their feelings and work toward meaningful solutions. This builds empathy, strengthens relationships, and reinforces a respectful, inclusive school culture.
3. **Collaborative Problem-Solving** – This model involves engaging all stakeholders, including students, teachers, and parents, to work together to find solutions to challenges.
 - *JMS Incorporation:* At JMS, collaborative problem-solving is embedded in class discussions, project-based learning, and family meetings. This ensures that students learn to voice their ideas, consider different perspectives, and develop problem-solving skills in real-life contexts.
4. **House System** – A house system divides students into groups that function as supportive communities within the school, fostering mentorship, teamwork, character development, and school pride.
 - *JMS Incorporation:* We assign students to different houses, where they participate in team-building activities, academic challenges, and community service projects. This system enhances belonging, leadership skills, and collaboration across grade levels.
5. **Social Emotional Learning (SEL)** – SEL teaches skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
 - *JMS Incorporation:* SEL is integrated into daily classroom activities through structured lessons and reflective practices. Our teachers lead activities that help students identify emotions, manage stress, and build healthy relationships, contributing to a positive school climate.

6. **Culturally Responsive Teaching** – Culturally responsive teaching is an approach that leverages students' cultural backgrounds to make learning more relevant and effective.
 - *JMS Incorporation:* Our curriculum includes diverse perspectives and materials that reflect students' backgrounds. We train teachers to adapt instruction to students' cultural contexts, creating a learning environment where everyone feels understood and valued.

Student Conduct & Accountability

Student Discipline Philosophy

The philosophy of student discipline at Jackson Museum School is rooted in our commitment to fostering a safe, supportive, and nurturing environment where every student can thrive. This philosophy emphasizes high behavioral standards and restorative practices, empowering students to express their voices and make informed choices through Collaborative Problem-Solving (CPS). Our approach aligns with our mission to create an innovative, student-centered learning environment that nurtures both academic strengths and character development.

Our dedication to maintaining standards of excellence will be reflected through the delivery of high-quality academic instruction and the enforcement of elevated behavioral expectations for every student. Establishing these high expectations involves critically examining and transforming practices that have historically marginalized students. We believe that every student, with the right support systems in place, can achieve success in all aspects of their development. We will reinforce high behavioral expectations for all students by offering structured opportunities to encourage and model the desired behaviors we wish to see.

Educators and school leaders will maintain emotional constancy, focusing on fairness, firmness, and consistency in their interactions with students. They will aim to implement consequences that respect the integrity of instructional time and avoid actions that could embarrass or alienate students, no matter the circumstances. This Code of Conduct is designed to align with the mission of Jackson Museum School, which emphasizes creating an innovative, student-centered learning environment that nurtures academic strengths and character development.

At JMS, we prioritize Positive Behavioral Interventions and Supports (PBIS), integrating a House system that promotes community engagement among students. We are dedicated to dismantling marginalized practices and replacing them with supportive strategies that promote inclusiveness. While we implement PBIS and restorative practices in our classrooms, we also emphasize that students must be held accountable for their actions, ensuring a balance between support and responsibility. Our core values—empathy, cooperation, kindness, creativity, perseverance, responsibility, and respect—are foundational to the culture we aim to create, guiding our students toward personal growth and collective success.

Positive Behavior Incentives

Jackson Museum School is committed to fostering a positive school culture where students are consistently demonstrating the values and behaviors that align with our mission of inclusivity, respect, and empowerment. To achieve this, we implement a comprehensive system of structured incentives that reinforce positive behaviors and encourage continuous growth. Our PBIS (Positive Behavioral Interventions and Supports) framework, in combination with a House system, provides a clear structure for students to earn and be rewarded for their efforts in promoting a positive school culture.

Each student is assigned to one of our Houses, and through the House system, students earn points for positive behaviors that align with our Core Values. These points can be earned daily and weekly, and each teacher tracks individual student points using the Class Dojo app. Teachers can also deduct points for behavioral infractions that do not align with our values. Points earned by individual students contribute to their House's total points, propelling the House toward the ultimate challenge of the year: the House Challenge. The House with the most points by the end of the year earns a special field trip to reward the collective efforts of students in maintaining positive behavior throughout the year. Teachers also provide a classroom-based reward system for students who demonstrate positive behaviors in alignment with our Core Values in the classroom. These rewards can vary by class and are tracked on Dojo for accountability and recognition.

In addition to the House system, Jackson Museum School employs several school-wide incentives to maintain a culture of positive behavior. Every month, students with no detentions or suspensions are eligible to participate in the House Challenge, which takes place on the last Friday of the month. The House Challenge includes a 15-minute lesson focused on one of our core values, followed by a fun and engaging activity, such as an obstacle course or team-based games. Participation in the challenge itself earns additional points for students' Houses. Additionally, each month, one student from each class is named "Student of the Month," with the award focused on a specific Core Value. These students are announced during the House

Challenge and are celebrated with a certificate, a photo on the bulletin board, and recognition on the school's social media platforms. Weekly incentives include VIP seating in the cafeteria for students with no negative Dojo points, while every month, students with no negative points enjoy a special "No Negative Dojo Party" held during an enrichment course in the gym. This event further reinforces our positive behavior expectations and builds a sense of community within the school.

Our incentive structure is intentionally designed to highlight and reinforce positive behaviors, creating a school environment where students are motivated to make good choices. By using a tiered, community-based system like PBIS combined with the House system, students are encouraged to not only meet individual behavior expectations but also to contribute to the collective success of their House. This approach emphasizes teamwork, accountability, and recognition, which are integral components of Jackson Museum School's mission to inspire and empower students while maintaining a safe, inclusive, and high-achieving school culture

Code of Conduct

At Jackson Museum School, we align with the Jackson Madison County School System's Code of Conduct to manage challenging behaviors and outline disciplinary procedures. Our school culture emphasizes high behavioral standards, incorporating MTSS (Multi-Tiered System of Support) for both behavior and academics. This tiered approach ensures that interventions are personalized, supportive, and responsive to student needs. In addition, we utilize PBIS (Positive Behavioral Interventions and Supports) to reinforce positive behaviors and monitor student progress. Restorative practices and Collaborative Problem-Solving (CPS) empower students to express themselves and make informed choices. We are committed to recognizing and celebrating the contributions of students, families, educators, school leaders, and community members who embody our values. See Appendix for the full Code of Conduct.

Suspension

When deciding on appropriate responses to challenging behavior, the option to suspend a student will be considered. A suspension involves any instance where a student is removed from the instructional learning environment and is not present at school due to behavioral issues. To uphold a positive school culture with high behavioral expectations, where all students feel nurtured, safe, and respected, Jackson Museum School (K-6) will enforce suspensions when necessary for violations of the school's Code of Conduct. During the initial years (Years 1-4), the CEO/Lead Founder or CEO/Lead Founder will make these suspension decisions. As the school grows, this responsibility will shift to the CEO/Lead Founder.

The Board of Directors will be informed of suspension data through state-of-the-school updates at monthly board meetings. Families will be immediately notified when a student receives either an in-school or out-of-school suspension. Following the completion of an out-of-school suspension, the student and their family will be required to attend a reentry meeting aimed at promoting collaboration and utilizing restorative practices to support the student's successful return. The CEO/Lead Founder, Academics Coordinator /Special Ed Director, and School Social Worker will participate in these meetings to ensure alignment with Jackson Museum School's core value of empowerment and adherence to the school's high behavioral standards.

Jackson Museum School is dedicated to fostering an inclusive, culturally responsive environment that respects the rights and needs of all students, particularly those receiving services through an IEP, ILP, 504 Plan, tiered support systems, or other individualized plans. The school will apply the RTI2-Behavior framework to assess trends in student behavior and their impact on academic achievement, ensuring each student is supported effectively in line with Jackson Museum School's mission to empower students for achievement within a nurturing and inclusive environment.

Expulsion

At Jackson Museum School, the expulsion of a student will be viewed as a measure of last resort in response to challenging behaviors. This decision will only be made after thorough collaboration among educators, school administrators, students, families, and any relevant service providers, with all possible support strategies being fully utilized. Available interventions may include, but are not limited to, parental engagement, advisory support, school counseling, behavior improvement plans (BIP), Collaborative Problem-Solving (CPS), as well as detentions, in-school suspensions, and out-of-school suspensions.

Jackson Museum School reserves the right to expel a student whose behavior poses a danger to themselves, other students, or staff members. We adhere to a zero-tolerance policy regarding the possession or use of firearms or deadly weapons, which could threaten the safety of students, families, teachers, school leaders, and community members. Additionally, we reserve the right to expel any student found to be using, possessing, or selling alcohol or controlled substances on school grounds. Students who exhibit disruptive behaviors or defiance towards authority resulting in multiple suspensions may also face expulsion.

The process for expulsion will be initiated by the CEO/Lead Founder, who will engage in discussions with the involved teachers and school leaders. A hearing will then be scheduled with the student and their family. Students facing expulsion will receive due process in accordance with Tennessee state law. This due process will include the following statement, subject to legal review and the Board of Directors' approval:

Jackson Museum School follows standard disciplinary policies and procedures for investigating the facts, collecting witness statements, and ensuring compliance with due process. If the CEO/Lead Founder determines that expulsion is warranted, the student will be expelled. Furthermore, the CEO/Lead Founder is responsible for reporting any documented or suspected instances involving illegal drugs, firearms, explosives, or other weapons as outlined in TCA 39-17-1309 to the appropriate law enforcement authorities.

Any decision to expel a student will require the approval of the Board of Directors, and families will have the opportunity to appeal the decision to the CEO/Lead Founder prior to filing a grievance with the Board of Directors.

Appeals Process for Suspensions & Expulsions

Families have the right to appeal a suspension or expulsion within 10 school days by submitting an appeal letter to the CEO/Lead Founder. Jackson Museum School (K-6) follows this procedure to guide families through an effective appeals process:

1. The CEO/Lead Founder arranges an appointment with the family within 48 hours of receiving the appeal.
2. The CEO/Lead Founder and the Academic Coordinator/Special Education Director or Assistant Principal (starting year 4) or Principal (starting year 5) will meet with the family to discuss their concerns regarding the suspension or expulsion.
3. After hearing the appeal, the CEO/Lead Founder and Academic Coordinator/Special Education Director, Assistant Principal, or Principal present relevant evidence-based data about the incidents leading to the suspension or expulsion. While the outcome can be negotiated, the final decision will be based on the preponderance of evidence to determine if the suspension or expulsion is upheld, modified, or overturned.

If the family is not satisfied with the outcome, they may submit a grievance letter to the Board of Directors within 10 days of the meeting. The following process is then initiated:

1. The Board Chair schedules an appointment with the family within 48 hours of receiving the grievance.
2. The Board of Directors, along with the CEO/Lead Founder and the Academic/Special Education Director, , Assistant Principal, or Principal meet with the family to review their concerns.
3. The Board Chair and Board members present evidence-based data related to the case and may ask clarifying questions to both the family and school leadership.
4. Following the hearing, the Board Chair informs the family that the preponderance of evidence will be the deciding factor in the final decision on the suspension or expulsion.
5. The CEO/Lead Founder informs the family of the Board's decision within 24 hours, indicating whether the suspension or expulsion is upheld, modified, or overturned.

Complaint Filing Procedure

Families have the right to file a complaint by submitting a written letter to the CEO/Lead Founder. Jackson Museum School (K-6) outlines this procedure to guide families in filing complaints effectively:

1. The CEO/Lead Founder schedules an appointment with the family within 48 hours of receiving the complaint.
2. The CEO/Lead Founder and the Academic Coordinator/Special Education Director, , Assistant Principal, or Principal meet with the family to understand their concerns.
3. After discussing the concerns, the CEO/Lead Founder and Academic/Special Education Director, , Assistant Principal, or Principal present relevant evidence-based data. The final decision regarding the complaint will be based on the preponderance of evidence, with room for negotiation if applicable.

If the family remains dissatisfied, they may escalate the issue by submitting a complaint letter to the Board of Directors within 10 days of the initial meeting:

1. The Board Chair arranges an appointment with the family within 48 hours of receiving the complaint.
2. The Board of Directors, CEO/Lead Founder, and Academic/Special Education Director, Assistant Principal, or Principal meet with the family to review the complaint.

3. The Board Chair and Board members present relevant evidence-based data and may ask clarifying questions to both the family and school leadership.
4. The Board Chair informs the family after the hearing that the preponderance of evidence will guide the final decision on how the complaint is resolved.
5. The CEO/Lead Founder communicates the Board's final decision to the family within 24 hours, detailing how the complaint will be addressed.

Protections for Students with Disabilities

Jackson Museum School (K-6) is committed to fully supporting students with disabilities who face challenges related to behavior. Our approach prioritizes collaboration and inclusivity, engaging families and related service providers within the school's continuum of services, along with external professional services when solicited by families. At the core of Jackson Museum School's mission is the belief in the inclusivity of all students and the celebration of unique learning experiences to foster a nurturing and equitable educational environment.

Behavior Intervention Plans (BIP) and Functional Behavior Assessments (FBA): As part of the Individualized Education Program (IEP) process, the IEP team will conduct a Functional Behavior Assessment (FBA) to identify the underlying causes of challenging behaviors. Based on the FBA results, a Behavior Intervention Plan (BIP) will be developed, outlining specific strategies, rewards, and consequences aimed at supporting positive behavior and addressing any recurring or new challenges. The BIP will include clear, actionable steps to respond effectively to behavior incidents.

Manifestation Determination Review (MDR): If a student with disabilities accumulates 10 or more days of out-of-school suspension, Jackson Museum School will convene the IEP team to conduct a Manifestation Determination Review (MDR). This meeting will assess whether the behavior in question is a direct manifestation of the student's disability.

- **If the behavior is determined to be related to the student's disability,** the IEP team will review and revise the IEP as needed to include additional supports and services to prevent future incidents. This ensures that the student's needs are addressed appropriately while maintaining their placement in the least restrictive environment.
- **If the behavior is not found to be related to the student's disability,** the student may be disciplined in a manner consistent with disciplinary actions applied to general education students, following all applicable state and federal laws.

Parental Participation: In compliance with the Tennessee State Board of Education Rules for Special Education Programs and Services, Jackson Museum School will provide families of students with disabilities at least 10 days' notice prior to an IEP meeting to ensure their involvement. MDR meetings will be conducted following a 24-hour notice to families, as mandated under Tennessee State Board of Education Rules (0520-01-09.15) to guarantee parental participation.

Post-Disciplinary Actions and Return to School: When a student with disabilities returns to school after a suspension or other disciplinary measure, Jackson Museum School will ensure that the services outlined in their BIP, as informed by the MDR, are promptly provided. This supports the student's reintegration into the learning environment while ensuring continued access to high-quality academic instruction in either a general education classroom or an inclusive setting, in alignment with the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act.

Commitment to Best Practices: Jackson Museum School adheres to best practices by maintaining a proactive approach to behavior management that prioritizes early intervention and collaborative problem-solving. This includes regular training for staff on positive behavioral supports, de-escalation techniques, and trauma-informed practices, with a culturally responsive lens ensuring that all disciplinary measures are fair, non-discriminatory, and compliant with state and federal regulations.

Description of Individuals Responsible for Carrying out Discipline Policies

The CEO/Lead Founder of Jackson Museum School (JMS) will uphold, reinforce, and oversee the school's discipline policies. In the first four years of operation, the CEO/Lead Founder will serve as the CEO/Lead Founder and will handle all tasks related to establishing and maintaining a positive school culture and high behavioral expectations. During this period, an Academic Coordinator will be part of the leadership team from Year 1, assisting with duties related to academic oversight, school culture, and the implementation of discipline policies. An Operations Manager will also be on staff from Year 1 to ensure the smooth management of logistical and operational needs.

To further support school culture and student well-being, JMS will bring on a school counselor starting in Year 4 rounding out a comprehensive school culture and support team. These roles will be dedicated to fostering a positive environment, enforcing the Code of Conduct, providing social emotional learning and restorative practices, and emphasizing student

accountability. The inclusion of these roles supports JMS's team-based leadership model, which values collaborative efforts in shaping school culture and empowering student success.

The school will also have a School Resource Officer (SRO) as needed to ensure safety, with a focus on preventive measures and community safety rather than disciplinary consequences, aligning with JMS's commitment to not contributing to the school-to-prison pipeline.

In Year 2, an assistant principal will be hired followed by a principal in year 5, allowing the CEO/Lead Founder to focus on broader leadership initiatives. The school's leadership team, including the CEO/Lead Founder, Academic Coordinator/Special Education Director, Operations Manager, assistant principal (year 4), and principal (year 5), will meet at least once a week to align on academic and cultural goals and address any operational concerns. This team-based leadership approach ensures that JMS maintains a consistent, mission-aligned focus on community engagement, school culture, and high behavioral standards for unique student pathways of learning.

Informing Students and Families

At Jackson Museum School (K-6), our mission emphasizes strong community engagement and maintaining an effective communication system that supports this goal. We have implemented comprehensive methods to ensure that families are well-informed and actively involved. This includes the use of the Student Explorer Folder, the Dojo App for seamless communication between school and home, direct phone and email outreach, scheduled parent-teacher conferences, and student-led conferences. These channels continuously foster and reinforce our school culture, mission, and core values, promoting high behavioral expectations for all students.

To ensure clarity and transparency, the family-student handbook, which includes our discipline policy, will be published on our website and distributed during our annual open house assembly, where the CEO/Lead Founder will review it with families. Additionally, teachers will discuss the handbook with students as part of the orientation process. These efforts align with our commitment to upholding best practices that support a positive school culture and effective discipline strategies. We will communicate our discipline policy to families before the start of each school year, including during student and family orientation sessions. Each year, families will receive a copy of the family-student handbook in their home language to ensure accessibility and understanding.

In line with our grievance policy, adopted by the Board of Directors, any concerns or feedback regarding school culture, behavioral expectations, or disciplinary actions will initially be directed to the CEO/Lead Founder, Academic Coordinator/Special Education Director, assistant principal (starting year 2), or principal (starting year 5). The CEO/Lead Founder will review current practices, ensuring they are both equitable and culturally responsive. Necessary revisions to the family-student handbook will be considered based on these reflections and feedback from families and staff. The CEO/Lead Founder will submit proposed changes to the Board of Directors for review and approval. The handbook may also be modified with input from the Board and, once finalized, will serve as the official policy for school culture and discipline.

Bus Rider Expectations

Bus transportation to and from school is a privilege, not a requirement. Students have the following expectations for bus ridership:

- Students must remain seated in their assigned seats at all times.
- Students must be respectful and report to their parents or a teacher, school leader, or staff member when they feel unsafe or disrespected.
- Students must keep their hands, feet, and all personal objects on their person and inside the bus at all times.
- Students must follow the Code of Conduct on the bus, with the same accountability measures apply, as if they are in the classroom. Bullying behavior will not be tolerated, and fighting, harassment, and any other challenging behaviors that create an unsafe environment are forbidden. Bus suspension may be a consequence for not following school rules or Code of Conduct.

Uniform Policy

Parents/guardians will be asked to assist and guide the children by **following the mandatory uniform dress code policy**. The dress and appearance of the student should always be neat and proper as it reflects both the home and school. The uniform is a symbol of unity, pride, and excellence. Jackson Museum School) requires all students to wear a uniform in grades K-6. The CEO/Lead Founder reserves the right to make all final decisions on uniform and dress code compliance. The uniform guidelines are outlined below:

- TOPS: Collared shirt (Polo style, Oxford style, Peter Pan style), short-sleeved or long-sleeved, in solid navy, green, or white.
- BOTTOMS: Khaki, navy or school-approved navy/green plaid. *Not permitted: Sweat pants, yoga, exercise, or track pants.*
- DRESSES/JUMPERS: Collared dress or jumper in solid khaki, navy, green, white, or school-approved navy/green plaid. Note: A collared shirt must be worn under a jumper.
- SOCKS: Solid navy, black, white or gray socks. Solid navy, black, white, or gray leggings or tights as underlayer.
- SHOES: Predominantly solid white, black, brown, gray, or blue, closed toe shoes. *Not permitted: Boots, backless shoes (Crocs, Birkenstocks, clogs, etc.), beach shoes, flip flops, sports sandals, Heelys, and light-up shoes.*
- ACCESSORIES (optional): Head coverings, in uniform colors, are permitted indoors for religious practices, medical conditions, or disabilities only. Hair Bows are permitted in uniform colors. Jewelry should not interfere with safe, active movement during the school day.
- OUTER LAYERS (worn in classrooms): **Solid and plain** navy, green, white, or khaki sweater, pullover, sweater vest, sweatshirt (no hoodies) or cardigan (no logos except TMS logos) Students can wear outerwear of their choice. However, outerwear must be removed upon entering the classroom. Jackets, sweaters, and cardigans worn during the school day **must** comply with uniform requirements. Note: A collared shirt must be worn every day.
- LEARNING EXPEDITION UNIFORM: Navy or green logo top with khaki bottoms
- FRIDAY SPIRIT WEAR: Any JMS t-shirt with solid, dark, denim jeans or uniform bottoms and uniform shoes Note: Denim jeans or casual slacks are permitted, but should be sized appropriately and should not be torn or worn out.
- **Out of Uniform Days:** When an out of uniform day is announced (i.e. Jeans Day, Spirit Day, etc.) students are expected to be neat and well groomed and dressed appropriately.

Notes and Reminders:

- Please label all of your child's belongings, **especially coats, sweaters, jackets, and cardigans.**
- Families that have conflicts with this dress code based on cultural and/or religious practices should bring their concerns to the CEO/Lead Founder immediately.
- Please replace items that are worn.
- Add Headings (Format > Paragraph styles) and they will appear in your table of contents.
- Shorts, skirt and skort lengths are to comply with the length guidelines:. Skirts, skorts, shorts and jumpers are to be worn 3 inches from the top of the knee (when kneeling down) or longer.

Electronic Devices

Cell phones and other electronic devices (to include: watches with cellular access, iPods, handheld games, etc.) should not be visible or heard at any point during the school day. They should be turned off and stored in a backpack or locker. It is recommended that students leave electronic devices at home, as the school cannot be responsible if devices are lost or damaged while at school. Devices that are heard or seen during the day will be taken from the student and turned into the office. If a student has an electronic device taken during the school day, a parent will have to pick it up from the office. Parents should not text or call students during the school day. If parents need to reach students, they may call or email the school. For JMS issued laptops, See Technology Agreement form, read, sign and return.

School Safety & Security

School Resource Officer

In accordance with Tennessee law, Jackson Museum School will have at least one school resource officer (SRO) stationed in the building to increase student and staff safety.

Transportation Changes

Please provide any transportation changes for your child in writing to their teacher, including updates regarding individuals authorized to pick them up. Students are not allowed to alter their transportation arrangements or change their designated pick-up person without a written note. Only individuals who have been granted permission by the guardian and are listed in Infinite Campus may pick up your child. Additionally, please ensure that anyone picking up your child brings valid identification. For car riders, it is essential to display the student tag on the windshield for pick-up. Students may only ride their assigned bus to and from school.

Visitor Policy

All visitors are required to check in at the front desk when entering our school campus. Visitors must present their state identification card to the Officer Manager or designee to be verified by our school safety technology, which decides who is allowed beyond the front desk for school visits. Once a visitor receives clearance from the Office Manager or designee to enter the school building, they must sign-in and report directly to the whereabouts of their visit. If a visitor does not receive clearance based on information presented in our school safety technology, the visitor will be asked to leave the school campus immediately. Refusal to leave the school campus will result in contacting school security for support. Visitors must also wear a visitor's badge on a school lanyard around their necks during their school visits at all times. Any visitors, including family members of students, who do not report to the office or are found in the school building without authorization will be asked, first, to sign-in at the front desk and, second, to leave immediately when they are noncompliant. Refusal to leave will result in contacting school security for support.

Adult Interactions with Teachers and Staff

At Jackson Museum School, we are committed to fostering an environment and culture of respect in all situations. We expect all parents and caretakers to interact with our teachers and staff in a respectful manner. Yelling, threatening behavior, or disruptive actions towards school personnel will not be tolerated. To ensure the safety and security of all students, families, educators, and staff, Jackson Museum School may take appropriate actions against individuals who do not adhere to these policies, including suspension or expulsion.

Additionally, Tennessee law addresses threatening behavior towards educators; such actions can have serious legal consequences. We appreciate your understanding and cooperation in helping us maintain a positive and safe learning environment for everyone.

Enrollment

Nondiscrimination Policy

In accordance with T.C.A § 49-13-107(b)(9) and our mission to provide all students with access to a high-quality academic education, Jackson Museum School does not discriminate towards students and families who choose to enroll in our school as it relates to race, creed, color, gender, national origin, religion, ancestry, English proficiency, or need for special education services or disability of any kind. All students deserve a high-quality academic instructional experience regardless of their present level of academic performance, behaviors and mindsets, socioeconomic status, and/or cultural backgrounds and differences.

Application Policy

In compliance with TCA§49-13-113(b)(1), Jackson Museum School will enroll any eligible student and family who applies, in a timely manner, to our school if there are seats available based on the capacity of our program, class sizes, grade level and/or building. Any student residing in Madison County, Tennessee is eligible for enrollment in our school. We accept applications for enrollment online, mail, or in-person for submission. The Jackson Museum School enrollment team will gather basic information from the application forms and transfer the information into our secure application database and student information system so that we may communicate with families about their enrollment status. We will maintain original applications until the following year's lottery process in case students are later enrolled. The application window will open on November 1st, and the application deadline will be January 31st at 5:00 pm.

Admissions Preferences

In compliance with T.C.A § 49-13-113(b)(2)(A), if applications exceed the planned capacity of Jackson Museum School, the following preferences shall apply:

1. Students who are economically disadvantaged;
2. 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;
3. Siblings of students already enrolled in Jackson Museum School;
4. Students residing within the geographic boundaries of the LEA in which Jackson Museum School is located who were enrolled in another public school during the previous school year;
5. Students residing outside the geographic boundaries of the LEA in which the Jackson Museum School is located.

In alignment with T.C.A § 49-13-113(c), Jackson Museum School reserves the right to reserve up to ten percent (10%) or twenty-five seats, whichever is less, for preference of enrollment of students of teachers, sponsors, or member of governing body of the charter school if it is based on family choice and family submits a timely application. In alignment with T.C.A § 49-13-113(d), Jackson Museum School will give preference to siblings of a student who is already enrolled in the school.

Enrollment Policy

Once admitted to the school, all families must complete and submit an enrollment packet that includes the following: Home Language Survey; enrollment forms; immunization records; transportation needs and preferences; and medical history documents. Registration requirements include two (2) proofs of residence, and Tennessee health certificates must be filled out by medical providers for all students entering kindergarten, and any new students to Jackson Museum School. Medical physicals are required for all new students enrolling at Jackson Museum School), and/or who want to participate in our sports programs. Kindergarten Eligibility: According to state law, students entering kindergarten must be five (5) years old on or before August 15, 2026 to enroll in kindergarten.

Lottery

In compliance with T.C.A § 49-13-113(b)(2)(B), if applications received for enrollment by the end of our application period whose qualifications meet the preferences stated above exceed our planned capacity, we will conduct a lottery-hosted by a third party. The lottery will occur within twenty (20) days of the close of the application period, on or before February 20, 2026, during which names will be randomly selected for each available seat. Within fifteen (15) days, on or before March 7, 2026, notifications will be sent about the lottery through email and the United States Postal Service. Families do not have to attend the lottery to be offered a seat in our school. All families will be notified after the close of the lottery. Any student that does not secure a seat based on the lottery will be granted a space on the waitlist. Families will be notified by email and mail of their student's waitlist status at the same time as students are accepted into the school. Any student accepted from the waitlist will have one week from the date of acceptance to accept the available seat by submitting all required enrollment paperwork to the Office Manager. Jackson Museum School shall comply with the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g) with respect to the publication of any list of students' names before, during or after the enrollment and lottery process.

Withdrawal

Written communication (electronic or handwritten) to the Office Coordinator or secretary is necessary when a student is withdrawing from the school. Be sure that the student has turned in all school property before he or she leaves the school.

Family & Student Commitment to Community

The mission of Jackson Museum School (JMS) is to create an innovative, student-centered learning environment that nurtures academic strengths and character development through inquiry-based, hands-on instruction, empowering students as adaptive thinkers and engaged problem solvers while bridging opportunity gaps and enhancing academic proficiency through collaboration between teachers, families, and the community.

The Jackson Museum School is committed to the creation and sustainability of a community in which all members feel they belong, are respected and valued. We are striving to cultivate a community in which diversity in all of its forms is embraced, appreciated and celebrated. We believe that this is the best way forward to ensure that we are living up to our mission, our core values, and providing the most equitable environment that will educate and serve the whole child, our parents, staff and community members.

The Jackson Museum School seeks to form a mutually supportive relationship between students' families, the school, and the community for the benefit of the student. If you would like your child/ren to be part of this learning community, please indicate your willingness to contribute to the school by reading and signing the following.

Family Commitment to Community

As a part of this community, I commit to:

- Creating an environment that respects, values and embraces students, staff and families of a variety of diverse backgrounds through intentionality, thoughtfulness and purposeful interactions.
- Pressing into the work of diversity, equity and inclusion by being open to and bravely engaging in conversations related to providing a healthy community in which all feel they belong.
- Demonstrating responsibility for my own learning by inquiring, experimenting, observing and investigating.
- Demonstrating respect for myself and others by understanding that we all learn and operate differently and holding space for those differences.
- Demonstrating cooperation by participating in community conversations and events for families of all backgrounds in order to do my part in upholding and improving the school community.
- Demonstrating empathy by balancing my family's current needs and the needs of the community, with what is best for the future of the school and other families.
- Demonstrating creativity by identifying opportunities, taking risks, innovating and exploring different ways to support, advocate for, improve and enhance our community.
- Demonstrating kindness in our interactions, conversations and connections with others in order to facilitate a culture of care and concern for others.

Name: _____ Date: _____

Student Commitment to Community

As a student of this community, I commit to:

- Respecting and caring for other students, staff and families that are the same and different than I am.
- Listening and learning from my teachers and others when we talk about ways to treat others with empathy so that everyone feels they belong in our community.
- Being responsible for my own learning about similarities and differences in my community and world.
- Being respectful of myself and others by understanding that we all learn differently and that's okay.
- Being a cooperative part of the community when we have conversations, projects, assignments or events in which we need to work together.
- Thinking about ways to positively impact today and tomorrow.

- Being creative in how I approach my work and any opportunities that come my way.
- Being kind to others by the way I talk and the things I do, so that I can make someone else's day better.

Name: _____ Date: _____

Jackson Museum School Handbook Signature Page

Parents/Guardians and Students: Please sign and return this page to your child's teacher no later than Friday, August 23, 2026.

Parents share the responsibility of their child understanding the values and mission of the school and the rules and procedures that flow from those values. We ask that parents/guardians please discuss this handbook with their child and sign this form stating that you have received, have read and have discussed the parent/student handbook of The Jackson Museum School. Parents/Guardians and students agree to be held to the policies and regulations set forth in this Handbook.

Parent Signature

Parent Signature

Student Signature

Date

The Jackson Museum School

2026-2027 Accountability Plan

Mission: The mission of Jackson Museum School (JMS) is to create an innovative, student-centered learning environment that nurtures academic strengths and character development through inquiry-based, hands-on instruction, empowering students as adaptive thinkers and engaged problem solvers while bridging opportunity gaps and enhancing academic proficiency through collaboration between teachers, families, and the community.

Core Values to Empower Students: Empathy, Cooperation, Kindness, Creativity, Perseverance, Responsibility, Kindness

Level I Behaviors: This level includes minor challenging behaviors on the part of the student which impedes orderly classroom guidelines or interferes with the orderly operation of the school, but which can usually be handled by an individual teacher, school leader or staff member. Disciplinary procedures for Level I Behaviors:

1. The staff member intervenes immediately.
2. The staff member determines what offense was committed and its severity.
3. The staff member determines who committed the offense and if he/she understands the nature of the offense.
4. The staff member employs appropriate disciplinary options.
5. The record of the offense and disciplinary action shall be maintained by the staff member.

Level II Behaviors: This level includes challenging behaviors whose frequency or seriousness tends to disrupt the learning climate of the school. These behaviors do not represent a direct threat to the health and safety of others but have educational consequences serious enough to require corrective action on the part of the school leadership team. Document at classroom level and Behavior Management System, possibly a referral on Infinite Campus (a student's record).

Disciplinary procedures for Level II Behaviors:

1. The student is referred to the CEO/Lead Founder for appropriate disciplinary action.
2. The CEO/Lead Founder meets with the student and the staff member.
3. The CEO/Lead Founder hears the accusation made by the staff member and allows the student the opportunity to explain his/her conduct.
4. The CEO/Lead Founder takes appropriate disciplinary action and notifies the staff member of the action.
5. The record of offense and disciplinary action shall be maintained by the CEO/Lead Founder within a Behavior Management System.

Level III Behaviors: This level includes acts directly against persons or property or violence to another's person or property or which pose a threat to the safety of others in the school. These acts require administrative actions which can result in the immediate removal of the student from the school, the intervention of law enforcement authorities, and/or action by the Board of Directors. If a student's action poses a threat to the safety of others in the school, a teacher, school leader, or staff member may use reasonable force when necessary to prevent bodily harm or death to another person. Disciplinary procedures for Level III Behaviors:

1. The student is referred to the CEO/Lead Founder for appropriate disciplinary action.
2. The CEO/Lead Founder meets with the student and the staff member.
3. The CEO/Lead Founder hears the accusation and allows the student the opportunity to explain his/her conduct.
4. The CEO/Lead Founder takes appropriate disciplinary action.
5. The CEO/Lead Founder may refer the incident to the CEO/Lead Founder and make recommendations for consequences.
6. If the student's program is to be changed, adequate notice shall be given to the student and his/her parent(s)/guardian(s) of the charges against him, his/her right to appear at a hearing, and his/her right to be represented by a person of his/her choosing.
7. The record of offense and disciplinary action shall be maintained by the CEO/Lead Founder and can be recorded in Infinite Campus (student record).

Code of Conduct Table:

Acceptable Behavior: 1. Students shall be responsible for respecting school property and others, ensuring that safe conditions continue in the schools. 2. Students shall be responsible for their behavior and shall refrain from disrupting the

learning, harassing, intimidating, bullying, or hurting others. 3. Students shall comply with reasonable requests from teachers and other school employees

Level	Challenging Behavior	Possible Accountability Actions	Possible Reparations
Level One: Minor infractions	Talking out of turn in class Not following classroom directions Failing to complete homework assignments on time Disregarding dress code guidelines Minor disruptions like fidgeting or whispering to peers Not raising hand to speak Leaving assigned area without permission Tardiness	Negative Dojo(s) Caregiver notification Consequences as assigned by teacher within the classroom	Apology letter Written assignment reflecting on behavior signed by a parent/ caregiver Teacher/student conference with a plan of positive behavior choices Replacement of property Walk & Talk w/ teacher or counselor/social worker Restorative Circle
Level Two: Moderate infractions	Continuation of unmodified Level I challenging behaviors Repeatedly disrupting class with talking or behavior Ignoring teacher requests Mild physical altercations (shoving, pushing) Verbal aggression towards peers (name-calling, teasing) Possessing unauthorized items (toys, electronic devices not allowed) Copying another student's work without permission Leaving class without permission Excessive Tardiness	Referral to Administrator and/or counselor/social worker Caregiver/teacher/student conference Re-doing the assignment alone Zero for the assignment Loss of device/privilege Special seating arrangement Disciplinary letter Detention	Create a project based on the JMS Acceptable Use Policy Replacement of property Walk & Talk w/ Counselor/social worker Restorative Circle

Level	Challenging Behavior	Possible Accountability Actions	Possible Reparations
Level Three: Serious infractions	Continuation of unmodified Level I and II challenging behaviors Physical violence towards others (hitting, kicking) Bullying or harassment of other students Threatening behavior towards peers or staff Vandalism or damaging school property Possession of contraband (drugs, weapons) Stealing from other students or school property Using inappropriate language towards teachers or staff Cyberbullying	Referral to administrator Caregiver/teacher/student/administrator conference Behavior plan/contract (action plan) Suspension (in-school or out of school) Administrative call to SRO/authorities	Research project on real world consequences Restorative Circle + signed agreements In School Solutions time upon transition back to school after suspension

Additional Guidelines: (1.) A CEO/Lead Founder shall not impose successive short-term suspensions that cumulatively exceed ten (10) days for the same offense. (2.) A teacher or other school official shall not reduce or authorize the reduction of a student's grade because of discipline problems except in deportment or citizenship. (3.) A student shall not be denied the passing of a course or grade promotion solely on the basis of absences except as provided by Board Policy. (4.) A student shall not be denied the passing of a course or grade promotion solely on the basis of failure to a. Pay any activity fee; b. Pay a library or other school fine; c. Make restitution for lost or damaged school property.

Attachment F Cover Page

Student Discipline Policy

REQUIRED FOR ALL SPONSORS



2026-2027 Accountability Plan & Code of Conduct

Mission: The mission of Jackson Museum School (K-6) is to create an innovative, student-centered learning environment that nurtures academic strengths and character development through inquiry-based, hands-on instruction, empowering students as adaptive thinkers and engaged problem solvers while bridging opportunity gaps and enhancing academic proficiency through collaboration between teachers, families, and the community.

Core Values to Empower Students: Empathy, Cooperation, Kindness, Creativity, Perseverance, Responsibility, Kindness

Student Discipline Philosophy

The philosophy of student discipline at Jackson Museum School (K-6) is rooted in our commitment to fostering a safe, supportive, and nurturing environment where every student can thrive. This philosophy emphasizes high behavioral standards and restorative practices, empowering students to express their voices and make informed choices through Collaborative Problem-Solving (CPS). Our approach aligns with our mission to create an innovative, student-centered learning environment that nurtures both academic strengths and character development.

Our dedication to maintaining standards of excellence will be reflected through the delivery of high-quality academic instruction and the enforcement of elevated behavioral expectations for every student. Establishing these high expectations involves critically examining and transforming practices that have historically marginalized students. We believe that every student, with the right support systems in place, can achieve success in all aspects of their development. We will reinforce high behavioral expectations for all students by offering structured opportunities to encourage and model the desired behaviors we wish to see.

Educators and school leaders will maintain emotional constancy, focusing on fairness, firmness, and consistency in their interactions with students. They will aim to implement consequences that respect the integrity of instructional time and avoid actions that could embarrass or alienate students, no matter the circumstances. This Code of Conduct is designed to align with the mission of Jackson Museum School, which emphasizes creating an innovative, student-centered learning environment that nurtures academic strengths and character development.

At JMS, we prioritize Positive Behavioral Interventions and Supports (PBIS), integrating a House system that promotes community engagement among students. Additionally, our focus on social-emotional learning (SEL) and restorative practices fosters a supportive atmosphere conducive to learning. We are dedicated to dismantling marginalized practices and replacing them with supportive strategies that promote inclusivity.

While we practice culturally responsive teaching in our classrooms, we also emphasize that students must be held accountable for their actions, ensuring a balance between support and responsibility. Our core values—empathy, cooperation, kindness, creativity, perseverance, responsibility, and respect—are foundational to the culture we aim to create, guiding our students toward personal growth and collective success.

Level I Behaviors: This level includes minor challenging behaviors on the part of the student which impedes orderly classroom guidelines or interferes with the orderly operation of the school, but which can usually be handled by an individual teacher, school leader or staff member. Disciplinary procedures for Level I Behaviors:

1. The staff member intervenes immediately.
2. The staff member determines what offense was committed and its severity.
3. The staff member determines who committed the offense and if he/she understands the nature of the offense.
4. The staff member employs appropriate disciplinary options.
5. The record of the offense and disciplinary action shall be maintained by the staff member.

Level II Behaviors: This level includes challenging behaviors whose frequency or seriousness tends to disrupt the learning climate of the school. These behaviors do not represent a direct threat to the health and safety of others but have educational consequences serious enough to require corrective action on the part of the school leadership team. Document at classroom level and Behavior Management System, possibly a referral on Infinite Campus (a student's record).

Disciplinary procedures for Level II Behaviors:

1. The student is referred to the principal for appropriate disciplinary action.
2. The principal meets with the student and the staff member.
3. The principal hears the accusation made by the staff member and allows the student the opportunity to explain his/her conduct.
4. The principal takes appropriate disciplinary action and notifies the staff member of the action.
5. The record of offense and disciplinary action shall be maintained by the principal within a Behavior Management System.

Level III Behaviors: This level includes acts directly against persons or property or violence to another person or property or which pose a threat to the safety of others in the school. These acts require administrative actions which can result in the immediate removal of the student from the school, the intervention of law enforcement authorities, and/or action by the Board of Directors. If a student's action poses a threat to the safety of others in the school, a teacher, school leader, or staff member may use reasonable force when necessary to prevent bodily harm or death to another person. Disciplinary procedures for Level III Behaviors:

1. The student is referred to the principal for appropriate disciplinary action.
2. The principal meets with the students and the staff members.
3. The principal hears the accusation and allows the student the opportunity to explain his/her conduct.
4. The principal takes appropriate disciplinary action.
5. The principal may refer the incident to the Director of Schools and make recommendations for consequences.
6. If the student's program is to be changed, adequate notice shall be given to the student and his/her parent(s)/guardian(s) of the charges against him, his/her right to appear at a hearing, and his/her right to be represented by a person of his/her choosing.
7. The record of offense and disciplinary action shall be maintained by the principal and can be recorded in Infinite Campus (student record).

Code of Conduct Table:

JMS Code of Conduct

Acceptable Behavior: 1. Students shall be responsible for respecting school property and others, ensuring that safe conditions continue in the schools. 2. Students shall be responsible for their behavior and shall refrain from disrupting the learning, harassing, intimidating, bullying, or hurting others. 3. Students shall comply with reasonable requests from teachers and other school employees

Level	Challenging Behavior	Possible Accountability Actions	Possible Reparations
Level One: Minor infractions	Talking out of turn in class Not following classroom directions Failing to complete homework assignments on time Disregarding dress code guidelines Minor disruptions like fidgeting or whispering to peers Not raising hand to speak	Negative Dojo(s) Caregiver notification Consequences as assigned by teacher within the classroom	Apology letter Written assignment reflecting on behavior signed by a parent/caregiver Teacher/student conference with a plan of positive behavior choices Replacement of property Walk & Talk w/ teacher or counselor Restorative Circle

	Leaving assigned area without permission Tardiness		
Level Two: Moderate infractions	Continuation of unmodified Level I challenging behaviors Repeatedly disrupting class with talking or behavior Ignoring teacher requests Mild physical altercations (shoving, pushing) Verbal aggression towards peers (name-calling, teasing) Possessing unauthorized items (toys, electronic devices not allowed) Copying another student's work without permission Leaving class without permission Excessive Tardiness	Referral to Administrator and/or counselor Caregiver/teacher/student conference Re-doing the assignment alone Zero for the assignment Loss of device/privilege Special seating arrangement Disciplinary letter detention	Create a project based on the JMS Acceptable Use Policy Replacement of property Walk & Talk w/ Counselor Restorative Circle
Level Three: Serious infractions	Continuation of unmodified Level I and II challenging behaviors Physical violence towards others (hitting, kicking) Bullying or harassment of other students Threatening behavior towards peers or staff Vandalism or damaging school property Possession of contraband (drugs, weapons) Stealing from other students or school property Using inappropriate language towards teachers or staff Cyberbullying	Referral to administrator Caregiver/teacher/student/administrator conference Behavior plan/contract (action plan) Suspension (in-school or out of school) Administrative call to SRO/authorities	Research project on real world consequences Restorative Circle + signed agreements In School Solutions time upon transition back to school after suspension

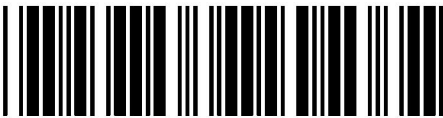
Additional Guidelines: (1.) A principal shall not impose successive short-term suspensions that cumulatively exceed ten (10) days for the same offense. (2.) A teacher or other school official shall not reduce or authorize the reduction of a student's grade because of discipline problems except in department or citizenship. (3.) A student shall not be denied the passing of a

course or grade promotion solely on the basis of absences except as provided by Board Policy. (4.) A student shall not be denied the passing of a course or grade promotion solely on the basis of failure to a. Pay any activity fee; b. Pay a library or other school fine; c. Make restitution for lost or damaged school property.

Attachment G Cover Page

Articles of Incorporation

REQUIRED FOR ALL SPONSORS



001607279

**CHARTER
NONPROFIT CORPORATION**

SS-4418

**Tre Hargett**
Secretary of State**Division of Business Services**
Department of State
State of Tennessee
312 Rosa L. Parks AVE, 6th FL
Nashville, TN 37243-1102
(615) 741-2286

Filing Fee: \$100.00

*For Office Use Only***-FILED-**

Control # 001607279

The undersigned, acting as incorporator(s) of a nonprofit corporation under the provisions of the Tennessee Nonprofit Corporation Act, adopt the following Articles of Incorporation.

1. The name of the corporation is: Jackson Museum School

2. Name Consent: (Written Consent for Use of Indistinguishable Name)

☐ This entity name already exists in Tennessee and has received name consent from the existing entity.

3. This company has the additional designation of: None

4. The name and complete address of its initial registered agent and office located in the State of Tennessee is:

JEAN LITTLE
792 SNAKE HILL RD
DRESDEN, TN 38225
WEAKLEY COUNTY

5. Fiscal Year Close Month: June

Period of Duration: Perpetual

6. If the document is not to be effective upon filing by the Secretary of State, the delayed effective date and time is:

(none) (Not to exceed 90 days)

7. The corporation is not for profit.

8. Please complete all of the following sentences by checking one of the two boxes in each sentence:

This corporation is a ☒ public benefit corporation / ☐ mutual benefit corporation.

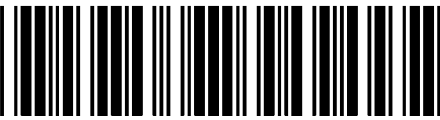
This corporation is a ☐ religious corporation / ☒ not a religious corporation.

This corporation will ☐ have members / ☒ not have members.

9. The complete address of its principal office is:

792 SNAKE HILL RD
DRESDEN, TN 38225
WEAKLEY COUNTY

(Note: Pursuant to T.C.A. §10-7-503 all information on this form is public record.)



**CHARTER
NONPROFIT CORPORATION**

SS-4418



Tre Hargett
Secretary of State

**Division of Business Services
Department of State**
State of Tennessee
312 Rosa L. Parks AVE, 6th FL
Nashville, TN 37243-1102
(615) 741-2286

Filing Fee: \$100.00

For Office Use Only

Control # 001607279

The name of the corporation is: Jackson Museum School

10. The complete mailing address of the entity (if different from the principal office) is:

11. List the name and complete address of each incorporator:

Title	Name	Business Address	City, State, Zip
Incorporator	Jean Little	792 SNAKE HILL RD	DRESDEN, TN 38225

12. School Organization: (required if the additional designation of "School Organization - Exempt" is entered in section 3.)

- ☐ I certify that pursuant to T.C.A. §49-2-611, this nonprofit corporation is exempt from the \$100 filing fee required by T.C.A. §48-51-303(a)(1).
- ☐ This nonprofit corporation is a "school support organization" as defined in T.C.A. §49-2-603(4)(A).
- ☐ This nonprofit corporation is an educational institution as defined in T.C.A. §48-101-502(b).

13. Insert here the provisions regarding the distribution of assets upon dissolution:

See Attached.

14. Other Provisions:

(Note: Pursuant to T.C.A. §10-7-503 all information on this form is public record.)

Electronic

Signature

Jean Little

Printed Name

Incorporator

Title/Signer's Capacity

Dec 27, 2024 8:43AM

Date

Attachment to
Charter of
Jackson Museum School

Said organization is organized exclusively for charitable, religious, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under the section 501 (c) (3) of the Internal Revenue Code, or corresponding section of any future federal tax code. The business activity for said organization is as follows: Free, public charter school providing education for grades k-6.

No part of the net earnings of this organization shall inure to the benefit of, or be distributable to, its members, trustees, officers, or other private persons, except that the organization shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the purpose clause hereof. No substantial part of the activities of this organization shall be the carrying on propaganda, or otherwise attempting to influence legislation, and this organization shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of this document, the corporation shall not carry on any other activities not permitted to be carried on (a) by an organization exempt from federal income tax under section 501(c) (3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or (b) by an organization, contributions to which are deductible under section 170(c) (2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

Upon the dissolution of this corporation, assets remaining 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 tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not disposed of shall be disposed by the Court of Common Pleas of the county in which the principal office of the organization is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

Attachment H Cover Page

Proof of Non-Profit and Tax-Exempt Status

REQUIRED FOR ALL SPONSORS



Department of the Treasury
Internal Revenue Service
Tax Exempt and Government Entities
P.O. Box 2508
Cincinnati, OH 45201

JACKSON MUSEUM SCHOOL
792 SNAKE HILL RD
DRESDEN, TN 38225

Date:
02/05/2025
Employer ID number:
33-2051210
Person to contact:
Name: Shannon K.
ID number: 0194692
Telephone: (877)829-5500
Accounting period ending:
June 30
Public charity status:
509(a)(2)
Form 990 / 990-EZ / 990-N required:
Yes
Effective date of exemption:
December 27, 2024
Contribution deductibility:
Yes
Addendum applies:
No
DLN:
26053431002475

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,

Stephen A. Martin
Director, Exempt Organizations
Rulings and Agreements

Attachment I Cover Page

By-laws

REQUIRED FOR ALL SPONSORS

By-laws of Jackson Museum School (K-6)
A Not-for-Profit Corporation
Incorporated Under the Laws of the State of Tennessee

ARTICLE I: NAME AND OFFICES

Section 1.1 Name. The name of the organization is Jackson Museum School (K-6).

Section 1.2 Principal Office. The initial principal office of Jackson Museum School (K-6) will be located at 792 Snake Hill Road, Dresden, TN 38225.

Section 1.3 Registered Office. The initial registered office of Jackson Museum School (K-6) will be located at 792 Snake Hill Road, Dresden, TN 38225. Jackson Museum School (K-6) may also have offices at such other places as its Board of Directors shall determine the business of Jackson Museum School (K-6) required, provided, however, that the registered office shall be registered with the Secretary of State of Tennessee and the agent so registered shall be located at the same address, or as otherwise provided by the Board of Directors.

ARTICLE II: PURPOSE AND DISSOLUTION

Section 2.1 Purpose. The purpose for which Jackson Museum School (K-6) is organized is to establish and run a public charter school in Jackson-Madison County, Tennessee, pursuant to the Tennessee Public Charter Schools Act of 2002, as amended, supplemented or replaced, ("The Charter Schools Act"), under its Charter Agreement with Jackson Madison County Schools and Madison County, Tennessee (the "Charter Agreement"), with a stated mission of providing all students with an innovative, student-centered learning environment that nurtures academic excellence and character development, through inquiry-based and project-based instruction, and shapes students into adaptive thinkers and engaged problem solvers in collaboration with teachers, families, and the community.

Jackson Museum School (K-6) has been organized as stated in the Certificate of Incorporation, which may be amended as required. No part of the net earnings of Jackson Museum School (K-6) shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that Jackson Museum School (K-6) shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the purpose clause hereof.

No substantial part of the activities of the corporation shall be carrying on propaganda, or otherwise attempting to influence legislation, and the organization shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these articles, the organization shall not carry on any other activities not permitted to be carried on (a) by an organization exempt from Federal Income Tax under section 501 (c) (3) of the Internal Revenue Code, or corresponding section of any future tax code, or (b) by an organization, contributions to which are deductible under section 170 (c) (2) of the Internal Revenue Code, or corresponding section of any future federal tax code.

Jackson Museum School (K-6) admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school administered programs.

Section 2.2 Dissolution. If, for any reason, Jackson Museum School (K-6) should dissolve, organization assets shall be distributed for one or more exempt purposes within the meaning of § 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

ARTICLE III: BOARD OF DIRECTORS

The Board of Directors shall have all powers and duties for the conduct of the activities of Jackson Museum School (K-6). Jackson Museum School (K-6) shall not have members. While persons who associate with, or attend programs of, participate in, contribute to, or benefit from Jackson Museum

School (K-6) may be referred to as “members,” no rights, voting or otherwise, will inure to any such persons.

Section 3.1 General Powers. The Board of Directors shall have the power to govern the business, affairs, and property of Jackson Museum School (K-6) in accordance with the applicable laws and regulations of the state of Tennessee and any limitations in the Articles of Incorporation or these By-laws. The CEO/Lead Founder will be an advisory, non-voting member of the Board (*ex officio*). As required by law (currently, TCA § 49-13-104), the Board shall contain at least one (1) parent representative whose child is currently enrolled in Jackson Museum School (K-6). The parent representative shall be appointed by the Board of Directors within six (6) months of Jackson Museum School (K-6)’s opening date.

Section 3.2 Management of the Corporation. Jackson Museum School (K-6) shall be managed by the Board of Directors, which shall consist of at least seven (7) Directors and no more than twelve (12) Directors.

Section 3.3 Qualifications. Members of the Board of Directors shall be at least eighteen years of age and will be selected based on:

- (a) Their belief in the purpose of public charter schools and in the mission of Jackson Museum School (K-6).
- (b) Their belief that *all* children can achieve the highest levels of academic excellence.
- (c) Their availability to participate meaningfully in the success of Jackson Museum School (K-6) over time.
- (d) Their ability to demonstrate expertise in at least one or more of the following areas: Board Governance, Commercial Real Estate, Community Service/Outreach, DEI, Education (Academics/Curricula), Facilities (Logistics/Operations), Finance, Fundraising and Grant Writing, Legal Expertise as an Attorney, Management and Organizational Experience, Marketing, Parent and Community Involvement, Personnel/Human Capital, Public Relations, Strategic Planning, or Technology.

Section 3.4 Compensation. Members of the Board of Directors shall serve without compensation; however, The following guidelines will be applied to all matters regarding compensation:

- (a) A voting member of the Board who receives compensation, directly or indirectly, from Jackson Museum School (K-6) for services is precluded from voting on matters pertaining to that member’s compensation.
- (b) A voting member of any Committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Jackson Museum School (K-6) for services is precluded from voting on matters pertaining to that member’s compensation.
- (c) No voting member of the Board or any Committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Jackson Museum School (K-6), either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Section 3.5 Selection of Directors. The Governance Committee shall present potential Directors for election by the Board of Directors. The Board of Directors shall approve a process for nominating Directors to the Board of Directors through the Governance Committee, and there will be annual meetings dedicated to the selection of nominated Directors.

Section 3.6 Terms of Directors. Directors shall serve staggered terms to balance continuity with new perspectives. Directors shall serve a term of three (3) years from the date of their appointments, or until their successors are seated. A full three (3) year term shall be considered to have been served upon the passage of three (3) annual meetings following elections. After election, the term of a Director may not be reduced, except for cause as specified in these By-laws. No Director shall serve more than three (3) consecutive terms.

Section 3.7 Initial Board. The initial Board of Directors will serve staggered terms. The initial Board shall consist of at least three (3) Directors who will serve a one (1) year term, at least three (3) Directors who will serve a two (2) year term, and at least three (3) Directors who will serve a three (3) year term.

Section 3.8 Newly Created Directorships and Vacancies. Any vacancy occurring in the Board of Directors and any position to be filled by reason of an increase in the number of Directors may be filled, upon recommendation of a qualified candidate by the Governance Committee, by two-thirds (2/3) vote of the seated Directors. A Director elected to fill the vacancy shall be elected for the unexpired term of their predecessor in office.

Section 3.9 Removal of Directors. Any or all the Directors may be removed for cause by action of the Board of Directors. Directors may be removed due to non-fulfillment of duties required by the Board of Directors, misconduct, theft and misrepresentation of Jackson Museum School (K-6), all by majority vote of the Board of Directors.

Section 3.10 Resignation of Directors. A Director may resign at any time by giving written notice to the Board Chair. Unless otherwise specified in the notice, the resignation shall take effect upon receipt thereof by the Board Chair, and the acceptance of the resignation shall not be necessary to make it effective.

Section 3.11 Action of the Board. Unless otherwise required by law, the vote of a majority of the Board of Directors' present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. Each Director present shall have one vote.

Section 3.12 Members of the Board.

(a) Shall receive no payment of honoraria, except reimbursement for expenses incurred in performance of voluntary Novus Jackson Museum (K-6) activities in accordance with Jackson Museum School (K-6) policies.

(b) Shall serve with the highest degree of duty, loyalty, and care and shall undertake no enterprise to profit personally from their position with Jackson Museum School (K-6).

(c) Shall be bound by the Board's Code of Conduct, Conflict of Interest and Confidentiality Policy statements.

(d) Shall have no direct or indirect financial interest in the assets or lease of Jackson Museum School (K-6). Any Director who individually or as part of a business or professional firm is involved in the business transactions or current professional services of Jackson Museum School (K-6) shall disclose this relationship and shall not participate in any vote taken with respect to such transactions or services.

(e) Shall be covered with Officers Insurance provided by Jackson Museum School (K-6) in amounts required by the Board in its reasonable discretion.

ARTICLE IV: BOARD MEETINGS

Section 4.1 Regular Meetings. There shall be at least ten (10) regular meetings of the Board of Directors held each year. Notice shall be given to each Director thirty (30) days prior to the date of every regular meeting of the Board. Notice of any meeting to the public shall include the date, time, and location, and a statement or agenda specifying the nature of business to be conducted. The meetings of the Board are deemed to be "public business" and must be held in compliance with TCA §§ 8-44-101 *et seq.*

Section 4.2 Regular Meetings Notices. Notice of all regular meetings of the Board, an agenda of all items to be discussed at such meetings, and agenda support materials shall be circulated to all Directors prior to the meeting. Any Director may waive notice of any meeting. The attendance of a Director at any meeting also shall constitute a waiver of notice of such meeting, except where the Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

Section 4.3 Annual Meetings. Annual meetings of the Board of Directors shall be held in the last quarter of the fiscal year.

Section 4.4 Special Meetings. Special meetings of the Board may be called by the Board Chair or by a majority of the Board filing a written request for such a meeting with the Board Chair and stating the object, date, and hour therefore, due notice having been given to each Director five (5) calendar days

prior to the meeting. Notice of any meeting to the public shall include the date, time, and location, and a statement or agenda specifying the nature of business to be conducted. Such notice shall also comply with the requirements regarding the posting and notice of meetings to the public, pursuant to TCA §§ 8-44-101 *et seq.*

Section 4.5 Quorum of Directors. Unless otherwise provided in the certificate of incorporation, a majority of the entire Board of Directors shall constitute a quorum for the transaction of business or any specified item of business.

Section 4.6 Meeting Minutes. Minutes of each meeting of the Board of Directors shall be recorded in writing by the Board Secretary and kept with the records of Jackson Museum School (K-6). The contents of such minutes, as well as the provisions for providing the minutes to the public, shall comply with the provisions of TCA §§ 8-44-101 *et seq.*

Section 4.7 Open Meetings. Meetings of the Board shall be public in accordance with state and federal laws and regulations. Members of the public shall have an opportunity for input at meetings of the Board.

Section 4.8 Board Chair. The Board Chair, along with the CEO/Lead Founder or Vice Chair or chosen representative on the Board, shall attend all Board and Committee meetings.

Section 4.9 Absentee Board Member. An absentee Board member may not designate an alternate to represent their person at a Board meeting. A member of the Board may be deemed to be present for purposes of achieving a quorum and may cast a vote if they grant a signed, written proxy to another Board member who is present at the meeting. The proxy must direct a vote to be cast with respect to a particular proposal that is described with reasonable specificity in the proxy. No other proxies are allowed.

Section 4.10 Location of Board Meetings. The Board of Directors may hold its meetings at the office of Jackson Museum School (K-6) or at such other places, either within or without the state, as it may from time to time determine.

ARTICLE V: BOARD OFFICERS

Section 5.1 Board Officers. The Jackson Museum School (K-6) Board of Directors shall have four (4) Board Officers as follows: Board Chair, Board Vice Chair, Board Treasurer, and Board Secretary. Initially, the Board Chair and Board Treasurer will be appointed by the CEO/Lead Founder in collaboration with Erline Hertlien, our BES Senior Director of Leadership Development and Board Governance Coach.

Board Officers shall have such duties, powers, and functions as hereinafter provided. Each Board Officer shall hold office for the term for which the Director is elected or appointed and until the successor has been elected or appointed and qualified.

(a) The Board Chair is the senior volunteer leader of Jackson Museum School (K-6) and appointed as Chair for the Governance Committee, presiding at all meetings of the Board of Directors and other meetings as required. The Chair is an ex officio member of all committees of Jackson Museum School (K-6). The Board Chair oversees implementation of Board and school policies and ensures that appropriate administrative practices are established and maintained.

(b) The Vice Chair is the secondary volunteer leader of Jackson Museum School (K-6) and as such, discharges the duties of the Chair as required in the Chair's absence. The Vice Chair supports the activities of the Chair including sharing responsibilities as appropriate.

(c) The Board Treasurer is a volunteer leader who provides direction for the financial management of Jackson Museum School (K-6) and facilitates the Board in meeting its financial oversight responsibilities, appointed as Chair for the Finance Committee.

(d) The Board Secretary is a volunteer leader who provides direction for the keeping of legal documents including minutes of all Board meetings.

Section 5.2 Election of Board Officers. The Governance Committee shall present potential Officers to the Board of Directors. The nominated Officers shall be drawn from among the members of the Board of Directors. The election of Officers shall be held at the annual meeting of the Board of Directors.

Section 5.3 Tenure. The newly elected Board Officers shall take office on July 1 following the close of the meeting at which they are elected and the term of office shall be one year, or until the respective successor assumes office. A Director may serve more than one (1) term in the same office, but not more than three consecutive terms in the same office.

Section 5.4 Board Chair Vacancy. In the event that the office of the Board Chair becomes vacant, the Board Vice Chair shall become Board Chair for the unexpired portion of the term. In the event that the Board Vice Chair, Board Treasurer, or Board Secretary offices become vacant, the Board Chair shall appoint interim Board Officers to fill such vacant offices until a scheduled meeting of the Board of Directors can be held.

Section 5.5 Removal or Resignation. Any Board Officer elected or appointed by the Board may be removed by the Board with or without cause. In the event of the death, resignation, or removal of an officer, the Board in its discretion, may elect or appoint a successor to fill the unexpired term. Offices may not be held by the same person.

ARTICLE VI: COMMITTEES AND TASK FORCES

Section 6.1 Composition. A Board resolution shall appoint committees or task forces of the Board, except the Governance Committee. Committees may be composed of Directors or community members, or both, with the exception of the Governance Committee which shall be composed only of Board members. The Board may prescribe the need and/or the composition of such committees.

Section 6.2 Academics Committee. The purpose of the Academics Committee is to work with the CEO/Lead Founder to define academic achievement, ensure that all Board members know the charter promises made to the community and the authorizer, and to devise clear and consistent measures to monitor enrollment, student demographics, and achievement of academic outcomes. Appointments of the Academics Chair shall be made annually by the Board Chair with the advice and consent of the Board and the CEO/Lead Founder, composed of at least three (3) persons recommended by the Chair and elected by the Board of Directors at its annual meeting. Each committee member shall serve a term of two (2) years and these terms shall be staggered to ensure continuity of committee membership. Additional committee members may be appointed and need not be members of the Board of Directors. It is anticipated that given the nature of this committee it may be beneficial to have outside academic leaders on the committee. The duties of the Academics Committee shall be to:

- (a) Define and continue to refine what academic achievement means for Jackson Museum School (K-6).
- (b) Ensure that all Board members understand the key charter promises we have made to our community and to Jackson Madison County Schools.
- (c) Work with the CEO/Lead Founder and school leadership team to devise clear and consistent ways to measure progress towards stated goals.
- (d) Work with the CEO/Lead Founder and school leadership team to set annual academic achievement goals, to be presented to and approved by the full Board.
- (e) Work with the CEO/Lead Founder and school leadership team to share with the Board annual successes, barriers to reaching academic achievement, and strategies to overcome these barriers.
- (f) Arrange for Board training on issues related to academic oversight and academic achievement, as needed.
- (g) Annually submit objectives as part of the planning and budgeting process.
- (h) Annually evaluate its work as a committee and the objectives it has committed itself to and report on the same to the Board of Trustees.
- (i) Report to the Board of Trustees at regular meetings of the Board in a manner determined by the Board.

Section 6.3 Development Committee. The purpose of the Development Committee is to ensure that the organization's total development program is in concert with the organization's strategic direction and needs. The Committee serves as the mechanism by which Board members and other volunteers are involved in the fundraising process. This committee shall be composed of at least three (3) persons recommended by the Chair and elected by the Board of Directors at its annual meeting. Each committee member shall serve a term of two (2) years and these terms shall be staggered to ensure continuity of committee membership. Appointments of the Chair and members of the Development Committee shall be made annually by the Chair of the Board with the advice and consent of the Board and the CEO/LEad Founder. Additional committee members may be appointed and need not be members of the Board of Directors. Given the nature of this Committee, it may be beneficial to have volunteers from the community who have access to resources and/or people and organizations with resources that can benefit the school and/or other skills that can strengthen the effectiveness of the Development Committee. The duties of the Development Committee shall be to:

- (a) Work with the staff to develop the organization's fundraising plan.
- (b) Ensure that the case for support is strong, current, and based on the organization's mission and goals; and distinguishes the organization from others in the field.
- (c) Develop policies, plans, procedures, and schedules for Board involvement in fundraising.
- (d) Helps educate Board members about the organization's plans and the resources needed to realize those plans.
- (e) Help educate Board members about environmental factors affecting fundraising among the organization's constituencies (e.g., current events, other organizations' activities, economic factors).
- (f) Familiarize Board members with fundraising skills and techniques so that they are comfortable soliciting contributions on behalf of their organization.
- (g) Set guidelines for Board members' contributions and then solicit those contributions.
- (h) Play a strong role in identifying, cultivating, and approaching major donors (e.g., individual and planned gifts, foundation, and corporate).

Section 6.4 Finance Committee. The purpose of the Finance Committee is to work with the CEO/Lead Founder to create the upcoming fiscal year budget and recommend to the Board appropriate policies for the management of the organization's assets. The members of the Finance Committee shall be the Treasurer of the Board who shall serve as Chair, the Board Chair who shall serve as an ex-officio member, and at least three (3) persons recommended by the Chair and elected by the Board of Directors at its annual meeting. Each committee member shall serve a term of two (2) years and these terms shall be staggered to ensure continuity of committee membership. The duties of the Finance Committee shall be to:

- (a) Review, and recommend to the Board for approval, an annual budget for Jackson Museum School (K-6) in collaboration with the CEO/Lead Founder.
- (b) Also in collaboration with the CEO/Lead Founder, review and recommend to the Board for approval and annually revise a three-year financial forecast and long range financial plans based on the forecast.
- (c) Review grant proposals when required by funders, and when necessary, recommend action by the Board.
- (d) Review all non-budgeted expenditures over a set dollar amount to be determined by the Board and recommend action to the Board.
- (e) Annually submit objectives as part of the planning and budgeting process.
- (f) Annually evaluate its work as a committee and the objectives it has committed itself to and report on the same to the Board of Directors.
- (g) Arrange for an annual audit with submission of the same to the Board.

(h) Report to the Board of Directors at regular meetings of the Board in a manner determined by the Board.

Section 6.5 Governance Committee. The purpose of the Governance Committee is to build and maintain an effective Board for Jackson Museum School (K-6). The Governance Committee will be chaired by the Board Chair and shall be composed of at least three (3) persons recommended by the Chair and elected by the Board of Directors at its annual meeting. Each committee member shall serve a term of two (2) years and these terms shall be staggered to ensure continuity of committee membership. The duties of the Governance Committee shall be to:

(a) Establish and drive a continuous improvement process to help the Board and individual Directors to become more valuable as strategic assets of the school, contributing to long-term success.

(b) Review the structure and size of the Board and the Board committees. Periodically, review with the Board the appropriate skills and characteristics required on the Board in keeping with the strategic direction of the charter school.

(c) Identify and consider candidates for Board membership. On behalf of the Board, assess alignment with the school's mission and vision and the skills and experience of prospective Board members. Present strong candidates to the full Board for consideration.

(d) Review the institutional and other affiliations of Board members and Board candidates for possible conflicts of interest. Investigate any potential conflict of interest involving a Board member and make a recommendation to the Board for resolution.

(e) Keep up to date on developments in the charter school governance field. Annually review and assess the charter school governance practices of the Board and recommend any proposed changes to the Board for approval.

(f) Plan Board education including new member orientation, education of Board members, and Board retreats.

(g) Plan training and education of the Board related to governance roles and responsibilities and with respect to bridging Board knowledge gaps.

(h) Conduct assessment/evaluation of the Board, the Board Chair, individual Directors, including each Director's self-assessment, and Board meetings/sessions.

(i) Evaluate and monitor governance structures and processes, including policy development and processes for Board monitoring/oversight of operations.

(j) Identify leadership development opportunities for existing and potential Board members to maximize member's contributions.

Section 6.6 Quorum for Committees. There shall be no quorum requirement for any committee.

ARTICLE VII: FISCAL YEAR AND SIGNING CHECKS

Section 7.1 Fiscal Year. The fiscal year of Jackson Museum School (K-6) shall begin on July 1 of each calendar year and terminate on June 30 of the following year.

Section 7.2 Signing Checks. The signature of both the CEO/Lead Founder and Board Treasurer shall be required on any check in excess of \$5,000.

ARTICLE VIII: CONFLICT OF INTEREST

All Directors, Officers, and employees of Jackson Museum School (K-6) shall be subject to the Conflict of Interest Agreement. If there be any conflict of interest between the provisions of the certificate of Jackson Museum School (K-6) and these By-laws, the provisions of the certificate of Jackson Museum School (K-6) shall govern.

ARTICLE IX: AMENDMENTS

These By-laws may be adopted, amended, or repealed by the Board at the time they are entitled to vote in the election of Directors. By-laws may also be adopted, amended, or repealed by the Board of Directors, but any By-law adopted, amended or repealed by the Board may be amended by the Board members entitled to vote thereon as herein before provided. If any By-law regulating an impending election of Directors is adopted, amended or repealed by the Board, there shall be set forth in the notice of the next meeting of all Board members for the election of Directors the By-law so adopted, amended or repealed, together with a concise statement of the changes made.

ARTICLE X: CONDUCT

Because of its strong beliefs in high moral standards based on traditional values, Jackson Museum School (K-6) reserves the right to expect from all of its Board Of Directors and Board Officers to maintain high moral standards and social values that do not conflict with the mission of providing all scholars access to rigorous curricula and high-quality academic instruction that fosters a love for learning, embraces innovation and creativity, and encourages personal growth to thrive in their chosen college and career paths, making a positive impact on society. In the event of conduct that presents a conflict or challenge, the rules of order in the current edition of Robert's Rules of Order shall govern the conduct of all meetings of Jackson Museum School (K-6).

ARTICLE XI: INDEMNITY

Jackson Museum School (K-6) shall indemnify each member of the Board of Directors to the full extent permitted by the Tennessee Nonprofit Corporation Act. Each member of the Board of Directors shall receive the protection and immunity provided by TCA § 48-58-601, as (and if) limited by The Charter School Act. A member of the Board of Directors, or its Board Officers, shall not be personally liable to Jackson Museum School (K-6) for damages for breach of any duty owed to Jackson Museum School (K-6), its beneficiaries, or the Board of Directors, except that nothing contained herein shall relieve a Board of Directors or Board Officer from liability for breach of duty based on an act or omission: (a) in breach of such person's duty of loyalty to the Jackson Museum School (K-6); (b) not in good faith or involving a known violation of the law; or (c) resulting in receipt of an improper personal benefit.

Attachment J Cover Page

Board Member Code of Conduct

REQUIRED FOR ALL SPONSORS

Jackson Museum School Board Code of Conduct

The Jackson Museum School (K-6) Board of Directors will operate in the most ethical and conscientious manner and in accordance with Article X of our By-laws that reads as follows

Because of its strong beliefs in high moral standards based on traditional values, Jackson Museum School (K-6) reserves the right to expect from all of its Board Of Directors and Board Officers to maintain high moral standards and social values that do not conflict with the mission of providing all students an innovative, student-centered learning environment that nurtures academic excellence and character development, through inquiry-based and project-based instruction, and shapes students into adaptive thinkers and engaged problem solvers in collaboration with teachers, families, and community. In the event of conduct that presents a conflict or challenge, the rules of order in the current edition of Robert's Rules of Order shall govern the conduct of all meetings of Jackson Museum School (K-6).

All members of the Board of Directors and its Board Officers agree to the following Code of Conduct:

- (a) Recognize the authority of the Board of Directors rests only with the Board as a whole and not with individual members of the Board and act accordingly.
- (b) Ensure, uphold, and abide by all laws, regulations, and rules pertaining to schools issued by the Tennessee State Board of Education, the authorizer, the courts, and any other relevant authority.
- (c) Support the delegation of authority for the day-to-day administration of the charter school to the CEO/Lead Founder and act accordingly.
- (d) Ensure and enact decision-making grounded on the educational welfare and wellbeing of the children served by Jackson Museum School (K-6) without consideration to race, religion, color, sex, income level, or any other irrelevant characteristic.
- (e) Ensure and encourage changes only through lawful and ethical processes with use of independent judgment in reaching all final decisions.
- (f) Refrain from using their position on the Board of Directors for personal gain or profit.
- (g) Periodically review and evaluate the effectiveness of programs and policies in place, and collaborate with other Board members to establish effective programs and policies for Jackson Museum School (K-6) moving forward.
- (h) Make decisions on programs and policy matters only after full discussion at publicly-held Board meetings.
- (i) Attend and participate in regular meetings, annual meetings, and special meetings to express opinions before votes are cast, and after the Board vote, abide by and support all majority decisions of the Board of Directors.
- (j) Comply with the Conflict of Interest Policy of the Board, all applicable laws, and State Board of Education standards, rules, and guidelines.
- (k) Exhibit personal and professional conduct that reflects positively on Jackson Museum School (K-6).
- (l) Make all reasonable efforts to support our mission of providing all students access to an innovative, student-centered learning environment that nurtures academic excellence and character development, through inquiry-based and project-based instruction, and shapes students into adaptive thinkers and engaged problem solvers.

Attachment K Cover Page

Conflict of Interest Policy

REQUIRED FOR ALL SPONSORS

CONFLICT OF INTEREST OF JACKSON MUSEUM SCHOOL (K-6)

A Not-for-Profit Corporation

Incorporated Under the Laws of the State of Tennessee

ARTICLE I: PURPOSE

The purpose of the Conflict of Interest Policy is to protect Jackson Museum School (K-6)'s interest when contemplating entering a transaction or arrangement that might benefit the private interest of a Board Officer or Director of the organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

ARTICLE II: DEFINITIONS

Section 2.1. Interested Person. Any Director, Board Officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

Section 2.2 Financial Interest. A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

1. An ownership or investment interest in any entity with which Jackson Museum School (K-6) has a transaction or arrangement,
2. A compensation arrangement with Jackson Museum School (K-6) or with any entity or individual with which the organization has a transaction or arrangement, or
3. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which Jackson Museum School (K-6) is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.
4. Financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate Board or Committee decides that a conflict of interest exists.

ARTICLE III: PROCEDURES

Section 3.1 Duty to Disclose. In connection with any actual or possible conflict of interest, an interested person must disclose the existence of financial interest and be given the opportunity to disclose all material facts to the Directors and members of Committees with Board-delegated powers considering the proposed transaction or arrangement.

Section 3.2 Determining Whether a Conflict of Interest Exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board or Committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or Committee members shall decide if a conflict of interest exists. Notwithstanding anything herein, a conflict of interest shall not exist and no review or action by any Board or Committee shall be necessary for one or more grants in an aggregate amount of Five Thousand Dollars (\$5,000) or less in any single calendar year, from Jackson Museum School (K-6) to an organization that is tax exempt under Section 501(c)(3) of the Internal Revenue Code, where a financial interest as described herein exists.

Section 3.3 Procedures for Addressing the Conflict of Interest

1. An interested person may make a presentation at the Board or Committee meeting, but after the presentation, the interested person shall leave the meeting during the discussion of, and vote on, the transaction or arrangement involving the possible conflict of interest.
2. The Board Chair in collaboration with the Committee Chair shall, if appropriate, appoint a disinterested person or Committee member to investigate alternatives to the proposed transaction or arrangement.
3. After exercising due diligence, the Board or Committee shall determine whether Jackson Museum School (K-6) can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
4. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board or Committee shall determine by a majority vote of the disinterested Directors whether the transaction or arrangement is in Jackson Museum School (K-6)'s best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter the transaction or arrangement.

Section 3.4 Violations of the Conflicts of Interest Policy.

- (a) If the 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.
- (b) If, after hearing the member's response and after making further investigation as warranted by the circumstances, the 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.

ARTICLE IV: RECORDS OF PROCEEDINGS

The minutes of the 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 financial interest, any action taken to determine whether a conflict of interest was present, and the 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.

ARTICLE V: COMPENSATION

Members of the Board of Directors shall serve without compensation; however, the following guidelines will be applied to all matters regarding compensation:

- (a) A voting member of the Board who receives compensation, directly or indirectly, from Jackson Museum School (K-6) for services is precluded from voting on matters pertaining to that member's compensation.
- (b) A voting member of any Committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Jackson Museum School (K-6)

for services is precluded from voting on matters pertaining to that member's compensation.

(c) No voting member of the Board or any Committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Jackson Museum School (K-6), either individually or collectively, is prohibited from providing information to any committee regarding compensation.

ARTICLE VI: ANNUAL STATEMENTS

Each Director, Board Officer and member of a Committee with Board-delegated powers shall annually sign a statement which affirms such a person:

- (a) Has received a copy of the Conflict of Interest Policy,
- (b) Has read and understands the policy,
- (c) Has agreed to comply with the policy, and
- (d) Understands that Jackson Museum School (K-6) is charitable, and to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

ARTICLE VII: PERIODIC REVIEWS

To ensure Jackson Museum School (K-6) operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- (a) Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- (b) Whether partnerships, joint ventures, and arrangements with management organizations conform to Jackson Museum School (K-6)'s written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

ARTICLE VIII: USE OF EXTERNAL EXPERTS

When conducting the periodic reviews as provided for in Article VII, Jackson Museum School (K-6) may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its responsibility for ensuring periodic reviews are conducted.

Defined Conflict of Interest. For purposes of this policy, the following circumstances shall be deemed to create a Conflicts of Interest: A conflict of interest arises when an individual in a position of authority, trust, or responsibility within the Jackson Museum School (K-6)—such as a director, officer, or employee—has competing personal, financial, or professional interests that could impair their ability to act in the best interests of the Jackson Museum School (K-6).

Section 8.1 Outside Interests.

- (a) A Contract or Transaction between Jackson Museum School (K-6) and a Responsible Person or Family Member.
- (b) A Contract or Transaction between Jackson Museum School (K-6) and an entity in which a Responsible Person or Family Member has a Material Financial Interest or of which such person is a Director, Board Officer, agent, partner, associate, trustee, personal representative, receiver, guardian, custodian, conservator or other legal representative.

Section 8.2 Outside Activities.

(a) A Responsible Person competing with Jackson Museum School (K-6) in the rendering of services or in any other Contract or Transaction with a third party.

(b) Responsible Persons having a Material Financial Interest in; or serving as a Director, Board Officer, employee, agent, partner, associate, trustee, personal representative, receiver, guardian, custodian, conservator or other legal representative of, or consultant to; an entity or individual that competes with Jackson Museum School (K-6) in the provision of services or in any other Contract or Transaction with a third party.

Section 8.3 Gifts, Gratuities, and Entertainment. A Responsible Person accepting gifts, entertainment or other favors from any individual or entity that:

(a) Does or is seeking to do business with, or is a competitor of Jackson Museum School (K-6); or

(b) Has received, is receiving or is seeking a loan or grant, or to secure other financial commitments from Jackson Museum School (K-6).

Under circumstances where it might be inferred that such action was intended to influence or possibly would influence the Responsible Person in the performance of his or her duties. This does not preclude the acceptance of items of nominal or insignificant value or entertainment of nominal or insignificant value which are not related to any transaction or activity of Jackson Museum School (K-6).

ARTICLE IX: REVIEW OF POLICY

(a) Each new Responsible Person shall be required to review a copy of this policy and to acknowledge in writing that he/she has done so.

(b) Each Responsible Person shall annually complete a disclosure form identifying any relationships, positions or circumstances in which the Responsible Person is involved that he or she believes could contribute to a Conflict of Interest arising. Such relationships, positions or circumstances might include service as a director of or consultant to a nonprofit organization, or ownership of a business that might provide goods or services to Jackson Museum School (K-6). Any such information regarding business interests of a Responsible Person or a Family Member shall be treated as confidential and shall generally be made available only to the Board Chair, the CEO/Lead Founder, and any Committee Chair appointed to address Conflicts of Interest, except to the extent additional disclosure is necessary in connection with the implementation of this Policy.

(c) This policy shall be reviewed annually by each member of the Board of Directors. Any changes to the policy shall be communicated immediately to all responsible persons.

(d) Jackson Museum School (K-6)'s Conflict of Interest reporting form is shown below.

Conflict of Interest Disclosure Form

Name: _____ Date: _____

Please describe any relationships, positions, or circumstances in which you are involved that you believe could contribute to a Conflict of Interest arising:

I hereby certify that the information set forth above is true and complete to the best of my knowledge. I have reviewed, and agree to abide by, the Conflict of Interest Policy established by Jackson Museum School (K-6).

Signature: _____ Date: _____

Attachment L Cover Page

Board Member Resumes or Biographies

REQUIRED FOR ALL SPONSORS

Proposed Board Member #1
Austin S. Ferrell

PO Box 5032, South Fulton, TN 38257 (270) 804-5196 austin.ferrell95@yahoo.com

EDUCATION

University of Memphis , Memphis, Tennessee Doctor of Education in Instruction and Curriculum Leadership <i>Major: Instruction and Curriculum</i> <i>Graduate Certificates in Secondary STEM Education & Qualitative Research in Education Dissertation Chair: Dr. Celia Anderson</i>	2024
University of Tennessee at Knoxville , Knoxville, Tennessee Education Specialist in Teacher Education <i>Major: Teacher Education</i> <i>Specialization:</i> <i>Mathematics Education</i> <i>Thesis Chairs: Dr. Lynn Hodge & Dr. David Bowers</i>	2024
University of Tennessee at Knoxville , Knoxville, Tennessee Graduate Certificate in Social Justice Education	Expected 2025
University of Tennessee at Martin , Martin, Tennessee Master of Science in Education <i>Major: Educational Leadership</i>	2022
University of Tennessee at Martin , Martin, Tennessee Master of Science in Education <i>Major: Curriculum and Instruction</i>	2020
Belhaven University , Jackson, Mississippi Master of Public Administration	2019
University of Louisville , Louisville, Kentucky Bachelor of Social Work	2017

WORK EXPERIENCE

Lecturer in Curriculum and Instruction , Martin, Tennessee University of Tennessee at Martin (Department of Educational Studies)	AUGUST 2019-PRESENT
• Teaches/taught the following courses: • BUED 430: Instructional Strategies in Business Subjects • EDFN 720: Multicultural Issues in Education and Counseling • EDFN 400: Fostering Cultural Competence in the Contemporary Classroom (undergraduate) • EDFN 700: Fostering Cultural Competence in the Contemporary Classroom (graduate) • EDST 290: Special Topics in Education/Call Me MiSTER® Educational Leadership • EDST 290: Special Topics in Education/Praxis Preparation • HRLN 325: Educational Psychology • READ 100: Strategic Dimensions of Reading • SEDU 411: Secondary Education Science Instructional Strategies • SEDU 412: Secondary Education Mathematics Instructional Strategies • SEDU 413: Secondary Education Foreign Languages Instructional Strategies • SEDU 414: Secondary Education English Instructional Strategies • SEDU 415: Secondary Education Social Studies Instructional Strategies • SEDU 416: Secondary Education Mathematics and Science Instructional Strategies • SEDU 782: Middle School Methods	

- TCED 211: Introduction to Teaching
- TCED 312: Integrating Teaching Strategies and Assessment
- TCED 400: Residency I
- TCED 403-405: Student Teaching for Middle and High School Grades
- TCED 418: Internship in Education
- TCED 450: Designing Curriculum for the Early Adolescent
- TCED 703: Teaching as a Profession
- Provides academic advising for prospective and pre-service teachers at UT Martin.
- Created the following courses: EDFN 400 & EDFN 700 (Fostering Cultural Competence in the Contemporary Classroom),
TCED 727 (Introduction of STEM Education), and SEDU 416 (Instructional Strategies for Mathematics and Science Teachers)
- Created Education Day where 100+ high school students come to UTM to learn about the field of education
- Contributes to areas of service on the following committees:
 - Student Success (2019-PRESENT)
 - Living Learning Community (LLC) (2019-PRESENT)
 - Scholarship (2019- PRESENT)
 - Instructional Leadership Professor Search Committee (2020)
 - EPP Director Search Committee (2021)
 - Homecoming (2019)
 - Department level: Diversity Course Curriculum Committee (2020)
 - Department level: Grow Your Own Partnership Committee (Round 2) (2020)
 - University level: University of Tennessee at Martin's Undergraduate Committee on Diversity, Equity, and Inclusivity in Curriculum and Instruction (2020)
 - University level: University of Tennessee at Martin's Ad hoc committee on retention (RASS Committee) (2020)
 - University level: Study Abroad Committee for Siena, Italy (2020)
 - Art Education Tenure Track Position Search Committee (2021-2022)
 - Educational Studies (Counseling) Assistant Professor Search Committee (2021)
 - Diversity Liaison for Campus Initiative in Educational Studies Department (2021-2022)
 - University level: Foundations of Excellence Committee—Faculty Dimension Co-Chair (2021-2022)
 - Grown Your Own West Tennessee Executive Director (2022)
 - Grown Your Own West Tennessee (Martin) Regional Program Manager Search Committee (2022)
 - Art History Education Search Committee (2022-2023)
 - UTM's Civil Rights Conference Planning Committee (2022-2023)
 - Mathematics/Statistics Professor Search Committee (2022-2023)
 - Ceramics/Sculpture Professor Search Committee (2022-2023)
 - edTPA Coach (Fall 2022, Spring 2023)
 - EPP Diversity and Student Success Chair (2022-2023)
 - Networking for Aspiring Professionals (Spring 2023)
 - UTM's Civil Rights Conference Planning Committee (2023-2024)
 - Assistant Director of Multicultural Affairs Search Committee (2023-2024)
 - Academic Support Programs Quality Enhancement Plan (university wide) (2023-2024)
 - Women in STEM (2023-2024)
 - Juneteenth Community Committee (2023-2024)

Call Me MiSTER® Program Director, Martin, Tennessee

MAY 2023-PRESENT

University of Tennessee at Martin (Department of Educational Studies)

- Oversees the program's overall progress, including the students' success and program budget (\$125,000).
- Creates and oversees fundraising events and opportunities to help offset costs for the program.
- Works collaboratively with the program coordinator and the Dean to ensure the program runs effectively and efficiently.
- Creates partnerships with people, programs, and initiatives within the community and the state.
- Recruits and retains students within the Call Me MiSTER® Program (preservice teachers).
- Helps fundraise and create programs for the needs and wants of the Call Me MiSTER® Program at UTM.
- Serves as an academic advisor for the students within the program.
- Helps implement and create programs to promote student success and celebrate student achievements.

- Manager of the graduate assistant for the program.

School Board Member, Fulton, Kentucky JANUARY 2023-PRESENT

Fulton Independent Schools

- Build school district leadership through approving strategic district plans, assessing students' achievement, and reviewing data-driven expectations and goals.
- Provide fiscal oversight through budget adoption, authorization of funds, and managing funds of the school district.
- Manage district policies through continual reviews, revisions, and evaluation procedures.
- Supervised and evaluated the superintendent's progress throughout the school year.
- Helped hire a new school superintendent in 2023 for the school district.

Curriculum Specialist/Instructor, Louisville, Kentucky

APRIL 2020-PRESENT

Secondary School Outreach Programs—Upward Bound (University of Louisville)

- Creates the curriculum for all courses taught by summer instructors.
- Teaches the following summer courses to participants:
 - Algebra 2, Precalculus, Calculus, STEM, Drama, and Robotics
- Creates online mathematics courses and activities to engage student participants.
- Ensures that each student in the summer program has a course that engaging and rigorous.

Call Me MiSTER® Program Co-Coordinator/Coordinator of Academic Success, Martin, Tennessee

AUGUST 2019-MAY 2023

University of Tennessee at Martin (Department of Educational Studies)

- Monitored and reported MISTERS' class attendance and academic progress to the Dean of the College of Education, Health, and Behavioral Sciences, Educational Studies Department Chair, and program board.
- Delivered learning assistance to MISTERS through tutoring, advising, and academic counseling.
- Created programming to help future minority male teachers matriculate into the education field.
- Helped organize the Call Me MiSTER Blazer Ceremony for graduating seniors.

Clinical Practice Student/ Principal Intern, Hickman, Kentucky

AUGUST 2021-MAY 2022

Fulton County Schools

- Shadowed the principals (elementary, middle, and high) in the district and learn their roles in their respective buildings.
- Helped make data-driven decisions for the students and teachers.
- Performed leadership responsibilities such as ensuring that students are engaged in meaningful curriculum and instruction.

Graduate Assistant, Memphis, Tennessee

MAY 2021-MAY 2022

University of Memphis (Department of Instruction and Curriculum Leadership)

- Created workshops for students who have not passed their Elementary Mathematics Praxis.
- Analyzed the data of the students in the RCP MAT Program at UofM to ensure that they are growing
- Met with students one-on-one to help them understand some of the mathematics deficits they are having
- Communicated with the professor who oversees the program to discuss new methods to reach the students

Substitute Teacher/Substitute Administrator/Writing Interventionist, Hickman, Kentucky

FEBRUARY 2021-MAY 2021

Fulton County Schools

- Implemented existing lesson plans and followed the full-time teacher's instructions while teacher is absent
- Oversaw classroom activities and assign homework/classwork
- Ensured the safety of the students at all time
- Completed principal tasks such as lunch and hallway duty, and classroom observations
- Pulled students out to work with them on writing and co-taught with the English/Writing teacher

Substitute Teacher, Martin, Tennessee

JANUARY 2021-MAY 2021

Weakley County Schools

- Implemented existing lesson plans and followed the full-time teacher's instructions while the teacher is absent
- Oversaw classroom activities and assign homework/classwork

- Ensured the safety of the students at all time

Graduate Assistant, Memphis, Tennessee

AUGUST 2020-MAY 2021

University of Memphis (Department of Instructional Design and Technology)

- Worked directly with the director and coordinator with of the EdTech program housed in the Department of Instructional Design and Technology
- Assisted with implementing and creating projects, curriculum, and lesson plans for prospective teachers that use the department as a resource
- Completed daily office tasks such as emailing, filing, and organizing
- Assisted in administrative tasks around the office to ensure that it is running smoothly

Mathematics Education Consultant, Indianola, Mississippi

SEPTEMBER 2019- MARCH 2020

Robert L. Merritt Junior High School (Sunflower County Consolidated School District)

- Ensured mathematics teachers utilize best practices for teaching
- Worked with the administration reviewing data and discovering data trends
- Provided intervention for students with mathematical deficits
- Taught alongside other teachers ensuring best mathematical pedagogy

Mathematics Teacher (Grades 7-8), Indianola, Mississippi

AUGUST 2017-MAY 2019

Robert L. Merritt Junior High School (Sunflower County Consolidated School District)

- Taught middle school mathematics while following school, district, and state mandated laws
- Assisted in school growth from an F to a C
- Provided student intervention, small group work, and one-on-one help
- Ensured student learning and growth
- Provided a conducive and ready for instruction classroom
- Worked with Teach for America staff to be an effective teacher

Residence Counselor/Academic Tutor/Teacher/ Internship, Louisville, Kentucky

MAY 2014-JULY 2018

Secondary School Outreach Programs—Upward Bound & Talent Search (University of Louisville)

- Provided tutoring and one-on-one meetings to middle and high school aged students
- Assisted high school students with writing development and essay research and chaperoned students on field trips
- Taught Drama Performance and ACT Prep to Upward Bound students
- Created and facilitated in-school workshops

College Peer Mentor, Louisville, Kentucky

AUGUST 2014-MAY 2017

C.O.N.E.C.T. Peer Mentoring (University of Louisville)

- Provided minority freshmen guidance and mentorship through mentor-mentee relationships
- Provided programming such as networking, resume building, and public speaking that aided in the retention of minority freshmen
- Provided and organized paperwork relating to students and programs
- Served three years as a member of the hiring committee

GEN 101 Teaching Assistant, Louisville, Kentucky

AUGUST-NOVEMBER 2016

College of Arts and Sciences, (University of Louisville)

- Created recreational activities for in-class student participation.
- Facilitated textbook lessons that were inclusive and engaging.
- Aided first-generation freshmen in resolving campus problems.

ACCEPTED CONFERENCE PROPOSALS

Ferrell, A. S., Giles, M. A., Hockett, C., Huitzache, D., Myles, K., & Stray, J. L. (2024, September 27). *UTM's Call Me MISTER: Pioneering Equity and Inclusion in Tennessee's Education* [Conference presentation]. East Tennessee State University's 6th Annual Equity and Inclusion Conference. Johnson City, TN, United States.

Giles, M. A., **Ferrell, A. S.,** & Plunk L. C. (2024, September 26). *Expecting Growth without Changing: Nepotism, Skepticism, or Hidden Racism* [Conference presentation]. East Tennessee State University's 6th Annual Equity and Inclusion Conference. Johnson City, TN, United States.

- Giles, M. D., & **Ferrell, A. S.** (2023, November 2). *Differentiated Instructions in Diverse Classrooms* [Conference presentation]. Kappa Delta Pi 2023 Convo. St. Louis, MO, United States.
- Ferrell, A. S.**, Giles, M. A., & Plunk, L. C. (2023, September 28). *“We Want You:” To be an Agent of Change on Campus* [Conference presentation]. East Tennessee State University’s 5th Annual Equity and Inclusion Conference. Johnson City, TN, United States.
- Jones, Z. A., Giles, M. A., & **Ferrell, A. S.** (2023, February 4). *Reveal yourself. Own your greatness* [Conference presentation]. Black Issues Conference. Knoxville, TN, United States.
- Giles, M. A., Stratton, E., & **Ferrell, A. S.** (2022, November 7-9). *Teachers teach, technology enhances* [Conference presentation]. National Social Science Association Virtual Fall Conference. El Cajon, CA, United States.
- Ferrell, A. S.** & Miles, D. M. (2020, July 17). *MiSTERs as community advocates for rural educators (service-learning project)* [Conference presentation]. Tennessee Chapter for National Association for Multicultural Education Annual Conference. Cookeville, TN, United States.

ARTICLES

- Ferrell, A. S.**, & Giles, M. A. (2023). Cultivating mathematics identity: Examining six petals for African American student growth. *West Tennessee Scholarship of Teaching and Learning Journal*, (2)1, 3-30.

MENTORSHIP/ADVISOR

Will Crawford University of Tennessee at Martin, Honors Program 2024 Academic Advisor/Thesis Chair Thesis: A Comparative Analysis: Preservice Teachers’ Motivations for Pusing the Education Profession

PROFESSIONAL TEACHING CERTIFICATIONS/LICENSES

Tennessee Professional Teaching Certificate	MARCH 2020
• Middle School Social Studies (Grades 6-8) • Middle School Mathematics (Grades 6-8) • Middle School Science (Grades 6-8) • Beginning Administrator (PreK-12)	
Kentucky Professional Teaching Certificate Rank I	MARCH 2018
• High School Social Studies (Grades 8-12) • Middle School Social Studies (Grades 5-9) • Middle School Mathematics (Grades 5-9) • Provisional Certificate for Instructional Leadership—Principal (PreK-12) • Professional Certificate for Instructional Leadership Supervisor of Instruction	
Mississippi Professional Teaching Certificate AA Rank	AUGUST 2017
• Social Studies (Grades 7-12) • Business Education (Grades 7-12) • English (7-12) • Middle School Mathematics (Grades 7-8) • Middle School Science (Grades 7-8) • Administrator License - Non-Practicing	

Proposed Board Member #2
BRENT BOWKER

Bowker81@gmail.com
479.899.1888
Jackson, TN

BUSINESS MANAGEMENT Operational Excellence / LEAN Management / Business Development

Dynamic Senior Manager with over 20 years of experience in Freight and Logistics, specializing in Transportation, Manufacturing, Distribution & Warehousing, and 3PL sectors. Demonstrated expertise in driving operational excellence, developing high-performing teams, and optimizing transportation networks while implementing innovative standards and procedures. Acknowledged for streamlining processes and cultivating collaborative teams that consistently surpass performance goals. Skilled at engaging with all operational levels to ensure strategic efficiency and success for multiple Fortune 500 companies.

Core competencies include:

- Financial & Contract Negotiation • Account Leadership & Management • Market Research & Analysis • Cross-functional Team Coordination • Vendor Contract Negotiations • Six Sigma Expertise • Transportation Management • Employee Development & Training • Forecast Management • Human Resources • Project Management • Financial Statements

EXPERIENCE

Owner

Orion Logistics 10/2021-Present Logistic account management. Providing services for all modes of transportation for our customers.

Station Operations Manager

Amazon Logistics (AMZL): DTN4 Memphis, TN 3/2020- 9/2021 World's largest online retailer utilizing multiple markets, vendors, divisions, and backgrounds to develop and grow the most efficient delivery network.

- Managed all daily operations at delivery station while processing and delivering over 50,000 packages daily.
- Drove performance bringing DTN4 to top 50 facilities from bottom 25
- Created and maintained action plans (A3's) for costs, SLI (safety leadership index), Safety, attrition, and operations.
- Reported daily to regional and super regional management on operation metrics and cost initiatives.
- Developed and submitted weekly Labor Orders to control and maintain operational goals and costs.
- Daily and weekly operational planning.
- Managed all vendors and vendor contracts for facility maintenance and services.
- Monthly employee reviews with HRBP.
- Hiring and accountability of management team at DTN4.

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Production Supervisor

The Carlstar Group: Jackson, TN 2019 A large scale manufacturer, located in Jackson, TN, specializing in tire manufacturing for the agriculture and recreational markets.

- Managed daily operations related to tire building and molding.
- Directed employees and temporary employees on daily assignments and production schedules
- Worked closely with multiple departments to insure the inventory and production schedules were kept up to date and accurate.
- Managed employee hours, vacation, overtime, and call offs.
- Approved employee hours and reconciled their individual production numbers to match up with current inventory levels and company production standards.

Sr. Logistics Manager (Branch Manager)

J.B. Hunt: Lowell, AR 2017-2018 A Fortune 500 company that specializes in intermodal, LTL, Flatbed, Dry Van, reefer, and all other modes of transportation providing logistics solutions to some of the largest companies in the US, Canada, and Mexico.

- Direct all branch operations including budget, sales, onboarding and terminations of employees, compliance, customer service, and payroll.
- Built a team of 26 employees and grew business from 0 to 4.1 million in revenue a month with a 23% margin.
- Bid lanes from new customers and re-bid existing customer lanes working with pricing, logistics, and other Branch Managers to secure competitive rates and capacity.
- Created and maintained reports for daily, weekly, and monthly reporting for budget, goals, productivity, and KPI metrics.

NATIONAL ACCOUNT MANAGER: NESTLE WATERS NORTH AMERICA

TRANSPLACE LOGISTICS: LOWELL, AR 2014-2017

A North American non-asset based logistics service provider offering manufacturers, retailers, chemical and consumer packaged goods companies the optimal blend of logistics technology and transportation management services.

- Directed the Nestle Waters North American account and managed 25,000 loads weekly across the US
- Developed a dynamic cross-functional team through effective hiring, training and leadership practices to achieve team sales objectives and goals.
- Transitioned the Nestle Waters Logistics teams into Transplace by going to all Nestle Water Logistics centers and working closely with the on-site teams and management.
- **Key Contributions: Implemented an effective Lean Six Sigma program and mentored trainees while facilitating lean improvement projects to eliminate process waste. Invented a KPI dashboard proving overall productivity and measured key metrics.**

CARRIER PROCUREMENT MANAGER: WALMART, SAM'S CLUB, TARGET & WHOLE

FOODS CASESTACK: FAYETTEVILLE, AR 2010-2014

A solutions-oriented logistics service company dedicated to consumer-packaged goods companies and providing cost effective retailer consolidations programs that solve dynamic logistics challenges.

- Managed inbound and outbound warehouse shipments for big box retailers while negotiating rates with carriers and book loads based on service and profitability.
- Accountable for strengthening vendor relationships, optimized processes, and drove supplier development initiatives.
- Participated in the hiring and supervising of staff, coordinated individual assignments, set project goals, evaluated employee performance, and determined training requirements.

- **Key Contributions: Recognized as Top Grossing Employee for Truckloads.**

TERMINAL OPERATIONS MANAGER

FEDEX GROUND: LOWELL, AR

2006-2010

High-value-added logistics, transportation, and related businesses services through focused operating companies.

- Oversaw and supervised operations department, developed and executed onboarding procedures, established and managed staff training of five administrative assistants, two managers and 35 packaging handlers.
- Started with a bottom 5 performing terminal and drove improvement to top of our region.
- Won Service Manager of the Year 2 years in a row for the entire company.
- Improved productivity through development of appropriate procedures, implemented project tracking tools; and successfully communicated status of each project to customers.
- Prepared all of the logistic based documentation including contractor settlement and sales.
- **Key Contributions: Designed an Excel program that allowed service manager to input projected volume in to calculate every aspect of the operation from staffing, operations hours and speed of conveyor belts.**

EDUCATION

Bachelor of Science: Business Management University of Tennessee Martin, TN **Associates of Arts:**

Pre-Law Jackson State Community College Jackson, TN

Proposed Board Member #3
Kimberly Bills

91 Aztec Drive
Jackson, TN 38305
Phone: 731.616.7699
Email: billskim76@gmail.com

Summary of Qualifications:

Dedicated and results-oriented professional with extensive experience in education grants facilitation and tax preparation. Known for being friendly, loyal, and ambitious, I thrive in dynamic environments and embrace new challenges. I excel in collaboration while maintaining the ability to work independently and efficiently. Seeking a position that allows for personal and professional development, where I can contribute meaningfully to an organization.

Experience:

Morgan Tax Service Office Manager /Registered Tax Preparer
01/1999 – Present

- Prepares income tax returns for individuals and businesses
- Reviews financial records, income statements and documentation expenditures
- Interviewing clients to obtain information on taxable income and allowances
- Compile and keep personal records for each employee
- Payroll, 940's, 941's
- Certification Training required by the IRS
- QuickBooks Bookkeeping for several local businesses and churches

Jackson Madison County School System Magnet Grant Facilitator
08/2004 -05/2007

- MSAP Federal Grant
- Federal Documentation for MSAP
- Purchase Orders for a 1.5-million-dollar budget in a three-year term
- Instructor for Teacher Training and Technology Workshops
- Parental Involvement Meetings with MSAP Grant and Title I
- Examine budget estimates for completeness, accuracy and conformance with procedures and regulations
- Analyze budgeting and accounting reports for the purpose of maintaining expenditure control

Education:

Lane College Bachelor of Arts Interdisciplinary Studies
1996-2001

- Presidential Scholarship List Fall 1999/2000
 - Dean's List Fall 99/00
 - Minnie Greer Armour Scholarship
 - Who's Who Among Students in American Universities and Colleges 1999/2000
- 1994 North Side High School

(References available upon request)



Proposed Board Member #4

ANDREEA D. TEMPLE

129 Quail Ridge Drive; Jackson, TN 38305
Phone: (731) 267-2843 Email: andreea_temple@yahoo.com

OBJECTIVE

I am seeking a worthwhile career opportunity to build on my project management, information technology experience, and education in business management.

EXPERIENCE

West TN Healthcare **10/2016 - Present** **Jackson, TN**

Project Manager

Coordinate internal resources and third parties/vendors, ensure that all projects are delivered on time and within scope, assist in the definition of project scope and objectives, ensure resource availability and allocation, develop a detailed project plan to monitor and track progress. Track project performance, specifically to analyze the successful completion of short and long term goals.

Systems Analyst II

Troubleshooting issues related to nursing documentation and workflow. Troubleshooting and report design for behavioral health system, IEM/Rauland nurse call phone system administrator, Allscripts user management support.

NSK Steering Systems, Inc. **3/2015 - 10/2016** **Jackson, TN**

Systems Analyst

- Manage network resources, install and troubleshoot hardware and software-related problems, provide telecom support for desk and cellular phones, training of employees on logging in and user of ERP systems such as Trans4M, InforEAM, and ADP.

Jackson Madison County School System **7/2009 - 2/2015** **Jackson, TN**

Computer Technician 3/Director of Technology

- Intranet site design for Jackson Madison County School System utilizing InfoPath 2010, SharePoint 2010, and SharePoint Designer 2010.
- Application implementation and life cycle management.
- Helpdesk support for district.

Staff Management c/o Procter & Gamble **5/2008 - 6/2009** **Jackson, TN**

SharePoint Application Developer

- Intranet site design for Procter & Gamble teams utilizing InfoPath 2007, SharePoint/MOSS 2007, Visual Studio, and SharePoint Designer 2007.

Tennessee State Veterans Home **6/2005 - 5/2008** **Humboldt, TN**

IT Training Specialist

- Conduct training classes and produce training materials for administrative staff.
- Application implementation and troubleshooting for Humboldt and Murfreesboro facilities. Assist department heads with automating work processes and developing policies and procedures.

Fluor Daniel, Inc. c/o Procter & Gamble **1/1997 - 7/2004** **Jackson, TN**

IT Operations Specialist

- Intranet and database design and maintenance using Lotus Notes technology.
- Novell NetWare network helpdesk support.
- Responsible for management of network user accounts.
- Responsible for training new users on network.

EDUCATION

Union University	2003-2005	Jackson, TN
■ Master of Business Administration, M. B. A.		
University of Tennessee at Martin	1991-1995	Martin, TN
■ Bachelor of Science in Computer Science; Minor in Business Administration.		
■ Cum Laude Graduate.		

CERTIFICATIONS AND HONORS

COMPTIA Project + Project Management Certification

Microsoft Certified Technology Specialist – Sharepoint 2007 Configuring

Certified Lotus Specialist – Lotus Notes 5.0.

Certified Novell Administrator – Novell NetWare 4.11.

COMMUNITY ACTIVITIES

Business and Professional Women – Jackson, TN.

Carl Perkins Exchange Club – Jackson, TN.

KEY ACCOMPLISHMENTS

Microsoft SharePoint Database Development:

Created Jackson-Madison County School System's Inventory for tracking furniture and computers for insurance auditing

- Every teacher in every classroom logs their furniture and technology with costs each year
- Contains an aggregate of over \$100 million of inventory assets over 3 years

Created first online Truancy Referral Tracking System for the district

- Notifies Guidance Counselors and Principals of action plans created for truant students

Created districts first Onboarding System for requesting new login accounts

- Principals and other administrators can request logins for newly hired employees electronically

Created first online Coordinated Health video library

- Staff throughout the district can watch all required videos each year at their own convenience
- School Health no longer has to bring/check out videos to each school
- Online way to log which staff has viewed the required videos

Microsoft Access Database Development:

Designed and Implemented:

- Hardware Inventory database.
- Microsoft Access replacement for PCVICTR software.

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- Staffing database for JET (Jackson Engineering Team).
- Staffing database for P&G.

Maintained revisions for the following previously created databases:

- Cost Model Reader Output database to convert P&G Cost Model data into a format that could be imported by MMT (Material Management application) and shared through Lotus Notes.
- Concorde Spares database to track spare parts for that project.
- Change Management databases used by Project Controls.

Lotus Notes Database Development:

Designed and Implemented:

- Approval Cycle for ESM (Engineering Support Management) database knowledge entries. This database provided tracking for engineering information regarding product line design, field instructions for construction to assemble the lines, and drawing metadata describing the product design.
- Global Knowledge System to track Administration, Procurement, Project Controls, Construction, and Engineering data for Jackson, Ivorydale, Mechelen, Louisiana (ESM/ISM), and Cape Girardeau. The Global Knowledge System provides:
- Navigational web portal to share information with P&G.
- Electronic routing for approval for Engineering Information (E.I.) documents, Procurement Requisitions, Onboarding of Employees, and Scope Release/CSI/CMF data.
- Makes application specific data viewable by contractor and client without installing software locally such as the Project Appropriation Estimate databases where P&G share's its Cost Model data and the ESM/ISM database which shares Fluor's MMT data to P&G through the Global Knowledge System.
- Tracking of Project deliverables using P&G's EWP deliverable standard, as well as Studies, Design Bases, and Specifications.
- Administration features such as Conference Room Scheduling, Onboarding/Destaffing, and Helpdesk Tracking.

Implemented Booktracks Textbook Tracking

- First textbook barcoding system ever done in the district
- Each year every librarian/teacher checks out and checks in books to students at every school

Implemented One Call Now Emergency Calling System

- First automated system that allowed automated calls to parents when students were absent/tardy
- Secretaries reported a marked decline in unexcused absences as a result

Implemented CodeED Emergency Calling System (replaced One Call for pricing reasons)

- Trained all Principals, Assistant Principals, and Secretaries

Implemented SmartFind Express Leave System

- Helped Human Resources train principals, secretaries, and over 400 substitute teachers
- Migrated job titles, locations, and budget code data for each employee

Assisted with migration from Star to PowerSchool

- Helped train all Attendance Secretaries and assisted owner with student data migration

Proposed Board Member #5

Monola Patterson

Educator * Consultant * Community Activist * Public Speaker * Playwright

3131N Highland Ave, Apt F95, Jackson, TN 38305

(731) 695-2950

monola.patterson@gmail.com

LEADERSHIP & COMMUNITY DEVELOPMENT EXPERIENCE

President , Jackson-Madison County Retired Teachers' Association	2024-present
Executive Director , Kaleidoscope Summer Camp, Alamo, TN	2015 -present
Executive Director , Jackson Madison County African American Chamber of Commerce	2002-2004
Executive Director , East Jackson Economic Development Corporation	1989-1992
Chairman of Minority Business Committee , Jackson Area Chamber of Commerce	1989-1991

WORK EXPERIENCE

NAEP Field Supervisor , National Center for Education Statistics (NCES)	2007-2024
Career Ladder Evaluator , Tennessee Department of Education, Nashville, TN	2002-2007
Special Education Teacher , Jackson, TN Jackson Madison County School System	1975-2002
Special Education Teacher , Alamo, TN Crocket County School System	1973-1975

EDUCATION

University of Memphis , Memphis, TN Master of Education in Special Education & Rehabilitation/ Elementary Arts	1986
University of Memphis , Memphis, TN Bachelor of Science in Special Education	1973
Jackson State Community College , Jackson, TN Associate of Education	1970

References Upon Request

Proposed Board Member #6

122 Roma Street, Martin, TN 38237

731.819.1853

jordanhlong@outlook.com

JORDAN H. LONG, ESQ.

WORK HISTORY

Attorney at Law, Law Office of Jordan Long, PLLC

Martin, Tennessee · November 2024 – Present

- Draft wills, trusts, powers of attorney, advance healthcare directives, and other estate planning documents tailored to client needs, as well as advise clients on tax implications, asset protection strategies, and methods for minimizing probate.
- Conduct residential and commercial real estate closings, conduct deed preparation, and review purchase and sale agreements.
- Assist clients with business entity selection and formation, including drafting articles of incorporation, operating agreements, and bylaws.
- Represent clients in a variety of civil disputes, including contract disputes, property disputes, and tort claims.

Advocacy Director, TennesseeCAN

Nashville, Tennessee · November 2024 – Present

- Develop and execute lobbying strategies to advance the organization's legislative priorities in the state legislature.
- Identify, recruit, and mentor candidates for public office who align with the organization's values and mission.
- Develop partnerships with like-minded organizations, grassroots groups, and community leaders to strengthen advocacy efforts.
- Manage independent expenditures and PAC contributions for aligned candidates and legislators.

Director of Government Relations, Beacon Center of Tennessee

Nashville, Tennessee · July 2021 – Present

- Work with Beacon's policy and outreach teams to turn Beacon's policy ideas into action through advocacy at the state and local levels.
- Collaborate with the Director of Policy to develop annual policy initiatives, and then establish and execute a legislative or executive strategy around each of those initiatives.
- Serve as Beacon's chief liaison to members of the General Assembly and their staff on all legislation in which we are involved, including meeting with, providing resources to, and advising policymakers within the governor's administration and legislature.
- Serve as Beacon's chief liaison to local government officials in communities across Tennessee.
- Coordinate with Beacon's Director of Outreach to identify external partners, coalitions, and individuals to assist in our government relations strategy at both the state and local level.
- Facilitate bill endorsement and letter sign on requests from members of Congress and advocacy groups working at the federal level.

Legislative Assistant, Tennessee General Assembly

Nashville, Tennessee · December 2018 – July 2021

- Assist in the drafting and amending of legislation.
- Prepare legislative summaries and red-line one-page documents.
- Conduct research on proposed legislation and its impact on Tennesseans and commerce.
- Participate in hearings on state budget appropriations.
- Perform general office duties such as handling constituent requests.
- Organize days on capitol hill for leadership and school groups.
- Respond to requests for information from the public, other municipalities, state officials, or state and federal legislative offices.

CEO, 1796 Media, LLC

Martin, Tennessee · June 2017 – Present

- Create designs, concepts, and sample layouts based on knowledge of layout principles and esthetic design concepts.
- Develop graphics and layouts for product illustrations, company logos, and custom WordPress and Shopify websites.
- Design, build, or maintain web sites, using authoring or scripting languages, content creation tools, management tools, and digital media.
- Create, post, and manage updates and responses for all online content for the brand's social media.
- Record and produce short to medium length marketing and promotional videos for chambers, businesses, and individuals.

Marketing Associate, Savant Learning Systems

Martin, Tennessee · April 2012 – July 2016

- Support company graphic design team using Adobe CC suite.
- Complete desktop publishing projects (course catalogs, system user guides, marketing booklets, and direct mail pieces).
- Establishing and sourcing company and partner promotional material related to educational programs and in compliance with appropriate brand identity.
- Assistance of in-house production printing which includes the printing of company and marketing material to an in-house digital printer, trimming, packaging and arranging shipping.
- Procurement of print jobs that fall beyond in-house cost efficiency by outsourcing to local or online print companies.

EDUCATION Juris Doctor (J.D.), The Nashville School of Law

Nashville, Tennessee · August 2020 – May 2024

- Honorable Society of Cooper's Inn (Top 10% of Graduating Class)
- Pete Cantrell Scholarship Recipient, 2023
- William P. Cooper Scholarship, 2022

- Dean's List, 2022
- William P. Cooper Scholarship, 2021
- Dean's List 2021

Bachelor of Science (B.S.), Political Science, The University of Tennessee at Martin

Martin, TN · August 2015 – December 2018

- Dean's Scholar, The College of Business and Global Affairs, 2018
- William H. Baker Scholarship, 2018
- Student Government Association President, 2017-2018
- Outstanding Lower Division Accounting, Finance, and Economics Student, 2017
- Ned Ray McWherter Scholarship, 2015-2016

PUBLICATIONS [Academic Writing: Making Sense of the Third-Party Doctrine, Nashville School of Law, 2023](#)
 AND [Blog: The Best, and the Worst, of Tennessee's Legislative Session, BeaconTN.org, 2022](#)
 APPEARANCES [TV: Vanderbilt proposal to build new Murfreesboro hospital denied by state, WKRN, 2023](#)

Proposed Board Member #7

Delita N. Thompson, DBA

43 Bellwood Cove

Jackson, TN 38305

Mobile: (731) 293-9572

EDUCATION

2018, DBA, Walden University, Business Administration (Social Impact Management)

2015, MBA, Bethel University, Business Administration (Management)

2012, BS, Union University, Organizational Leadership (Organizational Management)

2005, AS Jackson State Community College, Business Administration

1993, Diploma, West Tennessee Business College, Medical Coding

CERTIFICATIONS

2020 Master Life Coach, Transformation Academy

2020 Fundamentals of Supervision and Management, University of TN at Martin

2009 Moral Reconciliation Therapy, Correctional Counseling, Inc.

2009 Anger Management, Correctional Counseling, Inc.

TEACHING EXPERIENCE

JACKSON STATE COMMUNITY COLLEGE, Jackson, TN

Adjunct Professor, Business Department, 2020

Implemented course curriculum in alignment with existing pedagogical methodologies and college requirements.

LIBERTY TECHNOLOGY MAGNET SCHOOL, Jackson, TN

Substitute Teacher, Accounting & Personal Finance, 2002-2004

Facilitated lessons, administered testing and evaluations, coordinated mid-term and final grades.

Followed course curriculum.

ADMINISTRATIVE EXPERIENCE

JACKSON ARTS COUNCIL

Executive Director, 2024 - present

AT&T

Business Account Executive, 2023-2024

Responsibilities:

- Develop and maintain a portfolio of business customers using effective sales techniques and strategies to increase sales revenue and improve market share
- Prospect and secure new business via cold calling, field prospecting, and networking activities
- Assess customer's business needs and provide solutions that deliver value and growth within their operations
- Build long-term relationships with business customers by providing solutions and insightful advice that exceeds their expectations

- Collaborate effectively with sales management and team to achieve sales goals and objectives
- Use CRM tools to track sales activity and opportunities, regularly update customer data and forecast future sales accurately
- Conduct product demonstrations and presentations with prospective customers to showcase the value and benefits of AT&T products
- Attend and participate in relevant industry conferences and trade shows to increase product knowledge
- Continually maintain knowledge of AT&T's products and services and keep abreast of the competition and industry trend

I am responsible for field prospecting and making sure that clients understand AT&T's line of business products, product value, and product pricing. I am also responsible for the growth and development of my assigned territory.

SPECTRUM

Business Account Executive, 2022- 2023

Responsibilities:

- Develop and maintain a portfolio of business customers using effective sales techniques and strategies to increase sales revenue and improve market share
- Prospect and secure new business via cold calling, field prospecting, and networking activities
- Assess customer's business needs and provide solutions that deliver value and growth within their operations
- Build long-term relationships with business customers by providing solutions and insightful advice that exceeds their expectations
- Collaborate effectively with sales management and team to achieve sales goals and objectives
- Use CRM tools to track sales activity and opportunities, regularly update customer data and forecast future sales accurately
- Conduct product demonstrations and presentations with prospective customers to showcase the value and benefits of Spectrum's products
- Attend and participate in relevant industry conferences and trade shows to increase product knowledge
- Continually maintain knowledge of Spectrum's products and services and keep abreast of the competition and industry trend

I was responsible for field prospecting and making sure that clients understood Spectrum's line of business products, product value, and product pricing. I was also responsible for the development and growth of my assigned territory.

BRIDGING THE GAP TN, Jackson, TN

Volunteer Executive Director, 2019-Present

Responsibilities:

- Strategic planning/activities
- Board development
- Ensure employees and board members adhere to bylaws and regulations
- Updating bylaws
- Identify areas of growth/development
- Facilitate fundraisers
- Financial reporting

- Budget management
- Day-to-day operations
- Public relations
- Performance reviews
- Vet scholarship recipients
- Mentor high school seniors
- Facilitate teen programs/activities
- Grant solutions

I am responsible for overseeing the day-to-day operations. I develop and direct organization strategy. I recruit and mentor senior executives and board members to assist in managing business operations. I am the liaison between stakeholders. I maintain compliance and prepare comprehensive budgets. I report on revenue and expenditure, and am heavily involved in marketing, and community outreach.

CITY OF JACKSON POLICE DEPARTMENT, DOMESTIC VIOLENCE UNIT, Jackson, TN
Executive Assistant, 2015-2022

Responsibilities included:

- Assisted with the day-to-day operations of the Domestic Violence Unit and Safe Hope Center
- Worked with investigators by electronically assigning domestic violence cases to unit officers
- Supported unit commander by identifying and implementing best practices in supporting the continuation and ongoing operation of the Safe Hope Center and Domestic Violence Unit
- Acted as proxy for the unit commander
- Tracked and reported weekly court domestic violence statistics
- Managed and updated court dispositions
- Managed and maintained monthly lab and victim reports
- Logged and reported statistical data for grant purposes
- Served as the chaplain for staffed civilians and officers supporting and promoting an overall healthy, mental, and spiritual mindset
- Community outreach

I was responsible for overseeing day-to-day operations and provided support through an extensive array of duties that included administrative tasks, research, and managerial roles.

CITY OF JACKSON, CRIME STOPERS, Jackson, TN
Program Director Assistant, 2012-2015

Responsibilities included:

- Generated daily reports for statistical data purposes used for grants
- Presented monthly reports to board members
- Facilitated program fundraisers
- Fundraising
- Managed yearly budget
- Assigned and transcribed witness calls
- Calculated and administered monetary rewards to anonymous tip callers
- Maintained organizations social media pages and website
- Community outreach
- Travel

I collaborated with and supported the director in planning board meetings, conferences, and travel. Board members consisted of 10-15 civilians and retired officers. Responsible for day-to-day operations. Researched and evaluated key departmental components, strategizing, and suggesting development improvements. Managed and administered the anonymous scholarship tipster fund. Identified and sustained relationships with bank staff and other community stakeholders. Maintained all social media pages and department website. This position required strong interpersonal and problem-solving skills while being assertive in challenging situations as I worked with board members, witnesses and victims. Strong management skills coupled with a working knowledge of Microsoft Office and Tips software was a requirement.

CITY OF JACKSON, NEIGHBORHOOD SERVICES, Jackson, TN
Case Manager (Mayor's Second Chance Program), 2009-2012

Responsibilities included:

- Managed and facilitated Moral Reconation Therapy (12-step cognitive behavioral program)
- Managed and facilitated job training skill sessions
- Managed and facilitated anger management sessions
- Drug tested adult program participants
- Conducted life skills & management counseling sessions
- Assisted participants with daily life skills and time management
- Prepared necessary reports using Excel spreadsheets for grant purposes
- Assisted participants with short/long term goals

I provided intensive client care coordination/treatment, client advocacy, and executed services for nonviolent felons. Conducted behavioral and anger management classes. Aided as administrative support for the program director and city mayor. I was a life and business coach.

BIRTH CHOICE PREGNANCY RESOURCE CLINIC, Jackson, TN
Sexual Health Director, 2008-2009

Responsibilities included:

- Planned and facilitated sexual health education seminars
- Planned and facilitated abstinence presentations
- Mentored teens and young adults in crisis
- Trained volunteer speakers and teachers
- Assisted with events & fundraisers
- Prepared and presented annual budget
- Prepared monthly reports for board members
- Traveled

As the Sexual Health Director strong interpersonal, writing and teaching skills were necessary as I traveled to various schools throughout West Tennessee to facilitate sexual health presentations. This position required heavy reporting and accounting skills with a working knowledge of Microsoft Excel and PowerPoint.

ABSTINENCE & CHARACTER TRAINING SERVICES OF WEST TENNESSEE (ACTS), Jackson, TN
Director of Development, 2006-2009

Responsibilities included:

- Marketing

- Fundraising
- Facilitated day-to-day operations
- Prepared and presented monthly reports to board members
- Maintained and monitored annual budget
- Trained volunteers
- Mentored pre-teens and teens
- Conducted sexual health education sessions in youth facilities
- Developed & maintained sub-organizations

The Director of Development role required strong leadership skills. I was responsible for the overall management, strategic planning and operations, marketing, and customer relationship management.

CLEARTALK WIRELESS COMMUNICATIONS, Jackson, TN
Marketing Manager, 2001-2004

Responsibilities included:

- Coordinated events
- Marketing
- Responsible for media buys
- Composed radio ads
- Prepared and maintained annual budget
- Maintained annual budget for 15 sub-outlets
- Trained sales staff
- Responsible for daily sales reports
- Traveled

I managed all marketing campaigns and sales activities. I approved all marketing material. I wrote and produced radio ads. I was also the overseer of fundraisers and budgeting for every satellite agency.

PUBLICATIONS

Johnson, D. (2018). Strategies small salon business owners use to survive in business beyond 5 years (Doctoral dissertation). Retrieved from <https://scholarworks.waldenu.edu>

COMMUNITY ACTIVITIES

Current:

- **Journalist**, since 2024, Iota Phi Lambda Sorority, Inc.
- **Chaplain/Member**, since 2023, Iota Phi Lambda Sorority, Inc.
- **Volunteer Executive Director**, Bridging The Gap TN
- **Chaplain**, since 2016, Jackson Police Department, Jackson, TN
- **Member**, since 2014, Delta Sigma Theta Sorority, Inc.
- **Member**, since 2010, Jackson Chamber of Commerce, Jackson, TN
- **Founder**, since 2010, Focus on Christ Ministries
- **Board of Directors**, since 2023, Adullam Bible College, Jackson, TN

Past:

- **Ambassador**, Chamber of Commerce, Jackson, TN
- **Client Advocate**, Birth Choice Pregnancy Resource Clinic, Jackson, TN

- **Founder**, Focus on Christ Ministries, Jackson, TN
 - **Volunteer Executive Director**, Different & Unashamed
 - **Member**, Jackson Madison County African American Chamber of Commerce, Jackson, TN
 - **Mentor**, Good Samaritan Network, Jackson, TN
 - **Mentor**, Just Another Chance for Kids (JACKS) Youth Services, Jackson, TN
 - **Mentor**, Kidz in the Kitchen, Jackson, TN
 - **Patient Advocate**, West Tennessee Hospice, Jackson, TN
 - **Volunteer**, Relay for Life, Jackson, TN
 - **Member**, Humboldt Chamber of Commerce, Humboldt, TN
 - **Board Member/Chaplain**, Regional Inter-Faith Association (RIFA), Jackson, TN
 - **Ambassador**, Jackson Chamber of Commerce, Jackson, TN
 - **Chaplain**, Delta Sigma Theta Sorority, Inc.
-

AWARDS/HONORS AND RECOGNITION

- 2021 Trailblazer Award, Rose Hill School
- 2020-2021 Regional Judge for Statewide Outstanding Achievement Recognition (SOAR) Tennessee Board of Regents Competitions
- 2020 Alumni Representative, Jackson State Community College presidential search committee member
- 2019 Alumni Representative, professional reflections on educational journey, Jackson State Community College
<https://www.jscc.edu/news/news-article.html?newsid=local-professional-reflects-on-educational-journey-which-began-at-jscc>
- 2019 Spotlight Recipient, CMT Empowering Education, <https://vimeo.com/325263223>
- 2019 Nominee, Outstanding Alumni, Walden University
- 2016 Sterling Award Recipient, 20 Most Influential Women, Jackson Area Business and Professional Women
<https://jacksonareabpw.com/gallery-sterling-awards/>
- 2019-2020 Regional Judge for Statewide Outstanding Achievement Recognition (SOAR) Tennessee Board of Regents Competitions

Proposed Board Member #8

BERENDA DION THORNTON

112 Laurie Circle
Jackson, TN 38305

731-868-6313
artecbdt@gmail.com

EXECUTIVE PROFILE

Finance professional with experience performing financial and analytical objectives in various industries with a proven history of delivering top performance. Possess the ability to communicate at all levels of an organization and in culturally diverse environments. Personal qualities include integrity, strong work ethic, adaptability, results-driven, and talent establishing effective and efficient teams. Other skills include:

- Budget Analysis
- Operations
- Financial Reporting/Modeling
- Financial Statement & Ratio Analysis
- Project Management
- Price/Cost/Margin Analysis
- Auditing
- Trend Analysis/ Forecasting
- Fixed Asset Management
- Ad Hoc Reporting

RELEVANT PROFESSIONAL EXPERIENCE

Walsaw, Millington, TN

2014 - 2025

Provided support to Owner when the business was launched. Established the accounting department as well as managed and negotiated all contracts.

Accounting Manager

- Establish internal controls and guidelines and ensure compliance in all aspects of the corporation.
- Responsible for accounts payable, accounts receivable, cash receipts, payroll, and other operational activities.
- Participate in annual budget preparation.
- Prepare annual budgets, financial forecasts, and business activity reports.
- Prepare periodic financial reports and ensure results comply with generally accepted accounting principles or financial reporting standards.
- Responsible for tax planning, billing, and file annual corporate tax return.
- Audit accounts to ensure compliance with state and federal regulations.
- Coordinate with outside auditors and provide information for the annual external audit.
- Present recommendations to management on short- and long-term financial objectives and policies.
- Provide financial analysis emphasizing capital investments, pricing decisions, and contract negotiations.
- Ensure compliance with local, state, and federal governmental laws and regulations.

Texas Department of State Health Services, Austin, TX

2009 - 2012

Team Lead for Financial Analyst I Activities and Competencies Workgroup. Re-established the Financial Analyst I's core competencies and developed a training program for the Financial Analyst I position.

Financial Analyst

- Perform complex financial valuation, modeling, and transaction analysis of government, educational, non-profit, and for-profit entities throughout Texas that are contracted to administer various programs for the Department of State Health Services (DSHS).
- Investigate, examine, and review accounting records, financial statements, management practices, and internal controls to ensure compliance with federal and state laws and/or regulations as well as DSHS policies, regulations, contract provisions, and GAAP.
- Prepare comprehensive formal financial reports containing findings, recommendations, and corrective actions required of the contractor along with necessary financial summaries, schedules,

and attachments needed to determine areas of compliance or non-compliance.

- Provide technical assistance and fiscal monitoring to contractors and DSHS program personnel relating to financial compliance with federal and state laws and/or regulations, DSHS policies and/or procedures, contract provisions, allowability of costs, adequacy of financial system, or adequacy of financial controls.
- Research and interpret relevant federal and state laws, regulations, policies, and procedures, as well as develop and/or modify DSHS financial reporting processes, procedures, and forms.

Lambuth University, Jackson, TN

2009

Shaped young minds and contributed to training the next generation of accountants.

Adjunct Accounting Instructor

- Successfully taught 60 students on the role of ethics and accounting in business environments.
- Advised students, planned curriculums, delivered lectures, assigned, and reviewed homework.
- Taught students to prepare and read balance sheets, analyze cash flow, calculate net worth, create budgets, and prepare tax returns.
- Taught students how to evaluate and calculate payroll.

AUTOZONE, Memphis, TN

2008 -2009

Designed financial models to track expenses for the Division and implemented a payroll reduction plan, lowering expenses by 6 basis points.

Divisional Analyst

- Responsible for over 834 stores in 9 regions and all of Puerto Rico.
- Monitored developments in the industry and return analysis to make recommendations on business and operation strategy.
- Prepared and performed financial, accounting, and operational due diligence of company acquisition targets.
- Used financial modeling to evaluate quarterly and annual earnings and also determined valuation investment opportunities in the retail and commercial sectors to expand the company's equity portfolio.
- Researched company and industry trends and performed quarterly qualitative and quantitative analysis using these indicators and operations Key Performance Indicators (KPI's).
- Coordinated with other departments in preparation of statistical reports, monthly consolidation, and prepared Executive Financial Presentations for upper management on each region and Puerto Rico.

Wal-Mart, Jackson, TN

2005 – 2008

Lead team of 21 direct reports, co- supervised 245 associates and managed 25 departments with more than \$50 million dollars in assets. Developed strong partnership with Store Manager and Human Resources to improve employee relations and training. Examined operational compliance and developed strategies to reduce shrink and increase profitability.

Assistant Manager

- Accountable for P&L responsibilities, produced over \$10 million dollars in sales (fiscal year) in a \$58,224,690 retail facility.
- Implemented team initiatives resulting in unit increased profitability of 10% exceeding plan by 3.5% for 2007.
- Decreased top department's inventory by 21% contributing to companies 105.5% profit increase.
- Increased employee productivity by successfully mentoring, coaching, and training new and existing employees.
- Improved shrinkage by implementing inventory programs and reduced expenses by conducting operational audits identifying compliance issues.

- Selected to lead store remodeling project overseeing a crew of 30; project was completed on time and under budget.
- Recognized for involvement in supply chain management improvements resulting in improved inventory turns.

PROFESSIONAL EXPERIENCE

Above Average Sports, Jackson, TN

2006 - 2019

Self Employed

- Develop Above Average Sports' policies and procedures.
- Coordinate travel ball for girls/boys ages 6-18.
- Educate staff on Amateur Athletic Union (AAU) rules and regulations.
- Enforce Amateur Athletic Union rules and regulations as well as NCAA where needed.
- Abide by rules of competition for AAU and NCAA where applicable.
- Develop compliance forms for families to complete before team assignment.
- Review eligibility for all student-athletes based on AAU Eligibility Center criteria.
- Maintain records of each student-athlete and database for Above Average Sports.
- Conduct presentations for parents before season and mid-season.

Toone Elementary School, Toone, TN

2015 - 2017

Girls Head Basketball Coach

- Coached female athletes' grades 6-8.
- Assisted the boys Coach.
- Complied with TSSAA rules and regulations.
- Followed academic eligibility certification for all student-athletes.
- Maintained athletic files/records.
- Followed and enforced Toone Elementary rules and regulations as well as developed new ones.

Jackson Central-Merry High School, Jackson, TN

2013 - 2015

Girls Assistant Basketball Coach

- Coached female athletes' grades 9-12.
- Complied by TSAA rules and regulations.
- Followed policy and procedures for Jackson Central-Merry High and Jackson Madison County School System.

EDUCATION

University of Phoenix, Phoenix, AZ

MBA- Accounting and Global Management (*double major*) April 2007

MS- Criminal Justice, May 2011

Kennesaw State University, Kennesaw, GA

BBA – Finance and Psychology (*double major*), May 2001

SKILLS

Computer Expertise: Excel, Word, PowerPoint, Oracle - ERP, PeopleSoft, SAS, SQL, Lotus, QuickBooks, Peachtree, Social Media Platforms, Outlook, iOS, Principles and practices of generally accepted accounting principles, auditing, reviewing, and financial reporting. Compliance principles and practices.

Attachment M Cover Page

Board Policies

REQUIRED FOR ALL SPONSORS

Jackson Museum School Board Policies

The Board of Directors and its Board Officers hold the Charter and is an organized group of volunteers who, collectively, are legally and ethically accountable to the community and the state for the health, vitality, and effectiveness of Jackson Museum School (K-6). Governance encompasses legal responsibilities, general and academic oversight, planning and policy-making, and meeting fiduciary requirements. The responsibilities of the Board are as follows:

- (a) Support and advocate for the mission and vision of Jackson Museum School (K-6).
 - (i) Evaluate and review the stated mission and purpose that articulates Jackson Museum School (K-6)'s goals, means, and primary constituents served.
 - (ii) Establish a Board Policy Manual which contains policies used to effectively govern the organization to create a high-quality public charter school for students in Madison County, Tennessee.
- (b) Support and evaluate the CEO/Lead Founder.
 - (i) Ensure the CEO/Lead Founder is qualified for the position and has the moral and professional support necessary to further the stated mission and goals of Jackson Museum School (K-6).
 - (ii) Ensure effective planning in Academics, Development, Finance, and Governance.
- (c) Actively participate in the overall planning process and assist in implementing and monitoring Jackson Museum School (K-6)'s goals.
 - (i) Monitor and strengthen programs and services.
 - (ii) Determine alignment of programming with the mission of the school and monitor effectiveness.
- (d) Ensure adequate financial resources are secured in order for Jackson Museum School (K-6) to fulfill the mission of providing all students access to rigorous curricula and high-quality academic instruction that fosters a love for learning, embraces innovation and creativity, and encourages personal growth to thrive in their chosen college and career paths, making a positive impact on society.
 - (i) Assist in developing the annual budget and ensure proper financial controls are in place.
 - (ii) Protect assets and provide proper financial oversight.
- (e) Build a high-performing and competent board.
 - (i) Define prerequisites for candidates, orient new members, and annually evaluate the Board's performance.
 - (ii) Ensure legal and ethical integrity.
 - (iii) Ensure adherence of school to legal standards and ethical norms.
 - (iv) Enhance Jackson Museum School (K-6)'s public standing.
 - (v) Clearly articulate Jackson Museum School (K-6)'s mission, accomplishments, and goals to the public and garner support from the community.

ARTICLE I: MISSION, LEGAL STATUS, AND NON-DISCRIMINATORY POLICY

Section 1.1. Mission, Vision, and Principles of Design. Jackson Museum School (K-6)'s mission is to cultivate an innovative, student-centered learning environment that fosters academic excellence and character development through inquiry-based and project-based instruction. JMS empowers students to become adaptive thinkers and engaged problem solvers. Serving a diverse student body from Jackson, TN, and surrounding communities, JMS bridges opportunity gaps by providing real-world learning experiences, cultural partnerships, and collaboration among educators, families, and the community, with a steadfast commitment to equity and access for all.

The vision of Jackson Museum School (K-6) is to foster a vibrant learning community that prioritizes inclusiveness and respects diverse perspectives. Through a blend of innovative and traditional teaching methods and robust community partnerships, we will inspire student exploration, engagement, and empowerment. We aim to create a safe and nurturing environment that provides experiences that will prepare and equip ALL students to thrive as responsible, high-achieving global citizens in an ever-changing world.

Jackson Museum School (K-6) ensures all students are successful by delivering high-quality academic instruction that emphasizes inquiry-based, project-based, and arts-integrated learning within its museum school framework. This innovative model incorporates the 12 pillars of the museum school model: Inquiry-Based Learning, Integrated Curriculum, Community Partnerships, Place-Based Education, Field Experiences, Project-Based Learning, Student-Centered Learning, Cultural Literacy and Awareness, Arts Integration, Reflective Practices, Equity and Access, and Exhibitions and Presentations.

Aligned with the purpose of T.C.A. § 49-13-104, JMS's mission and vision guide the implementation of an academic plan designed to improve student learning in Science, Math, Arts/Electives, Research, and Technology. By leveraging the museum model, JMS aims to close the achievement gap between high-achieving and low-achieving students through equitable access to rigorous, culturally relevant, and engaging instruction.

The CEO/Lead Founder will ensure curricula are aligned to Tennessee Academic Standards by utilizing research-based platforms like EdReports.org to select culturally relevant, high-quality instructional materials. The instructional leadership team will monitor academic progress and adapt curricula as needed, based on data-driven insights, to meet the diverse needs of students and maintain the integrity of the museum school's innovative learning model.

Section 1.2 School Legal Status. Jackson Museum School (K-6) is proposed to be a Jackson Madison County Schools District public charter school. Jackson Museum School (K-6) will operate pursuant to a charter being granted by Jackson Madison County Schools, a department of the Tennessee Department of Education, upon charter application approval. Jackson Museum School (K-6) is a public school, and its status as a nonprofit corporation does not affect its status as a public school. However, for governance, finance, and administrative purposes, Jackson Museum School (K-6) operates as a Tennessee nonprofit corporation. Jackson Museum School (K-6)'s Articles of Incorporation (Attachment G) and non-profit status (Attachment H) are provided as an addendum to this manual.

Section 1.3 Non-Discrimination Policy. The Board officers, Directors, Committee members, employees, and persons served by Jackson Museum School (K-6) shall be selected entirely on a nondiscriminatory basis with respect to age, sex, race, religion, national origin, and sexual orientation. It is the policy of Jackson Museum School (K-6) not to discriminate on the basis of race, creed, ancestry, marital status, gender, sexual orientation, age, physical ability, veteran's status, political service or affiliation, color, religion, or national origin in admissions, hiring, selection or appointment to any office.

Article II: THE BOARD

Section 2.1 Decision Making. Jackson Museum School (K-6) has been created to serve students. All decisions by the Board of Directors and the school leadership team should be made within the parameters of the mission and vision of Jackson Museum School (K-6), always keeping in mind the interest of the students and families served.

Section 2.2 Policy Making. The Board shall be solely responsible for adopting, repealing, or amending policies for Jackson Museum School (K-6). Action by the Board shall be accomplished as set forth in

the By-laws. Except in cases of special need, the Board shall follow the following procedure in adopting, repealing, or amending policies at Jackson Museum School (K-6):

(a) First Reading. The proposed policy shall be submitted for approval on first reading at a regular meeting or special meeting of the Board called for that purpose. The proposed policy shall be contained in the Board packet distributed prior to the meeting. At first reading, the Board shall receive public comment and comments from the sponsor of the proposed policy. A vote of the Board will be taken after the reading, and if the amendment receives a simple majority vote of the Directors present at the meeting, it will be placed on the agenda for a second reading at the next meeting of the Board.

(b) Second Reading. If the proposed policy is approved on first reading, it will be placed on the agenda and considered at the next regular meeting or special meeting of the Board called for that purpose. No amendment shall be adopted at second reading unless the amendment receives a two-thirds ($\frac{2}{3}$) vote of the Directors present at the meeting. If the proposed policy is adopted upon second reading it shall become a policy of Jackson Museum School (K-6), and the Policy Manual shall be amended accordingly.

(c) Special Need. Upon a two-thirds ($\frac{2}{3}$) vote of the Directors present at a regular meeting or special meeting called for that purpose, a special need may be declared. If a special need is declared, a policy may be adopted on first reading. A proposed policy should reference policy provision it will be amending. Ideally, the entire policy will be reprinted with new language in all caps, and language to be deleted lined out. New policies should include the proposed table of contents, policy title, and code number.

Section 2.3 Board Review of Administrative Procedures. The Board recognizes its role of ensuring the fiscal and organizational health of Jackson Museum School (K-6) through oversight and continuous progress monitoring. The CEO/Lead Founder shall be responsible for the daily administration of the affairs of Jackson Museum School (K-6) and shall manage all activities of the school as prescribed by the Board. The Board need not review administrative policies and regulations in advance of issuance except as required by law. The Board should approve in advance any highly sensitive matters of policy and/or regulations that have the potential to impact its duties and obligations to Jackson Museum School (K-6) and/or the Tennessee Department of Education. To that end, the CEO/Lead Founder shall exercise discretion to identify and bring to the Board's attention any such policies and regulations prior to issuance. Administrative policies and regulations should reference existing Board policy when applicable. The Board reserves the right to review administrative policies and regulations at its discretion. However, the Board shall revise or veto such regulations only when, in its judgment, such regulations are inconsistent with the Board's policies.

Section 2.4 Summary of Tennessee Open Meeting Law. The Board will abide by the Open Meeting Law prescribed in Tennessee Law. The Open Meetings Act, commonly referred to as the "Sunshine Law," is found in T.C.A. § 8-44-101 et seq. Any action taken in a meeting in violation of any of the foregoing requirements is void. T.C.A. § 8-44-105. The requirements of this law are as follows:

(a) All meetings of any governing body are declared to be public meetings and must be open to the public at all times. T.C.A. § 8-44-102.

(b) Adequate public notice of all regular and special meetings must be given. T.C.A. § 8-44-103.

(c) The minutes of the meetings must be recorded and open to public inspection and at a minimum must contain a record of the persons present, all motions, proposals and resolutions offered, the results of any votes taken, and a record of individual votes in the event of a roll call. T.C.A. § 8-44-104(a).

(d) All votes must be by public vote, public ballot, or public roll call; secret votes are prohibited. T.C.A. § 8-44-104(b).

Section 2.5 Board Attendance Policy and Purpose. This policy was developed with the recognition that Board membership is voluntary and that individual members contribute their time and energy in different ways. Because Board meetings are the only forum during which the Board can discuss and vote on major school policies and decisions, attendance at these meetings carries special importance. All Board members will receive a copy of this policy to ensure that everyone is properly informed about the expectations for Board attendance.

(a) Definitions. “Notified” Absence: For an absence to be “notified,” a Board member must notify the person running the meeting (usually the Board Chair or Board Vice Chair) by 12:00 pm the day of the meeting that he/she will be absent. “Unnotified” Absence: For an absence to be “unnotified,” a Board member failed to notify the person running the meeting (usually the Board Chair or Board Vice Chair) by 12:00 pm of the meeting day that he/she will be absent.

(b) Unsatisfactory Attendance. If any of the following conditions exist, an individual board member will be considered to have unsatisfactory attendance: (1) the member has two “unnotified” absences in a row; (2) the member has three “notified” absences in a row; or (3) the member misses one-third ($\frac{1}{3}$) of the total number of Board meetings during one of their term years.

(c) Process for Responding to Unsatisfactory Attendance. The Board Vice Chair will keep track of Board member attendance through Board meeting minutes and will provide this information to the Board Chair. The Board Chair will directly contact a Board member at risk of potentially violating the policy to issue both a verbal and written warning as well as to discuss any challenges and/or problems. If a Board member does violate the policy, the Board Chair will bring this to the Board’s attention for discussion, after which point a majority vote will be held to determine possible Board termination.

Section 2.6 Public Attendance at Board Meetings. Jackson Museum School (K-6) will provide opportunities for any member of the community to express interest in and concern for the school. Accordingly, all community members will have access and be notified well in advance of all open meetings of the Board. A time for public comment shall be a part of every regular Board meeting. The Board reserves the right to establish reasonable time limits for such public comment. Meetings are closed to the public only when the Board is meeting in executive session. An executive session may be called only to discuss matters not appropriate for public discussion, as defined under Tennessee law. An executive session may be called only upon the affirmative vote of two-thirds ($\frac{2}{3}$) of the quorum present. No formal action of the Board may be taken in any executive session. Persons who wish to make requests, presentations, or proposals to the Board should direct any inquiry to the CEO/Lead Founder, who will respond according to the following procedures:

(a) The CEO/Lead Founder will consult with the Board Chair and, if appropriate, other Board members about including the request on the agenda for the next regularly scheduled Board meeting.

(b) If the item is included on the agenda, the Board will receive in their packet for the next regularly scheduled meeting written information directly from the person making the request.

(c) If specific Board action is being requested, that action should be in the written document.

(d) The person may present their information orally to the Board when the agenda item is discussed.

(e) The Board reserves the right to establish reasonable time limits for public comment and presentations.

(f) Notice of Board meetings shall be posted in the school offices and on the school website at least seven (7) days prior to the meeting and in full compliance with all public meeting laws in the state of Tennessee.

Section 2.7 Standing Committee Meetings.

- (a) The purpose of the Academics Committee is to work with the CEO/Lead Founder to define academic achievement, ensure that all Board members know the charter promises made to the community and the authorizer, and to devise clear and consistent measures to monitor enrollment, student demographics, and achievement of academic outcomes.
- (b) The purpose of the Development Committee is to ensure that the organization's total development program is in concert with the organization's strategic direction and needs. The Committee serves as the mechanism by which Board members and other volunteers are involved in the fundraising process.
- (c) The purpose of the Finance Committee is to work with the CEO/Lead Founder to create the upcoming fiscal year budget and recommend to the Board appropriate policies for the management of the organization's assets.
- (d) The purpose of the Governance Committee is to build and maintain an effective Board for Jackson Museum School (K-6).

Section 2.8 Task Force Committees. The Jackson Museum School (K-6) Board of Directors reserves, per its By-laws, the ability to appoint ad-hoc committees of an advisory nature regarding the pertinent business of the Board composed of Board members or community members appointed by the Board.

Section 2.9 Board Fundraising Policy. The Board of Directors is a 100% giving Board. Board members are expected to give an annual meaningful monetary gift to Jackson Museum School (K-6) and are asked to make Jackson Museum School (K-6) a priority in their personal giving. Board members are expected to be involved in fundraising by using their personal and professional connections when appropriate, by soliciting funds when appropriate, by serving on fundraising committees, and by attending fundraising events.

Section 2.10 Board Election Procedures. The Governance Committee shall prepare and submit to the Board a report of the nominees it recommends for election to the Board. The number of seats available shall be determined in accordance with the By-laws. Whenever possible, nominated board member credentials will be presented one meeting prior to their election. Board members will be elected by a two-thirds ($\frac{2}{3}$) vote of the quorum present at the meeting during which elections are held. Each Director shall serve from the next scheduled Board meeting after the election until the end of his or her term as determined by the Board.

Section 2.11 Board Self Evaluation. Efficient and effective performance of the Board can have a significant impact on the school's success and is an essential component of competent governance. The Board, through guidance of the Governance Committee, will conduct an annual assessment of its own services. This Committee shall determine the format of the assessment, and must include a formal written survey and self-assessment tool. The evaluation process should be designed to encourage constructive feedback aimed toward continuous improvement.

Section 2.12 Indemnification Policy. Jackson Museum School (K-6) will purchase and maintain Directors and Officers Liability Insurance (D&O), liability insurance payable to the Directors and Board Officers of a corporation, or to the organization itself, as indemnification (reimbursement) for losses or advancement of defense costs if insured suffers such a loss as a result of legal action brought for alleged wrongful acts in the capacity as directors and officers. The corporation will not provide indemnification for items arising from an individual's participation in an excess benefit or self-dealing transaction. Indemnification may be denied in a proceeding brought by or on behalf of the corporation (except for expenses), if it is determined that the indemnitee did not meet the standard of conduct required. This indemnification includes expenses (including attorneys' fees), judgments, fines, and amounts paid in settlement actually and reasonably incurred in connection with such action, suit, or proceeding if he/she acted in good faith and in a manner he/she reasonably believed to be in or not opposed to the best

interests of Jackson Museum School (K-6). With respect to criminal action or proceeding, he/she must have had no reasonable cause to believe the conduct was unlawful.

ARTICLE III: ETHICS

Section 3.1 Confidentiality Policy. It is the policy of Jackson Museum School (K-6) that Directors and employees may not disclose, divulge, or make accessible confidential information belonging to, or obtained through their affiliation with Jackson Museum School (K-6) to any person, including relatives, friends, and business and professional associates, other than to persons who have a legitimate need for such information and to whom Jackson Museum School (K-6) has authorized disclosure. Directors and employees shall use confidential information solely for the purpose of performing services as a Director or employee for Jackson Museum School (K-6). This policy is not intended to prevent disclosure where disclosure is required by law; however, Directors must exercise good judgment and care at all times to avoid unauthorized or improper disclosures of confidential information. Conversations in public places, such as restaurants, elevators, and airplanes, should be limited to matters that do not pertain to information of a sensitive or confidential nature. In addition, Directors and employees should be sensitive to the risk of inadvertent disclosure and should for example, refrain from leaving confidential information on desks or otherwise in plain view and refrain from the use of speaker phones to discuss confidential information if the conversation could be heard by unauthorized persons. At the end of a Director's term in office or upon termination of an employee's employment, he or she shall return, at the request of Jackson Museum School (K-6), all documents, papers, and other materials, regardless of medium, which may contain or be derived from confidential information, in his/her possession.

ARTICLE IV: LEADERSHIP

Section 4.1 CEO/Lead Founder Policy. The Board shall rely on its Chair and the CEO/Lead Founder to provide professional and administrative leadership. The CEO/Lead Founder shall be hired by and report directly to the Board. The CEO/Lead Founder will be responsible for the daily administration of Jackson Museum School (K-6)'s affairs and will manage and direct all activities of the organization as prescribed by the Board. The CEO/Lead Founder will have the power to hire and discharge employees of the school and will oversee and direct their activities in carrying out the work of the school. The CEO/Lead Founder is the Board's only link to operational achievement and conduct, so that all authority and accountability of staff, as far as the Board is concerned, is considered the authority and accountability of the CEO/Lead Founder. The CEO/Lead Founder will, directly or indirectly, supervise all other staff members employed by Jackson Museum School (K-6) and is responsible for selecting staff members, conducting staff evaluations, and recommending compensation levels. Accordingly:

- (a) The Board will never give instructions to persons who report directly or indirectly to the CEO/Lead Founder.
- (b) The Board will refrain from evaluating any staff other than the CEO/Lead Founder.
- (c) The Board will use the performance of the school as a primary indicator of the CEO/Lead Founder's performance.
- (d) Annual CEO/Lead Founder Performance Evaluation. Charter schools receive autonomy over fiscal management and the academic program in exchange for accountability, which measures the school's attainment of specific mission-oriented academic, operational, and governance goals. The Board of Directors' key responsibility is to manage the school through the performance of the CEO/Lead Founder of Jackson Museum School (K-6). There are three core purposes of the evaluation as follows:
 - (i) to recognize areas of particular strength and success;
 - (ii) to identify areas for improvement and/or focus;
 - (iii) to articulate areas for improvement and/or focus;
 - (iv) to inform the Board's request for a plan of action from the CEO/Lead

Founder that addresses how the goals in the charter will be met.

Annually, the Board will convene an ad hoc CEO/Lead Founder Evaluation Committee, consisting of three members of the Board including the Board Chair, Board Treasurer, and a member of the Academics Committee. The Evaluation Committee will conduct the evaluation in accordance with its CEO/Lead Founder Evaluation Protocol, which provides guidelines for how to gather information to inform the evaluation, a timeline for evaluation activities that align with the school year, and what to include in the written evaluation.

Section 4.2 Leadership Sustainability Policy. Jackson Museum School (K-6) will have a sustainability policy that:

- (a) Ensures ongoing and continuous development of leadership capacity at the CEO/Lead Founder and Board levels.
- (b) Respond in a timely and effective manner to an emergency leadership transition.
- (c) Responds in a timely and effective manner to a planned leadership transition.

ARTICLE V: MEDIA POLICY

This Media Policy applies to all employees of Jackson Museum School (K-6) as well as members of the Board of Directors. This policy covers all external news media including broadcast, electronic, and print. To ensure the quality and consistency of organizational information disseminated to media sources, the following policy shall be enforced:

- (a) All media contacts are to be handled by the CEO/Lead Founder in collaboration with the Board Chair and the Public Relations member of the Board, or designee, regardless of who the media representative is or how innocuous the request.
- (b) All press releases or other promotional materials are to be approved by the CEO/Lead Founder in collaboration with the Board Chair and the Public Relations member of the Board, or designee prior to dissemination.
- (c) If a reporter, producer, or other news media person should contact an employee of Jackson Museum School (K-6) or a member of the Board of Directors, the individual who is contacted should refer the media person to the CEO/Lead Founder.

ARTICLE VI: FINANCE AND ACCOUNTING

Section 6.1 Fiscal Policy Development. The Board will ratify, annually review, and maintain a separate Fiscal Policy Manual to cover the robust breadth and depth of fiscal compliance and governance for Jackson Museum School (K-6). This Policy Manual will contain clear policies to provide for legal compliance, best practices in alignment with Generally Accepted Accounting Principles (GAAP), and best-in-class fiscal governance. To establish these policies, Jackson Museum School (K-6) will consult with a back-office provider in creating a draft financial policy handbook which will ultimately be approved by the Board. The policies and procedures will detail the internal institutional controls necessary in reporting, procurement, purchasing, and all transactional approvals. The CEO/Lead Founder, Board Treasurer, and Operations Manager will serve as the three (3) chief financial agents of the organization. All processes requiring the disbursement and management of funds will require the proper segregation of duties and double approvals necessary to ensure fiscal oversight and compliance with the law and GAAP. Minimally, the policies will outline:

- (a) Preparation of financial statements such as Balance Sheets, Cash Flow, and Year-to-Date (YTD) Actuals to ensure timely, accurate review by the Finance Committee and Board of Directors;

- (b) Budget creation and approval process which allow for thorough review by the Finance Committee and approval for timely submission to the authorizer;
- (c) Securing a reputable auditor and engaging in an annual audit;
- (d) Bank account management and segregation of duties between issuing and signing checks, opening and closing accounts, and completing monthly reconciliations;
- (e) Petty cash management policy and deposit policy;
- (f) Contracting and request for proposal (RFP) thresholds processes and policies;
- (g) Purchasing controls and segregation of duties.
- (h) The CEO/Lead Founder and Board Treasurer will collaborate with a back-office provider to create a draft financial policy manual, to be reviewed by the Finance Committee and ultimately approved by the Board.

Section 6.2 Purchasing. Any equipment with an estimated value of \$10,000 or more shall be purchased through competitive bidding or comparative pricing by at least three vendors whenever possible per Tennessee state legislation. Comparative pricing or competitive bidding should also be used periodically for regularly purchased materials, supplies, services, and insurance.

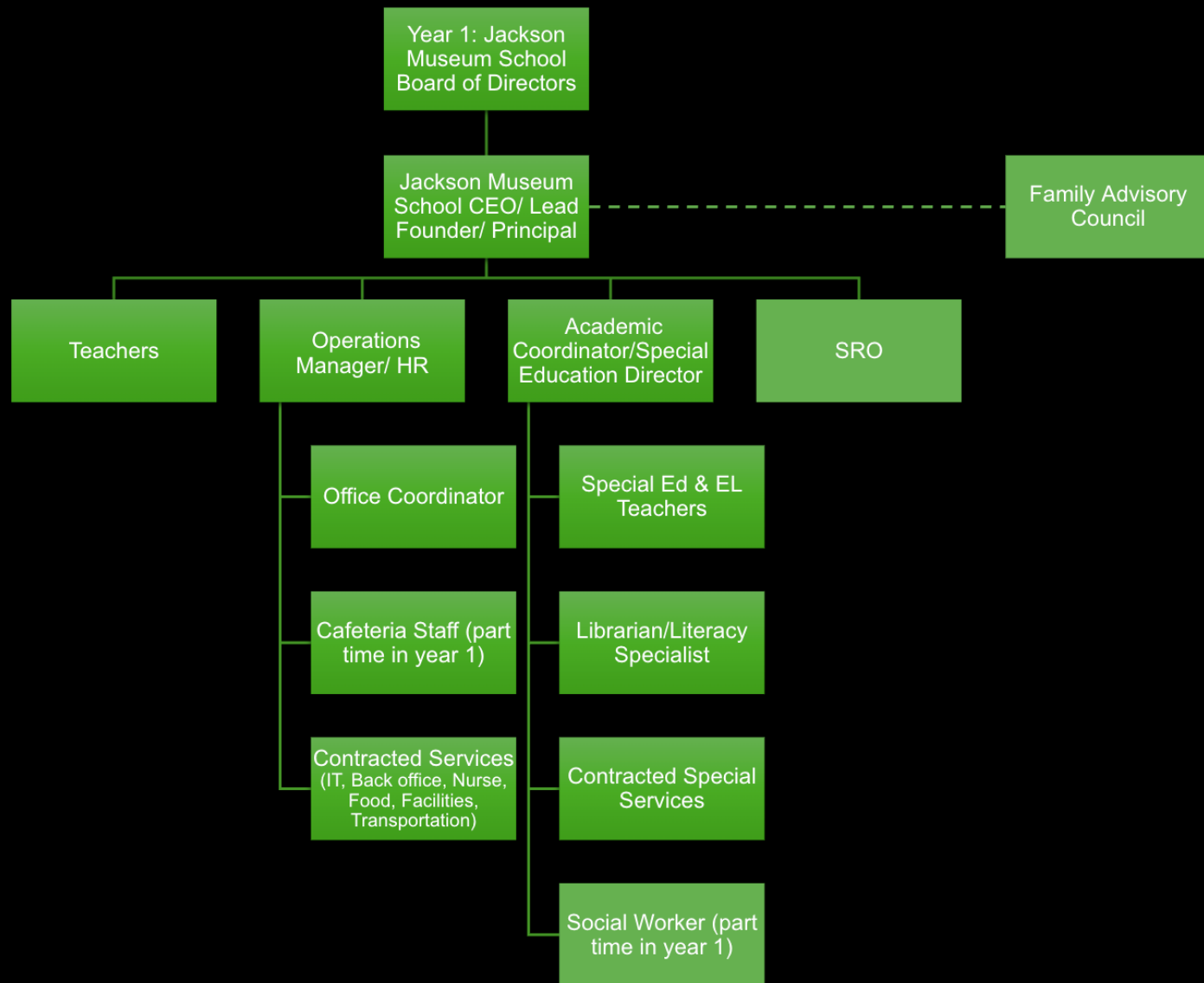
Section 6.3 Property. The Board Chair, in collaboration with the CEO/Lead Founder and Board Treasurer, must approve the purchase or disposition of any asset with a value of \$10,000 or less. The purchase or sale of any asset of higher value shall be approved by the Board. Purchase or sale of any real estate must be approved by the Board.

Section 6.4 Risk Management Policy. Jackson Museum School (K-6) is committed to protecting its human, financial, and goodwill assets and resources through the practice of effective risk management. The Board of Directors and management are dedicated to safeguarding the safety and dignity of its paid and volunteer staff, its clients, and anyone who has contact with the organization. To this end, the Board will ensure that the organization has a risk management plan for the organization that is reviewed and updated on an annual basis.

Attachment N Cover Page

Organizational Chart: Year 1

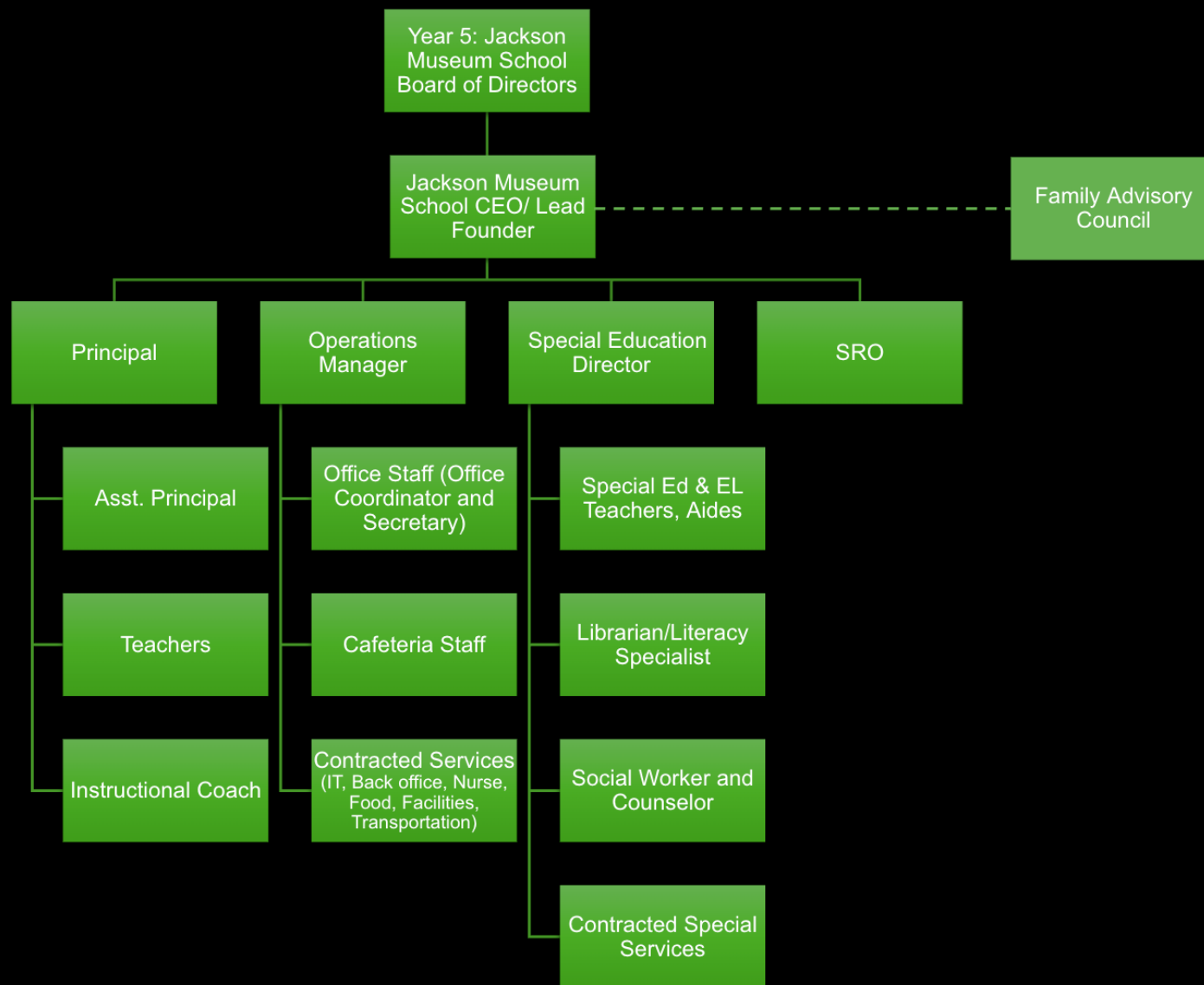
REQUIRED FOR ALL SPONSORS



Attachment O Cover Page

Organizational Chart: Full Capacity

REQUIRED FOR ALL SPONSORS



Attachment P Cover Page

School Leader Resume *(if hired)*

REQUIRED FOR ALL SPONSORS



JEAN LITTLE

INSTRUCTIONAL LEADERSHIP,
DATA-INFORMED & DIVERSITY
MINDED

PROFILE INFO

Jean Little has distinguished herself as an innovative educational leader with effective communication and problem-solving skills. She is seeking the opportunity to continue her impact in public education.

WORK EXPERIENCE

Building Excellent Schools (BES) Fellow 2024-2025

- Will engage in school leadership development and study the nation's high performing schools
- Sole recipient for state of Tennessee

Principal

Fulton Independent School | Fulton, KY | 2021- 2024

- Led the transformation of academic performance within the elementary school, elevating it from the bottom 5% in the state to achieving average academic performance within just three years.
- Implemented strategic initiatives to improve teaching methods, curriculum design, and student engagement across the district.
- Fostered a positive learning environment conducive to student growth and achievement.
- Collaborated with staff, parents, and the community to garner support and resources for academic improvement efforts.
- Successfully increased teacher retention from below 50% to an impressive 87% at Fulton Independent School District

District Humanities & Literacy Curriculum Coordinator

Jackson Madison Co Schools| Jackson, TN | 2014-2016

- Supervised student services and k-12 interventions in literacy and humanities
- Served as district chairperson for RTI2
- Managed English and Social Studies instruction and curriculum needs
- Tracked and reported data from district reading interventions
- Worked with Reading Coaches

Tennessee Academic Specialist, Independent Contractor

Public Consulting Group (PCG)| Nashville, TN | 2014

- Supported Focus schools in gap closure initiatives
- Provided professional development in standards-based curriculum and instructional practices
- Facilitated data reviews and action planning

Interim Dean of Academic Services

Bethel University| McKenzie TN | 2011-2014

- Supervised Academic Support Services
- Restructured Office of Disability Services
- Developed and implemented tutoring programs
- Raised retention rates
- Created revenue-generating academic testing center

Teacher

Obion County Schools | Union City, TN | 2001- 2011

- Supervised and conducted junior and senior English classes
- Implemented Whole Learning techniques
- Led TCAP Writing Assessment and raised school average scores
- Achieved AP English certification



Phone

731-332-0225



Email

jeaelitt@gmail.com



Address

792 Snake Hill Road
Dresden, TN 38225

EDUCATION

Doctorate of Education

Leadership & Policy Studies
University of Memphis 2022

Master of Science in Education

Administration & Supervision
University of Tennessee at Martin 2010

Master of Science in Education

School Counseling
University of Tennessee at Martin 2008

Bachelor of Science in Education

Secondary English
University of Tennessee at Martin 1993

SKILLS & EXPERTISE

- Turn around school model specialist
- Community School Model specialist
- Leadership and teacher coaching
- Strategic Planning
- Project Management
- DEIB
- Collaborative Leadership
- Cognia Accreditation Review

AWARDS & PUBLICATIONS

- Dissertation Title: "The White Elephant in the Classroom: A Case Study on Understanding Whiteness to Become an Antiracist Teacher in the Rural Classroom" 2022
- 2024 Winner of the West Kentucky Distinguished Administrator of the Year
- Appointed to serve on the TCAP Writing Scoring Committee in Nashville

ADDITIONAL EXPERIENCES

- 5+ years in school leadership
- 14 years in teaching grades 9-12
- 3 years in university administration and adjunct teaching
- Experiences in urban and rural public schools, blended learning and virtual settings

JEAN A. LITTLE

PROFESSIONAL REFERENCES



Phone

731-332-0225



Email

jeaelitt@gmail.com



Address

792 Snake Hill Road
Dresden, TN 38225

Mancell Elam

Director of Violence Prevention for Jefferson
County Schools of Kentucky
Former Principal of Fulton Independent School



Phone

270-293-5396



Email

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Sandra Brunet

Engage2Learn Consultant



Phone

808-645-1778



Email

sandra.brunet@engage2learn.org

Dr. Ron Deming

Retired VP of College of Liberal Arts at
Bethel University



Phone

731-415-7084



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demingr57@gmail.com

Dr. Greg Barclay

Assistant Director of Schools for Obion
County Schools of Tennessee
Former Principal of Obion County
Central High School



Phone

731-335-2377



Email

gbarclay@ocboe.com

Attachment Q Cover Page

Insurance Coverage

REQUIRED FOR ALL SPONSORS

To Jackson-Madison County School System School Board, State of Tennessee

Re: Jackson Museum School

This "Will Serve Letter" is for Jackson Museum School in area of Jackson-Madison County School System and Jackson, TN. Once approved and authorized to serve in Jackson-Madison County and the State of Tennessee insurance coverage will be bound for coverage. GuideOne Insurance (A.M. Best Rated A-) and Travelers Insurance (A.M. Best Rated A+) will provide Workers Compensation and the Commercial Insurance Package for Jackson Museum School that specifically covers the exposures within the education industry per the charter requirements of Jackson-Madison County School System and the State of Tennessee.

The business policy will be provided by the carriers below:

- General Liability/Automobile/Excess (Umbrella):
 - o GuideOne Insurance Company (A.M. Best Rated A-)
- Directors & Officers/School Board/Educators Legal Liability/Sexual Abuse and Molestation:
 - o GuideOne Insurance Company (A.M. Best Rated A-)
- Property
 - o GuideOne Insurance Company (A.M. Best Rated A-)
- Workers Compensation
 - Accident Fund Insurance Company (A.M. Best Rated A)
- Surety Bond/Crime Coverage
 - o Travelers Insurance Company (A.M. Best Rated A+)

The insurance provider will notify the Tennessee Department of Education within ten (10) days of the cancellation of any insurance it carries on the charter school, pursuant to T.C.A. § 49-13-107(b)(19)

Coverages are quoted for binding but not enforced.

Please call me with any questions.

Thank you,



Marcus Burger
Vice President/Shareholder
Education Division Practice Group Leader
601-944-9701

Attachment R Cover Page

CMO Agreement

REQUIRED IF ANSWERED “YES” TO SPONSOR HISTORY AND INTENT
QUESTION 6

Not Applicable

Attachment S Cover Page

Network Annual Progress Report

REQUIRED IF ANSWERED “YES” TO SPONSOR HISTORY AND INTENT
QUESTION 1

Not Applicable

Attachment T Cover Page

Organizational Chart: Year 1

REQUIRED IF ANSWERED “YES” TO SPONSOR HISTORY AND INTENT
QUESTION 3

Not Applicable

Attachment U Cover Page

Organizational Chart: Year 5

REQUIRED IF ANSWERED “YES” TO SPONSOR HISTORY AND INTENT
QUESTION 3

Not Applicable

Attachment V Cover Page

Previously Approved and Authorized Application for School
Being Replicated

REQUIRED IF ANSWERED “YES” TO SPONSOR HISTORY AND INTENT
QUESTION 4

Not Applicable

Attachment W Cover Page

Operating Budget Template

REQUIRED FOR ALL SPONSORS

NOTE: Sponsors must submit the completed Operating Budget Template as a separate document.

Attachment X Cover Page

Operating Budget Narrative

REQUIRED FOR ALL SPONSORS

Attachment X – Operating Budget Narrative

(Required for All Sponsors)

a. Explain how the operating budget is adequate to support full implementation of the school model and academic plan. Within the explanation, detail the minimum number of students that the school must enroll to sustainably operate and articulate the impact that the minimum enrollment would have on the budget.

Enrollment. The Jackson Museum School (K-6) is scheduled to open in August 2026 with an initial enrollment of 160 students in grades K-2. The school’s minimum enrollment in year 1 is 144 students and the proposed budget would allow the school to operate at that enrollment level. However, the margin would be very thin, requiring the school to identify cost savings opportunities including reduced travel and conference registration costs, using staff for internal coverage for teacher absences rather than contracted substitutes, considering a part time or contracted physical education teacher, as well as other staffing adjustments that may be possible due to lower enrollment. The school will implement a gradual growth model, adding one grade each subsequent year, ultimately expanding to full capacity in grades K-6. In years 2 and 3, the school plans to attract an additional 80 students, followed by a target of 100 new students in year 4 as our largest growth year. The recruitment strategy will primarily focus on the primary grades, as outlined in Section 1.5, and is designed to align with the school’s growth trajectory. This approach ensures that the budget can adapt responsively to the complexities associated with an increasing student population. For financial planning, Jackson Museum School has adopted a conservative stance regarding income projections while allowing for a higher estimation of expenses as a contingency measure. This financial strategy is intended to mitigate risk and enhance sustainability, positioning the school to manage potential economic downturns and unforeseen operational costs effectively.

Year	K	1	2	3	4	5	6	Total	Minimum Enrollment
1 (2026-27)	80	60	20	0	0	0	0	160	144
2 (2027-28)	80	80	60	20	0	0	0	240	216
3 (2028-29)	80	80	80	60	20	0	0	320	288
4 (2029-30)	100	80	80	80	60	20	0	420	378
5 (2030-31)	100	100	80	80	80	60	20	500	450

The operating budget of the Jackson Museum School is crafted to support a rigorous, project-based academic plan emphasizing literacy and math across grades K-6. The school will deliver targeted support through whole-class instruction, small group activities, and blended learning, ensuring individualized attention in core subjects. To establish a strong financial foundation, annual expenses in years 1 through 5 are less than 90% of annual projected revenues (see table below). This strategy enables effective funding for staffing, instructional materials, and professional development, fostering a high-quality educational environment for all stakeholders.

	Year 1	Year 2	Year 3	Year 4	Year 5
Projected Expenses at 100% of Projected Enrollment	\$ 2,084,347.78	\$ 2,841,420.83	\$ 3,550,762.81	\$ 4,495,664.61	\$5,381,081.27
Revenues with 90% of Projected Enrollment	\$ 2,064,013.66*	\$ 2,925,120.49	\$ 3,536,227.32	\$ 4,612,210.86	\$ 5,473,317.69
Revenues with 100% of Projected Enrollment	\$ 2,255,015.18	\$ 3,211,622.77	\$ 3,918,230.36	\$ 5,113,589.85	\$ 6,070,197.44

**In year 1, projected expenses for 100% enrollment exceed projected revenues for 90% enrollment. However, cost savings associated with serving fewer students (ex. lower curriculum, technology and assessment costs) would bring projected expenses to serve 90% of projected enrollment down to \$2,064,562.18. JMS would identify additional revenues and/or cuts to expenditures, aligned with the contingency plans outlined in response to question 1, to ensure that the school could remain solvent.*

Revenue. Regarding funding sources, Jackson Museum School will generate approximately \$1,735,679.18 in TISA (Tennessee Investment in Student Achievement) revenue based on the 2025-2026 base rate of \$10,847.99 per student. In addition to TISA funding, the budget will incorporate grants and philanthropic efforts), although a conservative estimate has been used for planning to account for variability in these sources. This conservative budgeting will impact staffing and resources, ensuring the school can maintain stability while working to secure additional funding. Jackson Museum School reserves approximately 60% of the budget for staffing, reflecting the priority placed on hiring exceptional and effective teachers as a crucial factor in student success. The emphasis on high-quality staffing directly supports the academic model and enhances educational outcomes for all students.

The budget for Jackson Museum School allocates specific costs to enhance our educational model, covering transportation for expeditions, supplies for hands-on learning projects and Exhibit Nights, iReady software for intervention, enrichment curriculum materials, and a growth model for elective fine arts teachers. We aim to reduce achievement gaps by 50% within five years by prioritizing the hiring and retention of highly effective teachers who will receive ongoing professional development, which is also budgeted. Innovative educational models such as expeditions, travel, and project-based learning will be supported through strategic partnerships and grants, and we will seek outside sponsorship for the Makerspace equipment and art room setup. Monitoring student outcomes is critical to our approach, as detailed in Section 1.3, where we will use various assessment strategies to track progress and adapt instruction accordingly. Jackson Museum School is committed to prudent financial management while fostering a vibrant and effective learning environment. This careful planning and strategic decision-making will establish a strong foundation for success, allowing the school to adapt and evolve in alignment with its mission.

b. Outline all revenue assumptions and explain specifically how these assumptions were determined. If the operating budget includes grants, fundraising, or philanthropic revenue, provide a detailed

explanation for how the revenue amounts were determined, and whether the funds have been awarded or are estimates. If the funds have not been awarded, 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.

c. If applicable, list all donations of private funding, including, but not limited to, gifts received from foreign governments, foreign legal entities and, when reasonably known, domestic entities affiliated with either foreign governments or foreign legal entities.

d. 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 already secured and which are anticipated. Include evidence of firm commitments where applicable.

Jackson Museum School's primary revenue sources will include federal, state, and local funding, along with philanthropic contributions and fundraising activities. Federal funds, such as Title I, Title III, IDEA, and NSLP, will be significant, with projections based on demographics of the local school district: 54% economically disadvantaged students, 18% Special Education students, and 10% English Learners. The school is pursuing federal and state grants for startup costs in Year 0 and will seek additional grants upon authorization. Revenue estimates are based on historical data, regional funding patterns, and input from experienced grant writers.

Federal Revenue:

- Title I (based on 54% economically disadvantaged): \$600 per student x 54% x Number of Students (ex. Year 1 $\$600 \times 54\% \times 160 \text{ students} = \$51,840$)
- Title III (based on 10% English Learners): \$150 per student x 10% x Number of Students (ex. Year 1 $\$150 \times 10\% \times 160 \text{ students} = \$2,400$)
- IDEA (based on 18% Special Education students): \$1,200 per student x 18% x Number of Students (ex. Year 1 $\$1200 \times 18\% \times 160 \text{ students} = \$34,560$)
- NSLP (based on 54% economically disadvantaged): \$5.50/day x 180 days x 54% qualifying students x Number of Students (ex. Year 1 $\$5.50 \times 180 \times 54\% \times 160 \text{ students} = \$85,536$)
- E-Rate: 54% FRL eligibility in an urban area = 80% reimbursement of wifi and phone network expenses (not hardware) (ex. Year 1 $80\% \times \$10,000 \text{ projected costs} = \$8,000$)
- Total Year 1 Federal Revenue: \$182,336 (excluding the CSP grant)

State Revenue:

- Annual State and Local Revenue based on average of \$10,847.99 per student
 - Year 1: \$1,735,679.18
 - Year 2: \$2,603,518.77
 - Year 3: \$3,471,358.36
 - Year 4: \$4,556,157.85
 - Year 5: \$5,423,997.44
- SRO Grant \$75,000

Fundraising and Philanthropic Revenue

Local philanthropic organizations and community fundraising efforts will also contribute to the school's revenue. To date, Jackson Museum School has secured \$25,000 through the BES startup grant. The budget includes these funds, projected revenue through the CSP Startup Grant (\$750,000 anticipated, \$250,000 for Year 0, Year 1, and Year 2), projected revenue through the Tennessee Department of Education Charter Schools Facilities Grant, and expected donations, sponsorships, and fundraising from the board of \$12,000 annually. While not included in the budget, Jackson Museum School is pursuing

several grants that would further bolster the school's resources, including the Charter School Growth Fund (\$750,000 anticipated, \$250,000 for Year 0, Year 1, and Year 2, submitted 12/1/24), the NewSchools' Venture Grant (\$150,000-\$250,000 anticipated, submitted 1/7/25), and the 21st Century Grant (\$50,000-\$500,000, with \$100,000 for Year 1, \$90,000 for Year 2, and \$75,000 for Year 3, submitted upon authorization).

e. Provide an explanation of the methodology used to determine the anticipated expenditures included in Section 3.1 of this application.

Organizational Staff Structure. The staffing plan for the upcoming years outlines a strategic approach to personnel allocation to support the educational environment. In Year 0, the budget includes a salary for the CEO/Lead Founder, who will also serve as the Principal initially, the Operations Manager part-time for 6 months (January 2026-June 2026), the Academic Coordinate/Director of Special Education part-time for 4 months (March 2026- June 2026), and the Office Coordinator part-time for 4 months (March 2026- June 2026). In Year 2, an Assistant Principal will be introduced to the leadership team and the year role of Academic Coordinator/Director of Special Education will become solely a Director of Special Education. By Year 5, a principal will be added, enabling the CEO/Founder to focus on full-time superintendent and CEO responsibilities and increasing the leadership team to 2 individuals. This expansion is intended to enhance leadership capabilities within the organization.

Classroom teachers will see substantial growth, starting with 8 core subject teachers in Year 1 and increasing to 25 by Year 5. Additionally, there will be 1 PE teacher in Year 1, growing to 4 full time positions, including Art, Music, and Computer teachers through Year 5. In year 1 there will be 1 Special Education teacher as well as a split Special Education/English as a Second Language (ESL) teacher. By year 5 there will be 3 Special Education teachers and 2 English as a Second Language (ESL) teachers. Educational Assistants supporting special education will start in Year 2 and remain consistent through Year 5. Additional support for students will be provided through a Social Worker who will be part time in year 1 and become full time in year 2. A Guidance Counselor will be added in Year 4. A librarian, who will also serve as a literacy coach will start in year 1 and by year 5 an additional instructional coach is added.

Administrative support includes 1 Office Coordinator who will assist with the Student Information System, student registration, among other duties. The Office Coordinator will work part time for four months (March - June 2026) in year 0 and become a full-time position in July 2026. A school secretary will be added in year 3. Beginning in year 1 there will be a part time cafeteria worker. A Cafeteria Manager role established in Year 3.

In terms of fiscal allocations, teacher salaries will commence at \$50,000, with an annual increase of 2%, and budget allocations for taxes and benefits including social security at 6.2% of wages, life insurance at 1% of wages, medical insurance for full time employees at \$500 per month, dental and vision insurance combining to \$100 per month per full time employee, unemployment at \$400 per employee, Medicare at 1.45% of wages and retirement at 9.27% of wages. For retirement, we have conservatively budgeted for all employees to select the most expensive retirement option, recognizing that some may opt into another program. Workers compensation (513) is estimated at 1% of all wages. Overall, staff salaries—including taxes and benefits—will constitute 58% of the total budget, amounting to \$1,215,295 in year 1 increasing to 65% of the total budget, amounting to \$3,506,125.69 in year 5. In Year 1, the staffing plan includes a total of 16 full-time positions (across operations and academics), one part-time cafeteria role, one part-time Social Worker and one School Resource Officer funded through a grant. By Year 5, total staffing will expand to 47.5 positions, with 34 of those being teachers. The budget also incorporates two Afternoon C.R.E.W. tutoring positions. In year 1, salaries for staff will be funded through state and

federal sources for eleven months, with the first 30 days covered by the CSP grant. The budget includes provisions for a Summer Institute (524 In-Service / Staff Development), which encompasses 5 days of instructional training for all instructional staff. This training will involve 3 leaders and teachers, with an average daily rate of \$250 per teacher. This results in a total cost of \$1,250 per teacher. For Year 1, the allocated budget for this training is 11 faculty at 1,250 per faculty = \$13,750

In addition, the school has budgeted \$5,000 annually to pay teachers for homebound services (128 Homebound Teachers). There will also be additional \$1,000 stipends for teacher leader roles including House Manager (starting year 1) and grade level chairs and an EL coordinator (starting in year 3) (195 Certified Substitute Teachers).

Supplies and Materials. \$3,000 has been allocated annually for (410) custodial supplies. For (412) diesel fuel, an amount of \$2,000 has been set aside for year 1 for 1 trip per week for 30 weeks. Costs increase by \$2,000 each year as an additional trip per week is added each year through year 5. Additionally, (413) drugs and medical supplies will be budgeted at \$2,100 in Year 1, with subsequent amounts of \$1,500 in Years 2 and 3, \$1,700 in Year 4 and \$1,500 in Year 5. This budget will ensure that each classroom is equipped with a first aid backpack \$200 per new classroom (8 in Year 1, 5 new in Year 2, 5 new in Year 3, 6 new in Year 4, and 5 new in Year 5), along with \$500 allocated annually for nurse's office supplies.

The budget for (415) electricity is based on an estimate of \$2 per sq. ft beginning with an allocation of \$4,166.67 in Year 0 to cover two months (May and June 2026), progressively rising to \$80,000 by Year 5, reflecting the increased square footage of the facility (YR1 - 12,500 sq. ft; YR 2 - 16,500 sq. ft; YR3 - 25,000 sq. ft; YR4 - 34,000 sq. ft; and YR 5 - 40,000 sq. ft). For (454) water and sewer costs are estimated at \$200 per month. The budget includes \$400 for two months in year 0 and \$2,400 annually thereafter. For (422) food supplies, a budget has been established starting at \$12,800 in Year 3, increasing to \$26,700 by Year 5. These funds will be used for PBIS incentives, student and teacher awards and celebrations. Allocations for (429) instructional supplies and materials are based on an estimate of \$400 per student for curriculum materials. Year 1 will require purchasing materials for 160 students at \$64,000. In years 2 and 3 the school adds 80 students each year so the budget includes \$32,000. In year 4 school will add 100 students at a cost of \$40,000 and in year 5, an additional 80 students at a cost of \$32,000 for curriculum materials. (430) Electronic textbook expenditures represent laptops at \$500 per faculty/leader laptop and \$150 per student Chromebook. Four staff laptops will be purchased in year 0 for \$2,000. In year 1, 160 student laptops will be purchased (\$24,000) and 14 staff laptops (\$7,000). Each year additional laptops and chromebooks are purchased for new students and staff. Year 2 includes 80 chromebooks and 7 staff laptops; year 3 includes 80 chromebooks and 7 staff laptops; year 4 includes 100 chromebooks and 8 staff laptops, year 5 includes 80 chromebooks and 8 staff laptops. Furthermore, (435) office supplies will receive consistent yearly funding, beginning at \$1,500 in Year 1 and reaching \$16,300 by Year 5. An annual allocation of \$10 per student for various (499) classroom supplies will continue from Year 1 through Year 5, ensuring all students have access to essential materials. Library Books/Media (432) are estimated at \$40 per new student at \$6,400 in year 1, and \$3,200 in years 2 and 3 for 80 new students per year, and \$4,000 in year 4 for 100 new students, and \$3,200 for 80 new students. \$500 has been set aside in years 1 and 2 and \$1,000 for years 3 through 5 for scholarships for student (451) uniforms for those that face financial barriers. With regard to (471) software, we have budgeted \$50 per student for iReady in addition to \$3,000 annually for a subscription to Accelerated Reader.

Professional Contracted Services for Planning and Implementation Purposes. JMS will secure contracted services with experienced organizations familiar with charter schools during the planning

year and Year 1.

- 302 Advertising: \$5,000 in year 0 for social media campaign, newspaper, radio. \$2,500 in years 1 and 2, increasing to \$5,000 in year 3 and onward for social media campaign, newspaper, radio
- 305 Audit Services: Audit begins in year 2 (\$12,000 annually for audit and 990 filing); \$3000 in year 1 for 990 Filing.
- 308 Consultants: \$2,500 beginning in Year 1 for curriculum consultants to provide curriculum-specific professional development during embedded professional development, as outlined in Section 2.5 Professional Development Plan, increasing to \$5,000 annually in Year 3.
- 309 Contracts With Government Agencies: \$75,000 annually for School Resource Officer in participation with the Statewide School Resource Officer (SRO) Program Grant provides funding to local law enforcement entities to place one full-time, POST-certified SRO in each K-12 public school and public charter school in Tennessee.
- 312 Contracts With Private Agencies:
 - \$50,000 annually for nursing services, with an annual increase of 2%, based on a quote from Maxim Health.
 - Special education services: YR1 totals \$41,000, including \$4,000 the setup fee; YR2 is \$42,700; YR3 is \$78,550; YR4 is \$102,950; and YR5 is \$148,350. Services will include Occupational Therapy, Psychological Services, and/or Speech/Language Therapy. Some low incidence and specialized services include Hearing/Auditory Services, Physical Therapy, Music Therapy, Vision Services, Bilingual Spanish Evaluations, Behavioral Health Services, and/or Counseling. Based on pricing from Project Play.
- 317 Data Processing Services: \$18,000 for PowerSchool with a rate based on fewer than 1,000 students.
- 320 Dues & Memberships: \$2,000 in year 1 for Greater Jackson Chamber of Commerce Annual Dues (\$500); Registration for 3 Conferences x \$500/conference.
- 322 Evaluation & Testing: MAP Assessments at \$14 per student, other assessments \$6 per student, and ELPA21 test \$20 per EL student (estimated at 10% of students). (ex. Year 1 = (160 students x \$14) + (160 students x \$6) + (160 students x 10% x \$20)
- 328 Janitorial Services: Estimated at \$0.15 per square foot per month based on local averages. Year 0 includes 2 months at 12,500 sq. ft for \$3,750. Year 1 is a full year at 12,500 sq. ft for \$22,500; \$35,100 for 19,500 sq. ft in Year 2; \$45,000 for 25,000 sq. ft in Year 3; \$61,200 for 34,000 sq. ft in Year 4; and \$72,000 for 40,000 sq. ft in year 5.
- 330 Lease/SBITA Payments: Copier lease at \$500 per month beginning in year 1. 5-year lease for new bus at \$2,400/month (\$28,800/year)
- 331 Legal Services: \$7,500 for retainer fee to support with policies, real estate, and special education needs.
- 335 Maintenance & Repair Services Building: Estimated at \$3 per sq. ft annually. Year 0 includes 2 months at 12,500 sq. ft for \$6,250. Year 1 is a full year at 12,500 sq. ft for \$37,500; \$58,500 for 19,500 sq. ft in Year 2; \$75,000 for 25,000 sq. ft in Year 3; \$102,000 for 34,000sq. ft in Year 4; \$120,000 for 40,000 sq. ft in year 5.
- 336 Maintenance & Repair Services Equipment: \$30 per device for 1:1 laptop maintenance, repair, trouble shooting for teachers and students. 177 devices in year 1 for \$5,310; \$7,920 in year 2 for 264 devices; \$10,530 in year 3 for 351 devices; \$13,770 in year 4 for 459 devices; and \$16,410 in year 5 for 547 devices.
- 338 Maintenance & Repair Services Vehicles: \$4,000 annually for bus maintenance (1 leased bus for Expeditions and field trips).

- 342 Payments to Schools-Breakfast: 54% Free & Reduced Breakfast (YR1-87 students, YR2-130 YR3- 173, YR4- 227, YR 5- 270) students x \$2.00 x 180 days). NSLP is expected to break even.
- 343 Payments to Schools-Lunch: 54% Free & Reduced Breakfast (YR1-87, YR2- 130, YR3-173, YR4- 227, YR 5- 270) students x \$3.50 x 180 days). NSLP is expected to break even.
- 344 Payments to Schools-Other: \$35,000 for annual authorizer's fee.
- 348 Postal Charges: \$20 per month beginning September 1, 2025. \$200 for 2 months in year 0 and \$240 for each subsequent year.
- 350 Internet Connectivity: \$10,000 in year 1, increasing \$2,000 annually to correspond with increases in student numbers (YR2 & 3-each increase by 75 students, and YR4 & YR5 each by 100 students) for wifi, internet, and phone service.
- 355 Travel: \$5000 annually for travel to 3 Conferences and to 2 High-Performing Charter Schools \$1,000/trip x 5.
- 359 Disposal Fees: \$200 per month for waste disposal. \$400 for 2 months in year 0 and \$1,200 annually starting in year 1.
- 369 Contracts for Substitute Teachers Certified:
 - \$85/day for a contracted substitute, assuming each core teacher misses 5 days per year (ex. Year 1 \$85 x 8 core teachers x 5 days= \$3,400).
 - Funds for Afterschool C.R.E.W. 4 days per week: 2- licensed teacher stipends \$25/hr x 3 hours x 140 days = \$21K/ yr (will pursue Century 21 Grant).
- 370 Contracts for Substitute Teachers Non-certified: \$6,000 for year 1 for a contracted bus driver \$95 per day for 1 day per week for 30 weeks adding one day per week up 5 days per week in years 5.
- 399 Other Contracted Services:
 - \$5K/year (Year 0) and \$15k/year (Years 1 and 2) for BES Follow-on Coaching & Support
 - \$3750 per month for Backoffice provider for accounting & bookkeeping; Financial Management starting Sept 1, 2025, Reporting, & Compliance, Cash Flow Management; Payroll & Retirement; and Business Advisory, based on quote from Edtech.
 - \$2,025 per year beginning in year 1 for board member training, assuming 9 board members.

Capital Outlay: Significant capital outlay costs have been outlined to enhance our facilities and equipment. For (701) administration equipment, an allocation of \$6,000 has been set aside in year 0 with additional furniture to be purchased in years 2 and onward as the school grows. For (707) building improvements, a considerable budget of \$525,000 has been allocated, covering security upgrades and planning costs of \$20,000, along with ADA upgrades of \$5,000. It is estimated that an additional \$25 per square foot will be needed to renovate a total of 20,000 square feet, ensuring the school accommodations are met through Year 2. In terms of (711) furniture and fixtures, a budget of \$5,000 for Year 1 and subsequent allocations of \$5,750 in Year 2, \$2,500 in Year 3, \$4,000 in Year 4, and \$2,500 in Year 5 have been established. This includes the purchase of five tables with five chairs each (\$550 per set) and 5 bookshelves (\$450 each) for Year 1. In year 2 an additional lab/art space is built out with 7 lab tables with stools (\$500 per set) and 5 bookshelves (\$450 each). Year 3 has a small budget of \$2,500 for replacement furniture. Year 4 includes 4 sets of flex seating at \$1,000 each, and year 5 includes a small budget of \$2,500 for replacement furniture.

For (722) regular instruction equipment, we anticipate \$3,000 per classroom for basic furniture and

equipment including teacher desk and chair, bookshelf, storage cabinet, and pull-down screen. This includes the establishment of 9 new classrooms in Year 0 (\$27,000), 6 in Year 2 (\$18,000), 6 in Year 3 (\$18,000), 7 in Year 4 (\$21,000), and 6 in Year 5 (\$18,000). Student desks and chairs are estimated at \$100 per unit (790 Other Equipment). An allocation of \$22,500 (225 desks/chairs) has been made for Year 1, followed by \$15,000 (150 desks/chairs) in Year 2, \$15,000 (150 desks/chairs) in Year 3, \$17,500 (175 desks/chairs) in Year 4, and \$15,000 (150 desks/chairs) in Year 5. Additional (790) other equipment includes classroom technology equipment (projector, speaker, and document camera) for \$1,000 per classroom. In year 1 equipment for 8 core classrooms and the media center (\$9,000), in year 2 equipment for 6 additional classrooms (\$6,000), in year 3 equipment for 6 additional classrooms (\$6,000), in year 4 equipment for 7 additional classrooms (\$7,000), and in year 5 equipment for 6 additional classrooms (\$6,000). Furthermore, \$5,000 has been budgeted in Year 1 for (799) other capital outlay, which will cover signage, posters, decorations, and decor, continuing at \$2,500 annually for the following four years.

Facility Operation & Maintenance for Planning and Implementation Purposes.

Jackson Museum School (K-6) has identified several facility options for the proposed school:

Option 1: Lambuth Memorial United Methodist Church Education Center located at 160 Campbell Street, Jackson, TN 38301. (former preschool attached to a church)

Option 2: Former Sacred Heart of Jesus High School located at 146 McClellan Road, Jackson, TN 38305 (former high school attached to a church)

Option 3: Former Sears Building in Old Hickory Mall, 2021 North Highland Avenue, Jackson, TN 38305

We are working with an experienced real estate broker who specializes in commercial real estate to find locations, estimating a need of 75 square feet per student or at least 12,000 square feet in year 1. To prioritize academic investment, we will keep facility costs at or below 15% of total revenue, and have set aside the following for the building lease:

- 599 Building Lease: Estimating \$9 per sq. ft initially, increasing by \$1/sq. ft each year until year 4: Yr 2 \$10/sq ft, Yr3 \$11 sq. ft, Yr 4 \$12 sq. ft, and Yr 5 \$12/ sq ft. Year 0 rent is estimated to cover 2 months (May and June 2026).
 - Year 0 (2 months): 9/sq ft. x 12,500 sq. ft = \$18,750
 - Year 1: 9/sq ft. x 12,500sq. ft = \$112,500
 - Year 2: 10/sq ft. x 19,500 sq. ft = \$195,000
 - Year 3: 11/sq ft. x 25,000 sq. ft = \$275,000
 - Year 4: 12/sq ft. x 34,000 sq. ft = \$408,000
 - Year 5: 12/sq ft. x 40,000 sq. ft = \$480,000

In addition, we anticipate other charges associated with the facility beginning in year 0 for two months (June-July 2026):

- (502) Building & Content Insurance. \$3000 annually to start year 1.
- (506) Liability Insurance: \$3,750 for Directors & Officers Liability and land coverage in Year 0. In Year 1, the allocation increases to \$18,750, which includes \$7,500 per year for Directors & Officers liability insurance for Years 1 through 5. Additionally, \$5,000 will be added for each grade level for Directors & Officers liability insurance in Years 1 through 5, starting with grades

K-2 in Year 1, K-3 in Year 2, K-4 in Year 3, K-5 in Year 4, and K-6 in Year 5.

- (511) Vehicle and Equipment Insurance to start in year 1 \$4000 annually.
- (470) Cabling costs for \$3,500 in year 0 only.

f. Explain how one or more high-needs students with disabilities may affect the operating budget and your plan to meet student needs that might be more than anticipated.

Jackson Museum School (K-6) recognizes that students with disabilities, especially those with more intensive needs, can vary widely in their requirements, which can affect staffing and service costs beyond initial estimates. While the Tennessee Department of Education recommends an allocation of \$1,500 per special needs student, the school understands that actual expenses may surpass this amount depending on each student's specific diagnosis and required services.

To address this, the school will utilize a flexible approach to providing services for high-needs students. We will conduct comprehensive needs assessments and regularly review Individualized Education Plans (IEPs) in collaboration with special education professionals to identify appropriate services. Recognizing that some services—such as speech therapy, occupational therapy, physical therapy, and psychological assessments—are specialized and can be costly to maintain on a full-time basis, the school will primarily rely on contracted service providers.

We have established a dedicated line item in the budget specifically for contracted special education services, which allows us to access external providers such as Project Play and our authorizing district, JMCSS, on an as-needed basis. This contractual arrangement offers significant flexibility, enabling us to procure only the services required for each student at any given time, rather than hiring full-time staff for specialized services that may only be needed periodically.

While we will continue to employ full-time special education teachers and aides to meet mandated ratios supported by a full time Special Education Director, the use of contracted services ensures that we can adapt to the specific needs of high-needs students without exceeding our budget. This approach provides a sustainable, flexible system that maximizes federal and district resources, ensuring all students receive appropriate support while maintaining fiscal responsibility.

The school will implement a robust tracking system to monitor the services and accommodation provided, ensuring accurate reporting and the ability to make necessary budget adjustments. Furthermore, Jackson Museum School will work closely with the Finance Committee, CEO/Lead Founder, and Operations Manager to apply for all available federal, state, and local funding, such as Title I and IDEA, to cover the additional services and accommodations for students with disabilities.

Collaboration will be key, so Jackson Museum School will foster communication and training opportunities for both special education staff and general education teachers to ensure resources are effectively utilized while maintaining compliance. Finally, the school will explore partnerships with local organizations and service providers to help reduce the cost of services or access additional resources through community collaborations. These steps will help Jackson Museum School (K-6) meet the needs of students with disabilities while maintaining financial stability.

g. Describe the systems, processes, and policies by which the proposed school will manage accounting, purchasing, payroll, and audits. Include any policies on financial controls.

Jackson Museum School will manage accounting, purchasing, payroll, and audits through a combination of outsourced financial services and robust internal controls, as governed by established Board policies. The Board of Directors and the Finance Committee are responsible for ensuring adequate financial

resources are secured to fulfill the school's mission. Key systems and policies include:

Fiscal Policy Development. An annually ratified Fiscal Policy Manual will outline legal compliance, Generally Accepted Accounting Principles (GAAP), and best governance practices. The Board will collaborate with a back-office provider to draft and refine this manual, ensuring that it aligns with the school's financial objectives and regulatory requirements.

Financial Oversight. The Finance Committee will oversee the preparation of financial statements, such as Balance Sheets and Cash Flow reports, ensuring timely and accurate review. They will help develop the annual budget, recommend financial policies, and maintain oversight of the school's assets and expenditures.

Internal Financial Controls. The following internal financial controls will be established:

- **Monthly Financial Review:** The Board and Finance Committee will meet monthly with the CEO/Founder to review financial reports and monitor budget performance against established goals.
- **Segregation of Duties:** Procedures will be implemented to ensure a segregation of duties related to financial transactions, including dual approvals for check issuance and cash disbursements.
- **Regular Reconciliations:** Financial statements will undergo monthly reconciliations to ensure accuracy and compliance, thus enabling prompt detection of discrepancies.

Auditing Process. An annual audit will be conducted by a reputable auditor, with the outsourced back-office provider, the Board, and school leadership collaborating closely throughout the process. This cooperation includes providing necessary financial documentation and addressing any auditor inquiries promptly to ensure transparency and compliance.

Bank and Cash Management. Policies will dictate banking procedures, including:

- Issuing checks with required approvals to prevent unauthorized transactions.
- Conducting monthly reconciliations to verify account balances and ensure financial accuracy.
- Establishing a petty cash management policy that outlines procedures for usage and documentation.

Purchasing Policy. For acquisitions valued at \$10,000 or more, purchases will be conducted through competitive bidding or obtaining comparative pricing from at least three vendors, as mandated by Tennessee state legislation. Purchases or dispositions of assets valued at \$10,000 or more require approval from the Board Chair, CEO/Lead Founder, and Board Treasurer. Any transactions involving higher-value assets or real estate must receive Board approval.

Risk Management Policy. Jackson Museum School is committed to safeguarding its human, financial, and goodwill assets through effective risk management practices. The Board will ensure an annual review and update of the organization's risk management plan, protecting the safety and dignity of staff, volunteers, and clients.

Finance Committee Duties. The Finance Committee will review and recommend the annual budget, three-year financial forecasts, and grant proposals. Additionally, they will evaluate significant non-budgeted expenditures, coordinate the annual audit, and provide regular reports to the Board on financial performance and compliance.

h. Describe how the proposed school will provide an independent annual audit and comply with other federal or state accounting and/or reporting requirements.

Jackson Museum School will ensure transparency and accountability in its financial practices by conducting an independent annual audit. In compliance with Tennessee law, the school will engage a qualified external auditor who is licensed by the State of Tennessee and has experience in auditing charter schools or public education institutions.

Audit Process:

1. Selection of Auditor: The Finance Committee will identify and recommend a reputable auditing firm to the Board of Directors for approval. This firm must meet the qualifications outlined in the Tennessee School Auditing Law.
2. Scope of Audit: The audit will encompass a comprehensive review of the school's financial statements, internal controls, and compliance with applicable federal and state laws. This includes ensuring that funds are utilized in accordance with grant requirements and statutory obligations.
3. Annual Report: Upon the completion of the audit, the auditor will provide an independent report, summarizing findings, financial status, and any areas for improvement. This report will be presented to the Board of Directors and made available to stakeholders, ensuring transparency.
4. Submission to Authorities: Following the Board's review, the final audit report will be submitted to the Tennessee Department of Education and other relevant state agencies as required by law, ensuring compliance with state reporting requirements.

Compliance with Federal and State Requirements. Jackson Museum School will adhere to Generally Accepted Accounting Principles (GAAP) to maintain accurate and reliable financial records. The school will also comply with federal requirements, such as those pertinent to Title I funding and other federal grants, ensuring proper accounting practices for the utilization of these funds. Regular financial reports will be prepared and submitted to the Board of Directors, and any discrepancies or issues identified in the audit will be addressed promptly to maintain compliance with regulatory standards.

i Describe the different financial roles and responsibilities of the proposed school's administration and governing board.

The Board of Directors brings a variety of financial and operational expertise to Jackson Museum School (K-6), with financial oversight being one of its core responsibilities. This oversight is critical to ensuring the long-term fiscal health and success of the school. To support this, the Board will coordinate with our back-office accounting and finance provider who will provide detailed monthly financial reports, submit necessary documentation to the authorizer and the state, and keep the Board informed of the school's financial status. The contracted back-office provider will also play a key role in the audit process, working closely with the independent auditor, CEO/Lead Founder, Board Treasurer, Finance Committee, and the entire Board to keep them updated on progress and highlight any actions needed to maintain compliance with financial regulations. Specific financial roles:

Board Treasurer and Finance Committee Chair

Reports to: Board Chair & Board of Directors

Supports: CEO/Lead Founder, Operations Manager, Back Office Provider, & Auditors

Purpose: Provides direction for the financial management of the school and facilitates the board in

meeting its financial oversight responsibilities.

Specific Responsibilities. (1) Chair of the Finance Committee. (2) Provides direction for the oversight of the school's record keeping and accounting policies. (3) Ensures the presentation of timely and meaningful financial reports to the board to ensure that the full board completely understands the financial picture. (4) Ensures the development of the annual budget and its submission to the Board for its approval. Leads the monitoring of budget implementation. (5) Oversees the development and board review of financial policies and procedures. With the Finance Committee, monitors the adherence to financial policies and procedures adopted by the Board. (6) Develops and monitors any investment policies adopted by the Board. (7) Ensures that assets are protected and invested according to board policy. (8) Leads the board in assuring compliance with federal, state and other financial reporting requirements. (9) Presents the recommendation of the auditor to the Board for their approval. Reviews the results of the audit with the Finance Committee, including the management letter, develops a plan for remediation, if necessary, and presents the results to the Board. (10) Takes responsibility for the design of an annual board education program so that all board members can effectively conduct oversight of the financial health of the organization.

Qualifications. (1) Commitment to and energy to support the charter school's mission, goals, and core values. (2) An understanding of the distinctions between governance and management. (3) A strong understanding of the record keeping accounting systems, financial reports and financial policies and procedures of the organization. (4) Ability to focus on both the short-term and long-term financial health of the organization.

Indicators of Effectiveness. (1) Meets annual goals as identified and adopted by the board at the beginning of the leadership term. (2) Is perceived by other board members as being transparent and efficient in delivering financial reports and as being aggressively protective of the integrity of the organization's fiscal management. (3) Is perceived by staff as supporting and adding value to their work. (4) Is perceived by a majority of parents and other community members as being accessible, fair, constructive, and representative of the interests of the broader school community.

Finance Committee

Reports to: Convened by and reports the Board of Directors.

Purpose. The Finance Committee has responsibility for working with the CEO/Lead Founder to create the upcoming fiscal year budget; present budget recommendations to the Board; monitor implementation of the approved budget on a regular basis and recommend proposed budget revisions; and recommend to the Board appropriate policies for the management of the organization's assets. The Finance Committee is assisted by the CEO/Lead Founder.

Appointments and Composition. The members of the Finance Committee shall be the Treasurer of the Board who shall serve as Chair, the Board Chair who shall serve as an ex-officio member, together with other Board members appointed by the Chair with the advice and consent of the Board in accordance with the Bylaws.

Responsibilities. (1) Review, and recommend to the Board for approval, an annual budget for Jackson Museum School (K-6) in collaboration with the CEO/Lead Founder. (2) Also in collaboration with the CEO/Lead Founder, review and recommend to the Board for approval and annually revise a three-year financial forecast and long range financial plans based on the forecast. (3) Review grant proposals when required by funders, and when necessary, recommend action by the Board. (4) Review all non-budgeted

expenditures over a set dollar amount to be determined by the Board and recommend action to the Board. (5) Annually submit objectives as part of the planning and budgeting process. (6) Annually evaluate its work as a committee and the objectives it has committed itself to and report on the same to the Board of Directors. (7) Arrange for an annual audit with submission of the same to the Board. (8) Report to the Board of Directors at regular meetings of the Board in a manner determined by the Board.

j. If applicable, describe the plan to outsource any financial management areas such as payroll, benefits, audits, fundraising, accounting, etc. Detail how the financial leadership will select and oversee the contractors.

Jackson Museum School (K-6) will outsource financial management by contracting with a back-office provider. Financial oversight will primarily fall under the Board of Directors, with both the back-office provider's accountant and auditor reporting directly to the Board. The Board Treasurer, in collaboration with the Finance Committee and the CEO/Lead Founder, will take on the responsibility of supervising the school's financial management.

The Finance Committee will work closely with the CEO/Lead Founder to draft the budget for the upcoming fiscal year, present budget recommendations to the Board, monitor the approved budget's implementation, and propose revisions as necessary. Additionally, the committee will advise the Board on asset management policies. Ongoing management and monitoring of the budget will be a cooperative effort involving the Board Chair, CEO/Lead Founder, and Operations Manager.

k. Describe the level of financial expertise of the proposed school's internal and external team members.

The Jackson Museum School's internal and external team members possess a robust and diverse range of financial expertise to support sound fiscal management. On our Board of Directors, we have a highly qualified financial analyst who specializes in financial planning, analysis, and strategic budgeting, and will serve as the chair of the Finance Committee. Additionally, several board members bring extensive financial experience: one has grants facilitation experience with multimillion-dollar grants; another has successfully raised significant funds through donor development; a third is an entrepreneur who has managed budgets up to several million dollars across multiple businesses; and two members have tax preparation expertise, with one managing the budgets of 13 local establishments for her tax and budget consulting practice.

Beyond the Board, our leadership team includes a CEO/Lead Founder with nearly 15 years of business management experience, having co-owned and operated her own business with a substantial quarterly budget, and served as the principal of an elementary school where she oversaw the daily implementation of the school's budget. This hands-on experience provides strong operational and financial oversight.

To strengthen our financial oversight and decision-making, we plan to engage a reputable back-office provider, such as Edtec, which has extensive experience supporting charter school finances. We will initiate a rigorous RFP process to select the best partner for our needs, ensuring they bring the necessary expertise. Ongoing professional development will be provided through our collaboration with this partner, focusing on fiscal governance, policies, and procedures, in addition to follow-on support from BES designed to support expertise in financial matters among other areas.

Overall, our team's combination of board-level financial expertise and operational experience, complemented by external partnerships, positions us well to maintain financial health and make informed, strategic financial decisions as the school grows.

l. Describe the proposed school's contingency plans to meet financial needs if anticipated revenues are not received or are lower than expected.

When creating Jackson Museum School's (K-6) initial budget, the approach will involve evaluating potential, realistic scenarios to plan for instances where revenues may fall short, expenses exceed projections. During the planning and projection phase, Jackson Museum School will conservatively estimate revenue and overestimate expenses, using TISA revenue projections as the primary funding source and ensuring that expenditures are less than projected revenues for 90% enrollment. The school seeks to build relationships with local philanthropic organizations, such as the Ayers Foundation, the Kirkland Foundation, and the Community Foundation of West Tennessee, which have supported other public charter schools. These relationships will help strengthen the school's budget projections and overall outlook.

Should significant changes in revenue or expenses occur, exceeding 10%, the budget will be reevaluated, revised, and resubmitted for Board approval. Additionally, the startup budget may be adjusted to align with available resources, or it could be reduced to generate a larger carryover into Year 1. As a result, the staffing plan may need to be revisited, with some positions potentially reduced to part-time or delayed, or even postponed until the following school year. Purchases of equipment and furniture may also be deferred, and contracted services could be renegotiated for a reduced scope.

m. Detail the cash flow contingency plan if revenue projections are not met or expenditures exceed anticipated amounts. The plan should include an explanation of sources, including financing terms, if the contingency plan includes loans, commitments, funds from an outside donor, or an alternative funding source.

In the event of cash flow challenges, Jackson Museum School will pursue multiple options to secure additional funding. The school will explore short-term loans from financial institutions to address immediate capital needs and seek grants from local, state, or national foundations, focusing on those that support educational initiatives. The school will also establish sponsorships and partnerships with local businesses and organizations, securing financial contributions or in-kind donations to offset expenses. Additionally, negotiating deferred payments or vendor financing will allow the school to manage immediate cash flow constraints while maintaining operational momentum.

Attachment Y Cover Page

Network Financial Plan

REQUIRED IF ANSWERED “YES” TO SPONSOR HISTORY AND INTENT
QUESTION 3

Not Applicable

Attachment Z Cover Page

Portfolio and Performance Template

REQUIRED IF ANSWERED “YES” TO SPONSOR HISTORY AND INTENT
QUESTION 1

NOTE: Sponsors must submit the completed Portfolio and Performance Template as a separate document.

Not Applicable

Attachment AA Cover Page

Performance and Evaluation Reports

REQUIRED IF ANSWERED “YES” TO SPONSOR HISTORY AND INTENT
QUESTION 1

Not Applicable

Attachment BB Cover Page

Renewal and Interim Reports

REQUIRED IF ANSWERED “YES” TO SPONSOR HISTORY AND INTENT
QUESTION 1

Not Applicable

Attachment CC Cover Page

Annual Reports

REQUIRED IF ANSWERED “YES” TO SPONSOR HISTORY AND INTENT
QUESTION 1

Not Applicable

Attachment DD Cover Page

Litigation Documents

REQUIRED IF ANSWERED “YES” TO SPONSOR HISTORY AND INTENT
QUESTION 1

Not Applicable

Attachment EE Cover Page

Audited Financial Statements

REQUIRED IF ANSWERED “YES” TO SPONSOR HISTORY AND INTENT
QUESTION 1

Not Applicable